



The Classical Academy	Policies and Procedures
Policy Name:	Retention of Students
Policy Number:	IKD-TCA
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Category:	Instruction
Author:	Director of Student Support Services
Approval:	Director of Academic Services

Retention of Students

The evaluation of student achievement and progress is based on individual performance in comparison with individual expectancy. The intent of The Classical Academy (TCA) is to provide the most appropriate academic environment and to promote students annually. Therefore, student grade placement should not be based on a comparison of achievement of growth with the average or median of the class; however, under certain circumstances a student may be considered for retention. When retention is being considered, a review of a student’s current academic, personal, and social development is required. It is highly recommended that alternatives to retention be considered and, as a matter of practice, a student should only be retained once during their school career.

Students who receive services and supports through an educational support plan, including but not limited to an IEP, 504 plan, ELP, and RtI plan should not be considered for retention based upon a documented identified or diagnosed disability, language acquisition needs, or a skill deficit. As an alternative, TCA will consider a change in or the provision of interventions and/or services based upon the student’s need(s).

The procedure to retain a student due to the student’s significant reading deficiency will be in accordance with current Colorado regulations for the administration of the READ Act.

Process

Prior to any final retention decisions, a review of the student’s academic, personal, and social development will occur. All data and documentation of interventions and strategies used to address a lack of achievement will be collected. For elementary students, the review will include the administration of the *Light’s Retention Scale* by the student’s general education teacher.

Following the gathering of data and information but no earlier than the fourth quarter, a multidisciplinary team consisting of the student’s teacher(s), parent(s), school administrator, and any additional school staff or external professionals will be convened to determine the potential benefits and detriments to retention. All pertinent information from a variety of

sources, including but not limited to information from parents, administration, teachers, counselors, and other appropriate staff will be considered.

The final decision of retention should be made as a result of a process that involves the collection and consideration of information regarding academic, cognitive, social/emotional, and physical development of the student.

The coordination of the multidisciplinary team is the responsibility of the principal. The school principal is the final approval authority for retentions. Decisions involving students receiving special education services must be coordinated with the Director, Student Support Services (and the Director should be signatory on final documentation provided to the registrar). The Director of Academic Services will indicate acknowledgement of retentions as final signatory on paperwork provided to the registrar.

If a decision is made to retain a student, the multidisciplinary team will create an individual learning plan that ensures the student's needs will be met and that the student's educational experience from the previous year is not merely repeated. A copy of the learning plan will be provided to parents.

Appeal Process

If a parent or guardian disagrees with a decision regarding retention, the parent may utilize Policy KE-TCA Conflict Resolution Policy.

Cross Reference:

KE-TCA Conflict Resolution Policy

Policy Revision History

Date	Revision Details	Revised By
8/9/2017	Creation of Policy	Director of Student Support Services
4/29/19	Annual review and update of policy	Director of Student Support Services