

Student Policy for Promotion/Retention

Montessori instruction accommodates the varying interests and academic development of individual students. The Montessori classroom is structured to provide a multi-age community. The multi-age environment allows accelerated students the opportunity to work on advanced academics while continuing relationships with their classroom community. Each plane of development comes with the opportunity to be mentored at the younger age of the plane, and then to develop leadership and mentorship skills at the older age of the plane. Each plane of development considers the preparation needed to continue success at the next plane. Students progress each year by completing the Montessori and State Standard curriculum necessary to support their success at the next grade level.

The following are considered under exceptional circumstances only:

When reviewing promotion (accelerating a student an additional grade level), the child's social and emotional growth is to be taken into account. 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 (Progress Reports, Report Cards, Assessment Outcomes) and standardized testing
- Physical, social, psychological, and emotional considerations
- Information provided by teacher(s), parents, or guardians, and other staff who may be working with the student

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 full grade level above / below)
2. Albanesi (Montessori) assessments in Reading/Language Arts and Math (more than one full grade level above / below)
3. State testing scores in Language Arts and Math (not meeting standards / exceeding standards in all subject areas)
4. Writing Assessment (same as above)
5. The outcome of intervention goals determined by the Response to Intervention (RTI) process.

Special Education:

Students with disabilities which interfere with the major life activity of learning are provided protections under Section 504 of the Rehabilitation Act of 1973 and the Americans

with Disabilities Act (ADA). Their educational opportunities will be addressed through the development of accommodation plans.

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 can 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 indicate that the student would not benefit from promotion to the next grade level.

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 Promotion/Retention Panel. A meeting will be scheduled with the parent, campus administration, and panel to discuss the appeal and review any additional materials/information that may provide a compelling reason to change the original decision.