

RETENTION

1.0 **Elementary, Middle, and K-8 – Retention Criteria.**

The following are examples of areas that may be considered in deciding whether to retain a student: the child has been identified to have a significant (as defined by the Read Act) deficit in reading in grades K-3; the child consistently demonstrates Below Standard achievement in his/her core academic areas (reading, writing, language arts, math, science, social studies); falls below the 33rd percentile on a District-approved standardized achievement test(s); has not passed 80% of the grade level outcomes.

The review committee shall consider a body of evidence including but not limited to:

- 1.1 **Academic Achievement** – As referenced in Section 1.0 of this policy.
- 1.2 **Age** - The child is younger than the majority of his/her classmates.
- 1.3 **Attendance** - The child has a history of non-attendance and/or extreme tardiness.
- 1.4 **Attitude Toward Retention** - The child's and parents' attitudes toward retention have been considered.
- 1.5 **Behavior** - The child's behavior is considered as symptomatic of an inability to function at grade level.
- 1.6 **Emotional Stability** - The child exhibits no serious emotional condition.
- 1.7 **Intelligence** - The child is functioning within the normal range of intelligence.
- 1.8 **Maturity** - The child is generally immature in his/her social relationships.
- 1.9 **Physical Development** - The child's physical development suggests immaturity when compared to his/her peer group.
- 1.10 **English Language Proficiency** – English language learners shall not be retained based solely on their limited English proficiency.

2.0 **Elementary, Middle, and K-8 – Retention Procedures.**

The following procedures shall have been followed as a prerequisite to the retention of elementary, middle, and K-8 students.

- 2.1 During the first reporting period, the parent/guardian and principal are to be notified of the child's school problems by the classroom teacher. If school problems develop during successive quarters, the teacher and principal will develop an alternate timeline to accomplish the prerequisites for retention.
- 2.2 During the second reporting period, the parent/guardian and principal are to be notified of the child's continued school deficiencies and the possibility of retention. A written record of such notification will be kept by the teacher.
- 2.3 During the third reporting period, a review of the student's progress will be made by the principal, teacher and other appropriate staff. The parent/guardian will be requested to attend this review conference.
- 2.4 By the end of the final reporting period, the review committee shall attend a summative conference at which time all appropriate input will be reviewed. If the decision is to retain the student, educational recommendations for the following year will be made. The parent/guardian shall be provided with a written copy of the principal's decision and a copy shall be placed in the child's cumulative records.

- 2.5 No later than 45 days before the end of each grade K-3, the school shall notify the parent/guardian of any student that has a significant reading deficiency that: 1) there are serious implications to a student entering fourth grade with a significant reading deficiency, 2) the school needs to meet with the parent to consider retention as in intervention strategy and to determine whether the student will be able to maintain adequate academic progress in fourth grade despite the significant deficiency, 3) the school wishes to schedule a date, time and place for such a meeting and 4) if the parent does not attend the meeting, the teacher and other District personnel will decide whether the student will advance to fourth grade the next school year. The school will then contact the parent/guardian to schedule the meeting. At the meeting the school will communicate to the parent the following:
- 2.5.1 There are serious implications to a student entering fourth grade with a significant reading deficiency.
 - 2.5.2 The school is meeting with the parent to consider retention as an intervention strategy and to determine whether the student will be able to maintain adequate academic progress in fourth grade despite the significant deficiency.
 - 2.5.3 The importance of achieving reading competency by the end of third grade, because students who achieve reading competency by the end of third grade are more likely to graduate from high school and attain a post-secondary degree.
 - 2.5.4 The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.
 - 2.5.5 The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.
 - 2.5.6 The potential effects on the student if he or she does not advance to the next grade level.
- 2.6 A parent/guardian who objects to having the child retained shall be informed of the appeal process.

3.0 **Appeal Procedures –Elementary, Middle, and K-8 Schools.**

In the event that the parent/guardian wishes to appeal a decision to retain, the parent/guardian shall submit a written request for a hearing to the Executive Director of Schools within seven (7) business days following receipt of the retention notice. A hearing shall be held by the Executive Director of Schools to review the retention decision for procedural compliance. The parents/guardians, principal, teachers, and other appropriate staff shall be asked to attend. The parents will be informed in writing of the decision of the Executive Director of Schools, and may appeal that decision within seven business days to the Chief Academic Officer. The decision of the Chief Academic Officer shall be final.