

5410 PROMOTION AND RETENTION (M)

M

In general, pupils shall be placed at the grade level to which they are best adjusted academically, socially and emotionally. The education program shall provide for the continuous progress of pupils from grade to grade. Generally pupils will be expected to spend one year in each grade. A small number of pupils, however, may benefit from staying another year in the same grade and a small number of pupils may benefit from acceleration.

Guidelines for Retention

Retention shall be considered when:

1. Retention would have a reasonable chance of benefiting the children.
2. The pupil is achieving one or more grade levels below expected performance in reading and/or language and/or mathematics.
3. Retention would not cause an undue social and emotional adjustment.

Procedures to Be Followed

1. Identification of those pupils who are one or more grade levels below expected performance in the areas of reading/language arts, spelling, and mathematics.
2. Review all academic records that would include the following:
 - a. Reading folders
 - b. Math folders
 - c. Spelling tests
 - d. I.Q.
 - e. Report card grades



- f. Any other appropriate records (i.e., basic skills records, child study team records, etc.)
3. Review and evaluation of the social, physical, and emotional characteristics by the classroom teacher, guidance counselor, basic skills teacher(s), Principal and child study team when appropriate.

The following aspects should be considered:

- a. Attendance record
- b. Attention span
- c. Completion of classroom assignments
- d. Completion of homework
- e. Relationship with peers
- f. Significant changes in academics and/or behavior
- g. Serious personal/family conditions or relationships
- h. Health records
4. Notification of parents/guardians
 - a. If it appears that retention is possible, the parent/guardian shall be notified by the Principal prior to the completion of the second marking period (separate for kindergarten, conference will be held).
 - b. Relevant records shall be reviewed with the parent/guardian during parent/guardian/teacher conferences in February by the classroom teacher and, where appropriate, the basic skills teacher(s).
 - c. In addition to parents/guardians notified verbally at the parent/guardian/teacher conferences in February, written notification of the child's present achievement record along with expected levels of achievement from promotion are disseminated;



- the parent/guardian signs this written form and is given a copy. The original is retained by the teacher in the child's reading folder.
- d. At the end of the third quarter, if retention of the kindergarten pupil still seems likely, a second letter will be sent.
 - e. Directly following the second marking period grade reports an analysis of each possible retainee's needs are done by the principal, staff, and support staff and a program of improvement is developed, such as:
 - (1) Additional reading instruction
 - (2) Additional math instruction
 - (3) Provision of reinforcement materials for the parents/guardians to assist the child
 - (4) Referral to guidance counselor
 - (5) Referral to child study team, if necessary
 - (6) Periodic checks with parent/guardian by teacher to determine progress being made by the child
 - f. The child's subsequent progress shall be reviewed by the teacher at parent/guardian conferences in April.
 - g. A form is given to the parents/guardians at the April-conferences that again indicates the expected levels of achievement for promotion and the actual level of the child's current achievement; the parent/ guardian signs this written form and is given a copy. The original is retained by the teacher in the child's reading folder, at this time the parent/guardian is then informed if retention is highly probable.
 - h. Directly following the April conferences a further review of the child's status will take place between the Principal, staff, and support staff; additional services will be provided as needed.



- i. Prior to the end of the school year, the Principal shall meet with any parents/guardians who do not agree with the decision and/or need further explanations of why the child should be retained. The child's total record will be reviewed with them before making a final determination.
- j. The Principal shall notify the Superintendent in writing of those pupils at each grade level who will be retained.
- k. Parents/guardians shall be notified prior to the end of the school year by the Principal, in writing, of the decision to retain.

Guidelines of Acceleration

Acceleration shall be considered when:

1. Acceleration would have a reasonable chance of benefiting the child.
2. The pupil is achieving one or more grade levels above expected performance in reading and/or language arts and/or mathematics.
3. Acceleration would not cause an undue social and emotional adjustment.

Procedures to be followed

1. Identification of those pupils who are one or more grade levels above expected performance in the areas of reading/language arts, spelling, and mathematics.
2. Review all academic records that would include the following:
 - a. Reading folders
 - b. Math folders
 - c. Spelling tests
 - d. I.Q.
 - e. Report card grades



- f. Any other appropriate records
3. Review and evaluation of the social, physical, and emotional characteristics by the classroom teacher, guidance counselor, Principal and Child Study Team when appropriate.

The following aspects should be followed:

- a. Attendance record
 - b. Attention span
 - c. Completion of classroom assignments
 - d. Completion of homework
 - e. Relationship with peers
 - f. Health records
4. Notification of parents/guardians
- a. If it appears that acceleration is possible, the parent/guardian shall be notified by the Principal in writing, at whatever time in the year it is deemed feasible to do so.
 - b. Relevant records shall be reviewed with the parent/guardian by the Principal and classroom teacher(s).
 - c. Parents/guardians shall be notified after no more than two weeks of the mutual agreement by parents/guardians and school authorities, in writing, of the decision to accelerate.

Adopted: 21 October 2009

