ADMINISTRATIVE REGULATION

Regulation	215-AR-1
Related Policy	Policy 215
Status	Draft Administrative Regulation

Early Identification and Intervention
Schools shall use multiple measures to identify students who are not making expected progress. Interventions shall be matched to documented needs and may include differentiated instruction, additional time, targeted support, tutoring, summer programming, credit recovery, or other approved supports.

Parent/Guardian Communication
Parents/guardians shall receive timely notice when retention, course repetition, loss of credit, or required remediation is being considered. The parent/guardian shall have an opportunity to participate in a conference before a final retention decision.

Elementary and Middle School Review
Elementary promotion and retention decisions shall focus on progress in reading, writing, and mathematics in relation to grade-level norms and shall be made in coordination with parents/guardians through the Multi-Tiered System of Supports (MTSS) process. Elementary retention recommendations shall include a multidisciplinary review of academic progress, developmental factors, intervention response, student needs, and parent/guardian input. Retention shall be considered only after all remedies available through the MTSS process have been exhausted. Middle school students who fail two or more core subject areas shall be referred to an approved remediation program through credit recovery processes outside regular school hours, typically during the summer months, only after all remedies available through the MTSS process have been exhausted. Middle school students who do not meet promotion requirements shall receive an approved remediation, recovery, or repeat-course plan.

High School and Student Protections
High school grade-level status and graduation progress shall be determined under Policy 217 and the Program of Studies. Retention shall not substitute for required evaluation, specially designed instruction, accommodations, services, or protections for students with disabilities and other legally protected students. The school shall maintain a written summary of evidence, interventions, family communication, and the decision.