



**Boulder Valley School District**

**File: IKE**

**Adopted: February 26, 1987**

**Revised: August 24, 1995, April 23, 1998, November 9, 2004**

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**Associated Regulation: [IKE-R](#)**

## **PROMOTION, NONPROMOTION, AND ACCELERATION OF STUDENTS**

### **Elementary School**

It is the policy of the Boulder Valley Schools to promote elementary school students annually. However, under certain circumstances a student may not be promoted. Because each student brings a unique background to the school setting, the decision not to promote must reflect all of the circumstances surrounding the student's progress in school. Nonpromotion is only appropriate when there is reasonable assurance that the child will profit from this decision. The recommendation to change the typical order of progress shall be a team decision made by parents and school personnel.

Nonpromotion is defined as having a student remain at the same grade for a second year.

No more than two years at the same grade is permitted.

A student who is accelerated will be one whose needs cannot be met in his or her present placement. A student may be accelerated in grade placement when his or her levels of academic achievement and social, emotional, physical, and cognitive development would indicate that a higher grade placement, either full or part time, would be more appropriate in order for the student to be adequately challenged educationally. The decision is made as a result of a process which involves the collection and consideration of information regarding academic, cognitive, social/emotional, and physical development of the student. The process involves the principal, teacher(s), parent(s), and other school personnel as appropriate.

Assessment information shall include teacher-made or standardized assessments; an observation period; input from the school psychologist; and/or interview(s) with the student and parent(s). Results of this assessment should indicate that the student will be able to perform tasks at or near the top of the class. The Talented and Gifted office may be a resource in assisting with appropriate assessments. Required assessments for compliance with the Colorado Basic Literacy Act will be considered as part of the assessment for acceleration.

A student may be accelerated in grade placement at any time during the elementary years, and may be accelerated part time into classes in a middle school.

## **Middle Level**

The curriculum in middle schools is constructed as nearly as possible to permit students to proceed from year to year in classes designed to meet their needs and abilities. Upon the recommendation of the principal, a student will be promoted to the next grade in school at the end of the school year if he or she has not failed more than two subjects. Subjects failed must be made up through arrangements with the principal, by repeating the subject during the regular school term, by taking the subject in summer school, or by some other suitable method.

There are some conditions which may make it desirable for a student to be placed in the high school environment rather than retained in the middle school, even when subjects have been failed. This may be done upon the recommendation of the middle school and high school principal.

Middle level students may be accelerated in grade placement so that some or all classes are taken at a higher grade level or at the high school.

## **High School**

Students progress through high school and are graduated upon the successful completion of graduation requirements set forth in Board policy.

Students are classified as Freshmen, Sophomores, Juniors, or Seniors, on the basis of having been promoted from a middle level school into the ninth grade, and thereafter on the basis of years of enrollment with second year students classified as sophomores, third year students as juniors, and fourth year students as seniors. Students will remain classified as seniors from the fourth year on until the number of credits required for graduation as specified in policy IKF are earned or they are no longer eligible to attend high school.

In order for students and parents to understand that high school classification does not mean that a student will necessarily graduate at the end of the senior year, schools are charged with the responsibility to:

1. provide timely and frequent communication to parents about the status of each student related to progress toward graduation;
2. provide early and frequent intervention for students who are failing classes, informing and involving parents; and
3. maintain credit monitoring systems that assure that the school administration, the student, and parents are fully informed of the student's progress toward graduation.

Subjects failed in the high school must be repeated if they are required subjects or are prerequisite to other subjects in which the pupil desires to enroll. A subject failed may be made up, through arrangements with the principal, by repeating the subject during the regular school

term, by taking the subject in summer school, by taking the subject by correspondence from an approved school, or by some other suitable method.

High school students may be accelerated in grade placement so that classes are taken at a higher grade level or at the university level.

CROSS REFS.: [IGA](#), Basic Instructional Program

[IGBB](#), Programs for Gifted Students

[IKE](#), Graduation Requirements

[JEC-R](#), School Admissions

**End of File: IKE**