

MENOMINEE INDIAN SCHOOL DISTRICT

345.4-Rule

PROMOTION AND RETENTION GUIDELINES

This procedure outlines the rationale for retention/advancement and steps to be followed if a student is to be retained.

Retention/Advancement Criteria

1. Retention should occur as early as possible and preferably at kindergarten through grade 2.
2. A second retention would be considered only in extreme, well-documented cases including an IEP-Team evaluation.
3. Students who fail three or more content classes may be considered for retention in grades K-5. "Academic" factors are the primary consideration when considering retention. "Physical, social, and emotional needs" of the student could be if it can be shown that they are related to the lack of academic performance of the student. Consideration of a student's physical, social, emotional, and academic level should be retention considerations.
4. Grade 4 - A student shall be promoted from the fourth grade to the fifth grade if he/she meets any of the following criteria outlined in a-d below:
 - e. Wisconsin Knowledge and Concepts Examination (WKCE) - (This criterion does not apply if the student has been excused from taking the examination as provided in law.)

The student receives a score of proficient or above on two of the five subtests (reading, language arts, math, science and social studies) on the WKCE.

Parent(s)/guardian(s) receive a letter with test results and student's status on the grade advancement policy. If a student receives a minimal score, the parent(s)/guardian(s) will also receive a phone call from the principal.

OR

f. Academic Performance

The student will have a 2.0 on a 4 point scale average for the first three grading periods of 4th grade. The 2.0 average must be in core academic areas (reading, language and math). Parent(s)/guardian(s) are notified of student status on grade advancement policy after academic performance review.

OR

g. Other Academic Criteria

If the student has an individualized education plan (IEP) or Section 504 plan in place, he/she will have to attain 80% of the academic goals and objectives listed.

If the student attends and successfully completes summer school with a satisfactory score or above in reading/language arts and math, they will advance. Summer school 4th grade teachers will be notified of which students may not be advancing. Parent(s)/guardian(s) will receive a letter on advancement status at the end of summer school program.

OR

h. Teacher Recommendation

The Student Support Team (SST) reviews the student's performance for grades kindergarten through 4 and determines teacher recommendation for advancement. This process should include the classroom teacher, along with specialists (art, music, physical education and Menominee language/culture), who have worked with the student, plus members of the school's SST. Other teachers who could provide pertinent information (e.g. previous teachers) also could be requested to participate in the following five-step decision-making process:

- (1) Review student confidential folder for K-4 data (e.g. test results, grades, referrals).
- (2) Review of results of interventions that were recommended and that have occurred.
- (3) Develop a plan (e.g. retain student with interventions or promote student).
- (4) Classroom teacher, counselor and principal or his/her designee meet with parent(s)/guardian(s). They will discuss steps (1)-(3) as well as to ascertain any other pertinent background information on the student.
- (5) If necessary, reconvene SST to discuss additional pertinent information (e.g. extenuating circumstances at home) that may have affected the student's performance. They will develop a plan to retain the student with interventions or promote them.

1. Middle School

- a. Grades 6-7 - Any student who fails more than one required academic subject or who has an overall grade point average under 1.5, may at the discretion of the principal with input from the student's teachers, and with written permission from the parents/guardians, be retained in order to give the student the opportunity to develop the skills and knowledge base required for entry to the next grade level.
- b. Grade 8 - A student shall be promoted from the eighth grade to the ninth grade if he/she meets any of the following criteria outlined in (1)-(4) below:
 - (1) WKCE - (This criterion does not apply if the student has been excused from taking the examination as provided in law.) The student meets one of the following:
 - (a) Student receives score of proficient or above on two of four subtest scores (reading, language arts, mathematics, writing). [Writing holistic score of 3.5 and above considered proficient, 3.0 to 3.49 is considered basic,

and 2.9 and below is minimal.] The fourth subtest score must be at basic or above; OR

- (b) Student achieves a score of basic or above on four of the six subtests (reading, language arts, mathematics, science, social studies, writing) [A writing score of 3.0-3.5 is considered basic.]

OR

- (2) Academic Performance - The student meets one of the following:

- (a) Students will have a C average at the end of the year in all subjects; OR
- (b) Student has D or above in each of the following areas: reading/language arts, math, science, social studies; OR
- (c) Student has 2.0 grade point average at the end of the 8th grade year.

OR

- (3) Other Academic Criteria

District approved, successful completion of an alternative delivery model. Alternative delivery models include: summer school (student designed projects; service learning); portfolio; Section 504 plans; IEPs.

OR

- (4) Teacher Recommendation

A committee of at least three of the following people shall review the student's performance: principal, guidance counselor, pupil services personnel, teachers (at least one is required at the present grade level the student is in).

The committee shall consider factors that may include, but are not limited to: past retentions;

performance in non-academic areas; reports from outside agencies.

Procedure for Retention

1. Students in kindergarten through grade 6 will be considered for retention only after a meeting with the building principal, the classroom teacher and others having instructional/supportive responsibilities and consultation with the parents/guardian.
2. Teachers recognizing students with significant educational progress deficiencies shall notify the principal, in writing, no later than the first semester if retention is anticipated. Parental help should be elicited when initial concerns arise.
3. The teacher shall work closely with the principal, counselor, and support personnel to develop meaningful intervention. This intervention should focus on the unique needs of the student. The use of alternate instructional strategies should supplement instruction and be documented.
4. The parent/guardian shall be notified, in writing, no later than the end of January of the possibility of retention. A parent conference will be held to discuss types of needed intervention, including possible needs of special services.
5. Before the end of May a conference consisting of principal, teacher(s), counselor, parents/guardians, and student (if appropriate), must be scheduled and parents/guardians notified. All factors will be taken into consideration. There will be a review of all records, and all points of view should be expressed by all interested parties. All options available should be outlined and grounds for retention clearly explained.

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