

345.4 PROMOTION/RETENTION POLICY

It is the goal of the Williams Bay School District to assist students to reach their maximum potential. 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
- Teacher recommendations

Individual consideration is of prime importance in cases of promotion, retention, or acceleration. Promotion is not automatic at either the elementary school, middle or high school level. If retention is to be considered as an educational alternative for the student, it is recommended it be done in the early primary grades.

High School students need to achieve passing grades (D or better) in order to receive credit for the subject. In the case of failure in a required subject, it must be taken again in order to meet the graduation requirements.

Four-Year-Old Kindergarten through eighth grade students who are not able to achieve academic success in subject matter areas will be considered prospects for retention. All aspects of the child's growth and development will be considered before a final decision is made. Parents shall be consulted in ample time prior to the end of the year.

The above will pertain to students who might be considered for acceleration. Generally, summer tutoring is not recommended in an attempt to qualify a student for the next grade level. In isolated cases, where such tutoring may be able to be of assistance, close cooperation with the school is mandatory.

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. In all cases of promotion, retention, acceleration and/or graduation requirements (within the legal requirements), the school's decision shall prevail.

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.

Grade 4 to Grade 5

To be promoted from grade four to grade five in accordance with state statute the following criteria will be used:

A. Academic Performance

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

B. State Exam

The student must score at the 5th percentile or above on the Wisconsin State Assessment in the majority of the content areas (English/Language Arts, Mathematics, Science, Social Studies), unless the student has been excused from taking the state examination.

Grade 8 to Grade 9

To be promoted from grade eight to grade nine in accordance with state statute the following criteria will be used:

Academic Performance

- Student's overall academic performance
- Age of student
- Student progress report
- Prior retentions
- Performance on district assessments
- Alternative programs available
- Attendance
- Progress and achievement in math and/or reading interventions.

State Exam

The student must score at the 5th percentile or above on the Wisconsin State Assessment in the majority of the content areas (English/Language Arts, Mathematics, Science, Social Studies), unless the student has been excused from taking the state examination.

LEGAL REFERENCE: Wisconsin Statutes, Section 118.33 (6)

APPROVED: February 21, 2021