

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. 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 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.

1. The following criteria are to be considered in determining whether to promote a student from fourth grade to fifth grade.
 - 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:

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	Teacher recommendations
Attendance	

2. 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 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 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.

1. 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
 - Age of student
 - Prior retentions
 - Alternative programs available

2. 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 who meets 1 or more of these criteria, the Child Study Team will follow the student into his/her eighth grade year.

3. 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.

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

- A. Pass 7 of the 12 core trimester 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.

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	PI11	Children With Disabilities
118.15	Compulsory School Attendance	PI13	Limited-English Proficient Pupils
118.153	Children At-Risk	PI18	High School Graduation Standards
118.33(6)(cm)	Mandatory Kindergarten and First Grade Admission	PI19	Education for School Age Parents
118.35	Gifted & Talented Programs	PI25	Children At-Risk Plan and Program
120.12(22)	Advanced Placement Examinations	PI40	Youth Options Program
115.77(bg)	Children with Disabilities		
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

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