

Promotion, Acceleration and Retention of Students

The Board recognizes that the academic, social, emotional and physical development of students will vary and that students should be placed in the educational setting most appropriate to their needs.

A crucial element in the decision to promote, accelerate or retain students is the individualized evaluation of the student. The evaluation of students must be continuous and systematic, with a focus on the whole child, including their academic, physical, social and emotional growth and development. The evaluation shall take into consideration, but not necessarily be limited to, academic achievement, attitude, effort, work habits, behavior, attendance, and other factors related to learning.

A student shall generally be promoted from one grade to the next when they have successfully completed the curriculum requirements and achieved the academic standards established for the present level.

In cases of possible retention, parents/guardians shall be informed of the possibility of retention as early in the school year as possible. Parents/guardians may be asked to collaborate with school officials to come up with a plan to avoid possible retention. Students should only be recommended for retention after reasonable efforts have been made to remediate the student's difficulties.

Guidelines for promotion, acceleration, and retention of students shall be applied at each instructional level. The Superintendent or designee has the final responsibility for determining the promotion, acceleration or retention of a student.

Grades K-4

A student may be promoted, accelerated, or retained in keeping with the best academic and developmental interests of that individual student, as determined by the teacher, instructional team, and principal. When the parent(s)/guardian(s) are in disagreement with the decision on promotion, acceleration, or retention, the Superintendent or designee shall review the recommendation, accompanied by appropriate supporting data and materials, before the Superintendent or designee renders a final decision.

Grades 5-8

A student may be promoted, accelerated, or retained in keeping with the best academic and developmental interests of that individual student. The promotion of a middle school student to the next grade is contingent upon the student receiving passing grades in no fewer than all major subjects except one. A course shall be considered a major subject if it meets every day of the cycle for a full year. When the parent(s)/guardian(s) are in disagreement with the decision on promotion, acceleration, or retention, the Superintendent or designee shall review the recommendation, accompanied by appropriate supporting data and materials, before the Superintendent or designee renders a final decision.

Grades 9-12

The promotion of a high school student is determined by cumulative credits earned. Students must earn 5.5 credits and pass four major courses to be promoted from ninth to tenth grade. Students must complete a minimum of 11 credits prior to entering eleventh grade. Eleventh grade students are promoted to the twelfth grade if they can realistically earn enough credits to qualify for June graduation. It is recommended that a student complete a minimum of 17 credits prior to entering the twelfth grade year. With advanced approval by the high school principal or designee, students may earn credits through successful completion of a summer school course or through successful completion of an Experiential Learning Program.

At all times, students in grades 9-11 must maintain a course schedule with sufficient credits to be eligible for promotion to the next grade. Students in grade 12 must maintain a course schedule with sufficient credits to qualify for June graduation. Students may not choose to repeat core academic courses that have been previously completed with a passing grade if doing so creates an inability to earn sufficient credits to achieve annual promotion (grades 9-11) or graduation (grade 12).

Adopted: April 12, 1976
Revised: September 26, 1988
Revised: May 26, 1992
Revised: September 26, 1994
Revised: May 12, 1997
Revised: March 27, 2000
Revised: March 18, 2013
Revised: February 24, 2020