

Tulare City School District

**Policy on
Promotion and
Retention**

**Board Adopted:
September 13, 2005**

**Revised:
August 15, 2006**

Table of Contents

Topic	Page
Promotion/Acceleration/Retention Administrative Regulations	3
Promotion and Retention Procedures – Four Phase System	6
Phase I: Early Identification	7
Phase II: Early Parent Notification	8
Phase III: SST Retention Referrals	9
Phase IV: Meeting Final Retention Criteria	10
<u>APPENDIX A</u>	11
Academic Proficiency Reports (Intervention Plans) – All Grades	
<u>APPENDIX B</u>	12
TCSD Promotion and Retention Checklist - Parent Information	
<u>APPENDIX C</u>	13
TCSD Promotion and Retention Policy	
<u>APPENDIX D</u>	14
Agreement to Retain Pupil in Kindergarten	
Retention Notification Form	
Promotion Notification Form	

PROMOTION/ACCELERATION/RETENTION ADMINISTRATIVE REGULATIONS

Acceleration from Kindergarten to First Grade

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work. (Education Code 48011)

Admission shall be subject to the following criteria: (5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student is in the upper five percent of his/her age group in terms of general mental ability.
4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
5. The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.

Continuation in Kindergarten

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300)

Retention at Other Grade Levels

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels: (Education Code 48070.5)

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades
5. Between the end of the middle school grades and the beginning of the high school grades

Students between grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

(cf. 6142.91 – Reading/Language Arts Instruction)

(cf. 6142.92 – Mathematics Instruction)

Students shall be identified on the basis of either statewide assessment results or grades and other indicators of academic achievement, as established by Board policy.

(cf. 5121 – Grades/Evaluation of Student Achievement)

(cf. 6162.5 – Student Assessment)

If a student is identified as performing below the minimum standard for promotion, the student shall be retained 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)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code 48070.5)

(cf. 6177 – Summer School)

(cf. 6179 – Supplemental Instruction)

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. (Education Code 48070.5)

When a student is identified as begin at risk of retention, the Superintendent or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

(cf. 5145.6 – Parent Notifications)

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

The teacher's decision to promote or retain a student may be appealed consistent with Board of Trustees policy, administrative regulation and law.

The burden shall be on the appealing party to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 30 days of receiving the request, the Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Superintendent or designee may meet with the appealing party and the teacher. If the Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the teacher and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.

(cf. 9321 – Closed Session Purposes and Agendas)
(cf. 9321.1 – Closed Session Actions and Reports)

If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

(cf. 1312 – Complaints Against the Schools)
(cf. 5125 – Student Records)
(cf. 5125.3 – Challenging Student Records)

▼ Promotion and Retention Procedures

Four Phase System

- **Phase I: Early Identification (End of 1st Trimester)**
 - Identify “possible” candidates for retention at the end of the school year.
 - Kindergarten [Current KRA & Phonemic Awareness data]
 - 1st – 8th Grade [*Does Not Meet Standards Assessments* from previous year]
- **Phase II: Early Parent Notification (End of 1st Trimester)**
 - Notify parents/guardians of students who are “possible” candidates for retention at the end of the school year.
 - Complete intervention plans for identified students to move each towards proficiency as well as prevent retention. [See Appendix A: *Academic Proficiency Report*]
 - Review intervention plans with parents, explain purposes, and share that identified students may be required to participate in a supplemental extended time intervention program (e.g., before/after school and/or summer school)
- **Phase III: SST Retention Referrals (End of 2nd Trimester)**
 - Assess progress of students in order to identify which students need to be further considered for retention. [End of 2nd Trimester Assessments]
 - Refer identified students to the SST, using the *SST Promotion and Retention Checklist* [See Appendix B].
 - Inform parents/guardians of students being considered for retention pending the SST review *and* meeting the Final Retention Criteria. Provide each with a copy of the *TCSD Promotion and Retention Policy* [See Appendix C].
- **Phase IV: Meeting Final Retention Criteria (3rd Trimester)**
 - If the SST Decision is to NOT RETAIN – Notify parents/guardians in writing of reasons for promotion, as well as recommendations for further interventions, using the *Promotion Notification Form* [See Appendix D].
 - If the SST Decision is to RETAIN – Review final retention criteria to assess progress.
 - If Student Meets Final Retention Criteria – Notify parents/guardians of retention, using the *Retention Notification Form* [See Appendix D].
 - If Student Does Not Meet Final Retention Criteria – Notify parents/guardians of reasons for promotion, using the *Promotion Notification Form* [See Appendix D].

▼ Phase I: Early Identification

- **Early Identification of Kindergarten Students (End of 1st Trimester)**
Identify KINDERGARTEN students who are “possible” candidates for retention at the end of the school year.

Academic Criteria for Early Identification of Kindergarten “Possible” Candidates for Retention at the End of the Current School Year <i>***Current Year, End of 1st Trimester Assessment Data***</i>		
GRADE	LANGUAGE ARTS	MATH
Kindergarten	*KRA: 27 or below on the SOCIAL + LANGUAGE ARTS KRA	N/A

- **Early Identification 1st – 8th Grade Students (End of 1st Trimester)**
Identify 1st – 8th grade students who are “possible” candidates for retention at the end of the school year.

Academic Criteria for Early Identification of 1 st – 8 th “Possible” Candidates for Retention at the End of the Current School Year <i>***Does Not Meet Standards Assessments from the end of the previous school year***</i>		
GRADE	LANGUAGE ARTS	MATH
1 st	*ROLA: Level 1 (0.4) or below	N/A
2 nd	*ROLA: Level 4 (0.9) or below	N/A
3 rd	*CST ELA: “Far Below Basic”	N/A
4 th – 8 th	*CST ELA: “Far Below Basic”	*CST Math: “Far Below Basic”

▼ Phase II: Early Parent Notification

Inform parents/guardians of students who are "*possible*" candidates for retention at the end of the school year, complete intervention plans for identified students, and review intervention plans with parents.

Procedures for Early Parent Notification

Second Teacher/Parent Conference (End of 1st Trimester):

- Classroom teachers will inform parent/guardian that their child is a "possible" candidate for retention at the end of the school year because they scored below the minimum standard for promotion on District/State standards-based assessments.
- Classroom teachers will complete intervention plans for identified students in order to:
 - Move each child towards proficiency ("meets standards"); and
 - Prevent retention

Plans include school site interventions, classroom interventions, and parent interventions. [See Appendix A: *Academic Proficiency Report*]

- Classroom teachers will review intervention plans with parents in order to:
 - Explain purposes of the intervention plans; and
 - Share that, with parent's/guardian's consent, identified students may be required by the District Administrative Cabinet or designee to participate in a supplemental extended time intervention program (e.g., before/after school and/or summer school) per Education Code 37252.

Phase III: SST Retention Referrals

- Classroom teachers assess progress of students in order to identify which students need to be further considered for retention.

Academic Criteria for Identification of Students for Referral to Student Study Team to be Considered for Retention at End of School Year <i>***End of 2nd Trimester Assessments***</i>		
GRADE	LANGUAGE ARTS	MATH
K	* <u>ROLA - CAP</u> : 89% or below; and * <u>ROLA - PA</u> : 89% or below	N/A
1st	* <u>ROLA</u> : Level 2 (0.6) or below	N/A
2nd	* <u>ROLA</u> : 2 nd = Level 6 (1.1) or below	N/A
3rd	* <u>ROLA</u> : 3 rd = Level 14 (1.8) or below	N/A
4th – 6th	* <u>ROLA</u> : 2 or more grade-level equivalents below * <u>LWA</u> : 2 or below (out of 8) * <u>Report Card</u> : Grade of 'D' or 'F' <i>***Meet 2 of 3 to be referred to SST***</i>	* <u>MSA</u> : "Far Below Basic" * <u>MWA</u> : 2 or below (out of 8) <i>***Meet 2 of 2 to be referred to SST***</i>
7th	* <u>ML Summative Cluster Test</u> : "Far Below Basic" * <u>LWA</u> : 2 or below (out of 8) * <u>ROLA</u> : 2 or more grade-level equivalents below <i>***Meet 2 of 3 to be referred to SST***</i>	* <u>MSA</u> : "Far Below Basic" * <u>MWA</u> : 2 or below (out of 8) <i>***Meet 2 of 2 to be referred to SST***</i>
8th	* <u>ML Summative Cluster Test</u> : "Far Below Basic" * <u>LWA</u> : 2 or below (out of 8) * <u>GM</u> : 2 or more grade-levels below <i>***Meet 2 of 3 to be referred to SST***</i>	* <u>MSA</u> : "Far Below Basic" * <u>MWA</u> : 2 or below (out of 8) <i>***Meet 2 of 2 to be referred to SST***</i>

- Classroom teachers refer identified students to the SST using the *SST Promotion and Retention Checklist* [See Appendix B].
- Classroom teachers inform parents/guardians of students being considered for retention, pending:
 - The SST review; *and*
 - Each child meeting the Final Retention Criteria.
- Classroom teachers provide each parent with a copy of the *TCSD Promotion and Retention Policy* [See Appendix C].

▼ Phase IV: Meeting Final Retention

□ **If the SST Decision is to NOT RETAIN:**

- Classroom teachers notify parents/guardians of the reasons in writing for promotion, as well as recommendations for future interventions, using the *Promotion Notification Form* [See Appendix D].

□ **If the SST Decision is to RETAIN:**

- Classroom teachers/principal review the final retention criteria to assess progress.

Final Retention Criteria – End of 3rd Trimester		
GRADE	LANGUAGE ARTS	MATH
K	* <u>ROLA</u> : Level 1 (0.4) or below	N/A
1st	* <u>ROLA</u> : Level 3 (0.8) or below	N/A
2nd & 3rd	* <u>GM</u> : 2 or more grades below	N/A
4th – 8th	* <u>GM</u> : 2 or more grades below * <u>LWA</u> : 2 or below (out of 8) * <u>Report Card</u> : Grade of 'D' or 'F' *** <i>Meet 2 of 3 to be retained</i> ***	* <u>MWA</u> : 2 or below (out of 8) * <u>Report Card</u> : Grade of 'D' or 'F' *** <i>Meet 2 of 2 to be retained</i> ***

○ **If the Student Meets the Final Retention Criteria:**

- Classroom teachers notify parents/guardians in writing of the final decision to retain, using the *Retention Notification Form* [See Appendix D].
- *The decision to retain may be reversed, based on the following contingencies:*
 - Successful participation in a summer school (or other remediation program); or
 - A Score of "proficient" or "advanced" on the CST for that grade.

○ **If the Student Does Not Meet the Final Retention Criteria:**

- Classroom teachers notify parents/guardians in writing of the reasons to promote, using the *Promotion Notification Form* [See Appendix D].

Appendix A

Academic Proficiency Reports (all grades)

Appendix B

SST Promotion and Retention Checklist

Appendix C

TCSD Promotion and Retention Policy Parent Information

Appendix D

Agreement to Retain Pupil in Kindergarten

Retention Notification Form

Promotion Notification Form

Tulare City School District

Agreement to Retain Pupil in Kindergarten

Name of Pupil _____

Kindergarten attendance anniversary date _____

Name of school official approving for district _____

Information for Parent/Guardian

California law provides that after a child has been lawfully admitted to kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child's parent/guardian agree to the child's retention in kindergarten for not longer than one year. Because kindergarten-age children often do not develop at steady or predictable rates, the California Department of Education recommends that approval to retain not be given until *near the anniversary* of a child's admittance to kindergarten.

I agree to the retention of my child (named above) in kindergarten until
 _____ (may not be more than one year beyond anniversary).
 (Date)

Signature of Parent/Guardian _____ Date _____

Printed/Typed Name of Parent/Guardian _____

Address _____ Phone _____

COPIES: WHITE – TO BE FILED IN CUM
 YELLOW – SCHOOL PSYCHOLOGIST – TO BE FILED IN DISTRICT OFFICE
 PINK – TO BE GIVEN TO PARENT

Tulare City School District

600 N. Cherry Street
Tulare, California 93274
(559) 685-7200

Retention Notification Form

Student Name _____

School _____ Grade _____

Birthdate _____ Age _____

After careful review of the school performance and assessment data of the above student, a decision has been made to retain him/her for an additional year in the following grade:

_____.

Teacher's Signature _____ Date _____

Psychologist's Signature _____ Date _____

Principal's Signature _____ Date _____

I have been notified of the retention of my child and I:

_____ *agree with the retention.*

_____ *disagree with the retention*

I have been notified of my right to appeal this decision and I:

_____ *plan to appeal this decision.*

_____ *do not plan to appeal this decision.*

Parent's Signature _____ Date _____

Tulare City School District

600 N. Cherry Street
Tulare, California 93274
(559) 685-7200

Promotion Notification Form

Student Name _____

School _____ Grade _____

Birthdate _____ Age _____

After careful review of the school performance and assessment data of the above student, a decision has been made to enroll this student in the following intervention(s):

Although your child qualifies for retention at this time, he/she is not being considered due to the following reason(s):

Teacher's Signature _____ Date _____

Psychologist's Signature _____ Date _____

Principal's Signature _____ Date _____

Parent's Signature _____ Date _____