Promotion, Placement, Retention, and Acceleration

All students will be placed in instructional programs in which they can develop and grow academically, emotionally, socially, and physically. Children are expected to systematically and successfully progress through the K-8 system.

It is the Board’s belief that successful intervention is preferable to retention or acceleration. The system will actively pursue intervention as a preventative and prescriptive measure for all students.

Promotion

The Woodstock Public Schools require that specific standards of achievement which reinforce the curricular goals in each academic subject be reached each year as a pre-requisite to promotion to the next grade level. Student achievement will be assessed using several weighted measures including, but not necessarily limited to, performance in daily class work and tests, homework, class participation, year end assessments in core instructional areas (reading/language arts, mathematics, social studies, science), as well as any special and/or standardized tests and/or assessments, and the student’s attendance record. The final decision for children being considered for retention will be made by the school principal after considerations of the classroom teachers, parents, and other involved professional staff.

Intervention

The Board of Education recognizes the developmental nature of basic skills in mathematics and reading/language arts and the pre-requisite requirements of selected instructional programs. It also believes that early and appropriate intervention in the form of enrichment and/or remediation should ordinarily be offered prior to retention to provide students with an opportunity to acquire essential basic skills as a part of the progression from grade to grade.

Placement

The principal, either at his/her discretion or upon the recommendation of the classroom teacher, director of special education, parents, and other involved staff (including the recommendation of the Planning and Placement Team [ PPT]), may choose to place a child at a particular grade level.

In the case of a child with special needs and where special accommodations are necessary, this placement can be for the period of one academic year.

In circumstances involving new students, home schooled students who are transitioning into the

school environment, acceleration, and retention, a child may be placed at a grade level for up to one grading period to assess the appropriateness of the placement. At the conclusion of the placement period, the Principal may either choose to continue the placement or reassign the student based upon the setting which best meets his/her academic and socio-emotional needs.

Retention

If possible, retention should be accomplished before the child leaves the primary grades (K-4). Retention at all levels should be considered only after other options have been pursued. The final decision for retention will be made by the school principal after considerations of the classroom teacher(s), parents, and other involved professional staff. Unless special circumstances exist, a child will ordinarily be assigned to a different teacher for the second year in that grade. No more than two years in one grade will be permitted and the student will be retained no more than twice from K-8. The Superintendent will be the final arbiter in such situations. If a child needs to be retained more than twice, then other alternatives will be sought. Students who do not meet the system’s standards for promotion and who are retained, will be encouraged to seek remediation prior to the next academic year. Students who successfully complete remediation programs and demonstrate mastery as defined by the school system, will then be promoted upon the discretion of the principal.

Acceleration (Double Promotion)

Acceleration (double promotion) will only be used in rare and extreme cases, when a student exceeds grade level expectations to the point that grade level intervention is insufficient to meet the individual’s needs. Further, it must be clearly demonstrated that acceleration will benefit the student socially and emotionally, as well as academically.

Students may be considered for acceleration when (a) formal and informal test scores indicate performance substantially above grade level skills in academic areas, and (b) physical and social development are sufficiently accelerated to allow the student to function comfortably at the grade level being considered.

The Superintendent, working with the Principal, staff members, and parents, shall make the final decision on acceleration.

Approved: June 14, 2001

Revised: October 23, 2003