

## BP 5123 Promotion/Acceleration/Retention

Note: The following optional policy may be revised or deleted as desired to reflect district philosophy and needs.

The School Board desires to see students progress with their peers through the school district's grade levels. 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.

### Promotion

Students shall progress through the school district's grade levels by demonstrating growth in learning the required basic skills.

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.

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 - ~~Elementary School Promotion~~ Differential Requirements for Individuals with Exceptional Needs)*

### Acceleration

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

### Retention

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

Note: Strategies for reducing retention rates may include reading intervention programs, tutorial programs, and the use of ungraded schools, combination classes, year-round education, and developmentally appropriate primary curriculum designed to meet the needs of children at their own developmental stage.

~~Note: The following paragraph requires the use of student study team when retention is recommended.~~

Note: The following paragraph requires the use of student study team when retention is recommended.

When a teacher believes that retention is necessary to meet a student's needs, he/she shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

Under the Alaska Reads Act, a student retained due to a reading deficiency must be provided the process set forth in BP 6147 and AS 14.30.765(d) – (m).

*(cf. 6164.5 - Student Study Teams)*

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 6141 - Curriculum Development and Evaluation)*

~~*(cf. 6146.5 – Elementary School Promotion/Standards of Proficiency)*~~

*(cf. 6147 – Alaska Reads Act Intervention Programs)*

Legal Reference:

ALASKA STATUTES

AS 14.30.760 Statewide screening and support

AS 14.30.765 Reading intervention services and strategies; progression

ALASKA ADMINISTRATIVE CODE

4 AAC 06.400 Statewide literacy screening and support

4 AAC 06.405 Reading intervention services and strategies

4 AAC 06.410 Individual reading improvement plan

4 AAC 06.415 Student Progression

4 AAC 06.490 Definitions

*Revised 8/2001, 5/2016, 3/17/2021*

Adoption Date: 04/09/98

## **Southeast Island School District**