

## **PROMOTION/RETENTION**

The district is committed to placing each student in the grade level that best supports academic progress and social-emotional development. Most students advance one grade level per year; however, retention or double promotion may be considered when clearly in the student's best educational interest. Decisions around promotion, retention, or double promotion occur as close to the end of the school year as possible which leads to appropriate placement for the upcoming school year.

### **Grade Placement, K-8**

- Grade placement of a student will be guided by state and district regulations and the best educational interest of the child.
- The principal is responsible for grade placement of entering students after consultation with staff and parent(s)/guardian(s) and examination of available student records and registration information.

### **Grade Placement, 9-12**

- Students in grade 9-12 are not subject to retention or double promotion. Students are required to earn the appropriate credits required for graduation as outlined in Policy 2410 High School Graduation Requirements.

### **Promotion, K-8**

- Students usually advance from grade to grade, spending one academic year at each grade level. Promotion on an annual basis should be the presumption when a student has met or demonstrated continuous and adequate progress toward grade-level standards.
- It is the responsibility of school staff to assess individual students' needs at the earliest possible opportunity. When a student is not meeting or demonstrating continuous progress toward grade-level standards for reading, writing, or mathematics, the student may be required to participate in a recommended district-offered intervention program.

### **Retention, K-8**

Retention of a student in the same grade level should only be considered in extraordinary circumstances when another year at the same grade level would be in the best academic and/or interests of the student. An expectation that the student will gain additional knowledge and skills through retention without negatively affecting their social and emotional well-being is necessary.

When a student is retained, a plan for communicating with and supporting the student will be developed.

The principal or their designee should carefully monitor the progress of retained students the following year.

### **Retention/Double Promotion Recommended by Educators**

Prior to the end of March, when possible, the teacher will confer with the principal regarding any student who should be considered for retention or double promotion. Parent(s)/guardian(s) will be invited to meet with the principal and the teacher.

Information will be presented to explain the student's progress to date. In the case of retention, parents/guardians will be advised on how they might assist the student during the balance of the school year.

The school and the parent(s)/guardian(s) are partners in the decision-making process. The shared goal of these conversations is for the school and family to work collaboratively, using multiple sources of evidence and professional judgment, to arrive at a mutual decision regarding promotion, double promotion, or retention that is in the best interest of the student.

At least two (2) weeks prior to the end of the school year, the parent(s)/guardian(s), the principal, and the teacher will again meet to review the latest progress and determine if the student's needs would be best served by promotion, double promotion, or retention.

If the parent(s)/guardian(s) disagrees with the recommendation of the school team, the parent(s)/guardian(s) may appeal the recommendation to the appropriate Executive Director of Elementary/Secondary within ten (10) school days. The Executive Director will review documentation, including input provided by the parent(s)/guardian(s), and issue a written decision within ten (10) school days. The Executive Director's decision is final.

### **Retention/Double Promotion Request Initiated by Parents**

Following a request from a parent/guardian to retain or double promote a student for whom the school has recommended promotion, the parent(s)/guardian(s), the principal, and the teacher will meet to review the student's progress to date and the academic and social-emotional implications of retention or double promotion.

The school and the parent(s)/guardian(s) are partners in this process. The purpose of the meeting is for the school and family to work collaboratively to develop a shared understanding of the student's needs and to seek a mutual decision regarding promotion, double promotion, or retention that best supports the student's success.

The principal is responsible for making the final school recommendations regarding retention or double promotion.

If the parent(s)/guardian(s) disagrees with the recommendation of the school team, the parent(s)/guardian(s) may appeal the recommendation to the appropriate Executive Director of

Elementary/Secondary within ten (10) school days. The Executive Director will review documentation, including input provided by the parent(s)/guardian(s), and issue a written decision within ten (10) school days. The Executive Director's decision is final.

**Special Considerations**

- For students with an Individualized Education Plan (IEP), decisions must include consultation with the IEP team.
- English language proficiency alone may not be used for the basis of retention.