

Students

PROMOTION/RETENTION/INTERVENTION

It is the policy of the San Lorenzo Unified School District that all students be placed in a learning environment where the level of instruction, based upon content standards, best meets the needs of the individual and contributes most to the student's achievement. It is expected that students will progress through each grade within one school year. To accomplish this, standards-based instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Decisions to retain or promote a student within the district's accountability system are based on the student's grades and other indicators of academic achievement designated by the District.

- Identification of students prior to second grade is based on academic performance and developmental level.
- Identification of students between second grade and third grade and between fourth grade and eighth grade is based primarily on reading proficiency.
- Identification of students between fourth grade and eighth grade and the beginning of high school is based primarily on proficiency in reading, English/Language Arts, and mathematics.
- For a student with special needs and with a current IEP (Individualized Educational Plan) promotion/ retention decisions will be made by his/her IEP Team.
- Promotion (graduation) after completion of grades 9-12 is based on accrual of units, passage of classes in courses required toward graduation, and passage of the California High School Exit Exam (CAHSEE).

Parents/Guardians shall be notified when a student is identified as being academically at risk. This notice shall be provided as early in the school year and as early in their school career as possible. Parents/Guardians shall be provided the opportunity to consult with the teacher/s responsible for the decision to promote or retain the student.

Any student, grades 2-8, performing below the minimum standard of promotion is to be retained in his or her current grade level unless the student's regular classroom teacher/s determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. The teacher is required, in writing, to do the following:

1. Specify the reasons that retention is not appropriate based on one or more of the following:
 - Any previous retentions or accelerations
 - Previous intervention measures
 - Learning potential
 - Language fluency and other cultural factors
 - Siblings in the same grade level and class
 - Levels of physical, social, emotional maturity
 - Chronological age
 - Physical size
 - Number of schools attended
 - School attendance that has impeded academic progress
 - Traumatic/extenuating circumstances
 - Student's attitude/behavior
 - Ability to work independently
 - Health issues

2. Recommend interventions other than retention that are necessary to assist the student in attaining acceptable levels of academic achievement.

The teacher's evaluation of the student shall be provided to and discussed with the student's parent/guardian and the school principal before any final determination of student retention or promotion. All recommendations regarding retention or promotion shall be in writing and signed by the teacher, principal and other school personnel, as appropriate. If the student does not have a regular classroom teacher/s, the principal shall specify the teacher/s responsible for the decision to promote or retain the student.

All reasonable alternatives should be considered before the retention/promotion of a student is implemented. All reasonable efforts should be made to achieve consensus among parent/guardian, teacher and principal for best placement of the student. If the teacher's recommendation to promote is contingent on the student's participation in a summer school or other 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 re-evaluated at that time by the appropriate Principal.

Parents/guardians have the right to appeal the decision of the teacher by following the District's complaint procedures as outlined in Policy No. 908. In any such appeal, the burden shall be on the parent/guardian to show why the decision of the teacher/principal should be overruled.

Intervention:

An Intervention Program in reading or written expression shall, as needed, include instruction in phoneme awareness, systematic explicit phonics and decoding, word attack skills, spelling, and vocabulary, explicit instruction in reading comprehension, writing and study skills. Math instruction shall, as needed, include number sense; algebra and functions; measurement and geometry; statistics, data and probability.

- Students who have been retained or recommended for retention in any or all of grades two to eight inclusive, must participate in an Intervention Program.
- Intervention may be offered either during the school day or during the summer, before/after school, intersession, on Saturdays or a combination of the above.
- Intensive Intervention may be provided during the student's instructional day and may result in the student being scheduled for alternate core instruction.

Intervention Program services, K-12, may include but are not limited to the following:

- Differentiated instruction and/or regrouping within or across classrooms
- Additional periods of English Language Arts and/or Math intervention during the day
- Intensive Intervention classes that temporarily replace the core instruction to accelerate learning
- Before/after school group tutoring
- Before/after school homework "study hall"
- Summer School class/es
- Saturday group tutoring classes
- Intersession (Winter Recess, Spring Recess) tutoring sessions
- Independent Study Parent/Student Contract
- Retention

Reference:

Education Code: 27252.5
37252.5
48070.5

Board adopted: February 1, 2000 Revision approved: May 18, 2004; September 19, 2006

**SAN LORENZO
UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATIONS**

AR 5123 (a)

STUDENTS

PROMOTION/RETENTION/INTERVENTION

SITE INTERVENTION TEAM shall be defined as a group of professionals who may include but not be limited to principal, teacher/s, support personnel, when appropriate, who explores with parent/s, and the student when appropriate, strategies and interventions to support the student's academic, social, and emotional growth. Following the meeting, the Site Intervention Team will make its recommendation. The teacher/s of the student in question and the principal will make the final placement decision when:

- A student is not meeting promotion standards, and the teacher recommends that the student be placed at the next grade; and/or
- Age-appropriate advancement is being considered; and/or
- The family is not supportive of retention.

PROMOTION/RETENTION PANEL shall be defined as an Administrative Panel composed of the Associate Superintendent and appropriate Director/s. The purpose of this panel is to preside over appeals from parents pertaining to the implementation of the Promotion/Retention Policy and its Administrative Regulations. Decisions of the Promotion/Retention Panel are final and no other appeal options are available within the San Lorenzo Unified School District.

Board adopted: February 1, 2000

Revision approved: May 18, 2004; September 19, 2006

**PROMOTION/RETENTION/INTERVENTION
Definitions, Indicators and Strategies**

Levels of Achievement

Benchmark

A student at “benchmark” is demonstrating achievement at or near the standards for his/her grade level. No intervention is needed and the student is expected to advance to the next grade level at the end of the year.

Strategic

A student at the “strategic” level is demonstrating below standard achievement for his/her grade level. Strategic designation is less than two years below grade level.

Intensive

A student at the “intensive” level is demonstrating achievement at two or more years below grade level.

Indicators for Identifying Students in Need of Intervention

Multiple indicators are used to identify students in need of intervention including, but not limited to:

- Performance on state-adopted, standardized tests (Grades 2-11) below proficient level
- Performance on district-adopted interim assessments below proficient level
- Performance on classroom-based assessments below proficient level
- Grades
- Classroom observations and teacher recommendation
- Factors impacting performance

Types of Intervention

Possible intervention strategies include, but are not limited to:

- Differentiated instruction and/or regrouping within or across classrooms
- Additional periods of English Language Arts and/or Math intervention during the day
- Intensive Intervention classes that temporarily replace the core instruction to accelerate learning
- Before/after school group tutoring
- Before/after school homework “study hall”
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San Lorenzo Unified School District
PROMOTION/RETENTION APPEAL FORM

Name of Parent/Guardian _____ Date _____

Name of Student _____ Grade Level _____

Address _____ Date of Birth _____

_____ School _____

Phone Number- Home: _____ Work: _____

1. According to state law, it is the burden of the appealing party (parent/guardian) to show proof why promotion/retention is not appropriate for the child (Education Code 48070.5). Therefore, you must attach documentation that you believe supports why promotion/retention is not appropriate (for example, testing results, student work showing progress towards district standards, report cards, etc.). Please include this information when you return this form to the principal's office within 45 calendar days from receipt of notification of retention.
2. Discuss reasons why promotion/retention for your child would not be appropriate:

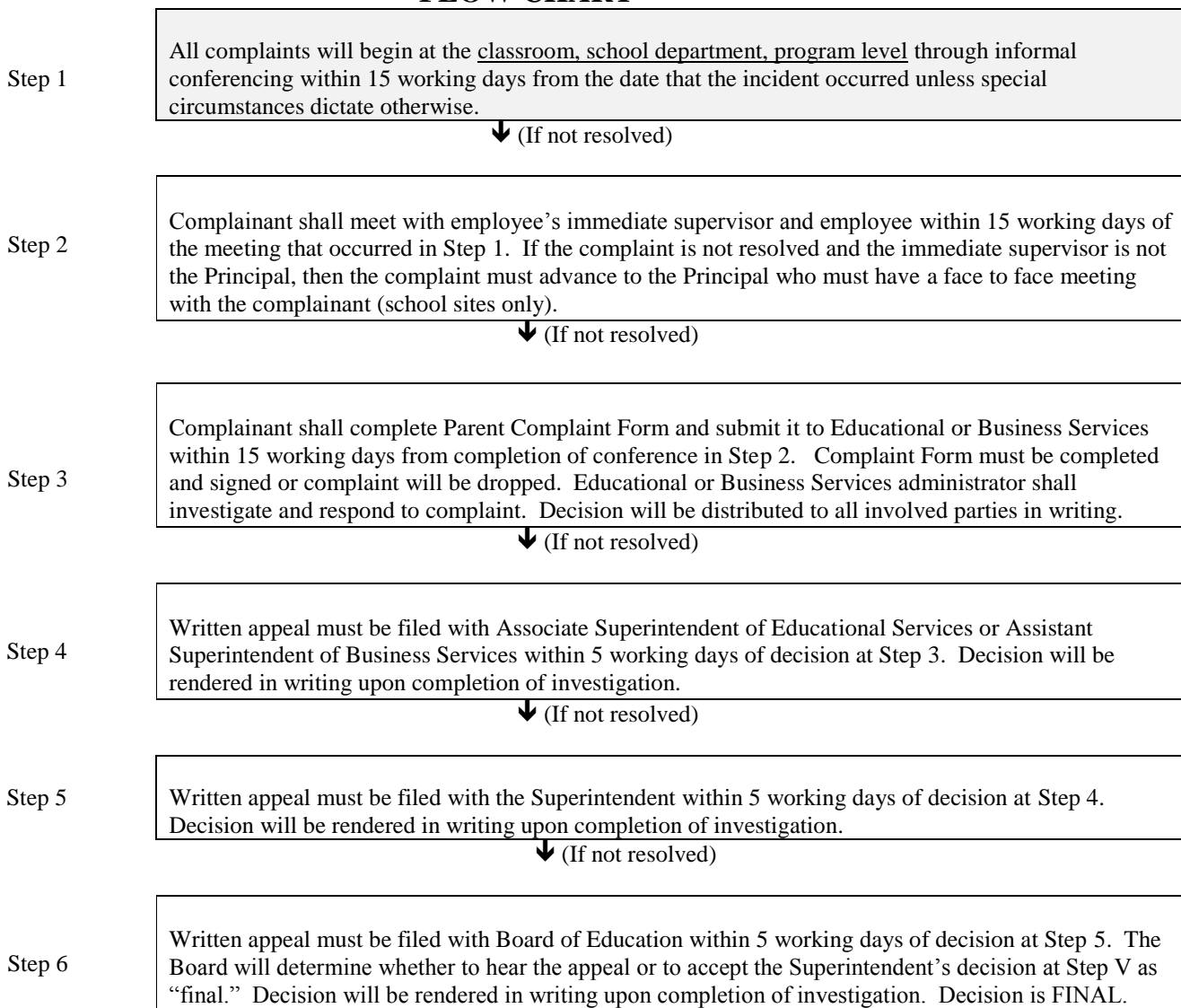
Signature of Parent/Guardian

Date

DISTRICT COMPLAINT RESOLUTION PROCESS REGARDING EMPLOYEES

The purpose of this policy is to provide for an appropriate mechanism to respond to, and where possible, resolve legitimate complaints from parents/guardians of pupils enrolled in the San Lorenzo Unified School District when they arise.

FLOW CHART



APPEALS TO SUSPENSIONS/INTER & INTRADISTRICT TRANSFERS

| | |
|---------------------------------------|--------------------|
| Director of Student Support Services: | First appeal level |
| Associate Superintendent: | Final appeal level |

APPEALS TO BUS CITATIONS/SUSPENSIONS

| | |
|---------------------------------------|---------------------|
| Transportation Supervisor: | First appeal level |
| Director of Maintenance & Operations: | Second appeal level |
| Assistant Superintendent, Business: | Final appeal level |

**APPEALS TO PROMOTION/
RETENTION**

An appeal must be initiated by the parent within 45 calendar days of the determination to retain or promote.
Promotion/Retention Panel: Final

All employees have the right of representation by their union/association at any level upon request. Any representative, advocate or attorney, who is not a District employee, must provide a 48-hour notice to all involved parties prior to attending a meeting at any level in the complaint process.