

PROMOTION/RETENTION

**PROCEDURE FOR PROMOTION AND RETENTION OF
STUDENTS IN THE ELEMENTARY SCHOOLS**

ESTABLISHMENT OF PROGRESS ASSESSMENT TEAM

This team is assembled to review the progress and educational program of each child who is performing at a less than satisfactory standard for his/her grade. The Progress Assessment Team shall consist of:

- Child's Classroom Teacher
- Principal/Assistant Principal
- Guidance Counselor
- Child's Parents
- School Psychologist
- Child's Resource Teachers

Meetings of the Progress Assessment Team must be scheduled throughout the school year. For any youngster determined to be at risk of retention in a grade, at least one meeting of the Progress Assessment Team must have been held during the first semester of the school year. During the first meeting of the Progress Assessment Team, a detailed description of the child's performance must be presented to the parents or guardians of the child. Intervention strategies in the form of an educational plan must be outlined by the professional staff. In addition, a follow-up Progress Assessment Session must be scheduled for a second assessment of the child's progress.

Assessment of a child's progress in school must be multifaceted. The guidance counselor, must present an overview of the child's academic performance as measured by standardized tests. The regular classroom teacher of each child under assessment must present student work samples, the current year report card assessment to date, and assessment of performance on the required Standards of Learning. Resource teachers must present a report of the child's progress in the classes. The parent will be expected to describe the child's involvement in studying at home and other behaviors or conditions that affect the child's school performance.

As instructional leader of the Progress Assessment Team, the principal must review the overall academic performance of each child. He/she is directly responsible for the development of an appropriate educational plan for the improvement of the achievement of each child. The educational plan must represent a diagnosis of the child's learning problems and the action plan to promote improved learning conditions.

Intervention strategies that are appropriate for an educational plan should be developed by the consensus of the Program Assessment Team. These intervention strategies might include the following options:

- A special homework plan to be monitored by the parents or guardians.
- Cross-grade grouping which might accommodate remedial instruction in one or two subjects taught at another grade level.
- Participation in a summer program for remediation in reading and mathematics.
- Special study skills instruction delivered by the regular classroom teacher.
- Additional remediation services.
- Counseling assistance through the guidance staff.
- Analysis of learning style with recommendations for alternative teaching techniques.
- Use of alternative instructional materials.
- Assignment to an alternative educational program.
- Recommendation for a full scale assessment for special educational services.

This list represents some of the appropriate options for an educational remedial plan for a child at risk of grade retention. All creative options must be considered in order to promote the improvement of the performance of at risk youngsters. An outline of available options, with space for newly developed options, should be utilized by the professional staff in the preparation of the educational plan. A summary of the educational plan should be given to the parent or guardian at the conclusion of the Progress Assessment Team meeting.

Retention in a grade remains to be a viable option for the Team. If the Progress Assessment Team (consisting of the principal, the regular classroom, teacher, the parent, and the guidance counselor) agrees that a child should be retained at a grade level, an appropriate alternative instructional plan must be designed for the upcoming school year. The option of retention in a grade must be implemented with a fully developed educational plan for the retained student.

Implementation of this procedure for promotion and retention assures that every child is given every opportunity to achieve in school and be promoted to the next grade level. Given the recognized consequences of grade retention, this procedure assures the continuous progress of all youngsters.

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