

**^I-7200 AUUSD10 IKE PROMOTION AND RETENTION OF STUDENTS**  
**(Promotion or Retention of Elementary Students;**  
**High School Course Pass or Fail)**  
**Regular Education**

The District's promotion policy is based on the premise that students should possess minimal competencies at each instructional level in order to be promoted. It is generally held that to be successful in school a student must be minimally competent in the basic skills of reading, language, and math. Therefore, the District places emphasis on the basic skills competencies, especially in the primary grades.

In making promotion/retention decisions, consideration should also be given to developmental factors affecting learning and classroom success. Nonpromotion (retention) should not be the first recourse for a student having difficulty meeting the criteria for promotion.

Criteria have been developed to provide each student with a maximum opportunity to succeed in school. Promotion is based on students achieving competency in skills necessary for success at each succeeding level.

The promotion of a student from grade three (3) shall be conditioned on the satisfaction of the applicable competency requirements prescribed by A.R.S. 15-701 and depicted in Administrative Regulation IKE-RB.

For a variety of reasons, some students may require more than the allotted time to develop their educational potential. Alternative instructional methods and materials may be required. For one who may be retained, an individual success plan will be developed to focus on the areas of deficiencies while maintaining other skill competencies. At such time as deficient competencies have been mastered, the student's grade-level placement may be reconsidered. Retention should not be a repetition of a grade without modifications in the instructional program. If retention is to occur, it should occur in the earliest possible years and generally no more than once during the elementary school experience. A student who has been retained once and continues to have difficulty meeting standards should be considered for evaluation and remediation. Parents, students, and school personnel shall be made fully aware of the promotion standards. Arizona Revised Statute 15-521 states that every teacher shall make the decision for promotion or retention of students. A parent or legal guardian who opposes the decision of the teacher(s) may appeal through the prescribed appeal process.

### **Special Education**

Promotion/retention decisions, when applied to students enrolled in special education, shall be on a case-by-case basis, consistent with the individualized education program and in accordance with A.A.C. R7-2-301 and R7-2-401.

Students who do not meet regular promotion requirements must meet the course of study and promotion requirements for special education under the guidance of A.A.C. R7-2-401. The programs for such students may need adaptations.

Any student unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by a multidisciplinary team on an individual basis. Students placed in special education will complete the course of study as prescribed in their individual education programs. Course work will be presented at a level commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education; however, the student will receive the standard certificate of promotion.

*Adopted:* July 30, 2008 date of Manual adoption

LEGAL REF.: A.R.S. 15-203 15-341 15-342 15-521 15-701 15-701.01 15-715  
A.A.C. R7-2-301 and R7-2-401 A.G.O. I84 - 016  
15-715  
A.A.C. R7-2-301 and R7-2-401

CROSS REF.: IHA - Basic Instructional Program  
IKF - Graduation Requirements

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PROMOTION AND RETENTION OF STUDENTS

(Procedure for Retention of Elementary School Promotion Criteria) Students

The student shall be promoted from an elementary school grade if *two (2) of the three (3)* following criteria are met.

- *Teacher evaluation of general readiness for promotion.* Consideration will be given to the student's social, emotional, and physical development, as assessed by anecdotal records, attendance patterns, and records of teacher conferences with students and parents. A teacher *may* use a social/emotional checklist.
- *Achievement on class assignments, projects and tests.* To be promoted, each student in grades 2-5 is expected to attain a minimum average achievement level of sixty percent (60%) or a letter grade of *D*, or higher on daily class assignments, required projects, and tests by subject for three (3) of the four (4) grading periods. To be promoted, each student in K is expected to attain proficiency levels of 3 or 4 on 60% of the kindergarten skills as shown on the Kindergarten Standards Based Report Card by the end of 4<sup>th</sup> quarter. To be promoted, each student in 1<sup>st</sup> grade is expected to attain proficiency levels of 3 or 4 on 60% of the first grade skills as shown on the First Grade Standards Based Report Card by the end of 4<sup>th</sup> quarter. ~~At grade levels where these criteria are not applicable, each student must attain an overall average deemed "satisfactory for promotion" by the teacher for three (3) of the four (4) grading periods.~~
- *Proficiency in State Standards.* To be promoted, each student is expected to demonstrate competency in the Arizona Academic Standards for that grade level as measured by appropriate assessments. A student who does not demonstrate competence in a required subject area may be stronger in another subject area. The total number of standards in *all* subject areas may be used to determine competency.

The promotion of a student from grade three (3) shall be conditioned on the satisfaction of the applicable competency requirements prescribed by A.R.S. 15-701 and depicted in Administrative Regulation IKE-RB.

~~For a student who has been previously retained in grade or a student who enters school on or after March 1, the teacher(s) may consider only the first criterion (general readiness) and the second criterion (class achievement) for promotion to occur. A student who does not meet the foregoing promotion criteria must attend summer school. If, after attending summer school, the student meets the foregoing criteria, the student may then be promoted~~

### **Limited English Proficiency**

The second criterion (achievement of class assignments) and the third criterion (proficiency of State Standards) will be in English, according to Arizona law.

Students identified as LEP through established District procedures will not be retained if the basis for retention is the student's lack of proficiency in understanding, speaking, reading, or writing in English. Such students should be provided with alternative instruction within the ESL program or through individual success plans that outline adaptations for classroom instruction.

### **Special Education**

A student enrolled in a special education program must meet the course of study and graduation requirements of pupils enrolled in special education under the guidance of Arizona Department of Education Rule R7-2-401.

Promotion or retention determinations for special education students shall be made by the student's individualized education program (IEP) team based on consideration of the following:

- Present level of functioning.
- Extent of achievement of goals as state in their IEP.
- Degree to which student approaches grade level curriculum standards or individual expectancy levels.

### **Chronic Health Conditions**

Students who suffer from chronic health conditions due to illness, disease, or accidents have the opportunity to complete missed assignments and not lose credit because of absences. District attendance policies shall not penalize students with chronic health conditions as long as required course work is completed.

### **Review of Promotion/ Retention Decision**

A.R.S. 15-521 states that every teacher shall make the decision for promotion or retention of students. A parent or legal guardian cannot overturn a teacher's decision on promotion or retention under Arizona law, but a parent or guardian who opposes the teacher as provided in A.R.S. 15-521 may appeal the teacher's decision to the Governing Board by utilizing form IKE-EE. Whether the Governing Board should hear the appeal will be recommended by a hearing officer pursuant to Regulation IKE-RD.

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PROMOTION AND RETENTION OF STUDENTS

Competency Requirements for Promotion of Students from Third Grade for  
School Years 2010-2011, 2011-2012 and 2012-2013

The District shall provide

- For universal screening of pupils in preschool programs, kindergarten programs and grades one (1) through three (3) that is designed to identify students who have reading deficiencies in accordance with A.R.S. 15-704.
- ~~Provide~~—a An annual written notification to parents or guardians of students in kindergarten programs and first (1st), second (2nd) and third (3rd) grades that a student who obtains a score on the reading portion of the Arizona Instrument to Measure Standards (AIMS) test, or a successor test, that demonstrates the student is reading far below the third (3rd) grade level will not be promoted from the third (3rd) grade. If the student's school has determined that the student is substantially deficient in reading before the end of grade three (3), the District shall provide to the parent or guardian of that student a separate written notification of the reading deficiency that includes the following information:
  - A description of the current reading services provided to the student.
  - A description of the available supplemental instructional services and supporting programs that are designed to remediate reading deficiencies.
  - Parental/guardian strategies to assist the student to attain reading proficiency.
  - A description of the District policies on midyear promotion to a higher grade.

Competency Requirements for Promotion of Students from Third Grade for  
School Years 2013-2014 and Thereafter

The competency requirements for the promotion of a student from the third (3rd) grade shall include the following:

- The student shall not be promoted from the third (3rd) grade if the pupil obtains a score on the reading portion of the AIMS test, or a successor test, that demonstrates the students reading skills fall far below the third (3rd) grade level.

- The Governing Board may promote a student from the third (3rd) grade if the student obtains a score on the reading portion of the AIMS test, or a successor test, that demonstrates the student's reading skills fall far below the third (3rd) grade level for any of the following good cause exemptions:

- The student is a child with a disability as defined in A.R.S. 15-761, and did not take the AIMS test or a successor test.

- The student is a child with a disability as defined in A.R.S. 15-761, has taken the AIMS test, or a successor test, and has previously been retained in a grade.

- The student is English language learner or a limited English proficient student as defined in A.R.S. 15-751 and has had fewer ~~that~~ than two (2) years of English language instruction.

- The student has demonstrated reading proficiency on an alternate assessment approved by the State Board of Education (SBE).

- The Governing Board accepts a parent's or guardian's request for an exemption for a student who does not meet any of the good cause exemptions prescribed above. Within thirty (30) days after receipt of notification the student will not be promoted from the third (3rd) grade, a parent or guardian may submit a written request to the Governing Board for an exemption in accordance with this item. The written request shall include documentation showing that promotion of the student is appropriate based on the student's academic record and shall include:

- ▲ Academic progress reports.

- ▲ Student's Individualized Education ~~Program~~ Plan.

- ▲ Letters from the student's teacher(s) and the principal of the school recommending the pupil be promoted from the third (3rd) grade.

- ◆ The Governing Board shall issue a written acceptance or rejection of the parent's or guardian's exemption request within thirty (30) days after receipt of the parent's or guardian's request.

- Intervention and remedial strategies developed by the State Board of Education (SBE) for students who are not promoted from the (3rd) grade. The Governing Board shall offer at least one (1) of the intervention and remedial strategies developed by the SBE. The parent or guardian of a student not promoted from the (3rd) grade and the student's teacher(s) and principal may choose the most appropriate intervention and remedial strategies that will be provided to that student. The intervention and remedial strategies developed by the SBE shall include:

⤴ A requirement the student be assigned to a different teacher for reading instruction.

⤴ Summer ~~school~~ learning reading instruction, if available.

⤴ Intensive reading instruction in the next academic year that occurs before, during, or after the regular school day, or any combination of before, during and after the regular school day.

⤴ Online reading instruction.

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PROMOTION AND RETENTION OF STUDENTS  
(Middle School Promotion Criteria)

The middle school program is discrete in subject areas, and a student must possess minimum competencies in academic core subject areas (reading, writing (English), math, social studies, and science) before a recommendation for promotion in grade is made.

The middle school student who meets two (2) of the following three (3) criteria shall be considered as possessing minimum competencies and will be recommended for promotion.

- *Teacher evaluation of general readiness for promotion by subject:*
  - Consideration will be given to the student's social, emotional, and physical development, as assessed by anecdotal records, attendance patterns, and records of teacher conferences with students and parents. A teacher *may* use a social/emotional checklist.
- *Achievement of class assignments, projects and tests:*
  - To be promoted, each student is expected to attain an average achievement level of sixty percent (60%) or a letter grade of *D* on daily assignments, required projects, and tests for three (3) of the four (4) grading periods or an overall average achievement level deemed "passing" by the teacher.
- *Proficiency in State Standards:*
  - To be promoted, each student is expected to demonstrate competency as defined by the Arizona Academic Standards for that grade level as measured by appropriate assessments.
  - For a student who has been previously retained in grade or a student who enters school on or after March 1, the teacher(s) *may* consider only the first criterion (general readiness) and the second criterion (class achievement) for promotion to occur.

~~In grades six (6) and seven (7) a student who meets two (2) of three (3) above criteria in three (3) of four (4) academic core subject areas and a total of four (4) out of six (6) subjects may be considered for unconditional promotion.~~ A student who does not meet the promotion criteria in two (2) academic core subject areas must attend summer ~~school~~ learning if available and demonstrate evidence of remediation (as measured by a satisfactory grade level RIT score on the MAP



test or other district developed assessment tool) in one (1) core subject prior to the termination of the summer vacation; ~~and~~ then he/she may be granted unconditional promotion. Additionally, if one (1) of the two (2) "failed" subject areas is English, evidence of remediation *must* be in English. ~~Remediation in core subjects shall take precedence over remediation in noncore subjects.~~ A student who does not meet the criteria for promotion in three (3) or more academic core subject areas ~~and four (4) of the six (6) subject areas~~ must attend summer ~~school~~ learning and will not be promoted to the next grade level for the following academic year unless the student demonstrates proficiency (as measured by a satisfactory grade level RIT score on the MAP test or other district developed assessment tool) under the state standards in ~~three (3) of the four (4) core~~ those subject areas following remediation.

### **Eighth Grade Promotion**

In addition to satisfying the above criteria, the eighth (8th) grade student must also:

- *Demonstrate knowledge of the constitutions:*
  - Attain a minimum of sixty percent (60%) or a grade of *D* or higher in the portion of the course that contains the Arizona and United States Constitutions. *Students will be provided reasonable opportunities during school hours to satisfy the Constitution requirements.*

In grade eight (8) a student who meets the first three (3) criteria (under seventh [7th] grade promotion) in three (3) of four (4) academic core subject areas ~~and a total of four (4) of the six (6) subjects~~ and meets the fourth (4th) criterion may be considered for unconditional promotion. A student who does not meet the promotion criteria in two (2) academic core subject areas must attend summer ~~school~~ learning if available and demonstrate evidence of remediation (as measured by a satisfactory grade level RIT score on the MAP test or other district developed assessment tool) in one (1) core subject prior to the termination of the summer vacation; ~~and~~ then he/she may be granted unconditional promotion. Additionally, if one (1) of the two (2) "failed" subject areas is English, evidence of remediation *must* be in English. ~~Remediation in core subjects shall take precedence over remediation in noncore subjects.~~ A student who does not meet the criteria for promotion in three (3) or more academic core subject areas ~~and four (4) of the six (6) subject areas~~ must attend summer ~~school~~ learning if available and will be considered as an eighth (8th) grade student for the following academic year unless the student demonstrates competency in ~~three (3) of the four (4) those~~ core subject areas following remediation (as measured by a satisfactory grade level RIT score on the MAP test or other district developed assessment tool).

- ~~For a student who has been previously retained in grade or a student who enters school on or after March 1, the teacher(s) may consider only the first criterion (general readiness) and the second criterion (class achievement) for promotion to occur, plus the fourth (4th) criterion (constitutions).~~

### **Limited English Proficiency**

The second (2nd) criterion (achievement of class assignments) and the third (3rd) criterion (proficiency in state standards) shall be in English in accordance with law.

A student identified as LEP through established District procedures will not be retained if the basis for retention is the student's lack of proficiency in understanding, speaking, reading, or writing English. Such students should be provided with alternative instruction within the ESL program or through individual success plans that outline adaptations for classroom instruction.

### **Special Education**

A student enrolled in a special education program must meet the course of study and graduation requirements of pupils enrolled in special education under the guidance of Arizona Department of Education Rule, R7-2-401.

Promotion or retention determinations for special education students shall be made by the student's individualized education program (IEP) team based on consideration of the following:

- Present level of functioning.
- Extent of achievement of goals as state in their IEP.
- Degree to which student approaches grade level curriculum standards or individual expectancy levels.

### **Chronic Health Conditions**

Students who suffer from chronic health conditions due to illness, disease, or accident have the opportunity to complete missed assignments and not lose credit because of absences. District attendance policies shall not penalize students with chronic health conditions as long as required course work is completed.

### **Review of Promotion/ Retention Decision**

A.R.S. 15-521 states that every teacher shall make the decision for promotion or retention of students. A parent or legal guardian cannot overturn a teacher's

decision on promotion or retention under Arizona law, but a parent or guardian who opposes the teacher as provided in A.R.S. 15-521 may appeal the teacher's decision to the Governing Board by utilizing form IKE-EE. Whether the Governing Board should hear the appeal will be recommended by a hearing officer pursuant to Regulation IKE-RD.

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**PROMOTION AND RETENTION OF STUDENTS**  
**(High School Promotion Criteria)**  
**Requirements**

The District requires the student to obtain a requisite number of credits for graduation, to include specific courses determined by the Governing Board, as set forth in Policy IKF.

Successful completion of the required courses is determined by the teachers based upon the student meeting the following criteria:

- *Achievement of class assignments, projects, and tests.* A minimum average achievement of 60 percent on assignments, projects, and tests must be demonstrated.

~~and either of the following~~

- *Proficiency in State Standards.* Students must demonstrate competency under state academic standards for the required subjects at the state-prescribed level, as measured by appropriate assessment measurements.

~~or~~

- *Attendance.* Attendance is required in each course for a specific amount of time, consistent with the District attendance policy.

***Completion of the tenth grade:***

- The student shall have completed with a passing grade at least ten (10) credits, which shall include the completion of at least two (2) units of English, two (2) units of math, two (2) units of science, one unit of social studies, and three (3) units of additional courses prescribed by the Governing Board.

***Limited English proficiency:***

- Assessment for achievement of class assignments student shall be in English in accordance with law.
- A student identified as limited-English-proficient (LEP) through established District procedures will not be retained if the basis for retention is the student's lack of proficiency in understanding, speaking, reading, or writing English. Such students should be provided with alternative instruction within the English as a second language (ESL) program or through individual success plans that outline adaptations for classroom instruction.

### *Special education:*

- A student enrolled in a special education program must meet the course of study and graduation requirements of pupils enrolled in special education programs under guidance of Arizona Department of Education Rule R7-2-401. The programs for such students may need adaptations **and/or modifications**. Any student unable to meet regular academic requirements for promotion/graduation must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by a multidisciplinary team on an individual basis. Students placed in special education will complete the course of study as prescribed in their individual education **programs plans**. Course work will be presented at a level commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education; however, the student will receive the standard certificate of promotion/graduation.

### *Chronic health conditions:*

- Students who suffer from chronic health conditions due to illness, disease, or accident have the opportunity to complete missed assignments and not lose credit because of absences. District attendance policies shall not penalize students with chronic health conditions as long as required course work is completed.

### *Review of promotion/retention decisions:*

~~•—A.R.S. 15-521 states that every teacher shall make the decision for promotion or retention of students. A parent or legal guardian cannot overturn a teacher's decision on promotion or retention under Arizona law, but a parent or guardian who opposes the teacher as provided in A.R.S. 15-521 may appeal the teacher's decision to the Governing Board by utilizing form IKE-EE. Whether the Governing Board should hear the appeal will be recommended by a hearing officer pursuant to Regulation IKE-RD.~~

### **Recommended Time Line**

Parents or legal guardians **may should** be notified of unsatisfactory progress about the fifth (5th) week, ninth (9th) week, and fourteenth (14th) week of each semester during the school year, or at any other time the teacher deems appropriate. Where appropriate, the school will alter the instructional program **or provide interventions** for students who are not meeting with success. A student who receives three (3) ~~unsatisfactory~~ **or** more notices of a grade of D or F ~~notices for a~~ at any time during each nine (9)-week **grading** period will be referred ~~to the academic intervention team by the student's counselor to assess the reason(s) for the lack of academic progress. The academic intervention team will provide strategies to the teachers, parent(s) or guardian(s), and/or the~~

~~student to increase the student's probability of success.~~ for appropriate interventions; the counseling department will track D and F notices.

Parents or legal guardians and students will be notified during the semester immediately preceding graduation if sufficient credits for graduation have not been completed.

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### PROMOTION AND RETENTION OF STUDENTS

(Procedure for Review of Promotion/Retention/ Failure Decision and Failure Grade Appeals)

Teachers make the decision to promote or retain students in the common grades (K-8) and to pass or fail students in the secondary grades. A parent/guardian who does not accept the decision of the teacher may request in writing that the Governing Board review the teacher's decision.

A.R.S. 15-342 provides that the student has the burden of proof to overturn the decision of a teacher to promote, retain, pass or fail the student. In order to meet that burden of proof, the student must demonstrate that he/she has mastered the academic standards adopted by the State Board of Education pursuant to A.R.S. 15-701 and 15-701.01 (the state standards). The Governing Board can only overturn the teacher's decision based upon a written finding that the student has mastered the appropriate state standards.

To request a review of the teacher's decision, the student/parent/guardian must complete form IKE-EE and return it to the student's last school of attendance within thirty (30) calendar days of the teacher's decision. The Principal will forward this form with the child's pertinent education records to the Superintendent within ten (10) working days. The Superintendent will appoint an administrative officer to conduct a review.

The administrative officer will:

- review the teacher's decision;
- review the applicable state standards;
- review the student/parent/guardian's applicable documentation;
- consult with the student's teacher(s);
- perform what further investigation is deemed necessary.

Upon the conclusion of the review, the administrative officer will prepare a report to the Superintendent. The report will indicate whether the student/parent/guardian has presented information which suggests that the student may have mastered the relevant state standards. If such evidence is presented, the administration officer will recommend that the Board convene a hearing to consider and determine the appeal. If no such evidence is presented, the administrative officer will recommend that the Governing Board decline to

hear the appeal. A copy of the hearing officer's report will be sent to the student/parent/guardian.

Upon receipt of the administrative officer's report, the Superintendent will prepare an agenda item for the next Governing Board meeting with a recommendation as to whether or not the Board should hold a formal hearing to hear the appeal.

If the Board determines to hear the appeal, that hearing will be held in confidential Executive Session during the next Governing Board meeting. Notification of the formal hearing before the Governing Board will be provided to the parent/guardian at least five (5) days prior to the meeting and will include:

- The date, time, and place of the hearing;
- A copy of the teacher's decision;
- A copy of the state standards at issue or direction to the parent as to the location of the standards on the internet;
- Notification that the student or parents may be represented by counsel at their expense; and that the decision of the Board is final.