

8.46 ACADEMIC ASSISTANCE, PROMOTION, AND RETENTION

8.46.01 Promotion or retention of all students will be determined in accordance with policies and administrative rules adopted by the Board of Education.

8.46.02 The teaching staff and administration in each school building are responsible for developing and implementing an academic assistance program, consistent with Board policies, to help students meet the requirements for promotion to the next grade level.

8.46.03 Academic assistance programs will include provisions for appropriate correctives, extensions, enrichments, and/or acceleration plans that may be deemed necessary to meet the individual student's learning needs.

8.46.04 Recommendations for academic assistance outside of the regular classroom, promotion, or retention will be initiated by the classroom teacher or parent and with the agreement of the building principal. Where appropriate, input will also be received from educational specialists employed by the District. This process will be detailed in administrative rules.

8.46.05 Academic Assistance

8.46.05A Each school in the Oregon School District will have an academic assistance program to help students attain and demonstrate learning proficiency. Although implementation may vary from one school to another, all academic assistance programs will include provision for correctives, extensions/or enrichments, and acceleration plans appropriate to the students' learning needs.

8.46.05B Specific examples of programs currently in place include:

- (1) Special Education programming for students who qualify for these services, as determined by State guidelines. Services are delivered through an Individualized Education Plans (IEP). (Reference: Oregon School District Special Education Policy Document, Section V and P.1. 11.05, 1-6)
- (2) Gifted and Talented curriculum modifications which included regular classroom differentiation, special group programming beyond the regular classroom, and individualized services (Reference: Board of Education Policy Handbook, Section 8.25)
- (3) Acceleration to a higher grade or course for all, or a portion, of the student's school day (Reference: Board of Education Policy Handbook, Section 8.26)
- (4) Additional assistance may be provided at scheduled times for additional opportunities to learn and demonstrate academic proficiency within the regular school day (Reference: Board of Education Position Paper, Commitment to Continuous Improvement, revised November, 1996).

- (5) Extended time beyond the regular school week or school year when most other students are not in school. (This variation of academic assistance may include Saturday morning or afternoon tutoring by a teacher or a trained volunteer.)
- (6) Other specialized programming to augment the individual student's classroom learning and instructional experiences. This might include participation in such programs as the At-Risk, Section 504, Reading Plus/Reading Resource programs, etc.

8.46.05C At the conclusion of the regular school year, students who have not demonstrated satisfactory proficiency in mathematics and language arts will be recommended for enrollment in the Transitional Academy. The Transitional Academy will be available to students who may require or benefit from additional instruction and assistance as determined by administration to address identified learning needs but who have not been previously identified as having exceptional educational needs.

8.46.05D The Transitional Academy will focus on encouraging and helping students to successfully demonstrate specific learning outcomes needed for promotion to the next grade level. Student proficiencies will be re-assessed upon completing participation in the Transitional Academy and a recommendation for promotion or retention at the present grade level will be made, based on policies and administrative guidelines adopted by the Board of Education.

8.46.06 Promotion

8.46.06A Promotion to the next grade level will be based on the successful completion of required academic work and/or a demonstration of satisfactory proficiency in each of the relevant academic areas. Promotion of Exceptional Educational Needs students shall be based on satisfactory completion of standards set forth in each student's Individual Educational Plan.

8.46.06B The Oregon School District considers three major components in determining when a student will be promoted from 4th to 5th grade or from 8th to 9th grade. The components include the student's score on the Wisconsin Knowledge and Concepts Examinations (WKCE), the student's performance on locally developed outcome assessments, and teacher recommendations. This policy is applied sequentially, such that when a student meets the requirements of a step, they qualify for grade promotion without applying subsequent steps.

Step 1 – WKCE results

If a student receives a proficient or advance score on all five subject areas of the WKCE he or she will be promoted to the next grade level.

Step 2 – Locally developed outcome assessments

If a student does not qualify for promotion, as defined in Step 1, their performance on Board of Education approved outcome assessments will be used to determine if grade promotion is appropriate. This also applies in situations where the student fails to take the exam due to lack of attendance or being opted out by their parent. Students in the fourth grade must have achieved a 3 or better (proficient) on all the fourth grade outcomes in the appropriate core content areas (Language Arts, Math, Science and Social Studies). Students in the eighth grade must have achieved a 3 or better (proficient) on all eighth grade outcomes in the appropriate core content areas (Language Arts, Math, Science and Social Studies). Local outcomes in Language Arts will be used for both the Reading and Language Arts portions of the WKCE. If the student is proficient or advanced on all the locally developed outcome assessments, they will be promoted to the next grade level.

Step 3 – Building Committee Recommendation

If a student does not qualify for promotion as defined in Step 1, and does not meet the academic performance requirements as outlined in step 2 above, the student and her/his parent or guardian may petition the faculty in the school to approve the student's promotion to the next grade level. This petition must include the reasons why the student and/or parent or guardian believes the student should be promoted. The petition should also include specific examples illustrating the student's potential for success at the next level. These examples may include, but not be limited to, work experiences, volunteerism or community service projects completed for classes in the non-core areas, or participation in Transitional Academy. A committee chaired by the building Principal, and made up of at least three school or district personnel familiar with the student's work and licensed by the State of Wisconsin Department of Public Instruction as teachers, will review the petition and determine whether or not the student will be promoted to the next grade level.

Students with Special Education Needs and/or students with Limited English Proficiency, as defined by state and federal laws, may be exempt from certain portions, or all of the WKCE. In these cases, school officials will use alternate assessments identified in the student's IEP (for students with special needs) or the states' alternate assessments for students with LEP, to determine whether or not these individual students have shown proficiency in meeting the state standards, and are eligible for promotion.

All appeals are to be made to the Superintendent and/or designee. Further appeals to the Board of Education can only be based on procedural concerns and, if upheld, must result in a repeat of the process outlined in step three.

On non-procedural issues the decision of the Superintendent or his/her designee is final.

8.46.07 Retention

- 8.46.07A Appropriate academic assistance strategies must have been offered before retention will be considered. Retention of any student at grade level or partial retention (i.e. retention in one or two subject areas) will be based on serious

verifiable deficiencies in demonstrated academic achievement in the current school year.

8.46.07B A recommendation to retain a student at present grade level, whether partially or fully, is made to the principal by the classroom teacher(s). If the recommendation to retain a student is supported by appropriate documentation verifying the student's serious academic deficiencies, the principal and teacher(s) will consult with other educators as needed to consider relevant developmental factors. All reasonable efforts will be made to inform and include parents/guardians in consideration of the recommendation and possible options. The ultimate decision regarding retention of a student rests with teacher(s) and the building principal.

8.46.07C The Oregon School District regards retention of students at grade level a very serious consequence and will be recommended when remedial efforts have been refused or unsuccessful.

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July 14, 2003

Legal Reference: Wisconsin State Statutes 118.30

