

Supplemental Assistance:

The governing board expects students to be placed in the best possible learning situation within the resources of the district. To accomplish this expectation, instruction at each grade level is to be based on the Board adopted grade level standards and benchmarks. Instruction is also to accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students should be placed where a reasonable prognosis of success can be expected. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards and benchmarks of expected learning achievement.

Retention (remaining at the same grade level for a second year) is an action to assist the student to remediate learning deficiencies and to meet the promotion requirements. As early as possible in the school year and in students' school careers, the principal or designee shall identify students who are at risk of being retained.

Students must meet Board adopted criteria to be promoted to high school: Students must have a total grade point average of 2.0 or above. Other factors to be considered are: credits completed, student attendance, proficiency standards, and assessment results from the state testing program.

If a student is identified as performing below the minimum standards for promotion, the student shall be retained in his/her current grade level unless the student's English and/or mathematics teacher determines, in writing, that retention is not the appropriate intervention. The promotion/retention decision may be appealed. Decision of the appeal panel shall be final.

When a student is recommended for retention or is identified as being "at risk" for retention, the principal 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 parental assistance.

Legal Reference:

EDUCATION CODE

48070-48070.5 Promotion and retention

Board of Trustees

March 26, 1987

Revised: February 22, 1990

Revised: June 1993

Reviewed: May 1997

Revised: August 1999

Revised: July 2000

E

Promotion Standards

Students shall progress through the grade levels by demonstrating growth in learning and meeting the grade level standards and benchmarks of expected learning achievement. Students must meet Board adopted criteria to be promoted to high school.

Students must have a total grade point average of 2.0 or higher. Other factors to be considered include:

- (1) credits completed
- (2) student attendance
- (3) proficiency standards
- (4) assessment results from the state testing program

Students at Risk of Retention

Retention is an action to assist the student to increase learning achievement and meet the promotion requirements established by the Board. Students who are considered "at risk" shall be identified as soon after enrollment or as early in the school year as possible and will be offered programs of direct, supplemental, systematic, and intensive instruction to allow them to achieve proficiency.

Procedure

If a student is identified as performing below the minimum standards for promotion, the student shall be retained in his/her current grade level unless the student's English and/or mathematics teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

The school counselor shall facilitate meetings to review student progress, deficiencies, and potential retention. The counselor working with the teacher(s) document parent communication, remediation utilized, and recommendations for future remediation.

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or after-school remediation program, the student's academic performance shall be evaluated (based on the predetermined conditions) at the end of the remediation program. The decision to retain or promote the student shall be finalized at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

Parent Notification

When a student is identified as being at risk of retention, the principal or designee shall school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student (Education Code 48070.5) Some of the options available for communication include:

- telephone calls to the parent(s)
- letters to the parent(s)
- progress reports
- report cards
- conferences
- counseling
- development of the Student Support Plan(SSP)

The principal or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

When a student is identified as being at risk of retention or as being recommended for retention, the counselor and teacher(s) shall complete an Student Support Plan (SSP) and provide a copy to the parent and the school principal.

English Learners

Decision regarding the promotion or retention of English learners require special considerations. Proposition 227 allows programs to be designed primarily to teach English Learners who have failed to meet academic standards in areas in which they have been provided only limited instruction. English Learners could be considered "at risk" based on the challenges they face in acquiring proficiency and mastering subject areas content in English. English Learners should be provided with supplemental instruction as a key intervention to ensure that they will attain grade-level competency and beyond.

Special Education

Students with physical and/or mental disabilities which interfere with the major life activity of learning are provided protections under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Their educational opportunities will be affected by the development of accommodation plans intended to mitigate the effects of the disability on educational performance.

Students whose eligible physical and/or mental disabilities create educational needs which require special education (specially designed instruction) and related services (services which enable them to benefit from their special education program) are provided protections under the Individuals with Disabilities Education Act (IDEA). Their educational opportunities will be governed by the development of Individualized Education Programs intended to mitigate the effects of the disability on educational performance and assure a beneficial access to a free appropriate education.

Should students who are provided protections under IDEA need those protections due to needs stemming from their disability, IEP's must reflect any necessary modifications to the curriculum and differential standards for promotion and graduation.

Students who are provided protections under Section 504 of the Rehabilitation Act and Americans With Disabilities Act (ADA) will be placed in the respective grades pursuant to the general requirements of this policy unless the 504 Accommodation Plan Team develops an accommodation plan. That plan would seek to help the student meet the requirements in response to the effects of the presenting disability. If the student is to be retained, the accommodation plan must specify services and interventions intended to assure the effectiveness of the retention.

Appeal Process

The decision to promote or retain a student may be appealed consistent with Board policy, administrative regulation, and law.

The burden shall be on the appealing party to show why the teacher's decision should be overruled. (Education Code 48070.5)

An appeal shall be made to the school principal within 10 days of the determination of retention or promotion. A form provided by the district will establish a hearing date within 10 days of the appeal notice. At the scheduled closed meeting, the appealing party will present their case to the appeal panel. The appeal panel will consist of the principal, a teacher appointed by the principal, the student's counselor, and others deemed appropriate by the principal. The decision of the appeal panel shall be final.

Supplementary Instruction

With the parent/guardian/s consent, the principal or designee may require a student who has been recommended for retention or has been identified as being at risk of retention to participate in a supplemental instructional program. Such programs shall be offered after school or during the summer.

Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum. (Education Code 37252.5)

These services shall be provided to students in the following priority order: (Education Code 37252.5)

- (1) Students who have been recommended for retention or who have been identified as being at risk of retention pursuant to Education Code 48070.5.
- (2) Students who have been identified as having a deficiency in mathematics, reading, or written expression based on the results of the tests administered under the STAR program.

APPENDIX I
STUDENTS IN DANGER OF RETENTION

1. First quarter review of students with total or current quarter GPA below 2.0:
 - 1.1 Counselor and math/English teachers to:
 - 1.1.1 Develop Intensive Student Support Plan (SSP) for students in danger of retention
 - 1.1.2 Develop and initiate intervention/support strategies
 - 1.2 School and parents/guardians monitor student progress
2. Second and third quarter review of students with total or current quarter GPA below 2.0:
 - 2.1 Counselor and math/English teachers to:
 - 2.1.1 Develop additional Student Support Plans (SSP) for students in danger of retention
 - 2.1.2 Develop and initiate intervention/support strategies
 - 2.2 School and parents/guardian monitor student achievement
3. Final review of student progress for determination of retention or promotion:
 - 3.1 Retention
 - 3.1.1 Parents notified of decision
 - 3.1.2 Retention is noted on the Student Support Plan (SSP)
 - 3.1.3 Appeals shall be made to the school principal and a site hearing scheduled. Secondary appeals may be requested in person or by telephone to the office of the Assistant Superintendent, Education.
 - 3.2 Promotion - can be approved in the following ways:
 - 3.2.1 Promotion criteria achieved
 - 3.2.2 Promotion contingent on successful completion of remediation and/or summer program
 - 3.2.3 Teacher(s) state retention is not appropriate. The teacher specified in written documentation:
 - 3.2.3.1 reasons why retention is not appropriate
 - 3.2.3.2 recommendations that will assist the student attain acceptable levels of achievement

- 3.2.4 Appeals shall be made to the school principal and a site hearing scheduled. Secondary appeals may be requested in person or by telephone to the office of the Assistant Superintendent of Education.

Grades 9 through 12

It is the policy of the district to educate young people and to help them realize their full potential. The promotion procedure is designed to recognize the achievement of academic progress that will allow students to move smoothly through the continuum of grades, while providing for individual needs and differences among students. All students do not progress at the same rate; therefore, the possibility exists that some students may have to utilize a fifth year to achieve a high school diploma.

The grade level standing indicates the student's progress toward meeting credit requirements for graduation.

- 1.0 Except for the credit requirement for senior standing (twelfth grade), the following credit requirements shall serve as guidelines for grade level determination.
 - a. Ninth Grade: Satisfactory completion of course work amounting to fewer than 40 cumulative credits
 - b. Tenth Grade: Satisfactory completion of at least 40 cumulative credits of work
 - c. Eleventh Grade: Satisfactory completion of at least 80 cumulative credits of course work
 - d. Twelfth Grade: Satisfactory completion of at least 150 cumulative credits of course work
- 2.0 Student's participating in interscholastic athletics shall be governed by the constitution and bylaws of the CIF and the Anaheim Union High School District.
- 3.0 Course Requirements: A total of 230 credits, a 2.0 total GPA, and specific courses are required for a diploma from the Anaheim Union High School District.
 - 3.1 "Senior Status:" A student will reach senior status upon satisfactory completion of at least 150 credits. With written approval of the principal, seniors may earn a maximum of 45 credits per semester.
 - 3.2 Pre-Senior Status:" Those students whose accumulated credits that place them in grades 9, 10, or 11.

- 4.0 Alternatives for Remediation: Students have four alternative to remediate graduation requirements which have been failed.
 - 4.1 Summer School
 - 4.2 Extended day on each high school campus
 - 4.3 Returning for the fifth (5th) year requires principal's approval. Students who are granted this privilege must adhere to strict behavior and attendance standards.
 - 4.4 Alternative Education

- 5.0 Notification: Students and parents must be informed regarding deficiencies and options available for remediation.

Board of Trustees

March 26, 1987

Revised: February 22, 1990

Revised: June 1993

Reviewed: May 1997

Revised: July 2000

E