

## **PROMOTION/ACCELERATION/RETENTION OF ELEMENTARY STUDENTS**

### **Promotion**

Ordinarily, elementary/middle school students (K-8th grades) who satisfactorily complete the prescribed course of studies are promoted to the next grade at the end of the school year. Absences may be a factor in not promoting a student.

The final decision as to promotion shall be the responsibility of the principal with the advice of the teacher.

### **Acceleration**

Although acceleration may be granted at the discretion of the principal and the teacher and with approval of the parent(s)/guardian(s), a gifted pupil will probably profit more socially and emotionally by an enriched program. The student's social and emotional maturity should be carefully evaluated whenever acceleration is considered.

After consultation with the parent(s)/guardian(s), principal, and additional teacher/faculty input, the principal makes the final decision.

### **Retention**

In order for a student to be considered for retention, he/she must have received a failing grade in the three core courses (Reading, Math, and Language) which are considered foundation skills. The retention of a student should be based on consideration of the overall welfare of the student, i.e., by carefully weighing the academic, emotional, and social factors. Parent(s)/guardian(s) should be notified in January.

In the event that retention is under consideration, the following guidelines should be applied:

1. The teacher is responsible for consistent evaluation, early diagnosis, and effective remediation of learning problems. The teacher should provide remedial help within the school setting. If this proves inadequate, the parent(s)/guardian(s) should be advised so other professional resources can be sought.
2. The teacher should make the principal aware of any pupil with significant learning problems by the end of the first quarter. With the approval of the principal, the teacher should inform the parent(s)/guardian(s) regularly during the second and third quarter of the student's progress and possible retention.
3. Primary grade teachers should carefully observe students with learning problems and make every effort to provide remediation so that problems may be corrected at an early age. Although the input of the teacher and the parent(s)/guardian(s) is a significant factor, the final decision to retain a student is the responsibility of the principal. When a student has a severe learning problem, it may be necessary to recognize that the Catholic school is not equipped to meet the needs of every pupil and that recommending a transfer might be appropriate.