

POLICY: IKE
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STUDENT RETENTION/PROMOTION POLICY

District Philosophy

It shall be the policy of the School District of Hartford Joint No. 1 that children be placed at the grade level to which they are best suited chronologically, academically, socially and emotionally.

In general, the District will strive to move each student in a continuous pattern of academic achievement. Retention at any grade level is an alternative only under certain conditions. It will be the responsibility of school personnel considering retention of any student to determine whether that student will benefit from repeating a particular grade (full retention) or a student would benefit from a partial promotion (moving forward with age appropriate peers chronologically in the same class while being taught at the appropriate academic/grade level in reading and/or math).

Decisions regarding retention/promotion for students with identified special education needs and/or English Language Learners (ELL) will occur within the parameters of the Individual Education Plan (IEP) process or Individual Learning Plan (ILP).

Parameters for Special Education

Special Education Parameters to be reviewed before student is considered a candidate for retention – if the following criteria apply, child may NOT be considered a candidate for retention:

- a. The child has taken or will be taking the Wisconsin Alternative Assessment (WAA). The Individual Education Plan (IEP) must show evidence of Extended Grade Band Standards.
- b. Review IEP to see if child is making quarterly progress in reading and/or math goals as stipulated in the IEP. Progress can be defined as moving from No Progress to Minimal and/or Minimal to Basic. Consider progress over time and review student instructional level/lexile on recent assessment/evaluation. If not making progress, ask the question, “what is impeding progress?” IEP team should then reconvene to address lack of progress and write new IEP goals.
- c. Review recent academic or curriculum based testing to determine reading and/or math grade level and progress based on national or local norms. Does the data show progress over time?

Parameters for English Language Learners

Parameters to be considered before student is considered a candidate for partial promotion:

- a. Review most recent composite ACCESS score. If score is at 5.0 or above, students may be considered by the District to potentially exit English language Learner (ELL) services. If composite score is at 6.0, the child automatically exits the ELL program. Therefore, if a child's ACCESS composite score is at or above 5.0, the child may be considered a candidate for partial promotion..
- b. Students with a composite ACCESS score lower than 5.0 will not be considered a candidate for partial retention.

In order to consider retention at the kindergarten through eighth grade levels, the procedures listed below must be followed.

1. Teachers should take steps early in the school year to identify those students who are having difficulties meeting grade level standards. They should notify the parents of their concern and seek the assistance of the collaborative support team that are available to help the student progress.
2. A building collaborative support team and/or principal will meet with parents no later than the end of the second grading period to discuss concerns and develop a formal response to intervention plan for any student being considered for grade retention. The intervention plan must specifically address the difficulties the student is experiencing that have led to the consideration of retention. It may also be the decision of the collaborative support team and/or principal to pursue an evaluation of the student by School District staff to obtain more information to aid in the decision to retain or promote.

At least one follow-up meeting of the building collaborative support team and/or principal should be held prior to the end of the third quarter of the current school year. At this time the data available on the student will be assessed in order to make a preliminary recommendation to the building principal regarding retention or promotion. The building principal will then notify parent/guardian in writing of the possibility of retention. A copy of the District retention/promotion policy will accompany this notice.

3. The building principal shall make an informed final decision regarding the grade retention/promotion of a student. This decision shall be communicated to the parent/guardian in writing prior to the end of the current school year or, in special circumstances, prior to the beginning of the subsequent school year.
4. The parent/guardian who disagrees with the retention/promotion decision must provide evidence of their position regarding the student's status to the District Administrator. If the District Administrator supports the original retention/promotion decision, the parent/guardian can appeal the decision to the Board of Education. The decision of the Board of Education will be final.

5. In a rare instance where the timelines of this policy cannot be met due to student transfer or other unusual situations, these timelines will not be applicable.
6. Decisions regarding retention/promotion for students in kindergarten through grade two will follow timelines outlined in this policy. The collaborative support team and/or principal will present an informed recommendation based on:
 - a. Report Card Information:
 - 1) A student not achieving proficiency in reading and/or math.
 - 2) A student not achieving proficiency in at least three core subject areas.
 - b. Other Factors:
 - 1) Consideration of all pertinent academic criteria/data.
 - 2) Completion of building procedures designed for retention/promotion consideration.
7. Decisions regarding retention/promotion for students in grades three through eight will follow timelines outlined in this policy. The collaborative support team and/or principal will present an informed recommendation based on:
 - a. Report Card Information:
 - 1) A student not achieving proficiency in reading and/or math.
 - 2) A student not achieving proficiency in at least three core subject areas.
 - a) An exception would occur if the student scored proficient or above on the corresponding subject on state assessment. In this situation, the test score would take precedence over the report card grade.
 - b. State Assessment [unless pursuant to Wisconsin Statute 118.33(6) the student has been excused from taking the examination]:
 - 1) A student not achieving proficiency in reading and/or math.
 - 2) A student not achieving proficiency in at least three core subject areas.
 - c. Other Factors:
 - 1) Consideration of all pertinent academic criteria/data.
 - 2) Completion of building procedures designed for retention/promotion consideration.
 - d. Partial Promotion – Students not meeting the criteria for promotion because they failed to meet proficiency in reading and/or math on the State assessment may be offered partial promotion based on the recommendation of the building assistance team and/or building principal. Students under partial promotion (those who have not met appropriate proficiency levels in reading or math but otherwise chronologically are best suited to be placed with age appropriate peers) may, under certain conditions, be placed at an age appropriate level for all courses except reading and math, whereas appropriate intensive remedial sessions will be offered so that instruction will take place at the individual's

academic grade level. In the student's other subjects, the student shall be placed chronologically with his/her peers.

- e. Student's Grade Level During Partial Promotion – While the student is moved forward chronologically in a partial promotion, the grade level of record will reflect the grade where the student failed to meet the proficiency in reading and/or math.
 - f. Alternative Assessment – By appeal or at the discretion of the building principal, a student may be alternatively assessed using the Board-approved District assessment and promoted a grade level during the year if the required level of proficiency is achieved. Assessments may be given in August, November, March or May; or with the approval of the District Administrator.
8. Collaborative support teams will consist of a minimum of three of the following staff members: building principal, school psychologist, school social worker, counselor, classroom teacher and (if appropriate) a special education teacher and/or school nurse.

LEGAL REFERENCE: Wisconsin Statutes Sections 118.14, 118.24(2)(a), 118.33(6), 120.12(2)