

INSTRUCTION

Promotion, Retention and Acceleration

The district recognizes that the rate of physical, social, emotional, and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics will be recognized in classroom programming.

Retention should be viewed as an opportunity to provide individual, intensified help, with emphasis on the student completing the grade level, not repeating it. For students with disabilities, the IEP determines appropriate achievement levels and grade level placements.

Decisions by the school team to retain or promote students PreK–8 shall be made considering all of the circumstances surrounding a student’s progress in school. If the parent(s)/guardian(s) and school do not agree on the promotion/retention of a student, the parent/guardian has the right to make the final decision; however, the school may include a letter with its recommendation in the student file. * See appeal below

Promotion

After a student has successfully completed a school year of study at a specific grade level, he/she will be promoted to the next grade. Students shall progress through the school system’s grade levels by demonstrating growth in learning the required basic skills.

Retention

Retention should only be considered when there is a strong likelihood of academic benefit coupled with minimum social and emotional disruption. Retention can be considered as an option at any grade level PreK-8, but at no time is it recommended that a student be retained for more than one year, or that retention be considered as a strategy for a student who is already one year older than his/her peers.

Promotion/retention decisions for IEP students shall be made in accordance with the IEP procedures, including parent approval. Transition for any student in special education will be determined through the IEP process.

Retention at grade level will be based upon multiple measures such as the chronological age, achievement, attendance, age appropriate social and emotional skills, physical development, and teacher recommendation of the student being considered.

1. Families should be informed as early in the year as possible, of the probability of retention through conferences and written communication.
2. While the teacher and/or family can initiate the recommendation for retention, the principal will place the recommendation on the building level Tier III problem solving support team agenda. The building level Tier III problem solving support team will review the recommendation and request additional assessment and/or consultant teacher assistance as deemed appropriate. The team will submit its recommendation to the building principal.
3. The building level Tier III problem solving support team should be made up of the family, teacher, principal, and other appropriate school staff.
4. The principal will confer with the family to communicate the team recommendation.
5. Families will be given an opportunity to confer with relevant school personnel and provide input regarding the team recommendation.
6. The final determination regarding retention options will be made by the superintendent and/or superintendent's designee.

Retention Appeal

In order to accommodate the appeal provision of the policy, principal(s)' decisions for retention ought to be made no later than the last day of school. If an appeal is contemplated by a family, the process will commence at the school with the full knowledge of the principal. The principal should provide the family with an appeal form and inform the superintendent's or designee's office the same day. The superintendent or designee will review with the principal and/or teacher the data leading to the retention decision. The superintendent or designee will invite the family to a conference if requested and may invite the principal and/or teacher to attend the conference as needed

In the event that an appealed decision by a principal is overturned by the superintendent or designee, the principal and/or teacher(s) involved are invited to provide a statement for the record in which they address the matter of accountability as provided in RCW 28A.150.240.

Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before accelerating a student. There are numerous options for student acceleration.

1. The building Tier III problem solving support team will review the standing of students considered for acceleration and may request additional assessment if deemed appropriate. The team will review acceleration options.
2. The building Tier III problem solving team will recommend acceleration and the type of acceleration to the principal. The principal or his/her designee will confer with the family regarding the recommendation and will give them the recommendation, with a copy to the superintendent's and/or designee.
3. The final determination regarding acceleration options will be made by the superintendent and/or superintendent's designee.

Adopted:	<u>October 26, 1988</u>
Revised:	<u>August 25, 1999</u>
Revised:	<u>May 23, 2001</u>
Revised:	<u>December 10, 2014</u>
Revised:	<u>September 21, 2015</u>
Revised:	<u>October 12, 2021</u>
Revised:	<u>March 29, 2022</u>