



**Washington County School  
District**  
121 West Tabernacle Street  
Saint George, Utah 84770  
435-673-3553

# District Policy 4800

## Promotion, Retention, and Acceleration Policy, Elementary Grades K-6

*Graduation, Curriculum, Instruction Washington County School District - Adopted 10-8-96*

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### 1. Purpose:

To provide an orderly means to implement approved curriculum and evaluate students for promotion, retention, or acceleration.

### 2. Policy:

It is the policy of the Washington County School District that students in grades K-6 shall master the core curriculum objectives for each grade level as described in policy on Graduation Policy and Requirements and Admission to School.

### 3. Procedure:

#### 3.1. Core Curriculum Mastery for Grades K-6

3.1.1. Teachers shall evaluate each student's mastery of the competencies each year before the student is promoted to the next grade.

3.1.1.1. If the objectives are not achieved at a satisfactory level, convene a conference of the student's parents and teacher (s) to consider whether the student should be

3.1.1.1.1. Retained;

3.1.1.1.2. Given remedial instruction and re-evaluated; or

3.1.1.1.3. Sent to the next grade without mastery.

3.1.1.2. If the objectives are achieved, consider whether the student should be:

3.1.1.2.1 Moved to the next grade; or

3.1.1.2.2 Accelerated.

### 3.2. Placement Exception Related to Students With Disabilities

3.2.1. Students with disabilities shall demonstrate mastery of the core curriculum and foundation skills.

3.2.1.1. In the event that a student's disability precludes the successful demonstration of mastery, the IEP team, on a case-by-case basis, may exempt the student or modify the mastery demonstration to accommodate the student's disability.

### 3.3. Retention

3.3.1. Retention is recommended by either staff or parents, the teacher shall notify the principal.

3.3.2. The principal shall form a team consisting of the principal, parents, teacher(s), and assigned District personnel.

3.3.3. The team shall evaluate the need for such action and the student's learning ability, age, maturity, academic skills, special education needs, self-confidence and self-concept, grade level, physical size, behavior, and other pertinent factors relating to the overall well-being of the student.

3.3.3.1. The team shall render a decision of whether or not to proceed with retention after evaluating all of these criteria.

3.3.3.2. The appropriate District form for retention shall be signed and maintained in the student's cumulative file.

### 3.4. Acceleration

3.4.1. If accelerated placement is recommended, the teacher shall notify the principal.

3.4.2. The principal shall form a team consisting of the principal, parents, teacher(s), and assigned District personnel.

3.4.3. The team shall evaluate the need for such action and the student's learning ability, age, maturity, academic skills, disability needs, self-confidence and self-concept, grade level, physical size, behavior, and other pertinent factors relating to the overall well-being of the student.

3.4.3.1. Assure that the student attended an accredited school environment during the immediately preceding school year.

3.4.3.2. If not, render a decision of whether or not to proceed with acceleration after evaluating all of the criteria listed in 3.4.3.

3.4.3.3. The appropriate District form for acceleration shall be signed and maintained in the student's cumulative file.

3.4.4. If a student is placed in an unaccredited school at a grade level higher than normal age placement in public school, upon re-entry to public school the student will be considered for placement by following the rules and regulations for an accelerated request.

Attachment -Form 911--Student Retention/Acceleration