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| Book | Policy Manual |
| Section | 5000 STUDENTS |
| Title | Promotion/Acceleration/Retention |
| Code | BP 5123 |
| Status | Under Review/Revision |
| Cross References | BP 5121 - Assessment (Evaluation of Student Achievement) BP 6141 - Curriculum Development BP 6146.1 - High School Graduation Requirements BP 6164.5 - Intervention Teams AR 5123 - Promotion/Acceleration/Retention E 5123 - Retention/Acceleration |
| Adopted | January 1, 1998 |

The Board desires to see students' progress with their peers through the school system's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

Promotion

Students shall progress through the school system's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

Acceleration

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing him/her in a higher grade.

Retention

~~Retention may be considered when the student has not acquired appropriate and necessary skills and knowledge. Alternatives to retention shall be considered.~~

~~The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.~~

Research indicates that few children benefit from being retained during the elementary and middle grades; however, the Board recognizes there may be instances in which a child may benefit from retention. The Superintendent or designee shall promote alternatives to retention among certificated staff.

When a teacher believes that retention is necessary to meet a student's needs, he/she will ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian will be invited to participate on the student study team.

Under the Alaska Reads Act, a student retained due to a reading deficiency must be provided the process set forth in BP 6147 and AS 14.30.765 (d) – (m)

Legal Reference

ALASKA STATUTES

AS 14.30.760 Statewide screening and support

AS 14.30.765 Reading intervention services and strategies: progression

ALASKA ADMINISTRATIVE CODE

4 AAC 06.400 Statewide literacy screening and support

4AAC 06.405 Reading intervention services and strategies

4AAC 06.410 Individual reading improvement plan

4AAC 06.415 Student Progression

4AAC 06.490 Definitions