

Promotion and Retention of Students

Principals will generally rely on prior school history and chronological age to determine appropriate grade level. Students will be placed at the grade for which they are academically, socially and emotionally prepared.

Parents may request consideration for retention or promotion of continuing students at any time during the school year.

The Principal may convene a Child Study Team (CST) or Student Study Team (SST) to help inform the decision. Final determination is made by the principal.

Team members may include the child's teacher(s), a school psychologist, a child development specialist, the parents, other specialists and an administrator.

The team may review the following:

1. Social readiness;
2. Emotional Readiness;
3. Academic readiness;
4. Classroom records;
5. Confidential information;
6. Other relevant material;
 - a. Light's Retention Scale;
 - b. Iowa Acceleration Scale.

Students Moving in from Other Districts

Grade placement is determined based on school record. A parent may request retention or promotion by the sending district who knows the student best.

The process for consideration varies from the process for continuing students because the district has little or no direct data on the student.

After the student has enrolled and local data is gathered, a parent may request consideration for retention or promotion.

Students New to K-12 Schools

Late-age students seeking to enroll in a K-12 program for the first time may request a retention/promotion by submitting a request to the principal of their neighborhood school.

Students who turn six prior to June 1st may request a comprehensive Child Study Team review during April of the year during which they wish to enroll in kindergarten.

Students that turn six between June 1st and August 31st may request consideration for retention to kindergarten through the process defined below.

Late Kinder Registration Process for students who turn six between June 1st and August 31st of the year they plan to enroll.

Step 1: Parents register at their child's neighborhood school.

Step 2: If the child turns six between June 1st and August 31st, the school will notify the family that they must complete the late kindergarten placement process.

Step 3: Parents must provide to the neighborhood school:

1. Child Behavior Rating Scale completed by parent;
2. And any combination of two from the following:
 - a. Health Provider *KG Readiness Questionnaire*;
 - b. *Child Behavior Rating Scale* completed by pre-school teacher;
 - c. *Child Behavior Rating Scale* completed by other professional familiar with the child.

Step 4: Parents will make the child available for a brief academic assessment at the school using the following assessments:

1. EasyCBM K-1 Reading;
2. EasyCBM K-1 Math.

Step 5: Determination

The Principal may review the information with a kindergarten and/or first grade teacher, or CST, if they desire additional input before making a determination.

Request for Consideration Timing:

Submission Date

Submit request and materials to neighborhood school by April 1 (For early consideration prior to John Muir and Willow Wind Lotteries)

Submit request from April 2 through June 14

Submit request from June 15 through August 1

Notice Date

Parent notice of determination by April 15

Parent notice of determination by June 15

Parent notice of determination third week of August

Please note: Earlier requests are encouraged. Late requests may delay a determination until after the school year has begun.

ASD Staff: _____

Date: _____ (FOR OFFICE USE ONLY)

Teacher name: _____
 Child name: _____
 Child SSID: _____
 Child birth date: (mm/dd/yyyy): _____
 Today's date: (mm/dd/yyyy): _____

Child Behavior Rating Scale

Instructions: *The focus of this instrument is children's behavior with other children and adults in the classroom and their work with materials. Please complete all 17 items on this instrument for each child by circling the response number that best indicates how frequently the child exhibits the behavior described in a particular item. The response numbers indicate the following:*

1. The child **never** exhibits the behavior described by the item.
2. The child **rarely** exhibits the behavior described by the item.
3. The child **sometimes** exhibits the behavior described by the item.
4. The child **frequently** or usually exhibits the behavior described by the item.
5. The child **always** exhibits the behavior described by the item.

| | Never | Rarely | Sometimes | Frequently / Usually | Always |
|---|-------|--------|-----------|----------------------|--------|
| 1. Observes rules and follows directions without requiring repeated reminders. | 1 | 2 | 3 | 4 | 5 |
| 2. Completes learning tasks involving two or more steps (e.g., cutting and pasting) in organized way. | 1 | 2 | 3 | 4 | 5 |
| 3. Completes tasks successfully. | 1 | 2 | 3 | 4 | 5 |
| 4. Attempts new challenging tasks. | 1 | 2 | 3 | 4 | 5 |
| 5. Concentrates when working on a task; is not easily distracted by surrounding activities. | 1 | 2 | 3 | 4 | 5 |
| 6. Responds to instructions and then begins an appropriate task without being reminded. | 1 | 2 | 3 | 4 | 5 |
| 7. Takes time to do his/her best on a task. | 1 | 2 | 3 | 4 | 5 |
| 8. Finds and organizes materials and works in an appropriate place when activities are initiated. | 1 | 2 | 3 | 4 | 5 |
| 9. Sees own errors in a task and corrects them. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 10. Returns to unfinished tasks after interruption. | 1 | 2 | 3 | 4 | 5 |
| 11. Willing to share toys or other things with other children when playing; does not fight or argue with playmates in disputes over property. | 1 | 2 | 3 | 4 | 5 |
| 12. Expresses hostility to other children verbally (teasing, threats, taunts, name calling, "I don't like you," etc.). | 1 | 2 | 3 | 4 | 5 |
| 13. Expresses hostility to other children physically (hitting, pinching, kicking, pushing, biting). | 1 | 2 | 3 | 4 | 5 |

Comments: