

## PROMOTION AND RETENTION

It is expected that students within the Governor Wentworth Regional School District will progress annually from grade to grade. Exceptions (grade-level placement and retention) can be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the student.

### Early Identification and Intervention Strategies:

- A. Parents/guardians must be notified, by the end of September, of the name and phone number of the school staff member (in addition to their child's teachers) they should call about concerns related to their child's academic progress.
  
- B. If, by the end of October, a student in grades K-12 is failing to achieve grade-level standards, the classroom teacher shall notify the parents/guardians, in writing, that there are issues regarding their child's performance and convene a meeting of appropriate school personnel (e.g., guidance counselor, reading specialist, administrator). The parents/guardians should be invited to attend this meeting so that the school and home may cooperate in helping the student achieve success. The following options may be considered at this meeting:
  - 1. Examining and altering current instructional strategies or materials;
  - 2. Tutoring (during and/or after school);
  - 3. A change in schedule; and,
  - 4. Referral to other school support services, social services, or health-related services.

Strategies will be determined and written into a Plan For Success (PFS). This plan can take many forms and should articulate the responsibilities of the school, parents/guardians, and student.

- C. If, by the end of the first marking period, the problems persist and the student remains at risk for retention or failure, additional options may be considered, including:
  - 1. Referral for more intensive services;
  - 2. Access to additional instructional time (during the day, extended day, Saturday School, or summer school); and,
  - 3. Referral to special education, where necessary and appropriate, to determine evidence of disability. The final determination of appropriate services rests with the appropriate IEP team.

The Plan For Success should be revised as needed.

D. Only when all other interventions have been unsuccessful and the student has not made sufficient academic progress during the course of the school year will the student be considered for retention. The classroom teacher, principal, and other appropriate school personnel shall meet in February and again before the end of the year to review the case and make a decision regarding placement. The parents/guardians should be invited to these meetings. Factors to be weighed in considering a student for retention include the student's:

1. Current level of academic achievement;
2. Past academic records and evaluations;
3. Age and levels of physical, social, and emotional maturity;
4. Motivation, attitudes, and behavior in school; and,
5. Attendance patterns and records.

### Early Completion

The normal high school sequence of study is four years. An exceptionally advanced student who has met all completion requirements and who cannot be served through the school's curriculum may apply in writing to the principal to be considered for early completion. Final decision on all early completion requests rests with the Superintendent. The student must make their plans known to their guidance counselor at least one year prior to the desired completion date. Students who request early completion will be invited to attend the June graduation ceremonies with their class.

This Administrative Form accompanies:  
Policy **IKE**: Revised **3/10/2025**