

INSTRUCTION

Promotion, Retention and Acceleration

The goal of any decision involving retention, promotion, or acceleration shall be to assist students in meeting the performance standards set by Washington State and Central Kitsap School District. The Board recognizes that the rate of physical, social and emotional, and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics shall be recognized in classroom instructional programming. High levels of achievement for all students may require additional resources, time, and various levels of support for some students. Retention should be viewed as an opportunity to provide individual, intensified help, with emphasis on the student completing the grade level, not repeating it. For students with disabilities, the IEP determines appropriate achievement levels and grade level placements.

Promotion/retention should be considered by a school team made up of the parent(s)/guardian(s), teacher, principal, and other appropriate school staff. Decisions by the school team to retain or promote students K-7 shall be made considering all of the circumstances surrounding a student's progress in school. In making the retention decisions, school teams shall rely upon multiple measures of student achievement, and consider other factors such as: attendance, physical, social and mental maturity, chronological age, and teacher recommendation. If the parent(s)/guardian(s) and school do not agree on the promotion/retention of a student, the parent/guardian has the right to make the final decision; however, the school may include a letter with its recommendation in the student file.

Retention should only be considered when there is a strong likelihood of academic benefit coupled with minimum social and emotional disruption. Retention can be considered as an option at any grade level K-7, but at no time is it recommended that a student be retained for more than one year, or that retention be considered as a strategy for a student who is already one year older than his/her peers. Promotion/retention decisions for IEP students shall be made in accordance with the IEP procedures, including parent approval.

For eighth grade, students need to successfully pass eight (8) semesters of classes comprised of at least one (1) semester of mathematics and one (1) semester of language arts to enter the ninth grade. Transition for any student in special education will be determined through the IEP process.

Credits will be used for grade placement once a student reaches ninth grade. The defined number of credits is as follows:

Class of 2016 – 2020

Tenth Grade	(Sophomore)	4 Credits
Eleventh Grade	(Junior)	10 Credits
Twelfth Grade	(Senior)	16 Credits

Class of 2021 and beyond

Tenth Grade	(Sophomore)	5 Credits
Eleventh Grade	(Junior)	11 Credits
Twelfth Grade	(Senior)	17 Credits

It shall be possible in certain instances to accelerate a pupil in school. This should be done only after a recommendation by the teacher and school counselors, thorough assessment, and a conference with parent(s)/guardian(s). This team should be assured that the student is well-advanced academically, physically, socially, and that his/her and the school's welfare would be best served thereby.

Approved: October 26, 1988
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