

Ensuring All Students Meet Standards

The Board believes that early identification of students who are not making adequate progress toward achieving standards and effective intervention are crucial. In accordance with the Board's policy on grading and assessment systems, teachers shall assess the teaching and learning process on a continual basis. Teachers shall identify students early in the school year who are not making adequate progress toward achieving state and district content standards. The teachers will work with building Student Intervention Teams to create an intervention plan for students who demonstrate needs. Students who are exceptionally gifted or those who are in need of content extension will also have learning plans developed by Student Intervention Teams and teachers.

The plan shall be developed by the student's teacher with input from the student's parents/guardians. Neglect by the parents/guardians with regard to participating in development of the plan or agreeing to support the plan shall not affect implementation of the plan.

The plan shall address the specific learning needs of the student. Strategies designed to address those needs may include tutoring programs, after-school programs, summer school programs, other intensive programs and other proven strategies. Teachers are encouraged to collaborate on the development of such plans and to use a variety strategies consistent with the student's learning style and needs.

Each semester, students with individual learning plans shall be reassessed in the content areas covered by the plan. In order to provide the services necessary to support individual learning plans, the superintendent shall develop intervention programs in the content areas covered by state and district standards. The Board shall commit resources in the budget to support these programs.

As determined by the principal and in accordance with applicable law, students not meeting applicable state and district content standards may not be promoted to the next grade level or allowed to graduate, as determined by the principal and superintendent. When students are retained in the same grade level, the teacher shall evaluate the previous teaching and learning experiences of the student, including whether specific aspects of the individual learning plan were appropriate and effective. Based on this evaluation the teacher shall modify the plan to ensure that the student's needs will be met and that the student's educational experience from the previous year is not merely repeated.

Retention due to social, emotional or physical immaturity shall be used on a very limited basis. After consulting with the student's parents/guardians, teacher and other professional staff and in accordance with applicable law, the principal shall determine whether it is in the best interests of the student to be retained for such reasons.

Adopted	October 24, 1989
Revised	June 29, 1999
	July 24, 2001
	October 25, 2005
	June 26, 2007
	October 28, 2008

LEGAL REF.: C.R.S. 22-32-109(1)(hh)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
 AEA, Standards Based Education
 IA, Instructional Goals and Learning Objectives
 IK, Academic Achievement
 IKA, Grading Assessment Systems
 ILBA, District Program Assessments

ILBB, State Program Assessments
ILBC, Literacy and Reading Comprehension Assessments

NOTE1: Pursuant to C.R.S. 23-1-119.2, the Colorado Commission on Higher Education (CCHÉ) must send an annual notice concerning college preparatory courses to the parent or legal guardian of any student who takes the ACT or precollegiate exam. The notice will give a detailed description of what constitutes an inadequate score in math, writing or reading based on the CCHÉ guidelines for admission to an institution of higher education. The notice will encourage students to take basic precollegiate courses while still in high school to avoid having to pay for remedial courses in college. The notice will also inform them that a student's parent or legal guardian may contact the school in which the student is enrolled and request that the school develop a plan for the student to address the coursework needed to meet CCHÉ's higher education admission guidelines. The district should be prepared to develop a plan for academic remediation if requested under these circumstances.

Note2: A summer school grant program is available to provide intensive reading, writing or mathematics education to students entering the fourth through eighth grades who received an unsatisfactory proficiency level score in those subjects on the Colorado State Assessment Program. See C.R.S. 22-7-801 for more information.