

## Placement, Promotion, Retention and Acceleration of Students

Placement, promotion, retention and acceleration shall be made in the best interests of the student after a careful evaluation of all the factors relating to the advantages and disadvantages of alternatives. Every effort shall be made to identify special needs and talents of children early in their school careers so appropriate placements can be made. The preference of the parents shall be honored to the greatest extent possible.

### Whole Grade Retention – School Initiated

1. Teacher visits with the principal prior to discussing retention with parents.
2. Parents are informed of the Grade Retention process.
3. Team, including parent(s), completes the Light's Retention Scale (LRS) with parent(s).
4. Based on LRS and team will determine the grade promotion or retention and develop a Grade Placement Plan
5. Parents may appeal the decision with the appropriate associate superintendent.

### Whole Grade Retention – Parent Initiated

1. Parent contacts school principals.
2. Parents are informed of the Grade Retention process.
3. Team, including parent(s), completes the Light's Retention Scale (LRS) with parent(s).
4. Based on LRS and team will determine grade promotion or retention and develop a Grade Placement Plan.
5. Parents may appeal the decision with the appropriate associate superintendent.

### K-8 Whole Grade Acceleration

1. Decision-making team, including parents, is assembled to explain and discuss whole grade acceleration (grade skipping) as a process. A student should not be considered for acceleration if the following conditions are present:
  - a. The student would be accelerated into the same grade or higher grade level as a sibling
  - b. The student currently has a sibling in the same grade
  - c. The student indicates that they do not want to be whole-grade acceleratedIf such conditions apply, the decision-making team discusses alternatives to whole-grade acceleration.
2. Team examines the possibility of grade skipping by following the full process outlined in the Iowa Acceleration Scale (IAS).
3. Assessment data is gathered.
  - a. When a child's full-scale IQ score is less than one standard deviation above the mean, the IAS does not recommend whole-grade acceleration.
  - b. In the case that a full-scale IQ score is less than one standard deviation above the mean, the school team can reassemble to determine alternatives to whole-grade acceleration (e.g., differentiation of tier 1 instruction, enrichment with a Gifted Services specialist, etc.).

- c. In the case that a full-scale IQ score is at least one standard deviation above the mean, the IAS process continues with further data collection.
4. Decision-making team reassembles to complete IAS, analyze data, determine plan, and create an Individual Learning Plan (ILP), if appropriate.

**Guidelines For The Assignment Of Elementary School Students To Grades And Sections**

It shall be the practice for principals of elementary schools to assign students to the appropriate grade and section within the school. When enrollments require more than one section per grade, the following guidelines are to be considered when assigning students to sections within that building or as a referral to another elementary location.

1. Generally students will be assigned in such a manner that sections will be comparable and balanced in so far as possible.
2. Section assignments in Grades 1-6 may not be available until the opening of school.
3. Requests by parents for assignment of their child to a particular teacher (section) should be handled in the following manner:
  - a. The request will be in writing;
  - b. The request must include the specific reason(s) for making the request.
  - c. The parents should be informed that their wishes will be given consideration but no commitment can be made because of the factors in item #1.

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