

1 **Browning Public Schools**

2
3 Policy #3020

4 Policy Name: *Retention*

5 Regulation: -----

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7 Browning School District #9 recognizes that students of the same age are at various intellectual and
8 developmental levels. These differences are a normal part of human development. Therefore,
9 programs and curriculum will be developed and offered throughout Browning District #9 which will
10 honor individual differences and allow students to remain with their similar age peers to the
11 maximum extent possible and meet student needs.

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13 The District also recognizes that educational research has consistently identified the practice of grade
14 retention as having little or no positive impact on student achievement. In addition, the practice of
15 retention is highly correlated with student dropout rates at the secondary level. However, in rare
16 individual circumstances, other District attempts to meet student needs may be unsuccessful and
17 grade retention may prove to be beneficial for the child. In those circumstances, the following
18 considerations will be addressed:

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20 1. The classroom teacher will provide the school administrator with documented multiple
21 interventions prior to considering recommendation for retention of a student. These interventions
22 may include, but are not limited to, consistent offerings of individualized assistance during the
23 school day, after school tutorial support, peer tutoring, alterations in classroom structure, and
24 incentives.
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26 2. Best practices related to identifying students most likely to benefit from retention will be
27 considered prior to making the recommendation for retention. Research suggests that retention is
28 more likely to have positive outcome if the child is in grades K-2, skill deficits are due to a
29 limited opportunity to acquire information, and the family is supportive of the retention. These
30 factors must be documented in order to consider the retention.
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32 3. Other factors such as the student’s physical development, age, social skills, emotional status, and
33 whether there is evidence of an educational disability will also be documented for consideration.

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35 **4. Retention could be based on academics, behavior and/or attendance.**

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37 **K-5 Student Retention Lists**

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39 Teachers at grades K-5 must provide the principal with a list of students being considered for
40 retention ~~within one week following the end of the first semester~~ **by third quarter**. Individual
41 documentation of interventions attempted and other considerations for each individual child will
42 accompany the list.

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44 **Middle School**

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46 At Browning Middle School, a list of students will be compiled by a grade level counselor and
47 provided to the building administrator to determine the number of students failing at least two major
48 subjects at the end of the first semester. Students at risk of failing four major subjects will be
49 compiled and provided to the building principal. Interventions tied to other services such as summer
50 school, tutorial services, or alternative educational offerings will be considered for each individual

1 child by grade level teams. Retention will only be considered when in the best interest of the student.
2 Retention rates will consist of no more than 5% of any given class.

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4 **High School**

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6 Grade level attainment or class status is recognized through credit accumulation. The purpose of
7 class status is to inform the student, parents, administrators and instructors of the prospective
8 graduation year of the student. High school students must have earned the following credits to be
9 affiliated with the appropriate class:

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11 a. Freshman 0-6 credits
12 b. Sophomore 6-12 credits
13 c. Junior 13 credit minimum
14 d. Senior 18 credit minimum

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16 Credit status will be reviewed at least quarterly by students and their advisors. Credit status for each
17 class will be reviewed by the At Risk Team and students identified as failing to obtain the next class
18 status will receive individual support from a school counselor which will outline individual
19 intervention/support available to the student.

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21 **Retention Limitations**

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23 Students (K-8) can generally be retained only once under circumstances as previously defined. If a
24 student is to be considered for retention more than once, the student will be referred for a complete
25 educational evaluation under IDEA '97 regulations. In the event a student has received special
26 education services or is currently receiving special education services; the child's special education
27 status and records will be considered in the retention recommendation. An IEP team will consider
28 whether retention is in the best interest of the student when a student is identified as having an
29 educational disability. A Section 504 team will consider retention recommendations if the student
30 has a 504 plan.

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32 **Building Administrator Approval of Retention/Joint Decision Making**

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34 Retention will occur only with the approval of the building administrator and parent. In all
35 circumstances, a joint decision-making process should be initiated with consensus as the goal. This
36 process will involve the teacher, parent, building administrator and other parties as needed or
37 mandated.

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41 **Cross Reference:** #3015 Reporting Student Progress
42 Former Policies # 710, 711, 712, 713

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44 **Legal Reference:** 29 USC 701 Section 504 of the Rehabilitation Act
45 20 USC 1400, et. seq. Individuals with Disability Act of 1997

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47 **Policy History:**

48 Adopted on: 4/93

49 Amended on: 11/9/99, 3/28/07, 7/25/19