

Promotion/Retention

In that promotion or retention might have a profound influence on students' lives, utmost care and consideration must be given to each individual case.

In cases where pupils have failed to reach the desired level of achievement because of illness or non-attendance at school beyond the control of the child, it might be advisable to retain the child. Even in this case, if in the opinion of the teacher, the pupil has a chance of making the next succeeding grade with a fair degree of success, he/she should be promoted.

Students shall be in attendance at least ninety percent (90%) of the 180 instructional days to receive credit or be promoted.

Prior to retention being considered, the District Response to Intervention (RTI) process shall be in place. Whenever retention is being considered, a conference should be called with the parents so that the various options can be considered, several months before the close of the school year. No pupil should be held back without continuous communication with the parents.

If it becomes apparent that the student would benefit from the retention, it is usually best that this take place in the lower grades (K-3).

When it becomes apparent that a student is no longer able and/or willing to maintain a level of achievement that is expected of them, especially during the middle grades (6-8), retention must once again be considered as a viable alternative to social promotion.

To be considered for promotion in grades 7 and 8, students must be passing at least three of the four core classes: Math, English, Science and Social Studies. In addition to the core requirement, students must be passing at least two of their remaining classes.

A formula for success should be included in the letter announcing intent to retain, so that parents would know what they might do to help their child avoid retention.

Generally considered exceptions to retention:

1. Students having been retained once already, be given special consideration.
2. Students eligible and agree to Special Education placement, be given special consideration.

After 1<sup>st</sup> nine weeks:

- **In grades 7-12,** one "F" in a core class would prompt a letter home asking for a conference, a kind of academic probation.

- **In grades k-6**, parent-teacher-student conferences are held at the end of the quarter and a lack of expected progress in specific areas should be discussed at this time. A plan for intervention with parental support should be developed at this time with frequent follow up provided during the 2<sup>nd</sup> quarter. This student will also be referred to RTI (Response to Intervention) team for support.

After 2<sup>nd</sup> nine weeks:

- Letter of intent to retain would be sent to parents with formula for success if either condition existed:
  - **in grades 7-12**, more than one “F” in core classes
  - **in grades k-6**, another conference with parents (and student) will be held to discuss lack of progress, continued/changed intervention, and retention. This meeting may be held with RTI team in attendance.
  - student has missed more than nine (9) days

After 3<sup>rd</sup> nine weeks:

- Retention recommendation notice sent to parents if the problems still exist.

During 4<sup>th</sup> nine weeks:

- Parents are allowed to appeal the decision of retention by presentation of additional information to the local school board, at which time the local school board will make a final decision concerning placement of the student.

Transfer Students:

Students that have transferred into the district after the beginning of the year could still be referred for retention, even though the timeline for them would be different than those in attendance all year. The letter to parents and conference with the parents would still be expected.

Policy History:

Adopted on: 7/15/09

Revised on: 9/15/10