

Jessamine Early Learning Village Additional Year Decisions for Kindergarten Students

Philosophy:

The Jessamine Early Learning Village believes that all students develop and progress at different rates. We are committed to meeting student needs by providing additional academic and behavioral support through tiered intervention. The goal of this process is to promote the learning and success of each individual student. When considering students for an additional year, JELV will use student progress data to guide the decision making process for their instructional placement. More specifically, the areas of cognitive and social development will be critical components discussed by the committee. As the ultimate intervention, an additional year could be considered as the best placement for the student.

Purpose:

Review data and information to determine the instructional placement of a student.

Committee:

Principal, Administrative Team, Teacher, School Psychologist, Interventionist, Counselor, Any Additional Staff (working with student)

Policy:

I. Communication

To ensure that parents have been appropriately informed of their child's progress, the following will happen:

- Parents will receive a report card each 9 weeks that includes their child's academic progress for the prior grading period.
- Teachers will have parent/teacher conferences in the fall for all students to update parents/guardians on student progress.
- Teachers will hold conferences with the parent/guardian of any child who they are considering for an additional year.
- Parent concerns will be brought to the committee to discuss next steps.

If the parent/guardian does not attend either conference, the teacher will attempt to schedule a phone conference and document this on the conference summary form. The form will then be sent home to acquire a parent signature. If the teacher is unable to reach the parent/guardian by phone, the teacher will be encouraged to attempt to complete a home visit.

II. Considerations for Decision Making

Multiple factors will be analyzed when considering a student for an additional year of kindergarten. No one factor by itself is sufficient for an additional year of kindergarten. The following general guidelines will be followed when making instructional placement decisions.

- All students considered for an additional year must be involved in the tiered intervention process.
- Parents should be involved both early and often in the process/discussion of considering an additional year of kindergarten for their child.
- If a parent requests an additional year, the request will be brought to the committee. The same process for determination will be followed on an adjusted timeline.
- Promotion and additional year decisions will not be based on a student's race, color, gender, national origin, religion, age, mental or physical handicap but solely on whether a student will benefit academically, socially, and emotionally.

- The Light's Retention Scale will be used for gathering student data such as: attendance data, behavior data, personality characteristics, emotional problems and health history
- Data will be gathered from formal assessments including (a) district and state level, norm referenced, criterion referenced or performance assessments (b) assessments such as a social emotional screener, teacher observations, daily class work, parent observations, etc. (c) individually administered assessments when needed.
- If a student receives special education services, additional year considerations should take place during ARC meetings.

III. Timeline

1. **After the first 9 weeks**, teachers will use student work, assessment data, and observations to identify students who are struggling to make adequate progress. Teachers will meet with parents during fall conferences to discuss academic or social/emotional concerns.
2. **During the second 9 weeks**, teachers will continue to use student work, assessments, and teacher observations to monitor student progress.
3. **In January**, JELV Admin and School Psychologist will meet with kindergarten teachers to discuss the overall academic, social and emotional progress of students and to begin working on a documented list of students who are possible candidates for an additional year in kindergarten.
4. **In February** teachers will hold conferences with families to discuss that their child is being considered for an additional year in kindergarten and research on retention will be provided at this time to help inform their decision.
5. **In March**, teachers will continue to use student work, assessments, and teacher observations to monitor student progress and communicate with the committee, parent/guardian on student progress.
6. **In April/May**, the committee, parent(s), and a representative from the students first grade school will discuss the recommendation from the committee as well as next steps for the child's transition based on the decided instructional placement.

POLICY EVALUATION We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Reviewed or Revised: March 8, 2021