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*Saint Paul Public Schools Procedure*

513.00

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### **STUDENTS/PROMOTION AND RETENTION**

#### **Prevention of Retention**

School staff will implement strategies to prevent retention of students which include the following components:

1. Early identification of possible retention candidates.
2. Team involvement, including principal and other specialized support staff.
3. Program adjustment for current year to help child gain needed skills without retention.
4. Monitoring of progress of child who has been retained or a child who was “borderline” promotion and needs the ongoing support of an intervention plan.
5. Parental involvement during entire process.

#### **Timeline/Procedures for Retention and/or Prevention of Retention**

1. First Alert

The classroom teacher will inform parents during fall conferences about how their child is doing relative to the material to be mastered, compared to others in room/group, and compared to child’s entry level in September.

The classroom teacher will submit a list of children having difficulty with the above scales to the principal at the time of fall conference.

2. Instructional Alternatives – November through January

The principal and other professional staff shall help the classroom teacher design instructional alternatives for children who were placed on the First Alert list. Other staff members may also be involved in giving direct instruction. Parents shall be informed of the instructional alternative and asked to provide home support as deemed appropriate.

3. End of First Semester – January – Referral for Formal Consideration

The team approach shall be used to study any child who is still having difficulties by the end of the first semester. The principal, teacher and other staff directly involved with the child shall constitute the team for this child. One or two team members may do formal observations of the child in the academic areas of weakness and also in any special program that he/she has, such as Title I, SLBP, ESL, Speech, etc. The team shall develop a comprehensive plan to help the child in his/her areas of weakness. A team member shall be appointed by the principal to coordinate and evaluate this comprehensive plan.

**STUDENTS/PROMOTION AND RETENTION (continued)****Timeline/Procedures for Retention and/or Prevention of Retention (continued)**

4. Students Enrolling After First Seminar
  - a. Students transferring within the District – it is the responsibility of the principal of the sending school to forward retention information to the principal of the receiving school, so that the process already begun will continue.
  - b. Students new to the district – it is the responsibility of the principal to ensure that the student’s cumulative records from the sending school are requested promptly, and to review the student’s educational program. On the basis of cumulative records and current performance, the principal and team shall determine whether the retention procedures need to be followed from that point forward. Regardless of the date of entry, if retention is being considered, the Light’s Retention Scale must be utilized and the parents be involved in the discussion of retention.
5. Prevention/Intervention – February through May

The comprehensive plan (methodology, materials, pacing, modality of instruction, sequencing, etc.) shall be carried out for children identified above by the team of appropriate staff members. An appointed team member will coordinate and evaluate the plan on a continuing basis. Parents shall be informed of this intervention.
6. Spring Conference – March

Prior to the Spring Conference, Light’s Retention Scale will be administered, scored, and discussed by the team in all cases of possible retention.

The classroom teacher and the team coordinator (if it is a different person) shall meet with the parents to describe the progress of the prevention program and the results of the Retention Scale.

7. Evaluation – May

The members of the team working with the classroom teacher will determine a method to evaluate the success of the program relative to the child’s achievement and progress.

Grade retention shall be recommended when the team members are confident that the student is likely, if retained, to achieve at grade level or

**STUDENTS/PROMOTION AND RETENTION (continued)**

**Timeline/Procedures for Retention and/or Prevention of Retention (continued)**

Evaluation – May (continued)

above during the additional year in that grade. When the team judges that the student is unlikely to make such progress, it shall recommend promotion.

When, under this condition, promotion is recommended, the team shall formulate an educational plan to be implemented in the fall of the succeeding year. It shall be the responsibility of the building principal and appointed building team to be sure the plan is activated.

8. Decision to Promote/Retain – May

The principal, in consultation with a team of staff members, shall be responsible for the final decision about grade retention. If the child is to be retained, the principal shall inform the parents of the team’s recommendation and have the retention checklist completed and placed in the child’s cumulative folder.

9. Follow-up for Retained Students

In the fall, the principal shall meet with the classroom teacher and other staff members who are to work with the child who has been retained to discuss the reason for the retention and to help plan an educational program which will ensure success for the child.

**Resources**

In deciding whether to promote or retain students, staff shall employ appropriate resources including:

1. Child study team
2. Tests
  - a. Formal standardized
  - b. Informal diagnostic
  - c. Curricular indicators (i.e., Reading & Math Management Testing)
3. Light’s Retention Scale
4. Chapter I and Special Education/EP Information
5. Health history
6. Parental interviews
7. Class observations
8. Current and past research on retention.

**Interventions/Alternative Programs**

In working with students who may be retained, staff shall employ appropriate strategies which may include:

**STUDENTS/PROMOTION AND RETENTION (continued)**

**Interventions/Alternative Programs (Continued)**

1. Special Education Services, as appropriate
2. Chapter I, ESL, Migrant Tutorial, as appropriate
3. Class reassignment
4. Cross-age grouping – reading or math with a lower grade
5. Tutoring – peer, cross-age, teacher
6. Medical intervention, as appropriate
7. Referral to an outside agency for counseling
8. Behavior management
9. Greater use of manipulative and other learning materials
10. School social work counseling
11. Summer school.

**Retention of Special Education and LEAP Students**

In the case of a handicapped student, the Child Study Team will implement these procedures and will forward the student's Individual Education Plan to the principal with its recommendation.

In the case of a student with limited proficiency in the English language, a team including the classroom teacher, professional staff serving the student, and the principal will implement these procedures. Parents of LEP students will be kept informed on a timely basis in a language they can understand.

**CROSS REFERENCE:**

**LEGAL REFERENCES:**