

Promotion and Retention of Students

1. Criteria

- a. Deliberations and decisions concerning satisfactory student progress and/or retention will consider all dimensions of student development.
- b. Academic
 - (1) Teachers will evaluate student academic progress as satisfactory or insufficient with respect to the following measures:
 - (2) Teacher observations;
 - (3) Established and reliable measures of academic performance;
 - (4) Progress toward CIM benchmarks, measured by statewide assessment scores and/or classroom work samples;
 - (5) Diagnostic testing;
 - (6) Informal assessment or inventories;
 - (7) Other measures considered reliable by the Multi-Disciplinary Team (MDT), which may include, but is not limited to, the school principal, psychologist, nurse, learning specialist, counselor, and classroom teacher(s).
- c. Other
 - (1) In addition to academic measures, promotion/retention decisions will be based on social, psychological, behavioral, emotional, language, and physical development. Informal or formal assessment instruments may be used to gauge development.
- d. Attendance
 - (1) Students need to attend school regularly in order to be successful. A student's attendance record will be considered in promotion/retention decisions.

2. Procedures

- a. Multi-Disciplinary Teams (MDT)—Each elementary school will utilize the school's MDT for the purpose of making recommendations about students who may be ineligible for promotion to the next grade. The MDT will review each referred student's current performance, including the interventions that have been used to help the student to be successful. The MDT will make recommendations about assistive programs, alternative placement or retention. The principal will make the final decision about retention.

b. Developmentally Appropriate

- (1) Different students develop at different rates, times, or stages. Retention for one student may not be appropriate for another student situated similarly. Therefore, retention decisions will be made on an individual, case-by-case basis.

c. Satisfactory Academic Performance

- (1) Elementary school students need to make satisfactory academic progress during the school year. Classroom teachers will review each student's progress at the end of the second quarter and report to the principal and parents those students who are not making satisfactory progress.
- (2) An Individualized Assistance Plan (IAP) will be developed by the classroom teacher, parents, and appropriate specialists within two weeks of the end of the second quarter to ensure that students receive appropriate support to make satisfactory progress.
- (3) The IAP will:
 - (a) Identify the skill or content area in which the student is not making satisfactory progress.
 - (b) Identify evidence that suggests the student is not making satisfactory progress.
 - (c) Identify the assistive strategies designed to improve the skill or knowledge in a content area.
 - (d) Identify the responsibilities of each stakeholder. This will include, but not be limited to, the classroom teacher, appropriate specialists, the parent, and the child.
 - (e) Identify the resources necessary to implement the intervention.
 - (f) Identify assessment criteria.
 - (g) Identify the time line for the plan.
- (4) Individualized Assistance Plan will be monitored to determine if students are making satisfactory progress. Students, who are not making satisfactory progress and who may be retained, will be referred to the principal by the end of the second quarter. The principal will convene an MDT meeting which will review the student's IAP and make changes as appropriate. The MDT review report will include, at a minimum, any changes in the IAP and identification of what is required of the student, parents, and teacher in order for the student to be promoted to the next grade. The MDT review will be completed by the regularly scheduled conferences following the second quarter.
- (5) Parents will be notified by the director no later than May 15 if the preliminary review interventions have not been effective and that a final review will be held. The MDT, by consensus, will recommend promotion or retention to the director. If there is no consensus, the principal will make the final determination. In all cases the final decision rests with the director.
- (6) Retention will be considered as the option of last resort. The MDT will take all factors into consideration, including the cooperation of the student and parents in working through various interventions during the school year. The focus of retention will be to allow the student additional and/or different opportunities to learn the skills necessary for promotion.

- d. Retention for Students Receiving Support Services (Individual Education Plan (IEP), Section 504 Plans or English Language Learner (ELL))
 - (1) Students identified in these categories are expected to demonstrate satisfactory progress toward objectives identified in the specific plans. The IEP's and the 504 plans designate the modifications and accommodations needed for success in the classroom. Students should therefore be productive when these modifications and accommodations are in place. IEP's further specify the goals that the student is focusing on with specialized instruction. Satisfactory academic progress for IEP and 504 students should be measured according to the plan, and consideration for retention should be implemented if adequate progress is not demonstrated based on the plan. The IEP and 504 teams will be participants in any decisions regarding retention.
 - (2) Satisfactory academic progress for an ELL student includes consideration of language acquisition level as well as consistent effort toward meeting modified classroom expectations. If there is the potential for retention of ELL students, the ELL program coordinator will be included in the decision making process.

3. Interventions

- a. A variety of interventions will be made available to students who are at risk of not meeting the promotion criteria. The school will create an Individual Assistance Plan (IAP) for these students. These plans will ensure that students are given the opportunity to take advantage of support to meet the promotion criteria. The plan will outline how students at risk of not meeting the goal of promotion will be monitored. The plan will also outline additional assistance and opportunities for students to improve their performance. In addition, teachers will be required to notify parents whenever a student is in danger of failing a given course.
- b. Student interventions may include, but are not limited to the following:
- c. Student conference with principal or designee to review performance and IAP.
- d. Parent communication from school, either by letter or phone, to discuss student performance.
- e. Parent and student conference to discuss progress.
- f. Available assistive programs.
- g. Conferences will be held with families of students who have excessive absences. For students with chronic attendance issues, referral to the county attendance officer.
- h. Referral to special education multi-disciplinary team, English as a Second Language, Student Assistance Team.

4. Academic Improvement Plan Calendar

| Date | Action |
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| By end of First Quarter | Conference with parents if lack of evidence of achievement; refer to policy. |
| By end of Second Quarter | Letter sent to parents of students at risk; review of IAP. |
| Mid-February | Review of IAP, revisions as needed. |

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| March | Conference with students; warning letters sent stating the possibility of retention. |
| First week of May | Student Study Teams meet to review at-risk students. |
| Second week of May | Student Study Teams conference with parents. |
| Third week of May | Director sends letter to parents/guardians notifying them of the team's recommendation. |