

GRADE PROMOTION, RETENTION, & ACCELERATION PROCEDURE

Procedure for Determining Promotion & Retention

If a teacher believes retention is a possibility, they shall contact the student's parent(s) and inform the building principal as early as possible. The principal shall inform the parents of remediation options. Advancement to the next grade may be made conditional upon successful remediation or demonstrated proficiency within a timeframe established by the principal.

Teachers, in consultation with parents, are responsible for making promotion and retention recommendations based on promotion and retention criteria contained in policy. Recommendations shall be submitted to the building principal for approval.

A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The superintendent's decision shall be final. Appeals must be initiated within 30 days of receiving notice of the principal's promotion or retention decision. Failure to timely present the appeal shall be deemed to be a waiver of the appeal process.

Promotion & Retention of Special Education Students

The decision to promote or retain a special education student shall be made by the Individual Education Program (IEP) team in accordance with applicable law. Parents wishing to appeal the IEP's decision shall follow appeal procedures under the Individuals with Disabilities Education Act (IDEA).

Acceleration

Decisions regarding acceleration shall be made by the principal in consultation with the student's parent(s)/guardian(s), teacher(s) and guidance counselor. The principal's decision shall be binding but may be reversed by the principal should new evidence indicate such a need.

When making acceleration decisions, principals shall take into account at least the following criteria:

1. Has the student completed course requirements at the presently assigned grade;
2. Has the student demonstrated proficiency in enough course content areas to warrant promotion;
3. Has the student sufficiently met achievement standards and other educational goals/objectives established for the student's current grade level;
4. Does the student demonstrate the degree of social, emotional, and physical maturation necessary for successful learning experiences in the next grade level; and
5. Any other criteria deemed relevant by the principal.