Promotion: Supporting and Monitoring Learning

I. Grade Placement, 9-12

A. Grade level designation in grades 9-12 is determined by number of credits earned, as described below:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>1\textsuperscript{st} Semester</th>
<th>2\textsuperscript{nd} Semester (only for new or previously retained students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9\textsuperscript{th} Grade</td>
<td>0-4.9 credits</td>
<td>0-7.9 credits</td>
</tr>
<tr>
<td>10\textsuperscript{th} Grade</td>
<td>5.0-10.9 credits</td>
<td>8.0-13.9 credits</td>
</tr>
<tr>
<td>11\textsuperscript{th} Grade</td>
<td>11.0-16.9 credits</td>
<td>14.0-19.9 credits</td>
</tr>
<tr>
<td>12\textsuperscript{th} Grade</td>
<td>17.0 or more credits</td>
<td>20.0 or more credits</td>
</tr>
</tbody>
</table>

B. Options regarding graduation for students deficient in credits:

1. Students who have failed classes, or who are short credits for other reasons, may enroll in credit recovery programs within the district or in other school districts and/or colleges.

2. Students deficient in credits for graduation may attend high school until 21 years of age. Students who are under 21 years of age at the beginning of the school year are eligible to enroll in high school courses for the duration of the school year.

II. Grade Placement, Preschool-8

A. Grade placement of a student will be guided by state and district regulations and the best educational interest of the child.

B. The principal is responsible for grade placement of entering students after consultation with staff and parent(s)/guardian(s) and examination of available student records and registration information.

C. When available records do not clearly show placement or when proper placement is in question, assessments in reading and math will be given and the results used for placement of students.

III. Promotion, Preschool-8

A. Students usually advance from grade to grade, spending one academic year at each grade level. Promotion on an annual basis should be the presumption when a student has met or demonstrated continuous and adequate progress toward grade-level standards including in English Language Arts (ELA) and mathematics as measured by one or more assessments; e.g., Smarter Balance
Assessment, demonstrated progress toward GOLD Objectives, and other classroom-based assessments.

B. It is the responsibility of school staff to assess individual students’ needs at the earliest possible opportunity. When a student is not meeting or demonstrating continuous progress toward grade-level standards for reading, writing, or mathematics, a student learning plan will be developed (consistent with state regulations). Interventions offered by the school, in conjunction with parent and student responsibilities, will be delineated in each content area where progress has not been sufficient. Such school, parent and student interventions may include, but are not limited to, tutorial programs, before and/or after school programs, strategic and/or intensive intervention classes, English Language Learner support, Special Education, summer school, monitoring homework, and teaching specific study skills. The student learning plan will be communicated to the student and parent(s)/guardian(s) and updated on an annual basis until the student has met the standards for reading, writing, and mathematics.

C. In grade levels where student learning plans are not developed, the parent(s)/guardian(s) will be notified that their child is not meeting or demonstrating continuous progress toward grade-level standards for reading, writing, and mathematics and the student may be required to participate in a recommended district-offered intervention program.

IV. Retention, Preschool-8

Retention of a student in the same grade level should only be considered in extraordinary circumstances when another year at the same grade level would be in the best academic and/or social interests of the student.

A. Retention recommendations for students performing below the minimum grade-level benchmark standards shall be based on a written request outlining the rationale for the recommendation and the appropriateness of retention. Such recommendation shall be preceded by an offer of and/or provisions for intervention support. Factors considered in making recommendations for or against retention in Preschool through 8th include, but are not limited to:

1. Mastery of content grade-level standards
2. All assessment data and academic history
3. Student Learning Plan, Individualized Education Plan or 504 Plan (provided a students’ limited English proficiency or disability are not the sole reason for retention)
4. Social and emotional maturity
5. Previous retention, previous promotion
6. Number of years in school
7. Student’s age
8. Attendance history

B. As soon as the possibility of retention is considered the teacher(s) will notify the principal.
C. The teacher(s), principal, or counselor will contact and conference with the parent(s)/guardian(s). This should be done by the end of the third reporting period in elementary school or the beginning of second semester in middle school. Special circumstances may require this conference to be held at other times. At the conference this regulation should be reviewed with the parent(s)/guardian(s).

D. The School Retention Review Committee is composed of a principal or assistant principal, a counselor, and a teacher. The School Retention Review Committee, in consultation with the parent(s)/guardian(s), will review the retention information and complete the “Retention Recommendation” form. The “Retention Recommendation” form is to be submitted to the principal for approval only after:

1. All relevant information has been considered (see IV. A. of this regulation).
2. The parent(s)/guardian(s) has signed the form, either in agreement with the recommendation, or on the line indicating they reject the recommendation of the committee.

E. In the instance where the parent(s)/guardian(s) requests retention and the School Retention Review Committee does not concur, or vice versa, the principal shall:

1. Notify the Superintendent or his/her designee of intention to promote/retain over parent(s)'/guardian(s)' rejection.
2. Notify the parent(s)/guardian(s) in writing within ten (10) working days the intention to promote or retain the student. A copy of this regulation shall be included in the letter to inform the parent(s)/guardian(s) of their right to appeal.

F. The parent(s)/guardian(s) has the right to appeal the retention decision to the District Retention Review Committee within ten (10) working days upon receipt of the informational letter. This is done by notifying in writing the Superintendent or his/her designee of the intention to appeal.

G. The Superintendent or his/her designee will call together the District Retention Review Committee within ten (10) working days upon receipt of the informational letter.

H. The District Retention Review Committee is composed of one school-psychologist, one teacher, one principal not directly involved in the retention, but from the appropriate level (elementary or secondary), the Executive Director for Curriculum and Instruction, and the Asst. Supt. for Elementary Education or Asst. Supt. for Middle School Education who will serve as chair of the Committee. The Committee is appointed by the Superintendent or his/her designee.

I. The District Retention Review Committee will consider the case on the following:

1. Retention form,
2. All test results and other data; i.e., student learning plan, participation in special programs, ELL, IEP, or 504 plan,
3. Retaining teacher’s narrative/testimony,
4. Building principal’s narrative/testimony,
5. Parent(s)'/guardian(s)’ narrative/testimony, and
6. Review of research on retention.

J. Written notice of the District Retention Review Committee's decision is sent to the parent(s)/guardian(s) by certified and regular mail within 30 work days. The decision of this committee is final.

K. Retention forms and data will be maintained by the appropriate level Assistant Superintendent.

V. Acceleration, K-8

Students usually advance from grade to grade, spending one year at each grade level. However, a few students may profit from “acceleration,” or skipping a grade or part of a grade. The following steps shall be taken if acceleration is being considered:

A. Acceleration recommendations for students who might benefit shall be based on a written request by the teacher(s), principal, and/or parent(s)/guardian(s) outlining the rationale for the recommendation and the appropriateness of acceleration. Factors considered in making acceleration recommendations in grades Kindergarten through 8th include, but are not limited to:
   1. Mastery of content grade-level standards
   2. All assessment data and academic history
   3. Student Learning Plan
   4. Social and emotional maturity
   5. Previous retention, previous promotion
   6. Number of years in school
   7. Student’s age
   8. Attendance history

B. As soon as the possibility of acceleration is being considered, the teacher(s) will notify the principal.

C. The teacher(s), principal, or counselor will contact and conference with the parent(s)/guardian(s). This should be done by the end of the third reporting period in elementary school or the beginning of second semester in middle school. Special circumstances may require this conference to be held at other times. At the conference this regulation should be reviewed with the parent(s)/guardian(s).
D. The School Acceleration Review Committee is composed of a principal or assistant principal, a counselor, and a teacher. The School Acceleration Review Committee, in consultation with the parent(s)/guardian(s), will review the acceleration information and complete the “Promotion Recommendation” form. The form is to be submitted to the principal for approval only after:

1. All relevant information has been considered (see IV. A. of this regulation).
2. The parent(s)/guardian(s) has signed the form, either in agreement with the recommendation, or on the line indicating they reject the recommendation of the committee.

E. In the instance where the parent(s)/guardian(s) requests acceleration and the School Acceleration Review Committee does not concur, or vice versa, the principal shall:

1. Notify the Superintendent or his/her designee of intention to promote/accelerate over parent(s)/guardian(s)’ rejection.
2. Notify the parent(s)/guardian(s) in writing within ten (10) working days the intention to promote or accelerate the student. A copy of this regulation shall be included in the letter to inform the parent(s)/guardian(s) of their right to appeal.

F. The parent(s)/guardian(s) has the right to appeal the acceleration decision to the District Acceleration Review Committee within ten (10) working days upon receipt of the informational letter. This is done by notifying in writing the Superintendent or his/her designee of the intention to appeal.

G. The Superintendent or his/her designee will call together the District Acceleration Review Committee within ten (10) working days upon receipt of the informational letter.

H. The District Acceleration Review Committee is composed of one school-psychologist, one teacher, one principal not directly involved in the acceleration, but from the appropriate level (elementary or secondary), the Executive Director for Curriculum and Instruction, and the Asst. Supt. for Elementary Education or Asst. Supt for Middle School Education who will serve as chair of the Committee. The Committee is appointed by the Superintendent or his/her designee.

I. The District Acceleration Review Committee will consider the case on the following:

1. Promotion/Retention form,
2. All test results and other data, i.e., student learning plan, participation in special programs, ELL, IEP, or 504 plan,
3. Current teacher’s narrative/testimony,
4. Building principal’s narrative/testimony,
5. Parent(s)/guardian(s)’ narrative/testimony.
J. Written notice of the District Acceleration Review Committee’s decision is sent to the parent(s)/guardian(s) by certified and regular mail within 30 work days. The decision of this committee is final.

K. Promotion forms and data will be maintained by the appropriate level Assistant Superintendent.

Adoption Date: 04/11/06
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