

**Bakersfield City School District
The Advisory Bulletin**

To: All Principals	Date: September 22, 2011	No. 120184
Subject: STUDENT GRADE RETENTION PROCEDURES		
Prepared By: Michael Skiba, Supervisor, Student Services Department		Page 1 of 29
Approved By: Randall G. Ranes, Director, Instructional Support Services Division		

Policy and Procedures

District procedures related to grade retention establish three groups of students as follows:

- **Retained** - A student repeating the grade he/she was in the previous year. Remedial services are offered for students who have been retained.
- **At risk for retention** - A student formally identified using specific criteria; he/she may be retained at the end of the school year. Remedial services are offered.
- **Academically deficient** - A student eligible for remedial services by scoring “below basic,” or “far below basic” on benchmark tests, formative assessments, or the California Standards Test. The district may provide remedial services.

Responsible Teacher

The student’s teacher, for purposes of promotion and retention decisions, is the student’s regular classroom teacher. If the student does not have a single regular classroom teacher, the principal or designee specifies the teacher responsible for grade promotion and grade retention decisions.

Grade Retention: Special Considerations or Exceptions

Implementation of the district’s grade retention procedures will, at each grade level, include the following considerations or exceptions.

- It is the expectancy that a student will be retained no more than once in the elementary grades and no more than once in the middle grades.
- Students will be considered for grade promotion if their measured academic skill deficits are primarily the result of second language acquisition factors or disability-related behavior. The growth of these students will be supported in ways other than a grade retention.

- Using the principles in board policy (BP 400.11), the Individualized Education Program Team (IEPT) will determine the appropriate (academic proficiency) *standards* for promotion and retention for all students receiving special education and related services. The *procedures* for grade retention of students receiving special education services are those listed in policy and repeated in this TAB.

Identifying Students as At Risk for Retention

At Risk for Retention: Timelines and Steps

All steps in the identification of a student as “at risk for retention” will occur: (a) prior to **November 30, 2011**, for students enrolled during the first eight weeks of school; or (b) for late, out-of-district enrollees, no later than the thirtieth (30th) school day of student attendance beginning with the student’s first day of attendance. The responsible teacher will: (a) provide a written notice to the parent or guardian that the student may be at risk for retention; (b) invite the parent(s)/guardian(s) to a meeting concerning the student; (c) provide the parent(s)/guardian(s) with information on the district promotion and retention policy; (d) obtain and complete an At Risk For Retention: Documentation and Planning form (PS-3A), page 1 and 2; (e) complete the “Agreed Upon Instructional Strategies” section of the form, Team for Student Success; and (f) initiate the required steps/actions as listed in board policy and on the PS-3A form (e.g., establish and implement academic monitoring, begin supplemental instruction program[s]).

The attached form letter, “Parent Notice Letter: At Risk For Retention,” may be used to both give a written notice to the parent and invite them to attend a meeting concerning the student’s at-risk status. Additionally, the requirement to provide information to the parent on the district promotion and retention policy is met by a district-produced pamphlet entitled Promotion Policy: Kindergarten and Grades 1-8. The student’s “at risk” status code should be entered in the student’s electronic record by **December 1st**.

At Risk for Retention: Identification Criteria

Students may be identified as being at risk for retention by using **any one or more** of the following reasons:

1. At the student's assigned grade level, the student has not met the district's adopted grade-level standards (i.e., scores below basic) on the fall benchmark test. The term "below basic" includes each of the following: "below basic," and "far below basic."
2. Classroom-based assessment demonstrates the student is not making sufficient progress toward meeting grade-level standards despite documented educational support interventions.
3. The student has been absent more than 20% of the preceding grading period without satisfactorily completing the academic content covered during that grading period.

Furthermore, when determining whether a student is at risk for retention, consideration will be given to: (a) the student's response to the academic program being provided at the time contemplation is given to identifying the student as at risk; (b) the student's previous educational experiences; and (c) the available school resources likely to assist the student.

Grade Retention or Non-Retention Procedures for At Risk Students

Grade Retention or Non-Retention Procedures: Timelines and Steps

The following is a timeline for recommendation of retention or non-retention:

The Team for Student Success (TSS) will meet at least once before **April 30, 2012**, to review the success of the instructional strategies and/or supplemental instruction provided, determine if the district's criteria for retention have been met, and receive or construct a written determination from the student's teacher of whether a grade retention is an appropriate intervention to remediate any remaining student academic deficiencies. The form, Recommendation for Grade Retention: Team for Student Success Meeting (PS-3B) will be completed to document the TSS's decisions.

For all students identified as "At Risk," a copy of the following will be sent to the Student Services Department attached to the **Grade Retention Documentation Checklist** by **May 4, 2012**:

- (a) the written notice sent to the parent suggesting the student's at-risk status;
- (b) the completed At Risk For Retention: Documentation and Planning form (PS-3A), pages 1 and 2;
- (c) the completed "Agreed Upon Instructional Strategies" section of the form Team for Student Success; and
- (d) the completed Recommendation for Grade Retention: Team for Student Success Meeting form (PS-3B).

If a student meets the grade retention criteria and the parent(s)/guardian(s) agrees to the retention, complete the following additional forms:

- (a) the Individual Retention Plan; and
- (b) the Kindergarten Continuance Form Parental Agreement for Student to Continue in Kindergarten, if student will be retained in Kindergarten.

If, after applying all of the district grade retention criteria, the teacher, with the assistance of the principal and TSS, determines the student has not met the standards for promotion, the student will be retained in the same grade for the next year. The student's retention code should be entered on the student's electronic record, noted on the student's Bakersfield City School District cumulative folder, and a copy of all forms and required documentation for retained and non-retained students will be stored in the student's cumulative folder.

If a parent(s)/guardian(s) denies a final determination to retain a student, district staff may ask the parent(s)/guardian(s) to sign an acknowledgement indicating the steps district staff have taken to help remediate the student's academic deficiencies and the refusal of grade retention (Parent Acknowledgement: Denial of Grade Retention Recommendation, PS-3C).

Grade Retention Criteria

The district's criteria for grade retention include **all** of the following:

1. On at least *two out of the last three* teacher-administered grade-level assessments conducted in the classroom, the student scores below the basic level. At the student's assigned grade level, the student has not met the district's adopted grade-level standards (i.e., scores "below basic," or "far below basic") on the first teacher-administered classroom assessment.
2. There is a written parent(s)/guardian(s) acknowledgement documenting a staff member gave the parent(s)/guardian(s) notice early in the school year that the student was identified as at risk for retention. The parent(s)/guardian(s) notice will be provided no later than November 30th for the school year in which the retention is being recommended. In cases of late, out-of-district enrollees, the parent(s)/guardian(s) notice will be provided no later than on the thirtieth (30th) school day of student attendance beginning with the student's first day of attendance.
3. The student's academic progress was:
 - a. periodically monitored by the student's teacher(s) and
 - b. used as a basis to change the instructional strategies when the student was not making sufficient progress.
4. There has been documentation of the educational program changes made by the teacher(s) to facilitate the student's growth.
5. There is evidence indicating the student will benefit academically from a grade retention.
6. The teacher has: (a) provided a written description of how the student responded to the instructional strategies used, to include what worked well and what did not work well; and (b) formulated an **Individual Retention Plan** recommending how the instructional strategies should be revised to help the student meet the minimum grade-level standards during the year of grade retention.
7. Before any final determination, the teacher's evaluation shall be provided to and discussed with the student's parent(s)/guardian(s).
8. Signed parent consent is a requirement for grade retention.

If a student is identified as meeting the criteria for grade retention, the student shall be retained in his/her current grade level unless the student's regular classroom teacher, with the assistance of the TSS, determines in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons the retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher and the TSS, are necessary to assist the student in attaining acceptable levels of academic achievement (Education Code Section 48070.5).

Retention in Kindergarten

In addition to the above-listed retention steps, kindergarten students are not retained unless the parent(s)/guardian(s) **also** signs a special agreement to retain (PS-2). California law provides that a lawfully admitted kindergarten student who has attended school for a year *shall* be promoted to first grade unless the school district and the child's parent(s)/guardian(s) agree to have the child continue in kindergarten for not longer than one additional year (Education Code Section 48011). To facilitate compliance with the California statutes, the state-approved form is included in the *Student Services Handbook*, which is available online at <http://www.bcsd.com/studentervices> and is attached to this TAB. Completion of this form is required for all kindergarten students recommended for retention.

Appeal of Decision to Promote, Accelerate, or Retain

The student's parent(s)/guardian(s) or the principal of the school attended by the student have the right to appeal a teacher's decision to promote or retain. The appeal must be initiated within ten (10) school days of the determination of retention, promotion, or acceleration. A more detailed description of the appeal process is available in both board policy and the *Student Services Handbook*. A form entitled Request to Appeal Grade Promotion or Retention Decision (PS-3D) has been published in the *Student Services Handbook* which is available online at <http://www.bcsd.com/studentervices>. A written outcome denying or granting the appeal will be provided to the appealing party.

Remedial Instruction

With the parent's/guardian's consent, the superintendent or designee may require a student who has been recommended for retention, retained, or has been identified as being at risk of retention, to participate in a supplemental instructional program. Such programs shall be offered during the summer, after school, on Saturdays. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum (Education Code Section 37252.2).

These services shall be provided to students in the following priority order (Education Code Section 37252.2):

1. Students who have been retained.
2. Students who have been identified as being at risk of retention.
3. Students who have been identified as having an academic deficiency.

Forms and Pamphlet

Several forms and a pamphlet have been developed to structure and provide assistance in applying the law and board policy. The following forms (English and Spanish) are attached to correspond to procedures described in this bulletin:

1. Promotion Policy: Kindergarten and Grades 1-8
2. Parent Notice Letter: At Risk for Retention
3. At Risk for Retention: Documentation and Planning (PS-3A) (Pages 1 and 2)
4. Team for Student Success
5. Recommendation for Grade Retention: Team for Student Success (PS-3B)
6. Individual Retention Plan
7. Kindergarten Continuance Form Parental Agreement for Student to Continue in Kindergarten (PS-2)
8. Parental Acknowledgement: Denial of Grade Retention Recommendation (PS-3C)
9. Request to Appeal Grade Promotion or Retention Decision (PS-3D)

The above-listed forms have been published in the Student Services Handbook, which are available online at <http://www.bcsd.com/student-services/>, and are attached to this TAB.

References: Education Code Sections 37252-37253, 46300, 48011, 48070-48070.5, 48431.6, 51215, 51216, 51217, 51218, 56345, 60641-60647, & 60648; California Code of Regulations, Title 5, Sections 200-202; Legislative Counsel Opinion 1001.98; Board Policy 400.11; Dept. of Education Program Advisory, September 16, 1991.

School: _____
Student Name: _____
Current Grade: _____
SID #: _____

YES, student will be **RETAINED**
 NO, student will be **PROMOTED**

Bakersfield City School District
1300 Baker Street
Bakersfield, CA 93305
Student Services Department

Grade Retention Documentation Checklist

Please **attach** the documentation **in the following order**. The principal will indicate that the forms are attached and appropriately completed by **placing a checkmark** next to each requirement and signing below.

COMPLETE THE FOLLOWING ON OR BEFORE NOVEMBER 30, 2011:

- _____ A copy of the letter template entitled "PARENT NOTICE LETTER: AT RISK FOR RETENTION" which was sent to parents/guardians notifying them of the student's at-risk status.
- _____ The "At-Risk for Retention" form (**PS-3A, Page 1**) properly signed by all parties by **November 30, 2011**, with the following sections completed:
- _____ Complete the **Student Demographics** section
 - _____ Check the box(es) for **Reason(s) for "At Risk for Retention."**
 - _____ Check the **Conclusion** box either At Risk for Retention or Not At Risk for Retention.
 - _____ Complete the **Parent(s)/Guardian(s) Acknowledgement** section.
 - _____ Complete the **Signature** section (each person present at the Team for Student Success (TSS) meeting must sign and date the form).
 - _____ Complete the **Additional Required School Actions** section.
- Exceptions to the November timeline are for late enrollees from out-of-district.
 - "Early notice" for late enrollees means a notice was given to the parents no later than the thirtieth (30th) school day of student attendance beginning with the student's first day of attendance.
- _____ The "At Risk for Retention – Documentation and Planning" (**PS-3A, page 2**) was developed by the teacher(s) at the time of the initial TSS meeting in the fall.
- _____ The "Agreed Upon Intervention Strategies" section of the form, "Level A-Team for Student Success was developed by the teacher(s) at the time of the initial TSS meeting in the fall and will be used to help the student meet the District's adopted grade-level standards.

COMPLETE THE FOLLOWING ON OR BEFORE APRIL 30, 2012:

- _____ The "Recommendation for Grade Retention: Team for Student Success Meeting" (**PS-3B**) form completed and properly signed by all parties by April 30, 2012.
- _____ Complete the **Student Demographics** section.
 - _____ Check the box(es) for **Grade Retention Criteria**.
 - _____ Complete the **Signature** section; each person present at the TSS meeting must sign and date the form, and **circle yes or no**, indicating agreement or disagreement with retention recommendation.
- _____ Documentation the **parents were notified** that any appeal of TSS recommendations must be received **within ten (10) days** following the TSS.

***If the decision is made not to retain the student, stop here. ***

*** If the decision is made to retain the student, complete the following:**

- _____ The "**Individual Retention Plan**" for the year of retention, including instructional strategies to help students meet the District's adopted grade-level standards.
- _____ The "**Kindergarten Continuance Form Parental Agreement for Student to Continue in Kindergarten**" (**PS-2**) must be completed and properly signed if student will be retained in Kindergarten.
- _____ The Kindergarten anniversary date is entered on PS-2.

I certify I have personally reviewed the documents for the student being considered for retention, notified his/her parents of the 10-day appeal timeline, and attached all the required documentation and properly completed forms in the correct order.

Principal's Signature: _____

Date: _____

09/10

KEY TERMS DEFINED

- “Promotion” occurs when a pupil moves up one grade level at the end of the school year.
- “Social promotion” involves a pupil moving up one grade level at the end of the school year whether or not the pupil has met grade-level standards.
- “Retention” or “retained” is defined as a pupil repeating a grade.
- “At risk for retention” describes a pupil who meets one or more district criteria and who may be retained.



INTRODUCTION

Bakersfield City School District (BCSD) school board has adopted a policy affecting the grade promotion and grade retention of pupils attending school in the district. This policy adoption followed a yearlong effort by teachers, parents, and school administrators to respond to California law changes and act in the best interests of all pupils. This policy again confirms the district’s ongoing commitment to form cooperative relationships with you, the parent, to help your child be successful in school.

The district’s promotion and retention policy:

- Requires early identification and notice to the parent of a pupil who may not meet the minimum standards for his or her grade by the end of the school year
- Recognizes the importance of making changes to the pupil’s education program when adequate progress is not observed
- Establishes timelines for (a) parent notice; (b) putting together a plan to help the pupil; and (c) making a final determination concerning the promotion or retention of the pupil
- Requires special assistance be given to a pupil who is at risk for grade retention before a retention decision may be made
- Requires strong parent involvement, including parent participation in, and acceptance of, a recommendation for retention
- Establishes an appeal process for retention decisions



HOW ARE CHILDREN IDENTIFIED AS “AT RISK FOR RETENTION?”

Pupils may be identified “at risk for retention” if one or more of the following are established:

1. **Below Basic Test Scores.** At the pupil’s assigned grade level, the pupil has not met the district’s adopted grade-level standards on the first classroom tests for the school year; OR
2. **Low Classroom Scores After Remedial Attempts.** Classroom tests show the pupil is not making sufficient progress toward grade-level standards and changes have already been made to the pupil’s standard instructional program; OR
3. **Absent and Work Incomplete.** The pupil has been absent more than 20% of the preceding grading period and has not successfully completed the work from that grading period.



WHAT HAPPENS WHEN A CHILD IS IDENTIFIED AS “AT RISK FOR RETENTION?”

The parent(s) is notified and involved.
An educational plan is developed to help the child be successful and avoid retention.
Supplemental instruction is given to the pupil.
The pupil’s progress is followed by the teacher.
Additional changes are made to the pupil’s educational plan if the pupil’s progress is insufficient.
Before the end of May, a decision is made as to whether the pupil will be retained.



WHEN MAY A PUPIL BE RETAINED?

A pupil may be retained only when all the below criteria have been met. As a parent, you should not expect your child to be retained unless each of the criteria have been fulfilled. You may choose to not give permission for a retention even if all the criteria have been met.

1. **Minimum Grade-Level Standards Not Met.** On end-of-the-year classroom tests, the pupil scores below the district’s minimum grade-level standards; AND
2. **Early Parent Notice Provided.** No later than November 30th you, the parent, were given a notice that your son or daughter was identified at risk for retention. In cases where your pupil was not enrolled at the beginning of the school year, the parent notice must be given no later than the 30th school day after the pupil’s first day of attendance; AND

3. **Pupil Progress Monitored and Used for Program Planning.** Your pupil’s academic progress was followed by the teacher and, if your pupil was not making sufficient progress, this information was used to make changes to your pupil’s educational program; AND
4. **Program Changes Described in Writing.** The educational program changes made have been described in writing by the teacher; AND
5. **Pupil Will Benefit.** There is evidence your pupil will benefit from a grade retention; AND
6. **Unsuccessful Program Analyzed, Individual Retention Plan Established.** The teacher has described, in writing, why your pupil’s program has been unsuccessful and has written an Individual Retention Plan recommending revised teaching strategies to help your pupil meet the minimum grade-level standards during the year of grade retention; AND
7. **Parent Conference Before End of May.** The teacher’s evaluations have been discussed with you, the parent, no later than the end of May; AND
8. **Parent Consent for Retention.** You have given written consent for the grade retention.



WILL REPEATING A GRADE HELP MY CHILD LEARN?

Some Facts About Retention:

- Most children do not “catch up” when they are retained.
- Although some retained pupils do better at first, these children often fall behind again in later grades.
- Pupils who are retained tend to get into trouble, dislike school, and feel badly about themselves more than children who go on to the next grade.
- Many pupils who drop out of school were retained one, two, or more grades.
- Retention may be less harmful for children who feel good about themselves, get along well with others, and have the skills to catch up easily.
- Retention might be helpful for a child who missed a lot of school because of illness or family moves – if the attendance problem is solved and the child will be only one year older than classmates.

Conclusion: These facts about retention are one reason the district and its staff have placed so much emphasis on early identification of pupils unlikely to meet grade-level standards, early intervention to avoid a retention, and why your involvement, as the parent, is so important. Neither grade retention nor social

promotion alone help a child succeed in school. Children need assistance to overcome both academic and behavior difficulties.

Reference: Should My Child Repeat a Grade. National Association of School Psychologists.



WHAT CAN YOU DO?

The parent(s), pupil, and members of the school staff each have important responsibilities to help make instruction effective and promote learning.

You Can Help, As a Parent:

- Respond to the school staff’s attempts to talk with you about your child
- Attend and participate in school meetings concerning your child
- Talk to your child’s teacher often about class work
- At home, ask your child about homework
- Help your child find a quiet place and a specific time to do school work
- Make sure your child goes to school every day, eats balanced meals, gets enough sleep and receives good medical care to stay healthy and alert
- Make sure your child hears and sees well
- Let your child know that you think school is very important
- Learn more about how you can reinforce the lessons taught at school
- Freely praise your child for his or her school accomplishments
- Read in front of your child
- Read to your child often
- Make appropriate reading materials available for your child
- Work with other people at school who can help you to help your child succeed

What Your Child Needs to Do

- Be rested and alert in class
- Attend school regularly
- Be prepared for class with appropriate materials
- Participate in class activities
- Follow classroom procedures
- Complete assignments, including assigned homework
- Give maximum effort to achieve or exceed grade-level standards
- Participate in after-school activities
- Have pride in his or her work and the work of others

What the School Staff Will Do

Principal

- Help provide an effective instructional program to meet the needs of all pupils
- Plan and help organize intensive, remedial programs for pupils meeting district “retention” or “at risk for retention” criteria.
- Call together and, participate with, the appropriate persons to address the needs of each child, including children with recognized disabilities
- Help make sure promotion and retention decisions are made in an objective and fair manner
- Monitor the documentation steps of the promotion and retention policy (e.g., notices, acknowledgements, pupils identified as “at risk,” pupils retained, parent participation and responses)
- Help make sure no pupil is retained primarily because they are learning a new language or have a disability affecting their schoolwork

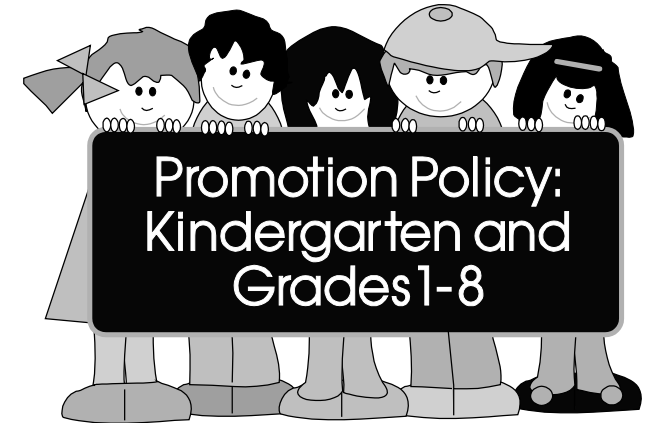
Teacher

- Provide instruction to accommodate the interests and growth patterns of each pupil
- Help identify pupils at risk of retention early in the school year and early in their school career
- Make sure there is communication with the parent(s) concerning the child’s progress
- Collect information about the pupil’s progress and use this information to make decisions about the child’s educational program
- Select or design instructional strategies to help the child succeed
- Provide special assistance to enhance a pupil’s academic progress
- When the child’s educational program needs to be changed, help determine why and how it should be changed
- Help determine whether a grade retention is an appropriate intervention
- Help make sure pupils who have been retained receive remedial instruction



Parent Notes: _____

**Bakersfield City School District
Promotion Policy: Kindergarten and Grades 1-8**



**BAKERSFIELD CITY SCHOOL DISTRICT
Education Center - 1300 Baker Street
Bakersfield, California 93305**

DEFINICIÓN DE TÉRMINOS

- La “promoción” ocurre cuando un/una alumno/a al final del año escolar pasa al siguiente grado.
- La “promoción social” incluye a un/una alumno/a que al final del año escolar pasará al siguiente grado ya sea que el/la alumno/a haya logrado las normas del nivel del grado o no.
- La “retención” o “ser retenido” se define como un/una alumno/a repitiendo el grado.
- “En riesgo de ser retenido” describe a un/una alumno/a que ha logrado uno o más de los criterios del distrito y quien puede ser retenido/a.

INTRODUCCIÓN

La mesa directiva del Distrito Escolar de la Ciudad de Bakersfield (BCSD) ha adoptado una norma que afecta la promoción en el grado y la retención en el grado de los alumnos que asisten a la escuela en el distrito. La adopción de esta norma se efectuó después del esfuerzo de todo un año por los maestros, padres, y administradores de las escuelas en respuesta a los cambios de la ley de California en el mejor interés de todos los alumnos. Esta norma una vez más confirma el continuo compromiso del distrito para formar una relación en cooperativa con ustedes, los padres, para ayudar a su niño/a a tener éxito en la escuela.

La norma del distrito para la promoción y retención:

- Requiere una temprana identificación y notificación a los padres de un/una alumno/a quien para el final del año escolar puede ser que no llene las normas mínimas de su grado
- Reconoce la importancia de hacer cambios al programa de educación del/la alumno/a cuando no se observa un progreso adecuado
- Establece las fechas para (a) la notificación para los padres; (b) preparar un plan para ayudar al/la alumno/a; y (c) tomar una determinación final concerniente a la promoción o retención del/la alumno/a
- Requiere que se le proporcione ayuda especial a un/una alumno/a que esté en riesgo de ser retenido/a antes de tomar la decisión para la retención
- Requiere una fuerte participación de los padres, incluyendo la participación en, y la aceptación de, una recomendación para la retención
- Establece un procedimiento de apelación para las decisiones de retención

¿CÓMO SON IDENTIFICADOS LOS NIÑOS “EN RIESGO DE SER RETENIDOS”?

Los alumnos pueden ser identificados “en riesgo de retención” si uno o más de lo siguiente está establecido:

Puntajes de la Prueba Abajo del Nivel de Aptitud. Al nivel del grado asignado al/la estudiante, él/ella no ha logrado las normas al nivel del grado adoptadas por el distrito en las primeras pruebas del salón de clases de para el año escolar; O

1. **Puntajes Bajos en el Salón de Clases Después de los Intentos Realizados para Remediar las Deficiencias.** Las pruebas del salón de clases muestran que el/la estudiante no está teniendo suficiente progreso hacia las normas del nivel del grado y se han hecho cambios al programa instruccional estándar del alumno; O
2. **Ausente y Trabajo Incompleto.** El/la estudiante ha estado ausente más del 20% antes del período de calificaciones y no ha terminado satisfactoria-mente el trabajo de ese período de calificaciones.

¿QUÉ PASA CUANDO UN/UNA NIÑO/A ES IDENTIFICADO/A COMO “EN RIESGO DE SER RETENIDO/A”?

Los padres son notificados y participan.

Un plan educacional es desarrollado para ayudar al/la niño/a a tener éxito y evitar la retención.

Instrucción suplementaria es proporcionada al/la alumno/a.

El progreso del/la alumno/a es seguido cuidadosamente por el/la maestro/a. Cambios adicionales son hechos al plan educacional del/la alumno/a si su progreso es insuficiente.

Antes del final de mayo, se hace la decisión sobre si el/la alumno/a será retenido.

¿CUÁNDO PUEDE SER RETENIDO/A UN ALUMNO/A?

Un/una alumno/a puede ser retenido solamente cuando se han llenado todos los criterios que están a continuación. Como padre/madre, usted no debe esperar que su niño/a sea retenido/a a menos de que cada uno de los criterios haya sido cumplido. Usted puede decidir no dar su permiso para una retención aun si se han llenado todos los criterios.

1. **No se Lograron las Normas Mínimas de Nivel del Grado.** En las pruebas de fin de año del salón de clases, los puntajes del/la alumno/a están abajo de las normas mínimas del distrito para el nivel de grado; Y
2. **Se Proporcionó un Aviso a los Padres con Suficiente Anticipación.** En una fecha no más tarde del 30 de noviembre, ustedes, los padres, recibieron un aviso de que su hijo o hija había sido identificado/a como un/una estudiante en riesgo de ser retenido/a. En casos donde el/la alumno/a no estaba inscrito/a al principio del año escolar, el aviso a los padres tiene que haberse proporcionado no más tarde de los 30 días que el/la alumno/a haya asistido a la escuela después del primer día de asistencia del/la alumno/a; Y
3. **Progreso del/la Alumno/a Supervisado y Utilizado para la Planeación del Programa.** El progreso académico de su alumno/a fue seguido cuidadosamente por el/la maestro/a y, si su alumno/a no estaba progresando suficientemente, esta información fue utilizada para hacer cambios en el programa educacional de su alumno/a; Y

4. **Cambios del Programa Descritos por Escrito.** Los cambios del programa educacional han sido descritos por escrito por el/la maestro/a; Y
5. **El/la Alumno/a se Beneficiará.** Existe evidencia de que su alumno/a se beneficiará de una retención en el grado; Y
6. **El Programa Sin Éxito es Analizado, se Establece un Plan Individual de Retención.** El/la maestro/a ha descrito, por escrito, por qué el programa de su alumno/a no ha tenido éxito y ha escrito un Plan Individual de Retención recomendando estrategias de enseñanza revisada para ayudar a su alumno/a a llenar las normas al nivel del grado durante el año de retención en el grado; Y
7. **Conferencia para Padres Antes del Fin de Mayo.** Las evaluaciones del/la maestro/a han sido discutidas con ustedes, los padres, no más tarde del fin de mayo; Y
8. **Consentimiento de los Padres para la Retención.** Usted ha proporcionado su consentimiento por escrito para la retención en el grado.

¿AYUDARÁ A MI NIÑO/A A APRENDER EL REPETIR EL GRADO?

Algunos Hechos Acerca de la Retención:

- La mayoría de los niños no “se ponen al corriente” cuando repiten el grado.
- Aunque algunos alumnos retenidos van bien al principio, con frecuencia esos niños se atrasan otra vez en los grados siguientes.
- Los alumnos que son retenidos tienden a meterse en problemas, no les gusta la escuela, y se sienten más mal acerca de sí mismos más que los niños que sí pasan al siguiente grado.
- Muchos alumnos que abandonan la escuela fueron retenidos uno, dos, o más grados.
- La retención puede causar menos daño a los niños que se sienten bien acerca de sí mismos, se llevan bien con los demás, y tienen las destrezas para ponerse al corriente con facilidad.
- La retención puede ser de ayuda para un/una niño/a que faltó mucho a la escuela debido a una enfermedad o cambios de la familia – si el problema con la asistencia es solucionado y el/la niño/a solamente va a ser un año mayor que sus compañeros de clase.

Conclusión: Estos hechos acerca de la retención son una razón por la cual el distrito y su personal han enfatizado la temprana identificación de los alumnos que probablemente no llenen las normas del nivel del grado, la temprana intervención para evitar una retención, y por qué su participación, como padres, es tan importante.

Ni la retención en el grado ni la promoción social por sí solas ayudarán al/la niño/a a tener éxito en la escuela. Los niños necesitan ayuda para lograr superar las dificultades académicas y del comportamiento.

Referencia: *Should My Child Repeat a Grade.* Asociación Nacional de Psicólogos Escolares.

¿QUÉ PUEDE HACER USTED?

Los padres, el/la alumno/a, y los miembros del personal escolar tienen importantes responsabilidades para ayudar a hacer efectiva la instrucción y promover el aprendizaje.

Usted Como Padre/Madre Puede Ayudar:

- Responder al intento del personal escolar para hablar con usted acerca de su niño/a
- Asistir y participar en las juntas escolares concernientes a su niño/a
- Hablar con frecuencia con el/la maestro/a de su niño/a acerca del trabajo en la clase
- En casa, preguntarle a su niño/a acerca de la tarea
- Ayudar a su niño/a a encontrar un lugar quieto y una hora específica para hacer su trabajo escolar
- Asegurarse de que su niño/a vaya todos los días a la escuela, coma alimentos balanceados, duerma lo suficiente y reciba buen cuidado médico para estar saludable y alerta
- Asegurarse de que su niño/a oye y ve bien
- Decirle a su niño/a que usted piensa que la escuela es muy importante
- Aprender más sobre cómo puede usted reforzar las lecciones de la escuela
- Darle elogios a su niño/a por sus logros en la escuela
- Leer enfrente de su niño/a
- Leer con frecuencia a su niño/a
- Tener materiales apropiados de lectura disponibles para su niño/a
- Trabajar en la escuela con otras personas que puedan ayudarle a su niño/a a tener éxito académico

Lo que Su Niño/a Necesita Hacer

- Descansar bien y estar alerta en la clase
- Asistir con regularidad a la escuela
- Estar preparado/a con los materiales apropiados para la clase
- Participar en las actividades de la clase
- Seguir los procedimientos del salón de clases
- Completar el trabajo asignado, incluyendo las tareas asignadas
- Hacer el mayor esfuerzo para lograr o exceder las normas al nivel del grado
- Participar en actividades después de clases
- Sentirse orgulloso/a de su trabajo y del trabajo de los demás

Lo que el Personal Escolar Hará

Director/a

- Ayudar a proporcionar un programa instruccional efectivo para llenar las necesidades de todos los alumnos
- Planear y ayudar a organizar programas intensivos de remediación para los alumnos que llenan los criterios del distrito para la “retención” o “en riesgo de ser retenidos”
- Llamar y participar con las personas apropiadas para cubrir las necesidades de cada niño/a, incluyendo los niños con incapacidades identificadas
- Ayudar a asegurar que las decisiones de promoción y retención sean hechas de una manera objetiva y justa

Supervisar los pasos de la documentación de la norma de promoción y retención (v.gr. avisos, confirmaciones, alumnos identificados como “en riesgo,” alumnos retenidos, participación y respuestas de los padres)
Ayudar a asegurar que ningún/a alumno/a sea retenido/a principalmente debido a que está aprendiendo un nuevo idioma o a que tiene una incapacidad que afecta su trabajo escolar

Maestro/a

- Proporcionar instrucción que se ajuste a los intereses y patrones del crecimiento de cada alumno
- Ayudar a identificar a los alumnos en riesgo de ser retenidos temprano durante el año escolar y temprano durante sus estudios escolares
- Asegurarse de que haya comunicación con los padres concerniente al progreso del/la niño/a
- Coleccionar información acerca del progreso del/la alumno/a y usar esta información para hacer decisiones acerca del programa educacional del/la niño/a
- Seleccionar o diseñar estrategias instruccionales para ayudar al/la niño/a a tener éxito
- Proporcionar ayuda especial para intensificar el progreso académico del/la alumno/a
- Cuando el programa educacional del/la niño/a necesite ser cambiado, ayudar a determinar por qué y cómo debe ser cambiado
- Ayudar a determinar si una retención en el grado es una intervención apropiada
- Ayudar a asegurar que los estudiantes que han sido retenidos reciban instrucción de remediación

Notas de los Padres: _____

Bakersfield City School District
Norma de Promoción: Kinder y Grados del 1° al 8°



BAKERSFIELD CITY SCHOOL DISTRICT
Education Center – 1300 Baker Street
Bakersfield, California 93305

(PARENT NOTICE LETTER: AT RISK FOR RETENTION)

Note: Text in bold needs to be removed or replaced by site-level staff with the appropriate information. The “replace function” on a word processor application may be used to easily replace all occurrences of “Name of Student” with the actual name of the student.

(School Letterhead)

(Date)

RE: **(Name of Student)**

Dear **(Name of Parent or Guardian)**,

I am writing to share my concern about whether **(name of student)** will be able to meet our grade-level standards by June of this school year. I think **(name of student)** may be at risk for repeating a grade (grade retention) unless substantial progress is made between now and the school year’s end.

I would like to discuss **(his or her)** school progress with you, consider your views, and determine whether **(name of student)** should be identified as “at risk for retention.” Enclosed with this letter is a pamphlet describing our district policy. As presented in the pamphlet, our emphasis will be placed on preventing a grade retention by working together as a team to help **(name of student)** be successful.

For your convenience, I have set up a meeting to further discuss these matters. Other members from our staff may participate in the meeting. If you can not meet on the below date and time, please contact me or **(Name of office staff member with authority to reschedule meetings)** at **(school telephone number)**.

Date of Meeting: (enter complete date, e.g., Wednesday, October 13, 2011)

Time of Meeting: (enter time with a.m./p.m.)

Location: (e.g., principal’s office)

As always, when you arrive at school, please register at the school office. I very much look forward to sharing ideas on how we may best assist **(name of student)** to reach or exceed grade-level standards. I thank you in advance for your response and assistance.

Sincerely,

(Name of Teacher)

Enc. Promotion Policy: Kindergarten and Grades 1-8

cc: School principal and student’s cumulative file

(Note to teacher: Please keep a copy of this parent notice for your records.)

Note: Text in bold needs to be removed or replaced by site-level staff with the appropriate information. The “replace function” on a word processor application may be used to easily replace all occurrences of “Name of Student” with the actual name of the student.

(School Letterhead)

(Date)

RE: (Name of student)

Estimado/a Sr./Sra. **(Name of parent or guardian)**,

La presente es para comunicarle mi preocupación acerca de que si para junio de este año escolar, **(name of student)** podrá llenar nuestras normas para el nivel del grado. Creo que **(name of student)** puede estar en riesgo de repetir el grado (retención en el grado) a menos de que obtenga un buen progreso entre ahora y el final del año escolar.

Me gustaría hablar con usted para discutir el progreso escolar de su estudiante, tomar en consideración sus puntos de vista, y determinar si **(name of student)** deberá ser identificado como un estudiante “en riesgo de ser retenido.” Adjunto encontrará un folleto que describe la norma de nuestro distrito. Como se especifica en el folleto, nuestro énfasis se concentrará en prevenir la retención en el grado por medio de trabajar unidos como un equipo para ayudar a que **(name of student)** tenga éxito en la escuela.

Para su conveniencia, he programado una junta para discutir con usted más a fondo estos puntos. Puede ser que en esta junta participen otros miembros de nuestro personal docente. Si usted no puede asistir en la fecha y hora que están enseguida, por favor comuníquese conmigo o con **(Name of office staff member with authority to reschedule meetings)** llamando al **(school telephone number)**.

Fecha de la junta: (enter complete date, e.g., Miércoles, 13 de octubre de 2011)
Hora de la junta: (enter time with a.m./p.m.)
Lugar: (e.g., oficina del/la director/a)

Como siempre, cuando usted llegue a la escuela, por favor pase por la oficina para registrarse. Con mucho gusto espero reunirme con usted para compartir ideas sobre cómo podemos ayudar mejor a **(name of student)** para que logre o exceda las normas al nivel del grado. Anticipadamente agradezco su ayuda y respuesta.

Atentamente,

(Name of teacher)

Adjunto: Norma de Promoción: Kinder y 1-8 grado

cc: Director/a de la escuela y expediente acumulativo del estudiante

(Note to teacher: Please keep a copy of this parent notice for your records)

AT RISK FOR RETENTION: DOCUMENTATION AND PLANNING

Student's Name: _____ SID No. _____ Grade: _____ Circle One: Male/Female

Ethnicity: _____ Date of Birth: _____ School: _____ Referring Teacher: _____

Date of Student's Enrollment for Current School Year _____

Reason(s) for "At Risk for Retention" Recommendation (Check one or more reasons):

- Low Benchmark Test Scores.** At the student's assigned grade level, the student has not met the district's adopted grade-level standards (i.e., scores below basic) on the Fall Benchmark classroom assessment in one or more of the measured subject areas. The term "below basic" includes each of the following: "below basic," and "far below basic."
- Low Criterion-Referenced Test Scores.** A student has been identified as having an academic deficiency if they score "below basic" or "far below basic" on the California Standards Test administered during the 2010-11 school year.
Total Reading Score = _____ Total Math Score = _____
- Low Classroom Scores After Intervention Attempts.** Classroom-based formative assessments demonstrates the student is not making sufficient progress toward meeting grade-level standards despite documented educational support interventions.
Give examples: _____

- Absences and Work Incomplete.** The student has been absent more than 20% of the preceding grading period without satisfactorily completing the academic content covered during that grading period.
Days Absent = _____ Percentage of work satisfactorily completed = _____.

Additional Considerations Before Recommending "At Risk for Retention" Status: (a) Student's response to the current academic program; (b) previous educational experiences; and (c) available school resources likely to assist the student.

Conclusion: This student is "at risk for retention" This student is not currently "at risk for retention."

Parent(s)/Guardian(s) Acknowledgement. My (our) signature(s) below indicates:

- I (we) have received a copy of the pamphlet entitled **Promotion Policy: Kindergarten and Grades 1-8.**
- A staff member has given me (us) an "early notice" that my (our) son or daughter is considered "at risk for retention."
Note: "Early notice means a notice given no later than the end of November. For late out-of-district enrollees, "early notice" means a notice given no later than the thirtieth school day of student attendance beginning with the student's first day of attendance.
- I (we) have received an explanation of why my (our) student is, or is not, "at risk for retention."

Signature

Signature of Parent(s)/guardian(s)	Date	Signature of Principal	Date
Signature of Parent(s)/guardian(s)	Date	Signature of Other Participant	Date
Signature of Responsible Teacher	Date	Signature of Other Participant	Date

Additional Required School Actions:

- For each student identified as at risk for retention, make an entry on the student's electronic enrollment screen no later than December 1st.
Date Entered on Computer _____ By _____
- Attach copy of Parent Notice Letter: At Risk for Retention.
- Store appropriate distribution copies in the student's cumulative file.

Distribution: Cumulative Folder/Parent/ Teacher/ Principal
PS-3A (9/10)

AT RISK FOR RETENTION: DOCUMENTATION AND PLANNING

Student's Name: _____

Student Proficiency Level on First Classroom Proficiency Test for School Year (Enter areas tested and result[s] obtained) _____

Components of Supplemental and Remedial Instruction (Check all that are applicable)

- Tutorial program: Start date _____ Service time per week _____
- After-school program: Start date _____ Service time per week _____
- Classwide Peer Tutoring: Start date _____ Service time per week _____
- Other (Please describe) _____
Start date _____ Service time per week _____
- Other (Please describe) _____
Start date _____ Service time per week _____
- Planned Classroom Instructional Strategy Changes

Academic Monitoring Method and Data Collection Schedule (Check and/or enter assessment[s] to be used in monitoring the academic growth of the "at-risk" student)

- Teacher administered grade-level proficiency measures
- District curriculum-based measurement
- Classroom measures (e.g., tests, quizzes)
- Other _____

Schedule for Academic Monitoring (Enter approximate dates throughout the school year when the assessment listed above will be conducted) _____

Documentation of Academic Monitoring: (Enter method of recording, and maintaining the academic monitoring data)

- Academic monitoring data will be graphed
- Results of academic monitoring will be reviewed and stored in the student's classroom file
- Other (Please describe) _____

Modifications Made to Remedial Instruction and Instructional Strategies (Enter method of recording when and what modifications have been made throughout the school year)

- Displayed on graph: Date of each modification to the remedial instruction will be marked on academic monitoring graph and a brief description of the instructional strategy change will be written on the side of the graph
- Supplementary reports will be written and maintained
- Other (Please describe) _____

Distribution: Cumulative Folder/Parent/ Teacher/ Principal

PS-3A (9/10)

EN RIESGO DE SER RETENIDO: DOCUMENTACIÓN Y PLANEACIÓN

Nombre del estudiante: _____ SID No. _____ Grado: _____ Marque con un círculo: Varón/Mujer

Grupo étnico: _____ Fecha de nacimiento: _____ Escuela: _____ Maestro/a que hace la referencia: _____

Fecha de inscripción del alumno para el año escolar actual _____

Razón(es) por la(s) cual(es) se hace la recomendación “en riesgo de ser retenido” (Marque una o más razones):

- Puntajes bajos en la prueba de nivel.** Al nivel del grado asignado al estudiante, él/ella no ha logrado los estándares al nivel del grado adoptados por el distrito (es decir, puntajes inferiores al nivel básico) en la evaluación del salón de clases de la prueba de nivel de otoño en una o más de las materias medidas. El término “inferior al nivel básico” incluye cada uno de lo siguiente: “inferior al nivel básico” y “muy inferior al nivel básico”.
- Puntajes bajos de la prueba con normas de referencia.** Un estudiante ha sido identificado con una deficiencia académica si obtiene un puntaje “inferior al nivel básico” o “muy inferior al nivel básico” en la Prueba de los estándares de California administrada durante el año escolar 2010-2011.
Puntaje total en lectura= _____ Puntaje total en matemáticas = _____
- Puntajes bajos en el salón de clases después de los intentos de intervención.** Las evaluaciones formativas basadas en el salón de clases demuestra que el estudiante no está progresando lo suficientemente como para lograr los estándares al nivel del grado a pesar de las intervenciones de apoyo educativo documentadas. **Dar ejemplos:** _____

- Ausencias y trabajo incompleto.** El estudiante ha estado ausente más del 20% del período de calificaciones anterior y no ha terminado satisfactoriamente las materias académicas cubiertas durante ese período de calificaciones.
Días ausente = _____ Porcentaje del trabajo terminado satisfactoriamente = _____.

Consideraciones adicionales antes de hacer la recomendación para estar “en riesgo de ser retenido”: (a) La respuesta del alumno al programa académico actual; (b) las experiencias educativas anteriores; y (c) recursos escolares disponibles que puedan ayudar al alumno.

Conclusión: Este alumno está “en riesgo de ser retenido” Este alumno actualmente no está “en riesgo de ser retenido.”

Confirmación de recibo por los padres/tutores. Mi (nuestra) firma(s) que está(n) enseguida indica(n) que:

- He (hemos) recibido una copia del folleto intitulado Norma de promoción: kínder y 1.^{er}-8.^o grado.
- Un miembro del personal me (nos) entregó “un aviso con suficiente anticipación” de que mi (nuestro/a) hijo o hija está considerado/a “en riesgo de ser retenido(a).” Nota: “un aviso con suficiente anticipación” significa un aviso que se ha dado no más tarde de finales de noviembre. Para los estudiantes que se han inscrito tarde y que vienen de otro distrito, “un aviso con suficiente anticipación” significa un aviso dado no más tarde de los 30 días que el alumno haya asistido a la escuela, empezando desde el primer día de asistencia a la escuela.
- He (hemos) recibido una explicación del por qué mi (nuestro) alumno está, o no está, “en riesgo de ser retenido.”

Firmas

Firma de los padres/tutores	Fecha	Firma del director	Fecha
Firma de los padres/tutores	Fecha	Firma de otra persona participante	Fecha
Firma del maestro responsable	Fecha	Firma de otra persona participante	Fecha

Additional Required School Actions:

- For each student identified as at risk for retention, make an entry on the student’s electronic enrollment screen no later than December 1st. **Date Entered on Computer _____ By _____**
- Attach copy of Parent Notice Letter: At Risk for Retention.
- Store appropriate distribution copies in the student’s cumulative file.

EN RIESGO DE SER RETENIDO: DOCUMENTACIÓN Y PLANEACIÓN

Nombre del estudiante: _____

Nivel de aptitud del alumno en la primera prueba de aptitud del salón de clases para el año escolar (Anotar las áreas en que se dio la prueba y el [los] resultado[s] obtenido[s]) _____

Componentes de la instrucción suplementaria y para remediar las deficiencias (Marcar todas las que apliquen)

- | | | |
|---|---------------------------|-------------------------|
| <input type="checkbox"/> Programa de ayuda académica | Fecha en que empezó _____ | Tiempo por semana _____ |
| <input type="checkbox"/> Programa después de clases | Fecha en que empezó _____ | Tiempo por semana _____ |
| <input type="checkbox"/> Ayuda académica por compañeros para toda la clase | Fecha en que empezó _____ | Tiempo por semana _____ |
| <input type="checkbox"/> Otro (por favor describa) _____ | Fecha en que empezó _____ | Tiempo por semana _____ |
| <input type="checkbox"/> Otro (por favor describa) _____ | Fecha en que empezó _____ | Tiempo por semana _____ |
| <input type="checkbox"/> Cambios planeados en la estrategia instructiva en el salón de clases | | |
- _____

Método de monitoreo académico y programación para recopilar los datos (Favor de marcar y o apuntar la(s) evaluación(es) que se usarán en el monitoreo del adelanto académico del alumno “que está en riesgo”)

- Medidas de aptitud al nivel del grado administradas por el maestro
 Medida basada en el plan de estudios del distrito
 Medidas basadas en el salón de clases (v.gr. pruebas, exámenes cortos)
 Otros métodos _____

Programación para el monitoreo académico (Anotar las fechas aproximadas a través del año escolar cuando se lleve a cabo la evaluación arriba mencionada) _____

Documentación del monitoreo académico: (Anotar el método de registro y mantenimiento de los datos del monitoreo académico)

- Los datos del monitoreo académico se prepararán en gráficas
 Los resultados del monitoreo académico serán revisados y puestos en el archivo del alumno del salón de clases
 Otra documentación (Por favor describa) _____

Modificaciones hechas a la instrucción para remediar las deficiencias y a las estrategias instructivas (Anotar el método de registro, cuándo se hicieron las modificaciones y cuáles fueron las que se hicieron durante el año escolar)

- Demostrado en gráfica: La fecha de cada modificación a la instrucción para remediar las deficiencias se marcará en la gráfica del monitoreo académico y al lado de la gráfica se escribirá una breve descripción del cambio a la estrategia instructiva
 Se escribirán y mantendrán reportes suplementarios
 Otras modificaciones (Por favor describa) _____

Distribution: Cumulative Folder/Parent/ Teacher/ Principal

PS-3A 9/10)

Team for Student Success

Student Information

Student: _____ DOB: _____

SID: _____ Grade: _____ Teacher: _____

Parent: _____ Phone: _____ Address: _____

Date of TSS Meeting: _____ Areas of Concern: _____ ELA _____ Math _____ Attendance _____ Behavior

Verification of parental educational rights: _____ Yes _____ No Date: _____

Student School History

Does the student have a current Hearing and Vision screening? _____ Passed or Failed? _____
(If the student failed any health screens, this may delay the TSS process. Make appropriate Health Services referral)

Health concerns/medication: _____

Does this child have a current 504 plan? _____ Yes _____ No If Yes, what accommodations are in place? _____

Primary home language: _____ Is this student an English Learner? Yes/No If yes, Level _____

Has student been retained Yes/No If yes, year: _____ Is this student at risk for retention? Yes/No

Number of days absent last year _____ Number of days absent current year _____

Is there anything significant in the student's school history that needs to be discussed? _____

Teacher Observations

Student strengths:

Student is motivated by:

Social/Peer Relations:

Current Performance	Math	Reading	ELD	CELDT	
Current CST score				Listening	
Most recent formative assessment				Speaking	
Benchmark/Quarterly				Reading	
				Writing	

Problem Identification/Assessment Analysis	Evidence for this concern and possible reasons for existence:
State Concerns:	

**For Level A
Review Meeting**

Level A

Tier I: Agreed Upon Classroom Intervention Strategies/Refer to Possible Classroom Intervention List	Times per week	Min per Day	Progress Monitoring Frequency and Tools	Responsible Party/Evidence for monitoring intervention	Date Reviewed: Effectiveness of Tier 1 Interventions

RECOMMENDATION FOR GRADE RETENTION:
TEAM FOR STUDENT SUCCESS MEETING

Student's Name: _____ SID No. _____ Grade: _____ Circle One: Male/Female

Ethnicity: _____ Date of Birth: _____ School: _____ Referring Teacher: _____

Date of Student's Enrollment for Current School Year _____ Note: IEPT determines grade placement for students receiving SPED.

Assessment Information (Summarize data applicable to "at risk for retention" designation): _____

Grade Retention Criteria (Check only if the evidence reviewed by the TSS indicates the applicable criteria has been met):

- On at least two out of the last three teacher-administered grade-level assessments conducted in the classroom, the student scores "below basic" or "far below basic" in one or more measured subject areas.
- There is a written parent(s)/guardian(s) acknowledgement attached documenting a staff member gave the parent(s)/guardian(s) notice early in the school year that the student was identified as at risk for retention.
- Documentation demonstrates the student's academic progress was periodically monitored by the responsible teacher.
- Documents indicate instructional strategies were changed by the teacher when academic progress monitoring showed the student was not making sufficient progress.
- Educational program changes made by the teacher(s) have been described and reviewed.
- There is evidence indicating the student will benefit academically from a grade retention.
- Attached is the TSS's written description of how the student responded to the instructional strategies used, including a description of the most effective and least effective strategies.
- Attached is the teacher's Individual Retention Plan with recommendation for the instructional strategies to help the student meet the minimum grade-level standards next school year.
- The student's academic performance is not primarily the result of second language acquisition factors or disability-related behavior.

CONTINUE WITH CONSIDERATION OF RETENTION RECOMMENDATION ONLY WHEN EACH OF THE ABOVE LISTED GRADE RETENTION CRITERIA HAVE BEEN MET.

Signatures

Mark "Yes" to agree (a) all the above-listed grade retention criteria have been met and (b) the student should be retained. Mark "No" to (a) indicate one or more of the above-listed grade retention criteria has not been met or to (b) disagree with the recommendation for retention. If the parent(s)/guardian(s) circles no or the criteria have not been met, the student will be promoted.

Signature of Responsible Teacher Date YES\NO

Signature of Principal Date YES\NO

Signature of Parent(s)/Guardian(s) Date YES\NO

Signature of Other Participant Date YES\NO

Signature of Parent(s)/Guardian(s) Date YES\NO

Signature of Other Participant Date YES\NO

_____ **I have been advised I can appeal the TSS recommendation within 10 days following the meeting.**
Parent Initials

Additional Required School Actions:

- Make an entry on the student's electronic enrollment screen indicating the student's retention status.
Date Entered on Computer _____ By _____
- Send a copy of this form and all supporting documentation listed above to the Student Services Department no later than May 1.
- Store appropriate distribution copies and documentation in the student's cumulative file.

Distribution: Cumulative Folder / Parent / Student Services / Principal

RECOMENDACIÓN PARA LA RETENCIÓN EN EL GRADO:
JUNTA DEL GRUPO PARA EL ÉXITO DEL ESTUDIANTE

Nombre del Estudiante: _____ SID No. _____ Grado: _____ Marque con un Círculo: Varón/Mujer

Grupo Étnico: _____ Fecha de Nac: _____ Escuela: _____ Maestro/a que Hace la Referencia: _____

Fecha de Inscripción del Alumno para el Año Actual: _____ Nota: El Grupo del Programa de Educación Individualizada ("IEPT") determina la colocación del grado para los alumnos de Educación Especial.

Información de la Evaluación (Resumir la información aplicable para la designación "en riesgo de ser retenido"): _____

Criterios para la Retención en el Grado (Marcar solamente si es que la evidencia revisada por el Grupo de Intervención Escolar indica que se han llenado los criterios):

- Por lo menos en dos de las últimas tres evaluaciones al nivel del grado administradas por el/la maestro/a conducidas en el salón de clases, el alumno obtiene puntajes abajo del nivel de aptitud en una o más de las materias medidas.
- Existe una confirmación de recibo de los padres/tutores por escrito, con documentación que comprueba que un miembro del personal escolar informó a los padres/tutores a principios del año escolar, que su alumno había sido identificado como estudiante en riesgo de ser retenido.
- La documentación demuestra que el progreso académico del estudiante estuvo supervisado periódicamente por el/la maestro/a responsable.
- Los documentos indican que las estrategias instruccionales fueron cambiadas por el/la maestro/a cuando la supervisión del progreso académico mostró que el estudiante no estaba teniendo suficiente progreso.
- Los cambios hechos por el/los maestro(s) al programa educacional han sido descritos y revisados.
- Existe evidencia que indica que el estudiante se beneficiaría académicamente si se le retiene en el mismo grado.
- Adjunto está la descripción por escrito del Grupo para el éxito del estudiante (TSS) sobre cómo respondió el estudiante a las estrategias instruccionales que se usaron, incluyendo una descripción de las estrategias más efectivas y las menos efectivas.
- Adjunto está el Plan de Retención Individual del/la maestro/a con la recomendación para las estrategias instruccionales para ayudar al estudiante a que logre el próximo año escolar los estándares mínimos al nivel del grado.
- El desempeño académico del estudiante no es el resultado primario de los factores de la adquisición de un segundo idioma o del comportamiento relacionado a una discapacidad.

CONTINUAR CON LA CONSIDERACIÓN DE LA RECOMENDACIÓN PARA LA RETENCIÓN SOLAMENTE CUANDO SE HAYAN LLENADO TODOS LOS CRITERIOS ARRIBA MENCIONADOS.

Firmas

Favor de marcar "SÍ" si usted está de acuerdo en que (a) se han llenado todos los criterios anteriormente anotados para la retención en el grado y (b) el alumno será retenido. Favor de marcar "NO" para (a) indicar que no se ha llenado uno o más de los criterios anotados anteriormente para la retención en el grado o (b) por estar en desacuerdo con la recomendación para la retención. Si los padres/tutores marcan "NO" o si no se han llenado los criterios, el alumno será promovido al siguiente grado.

Firma del/la Maestro/a Responsable	Fecha	SÍ/NO	Firma del/la Director/a	Fecha	SÍ/NO
Firma de los Padres/Tutores	Fecha	SÍ/NO	Firma de Otro Participante	Fecha	SÍ/NO
Firma de los Padres/Tutores	Fecha	SÍ/NO	Firma de Otro Participante	Fecha	SÍ/NO

_____ He sido avisado(a) que puedo apelar la recomendacion de la junta de S.I.T. dentro de 10 dias despues de la junta.
Iniciales de padre

Additional Required School Actions:

- Make an entry on the student's electronic enrollment screen indicating the student's retention status.
Date Entered on Computer _____ By _____
- Send a copy of this form and all supporting documentation listed above to the Student Services Department no later than May 1.
- Store appropriate distribution copies and documentation in the student's cumulative file.

INDIVIDUAL RETENTION PLAN

To be prepared by the current teacher to assist the teacher during the year of retention.

Student: _____ Teacher: _____

SID #. _____ **Grade** _____ **Primary Language** _____

Information: # of Schools attended since Kindergarten _____ # of Days absent this year: _____

District Chapter/Unit Test Scores (BCSD data collection system reports):

Reading	Math	Writing	Fluency
Unit:	Unit:	Prompt #:	Date:

BCST Test Scores (BCSD data collection system reports, if applicable):

Benchmark	Reading	Math
Fall		
Winter		
Spring		

Student Strengths
1.
2.
3.

Modifications Made:

Mark the items as follows: S = Successful M = Moderately Successful I = Ineffective N/A = Not Attempted

	Shorten Assignments		Remove Privileges		Modify Assignments		1:1 w/Adult
	Vary style of Instruction		Sit near teacher		Work w/ Buddy		After School Tutor
	Chart Progress		Ignore behavior		Use of Manipulatives		Cross-Age Tutor
	Cooperative Groups		Detention		Behavior Contract		Special Study Area
	Extra Practice		Token System		Immediate Praise		List Assignments
	Model correct behavior		Preferential Seating		Home/School Notes		Class Peer Tutoring
	More Time		Other:				

Recommended instructional strategies for year of retention:

Reading: _____

Writing: _____

Math: _____

Homework: _____

Other: _____

Please attach appropriate and relevant BCSD data collection system reports.

Bakersfield City School District
Education Center - 1300 Baker Street
Bakersfield, CA 93305

Kindergarten Continuance Form
Parental Agreement for Student to Continue in Kindergarten

Reflects amendments to California Education Code sections 46300 and 48011, effective Jan. 1, 1992

Name of pupil: _____

Kindergarten attendance anniversary date: _____

Name of school official approving for district: _____

Information for parent or guardian:

California law provides that after a child has been lawfully admitted to a kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child's parent/guardian agree to having the child continue to attend kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date, so that a child who begins kindergarten in January, for example, shall be promoted the following January unless there is a formal agreement to having him or her continue in kindergarten. Because kindergarten-age children often do not develop at steady or predictable rates, the California Department of Education recommends that approval for a child to continue not be given until near the anniversary of a child's first year of kindergarten.

I agree to having my child (named above) continue in kindergarten until:

_____ (may not be more than one year beyond anniversary)
(date)

Signature of Parent/Guardian: _____ Date: _____

Printed/Typed Name of Parent/Guardian: _____

Address: _____

Telephone Number: () _____

Distribution: Cumulative Folder/ Parent (after Final Recommendation)/ Student Services/Principal

Bakersfield City School District
Education Center - 1300 Baker Street
Bakersfield, CA 93305

**Formulario de continuidad en el kínder
Acuerdo de los padres para que el/la estudiante continúe en el kínder**

Refleja enmiendas a las secciones del Código de Educación 46300 y 48011, efectivo 1.º de ene., 1992

Nombre del/la alumno/a: _____

Fecha de aniversario de la asistencia al kínder: _____

Nombre del oficial escolar del distrito quien está aprobando: _____

Información para los padres/tutores:

La ley de California estipula que después de que un/una niño/a ha sido legalmente admitido/a un kínder y ha asistido por un año, el/la niño/a pasará al primer grado a menos de que el distrito escolar y los padres/tutores del/la niño/a estén de acuerdo en que el niño/a continúe asistiendo al kínder por no más de un año adicional. Esta regla aplica ya sea que el niño/a empiece el kínder al principio del año escolar o en una fecha más tarde, de manera que un niño/a que empiece el kínder en enero, por ejemplo, pasará al primer grado el siguiente enero a menos que haya un acuerdo formal para que él/ella continúe en el kínder. Debido a que frecuentemente los niños que tienen edad para asistir al kínder no se desarrollan a niveles previsibles o constantes, el Departamento de Educación de California recomienda que la aprobación para continuar para un niño/a no sea dada hasta que sea una fecha cercana al aniversario del primer año de kínder del niño.

Estoy de acuerdo en que mi niño/a (nombrado/a arriba) continúe en el kínder hasta:

_____ (no puede ser por más de un año después de la fecha de aniversario)
(fecha)

Firma de los padres/tutores: _____ Fecha: _____

Nombre de los padres/tutores con letra de molde o a máquina: _____

Domicilio: _____

Número de Teléfono: (_____) _____

Distribution: Cumulative Folder/ Parent (after Final Recommendation)/ Student Services/Principal

**PARENT ACKNOWLEDGEMENT:
DENIAL OF GRADE RETENTION RECOMMENDATION**

Student's Name: _____ School: _____ Grade: _____
Referring Teacher: _____

Introduction and Applicable Policy. If a parent/guardian denies the teacher's and the Team for Student Success' final determination to retain a student, district staff will, for documentation purposes, ask the parent/guardian to sign an acknowledgement. This acknowledgement will indicate the steps district staff have taken to help assist the student to meet grade-level standards.

Steps Taken by District Staff (Check all that are applicable):

- Parent/Guardian received a letter from the student's teacher, in a timely fashion, providing an "early notice" of the possibility the student may be retained
- Parent/Guardian received a written description of the district's promotion policy
- Student met the district's criteria and was identified as "at risk for retention"
- The student received a supplemental instructional program(s) designed to help avoid a grade retention
- Parent/Guardian provided assistance to help the student reach grade-level standards
- The student's academic progress was periodically monitored by the responsible teacher during the student's status as an "at risk for retention" student
- Changes to the student's instructional program were made during the school year and reviewed with the parent/guardian
- The responsible teacher described the supplemental program(s) provided to the student including what strategies were most effective and least effective
- An Individual Retention Plan was constructed by the responsible teacher describing how the instructional strategies should be changed to help the student meet minimum grade-level standards
- Evidence was presented to indicate the student will benefit academically from a grade retention
- Other assistance was provided (Please describe): _____

Parent/Guardian Acknowledgement. My (our) signature(s) below indicates school staff has reviewed the advantages and disadvantages of retention with me (us). I (we) have received a recommendation to retain my (our) son or daughter from a school staff member(s). I (we) have considered, but decline to agree with the recommendation to retain. I (we) understand this means my (our) son or daughter will be promoted to the next higher grade at the end of the school year.

Signature of Parent/Guardian

Date

Signature of Parent/Guardian

Date

CONFIRMACION DE RECIBO POR LOS PADRES:

DENEGACION DE LA RECOMENDACION PARA LA RETENCION EN EL GRADO

Nombre del Estudiante: _____ Escuela: _____ Grado: _____

Maestro que Hace la Referencia: _____

Introducción y Norma Aplicable. Si los padres/tutores rehusan la determinación final del maestro y del Grupo para el éxito del estudiante para retener a un alumno, y para propósitos de documentación, el personal docente del distrito pedirá a los padres/tutores que firmen una confirmación de recibo. Esta confirmación indicará los pasos que el personal docente del distrito ha tomado para ayudar al alumno a que lograra las normas al nivel del grado.

Pasos Tomados por el Personal Docente del Distrito (Marcar todas las que apliquen):

- Los padres/tutores recibieron una carta del maestro del estudiante, en un período de tiempo razonable, proporcionando un “aviso con suficiente anticipación” sobre la posibilidad de que el estudiante pueda ser retenido.
- Los padres/tutores recibieron una descripción por escrito de la norma de promoción del distrito.
- El estudiante llenó los criterios del distrito y fue identificado como “en riesgo para ser retenido.”
- El estudiante recibió un/unos programa(s) instruccional(es) diseñado(s) para ayudar a evitar una retención en el grado.
- Los padres/tutores proporcionaron apoyo para ayudar al estudiante a que lograra las normas para el nivel del grado.
- El progreso académico del estudiante fue supervisado periódicamente por el maestro responsable durante el tiempo que el estudiante estuvo “en riesgo de ser retenido.”
- Durante el año escolar se hicieron cambios al programa instruccional del estudiante y se repasaron con los padres/tutores.
- El maestro responsable describió el(los) programa(s) suplementario(s) proporcionado(s) al estudiante incluyendo cuáles estrategias fueron las más efectivas y cuáles las menos efectivas.
- El maestro responsable elaboró un Plan de Retención Individual que describe cómo deberían cambiarse las estrategias instruccionales para ayudar al estudiante a que lograra las normas mínimas al nivel del grado.
- Se presentó evidencia para indicar que el estudiante se beneficiará académicamente de una retención en el grado.
- Se proporcionó otra ayuda (Por favor describa):

Confirmación de Recibo por los Padres/Tutores. Mi (nuestra) firma(s) que está(n) enseguida indica(n) que el personal docente escolar ha repasado conmigo (nosotros) las ventajas y desventajas de la retención. He (hemos) recibido de parte de un/unos miembro(s) del personal docente escolar una recomendación para retener a mi (nuestro/a) hijo o hija. He (hemos) considerado, pero no estamos de acuerdo con la recomendación para la retención en el grado. Comprendo (comprendemos) que esto significa que mi (nuestro/a) hijo o hija será promovido al final del año escolar al siguiente grado.

Firma de los Padres/Tutores

Fecha

Firma de los Padres/Tutores

Fecha

Distribution: Cumulative Folder/ Parent (after Final Recommendation)/ Student Services/Principal

REQUEST TO APPEAL GRADE PROMOTION OR RETENTION DECISION

Introduction and Applicable Law. The student’s parents or guardian and the principal of the school attended by the student have the right to appeal a teacher’s decision to promote or retain a student. The appealing party must submit a written request to the superintendent’s designee (student services department). The appeal must be filed within 10 school days of the determination of retention or promotion. This written request must specify the reasons why the decision to promote or retain should be overruled and the proposed change.

Within 30 days of receiving the request, the superintendent’s designee shall determine whether to overrule the teacher’s decision. If the student services supervisor determines that the appealing party has objectively proven the teacher’s decision should be overruled, he/she shall overrule the teacher’s decision. Decisions to promote or retain will not be overruled when the school’s actions have been accomplished consistent with law, policy, and procedure.

The decision of the student services supervisor shall be final. However, the governing board may hear an appeal if the complainant provides factual information to the student services supervisor to establish the appeal was not resolved within the parameters of the law, policy, or procedures. If the outcome of the appeal is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objection which shall become part of the student’s record.

Student’s Legal Name: _____ **Birthdate:** _____

School: _____ **Current Grade:** _____

Date Request to Appeal Filed: _____

Appealing Party’s Name: _____

Address of Parent/Legal Guardian: _____

Reason(s) why the decision to promote or retain should be overruled: _____

Proposed change(s): _____

ACKNOWLEDGEMENT

I completed and submitted this appeal to the Student Services Department on the date listed below.

Signature of Appealing Party **Date**

**SOLICITUD PARA APELAR A UNA DECISION PARA LA PROMOCION
O RETENCION EN EL GRADO**

Introducción y Ley Aplicable. Los padres o tutores del estudiante y el director de la escuela a la que asiste el estudiante, tienen derecho a apelar a la decisión del maestro para promover o retener a un estudiante. La persona que está haciendo la apelación tiene que presentar una solicitud por escrito a la persona designada por la superintendente (departamento de instrucción). La apelación tiene que presentarse dentro de un término de 10 días escolares después de haberse hecho la recomendación para promover o retener al estudiante. Esta solicitud por escrito tiene que especificar las razones por las cuales se debe anular la decisión para promover o retener al estudiante y el cambio propuesto.

Dentro de un término de 30 días después de haber recibido la solicitud, la persona designada del superintendente deberá determinar si se va a anular la decisión del maestro. Si el supervisor del departamento de servicios estudiantiles determina que la persona que está haciendo la apelación ha comprobado objetivamente que la decisión del maestro debería anularse, se anulará la decisión del maestro. Las decisiones para promover o retener no se anularán cuando las acciones de la escuela han sido efectuadas de una manera constante con la ley, norma, y procedimiento.

La decisión del supervisor del departamento de servicios estudiantiles deberá ser definitiva. No obstante, es posible que la mesa directiva gobernante vea una apelación si el reclamante proporciona suficiente información al supervisor del departamento de servicios estudiantiles para establecer que la apelación no se resolvió dentro de los parámetros de la ley, norma, o procedimiento. Si el resultado de la apelación es desfavorable para la persona que está haciendo la apelación, ésta debe tener derecho a presentar una declaración de objeción por escrito, la cual formará parte del récord del estudiante.

Nombre legal del estudiante: _____ Fecha de Nacimiento: _____
Escuela: _____ Grado Actual: _____
Fecha en que se sometió la solicitud para la apelación: _____

Nombre de la persona que hace la apelación: _____

Domicilio de los padres/tutores legales: _____

Razón(es) por la(s) cual(es) se debe anular la decisión para la promoción o retención: _____

Cambio(s) propuesto(s): _____

CONFIRMACIÓN DE RECIBO

He llenado y presentado esta apelación en la fecha que está al calce, ante el departamento de instrucción.

Firma de la persona que hace la apelación
Copies: Appealing party, School site, Department of Student Services

Fecha
PS-3Dsp 9/10