

STUDENT PROMOTION: 2421P

KINDERGARTEN THROUGH EIGHTH GRADE

Student Identification and Interventions

A. Early Identification

It is the responsibility of the school staff members to make every effort to adjust the student's program and the classwork according to the individual student's abilities and achievements so that the student may progress from one grade to the next on an annual basis. Accommodations in instruction will be used with students to address individual needs. It is the responsibility of school staff to identify individual student needs at the earliest possible opportunity. In order to determine student academic needs, instructional assessments in the areas of reading, writing, and math shall be given in the fall at each grade levels K-8th. Based on the results of these and other assessments, students not at standard shall be identified and have a plan developed to assist the student as soon as possible. Interventions, both in and outside of the school day, will be communicated to the parents/guardians.

B. Regularly Scheduled Monitoring of Student Progress

Students who are not at standard will be a high priority. The teacher will assess students' progress or lack thereof at least three times a year.

A suggested schedule is as follows:

- September/October
- January
- May/June

In conjunction with assessments, the teacher, working collaboratively with parents/guardians and the student, will review interventions and support.

C. Promotion and Retention

Annual promotion to the next succeeding grade should be the general rule unless there is a clear expectation that an individual student will benefit more educationally by a double promotion or by repeating a grade (retention).

Before double promotion can be considered, mastery of all grade level standards (English Language Arts, Mathematics, Science, and Social Studies) must be demonstrated. If a student is identified for double promotion, a team consisting of the principal, teacher, and parent/guardian will convene to conduct a review of progress, including progress reports, standardized tests, and/or recommendations from previous instructors. The principal will make a final determination if double promotion is appropriate.

As early as possible and no later than March 1 (unless exceptional circumstances prevail), the teacher will confer with the principal regarding any students who should be considered for retention. Parent/guardians will be invited to meet with the principal and teacher. Information from

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assessments, classroom work, and intervention progress monitoring will be presented to explain the student's progress to date. This team will develop an appropriate plan to avoid retention. The plan will identify two check points for assessment prior to May 31st. Parents/guardians will be advised on how they might assist the student during the balance of the year.

At least two (2) weeks prior to the end of the school year, the parent/guardian, principal and teacher will meet again to review the latest progress and determine if the student's need would be best served by promotion or retention. If the parent wishes the student to be promoted without regard to the school's recommendation, the parent(s)/guardian(s) will be asked to submit their decision in writing.

Students with Special Needs

For students determined eligible for Special Education Services, the Individualized Education Program (IEP) will determine the goals and appropriate achievement levels for progress and promotion. Parents/guardians are involved in the development of the IEP. The impact of the student's disability on all areas of achievement will be considered regardless of program placement.

For a student determined eligible for Section 504 accommodations, the building Section 504 Manager will be part of the team developing a plan for the student. Parents/guardians are involved in the development of the Section 504 Plan. The impact of the student's disability on all areas of achievement will be considered.