



**AGENDA**

*Wisconsin Rapids Board of Education*  
**Personnel Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · 715-424-6701

Sandra Hett, Chair  
Anne Lee  
Mary Rayome  
John Krings, President

January 4, 2016

Location: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room C

Time: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Appointment
- IV. Policy Review and Approval
  - A. Policy 423 – Public School Open Enrollment
  - B. Policy 345.4 – Promotion/Retention
  - C. Policy 345.41 – Promotion/Retention Of Kindergarten, Fourth and Eighth Grade Students
  - D. Policy 345.41 Exhibit 1
  - E. Policy 345.41 Exhibit 2
- V. Updates and Reports
  - A. Class Size and Section Reports
- VI. Consent Agenda
- VII. Adjournment

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board President.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



Wisconsin Rapids Board of Education  
**Personnel Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · 715-424-6701

**BACKGROUND**

Sandra Hett, Chair  
Anne Lee  
Mary Rayome  
John Krings, President

January 4, 2016

Location: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room C

Time: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Appointment

The administration recommends approval of the following support staff appointments:

Tammy Scharmer	Location: Howe Elementary School Position: Special Education Aide (7.0 hrs/day) Effective Date: December 21, 2015 Hourly Wage: \$14.17 (starting rate) / \$14.91 (after 60 days)
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IV. Policy Review and Approval

A. Policy 423 – Public School Open Enrollment

The policy was reviewed and approved for first reading at the regular Educational Services Committee meeting in December 2015. The administration recommends approval of Policy 423 – Public School Open Enrollment for second reading. (*Attachment A*)

B. Policy 345.4 – Promotion/Retention

The policy was reviewed and approved for first reading at the regular Educational Services Committee meeting in December 2015. The administration recommends approval of Policy 345.4 – Promotion/Retention for second reading. (*Attachment B*)

C. Policy 345.41 – Promotion/Retention Of Kindergarten, Fourth and Eighth Grade Student

The policy was reviewed and approved for first reading at the regular Educational Services Committee meeting in December 2015. The administration recommends approval of Policy 345.41 – Promotion/Retention Of Kindergarten, Fourth and Eighth Grade Students for second reading. (*Attachment C*)

D. Policy 345.41 Exhibit 1

The policy was reviewed and approved for first reading at the regular Educational Services Committee meeting in December 2015. The administration recommends approval of Policy 345.41 Exhibit 1 for second reading. (*Attachment D*)

E. Policy 345.41 Exhibit 2

The policy was reviewed and approved for first reading at the regular Educational Services Committee meeting in December 2015. The administration recommends approval of Policy 345.41 Exhibit 2 for second reading. (*Attachment E*)

V. Updates and Reports

A. Class Size and Section Reports

The Committee will review information related to class sizes and sections, for both elementary and secondary levels. (*Attachments F, F1*)

VI. Consent Agenda

Personnel Services Committee members will be asked which agenda items from the Committee meeting will be placed on the consent agenda for the regular Board of Education meeting.

VII. Adjournment

## 423 PUBLIC SCHOOL OPEN ENROLLMENT

This policy shall be administered in accordance with the state public school open enrollment law. The Board authorizes the Open Enrollment Coordinator designated by the Superintendent to act on applications for the full-time open enrollment program subject to any policies and criteria adopted by the Board.

### Nonresident Open Enrollment Students (Open Enrolled "IN")

A nonresident student may apply for full-time enrollment in a District school or program under the open enrollment program in accordance with state law and established procedures. Applications shall be made and acted upon in accordance with the timelines and procedures outlined in state law. The District shall consider the following criteria when accepting or rejecting a nonresident student's application for full-time enrollment.

1. The District will consider availability of space in the schools, programs, classes or grades. No later than the end of January of each school year the Superintendent will report to the Board the space available for the next school year in the schools, programs, classes and grades of the District for open enrollment students. In determining the amount of space available, the District may include in its counted occupied spaces students and siblings of students who have applied under State Statutes §118.51(3)(a) or 118.51(3m)(a) and are already attending public school in the district, and students attending the district for whom tuition is paid under State Statutes §121.78(1)(a). When determining space availability, consideration shall be given to District practices, policies and procedures or other factors regarding class size limits or ranges for particular programs or classes, student-teacher ratios for particular programs, classes or buildings, the number of students currently attending District schools whose tuition is paid by another school district, and enrollment projections for the schools of the District.

Enrollment projections include, but are not limited to the following factors; the likely short and long-term economic development in the community, projected student transfers in and out of the district, preference requirements for siblings of nonresident open enrollment students, the required length of K-12 attendance opportunities for open enrollment students and current and future space needs for special programs, laboratories (e.g., in technology, science, or foreign languages) or similar district educational initiatives, the number of resident home schooled or private school students likely to attend the schools of the District in accordance with State Statutes §118.145, and the number of resident students likely to change schools on a full-time or part-time basis under the District's intra-district boundary exception policy.

The District shall give preference in accepting full-time open enrollment applications to any nonresident students already attending school in the District, and their siblings; pupils for whom tuition is paid under subch. V of ch. 121, Stats; pupils who currently reside in the District but plan to move prior to the beginning of the following school year; and pupils who moved out of the District during the current school year but have remained in public school in the District under s. 121.84(1)(a). Stats. If the District receives more nonresident student applications for full-time enrollment than there are spaces available, the District shall determine which students to accept on a random basis, and establish a waiting list as necessary for excess applications.

2. The District will consider w whether the special education program or related services described in the students' individualized educational program (IEP) are available in the District or whether there is space available in the special education program identified in the student's IEP, including any class size limits or ranges for particular programs or classes, student-teacher ratios for particular programs, classes or buildings, or enrollment projections established by the Board and as described in Section 1 above. If a nonresident student's IEP changes after the student begins attending school in the District and the special education program or services required by that IEP are not available in the District or there is no space available in the special education program identified in the IEP, the District may deny the student's continued enrollment in the District.
3. The District will consider whether the student has been screened by his/her resident district to determine if there

is reasonable cause to believe that the student is a child with a disability. Another consideration will be whether the student has been reported or identified as having a possible disability, but not yet evaluated by an IEP team in the resident district.

- 4. ***The District will consider whether*** the District has determined that the student was habitually truant from the District during any semester of attendance at the District in the current or previous school year. If a student is determined to be habitually truant during any semester as established by State Statutes and Board Policy, the District may revoke the student’s attendance under the open enrollment program and prohibit the student from attending school in the District under the full-time public school open enrollment program in the succeeding semester or school year.

The District shall not accept any student for full-time enrollment who has been expelled by any school district during the current school year or preceding two school years for specific conduct specified in the law, or who has disciplinary proceedings pending on such conduct. This policy provision applies to the following student conduct: endangering the health, safety or property of others under certain conditions; conveying or causing to be conveyed a “bomb” threat involving school property; possessing a dangerous weapon while at school or under the supervision of a school authority; or, engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety or property of others at school or under the supervision of a school authority or of any employee of the school district or member of the school board. If any of these disciplinary actions occur after the student has been accepted for enrollment and prior to the beginning of the school year in which the nonresident student first enrolls in the District, the student’s enrollment shall be denied.

The District may also deny the enrollment of any student who has been expelled from another Wisconsin public school district, no matter what the reason for the expulsion, during the term of the student’s expulsion.

Once a nonresident is accepted as an open-enrollment student in the district, the student may be required to reapply one time at the beginning of middle school, junior high or high school.

Except as otherwise provided, student transportation shall be the responsibility of the nonresident student’s parent(s)/guardian(s) or the student, if an adult. The District may provide transportation to nonresident students participating in the full-time open enrollment program only from a scheduled stop within the District upon approval of the District’s transportation department, and under the District’s “Pay to Ride” provisions. The District shall provide transportation for nonresident students with disabilities if it is required in the student’s IEP, ~~once costs have been agreed upon by the nonresident and resident districts.~~

Nonresident open enrollment students attending school or classes in the District shall have all the rights and privileges of resident students and shall be subject to the same rules and regulations as resident students.

The District will give preference in assigning students to a school, program, class, or grade to resident students who live outside the school’s attendance area (boundary exceptions).

### **Resident Open Enrollment Students (*Open Enrolled “OUT”*)**

Resident students may apply for full-time open enrollment in another public school district in accordance with state law and established procedures.

~~The District will limit the number of District resident students who will be allowed to attend school in another public school district to the maximum limit established by the law. If the District receives more applications than the maximum allowable, acceptance will be determined on a random basis, except preference will be given to resident students already attending public school in the district to which they are applying, and their siblings.~~

~~The District will deny attendance in another school district if costs of special education services required in the student’s IEP would place an undue financial burden on the District. If a resident student’s IEP changes after the student begins attending a nonresident school district and the costs of the special education program or services~~

New for 2<sup>nd</sup> Reading – delete paragraph as no longer relevant.

~~required by the IEP would place an undue financial burden on the District, the District will discontinue allowing the student to attend school in the nonresident district.~~

The District will not provide transportation to resident students participating in the full-time open enrollment program.

The District will NOT permit nonresident districts to enter into this district for the purpose of picking up and dropping off open enrollment students.

## **Alternative Application Procedures**

The parent of a nonresident student who wishes to attend district schools may submit an application under this section no earlier than July 1 and no later than the last day of the school year during which the pupil will first attend. A form provided by the Department of Instruction is to be used to apply. At least one of the criteria described in *Paragraph A*, below shall be applicable.

### **A. Criteria for Alternative Application Procedures**

The parent of the nonresident student may apply under this section only if the student meets one of the following criteria, and shall describe the criteria that the student meets in the application. The parent shall answer all applicable questions on the application completely and accurately. Missing information as required on the form may be requested to process the application.

1. The resident board determines that the student has been the victim of a violent criminal offense, as defined by the Department by rule. An application made on the basis of this criteria is not valid unless the nonresident board receives the application within 30 days after the determination of the resident board.
2. The student is or has been a homeless student in the current or immediately preceding school year. In this subdivision, "homeless student" means an individual who is included in the category of homeless children and youths, as defined in 42 USC 11434a (2).
3. The student has been the victim of repeated bullying or harassment and all of the following apply:
  - a. The student's parent has reported the bullying or harassment to the resident school board; and
  - b. Despite action taken, the repeated bullying and harassment continues.
4. The place of residence of the student's parent or guardian and of the student has changed as a result of military orders. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after the date on which the military orders changing the place of residence were issued.
5. The student moved into this state. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after moving into this state.
6. The place of residence of the student has changed as a result of a court order or custody agreement or because the student was placed in a foster home or with a person other than the student's parent, or removed from a foster home or from the home of a person other than the student's parent. An application made on the basis of this criteria is not valid unless the nonresident school board receives the application no later than 30 days after the student's change in residence.

7. The student's parent and the nonresident and resident school districts agree that attending the nonresident school district is in the best interests of the student.
8. The student's parent and the nonresident school board agree that attending school in the nonresident school district is in the best interests of the pupil. If the resident school board notifies the parent of the pupil who applies under this subdivision that the pupil may not attend the nonresident school district, the parent may appeal the resident school district's decision to the DPI.

- B. Nonresident Applications. If the District receives a nonresident student's application under this section, the District shall immediately forward a copy of the application to the resident board, and shall notify the applicant, in writing, whether it has accepted the application no later than 20 days after receiving the application. The District will determine whether the applicant meets the criteria for alternative application procedures in this section, and consider the criteria for nonresident applications described in previous sections of this policy. If the District has accepted the application, the District shall identify the specific school or program that the student may attend.

If the District accepts a nonresident application under this section, the student may immediately begin attending a school or program in the District, and shall begin attending the school or program no later than the 15th day following receipt by the parent of the student of the notice of acceptance. If the student has not enrolled in or attended school in the District by the day specified in this paragraph, the District may notify the student's parent, in writing, that the student is no longer authorized to attend the school or program in the district.

- C. Resident Applications. If the District receives a resident student's application under this section, the District may notify an applicant ~~under~~ that he/she may not attend a school or program in the nonresident school district ~~only for the following reasons:~~ **if the District determines that the criteria relied on by the applicant does not apply to the student.**

- ~~1. The District determines that the criteria relied on by the applicant does not apply to the student.~~
- ~~2. The District determines the costs of the special education or related services required in the individualized education program for a child with a disability whose parent has submitted an application under this section as proposed to be implemented by the nonresident school district, would impose upon the child's resident school district an undue financial burden in light of the resident school district's total economic circumstances. This reason for rejection does not apply if the student relied upon the above referenced criteria regarding a victim of a violent criminal offense.~~

There is no provision in the statutes for parents to appeal a nonresident school district's decision.

A resident school district's denial may be appealed to the Department of Public Instruction within 30 days of receiving the notice of denial.

LEGAL REF.: Wisconsin Statutes Sections:  
118.13, 118.145, 118.51, 120.13(1)(f), 121.54(1), 121.58(2)(a), 121.78, 121.84(1)(a)  
Chapter 115, Subchapter V  
Chapter 121, Subchapter V  
PI 36, Wisconsin Administrative Code  
Wis. Act 68, **Wis. 2015 Act 55**

CROSS REF.: 343.2, Class Size  
411, Discrimination, Harassment and Bullying Prohibited  
420, School Admission

423-Rule, Procedures for Processing Public School Open Enrollment Applications  
431, Student Attendance  
431-Rule, Student Attendance Procedures  
432, School Attendance Boundaries

ADOPTED: December 8, 1997

REVISED: August 13, 2001  
December 11, 2006  
March 14, 2011  
November 12, 2012  
January 12, 2015  
**TBD**



**345.4 PROMOTION/RETENTION**

It is the goal of the School District to assist students to reach their maximum potential. ~~Retention, then, is one of many intervention tools that can be used by the School District to reach that goal.~~ The determination of the appropriateness of retention as the best educational alternative for the student shall be made after careful and systematic consideration of the following factors:

- |                              |                                       |
|------------------------------|---------------------------------------|
| Age of the student           | Alternative programs available        |
| Developmental readiness      | Availability of support services      |
| Prior retentions             | Student's attitude                    |
| Social/emotional development | Parents' input                        |
| Maturity level               | Academic performance                  |
| Attendance                   | <b><u>Teacher Recommendations</u></b> |

If retention is to be considered as an educational alternative for the student, it is recommended it be done in the early **primary** grades ~~of kindergarten, first, second, or third.~~

The primary responsibility for making a decision about whether retention will be used as an educational alternative for the student or whether the student will be advanced to the next grade level will be made by a team of professionals at the building level with involvement from the parent(s)/guardian(s). The team will consider the necessary factors **and develop a personalized plan** prior to making a retention decision. Parent(s)/guardian(s) will be communicated with and involved in the process, **beginning no later than March 1 of the school year prior to the student being retained.**

Retention decisions are team decisions made only after considering the factors in each case and exploring the various alternatives. While consensus is desirable, it may not always be possible. The building principal will be the individual ultimately responsible for making the final retention decision. Parent(s)/guardian(s) may appeal the decision to the Superintendent of Schools.

If the student is a child with a disability, as determined under the Individuals with Disabilities Education Act (IDEA), promotion/retention will be considered and determined by the Individualized Education Program (IEP) team. Appeals would begin with the Director/Assistant Director of Pupil Services.

The promotion/retention policy ~~will comply~~ **complies** with current state and federal law. Students must meet established criteria in order to be promoted from kindergarten to first grade, 4<sup>th</sup> to 5<sup>th</sup> grade, or from 8<sup>th</sup> to 9<sup>th</sup> grade. **Retention can happen at other grade levels based on previously mentioned factors.**

The Wisconsin Rapids Public Schools does not discriminate in the methods, practices and materials used for evaluating students on the basis of gender, race, religion, ~~color,~~ national origin, ancestry, creed, pregnancy, marital or parental **status**, sexual orientation, **transgender status, gender identity**, or physical, mental, emotional or learning disability or ~~handicap~~ **any other characteristic protected under State or Federal civil rights laws** ~~in its educational programs or activities.~~

LEGAL REF.: ~~Section 118.13~~ **118.33(6)** Wis. Statutes

CROSS REF.: 345.41 Promotion of Kindergarten, 4<sup>th</sup> and 8<sup>th</sup> Grader Students  
 411 Rule, Student Discrimination and Harassment Complaint Procedures  
 421 Rule, Guidelines for Early Admission to Kindergarten or First Grade

ADOPTED: November 1974

REVISED: August 1987                      April 9, 2001                      August 8, 2011  
 August 1998                          February 11, 2008                      **TBD**  
 April 9, 2001                          August 11, 2008

## **345.41 PROMOTION/RETENTION OF KINDERGARTEN, FOURTH AND EIGHTH GRADE STUDENTS**

### **KINDERGARTEN STUDENTS**

The decision to promote or retain a kindergarten student is made in the best interest of the student in recognition of the research regarding promotion and retention.

1. A careful evaluation of multiple criteria, based on the Wisconsin Model Early Learning Standard will be made, including the following:

- ♦ Health and physical development
- ♦ Social/emotional development
- ♦ Language development and communication
- ♦ Approaches to learning
- ♦ Cognition and general development
- ♦ **Reading and/or mathematics assessment results**
- ♦ **Attendance**
- ♦ **Progress and achievement in math and/or reading interventions**

2. ~~Teacher recommendation~~ **Consideration** for promotion/retention of non-disabled students (as defined by the Individuals with Disabilities Education Act (IDEA)) will follow the Child Study Team (CST) process. **Membership on** the CST will include the building administrator, school psychologist, parent(s)/ guardian(s), guidance counselor, and teacher(s) currently working closely with the student.

Consensus of the CST is required to retain a student. If consensus is not possible, the building principal will be responsible for making the final decision regarding retention of a student. **This decision will be communicated via phone call and certified mail. If the parent/guardian does not agree with the final decision, an appeal of the decision must may be made to the Superintendent (or his/her designee) and is required to be in writing, and submitted within five (5) working days of parental notification.**

If the student is a child with a disability, as determined under the Individuals with Disabilities Education Act (IDEA), promotion/retention will be considered and determined by the Individualized Education Program (IEP) team. Appeals would begin with the Director/Assistant Director of Pupil Services.

### **FOURTH GRADE STUDENTS**

**The decision to promote or retain a fourth grade student is made in the best interest of the student in recognition of the research regarding promotion and retention.**

~~No student may be promoted from fourth to fifth grade unless the student satisfies the criteria for promotion in this policy.~~

The following criteria are to be considered in determining whether to promote a student from ~~the~~ fourth grade to ~~the~~ fifth grade.

1. At the fourth grade level, a student must earn a score of “Basic” on the WKCE CRT in 3 of the 5 subtests of Reading, Language Arts, Mathematics, Science and Social Studies. Since this score is received in the late spring of the fourth grade year, additional areas of academic performance will be considered, including:— 1) student progress reports in grades 1-3; 2) reading Benchmark Book level of Magenta (Reading Level 34) by the end of the first semester of the fourth grade year; 3) writing assessment scores on the District third and fourth grade writing assessments; 4) performance on the SAGE assessments in grades K-3; 5) Guided reading levels in grades 1-2; and 6) STAR Reading and Math scores.

- Student’s overall academic performance
- Student progress reports
- Benchmark book levels
- Performance on district assessments in K-4
- State required test results
- Progress and achievement in math and/or reading interventions

**Further consideration will be given, but not limited to the following:**

2. ~~Teacher recommendation~~ **Consideration** for promotion/retention **of non-disabled students (as defined by the Individuals with Disabilities Education Act (IDEA))** will follow the Child Study Team (CST) process. Membership on the CST will include the building administrator, school psychologist, parent(s)/guardian(s), guidance counselor and teacher(s) currently working closely with the student.

Recommendations for promotion/retention will be based on, but not limited to, the following considerations:

Age of the student	Availability of support services
Developmental readiness	Alternative programs available
Prior retentions	Student's attitude
Social/emotional development	Parents' input
Maturity level	Academic performance
Attendance	<b><u>Teacher recommendations</u></b>

Consensus of the CST is required to retain a student. If consensus is not possible, the building principal will be responsible for making the final decision regarding retention of a student. **This decision will be communicated via phone call and certified mail. If the parent/guardian does not agree with the final decision, an appeal of the decision must may be made to the Superintendent (or his/her designee) and is required to be in writing, and submitted within five (5) working days of parental notification.**

If the student is a child with a disability, as determined under the Individuals with Disabilities Education Act (IDEA), promotion/retention will be considered and determined by the Individualized Education Program (IEP) team. Appeals would begin with the Director/Assistant Director of Pupil Services.

3. Any student retained by any elementary school within the WRPS system will be retained throughout the District. Any student who enters the district, with a status of being retained **or promoted** within their last school district will be retained **or promoted** ~~within~~ **at the discretion of** the WRPS system.

Any student who spent their full fourth grade year within the WRPS system will follow the policy as it is written. Any student who spent less than a full year in the district will be considered for advancement based upon a thorough examination of the student's cumulative file, student progress reports from their previous school district, and growth demonstrated within the WRPS curriculum during the current school year. The building's Child Study Team will make a determination for advancement of the student to the fifth grade.

4. The Superintendent (or his/her designee) shall be responsible for the general supervision and management of the advancement of students under this policy.

The Superintendent (or his/her designee) shall develop, review, and recommend policies so District schools can help prepare students to satisfy the criteria in this policy and to otherwise implement this policy.

The Superintendent (or his/her designee) shall develop practices and procedures to inform students and parents/guardians of the policy requirements and to inform students and parents/guardians of the academic progress of students.

### **EIGHTH GRADE STUDENTS**

***The decision to promote or retain an eighth grade student is made in the best interest of the student in recognition of the research regarding promotion and retention.***

No student may be promoted from eighth grade to ninth grade after September 1, 2008, unless the student satisfies the criteria for promotion in this policy.

***The following criteria are to be considered in determining whether to promote a student from eighth grade to ninth grade.***

- ***Student's overall academic performance***
- ***Student progress report***
- ***Performance on district assessments***
- ***State required test results***
- ***Attendance***
- ***Progress and achievement in math and/or reading interventions***

1. At the seventh grade level, the student's overall academic performance will be evaluated prior to the end of the third quarter grading period. Teachers and counselors will identify students in need of targeted interventions. The criteria used to determine such students may include the following: 1) failing one or more core classes; 2) below average score on the latest SRI (Scholastic Reading Inventory) Lexile Level reading test; 3) a score of Minimal or Basic on any area of the seventh grade WKCE CRT; 4) poor attendance. Once the determination has been made that a student is not making appropriate academic progress, both the student and parent will receive a notification letter. Along with this letter, a copy of the statutes of truancy and attendance could be sent home.

***Consideration for promotion/retention of non-disabled students (as defined by the Individuals with Disabilities Education Act (IDEA) will follow the Child Study Team (CST) process. Membership on the CST will include the building administrator, school psychologist, parent(s)/guardian(s), guidance counselor and teacher(s) currently working closely with the student.***

At the seventh grade level, school counselors will work with teaching staff to identify students in need of a Child Study Team (CST) review at the end of the first grading period. The criteria to determine students in need of this CST may include the following: 1) failing 2 or more of the 4 core classes; 2) a score below basic on any area of the state standardized test; 3) poor attendance. For a seventh grade student that meets 1 or more of these criteria, the Child Study Team will follow the student into his/her eighth grade year.

2. Before At the beginning of eighth grade, a set of interventions will be decided upon. An IPP (Individual Plan of Progress) will be written as part of the Child Study Team (CST) process. The IPP will be periodically reviewed and revised by the CST. IPP's will be drafted for any newly identified students during their eighth grade year. Eighth grade teachers will be notified of students with IPP's. As a requirement of the IPP, at least one of the following options may be considered:

- Enrollment in a guided study hall;
- Assignment to the Learning Resource Center;
- Contract signed by student/teacher/parent/counselor which addresses the areas of deficiency;
- Teacher mentoring;
- Tutoring;
- FOCUS program;
- READ 180;
- PLATO;
- Child Study Team
- Referral to the school psychologist;
- Attendance plan;
- Summer school;
- Portfolio or work samples documenting evidence of academic work;
- Other remediation options

3. ~~At the beginning of eighth grade, eighth grade teachers will be notified of students with IPPs. No later than the end of the first semester of eighth grade, the IPP will be reviewed, and a Child Study Team could be established. Membership on the Child Study Team could include a building administrator, school psychologist, parent, counselor and teacher(s) currently working closely with the student. The Child Study Team will review/revise the current (IPP) and/or draft an IPP for newly identified students. Teachers and counselors will continue to identify any new candidates for retention throughout the eighth grade year, using the same criteria considered at the second semester of seventh grade. Intervention options will be considered as necessary.~~

3. Promotion/retention decisions from eighth to ninth grade will be based on:

A. Pass 5 of the 8 core semester eighth grade classes (math, English, social studies, and science)

OR

B. Score basic or above on the majority of subtests on the state standardized test. (English/language arts, mathematics, science and social studies)

a. If the student does not meet the criteria in A or B, the Child Study Team (CST) will make a recommendation for promotion based on successful completion of all goals on the IPP.

4. Consensus of the CST is required to retain a student. If consensus is not possible, the building principal will be responsible for making the final decision regarding retention of the student. This

**decision will be communicated via phone call and certified mail. If the parent/guardian does not agree with the final decision, an appeal may be made to the Superintendent (or his/her designee) and is required to be in writing, and submitted within five (5) working days of parental notification.**

1. Recommendation for promotion from the Child Study Team will include consideration of the following criteria: 1) failed classes; 2) a score of Basic or higher on the WKCE-CRT in the failed content area; 3) successful completion of all goals on the IPP; 4) a longitudinal review of WKCE scores; 5) STAR Reading and Math scores from grades 3-6, SRI Lexile Levels and/or the District Writing Assessment scores from grades 5 and 7; 6) acceptable attendance for all classes resulting from a conscious effort on the part of the student and the parent(s)/guardian(s).
2. If a student does not meet the criteria listed in #4, the student will be expected to successfully complete an alternative instructional program as determined by the District and the Child Study Team, or IEP team if the student is disabled under the IDEA. Some examples of alternative instructional programs include, but are not limited to; 1) successful completion of a summer school program in the area(s) of deficiency; 2) successful completion of the failed class(es) at the next grade level; 3) successful completion of a school defined portfolio or samples of academic work that provides evidence that the student has met the Wisconsin Model Academic Standards.
3. If an alternative instructional program is not successfully completed, the student will be retained. Consensus of the Child Study Team is required to retain a student. If consensus is not possible, the building principal will be responsible for making the final decision regarding retention of a student. Appeal of the decision must be made to the Superintendent (or his/her designee) in writing, within five (5) working days of parental notification.

If the student is a child with a disability, as determined under the Individuals with Disabilities Education Act (IDEA), promotion/retention will be considered and determined by the Individualized Education Program (IEP) team. Appeals would begin with the Director/Assistant Director of Pupil Services.

**5. Any student who enters the district, with a status of being retained or promoted within their last school district will be retained or promoted at the discretion of the WRPS system.**

**6.** The Superintendent (or his/her designee) shall be responsible for the general supervision and management of the advancement of students under this policy.

The Superintendent (or his/her designee) shall develop, review, and recommend policies so that the schools of the District can help prepare students to satisfy the criteria in this policy and to otherwise implement this policy.

The Superintendent (or his/her designee) shall develop practices and procedures to inform students and parents/guardians of the policy requirements and to inform students and parents/guardians of the academic progress of students.

Legal References:

Wisconsin Statutes:		Administrative Code	
118.30	Pupil Assessment	PI8	School District Standards
118.33	High School Standards: Criteria for Promotion	PI9	Pupil Nondiscrimination
115.915	School Age Parent	PII 1	Children With Exceptional Educational Needs Bilingual-Bicultural Programs

118.15	Compulsory School Attendance	PI13	Testing LEP or EEN Pupils in the 8 <sup>th</sup> & 10 <sup>th</sup>
118.153	Children At-Risk	PI16	Grades
118.33(6)cm	Mandatory Kindergarten and First Grade Admission		High School Graduation Standards
118.35	Gifted & Talented Programs	PI18	School Age Parents
120.12(22)	Advanced Placement Examinations	PI19	Children At-Risk
112.02	School District Standards	PI25	Youth Options Programs
115.77(bg)	Children with Disabilities	PI40	
115.97	Bilingual-Bicultural Education Programs		

CROSS REFERENCES: Policy 345.4, Promotion/Retention  
Policy 421, Rule, Guidelines for Early Admission to Kindergarten or First Grade

APPROVED: July 9, 2001

REVISED: August 11, 2008  
August 8, 2011  
**TBD**

DELETE ENTIRE EXHIBIT 1

**345.41 EXHIBIT 1 FLOW CHART FOR GRADE 4 ADVANCEMENT**

To qualify for grade advancement from Grade 4 to Grade 5 after September 1, 2008, a student must meet the following criteria:

<b>Satisfactory growth on goals on the IEP or Sec. 504 Plan, or completion of individual English as a Second Language goals</b>	→	PROMOTION
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<b>Fourth Grade</b> Achieve a score of “Basic” or higher on the WKCE-CRT in 3 of 5 subtests (Reading, Language Arts, Mathematics, Science, Social Studies)	→	PROMOTION
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↓ <b>Opted Out or Not Met</b>		
<b>Fourth Grade</b> Consideration will be given, but not limited to, the following academic performance areas for promotion <ul style="list-style-type: none"> <li>✓ Student Progress Reports in Grades 1-3</li> <li>✓ Reading Benchmark Book Level of Magenta (Reading Level 34) by the end of the first semester of the fourth grade year</li> <li>✓ Writing Assessment scores on the District Third and Fourth Grade Writing Assessments</li> <li>✓ Performance on SAGE assessments in grades K-3</li> <li>✓ Guided reading levels in grades 1-2</li> <li>✓ STAR Reading and Math scores</li> </ul>	→	PROMOTION

↓ <b>Not Met</b>		
<b>Fourth Grade</b> Child Study Team will consider the student’s academic performance as well as areas listed in policy narrative. Building principal will make the final recommendation regarding retention.	→	PROMOTION

↓ **Not Met**

→

- *Retention – must have consensus of Child Study Team*
- *Building principal makes final decision, if consensus is not possible.*
- *Notification form sent to parents*
- *Appeals must be made to Superintendent within five working days.*

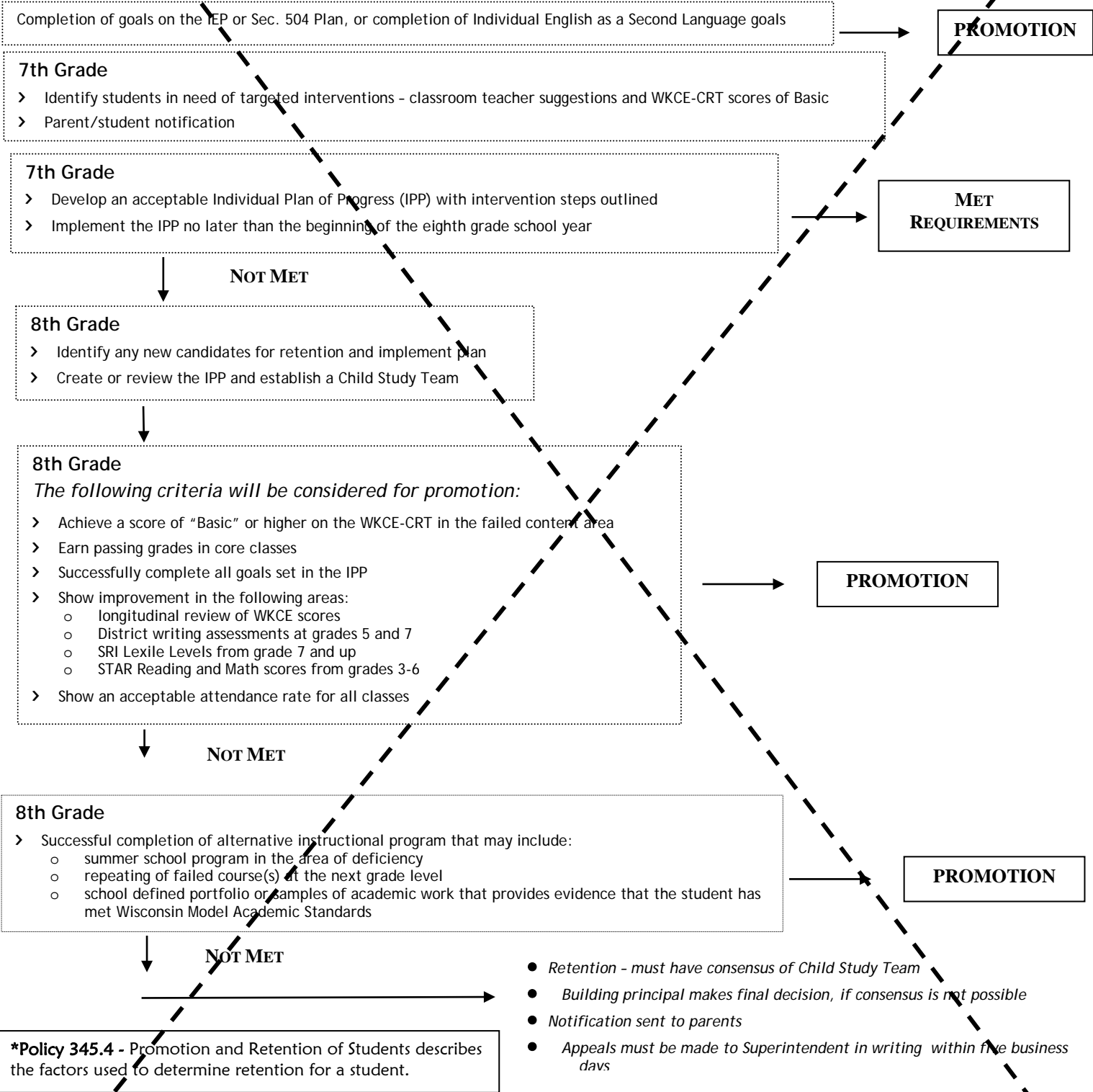
\*Policy 345.4 - Promotion and Retention of Students describes the factors used to determine retention for a student.



DELETE ENTIRE EXHIBIT 2

**345.41 EXHIBIT 2 FLOW CHART FOR GRADE 8 ADVANCEMENT**

To qualify for grade advancement from Grade 8 to Grade 9 after September 1, 2008, a student must meet the following criteria:



2015-2016 Class Size Report - Elementary

Attachment F

Location	4 Yr K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	School Total (Kdgn-Gr 5)	
<b>Grant</b>	20	31	34	36	30	33	37	201	<i>Enrollment</i>
Teacher FTE's	0.50	2	2	2	2	1.5	1.5	11	<i>FTE Total</i>
Avg/Grade/School		15.50	17.00	18.00	15.00	22.00	24.67	18	<i>Avg CI Size K-5</i>
<b>Grove</b>	38	29	40	39	50	41	46	245	<i>Enrollment</i>
Teacher FTE's	1	2	3	3	3	2	2	15	<i>FTE Total</i>
Avg/Grade/School		14.50	13.33	13.00	16.67	20.50	23.00	16.33	<i>Avg CI Size K-5</i>
<b>Howe</b>	-	49	59	50	58	65	64	345	<i>Enrollment</i>
Teacher FTE's		3	4	3	4	2.5	2.5	19	<i>FTE Total</i>
Avg/Grade/School	-	16.33	14.75	16.67	14.50	26.00	25.60	18.16	<i>Avg CI Size K-5</i>
<b>Mead</b>	30	57	67	69	66	76	46	381	<i>Enrollment</i>
Teacher FTE's	1	3	4	4	4	4	2	21	<i>FTE Total</i>
Avg/Grade/School		19.00	16.75	17.25	16.50	19.00	23.00	18.14	<i>Avg CI Size K-5</i>
<b>THINK</b>	16	28	25	22	24	20	20	139	<i>Enrollment</i>
Teacher FTE's	1	1.5	1.5	1	1	1	1	7	<i>FTE Total</i>
Avg/Grade/School		18.67	16.67	22.00	24.00	20.00	20.00	19.86	<i>Avg CI Size K-5</i>
<b>VCA</b>	-	16	15	10	20	10	16	87	<i>Enrollment</i>
Teacher FTE's	-	1	1	1	1	1	1	6	<i>FTE Total</i>
Avg/Grade/School		16.00	15.00	10.00	20.00	10.00	16.00	14.50	<i>Avg CI Size K-5</i>
<b>Washington</b>	-	48	56	63	50	49	53	319	<i>Enrollment</i>
Teacher FTE's	-	3	3	4	3	2	2	17	<i>FTE Total</i>
Avg/Grade/School		16.00	18.67	15.75	16.67	24.50	26.50	18.76	<i>Avg CI Size K-5</i>
<b>Woodside</b>	35	46	56	57	51	58	57	325	<i>Enrollment</i>
Teacher FTE's	1	3	3	3	3	3	2	17	<i>FTE Total</i>
Avg/Grade/School		15.33	18.67	19.00	17.00	19.33	28.50	19.12	<i>Avg CI Size K-5</i>
<b>Total Enrollment</b>		304.00	352.00	346.00	349.00	352.00	339.00	<b>2042.00</b>	
<b>Class Size Average</b>		16.42	16.35	16.46	17.54	20.17	23.41	<b>18.39</b>	
<b>Class Size Range</b>		10-24*	7-19*	10-22	15-24	8-27*	9-29*		
* Denotes some split-grade classrooms									

## Average Class Size Report - Secondary

*Attachment F1*

### WRAMS

Department	2013-2014 (1st Sem)	2014-15 (1st Sem)	2015-16 (1st Sem)
Art	26.0	23.00	26.50
Computer Applications	25.1	22.80	25.33
EEN	9.3	9.86	8.72
ELL	5.5	3.50	6.00
Family and Consumer	27.0	24.17	24.83
World Languages	27.8	25.00	27.50
Health	27.2	24.67	27.00
Language Arts	25.6	25.21	27.54
Rtl - Language Arts/R180	12.0	9.33	7.00
Mathematics	25.8	25.58	27.92
Rtl - Mathematics/Math Conc.	19.0	8.00	8.00
Music	29.3	32.00	30.73
Physical Ed	28.3	26.50	28.42
Science	27.8	26.38	27.83
Social Studies	27.0	24.67	27.29
Technology Ed	26.8	23.25	27.92

### East Junior High

Department	2013-2014 (1st Sem)	2014-15 (1st Sem)	2015-16 (1st Sem)
Art	23.17	25.14	26.67
Business	21.75	23.67	0
Computer Science	20.33	19.60	23.8
EEN	5.08	7.19	7.27
ELL	10.00	6.00	3.33
Family and Consumer	19.17	24.00	25.6
World Languages	21.5	23.65	25.61
Language Arts	15.59	24.10	24.79
Rtl - Reading Essentials	0.00	6.60	6.25
Mathematics	18.53	24.93	27.67
Rtl - Math Essentials	25.00	5.40	6.33
Music	44.71	39.63	44.43
Physical Ed/Health	26.15	25.31	25.15
Science	21.12	23.33	25.44
Social Studies	27.3	27.11	27.89
Technology Ed	23.95	25.47	22.47

**Lincoln High School**

<b>Department</b>	<b>2013-2014 (1st Sem)</b>	<b>2014-15 (1st Sem)</b>	<b>2015-16 (1st Trimester)</b>
Alternative Ed	14.00	11.10	14.33
Art	23.27	22.42	25.38
Business	19.67	18.40	22.45
CCHI	19.33	22.50	26
Computer Science	21.83	19.29	23.86
Drivers Ed	22.40	21.25	26
EEN	8.23	8.59	9.53
ELL	6.33	5.67	7.5
Family and Consumer	24.50	22.63	21.43
World Languages	23.43	22.14	21.31
Language Arts	24.52	22.61	25.33
Rtl - Reading Essentials	0.00	3.00	3.67
Mathematics	23.57	23.12	26.54
Rtl - Math Essentials	0.00	1.67	5.33
Music	41.83	39.43	46.6
Physical Ed	26.50	26.94	26.5
Health	28.00	16.67	0
Science	22.87	22.23	23.41
Social Studies	25.59	25.27	25.93
Technology Ed	19.13	19.67	21.05