# RETENTION/PROMOTION CHECKLIST

## GRADES K-4

**Directions:** Place an “X” next to each item in the appropriate column. A "Yes" answer means this is true for the student while a "No" answer means it is not true. Only mark a "Yes" or "No" answer if you have complete and accurate information. A brief explanation of each question appears in parenthesis following that question.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>1) Does the child have average-to-above average ability? (Lower ability students are less likely to benefit from retention. Lower ability students may benefit more from other interventions in the classroom).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2) Is the child chronologically young (late summer to fall birthday)? (Chronological age becomes more significant when coupled with other symptoms or factors. It is not so significant when presented as the only issue).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Is the child socially/emotionally immature? (Social/emotional maturity is a very significant factor at this level. Students need to be ready to learn and to fit in socially with the peer group. It is often easier to retain at the primary level for this symptom).</td>
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<tr>
<td></td>
<td></td>
<td>4) Is the child developmentally young, or slow to develop? (A developmentally young child may experience difficulties learning and may be unable to meet the demands of the current grade. This child may certainly be a candidate for retention, particularly at the primary grades).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) Does the child have learning problems? (Children with diagnosed learning disabilities would not benefit in the long run by a retention. Children with mild learning problems may benefit by a retention if s/he is either chronologically or developmentally young).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6) Is the child performing below expectations? (Poor performance becomes more significant when tied to other symptoms, (e.g., immaturity, chronological age, physical size). Poor performance is not as significant a factor when presented by itself).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7) Has the child already received one (1) extra year to grow or catch up? (Typically, one (1) extra year would be the maximum amount of extra time to give to any particular student. Two (2) or more years may not only not help a student, but may well be a hindrance to success in school).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8) Is the child already one (1) year older than classmates? (It is more important that students match up socially/emotionally. It may be appropriate for a student to be up to one (1) year older than classmates. However, more than a one year difference may help create new problems in the upper grades).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9) Does the child have attendance problems? (The causes of poor attendance need to be addressed. However, at this level this is not an area to consider for retention unless linked to maturity or peer relationships).</td>
</tr>
</tbody>
</table>
10) Has the child changed schools frequently?
(Transience can be a temporary factor in poor school performance. Students who have changed schools frequently should be given time to adjust. Retention will not usually help unless other factors are present, (e.g. chronologically or developmentally young or immature). For a child in the primary grades, a change to a new school may be the appropriate time to consider a retention if all the appropriate symptoms exist).

11) Is the child physically small?
(Physical size can be a factor regarding retention. It may become more of a factor in the upper elementary grades).

12) Is the child unmotivated?
(If a child seems unmotivated, the appropriate course of action at this level is to work to find the causes of apparent lack of effort and to intervene accordingly. Retaining these students may in fact put the child more at risk).

13) Does the child have behavior problems?
(Retention will not usually help the child with behavior problems to improve. Again, efforts need to be made to find the causes of the misbehavior and to intervene accordingly).

14) Does the child have a variety of problems?
(If a child has a variety of problems interfering with school success, retention will probably not be of help. Efforts should be made to sort out each factor interfering with school success and to intervene appropriately).

15) Does the parent support a retention?
(If retention is to be successful, the support of the parent is desired. Children who are at risk need the school and home working in concert. It is acceptable for a decision regarding retention to be put off until summer if the parent is not in agreement. Also, parents may need to hear the same requests over two (2) or more years before they are willing to agree to retain).

GRADES 5-8

Directions: Place an "X" next to each item in the appropriate column. A "Yes" answer means this is true for the student while a "No" means it is not true. Only mark a "Yes" or "No" if you have complete and accurate information. A brief explanation of each question appears in parenthesis following that question.

YES NO

1) Does the student have average-to-above average ability?
(Lower ability students are less likely to benefit from retention. Lower ability students may benefit more from other interventions in the classroom).

2) Is the student chronologically young (late summer to fall birthday)?
(Chronological age becomes more significant when coupled with other symptoms or factors such as social/emotional immaturity and underachievement. It is not so significant when presented as the only issue).
|   |   | 3) | Is the student socially/emotionally immature?  
(Social/emotional maturity is a significant factor. Students need to be ready to learn the curriculum for that grade and to fit in socially with the peer group. This factor becomes significant when presented with other symptoms. Students at this age who appear immature may only be slower to mature and may "catch up" later (it is "normal," during the middle school years, for different students who are the same age to be two or three years apart in maturity). Retention for this reason alone is not recommended). |
|   |   | 4) | Is the student developmentally young, or slow to develop?  
(In the middle grades, students at the same age may be several years apart developmentally. Formal operational thinking may come early for some, later for others. It is hazardous to consider retention for this reason at this level). |
|   |   | 5) | Does the student have learning problems?  
(Children with diagnosed learning disabilities would not benefit in the long run by a retention. If the student has known problems with learning (lack of focus, reading, written language, etc.) retention would likewise not be beneficial. Students with mild learning problems may benefit by a retention if s/he is either chronologically or developmentally young). |
|   |   | 6) | Is the student performing below expectations?  
(Poor performance becomes more significant when tied to other symptoms. Retaining a student solely because of poor performance is not likely to cause success). |
|   |   | 7) | Has the student already received one (1) extra year to grow or catch up?  
(Typically, one (1) extra year would be the maximum amount of extra time to give to any particular student. Two (2) or more years may not only not help a student, but may well be a hindrance to success in school). |
|   |   | 8) | Is the student already one (1) year older than classmates?  
(It is more important that students match up socially/emotionally. It may be appropriate for a student to be up to one (1) year older than classmates. However, more than a one (1) year difference may help create new problems in the upper grades). |
|   |   | 9) | Does the student have attendance problems?  
(The causes of poor attendance need to be addressed. However, at this level this is not an area to consider for retention unless linked to maturity or peer relationships). |
|   |   | 10) | Has the student changed schools frequently?  
(Transience can be a temporary factor in poor school performance. Students who have changed schools frequently should be given time to adjust. However, poor attendance is a factor in students being considered "at risk." Reasons for poor attendance should be sought out and addressed). |
|   |   | 11) | Is the student physically small?  
(This is less of an issue in the middle grades. Students grow and develop at different rates during these years. Physical size when related to self-esteem makes it a greater factor. Being physically small is not a reason for retention). |
12) Is the student unmotivated?
(If a student seems unmotivated, the appropriate course of action at this level is to work to find the causes of apparent lack of effort and to intervene accordingly. Retaining these students may in fact put the child more at risk. Retention should not be used as punishment).

13) Does the student have behavior problems?
(Retention will not usually help the student with behavior problems to improve. Again, efforts need to be made to find the causes of the misbehavior and to intervene).

14) Does the student have a variety of problems’?
(If a student has a variety of problems interfering with school success, retention will probably not be of help. Efforts should be made to sort out each factor interfering with school success and to intervene appropriately).

15) Does the parent support retention?
(If any retention is to be successful, the support of the parent is needed. Children who are at risk need the school and home working in concert. It is acceptable for a decision on retention to be put off until summer if the parent is not in agreement. Also, parents may need to hear the same requests over two (2) or more years before they are willing to agree to retain).

WAYLAND UNION INTERVENTIONS

The following list represents interventions currently offered by Wayland Union Schools in order to support students in their learning. These programs are in effect for the 2000-2001 school year. (It should be noted here that many of these programs are; partially or wholly funded from various State and Federal sources, including grants.)

ELEMENTARY (PRE-K)
- PARENTS AS TEACHERS (PAT)
- EARLY-ON PROGRAMS
- PRE-PRIMARY IMPAIRED (SPECIAL EDUCATION)
- HEADSTART
- COMMUNITY EDUCATION PRE-SCHOOLS

ELEMENTARY
- 4 YES
- JUNIOR FIRST
- HOMEWORK CLUB
- READING ENHANCEMENT
- SUMMER PROGRAM-COMMERCIAL SUMMER PROGRAMS (GRANT FUNDED)

MIDDLE SCHOOL
- SILVER TEAM
- HOMEWORK CLUB

HIGH SCHOOL
- ALTERNATIVE EDUCATION
- SKILLS EMPLOYMENT TECHNOLOGY
- SET/SCHOOL TO WORK
- H.S. TUTORS
- PALS