

Student Promotion/Retention Criteria

Promotion

The district believes that the education of most students is best achieved through a continuous K-12 program. Occasionally, it may be appropriate for a student to be promoted more than one grade level or to be promoted mid-year.

1. A conference with parents should occur no later than March 1st. (Students transferring into the district or being promoted mid-year may be dealt with individually.)
2. The decision to promote more than one grade level must involve a multidisciplinary team that will consider all areas under section four of this administrative rule.
3. The decision to promote the student must include the permission of the parent on the appropriate district form.
4. Before promoting, the student should be considered in terms of the following criteria:
 - a. Academic Maturity – The student should be outstanding in all subject areas;
 - b. Intellectual Maturity – The student should demonstrate superior reasoning powers;
 - c. Physical Maturity – The student will fit within the physical range of the next grade;
 - d. Social Maturity – The student’s interests should be those of older students;
 - e. Emotional Maturity – The student will be able to withstand adjustments inherent in new, more difficult tasks;
 - f. Parent Support – The parents are involved in decisions concerning their student;
 - g. Attendance – The student should have been in school sufficiently to have acquired skills necessary for continued academic success.

Retention

The district believes that students must have demonstrated the ability to progress academically in order to be advanced to the next grade in school. When student advancement is questionable, retention may be an appropriate option. The value of retention decreases with each year a student attends school. Retention, especially after the primary grades, should be considered only after other options have been exhausted.

1. The decision to retain:
 - a. Shall be discussed with the parents or guardians by March 1st (students transferring into the district will be dealt with individually).

2. The retention conference will:
 - a. Include the following participants: classroom teacher; principal; special programs staff, where appropriate, and parents or guardians;
 - b. Written approval is given by the parent or guardians;
 - c. Upon request of the principal, the superintendent may waive the requirement in subsection b (above);
 - d. Establish instructional goals for the student for the following school year.

3. The following considerations will be used in the decision as to whether or not to retain a student:
 - a. Age – The student whose birth date falls on the last half of the calendar year (July through November) is in the younger half of the class and would be more likely to benefit from adding a year to his/her education;
 - b. Academic Performance – The faster learner should not usually need to repeat a grade in order to catch up with academic work if proper motivation and assistance are given. The slower learner will probably continue to achieve below grade placement and retention will not alleviate this discrepancy. It is probably the student in the middle ranges of intellectual ability who has the best chance of profiting from retention.
 - c. Size – The early maturing student, already larger than peers, might be uncomfortable if placed in a group with smaller students;
 - d. Peer Relationships – Is the student a part of the community/neighborhood group with which there is close identification? Would the placement in another grade affect feelings as far as peers are concerned?
 - e. Parent or Guardian Involvement – The parent or guardian must be involved in the proposed move. If the retention is not supported by parents or guardians, it may reflect in the entire family relationship and affect the student's attitude toward school. If the parents or guardians approve, the student's chances for success are greater.
 - f. Student's Attitude – Ideally, the student should take part in the decision. Students should be able to withstand the adjustments that may accompany the new situation.
 - g. Mental Development – The fast learner should not usually need to repeat a grade in order to catch up with academic work if proper motivation and assistance are given. The slow learner will probably continue to achieve below grade placement and retention will not alleviate this discrepancy. It is probably the student in the middle ranges of intellectual ability who has the best chance of profiting from retention.
 - h. Sex – Because of the rate of maturation, and the problems of physical size, the retention of a girl may pose more problems than a boy.
 - i. Siblings – If a student has a sibling in a grade in which placement is being considered, family difficulties could arise.