

## ENSURING ALL STUDENTS MEET STANDARDS

Each student shall meet or exceed applicable state and academic content standards before they transition from grade level to grade level and before they are eligible to graduate.

The Board believes that early identification of students who are not making adequate progress toward achieving standards and effective intervention are crucial. In accordance with the Board's policy on grading and assessment systems, teachers shall assess the teaching and learning process on a continual basis. Teachers shall identify students early in the school year who are not making adequate progress toward achieving state and district content standards and may choose to implement an individual learning plan for each such student.

The plan shall be developed by the student's teacher with input from the student's parents/guardians and the parents/guardians shall agree in writing to support the plan. Neglect by the parents/guardians with regard to participating in development of the plan or agreeing to support the plan shall not affect implementation of the plan.

The plan shall address the specific learning needs of the student. Strategies designed to address those needs may include intensive programs and other proven strategies. Teachers are encouraged to collaborate on the development of such plans and to use a variety of strategies consistent with the student's learning style and needs.

Except in special circumstances, as determined by the principal, students not meeting applicable state and district content standards shall not be promoted to the next grade level or allowed to graduate. When students are retained in the same grade level, the teacher shall evaluate the previous teaching and learning experiences, of the student, including whether specific aspects of the individual learning plan were appropriate and effective. Based on this evaluation the teacher shall modify the plan to ensure that the student's needs will be met and that the student's educational experience from the previous year is not merely repeated.

Retention due to social, emotional, or physical immaturity shall be used on a very limited basis. After consulting with student's parents/guardians, teacher and other professional staff, the principal shall determine whether it is in the best interests of the student to be retained for such reasons.

LEGAL REF.: C.R.S. 22-32-109 (1)(hh)

CROSS REFS.: [AE](#), Accountability/Commitment to Accomplishment  
AEA, Standards Based Education  
IA, Instructional Goals and Learning Objectives  
IK, Academic Achievement  
[IKA](#), Grading Assessment Systems  
ILBA, District Program Assessments  
[ILBB](#), State Program Assessments  
ILBC, Literacy and Reading Comprehension Assessments

## PROMOTION AND RETENTION OF STUDENTS

A student may be retained for a second year if he has not reached a standard of achievement which would allow him to progress satisfactorily in the next grade. Retention may also be used occasionally for a child who is not sufficiently mature socially, emotionally, mentally, or physically. The final decision is to be made by the school personnel concerned. No student shall be retained in one grade more than two years. The Board acknowledges that the awarding of marks and decisions relative to promotion and retention of students is the responsibility of the professional staff. However, the Board considers it very important to good public relations that parents be consulted and well informed at an early date where retention is advisable.

Students are classified according to the number of credits they have through the last semester of attendance.

Freshman	less than 7 credits
Sophomore	7 or more than but less than 14 credits
Junior	14 or more but less than 20 credits
Senior	21 credits or more
Credits needed to Graduate	26 credits or more

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(Adoption Date)

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