

PROMOTION/ACCELERATION/RETENTION**Early Identification and Intervention**

Students are provided comprehensive instruction to achieve academic progress. Student performance is evaluated on a consistent basis. Students experiencing difficulties are identified as early as possible and appropriate instructional strategies are implemented. Parents and staff shall consider the need for and availability of additional intervention services.

Where applicable, grades are assigned for courses of instruction at the end of each semester and summer session. Progress reports are provided prior to the end of each semester. As soon as it can be reasonably determined by the teacher that a student is in danger of failing a course, the parent or guardian of that student shall be invited to a conference with the teacher. The conference shall be scheduled no later than two weeks prior to the end of the semester. A written report shall be provided if the parent or guardian does not attend.

Promotion/Retention

As early as possible in the school year, and in the student's school career, but not later than the next progress report, the County Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board Policy/Administrative Regulation, and the following criteria:

1. Students shall be considered for promotion or retention between certain grade levels and on the basis of their level of proficiency in specific subject areas:
 - a. Between grades 2 and 3 in reading;
 - b. Between grades 3 and 4 in reading;
 - c. Between grades 4 and 5 in reading, English/language arts, and mathematics;
 - d. Between the end of the intermediate grades and the beginning of the middle school grades (usually grades 6. or 7) in reading, English/language arts, and mathematics;
 - e. Between the end of the middle school grades and the beginning of high school (usually grade 9) in reading, English/language arts, and mathematics.
2. Students shall be identified on the basis of teacher assessment of student progress, including grades, and other indicators of academic achievement, such as:
 - a. STAR tests;
 - b. Wide Range Achievement Tests – revised;
 - c. Individual Learning Plan (ILP);
 - d. student portfolio;
 - e. criterion-referenced tests and informal inventories of mathematics, reading, and written expression skills;
 - f. locally designed assessments aligned with defined learner outcomes;
 - g. assessment of English language development proficiency.
3. Teachers and others who play a role in decisions related to promotion and retention are encouraged to consider other factors when making recommendations. Those factors include:
 - a. judgment of the teacher and other staff;
 - b. social, emotional, and physical development;
 - c. record of academic achievement and levels of proficiency attained prior to enrollment;
 - d. factors contributing to academic failure
 - e. length of stay in County Office program and academic progress during that period;
 - f. attendance history;
 - g. for an expelled student, progress toward meeting requirements of his/her rehabilitation plan;

- h. chronological age;
 - i. effectiveness of past instruction and remediation attempts;
 - j. previous retentions;
 - k. additional information provided by parent/guardian and student;
 - l. consultation with district of residence, if appropriate;
 - m. knowledge of English language.
4. With respect to a student who has been identified with exceptional needs and who is eligible for special education instruction and services, decisions regarding assessment, instruction, and promotion or retention will be made in accordance with the recommendations of the student's IEP Team or 504 Team, as appropriate. This applies to all students with disabilities that affect their involvement in major life activities.

A student identified as performing below the minimum standards for promotion shall be retained at his/her current grade or instructional level unless the student's teacher determines in writing that retention is NOT the appropriate intervention for the student's academic deficiencies. The determination shall specify the reason that retention is not appropriate for the student and shall include recommendations for other interventions that, in the opinion of the teacher, are necessary to assist the student to attain acceptable levels of academic achievement.

If the teacher's recommendation to promote is contingent upon the student's participation in a summer school or interim-session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parent/guardian and the site administrator before any final determination of retention or promotion.

When a student is identified as being at risk of retention, the County Superintendent or designee shall notify the parent/guardian and district of residence, if appropriate, in writing as early in the school year as practical, but no later than the next progress report. The notification shall invite the parent/guardian and the representative of the district of residence to a conference to discuss the student's performance with the student's teacher and the site administrator. Other agencies will be included in the meeting as appropriate. The notification shall also include a copy of the Board Policy/Administrative Regulation on promotion, retention, and intervention, and the right to appeal a decision to retain or promote the student.

Appeal

The teacher's decision to retain or promote a student may be appealed by the student's parent or guardian; the student, if 18 years or older; or the site administrator consistent with the Board Policy/Administrative Regulation and state law.

To appeal a teacher's decision, the appealing party shall submit a written request to the County Superintendent or designee specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the written notification to retain or promote. This deadline may be extended upon a showing of good cause. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the County Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the County Superintendent or designee shall meet with the appealing party and the teacher. If the County Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the decision.

The determination of the County Superintendent or designee may be appealed to the County Board of Education within 15 school days. Within 30 days of receipt of a written appeal, the County Board shall meet in closed session to decide the appeal. The decision of the County Board may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the County Board, the Board may also meet with the appealing party, the teacher, and the County Superintendent or designee to decide the appeal. The decision of the County Board shall be final.

If the decision of the County Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections, which shall become part of the student's record.

Provision of Supplemental/Remedial Instruction

To the extent feasible, reasonable, and appropriate opportunities for direct, systematic, and intensive supplemental instruction to assist students in overcoming academic deficiencies in mathematics, reading, and written expression shall be provided to students in grades 2 through 9.

Supplemental instruction shall be provided to students in the following priority order:

1. Students who have been recommended for retention or who have been identified as being at risk of retention pursuant to Education Code Section 48070.5, or identified by Board Policy/Administrative Regulation;
2. Students who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the tests administered under the STAR program;
3. Students who have failed to meet County Board or County Superintendent adopted standards of proficiency in mathematics, reading, or written expression.

With parent/guardian consent, the County Superintendent or designee may require students who have been retained to participate in a supplemental instructional program. If the parent/guardian does not consent to the proposed remedial instruction, a memorandum of record shall be placed in the student's cumulative record.

Supplemental educational services shall be offered during the summer, after school, on Saturdays, during intersessions, or in any combination thereof. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum. Pursuant to an agreement with the student's district of residence, services may be provided in a supplemental instructional program offered by the district

The County Superintendent or designee shall seek the active involvement of parents, teachers, the student, and the student's district of residence in the development and implementation of intervention plans.