

Procedure for Promotion, Accommodations and Retention

The district will implement procedures and practices which will assist each student in reaching the academic goals and objectives established by the Board.

Assistance and Accommodations

When a student meets the following criteria, accommodations shall be implemented by the teacher(s):

1. In kindergarten, the student is found to have mastered less than 70 percent of the skills identified on the report card; or
2. In grades 1-2, the student is found to be one or more years below the expected achievement level in reading, writing and/or mathematics; or
3. In grades 3-6, the student is found to be one or more years below the expected achievement level in reading, writing and/or mathematics; or
4. In grades 7-8, the student is found to be one and one-half or more years below the expected achievement level in reading, writing and/or mathematics; or
5. The student does not achieve the district-adopted course goals of his/her grade level;
6. The student has not completed at least 60 percent of the work required at a grade level.

Retention

Before conferring with parents about possible retention, the teacher should meet with all teachers involved in the student's program, any special teachers the student might have, and the principal. The purpose of this meeting is to ascertain the student's overall performance at the time. It is emphasized that the teacher must collect data which will substantiate the student's performance at the time the retention is being considered.

Parents Contacted

The parents shall be contacted and involved at the earliest possible time in the development of a plan for developmentally-appropriate instruction. A personalized instructional plan should specify goals for the student and should be evaluated by the teacher at least quarterly and reported to the parents via report cards, conference or letter.

Failure of Personalized Instructional Plan

If the teacher feels that the personalized instructional plan is not working, the special services department shall be contacted for further assistance.

Decision to Retain

Using the data gathered from the aforementioned guidelines, if the teacher and the principal determine that the student should be considered for retention, the parents shall be invited to a conference no later than the end of the third quarter of the year. (Students transferring into the district will be dealt with individually.)

Conference

1. The retention conference will include the following participants: classroom teacher, principal, special programs staff where appropriate and parents.
2. It will be established that approval is requested from the parent but that the final decision rests with the principal.
3. In either case, instructional goals for the student will be established for the following school year.

Checklist for Retention

The following checklist will be used in the decision whether or not to retain the student:

- Academic Record - a completed academic record will be developed with all available test scores and sample of student work.
- Chronological Age - The student whose birthday falls in the last half of the calendar year (July through November) is in the younger half of the class and would be more likely to benefit by adding a year to his/her education.
- Mental Development - The faster learner should not usually need to repeat a grade in order to catch up with academics work if proper motivation and assistance are given. The slower learner will probably continue to achieve below grade placement and retention will not alleviate this discrepancy. It is probably the student in the middle ranges of intellectual ability who has the best chance of profiting from retention.
- Physical Size - The early maturing child, already larger than peers, might be uncomfortable if placed in a group with smaller children.
- Present Grade Placement - Retention should normally take place during the early years. Kindergarten, first or second grade students adapt better than those in the third grade or above.
- Sex - Because of the rate of maturation and the problems of physical size, the retention of a girl may pose more problems than the retention of a boy.

- Peer Relationships - Is the student a part of the community-neighborhood group with which there is close identification? Would the placement in another grade affect feelings as far as peers are concerned?

Promotion of More Than One Grade at a Time

The district believes that the education of most students is best achieved through a continuous K-12 program. Occasionally, it may be appropriate for a student to be advanced more than one grade level.

A conference with parents shall occur no later than the end of the third quarter of the year (students transferring into the district may be dealt with individually).

The decision to advance more than one grade level must involve parent and at least the following school personnel: classroom teacher, principal, psychologist and special education staff where appropriate.

Before accelerating, the student should be considered in terms of the following criteria but each item need not apply:

1. Academic maturity - The student should be outstanding in all subject area;
2. Intellectual maturity - The student should demonstrate superior reasoning powers;
3. Physical maturity - The student will fit within physical range of the next grade;
4. Social maturity - The student's interest should be those of older youngsters;
5. Emotional maturity - The student will be able to withstand adjustments inherent in new, more difficult tasks;
6. Chronological age - The student should not be the youngest in present class (not the most important criteria);
7. Teacher placement - The student should be placed with a teacher who understands the student and can provide for academic needs;
8. Parental attitude - The parents are involved in decisions concerning their child;
9. Siblings - The effect should be minimal on the other children in the family;
10. Attendance - The student should have been in school sufficiently to have acquired skills necessary for continued academic success.

Retention Recommendation Form

Student's Name _____ Date _____
Classroom Teacher _____ Grade _____

Substantiating data attached (Please list each item, including progress report.) _____

Teacher comments: _____

Specials Programs: (Please list each item and attach additional data.) _____

Comments: _____

Principal's Comments: _____

Parent Conference Date: _____

Those present: Parent Teacher Special Programs Other

Parent comments: _____

Determination (completed by principal): _____

Principal's Signature

I acknowledge that I was given the opportunity to discuss and agree to the retention of my child.

Parent's Signature

Date

Teacher's Signature

Date

Special Programs Representative

Date

Principal's Signature

Date