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EXPLANATION: PROMOTION, ACCELERATION AND RETENTION OF STUDENTS

House Bill 1606 and Senate Bill 743 (2018) require school boards to adopt a policy that allows for students who have demonstrated advanced performance or the potential for advanced performance to be accelerated. The students must also demonstrate the social and emotional readiness for acceleration to be successful.

There are many ways in which students may be accelerated, but the law only *requires* that districts offer subject acceleration and whole-grade acceleration (skipping one or more grades). Other options districts could use include combined classes, self-paced instruction, virtual courses, dual enrollment, advanced placement, credit by examination and many others. Early admittance to middle or high school and early graduation are also ways to accelerate a student. For more information on acceleration, you can visit the website for the Acceleration Institute at www.accelerationinstitute.org/.

MSBA consulted with the Department of Elementary and Secondary Education and a long-time educator of gifted children. Both emphasized that some form of acceleration is an excellent way to support students who may not qualify for the district's gifted program but are excellent students who would flourish with the correct acceleration program. For this reason, MSBA has inserted a statement notifying parents/guardians and teachers to contact a building administrator if they believe a student should be accelerated. This statement is NOT required by law to be in the policy and may be removed.

MSBA recommends that copies of this document be routed to the following areas because the content is of particular importance to them. The titles on this list may not match those used by the district. Please forward copies to the district equivalent of the title indicated.

	Board Secretary		Business Office		Coaches/Sponsors
	Facility Maintenance		Food Service	X	Gifted
	Human Resources	X	Principals		Library/Media Center
	Health Services	X	Counselor		Special Education
	Transportation	X	Public Info/Communications		Technology

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PROMOTION, ACCELERATION AND RETENTION OF STUDENTS

The Raytown C-2 School District is committed to the continuous development of students enrolled in the district's schools; and to student achievement of the skills for the current grade assignment for promotion to a higher grade. ~~recognizes that the pace at which students develop varies.~~ The superintendent, in cooperation with the professional staff, shall develop administrative procedures for the promotion, acceleration and retention of students.

~~In evaluating student achievement, each teacher~~ ~~When determining whether students should be promoted, accelerated or retained, the district will make use of all available information, including results of teacher-made tests~~ ~~classroom performance assessments,~~ other measures of skill and content mastery, standardized test results and teacher observation of student performance. The principal will direct and aid teachers in ~~developing~~ student evaluations ~~standards~~ and ~~will review grade assignments in order to ensure uniformity of evaluation standards~~ ~~apply those standards uniformly when making decisions regarding the promotion, acceleration or retention of students.~~

Decisions on whether to promote, accelerate or retain a student with disabilities will be made in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law.

Promotion

Students will normally progress annually from grade to grade ~~when~~ ~~unless~~, in the judgment of the district's professional staff, it is ~~not~~ in the best educational interest of the student ~~involved~~ ~~to do so~~. The final decision to promote a student rests with the school administration.

Remediation as a Condition of Promotion

The district ~~may~~ requires remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what type of remediation is appropriate.

Remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day. If the district provides remediation in this manner outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels.

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The district may require parents or guardians of such students to commit to conduct home-based tutorial activities with their children. Decisions concerning the remedial reading instruction of a student who receives special education services, including the nature of parental involvement consistent with a free appropriate public education, shall be made in accordance with the student's individualized Education Program (IEP).

Acceleration

The district will assist students so that they in progressing academically in accordance with their capabilities. While provisions for individual differences should be adequately accomplished within a grade level, it may occasionally be necessary to advance a student to the next grade. Acceleration to a higher grade level should be approached with caution. Capable students may be so advanced, but only after thorough discussion with the student's school counselor and with the joint approval of the parents/guardians, the principal and the superintendent. Acceleration refers to educational strategies that provide opportunities for students to more rapidly achieve their education goals. Effective acceleration matches the level, complexity and pace of the curriculum to the readiness and motivation of the student. Acceleration will not be used as a replacement for gifted education services or programs.

Acceleration shall be considered for all students who demonstrate advanced performance or the potential for advanced performance and the social and emotional readiness for acceleration. The district will offer subject acceleration and whole-grade acceleration and, at the discretion of the superintendent, may choose to implement other types of acceleration as well.

When determining whether a student should be accelerated, the district will consider all available student assessment data, the student's social and emotional maturity and the student's academic strengths. Acceleration decisions shall be based on the best interest of the student.

Parents/Guardians or teachers who identify a student who may benefit from acceleration should contact an administrator in the student's school for more information.

Retention

Retention may be considered when, in the judgment of the professional staff, it is in the best educational interest of the student involved. Parents/Guardians will receive prior notification and explanation concerning the retention. However, the final decision will rest with the school administration.

State law requires that all students who are reading below a third-grade reading level according to the district's fourth-grade reading assessment shall be retained if the student has not adequately

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improved by the end of summer school. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained.

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Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.

Adopted: 02/12/2007, eff. 07/01/2007

Revised:

Legal Refs: §§ 162.722, 167.640, .645, RSMo.
Board of Curators, Univ. of Mo. v. Horowitz, 435 U.S. 78 (1978)

Raytown C-2 School District, Raytown, Missouri