

**PROMOTION/ACCELERATION/RETENTION**

The Governing Board expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements set by the Board.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

Occasionally, some students do not make the progress expected during a given school year. Retention in the same grade can be considered as an alternative in assisting students to acquire the minimum skills and competencies expected. To be most effective, retentions should occur at the earliest point in their school year, preferably in the primary grades.

The Board recognizes that retention is a serious matter and should be considered carefully by parents and staff. A number of factors should be taken into consideration prior to the final decision. These include the student's ability, work habits, and physical, social and emotional adjustment, English Language Learners status, IDEA plans or modifications, previous retention and extenuating circumstances (family death, health, divorce, etc.). Most importantly, the decision to retain should be based on the best information available which supports the premise that the student will benefit from retention by becoming more proficient in the minimum skills and competencies expected. When data does not support this, retention may be counterproductive.

As early as possible in the school year and in students' school careers, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation and the following criteria:

Students shall be identified on the basis of the District's multiple measures of assessment: the State's Testing & Reporting data; uniform district wide rubrics and other district approved measurements deemed appropriate; grades; the states performance standards.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs and/or other measures suggested by the Student Study Team.