

AR 5123 Promotion/Retention

Continuation in Kindergarten

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Superintendent or designee agree that the student shall continue in kindergarten for not more than one additional school year. (Education Code [48011](#))

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code [46300](#))

Retention at Other Grade Levels

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels: (Education Code [48070.5](#))

1. Between grades 1 and 2
2. Between grades 2 and 3
3. Between grades 3 and 4
4. Between grades 4 and 5
5. Between the end of the intermediate grades and the beginning of the middle school grades
- ~~6. Between the end of the middle school grades and the beginning of the high school grades~~

Students between grades 1 and 2, grades 2 and 3, and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades 4 and 5, and between intermediate and middle school grades, ~~and between middle school grades and high school grades.~~ (Education Code [48070.5](#))

~~Promotion at the high school level is based upon meeting graduation requirements and having the appropriate class standing.~~

(cf. [6142.91](#) - Reading/Language Arts Instruction)

(cf. [6142.92](#) - Mathematics Instruction)

Students shall be identified on the basis of statewide assessment results, grades and other District indicators of academic achievement.

(cf. 5121 - Grades/Evaluation of Student Achievement)

If a student is identified as performing below the minimum standard for promotion, the student may be considered for retention in his/her current grade level unless the student's teacher(s) determine(s), in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include

recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. In grades K-6, a Remediation Agreement shall be completed for each student being considered for retention. Documentation shall be maintained at each elementary school indicating that all requirements of this Administrative Regulation have been met. (Education Code [48070.5](#))

If the teacher's recommendation to promote is contingent on the student's participation in an intervention program, the student's academic performance shall be reassessed at the end of the intervention program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's/teachers' evaluation shall be provided to and discussed with the student's parents/guardians and the principal before any final determination of retention or promotion. (Education Code [48070.5](#))

(cf. [6162.5](#) - Student Assessment)

Retention

The Board recognizes that very few children benefit from being retained during the elementary and middle grades.

(1) The decision to retain or accelerate a student shall be made by the school principal upon recommendation of the school staff and with the involvement of the student's parents or guardian through the Student Study Team process. (Education Code [48070.5](#))

(2) The recommendation shall be made to the parents or guardian in a timely manner that allows sufficient time to develop an appropriate plan for the coming school year. This should include the completion of a Remediation Agreement.

(3) The decision to separate a student from his/her age/grade peer group should be considered with caution and only if other strategies appear unlikely to improve the student's performance to the degree necessary to sustain a satisfactory rate of growth. If a student is recommended for acceleration or retention, the appropriate administrative directive shall be followed.

- (a) Shall be based upon careful review of the student's academic progress and in consideration of the student's physical development, psychological development, emotional maturity, and social development.
- (b) Shall be accompanied by the development of a plan that identifies the best placement option for the student and appropriate intervention strategies. The plan also shall specify the types of instructional strategies to be used to assist the student.
- (c) Intervention strategies and available programs, such as, summer school, tutoring, the Advanced Learner Plan & Services program, remediation, etc., shall be considered in plans to assist the student.
- (d) All schools shall monitor student achievement and progress. Those students who achieve substantially below grade level standards will be provided intensive, corrective instruction in the academic areas below standard. If a recommendation for retention is made, the plan should specify the changes in instructional methodology and materials that will be utilized to assist the student in the new academic year.

(cf. [6177](#) - Summer School)

(cf. [6179](#) - Supplemental Instruction)

If the student does not have a single regular classroom teacher, the principal or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code [48070.5](#))

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

~~Student Promotion and Retention in Grade 8 (High School Entrance)~~

~~It is the objective of the Board that students enrolled in 9th grade in the district's comprehensive high schools shall be fully prepared to undertake appropriate 9th grade studies and further that those students who are not fully prepared shall receive effective instructional assistance. The Board finds that retention of students is a measure of last resort after other intervention has not succeeded.~~

~~Basis for Conditional Promotion or Retention Decisions in Grade 8~~

~~District students - A student who has attended 8th grade at one of the district's middle schools and who at the end of the second semester of 8th grade, receives a failing grade in any two of the following core subject areas - 8th grade mathematics, English, science and social science, may be referred for conditional promotion or retention.~~

~~Transfer students - A student who has completed 8th grade at a middle school in another district and applies for enrollment in the Santa Rosa High School District shall be considered for conditional promotion or retention based upon the criteria listed above.~~

~~Should a student be recommended for retention, the student shall continue at the same middle school in which he/she was previously enrolled or, at the request of a parent/guardian and upon availability of space at another district middle school, the student may request a transfer to another site for the year in which the 8th grade is repeated.~~

Exceptions

Retention

~~General Education Students - In certain cases, and so long as the parent/guardian is notified and does not object, the site's 8th grade English, mathematics, science, and social science teachers and other site staff may direct that the student be conditionally promoted to the next grade on the grounds that retention is not an appropriate intervention. The alternative intervention for regular education students is to conditionally promote the student to the 9th grade and schedule the student into needed intensive support courses at the freshman level.~~

Special Education Students - Promotion/retention decisions for students in Special Education programs are governed by their Individual Education Plans (IEP).

English Learners - English Learners who have not received sufficient instructional services in English shall not be retained, but shall receive the support and intervention described in the regulation.

Acceleration

As per Board Policy 5123, instances of acceleration shall be handled on a case-by-case basis through an appropriate site level process, such as student study teams.

Parental Notification and Interventions

1. Parent/guardian Notification

The Superintendent or designee shall develop and implement notification procedures through administrative regulation informing parents/guardians promptly whenever students are found by the district to be at risk of not meeting standards for their current grade level. This notification shall include, but is not limited to, information on the voluntary and mandatory assistance programs offered by the district.

2. Support and Intervention, Ongoing Assistance

The district shall monitor and assess the progress of district students towards meeting the high school entrance requirements and shall provide appropriate intervention, remediation, and other assistance, as necessary.

Appeal

Process for Appeal

A parent/guardian may appeal the decision to promote or retain to the Superintendent or designee whose decision shall be final and not subject to further appeal to the Board. To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The burden shall be on the appealing party to show why the decision of teacher(s) should be overruled. The Superintendent or designee shall review the student's grades, assessment results, and such other information as he/she deems appropriate, as well as the written appeal, and shall render a decision in writing within 15 calendar days following receipt of the written appeal. The basis of the appeal decision shall be the procedures and objectives of this administrative regulation.

Definitions of Terms

When implementing the promotion and retention policies, the following definitions of terms shall be used:

1. Promotion shall be defined as advancement to the next grade level for a student who has met or exceeds the criteria for promotion as defined by the district's grade level indicators of achievement; Grades K-3 reading, Grades 4-6 ~~4-8~~ English language arts and mathematics; ~~Grades 9-12 successful completion of graduation requirements and appropriate class standing requirements;~~

~~2. Conditional Promotion refers to students who have not yet met all grade level standards in English language arts and/or mathematics. As a result, promotion to the next grade level is conditional upon successful student completion, as determined by the teacher and/or Student Study Team, of identified interventions which may include after-school tutorials, Saturday academics, reading specialist;~~

~~intervention counseling services, and other intervention activities, courses and strategies as identified by the teacher and/or Student Study Team.~~

3. At Risk of Retention shall be defined as a student experiencing serious difficulty in meeting grade level standards. At risk students are eligible for intensive intervention support that focuses on improving student academic achievement.

4. Retention shall be defined as a student remaining in the grade level he/she is currently enrolled in for a subsequent year because it has been determined that he/she does not meet the minimum district-wide grade level criteria for promotion and will make significant academic progress by remaining in the current grade level. This decision is made after academic interventions have been implemented throughout the school year to improve academic deficiencies yet appropriate progress has not been made in meeting grade level standards.

5. Student Study Team shall be defined as a group of professional staff (administrator, teachers, support personnel), the student's parent/guardian, and the student when appropriate, who identify strategies and interventions to support the at-risk student's academic, social, and emotional growth, as well as participate in referred promotion/retention decisions.

6. Academic Support Program shall be defined as supplemental instruction for students who have been retained or are at risk of being retained, as identified in the Student Study Team Plan.

7. Remediation Agreement shall be defined as a contract signed by principal or designee and parent/guardian outlining the interventions and activities required for promotion of at-risk students who have been considered for retention.

Regulation SANTA ROSA CITY SCHOOLS

approved: February 25, 2009 Santa Rosa, California

revised: February 10, 2010

revised: December 8, 2010

revised: April 12, 2017

Revised: May 19, 2020