

## PROMOTION, ACCELERATION, & RETENTION OF STUDENTS

The CCSD Board believes that the primary goal of the education system is to educate all students to their highest level of achievement. Since each child develops physically, mentally, emotionally, and socially at an individual rate, every student will not complete twelve grade levels of work at the same time. Some students will need more than twelve years, while others may need less.

The state standards in the state of Iowa and the Clinton Community School District Curriculum defines what students should know and be able to do at various stages of their school careers. Schools are responsible in providing opportunities to master the curriculum objectives. Promotion from grade to grade as well as acceleration and retention should be based on a student's ability to meet the objectives over time.

In accordance with law, students in grades kindergarten through three will be assessed for their level of reading or reading readiness. Those students who exhibit a substantial deficiency in reading will be provided intensive reading instruction, and their parents/guardians will be provided written notice at least annually of the deficiency and the services that will be provided which are designed to remediate the deficiency.

Beginning May 1, 2017, unless the school district is granted a waiver, if a student's reading deficiency is not remedied by the end of grade three, the student's parent/guardian will be informed that the student may enroll in an intensive summer reading program. If the student does not enroll in the intensive summer reading program, the student will be retained in grade three unless the student is exempt for good cause as provided by law. If the student is exempt from participating in an intensive summer reading program, or if the student completes the intensive summer reading program but is not reading proficient upon completion of the program, the student may be promoted to grade four; provided, however, that the student will continue to be provided intensive reading instruction until the student is proficient in reading.

In determining whether to promote a student in grade three to grade four, the school district will place significant weight on any reading deficiency identified that is not yet remediated. The school district will also weigh the student's progress in other subject areas as well as the student's overall intellectual, physical, emotional, and social development. A decision to retain a student in grade three will be made only after direct personal consultation with the student's parent/guardian and after the formulation of a specific plan of action to remedy the student's reading deficiency.

Legal Reference: 20 U.S.C. § 1232h (2014).  
34 C.F.R. Pt. 98 (2012).  
Legal Reference: Iowa Code §§ 256.11, 279.8; .68; 280.3 (2015).  
281 I.A.C. 12.5(16).

Approved 10/11/76

Reviewed 8/9/2010

Revised 09/14/2015

Cross Reference:	501	Student Attendance
	505	Student Scholastic Achievement
	505.1	Progress Reports and Conferences
	505.5	Graduation Requirement
	505.6	Early Graduation
	603	Instructional Curriculum
	603.2	Summer School Instruction
	604.4	Program for Talented and Gifted Students
	604.5	Program for At-Risk Students
	604.7	Instruction at a Post-Secondary Educational Institution

## DEFINITIONS

*Promotion* is the single grade step most students take from year to year. Promotion practices in the CCSD shall have as their objective the placing of the student in an environment where his/her maximum development will take place.

*Acceleration* is the advancement of a student by a singular course or grade beyond the current grade level.

*Retention* allows a student to repeat all or part of a grade in order to fully prepare for the work of the next grade.

## IMPLEMENTATION

Classroom educators are responsible for assessing student progress and recommending the *promotion* or *retention* of students each year. Educators will assess academic readiness using a thorough evaluation process that may include but is not limited to; district-based testing, portfolios, and teacher observation. The evaluation will also take into account social, emotional, physical and mental growth, past academic performance and behavior, motivation, attendance, and other pertinent circumstances.

The Principal will develop rules to implement this policy that will specify a process for the consideration of *acceleration* that will include the following characteristics:

### ACCELERATION

1. Will seek the involvement of parents/guardians in a highly collaborative working relationship.
2. Will seek the input from peer teachers, not in the same attendance center; but at the same academic level to review and give recommendation based upon the student documentation.
3. Will seek input from teachers at the grade that the student will be accelerated to review and give recommendation based upon the student documentation.
4. Acceleration should be considered in rare cases after all enrichment opportunities have been thoroughly explored and exhausted.
5. Students will be accelerated if it is expected that the action will be beneficial to the student socially, emotionally, academically and when there are no other means which meets the student's needs. Before considering acceleration, actions such as inclusion in a talented enrichment program, enrichment in the classroom, or other advanced courses through correspondence, or distance learning should be examined.

6. Will outline steps and time frames that provide for a great deal of interaction with parents/guardians.
7. The final decision will be made by the Principal after consultation with parents/guardians, classroom teachers, committee of peer teachers, committee of receiving staff, and other professional staff.
8. Parents may appeal a decision of the Principal to the Superintendent.

### RETENTION

The Principal will develop rules to implement this policy that will specify a process for the consideration of *retention* that will include the following characteristics:

1. Will seek the involvement of parents/guardians in a highly collaborative working relationship.
2. Will seek input from curriculum specialists, classroom teachers, and counselors to review and give a recommendation based upon the student documentation.
3. Retention should be considered in rare cases after all remediation opportunities have been thoroughly explored and exhausted.
4. Students will be retained if it is expected that the action will be beneficial to the student socially, emotionally, academically and when there are no other means which meets the student's needs. Before considering retention, such actions as remediation in class or out, tutoring in class or after school, mentoring, credit-recovery opportunities, cooperative efforts with families, or summer school should be evaluated.
5. Will outline steps and time frames that provide for a great deal of interaction with parents/guardians.
6. The final decision will be made by the Principal after consultation with parents/guardians, classroom teachers, committee of receiving staff, and other professional staff.
7. Parents may appeal a decision of the Principal to the Superintendent.