

Students

PROMOTION/ACCELERATION/RETENTION

The Governing Board expects students to be placed in the best possible learning situation within the resources of the district. To accomplish this expectation, instruction at each grade level is to be based on the State adopted grade level standards and benchmarks. The instruction is also to accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students should be placed where a reasonable prognosis of success and growth can be expected.

Students shall progress through the grade levels by demonstrating growth in learning and meeting specific criteria as set forth in the administrative regulations.

Acceleration to the next grade level prior to the end of the school year should be used only when it is the best placement of the student. The student must meet the standards of the grade level to be entered and only if the Review Team (principal, superintendent and/or designee, teacher, and counselor) predict with reasonable certainty that the student will be successful and continue to grow in learning.

Retention is an action to increase student learning and meet the promotion requirements. Students who are “at-risk” of being retained in their current grade will be identified as early in the school year, and as early in their school careers, as practicable. No student shall be retained more than once unless parent consent is obtained authorizing additional retention. Retention should not result in student being more than two years above normal grade level age by June 15th of the retention year.

Students who do not meet Board adopted criteria will be identified “at risk” of retention. If a student is identified as performing below the minimum criteria for promotion, the student shall be retained in his/her current grade level unless the student’s regular classroom teacher determines and states in writing (giving specific reasons and recommendations for intervention) that retention is not the appropriate intervention. The decision to retain may be appealed. The decision of the Appeal Panel (principal, superintendent and/or designee, teacher, and counselor) shall be final.

When a student is recommended for retention based on Board criteria or is identified as being “at risk” of retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in attaining acceptable levels of academic achievement. Such opportunities may include, but are not limited to, tutorial programs, after-school programs, Saturday school programs, summer school programs, and parental assistance.

Students**PROMOTION/ACCELERATION/RETENTION****Promotion Standards**

All students shall progress through the grade levels by demonstrating growth in learning and meeting the grade level standards and benchmarks of expected learning achievement. The principal or designee shall identify students who are “at risk” of retention at each grade level. Students who should be retained will be identified no less frequently than at the following times: between grades K and 1, between grades 1 and 2, between grades 2 and 3, between grades 3 and 4, between grades 4 and 5, between the end of the elementary grades and the beginning of the middle grades, and the end of the middle grades. The following information describes the specific criteria necessary for advancement:

The demonstration of individual student learning growth is to be measured by:

Kindergarten to 1st grade

1. Teacher grades in Reading
2. State Standards Assessments in Reading
3. Teacher and Parent judgment of potential success
4. Parent permission is required before retaining a kindergarten student

1st to 2nd grade

1. Teacher grades in Reading
2. State Standards Assessments in Reading

2nd to 3rd grade

1. Teacher grades in Reading
2. State Standards Assessments in Reading
3. *STAR scores in English-Language Arts and Math

3rd to 4th grade

1. Teacher grades in Reading
2. State Standards Assessments in Reading
3. *STAR scores in English-Language Arts and Math

4th to 5th grade

1. Teacher grades in English-Language Arts and Math
2. State Standards Assessments in English-Language Arts and Math
3. *STAR scores in English-Language Arts and Math

5th to 6th grade, 6th to 7th grade, 7th to 8th grade and 8th to 9th grade

1. Teacher grades in all subjects
2. State Standards Assessments in English-Language Arts and Math
3. *STAR scores in English-Language Arts and Math

PROMOTION/ACCELERATION/RETENTION (continued)

***The California Standards Tests (CSTs) are given to California public school students in grades two through eleven as part of the state's Standardized Testing and Reporting (STAR) Program. The State Board of Education approved five performance levels for reporting results of the CSTs. The performance levels designated are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced levels.**

Students "At Risk" of Retention or Who "Should Be" Retained

Retention is an action to assist the student to increase learning achievement and meet the promotion requirements established by the Board.

Students who are considered "at risk" shall be identified as soon after enrollment or as early in the school year as possible and will be offered programs of direct, supplemental, systematic, and intensive instruction to allow them to achieve proficiency.

When a student is identified as being "at risk" of retention, the superintendent or designee shall notify the student's parents/guardians as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) (Education Code 48070.5). The superintendent/designee shall also provide information defining promotion/retention criteria.

If a student is identified as performing below the minimum standard of proficiency, the student shall be considered for retention in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement (Education Code 48070.5) see Teacher Statement (Exhibit C). Students whose teacher(s) do not recommend conditional promotion and do not meet promotion standards by the end of the last grading period will be retained.

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student if that is the recommendation (Education Code 48070.5).

PROMOTION/ACCELERATION/RETENTION (continued)**K to 1st:**

Teacher and parent/guardian will determine the most appropriate placement.

1st to 2nd:

1. Student's Overall Academic Performance in Reading averaging "Below Basic" ("1" or below) for the first trimester (*Assessment and Report Card Rubric).
2. Below Basic (69% or below) on a majority of the State Reading Standards at the end of the third trimester.

- Any one of the two criteria constitutes a student being "at risk" of retention. Retention should not result in student being more than two years above normal grade level age by June 15th of the retention year.

2nd to 3rd:

1. Student's Overall Academic Performance in Reading averaging "Below Basic" ("1" or below) for the first trimester (*Assessment and Report Card Rubric).
2. Below Basic (69% or below) on a majority of the State Reading Standards at the end of the third trimester.

- Any one of the two criteria constitutes a student being "at risk" of retention. Retention should not result in student being more than two years above normal grade level age by June 15th of the retention year.

3rd to 4th:

1. Student's Overall Academic Performance in Reading averaging "Below Basic" ("1" or below) for the first trimester (*Assessment and Report Card Rubric).
2. Below Basic (69% or below) on a majority of the State Reading Standards at the end of the third trimester.
3. Below Basic on the most current STAR scores in English-Language Arts.

- Any two of the three criteria constitutes a student being "at risk" of retention. Retention should not result in student being more than two years above normal grade level age by June 15th of the retention year.
- If the STAR scores are the determining factor for placing the student "at risk" of retention, a grade-level proficiency test will be provided prior to the end of the regular school year.

PROMOTION/ACCELERATION/RETENTION (continued)**4th to 5th:**

1. Student's Overall Academic Performance in English-Language Arts or Math averaging "Below Basic" ("1" or below) for the first trimester (*Assessment and Report Card Rubric).
2. Below Basic (69% or below) on a majority of the State English-Language Arts or Math Standards at the end of the third trimester.
3. Below Basic on the most current STAR scores in English-Language Arts or Math.
 - Any two of the three criteria constitutes a student being "at risk" of retention. Retention should not result in student being more than two years above normal grade level age by June 15th of the retention year.
 - If the STAR scores are the determining factor for placing the student "at risk" of retention, a grade-level proficiency test will be provided prior to the end of the regular school year.

5th to 6th, 6th to 7th, 7th to 8th and 8th to 9th:

1. A grade point average below 2.0 based upon an average of the semester grades.
2. Below Basic (69% or below) on a majority of the State Standards in English-Language Arts or Math at the end of the 4th quarter.
3. Below Basic on the most current STAR scores in English-Language Arts or Math.
 - Any two of the three criteria constitutes a student being "at risk" of retention. Retention should not result in student being more than two years above normal grade level age by June 15th of the retention year.
 - If the STAR scores are the determining factor for placing the student "at risk" of retention, a grade-level proficiency test will be provided prior to the end of the school year.
 - Students who have been identified "at-risk" will attend **Mandatory Intervention**:
 - At-risk students will attend English-Language Arts or Math Intervention as assigned by their classroom teacher.
 - A minimum attendance of 75% is a requirement for promotion to the next grade level, beginning January 1, 2010.
 - Students failing to meet these requirements may be retained.

PROMOTION/ACCELERATION/RETENTION (continued)***ASSESSMENT AND REPORT CARD RUBRIC**

(1)	(2)	(3)	(4)
	Percentage related to standards assessments	Report Card Scoring (Willows Intermediate)	Report Card Scoring (Murdock Elementary)
Advanced	100-90	A	4
Proficient	89-80	B	3
Basic	79-70	C	2
Below Basic and Far Below Basic	69-60	D	1
	59-below	F	0

*Assessment should reflect only what has been taught and tested.

Acceleration

Acceleration to the next grade level prior to the end of the school year should be used only when it is the best placement for the student and only if the student will be successful. Consideration of acceleration can be initiated by a teacher(s), parent or administrator.

A final decision to accelerate in grades kindergarten through eighth (K-8) will be at the discretion of the Review Team and with the consent of the parent/guardian.

English Learners

All English Learners (EL) must have access to the core curriculum in order to meet the requirements of standards-based curriculum and assessment. Decisions regarding English Learners require special considerations. The extent to which individual EL students are expected to meet local governing board adopted promotion standards will be based on a review by a Review Team. The Review Team will make the recommendation for intervention, promotion or retention.

The team shall consider:

1. Length of time in English core instruction
2. Academic background in student's primary language
3. Areas of academic need
4. Academic progress over time
5. Success in the core curriculum, including content areas
6. Level of English language skill attained.

PROMOTION/ACCELERATION/RETENTION (continued)**Special Education**

Students with physical and/or mental disabilities, which interfere with the major life activity of learning, are provided protections under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Their educational opportunities will be affected by the development of accommodation plans intended to mitigate the effects of the disability on educational performance.

Students whose eligible physical and/or mental disabilities create educational needs which require special education (specially designed instruction) and related services (services that enable them to benefit from their special education program) are provided protections under the Individuals with Disabilities Education Act (IDEA). Their educational opportunities will be governed by the development of Individualized Education Programs (IEP) intended to mitigate the effects of the disability on educational performance and assure a beneficial access to a free appropriate education.

Students who are provided protections under Section 504 of the Rehabilitation Act and ADA will be placed in the respective grades pursuant to the general requirements of this policy unless the student study team or pupil study team develops an accommodation plan which creates an exception to those requirements in response to the effects of the presenting disability. If the student is to be retained, the accommodation plan must specify services and interventions intended to assure the effectiveness of the promotion/retention.

Students who are provided protections under IDEA will, in most cases, be placed in the respective grades pursuant to the general requirements of this policy unless the IEP Team develops an IEP, which creates an exception to those requirements in response to the effects of the presenting disability. In cases where retention would otherwise be considered, these students may be promoted pursuant to IEP's, which provide for appropriate interventions and services to assure that meaningful progress will be made in the higher grade level. If the student is to be retained, the IEP must specify services and interventions intended to assure the effectiveness of the retention.

In some cases, students who are provided protections under IDEA will not be placed in the respective grades but will, instead, be placed in ungraded educational levels such as primary, intermediate, and upper elementary levels. In such cases, movement from one level to the next will be determined by the IEP Team.

In very few cases, students who are provided protections under IDEA will not be placed in the respective grades but will, instead, be placed in an ungraded educational pathway and will progress along that pathway as determined by the IEP Team.

PROMOTION/ACCELERATION/RETENTION (continued)

Should students who are provided protections under IDEA require them due to needs stemming from their disability, IEP's must reflect any necessary differential standards for promotion and graduation, and necessary modifications to the course of study. Any necessary modifications to the administration of tests and any necessary modifications to the curricula must be noted in the student's IEP.

Appeal Process

The decision to retain a student may be appealed by the parent/guardian consistent with Board policy, administrative regulation, and law. (See Exhibit A)

The burden shall be on the appealing party to explain why the decision should be overruled. (Education Code 48070.5)

The appeal shall be delivered to the superintendent within **ten** days after notification of retention at the end of the school year. The district will establish an Appeal Panel hearing date as soon as reasonably possible but prior to the actual retention. If the appealing party has legal representation, the superintendent is to be notified 48 hours prior to the hearing. See Retention Appeal Form. (See Exhibit B)

Supplementary Instruction

With the parent/guardian's consent, the superintendent or designee may require a student who has been recommended for retention or has been identified as being "at risk" of retention to participate in supplemental instructional programs. Such programs may be offered during the summer, after/before school, Saturdays and/or intersessions. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum. (Education Code 37252.5)

These services shall be provided to students in the following priority order:

1. Students who have been recommended for retention.
2. Students who have been identified as being at risk of retention pursuant to Education Code 48070.5.
3. Students who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the tests administered under the STAR program.

This supplemental instruction program shall be developed in accordance with the requirements of Education Code 37252.5.

***RETENTION NOTIFICATION FORM**

Student Name _____

Grade _____

Age _____

School _____

After careful review of the school performance and assessment data of the above student, he/she is retained for an additional year in _____ grade for the _____ - _____ school year.

Principal's signature _____ Date _____

I have been notified of the retention of my child and agree _____ disagree _____. I have been notified of my right to appeal this decision. I plan _____ do not plan _____ to appeal this decision.

Parent's signature _____ Date _____

***THIS FORM IS TO BE USED WHEN A STUDENT FAILS TO SUCCESSFULLY COMPLETE INTERVENTION REQUIREMENTS.**

***RETENTION APPEAL FORM**

We, the parents/guardians of _____, a student at _____ School, wish to appeal the decision to retain him/her in the _____ grade for the _____ - _____ school year.

We understand that we have the burden of showing why this decision should be overruled.

We understand that this form is to be submitted to the principal/superintendent within 10 days after notification.

We also understand that a closed hearing will be held as soon as reasonably possible but prior to actual retention.

We understand that the principal will notify us of the hearing date, time, and place at least 48 hours prior to the hearing.

We understand that the decision made at the end of this hearing is final.

Parent Signatures	_____	Date
	_____	Date
Date delivered to the principal	_____	

***THIS FORM TO BE USED ONLY AFTER PARENTS HAVE RECEIVED A RETENTION NOTIFICATION FORM**

TEACHER STATEMENT
Promotion of Student Not Meeting Criteria

Student Name _____
Grade _____
Age _____
Date _____
School _____
Teacher(s) _____

Even though this student has not met the governing board criteria for promotion, I am *recommending* promoting him/her to the next grade level because in my best judgment retention is not the appropriate intervention.

This promotion is based on the following considerations:

- | | |
|--------------------------------------|---------------------------|
| _____ Age relative to other students | _____ Stature |
| _____ Other grades/skills | _____ Social Skills |
| _____ Meets goals of IEP | _____ Learning disability |
| _____ Previous year's scores/grades | _____ Student health |
| _____ Retained previously | _____ Others _____ |
| _____ Limited English | |

Teacher Commentary (must explain above check marks):

Review Team Recommendation:

Teacher(s) Signature: _____

Administrator Signature: _____
Parent Signature: _____