Promotion and Retention Guidelines

Grades K - 6
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A. Promotion and Retention for Elementary Grades 3

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| Board Policy/ Administrative Regulations 5123 | Students are expected to progress through each grade within the school year. In accordance with Education Code 48070.5, minimum student proficiency levels required for promotion and retention for students in grades 2, 3, 4, and 6 have been established.  
➢ Students in 1st, 2nd and 3rd grade will be recommended for retention or as being at risk of retention primarily on the basis of the students' level of proficiency in reading.  
➢ Students in grades 4 and higher will be identified primarily on the basis of their performance in reading, English language arts, and mathematics. |
| Ed. Code Citations: 48070.5 (a) 48070.5 (c) | |
| Criteria for Promotion | While students are typically promoted one grade per year, differences in rate of student maturation and learning indicate the need for flexibility in the promotional pattern for elementary students. The decision whether to promote or retain an elementary level student will be based upon:  
➢ The student's report card,  
➢ Curriculum embedded reading,  
➢ English language arts, and mathematics assessments,  
➢ Mastery of content grade level standards and other assessment measures to determine if the student is eligible for promotion. |
| Ed. Code Citations: 48070.5 (b) | |
Retention Procedures

Intervention programs and supplemental instruction will be provided for students not achieving at grade level. If a student is identified as at-risk for retention,

- The teacher will notify the parent as early in the school year as practical
- Plan for providing assistance to the student to improve his/her performance.
- Students will be given maximum opportunity to be successful.
- Retention of elementary students shall be considered only after appropriate intervention strategies have been used without success.
- The classroom teacher will monitor each student's progress.
- Parents will be notified by the first parent conference, or in the case of a new student, within 60 days of enrollment; if there is a possibility that retention may be recommended. The decision to promote or retain students in grades 1-6 is usually made in the spring of each year. When it appears that a student may be considered for retention, a Student Success/Study Team (SST) shall convene to review records and data and to assess whether the student will benefit from the instructional program in the next higher grade or retention. The team shall include the parent, teacher, principal or designee, and, other appropriate person(s). The Student Success/Study Team will make the final decision regarding promotion/retention or continuation in K. The decision of the Student Success/Study Team to retain or promote a student may be appealed. If an appeal is made, the burden shall be on the appealing party to show why the decision of the team should be overruled.
- After decision to retain, teacher will complete IRP Form 09 for subsequent school year
Consideration for Retention

Students shall be identified on the basis of proficiency levels. The following other indicators of academic achievement may also be used:

1. Standardized Testing and Reporting
2. Student Assessments

Additional Assessment Consideration (Far Below/Below Basic)

- Developmental Reading Assessment
- Board Approved Textbook ELA Assessments

Special Needs Students

BP/AR 5123

Students who are identified disabled under the Individuals with Disabilities Education Act (IDEA) of the Rehabilitation Act will be promoted or retained in accordance with the IEP Team recommendations as documented in the Individual Education Plan (Speech/Language, Resource Specialist Program, Hard of Hearing, Special Day Class, Adapted Physical Education, etc). No student shall be retained due to an identified disability.

English Language Learners (ELL)

BP/AR 5123

English Language Learners shall not be retained due to a lack of progress in acquiring English language skills. See Language Assessment Analysis Form (SST/RET Form 06)

Procedures for Second Retention

AR 5123 (c )

Retention should be considered most effective at primary levels. Students shall not remain in an elementary setting (K-6) for more than eight years unless warranted by extraordinary factors.
Students

K-6 PROMOTION/ACCELERATION/RETENTION

The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that children learn and include strategies for addressing academic deficiencies when needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student proficiency.

(cf. 6011 - Academic Standards)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year, the Superintendent or designee shall identify students who should be retained and who are at risk of being retained in accordance with law, Board policy, administrative regulation and the following criteria.

Students shall be identified on the basis of proficiency levels. The following other indicators of academic achievement may also be used:

1. Standardized Testing and Reporting
2. Student Assessments

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5149 - At-Risk Students)

When a student in grades 2 through 9 is retained or recommended for retention, the Superintendent or designee shall offer programs of direct, systematic and intensive supplemental instruction in accordance with Education Code 37252.2.

(cf. 6179 - Supplemental Instruction)

Legal Reference: (see next page)
K-6 PROMOTION/ACCELERATION/RETENTION (continued)

Legal Reference: EDUCATION CODE
37252.5 Supplemental instruction
46300 Method of computing ADA
48011 Admission on completing kindergarten; grade placement of pupils coming from other districts
48070-48070.5 Promotion and retention
48431.6 Required systematic review of students and grading
56345 Elements of individualized education plan
60641-60648 Standardized Testing and Reporting Program
60850-60856 Exit examination
CODE OF REGULATIONS, TITLE 5
200-202 Admission and exclusion of students

Management Resources:
CDE MANAGEMENT ADVISORIES
0900.90 Changes in Law Concerning Eligibility for Admission to Kindergarten 90-10
LEGISLATIVE COUNSEL'S OPINION
Promotion and Retention #21610
CSBA POLICY ADVISORIES
0901.99 Social Promotion/Retention Policy Briefing: Considerations for English Language Learners
1112.98 Student Promotion/Retention Advisory
WEB SITES
CSBA: http://www.csba.org
CDE: http://www.cde.ca.gov

Policy
adopted: May 27, 2003
revised: October 18, 2005
revised: February 23, 2010 revised:
November 13, 2012

VISALIA UNIFIED SCHOOL DISTRICT
Visalia, California
Students

K-6 PROMOTION/ACCELERATION/RETENTION

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 minimum criteria: (5 CCR 200)

1. The student is at least six (6) years of age.
   Dates:
   2012-2013: November 2 - December 2
   2013-2014: October 2 – December 2
   2014-2015: September 2 – December 2

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 1 and 2

2. Between grades 2 and 3
**K-6 PROMOTION/ACCELERATION/RETENTION** (continued)

3. Between grades 3 and 4

4. Between grades 4 and 5

5. Between the end of the intermediate grades and the beginning of the middle school grades

6. Between the end of the middle school grades and the beginning of the high school grades

Students between grades 1 and 2 and 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.

*(cf. 6142.91 - Reading/Language Arts Instruction)*
*(cf. 6142.92 - Mathematics Instruction)*

Students shall be identified on the basis of either proficiency levels 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. If the decision is made to retain, student placement for the upcoming year will be in the referring teacher's classroom with the exception of documented extenuating circumstances.

*(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 being 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 - Parental Notifications)

The teacher's decision to promote or retain a student may be appealed consistent with Governing Board 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 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)
PLANNING AND IMPLEMENTATION
RETENTION/PROMOTION/ACCELERATION TIMELINE

RETENTION

I. Prior to end of first reporting period:

A. Teacher identifies students at-risk of retention.
B. Teacher completes (SST/RET Form 01 and SST/RET Form 02) and submits to site administrator for Student Success Team (SST) meeting.
C. Teacher completes Language Assessment Analysis Form (SST/RET Form 06) and submits to site administrator for Student Success team (SST) meeting.
D. SST develops intervention action plan form SST/RET 03.

II. First reporting period:

A. As needed, teacher sends home parent conference notification RET Form 04.
B. Parent/Teacher conference – Teacher reviews form SST/RET Form 03. (if parent did not participate in the development of the action plan at SST meeting)

III. At least 10 days prior to the second reporting period:

A. Teachers monitor and evaluate student progress revisit SST/RET 03 with continuing communication with parent.
B. School Site SST makes retention decision (RET Form 05).
C. Teacher meets with parent to review student proficiency levels and concerns.
D. Forward master list of all retainees to superintendent/designee with a copy of RET Form 05
E. Sites must retain documentation/records of parent consultations.

V. End of school year:

A. Documentation and sticker (RET Form 05) placed in cum.
B. Complete Individualized Retention Plan and place in cum (RET Form 09).

PROMOTION/ACCELERATION

I. Prior to end of first reporting period:

A. Teacher identifies students to be considered for promotion/acceleration

II. End of school year:

A. Teacher completes Promotion/Acceleration/Retention Determination and obtains parent/guardian signature; place in cum
STUDENT SUCCESS TEAM (SST)
PRE-REFERRAL INFORMATION

Date Submitted: ________________
Teacher: __________________________
Grade: __________________________

Name: ____________________________ Student ID: ________ DOB: ________ Age: ______
Primary Language: _______________ Retained? Yes: ____ No: ____ What grades? ___________
Date of Parent Contact: ____________ Parent Comments and/or Concerns: ________________

BSM Scores (if appropriate):
English: _______________ Date: __________ Spanish: __________ Date: __________
Other: __________________ (please specify) Date: __________

Health:
Vision Pass: ____ Fail: ____ Date: __________ Wears Glasses? Yes: ____ No: ____
Hearing Pass: ____ Fail: ____ Date: __________ Wears Hearing Aid? Yes: ____ No: ____
Is student on meds? Yes: ____ No: ____ Type and Dose: ________________
Diagnosis: ______________________________________________________________________
Health/Medical Issues: ______________________________________________________________________

Attendance:
Previous year’s attendance Days Present: _______ Days Absent: _______
Current attendance Days Present: _______ Days Absent: _______
Interventions (last date of phone calls, home visits, SARB, etc.): ____________________________

Mobility Data:
Number of Moves (last 2 years): _______ Recently from another district? Yes: ____ No: ____
Which District? __________________________ When arrived? ____________

Programs/Interventions involved with this student:
____ Migrant ______ EL ______ 504 ______ Extended Day/Yr.
____ Counseling ______ Special Friends ______ Speech and Language ______ Other ______ RSP
____ Agencies (list): __________________________

Current Achievement:
District Assessment
DRA Level: _______ Writing: _______ ELA: _______ Math: _______
STAR CST Results Reading: _______ Language: _______ Math: _______
CELDT Results Proficiency Level: _______
Most Recent Scores: Reading: _______ Language: _______ Math: _______
Behavior Contract/Plan? Yes: ____ No: ____ Is student responding to the behavior contract? Yes____ No____
Comments: ______________________________________________________________________

Strengths/Strategies that work: ______________________________________________________________________
Reason for Referral: ______________________________________________________________________
Teacher Signature: __________________________ Date: __________________________

SST/RET Form 01
SUMMARY OF CLASSROOM MODIFICATIONS
For RETENTION CANDIDATE
(Completed by Teacher)

Date:_____________________
Teacher:_____________________

Name:__________________________________________  Student ID:________________________

Use this form to document all modifications attempted and the duration of time implemented.

MODIFICATION OF INSTRUCTION:

MODIFICATION OF BEHAVIOR:

MODIFICATION OF LEARNING:

MODIFICATION OF INSTRUCTIONAL MATERIALS:

Teacher Signature:___________________________________  Date:_____________________

SST/RET FORM 02
**RETENTION/PROMOTION INTERVENTION ACTION PLAN**  
(Completed by SST)

Date Submitted:__________
Teacher:______________
Grade:____________

Name:_________________________________________  
Student ID:____________________________________

Date of SST:______________

**Summary of Concerns:**

<table>
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<tr>
<th>Program Placement</th>
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<tr>
<td>(Refer to pre-referral information)</td>
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<tr>
<td>Speech and Language</td>
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<tr>
<td>Resource Specialist Program</td>
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<tr>
<td>Special Day Class</td>
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<td>English Learner</td>
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<tr>
<td>American With Disabilities Act/504</td>
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<tr>
<td>Other</td>
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<tr>
<th>Classroom and Site-Based Interventions</th>
<th>Person Responsible</th>
<th>Start Date</th>
<th>Comments Follow-up/Data</th>
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I have been advised that my child is at-risk of retention:  
☑ Yes  ☐ Not Applicable

I support and will participate in the action plan:  
☑ Yes  ☐ No

Parent Signature:_________________________________________  
Date:____________________________________________________

Principal/Designee:_______________________________________  
Other:___________________________________________________

Teacher:_____________________/__________________________  
SST/RET 03
# PLAN DE ACCIÓN RETENCIÓN/PROMOCIÓN DE INTERVENCIÓN

(Completado por SST)

Fecha Sometido: ______________
Maestro: _____________________
Grado: ______________

Nombre: _________________________________________ ID de Estudiante: ______________________

Fecha de SST: _________________

Resumen de Preocupaciones:

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<th>Colocación de Programa</th>
<th>Persona Responsable</th>
<th>Fecha de Empezar</th>
<th>Comentarios</th>
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<tr>
<td>Habla y Lenguaje</td>
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<td>Programa de Recursos Especialistas</td>
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<td>Clase Especial de Día</td>
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<td>Alumno de Inglés</td>
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<td>Acto/504 de Americano con Incapacidad</td>
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Intervenciones de la Clase y Basadas en el Sitio

Me han informado que mi hijo está en riesgo de retención: □ Si □ No Aplica

Yo apoyo y participare en el plan de acción: □ Si □ No

Firma de Padre: _____________________________ Fecha: _________________________

Principal/Designado: ___________________________ Otro: _________________________

Maestro: ___________________________ / _________________________

SST/RET 03
RETENTION/PROMOTION INTERVENTION ACTION PLAN
Page 2 (if needed)
(Completed by SST)

Date Submitted:________________
Teacher:______________________
Grade:_______________________

Name:_________________________________________  Student ID:______________________________

Date of SST:____________________

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<thead>
<tr>
<th>Classroom and Site-Based Interventions</th>
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PLAN DE ACCIÓN RETENCIÓN/PROMOCIÓN DE INTERVENCIÓN
Pagina 2 (si es necesario)
(Completado por SST)

Fecha Sometido: ________________
Maestro: ______________________
Grado: ____________

Nombre: ___________________________ ID de Estudiante: ___________________________

Fecha de SST: ______________

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<tr>
<th>Intervenciones de la Clase y Basadas del Sitio</th>
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<th>Fecha de Empezar</th>
<th>Comentarios Datos</th>
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NOTIFICATION OF PARENT CONFERENCE

To the Parent(s) of: ___________________________                  Date: __________

This letter is to inform you that at this time your child has been identified as being at-risk of retention based on the following:

___  **Reading**
   She/he is achieving Far Below grade level as measured STAR CST and/or Board Approved Textbook ELA Assessment.

___  **Language Arts**
   He/She is achieving at least 2 years below current grade level as measured by Board Approved Textbook ELA Assessment.

___  **Mathematics**
   He/She is achieving at least 2 years below current grade level as measured by Board Approved Textbook Math Assessment.

According to the Visalia Unified School District’s Promotion and Retention Guidelines, students unable to attain minimum grade level standards may be recommended for retention. Working with you, we will discuss options and develop an Intervention Plan.

Please plan to attend this conference on ________________________ at ______________ am/pm in __________________________.

If you are not able to appear at this time, please indicate options that would work for you on the tear off at the bottom of this page. Also, note the telephone number where I may call you to confirm a new appointment.

Sincerely,

Classroom Teacher

-----------------------------------------------------------------------------------------------------------------------------

(Detach and Return to Teacher)

INTERVENTION PLANNING CONFERENCE

___  Yes, I will attend on ____________________________as you have scheduled.

___  No, I cannot make the scheduled meeting, but I can come at these times.
   Date: ____________________________   Time: ____________________________ (or)
   Date: ____________________________   Time: ____________________________

Student’s Name: ____________________________   Parent’s Signature: ____________________________
NOTIFICACIÓN DE CONFERENCIA DE PADRE

Para los Padres de: ___________________________ Fecha: ____________

Esta carta es para informarle que a este tiempo su hijo/a ha sido identificado de estar a riesgo de retención basado en lo siguiente:

____ Lectura
Él/Ella está logrando Muy Bajo del nivel de grado medido por STAR CST y/o Evaluación ELA y Libros de Texto Aprobados por el Consejo Escolar.

____ Artes Lingüísticas
Él/Ella está logrando por lo menos 2 años bajo del nivel actual medido por Libros de Texto Aprobados por el Consejo Escolar y Evaluaciones ELA.

____ Matemáticas
Él/Ella está logrando por lo menos 2 años bajo del nivel de grado actual medido por Libros de Texto de Evaluación Matemática Aprobados por el Consejo Escolar.

Según las Guías de Retención y Promoción del Distrito Escolar Unificado de Visalia, estudiantes que no pueden atener estándares de nivel de grado mínimo pueden ser recomendados para retención. Trabajando con usted, podremos hablar de opciones y desarrollar un Plan de Intervención.

Por favor asista esta conferencia en ________________________ a las __________________ am/pm en _______________________________.

Si no puede asistir a este tiempo, por favor indique opciones que trabajaran para usted en la parte de abajo de la pagina. También, note el número de teléfono donde pueda llamarle para confirmar una cita nueva.

Sinceramente,

Maestro/a de la Clase

(Separe y Entregue a Maestro)

Conferencia de Planear intervención

____ Si, yo asistiré en __________________________ como usted ha programado.

____ No, yo no puedo asistir la junta citada, pero puedo venir a estas horas.

Fecha: ___________________________ Tiempo: ___________________________ (o)

Fecha: ___________________________ Tiempo: ___________________________

Nombre de Estudiante: ___________________________ Firma de Padres: ___________________________
PROMOTION/ACCELERATION/RETENTION DETERMINATION

Date of Conference:_______________
School Site:______________________

Name:________________________________________
Student ID:____________________________________

Decision:

____ Promotion
____ Acceleration
____ Retention

Student’s grade placement for next school year is in the _____________ grade.

If a decision is made to retain this student an INDIVIDUALIZED RETENTION PLAN (RET Form 09) must be completed by teacher and attached.

Rationale for Decision:

Parent/Guardian: I ____ Agree/____ Disagree with the above determination.
____ I wish to appeal (must complete and submit form 6 within 10 days).

Parent/Guardian Comments:

Parent/Guardian Signature: ________________________________ Date: ________________
_______________________________________________________ Date: ________________
Classroom Teacher: ________________________________ Date: ________________
SST Member: ________________________________ Date: ________________
SST Member: ________________________________ Date: ________________
Principal/Designee Signature: ________________________________ Date: ________________

cc: Parent
Teacher
Cum
RET Form 05

20
DETERMINACIÓN DE PROMOCIÓN/ACELERACIÓN/RETENCIÓN

Fecha de Conferencia:_______________
Escuela:______________________

Nombre:________________________________________ ID Estudiante:__________________________

Discusión del Equipo:

____ Promoción
____ Aceleración
____ Retención

La colocación de grado del estudiante para el próximo año escolar es en el grado ______________.

Si una decisión es hecha para retener este estudiante un PLAN DE RETENCIÓN INDIVIDUALIZADO (RET Forma 09) debe ser completado por el maestro/a y juntado.

Racional para Decisión:

Padre/Guardián: Yo _____Estoy Acuerdo/____No Estoy Acuerdocon la determinación de arriba. ____ Yo deseo apelar (debe completar y someter la forma 6 dentro de 10 días).

Comentarios de Padres/Guardián:

Firma de Padre/Guardián: __________________________________________ Fecha:_______________
________________________________________ Fecha:_______________

Maestro/a de Clase: __________________________ Fecha:_______________

Miembro SST: __________________________________________ Fecha:_______________

Miembro SST: __________________________________________ Fecha:_______________

Firma de Principal/Designado: __________________________ Fecha:_______________

cc: Parent
Teacher
Cum

RET Form 05
Language Assessment Analysis Form
(To be completed by the teacher)

School: ____________________ Student Name ____________________ Grade _________ Date of Analysis _______________

1. **Record the Language Assessment information:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Overall CELDT</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**English Language Assessment:** CELDT

**Primary Language Assessment- BSM**
(If student has not had a primary language assessment within 2 years, call the Language Assessment Center for testing)

<table>
<thead>
<tr>
<th>Year Assessed</th>
<th>BSM Level (Primary Language 1-5)</th>
<th>Language Determination (ex. LSS, FSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Alternative Measures: (Other districts, Primary language Assessment: (Record any other language assessment results from cum) ____________
__________________________________________________________________________
__________________________________________________________________________

2. **Use the charts below to determine whether language is a factor:**

<table>
<thead>
<tr>
<th>Current CELDT Analysis</th>
<th>CELDT 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CELDT 4-5 Fluent English Speaking- Language not a factor)</td>
<td></td>
</tr>
<tr>
<td>Sub scores of 3 or more domains (LSRW) lower than 3</td>
<td>Sub scores in LS is 3 or higher, RW lower than 3</td>
</tr>
<tr>
<td>Language is a factor</td>
<td>Language may not be a factor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades 1-6</th>
<th>Time in program analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Refer to both CELDT and Primary Language results)</td>
<td></td>
</tr>
<tr>
<td>Limited or no CELDT level growth/ limited in Primary Language</td>
<td>Limited or no CELDT level growth/ Fluent in Primary Language</td>
</tr>
<tr>
<td>Language may not be a factor</td>
<td>Language is a factor</td>
</tr>
</tbody>
</table>

3. **CELDT and Primary Language Analysis/Language Determination**

Upon completion of a review of Language Assessment, and Academic Achievement, the Student Study Team has determined that the student will benefit from retention in the current grade level, and continue to receive language services for acquisition purposes.

_____ An analysis of the information indicates language is not a factor in the lack of progress and/or the consideration of retention and the student will benefit from an additional year in the grade level. It is projected the student will make significant progress after retention and perform commensurate with their English speaking peers on classroom, district and other assessments.

_____ An analysis of the information indicates language is a factor, the student would be served best by promotion to the next grade level, continue to receive language services, and consider other interventions.

The analysis of information determines the students social and academic needs will be best served in _______ grade for the _________ school year.
I. **By April 15th:**
   A. School determines whether or not student will be retained.

II. **By April 25th:**
   A. The appealing party shall submit written request for appeal to superintendent.

III. **By May 15th:**
   A. The superintendent or designee shall determine whether or not to overrule school’s decision.

IV. **By June 1st:**
   A. The superintendent/designee determination may be appealed to the Board.

V. **By June 30th:**
   A. The Board shall meet in closed session to decide the appeal. The Board’s decision is final.
VISALIA UNIFIED SCHOOL DISTRICT
RETENTION APPEAL

We, the parents/guardians of ________________________________, a student at ________________________________School, wish to appeal the decision to retain him/her in the ____________________ grade for the ____________________ school year.

We understand that we have the burden of showing why this decision should be overruled, and we understand that this form is to be turned in to the superintendent or designee no later than April 25th.

We understand that we must specify in writing the reasons why the school’s decision should be overruled and attach our written statements to this form.

We also understand that by May 15th of receiving this form, the Superintendent or designee shall determine whether or not to overrule the school’s decision.

We understand that the Superintendent or designee’s determination may be appealed by submitting a written appeal to the Board by June 1st and that the Board shall meet in closed session to decide the appeal by June 30th.

We understand that the Board’s decision shall be final.

Parent(s) Signature: ________________________________ Date: ________________

______________________________ Date: __________________

Date delivered to the Superintendent or designee: ____________
DISTRITO ESCOLAR UNIFICADO DE VISALIA
APELACIÓN DE RETENCIÓN

Nosotros, los padres/guardianes de ________________________________, un estudiante de la Escuela ____________________________, decíamos apelar la decisión de retener él/ella en el grado______________ para el año escolar ______________________.

Entendemos que tenemos la carga de mostrar porque esta decisión debe ser revocada, y entendemos que esta forma debe ser entregada al superintendente o designada no más tarde del 25 de Abril.

Entendemos que debemos especificar en escrito las razones porque la decisión de la escuela debe ser revocada y adjuntado están las declaraciones escritas de esta forma.

También entendemos que para el 15 de Mayo de recibir esta forma, el Superintendente o designado debe determinar si o no revocar la decisión de la escuela.

Nosotros entendemos que la determinación del Superintendente o designado puede ser apelado por someter una apelación por escrito al Consejo Escolar para el 1º de Junio y que el Consejo debe juntarse en una sesión cerrada para decidir apalizar para el 30 de Junio.

Entendemos que la decisión del Consejo será final.

Firma de Padres(s):_____________________________________
Fecha:______________________

_____________________________________
Fecha:_____________________

Fecha entregada al Superintendente o Designada: _____________
VISALIA UNIFIED SCHOOL DISTRICT
RECORD OF APPEAL

1. Date appeal form received from parent (no later than April 25th).
2. Date parents received Superintendent or designees’ determination whether or not to overrule the school’s decision (no later than May 15th).
3. Superintendent or designees’ determination:
   _____ upheld school’s decision to retain student
   _____ overruled school’s decision to retain student
Superintendent/designee’s comments:

4. If applicable, date written appeal of Superintendent’s determination was received for Board consideration (no later than June 1st).
5. Date parents received Board’s determination (no later than June 30th).
   _____ Board upheld the Superintendent’s decision
   _____ Board overruled the Superintendent’s decision
Board’s comments:

6. We understand that this decision is final: _______ grade placement for the 20__ - 20__ school year is _______ grade.

Parent(s) Signature: ____________________________________________ Date: ________________
__________________________________________ Date: ________________
Administrator: _________________________________________________ Date: ________________
__________________________________________ Date: ________________
DISTRITO ESCOLAR UNIFICADO DE VISALIA
REGISTRO DE APELACIÓN

1. Fecha que la forma de apelación fue recibida del padre (no más tarde que el 25 de Abril).

2. Fecha que los padres recibieron la determinación del Superintendente o Designado para sí o no revocar la decisión de la escuela (no más tarde que el 15 de Mayo).

3. Determinación del Superintendente o Designado:
   _____ confirmo la decisión de la escuela para retener el estudiante
   _____ revoco la decisión de la escuela de retener el estudiante

Comentarios del Superintendente/Designado:

4. Si aplica, fecha que la apelación de la determinación del Superintendente fue recibida para la consideración del Consejo Escolar (no más tarde que el 1º de Junio).

5. Fecha que los padres recibieron la determinación del Consejo Escolar (no más tarde que el 30 de Junio).
   _____ Consejo confirmo la decisión del Superintendente
   _____ Consejo revoco la decisión del Superintendente

Comentarios del Consejo:

6. Entendemos que esta decisión es final: ___________________ colocación de grado para el año escolar 20___ - 20___ el grado es _________.

Firma de Padre(s):______________________________ Fecha:______________
______________________________ Fecha:______________
Administrador:______________________________ Fecha:______________

cc: com folder
RET Form 08
VISALIA UNIFIED SCHOOL DISTRICT
INDIVIDUALIZED RETENTION PLAN
(Completed by classroom teacher)

Date Submitted: _______________
Teacher: _______________________

Name: __________________________/Student ID: ____________ Grade: __________

Date of SST: _______________

Summary of Concerns:

<table>
<thead>
<tr>
<th>Classroom and Site-Based Interventions</th>
<th>Person Responsible</th>
<th>Start Date</th>
<th>Comments Follow-up/Data</th>
</tr>
</thead>
</table>

Program Placement (Refer to pre-referral information)

- Speech and Language
- Resource Specialist Program
- Special Day Class
- English Learner
- American With Disabilities Act/504
- Other

I have been advised that my child is at-risk of retention:
- Yes
- Not Applicable

I support and will participate in the action plan:
- Yes
- No

Parent Signature: __________________________
Date: __________________________

Principal/Designee: __________________________
Other: __________________________

Teacher: __________________________/____________________

SST/RET 09
DISTRITO ESCOLAR UNIFICADO DE VISALIA
PLAN DE RETENCIÓN INDIVIDUALIZADA
(Completado por maestro/o de la clase)

Fecha Sometido: ________________
Maestro: ____________________

Nombre: __________________________ /ID Estudiante: _________ Grado: _________
Fecha SST: _______________

Resumen de Preocupaciones:

<table>
<thead>
<tr>
<th>Colocación de Programa</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Referir a información de pre-referencia)</td>
</tr>
<tr>
<td>Habla y Lenguaje</td>
</tr>
<tr>
<td>Programa de Recursos Especialistas</td>
</tr>
<tr>
<td>Clase Especial de Día</td>
</tr>
<tr>
<td>Alumno de Inglés</td>
</tr>
<tr>
<td>Acto/504 Americano Incapacidad</td>
</tr>
<tr>
<td>Otro</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervenciones de Clase y Basados en el Sitio</th>
<th>Persona Responsable</th>
<th>Fecha de Empezar</th>
<th>Comentarios Datos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Me han informado que mi hijo está en riesgo de retención:  □  Si  □  No Aplica
Yo apoyo y participare en el plan de acción:  □  Si  □  No

Firma de Padre:  __________________________________________  Fecha:  ______________________
Principal/Designado:  ______________________________________  Otro:  ______________________
Maestro:  __________________________ / ____________________  __________________________

SST/RET 09

29
VISALIA UNIFIED SCHOOL DISTRICT

SCHOOL NAME: ________________________________

Kindergarten Continuance Form
Parental Agreement For Pupil to Continue in Kindergarten
Reflects amendments to Education Code sections 46300 and 48011, effective January 1, 1992

Name of Pupil: ________________________________

Kindergarten Attendance Anniversary Date: ________________________________

Name of School Official Approving for District: ________________________________

Information for parent or guardian
California law provides that after a child has been lawfully admitted to a kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child's parents/guardians agree to having the child continue to attend kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at the some later date, so that a child who begins kindergarten in January, for example, shall be promoted the following January unless there is a formal agreement to have him or her continue. Because kindergarten-age children often do not develop at steady or predictable rates, the California Department of Education recommends that approval for a child to continue not be given until near the anniversary of a child's admittance to kindergarten.

I agree to having my child (named above) continue 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: ________________________________

Telephone Number: ________________________________

Revised: October 11, 2012
Grade Retention
Achievement and Mental Health Outcomes

By Gabrielle E. Anderson, Angela D. Whipple, & Shane R. Jimerson, NCSP
University of California, Santa Barbara

Introduction

In response to increasing pressures to improve school performance, legislation and policies regarding grade level promotion standards have been developed at the national, state and district levels. The result has been a call for the "end of social promotion" and a renewed emphasis on grade retention as an educational remedy for underachieving children. Often it is thought that the "gift" of another year in the same grade will give the child reinforcing instruction as well as provide another year for the development of grade level educational skills. However, educational research fails to support grade retention as an effective intervention. In fact, grade retention has been associated with a host of negative outcomes on a variety of levels. Of particular concern is whether educators are addressing the academic, behavioral and mental health needs of children when recommending grade retention.

Retention refers to the practice of requiring a student who has been in a given grade level for a full school year to remain at that level for a subsequent school year (e.g., "flunking"). It is estimated that currently over 2.4 million (5-10%) students are retained every year in the United States. On the rise for the past twenty-five years, retention today is estimated to cost over 14 billion dollars per year to pay for the extra year of schooling.

On the individual level, many more boys are retained than girls; more minority students are retained than White students. Retained students are more likely to display aggressiveness, to have a history of suspension or expulsion, to act out in the classroom, or display behaviors associated with Attention Deficit Hyperactivity Disorder and Conduct Disorder. Children who are learning disabled are also more likely to be retained — and in fact are likely to be so diagnosed immediately following the retention. In addition to poor academic achievement and low standardized test scores, retained students are likely to have a history of numerous school changes and absenteeism. Large family size, low parental education and low family involvement are also related to retention.

Research: Retention Is Ineffective, Maybe Harmful

Systematic reviews and meta-analyses examining research over the past century (studies between 1911–1999) conclude that the cumulative evidence does not support the use of grade retention as an intervention for academic achievement or socio-emotional adjustment problems (Holmes, 1989; Jimerson, 2001). Recent comparisons of academic achievement (i.e., reading, math, and language) and socio-emotional adjustment (i.e., emotional adjustment, peer competence, problem behaviors, attendance and self-esteem) between retained and matched comparison students, reported in 19 studies published during the 1990s, yielded negative effects of grade retention across all areas of achievement and socio-emotional adjustment (Jimerson, 2001).

Research also fails to find significant differences between groups of students retained early (kindergarten through 3rd grade) or later (4th through 8th grades). What is most important is that, across studies, retention at any grade level is associated with later high school dropout, as well as other deleterious long-term effects.

Typically, the test scores of students who are retained in the primary grades may increase for a couple of years and then decline below those of their equally low-achieving but socially promoted
peers. The temporary benefits of retention are deceptive, as teachers do not usually follow student progress beyond a few years.

**Long-term outcomes:** Studies examining student adjustment and achievement through high school and beyond report assorted negative outcomes associated with grade retention. When comparing retained students with similarly under-achieving but promoted peers, research indicates that retained students have lower levels of academic adjustment in 11th grade and are more likely to drop out of high school by age 19 (Jimerson, 1999). In fact, retention was found to be one of the most powerful predictors of high school dropout, with retained students 2 to 11 times more likely to drop out of high school than promoted students (Jimerson, Anderson, & Whipple, 2002). Furthermore, the retained students are less likely to receive a high school diploma by age 20, receive poorer educational competence ratings, and are also less likely to be enrolled in post-secondary education of any kind. These youth also receive lower educational and employment status ratings and are paid less per hour at age 20 (Jimerson, 1999).

**Impact of Retention on Student Mental Health**

As teachers and administrators are pressured to implement policies designed to "end social promotion," students are threatened with retention if they do not meet academic standards or perform above specified percentiles on standardized tests. It is unclear if this threat is effective in motivating students to work harder. However, this pressure may be increasing children's stress levels regarding their academic achievement. Surveys of children's ratings of twenty stressful life events in the 1980s showed that, by the time they were in 6th grade, children feared retention most after the loss of a parent and going blind. When this study was replicated in 2001, 6th grade students rated grade retention as the single most stressful life event, higher than the loss of a parent or going blind (Anderson, Jimerson, & Whipple, 2002). This finding is likely influenced by the pressures imposed by standards-based testing programs that often rely on test scores to determine promotion and graduation.

Analysis of multiple studies of retention indicate that retained students experience lower self esteem and lower rates of school attendance, relative to promoted peers (Jimerson, 2001). Both of these factors are further predictive of dropping out of school. Indirectly, low self-esteem and poor school attendance influence adult outcomes. Students who ultimately drop out of school without a diploma face considerable difficulty finding and maintaining employment for self-sufficiency and experience higher rates of mental health problems, chemical abuse and criminal activities than do high school graduates.

**Why Retention Is a Failed Intervention**

There are several explanations for the negative effects associated with grade retention, including:

- absence of specific remedial strategies to enhance social or cognitive competence
- failure to address the risk factors associated with retention (short-term gains following retention mask long-term problems associated with ineffective instruction)
- retained children are subsequently overage for grade, which is associated with deleterious outcomes, particularly as retained children approach middle school and puberty (stigmatization by peers and other negative experiences of grade retention may exacerbate behavioral and socio-emotional adjustment problems)

**Alternative Actions**

Early identification (through assessment) for prevention and intervention is essential, whenever a student is struggling. Several school-based supports have been found to be effective in assisting children with educational difficulties. These include various reading programs, summer school and
more direct instruction (teacher to student). Tutoring, well-designed homework activities and after-school programs have also been demonstrated to be beneficial. Other helpful strategies include encouraging parents to communicate regularly with the school and to become involved through attending student study team (SST) meetings, participating in training programs and exploring behavior management strategies if appropriate. Most important is to advocate for implementation of educational interventions that are supported by research first, continue monitoring the child’s achievement trajectory, and then revisit the progress made. A coordinated system of comprehensive support services aimed at addressing the academic, socio-emotional, behavioral and psychological needs of the child will help promote healthy adjustment and achievement among children at risk for grade retention.

When weighing the pros and cons of a decision to retain or promote a student, it is critical to emphasize to educators and parents that a century of research has failed to demonstrate the benefits of grade retention over promotion to the next grade for any group of students. Instead, we must focus on implementing evidence-based prevention and intervention strategies to promote social and cognitive competence and facilitate the academic success of all students.

References and Resources


National Association of School Psychologists — www.nasponline.org


Shane R. Jimerson, Ph.D., NCSP, is a professor at the University of California Santa Barbara school psychology program where Gabrielle E. Anderson and Angela D. Whipple are doctoral students.

This article originally provided by NASP to The Guidance Channel (www.guidancechannel.com) and posted on their Therapy and Counseling page, July 2002.