

GRADE PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

Effective communication with parents is critical to a student's success in school. The Superintendent, school administrators, and teachers are responsible for ensuring that parents are kept informed of their child's progress through progress reports, report cards, parent/teacher conferences, and other appropriate means. Parents are responsible for keeping themselves informed regarding their child's progress and to inform their child's teacher(s) of any information that may impact the child's school performance.

The following procedural guidelines shall be followed when a student is being considered for grade retention or grade acceleration:

Elementary and Middle Schools

1. Regular communication between parents/guardians and teacher(s) including but not limited to progress reports, report cards, and parent/teacher conferences is necessary. If acceleration or retention is under consideration, a progress monitoring system will be in place at each school to ensure that appropriate assessments and interventions are carried out and further, that progress and concerns are communicated to parents.
2. When indicators, which include but are not limited to level of academic achievement, maturation, attendance, and ability, present that a student may need to be considered for retention or acceleration, the teacher and/or parent shall contact the building principal and a conference will be arranged between the parent and school personnel. This conference should be held in March or April of the school year. Conferences may also be initiated by request of a parent/guardian.
3. A student being considered for retention or acceleration must be referred to the Building Level Team, which includes the parent/guardian, the classroom teacher, and other relevant personnel. The team will review progress reports, grades, CHAT team notes, and records of interventions taken to date. The team will recommend the appropriate action(s) including additional testing, if necessary, to address the student's needs. This team may recommend to the building principal that the student be retained or accelerated when no lesser intervention will address the student's needs. The principal shall inform the parents/guardians by letter of the placement decision. If the parents/guardian do not concur with the principal's decision, the parents may appeal the decision to the Superintendent.
4. Under State Board of Education a regulation, the Superintendent has the authority to assign students to such classes and grade levels as needs warrant.

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(cont.)**

5. At the end of the school year, all parents will be formally notified of grade placement for the following year as identified on the final report card.

High School

At the high school, grade level is determined by the number of credits (see Policy IKF for high school graduation requirements) earned by the individual student prior to the start of the next school year. The following represents credit acquisition for the majority of students through the standard, academic diploma.

- For the sophomore class, a student must have acquired a minimum of 6 credits;
- For the junior class, a student must have acquired a minimum of 13 credits;
- For the senior class, a student must have acquired a minimum of 19 credits.

Students, approved by the building principal for the core diploma, would follow an adjusted schedule presented by the principal at the core diploma approval meeting.

For the purposes of implementing this procedure no high school student enrolled at the beginning of the 2009-2010 school year will be decreased a grade level.

Board Approved: 9/29/2009