

### **Retention and Double Promotion Guidelines\*\***

1. The educational placement policy of the district is that most students should progress with their peer group. The idea is to have each student progress through a continuous progress curriculum.
2. Some students may benefit from an extended elementary experience, giving them an opportunity to become more mature socially, emotionally, physically and/or intellectually.
3. Students who exhibit exceptional social, emotional and academic growth may be considered for advanced academic placement. A student's initial placement will be at the grade level according to his/her chronological age.
4. Each student is considered on an individual basis to determine proper placement according to his/her educational, social and emotional needs. Every effort is to be made to determine a student's needs and his/her potential by utilizing all appropriate evaluation processes in the district. This would include the services of each school's Student Services Team to help evaluate areas of strength and weakness of every student.
5. A change in a student's placement should be in most cases, studied and evaluated over a significant portion of the school year with as many from the professional staff involved as is appropriate. Open communication with parents regarding a student's possible placement must be established early in the study.
6. Retention or double promotion may be considered when all of the following apply:
  - a. A student is achieving significantly below or above his/her level of placement. For example: The student in primary grades is found to be 6 or more months below his/her expected achievement level in reading/writing/computing; or 12 or more months above his/her expected achievement level in reading/writing/computing, or the student does not complete at least 60 percent of the work required at a grade level;
  - b. The student exhibits a maturation level significantly above or below his/her peers;
  - c. A change in placement would not create undue social and emotional adjustments;
  - d. A change in placement would have a reasonable chance of benefitting the student's total well being;
  - e. Parents recognize the benefits and advantages of a student's change of placement.
7. Learning disabilities must be considered when a change of placement is studied.

## **Procedures:**

1. The first goal of the district shall be to seek early, effective and appropriate corrective instruction for the child student who is being considered for retention. When a teacher is considering retaining a student the following steps should be used:
  - a. The parents shall be contacted and be involved at the earliest possible time in the development of a plan for corrective instruction. The Student Services Team may be involved in developing the plan. The corrective instruction plan should specify goals for the student and should be evaluated by the teacher at least once each grading period and reported to the parents via report card or conference or both. The corrective instruction plan shall be in use at least one month before it is evaluated;
  - b. If the teacher feels that the corrective instruction plan is not working, it is suggested that the Student Services Team be contacted for further assistance in the process of corrective instruction;
  - c. The procedure for retention shall be initiated no later than February 1 except in exigent circumstances to be determined by the building principal.
2. Teachers confer with the building principal regarding possible change of educational placement of a student.
3. There should be at least two parent conferences held regarding possible retention or double promotion. The first conference should be held at least four months before a decision to change a student's placement is reached. If at a reasonable time following the first conference with the parent(s), the teacher becomes convinced that retention of the student will be necessary, the principal will be so informed. The principal shall cause a conference including the parent, the teacher and himself/herself to take place. At this conference all pertinent, available information shall be utilized in an effort to arrive at a solution beneficial to the student. All placement conferences must be documented and parent permission for evaluation secured.
4. Complete an educational placement packet. The packet will include:
  - a. Parent permission for evaluation;
  - b. Achievement testing (most recent results);
  - c. Observation data;
  - d. Data from all teachers and specialists involved.

The packet may also include any of the following as needed:

- a. Light's Retention Scale;
- b. Intelligence testing (within one year of referral);
- c. Testing for learning disability (within one year of referral);
- d. Evaluation of English Language.

The completed educational packet is reviewed with the Student Services Team between February 1 and May 1st.

5. When current test data is available, additional testing may not be necessary. A summary of test data pertaining to placement considerations and the evaluation of the corrective instruction plans, needs to be developed.
6. The packet will be reviewed again with the Student Services Team to determine the best educational placement for the student and complete the recommendation form.
7. A conference is then held with the parent(s) to discuss the recommendation for placement. Disposition of the case is recorded by the principal and placed in the student's education records.

## Placement Checklist

Please check and date each item as it occurs

- \_\_\_\_\_ (date) Student referred to Student Services Team
- \_\_\_\_\_ (date) Initial parent conference held
- \_\_\_\_\_ (date) Second parent conference held, include principal
- \_\_\_\_\_ (date) Educational placement packet begun
- \_\_\_\_\_ (date) Evaluation for consideration for nonpromotion
- \_\_\_\_\_ (date) Light's Retention Scale
- \_\_\_\_\_ (date) Santa Clara profile sheet (when available)
- \_\_\_\_\_ (date) Parent permission for testing
- \_\_\_\_\_ (date) Parent rights
- \_\_\_\_\_ (date) Tests included: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ (date) Observations included: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ (date) Packet reviewed with Student Services Team
- \_\_\_\_\_ (date) Corrective instruction plan developed
- \_\_\_\_\_ (date) Additional testing, if needed. Tests given: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ (date) Packet and corrective instruction plan reviewed with Student Services Team
- \_\_\_\_\_ (date) Recommendation form completed
- \_\_\_\_\_ (date) Final meeting with parents
- \_\_\_\_\_ (date) Final disposition

When student needs help, the teacher will:

