

## **Promotion and Retention of Students**

### **Grades K-5**

Parents or guardians will be notified as soon as it is clear the student is not progressing satisfactorily and may be considered for retention. This should be addressed during parent conferences between the professional staff and parent or guardian.

The following is a suggested guideline for parent notification:

1. Not later than mid-February, teachers of retention candidates will have made contact with parents in writing and attempt to establish parent conferences. (Give specific suggestions for improvement to the student and/or parents. Review grade level standards/goal with parents.);
2. Retention candidates will be referred to the Grade Level Placement team for staffing and intervention. The team will use the Educational Placement Evaluation form in compiling information about the student;
3. By mid-April, the second parent contact will be made and permission secured for retention testing;
4. At the conclusion of the testing, the staff team will review all information on the Placement team;
5. The Grade Level Placement team will review the information collected on each student and make a determination on grade level placement.

### **Grades 6-8**

1. A student must pass all required subjects with at least a "D" (1.0) average in each class.
2. A student may not have more than a total of four (4) failing report card grades in the required subjects during the year. The student may not have more than two failing grades in any one required subject.
3. The required subjects are:
  - a. Reading;
  - b. Mathematics;
  - c. Physical Education & Health;
  - d. Science;
  - e. Social Studies;

f. Language Arts.

**Failure to Meet Requirements**

Failure to meet the above requirements may result in retention at present grade level.

Procedure for review:

The building principal shall notify the parents or guardian by registered letter when it is clear a student is in danger of not meeting the requirements for promotion. Initial letters will be sent in mid-February with a review of other potential students for retention being identified later in the spring after grades are determined.

After the fourth nine week mid-terms, the principal will inform the parents by registered letter that their child is being considered for retention. The parents have the right and are encouraged to participate in the grade level placement team meeting to determine placement. The parents must contact the principal within five (5) working days of receiving the letter. If the parent(s) has not contacted the principal within the required five (5) days, it is understood that the parent(s) accept the decision of the grade level placement team.

**Grades 9-12**

Students enrolling at the high school level will be entered and placed on the basis of their previous school records. Exceptions may be made by the high school administration on the basis of such factors as age, intellectual development or program availability.

Students transferring into high school from other high schools, or the equivalent in foreign countries, shall be granted high school credits and essential learning skills completion on the basis of an evaluation of official written records from the previous school. In cases where the record is difficult to interpret, it is the responsibility of the student or guardian to provide supporting data, interpretations or translations.

Minimum units of credit for grade-level classification at the high school level will be as follows:

- |             |                               |
|-------------|-------------------------------|
| Sophomore - | Must have 5 earned credits    |
| Junior      | - Must have 10 earned credits |
| Senior      | - Must have 15 earned credits |

EDUCATIONAL PLACEMENT EVALUATION PERSONAL DATA

Student Name \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_

Address \_\_\_\_\_

Teacher \_\_\_\_\_

**School Record**

Number of years in school \_\_\_\_\_ H

Attendance habits/patterns \_\_\_\_\_

Has this child been retained before? \_\_\_\_\_

What degree of effort does the child display? \_\_\_\_\_

Is social maturity up to grade level? \_\_\_\_\_ If

\_\_\_\_\_

What would you expect the child to gain by repeating this grade? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Has the child received any special education services or remediation services? \_\_\_\_\_

If so, explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\* Factors in a Decision Making Model for Retention

1. Child Factors

- a. Physical Disabilities - Yes No
- b. Physical Size - Very Small Very Large
- c. Academic Potential - Learning Rate - Slow/Normal Permanent/Temporary
- d. Psychosocial Maturity - Acts “immature” Acts “grown-up”
- e. Neurological Maturity - Normal motor development/Slow motor development
- f. Self-Concept - Good Poor
- g. Ability to Function Independently - Independent Dependent
- h. Grade Placement K-12
- i. Chronological Age
- j. Previous Retentions - Yes No
- k. Nature of the Problem - Learning vs. Behavior
- l. Sex - Male Female
- m. Chronic Absenteeism
- n. Basic Skill Competencies - Adequate Inadequate Severely Deficient
- o. Peer Pressure - Many Friends Few Friends
- p. Child’s Attitude Toward Retention - Positive Negative

2. Family Factors

- a. Geographical Moves - Entering new school Previously enrolled
- b. Foreign Language Immigrants - Yes No
- c. Attitude Toward Retention - Positive Negative
- d. Age of Siblings and Sibling Pressure
- e. Input From Family Physician

3. School Factors

- a. School System Attitude Toward Retention
- b. Principal’s Attitude Toward Retention
- c. Teacher Attitude Toward Retention
- d. Special Education Services - Appropriate Inappropriate
- e. Other Programmatic Options
- f. Availability of Personnel

\* This checklist may be used in lieu of Lights Retention Scale

ACADEMIC DATA

Assessment Summary \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CURRENT INSTRUCTIONAL LEVEL

Reading: \_\_\_\_\_  
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Grade Level Placement Team Decision

- 1.    \_\_\_\_\_    Promote to next grade level
- 2.    \_\_\_\_\_    Advance to next grade level
- 3.    \_\_\_\_\_    Conditional Advancement
- 4.    \_\_\_\_\_    Retain

Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Agree   Disagree

Agree   Disagree

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Parent or Guardian

- \_\_\_\_\_    Concur with Grade Level Placement Team Decision
- \_\_\_\_\_    Do Not concur with Grade Level Placement Team Decision

Parent or Guardian Signature

Date

Waiver of Responsibility

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Child's Name	Date of Birth	Current Grade
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I, \_\_\_\_\_, understand that I am rejecting Amity School District's proposal that my child be retained in the current grade for the \_\_\_\_\_ school year. I do not agree with the suggested plan and am insisting that my child be advanced to the next higher grade.

I do hereby relieve Amity School District 4-J and its employees of responsibility for any lack of academic achievement which may result from my decision.

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Parent/Guardian Signature	Date
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Parent/Guardian Signature	Date
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Building Principal's Signature	Date
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