

^I-7200 AUSD10
**PROMOTION AND RETENTION
OF STUDENTS**

IKE

**(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

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 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. 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.

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 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 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.
 - ▲ 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 reading instruction.
 - ▲ 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.
- 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.