

GRADE PROMOTION, RETENTION, AND ACCELERATION OF STUDENTS

At the close of the school year, the majority of students are promoted to the next grade. Occasionally, due to a confluence of factors – academic achievement, maturation, ability, and attendance, it may be recommended that a student be retained or accelerated. Acceleration and retention will be recommended when special circumstances warrant. The terms used in IKE and IKE–R are defined as follows:

Acceleration: Advancing a student more than one grade level

Promotion: Advancing a student annually from one grade level to the next

Retention: Having a student remain at the same grade level for a second year

The Superintendent or designee shall develop procedures for the promotion, retention, and acceleration of students, and the procedures shall have the approval of the Board. These procedures shall be published in the Parent-Student Handbook.

Effective communication with parents is critical to a student’s success in school. The Superintendent, school administrators, and teachers are responsible for ensuring that parents are kept informed of their child’s progress through progress reports, report cards, parent/teacher conferences, and other appropriate means. Parents are responsible for keeping themselves informed regarding their child’s progress and to inform their child’s teacher(s) of any information that may impact the child’s school performance.

The following procedural guidelines shall be followed when a student is being considered for grade retention or grade acceleration:

1. Regular communication between parents/guardians and teacher(s) including but not limited to progress reports, report cards, and parent/teacher conferences is necessary. If acceleration or retention is under consideration, a progress monitoring system will be in place at each school to ensure that appropriate assessments and interventions are carried out and further, that progress and concerns are communicated to parents.
2. When indicators, which include but are not limited to level of academic achievement, maturation, attendance, and ability, present that a student may need to be considered for retention or acceleration, the teacher and/or parent shall contact the building principal and a conference will be arranged between the parent and school personnel. This conference should be held in March or April of the school year. Conferences may also be initiated by request of a parent/guardian.
3. A student being considered for retention or acceleration must be referred to the Building Level Team, which includes the parent/guardian, the classroom teacher, and other relevant personnel. The team will review progress reports, grades, CHAT team notes, and records of interventions taken to date. The team will recommend the appropriate action(s) including additional testing, if necessary, to address the student’s needs. This team may recommend to the building principal that the student be retained or accelerated when no lesser intervention will address the student’s needs. The principal shall inform the parents/guardians by letter of the placement decision. If the parents/guardian do not concur with the principal’s decision, the parents may appeal the decision to the Superintendent.

4. Under State Board of Education, a regulation, the Superintendent has the authority to assign students to such classes and grade levels as needs warrant.
5. At the end of the school year, all parents will be formally notified of grade placement for the following year as identified on the final report card.

Legal References:

NH Code of Administrative Rules, Section Ed 306.14(a)(3), Promoting Students

***Legal References Disclaimer:** These references are not intended to be considered part of this policy, nor should they be taken as a comprehensive statement of the legal basis for the Board to enact this policy, nor as a complete recitation of related legal authority. Instead, they are provided as additional resources for those interested in the subject matter of the policy.*

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