

RETENTION AND ACCELERATION

Retention for Students in Kindergarten-8th Grade

Definition

Retention is the act of having a student repeat a grade level in hopes of achieving a higher level of success.

Research is clear that retention has a predominantly negative impact for students over time (see *Visible Learning* – John Hattie, 2009). Many factors could be affecting a student's performance that retention would not solve. It is critical that the school team, in partnership with the parent, work to determine the root cause(s) of the student's lack of success and implement appropriate interventions throughout the school year.

Requests for retention will be considered only as a last resort and must be completed in a thoughtful and timely manner.

1. Requests for Retention may be requested by a parent/guardian or by the student's teacher.
2. Before May 1st
A "Request for Retention or Acceleration" form must be completed and submitted to the building principal. The form will be dated upon receipt. This form must have a parent/guardian's signature.
3. Before June 1st
A conference will be held to review the request. The following persons must be present: Principal, Parent/Guardian, classroom Teacher(s), and Counselor. It may be appropriate for other school personnel and/or the student to attend. If the student has an Individualized Education Plan or IEP, the entirety of the IEP team must be present. The team will review the following to assist in making the decision:
 - a. Current research on retention
 - b. Report Cards
 - c. Instructional Support: (i.e. Interventions, IEP, 504, etc.)
 - d. Attendance
 - e. Behavioral Data
 - f. State and District Assessments including Progress Monitoring results
 - g. Light's Retention Scale
 - h. Medical history if relevant
 - i. Other Information
4. Each member of the team will give input to the principal by indicating on the "Student Retention Review and Intervention Plan" form if he/she is supportive of retention with intervention or promotion with intervention and sign. The principal reviews the input and recommends to either promote with intervention or recommend to retain with intervention. The completed form must be placed in the student's permanent record.

5. Before June 15th

If Retention is recommended by the principal, the “Student Retention Review and Intervention Plan” form must be submitted to the Executive Director for approval by June 15th. If the Retention is not supported by the principal, the principal will notify the parent/guardian in writing that includes the reason for denial.

6. The Executive Director will review each request to ensure current policy and procedures have been followed and will communicate to the parent/guardian, in writing, final approval or disapproval of each retention request within 10 (ten) days or receipt.

Acceleration for Students in Kindergarten-8th Grade

Definition

Acceleration is the act of having a student advance past a grade level that he/she has not attended (or spent little time in) in hopes of better meeting the student’s advanced academic needs.

Research shows that accelerating a student to a higher grade level can have positive affects for the student. All students should be provided adjustments when necessary in order to address their individual needs. Students who demonstrate exceptional competency may be accelerated in areas of academic strength, as well as an entire grade.

1. Requests for Acceleration may be requested by a parent/guardian or the student’s teacher at any time during the school year.
2. A “Request for Retention or Acceleration” form must be completed and submitted to the building principal. The form will be dated upon receipt. This form must have a parent/guardian’s signature.
3. Within 30 days from receipt of the “Request for Retention or Acceleration”
A conference will be held to review the request. The following persons must be present: Principal, Parent/Guardian, classroom Teacher(s), and Counselor. If the student has an Individualized Education Plan or IEP, the entirety of the IEP team must be present. It may be appropriate for other school personnel and/or the student to attend. The team will review the following to assist in making the decision:
 - a. Current research on acceleration
 - b. Report Cards
 - c. Attendance
 - d. Behavioral Data
 - e. State and District Assessments including Progress Monitoring results
 - f. Other Information
4. Each member of the team will declare on the “Student Acceleration Review” form if he/she is supportive of acceleration or not supportive and sign. The principal reviews the input and has five days from the conference to either recommend acceleration or not.

5. If Acceleration is recommended by the Principal, the “Student Retention Review and Intervention Plan” form must be submitted to the Executive Director for review. If the Acceleration is not supported by the principal, the principal will notify the parent/guardian in writing that includes the reason for denial. The completed form must be placed in the student’s permanent record.
6. The Executive Director will review each request to ensure current policy and procedures have been followed and will communicate to the parent/guardian, in writing, final approval or denial of each request within 10 (ten) days of receipt.