

Elementary Reclassification - RETENTION**Policy 5160**

Adopted: DRAFT

Revised:

Effective: DRAFT

The Superintendent shall, in cooperation with the Board, provide a protocol for administration, faculty and families when grade retention is under consideration in grades k-5. This protocol will provide a timeline for decision-making and clearly outline all steps and evidence required to thoughtfully proceed with such a consideration. Parents must be actively engaged and be informed throughout the process. The protocol will result in personalized learning plans for all students for whom "retention" may be considered to address social, emotional, and/or academic needs. **Every effort to differentiate classroom instruction prior to official reclassification should be documented.**

Administrative Regulation		
Elementary Reclassification – Retention		5160.R.01
Issue Date DRAFT	Effective Date DRAFT	Approved By Superintendent

1. Purpose

- 1.2 To provide a guidelines for retention process at the elementary level.

2. Organizational Units Affected

- 1.1 Administrator for Elementary Education
- 1.2 Elementary principals
- 1.3 Elementary staff
- 1.4 parents/guardians
- 1.5 Students

3. Definitions

4. Background Information

- 4.1 Some students demonstrate academic proficiency at rates/increments different from their age-peers; using time differently should be considered in a thoughtful manner and should not be considered "failure." Using time differently may result in repeating a grade to allow for maturation and/or time to explore alternative instructional strategies.
- 4.1 A decision to use time differently that results in grade retention should be taken seriously; research regarding the long-term impact of retention and its correlation to increased drop-out rates, should be well understood by staff and parents.
- 4.1 A student's progress regarding expected achievement "targets" should be reported to parents at each report card period; parents should be well informed and progress or lack thereof should be well documented with benchmark assessments.
- 4.1 When retention is a consideration, parents should be informed throughout the entire process and treated as a partner in the decision-making process.
- 4.1 Evidence that a personal learning plan (PLP) was developed, implemented, and monitored prior to a decision to retain, must be evident; evidence that Tier 2 support services were employed and well monitored along with efforts to differentiate instruction is expected prior to decision-making.
- 4.1 Student's social/emotional well being must be considered when making a decision to retain, student's birth date relative to typical peer group may be one factor for consideration although it should never be the single factor.
- 4.1 The AAPS curriculum was carefully chosen so our students are consistently taught at the "just right" level to ensure continuous progress and possibility for success and should be well considered by staff and parents.
- 4.1 Student's attendance pattern and access to the comprehensive curriculum/instruction expected in all AAPS classrooms must be documented as part of the decision-making process.
- 4.1 All requests for retention must be initiated with great discretion and must be reviewed and supported by the level administrator.

Administrative Regulation		
Elementary Reclassification – Retention		5160.R.01
Issue Date DRAFT	Effective Date DRAFT	Approved By Superintendent

5. Procedures

- 5.1. Teacher and/or Administrator begins regular problem-solving with parents/guardians early in the school year.
- 5.2. Principal/teacher(s) collect longitudinal evidence that differentiation of instruction, tier 2 support services, and a personal learning plan (PLP) has consistently occurred and that these support efforts were well monitored by all involved staff. Evidence that this information has been consistently shared with the parents should be documented.
- 5.3. Principal/teacher(s) continue the Achievement Team process to rule out evidence of organic or neurological issues; parents are involved in this process. Student's attendance and enrollment dates must be documented and reviewed.
- 5.4. Evidence that ongoing benchmark assessments are occurring, documented and shared with parents; these assessment may be completed by more than one staff person to ensure accuracy and reliability
- 5.5. By March 30th, teacher(s)/administrator convenes a meeting with the parents to consider retention/use of time as an option for the following school year. A PLP for the subsequent year is developed, documenting how instruction/learning will look different and more successful if retention occurs. A timeline for monitoring growth throughout the next school year should be included with the PLP.
- 5.6. All evidence and PLP's are submitted to level administrator for review by May 24th. Parent participation in the decision-making process is documented to include meeting dates and agreement to retain.
- 5.7. A final decision to retain/use time differently will be made no later than June 1st by level administrator.
- 5.8. Student's achievement progress is monitored throughout the subsequent school year by school staff.
- 5.9. Parents/Guardians have the right to appeal the final decision for retention by submitting a request, in writing, to the level administrator within 5 school days following receipt of the decision.**
- 5.10. Appeal of the level administrator's decision may be submitted, in writing, no later than June 30th to the Superintendent for consideration by the Board of Education.**

6. Work Instructions, Templates, & Samples

- 6.1. Request for Reclassification/Retention Learning Plan

7. Training & Feedback

8. Implementation, Compliance & Assessment

- 8.1. Assessment Team members will include all or some of the following: Principal, curriculum coordinator and/or assessment specialist, current teacher, support teacher, e.g. Title I, ESL teacher, SISS staff person, Reading Intervention teacher, school social worker and/or psychologist.