



Boulder Valley School District

File: IKE-E1

Adopted: August 24, 1995

Revised: April 23, 199, October 5, 2005, May 12, 2015

RETENTION OR ACCELERATION GUIDING QUESTIONS FOR K-8 STUDENTS

When a retention or acceleration decision is being considered consistent with FILE: IKE - R, these guiding questions should be discussed as it pertains to the individual student and his/her instructional programming.

Documentation and history of implemented intervention and support must be attached.

Student Name _____

Date of Birth_____ **Current Grade** _____

Names of Team Members _____

Conference Date_____

Person Initiating Retention or Acceleration Conference _____

Conference attendees and relationship to child:

_____	_____
_____	_____
_____	_____
_____	_____

1) Achievement Data

- a) What do the state and district assessments show?
- b) What do formative class assessments and notes show?
- c) How does the student perform in class (whole group, small group, individual work)?

2) Social Emotional Development

- a) Are there social emotional strengths and needs that should be discussed?
 - i) How does the student relate to peers?
 - ii) How does the student react to/deal with conflict and challenge?
- b) What targeted strategies have been implemented with this student? (school, community and family)

3) Response to Instruction and Intervention

- a) What instructional strategies have been implemented to accelerate learning for this student throughout the school day? Include objectives, frequency and duration.
 - i) What growth has been made as a result of these supports over time? Provide student work and progress monitoring data.
- b) How has the student progressed towards ALP goals (if applicable)?
- c) How has the student progressed towards READ Plan goals (if applicable)?
- d) How has the student progressed towards IEP goals (if applicable)?

4) Language Development

- a) What goals have been identified in the ELDP?
- b) What do ACCESS scores indicate regarding the student’s language needs? (speaking, listening, reading and writing)
- c) In what ways has universal instruction been differentiated to meet the linguistic needs of the student?

5) Physical Health

- a) What is the student’s age, birth date and current grade?
- b) Are there health factors that should be considered?

6) Attendance Patterns

- a) Describe pattern of absences and tardies over time.
- b) What family, community and school interventions or supports have been provided to address absence patterns?

7) Family Information

- a) What does the family think is the best course of action and why?
- b) What other familial structures or dynamics should be considered?
- c) What is the student’s attitude toward being retained or accelerated?

What may be the potential benefits of retention or acceleration?

What may be the potential detriments of retention or acceleration?

Placement Decision:

Retention at grade _____ Acceleration to grade _____
 Full time _____ Part time (specify which class or classes if part time): _____

Principal Signature _____ Date: _____

Assistant Superintendent Signature _____ Date: _____

cc: Student Cumulative Folder, Student Enrollment Office

End of File: IKE- E1