



Retention for Students Grades 1-8**

Retention of students is an option for students who, after intensive interventions, are performing below established targets. Research does not support retention of students at any grade level as an appropriate intervention. Therefore, retention should be considered only after the following factors have been considered and documented:

1. Performing significantly below established targets in at least two of the three content areas of reading, writing and math;
2. Evidence of insufficient academic growth;
3. Chronological age of student;
4. Language proficiency;
5. Special Education;
6. Attendance record/truancy;
7. Transiency; and
8. Previous grade retention.

Retention of students having limited English proficiency solely because of a lack of English language ability is contrary to federal regulations. Students who have been in an LEP program for less than three years may not be retained. Any retention of a limited English proficient or exited student must include consultation with the district supervisor of ELL.

Students with disabilities may not be retained solely due to lack of progress on Individual Education Plan (IEP) goals. Careful consideration in the development and documented implementation of the student's IEP must occur and in most cases should prevent student failure. Any retention of a student on an IEP must include consultation with the Student Services Consultant assigned to the building.

Intervention must occur before retention decisions are made. Interventions may include, but are not limited to the following: in-class interventions, building and/or grade level interventions, and/or extended learning opportunities. Documentation of the intervention and the effect on achievement is required.

Teacher Initiated

The following procedures must be followed:

1. Teachers should read all forms, information and review district procedures.
2. By mid-February, teachers of retention candidates will have made initial contact with parents indicating concern regarding academic progress of students.
3. Retention candidates will be referred to the building team responsible for providing instructional supports for students.

Students must receive interventions through the classroom/grade level/building intervention system. Data must be documented indicating the student's response to intervention.

4. By mid-April, a second parent contact will be made and permission secured for a retention screening assessment. All communication must be, to the extent practicable, provided throughout the process in a language the parent understands. In all cases, parents must remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable.
5. A retention folder is to be created when both parent and principal have been consulted (before March 1 of current school year). Interventions must have occurred prior to the recommendation for retention and documented on the Retention Referral form. The Student Retention Procedure Checklist is to be dated as items are completed. The signed parent permission must be included in the folder. The following data must be completed and/or recorded on the Retention Referral form (if available for that grade):
 - a. Light's Retention Scale;
 - b. Universal Screener information (both reading and writing) (K-6);
 - c. DRA2;
 - d. OAKS;
 - e. Common math assessments;
 - f. Progress monitoring data;
 - g. LEP assessments, if applicable; and

NOTE: All specialists who work with the student will provide input.

6. A committee consisting of: the child's teacher, counselor, specialists who work with the child and principal meet to review all information and make a recommendation. The Retention Notice form will be completed.
7. Meet with parents prior to mid-May to discuss recommendation of committee.
8. If recommendation is to retain the child and the parent agrees, parent signs the Retention Notice form.

9. Classroom teacher, in collaboration with applicable specialists, writes an individualized learning program for the student for next year:
 - a. Includes all academic areas which are in need of improvement;
 - b. Addresses social/emotional concerns and ideas for next year's teacher; and
 - c. Identifies strategies that work with the student as well as those that do not work.
10. Unless circumstances warrant otherwise, a child retained will be placed in a different classroom for the next year.
11. If parents disagree with recommendation, student is placed in next grade and the signed Retention Notice from the parents is placed in the permanent folder.

Parent Initiated

1. Parents must notify staff that they are requesting initiation of the retention review process for their child by mid-April.
2. When a parent requests retention of a student, steps 4-11 of the Teacher Initiated process shall be followed.

Centennial School District
Retention Referral Form

Date: _____

Student Name: _____

Date of Birth: _____ Age: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Language: _____

Teacher: _____ Retention Referral by: _____

Attendance (list total days absent for each year in school): _____

Number of schools attended since kindergarten: _____

Behavior (# of behavior referrals for each year in school): _____

Has this student been retained before? Yes No If yes, grade _____

Has this student ever received ELL services? Yes No

If yes, most recent ELPA score/date: _____ Number of years of ELD: _____

Does this student receive Special Education services? Yes No

If yes, list areas of IEP: _____ First year of IEP: _____

Summary of interventions - Subject/length/pre-post data (include both academic and behavioral)

Intervention #1: _____

Intervention #2: _____

Assessment information

<u>Assessment</u>	<u>Results</u>	<u>Date</u>
Universal Screener/Reading	_____	_____
Universal Screener/Writing	_____	_____
DRA2	_____	_____
OAKS/Reading	_____	_____
OAKS/Mathematics	_____	_____
State Writing Assessment	_____	_____
Math Assessments (common)	_____	_____
Progress Monitoring (list)	_____	_____
Other (list)	_____	_____

Present level of functioning in class: (assignments, work completion, grades, etc.)

Math: _____

Reading: _____

Writing: _____

Other: _____

Parent Contacts/Involvement:

Contact with parents regarding retention:

Date: _____ Summary: _____

Date: _____ Summary: _____

Date: _____ Summary: _____

Parent and student attitude regarding retention:

Parent: Favorable Opposed

1 2 3 4 5

Student: Favorable Opposed

1 2 3 4 5

Factors considered for retention:

- Positive
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____

- Negative
1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____

Recommendation:

Retain for next school year: _____

Place child in next grade: _____

Teacher: _____

Principal: _____

Date: _____

Student: _____

Present Grade Level: _____

School Year: _____

Teacher: _____

After considerable deliberation regarding your student's progress, testing results and skill level, the recommendation has been made that: _____

- Remain at his/her present grade level for the upcoming school year;
- Be placed in next grade with current same age peers.

As was explained by your student's teacher, _____'s accomplishments:

- Are not meeting the standards of expected achievement for this year in school;
- Can be supported in the next grade level.

Please indicate your support or nonsupport of this recommendation below, and return this form to the school office no later than _____.

- I support the recommendation that my student remain at his/her present grade level for the upcoming school year.
- I do not support the recommendation that my student remain at his/her present grade level for the upcoming school year and request that my student be placed in the next grade level. In requesting this placement I voluntarily agree to assume all risks and/or liability associated with my decision. I voluntarily release the district, its employees, and representatives from all risk and/or liability associated with my decision.

- I support the recommendation that my child be placed in the next grade with same age peers.
- I do not support the recommendation that my child be placed in the next grade with same age peers.

Teacher Signature

Principal Signature

Director, Curriculum & Student Learning Signature