

Palm Bay Elementary School Promotion/Retention Guidelines 2017-2018

The following guidelines are intended to serve as guidance for teachers as they seek to make promotion/retention decisions for kindergarten through fifth grade students; including those third graders who fall into the mandatory retention category according to 1008.25 F.S. based on FSA scores, and fifth graders who fall under the promotion guidelines set forth in the PBES charter application.

When considering retention, teachers of at-risk students **MUST** ensure those students are receiving intensive interventions through the MTSS process. Additionally, teachers ensure that interventions have been documented and implemented at the first indication of non-mastery of standards. Student progress on interventions is discussed during MTSS meetings, based on the Simplifying-Rtl process. MTSS documentation ensures fidelity of interventions and that they are monitored through an individual MTSS plan for each student.

General Procedures

- No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.
- The retention of students is not to be decided upon by any one individual. Teachers must bring information on each candidate for retention before a committee for that purpose. The committee shall consist of the principal or his/her designee, grade level teachers, and guidance counselor. All available documentation will be presented to this group, and the committee shall jointly make the decision to either retain or promote the student based on the available evidence. (See *Evidence* section for details.)
- School level administrators will be required to keep a retention information notebook on file for one (1) year, which includes: a) listing of all students to be retained; b) a student information sheet per student documenting the evidence used; and c) a completed copy of the parent conference form. **Please note: If teachers are unable to schedule a conference, two (2) documented attempts or a phone conference will suffice.
- The school may promote students not meeting proficiencies and remediate during the following year with intensive interventions. (Rtl/MTSS, Tier III) This option may not be used with third or fifth graders who fail to meet promotion criteria.
- Students being retained must be remediated in an intensive program that is different from the one where he/she was unsuccessful.

Written Notification

- Palm Bay Elementary School will follow best practice in notifying parents in advance of the possibility of retention; therefore, we **must** send a letter to parents stating possible retention at least **30 school days** prior to the end of school. The letter will state the reason for *possible* retention and inform parents that the promotion/retention of students will comply with state law. A copy of the letter must be placed in the child's permanent record. Parents must be notified by **April 19, 2018**. If a student enrolls after this date and the school has collected relevant data indicating that the student has not mastered grade-level Florida Standards, school personnel must meet with the parent, review data, discuss possible retention and provide a copy of the letter referenced above.
- The possibility of retention must be noted on the **second and third nine weeks' report card, and the student must be receiving intervention, prior to notations.**
- Teachers **must conduct** a parent conference prior to the last nine weeks of school to discuss possible retention. A completed conference form will become part of the required documentation. As stated by 1008.25 F.S., **retention should not come as a surprise to parents.**

Progress Monitoring

Schoolwide progress monitoring is in place for reading/math via MTSS data points. It is critical that data be updated prior to the retention committee meetings.

- A description of proposed interventions and supports for remediation in the identified areas of deficiency should be clearly communicated to the parents and documented appropriately.
- Parents should have been informed initially of an academic deficit either through the development or continuation of an RtI/MTSS Plan, IEP, or 504 plan.
- Subsequent communication of progress should be noted on either of the above mentioned forms.

Evidence

Please bring the following items to committee meetings as evidence for discussion:

- Completed Student Data Sheet (attached)
- DATA Notebook
- Evidence determined by the teacher as relevant