



### *WHAT WE KNOW ABOUT STUDENTS WHO HAVE BEEN RETAINED...*

- Grade retention is the single most powerful predictor of high school drop out rates.
- The individual has lower achievement throughout the grades.
- Students who are promoted will learn more than if they were held back doing the same things over again.
- Retention is extremely stressful for the individual.
- Compared with their peers who have been promoted, retained students **ARE NOT LESS INTELLIGENT**
- Parents are the primary influence on early development and educational success of their children.
- Inappropriate behavior is characteristic of retained students.
- Boys are twice as likely to be retained as girls.
- Grade retention is not an intervention for socially immature children.

*ALTHOUGH MANY MAY THINK OF RETENTION AS THE GIFT OF TIME, UNLESS INSTRUCTION AND MATERIALS CHANGE, IT IS IN FACT, NO GIFT AT ALL.*

- **Retention**—also known as nonpromotion, flunking, being retained, and being held back, refers to the practice of requiring a student who has been in a given grade level for a full year to remain in the same grade level for a subsequent school year.
- **Social Promotion**—refers to the practice of allowing students who do not meet grade-level performance standards and academic requirements to pass on to the next grade with their peers.
- **Building Consultation Team**—consists of a principal, guidance counselor, school psychologist, appropriate school specialists and classroom teachers getting together to plan a program to meet an individual's needs.

*TO RETAIN OR NOT TO RETAIN...*

*THAT IS THE QUESTION!*



### *PARENT & COMMUNITY INFORMATION BROCHURE*

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*Considering Retention?*  
**WHAT WORKS BEST  
FOR STUDENTS: A Joint  
Partnership**

- Instead of waiting for difficulties to occur we will plan ahead for student learning.
- We ask you to make use of good early education programs.
- We will have good intervention programs in place.
- We will target an individual's needs and use direct instruction when appropriate.
- We will assess student progress frequently and adapt instruction to student needs.
- We ask you to have your child participate in summer school programs that provide extra help individually or in small groups.
- We will communicate frequently among parents, teachers and all individuals working with a child.



**OUR COMMITMENT TO YOU  
Parents, Students & Members of  
the Sheboygan Falls Community**

The decision to retain a student is made after careful consideration of:

- Academic achievement
- State tests, if applicable
- Study skills
- Alternative assessments
- Other district assessments
- Accomplishment of Individual Educational Program goals
- Social development
- Physical development
- Problem solving ability
- Ability in non-core classes
- Attendance

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**Steps in the consideration of retention for a student: (per School District of Sheboygan Falls, Board of Education Policy #5410)**

1. Prior to the close of the first semester, the building principal shall request information from teachers regarding any student who is of concern and may be considered for retention.

2. The teacher(s) will inform parents verbally and in writing of the student concerns about classroom performance prior to scheduling a meeting of the Student Support Team, copying the student's file and informing the building principal.
3. Teachers shall forward a copy of this policy to parents.
4. Each area will be followed up on with appropriate communication with parents/guardians. The Building Consultation Team will follow-up after both the second and third quarter grade reporting.
5. During the fourth quarter, the Building Consultation Team will carefully monitor the student's progress. After review by the Student Support Team the principal will communicate the decision to the parent/guardians, in writing, before the end of the school year.

