

Dover School District

Board Policy

G9

Date Warned 11/25/14

Date Adopted _____

Date Reviewed _____

Date Revised 11/11/14

GRADE ADVANCEMENT: ACCELERATION, RETENTION, PROMOTION

Policy

It is the policy of The Dover School District to assure all students are progressing in their educational program and have reached a standard of achievement necessary for satisfactory progress in the next grade.

Background

The Board believes that the primary goal of the education system is to educate all students. Since each child develops physically, mentally, emotionally, and socially at an individual rate, every student will not complete all grade levels of work at the same time. Some students may require additional time.

The Vermont Framework of Standards, Common Core Standards, and Next Generation Science Standard defines what students should know and be able to do at various stages of their school careers. Schools are responsible for adopting curricula that provide students with opportunities to master the standards. Promotion from grade to grade as well as retention will be based on a student's ability to meet the standards over time.

Definitions

1. **Acceleration** is the advancement of a student by more than one grade beyond the current grade level.
2. **Promotion** is the single grade step most students take from year to year.
3. **Retention** allows a student to repeat all or part of a grade in order to more fully prepare for the work of the next grade.

Implementation

Classroom educators are responsible for assessing student progress and recommending the promotion of students each year. Educators will assess academic readiness to advance to the next grade using a thorough evaluation process that will include but not be limited to standardized testing-those offered by the State as well as others chosen by the District-classroom-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. In all cases, a final decision regarding retention or acceleration will rest with the principal.

Legal Reference(s): VT State Board of Education Manual of Rules & Practices: §2120.2.2 (b)

Cross Reference: Student Attendance (F25)

Procedure for G9

The following shall serve as procedure for consideration of retention:

1. Will seek the involvement of parents/guardians in a highly collaborative working relationship.
2. Focus the use of retention in the early primary grades at which time research indicates it is most effective.
3. Retention should never be considered as punishment but seen by all parties as the best thing for the child.
4. Normally, there will be no more than one retention for a child during Pre-K - Grade 6. Under special circumstances, consideration may be given to a second retention. However, no child will be retained two years in succession.
5. Every effort will be made to design and implement a special program for the retained child which meets his/her individual needs and which will avoid repetition of the same program they have already been exposed to. This program will include a diagnosis of academic, social and emotional problems; and prescriptive work designed to alleviate those problems.
6. In all cases, a final decision regarding retention will rest with the Principal.

The following shall serve as a procedure for consideration of acceleration:

- Data should be available to demonstrate a need for differentiation.
 - Dibels, Maps, SBAC, Teacher made tests, and Work samples.
- A pilot intervention of sufficient length should be attempted and monitored.
 - The student should be placed with the higher grade students and given higher grade work. The teacher should collect such work and make notes as to the student's ability to complete such work at or above grade level.
- If the pilot intervention shows that this is the proper placement for the student, the parents should be contacted to discuss the situation, the outcome of the intervention, and the possibility of further intervention.
- Acceleration should be considered after all in-class interventions have been attempted and the teacher makes an evidenced based argument for acceleration.
- Parents and teacher will meet to consider acceleration.
- If the parent(s) decline the recommendation for acceleration, the student will not be accelerated.
- The Principal will receive the recommendation and make the final decision.