



Responsible Office: Office of School Leadership

BOARD POLICY 5025

STUDENT PLACEMENT AND COMMUNICATION OF PROGRESS - PROMOTION, ACCELERATION, AND RETENTION

PURPOSE

The Board of Trustees (Board) recognizes the profound effect that academic placement, promotion, acceleration, and retention decisions have on students and their families. Through this Board Policy, and any accompanying documents, the Board establishes the basic structure regarding procedures related to the placement, promotion, acceleration, and retention of students for the Washoe County School District (District).

DEFINITIONS

1. "Academic Plan" is defined as a guide to design, monitor, and manage a student's educational development and make determinations of any assistance that may be necessary for the academic success of the student.
2. "Acceleration" is defined as the advancement of students at a rate that placed them ahead of where they would normally be in the regular school curriculum.
3. "Graduation Plan" is defined as an academic plan for a student who is not on track to graduate with his/her class. The plan shall outline the way in which such a student may graduate with a standard high school diploma not later than three semesters after the date on which the student was otherwise scheduled to graduate.
4. "Retention" is defined as repeating an academic year of school.
5. "Social Promotion" is defined as the practice of promoting a student to the next grade based on age and social grouping, regardless of whether the student has met the academic and/or attendance standards necessary to progress.
6. In accordance with federal law:
 - a. "Foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom an approved agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group

homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.

- b. "Homeless children and youths" means individuals who lack a fixed, regular, and adequate nighttime residence; and includes:
 - i. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - ii. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - iii. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. Migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described above.
- c. "Unaccompanied student" youth includes a homeless child or youth not in the physical custody of a parent or guardian.

POLICY

1. **Applicability.** This Board Policy is applicable to all students who are in the general education program. Students enrolled in special education programs will be governed by state laws and regulations consistent with their Individual Educational Plan (IEP) in accordance with the Individuals with Disabilities in Education Act (IDEA).
2. The Board commits to "challenge all students to reach their full potential by specifying the grade level essential standards at each grade level and in each area of study. All students can learn, progress, and achieve when individual differences are recognized and addressed through adjustments in curriculum and instructional methods.
3. Student placement, promotion, retention, and acceleration shall be based on academic progress and attainment of essential grade level standards. The minimum requirements necessary for a student to progress and ultimately receive a high school diploma through the District is established through state law and regulations.

4. Promotion. The basis for making the determination to promote a student will reflect:
 - a. Teacher judgment based on progress tests, classroom assignments, daily observation, mastery of essential grade level standards, standardized tests, state assessments, and other objective data; and
 - b. Any other necessary academic information, as determined by the District and state laws and regulations.
 - c. The decision to promote a student in grades seven and eight shall be based on the student earning the minimum units of credit as required by state law for promotion to high school and meeting the minimum attendance requirements.

5. Communication of Progress
 - a. School employees shall inform the parent/guardian of a student's progress through ongoing and consistent communication.
 - b. If there is a belief that a student may be retained in the same grade for the succeeding school year, the District shall notice the student's parent/guardian of the possible retention as soon as possible.
 - c. If it is believed a student is going to fail a course, written notice must be provided to the parent prior to the student receiving a failing grade.

6. Retention. In elementary and middle school grades, retention of a student in the same grade will only be made after a collaborative process between school employees and the student's parent/guardians in which the student's level of performance and ability to function academically, socially, and emotionally will be considered. However, the final decision regarding a student's placement, promotion, acceleration, or retention will rest with the principal.
 - a. Retention of an elementary school student should only be considered when:
 - i. Planned intervention efforts to assist the student in achieving the assigned objectives have been unsuccessful.

7. Acceleration. Before a student in 1st through 8th grade may be considered for acceleration to an advanced grade, a team that will include, but not be limited to, the student's teacher(s), counselor, school administrator, and parents/guardians must review the student's needs. The final responsibility for the decision shall rest with the principal.

8. This Board Policy and accompanying Administrative Regulations shall be administered fairly, equitably, and consistently in all schools and for all students without regard to gender, race, religion, socio-economic status, or any other distinguishing or protected characteristic.
9. The Board hereby directs the Superintendent to adopt an Administrative Regulation to implement and maintain the purpose of this Board Policy. The Superintendent shall include in the Administrative Regulation the following provisions:
 - a. Communicating processes and standards to parents/guardians and students;
 - b. Communicating progress to parents/guardians and students;
 - c. Additional assistance and Supports for students that are homeless, unaccompanied, and/or in foster care;
 - d. Student retention; Academic probation – Students Entering 9th Grade;
 - e. Intervention and/or Remediation Strategies;
 - f. Graduation/Intervention Plans;
 - g. Academic Plans; and
 - h. Promotion/Retention of a Student on an Individualized Educational Program.

LEGAL REQUIREMENTS AND ASSOCIATED DOCUMENTS

1. This Board Policy reflects the goals of the District's Strategic Plan and complies/aligns with the governing documents of the District, to include:
 - a. Board Policy 5400, Student Attendance;
 - b. Board Policy 5050, Academic Planning, Counseling, and Student Support;
 - c. Board Policy 6600, Course of Study; and
 - d. Board Policy 5200, Family Engagement.
2. This Board Policy complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC), to include:
 - a. Chapter 388, System of Public Instruction and specifically:

- i. NRS 388.205 (8) Development of academic plan required for ninth grade pupils and specifically for homeless and foster youth to maximize credit earning.
 - b. Chapter 389, Academics and Textbooks;
 - c. Chapter 390, Testing of Pupils and Graduation;
 - d. Chapter 392, Pupils, and specifically:
 - i. NRS 392.033, Regulations prescribing requirements for promotion to high school; placement on academic probation;
 - ii. NRS 392.122, Minimum attendance requirements; ... notice and opportunity for parent to review absences before credit or promotion is denied;
 - iii. NRS 392.125, Retention of pupil in same grade: Requirements; limitation; and
 - iv. NRS 392.750 – 392.775, Literacy Requirements.
3. This Board Policy complies with federal laws and regulations, to include:
- a. Every Student Succeeds Act (ESSA); and
 - b. Individuals with Disabilities in Education Act (IDEA)

REVISION HISTORY

Date	Revision	Modification
11/27/2018	1.0	Adopted
10/15/2019	2.0	Revised to add references to homeless, unaccompanied, and foster youth (Senate Bill 147 of 2019)
11/23/2021	3.0	Revised: update/clarify language