

Ensuring All Students Meet Standards

Mapleton Public Schools (the “District”) is dedicated to ensuring that every Mapleton student is reading before entering fourth grade. Research is clear that three out of four children who are not reading by third grade will continue to struggle with reading through high school. Children develop at different rates and some children need more time before they are ready to read. The District has a responsibility to ensure that each child has the time he/she needs to advance and mature. Assuring that a child has the right amount of time to develop these skills while they are young is key to that child’s future academic success. The District believes that early identification of students who are not making adequate progress toward achieving standards paired with effective intervention is crucial to ensuring the success of Mapleton students.

In accordance with the District’s policy on grading and assessment systems (IKA), teachers shall assess the teaching and learning process on a continual basis. Teachers shall identify students early in the school year who are not making adequate progress toward achieving state and District academic standards and may choose to implement an individual learning plan for each such student.

The individual learning plan shall be developed by the student’s teacher(s) and other appropriate school staff with input from the student’s parent(s)/guardian(s). The student’s parent/guardian shall be asked to state in writing that they agree to support the plan, although failure of the parent/guardian to agree to participate shall not affect implementation of the plan.

The individual learning plan shall address the specific learning needs of the student. Strategies designed to address those needs may include tutoring programs, after-school programs, summer school programs, other intensive programs, and other proven strategies. Teachers are encouraged to collaborate on the development of such plans and to use a variety of strategies consistent with the student’s learning style and needs.

Students with individual learning plans shall be reassessed each term in the content areas covered by the plan.

In order to provide the services necessary to support individual learning plans, the Superintendent (or designee) shall develop tutoring programs, after-school programs, summer school programs, and other intensive programs in the content areas covered by state and District standards, when financially feasible. The Board of Education for Mapleton Public Schools (the “Board”) shall commit resources in the budget to support these programs when possible.

As determined by the school director and in accordance with applicable law, students not meeting applicable state and District academic standards may be retained, meaning that they are not promoted to the next grade level, or precluded from graduating. The procedure to retain a student in kindergarten, first, second, or third grade due to the student's significant reading deficiency shall be in accordance with the policy and regulation on early literacy and reading comprehension and applicable law. (*See*, ILBC: Literacy and Reading Comprehension, and accompanying regulation, ILBC-R)

When students are retained in the same grade level, the teacher shall evaluate the previous teaching and learning experiences of the student, including whether specific aspects of the individual learning plan were appropriate and effective. Based on this evaluation the teacher shall modify the plan to ensure that the student's needs will be met and that the student's educational experience from the previous year is not merely repeated.

Retention due to social, emotional, or physical immaturity shall be used on a very limited basis. After consulting with the student's parents/guardians, teachers, and other professional staff, and in accordance with applicable law, the school director shall determine whether it is in the best interests of the student to be retained for such reasons.

Academic Remediation Plans to Meet Higher Education Admission Guidelines

Individual learning plans may also be developed to address coursework needed to meet the Colorado Commission on Higher Education's (CCHE) admission guidelines. Parents of students who receive inadequate scores in math, writing, or reading on the ACT or pre-collegiate exam may request that the school develop such a plan for the student. The District shall develop a plan for academic remediation when requested under these circumstances.

Adopted October 22, 2013, by the Board of Education for Mapleton Public Schools.

LEGAL REFERENCES:

C.R.S. § 23-1-119.2 (*academic remediation plans to meet higher education admission guidelines*)

C.R.S. § 22-32-109(1)(hh) (*board duty to provide opportunity for student to develop a plan for academic remediation upon the request of the student's parent /guardian*)

CROSS REFERENCES:

AE: Accountability/Commitment to Accomplishment

AEA: Standards Based Education

IA: Instructional Goals and Learning Objectives

IK: Academic Achievement

IKA: Grading Assessment Systems

ILBA: District Program Assessments

ILBB: State Program Assessments

ILBC: Literacy and Reading Comprehension

ILBC-R: Regulation: Early Literacy and Reading Comprehension