

 Tucson, Arizona POLICY REGULATION	REGULATION TITLE: Promotion, Retention, Acceleration and Appeal
	CODE: IKE-R1

PROMOTION REQUIREMENTS

Elementary

A passing grade for elementary students equates with grade-card scores greater than 1 (Falls Far Below) as detailed in the elementary grading rubric.

KINDERGARTEN: To be promoted to grade 1, a student must meet both of these requirements:

- Receive a passing grade in English Language Arts, English Language Development (ELD).
- Receive a passing grade in Mathematics.

GRADE 1: To be promoted to grade 2, a student must meet both of these requirements:

- Receive a passing grade in English Language Arts or English Language Development (ELD).
- Receive a passing grade in Mathematics.

GRADE 2: To be promoted to grade 3, a student must meet both of these requirements:

- Receive a passing grade in English Language Arts or ELD.
- Receive a passing grade in Mathematics.

GRADE 3: To be promoted to grade 4, a student must meet all three of these requirements:

- Receive a passing grade in English Language Arts or ELD.
- Meet the minimal level of approaching or higher on the Arizona reading assessment.
- Receive a passing grade in Mathematics.

GRADE 4: To be promoted to grade 5, students must meet both of these requirements:

- Receive a passing grade in English Language Arts or ELD.
- Receive a passing grade in Mathematics.

GRADE 5: To be promoted to grade 6, students must meet both of these requirements:

- Receive a passing grade in English Language Arts or ELD.
- Receive a passing grade in Mathematics.

Middle School

GRADE 6: To be promoted to grade 7, students must meet all of these requirements:

- Receive a final passing grade in English Language Arts or ELD.
- Receive a final passing grade in Mathematics.
- Receive a final passing grade in Science or Social Studies.
- Must receive final passing grades in at least four subjects.

GRADE 7: To be promoted to grade 8, students must meet all of these requirements:

- Receive a final passing grade in English Language Arts or ELD.
- Receive a final passing grade in Mathematics.
- Receive a final passing grade in Science or Social Studies.
- Must receive final passing grades in at least four subjects.

GRADE 8: To be promoted to grade 9, students must meet all of these requirements:

- Receive a final passing grade in English Language Arts or ELD.
- Receive a final passing grade in Mathematics.
- Receive a final passing grade in Science or Social Studies.
- Must receive final passing grades in at least four subjects.

High School

A high school student's progress is based on credits earned, thus appeals are based on final failing course grades only. Students will matriculate to the next grade only when they have met the minimum credit requirements to be considered a sophomore, junior, or senior.

Students with Disabilities

Individual Education Plan (IEP), and or 504 Plan, will be assessed on progress of goals and objectives.

RETENTION

Within the first 4 ½ weeks of school or at the first sign a student is experiencing difficulties/failing a student will be identified by teachers and discussed with principals. 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 student to school. 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. Ongoing assessment of student progress will be a part of each intervention program.

Teacher's Role in Retention

A.R.S. 15-521 states that every teacher shall make the decision for promotion or retention of students. A parent or legal guardian cannot overturn a teacher's decision on promotion or retention under Arizona law, but a parent or guardian who opposes the teacher may appeal the teacher's decision through the normal appeal process.

The teacher(s) of each student will begin the process for possible retention by leading 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 quarterly communication with the parent/guardian.
- Documenting the interventions, tests and academic progress, discussions with parents and other resources. (Exhibit IKE-E1, Student Support 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 and Middle School

At the beginning of the school year site administrators and teachers will identify students who are at-risk of retention based on prior academic performance

At the earliest parent conference, teacher and parents will develop an intervention plan. The plan will be recorded in the student's cumulative folder and a copy provided to the parents. 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.

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 conferencing.

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

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 – E2)

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)

APPEAL PROCESS

Pursuant to Arizona Revised Statutes, a parent or student of majority may appeal to the Board for reconsideration on any decision to promote, retain, pass or fail. The appeal must be filed within 15 calendar days of the last day of school or within 15 days of the end of the grading period.

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.

The parent or student of majority has the burden of proof to overturn the decision of a teacher. It must be demonstrated to the Board that the student has or has not mastered the State Board adopted standards required for the placement recommended by the teacher. If the Governing Board overturns the decision of the teacher, a written finding of mastery or non-mastery of the State Board adopted standards must be adopted by the Governing Board.

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

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A.A.C. R7-2-401

Cross Ref: Policy and Regulation: IKF – Graduation Requirements
JE - Student Attendance