

ACTION: Below is a recommended update to Policy IKE from MSBA. This update is based on recent changes to state law (Senate Bill 681) requiring significant changes to reading instruction.

Recommendation: Amend current Policy IKE as recommended by MSBA.

Section: Instruction

Title: Promotion, Acceleration and Retention of Students

Number: IKE – Critical

Legal: Sections 162.722, 167.640, .645 RSMo.
Board of Curators, Univ. of Mo. V. Horowitz, 435 U.S. 78 (1978)

Adopted: October 27, 1975

~~Last Revised: November 11, 2021~~

The Park Hill School District is committed to the continuous development of students enrolled in the district's schools and recognizes that the pace at which students develop varies.

When determining whether students should be promoted, accelerated or retained, the district will use all available information, including results of classroom performance assessments, other measures of skill and content mastery, standardized test results and teacher observation of student performance. The principal will direct and aid teachers in developing student evaluation standards and apply those standards uniformly when making decisions regarding the promotion, acceleration or retention of students.

Decisions on whether to promote, accelerate or retain a student with disabilities will be made in accordance with the Individuals with Disabilities Education Act (IDEA) and as required by other applicable law.

Promotion

Students will normally progress annually from grade to grade unless, in the judgment of the district's professional staff, it is not in the best educational interest of the student to do so. The final decision to promote a student rests with the school administration.

Remediation as a Condition of Promotion

The district may require remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level. The superintendent or designee shall determine which skills and competencies must be mastered, how they are to be assessed and what type of remediation is appropriate.

Remediation may include, but is not necessarily limited to, a mandatory summer school program focused on the areas of deficiency or other such alternatives conducted by the district outside of the regular school day. ~~If the district provides remediation in this~~

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~~manner outside the traditional school day, the extra hours of instruction may be counted in the calculation of average daily attendance.~~ Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels.

The district may require parents/guardians of such students to commit to conduct home-based tutorial activities with their children. Decisions concerning the remedial ~~reading~~ instruction of a student who receives special education services, including the nature of parental involvement, shall be made in accordance with the student's individualized education program (IEP).

Acceleration

The district will assist students in progressing academically in accordance with their capabilities. Acceleration refers to educational strategies that provide opportunities for students to more rapidly achieve their education goals. Effective acceleration matches the level, complexity and pace of the curriculum to the readiness and motivation of the student. Acceleration will not be used as a replacement for gifted education services or programs.

Acceleration shall be considered for all students who demonstrate advanced performance or the potential for advanced performance and the social and emotional readiness for acceleration. The district will offer subject acceleration and whole-grade acceleration and, at the discretion of the superintendent or designee, may choose to implement other types of acceleration as well.

When determining whether a student should be accelerated, the district will consider all available student assessment data, the student's social and emotional maturity and the student's academic strengths and record. Acceleration decisions shall be based on the best interest of the student.

Parents/Guardians or teachers who identify a student who may benefit from acceleration should contact an administrator in the student's school for more information.

Retention

Retention may be considered when, in the judgment of the professional staff, it is in the best educational interest of the student involved. Parent(s)/guardian(s) will receive prior notification and explanation concerning retention. The recommendation to retain a student shall result from a thorough discussion with the classroom teacher(s), parent(s)/guardian(s), building administrator(s), and other appropriate staff. The final decision of retention rests with the building administrator(s) and superintendent or his/her designee.

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If a student has substantial reading deficiency at the end of third grade, the appropriate district staff will meet directly with the student's parents/guardians to discuss whether the student should be retained and will formulate a specific plan to remedy the student's reading deficiency.

~~State law requires that fourth grade students be retained if, after assessment, the student is reading below a third grade reading level by the end of a mandatory summer school program. Further, if a student fails to attend remediation assigned as a condition of promotion, the student will be retained. Consistent with state law, certain students will be exempted from this retention requirement. The applicable exemption will be listed in the administrative procedure accompanying this policy.~~

The decision to retain cannot be based solely on English language barriers.

Park Hill School District, Platte County, MO