

Students

PROMOTION/ACCELERATION/RETENTION/ADJUSTMENT TO GRADE/DELAYED ADMISSION TO SCHOOL

Guidelines for Acceleration/Retention/Adjustment to Grade

Each child is unique and situations vary for the guidance of the development of young children. Therefore, placement of any individual for a year of work is an important responsibility of the parent(s)/guardian(s), teacher(s), principal, and school support staff.

Individual differences in growth, motor, cognitive, linguistic, perceptual, and social development are more important criteria to determine placement than lack of academic achievement. A thorough study based on the interaction of cognitive, emotional, and social achievement is needed when determining placement for any given child.

Parents who request that their child's admission to Kindergarten be delayed shall be informed of the importance of age-appropriate initial placement. The Student Placement form shall be completed if parents request delayed admission to school.

A child who has been lawfully admitted to a public school Kindergarten or a private school Kindergarten in California and who is judged by the administration of District to be ready for first-grade work may be admitted to the first-grade at the discretion of the school administration. The school administration may place the child in Kindergarten if that is the age-appropriate placement. A child may be placed in the first grade if the child will have his/her sixth birthday on or before December 2 of the school year.

Whenever a student is retained in public school Kindergarten, the Superintendent/designee shall secure an agreement, signed by the parent(s)/guardian(s), stating that the student shall be retained in Kindergarten for not more than one additional school year. (Education Code 46300)

Students between Grades One and Two, Two and Three, and Three and Four shall be identified primarily on the basis of their level of proficiency in reading. Students between Grades Four and Five, Five and Six, Grades Six and Seven, and Seven and Eight shall be identified on the basis of proficiency in reading, English Language Arts, and mathematics.

Students shall be identified on the basis of a combination of District-defined multiple measures.

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When a student is identified as being at risk of retention, the Superintendent/designee shall notify the student's parent(s)/guardian(s). This notification shall take place as early in the school year as practical.

The student's parent(s)/guardian(s) shall be provided the opportunity to consult with the teacher and the Student Study Team responsible for the decision to promote or retain the student.

The Superintendent/designee also shall provide a copy of the District's Promotion/Acceleration/Retention Policy and Administrative Regulation to those parents/guardians who have been notified that their child is at risk of retention.

If a student is identified as performing below the minimum standard for promotion, the Student Study Team (which shall include the principal/designee, referring teacher, and parent, and may include, where appropriate, the student or other staff, i.e. resource teacher, school psychologist, and additional classroom teachers) determines in writing that retention is not the appropriate intervention for the student's academic difficulties. This determination shall specify the reasons why retention is not appropriate for the student and shall include interventions that are necessary to assist the student in attaining acceptable levels of academic achievement.

If the teacher and the Student Study Team recommend that the promotion be contingent on the student's participation in an alternative and/or intervention program, the student's academic performance shall be reassessed at the end of the intervention program, and the decision to promote or retain the student shall be reevaluated at that time. The intervention program's evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any determination of retention or promotion.

Retention of Special Education Students

Students who are receiving Special Education services may only be retained when the Individualized Education Program (IEP) team agrees that retention will provide an appropriate education for the student. According to Federal and State laws, the IEP team includes parent(s), a general education teacher, a special education teacher, and a District representative. The student's academic performance and adequate achievement of proficiency standards may be based upon progress toward the IEP goals and/or alternate assessment measures determined appropriate by the IEP team.

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ADMISSION TO SCHOOL (continued)**

Retention of English Learners

The English acquisition progress of Limited English proficient students shall be monitored by yearly administration of the Language Assessment Scales (LAS) test, the California English Language Development test, when fully developed, and Cognitive Academic Language Proficiency (CALP) scales. Limited English proficient students may be considered for retention only when it can be demonstrated that their lack of academic progress is not solely a result of the English language acquisition.

Appeal Procedures

The school's decision to promote or retain a student may be appealed consistent with Board Policy, Administrative Regulation, and the law.

The burden shall be on the parent as appealing party to show why the school's decision should be overturned.

To appeal a retention/promotion determination, the appealing party shall submit a written request to the Superintendent/designee specifying the reasons why the school's decision should be overturned. The appeal must be made within ten (10) school days of the determination of retention or promotion. The teacher and/or Student Study Team shall be provided with an opportunity to state orally, and/or in writing the criteria on which the decision was based.

Within thirty (30) days of receiving the request, the Superintendent/ designee shall determine whether or not to overrule the school's decision. Prior to making the determination, the Superintendent/designee may meet with the appealing party and the teacher and/or Student Study Team. If the Superintendent/designee determines the appealing party has overwhelmingly proven that the school's decision should be overruled, he/she shall overrule the school's decision.

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The Superintendent/designee's determination may be appealed by submitting a written appeal to the Board of Education within fifteen (15) school days. Within thirty (30) days of the receipt of the 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. At its discretion, the Board may meet with the appealing party, the teacher, and/or the Student Study Team and the Superintendent/designee to decide the appeal. The decision of the Board shall be final.

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.

With the parent/guardians consent, the Superintendent/designee may require a student who has been recommended for retention or has been identified as being at risk of retention to participate in a supplemental instructional program. Such programs shall be offered during the summer, after school, on Saturday, during intersessions, and/or during the instructional day if the service is provided by a certificated teacher who is not the regular classroom teacher.

These services shall be provided to students in the following priority order:

1. Students who have been recommended for retention or have been identified as being at risk of retention.
2. Students who have been identified as having a deficiency in mathematics, reading, or written expression based on results of tests administered under the State Testing and Reporting program.

Legal Reference:

EDUCATION CODE

48070 Promotion/Retention

48000 Minimum Age of Admission 48011 Variations

Regulation

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CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Chula Vista, California