

STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN ADMINISTRATIVE PROCEDURES

Retention of a student may be considered only in highly unusual cases when professional staff and/or parents feel that it is in the best interest of the student. When a student is being considered for retention the following timeline should be implemented.

Timeline

1. Verbal contact between teacher and parents when concerns arise. This can be as early as the first day of orientation or the first conference in fall.
2. Teacher meets with the Child Study Team for consultation. They devise a plan of action for the student.
3. Contact with parents, verbal or written, to summarize concerns and progress by mid-February.
4. Discuss progress with parents at the spring conference. Present and discuss district checklist.
5. Final conference before end of school year. Give copy of checklist, recommendation and copy of school policy to parents.
6. Place copy of checklist(s) and this form in student's cumulative file.

The factors listed below should be reviewed and selected for use as needed. This list is not all inclusive, and other information relative to student progress may be used. Checklists and screening tools, including Lytes Retention Scale, are available through the principal and Child Study Team chair.

Factors for Consideration

1. Academic Progress:
 - Report card
 - Achievement test scores (i.e., MAP, Early Literacy, MCAs)
 - Title I records (i.e., Fall Screening, AIMSweb)
 - STAR Tests
 - Accelerated Math and Reading information
2. Educational History:
 - Attendance
 - Past academic records
 - Previous retention
 - Transiency

ISD NO 31

SBR 400-25-2R

ORIGINAL: 17 MARCH 2003

REVISED: 15 AUGUST 2011

PAGE 1 of 4

3. Emotional/Social Development:
 - Motivation
 - Maturity
 - Interpersonal relationships
 - Independence
 - Significant emotional event

4. Physical Development:
 - Physical size
 - Fine motor development (i.e., writing sample, drawing)
 - Gross motor development

5. Attendance:
 - Absenteeism
 - Tardiness

6. Health:
 - Vision/Hearing screening results
 - Developmental history
 - Medical concerns

7. Interventions:
 - School interventions (i.e., Title I, summer school, tutoring)
 - Outside services (i.e., Sylvan, counseling, private tutoring)
 - Special education (i.e., speech/language, OT, LD, EBD)
 - ESL/LEP

8. Student Age:
 - Boys - March or later
 - Girls - May or later

Retention/Promotion Timeline and Documentation

Student _____ DOB _____ Grade _____

Parent(s)/Guardian(s) _____

Teacher _____ School Year _____

1. Verbal contact between teacher and parents when concerns arise. This can be as early as the first day of orientation or the first conference in fall.

Date/Comments: _____

2. Teacher meets with the Child Study Team for consultation. They devise a plan of action for the student.

Date/Comments: _____

3. Contact with parents, verbal or written, to summarize concerns and progress by mid-February.

Date/Comments: _____

4. Discuss progress with parents at the spring conference. Present and discuss district documentation and timeline.

Date/Comments: _____

5. Final conference before end of school year. (Give copy of documentation, timeline, recommendation and copy of school policy to parents.)

Date/Comments: _____

6. Place copy of documentation and this form in student's cumulative file.

Date/Comments: _____

Recommendation _____

Classroom Teacher _____
Principal _____

Does the parent/guardian agree with this decision? YES_____ NO_____

Parent Signature _____ Date _____