

NICASIO SCHOOL DISTRICT

Administrative Rules and Regulations

Series 5000: Students

AR 5123

PROMOTION/ ACCELERATION/RETENTION

General Information

The principal shall provide a copy of the District's acceleration/promotion/retention policy and administrative regulations to those parents who have been notified that his/her child is being recommended for acceleration or is considered at risk of retention.

If a student does not have a single regular classroom teacher, all teachers who are responsible for teaching reading, English language arts, and mathematics to that student are must work collaboratively when determining whether a child should be promoted, accelerated or retained.

Special Education Students

Decisions regarding special education students shall be based on their progress in meeting their individualized goals as specified in their Individualized Education Plan (IEP). All decisions regarding program, placement, promotion, acceleration or retention shall be made by the IEP team. English language learners will be given individual consideration. Retention will not be based on their English acquisition. Section 504 plans of students must be reviewed to determine if their determined disability is a factor in determining retention.

Promotion

Kindergarten through Grade 8

Teachers will promote students from one grade to the next when students demonstrate grade-level proficiency in reading, English language arts, and mathematics at the end of the school year.

If a student is below grade-level standards in one or more of these areas, the teacher shall identify appropriate activities for remediation and work with the school administrator to provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to small group instruction, one-on-one support and/or the establishment of a student study team.

Acceleration

Kindergarten

A student legally enrolled in a public or private kindergarten program within the State or outside of the State, but who does not meet California age eligibility for first grade (Education Code 48010), may be enrolled by the District in first grade (Education Code 48011), provided that the following criteria are met:

1. The child is at least 5 years of age.
2. The child has attended a public school kindergarten for a long enough time to enable school personnel to evaluate the child's ability.
3. The child is in the upper 5 percent of the child's age group in terms of general cognitive ability.
4. The social maturity and physical development of the child are consistent with the child's advance cognitive ability.
5. The parent or guardian has filed a written statement with the district that approves placement in the first grade (Grade Level Acceleration form (E 5123A)).

Grade 1 through Grade 8

When high achievement is evident in first grade and higher, the teacher may make a recommendation to the school administrator that a student be accelerated into a higher grade level.

Acceleration from one grade to another shall be based on the following minimum criteria:

1. The student demonstrates advanced proficiency levels in reading, English language arts, and mathematics.
2. The advanced levels of proficiency in reading, English language arts, and mathematics are determined by multiple assessment measurements, including, but not limited to:
 - a. Assessments and student work related to State/district-adopted curriculum, which demonstrate a student's ability to score consistently in the top 5 percent.
 - b. Scores at the advanced level of proficiency on State Standardized Testing and Reporting Program (STAR) for grades 2 through 8
3. The student's social and emotional growth demonstrates readiness for acceleration as determined by the teacher(s) and student's parents/guardians.

The school administrator and student's teacher shall discuss the recommendation with the student's parents/guardians before any final determination for acceleration is made.

Acceleration from one grade to the next shall be documented on the district's form Grade Level Acceleration (E 5123A), which shall be signed by the student's teacher, the school administrator and student's parents/guardians.

Retention Criteria

Kindergarten Continuance

A teacher shall notify the student's parents/guardians as early in the school year as practicable if the student is at risk of retention. If the teacher determines that the student should continue in kindergarten for one additional school year, the teacher shall notify the student's parents/guardians and the school administrator. The student shall not be retained an additional school year unless the

parents/guardians of the student and the school district are in mutual agreement. In such case of agreement, the student may continue in kindergarten for not more than an additional school year.

Whenever a student continues in kindergarten for an additional school year, the school administrator shall secure an agreement (E 5123B), signed by the parents/guardians, stating that the student shall continue in kindergarten for not more than one additional school year.

Grade 1 through Grade 8

Students shall be identified for grade level retention using multiple assessment measures. Students who meet three of these following measures at the end of the school year, one of which is teacher recommendation, will be recommended by the student's teacher to the school administrator for retention.

The following indicators shall be used as retention criteria:

Between Grade 1 and Grade 2

1. Progress Reports & Report Cards (mid-trimester and end-of-trimester)
Student performance is below grade-level standards in reading, English language arts, and/or math with the primary determination based on reading level.
2. Performance Based Assessment
Student work in reading, language arts, and/or math is below grade level as determined by State/district-adopted grade level curriculum.
3. Social and Emotional Development
Student's chronological age, social and emotional development, and/or physical size impede child's progress.
4. Attendance
Student attended less than 85 percent of the school year.
5. Teacher Recommendation

Between Grade 2 and Grade 3 / Between Grade 3 and Grade 4

1. Progress Reports & Report Cards (mid-trimester and end-of-trimester)
Student performance is below grade-level standards in reading, English language arts, and/or math with the primary determination based on reading level.
2. State Standardized Testing and Reporting Program
Overall STAR test results in reading, English language arts and math indicate "below basic" proficiency levels.
3. Performance Based Assessment
Student work in reading, language arts, and/or math is below grade level as determined by State/district-adopted grade level curriculum.

4. Social and Emotional Development
Student physical size, chronological age and/or social and emotional development impede child's progress.
5. Attendance
Student attended less than 85 percent of the school year.
6. Teacher Recommendation

Between Grade 4 and Grade 5 / Between Grade 5 and Grade 6

7. Progress Reports & Report Cards (mid-trimester and end-of-trimester)
Student performance is below grade-level standards in reading, English language arts, and/or math.
8. State Standardized Testing and Reporting Program
Overall STAR test results in reading, English language arts and math indicate "below basic" proficiency levels.
9. Performance Based Assessment
Student work in reading, language arts, and/or math is below grade level as determined by State/district-adopted grade level curriculum.
10. Social and Emotional Development
Student's chronological age, social and emotional development, and/or physical size impede child's progress.
11. Attendance
Student attended less than 85 percent of the school year.
12. Teacher Recommendation

Between Grade 6 and Grade 7 / Between Grade 7 and Grade 8 / Between Grade 8 and Grade 9

1. Report Cards (end-of-trimester)
Student performance is below grade-level standards in reading, English language arts, and/or math with report card grade falling below C- (70%) in any two trimesters in the same subject.
2. State Standardized Testing and Reporting Program
Overall STAR test results in reading, English language arts and math indicate "below basic" proficiency levels.
3. Performance Based Assessment
Student work in reading, language arts, and/or math is below grade level as determined by State/district-adopted grade level curriculum.

4. Social and Emotional Development
Student's chronological age, social and emotional development, and/or physical size, impede child's progress.
5. Attendance
Student attended less than 85 percent of the school year.
6. Teacher Recommendation

When a student is retained by the classroom teacher(s) in his/her current grade, this shall be documented on the district's form Grade Level Retention (E 5123C), which shall be signed by the student's teacher, the school administrator and student's parents/guardians.

Parent/Guardian Appeal Process

The teacher's decision to promote or retain a student may be appealed consistent with administrative regulation and law. The burden shall be on the appealing party to show why the teacher's decision should be overruled.

To appeal a teacher's decision, the appealing party shall submit a written request to the school administrator specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the school administrator shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the school administrator may meet with the appealing party and the teacher. If the school administrator determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The school administrator's determination may be appealed by submitting a written appeal to the Governing Board within 15 school days. Within 30 days, of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board. The Board may also meet with the appealing party, the teacher and the school administrator to decide the appeal. The decision of the Board shall be final.

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

Nicasio School Board

1st Reading
2nd Reading

March 8, 2012
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