

## SAYDEL COMMUNITY SCHOOL DISTRICT

### STUDENT PROMOTION - RETENTION – ACCELERATION

#### I. Promotion

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

#### II. Retention

It is not the common practice of the Saydel Community School District to retain students. Such a determination would require multiple sources of data or be intended to meet a requirement outlined in Iowa Code.

#### Reading retention/promotion – grades kindergarten through three

In accordance with law (Iowa Code Section 279.68 and 281 Iowa Administrative Code 62), students in grades kindergarten through three will be assessed for their level of reading or reading readiness. Those students who exhibit a substantial deficiency in reading will be provided intensive reading instruction, and their parents/guardians will be provided written notice at least annually of the deficiency and the services that will be provided which are designed to remediate the deficiency.

Beginning May 1, 2017, unless the school district is granted a waiver, if a student's reading deficiency is not remedied by the end of grade three, the student's parent/guardian will be informed that the student may enroll in an intensive summer reading program. If the student does not enroll in the intensive summer reading program, the student will be retained in grade three unless the student is exempt for good cause as provided by law. If the student is exempt from participating in an intensive summer reading program, or if the student completes the intensive summer reading program but is not reading proficient upon completion of the program, the student may be promoted to grade four; provided, however, that the student will continue to be provided intensive reading instruction until the student is proficient in reading.

In determining whether to promote a student in grade three to grade four, the school district will place significant weight on any reading deficiency identified that is not yet remediated. The school district will also weigh the student's progress in other subject areas as well as the student's overall intellectual, physical, emotional, and social development. A decision to retain a student in grade three will be made only after direct personal consultation with the student's parent/guardian.

**Approved:** March 17, 1997

**Reviewed:** October 2016

**Revised:** October 2016

## STUDENT PROMOTION - RETENTION – ACCELERATION CONTINUED

Retention/Promotion other than reading retention in grades kindergarten through three:

**The district shall use the following guidelines:**

- Retention/Promotion in kindergarten – eighth grade: The retention of a student will be determined based upon the judgment of the licensed employee and the principal. When it becomes evident a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed. It is within the sole discretion of the district to promote students or retain students in their current grade level and to deny promotion to a student.
- Retention/Promotion in ninth – twelfth grade: Students in grades nine through twelve will be informed of the required course work necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed. It is within the sole discretion of the district to promote students or retain students in their current grade level and to deny promotion to a student.

### III. Acceleration

DEFINITION OF ACCELERATION -- Any modification of the regular instructional program that enables a student to progress more rapidly and to complete a program in less time or at an earlier age that is traditional.

- Acceleration in kindergarten – twelfth grade: Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.
- Acceleration Options:
  - Early entrance to school—(*Iowa State Policy 282.3* prohibits students from entering kindergarten before age 5.) Students may be admitted to first grade at age 5 if they have completed a kindergarten program elsewhere or if they demonstrate a need for first grade coursework. Students admitted to first grade before age 6 who have not completed a kindergarten program elsewhere shall be evaluated by a team using the Iowa Acceleration Scale.
  - Grade Skipping/Full Grade Acceleration—Students who demonstrate a need for more rigorous and relevant coursework as evidenced by exceptional (exceeds proficiency on all standards in a given grade level and demonstrates proficiency on all standards in the next grade level), performance on grade-level tasks, standardized assessments, and social/emotional readiness and recommendation by classroom teachers and building administrators may be accelerated.
  - Content/Subject Acceleration—Students who demonstrate a need for more rigorous and relevant coursework in one or more subject areas may be accelerated using an end of course assessment.

**Approved:** March 17, 1997

**Reviewed:** October 2016

**Revised:** October 2016

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Students may move up a grade level to work on individual subject matter, or may be accelerated within their classroom with differentiated lessons.

- Curriculum Compacting—Classroom teachers should pretest identified students and assess the students' previously acquired skills. Instruction should be focused on mastery of deficient areas only. Curriculum compacting may sometimes take place during Multi Tiered System of Support (MTSS) at the elementary level.
- Dual Enrollment—Students may attend classes in more than one building level during the school year (example, middle school students could be subject matter accelerated in the high school building). Students may receive high school credit for the courses taken if they are concurrently enrolled.
- Post-secondary Enrollment Option—Students who have exhausted all coursework offered at Saydel may enroll at a local accredited college for credit.
- Credit by Examination—Advanced students (K-8) may demonstrate proficiency in a specific course by completing an end of unit or end of course assessment. Students who pass the end of unit/course assessment Demonstrating proficiency in all course standards may progress to the next unit/course of study.
- Advanced Placement—Students may take courses with advanced or accelerated coursework, in order to test out of or receive credit by examination by the College Board.

### Acceleration Procedures

#### Referral Process

1. Any student enrolled in the Saydel Community School District may be considered for whole-grade or content acceleration. This process may be initiated by the student, his/her parent(s)/guardian(s), a staff member, or administrator.
2. Copies of this policy shall be made public and available to the district staff and parents/guardians at each school building.
3. The principal of the referred student's school shall obtain written permission from the student's parent(s)/guardian(s) to evaluate the child for possible acceleration. The district shall evaluate all students referred for accelerated placement whose parent(s)/guardian(s) have granted consent.
4. After permission is received a designee in the district shall gather data
5. Once data is gathered, the acceleration team (Principal, current teacher or teachers, parent(s)/guardian(s) and building ELP coordinator) shall be called to review the information and to discuss the child's potential for acceleration.
6. A meeting shall be held with parent(s)/guardian(s) to explain the process for determining the outcome. If this child is to be accelerated, then the parents must provide written consent including a signature.
7. Prior to the meeting with parents, the acceleration team should have a Personal Education Plan (PEP) for implementing the acceleration for the child. The building ELP coordinator shall oversee the implementation and yearly review of the student's PEP. The ELP coordinator shall be responsible for providing guidance to the student for both short and long-term needs.

**Approved:** March 17, 1997

**Reviewed:** October 2016

**Revised:** October 2016

## STUDENT PROMOTION - RETENTION – ACCELERATION CONTINUED

### Evaluation Process

1. The Saydel Community School District and acceleration team will use a variety of evaluation tools in order to guide the process of evaluating a student. These evaluation tools may include, but are not limited to:

- Historical Grades
- Iowa Assessment Performance
- District Standardized interim Assessment Scores
- Observations of student in academic settings
- Student interview and/or portfolio
- CogAT assessment
- EXPLORE/ACT/SAT
- Self-inventory
- Parent/guardian survey
- External assessments will be considered, but will not be the sole determining factor

Following the evaluation, the recommendation of the team will be followed.

The acceleration team shall make a decision for one of the following:

- a. Single subject acceleration
- b. Whole grade acceleration
- c. Acceleration is not recommended

2. Follow up process

- Acceleration shall be done on a trial basis for four weeks after the decision to accelerate has been made in the case of whole-grade acceleration and content area acceleration.
- At any time during the trial period, the student's parent(s)/guardian(s) may request in writing that the student be withdrawn from accelerated placement. In such cases, the student shall be removed without repercussions from the current placement.
- The ELP coordinator shall be the case manager for the accelerated student.
- Within one month after the acceleration begins, the acceleration team will meet to assess the student's intellectual, social and emotional progress. This group will discuss and recommend continuance or discontinuance of the acceleration.

3. Appeal Process

- Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent(s)/guardian(s) receiving the results of the evaluation. The Superintendent or his/her designee shall review the appeal and notify the parent(s)/guardian(s) of his/her decision with thirty (30) calendar days of receiving the appeal. The Superintendent or his/her designee's decision will be final.

**Approved:** March 17, 1997

**Reviewed:** October 2016

**Revised:** October 2016

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***NOTE: School districts that use specific steps or processes for determining retention or acceleration should reference the applicable criteria or where to locate the criteria in the bulleted information above.***

Legal Reference: Iowa Code §§ 256.11, 279.8; .68; 280.3 (2015).  
281 I.A.C. 12.5(16).

Cross Reference: 501 Student Attendance  
505 Student Scholastic Achievement  
603.2 Summer School Instruction

**Approved:** March 17, 1997

**Reviewed:** October 2016

**Revised:** October 2016