

**COLOGNE ACADEMY**  
**MANUAL OF SCHOOL POLICIES APPROVED BY THE BOARD**

---

**513 STUDENT INITIAL ENTRANCE, PROMOTION, RETENTION AND PROGRAM DESIGN**

**I. PURPOSE**

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

**II. GENERAL STATEMENT OF POLICY**

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

**A. Promotion**

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

**B. Retention- K-5**

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement including grades in core courses and results on standardized assessments (when applicable).. The director's decision shall be final.

**C. Retention- 6-8**

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered as well as scholastic achievement, including grades in core courses and results on standardized assessments. The director's decision shall be final.

**1. 1. 6<sup>th</sup> and 7<sup>th</sup> Grade Students**

- a. 6<sup>th</sup> and 7<sup>th</sup> grade students who fail one or two core classes are expected to attend and successfully complete summer school.
- b. 6<sup>th</sup> and 7<sup>th</sup> grade students who fail more than two core classes will be reviewed by the grade level team for consideration of the following outcomes: (1) students may be recommended for retention for the entire upcoming school year in all subjects; (2) students may be required to make-up one or two core classes during summer school and one core class each semester in lieu of elective or specialist classes.
- c. If, after summer school, a 6<sup>th</sup> or 7<sup>th</sup> grade student has not passed at least one core class, he or she will be reviewed by the grade level team for possible retention.

**2. 8<sup>th</sup> Grade Students**

- a. 8<sup>th</sup> grade students who fail one or two core classes are expected to attend and successfully complete summer school.
- b. 8<sup>th</sup> grade students who fail more than two classes will be reviewed by the grade level team for consideration of the following outcomes: (1) students may be recommended for retention for the entire upcoming school year in all subjects; (2) students may be required to make-up one or two core classes during summer school.
- c. If, after summer school, an 8<sup>th</sup> grade student has not passed more than one core class, he or she will be reviewed by the grade level team for a possible retention.

### 3. Summer School

- a. A student is eligible for summer school if at least one of the following criteria is met:
  - (1) Poor attendance at school
  - (2) Failing a core class (receiving a final grade of “F” or “I” in math, English, science, or social studies).

### C. Program Design

1. The director, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A procedure for screening and identifying students for program assignment shall be developed in coordination with such programs. Opportunities for special programs shall also be developed as additional options.
2. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
  - a. assess a student's readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.