

PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

Ensuring All Students Meet Standards

The district recognizes that promotion, retention and acceleration of students can be used as opportunities to provide for the best educational interests of students. These terms shall be defined as follows:

Definitions

1. Acceleration – Advancing a student more than one grade level.
2. Promotion – Advancing a student annually from one grade level to another.
3. Retention – Having a student remain at a grade level the following year.

Acceleration and retention shall be used sparingly when special circumstances warrant.

Acceleration, retention or promotion may be recommended by teachers and/or a student's parent/guardian(s). When a recommendation for acceleration or retention is made, the principal shall convene a study committee made up of the student's parent/guardian, teacher(s) and other appropriate staff to advise the principal on the merit of the recommendation. The principal shall approve or disapprove the recommendation following a review of the student's achievement in relation to the district's academic standards and the mental, social, physical, and emotional development of the student. When acceleration or retention of a student is being considered, school personnel shall confer with the student's parent/guardian and in every case, prior to the close of the school year.

The Board believes that early identification of students who are not making adequate progress towards achieving standards and effective intervention are crucial. In accordance with the Board's policy on grading and assessment systems, teachers shall assess the teaching and learning process on a continual basis. Teachers shall identify students early in the school year who are not making adequate progress toward achieving state and district academic standards or who need acceleration and may choose to implement an individual learning plan for each such student.

As determined by the principal and in accordance with applicable law, students not meeting applicable state and district standards may not be promoted to the next grade level or allowed to graduate. The procedure to retain a student in kindergarten, first, second, or third grade due to the student's significant reading deficiency shall be in accordance with the regulation on early literacy and reading comprehension and applicable with law. In general, the well-being of the individual student is the determining factor.

When students are retained in the same grade level, the teacher shall evaluate the previous teaching and learning experiences of the student. Based on this evaluation the teacher shall create an effective instructional plan to ensure that the student's needs will be met and that the student's educational experience from the previous year is not merely repeated.

Retention due to social, emotional or physical immaturity shall be used on a very limited basis. After consulting the student's parent/guardian(s), teacher and other professional staff and in accordance with applicable law, the principal shall determine whether it is in the best interests of the student to be retained for such reasons.

Adopted prior to 1985

Revised to conform with practice: date of manual adoption

Revised May 21, 2014

Legal ref.: C.R.S. 22-32-109 (1)(hh) (develop plan for academic remediation upon request of student's parent/guardian)

Cross refs.: AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IA, Instructional Goals and Learning Objectives
IK, Academic Achievement
IKA, Grading/Reporting Systems
ILBA, Student Assessment Systems/District Program Assessments
ILBC, Early Literacy and Reading Comprehension