

**Addison Northeast Supervisory Union and Member School Districts  
(Bristol, Lincoln, Monkton, Mt. Abraham Union High, New Haven,  
Starksboro)  
Boards of Directors' Policy**

Policy Area: Instruction: G4

Policy Subject: **GRADE ADVANCEMENT: RETENTION, PROMOTION & ACCELERATION OF STUDENTS**

**Policy**

It is the policy of the Addison Northeast Supervisory Union and its member school districts to assure that all students are progressing in their educational program and have reached a standard of achievement necessary for satisfactory progress in the next grade.

Special education students who are working under an Individual Education Plan are excluded from this policy and will be promoted or retained in accordance with their IEP.

**Background**

The ANESU member school district boards believe that the primary goal of the education system is to educate all students. Since each child develops physically, mentally, emotionally, and socially at an individual rate, every student will not complete twelve grade levels of work at the same time. Some students will need more than twelve years, while others may need less.

The Vermont Framework of Standards and Learning Opportunities defines what students should know and be able to do at various stages of their school careers. Schools are responsible for adopting curricula that provide students with opportunities to master the standards. Promotion from grade to grade as well as retention and acceleration should be based on a student's ability to meet the standards over time.

**Definitions**

1. **Promotion** is the single grade step most students take from year to year.
2. **Retention** allows a student to repeat all or part of a grade in order to more fully prepare for the work of the next grade level.
3. **Acceleration** is the advancement of a student by more than one grade beyond his/her current grade level.

Date Warned	4/30/10	4/30/10	5/11/10	5/24/10	4/30/10	6/9/10	4/30/10
Date Adopted	5/26/10	5/11/10	6/14/10	6/21/10	5/13/10	6/22/10	5/12/10

## Procedures

Classroom educators are responsible for assessing student progress and recommending the promotion of students each year. Educators will assess academic readiness to advance to the next grade using a thorough evaluation process that will include but not be limited to standardized testing - those offered by the State as well as others chosen by the District - classroom-based testing, portfolios and teacher observation. The evaluation will also take into account social, emotional, physical and cognitive growth, past academic performance and behavior, motivation, attendance, and other pertinent circumstances.

When considering retention, such actions as remediation in class or out, tutoring in class or after school, mentoring, cooperative efforts with families, or summer school should be evaluated.

Before considering acceleration, actions such as inclusion in a full or part-time gifted program, enrichment in the classroom, or other advanced courses through correspondence, distance learning, or through another institutions should be examined.

The Principal of each school will develop rules to implement this policy that will specify a process for the consideration of retention or acceleration that will include the following:

1. Seek the early involvement of parents/guardians in a highly collaborative working relationship.
2. Focus the use of retention in the early primary grades at which time research indicates it is most effective.
3. Consider acceleration in rare cases after all enrichment opportunities have been thoroughly explored.
4. Consider retention or acceleration if it is expected that the action will be beneficial to the student socially, emotionally, academically and when there are not other ways to meet the student's needs.

The final decision will be made by the Principal after consultation with parents/guardians, classroom teachers and other professional staff.

Parents may appeal a decision of the Principal to the Superintendent.