

STUDENTS

Acceleration/Retention

Elementary

Students will normally progress through the grades on an annual basis. Exceptions to this progression will be made according to the following regulations. (Exceptions to this time line would be students who did not begin the year in the school district.

- I. The classroom teacher will inform the building principal of possible acceleration or retention of students by January 20. There may be some students at the K level who will be identified after January 20, but prior to February 20. At this time a Lights' Retention Scale will be completed for students being considered for retention and discussed with the building principal and parents.
- II. The following information (A-E) will be gathered and presented to the building principal by February 20:
 - A. Identify in writing the specific skill deficits and strengths in subject areas and the remediation or enrichment activities utilized by the classroom teacher.
 - B. Identify in writing the remediation or enrichment activities utilized by the classroom teachers.
 - C. Test results and other statistics, including previous years' and progress achieved in these areas.
 - D. A brief summary of the fall parent-teacher conference.
 - E. In addition to academic achievement and test results, the following criteria should be considered:
 1. Lights' Retention Scale results
 2. School attendance and number of schools attended
 3. Physical maturity
 4. Student's age
 5. Siblings
 6. Previous retention
 7. Student's attitude toward school
 8. Work and study habits
 9. Interest and attitude
 10. Grade level of student; primary students best candidates for retention
 11. Social and emotional maturity
 12. Parents' feelings
 13. Grade advancement rubric.
- III. The principal will consider all information available to him/her. By March 1, he/she will have reached a decision on whether further proceedings will take place and will forward his/her response to the teacher.
- IV. If the reply is affirmative, the next procedure will consist of the following:
 - A. The child's progress and anecdotal records are reviewed with the parents at the spring conference.
 - B. If the student is involved in a special education program, the Director of Pupil Services & Special Education will be notified and the Special Education teacher involved in the conference.
 - C. A short battery of tests may be administered by a reading specialist.
 - D. If the student is suspected of being a Child with a Disability further testing will be completed by district personnel.
- V. If, after holding the parent conference, it is felt that further retention/acceleration procedures are to take place, the following will be required:
 - A. Resource personnel will be utilized, further test results obtained, and necessary information gathered. This information will be shared individually with the principal.

- B. A meeting will be scheduled to consider the above information by March 31. If the Individualized Educational Program (IEP) team is involved, the team will make a recommendation for or against retention/acceleration. Parents will be notified and encouraged to participate in the IEP meeting.
 - C. The principal will consider the information presented at the above meeting and will decide if retention or acceleration will be presented to the parents. This decision will be reached by April 15.
 - D. If the principal's decision is in favor of retention or acceleration, a final meeting with parents will be scheduled by April 30.
 - E. After considering the information presented at the meeting with parents, the principal will decide if retention or acceleration is to take place. This decision will be made by May 10.
 - F. Parents and staff members will be notified of the decision by May 15.
 - G. The Superintendent of Schools will be notified of retention or acceleration decisions by June 1.
- VI. After the retention/acceleration decision has been reached, the teacher will develop a list of skills the student is to master for the balance of the current school year. For the following year, the teacher will provide a report, including the following:
- A. Strengths and weaknesses
 - B. Types of materials most successful.
 - C. Most successful mode of instruction.
 - D. Methods of evaluation of the remediation/enrichment process.
 - E. Grade level results, especially in reading and math, will be maintained to record student progress.
- VII. During the next school year the following procedures will take place:
- A. Prior to October 1, previous and present teachers, along with necessary resource personnel, will meet to ensure appropriate placement and follow-up with students and parents.
 - B. Two weeks prior to the fall parent-teacher conference the teacher will meet with the principal to discuss student progress.
- VIII. No student shall be retained more than on (1) year) of his/her age peers.

Middle School

Students will normally progress through the grades on an annual basis. Identification of students having academic difficulty will result as follows:

- A. Teams and the guidance department will be notified of students who have scored minimal on the 4th grade WKCE.
- B. Quarter, as well as first semester grades, are to be screened by the guidance department in order to determine which students are having difficulties. Parents will be contacted by phone or mail to discuss academic difficulties.
- C. Teams will make remediation suggestions to parents of struggling students at parent teacher conferences.
- D. If necessary, the teacher or guidance department will make a referral to the school psychologist to determine whether or not a disability exists according to Children With Disabilities criteria.

Junior High

Students will normally progress through the grades on an annual basis. Exceptions to this progression will be made according to the following regulations. Exceptions to this timeline would be students who did not begin the school year in the school district.

Identification of students having academic difficulty:

- A. Quarter, as well as first semester grades, are to be screened by the guidance department in order to determine which students are having academic difficulties.
- B. The guidance counselor is to meet with the student (identified in step one) in order to review records and discuss the academic problems (approximately mid-February).

- C. Guidance counselors may refer students to the IEP team in order to determine whether or not a specific special education need exists. Findings of the IEP Team will be carefully weighed by the principal prior to making a decision. If a student is placed in a special education program, the IEP team will make the decision of appropriate grade placement.
- D. Grade advancement rubric be utilized in determining grade placement advancement.
- E. The names of the identified students will be submitted to the principal or his/her designee. The principal or his designee will monitor the progress of these students throughout the remainder of the year.
- F. Parents of the identified students will be notified by phone and letter of their child's need for improvement, as well as the possibility of retention if improvement does not occur.
- G. Students' progress is to be screened at the end of the third quarter. The administration and guidance department will meet with the students in question in order to discuss their progress. Parents are again notified.
- H. Throughout the fourth quarter the student's progress is monitored by the guidance department. Parents are to be kept informed of the progress of their son or daughter.
- H. During the month of May conferences will be held with the parents and guidance department and administration. During these conferences agreement is to be reached regarding the grade placement which will best meet the needs of the student.
- I. At the conclusion of the academic year, the principal or his/her designee will make the final decision on grade placement. Options include, but are not limited to, promotion or retention, including either one or two semesters of retention.

If one semester of retention is recommended, specific written guidelines are established for the student. These guidelines will be communicated to parents, students, and staff members.
- J. Following the issuing of final grades, the parents and students receive official notification of grade placement for the next school year.
- K. No student shall be retained more than one (1) year of his/her age peers.

Senior High School - (10-12)

Student rate of progress through High School will be on the basis of completion of the requirements for graduation. Students may graduate early, pursuant to Board Policy #5127. Students may also find it necessary to return for completion of graduation requirements after the date when they might have graduated.

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