

# Santa Barbara School Districts

## Board Policy

BP 6143.4

### Instruction

#### PROMOTION/INTERVENTION/RETENTION

The Board of Education expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic needs.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the student's regular classroom teacher may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year and in students' school careers, the Superintendent or designee shall identify students who should be retained, no more than one time, and who are at-risk of being retained in accordance with law, Board Policy, and Administrative Regulation.

Beginning with the 2000-2001 school year, students shall be identified for possible retention on the basis of the following academic indicators:

- 2<sup>nd</sup> – 6<sup>th</sup> grade English Only students: Standardized norm-reference test (for at-risk identification); standards-based report card
- 3<sup>rd</sup> – 6<sup>th</sup> grade English Language Learners (with at least two full years' participation in an English program): Standardized norm-reference test (for at-risk identification); standards-based report card
- K-6 Special Education Students: Per IEP

Referrals for retention at kindergarten and first grade are on a case-by-case basis submitted by the principal to the Superintendent.

A student is identified initially as at-risk of retention by his/her classroom teacher. When a student is recommended for retention or is identified as being at-risk for retention, the Superintendent or designee shall provide opportunities for supplementary services prior

to recommending retention. The purpose of the supplementary services is to aid the student in raising his/her academic performance to grade level standards. Such opportunities may include but are not limited to after-school tutorial programs and summer school programs.

The role of the student's regular classroom teacher is to make recommendations for retention and to determine appropriate supplementary intervention services. Criteria for making these recommendations shall be standardized across the District. The teacher maintains an on-going record of assessments used, interventions provided, and promotion or retention outcomes. Completed Retention Forms are provided in a timely manner to parent/s as well as the subsequent year classroom teacher.

Policy: SANTA BARBARA ELEMENTARY/HIGH SCHOOL DISTRICTS  
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