



RED CLAY CONSOLIDATED SCHOOL DISTRICT
ADMINISTRATIVE MEMORANDUM

PROMOTION AND RETENTION (GRADES K-3) | 7011.5

The following administrative memo is in accordance with Board Policy 7011 Promotion and Retention, this administrative memorandum establishes the District's promotion and retention guidelines for grades K–3.

Guidelines for Report Cards (K-3)

1. In grades K–3, the Elementary Progress Report is issued four times per year, following the designated instructional marking periods.
2. Student progress is assessed through demonstrated, on-going documentation of understanding of content standards in ELA, Mathematics, Social Studies, Science, and the various Unified Arts (Kindergarten to implement district wide in the 2019-20 school year).
3. Standards based assessments/assignments are used to indicate progress.
4. On the Elementary Progress Report, narratives may be used to further describe student progress and share additional information. Narratives are required for students who are consistently demonstrating Limited Progress across reporting categories in core content areas. It is recommended that narratives be provided for all students as a tool to communicate additional information to parents/guardians.
5. If a non-special education student is consistently demonstrating Limited Progress in meeting standards in ELA, the student's promotion will be discussed with the parent, teacher and administrator. In such a case, the student could be administratively assigned or retained. (See guidelines for retention, below.)
6. Parent-teacher conferences are a vital part of the process to communicate student progress. Evidence of progress should be shared with parents/guardians.

Timeline

The following timeline is recommended for grades K–3:

Parents/guardians of students who are being considered for retention or assignment must be notified in writing regarding the reason(s) for this recommended placement. Personal contact (documented conference, phone call, or written correspondence) with the parent/guardian must occur as a result of teacher and/or principal efforts.

1. Prior to the end of the Second Marking Period: An administrator and the teacher will review the academic progress of any student for whom the teacher has concerns. Intervention plans to assist the student will be developed by the teacher and shared with the parent/guardian. A parent conference shall be held with the teacher and parents/guardians to discuss progress and promotion criteria. Discussion regarding the consideration of retention or administrative assignment should occur at this time. Promotion in Danger may be marked on the Elementary Progress Report at this time; however, it must be revisited at the end of the third marking period.



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2. Prior to the end of the Third Marking Period: The teacher, a building administrator, and other support staff will meet to review the intervention efforts and impact of these efforts as per number 1 above.
3. End of the Third Marking Period: Promotion in Danger shall be marked on the Third Marking Period Elementary Progress Report if intervention efforts have not been successful. Teachers should document additional parent/guardian contacts.
4. Prior to the end of May: Recommendations will be made to the principal by the teacher as to whether a student, at this time, is expected to be promoted, assigned to the next grade, or retained. The teacher and the principal will meet to discuss the teacher's recommendation. The teacher will notify in writing and/or schedule a conference with the parents/guardians of each student being considered for retention or assignment to share this information.
5. Prior to the last student day, the teacher will schedule a conference with the parents/guardians of students who are considered for retention.

Promotion/Retention

Students in grades K-3 must demonstrate "Progress towards Proficiency" or "Meeting Proficiency" on the Elementary Progress Report in at least 50% of the instructional program (ELA (required), Math, Social Studies, or Science) as well as Progress towards Proficiency or Meeting Proficiency in three of the Related Arts areas each year to be promoted to the next grade level.

Successful completion of a subject area based on individual reporting categories shall be determined through collaboration among the teacher and school administration. Multiple data points shall be considered if necessary.

A student in grades K-5 may not be retained more than one time.

Administrative Assignment to Next Grade

Students not promoted may be administratively assigned by the principal to the next grade level when such a placement is considered to be in the best interest of the student's overall growth and development and not prohibited by state law. The principal will make this decision after consulting with the student's teacher(s) and parents/guardians.

Promotion and Administrative Assignment Requirements for Students with an IEP

For students with an Individualized Education Program (IEP), including students who participate in a functional life skills curriculum, the IEP team will determine promotion and placement according to the provisions of the student's IEP using all available data and in consultation with the student's parents/guardians.

Promotion and Administrative Assignment Requirements for Limited English Proficiency/EL Students

For limited English proficiency/EL students, decisions for promotion and placement shall be made by the school principal in consultation with teacher(s) and parents/guardians. After one



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year, promotion decisions for EL students shall be determined in the same manner as for non-EL students.

Questions about the information contained in this administrative memorandum should be directed to the Director of Elementary Schools.