



## BOARD POLICY

The curriculum and instruction program of the District is designed to present the student with learning experiences appropriate to the student's level of maturation and academic ability. Satisfactory completion of the instructional program during the academic year is normally sufficient for the student to progress to the next grade level. However, the District recognizes that all students do not learn at exactly the same rate or level.

\_\_\_\_\_ students may benefit from additional instruction at a certain level ( \_\_\_\_\_ ), while others may benefit from accelerated placement beyond the normal grade level assignment ( \_\_\_\_\_ ).

\_\_\_\_\_ This policy shall apply to all students enrolled in the Portland Public School District including students who qualify for Special Education and students who are on Section 504 plans.

\_\_\_\_\_ The decision to retain a student:

- (a) Shall be made by the school principal upon recommendation of the school staff and with the involvement of the student's parents or guardian.
  - (A) If the school team is considering the possibility of retention for a student, conversations with the family should begin no later than the end of the second grading period. Final decisions around retention should be made no later than the end of the third grading period.
  - (B) The decision to separate a student from their age/grade peer group should be considered with caution and only if other strategies appear unlikely to improve the student's performance to the degree necessary to sustain a satisfactory rate of growth. The following criteria must be considered and discussed with the family as part of the decision-making process:
    - In what ways has this student's academic progress been impeded by challenges with attendance and/or other disruptions to learning opportunities?

What academic interventions have been provided to this student and how have they responded to this support?  
Given this student's age, race, disability identification, language needs, and social emotional profile, what are the costs and benefits of retention for this student?

- (C) If a student is recommended for retention, the principal must (1) inform their supervisor of the decision and (2) ensure that an individualized learning plan has been developed and shared with the family that includes:
- individualized learning goals and progress monitoring measures for the repeated year;
  - targeted academic intervention and scaffolding plans that ensure the student will receive Tier 3 supports in addition to differentiated core instruction;
  - as needed, family and community supports to ensure that attendance and other social-emotional needs impacting academic progress are being addressed;
  - a progress monitoring plan that includes no less than quarterly meetings with the school team and family to review progress and adjust strategies throughout the repeated school year.

The decision to accelerate a student:

- (a) Shall be made in accordance with the district's Whole Grade Acceleration process. The district also may develop and support a process for Single Subject Acceleration.
- (b) If the school team determines a student eligible for consideration of Whole Grade or Single Subject Acceleration, they will contact the District Talented and Gifted (TAG) Coordinator to initiate testing and data collection no later than the annual designated spring testing window.
- (c) Multiple factors will be considered in determining whether a student will benefit from Acceleration. These factors include:
  - standardized testing results,
  - curriculum-embedded assessment information,
  - teacher questionnaire,
  - school team feedback,
  - and family feedback.
- (d) The District TAG Coordinator will review documentation, evaluate assessment results, and document the placement decision.

(e) The District TAG Coordinator will notify the school(s) and family of the final decision in a timely fashion for student records to reflect the change for the next school year.

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