

RETENTION/PROMOTION

The philosophy to be carried out in these guidelines is that of early evaluation and diagnosis with a program of remediation. The major concern is for meeting the student's needs through an effective education program.

Emphasis is to be placed on developing the basic skills during the primary grades. Research has demonstrated that use of retention has been most successful when used in the primary grades.

It shall be the obligation of the teacher(s) and principal to make an early assessment of the skill level of each student. Retention guidelines will be explained in each school's student handbook. State rules and regulations will be followed for students with IEP's. Where there is evidence that the student's level of skill development is such that he or she may not successfully complete the course of instruction, three steps shall be taken:

1. The parents will be called into conference and apprised of the teachers' concern and be given a summary of the area of weakness.
2. The teachers will outline a program of remediation and an explanation of this program will be given to the parents.
3. Periodic reports will be given to the parents (in addition to the report card) to inform them of pupil progress.

If, at the completion of the school year, in the judgment of the teacher(s) and principal there is still significant basic skill weaknesses, the student may be recommended for non-promotion. (NRS 392.125). Parents will be given this recommendation in conference with the teacher and principal. If there is not concurrence with the recommendation on the part of the parents, the principal will have the final decision.

All the district's resources are available in making evaluations and establishing an instructional program, including:

1. Classroom teacher(s)/GT Teacher
2. Principal
3. Counselors
4. Resource teachers/classroom aides
5. Psychologist
6. Community agencies that might have the special talents needed by some students

Evaluation and advanced placement of gifted students are of an equal concern to the school district. Most of the steps and resources listed above may also be utilized in considering advanced placement of a student. Social, emotional and academic abilities are to be evaluated prior to advancement. Teacher written recommendation(s) must be considered. The decision to advance a student a grade must have both the principal's and parent's approval. Should grade advancement approval be denied by either party, it will not occur.

Storey County School District
Policy Manual

Section: Instruction

Title: Retention/Promotion

Adopted: 17 November 1982

**Revised: 10/26/00
10-23-02, 8-14-08**

Previous Policy Number: IKE

**Presented as below to School Board for Review on 10-25-00, 11/22/00, 12/13/00, 10-23-02, 6-5-08
& 8-14-08**

To be promoted to high school a student must earn the minimum number of course credits specified in the Nevada Administrative Code (NAC 389.445) during seventh and eighth grade. If a student has not earned enough credits for promotion to high school the student may be promoted to high school if the student meets the requirements adopted by the District, consistent with State standards, for placement on academic probation. NRS 392.033 (4). If promoted to high school, such a student will be placed on academic probation.