

Approved: 3/10/2016

Revised: 8/21/2018, 4/21/2020

Nasha Shkola Charter School Student Promotion, Acceleration and Retention

I. Purpose

This policy provides guidance to employees, families and students regarding student promotion, acceleration, and retention

II. General Statement of Policy

Nasha Shkola is dedicated to the total and continuous development of each student. Students will be placed in the instructional level best suited to their academic, social and emotional needs. Teachers or parent/guardians are welcome to initiate the process for student promotion, acceleration, and retention.

Students will usually progress from level to level on an annual basis. Exceptions may be made, however, when they are in the best educational interest of the student. Any exceptions will be made only after consultation with the student's family.

A student's readiness and motivation for promotion, acceleration, and retention will be considered. In order to achieve the best academic outcomes for all students, it is important to match the level, complexity, and pace of the curriculum for students.

III. Student Promotion, Acceleration and Retention

1. Promotion

Students who achieve levels deemed acceptable by local and state standards will be promoted to the next grade level at the completion of each school year. Promotion will occur unless parents are made aware that promotion may not occur during the school year.

2. Acceleration

a. Course/subject acceleration

Course or subject acceleration will first be done through differentiated classroom work. If full subject acceleration is implemented in a sequential content area, a plan must be created that accommodates the potential for continued sequential implementation beyond the year it is instituted. Requests must be submitted to the Director by March 15 of the preceding school year.

b. Full Grade Level Acceleration

In order to design the most appropriate educational program for students, Nasha Shkola recognizes that some students demonstrate a need for grade level acceleration. Grade level acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in multiple academic areas. In these cases, the

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degree to which the regular grade level material requires modification may become difficult for the educators to both facilitate and manage.

3. Retention

Retention is defined as students remaining in the same grade based on unsatisfactory performance or lack of readiness for the material/standards in the grade or level of rigor. This may be considered if it is in the best interest of the student.

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Appendix I

Timeline and Procedure for Retention (K-9) or Acceleration (Grades K-5)

Staff and parents who recommend students for acceleration, promotion or retention will generally proceed according to the following timeline procedures:

Timeline Procedure

By February 1	Teacher or parent(s)/guardian considering recommending retention or acceleration (and parent if initiated by a teacher) should fill out Parent Request Form (Appendix III) and give to Director.
By February 15	NS team (consisting of the director, psychologist, teacher/s and other members as appropriate) convene to discuss the request, including information gathered using Retention or Acceleration Student Information Form (Appendix IV).
By March 15	The same building team expands to include the parent(s)/guardian. The team reviews the data and develops a recommendation to the principal. Appropriate action will be determined. A decision will be made on: Retention <ol style="list-style-type: none">1. Retain the student in the present grade/course, or2. Develop an educational program plan for the student Acceleration <ol style="list-style-type: none">1. Develop an education plan for the student that may include course/subject acceleration, or2. Fully accelerate the student to the next grade level and create a transition plan.
By April 30	If consensus between parent(s)/guardian and school team members is not reached, parent(s)/guardian parents may appeal in writing to the Director. Director makes the final decision on retention requests.

Exceptions may be made to this timeline.

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Appendix II

Timeline and Procedure for Course or Subject Acceleration Request

Timeline Application/Request

By March 15 new requests will be made in writing and submitted to Lead Teacher.

Decision Making Team

A building team consisting of the lead teacher, psychologist, teacher/s and other members as appropriate, convene to discuss the request, including information gathered. The acceleration process is a collaborative effort utilizing members of the decision making team in tandem with parent(s)/guardian(s).

Course/subject acceleration will be limited to two of four core-area subjects (math, language arts, science, and social studies). At the point where three of four core-area courses are recommended by the building team, the student will be full grade accelerated.

The Director makes the final decision on all accelerations requests.

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Appendix III

Parent Request/Student Input Form

Parents/Guardians who are requesting or are involved with the possible retention or acceleration of a student should fill out the form below and give it to the Lead Teacher following the timelines laid out in Appendices I and II.

Parent/Guardian name(s) _____

Student name _____ Date _____

Who is filling out the form? (select one):

Parent/Guardian _____ Teacher _____

Request for (select one):

_____ Retention _____ Course/credit acceleration _____ Full grade acceleration

1. For what reasons would retention or acceleration be a good fit for your student?

In addition, please fill out Appendix IV to the best of your ability. By signing this for you are giving permission for a general intellectual abilities screener to be given to your child, if necessary.

Parent/Guardian *Signature* _____ *Date* _____

Contact Information: *Email* _____ *Phone* _____

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Appendix IV

Retention or Acceleration Student Information Form

The school district expects all students to achieve at an acceptable level of proficiency. All stakeholders will coordinate and collaborate to the greatest extent possible to help students succeed in school. Multiple factors will be considered as part of the procedure for retention or acceleration.

Student Name _____ Date _____

School _____ Building Team Members _____

Social/Emotional Considerations

This document is meant to serve as a guide for discussion as part of the data collected about a student in order to ascertain the best placement/programming.

Factor	Definition	Low degree → High Degree			
Self-Awareness	Accurately assessing one's strengths and limitations				
	Possessing a well-grounded sense of confidence and optimism				
Self-Management	The ability to regulate one's emotions, thoughts, and behaviors in different situations				
	Managing stress				
	Motivating oneself				
	Controlling impulses				
	Setting and working toward achieving personal and academic goals				
Social awareness	The ability to take the perspective of and empathize with others from diverse backgrounds and cultures				
	The ability to understand social and ethical norms of behavior				
Relationship Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups				
	Communicating clearly				
	Listening actively				
	Cooperating				
	Seeking and offering help when needed				
Responsible Decision-making	The ability to make constructive and respectful choices about personal behavior and social Interactions				

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	Realistically evaluating consequences of various actions				
	Considering well-being of self and others				
Overall interpretation of students' strengths and weaknesses:					

Scholastic Achievement

Knowledge and skill depth on grade level standards

Assessment information

Intelligence information* (if available and/or applicable)

*if a general intellectual abilities screener is used, students should be at least 2.5 standard deviations or greater above the mean to be considered for full grade level acceleration

Additional Factors

Attendance as it affects achievement

DECISION:

___ Promote ___ Retain ___ Accelerate

Recommendations/Plan (attach extra documentation as necessary):

Parent(s)/Guardian: _____

Signature(s): _____ Date _____

Director Signature: _____ Date _____