

INSTRUCTION

Promotion/Retention

Per board policy: *Retention will be considered, only in instances where there is a strong likelihood that the student will benefit academically, socially, and emotionally.* Research has shown that only certain students benefit from retention at the same grade level. In fact, the potential negative effects often outweigh the positive outcomes therefore retention should be considered only in extreme cases. In most circumstances emphasis will be placed on the implementation of an intervention plan to prevent retention. The following procedure should be followed:

Multiple factors will be analyzed when considering a student for retention. No one factor by itself is sufficient reason for retention.

Factors of the instructional situation:

- Reading performance levels;
- Effects of instructional interventions and remediation activities;
- Effective on-going communication plan with parents;
- Time requirements/flexibility for learning;
- Opportunities of additional learning;
- Results of accommodations and/or modifications; and
- Use of alternative assessments.

Factors related to the child:

- Individual learning style/preferences;
- Attendance;
- Present level of achievement;
- Perceived/documentated ability;
- Age/grade of siblings;
- Previous retention;
- History of learning disabilities of other special learning needs;
- Student & parent attitude about possible retention;
- Motivation for learning;
- History of delinquency/pre-delinquent behaviors;
- Knowledge of English language and rate of acquisition;
- Transiency;

- Emotional problems;
- Experiential background;
- Health history; and
- Immature behavior/personality characteristics

General Guidelines

1. All students considered for retention must be referred to the multi-disciplinary team, 504 team, or student assistance team (herein after referred to as the team) for discussion and possible evaluation.
2. Parents should be involved both early and often in the process/discussion of considering retention for their child.
3. Promotion and retention decisions will not be based on a student's race, color, gender, national origin, religion, age, mental or physical handicap but solely on whether a student will benefit academically socially, and emotionally.
4. The *Light's Retention Scale* is recommended as a tool for gathering diagnostic information about the non-promotion candidate. Its use should be determined by the team, e.g., completed independently by parent and teacher or jointly at a parent-teacher conference. The *Light's Retention Scale* manual can serve as a resource for discussing possible retention along with the "Parent Guide to Grade Retention" (H. Wayne Light, Ph.D.). Copies of the *Light's Retention Scale* are available to schools through the Curriculum and Assessment office.
5. Data will be gathered from formal assessments including (a) district and state level, norm-referenced, criterion referenced or performance assessments (b) individually administered assessments such as the Woodcock Reading Mastery, Woodcock-Johnson, Developmental Reading Assessment, Smarter Balanced Assessment, etc.; and, (c) assessments such as teacher observations, daily class work, parent observations, etc.

Particular attention should be given to reading performance at second and third grades in compliance with Board [Policy 2107](#) and [Procedure 2107P](#), Reading Support in Kindergarten through Fourth Grade.

6. At each level, parents, teachers and principal together, should determine how and when the student is to be notified.
7. Parents who disagree with the team's recommendation to the principal may appeal the decision to the superintendent or her/his designee.

Light's Retention Scale

Light's Retention Scale consists of nineteen evaluation categories with a total of 81 possible choices. This scale can typically be administered and scored within a ten to fifteen-minute period. Administration will permit the professional not only to use his or her judgment in a retention decision, but also will act as a catalyst for a more global look at a child's functioning.

The nineteen categories found on the recording form are discussed in detail with research implications in the *Light's Retention Scale* manual (available in each building). The numbers that follow each item were assigned subjectively after a careful analysis of research pertaining to the question. In general, the reader can be certain that when an item is assigned a 0, the research has shown that this is an asset when a student is retained. When an item is assigned a 5, this means that the student will most certainly not be helped by retention and stands a good chance of doing better by being advanced.

This scale is never to be used as a “test”. It is designed specifically for the school professional to use as a counseling tool during a parent conference or as a means of determining what educational and psychological research would tell us about a specific retention candidate.

Cross reference: [Board Policy 2414](#) Promotion/Retention

Adopted: September 1981
Revised: January 13, 1997
Updated: January 22, 1999
Revised: June 1999
Updated: November 2011
Revised: May 2014
Revised: September 2015
Updated: June 2017

Teacher: _____

Student's Name: _____

CASE MANAGER	DATE	NOTES
<p><i>Before the end of first twelve weeks</i></p> <p>1. Teacher(s)/team identifies student as failing to make normal progress. Notifies principal.</p>		
<p>2. Student discussed by team.</p>		
<p>3. Team proposed and implements initial intervention strategies and define indicators of success.</p>		
<p>4. Teacher or counselor communicates with parent.</p> <p>a. Specific areas of concern discussed.</p> <p>b. Initial intervention strategies reviewed:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>		<p>Parent response:</p> <p>Result of each strategy</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<p><i>During second twelve weeks</i></p> <p>5. Team assigns case manager.</p>		
<p>6. Team/teacher/case manager complete the following:</p> <ul style="list-style-type: none"> • Data from formal and informal assessments. • Student Retention Worksheet/Light's Retention Scale. • Information from any outside assessment such as a physical, etc. • Formal intervention plan based on preliminary results of intervention strategies. 		
<p>7. Intervention plan implemented along with regular assessments of success.</p>		

8. Parent and principal notified regularly.		
<i>Beginning of third twelve weeks</i>		
9. Team contacts principal with a recommendation based on results of intervention plan.		
10. Parent conference to review results of assessments, interventions and recommendation of promotion or retention.		Decisions:
11. Parent agrees and signs consent form (if a retention is in order) or disagrees and appeals to the appropriate regional superintendent.		Parent response: <input type="checkbox"/> Agreement <input type="checkbox"/> Refusal
12. Notification letter given/sent.		
<i>Beginning of last six weeks</i>		
13. Teacher/team and parent develop and communicate an instructional plan for the subsequent year based on this year's results.		
14. Instructional plan finalized.		

Revised: January 13, 1997
 Revised: June 1999
 Updated: March 2001
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Student's Name: _____ Grade: _____

Date of Birth: _____ Age: _____ Sex: _____ School: _____

Parent's Name: _____ Teacher/Team: _____

Academic Data

Reading Level: _____ Math Level: _____

Written Language Level: _____ Ability Level: _____

Current level of functioning in class:

Attendance (general analysis):

Factors for Promotion/Retention:

Factors against Promotion/Retention:

Supplementary information utilized:

Light's Retention Scale score: _____ Decision: _____

Previous school's records:

SPED Testing results:

Other relevant information: (special needs, learning styles, etc.)

Prescriptive Program

Specific learning modality: _____ Visual: _____ Auditory: _____ Tactile: _____

Strategies used during current school year for this student:

Primary Goal/Objective:

Secondary Goal/Objective:



Recommendation and Team Plan

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Student's Name: _____ Date: _____

School: _____ Plan Designed for: _____
(School Year)

Present Grade: _____

TEAM DECISION

_____ will be retain in grade _____
_____ will be promoted to grade _____

TEAM INTERVENTION PLAN

School Responsibilities:

Student Responsibilities:

Parent Responsibilities:

I have conferenced with the teacher and principal (or principals' designee) and agree _____ disagree _____ with the Multi-Disciplinary Team's recommendation.

Parent's Signature Date Principal's Signature Date

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Advanced Grade Placement

The board recognizes that in some circumstances it is of most benefit academically, socially, and emotionally for a student to accelerate his or her program beyond the grade placement of age mates.

Multiple factors will be analyzed when considering a student for advanced grade placement. No one factor by itself is sufficient reason for advanced promotion.

Factors of the instructional situation:

- effects of enhanced instructional interventions
- effective on-going communication plan with parents
- time flexibility and flexibility for learning
- opportunities of additional learning
- results of accommodations and/or modifications
- use of alternative assessments
- participation and interest of the parent

Factors related to the child:

- individual learning style/preferences
- attendance
- perceived/documentated ability
- aptitude
- ease of adjustment to change
- ability to manipulate information and employ higher order thinking skills
- initiation of questions and projects
- age/grade of siblings
- rate of learning
- previous promotion and early entry opportunities
- history of special learning needs
- student & parent attitude about possible promotion
- motivation for learning
- knowledge of English language and rate of acquisition
- experiential background
- health history
- maturity of behavior/personality characteristics

General Guidelines:

1. All students considered for advanced promotion must be referred to a school team for discussion and possible evaluation. Members may include but not be limited to the current teacher(s), the principal, psychologist, appropriate specialists and program administrators, counselor, and prospective teacher(s).
2. Parents should be involved both early and often in the process/discussion of considering advanced grade placement for their child.
3. A team and case manager should be assigned who will develop an assessment plan that takes into consideration the elements listed in the multiple factors above. This plan should also include checkpoints and communication with parents at 6 weeks and 3 months at a minimum. This plan should be approved by the principal and reviewed by the appropriate program administrator if the student is in the Exceptional Children's Programs or ESL.

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