

## Policies of the Board of Education

### Section H: Instruction

#### PROMOTION/RETENTION OF STUDENTS

800.37

This policy addresses end-of-year, grade-to-grade (4K-8<sup>th</sup> Grade) promotion and retention decisions that are made at any point prior to a student's attendance in any high school program (i.e., prior to the start of 9<sup>th</sup> grade or any program-specific equivalent to 9<sup>th</sup> grade). This policy does not address grade-level acceleration decisions or any decision to adjust the initial grade-level placement of a newly-enrolled student during the student's first school year of attendance in a District school or program.

The following is designed to focus on the issue of standardizing the procedures used for the promotion/retention of a student. Each grade has specific academic requirements and expectations. We would encourage that these expectations be readily accessible to both teachers, guidance counselors, principals and parents.

In addition to academic competencies there are other factors that enter into the decision to promote/retain a student. Of significant importance are the following:

- Social Development
- School History of Achievement
- Emotional Development
- Ability
- Achievement Test Results
- Existence of Exceptional Educational Needs
- Other Educational Characteristics (age, learning style, work habits, etc.)

There are no weights given to these variables but the variables should be considered as important data to assist the administration in making the final decision.

The following are the School Board's general expectations for end-of-year, grade-to-grade promotion and retention decisions:

1. The administration is expected to implement this policy and, in conjunction with other instructional staff members, make the promotion and retention decisions for individual students. Any recommendation to retain a student at the same grade level must be reviewed and approved by a building principal, or the District Administrator, or another instructional administrator to whom the responsibility is delegated. If a student's parent or guardian disagrees with a District decision

regarding promotion or retention, the parent or guardian may submit a written request for reconsideration to the District Administrator. Except as otherwise required by law, the decision of the District Administrator following such a request shall be final.

2. The decision to promote or retain a student should be done only after careful consideration of all the academic criteria and the other factors mentioned previously. The classroom teacher, the principal, and the guidance counselor are the key members of the team responsible for the examination of the progress of each student and providing such information to the District Administrator so that he/she can fulfill his/her responsibilities under section 1, above. All efforts should be made to alter the existing program for the student in an attempt to remediate the deficiencies. Early identification of the problems are important to assist both the student and parent resolve the situation. If still there is no progress, the ultimate decision would have to be made to retain the student. However, it should be noted that the program for the following year would have to be modified to account for the apparent lack of success to help the student. It would be advisable that a retention plan of this type be developed and explained in detail to the parent.

Suggested Timeline:

October 15th	Identify students who might be retained (staff, guidance counselors, and administrators). Develop program for student.  -Remedial work -Special Education -Content Mastery Center (CMC) -Summer school
January 15th	Evaluate progress of students previously identified and make recommendations for grade placement for next year using criteria established.
May 1st	Develop program for retained students involving staff, administrators, guidance counselors, and parents.

---

Wisconsin Statutes  
Section 118.24(2)(a)  
Section 118.33(6)(a)  
Section 118.33 (6) (cm)

Adopted by the School Board December 14, 1992  
Revised by the School Board August 19, 2014