

PROMOTION, RETENTION, AND ACCELERATION

The North Kitsap School District is committed to preparing all of its students to become academically proficient and socially constructive citizens. The school board believes that providing such preparation and support is the shared responsibility of district and school staff, parents, and the students themselves.

The goal of any decision involving promotion, retention, or acceleration shall be to assist students in meeting or exceeding the performance standards set by Washington State and North Kitsap School District. The board recognizes that the rate of physical, social and emotional, and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics shall be recognized in classroom instructional programming. High levels of achievement for all students may require additional resources, time, and various levels of support for some students.

Students in North Kitsap School District are expected to meet grade level standards as a condition of moving on to the next level in grades K-8. The district will utilize a variety of assessment procedures and measures to assess student performance, including standardized tests, district level and classroom-based performance assessments. The district believes that a variety of measures will give the most accurate picture of student performance.

In order to provide an opportunity for all students to learn at their highest levels, the school, the parent or guardian, and the student must be involved and accept responsibilities for success. These responsibilities are described below.

The district's/school's responsibilities include:

1. To establish and follow grade-level curriculum expectations consistent with Washington State Essential Academic Learning Requirements.
2. To communicate these expectations to students, parent(s)/guardian(s), staff, and community.
3. To use effective instructional practices and maximize the use of time during the school day.
4. To assess the progress of individual students in attaining student learning goals or standards.
5. To diagnose the needs of students who are not progressing at their expected rates.
6. To communicate with the student and parent through regular progress reports regarding student performance, including early identification of students at-risk of not meeting the standards.
7. To develop personalized education plans for students who are not progressing at their expected rates.

Parents as partners responsibilities include:

1. To talk to their student about always doing his/her best work.
2. To send their student to school regularly and on time.
3. To volunteer in the school if time permits.
4. To communicate frequently with the school.
5. To attend parent conferences and other school activities.
6. To provide the support necessary for students to complete assigned homework.

7. To support the school in developing positive productive behavior.

Student's responsibilities include:

1. To demonstrate a positive attitude toward learning and work, by good attendance, promptness, listening carefully and bringing needed materials to school.
2. To demonstrate appropriate effort toward learning, by doing assigned studying and reading at home, using class time wisely, asking for assistance from others, and organizing school work and assignments.
3. To practice good citizenship, by showing respect for self and others, appreciating cultural differences, and following school and district rules.

If a student does not meet grade level standards, retention may be an option of last resort, only when all viable interventions have proven ineffective. When used as a strategy to improve student achievement, a retained student must have a personalized education plan for sustained remediation and acceleration that moves the student toward the academic standards.

Promotion/retention should be considered by a school team made up of the parent(s), teacher, principal, and other appropriate school staff. Decisions by the school team to retain or promote students shall be made by considering all of the circumstances surrounding a kindergarten through eighth grade student's progress in school. In making retention decisions, school teams shall rely upon multiple measures of student achievement, and consider other factors, such as attendance, physical, social and mental maturity, chronological age, and teacher recommendation. The final decision regarding the recommendation to retain a student rests with the school district.

Retention should only be considered when there is a strong likelihood of academic benefit, coupled with minimum social and emotional disruption. Retention can be considered as an option at any grade level K-8, but at no time is it recommended that a student be retained for more than one year, or that retention be considered as a strategy for a student who is already one year older than his/her peers. Promotion/retention decisions for students on an Individual Education Plan (IEP) shall be made in accordance with the IEP procedures.

Acceleration

A student who is achieving above grade level may be accelerated academically in his/her classes by a variety of methods, i.e., differentiation of the curriculum, team teaching, flexible grouping or formally challenging a course. (Procedure 2410P - High School Graduation Requirements). It shall be possible in certain instances to accelerate a pupil to the next grade level in school. Grade level acceleration should be done only after a recommendation by the teacher and school counselors, which is based upon the results of a thorough assessment using a variety of academic measures and a conference with parents. This team should be assured that the student is well advanced academically, physically, and socially, and that the student's and the school's welfare would be well served. The superintendent shall establish procedures that provide schools and parents specific criteria to be used when considering acceleration.

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North Kitsap School District