

administrative guidelines

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STUDENT RETENTION

- I. The following procedures apply to end-of-year, grade to grade promotion and retention decisions that are made at any point prior to a student's attendance in any high school program. 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.
- II. The Superintendent or designee shall determine whether a student has satisfied the criteria in this guideline and any other District policy or guideline applicable to grade advancement. The Superintendent or designee shall also inform students and their parents/guardians of the requirements of this guideline and of the student's progress toward meeting these requirements.
- III. Timeline
 - A. The teacher should prepare the documentation of each special case, and notify the principal no later than the end of February 1st if retention is being considered. Documentation should include: intervention and progress monitoring data, enrollment history, and attendance records.
 - B. Staff will inform the student's parent or guardian that the District is evaluating the possibility of retention by March 1.
 - C. A final decision will be made no later than May 15 of that year, unless the student is participating in a structured intervention throughout the summer that may add pertinent information possibly affecting the team's decision making process.
- IV. Four-Year-Old Kindergarten

The District shall not retain 4-year-old kindergarten students who will be 5 years old on or before September 1st of the next school year.
- V. Grades K5-8
 - A. Criteria: Retention should only be considered if ALL of the following factors are present:
 1. After documentation of intensive intervention(s) and progress monitoring data, student's achievement levels remain significantly below grade level.

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2. A special education evaluation has been considered or completed as an alternative to retention, and/or
3. The student's enrollment, attendance, participation, or exposure to age-appropriate curriculum was substantially limited or reduced.
4. The student's anticipated age during their senior year of high school is appropriate for their peer group.

B. Process

1. The building principal will notify the parents that retention is a consideration and a team will be assembled to review the student's current progress, develop intervention plans, and discuss the possible impact on future learning.
2. The building principal is responsible for establishing a team for the decision-making process and for supervising all aspects of the retention process and decision. A student intervention team is to be appointed by the principal to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team should include:
 - a. Classroom teacher(s)
 - b. School Psychologist(s) or other support staff
 - c. Building Principal
 - d. Parents
3. The team will consider all information relevant to the student's academic functioning including but not limited to: progress monitoring results, state assessment results, district-wide assessments, and current performance indicators or grades. In addition, interventions that have been implemented to date should be reviewed.
4. The team must also formulate an intervention-based plan that could be implemented in the following school year as a possible alternative to retention, as well as an intervention plan that could be implemented if the student is retained.
5. The team must provide parents with information that addresses the potential advantages and disadvantages of retention.
6. Parents and the building principal mutually agree upon the decision to retain the student.

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C. Determination

1. After reviewing all pertinent data, the building principal, acting on behalf of the district, must conclude that exceptional circumstances exist which overcome a very strong presumption in favor of promotion with a student's same-age cohort such that the administrator concludes the child's overall academic success and social and emotional welfare is better served by retention than by promotion.
2. Upon team determination, the team will implement the previously discussed intervention plan, monitor the student's progress and continue to assess risk of learning difficulties.

D. Special Considerations:

1. A child shall not be retained solely due to English being a second language.
2. The team will consider history of delinquency, number of schools previously attended, school attendance, and other factors as appropriate.
3. Some students with disabilities, including those with IDEA or 504 plans, may demonstrate satisfactory progress on the majority of the IEP goals specifically aligned to core content area benchmarks. The special education teacher and the IEP team will determine satisfactory performance, and if retention is appropriate as part of special education programming.

VI. Grades 9- 12

Student progress records will be reviewed at the end of each academic year to determine which students are credit deficient or who have not earned the required number of credits for grade advancement/placement. Students earning fewer than the required number of credits (credit deficient) for grade advancement/placement will be monitored by staff in the Counseling Services Department. Specific guidelines will be developed by the Administration that outlines a process for assisting students who have been identified as credit deficient.

Legal References:
Section 118.33(6), Wis. Stats.

Cross References:
Board Policy 5410.03 – Student Retention

Approved: 11/29/16