



Instruction - Series 2000 Procedures K-8 Grade Level Promotion/Retention – 2421P

I. DEFINITIONS

- A. Placement -- The act of determining the grade level to which a new student should be assigned.
- B. Promotion -- The annual progress from one grade level to the next.
- C. Advancement -- "Double promotion" or "skipping" a grade.
- D. Retention -- Repeating a grade.

II. PROCEDURES

The following are some factors that should be considered in preparation for promotion, advancement, or retention:

- 1. Evaluation by a teacher and support staff
 - 2. Academic potential
 - 3. Social and emotional maturity
 - 4. Number of years in school
 - 5. Chronological age
 - 6. Physical development
 - 7. Standardized test results
 - 8. Academic progress
- A. Advancement can occur under exceptional circumstances using the criteria listed above.
 - B. Retention, if necessary, should take place as early in a child's school career as possible, preferably kindergarten, first, second, or third grade when a potential stigma will have a lesser impact. Research demonstrates that retention does not help students who do not succeed because they have low potential; have social, emotional, or behavioral problems; or lack motivation.

No student shall be retained more than once during K-8 grades except in extraordinary cases.

1. Kindergarten through Grade 5

The following procedures should be used for K-5 retentions:

- a. A student may be retained by the principal upon the recommendation of a teacher.
- b. The principal is to be notified in writing by the teacher by March 15 of every potential retention. Without this notice, retention will not be considered unless the student is a late enrollee or the parent initiates the request for retention.
- c. Parents shall be notified, preferably by conference with the teacher and/or principal, when a child is being considered for retention. This shall be done no later than April 1 unless the student is a late enrollee.
- d. When retention is recommended, parents shall be notified no later than June 1.

2. Middle Level Grades 6 - 8

Guidelines for consideration:

- a. Counselor and/or teacher conferences with parents and students will be documented.
- b. An end-of-term letter will be sent to parents indicating their child has not passed the basic requirements for a grade level. Recommendations will be made for correcting these deficiencies; e.g., private tutoring, retention.
- c. A conference will be held prior to the beginning of the school year to determine the child's placement. The conference should involve the parent, counselor, and a school administrator. Consideration will be given to child's age, maturity, peer group, and academic potential.

3. The final recommendation for retention will be made by the building principal.

III. GRADE PLACEMENT OF TRANSFERRING STUDENTS

The placement of a student shall be accepted in another school on the basis of grade placement at the previous school on the date of transfer. Retention or advancement of such a student should take place only after previously outlined procedures are followed.

IV. GRADE PLACEMENT OF NEW STUDENTS

Kindergarten and first grade students must enter the grade level designated by state law and district policy (see Policy No. 3110). Other students entering elementary school for the first time will be placed temporarily at an appropriate age/grade level. If, after a trial period, it is found that the student is inappropriately placed, the parent/guardian is to be notified, and the student placed at a more appropriate grade level.

V. GRADE PLACEMENT OF SPECIAL EDUCATION STUDENTS

Decisions regarding the appropriate placement of special education students are addressed within the context of the development of the Individualized Education Plan (WAC 392-171). Procedures for the development and implementation of an IEP are outlined in the WAC and are detailed in the special education procedures/forms manual available in each school. Decisions regarding initial placement and subsequent promotion of a special education student should be made by the IEP committee and reflected on the IEP document.