The Institute for the Development of Young Leaders

Engaging, Educating and Empowering Future Leaders

THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

PROMOTION, PLACEMENT, AND RETENTION POLICY

INTRODUCTION

The goal of The Institute for the Development of Young Leaders is to develop academically proficient students; therefore, IDYL is committed to educational practices that are effective in enhancing the educational attainment of all students. Promotion standards are based on the belief that students must perform at grade level or above to be successful in school.

At IDYL, we recognize that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their developmental needs at the various stages of their growth.

We feel that teachers are responsible for early identification of students who are at risk of not meeting promotion standards. At the time a teacher identifies a student as functioning below grade level, the teacher and principal with the support and assistance of the students' parent/guardian will use all available resources to begin intervention, including but not limited to Personal Education Plans.

PROMOTION REQUIREMENTS

It shall be the policy of IDYL that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. The progress of students will be monitored at each grade level to determine appropriate grade assignment.

The best interest of the student will be the guiding philosophy for determining acceleration, promotion or retention while upholding requirements of state and federal laws.

Students are required to meet promotion standards in grades K-8 that include demonstrated grade level proficiency on school assessments, standardized tests, report cards, and student work. In determining the best educational interests of a student, appropriate grade placement decisions shall be based upon the mastery of critical knowledge and skills including reading and mathematics. The educational program shall provide for the continuous progress of students.

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In order to be promoted to the next grade levels, students in all grades should be proficient in reading and mathematics, which may be demonstrated through NC End-of-Grade tests, school assessments, student portfolio of work, and report card grades. A promotion decision should **not** be made solely on the basis of a state assessment.

Advancement beyond the normal one-grade promotion will be considered on an individual basis after discussion among teachers, principal and parents/guardians concerned. Assessment data shall document the need for this advancement. The final decision shall rest with the principal after consulting with the parent/guardian.

Numerous studies have demonstrated that retention does not improve students' chances for educational success. Therefore, the practice of retention will be used only when there is compelling evidence that the student is likely to benefit academically and/or socially.

If a student appears likely to be retained, then the teacher is required to notify parents/guardians of consideration for retention no later than the end of the first quarter or as soon as possible thereafter. Corrective and alternative strategies should be developed cooperatively with the parents/guardians in the hope of preventing retention. Following that initial conference, similar conferences will be held as needed to carefully monitor student progress.

If retention is seriously under consideration after corrective actions are attempted, parents/guardians should be notified of the situation, no later than the end of the third quarter. Earlier notification is preferred. With regular conferences and careful monitoring, parents/guardians and students should have a clear understanding of the reality of the situation.

Decisions made at the end of the third quarter or soon thereafter will result in use of the one of the appropriate retention forms attached. Whenever the decision is made to retain a child, an initial letter should be given to the parent/guardian explaining the retention process. This letter should be filed in the student's cumulative record folder.

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After the initial letter is mailed, one of the following forms and corrective plan will be needed:

(forms attached)

- Teacher, parent/guardian, director, and administrator reach consensus that the child should be retained.
  Utilize **Form A** and file it in the cumulative record folder.

- Parent/guardian disagrees with a retention decision and the administrator, director, and other staff follow the parent's wishes. Document this by utilizing **Form B** and file it in the cumulative record folder.

- Parent/guardian wants retention, but the administrator, director, and staff do not agree. Use **Form C** and file in the cumulative record folder.

- Administrator, Director, and staff retains students even though parents/guardians object. Utilize **Form D** and file it in the cumulative record folder.

- Administrator, Director, and staff promote students even though parent/guardian objects. Utilize **Form E** and file it in the cumulative record folder.

If a student is retained, the director, administrator, and parents/guardians will be required to have a meeting(s) to develop alternative plans for the student for the following year. The research is clear that students who are retained and given exactly the same program the following year are most likely to fail again. A specific and documented plan is required to be developed in cooperation with the parents/guardians preferably by the end of the fourth quarter of the year of retention, or as soon as possible. The child's teacher for the following year should be included in the development of this plan if possible. This plan should be developed on the attached form and a copy should be placed in the student's cumulative record folder. This plan should be monitored and reviewed monthly and conferences should be held monthly with the parents/guardians by the teacher with the administrator included.

The school may retain students for more than one year. However, this is to be done very sparingly and only when the evidence is overwhelming that this second retention will have outstanding potential for success.

If students are retained it should be as early in their school career as possible. However students may be retained through grade eight.

Retention decisions should not be based on one single factor. Retention should be a decision based on multiple criteria.

Kindergarten screening is critical to avoid the necessity of retention decisions.

STUDENT ASSESSMENT REVIEW

If the parent/guardian of a retained student would like to appeal the decision to retain a student, then the following review procedures will apply:

1. A parent may initiate a retention review hearing by requesting, in writing, to the principal within three (3) days of the last day of school for students, a Student Assessment Review.
2. The review committee will be appointed by the school, and will be comprised of the student's teachers and principal. Special education personnel must be included if the student is identified as a Student with Disabilities. English as a second language staff must be included if the student is identified as LEP.
3. The student and the student's parent/guardian shall be invited to the review and allowed to speak on the student's behalf. The parent/guardian may submit additional information for review.
4. The review committee will be convened to determine whether the student met promotion requirements.
5. The committee will review documentation presented by teachers on behalf of the student, including but not limited to: NC End-of-Grade tests, school assessments, student portfolio of work, and report card grades. Additionally, the team may consider information from parents; an IEP or PEP, if applicable; and any other information tending to verify that the student is proficient.
6. The recommendation of the review committee is subject to the principal's authority to grade and classify students.

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STUDENTS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY STUDENTS

Students with disabilities who do not have the ability to participate in the Standard Course of Study may be exempt from the promotion standard. However, exempt students must be enrolled in a functional curriculum and demonstrate evidence of progress on alternate assessments. All recommendations regarding special needs students will be made in conjunction with the IEP Committee or the Section 504 Committee.

Students of Limited English Proficiency (LEP) as identified by state and federal standards shall meet the same standards as all students. However, in accordance with federal law, English language proficiency cannot be the factor that determines whether a student has not met performance standards. All retention recommendations regarding Limited English Proficient students should be made in consultation with the English as a Second Language teacher.

NOTICE

This policy or a summary of its requirements shall be provided to students and/or parents at the start of each school year.

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Issues to Consider When Contemplating Retention

In examining the progress of retainees during the repeated grade as compared to progress in the original grade, we find, based on more than 6,000 cases, that only about 20-35% of the retainees learn more material in their second year, while as many as 40% of the retainees actually learn less material. *(Rose, Medway, Cantrell, Marus, 1983)*.

The retention-promotion controversy has raged for nearly a century and may continue for another hundred years. There are no single answers to this controversy. However, one thing is basic. Grade placement decisions must be made on an individual student basis by educators who are familiar with research, theory, and practice as it relates to student retention. Only in this way can placement alternatives be developed to significantly contribute to the academic and emotional development of children. *(Rose, Medway, Cantrell, Marus, 1983)*.

The lesson of recent experiments with performance-based promotion seems clear. If the United States fails to insure that the excellence movement reaches every student, the current calls for school reform may do nothing more than widen the gap between the educational haves and the have -nots, leaving those citizens who lack adequate training increasingly less able to manage in an increasingly complicated world. *(Finn and Ravitch, 1984)*.

In the final analysis, it is the classroom teacher who has the greatest knowledge of the student's achievements; hence, the teacher should be the first person concerned with identifying problems and correcting them. This is part of the teacher's job. Naturally, the teacher must have clear objectives and priorities with respect to instruction. Where the classroom teacher is not making progress with students on survival-level competencies, the teacher should help to plan an alternative experience for the student using the resources of the school and the school district. *(Bob L. Taylor, 1978)*.

The courts generally defer to the promotion-retention decisions of school officials. However, courts may demand officials to provide additional justification for retention decisions based on a single

criteria and are likely to overturn school retention decisions based on a single criteria that have a disproportionate impact on minority students. *(Stroup and Zirkel, 1983).*

The purpose of this paper was to examine the theoretical and empirical support available for retention and social promotion, with special reference to the exceptional child. A review and commentary on the empirical literature published after 1960 was presented to examine the impact of these procedures on academic performance, self-esteem, and social development. The underlying assumptions and implicit goals for retention were evaluated in view of Gesellian, behavior analysis, cognitive development, and mastery learning frameworks. Predictions regarding the efficacy of these procedures for slow learners, learning disabled and immature children were offered. It was concluded that there is no empirical support for retention or social promotion as effective interventions for children with school failure, and that the Gesellian framework is the only view that supports retention on theoretical grounds. It was suggested that future research focus on the identification of more efficient and appropriate instruction for children with different learning rates and styles, rather than on these pseudo solutions. *(Carstens, 1985).*

Educators who favor the use of grade retention usually claim that it serves two major purposes: to remedy inadequate academic progress and to aid in the development of students who are judged to be emotionally immature. Schools most frequently require a student to repeat a grade when the student has not gained the level of knowledge and skills expected upon completion of that grade.

The rationale is that students who have not adequately mastered the material at the grade level they have just completed will not be equipped to profit from the material at the next higher grade level and, for their own good, should not be promoted (Goodlad and Anderson, 1963). Students sometimes are retained in a grade because school personnel judge that they are emotionally or socially immature for their age. These students are seen as unable to relate adequately to their peers or to deal with the responsibilities assigned to students at a particular grade level. It is presumed that such students will be in a better position to develop if they are held back a year and placed in a class where responsibilities coincide more closely with their level of maturity *(Scott and Ames, 1969).*

It is not at all clear from good common sense whether either of these justifications accurately reflects what happens to a child when he or she is retained in a grade. There is little doubt that a pupil who is having serious academic difficulties in one grade is likely to continue having difficulties if merely promoted to the next grade. What is not clear is how the mere repetition of a grade of schooling is likely to reduce these difficulties. Very seldom is there any substantial help provided to repeating pupils; instead, they are recycled through a program that was inappropriate for them the first time and that may be equally inappropriate and of less interest to them the second time. In the cases of retention for purposes of personal or social adjustment, it is not at all clear that the alleged benefits generally outweigh the possible harm caused by the stigma of having "flunked" a grade and the disruption of the child's friendships caused by separation from her or his former classmates *(Jackson, 1975)*.

Those who continue to retain pupils at grade level do so despite cumulative research evidence showing that the potential for negative effects consistently outweighs positive outcomes. Because this cumulative research evidence consistently points to negative effects of nonpromotion, the burden of proof legitimately falls on proponents of retention plans to show there is compelling logic indicating success of their plans when so many other plans have failed *(Holmes and Matthews, 1984)*.

Research on the effects of retention has been mixed---partly because of the difficulty of designing students on such a question---but research does not support basing promotion decisions on a single criterion, such as test scores *(Johnson, 1984)*.

Lieberman's Factors to Consider before Retaining Students in Grade

Child Factors	**Family Factors**	**School Factors**
Physical disabilities Foreign language	Geographic moves toward retention	System's attitude Physical Size
Academic potential	Attitude toward	Principal's attitude
Psychological maturity	retention	Teacher's attitude
Neurological maturity	Age of siblings	Availability of remedial

Self-concept	Sibling pressure	services
Ability to function Independently	Involvement of physician	Availability of personnel
Grade placement		
Age		
Previous retention		
Nature of the problem		
Absenteeism		
Basic skill competency		
Attitude toward retention		

Even though the non-promoted pupils were matched with promoted counterparts on the basis of achievement test scores at the time of retention, the retained pupils from that time on scored lower on achievement tests in reading, language arts, and arithmetic. In the area of arithmetic achievement, there does seem to be some evidence that, in time, the retained pupils will once again approach the scores of their promoted counterparts. The evidence is however not as indicative of that great a narrowing of the achievement gap in language arts and reading.

If, as is often the purported case today, retention of pupils is accomplished with the intention of improving the academic achievement in the basic skills of these pupils, the research does not seem to support this practice. It seems that retained pupils fall behind during the year that they are retained and spend the rest of their academic careers in vain attempts to catch up.

Although there has been a great deal of debate about *whether or not* children should repeat a grade in school, a more interesting question is *which* children are retained. This study addresses the question of what kind of children were retained in the first grade as compared to the norm, and as compared to a

group of promoted children who were classroom peers yet who educators in the middle of the year considered to be possible non-promotion candidates. Teachers from six school districts identified in

March 146 children as candidates to repeat the first grade. By September, 84 had been retained, 62 promoted. In the spring before the decision was made, we tested all children with a variety of measures of immaturity: intellectual, social, emotional, and physical. Promoted candidates differed from non-promoted first graders with respect to academic achievement, cognitive development, and adaptation to school. All candidates, promoted and retained, scored below average in reaching achievement, visual-motor integration, and adaptation, but scored in the average range with respect to IQ, height and weight, and social adjustment. A cluster analysis on cases for the retained children further revealed three subgroups of retained children. One group had low scores on all measures of immaturity, especially self-concept; a second group had high or medium scores on all measures; and a third group had low math skills, but good social skills. These results may be interpreted as indicating that some children are appropriately retained and some are not *(Sandoval 1983)*.

The practice of retaining or holding students back a grade is gaining in popularity. A comprehensive review of the literature over the past 16 years supports that view and uncovers great discrepancies between educators' beliefs and confirmable evidence regarding retention. This article describes actual retention practices in two Utah school districts and compares the children recommended for retention with a control group. These two groups were found to be significantly different in intellectual ability, academic achievement, and adjustment characteristics. In order to measure the effects of non-promotion, the retained children's growth was compared to the growth of academically similar-functioning children who were recommended for retention but were promoted. These recommended-for-retention children were re-tested one year after the retention decision was made. Retention was not found to benefit the children academically or in personal or social adjustment *(Niklason, 1984)*.

Increased interest in the child "not ready" for reading has led to the use of a number of instructional options, of which the transition class is one. Efficacy of transition room programs is reviewed and importance of teacher attitudes is discussed. Educators will need to examine current educational practices in order to reduce the school-failure rate. *(Gredler, 1984)*.

The impact upon promotion practices in an inner-city school of a program for the prevention of learning disabilities is examined over a twelve-year period during which the program operated. This preventive approach---a cooperative program of a community school district and a medical center---provided services to identify children vulnerable to learning disabilities, to diagnose the causes of their

vulnerabilities, and to intervene educationally in school-based projects. Results of educational intervention are demonstrated in a decrease in non-promotion rate to 5% or less. *(Hagin, 1984).*

The infrequent use of several of the criteria in the LRS by school personnel in making retention decisions would seem to substantiate a lack of content validity for the LRS. In particular, the "physical size," "sex," and "siblings" categories were eschewed by the respondents. The number of respondents who responded "never" for the factors of sex (84.5%) and siblings (72.0%) indicate that these components may not be considered in retention decisions.

Furthermore, each of the components of the Lights Retention Scale is given equal weight in determining the total score and the category of retention candidacy; from the date of this study, such a practice is not justified. Respondents noted the use of factors such as academic achievement to a greater extent than they utilized student attitudes toward school, previous retention, intelligence, and parent participation.

In general, the use of the LRS as a psychometric instrument is unwarranted (Haniffin, 1983; Harrison, 1983; Sandoval, 1982). In addition, the use of the LRS as a non-psychometric counseling tool would not seem justified without further evidence of the content validity of the items and their relative weights in making retention decisions.

Further use of the LRS categories as the basis for discussions with parents and students who are being counseled concerning promotion is also not recommended. Caution should be employed in using the scale for any purposes directly related to predictions or decisions about student performance and retention.

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A Decision Making Model for In-Grade Retention (Non-promotion)

There are as many studies for it as against it with some highly-questionable research methodologies on both sides. Disregarding the research, to make a decision for or against retention on the basis of statistical evidence rather than on an in-depth analysis of all factors contributing to each individual situation seems foolhardy. The decision-making model that follows is one of rational problem solving. Four categories for each factor are possible: for retention, against retention, undecided (evidence weighted equally for and against), and not applicable. The factors themselves are not weighted because it is the individual student who must give weight to the factors. For example, a second grader may be so large as to establish physical size as a critical factor well beyond its meaning for an average size second grader.

CHILD FACTORS

Physical Disabilities: Children who suffer from cerebral palsy, deafness, blindness, etc. may demonstrate limited readiness skills, poor language development, and deficient knowledge or awareness of their surroundings.

Physical Size: Size may be considered in terms of small, medium, and large.

Academic Potential: Potential is defined in terms of learning rate, which may range from better than appropriate to appropriate to slow to the point of continuous, compounded underachievement.

Psychosocial Maturity: Immaturity, e.g., thumb sucking inability to delay gratification, inability to take turns, inability to attend for more than a few minutes at a time, and a demonstrably greater

interest in all forms of play and fantasy activities. On the other end are children who are adjusted to an adult world but have difficulty relating to peers.

Neurological Maturity: Hyperactivity, gross motor deficits, fine motor coordination difficulties, language and articulation problems, distractibility, short attention span, and many different types of perceptual disturbances.

Child's Self-Concept: (1) If the child has a good self-concept, will retention debilitate him/her and give a long-lasting, low self-concept? (2) If the child has a low self-concept, will retention debilitate him further to the point of consigning him to a school career fraught with misery? (3) If the child has a low self-concept, is it the result of low achievement, and will retention foster his achievement, which will in turn, enhance his self-concept?

Child's Ability to Function Independently: This factor is highly significant because as children progress through the grades, greater and greater responsibility for independent learning and performance is expected. It is likely that children who need constant supervision as a result of physical, cognitive, or emotional factors or all of these will require a great deal of small group instruction usually outside the context of the regular classroom. Retention should *never* be substituted for special education.

Grade Placement: Retention presents a valuable programmatic option for kindergarten through second grade. Fourth grade and beyond is usually frowned upon, and third grade is regarded as pivotal. Self-concept issues seem to take on much greater importance beyond third grade.

Chronological Age: It has been noted in the research that students at highest risk for primary grade failure are males who are also the youngest or close to being the youngest in the class. This data should not be considered in isolation, but in conjunction with psycho-social and neurological maturity. Another age-related phenomenon has been noted. Parents will occasionally keep a child out of school until the child is one year older in an effort to ensure academic or physical-motor (sports) success or

both. This practice is highly questionable, especially for those children who would experience success at their age-appropriate grade.

Previous Retentions: One is usually enough. However, with certain handicapped children for whom regular class placement is eventually intended, it may not be completely inappropriate for an age span of two or three years between classmates to exist.

Nature of the Problem: Two major problems are noted in retention issues: behavior and learning. Retention is almost always considered on the basis of a learning-related difficulty. Retention should not be considered as a program alternative for a child whose primary problem is behavior unless the behavior is traceable to neurological or psychosocial immaturity or both. Nor, should it ever be a substitute for those children whose behavior is traceable to an emotional disorder.

Sex: When it comes to school-related problems, males outnumber females from four to one to nine to one.

Chronic Absenteeism: If it can be demonstrated that a child's record of absenteeism is so severe that it becomes an important factor in the child's underachievement, retention might be considered as a way or providing him with the instruction he has missed.

Basic Skill Competencies: This factor stands out more than any other because it is the reason most often cited. For purposes of decision making, competence in grade-level skills may be thought of as adequate, inadequate, or severely deficient. Students will require an in-depth analysis of the reasons for his difficulties by a multidisciplinary team.

Peer Pressure: (1) How susceptible to peer pressure is the student and what might be the impact on his self-concept? (2) Does the student have very close friends with whom he has formed long-lasting ties, and how will retention affect these relationships? (3) What; is the nature of the student's peer

relationships outside of school, and with whom does he have these relationships? (4) Does the student live in close proximity to age-mates and classmates, and will retention be a continuing source of embarrassment for him?

Child's Attitude toward Retention: The child's understanding of the issues remains questionable, nevertheless they should be heard, especially in cases of strenuous personal objections or affirmations.

FAMILY FACTORS

Geographical Moves: Family transience may be one of the only factors suggesting retention at grades higher than second or third. It seems easier to retain a student when he is entering a school for the first time.

Foreign Language Emigrants: When language other than English is spoken in the home or the child enters school with a limited exposure to the English language or American culture, this factor may loom larger on the "for retention side."

Attitude toward Retention: This extremely crucial factor is often a combination of: (1) Personal history of retention (one or both parents were retained). (2) Cultural attitudes; in certain cultures, open knowledge of school failure is to be shunned at all costs. (3) Pressure from friends, neighbors, and relatives. Retention implies a flaw than can easily develop into a social stigma in the eyes of the parents of the retained child.

Age of Siblings and Sibling Pressure: This can be a highly significant factor against retention. If a child were to be retained, he might find himself in the same grade as his younger brother or sister, with potentially devastating results.

Involvement of Family Physician: Pediatricians' knowledge of childhood education is extremely variable and physician's influence on any particular family varies significantly. However, when this influence does exist and the physician holds and expresses strong opinions either way, it would be optimal if the education personnel would include the physician in the process.

SCHOOL FACTORS

School System Attitudes toward Retention: Any declaration by the administration or school board that retention is not a policy of the school system diminishes the flexibility of the educational system.

Principal's Attitude toward Retention: Any declaration by the principal that retention is not a policy of the school diminishes the flexibility of the educational system.

Teacher Attitude toward Retention: Any declaration by the teacher that retention is not a policy of the teacher diminishes the flexibility of the educational system.

Availability of Special Education Services: Retention without some form of special education involvement is meaningless because the child may find himself again in the failing situation that originally led to his retention. Any discussion of retention should always imply a need for services over and above and perhaps different from unmodified, regular classroom programming.

Availability of Other Programmatic Options: Such options might include special language development classes in the primary grades and transition classes. Transition classes that require three years to complete two grades differ from retention primarily in semantics and this arrangement is often more acceptable to parents.

Availability of Personnel: One rule of thumb might be that the child should never repeat a grade with the same teacher. On the other hand, some teachers feel that with some children it takes an inordinate amount of time to assess behavior, habits, learning style, and approaches that will foster maximum performance. The answer to this dilemma is found in the amount of trust and confidence that parents and administrators have in the particular teacher.

References

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THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS
RETENTION AGREEMENT

FORM A

Re: _____
Name of Student

Based on a careful analysis of the educational, physiological, and psychological needs of your child, it is determined that he/she be **retained** in the _____ grade for the 20___-___ school year.

The attached alternative educational program has been prepared detailing plans designed to help your child develop the necessary skills to be successful when he/she repeats the above grade.

_____ _____
Administrator's Signature Date

_____ _____
Current Teacher's Signature Date

_____ _____
Next Teacher's Signature Date

_____ _____
School Director's Signature Date

* *

I have had the opportunity to meet with teaching and administrative staff to discuss my child's status with regard to placement for the coming school year and **I AGREE** with the teaching and administrative staff to having my child retained in Grade ____.

_____ _____
Parent/Guardian Signature Date

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RETENTION/PROMOTION AGREEMENT

FORM B

Re: _____
Name of Student

Based on a careful analysis of the educational, physiological, and psychological needs of your child, it is determined that he/she be **retained** in the _____ grade for the 20___-___ school year.

However, due to the undersigned parent/guardian wishes it has been decided to **promote** the student to the next grade level.

_____ _____
Administrator's Signature Date

_____ _____
Current Teacher's Signature Date

_____ _____
School Director's Signature Date

* I have had the opportunity to meet with teaching and administrative staff to discuss my child's status with regard to placement for the coming school year. **I do not agree to have my child retained** and request that he/she be passed on to Grade ___. The school teaching and administrative staff are complying with this request.

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_____ _____ Parent/Guardian

Signature Date

PLEASE RETURN TO SCHOOL ADMINISTRATOR

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RETENTION/PROMOTION AGREEMENT

FORM C

Re: _____
Name of Student

Based on a careful analysis of the educational, physiological, and psychological needs of your child, it is determined that he/she be **promoted** to the _____ grade for the 20___-___ school year.

However, due to the undersigned parent/guardian wishes, it has been decided to **retain** the student in the ___grade for the 20___-___ school year.

_____ _____
Administrator's Signature Date

_____ _____
Current Teacher's Signature Date

_____ _____
Next Teacher's Signature Date

_____ _____
School Director's Signature Date

* *

I have had the opportunity to meet with teaching and administrative staff to discuss my child's status with regard to placement for the coming school year. **I do not agree to have my child promoted to**

the next grade level and request that he/she be retained in Grade___ for the next school year. The school teaching and administrative staff are complying with this request.

_____ _____

Parent/Guardian Signature Date

PLEASE RETURN TO THE SCHOOL ADMINISTRATOR

THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS
RETENTION/PROMOTION AGREEMENT

FORM D

Re: _____

Name of Student

Based on a careful analysis of the educational, physiological, and psychological needs of your child, it is determined that he/she be **retained** in the _____ grade for the 20___-___ school year.

red detailing plans designed to help your child develop the necessary skills to be successful when

_____ _____

Administrator's Signature Date

_____ _____

Current Teacher's Signature Date

_____ _____

Next Teacher's Signature Date

_____ _____

School Director's Signature Date

* *

I have had the opportunity to meet with teaching and administrative staff to discuss my child's status with regard to placement for the coming school year. **I do not agree to having my child retained** in

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Grade ___. The school teaching and administrative staff have decided to retain my child despite my objections.

_____ _____

Parent/Guardian Signature Date

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RETENTION/PROMOTION AGREEMENT

FORM E

Re: _____

Name of Student

Based on a careful analysis of the educational, physiological, and psychological needs of your child, _____, it is determined that he/she be **promoted** in the _____ grade for the 20___-___ school year.

This is being done regardless of the objections by the undersigned parent/guardian since the school officials have the right of assignment of students.

_____ _____

Administrator's Signature Date

_____ _____

Current Teacher's Signature Date

_____ _____

Next Teacher's Signature Date

_____ _____

School Director's Signature Date

* * * *

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I have had the opportunity to meet with teaching and administrative staff to discuss my child's status with regard to placement for the coming school year. **I do not agree to have my child promoted to** Grade ___. The school teaching and administrative staff have decided to promote my child despite my objections.

_____ _____

Parent/Guardian Signature Date

PLEASE RETURN TO THE SCHOOL ADMINISTRATOR

SAMPLE INITIAL LETTER TO PARENTS/GUARDIANS

Dear _____:

Our teachers and administrators at The Institute for the Development of Young Leaders have found a wide variation in the physical and mental maturity of the children in our schools. Some students advance faster than others, some need more individual help than others, and some have setbacks due to health or other related factors.

After weighing all of the factors, it is our belief that some students will have a better chance for future success if they are given a second opportunity to master the skills needed to advance to the next grade. It is our feeling that your child should be offered this opportunity.

We are recommending that your child, _____, be retained in Grade ___ for the 20 ___-___ school year. This recommendation is based on the staff's best judgment in reviewing your child's present achievement level and abilities.

We will need the commitment of everyone involved to make the second experience a success. Regularly scheduled conferences, communication, and a positive approach will increase the possibility that this will be a rewarding and helpful experience. We will dedicate our efforts to providing alternative instructional strategies in the coming year in order to increase the probability of your child's success. Please contact me to arrange a conference so that we can discuss this matter as soon as possible.

Sincerely,

The Institute for the Development of Young Leaders

Engaging, Educating and Empowering Future Leaders

_____

Administrator's Signature

THE INSTITUTE FOR THE DEVELOPMENT OF YOUNG LEADERS

ALTERNATIVE EDUCATIONAL PLAN FOR RETAINED STUDENT

_____ _____

Name of Student **Grade to be Repeated**

_____ _____

Name of teacher administering plan **District Administrator**

A. List educational objectives for the student.

B. List problems student experienced in previous year.

C. **List corrective actions planned to help student solve the above-mentioned problems.**

D. **List resources planned to be used to assist student to meet listed objectives.**

E. **List monitoring procedures to frequently monitor and to evaluate student progress.**

F. **Design communication plan for the year of retention to assure communication between teacher, student, parent, principal, and director.**

G. **Other**

The Institute for the Development of Young Leaders

Engaging, Educating and Empowering Future Leaders

Signature of teacher administering the above plan	**Date**
Signature of Administrator	**Date**
Signature of School Director	**Date**
Signature Parent/Guardian	**Date**

To be filed in student's cumulative record folder and a copy furnished to the parent/guardian.