

## ACCELERATION/PLACEMENT/PROMOTION/ RETENTION

The Governing Board desires to see students progress with their peers through the school system's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for addressing academic deficiencies.

The schools of the district are dedicated to the best possible development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

Students will normally progress annually from grade to grade, or level to level. Exceptions may be made when, in the judgment of the certificated staff, such exceptions are in the best interest of the students involved. Exceptions will always be made after prior notification and explanation to each student's parents or guardian, but the final decision shall be rest with the school authorities.

### Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

### Initial Placement

Placement below the age appropriate grade is possible when lack of skills to be successful in the age appropriate grade are evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a lower grade.

### Promotion

Students shall progress through the school system's grade levels by demonstrating growth 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 in basic skills as set by the Board.

**ACCELERATION/PLACEMENT/PROMOTION/  
RETENTION (Continued)****Retention**

As early as possible in the school year and in the student's school career, 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 established district criteria. The district has established grade level standards of expected student achievement for promotion and retention in grades 2-3, 3-4, 4-5, 5-6, and 8-9.

Students may be retained at other grade levels through using the district prescribed processes.

**Remediation for Retained students and students at risk of being retained**

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 program and/or the implementation of a student study team recommendation.

When a teacher believes that retention is necessary because the student is not meeting grade level standards of expected student achievement, he/she shall conference with the parent and shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

Before retaining a student, the student study team shall determine that:

1. The student has not met grade-level standards of expected student achievement.
2. Remedial help for the student has not sufficiently prepared the student for advancement.
3. Appropriate interventions targeted to the student's needs will be provided in addition to retention.
4. The student's parent/guardian has been notified and given reasons for the retention.

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RETENTION (Continued)**

District Placement Appeal Team

In the event of disagreement, not resolved through the prescribed procedures, on promotion or retention of students, current grades 1-8, the principal will refer the matter to a District Placement Appeal Team. The District Placement Appeal Team will be comprised of a principal from another school, a teacher from another school and a district level administrator. The District Placement Appeal Team’s decision shall be final.

Legal Reference:

EDUCATION CODE

46300	Method of computing ADA
48011	Admission on completing kindergarten; grade placement of pupils coming from other districts
48070	Promotion and retention
48431.6	Required systematic review of students and grading
51215	Proficiency standards in basic skills
51216	Assessment of pupil proficiency
51217	Withholding diploma (high school)
51218	Separate proficiency standards
56345	Elements of individualized education plan

MANAGEMENT RESOURCES

CDE PROGRAM ADVISORIES

6121.89-6123.89	Educating Young Children: Next Steps in Implementing the School Readiness Task Force Report
916.91	Retention of Students in Elementary and Middle Grades, CIL 91/92-02

CDE MANAGEMENT ADVISORIES

900.90	Changes in Law concerning Eligibility for Admission To Kindergarten 9010
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TUSD Adopted: 6/23/98

Revised:4/24/2001