

PLACEMENT PROMOTION AND RETENTION OF STUDENTS

In the spring, teachers gather all available student information and place students in classes for the next year. To provide for the best possible educational setting, placement of students in a classroom is based upon a balance of academic performance, a balance of boys and girls, placement of students with special needs, consideration of parent information, and placement of students who work well together. Class placement letters are given to parents prior to "Move Up Day" in June.

When a student is not progressing at an expected level of performance, a student support team will be formed including parents, teachers, guidance counselor, and appropriate school personnel who may include the building Principal, special educators, and other specialists. The responsibility of this Team is to make placement and program recommendations to the Principal. Those recommendations will be based on available current and past assessment results, documented program interventions tried and the results of those interventions, and anecdotal information. Areas for attention by the Team include:

- Attention span
- Ability to work independently
- Ability to follow directions
- Memory skills
- Sufficient mastery of basic skills in math, reading, and language
- Chronological age, above/below average for grade
- Physical and emotional maturity
- Developmental age, i.e., performance consistent with grade level
- Attendance - if the attendance of the child is a major problem, the administration shall take the appropriate action to enforce State and District attendance policy
- Test data - including assessment by the teacher and standardized test results if any are available
- Parent input
- Other appropriate to the individual case.

The Team may recommend referral for special education evaluation, remedial assessment, and/or possible classroom intervention strategies. If retention is to be considered as a potential intervention, then the following additional protocols or procedures must be documented:

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(continued)

The following tests must be met before the Team proceeds:

- The student is in the early elementary grades
- The student has good social skills and a strong self-concept
- The student has a positive relationship with the teacher
- Specific classroom interventions have been implemented, have been documented, and have been unable to support new learning
- The Team considers retention a potential program option.

If, after considering all the points made in the policy relative to retaining students, the Team still feels that retention should be considered, it will follow these procedures:

1. The Team must initiate this consideration by the beginning of the third quarter.
2. A meeting for discussion of this program option shall be called, involving the current Team, the parents (if not already active Team members), the Principal, and the guidance counselor. Additional specialists such as speech therapists, Chapter 1 personnel, resource room teacher, or subject area teachers may be added to the group if needed. The Team will:
 - a. Apprise the student's parents of all the implications of the retention option.
 - b. Review all data relative to the student.
 - c. Recommend appropriate further diagnostic testing, if necessary.
 - d. Describe a program that shows how the student's needs will be addressed through new/different methods of instruction and include an explanation of why the child's educational needs cannot be met through a promotion or placement to the next grade.
 - e. Reach consensus on a recommendation to be forwarded to the Principal. The recommendation should include the Criteria for Retention List form below.

CRITERIA FOR RETENTION LIST

Before Formal Team Consideration: _____ Date Initiated

YES _____ NO _____ Student is in the early elementary grades? Grade _____

YES _____ NO _____ Student has good social skills? (Documentation attached)

YES _____ NO _____ Student has positive relationship with the current teacher?

YES _____ NO _____ Specific classroom interventions are documented and have failed to support new learning? (Documentation attached)

YES _____ NO _____ This Team considers retention a potential Program option.

After Formal Team Consideration: _____ Date Completed

YES _____ NO _____ Data relative to the student reviewed, including further diagnostic testing, completed? (List)

YES _____ NO _____ Parents informed of all the implications of retention?

YES _____ NO _____ Program description shows how the student's needs will be addressed through new/different methods of instruction and explains why the child's educational needs cannot be met through a promotion or placement to the next grade? (Attached)

YES _____ NO _____ Consensus on a recommendation for retention reached by the Team?

Signature and Role:

Team Member _____

Team Member _____

Team Member _____

Team Member _____

Team Member _____

Team Member _____

Adopted: August 1, 2002