

550 – Grade Level Advancement and Retention

Approved by GWA Board of Directors 9-27-2012, Revised 7-18-2019

POLICY

Advancement

George Washington Academy provides an advanced and challenging curriculum. On rare occasions, however, students may be considered for advancement due to age or ability level. While advancing students is generally discouraged, the process must begin with teacher recommendation and requires a full battery of student testing and observation to assess whether the child will be successful not just academically, but also socially and emotionally in a higher grade level. Parents, teachers, and administration must all be in agreement that the move is beneficial in order to proceed.

Retention

It is our hope that each GWA student will realize their individual educational potential. There are times, however, when a student's performance does not merit promotion to the next higher grade. It is our belief that it is unfair to promote a student for social advancement if he/she is grossly unprepared for the academic workload of a higher grade. In cases of extremely low performance or prolonged failure to complete assignments, retention may be recommended. This is especially the case if it is determined that the student is developmentally delayed and repeating a grade would allow the student to succeed.

PROCEDURE

When this occurs, a meeting with the parent(s), teacher, and Executive Director will be arranged. Based on this discussion, a decision will be made to best meet the needs of the student. Parents may appeal retention decisions to the GWA Board. The Board reserves the right to make the final decision.

The decision will be based on one or more of the following factors:

- The student receives an "F" in math, reading or writing in consecutive trimesters.
- Classroom assessment results indicate the student scored at least one grade level below that expected in reading, writing or math.
- Classroom work in reading, writing and math has shown very little growth or improvement from the beginning of the school year.
- The student has missed twenty days or more of school (excused or unexcused) for the entire school year and has been unable to catch-up.
- Frustration levels or behaviors have impeded the student's learning in the classroom.