

# WICKENBURG UNIFIED SCHOOL DISTRICT NO. 9

## RAISING EXPECTATIONS

The following policies were enacted to focus attention on the value of academic achievement and to increase accountability.

### GRADES 1 THROUGH 5

#### RECOGNITIONS

1. Students who score "highly proficient" the standard on the reading and/or math sections of AzMERIT will receive recognition at the start of the school year.
2. Students who score "highly proficient" on the reading and/or math sections of the Galileo benchmark will receive recognition.

#### REQUIRED INTERVENTIONS

1. The Galileo benchmark will be given to all students, Grades 1 – 5, for reading and math. Any student who scores "minimally proficient" on the Galileo benchmark will be required to complete 8 hours of remediation for each deficient area.
2. If, at the end of the 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> grading period, a student has an F in reading or math, the student will be required to successfully complete a minimum of 8 hours of remediation for each failing grade.
3. If, at the end of the 4<sup>th</sup> grading period, a student has an F in reading or math, the student will be required to attend summer school.

Remediation may include one or more of the following:

1. Tutoring
2. Intersession courses
3. Summer School
4. Saturday School
5. Private or Commercial Tutoring approved by the Principal.

#### EXCESSIVE ABSENCES

Regular school attendance promotes learning and achievement; therefore, students who have ten or more days of excused or unexcused absences in a semester will be required to complete 8 hours of remediation.

#### CONSEQUENCES

**Students who fail to successfully complete the required remediation will be recommended for retention.**

#### NOTES:

- **Funding will determine the interventions available.**
- Each school team will determine, based upon need, which students are selected for intervention. No student will exceed 8 total hours for any given intersession period (this provision does not apply to summer school).
- Individual schools may choose to implement complementary positive and negative consequences for all testing programs.
- Special Education students requiring interventions will be referred to the IEP Team.
- Principals have the authority to make exceptions for students on an individual basis.
- Any retention decision may be appealed to the Governing Board, as per Board Policy.