

4K-8 PROMOTION POLICY

4K-KINDERGARTEN PROMOTION CRITERIA

Retention in 4K will be reviewed on a case-by-case basis and in most cases will not be encouraged. If the 4K teacher feels retention is best for the student, they should consult with the principal before discussing with the parent. If retention is being considered by the parent(s); a meeting with the parent(s), teacher, principal, school psychologist and counselor will convene for the purpose of determining the best placement for the child. Retention in 4K would be considered a grade retention.

KINDERGARTEN TO SECOND GRADE PROMOTION CRITERIA

K-2 students will be promoted if they achieve 80% of the academic outcomes expected for the grade level.

THIRD TO NINTH GRADE PROMOTION CRITERIA

Academic Performance:

To be promoted from one grade to the next (Grade 3-9), a student shall achieve a passing grade in all core subjects (Reading, Language Arts, Math, Science, Social Studies).

Wisconsin State Assessment:

If a student is not promoted based on achieving passing grades, a student may be promoted to the next grade based on scores of proficient/advanced on the Wisconsin State Assessment.

Teacher Recommendations:

If a student is not promoted based on achieving passing grades and has not achieved scores of proficient/advanced on all subtests on the Wisconsin State Assessment as defined above, a student may be promoted to the next grade based on written recommendations from his/her teachers that address the student's academic performance. The recommendation shall be based on documentation of a student achieving 80% of the academic grade level outcomes, as defined by teachers in classes where letter grades are assigned, and on letters written by other staff that attest to the student's scholarship.

Other Academic Criteria:

The decision for promotion shall also address why it is in the best interest of the student to be promoted to the next grade level. This decision shall include considerations such as a student's previous retention or a student already achieving at a level consistent with his/her capabilities. Further, the parent shall be strongly urged to have their child participate in tutoring and other remedial efforts, including attendance in summer school programs, to improve his/her achievement.

EXCEPTIONS:

Decisions regarding the assessment of students with disabilities and English language learners shall be made on an individual basis in accordance with legal requirements and established District procedures.

The administration shall implement established performance indicators, methods for the dissemination of the policy, and a parental appeal process. The administration shall also develop and provide tutoring and remedial programming both during the school year and during the summer to assist students failing to meet the criteria for promotion.

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