



## **Placement and Retention of Elementary Students**

### **Definitions:**

**Placement**-The act of determining the grade level to which a student should be assigned      **Retention**-Repeating a grade

*The placement of a student in a grade level will be governed by state regulation, district policy and the best interest of the child determined by the **educational team in the district in collaboration with parents**. It is essential to examine multiple factors when contemplating possible grade retention for a student based on the overwhelming research of the long-term disadvantages of retention. Retention should be considered only under **rare circumstances** after multiple interventions and with serious consideration of the educational team. Placement decisions are designated for students receiving special education services.*

### **Important Points to Consider**

- What other alternatives have been considered and documented in the ASIST team meetings?
- Retention should never be forced, but mutually agreed upon with the family and school team. Ultimately parents have the right to accept retention or decline the recommendation for retention.
- If a student has already had an additional year of learning time, retention is not an appropriate decision.
- The educational team should include current teacher, principal, counselor, support staff, and parents.
- The decision to retain should never be based on a single factor such as test scores, chronological age, reading and/or math levels, physical size, etc....
- Retention, if necessary should take place as early as possible, preferably K-3<sup>rd</sup> grade, to reduce the potential social stigma.
- Based on research, retention is not an effective response for students who are not successful based on social, emotional, behavioral, or motivational challenges.
- When retention is considered a plan of alternative programming and support systems will be developed and monitored. Without a change in the instructional plan, an additional year at the same grade level does not have positive results.
- Despite initial short-term success, students who have been retained have a higher rate of dropping out.

### **Important Points to Consider for Students with an IEP**

- Special education students grades P-5 **are not** candidates for retention. A placement decision based on individual goals and progress along with long-term goals will be considered by the IEP team which includes the parents.
- Every IEP annual review meeting should include a discussion of long-term as well as short-term goals and needs. Information about the age of majority and other procedural requirements should be included.
- Careful consideration of the benefits of an additional year should be considered based on each individual student's needs and long-term goals.
- Special Education placement decisions should follow the timeline for general education retention decisions.
- The student's IEP will be amended to document the placement decision and copies will be provided to Student Support Services and parents.
- The building secretary should be notified of decision so proper grade level placement is reflected in the data system.

## Retention Timeline

Timeline	Step	Action	Date(s) Completed
Ongoing	1. Team and or family raise concern around progress	Team develops tiered intervention plans to set SMART goal, assess and monitor progress. Progress and intervention plan is communicated to parents.	
March	2. Spring Conference Review	During spring parent conferences: <ul style="list-style-type: none"> <li>• Intervention plan and progress to date is discussed</li> <li>• Intervention plan is developed with specific timelines between March and May</li> <li>• Based on progress towards goals in intervention plan, options will be discussed including the possibility of a formal recommendation for retention in early May and communicated to family</li> </ul>	
Early May	3. Formal recommendation for retention	Team and/or parent completes a recommendation to retain (Form #1). <ul style="list-style-type: none"> <li>• Parent meeting is held with team</li> <li>• Research and resources are discussed</li> <li>• Ideas are generated about alternative educational plan and supports</li> <li>• Lights Retention scale completed with parent input at meeting</li> </ul>	
June 1	4. Retention Team Meeting	Team and parents will review recommendation form and relevant data to determine placement for following year. Parents will accept or decline recommendation and signed copy will go in cum file.	
Fall	5. Alternative educational plan and supports are determined following Intervention Framework and recommendations	Team will plan alternative educational plan and support options for child based on the continuing intervention plan from previous year. Plan will be communicated to parents.	



## Retention/Promotion Recommendation

SSID# \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Birthdate \_\_\_\_\_ Age \_\_\_\_\_ Gender \_\_\_\_\_ # of days absent \_\_\_\_\_

Number of schools attended \_\_\_\_\_ Parent Name(s) \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

**Retention Recommendation Based on:** \_\_\_\_\_ Parent/Guardian Request \_\_\_\_\_ ASIST Team Recommendation

Name of Person Completing Checklist \_\_\_\_\_ Date \_\_\_\_\_

### ASSESSMENT Information

**iReady Overall Placement** Reading \_\_\_\_\_ Math \_\_\_\_\_ DRA/Running Record Level \_\_\_\_\_

**WAKIDS Information (If Applicable)**

**Written Language** \_\_\_\_\_ At Grade Level \_\_\_\_\_ Above Grade Level \_\_\_\_\_ Below Grade Level

**State Assessment Data (If Applicable)**

Reading \_\_\_\_\_ Math \_\_\_\_\_ Writing \_\_\_\_\_ Science \_\_\_\_\_

**Describe Current Academic Challenges**

### **Social Emotional Information**

Are there social emotional considerations for this student? \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please describe, including supporting data

Dates of Team/Parent meetings \_\_\_\_\_

**Previous interventions tried to date:**

☐ Special Education      ☐ Summer Programing  
☐ Speech/Language only      ☐ Private Tutoring  
☐ ML      ☐ Outside Counseling Services  
☐ Title/LAP      ☐ #504 Plan  
☐ Tutoring      ☐ In-School Counseling Services  
☐ Specialized Social Skills Instruction      ☐ Other \_\_\_\_\_

**Student's reaction to the recommendation of retention:**

☐ Acceptance    ☐ Indifference    ☐ Rejection    ☐ Unknown

Has any previous teacher recommended retention?    ☐ Yes    ☐ No    ☐ Unknown

Light's Retention Scale Score    ☐ 0-9    ☐ 10-31      ☐ 32-40    ☐ 41-47    ☐ 48-71    ☐ 72-89

← Candidate for Retention    Not a Candidate →

**Final Retention Recommendation**

Date \_\_\_\_\_

☐ Promotion to the next grade level with plan of support and accommodations (attach plan)  
☐ Promotion to the next grade level and stay with same teacher in a looping configuration  
☐ Remain another year at the same grade level with the same teacher  
☐ Remain another year at the same grade level in a different school setting  
☐ Other (i.e. multi-age classroom, transition grade/program, etc...) Please specify below

**Team Signatures** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Parent Decision**

☐ **Accept**

☐ **Decline**

**Parent Signatures**

\_\_\_\_\_ **Date** \_\_\_\_\_

\_\_\_\_\_ **Date** \_\_\_\_\_