

Tucson Unified School District Promotion, Retention and Acceleration of Students Calendar of Events

Remember in all communications - parents who have identified a primary language other than English need interpretation services at parent meetings.

Task	Exhibits to Use	Time Line
Using State & District Standards, District curriculum, District values, policies & regulations, and school practices and traditions communicate expectations to all students and parents.		Parent and Student Orientation – within first two weeks of the child’s first day of school.
Identify students not meeting standards, having difficulty with classroom expectations, or other issues which inhibit a child’s progress.	Decision Tree – Exhibit 1.	Within the first 4 ½ weeks of school or at the first sign a child is experiencing difficulties/failing.
Develop a Success for Children Individual Plan (SCIP) per student in need of interventions.	(SCIP) TUSD Success For Children Individual Plan – Exhibit 2	Every 4 ½ weeks as needed to record interventions, identify outside resources needed and to communicate with parents.
Implement SCIP and communicate with parents. Document all conversations with parents/guardians on the SCIP.		Ongoing - Providing positive reinforcement for reaching a level of success. Updates if progress is not made or other needs arise.
Review and revise plan using the latest data of classroom participation and assessments with student/parent and other resources as indicated by need.		Every 4 ½ weeks.
Conduct final assessment and make decision for promotion, retention, or acceleration using various data sources and resources to determine student progress toward meeting District and State Standards for grade level.	Professional Learning Community Worksheet – Documentation of Student Progress and Growth – Exhibit 5.	Completed by May 1.
Notify parents of conference	Sample Parent Letter – (Exhibit 6) or Notice of Decision for Retention – (Exhibit 7).	Completed by May 4.
Conduct parent conference regarding a retention or acceleration decision and additional intervention plans for next school year.	Recommended Educational Plan for Following School Year – Retention Form (Exhibit 8) or letter of Acceptance of Student’s Acceleration Decision (Exhibit 3)	Completed by May 10.
Send relevant documentation to appropriate Principal Supervisor of all students to be retained or Accelerated. Also send a comprehensive e-mail list of retained and accelerated students to the Office of Academic Excellence.	Always send: Student Progress and Growth (Exhibit 5) Additional send for Retained: Notice of Decision for Retention (Exhibit 7), Recommended Educational Plan for Following School Year – Retention Form (Exhibit 8) Copy of the SCIP for past year (Exhibit 2) Additional send for Acceleration: Letter of Acceptance of Acceleration (Exhibit 3)	By last day of school.
Report cards will identify the parents/guardians right to have their child’s promotion, retention, acceleration or final failing high school course grade reviewed. The Governing Board will send Exhibit 4 to a parent if they request a review.	Parent Request for Review of Teacher Decision (Exhibit 4)	