

## **Clear Creek School District**

### **INSTRUCTION**

#### **PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS**

##### **Ensuring All Students Meet Standards**

Each student shall meet or exceed applicable state and academic content standards before they transition from grade level to grade level and before they are eligible to graduate.

The Board believes that early identification of students who are not making adequate progress toward achieving standards and effective intervention are crucial. In accordance with the Board's policy on grading and assessment systems, teachers shall assess the teaching and learning process on a continual basis. Teachers shall identify students early in the school year who are not making adequate progress toward achieving state and district content standards and may choose to implement an individual learning plan for each such student.

The Response to Intervention (RTI) plan will be developed for students who are failing two or more classes. The RTI plan will include input from parents, teachers, counselor and school administration as needed. The purpose of the plan will be to develop strategies to help the student become more successful.

The plan shall address the specific learning needs of the student. Strategies designed to address those needs may include tutoring programs, after-school programs, summer school programs, other intensive programs and other proven strategies. Teachers are encouraged to collaborate on the development of such plans and to use variety strategies consistent with the student's learning style and needs.

Each semester, students with individual learning plans shall be reassessed in the content areas covered by the plan. The plan shall remain in place until the student meets or exceeds all applicable state and district content standards.

When students are retained in the same grade level, the teacher shall evaluate the previous teaching and learning experiences of the student, including whether specific aspects of the individual learning plan were appropriate and effective. Based on this evaluation the teacher shall modify the plan to ensure that the student's needs will be met and that the student's educational experience from the previous year is not merely repeated.

Retention due to social, emotional or physical immaturity shall be used on a very limited basis. After consulting with the student's parents/guardians, teacher and other professional staff, the principal shall determine whether it is in the best interests of the student to be retained for such reasons.

Adopted: June 27, 2006

Revised: September 18, 2012

LEGAL REFERENCES: C.R.S. [22-32-109\(1\)\(hh\)](#)

CROSS REFERENCES: [AE](#), Accountability/Commitment to Accomplishment  
AEA, Standards Based Education  
IA, Instructional Goals and Learning Objectives  
IK, Academic Achievement  
[IKA](#), Grading Assessment Systems  
ILBA, District Program Assessments  
[ILBB](#), State Program Assessments  
[ILBC](#), Literacy and Reading Comprehension Assessments

## **INSTRUCTION**

### **PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS**

#### **Clear Creek Middle School Student Promotion/Academic Success-Procedure**

- I. Full promotion will be granted to Middle School students passing all core classes with a minimum of 65% passing rate is attained in each class at the end of the school year indicating successful completion of the content standards. Middle School core classes are English, Social Studies, Science, and Math. The percent from each quarter will be averaged, in order to determine the final year long percentage for a core class. Failure will be determined by averaging all four-quarter grade percents for each core curriculum class.
- II. Provisional promotion may be granted to those students who fail (earn less than as described in paragraph one for a final grade) in one or two core classes with the condition that they successfully complete the failed classes using one or more of the Remediation Options listed. Successful completion requires a minimum grade of 65%.

#### **Remediation Options:**

1. Student successfully completes the failed class(es) in an in-district summer school program (when offered by the district) prior to beginning the next grade at the parent or guardian's expense, if the student is \*non-indigent.
2. Student successfully completes the failed class(es) in an out-of-district summer school program prior to beginning the next grade at parent or guardian's expense.

3. Student completes remediation through a private agency (at parent or guardian's expense) and provides evidence that he/she has successfully completed the failed class curriculum(s) prior to beginning the next grade.

4. Seventh graders only may remediate one required class by enrolling in a remediation class during the eighth grade year in place of an Exploratory class and complete it successfully. This will be in addition to the regular eighth grade core classes that are required.

**\*For purposes of this procedure, a student is deemed to be indigent if he or she is eligible for a free or reduced price school lunch under applicable guidelines.**

III. To support academic success for students at risk of failing and for students who have been retained, a Response to Intervention Team (RTI) will be established. The team will be responsible for identification and intervention. The RTI Team will include, when possible, an administrator, counselor, teacher(s), the student and his/her parent(s) or guardians.

1. Students will be identified by teachers and referred to the RTI Team when standard interventions (parent contact, detentions for work, student conferences, etc.) have not been successful.

2. Students will be referred to the RTI Team if they are failing two or more classes.

3. The RTI Team will develop an intervention plan to provide student support. The plan will be developed with input from the student's teacher(s), school administrator(s), student, and the student's parent(s) or guardian(s).

4. The RTI Plan will do the following:

a. Establish a teacher/staff case manager who will help to facilitate the learning process with the student.

b. The case manager will establish on-going communication link with students, teachers and parents.

c. Data will be collected by the case manager in order to determine what type of interventions are needed, and to help the case manager monitor progress on interventions that are implemented.

d. Intervention options may include the following:

- Organizational skills training
- Instructional strategies for teachers to utilize

- Counseling assistance
- Monitoring of student grades, and assignment completion
- Tutoring during Legacy
- Schedule change
- Remediation class during exploratory class time frame
- After school or lunch detention in order to make up work
- Private tutoring provided by parents(s) or guardian
- Before and after school tutoring
- Others as needed

IV. Retention may result when a student fails three or more core curriculum classes within one school year. The percent from each quarter will be averaged, in order to determine the final year long percentage for a core class. Failure will be determined by averaging all four-quarter grade percents for each core curriculum class.

1. When a student fails three or more classes, the student will be considered for retention.
2. Guidelines for retention will primarily focus on the grade earned in the core classes as it reflects attendance, behavior, work ethic/motivation, and knowledge of curriculum as determined by assessments. Other considerations should be given to, but not limited to, age; emotional, social and physical maturity; individual evaluations; standardized tests; teacher/staff observations; student portfolios; previous retention; interventions used; and Special Education status, when applicable.
3. Input from teachers, parents, counselor and the student will take place prior to the Principal making the final determination regarding promotion.
4. Appropriate parental notification will occur throughout the school year in an effort to enlist assistance from the parent in avoiding provisional promotion or retention of the student.

V. Parental notification for both Provisional Promotion and Retention will be done in a timely manner.

1. A letter will be sent to the parent at the end of the second quarter if their child is at risk of being Retained or Provisionally Promoted.

2. A registered letter will be provided to parents regarding the final determination.
3. Parents may also participate in RTI discussions, parent teacher conferences, conferences with the Principal and Counselor and other meetings and conversations during the school year in an effort to improve student academic performance.

#### VIII. Special Education

Nothing in this procedure shall supersede state or federal law governing special education students.

#### IX. School District's Authority

No informality nor deviation from this procedure shall invalidate any action taken. Nothing herein shall be construed to limit or modify the authority and discretion of the Board of Education and the Superintendent of Schools, as otherwise conferred by policy or statute, nor shall this procedure be construed to entitle the student and student's parent/guardian to any right unless otherwise conferred by law.

APPROVED: December 7, 1999 (Board Approved)

REVISED: June 27, 2006

March 22, 2011

September 18, 2012

June 16, 2015

LEGAL REFERENCES LISTED FOR REFERENCE ONLY, NOT A PART OF THE BOARD POLICY:

CROSS REFERENCES: