

Retention/Promotion/Acceleration Grades K-8**

Retention Grades K-8

Retention of a student may be considered when:

1. The student is in grades K-3, or, on very rare occasions, when the student is in grades 4-8;
2. The student is achieving significantly below ability or grade level;
3. Retention would not cause an undue social and emotional adjustment;
4. Retention would have a reasonable chance of benefitting the student totally;
5. Only in unusual circumstances should a student be retained more than once.

When retention is being considered, but no later than the end of the first semester, the teacher shall confer with the building administrator and other staff members involved with the student, such as the student's special education teachers and counselor. An example of a procedure that might be followed is: Attachment I: Case Staffing Procedure. The parents shall be invited to a meeting with the teacher, building administrator and other staff members whom the administrator deems appropriate, no later than February 1 for discussion of the matter. This discussion shall consist of an explanation to the parents of their child's current academic standing in relationship to the group and his/her own individual ability. Goals will be set for the third quarter. During the first four weeks of the fourth quarter, or as previously agreed during the first meeting, another meeting will be held to review the goals and the student's progress. At this time, the building administrator and the teacher shall express their recommendation regarding retention or promotion. Prior to the end of the school year, a final recommendation shall be made jointly by the administrator, teacher and parents. The building administrator will make the final decision. Parents may appeal the building administrator's decision to the superintendent or his/her designee.

Acceleration Grades K-8

The Board strongly urges the staff to see that all "roadblocks" are cleared from the path of learners and that they are assisted in moving ahead as rapidly as they wish and can.

Acceleration ahead of grade should be approached with caution. Gifted or capable students may be advanced, but only after thorough discussion with each of the involved parties: parents, teachers, administrator, student, and if applicable, the guidance counselor. The Case Staffing Procedure, an integral part of these administrative regulations, will be the procedure to follow in cases of acceleration. The

building administrator will make the final decision. Parents may appeal the building administrator's decision to the superintendent or his/her designee.

Case Staffing Procedures

Case staffing conferences (hereafter referred to as CSC) will be initiated when there is a need to consider any major change in the educational program of a student. Such a change would include consideration for retention, acceleration or the provision of any special service.

The process for retention and acceleration should begin no later than February 1 and conclude during the month of May. Special services should be implemented when the need arises.

CSC may be initiated by the teacher, building administrator, special education teacher, talented and gifted (TAG) resource teacher or counselor. In cases of retention, all of the above, with exception of the TAG resource teacher, will be involved. In cases of acceleration, all of the above, with the exception of the special education teacher, will be involved. CSC will always include those four staff members. If outside agencies are involved, parent permission is necessary.

Based upon a CSC recommendation, the classroom teacher will schedule a conference with the parent and may invite other members of the case staffing as he/she deems necessary. The conference will focus primarily on the CSC recommendation, made in the student's best interests. The parent(s) and student will be involved in the decision. The building administrator will make the final decision. The director of elementary education and directors of student services will be kept informed of the CSC. Their direct participation will be solicited in each case.

Once a decision is agreed upon, that decision will continue to be in effect unless those in attendance at the original CSC agree that a reconsideration is necessary. One exception is in the area of special education in which parents can revoke special services at any time. The responsibility for assisting the student is shared responsibility by "all" who participate in the decision.

Areas of Consideration

The Lights Retention Scale will be used to evaluate a student's current status and will serve as a screening device in the process of making a decision about the student's retention or acceleration.

Four areas have been identified as critical in a student's development and should be thoroughly investigated by the CSC staff. A student should demonstrate a deficiency in three of the four areas to be considered for possible retention. Acceleration should be considered when a student demonstrates excellence in three of the four areas. The four areas are:

1. Physical

Is the student's physical development congruent or adaptable for the present age level?

2. Social

Is the student's social development congruent with his/her present age level?

3. Emotional

Is the student's emotional development congruent with his/her present age level?

4. Academic

Is the student's academic level congruent with his/her ability?

The student service office will recommend and have available tests that will assist the CSC staff to determine the student's current state in each of the above areas.

Student: _____

School: _____

Staffing Summary

Personnel Involved:

Purpose of Staffing:

Significant Information:

Consensus of Group:

Recommendations and Course of Action: