

Ensuring All Students Meet Standards (Promotion, Retention, and Acceleration of Students)

Retention

The Charter Board believes that early identification of students who are not making adequate progress toward achieving standards and effective intervention are crucial. In accordance with the Charter Board's policy on grading and assessment systems, teachers shall assess that teaching and learning process on a continual basis. Teachers shall identify students early in the school year who are not making adequate progress toward achieving the state's academic standards and may choose to implement an individual learning plan for each student.

The plan shall be developed by the student's teacher and/or other appropriate school staff with input from the student's parents/guardians. The student's parents/guardians shall agree in writing to support the plan. Neglect by the parents/guardians with regard to participating in development of the plan or agreeing to support the plan shall not affect implementation of the plan.

The plan shall address the specific learning needs of the student. Strategies designed to address those needs may include tutoring programs, after-school programs, summer school programs, other intensive programs and other proven strategies. Teachers are encouraged to collaborate on the development of such plans and to use a variety of strategies consistent with the student's learning style and needs.

Each semester, students with individual learning plans shall be reassessed in the content areas covered by the plan.

As determined by the administrator and in accordance with applicable law, students not meeting applicable state content standards may not be promoted to the next grade level. The procedure to retain a student in kindergarten, first, second or third grade due to the student's significant reading deficiency shall be in accordance with the regulation on early literacy and reading comprehension and applicable law. Retention should be considered only after the following factors have been considered and documented:

- Performing significantly below established targets in at least two or three content areas of reading, writing, and math
- Evidence of insufficient growth
- Chronological age of student
- Language proficiency
- Special education
- Attendance record/truancy
- Transiency
- Previous grade retention

When students are retained in the same grade level, the teacher shall evaluate the previous teaching and learning experiences of the student, including whether specific aspects of the individual learning plan were appropriate and effective. Based on this evaluation the teacher shall modify the plan to ensure that the student's needs will be met and that the student's educational experience from the previous year is not merely repeated.

Retention due to social, emotional or physical immaturity shall be used on a very limited basis. After consulting with the student's parents/guardians, teacher(s) and other professional staff and in accordance with applicable law, the administrator shall determine whether it is in the best interests of the student to be retained for such reasons.

Promotion

Placement in the next grade level shall not be contingent upon completion of summer school.

Intervention must occur before retention decisions are made. The parent(s)/guardian(s) must be notified of the recommendation for intervention. Intervention may include but is not limited to the following:

- In-class intervention
- Summer school
- After school tutoring
- Extended learning opportunities
- Other alternative programs

Acceleration

Acceleration, or advancing a student more than one grade level, is not considered best practice at Lake George Charter School and shall be used sparingly when special circumstances warrant. Acceleration could be proposed for students whose achievement in reading, writing and/or number sense is considerably above grade level and/or who demonstrate significant high performance in other areas. Students will wait until third grade to go through the Gifted and Talented identification process. The administrator along with the staff will make any final determination of student placement.

Appeal

In the event of disagreement about the advisability of retention or acceleration, the administrator shall make the decision, which may be appealed.

LEGAL REFS.: C.R.S. 22-7-1013 (2.5) (recommended considerations for academic acceleration procedure)
C.R.S. 22-32-109 (1)(hh) (board duty to provide opportunity for an academic remediation plan upon request by student’s parent/guardian)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IK, Academic Achievement
IKA, Grading/Assessment Systems
ILBC and ILBC-R, Early Literacy and Reading Comprehension

*Note 1: A summer school grant program ~~is~~ **may be** available to provide intensive reading, writing or mathematics education to students entering the fifth through eighth grades who received an unsatisfactory proficiency level score in those subjects on the Colorado state assessment program. See C.R.S. 22-7-801 for more information.*

Note 2: Administrative procedures concerning the promotion, retention and acceleration of students should follow under this coding. Regarding the procedure for academic acceleration of students, state law requires districts to consider procedures “that may include but need not be limited to,” the following: 1) the process for referral for academic acceleration and procedures that ensure the fair, objective, and systematic evaluation of the students referred; 2) a decision-making process for accelerated placement that involves multiple persons, including a student’s parents, rather than a sole decision-maker; 3) guidelines for the practice of academic acceleration, including the categories, forms and types of academic acceleration and the award of credit; 4) guidelines for preventing nonacademic barriers to the use of acceleration as an educational intervention; and 5) an appeals process for decisions related to academic acceleration, as well as a process for evaluation the academic acceleration procedures and its effectiveness in successfully accelerating students. C.R.S. 22-7-1013 (2.5)(a)(I-V).

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Lake George Charter School