

Promotion, Acceleration and Retention of Students

The district requires standard levels of achievement for students at each grade level as a prerequisite for promotion to the next grade level.

Students progress annually from grade to grade, but exceptions can be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the student involved. Exceptions will be made after prior notification and explanation to each student's parents.

Acceleration

Acceleration is the placement of students in a grade level for which they are not chronologically old enough according to policy. Students in the schools are eligible for accelerated placement in instructional programs appropriate to their academic, social, and personal developmental levels.

A student may be accelerated if the student exceeds a standard of achievement necessary for a child who is significantly mature socially, emotionally, mentally, or physically. Acceleration will be used as appropriate. The final decision regarding acceleration will be made by the school principal after considering the judgments of the parents, classroom teacher, and involved professional staff.

A student may be considered for acceleration if the following can be clearly demonstrated;

- * acceleration will be beneficial to the student socially, emotionally, and academically; and
- * there is no other way to provide for the student's needs.

The following factors may be considered in making this determination:

- * formal and informal test scores indicate substantially above grade level skills in academic areas, and physical and social development must be sufficiently accelerated to allow the student to function comfortably at the grade level being considered.
- * Students are considered for accelerated placement based upon daily performance, group or individual intelligence tests, standardized achievement tests, professional staff recommendation, and parental consent. Students performing well above expected norms may be referred to the Child Study Team. Appropriate action might involve:
 - possible gifted / talented identification
 - advancement to an appropriate grade level;
 - maintenance at the present grade level with enrichment provided within the classroom.

- advancement in specific subject areas

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-Online / correspondence courses with the approval of local school officials after all other appropriate and available options have been expended.

-College Courses. Pupils may with the approval of the principal enroll in one or more college courses after all other appropriate and available options have been expended. Credit earned from the satisfactory completion of such courses may be applied at the secondary school or college level with the mutual consent of the two schools involved. With approval of local school officials, the student may receive credit for university coursework in accordance with policy IHADA, Postsecondary Options / Concurrent Enrollment.

-Adult Education Program. Students may enroll in adult education courses and thereby earn credit toward secondary school graduation requirements provided approval has been granted by local school officials.

Retention

Retention is the placement of students in a grade level which is developmentally appropriate according to policy. The student may be retained if the student does not reach a standard of achievement necessary for a child who is sufficiently mature socially, emotionally, mentally, or physically. A student may be retained in a grade level if the student can be expected to significantly benefit from the retention.

Students considered for retention should be identified as early as possible in the school year, and no later than the receipt of 3rd quarter grades. When considering a student for retention teachers, parents or guardians, counselor, and principal must meet to discuss whether retention would benefit the student. Factors which must be weighed in considering a student for retention include the student's:

- * current level of academic achievement;
- * past academic records and evaluations;
- * age and levels of physical, social, and emotional maturity;
- * motivation, attitudes and behavior in school; and,
- * attendance patterns and records.

If possible, retention will be accomplished before the child leaves the primary grades. Retention should be considered only after other options have been pursued and parents informed. Whenever it is possible and advisable, the child will be assigned to a different teacher for the second year in the grade. No more than two years in one grade will be permitted.

The final decision regarding retention will be made by the school principal after considering the judgments of the parents, classroom teacher, and involved

professional staff.

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Appeal Criteria

Should the child's parent or guardian wish to appeal the retention or acceleration decision, the principal will aid them in contacting the superintendent or designee to initiate appeal. Should the appeal not be resolved, the parent or guardian may then appeal to the Board and will be heard in executive session.

Adopted: Prior to 1987

Revised: January 1987, June 1987, March 1988, March 1994, December 2005,
March 2007.

