

Promotion and Retention of Students**

The general policy of the district is to encourage and assist each student (K-8) to move along in a continuous growth pattern of academic achievement in harmony with his/her normal social and emotional development. Most of the students will require the normal allotted time to progress through the nine year curriculum (K-8), although a few may complete the work in eight years and others may require 10 years. The philosophy is that each student will have the opportunity to develop academically, mentally, physically, socially and emotionally to the best of his/her ability.

The purpose of any promotion/retention study will be to determine the placement which would be most appropriate for an individual student and any supportive programs that would be beneficial to the student.

The results obtained from tests and class work assignments will be important factors in the decision.

1. Retention Timeline (may vary with individual student):

a. Step one:

Student's teacher refers student for consideration by the building SST (Student Service Team). The SST meets and discusses problems, does a file review and develops plans to correct unsatisfactory progress. Progress is monitored, with adjustments and accommodations as needed.

b. Step two:

If the student has not made satisfactory progress, the SST reconvenes, utilizes the Light Retention Scale and discusses the possibility of retention. The SST examines other solutions to poor progress. Consideration is given to a referral for special education evaluation. Parents/Guardians are notified of staff concerns, unsatisfactory academic performance and modifications/accommodations being made.

c. Step three:

Teacher conferences with the parents/guardians (SST members may be invited to participate in the conference). Modifications/Accommodations are reviewed, revised (if necessary) and continued. The possibility of retention is discussed with the parents/guardians.

d. Step four:

The SST meets to reach a decision regarding the retention of the student. This recommendation is forwarded to the building principal, who sends a letter to the parents/guardians with the team's decision. Establish a plan for the following year.

- (1) Personal contact with next year's teacher to:
 - (a) Discuss areas of concern;
 - (b) Share results of studies, tests, etc;
 - (c) Outline goals.
- (2) Include outline of study, recommendations and goals in file.
- (3) Have the next year's teacher(s) set up a plan with parents.
- (4) Check with the specific education and reading teachers for input.

2. Appeal Procedure for Retention Decision

Upon receiving notification from the school that their son/daughter has been retained against their written wishes, the parents/guardians of said student(s) may appeal that decision to the Board. This appeal must be made in writing to the superintendent within 10 days of notification of retention.

Within 30 days after the hearing, the superintendent will give written notice of the Board's decision on the appeal to the parent/guardians, student(s) and principal.

This will be an appeal, not a due process hearing. Therefore, the rules governing due process will not be observed.

3. Promotion Procedures

If a classroom teacher believes that a student in his/her class exhibits a level of knowledge, skills, emotional development, social maturity and initiative that would warrant consideration of promotion to a higher grade, evidence of the child's performance (portfolio of work, writing samples, creative products, etc.) will be assembled by the classroom teacher. These samples of the student's work will be scored using current, official state scoring guides. The teacher will keep any assessment or evaluative data that would tend to support a possible promotion to a higher grade. This assessment data should include at least the following:

- a. Evidence that the student has completed the required courses or grade level requirements of the grade to be bypassed with outstanding competence. These requirements would include the appropriate Essential Learning Skills, content area Common Curriculum Goals, Benchmark Content Standards and grade level content standards;
- b. The student will have attained the Exceeds Standards level on all Oregon Statewide Assessment Tests (multiple choice Mathematics, multiple choice Reading/Literature, open-ended Mathematics, writing and other subject area tests the Oregon Department of Education has scheduled for implementation). In addition, the student will have scored at a level comparable to Exceeds Standards on the district's adopted assessment test;

- c. The student shall have a record of outstanding attendance;
- d. The student will have a record of independent study habits and be self-motivated;
- e. The student shall be currently, at the time promotion is considered, eligible for services from the district's program for talented and gifted students.

Prior to any decision to promote or not promote the student, a staffing conference will be held by a team consisting of the following personnel: Classroom teacher(s), building principal, TAG specialist, school psychologist and director of instructional services. This team will have the responsibility to review all pertinent data regarding the student and make a recommendation regarding the possible promotion of the student. The team's recommendation will be forwarded in writing to the superintendent or designee.

These processes will be completed prior to any notice, official or informal, to the child's parents and/or guardians.

The final decision of whether to promote or not promote a student beyond the level that is customary (i.e., second grader to fourth grade) will be communicated in writing to the student's parents/guardians with the reason for the decision.