

Grade Level Placement

PHILOSOPHY

It is the belief of the Telluride School District that student academic problems should be identified as early as possible each school year. Each student will be evaluated according to the District's standards and curriculum.

A variety of instructional strategies will be used by District staff to correct academic difficulties and improve student performance. Any decisions relating to grade level retention will be made after careful consideration by a team, composed of teachers, a guidance counselor and principal. Parents will be invited to meet with the team to review recommendation(s) and give further feedback. If a parent disagrees with the decision of the team, he/she may appeal the decision to the Superintendent or his/her designee.

CHILD, FAMILY AND SCHOOL FACTORS TO BE CONSIDERED

The following factors may be considered when developing a recommendation regarding grade level placement:

Physical disabilities, learning disabilities, physical size, academic potential, psychological maturity, self-concept, ability to function independently, grade placement, age, previous retention, nature of problem(s), absenteeism, basic skills competency, attitude toward schooling and/or retention possibility, geographic moves, dominant language, physician recommendations, school district policy and regulations on retention, availability of remedial services, school climate factors, class configurations, school/class options, curricular expectations, availability of other program options.

GUIDELINES FOR PROMOTION/RETENTION

Elementary School Level:

Students in grades kindergarten - grade 5 are required to meet the standard according to the District's identified content standards and curriculum for these grades. Individual and group assessments will be conducted throughout each school year and reported to the parents on a regular basis. Students identified as "not proficient" on district or state assessments will have an individual learning plan developed by the teacher(s) and specialist(s), which outlines interventions and benchmarks for learning.

Middle School Level:

Sixth, seventh, and eighth grade students are required to meet Colorado academic standards in courses which include math and language arts or the equivalent in order to be promoted to the next grade.

These steps will be followed for middle school students who are below expected standards and have grades of D or F in CORE subject areas (English and Math):

- Step 1 Students will be **required to attend Tutorial** on block days.
- Step 2 Students will be **assigned to CORE section** (Math or Language Arts) in place of one elective for one quarter, or until standards are met.
- Step 3 **After school tutoring sessions will be required.** Teacher will schedule a minimum of 2 days per week (30-60 minutes) with a high school student or volunteer tutor.
- Step 4 An individually designed **summer program** (3 weeks) for language arts and/or math will be required for promotion.
 - Promotion to next grade level with passing grade in summer school.
 - Retention at grade level for students failing summer school, or not attending.

High School Level:

Students in grades nine through twelve are required to have a minimum of 0 credits for standing as a freshman, a minimum of 4 credits for standing as a sophomore, a minimum of 9 credits for standing as a junior, a minimum of 15 credits for standing as a senior. A student is required to have a minimum of 23 credits to graduate.

COMMUNICATION PROCEDURES FOR STUDENTS IN JEOPARDY OF NOT MEETING STANDARDS

1. All teachers will **notify parents in writing of student's progress** at regular intervals throughout the school year (i.e. quarter, trimester, semester, etc.) for every class or grade.
2. **Teachers will contact parents, and keep a record of contact**, of any students in jeopardy of not meeting standards or course expectations. The contact will be made at mid-quarter or mid-trimester, or as soon as any severe academic difficulties become evident. Methods of contact include: phone contact with a written record of the call, parent/teacher conferences and a written mid-quarter or a mid-trimester progress report.
3. The student's teacher will **review progress on a weekly basis** with any student identified as being in severe academic difficulty in order to assist the student and give parent(s) early notification of recurring difficulties.
4. During the **third quarter** the principal and classroom teacher(s) will meet personally at least one time with any student and his/her parents, who may not be promoted

with his/her current class, in order to provide parent(s) and student with all available information.

5. **By April 30th**, the elementary teacher, or the middle/high school counselor will assemble all relevant individual student information, including evidence of communications regarding the possible retention, and provide a master copy to the Principal. **The principal will organize a child study team** comprising teachers, counselor, and principal to discuss possible alternatives, which may include grade promotion/retention , promotion provided that the student successfully complete a remedial summer school program, promotion to alternative programming at the next grade level or grade retention. Each student will be evaluated individually and the team will make the decision. Recommendations regarding any special education will be made by the school's Child Study Team. **Parents will be formally invited by mail to attend the meeting.**
6. A **record** of the child study team meeting will be kept in the Principal's (Elementary) or Counselor's (M/HS) office, which includes the methods of contact and intervention opportunities provided. The principal or counselor will insure that each parent has been contacted individually, and informed of the team's decision.
7. The principal will send a **letter to each parent of a student** recommended for summer school and/or grade level retention, stating the school's recommendation for grade placement the following year. A copy of the **appeals process** will be presented to the parents at the same time. Should the parent not agree with the school's recommendation regarding promotion, the parent will complete an appeal form and submit it to the Superintendent. A committee of the School Board will hear appeals on the Superintendent's decision.

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