

GRADES K-8

In general, children shall be placed at the grade level to which their age and/or academic, social, and emotional adjustment justify. The educational program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade. A small number of children, however, may benefit from staying another year in the same grade. Such retention may be considered when:

1. The child is in grades K-3, or, on very rare occasions, when the child is in grades 4-8.
2. The child is achieving significantly below ability and grade level.
3. Retention would not cause an undue social and emotional adjustment.
4. Retention would have a reasonable chance of benefiting the child totally.

Whenever such retention is being considered the teacher shall confer with the principal and other staff members involved with the child, such as the child's special teachers and counselor.

Conferences shall also be held with the parents as early and as frequently as appropriate. If the problem persists, the parents shall be invited to a meeting with the teacher, principal, and other staff members no later than February 1 for discussion of the matter. This discussion shall consist of an explanation to the parents of their child's current academic standing in relationship to the group and his or her own individual ability. Goals will be set for the third quarter. During the first two weeks of the fourth quarter another meeting will be held to review the goals and the student's progress. At this time, the final decision of retention shall be made. The final decision shall be made jointly by the principal and the parents.

Only in unusual circumstances should a child be retained more than once.

HIGH SCHOOL

In high school, students shall have completed the following numbers of credits for placement at the grade levels given:

1. Freshmen - completion of Middle School requirements
2. Sophomore - five credits
- 3, Junior - ten credits
4. Senior - fifteen credits

ACCELERATION

The Board strongly urges staff to see that all roadblocks are cleared from the path of learners and that they are assisted in learning as rapidly as they are capable. While acceleration ahead of grade should be approached with caution, gifted or capable students may be so advanced. Acceleration should only be considered upon recommendation of staff who work directly with the student and requires joint approval of parents and the principal.

