

CLARK COUNTY SCHOOL DISTRICT REGULATION

R-5123

PROMOTION, RETENTION, AND DEMOTION OF STUDENTS

I. Kindergarten

Students normally spend one year in kindergarten and are promoted to first grade at the end of the year. In some instances, individual students may profit by special education placement or by a second year in kindergarten. In these instances, principals and teachers may make this recommendation to parents or guardians. Because of Nevada School Law concerning first grade entrance age, parents' or guardians' consent is needed before this recommendation can be executed.

II. Grades 1 Through 5

- A. The general practice is that students are promoted to the next grade at the end of the school year. However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school. Principals are responsible for standard promotion of students.
- B. Double promotions may be made in exceptional circumstances in light of such factors as the child's age, achievement scores, measured ability, effort and attitude, physical and emotional maturity, and parents' or guardians' attitude and support. Principals are responsible for the final decision regarding double promotions within their school, but parental or guardian consent must be obtained and teachers must be consulted prior to the decision, and where the double promotion would affect two sites, the movement must be done in consultation with the receiving school's principal. Double promotion should not be considered where the impetus for movement is to circumvent attendance at an assigned school.
- C. A student may be demoted to the next lower grade in exceptional circumstances in light of such factors as the child's age, achievement scores, measured ability, effort and attitude, and physical and emotional maturity. Demotion must be approved by the principal, the sending teacher, and the parents or guardians, and when such movement affects two school sites, by the receiving school's principal.
- D. Before any student may be retained in the same grade rather than promoted, the student's teacher and principal must make a reasonable

effort to arrange a meeting with the parents or guardians to discuss the reasons and circumstances. Unapproved absences of twenty (20) days or more will be one of the considerations for retention. The teacher and principal, in joint agreement, have the final authority to retain a student. In the absence of final agreement between teacher and principal, the student will not be retained. No student may be retained more than one time in the same grade.

- E. Each student's learning needs are to be assessed and provision made for these needs. Adjustment of the curriculum to meet individual student needs will be a continuous process and not a midyear or year-end consideration. Students are to be motivated to progress as rapidly as their ability permits. Teachers are to be alert to every student's social and academic needs and provide appropriate learning situations to meet them. Parents or guardians are to be informed regularly regarding the level of work being done by their children. Teachers and principals are to make this clear by use of the report card and parent conferences.

III. Grades 6 Through 8

A. Three-year Academic Plan

Each sixth-grade student must have an approved three-year academic plan. The academic plan must set forth the specific educational goals the student intends to achieve before promotion to high school.

The sixth-grade student and his/her parent or legal guardian are required to:

1. Work in consultation with a school counselor to develop an academic plan; and
2. Review the academic plan at least once each school year in consultation with a school counselor and revise the plan if necessary.

- B. A pupil in Grade 6 must complete one semester with a passing grade in mathematics, English or reading, and science for promotion to seventh grade. The principal has the authority to determine the course(s) which need to be repeated. No student may be retained more than once in the sixth grade.

- C. A pupil in Grade 7 must complete one semester with a passing grade in mathematics, English or reading, science, and social studies for promotion to eighth grade. The principal has the authority to determine

the course(s) that need to be repeated. No student may be retained more than once in the seventh grade.

- D. A pupil who enters Grade 8 must complete three semesters with a passing grade in mathematics, three semesters with a passing grade in English or reading, two semesters with a passing grade in science, and two semesters with a passing grade in social studies during the seventh- and eighth-grade years for promotion to high school. An eighth-grade student who does not meet promotion requirements may be promoted to high school on academic probation provided the student meets the criteria for academic probation as defined in Subsection F. A parent or guardian may elect not to place his/her child on academic probation but to remain in Grade 8.
- E. An eighth-grade student not meeting the criteria for promotion to ninth grade and not meeting the criteria for academic probation may be retained in the eighth grade for the following school year. A retained eighth-grade student may not be promoted midyear. An eighth-grade student may be retained for more than one year.
- F. Academic Probation
 - 1. An eighth-grade student who has not met the promotion requirements as stated in Subsection D may be promoted to the ninth grade on academic probation provided at least one of the following criteria has been met:
 - a. CRT scores meet or exceed standards in the area(s) of credit deficiency; or
 - b. Credits have been earned in the core area(s) (English or reading, mathematics, science, and social studies); however, the student is deficient in one semester of the five total credits required for promotion; or
 - c. A student reaches the age of sixteen before, on, or after the first day of school.
 - 2. Academic probation will consist of the appropriate remediation in the subject area(s) in which the student failed to pass in middle school. Such remediation shall include, but is not limited to, a minimum of one semester of remedial instruction in the deficient subject area(s) during the ninth-grade year. The student must earn a passing grade in the remediation course(s) in order to be removed from academic probation. A student may be placed on academic probation for more than one semester.

- G. A pupil may apply course work toward promotion to high school if mathematics, English or reading, science, and social studies are completed with a passing grade:
1. At a public or private junior high or middle school located in this state;
 2. At a public or private junior high or middle level school located outside this state, if the school district approved a transfer of the units in accordance with the procedure adopted by the Clark County School District;
 3. At a youth correctional facility; or
 4. During summer school, or the equivalent thereof, offered by a public or private junior high or middle school. A passing grade must be earned in courses which are equivalent to the courses offered in the programs of the junior high or middle school in which the pupil is enrolled.
- H. A pupil with a disability who is enrolled in a program of special education may be promoted to high school if the student meets the requirements for promotion to high school that are prescribed in the IEP.
- I. If a pupil transfers to a junior high or middle school in this state or from a school outside this state, the course work completed by the pupil must be evaluated by the school that the pupil transfers to, in accordance with Subsection G.
- J. Students who exceed ten (10) unapproved absences in any course during the semester shall receive a failing grade, shall not earn semester credit for that course, and may be retained in the current grade.
- For the purposes of this subsection, all prearranged absences in excess of ten (10) during a school year shall be considered unapproved.
- K. As soon as it becomes evident that a student is in danger of failing one or more subjects, teachers are to inform the designated administrator and parent. If necessary, a conference should be arranged so that parents or guardians will be adequately notified of the situation in time to take whatever corrective action they deem necessary. Teachers will provide ongoing monitoring of student progress and communication to parents.
- L. A student may be demoted to the next lower grade in exceptional circumstances in light of such factors as the child's age, achievement scores, measured ability, effort and attitude, and physical and emotional

maturity. Demotion must be approved by the principal, the teacher(s), and the parents or guardians, and when such movement affects two school sites, by the receiving school's principal.

- M. Each student's learning needs are to be assessed and provision made for these needs. Adjustment of the curriculum to meet individual student needs will be a continuous process and not a midyear or year-end consideration. Students are to be motivated to progress as rapidly as their ability permits. Teachers are to be alert to every student's social and academic needs and provide appropriate learning situations to meet them. Parents or guardians are to be informed regularly regarding the level of work being done by their children, which shall include their progress towards promotion to the next grade. Teachers and principals are to inform parents utilizing unsatisfactory notices/grade day reports, parent conferences, and report cards.
 - N. Ongoing site-based interventions shall be provided to students identified as being at risk for retention.
 - O. Students identified as being at risk for retention shall be provided opportunities to participate in remediation programs at the school site and District-approved programs such as summer school, after-school programs, distance education, and tutoring.
 - P. The Curriculum Commission may recommend courses at the eighth-grade level for credit. The Curriculum Commission must obtain approval from the Deputy Superintendent, Instruction Unit, or designee prior to giving course credit to eighth-graders.
 - Q. In exceptional circumstances where students enrolled in Grades 6 through 8 are attending classes at an area high school, credit may be granted.
- IV. Grades 9 Through 12
- A. Grade classification for high school students will be determined by years in school, not on credit earned. Students will be classified to the next grade level at the end of each school year. However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school.
 - B. Students who exceed ten (10) unapproved absences in any course during the semester shall receive a failing semester grade and shall not earn semester credit for that course.

For the purposes of this subsection, all prearranged absences in excess of ten (10) during a school year shall be considered unapproved.

- C. As soon as it becomes evident that a student is in danger of failing one or more subjects, teachers are to inform the designated administrator and parent. If necessary, a conference should be arranged so that parents or guardians will be adequately notified of the situation in time to take whatever corrective action they deem necessary. Teachers will provide ongoing monitoring of student progress and communication to parents.
- D. Each student's learning needs are to be assessed and provision made for these needs. Adjustment of individual course curriculum will be a continuous process. Students are to be motivated to progress as rapidly as their ability permits. Teachers are to be aware of students' developmental and academic needs and provide appropriate learning situations to meet them. Parents or guardians are to be informed regularly regarding the level of work being done by their children, which shall include their progress towards promotion to the next grade. Teachers and principals are to make this clear by use of the midquarter unsatisfactory report, parent contact, and report cards.
- E. Site-based interventions shall be provided to students identified as being at risk of failing one or more courses and becoming credit deficient.
- F. Students identified as being credit deficient shall be provided opportunities to participate in remediation programs at the school site and district approved programs such as summer school, after-school programs, distance education, and tutoring.

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