

STUDENT PROMOTION AND RETENTION

School boards are required by state statutes to guide the progress of students. As a result school boards have an obligation to set standards and procedures for determining when sufficient progress has been made to promote a student to the next grade level.

Although students are expected to succeed and be promoted to the next grade level at the conclusion of each school year, every year some students are not academically, socially, emotionally, physically and mentally ready for promotion. Retention can be an emotional and difficult experience with lasting negative effects. Consequently, retention should be considered only after alternative education interventions and strategies have been tried process. This policy serves to describe:

- procedures for making retention decisions through the involvement of school personnel, parents and students.
- strategies for assisting students to avoid retention.
- programs which serve as alternatives for retention.

The School District shall not discriminate in consideration of student retention or promotion on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical mental emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

Procedures and Guidelines

The decision to retain a student will be made by the retention committee. The retention committee will use retention criteria to identify students at risk of being retained. Timelines will be followed to enable teachers, parents, and students opportunities for implementing intervention strategies throughout the school year prior to making a final decision on retention.

Retention Committee

Elementary, Middle School, and High School retention committees will be established by October 1st of each school year. The purposes of the committees will be to:

1. Assist teachers in developing student intervention strategies
2. Work with parents of students being considered for retention
3. Make final retention decisions.

The committee will be composed of the building principal, two classroom teachers, (regular and/or SWD), school psychologist and a school counselor. The committee will make one of the following recommendations:

1. The student is promoted.
2. The student is promoted contingent upon successful completion of the summer school remediation program.
3. The student is retained.

Criteria for Retention Consideration

Elementary Criteria – Grades K-5

1. Failure in two or more core subjects of language arts, reading, mathematics, social studies, or science.
2. Failure to achieve “Basic” competency levels on state assessment tests.
3. Not previously retained.
4. Does not meet the 4th grade promotion criteria specified in policy IKEC.

Middle School Criteria-Grades 6-8

1. Two or more semester grades of “F” in core subjects of Language Arts/Writing Lab, Mathematics, Reading, Social Studies, or Science.
2. Failure to achieve “Basic” competency levels on state assessment tests.
3. Not previously retained.
4. Does not meet the 8th grade promotion criteria specified in policy IKEC.

High School Criteria-Grades 9-12

1. Failure to earn sufficient credits and academic year status to advance to or achieve next grade level status:

| | | |
|-----------------|-----------------|-----------------------|
| Freshman Level | 0-4.5 credits | |
| Sophomore Level | 5.0-9.5 credits | 1 full academic year |
| Junior Level | 10-15.5 credits | 2 full academic years |
| Senior Level | 16-32 credits | 3 full academic years |

Elementary and Middle School Timelines

1. By November 20th, teachers will notify their building principal and the school psychologist or school counselor of any retention candidates.
2. By December 15th, the retention committee will meet with each teacher or team of teachers having a student identified as a possible retaineer to review intervention strategies and discuss either continuation or modification of those strategies.
3. At the end of the first semester (and each subsequent quarter if status has changed), teachers will inform parents that their child is being considered for retention, will discuss the reasons for considering retention, and will suggest methods to assist the student.
4. By March 1st, the retention committee will meet to review the interventions, strategies, and progress for each student being considered for retention.
5. By April 1st, the Elementary retention committee will make final retention decisions and write a plan for monitoring each retained student’s progress for the next school year.
6. On or about June 1st, the retention committee will meet with the parents of each retained student and discuss plans for the next school year.

High School Timelines

1. Parents of any freshman who has not passed at least four classes in the first quarter will receive a letter from the high school counselor indicating that they are not on track to advance to sophomore status.

2. A second letter will be sent out at the end of the first semester to parents of any freshman who has not passed at least four classes.
3. Another letter will be sent out at the end of the third quarter to parents of any freshman who is not on track to earn five credits for the school year.
4. A final letter will be sent out to parents of any freshman who has not earned five credits during their freshman year. These students will continue as freshmen during their second year of high school.
5. Letters will be sent out to sophomore and junior parents using the same timelines as listed above. These letters will be sent to parents of any student who is not on track to gain junior or senior status.
6. Parents of seniors will receive letters at the end of the first quarter, first semester, and 3rd quarter for any senior who is not on track to graduate. This will be based on the number of credits earned up to that point. See "High School Criteria-- Grades 9-12" listed above. This chart indicates how many credits a student must earn to advance to the next grade level.

Alternative Programs for Retention

The following represents a partial listing of interventions which may be considered by the retention committee, teacher and parents:

1. Summer school --- Remedial programs offered during the summer recess either locally or through the Shawano-Gresham School District Summer School Program.
2. Academic Alternatives --- Classroom modifications including unit/chapter outlines, class schedules, assignments and study skill improvement activities.
3. Additional Program Options --- Inclusion in 9th hour tutorial programs.
4. Behavioral Alternatives --- modifications including self-monitoring, natural consequences, setting realistic expectations, and praise.

Legal References: Wis Stat 118.01
118.13
118.145

Cross References:

Discrimination Complaint Procedure Policy-AC
Fourth and Eighth Grade Promotion Policy-IKEC
High School Graduation Policy-IKF

Adopted: February 1, 1995
Revised: December 17, 2007