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| Policy Name: IKE-MA | Promotion, Retention and Acceleration of Student |
| Policy Number: | IKE- MA |
| Original Date: | 02/11/2016 |
| Reviewed: | |
| Approved | |
| Category: | Instruction |
| Author: | Executive Director |
| Approval: | MA Board of Directors |

The Board believes that early identification of students who are not making adequate progress toward achieving standards is crucial, and effective intervention is important. In accordance with the school’s grading and assessment systems, teachers shall assess teaching and learning processes on a continual basis. Teachers shall identify students early in the school year who are not making adequate progress toward achieving the school academic standards and develop an individual student support plan as appropriate as part of the school’s Multi-Tiered Support System (MTSS).

The plan shall be developed by the student’s teacher and/or other appropriate school staff with input from the student’s parents/guardians. Neglect by the parents/guardians with regard to participating in development of the plan shall not affect the development of the plan.

The plan shall address the specific learning needs of the student with strategies and interventions appropriate to address the students’ needs and available programs at the school. Teachers are encouraged to collaborate on the development of such plans and to use a variety of strategies and interventions consistent with the student’s learning style and needs.

As determined by the principal and in accordance with applicable law, students not meeting applicable school academic standards may not be promoted to the next grade level or allowed to graduate.

Students who receive services and supports through an educational support plan, including but not limited to an IEP, 504 plan, ELP, & ALP, plans should not be considered for retention based upon a documented identified or diagnosed disability, language acquisition needs, or a skill deficit. As an alternative, Monument Academy will consider a change in or the provision of interventions and/or services based upon the student’s need(s). The procedure to retain a student due to the student’s significant reading deficiency will be in accordance with current Colorado regulations for the administration of the READ Act.

Process

Prior to any final retention decisions, a review of the student’s academic, personal, and social development will occur. All data and documentation of interventions and strategies used to address a lack of achievement will be collected. For elementary students, the review will include the administration of the Light’s Retention Scale by the student’s general education teacher.

Following the gathering of data and information but no earlier than the fourth quarter, a multidisciplinary team consisting of the student’s teacher(s), parent(s), school administrator, and any additional school staff or external professionals will be convened to determine the potential benefits and detriments to retention. All pertinent information from a variety of sources, including but not limited to information from parents, administration, teachers, counselors, and other appropriate staff will be considered.

The final decision of retention should be made as a result of a process that involves the collection and consideration of information regarding academic, cognitive, social/emotional, and physical development of the student. The coordination of the multidisciplinary team is the responsibility of the principal. The school principal is the final approval authority for retentions. Decisions involving students receiving special education services must be coordinated with the principal and the Executive Director. The Executive Director will indicate acknowledgement of retentions as final signatory on paperwork provided to the registrar.

If a decision is made to retain a student, the multidisciplinary team will create an individual learning plan that ensures the student’s needs will be met and that the student’s educational experience from the previous year is not merely repeated. A copy of the learning plan will be provided to parents.

Acceleration, or advancing a student more than one grade level, shall be used sparingly when special circumstances warrant. A similar team decision will be required prior to the final administrative approval.

Appeal Process

If a parent or guardian disagrees with a decision regarding retention or the implementation of the MTSS plan, the parent may utilize the school's Conflict Resolution Policy and procedures.

LEGAL REFS.: C.R.S. 22-7-1013 (2.5) (recommended considerations for academic acceleration procedure)
C.R.S. 22-32-109 (1)(hh) (board duty to provide opportunity for an academic remediation plan upon request by student's parent/guardian)

CROSS REFS.: AE, Accountability/Commitment to Accomplishment AEA,
Standards Based Education
IK, Academic Achievement
IKA, Grading/Assessment Systems
ILBC and ILBC-R, Early Literacy and Reading Comprehension

