

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**POLICY No. 514
STUDENTS**

PROMOTION AND RETENTION

Academic Plan, Peer Mentoring, Pupil-led Conferences, Small Learning Communities

The Board of Trustees recognizes that the personal, social, physical, and educational growth of children varies and that students should be placed in an educational setting most appropriate to their needs at the various stages of their growth. The Board believes that a variety of educational processes may aid in the development and assist in the transition of students.

It is the policy of the Board that each student be promoted in a continuous pattern of achievement and growth which is in harmony with State Standards and the student's own development and that wherever possible, programs of remediation be provided in order to enhance growth and promotion to higher levels of education. Consistent with State Standards, a student will be promoted to the succeeding grade level when the student has:

- Satisfactorily completed course - credit requirements at each assigned grade level;
- Met the minimum number of days prescribed by Statute for attendance in order to obtain credit and be promoted to the next grade level, and
- Demonstrated the degree of social, emotional and physical maturity necessary for a successful learning experience at the next grade level.

A student who has not completed the courses or credits required for promotion to high school may be promoted and placed on academic probation if the student meets the other requirements for promotion. Students on academic probation must receive appropriate remediation in subject areas that they failed to pass. This decision will not be made without collaboration between the appropriate school officials and the parent or guardian. The final decision rests with the principal of the middle school.

An Academic Plan will be developed for each student in grades 6 through 12 setting forth the specific educational goals that the student must achieve for promotion; the specific courses required for promotion; the honors, career and technical educational courses, and other educational programs, courses and pathways available to the student which will assist the student in the advancement of his or her education. The plan will also include a statement of expectations of the instructors of the student. The plan will be developed in consultation with school counselors and reviewed at least once each school year in conjunction with a counselor. The plan may be changed if necessary. High school students, their parents or legal guardians, shall be expected to review and signify their approval by signing the plan.

In order to increase the ability of students to successfully complete the transition from middle school to high school, a program of peer mentoring for students entering the ninth grade may include a component of adult mentoring.

POLICY No. 514 - CONTINUED

At least once during a student's enrollment in middle school, the plan shall provide for a student-led conference between the student, the student's parent or guardian and the student's teacher to monitor the student's educational development, including a review of the Academic Plan, the student's progress and preparedness for promotion to the next grade level, including high school.

Annually, middle school and high schools will update the Board on research based school activities they employ to improve academic achievement and school culture.

Legal Reference: Middle School – NRS 388.165
NRS 392.033
NRS 392.122
NAC 389.048 to 389.083
High School – NRS 388.205
NRS 388.221

Adopted: August 29, 1979
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