

PROMOTION AND RETENTION OF STUDENTS

Regular Education

The District is dedicated to the continuous development of each student.

The Board shall approve School-District-developed remediation programs and academic improvement programs to provide special instructional assistance to students in grades one (1) through eight (8) who do not demonstrate academic proficiency. The cost of remediation programs and academic improvement programs shall be borne by the School District. Remediation programs and academic improvement programs shall be incorporated into the School District's educational plan for student success and filed with the department.

Remediation programs and academic improvement programs include tutoring, extended day or week programs, summer programs and other research-based interventions and models for student improvement.

Diagnosis of weaknesses identified by a student's academic achievement may serve as criteria in assessing the need for remedial programs or retention.

Grades One through Eight

At the end of grades one (1) through seven (7), three (3) options are available, dependent on a student's academic proficiency:

- The student is academically proficient and shall enter the next higher grade;
- The student is not academically proficient and shall participate in the required level of remediation. Upon certification by the School District that the student is academically proficient, he shall enter the next higher grade; or
- The student is not academically proficient after completion of the prescribed remediation program and upon the recommendation of the teacher and school principal shall be:
 - Retained in the same grade for no more than one (1) school year with an academic improvement plan developed by the student assistance team in order to become academically proficient, at which time the student shall enter the next higher grade; or
 - Promoted to the next grade if the parent refuses to allow the child to be retained. In this case, the parent shall sign a waiver indicating a desire that the student be promoted to the next higher grade with an academic improvement plan designed to address specific academic deficiencies. The academic improvement plan shall

be developed by the student assistance team outlining timelines and monitoring activities to ensure progress toward overcoming those academic deficiencies. Students failing to become academically proficient at the end of that year as measured by grades, performance on School District assessments and other measures identified by the School District shall then be retained in the same grade for no more than one (1) year in order to have additional time to achieve academic proficiency; or

- If a K-3 student, an exemption from promotion retention may be allowed only for good cause or pursuant to the completion of a retention waiver letter provided by the District in accordance with 6.19.9.10 NMAC.

At the end of the eighth (8th) grade, a student who is not academically proficient shall be retained in the eighth (8th) grade for no more than one (1) school year to become academically proficient or if the student assistance team determines that retention of the student in the eighth (8th) grade will not assist the student to become academically proficient, the team shall design a high school graduation plan to meet the student's needs for entry into the work force or a post-secondary educational institution. If a student is retained in the eighth (8th) grade, the student assistance team shall develop a specific academic improvement plan that clearly delineates the student's academic deficiencies and prescribes a specific remediation plan to address those academic deficiencies.

A student who does not demonstrate academic proficiency for two (2) successive school years shall be referred to the student assistance team for placement in an alternative program designed by the School District. Alternative program plans shall be filed with the department.

Grades K - 3 Literacy Insufficiency

If a student has not achieved grade-level literacy proficiency by the end of year benchmark assessment for literacy, the student's teacher shall notify the student's parent or legal guardian formally, in writing, as at the midyear but with the retention option pursuant to 22-2C-6 NMSA.

Grades Nine through Twelve

The cost of summer and extended day remediation programs and academic improvement programs offered in grades nine (9) through twelve (12) shall be borne by the parent; however, where parents are determined to be indigent according to guidelines established by the department, the School District shall bear those costs.

Special Education

Any student qualified as a special education eligible student who is unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by an individualized educational program (IEP) team on an individual basis. Students placed in special education will complete

the course of study as prescribed in their individual promotion plans and implemented through their individual education programs. Course work will be presented at a level commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education.

Adopted: date of manual adoption

LEGAL REF.: 22-2C-6 NMSA (1978)
6.19.9 NMAC

CROSS REF: IHBC - Programs for At-Risk/Disadvantaged
IKAB - Report Cards/Progress Reports
IKACA - Parent Conferences