

**513 STUDENTS/PROMOTION AND RETENTION PROCEDURES****Prevention of Retention**

School staff will implement strategies to prevent retention of students which include the following components:

1. Early identification of possible retention candidates.
2. Team involvement, including administrator/designee and other specialized support staff.
3. Program adjustment for current year to help child gain needed skills without retention.
4. Monitoring of progress of child who has been retained or a child who was “borderline” promotion and needs the ongoing support of an intervention plan.
5. Parental involvement during entire process.

**Timeline/Procedures for Retention and/or Prevention of Retention****1. First Alert**

The classroom teacher will inform parents during fall conferences about how their child is doing relative to the material to be mastered, compared to others in room/group, and compared to child’s entry level in September. The classroom teacher will submit a list of children having difficulty with the above scales to the social worker/CTARS coordinator by December 15<sup>th</sup> each year.

**2. Instructional Alternatives – November through January**

The administrator/designee and other professional staff shall help the classroom teacher design instructional alternatives for children who were placed on the First Alert list. Other staff members may also be involved in giving direct instruction. Parents shall be informed of the instructional alternative and asked to provide home support as deemed appropriate.

**3. End of First Semester – January – Referral for Formal Consideration**

The team approach shall be used to study any child who is still having difficulties by the end of the January. The CTARS process including the teacher and other staff directly involved with the child shall constitute the team for this child. One or two team members may do formal observations of the child in the academic areas of weakness and also in any special program that he/she has, such as Academic Support, Speech, etc. The team shall develop a comprehensive plan and interventions to help the child in his/her areas of weakness. The CTARS team shall coordinate and evaluate this comprehensive plan.

**4. Students Enrolling After First Trimester**

It is the responsibility of the administrator/designee to ensure that the student’s cumulative records from the sending school are requested promptly, and to review the student’s educational program. On the basis of cumulative records and current performance, the administrator/designee and team shall determine whether the retention procedures need to be followed from that point forward. Regardless of the date of entry, if retention is being considered the parents be involved in the discussion of retention.

**5. Prevention/Intervention – February through May**

The comprehensive plan (methodology, materials, pacing, modality of instruction, sequencing, etc.) shall be carried out for children identified above by the CTARS team. An appointed team member will coordinate and evaluate the plan on a continuing basis. Parents shall be informed of this intervention.

**6. Spring Conference – March/April**

Prior to the Spring Conference, the CTARS team will meet to discuss possible retention. The classroom teacher and the team coordinator shall meet with the parents to describe the progress of the prevention program.

**7. Evaluation – May**

The members of the CTARS team working with the classroom teacher will determine a method to evaluate the success of the program relative to the child’s achievement and progress. Grade retention shall be recommended when the team members are confident that the student is likely, if retained, to achieve at grade level or above during the additional year in that grade. When the team judges that the student is unlikely to make such progress, it shall recommend promotion. When, under this condition, promotion is recommended, the team shall formulate an educational plan to be implemented in the fall of the succeeding year. It shall be the responsibility of the administrator/designee and CTARS team to be sure the plan is activated.

8. Decision to Promote/Retain – May

The administrator/designee, in consultation with a team of staff members, shall be responsible for the final decision about grade retention. If the child is to be retained, the administrator/designee shall inform the parents of the team's recommendation and have the retention checklist completed and placed in the child's cumulative folder.

9. Follow-up for Retained Students

In the fall, the administrator/designee or designee shall meet with the classroom teacher and other staff members who are to work with the child who has been retained to discuss the reason for the retention and to help plan an educational program which will ensure success for the child.

**Resources**

In deciding whether to promote or retain students, staff shall employ appropriate resources including:

1. CTARS (Comprehensive Teaming to Resistant Students) team
2. Tests
  - a. Formal standardized
  - b. Informal diagnostic
  - c. Curricular indicators (i.e., Reading & Math Management Testing)
4. Academic Support Team
5. Health history
6. Parental interviews
7. Class observations
8. Current and past research on retention.

**Interventions/Alternative Programs**

In working with students who may be retained, staff shall employ appropriate strategies which may include:

1. Special Education Services, as appropriate
2. Academic Support
3. Class reassignment
4. Cross-age grouping – reading or math with a lower grade
5. Tutoring – peer, cross-age, teacher
6. Medical intervention, as appropriate
7. Referral to an outside agency for counseling
8. Behavior management
9. Greater use of manipulative and other learning materials
10. School social work counseling
11. Summer school.

**Retention of Special Education and ELL Students**

In the case of a handicapped student, the CTARS team will implement these procedures and will forward the student's Individual Education Plan to the administrator/designee with its recommendation. In the case of a student with limited proficiency in the English language, a team including the classroom teacher, professional staff serving the student, and the administrator/designee will implement these procedures. Parents of ELL students will be kept informed on a timely basis in a language they can understand.