



**ELEMENTARY LEVEL  
PROMOTION AND RETENTION (INS-P022)**

Clarksville-Montgomery County School System

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**1.0 SCOPE:**

- 1.1 This procedure outlines the proposal for elementary level student promotion and retention.

The online version of this policy is official. Therefore, all printed versions of this document are unofficial copies.

**2.0 RESPONSIBILITY:**

- 2.1 A building level administrator
- 2.2 A guidance counselor
- 2.3 The student's classroom teacher
- 2.4 Others with information or expertise relative to the situation of the student under consideration

**3.0 APPROVAL AUTHORITY:**

- 3.1 Chief Academic Officer

**4.0 DEFINITIONS:**

- 4.1 None

**5.0 PROCEDURE:**

- 5.1 Students will normally progress annually in sequential order from grade to grade. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally. Retentions may be made when, in the judgment of the teacher, such retentions are in the best interest of the students. Decisions to retain are subject to review and approval of the principal after consultation with the teacher and school committee.

- 5.1.1 The committee shall be composed of:

- A building level administrator
- A guidance counselor
- The student's classroom teacher
- Others with information or expertise relative to the situation of the student under consideration

- 5.1.2 The functions of this committee shall be to:

- Inform the child's parent or guardian of the situation as it exists
- Review student records
- Recommend adjustments in the student's program for the remainder of the school year
- Meet no later than the last day of school for the purpose of reviewing student progress since the initial meeting, and determine a recommendation for placement during the following school year.

- 5.2 In order to enhance the opportunity for remediation, students with problems shall be



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identified as early as possible in the school year, at which time a retention intervention plan will be developed and implemented. Parents shall be notified when problems are identified and shall be informed periodically of remedial efforts.

5.3 Before a student is retained, the parents shall be informed in writing and shall be requested to participate in a conference at least 3 weeks before the end of the school year.

5.4 The following factors shall be considered in making a decision on promotion and retention:

***Mastery of essential competencies.*** Students shall have mastered essential skills sufficiently to ensure a likelihood of success at the next grade level.

***Special procedures for students with special needs.*** Students who have been identified as Special Education students under IDEA shall be given additional consideration by soliciting the feedback of members of the IEP team. This feedback does not have to be solicited in an IEP meeting, but should be documented.

***Flexible placement.*** Use of provisional retention, remedial summer programs, assignment to transitional classes, and other approaches to meeting the needs of students shall be given consideration.

***Attendance.*** Attendance shall become a relevant factor only when excessive absenteeism becomes an educational problem.

***Conduct.*** Retention shall not be used as a disciplinary measure.

***Previous retention.*** Except under unusual circumstances, students shall not be retained more than once in the same grade.

***Grade level.*** Retention shall be considered more appropriate in grades K-3.

***Age of the student***

5.5 Once the decision to retain has been made:

- A report of each student retained shall be made to the Director of Elementary Schools and the Director of Student Services.
- Documentation verifying student deficiencies shall be placed in the student's record.
- Parents shall have the right to appeal any decision to the school principal.

5.6 Educational experiences for the repeated year shall be varied in order to provide an appropriate instructional program. Variations may include, but are not limited to, the following:

- different teacher(s);
- different techniques and strategies;
- different materials; and



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- varying lengths of time per subject and/or physical setting in classroom.

5.7 For the purpose of determining the effectiveness of retention toward improving student achievement, the progress of retained students may be monitored for at least three (3) years or through the fifth grade year.

5.8 At any time during the school year, but ideally before the end of January, teachers will submit to their building principal the names of students that they consider to be in danger of failing for the current year, providing pertinent information, a record of the referral, and the action taken. At that time, the parents will be invited to participate in the development of a retention intervention plan, unless one is already in place from earlier in the year when problems were first noted.

5.9 Regardless of whether the student is promoted or retained, information from program adjustment during the current school year should be utilized in program development of the next school year.

5.10 The final decision to promote or retain shall rest with the building principal.

### **6.0 ASSOCIATED DOCUMENTS:**

6.1 Promotion and Retention Policy ([INS-A024](#))

6.2 Retention documentation for cumulative record

### **7.0 RECORD RETENTION TABLE:**

<b><u>Identification</u></b>	<b><u>Storage</u></b>	<b><u>Retention</u></b>	<b><u>Disposition</u></b>	<b><u>Protection</u></b>
Retention Documentation	Student Cum. Record	Indefinitely	None	Locked building

### **8.0 REVISION HISTORY:**

<b><u>Date:</u></b>	<b><u>Rev.</u></b>	<b><u>Description of Revision:</u></b>
2/10/10		IR
5/3/19	A	5.4, replaced language under Special Procedures for students with special needs.

**\*\*\*End of Procedure\*\*\***