

POLICY G 3R

BURLINGTON SCHOOL DISTRICT G3R: GRADE ADVANCEMENT: RETENTION, PROMOTION PLACEMENT & ACCELERATION OF STUDENTS

Former Policy IL

Policy

It is the policy of the Burlington School District to assure all students are progressing in their educational program and have reached a standard of achievement necessary for satisfactory progress in the next grade.

Background

The Board believes that the primary goal of the education system is to educate all students. Since each child develops physically, mentally, emotionally, and socially at an individual rate, every student will not complete twelve grade levels of work at the same time. Some students will need more than twelve years, while others may need less.

The Vermont Framework of Standards and Learning opportunities defines what students should know and be able to do at various stages of their school careers. Schools are responsible for adopting curricula that provide students with opportunities to master the standards. Promotion from grade to grade as well as retention and acceleration should be based on a student's ability to meet the standards over time.

Classroom educators are responsible for assessing student progress and recommending the promotion of students each year. Educators will assess academic readiness to advance to the next grade or the need for retention using a thorough evaluation process that will include but not be limited to:

- Teacher judgment;
- Academic success as determined by available test data and educational records, including past academic performance and behavior;
- Social/emotional/physical needs of the child;
- Student attitude and motivation;
- Parent Attitude;
- Long Term effect of single or multiple year retention or advancement on a child's chance of success;
- Attendance record;
- Recommendation of the special educator when a student is receiving special education services;
- Other relevant information as provided by teachers, parents, or specialists both within and outside of the district, as well as current research on the topic.

The principal shall make the final determination after consultation with parent's guardians, classroom teachers and other professional staff. The following principles will be applied in such decisions as well:

1. The use of retention will be focused in the early primary grades at which time research indicates it is most effective;
2. Acceleration may be considered in rare cases after all enrichment opportunities have been thoroughly explored;
3. Students may be promoted, retained, placed or accelerated if it is expected that the action will be beneficial to the student socially, emotionally, academically, and when there are not other ways to meet the student's needs;
4. When considering retention, such options as remediation in class or out, tutoring in class or after school, collaborative efforts with families, or summer school should be evaluated.

At the high school level, currently students move toward high school graduation based upon the accumulation of credits. Students may earn credits toward graduation at different rates. The Burlington High School handbook gives specific credit requirements to move from class to class toward graduation. These credit requirements will be communicated to parents and students annually through school publications.

The appeal of the principal's decision may be made to the Superintendent or designee. Such decision will then be final.

Definitions:

1. Acceleration is the advancement of a student by more than one grade beyond the current grade level;
2. Promotion is the single grade step most students take from year to year;
3. Placement is an administrative decision to allow a student to enter a grade due to social, emotional, and maturity needs, even if the academic standard has not been met;
4. Retention is keeping a student in his or her current grade for all or part of a grade in order to more fully prepare for the work of the next grade.

LEGAL REFERENCES: VT State Board of Education Manual of Rules & Practices: §2120.2.2 (b)

CROSS REFERENCES: Truancy F 5R

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