

**PROMOTION/ACCELERATION/RETENTION**

The Board of Trustees expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement which are established by the Board.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements set by the Board.

**Kindergarten**

Children five years of age or older who have completed one year of an accredited kindergarten program may be admitted to first grade, in accordance with Board Policy 5111, Age of Admission. (Education Code §48010 and §48011)

**First Grade Acceleration**

A child enrolled in kindergarten may be admitted to the first grade at the discretion of the principal and upon determination that the child is ready for first grade work. Admission shall be subject to the following minimum criteria: (Code of Regulations, Title 5, §200)

1. The child is at least five years of age.
2. The child has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability and conduct a Student Study Team (SST) meeting in order to make a determination.
3. The child is in the upper five percent of his/her age group in terms of general academic ability.
4. The physical development and social/emotional maturity of the child are consistent with his/her advanced academic ability.
5. The parent/guardian of the child has submitted a written request statement with the District approving the placement in first grade.

**PROMOTION/ACCELERATION/RETENTION** (continued)**Acceleration: Grades 1-8**

Acceleration is possible when high academic achievement is evident with recommendation from the SST. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

**Retention: K-8**

When a student is being considered for retention or is identified as being at risk for retention, the principal or designee and site team shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic difficulties. Such opportunities will be developed through the SST intervention plan.

**Consideration for Retention by Parent**

Parent requests for retention must be initiated 21 calendar days prior to the last of day of the school year. When a parent/guardian believes that retention is necessary to meet his/her child's needs, he/she shall ask the principal to schedule a SST meeting to consider the child's academic, social, and emotional performance. The parents are invited to participate in the SST meeting. An Individual Educational Program (IEP) meeting will be convened in place of an SST for special education students.

Consideration for retention consists of the following steps:

1. Collection and summary of data which describe the student's behavior and academic progress.
2. Review of the student's developmental history.
3. Review of the student's prior school history, if applicable.
4. Review and updating of medical data as needed.
5. Determination of present cognitive and emotional status by the SST.

Upon completion of the study, the principal or designee will conduct a SST meeting to include the teacher(s), and parent(s)/guardian(s) to review the information and render a decision. The team's recommendation regarding the retention request will be documented in the SST.

**PROMOTION/ACCELERATION/RETENTION** (continued)**Late Parent Requests for Retention**

For retention requests received after the 21<sup>st</sup> calendar day prior to the final day of the school year, the child will matriculate to the next grade level and must attend school while the team evaluates the parent's request. The student will be placed in their matriculated grade level until the SST process has been completed and a decision has been made. An SST meeting will be convened within the first 30 days of the new school year. An IEP meeting will be convened in place of an SST for special education students. The parent protocol for requesting an IEP meeting will be followed. The SST or IEP team will then complete the retention evaluation and document their written findings and decision.

**Parent Appeal Process**

Once the SST or IEP has been conducted and a decision rendered, parents who disagree with the school's decision will be provided an opportunity to an appeal. Parents requesting an appeal may be referred to the Superintendent, or designee, who shall make the final decision.

**Notification of Potential Failure**

When it becomes evident to a student's teacher that such student is in danger of failing a course, the teacher shall: arrange a conference with the student's parent/guardian, call the student's parent/guardian and/or send the parent/guardian a written report. (Education Code §49067)

In the event a teacher notifies a parent/guardian of the potential failure of a student over the telephone, the telephone call should be documented and a written failure notice should also be sent in the mail. Notices of students being in danger of failing should generally be mailed to any student in grade 6-12 who is earning a "D" or "F" grade during the progress reporting date of each grading period.

**Interventions**

Prior to retention in middle school, students who are at risk of retention, as evidenced by significant classroom failure, shall be provided the opportunity to participate in interventions programs, if such programs have been funded.

**High School Progress**

Upon entering high school, students will have eight consecutive semesters to complete the required number of credits and courses for a high school diploma. The student must also meet minimum proficiency requirements in basic skills as set by the Board and the State of California.

## Students

BP 5122 (d)

### PROMOTION/ACCELERATION/RETENTION (continued)

#### Special Needs Students

All elementary, middle, and high school students enrolled in special education programs must meet the promotion requirements stated in his/her IEP.

*Legal Reference:*

*EDUCATION CODE*

*37252-37253 Summer School*

*46300 Method of computing ADA*

*48011 Admission on completing kindergarten; grade placement of pupils coming from other districts*

*48070-48070.5 Promotion and retention*

*48431.6 Required systematic review of students and grading*

*51215 Proficiency standards in basic skills*

*51216 Assessment of pupil proficiency*

*51217 Withholding diploma (high school)*

*51218 Separate proficiency standards*

*56345 Elements of individualized education plan*

*60641-60647 Standardized Testing and Reporting Program*

*60648 Minimum performance levels*

*CODE OF REGULATIONS, TITLE 5*

*200-202 Admission and exclusion of students*

#### Policy

adopted: August 18, 1997

revised: March 8, 1999

1<sup>st</sup> correction: November 8, 1999; 2<sup>nd</sup> correction December 8, 1999

revised: June 27, 2012

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#### CAPISTRANO UNIFIED SCHOOL DISTRICT

San Juan Capistrano, California