

### **Promotion and Retention of Students**

The philosophy of the Phoenix-Talent School District is to be sensitive to individual student needs, to identify deficiencies early, to effect corrective actions, to enlist parental support, to help students learn to be responsible and accountable and to retain students only in appropriate instances. The purpose of this policy is to ensure that steps are taken early to correct the student's educational difficulties.

A student's achievement of the skills for the grade to which he/she is assigned and his/her readiness for the work at the next grade level will be evaluated before he/she is assigned to a higher grade. Students entering the high school shall be apprised of the classes, credits and competencies necessary for graduation.

If retention is to be done at all, it should be done early in the student's educational career. Retention should be done only when there is clear evidence that the additional year at the present grade level will benefit the student.

Those students who have mastered the appropriate skills will be promoted. Whenever the promotion of a student grade 8 or below is in doubt, decisions regarding his/her retention/promotion shall involve the parent(s), teacher(s), building principal, and the student through the Student Services Team (SST). If two schools are involved, the SST at both schools will be included.

Such decisions shall take into account the student's physical, social and psychological development as well as academic achievement; availability of remedial programs at each grade level; and general capacity of the schools to meet that student's instructional needs. The overall best interest of the student shall be the paramount consideration.

Consideration for retention should include, but not be limited to:

1. Instances where the student evidences below average maturity in the physical, emotional, and/or cognitive areas of development.
2. Instances where the student evidences below average acquisition of skills, attention span, and/or related time on task; cooperativeness in acceptance of and completion of tasks may also be considered.
3. Instances where the student evidences excessive absences from school. The general health of the student should be considered in relation to the absenteeism.
4. Instances where there is parental support for the decision to retain the student.

High school students, rather than being retained, shall be carefully advised of their lack of appropriate progress toward meeting graduation and CIM requirements. Strong efforts involving the student, guidance counselor(s), teacher(s), parent(s), when possible, and others shall be made to devise a program through which the student's educational needs may be met.

Principals shall include in the student handbook explanations of grading, promotion practices, and graduation requirements. This information shall be readily available to parents.

END OF POLICY

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Legal Reference(s):

[OAR 581-022-1130](#)

[OAR 581-022-1670](#)

Cross Reference(s):

IKEB - Acceleration