



AIMS Board Meeting Item Cover Letter

March 7, 2023

Item: Adoption of Board Policy 5123- Promotion/Retention

Submitted by: Deborah Woods, Director of Special Education

Purpose: For board consideration

Staff Recommendation: Adoption of Policy 5123-Promotion/Retention

Background: AIMS' academic standard requires students to maintain grades at or above C- to remain in good standing. When students are unable to meet this standard, even after participation in remedial instruction, retention in their present grade level is recommended. Presently, there is no language addressing or supporting the decision to retain students.

Current Language:

Board Policy 5123 is being introduced.

Proposed Language:

“The local education agency (LEA) governing board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

Promotion

When high academic achievement is evident, the teacher may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

Retention

Teachers shall identify students who should be retained or who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers

as practicable. Such students shall be identified at the following grade levels:

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students shall be identified for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades and the following additional indicators of academic achievement (applicable tests depend on assessments given at each grade level):

- District Created Benchmarks using Illuminate
- Smarter Balanced Assessment
- California Assessment of Student Performance and Progress
- Student Work/Portfolios
- Scholastic Reading Inventory
- Math Inventory
- Attendance

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts, and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student.

The teacher's decision to promote or retain a student may be appealed. The Superintendent or designee shall establish an appeals process for the LEA.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall offer an appropriate program of remedial instruction to assist the student in meeting grade-level expectations.

Special Education Students

The Superintendent or designee shall ensure that with regards to special education students, the determination as to the appropriate standards for promotion or retention should be made as part of the IEP process.

Legal References:

California Education Code

48010 Admittance to first grade

48011 Promotion/retention following one year of kindergarten

48070- 48070.5 Promotion and retention

56345 Elements of individualized education plan

60640-60649 California Assessment of Student Performance and Progress

60850-859 California High School Exit Examination

Adopted

(Date)”