

PROMOTION/RETENTION

The board recognizes that the rate of physical, social, emotional and academic growth will vary among individual students. Since each student grows at his/her own rate, these individual growth characteristics shall be recognized in classroom programming.

After a student has successfully completed a year of study at a specific grade level, he/she will be promoted to the next grade. Retention at the same grade may be beneficial to the student when he/she is not demonstrating minimum competency in basic skill subjects in relation to ability and grade level. Retention may be considered in those instances where there is a strong likelihood that the student will benefit with minimum social and emotional disruption.

The superintendent shall establish procedures which provide that parents will be informed at least one (1) quarter in advance of any retention decision on the part of the school.

Cross Reference:

Board Policy 2090

Program Evaluation

Adoption: 10/07/97

Revised:

Promotion/Retention

The decision to retain a child should not be made quickly or without considerable thought and planning. The decision will have long-term consequences on the child's future. Every attempt will be made to make those consequences positive and effective.

Teachers who are considering students for retention need to consider a wide parameter of options, including, but not limited to, Student Study Team consideration, parent conferences, remediation and tutoring. Teachers and staff must adhere to the following procedures:

1. Notify the building principal in writing the names of students under consideration for retention. This should be done as early in the year as possible.
2. Fill out a Light's Retention Scale and return it to the principal for scoring.
3. Review the child's file for past retentions or other important information including, but not limited to: attendance patterns, health concerns, 504 information, counseling services provided, number of schools attended, special education or Title I inclusion, previous academic achievement and other testing data.
4. Administer the Woodcock-Johnson mini check or similar assessment.
5. Collect work samples and document interventions currently being used or tried. Include the results and effectiveness of those interventions.
6. Discuss the results of the information gathered with the Student Study Team to brainstorm ideas or strategies.
7. Schedule a conference inviting parents, principal and support personnel at least one (1) quarter in advance of any retention decision. During the notification conference, identify the specific deficits and develop a written plan for remediation to be done at school and with the parent(s)' help for the remainder of the school year.
8. If the Student Study Team believes that retention is still the appropriate measure the team will develop a written educational remediation plan for the next year that addresses the identified skill deficits and provides strategies or techniques that are significantly different from the ones used during the current year.
9. Schedule and attend a final parent, teacher and principal conference at least two (2) weeks prior to the end of the school year to discuss the proposed remediation plan and final recommendation for the child's placement. If the parent wishes the student to be promoted without regard to the school's recommendation, the parent(s) will be asked to complete a form reflecting the parent's decision.