


<p>Tucson Unified School District</p>  <p>TUSD <i>Celebrate the US!</i> Tucson, Arizona</p> <p>POLICY REGULATION</p>	REGULATION TITLE: Promotion, Retention and Acceleration of Students
	CODE: IKE – R
	LEAD DEPARTMENT: Academic Excellence

Elementary Program Promotion

Students in grades kindergarten through fifth grade, elementary school, shall be promoted with the teachers’ recommendations based on assessment and production of general readiness at each level described below. The general readiness shall include: demonstrated competency of required State and District standards, physical and social/emotional implications, attendance, and other factors which may be determined relevant to the individual consideration for each student.

Levels

- Kindergarten
 - Students who have demonstrated general readiness shall be admitted to first grade unless the parents/guardians and school team agree that the student shall continue in kindergarten for not more than one additional school year.
- Elementary
 - Students who have successfully demonstrated competency in State and District Standards will be promoted.
 - Attendance – a student shall be in attendance at least 90% of the total number of days the student is enrolled in the Tucson Unified School District.

Middle School Program Promotion

In the middle school, the student shall be promoted if the student receives teachers’ recommendations based on assessment of general readiness in the following areas:

- Students meet or exceed the standards of the State and District assessments.
- Students shall demonstrate competency as defined by the State Board-adopted Standards, in the following required subject areas:
 - Language arts
 - Mathematics
 - Science
 - Social Studies
 - Fine Arts
 - Technology
 - Workplace Skills (Career & Technical Education)
 - Comprehensive Health and Physical Education
 - Foreign and Native Language
- Attendance – a student shall be in attendance at least 90% of the total number of days the student is enrolled in the Tucson Unified School District.

High School Promotion

A high school student's progress is based on credits earned, thus appeals are based on final failing course grades only.

Retention

When circumstances indicate that retention is in the best interest of the student, the student will have individual consideration, and decisions will be made only after a careful study of facts relating to all phases of the student's growth and development. The student's academic achievement level and cognitive skills are important, but physical and social characteristics are also important factors for considerations. A decision should be based on sufficient data, collected over a period of time and motivated by a desire to place students in school programs where they will be the most successful.

Students not making adequate progress in meeting the State and District standards criteria will be identified as early in the school year and in their school career as practicable. When a student is identified as being at risk of retention, parents will be notified and the student will be provided additional opportunities in core academic areas to motivate and connect the students to school. The District's Intervention Decision Tree and Pyramid of Interventions will be the guidance standard. Such opportunities may include, but are not limited to, tutorial programs, after-school programs, and/or summer school programs that may be required as conditions of promotion. (Exhibit IKE – E1) Ongoing assessment of student progress will be a part of each intervention program.

Teacher's Role in Retention

The teacher(s) of each student will lead the intervention process, including the following:

- communicating and coordinating with the principal or principal designee.
- facilitating all interventions with all resources, i.e. counselors, tutors, etc.
- ongoing communication with the parent/guardian.
- documenting the interventions, tests and academic progress, discussions with parents and other resources. (Exhibit IKE-E2, Individual Quarterly Intervention Plan)
- making the final decision regarding promotion and retention.
- collaborating with the principal to meet with the parents, providing documentation and information regarding the retention decision.
- If the parent(s) appeals the final decision to the Governing Board, the teacher(s) will attend the appeal hearing and/or provide written records including the intervention documentation. Teacher(s) will be notified of the hearing date and of the Governing Board's decision.

Elementary & Middle School Procedure for Retention

At the end of the first grading period, each teacher will send to the principal a list of the students who are experiencing difficulty in their classes. At the earliest parent conference teacher and parents will develop an intervention plan, and this will be recorded in the student's cumulative folder.

Ongoing review of student's progress toward standards must continue throughout the year. The student who falls below expected grade level standards will be reviewed for retention consideration by the principal and staff members at least every four and one-half weeks

(progress report time). Intervention plans will be reviewed, adjustments made and parent conferences scheduled. All decisions for retention shall be made with parent communication, multiple interventions and student counseling. Late entries should receive special consideration.

The final recommendation to retain should be made by the teacher. Consultation with the principal and other staff members and involvement of parents in all steps of the retention process are vital.

Acceleration

In the first through the eighth grade levels, the teacher in consultation with the principal may recommend a student for acceleration (double promotion) into a higher grade level when high academic achievement is evident. Accelerated placements of students shall be discussed with the principal, parents, teacher(s) and assigned District personnel. Final decisions will be made by the principal, teacher and District personnel.

Acceleration shall be subject to the following minimum criteria:

- The parent/guardian of the student has filed a written statement with the principal of their child's school requesting an acceleration placement.
- The student has demonstrated that they exceed the state standards at their current grade level in all areas.
- The social maturity and emotional growth of the student are consistent with his/her advanced cognitive ability.

A letter of acceptance by the parent/guardian of an acceleration placement must be completed. (Exhibit IKE – E3)

In the high school grades, the students may accelerate the acquisition of credits through summer school, District alternatives or college credit and successful completion of all State requirement assessments. (Refer to Policy & Regulation IKF – Graduation Requirements for details.)

Exceptional Education

Special education students who do not meet regular promotion requirements must meet the course of study and promotion requirements for special education students consistent with the child's Individual Education Plan (IEP). The programs for such students may include adaptations and curriculum modifications.

Any special education student unable to meet regular academic requirements for promotion must meet the requirements of an alternative IEP program derived from the general curriculum, developed by an IEP team on an individual basis (A.A.C. R7-2-401). Students placed in exceptional education will complete the course of study as prescribed and measured within that IEP. Course work will be presented at a level within the general curriculum commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education; however, the student will receive the standard certificate of promotion.

Students' Individualized Education Plans (IEPs) contain goals and objectives that address primary areas of educational need. Progress toward goals and objectives are monitored on the same regular basis as general education students. IEPs are reviewed and revised through the IEP process no less frequently than annually, based on discussions regarding present levels of academic and functional performance and documented progress towards educational success within this plan. When retention is considered for a student with a current IEP, the Team will review the student's IEP and make appropriate recommendations to the school's administration.

English Language Learners

Achievements toward meeting standards will be based on student's improvement in areas of English Language Development (ELD) and core content in language arts and math as appropriate to the instructional program. Multiple assessments, including English Language Development assessments, will be used in making the retention decision.

Appeal Process

If the parent(s), after meeting with the principal and teacher(s) to review the documentation and decision, would like to appeal any promotion, retention, or final failing high school course grade decision to the Governing Board, they must submit to the Governing Board office a written appeal within 15 calendar days of the last day of school or end of the grading period (where appropriate). (Exhibit IKE – E4 – Parent Request for Review Form.)

The District will acknowledge receipt of the appeal request within 14 calendar days. Written notice of the date the Governing Board will hear the appeal will be provided to the parent(s) at least five (5) calendar days prior to the hearing.

In order to change the teacher(s) promotion, retention or failing grade decision, the burden of proof for whether or not the student has met the State standards lies with the parents or student of majority.

The Governing Board will provide a written decision to the parent(s) or student of majority within 7 calendar days after the appeal hearing.

Reviewed: May 5, 2006 (Friday Report)

Revision:

Review:

Legal Ref: A.R.S. 15-701.01 High School; Graduation; Requirements.
A.A.C. R7-2-401 Special Education Standards

Cross Ref: Policy & Regulation #'s IKF – Graduation Requirements; JE – Student Attendance

Replaces TUSD Regulation # 5110 Promotion