

Administrative Procedures

Retention

Promotion, Retention, and Remediation [Grades K- 8]

When any alteration in a student's normal progression through school is contemplated, as much information as possible regarding that student must be obtained including, but not limited to, the following: results of the *Light's Retention Scale*; successful completion of the curriculum; attendance; performance based on the Illinois State Goal Assessment Program, ISAT, and local assessments; teacher and principal recommendation; building-level team recommendation; parent/guardian permission; and District-level review team recommendation.

When a decision regarding retention is required, the following steps **must** be taken:

1. **Teacher conference with parent/guardian.** As soon as there is evidence that the child may not be making progress commensurate with his/her ability, a conference should be held with the parents/guardians. The purpose of this conference is to gather more information about the child and enlist the parents' support in exploring options to assist the child, one such option being retention. (105 ILSC 5/10-20.9a)
2. **Administration of *Light's Retention Scale*.** This should begin the retention process.
3. **Teacher conference with principal.** During this time the *Light's Retention Scale* should be reviewed, along with assessment information, attendance, and the child's previous academic record.
4. **Review by building-level team.** The existing Teacher Assistance Team (TAT) may be modified to include the following representatives: principal, child's teacher, special education resource teacher, a teacher from the grade level to which the child would be promoted, and the parents. Additional assistance may be sought from PPS team members, ROE Attendance Assistance personnel, and previous teachers, including Head Start and Bright Beginnings, if applicable. Community agency representatives who may be involved with the child may be included at the discretion of the parents.
5. **Review by District-level committee.** The purpose of this review is to ensure that all procedures have been followed and that all information has been thoroughly reviewed and considered. Members of this committee include: Director of Literacy, Director of ELL, Director of Special Education, Assistant Superintendent of Curriculum, and other district instructional staff. The principal recommending the retention will also attend the meeting, the purpose of which will be to (1) make a decision regarding retention; and (2) determine remedial assistance for the student.

The entire process should be completed no later than June 1 if at all possible, since retained students affect class sizes for the upcoming school year.

Regardless of whether or not the child is retained, a remedial assistance plan must be written and included with the child's permanent record. This plan must identify skill deficits, strengths, learning style, and recommendations for assistance which may include one or more of the following: tutorial assistance, extended school day, modified instructional materials, summer school, placement in a different learning setting, referral for case study evaluation, and/or any other accommodation designed to enable the child to achieve success in the curriculum.

The child will either be promoted or retained. The placement of a remedial assistance plan with the child's permanent record will alert the receiving principal and teacher to the need for implementation of special accommodations and assistance.

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