

I-44 PROMOTION, ACADEMIC ACCELERATION, AND RETENTION OF STUDENTS

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the education setting most appropriate to their needs at the various stages of their growth.

It is the Board's intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.

Such pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

Promotion:

A student will be promoted to the succeeding grade level when s/he has:

- A. Completed the course and State-mandated requirements at the presently assigned grade;
- B. In the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. Demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D. Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Academic Acceleration:

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. A high ability evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

The following chart provides examples of acceleration options that may be considered in making decisions appropriate to the individual student. When considering whole-grade skipping, the Director of the High Ability Program must be consulted. For Whole-Grade Skipping procedures, refer to the steps outlined below. All student assessment data will be factored in the decision. In each instance, the best interest of the student predominates.

Options Applicable in Grades K-12

Curriculum Compacting	A procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace. Pre-testing identifies learning objectives already mastered, and students are allowed to “test out” of certain academic exercises and move on to new material.
Differentiated Instruction	Consistently using a variety of instructional approaches to modify content, process, and/or products in response to learner readiness, interest, and/or learner profile of academically diverse students.
Grade Skipping	The student is moved ahead of normal grade placement. This may be done during an academic year (e.g. placing a third grader directly into fourth grade, or promoting a third grader to fifth grade).
Individually Paced Instruction	The student is presented with materials that allow him/her to proceed at a self-selected pace.
Subject-Matter Acceleration	The student is placed for part of a day with students at more advanced grade levels for one or more subjects without being assigned to a higher grade (e.g. a fourth grader to fifth grade for science) or the student works for part of a day on material above grade level for one or more subjects within his/her regular classroom.

Options Applicable at the Middle School and/or High School Levels

Advanced Placement	The student takes a course in high school that prepares him/her for taking an examination that can confer college credit for satisfactory performance.
Distance Learning	An instructional strategy by which technology is used to allow the student to not physically be in the place where the teaching is taking place. Access to the instructor is gained through technology such as the Internet and videoconferencing.
Dual-Enrollment/Credit	The student is enrolled in course work or summer programs that confer advanced instruction and credit for study (e.g. fast-paced language or math courses offered by universities).
Early Graduation	Graduate from high school in less than four (4) years based upon District Policy found in the current Pathfinder.
Elective System	The student can select a variety of upper level courses for the purpose of meeting his/her education goals.

Steps to Whole-Grade Acceleration

- A written request is submitted to the building principal.
- An acceleration evaluation committee is formed, consisting of the building principal, a parent of the child in question, the current teacher of the student, a teacher at the grade level to which the student may be accelerated, the building guidance counselor, and the high ability coordinator.
- The committee will evaluate the student for whole-grade acceleration based on results of the ISTEP, COGAT and any other written assessments available to the committee.
- The committee will also evaluate the student based on any letters of recommendation or oral comments presented to the committee, including references to the student's maturity and his/her desire for the acceleration to take place.
- If a unanimous decision cannot be reached, the acceleration will proceed if a two-thirds majority of the committee recommends the placement. The decision of the committee is to be considered final.
- A written decision will be sent to the building principal and to the student's parents.
- A transition period of six weeks will be allowed, in which time the parents or teachers involved have the opportunity to request in writing that the accelerated student be placed back in his/her original grade level.
- After the transition period, the acceleration is considered permanent.

Retention

A student may be retained at his/her current grade level when s/he has in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level.

The Board recommends that before retention takes place, a conference be held with the parents or legal guardian/s. However, the final decision will rest with the principal after fully considering the information provided by the teacher and provided during the parent conference. Whenever feasible, retention should occur in the earlier grades.

A student may be placed at the next grade level when retention would no longer benefit the student.

LEGAL REF: 6.1-5-10

SOURCE: Plainfield Community School Corporation

ADOPTED: Prior to 08/10/66

REVISED: 08/01/72, 06/12/79, 3/10/88, 04/12/90, 01/14/99, 01/10/02, 03/12/09, 2/12/15