

Adopted: 04.10.20

Revised: _____

Student Retention

It is the policy of New Century School to be sure regarding that any decision on retention be made based on the student's best interest. No student should be retained based on a language issue only. Students with a disability may not be retained because of their disability. If it is not clear whether there is a disability, the student should be tested regarding a possible special education placement.

The school's policy is also that the emphasis should always be on prevention of retention. Whenever possible the following strategies will be implemented to this end.

Prevention of Retention

1. Early identification of potential problems should occur by the first conference period.
2. A child study team should be set up including at least the teacher, ELL teacher, where appropriate, the T.A. the special education teacher and the social worker. This team would work on program adjustment for the current year to help the student gain needed skills to allow for promotion to the next grade.
3. Continued monitoring of progress and establishment of an intervention plan.
4. Parental involvement during the entire process.

Timeline/Procedures for Retention

Resources:

1. Child study team
2. Tests – standardized, informal diagnostic, and curricular indicators
3. Light's Retention Scale
4. Health history
5. Special Education, ELL, etc. information
6. Parental interviews
7. Class observations
8. Current and past research on retention

Process:

1. First alert – The classroom teacher will inform parents during the fall conferences as to how their student is doing relative to the material to be learned.
The teacher will then submit a list of students who might be considered for retention to the principal.
2. Instructional Alternatives – November – January
The principal designates to the child study teams the students who might be retention possibilities and the team then designs instructional alternatives.

Parents are to be informed and asked to provide the necessary support at home.

3. End of the first semester – If not in place before this time, the alternative plan should begin. If a plan has already been in affect, it should be re-evaluated at this time and re-adjusted if necessary. At this time the written plan should include methodology, materials, pacing, modality of instruction, sequencing, etc.
4. Spring Conference – The Light Retention Scale should be used now for anyone the school is considering retaining. This information should be shared with the parents at the conference as well as an update of how the instructional alternative plan has been working.
5. Final Determination – The members of the team working with the student will meet to evaluate the student’s achievement and progress. Grade retention will be recommended to the parents when team members are confident that the student is likely, if retained, to make enough progress in the current grade to warrant being retained. *The final decision will be the principal’s based on the recommendation of the team working with the student.*
If promotion is recommended by the team, the team will formulate an educational plan to be implemented in the fall of the succeeding year.
6. Follow-up for Retained Students – In the fall the team who previously worked with the student will meet with the student’s teacher and a new team, if appropriate, and review/revise the plan set up the previous spring.

New Students to the School

For students coming in new to the school, we will follow the recommendation of the previous school as to grade placement/retention, unless the parent disagrees with the placement. In that case we would do a child study using as many of the resources listed above that will facilitate a decision regarding placement.

If a parent recommends retention we would likely honor the request, but would help the parent work through the reasons for the decision, as well as possible reasons not to retain. The final decision will be the principal’s.

If the student is entering kindergarten but does not seem ready to do so, a child study team would be formed to assess the situation. The Light Retention Scale might be used as well as the Gessel readiness test. The team’s recommendation and rationale would be shared with the parents.