

STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN ADMINISTRATIVE PROCEDURES

Retention of a student may be considered only in highly unusual cases when professional staff and 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 conference in fall.
2. Teacher meets with the Teacher Assistance Team (TAT) for consultation. They devise intervention strategies for the student.
3. Discuss progress and concerns with parents at the spring conference. Review written documentation of factors for consideration.
4. Schedule meeting before end of school year. Give copy of factors for consideration, recommendation, and copy of school policy to parents and Superintendent.
5. Place copy of factors for consideration 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 Light's Retention Scale, are available through the principal and Teacher Assistance 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, Winter, Spring Screening)
Accelerated Reader Information
Evidence from Math and Reading Assessments
2. Educational History:
Attendance
Past academic records
Previous retention
Transiency
3. Emotional/Social Development:
Motivation

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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, after-school program, summer school, tutoring, TAT)
Outside services (i.e., counseling, private tutoring)
Special education (i.e., speech/language, OT, LD, EBD, DCD)
ESL/LEP
8. Student Age:
Boys - March or later
Girls - May or later

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Retention/Promotion Documentation of Timelines

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 conference in fall.

Date/Comments: _____

2. Teacher meets with the Teacher Assistance Team for consultation. They devise a plan of intervention strategies for the student.

Date/Comments: _____

3. Contact with parents, verbal or written, to summarize concerns and progress by spring parent/teacher conference.

Date/Comments: _____

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

Date/Comments: _____

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

Date/Comments: _____

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

Date/Comments: _____

Staff Recommendation _____

Classroom Teacher _____
Principal _____

Does the parent/guardian agree with this recommendation? YES _____ NO _____

Parent Signature _____ Date _____

Based on staff recommendations and review of progress, including social-emotional and intellectual growth of the child, the student will be (promoted – retained in the present grade level) for the _____ school year.

Superintendent's Signature _____ Date _____