

ADMINISTRATIVE REGULATION

No. 515

Board of Trustees Douglas County School District

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PROMOTION, RETENTION, AND DEMOTION OF STUDENTS

Classroom teachers and principals shall document the achievement of all students being considered for promotion, retention or demotion. Specifically, student achievement shall be compared with grade level competencies and state standards in English, reading, language usage, and mathematics. Classroom teachers and principals shall provide an evaluation of the student's academic progress. Additional information to be used in making a decision to promote, retain, or demote a student is listed in these regulations under "Guidelines." All appropriate District support staff members shall be involved in gathering information to determine if a student is to be promoted, retained, or demoted. Parents/guardians shall be notified at the earliest possible date of the possibility that their child may be promoted, retained, or demoted.

The Board is required to establish a minimum number of days of attendance for promotion (NRS 392.122). At all schools, a minimum of 162 days of attendance, or 90% of the days remaining in the school year from the time of enrollment, is the minimum required. Students who do not meet the minimum number of days of attendance will be considered for grade retention or credit (secondary only) not being awarded.

Kindergarten:

Students normally spend one year in Kindergarten and are promoted to first grade at the end of the year. In some instances, individual students may benefit from more time in Kindergarten. In this instance, classroom teachers and principals make this [recommendation to parents/guardians](#) (Spanish version – [Acuerdo de Reprobación](#)) based on academic and developmental screening assessments.

Grades 1 through 6:

The general practice is that students are promoted to the next grade at the end of the school year. However, academic progress should be continuous and student advancement through the competency-based curriculum should be according to the student's academic achievement, attendance, demonstrated effort, attitude, and ability rather than the student's age or years in school. Classroom teachers and principals, in joint agreement, are responsible for regular promotion of students to the next grade.

Double Promotions: (acceleration) may be made in exceptional circumstances upon consideration of such factors as the student's academic achievement,

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attendance, demonstrated effort, attitude, ability, and parents'/guardians' support. Classroom teachers and principals, in joint agreement, are responsible for the final decision regarding double promotions (accelerations), but [parents'/guardians' consent](#) must be obtained prior to the decision; and, where the double promotion (acceleration) would affect two sites, the decision must include the approval of the receiving school's principal.

Retention: Before any student may be retained in the same grade rather than promoted, the student's classroom teacher and principal must make every effort to meet with the student's parents/guardians to discuss the reasons and circumstances based on the student's academic achievement, attendance, demonstrated effort, attitude, and ability. The classroom teacher and the principal, in joint agreement, have the final authority to retain a student. In absence of final agreement between the classroom teacher and the principal, the student will not be retained. No student may be retained more than one time in the same grade (grades 1 - 6). See also: [Parent Disagreement with Retention Recommendation](#) form.

Demotion: A student may be demoted to the next lower grade in exceptional circumstances in consideration of such factors as the student's academic achievement, attendance, demonstrated effort, attitude, and ability. The classroom teacher, principal, and the receiving school's principal, in joint agreement, must approve the demotion of a student when such decisions affect two school sites. In absence of final agreement among all three parties, the student will not be demoted.

Promotion, retention, and demotion decisions must be made based on a record of:

- early identification of the student's needs as soon as possible in the school year instead of waiting until the entire year is lost;
- interventions as soon as needs are identified to provide struggling students with the extra time and help needed;
- a plan designing the extra help based on the student's individual needs, having strong quality controls, and monitoring to ensure that the extra help and time are enabling the student to be successful.

Placement decisions other than a promotion, without interventions, need to include a new intervention plan based on the above criteria.

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Students are to be motivated to progress as rapidly as their ability permits. Teachers should be aware of a student's social and academic needs and provide appropriate learning interventions to meet them. Parents/guardians are to be informed on a regular basis, in writing, regarding the level of work being done by their child. Classroom teachers and principals are to make this clear by the use of the Competency Progress Reports and through formal parent conferences.

Guidelines for Placement of Third-Grade Students into Fourth Grade

If a third-grade student earns less than a 193 RIT score (1 level below target) on the spring Reading Measure of Academic Progress (MAP), then the child's academic intervention team needs to consider the possibility of promotion (to the next grade) or retention with interventions (i.e., Personalized Education Plan [PEP] focusing on Reading).

The child's academic intervention team, in determining whether the student will be retained or promoted with interventions, must consider the following:

- The student's growth from the fall MAP to the spring MAP in the third grade;
- The classroom teacher's input pertaining to the student's academic performance;
- The reading specialist's input pertaining to the student's academic performance;
- The student's overall academic performance in the regular classroom;
- The student's DRA level (performance-based reading assessment);
- The student's successful participation and performance in reading interventions;
- The student's work habits and study skills;
- Interventions that focus on Reading;
- The student's attendance; and
- The parents'/guardians' input as well as their follow-through in supporting reading interventions when the student is at home (per the responsibility assumed through the Personalized Education Plan).

Guidelines for Retention of Sixth-Grade Students from Seventh Grade

If a sixth-grade student earns less than a 216 RIT score on the spring Reading Measure of Academic Progress (MAP) and/or less than a 214 RIT score on the spring Language Usage MAP and/or less than a 221 RIT score on the spring Mathematics MAP, then the child's academic intervention team, including a representative from the receiving middle school, needs to consider the possibility of not promoting the student on to the seventh grade, particularly if at least two of the three scores fall below grade-level target scores.

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The child's academic intervention team, in determining whether the student will be retained or promoted with interventions, must consider the following:

Guidelines for Retention of Sixth-Grade Students from Seventh Grade

- The student's growth from the fall MAP to the spring MAP in the sixth grade;
- The classroom teacher's input pertaining to the student's academic performance;
- The reading specialist's input pertaining to the student's academic performance;
- The student's overall academic performance in the regular classroom;
- The student's Informal Reading Inventory (performance-based reading assessment);
- The student's successful participation and performance in reading and mathematics interventions;
- The student's work habits and study skills;
- Interventions that focus on Reading, Language Usage, and/or Mathematics;
- The student's attendance; and
- The parents'/guardians' input as well as their follow-through in supporting reading, language, and/or mathematics interventions when the student is at home (per the responsibility assumed through the Personalized Education Plan).

Grades 7 and 8:

Promotion: In order to be promoted, a student who enters grade 7 will be expected to complete one semester with a passing grade in both Mathematics and English or Reading for promotion to the eighth grade. The principal has the authority to determine the course(s) that need to be repeated in the second semester. No student may be retained more than once in the seventh grade.

Promotion Requirements: In order to be promoted, a student who enters grade 9 will be expected to complete three semesters, during the seventh and eighth grade years, with a passing grade in both Mathematics and English or Reading and two semesters of Social Studies and Science (NAC 389.445) (SB184).

A student may apply course work, verified by an official transcript, toward promotion to ninth grade if Mathematics and English or Reading were completed with a passing grade:

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- At a public or private junior high or middle school located in Nevada;
- At a public or private junior high or middle level school located outside Nevada, if the principal approves before the student enrolls in the course; or
- During summer school, offered by a public or private junior high or middle school. A passing grade must be earned in courses that are equivalent to the courses offered in the programs of the middle school in which the student is enrolled.

A student with a disability who is enrolled in a program of special education will be promoted to the next grade if the student meets the requirements for promotion to the next grade that are prescribed in the Individual Education Plan (IEP).

If a student transfers from a junior high or middle school in Nevada (NRS 389.445) or outside of Nevada, the student's completed course work will be evaluated to determine appropriate grade placement and/or necessary interventions.

As soon as it becomes evident that a student is in danger of failing one or more subjects, classroom teachers are to inform the principal and the student's parents/guardians. A conference will be requested so that the parents/guardians will be adequately notified of the student's potential for failure in time to take corrective action. A plan will be developed to identify necessary interventions and personal responsibilities.

Promotion of Students to High School Academic Probation: If a student does not earn enough credits, a student may be promoted to high school in certain situations.

In order to be considered for promotion, the student must take summer school classes following 8th grade, when provided by the district or correspondence classes. At a minimum, the student must meet the attendance requirements for the summer school classes, and after completing the courses, the student must be no more than ½ credit deficient in any single subject and no more than 1 credit deficient across the four subject areas combined.

If the credit deficiency is in a subject in which the State of Nevada administers an 8th grade criterion-referenced test (e.g. reading, math, and science), and the student receives a test score resulting in a "Meets Standard" or "Exceeds Standard" achievement level, the student may be promoted to high school without restriction.

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If the student does not receive a "Meets Standard" or "Exceeds Standard" test score, or if there is no State of Nevada criterion-referenced test in his/her area of deficiency, the student may be promoted to high school and will be placed on academic probation.

If a student is promoted to high school (9th grade) and is on academic probation, the student must enroll in remediation courses in the subject of his/her middle school credit deficiencies and these courses are to be taken at the same time as the regular ninth grade class schedule. Credits earned through middle school remediation courses do not result in credits towards a standard high school diploma. Remediation courses must be successfully completed in order for a student to be removed from academic probation.

Demotion: A student may be demoted to the next lower grade in exceptional circumstances in consideration of such factors as the student's academic achievement, attendance, demonstrated effort, attitude, and ability. The classroom teacher, principal, and the receiving school's principal, in joint agreement, must approve the demotion of a student when such decisions affect two school sites. In absence of final agreement among all three parties, the student will not be demoted.

Each student's academic learning needs are to be assessed and provisions made for these needs. Adjustment to the student's educational program must include:

- early identification of the student's needs as soon as possible in the school year instead of waiting until an entire year is lost;
- interventions as soon as needs are identified to provide struggling students with the extra time and help needed;
- a plan designing the extra help based on the student's individual needs, having strong quality controls, and monitoring to ensure that the extra help and time are enabling the student to be successful.

Placement decisions other than a promotion, without interventions, need to include a new intervention plan based on the above criteria.

Students are to be motivated to progress as rapidly as their ability permits. Teachers should be aware of students' social and academic needs and provide appropriate learning interventions to meet them. Parents/guardians are to be

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informed on a regular basis, in writing, regarding the level of work being done by their child. Classroom teachers and principals are to make this clear by the use of the Competency Progress Reports, report cards, and through formal parent conferences.

Ongoing classroom, school, and district interventions shall be provided to students identified as being at-risk for retention or demotion.

Students identified as being at-risk for retention or demotion shall be provided opportunities to participate in school site- and district-approved intervention programs such as summer school, after-school programs, distance-learning education, and tutoring.

Grades 9 through 12:

Progress toward graduation in grades 9 through 12 is based on credits earned and competency assessments passed rather than promotion, retention, or demotion. Per Nevada Administrative Code (NAC) 389.659, effective July 1, 2009 in order for a student to be eligible to be

Promoted:	The pupil must:
To 10 th grade	Earn a minimum of 5 units of credit or complete* 2 semesters of high school; or earn 3.5 credits (1 English), or 4 credits (1/2 English) or 4.5 credits (no English required)
To 11 th grade	Earn a minimum of 11 units of credit or complete* 4 semesters of high school
To 12 th grade	Earn a minimum of 17 units or credit or complete* 6 semesters of high school
*A complete semester is defined as 3.0 credits of coursework with a D or better in each subject.	

As soon as it becomes evident that a student is in danger of failing one or more subjects, classroom teachers are to inform the principal and the student's parents/guardians. A conference will be requested so that the parents/guardians will be adequately notified of the student's potential for failure in time to take

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corrective action. A plan will be developed to identify necessary interventions and personal responsibilities.

Each student's academic learning needs are to be assessed and provisions made for those needs. Adjustment to the student's educational program must include:

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Ongoing classroom, school, and district interventions shall be provided to students identified as being at risk of not graduating.

Students identified as being at risk for retention or demotion shall be provided opportunities to participate in school site- and district-approved intervention programs such as summer school, after-school programs, distance-learning education, and tutoring.

See Policy related to this Administrative Regulation
Parent Consent to Retention Form
Spanish Parent Consent to Retention Form
Parent Disagreement with Retention Form
Parent Acceleration Agreement

Adopted: 10/83
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01/07
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07/10