

**DODGELAND SCHOOL DISTRICT
Board Policy Manual**

345.4

PROMOTION, ACCELERATION AND RETENTION OF STUDENTS

The promotion of students in grades kindergarten through eight is based upon the student's academic achievement and development. The educational program shall provide for the continuous progress of students from grade to grade, with students generally spending one year in each grade. On occasion, a student may need additional time in order to benefit fully from the instructional program. For such a student, retention may be considered. Teachers shall notify the principal about possible retentions by the end of the second quarter and parents/guardians shall be notified in advance.

All students are held to the same academic content standards and high expectations. When a student experiences continued difficulty in school, it is the responsibility of the teacher to keep parents/guardians informed of the problem areas and to make every effort to remediate the learning problems. Early, frequent and effective interventions shall occur based on varied and proven teaching practices and methods, a variety of assessment data, and/or referral to appropriate community resources. It is assumed that such efforts have been made by teachers before retention is considered and will continue to be made as the retention process is initiated in accordance with established district procedures.

Promotion from fourth to fifth grade and from eighth to ninth grade shall be based on a student's academic performance, teacher/principal recommendations, and other academic criteria as established by the Board. Criteria will be defined in the following way:

- Academic performance: criterion referenced assessments
- Teacher(s)/principal recommendation: report card grades
- Other academic criteria: tutoring plan and summer school remediation plan.

Some students may experience greater success through accelerated promotion. Students who demonstrate high levels of academic achievement and/or exceptional abilities may be allowed to advance a grade(s) during their elementary or middle school years. Determination of the appropriate placement of a student shall be the result of a collaborative effort involving the administration, teacher(s), parents/guardians, and the student when appropriate.

LEGAL REF.: Sections 118.001 Wisconsin Statutes
 118.13
 118.145
 118.24(2)(a) and (3)
 118.30
 118.33
 120.12(2)
 120.13

CROSS REF.: 345.4 – Rule, K – 8 Retention Procedures
 342.1, Programs for Students with Disabilities
 342.3, Gifted and Talented Program
 342.4, Programs for Children at Risk
 342.5, Programs for Disadvantaged Students (Title I)
 342.62, Programs and Services for English Language Learners
 342.7, Remedial Instruction
 345.1, Grading Systems
 345.6, Graduation Requirements
 346, Testing Programs
 351, Summer School
 411, Equal Educational Opportunities
 420, School Admissions
 421, Early Admissions Policy
 Special Education Handbook

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