

BP 5123 PROMOTION/ACCELERATION/RETENTION

The School Board desires to see student's progress with their peers through the school system'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 elementary 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)

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 shall promote alternatives to retention among certificated staff.

When a teacher believes that retention is necessary to meet a student's needs the teacher shall share this concern with the principal. Then a team comprised of the principal and the student's teacher(s) and parent/guardian shall meet to consider the child's academic, social and emotional performance.

(cf. 6164.5 - Student Study Teams)

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

(cf. 6141 - Curriculum Development and Evaluation)

(cf. AR 5113 – Absences and Excuses)

Before retaining a student, the principal or designee shall determine that:

1. The attendance has not been met per AR 5113.
2. The student has not met grade-level standards of expected student achievement.

3. Remedial help for the student has not sufficiently prepared the student for advancement.
4. Appropriate treatment targeted to the student's needs will be provided in addition to retention.
5. The student's parent/guardian has been provided the opportunity to participate in decisions regarding alternative intervention and retention.

Parental agreement is suggested, but not required, for retention.

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. 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*

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Craig City School District