

**CAMBRIAN SCHOOL DISTRICT**  
**Board Policy**

**Administrative Procedure 5123**

Adopted: June 11, 2002

Revised: November 7, 2013

Page 1 of 4

**STUDENTS**

**Promotion/Acceleration/Retention**

**Promotion**

Most students will progress from grade to grade each year.

**Acceleration**

**Acceleration from Kindergarten to First Grade**

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first grade work. (Education Code 48011)

*Admission shall be subject to the following minimum criteria: (5 CCR 200)*

- A. The student is at least five years of age.
- B. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
- C. The student has achieved the standards for kindergarten and has shown mastery of some first grade standards.
- D. The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.
- E. The kindergarten teacher has completed assessments on the student's progress that supports acceleration.
- F. A Student Study Team agrees with accelerating the student to first grade.
- G. The Iowa Acceleration Scale supports acceleration.

## **Acceleration from First through Eighth Grade**

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level.

When a student is recommended for acceleration to a higher grade, a Student Study Team meeting will be scheduled. The parent/guardian is to be invited to the meeting.

*Acceleration to a higher grade will be determined using the following criteria:*

- A. The student has attended the school long enough to enable school personnel to evaluate his/her ability.
- B. The student shows mastery of some of the standards of the grade to which he/she is being accelerated.
- C. Trend data verifies the student is progressing at a high level of achievement.
- D. The Student Study Team supports the acceleration to a higher grade.
- E. The Iowa Acceleration Scale supports acceleration.

## **Retention**

### **Continuation in Kindergarten**

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300)

### **Retention at Other Grade Levels**

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at every grade level. (Education Code 48070.5)

Students, grades 1-3, shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, language arts and mathematics shall be the basis for identifying students between grades 4 and above. (Education Code 48070.5)

Students, grades 4-8, shall be identified on the basis of proficiency in Reading/Language Arts and Mathematics, using multiple measures including statewide assessment results, district assessments and other measures of classroom performance.

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

### **Children in Special Programs**

English Learners (EL) and students with disabilities must also meet requirements for promotion; however, they may receive special accommodations. The ELD standards determine goals and promotion criteria for EL students. Such students cannot be retained based solely on their language development. (BP 6174)

For students with special needs, their Individualized Education Plan (IEP) will describe the conditions by which the student will take standardized tests and alternative classroom tests and assessments. The IEP establishes the plans to meet graduation proficiency standards.

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code [48070.5](#))

### **Retention Procedures**

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parents/guardians as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code [48070.5](#))

The Student Study Team will review all students recommended for retention. Many factors should be considered when considering retention, including:

- A. Below grade level academic development (not meeting academic standards, test results, grades).
- B. A student designated as a special education student by an IEP team shall be evaluated for retention based upon standards set in the IEP.

### **Parental Notifications**

The teacher's decision to promote or retain a student may be appealed consistent with Board policy, Board procedure and law.

The burden shall be on the appealing party to show why the teacher's decision should be overruled. (Education Code [48070.5](#))

To appeal a teacher's decision, the appealing party (parent/guardians, or other district personnel) shall submit a written request to the Superintendent or designee specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 regular school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee will meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the teacher and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.