

PROMOTION AND RETENTION OF STUDENTS IN GRADES 1-12

Per WI State Statute 118.33(6)(a) no student may advance from Grade 4 to Grade 5 or from Grade 8 to Grade 9 unless they have met the established criteria. In order to advance from Grade 4 to Grade 5 or from Grade 8 to Grade 9, a student shall, in addition to the requirements defined in Rice Lake Area School District Policy (344.4), demonstrate proficiency by satisfying requirements from the areas of:

- A. State administered exams
- B. Student Academic Performance Criteria
- C. Teacher Recommendation Criteria based on academic performance
- D. Other Academic Criteria specified by the Board of Education

Per Wisconsin State Statute, the group of students identified as being at risk of retention shall always include all students in grades 5 through 12 who, based in part on any academic factor, have been identified by the district as being at risk of not graduating from high school. Children "at risk" means pupils in grades 5 to 12 who are at risk of not graduating from high school because they are dropouts or are 2 or more of the following:

1. One or more years behind their age group in the number of high school credits attained.
2. Two or more years behind their age group in basic skill levels.
3. Habitual truants, as defined in s. 118.16 (1) (a).
4. Parents.
5. Adjudicated delinquents.
6. Eighth grade pupils whose score in each subject area on the examination administered under s. 118.30 (1m) (am) 1, or 118.301 (3) was below the basic level, 8th grade pupils who failed the examination administered under s. 118.30 (1m) (am) 2, or 118.301 (3), and 8th grade pupils who failed to be promoted to the 9th grade.

This Rice Lake Area School District policy addresses end-of-year, grade-to-grade promotion and retention decisions. 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 Board of Education directs the administration to develop and implement a process for annual promotion and retention decisions that initially identifies students who are at risk of possible retention.

When a student is having academic difficulty in one or more areas and is at risk of possible retention, it is the Board's judgment that no single measure or description of the student's academic progress, knowledge, and skills is sufficient to determine whether the student should be retained or promoted. Accordingly, before making a final decision to promote or retain a student who the District has identified as being at risk of retention, the administration and instructional staff will use a team-based approach to review and consider, at a minimum, the following information about the student's academic progress in relation to established promotion and retention criteria:

1. The results of available District-provided academic assessments, including:
 - Student performance on district administered universal screeners
 - Student performance on district administered common formative and/or summative assessments
 - Standardized assessments other than state assessments
2. State assessment results (or results from an alternate assessment, if applicable) that are available for the student;
3. The student's summative grades and teachers' summative evaluations of the student's academic skills

For each student identified as being at risk of retention, a Grade Advancement Team will be assembled. The team will be made up of the building principal, classroom teacher(s), a school counselor, a school psychologist, academic interventionist(s), and other district personnel as needed. Parents/guardians shall be included in the discussions leading to a decision. By majority decision, excluding the parents, the team will decide that:

1. the student should be promoted; or
2. the student should be retained in combination with the identification of individualized goals and the use of available intervention strategies that are intended to enhance the student's overall development, alleviate an identified barrier that may be inhibiting the student's learning, improve the student's level of engagement with school, and/or provide the student with opportunities to reduce observed gaps in the student's learning relative to grade-level standards.

The District's specific grade-level promotion criteria and other procedures related to promotion and retention decisions will be defined by rule.

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. 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 building principal. Except as otherwise required by law, the decision of the District Administrator following such a request shall be final.

Nothing in this policy or in the related criteria and procedures shall be interpreted in a manner that would interfere with or detract from a student's or parent's rights under any applicable state or federal law. For example, in regard to any student who has been referred for a special education evaluation or who is receiving special education and/or related services under an individualized education program (IEP), nothing in this policy or in its implementation shall detract from the authority of the student's IEP team.

Legal Ref: 118.145; 118.153(1)(a);118.24(2)(a); 118.33 (6)(cm); 118.33(6)(a) WSS

Cross Ref: 344.4 Grade Retention, Promotion, and Acceleration of Students; 344.4 Rule
Guidelines for Grade Retention, Promotion, and Acceleration of Students; 344.41
Rule Promotion and Retention of Students in Grades 1-12

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