

PROMOTION AND RETENTION OF STUDENTS

In general, students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of students from grade to grade with each student spending one year in each grade, unless circumstances warrant differently.

1. General Guidelines

- 1.1 No student will be considered for retention whose academic record, as presented to parents through the report card, shows no failing grades. In other words, the academic record shall reflect failing work.
- 1.2 Retention is based upon academic performance and not behavior, attendance, or attitude.
- 1.3 The decision to retain must consider the age and special needs of the child.
- 1.4 If retention is being recommended based on the work of the first semester, a Student Assistance Team meeting shall be scheduled and conducted prior to **midterm of the 3rd nine weeks.**

2. Pre-Kindergarten

In the preschool setting, the final determination of retention will not rest with one person. If a parent wishes to retain his or her child in the Pre-K program, the parent must go through a process that involves a team. This team will consist of: the school principal, a Universal Pre-K director, the child's Pre-K teacher, the parent/guardian, and others as deemed necessary.

- 2.1 The decision to keep a child for an additional year in the Pre-K program must be a consensus agreement of this team and may not rest solely on the decision of one person.
- 2.2 Any decision made must also comply with the mandates of WVDE Policy 2525.
- 2.3 Data from the state-approved assessment tool, along with other data presented by the teacher, will assist in the determination of the child's being held an additional year in Pre-K.
- 2.4 Information from a single screening instrument can be introduced, but can also be an invalid indicator of developmental abilities as children are often uncomfortable in the screening setting and may not perform to their true level of ability, making the assessment an imperfect predictor of ability.
- 2.5 Any preschool teacher considering the retention of a four-year-old **shall notify the principal and**

the parent(s) and a Student Assistance Team meeting held with parents to discuss options and interventions for the student prior to midterm of the 3rd nine weeks. The deadline for consideration by the team will be August 1 prior to the beginning of the school year.

3. Kindergarten

Factors to be considered in kindergarten are social maturity, self-care skills, and mastery of basic skills and concepts as evidenced by demonstration of skills in the content skills and objectives related to language arts and number sense.

- 3.1 Low performance in any one area should not necessarily constitute grounds for retention. All factors shall be taken into consideration.
- 3.2 Retention is indicated when behavior and performance are significantly lower than other children in the same age group.
- 3.3 The classroom teacher in concert with the parent and principal will determine proper placement of the kindergarten child.
- 3.4 Should retention be considered, by no later than the **midterm of the 3rd nine weeks**, the teacher shall notify the principal and the parent(s) and a Student Assistance Team meeting held with parents to discuss options and interventions for the student.

4. Grades 1—41 – 6

The determination of the grade level assignment by way of promotion or retention is one involving the principal, the child's core teacher, and the parent(s). The following principles will have a direct bearing on retention/promotion issues.

- 4.1 Students may be retained once in grades Pre-K – Kindergarten and once in grades 1 – 4. Only in unusual circumstances should a child be retained more than once.
- 4.2 The primary consideration for promotion shall be achievement in two areas: reading and mathematics. The child's lack of successful achievement in reading and/or mathematics will be the criterion for retention.
- 4.3 The Student Assistance Team (SAT) must convene and review all students who are being considered for retention.
- 4.4 Whenever a retention is being considered, by no later than the end of first semester, the teacher shall confer with the principal and the SAT team and notify the parent. The parent shall be invited and a SAT meeting held no later than **midterm of the 3rd nine weeks**, for discussion of the matter. This discussion shall consist of an explanation to the parent of the child's current

academic standing. At this meeting, measurable goals must be set for the **remainder of third and fourth** quarter.

During the mid part of the fourth quarter, another meeting will be held to review the achievement of identified goals and the student's progress. The final decision of retention shall be made during the last week of school and shall be jointly made by the principal and teacher, **with the principal having the final decision making authority.**

5. Grades 7 - 8

Seventh and eighth grade students must successfully complete **three of four core** subjects each year on grade level to advance to the next grade. Of the ~~four~~ **three core** subjects required for promotion, math and English are required. If a student passes ~~four~~ **three core** subjects including math and English, he or she would be promoted to the next grade and would take a full schedule of courses in the next grade (grade 8 or 9).

5.1 If a student passes four total **core** courses but failed either of the two of the required, he or she would be required to satisfactorily complete **the general summative assessment with a score of three or four being considered criteria for passing the content subject area.**

5.2 Whenever a retention is being considered, but no later than **March 1** the principal must confer with the teachers involved and the counselor. The parent shall be invited to a meeting with the teachers, principal (or a designee), and other staff members, and the meeting actually held no later than **midterm of the 3rd nine weeks** for a discussion of what is required for the student to pass.

This discussion shall consist of an explanation to the parents of their child's current academic standing in relationship to the group and his/her own individual ability. Measurable goals will be set for the **remainder of third and fourth** quarter. During the mid part of the fourth quarter, another meeting will be held to review the achievement of identified goals and the student's progress.

5.3 The final decision of retention shall be made during the last week of school and shall be made jointly by the principal, counselor, and teachers, **with the principal having the final decision making authority.**

6. Grades 9 – 12

Prior to entering Grade 9, students shall work with the guidance counselor and their parents during their 8th grade year to complete a **Personalized Education Plan (PEP Plan)**. This plan must be completed prior to the end of the eighth grade year and be updated at the end of the ninth grade year **and again at the end of the tenth grade year** to assure the student is on track for both graduation and completion of a program of studies that reflects the student's career or education goals.

6.1 Students entering 9th grade from a public school, may enroll with high school credits already completed. See Monroe County Policy IKF, Section 3.0 related to Accepting Credits Earned Before Grade 9.

6.2 When students in grades 9-12 transfer into Monroe County Schools from non-public schools, determination of appropriate placement shall be made by the principal and guidance counselor of the receiving school. The principal will utilize staff members and the appropriate Central Office staff member, as well as specific criteria to determine appropriate placement. In the event that the student's parents or guardians disagree with the principal's placement, an appeal may be made to the County Superintendent of Schools. The Superintendent or designee will **then** examine the situation to determine if the proper placement has been made. If it is determined that the proper placement has not been made, the Superintendent will have the authority to make the final placement. In the event the parents or guardians disagree with the Superintendent's decision, they retain the right to utilize the Citizens Appeal Process.

6.3 Promotion to the next grade level: Students do not advance to the next grade level unless they have earned the appropriate number of credits to do so. Each credit consists of 8100 minutes of instruction; each **semester** provides 1 credit for each class completed unless otherwise noted. In order to advance to the next grade level, students shall have completed the following credits:

6.3.1 Sophomore – six (6) credits are required to be considered a member of the sophomore class.

6.3.2 Junior – a minimum of twelve (12) credits are required to become a member of the junior class

6.3.3 Senior – a minimum of eighteen (18) credits must be obtained to become a member of this senior class.

Note: The adoption of this policy shall result in the repeal of the former IKE, and IKE-1.

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