

GUIDELINES AND PROCEDURES FOR PROMOTION / ACCELERATION / RETENTION

I. PROMOTION AND RETENTION

We believe children are best served when their school experience provides a balance of both challenge and success. Most frequently this occurs in a setting with other children of their same chronological age. The following guidelines and procedures apply as special promotion or retention or alternative educational placement is considered.

A. Retention Cautions

Whenever possible, necessary adjustments in grade level placement should be accomplished in the early elementary years. However, grade placement at all levels shall be flexible, with the child's optimum academic, social and emotional growth being the guiding criteria. Caution should be exercised in recommending retention of any students at any grade, with particular attention given to the current research on long-range effects, as well as the academic, social/emotional and self-esteem impact. Multiple retentions for the same student are to be avoided.

B. Screening for At Risk of Retention

Using multiple indicators of academic achievement, and appropriate observations of social and physical development, all students in grades K-12 will be screened for being at risk of retention or recommended for alternative educational placement established by the Board of Education. As soon as possible after screening data is generated, an Individual Intervention Plan (IIP) will be developed for each student identified as being at risk of retention (K-8) or a Team Guidance Meeting scheduled for any student not meeting minimum credit requirements (9-12).

C. Multiple Criteria

On an annual basis, established, published criteria will be used to identify students who will be considered as being at risk of retention or recommended for alternative educational placement. The criteria shall consist of multiple indicators of achievement, and may include, but not be limited to, STAR, Running Record, Grades, Performance Assessments, Phonemic Awareness, Informal Reading Inventories, District tests of basic skills and course credits. An Individual Intervention Plan (IIP) shall be developed for each student identified as being at risk of retention (K-8). A Student/Parent/School contract describing prescribed activities shall be an integral part of the Individual

GUIDELINES AND PROCEDURES FOR PROMOTION / ACCELERATION / RETENTION

Intervention Plan (IIP) and the Team Guidance meeting.

D. Referrals for Possible Retention and/or Alternative Educational Placement

K-12 students who have been screened as being at risk of retention or not meeting graduation requirements, will be reviewed by the teacher or counselor for possible retention/intervention. Based on that review, any student deemed to potentially benefit from retention shall be referred to the Student Study Team (per Board Policy 6164.5) for recommendation. Students referred by the parent for retention or special promotion shall also be referred to the Student Study Team (K-8) or Team Guidance (9-12) for recommendation. **The final recommendation as to retention, special promotion, or alternative educational placement shall be the joint conclusion of the majority of the members of the Student Study Team or Team Guidance.**

The following criteria shall be used to identify students deemed to be **at risk** of retention or **recommended** for alternative educational placement.

Continuation in Kindergarten

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the District 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)

Grade 1-2

Primary Criterion: Student “Not Approaching Benchmark” in Language Arts on the mid-year class size reduction assessment.

Second Criterion: A score of 1 in Math on the mid-year class size reduction assessment.

Grade 3

Primary Criterion: A score of less than 300 (Below Basic and Far Below Basic) on English Language Arts or Math CST’s.

Secondary Criterion: Student “Not Approaching Benchmark” in Language Arts or a 1 in Math on the mid-year class size reduction assessment.

GUIDELINES AND PROCEDURES FOR PROMOTION / ACCELERATION / RETENTION

Grade 4-6

Primary Criterion: A score of less than 300 (Below Basic and Far Below Basic) on English Language Arts or Math CST's.

Secondary Criterion: D or F grade in Reading, Mathematics, or Writing at first and/or second trimester grading period.

Grade 7-8

Primary Criterion: A score of less than 300 (Below Basic and Far Below Basic) on English Language Arts or Math CST's.

Secondary Criterion: D or F grade in Language Arts, or Mathematics at semester grading period.

Grade 9-12

Primary Criterion: Student does not meet required minimum credits (see below) or required credits are incomplete.

Secondary Criterion: Continued unsuccessful passage of the California High School Exit Exam (CAHSEE) beginning with the Class of 2006.

Grades 9-12 Minimum Credit Policy

Brea Olinda High School

Grade 9:

- Multiple F's on 3rd quarter grades and/or final progress reports will result in a notification letter to parents
 - * Team Guidance scheduled to discuss possible alternative educational placement

Grade 10:

- Minimum credits completed by August: **40** credits
- Multiple F's on 3rd quarter grades and/or progress reports will result in a notification letter to parents
- Minimum credits completed by the close of 1st semester: **65** credits
 - * Team Guidance scheduled for any student with less than **65** credits to place at an alternative educational setting

Grade 11:

- Minimum credits completed by August: **95** credits
- Minimum credits completed by the close of 1st semester: **125** credits
 - * Team Guidance scheduled for any student will less than **140** credits to consider placement at an alternative educational setting

GUIDELINES AND PROCEDURES FOR PROMOTION / ACCELERATION / RETENTION

Grade 12:

- Minimum credits completed by August: **160** credits (consider outstanding core credits)
 - * Team Guidance scheduled beginning of the school year for any student will less than **170** credits to consider placement at an alternative educational setting
- Review first progress report in October
- Minimum credits completed by the close of 1st semester: **195** credits
 - * Team Guidance scheduled to place at an alternative educational setting

Brea Canyon High School

Juniors: Brea Canyon High School students with at least **120 credits in August** and **150 at the close of 1st semester** will be eligible to return to BOHS

Seniors: Brea Canyon High School students with at least **180 credits in August** and **205 in February** will be eligible to return to BOHS

- Students must attend a minimum of one full semester at BCHS to be eligible to return to BOHS

Brea Canyon High School

Juniors: Brea Canyon High School students with at least **120 credits in September** and **150 in February** will be eligible to return to BOHS

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- Students must attend a minimum of one full semester at BCHS to be eligible to return to BOHS

E. Differentiated Instructional Program

A student who has been recommended for retention, identified as being at risk of retention, or recommended for alternative educational placement is required to participate in a modified or supplemental instructional program. Modification to the student's instructional program includes regrouping across grade levels for reading or math, tutor program, after-school programs, Saturday School, and summer school. Supplemental programs may occur outside the normal school day or calendar. At the secondary level, students at risk of retention or not meeting graduation requirements will be placed in courses to meet their identified academic needs.

Parents shall be responsible for assuring student participation in modified or supplemental instructional programs. Parents may appeal this requirement by

GUIDELINES AND PROCEDURES FOR PROMOTION / ACCELERATION / RETENTION

presenting a written request for non-participation to the Assistant Superintendent, Human Services. The final decision shall rest with the parent.

F. RetentionGrades K-8

Students who do not show satisfactory progress on the elements of the Individual Intervention Plan in reading, language or math, may be retained in the current grade level unless the teacher makes a written determination that retention is not an appropriate intervention to address the student's academic shortcomings.

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). If a determination is made that retention is not appropriate, the teacher must specify why and recommend other interventions to assist the student in attaining acceptable levels of performance. In some cases, attendance in summer school or other supplementary educational programs may be a condition for promotion. However, student attendance in summer school or completion of other supplementary educational programs does not guarantee promotion to the next grade level. Student performance will be assessed at the end of the required program before promotion to the next grade level takes place. The teacher's recommendation and education of the student must be discussed with the parent/guardian and principal prior to the final determination of student placement.

Parents may appeal the decision to retain using the process defined in Board Policy 5123.

G. Notification to Parents

Parents of K- 8th grade students shall be notified with an IIP as soon as possible when a student is identified as being at risk of being retained. A Team Guidance meeting will be scheduled with parents of 9th -12th grade students who are recommended for alternative educational placement. STAR test results and trimester/semester report cards shall be considered notice to parents. In addition, the following activities will occur for students in grades K-12:

1. By the end of the first or second trimester (K-6) or first semester (7-8), the principal or designee will notify the parents, in writing, that the student is at

GUIDELINES AND PROCEDURES FOR PROMOTION / ACCELERATION / RETENTION

risk of retention.

2. By the end of the 2nd trimester/3rd quarter, the Student Study Team will meet to discuss students at risk of retention. Parents will be included in the discussions. Additionally, K-8 teachers will complete the IIP indicating Retention/Special Promotion recommendations.
3. Using the IIP, prior to the end of the school year the principal and teacher and/or Student Study Team will communicate with parents for final determination.

H. Appeal Process

If the Student Study Team recommendation is for retention or special promotion, implementation shall proceed, unless the student's regular classroom teacher determines in writing that retention is not the appropriate intervention. This determination will automatically stop the process. However, the teacher 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 growth.

Whatever the Student Study Team recommendation, the parent may request, in writing, a review of the recommendation by the Assistant Superintendent, Human Services. The Student Study Team will be informed of the review request and will provide the Assistant Superintendent, Human Services, documentation of the retention recommendation for review.

II. GUIDELINES AND PROCEDURES FOR 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)

- A. The student is at least five years old.
- B. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.

GUIDELINES AND PROCEDURES FOR PROMOTION / ACCELERATION / RETENTION

- C. The student is in the upper five percent of his/her age group in terms of general mental ability.
- D. The physical development and social maturity of the student are consistent with his/her advanced mental ability.
- E. The parent/guardian of the student has filed a written statement with the school District approving the placement in first grade.

III. SPECIAL NEEDS STUDENTS

The following criteria shall be used to identify special needs students deemed to be at risk of retention.

- A. A special education student's Individual Education Plan shall control whether a student is deemed to be at risk of retention or is recommended for retention. Retention of special education students will be determined on a case by case basis.
- B. For any at risk student classified as Limited English Proficient, the student's Individual Intervention Plan shall control whether a student is deemed to be at risk of retention or is recommended for retention.

*(cf. 6164.5 - Student Study Teams)
(cf. 6177 - Summer School)*

Legal Reference:

EDUCATION CODE

- 37252-37253 Summer school*
- 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*
- 51215 Proficiency standards in basic skills*
- 51216 Assessment of pupil proficiency*
- 51217 Withholding diploma (high school)*
- 56345 Elements of individualized education plan*
- 60641-60647 Standardized Testing and Reporting Program*
- 60648 Minimum performance levels*

**GUIDELINES AND PROCEDURES FOR PROMOTION / ACCELERATION /
RETENTION**

Legal Reference: (continued)

CODE OF REGULATIONS, TITLE 5

200-202 Admission and exclusion of students

Management Resources

CDE PROGRAM ADVISORIES

06121.89-06123.89 Educating Young Children: Next Steps in Implementing the School Readiness Task Force Report

0916.91 Retention of Students in Elementary and Middle Grades, CIL 91/92-02

CDE MANAGEMENT ADVISORIES

0900.90 Changes in Law concerning Eligibility for Admission to Kindergarten 90-10

LEGISLATIVE COUNCIL OPINION

1001.98 Promotion and Retention #21610

CSBA ADVISORIES

1112.98 Student Promotion/Retention Advisory

WEB SITES

CSBA: <http://www.csba.org>

CDE: <http://www.cde.ca.gov>

Policy

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BREA OLINDA UNIFIED SCHOOL DISTRICT

Brea, California