

## Procedure - Promotion/Retention

### Promotion at Grades K-5

For the purposes of using the scale, academic proficiency will be based upon promotion standards for their current grade level. (See Wenatchee School District Promotion Standards.)

### Timelines\*

Fall: Communicate to parents and students promotion criteria via Wenatchee School District Promotion Standards-

Begin intervention process as soon as students demonstrate a lack of academic progress or sub-standard academic skills.

### **Fall Parent Conferences:**

At this point communicate to parents of students at risk of retention:

- 1) Student Progress
  - report cards
  - attendance
  - assessments
- 2) Review interventions and adjust as necessary. Use district-wide Student Study Team Process.

**Prior to May 1:** Evaluation of student's status as a retention candidate according to the Light's Retention Scale.

**Spring:** Parent conferences to inform parents of children who will be recommended for retention.

**May:** Recommendations for retention are given to the principal along with a plan for the following year for each student. The plan should include:

- a. placement information
- b. assessment information
- c. attendance
- d. academic concerns from the prior year's teacher
- e. interventions

**June:** Parent appeals and final decisions for retention are made by the principal.

\* These are general timelines to follow, but a student can enter the retention process at any time.

### Promotion at Grades 6-8

Students will be retained when it is determined to be appropriate by both parents and school staff.

### Promotion at 9-12

Based on the current credit system at each grade level as well as information from standardized assessments and attendance.

## **Accommodations for Special Needs Populations K-8**

### Special Education

Multi-disciplinary team sets performance standards that are outlined in their individualized education plan. The decision to promote or retain is made by the MDT.

### Highly Capable Students

Students with advanced learning needs may be considered for whole-grade acceleration or early entrance to kindergarten. If a student (including new incoming students and homeschoolers) is referred by a parent or teacher for consideration of whole-grade acceleration or early Kindergarten entrance, the following procedures should be followed:

### **Whole-Grade Acceleration**

A completed Request for Acceleration/Early Entrance ([Form](#)) is submitted by the teacher or parent to the District HiCap Coordinator. The HiCap Coordinator reviews the Request for Acceleration/Early Entrance form.

The following critical items **cannot** apply to the student:

1. The student would be accelerated into the same grade as an older sibling.
2. The student presently has a sibling in the same grade.
3. The student indicates that he or she does not want to be whole-grade accelerated.

If any of the critical items apply to the student, acceleration is not an option. Parents are informed of the decision and alternative suggestions are made.

If no critical items apply the HiCap Coordinator gathers test score data required by the Iowa Acceleration Scale (IAS).

If necessary, achievement tests in reading and math are administered and scored by the HiCap Coordinator. In order to proceed, the minimum criteria for the achievement tests in both subjects must be met. The criterion is the 90th percentile or higher on a grade level test or the 50 percentile or higher on an above grade level test. If the minimum testing criterion is not met, acceleration is not an option. The parent is informed of the test results and alternative suggestions are made.

A cognitive ability test (e.g. WISC, Stanford Binet) is administered and scored by a school psychologist. In order to proceed, a minimum criterion for the ability test must be met. The minimum criterion is the 90th percentile. If the minimum testing criterion is not met,

acceleration is not an option. The parent is informed of the test results and alternative suggestions are made.

If the minimum testing criterion is met, a Student Study Team (SST) meeting is scheduled to review evidence. The SST is composed of the district HiCap coordinator, the principal or designee, parent(s), building HiCap specialist, current teacher, and counselor. It is strongly recommended that the potential receiving teacher attend. The SST meets, reviews the procedures outlined in the IAS, shares pertinent information including all interventions that have been tried, and completes the IAS. Evidence should be submitted that the student has met or exceeded the grade level standards at the current grade level. The student study team may consider exceptional circumstances impacting the promotion requirements on an individualized basis. If the student has an Academic Ability, Aptitude and Achievement subtotal lower than 10 (Sections IV, V, VI of the IAS), acceleration is not an option. If the student does not meet the criteria as an excellent or good candidate for acceleration from the grand total on the IAS form, acceleration is not an option. Parents are informed and alternate suggestions are made.

In any situation in which academic need is demonstrated but acceleration is not implemented, alternative intervention should occur such as single-subject acceleration, mentoring, enrichment, curriculum compacting, or other alternatives.

If the student *does meet* the criteria for acceleration in the IAS and parents make the decision to accelerate the student, the SST develops an acceleration plan. The acceleration plan will include plans for implementation, transition and monitoring. The plan is filed in the student's cumulative record at the building and a copy along with testing data and the IAS is retained by the District HiCap Coordinator.

The District HiCap Coordinator will contact parents and the receiving teacher within eight weeks of the actual program change to determine if any adjustments need to be made. If the student is progressing, the current plan is continued. If there are concerns with the student, the SST will make the necessary modifications to the plan. If no other concerns are raised the current plan continues.

Parents have the right to appeal the Student Study Team's decision. Individuals appealing the selection committee's decision must submit a letter to the District HiCap Coordinator within 14 days of the decision, requesting review of the decision. Appeals must be based upon one of the following conditions:

1. A condition or circumstance believed to have caused misinterpretation of the test results (e.g. scoring error due to incorrect birthdate).
2. An extraordinary or temporary circumstance that negatively affected the validity of the test results (e.g. fire alarm during testing session).

Appeals are reviewed by an appeals committee that consists of an administrator, classroom teacher and additional professionals that the district deems desirable. The parent/legal guardian will be notified of the decision in writing within 10 school days of the Appeal Committee's decision. The decision of the Appeals Committee is final. To maintain the validity of

standardized testing, protocols will not be shared due to test security reasons and applicants will not be re-tested.

### Early Entrance

Students with advanced learning needs living within district boundaries may be considered for early entrance to kindergarten if a child's fifth birthday falls between September 1 and December 31.

A completed Request for Acceleration/Early Entrance ([Form](#)) is submitted to the District HiCap Coordinator between February 1 and the last day of the school year for consideration for the upcoming school year. The HiCap Coordinator reviews the Request for Acceleration/Early Entrance. The following critical items cannot apply to the student:

1. The student would be entering into the same grade as an older sibling.
2. The student has a same age sibling not being considered for early entrance.
3. The student indicates that he or she does not want to begin kindergarten.

If any of the critical items apply to the student, early entrance to kindergarten is not an option. Parents are informed of the decision and alternative suggestions are made.

If no critical items apply, the HiCap Coordinator schedules and administers an appropriate screening test (Slosson, Cognitive Abilities Test Screener). The student must score at or above the 90th percentile. If the student does not meet the minimum criterion on the screening test, early entrance is not an option. The parents are informed of the screening results and alternative suggestions are made.

If the student meets the minimum criterion for the screening, an additional cognitive ability test (e.g. WPPSI, Stanford Binet) is administered and scored by a school psychologist. The psychologist will also observe gross/fine motor, visual-motor integration, communication and social-emotional development. The minimum criterion for the ability testing is the 90th percentile on a full scale score. If the minimum criterion is not met, early entrance is not an option. The parents are informed of the test results and alternative suggestions are recommended.

If the student meets the minimum criterion for the ability testing, a multidisciplinary selection committee (MDSC) consisting of the district HiCap coordinator, a psychologist and an elementary HiCap specialist will review the evidence and make a determination whether early entrance to kindergarten will be offered. If the student **does meet** the minimum testing criterion and the MDSC determines that the student has advanced learning needs best met by early entrance, and parents decide to enroll the student in kindergarten, an early entrance plan is developed. If possible, a Student Study Team (SST) meeting is scheduled to review evidence and develop a plan. The SST is composed of the district HiCap coordinator, the principal or designee, parent(s), building HiCap specialist, and the potential receiving teacher. The District HiCap Coordinator finalizes an early entrance plan which is sent to the child's receiving school and placed in the student's cumulative record. A copy of the plan is retained in by the District HiCap Coordinator. Within the first eight weeks of school, the HiCap Coordinator contacts the parents and teachers to review the progress of the early entrance student. If the student is

progressing the current plan is continued. If there are concerns with the student, a SST will make the necessary modifications to the plan. If no other concerns are raised, the current plan continues.

Parents have the right to appeal an early entrance decision. All appeals must be received by the deadline for appeals. Individuals appealing the decision must submit a letter to the District HiCap Coordinator within 14 days of the decision, requesting review of decision. Appeals must be based upon one of the following conditions:

1. A condition or circumstance believed to have caused misinterpretation of the test results (e.g. scoring error due to incorrect birthdate).
2. An extraordinary or temporary circumstance that negatively affected the validity of the test results (e.g. fire alarm during testing session).

Appeals are reviewed by an appeals committee that consists of an administrator, school psychologist or counselor, teacher and additional professionals that the district deems desirable. The parent/legal guardian will be notified of the decision in writing within 10 school days of the Appeal Committee's decision. The decision of the Appeals Committee is final. To maintain the validity of standardized testing, protocols will not be shared due to test security reasons and applicants will not be re-tested.

**Adoption Date: 06.00**  
**Revised Dates: 4.10; 6.22**