

Student Policy for Promotion/Retention

Montessori instruction accommodates the varying interests and academic development of individual students. Students will progress each year by completing the Montessori and State Standard curriculum necessary to support their success at the next grade level.

When considering promotion (accelerating a student an additional grade level), the child's social and emotional growth is to be taken into consideration. Parents, teachers, and the principal will determine if this is the best course of action for the student by using criteria such as intellectual maturity, academic achievement, including standardized testing, physical, social, psychological, and emotional considerations.

Retention (remaining at the same grade level for a second year) is an action that may be taken to assist a student to be more successful in their learning. Risk for retention should be identified as early in a child's school career as possible. As soon as identified, the teachers and principal should begin interventions to assist the student in areas of concern. Parents should be included in this discussion as early in the school year as possible.

Students are to be identified for retention or promotion on the basis of:

- Academic achievement and standardized testing
- Physical, social, psychological, and emotional considerations
- Special needs
- Information provided by teacher(s), parents, or guardians

The demonstration of individual student learning is to be measured by, but not limited to, the following:

1. Student grades in Reading/Language Arts and Math (more than one grade level above / below)
2. Albanesi (Montessori) assessments in Reading/Language Arts and Math (more than one grade level above / below)
3. State testing scores in Language Arts and Math (assessing below or far below basic in all subject levels / assessing at advanced in all subject areas)
4. Writing Assessment (same as above)
5. The meeting of the intervention goals determined by the Student Study Team (SST)

English Learners:

English Learners, determined through the CELDT testing process (California English Learner Development Test), could be considered "at risk" based on the challenges they face in acquiring mastery of subject areas in English. English Learners should be provided with supplemental instruction as a key intervention to ensure that they will eventually attain grade-level proficiency.

Decisions regarding the promotion or retention of English Learners require special consideration. Following the supplemental instruction for the English Learner, if it is determined through the SST process that the student would benefit from retention, the above determinations and process will be followed. For more detail, refer to the CMP English Learner Handbook.

Special Education:

Students with physical and/or mental disabilities which interfere with the major life activity of learning are provided protections under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Their educational opportunities will be affected by the development of accommodation plans intended to mitigate the effects of the disability on educational performance.

Students whose physical, mental, or learning disabilities are provided protection under the Individuals with Disabilities Education Act (IDEA) have their educational needs supported through Special Education (specially designed instruction) and related services (services which enable them to benefit from their Special Education program).

Modifications of curriculum and the grading rubric are to be utilized for students on an IEP (Individual Education Plan). Accommodations put in place for students who have a 504 Plan or are in Special Education are not used when considering retention of the student.

Retention may be considered for students on a 504 Plan or IEP if the academic, social, and emotional needs of the student would benefit from the repetition of a grade. The IEP or 504 team would make the recommendation for retention.

Appeals Process

When the recommendation for retention or promotion is not agreed upon by the parents/guardians, they have the right to appeal to the CMP Governing Board after first bringing their appeal to the principal and executive director. The principal will provide the executive director and/or Governing Board documentation regarding the recommended promotion or retention to include, but not limited to, testing and assessment results, report cards, and SST meeting notes.