

CENTER FOR CREATIVITY, INNOVATION, AND DISCOVERY

Student Acceleration and Retention Policy

Board Policy

The Board of Directors of the Center for Creativity, Innovation, and Discovery has established this policy to give direction and authority to the Administration to make decisions regarding student retention or acceleration. In recognition that some students may need special consideration for grade placement, the policy includes guidelines and protocols to be followed by a student's academic and safety team in determining whether a student should be retained or accelerated.

Philosophy

The Board of Directors and the school's Administration recognize that schools should offer students opportunities for the acquisition of specific skills for cognitive development and academic challenge, and a forum for social and emotional experiences. Ideally, differentiated instruction, personalized learning, targeted interventions, and competency-based learning will meet an individual student's needs while allowing a student to remain with that student's own age and grade level.

However, the Board also recognizes that student retention or acceleration may need to be considered to meet a specific student's needs. Per Utah Code §53G-6-803(2), the Board acknowledges the requirement to ensure that the school reasonably accommodate a parent's written request to retain or accelerate a student in kindergarten through 8th grade based on the student's academic ability or the student's social, emotional, or physical maturity. This code specifically applies to Rockwell's 7th and 8th grade students. However, the law does not prohibit acceleration or retention for students in 9th through 12th grade. In considering student retention or acceleration, the Administration will follow the guidelines of this policy.

Special Circumstances for Retaining 12th-Grade Students

In accordance with Utah Admin. Rule R277-419, Pupil Accounting, the Board of Directors authorizes the administration to retain a senior beyond the general compulsory school age, or in other words, to allow a senior to remain enrolled as a high school senior in the year(s) after the student's cohort has graduated, if the student has experienced the following circumstances that would warrant such consideration:

- Sickness;
- Hospitalization;
- Pending court investigation or action; or,
- Other extenuating circumstances beyond the control of the student.

Process for Consideration of Student Retention or Acceleration

- **Referral**: Parents or teachers may recommend a student for retention or acceleration on a case by case basis. A student referral for retention or acceleration should follow procedures similar to the school's Special Education referral process. Such a referral can be made by a teacher, a school administrator, or a student's parent(s) or legal guardian(s). Referrals must be written requests sent to the Executive Director.
- **Evaluation**: When considering retention or acceleration, each student shall be evaluated by a team composed of a school administrator, parent(s) or legal guardian(s), teacher(s), the school counselor, and others as deemed appropriate by the Administration. The team will follow the criteria in this policy for evaluating the need for retention or acceleration.
- **Criteria**: When considering a student for acceleration or retention, the team shall review the student's level of maturity, academic and other assessment results, social and emotional behavior, grades, and general school performance.
- **Emphasis on Student's Best Interest**: A student should be retained or accelerated only if the Executive Director and team, including parents, reach a consensus that a student's best interests in all or most areas will be served by retention or acceleration.
- **Consideration of Alternatives to Acceleration or Retention**: The team will also consider alternatives to acceleration or retention that could meet a student's needs including, but not limited to:
 - School-supported independent study;
 - School-supported online courses;
 - Differentiated, accelerated instruction within the grade level;
 - Remediation and support within an RTI or MTSS structure;
 - Technology-supported, personalized instruction;
 - Credit recovery.
- **Team Decision**: The team is charged with determining whether retention or acceleration criteria have been met according to these administrative guidelines:
 - The team, including parent(s) or legal guardian(s), will meet to share and discuss evaluation results and to make recommendations.
 - Any reports, forms, and/or recommendations from this team shall become part of the student's cumulative record.
 - The team will seek to come to a consensus on the recommendation.
 - The team may review the decision of retention or acceleration at any time during the student's educational experience and determine that another or different recommendation is warranted.

Decision and Appeal of Decision on Student Acceleration or Retention

- A student's academic and safety team, including parents, will seek to reach a consensus in their recommendation about a student's acceleration or retention.
- If a consensus is reached on the team, the Executive Director will implement the recommendation of the student's team regarding acceleration or retention.
- When a consensus cannot be reached, the Executive Director will take all recommendations and data into consideration in making a final decision on a student's acceleration or retention.
- In the event that parents or guardians disagree with the decision of the Executive Director, a parent or guardian may appeal the decision in writing to the Executive Director. The Executive Director will then take the following steps:
 - A request for an appeal will convene an impartial group of staff members and at least one administrator not on the previous team to consider the decision reached by the original team or the Executive Director.
 - The appeal team may include a board member.
 - The appeal team will reconsider any data and evidence considered by the initial team, as well as the initial team's decision.
 - The appeal team will then provide a second recommendation to the Executive Director.
- The Executive Director will consider the appeal team's decision in conjunction with the recommendation of the initial team in order to make a final decision on the matter.
- The Executive Director is not bound by the recommendation of either team, unless a consensus has been reached by the initial team, but will weigh both recommendations equally in making a final decision after the process of appeal.

Reviewed: February 26, 2026