

PROMOTION AND RETENTION OF STUDENTS IN GRADES K-8

- A. When concerns arise regarding a student's performance, the student's teacher(s) shall make a Care Team referral. The Care Team shall include teachers, the counselors, an administrator and other staff members who may be directly involved with the student. The student's parents/guardians shall be invited to participate in the Care Team meeting. When appropriate, the student is encouraged to participate. For students with disabilities, the Individualized Education Program (IEP) Committee or the 504 Individual Accommodation Plan (IAP) Committee will serve as the student's Care Team and make recommendations for promotion/retention.

- B. The Care Team will attempt to identify the reasons for the student performing below grade level. The following is a list of factors that should be considered:
 - 1. Performance on classroom assessments, checkpoints, benchmark assessments, or standardized tests and the classroom teacher's evaluation of the student's skill level.
 - 2. Emotional, social and/or motor skill development
 - 3. Work habits
 - 4. Attendance
 - 5. Reading more than one grade level below his/her current assigned grade.

- C. The Care Team will develop a plan of specific interventions. The purpose of the plan is to improve the student's performance. Implementation of the plan and the student's progress will be reviewed at follow-up meetings of the Care Team, which will be conducted at least once during subsequent grading periods.

- D. Every student with below grade level performance or who reads more than one grade level below the student's assigned grade, as is set forth in paragraph B above, will receive a performance review each spring by the Care Team. The team will assess the individual student's academic performance and determine recommended grade placement for the next school year, including providing specific interventions needed for attaining reading proficiency and to correct any other identified area of need. The plan of specific interventions becomes part of the student's record and will be reviewed by the end of the next semester. Beginning with the 2002-2003 school year any student in grades 1-8 who is reading more than one grade level below the currently assigned grade, as determined through multiple assessments as outlined in the district assessment plan, will be required to attend a summer school program to improve reading in order to be considered for promotion to the next grade. The requirement for summer school will be determined by the IEP or IAP committee for students with disabilities. The requirement for summer school will be determined by the Care Team for students with limited English proficiency and for those students with limited cognitive ability. Parents may appeal the summer school reading program requirement on the basis of hardship to the Assistant Superintendent for Pupil Services. Future placement depends upon successful interventions. Retention is considered to be a last resort intervention.

In addition, all students in grades 3-6 and students in grades 4-6 who transfer in during the year, will be administered a reading assessment to determine whether additional reading instruction and retention are needed as required by law. See policy IL for additional information.

- E. The decision for retaining a student will be based upon data provided through observation of performance, records of the student's achievement, and the recommendation from the student's teachers and Care Team. The building principal will monitor student progress and make the decision on placement for the next year. Parents/guardians may appeal the principal's decision to the Assistant Superintendent for Pupil Services. Parents may appeal the decision of the Assistant Superintendent to the Superintendent of Schools.

- F. The retention process timeline may be modified for students enrolling after the beginning of the school year.

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