

## **Rule – Policy 345.4 4K Retention Procedures**

### **Criterion**

A student in 4K who shows a significant lack of progress in the following areas qualifies for retention consideration:

- Following directions
- Focusing on a task
- Following routines
- Self-regulating emotions
- Self-regulating behavior
- Fine motor skills
- Printing first name

### **Timeline**

Parents will be contacted by teacher upon first consideration of retention, but no later than the end of the 2<sup>nd</sup> trimester.

A teacher shall have completed the Student Retention Form. This form is used for documentation of the following procedures:

1. Consultation with counselor and other appropriate support services for the purpose of developing intervention strategies.
2. Implementation of at least one intervention plan lasting no less than 15 consecutive school days
3. Parent contacts/conferences – on at least 2 occasions and copy of progress reports.

The teacher will inform the principal of the consideration for retention and will schedule a meeting with the principal and counselor to present the matter and study documents as soon as possible, but not later than the end of the 2<sup>nd</sup> trimester. The principal, counselor and teacher will assume the role of Placement Committee for the remainder of this placement process.

The Placement committee will meet with parents to evaluate concerns and to make a recommendation regarding the child's grade placement. The recommendation (for retention or social promotion) will include assessments on the potential effect on the child (academic, social, family, emotional and physical wellbeing). (April 1 – May 15)

Parent's written agreement/disagreement will be returned to the principal (by May 20).

Principal will forward in writing the school's final decision and student placement (by July 30).

The Placement Committee will have developed an action plan draft for the coming year including but not limited to (Aug):

- Pre-service with the next teacher
- Recommended focus areas and strategies to start the school year.
- Parent/student meeting dates with new teachers
- First committee review date for the coming year

**4K Student Retention Consideration**

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Student: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

1. ATTENDANCE DATA:

Total Days in session-to date: \_\_\_\_\_

Total Days Absent \_\_\_\_\_

Total times Tardy \_\_\_\_\_

2. Has a referral ever been make?  Yes  No  EEN  NonEEN

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

3. Significant information gathered from consultation with Lodi School Personnel. Appropriate School personnel may attach a separate report.

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

4. Significant information gathered from consultation with professional outside out school. Appropriate professional personnel may attach a separate report.

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

**4K Student Retention Consideration**

5. What other factors elicit this concern? (Medical, social, maturational, etc.)

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6. What alternatives have been tried?

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7. Record of conferences (or attempted conferences) with parent(s):

Date	Results

8. Record of progress reports sent home to parent(s):

Date	Purpose	Response

9. Why do you believe retention is the best way to service the student's needs?

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Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 4K Promotion/Retention Procedures

Students in the elementary schools of the School District of Lodi shall be placed in the grade level where they are best suited academically, socially, emotionally and physically within the school environment. Generally students are promoted from one grade to the next at the end of a school year. Occasionally, certain students benefit from being retained and spending another year in the same grade.

Before the decision to retain is made, school personnel including the teacher(s), counselor and principal shall consider a variety of information which will include the physical, social, emotional and academic growth and development of the child as reflected in some or all of the following: effort and achievement, current test data and attendance patterns, personal factors affecting school performance, school records, consultation with Lodi School personnel which could include members of the exceptional education department, and consultation with the professionals outside the school who have had contact with the student.

It is recognized that the decision to retain involves complex issues. Parents play an important role throughout the process of retention consideration; however, statutorily the decision to retain rests with the school district. If retention is considered, the teacher will contact the parents upon first such consideration, but not later than the end of the 2<sup>nd</sup> trimester to discuss this possibility and other alternatives. A tentative decision shall be communicated at a meeting with the parents between April 1 and May 15.

Parents will indicate their agreement or disagreement with the tentative decision in writing by May 20.

These time lines may be adjusted when considering retention of a student who has enrolled in the Lodi Schools later in the year. Final placement decision and placement will be forwarded to the parent by July 30. In such a case, the teacher will proceed at the earliest indication that retention might be in the best of interest of the student.

### Parent/Guardian Acknowledgement

I have reviewed the progress of my son/daughter, \_\_\_\_\_, with \_\_\_\_\_. I understand the school's tentative decision is that \_\_\_\_\_ will \_\_\_\_\_.

I am familiar with and understand the promotion/retention procedures for the School District of Lodi as stated above and I understand the procedure which was followed in arriving at this tentative decision.

I agree with the tentative decision

I do not agree with the tentative decision because \_\_\_\_\_

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

My recommendation is \_\_\_\_\_

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

Signed: \_\_\_\_\_ Relationship: \_\_\_\_\_ Date: \_\_\_\_\_