

## **PROMOTION/ACCELERATION & RETENTION**

The Governing Board expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting state and district grade-level standards of expected student achievement.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency examination requirements set by the Board.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate the student.

As early as possible in the school year and in students' school careers, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained. This determination shall be made in accordance with law, Board policy, and applicable administrative regulations using multiple measures including assessment results, grades, or other indicators of student achievement.

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs and/or the establishment of a student study team.

## **PROMOTION/RETENTION – STUDENTS WITH DISABILITIES**

Based on IDEA, it is required that children with disabilities demonstrate mastery in a given area of the general curriculum prior to being allowed to progress to the next level or grade in that area. In order to ensure that each student with a disability can effectively demonstrate competencies in an applicable area of the general curriculum, it is important for the IEP team to consider the accommodations and modifications that the child needs to assist him/her in demonstrating progress in the area.

The expectation is that students with disabilities will not only participate in the general education program to the maximum extent possible, but be held to the same standards of accountability. Neither federal nor state law prohibit the retention of students with disabilities, and local governing board standards apply to "all" students. Any retention of

## **PROMOTION/RETENTION – STUDENTS WITH DISABILITIES – Page 2**

a special education student requires participation of the IEP team and adherence to the MHUSD promotion/retention policy and administrative regulations. All MHUSD required timelines for consideration of retention need to be adhered to. No special education student will be retained in excess of one school year during his/her K-12 education years.

IEP teams must have high expectations for “all” students. MHUSD standards apply to special education students, unless the IEP team establishes individualized promotion standards.

Students must have access to the core curriculum in order to meet the requirements of standards-based curriculum and assessment. Special education and related services must be aligned with the regular core curriculum and enable a student to master the expected competencies to the maximum extent appropriate to his/her individualized needs.

All special education students should receive grades that reflect the level of work they are capable of completing, consistent with the IEP authorized accommodations and modifications to the core curriculum. There is no federal or state law prohibiting high, low, or modified grades for students with disabilities as long as those grades are available to all students.

When both general and special education teachers provide instruction to a special education student, it is strongly recommended that the teachers collaboratively give the student a single grade. The site administrator should determine which teacher is responsible for recording the grades.

### MHUSD Policy Cross References

#### Legal References

##### Education Code:

37252-37253 Summer School

46300 Method of Computing ADA

48011 Admission on completing kindergarten; grade placement of pupils coming from other districts

48070-48070.5 Promotion and Retention

48431.6 Required systematic review of students and grading

51215 Proficiency standards in basic skills

51216 Assessment of pupil proficiency

51217 Withholding diploma (high school)

51218 Separate proficiency standards

56345 Elements of individualize education plan

60641-60647 Standardized Testing & Report Program

60648 Minimum performance levels

CODE OF REGULATIONS, TITLE 5  
200-202 Admission and exclusion of students

CDE Program Advisories

06121.89-06123.89 Educating Young Children: Next steps in Implementing the School Readiness Task Force Report.

0916.91 Retention of Students in Elementary and Middle Grades, CIL 91/92-02

CDE Management Advisories:

0900.90 Changes in Law concerning Eligibility for Admission to Kindergarten 90-10

ORIGINAL ADOPTION: January 11, 1982

REVISED: February 6, 1984

MOST RECENT REVISION: May 24, 1999