

The Richmond School District is committed to making individual decisions on grade promotion or retention based on what is in the long-term, best interest of the individual student. Instructional staff and administration is committed to helping every student realize their fullest potential, including specialized assistance for students who are experiencing difficulty. The instructional staff and administration will also provide interventions as appropriate.

This policy is applicable to grade placement decisions made for students in junior kindergarten through eighth grade. As such, it is divided into three broad categories: Promotion, Retention and Acceleration.

I. Promotion

A. General Guidelines:

Students of the Richmond District will be considered for grade promotion using the following basic criteria:

- State required testing: Attainment of “basic” competency in math and reading administered in 3rd through 8th grades.
- Report Card Grades: Average satisfactory progress or a demonstrated improvement trend in all five (5) core subject areas of reading, language arts, math, science, and social studies.
- Any subject area with no evidence of progression toward proficiency on a majority of standards, must be remediated via administrative approval of assigned interventions. Such remediation can only be arranged for two (2) or fewer subjects to qualify for promotion.
- Attainment of passing scores on grade-level benchmark assessments that comply with state standards.
- Teacher recommendation

Students who qualify under IDEA (*Individuals with Disabilities Education Act*) are governed by procedures in compliance with State and Federal regulations.

B. No Social Promotion Policy Grade Four to Five and Eight to Nine

The following scores and information are used to determine promotion to grades 5 and 9:

- State required testing: Scores at “basic,” “proficient,” or “advanced” levels in four (4) out of five (5) sections of the test given in 4th and 8th grades.
- Report Card Grades: Average satisfactory progress or better or demonstrated improvement trend in all five (5) core subject areas of reading, language arts, math, science, and social studies.
- Any subject area with no evidence of progression toward proficiency on a majority of standards, must be remediated via administrative approval of assigned interventions. Such remediation can only be arranged for two (2) or fewer subjects to qualify for promotion.
- Teacher recommendation for promotion based on district assessments, and other performance criteria from classroom work.

Students who qualify under IDEA are governed by procedures in compliance with State and Federal regulations.

C. Promotion IDEA

Students who participate in special education have an individual educational program aligned with IDEA and state regulations. Therefore, decision-making in the area of grade promotion/retention is first governed by state and federal requirements, specifically:

- Promotion/retention decisions are made by the IEP (*Individualized Educational Program*) team, as called for in IDEA regulations, are binding and not subject to administrative approval except as provided for under IDEA regulations.

II. Retention

A. General Guidelines:

Retention may be considered by the academic team if it is deemed appropriate and in the best interest of the student. Retention is considered after the academic team implements a variety of instructional interventions and strategies that fail to produce the desired results. In such cases, the principal may elect to retain a student. Factors considered in retention decisions include the following:

- Documented response to interventions
- Report card grades
- Assessment data (both district-wide and state required tests)
- Cumulative record review
- Social factors
- Grade-level benchmarks
- Score on Light's Retention Scale
- Instructional staff/administrator recommendation

B. Retention Appeals Process for Parent(s)/Guardians(s):

1. Appeal to the Principal in writing by June 20.
2. Principal responds within ten days.
3. If not resolved, parent(s)/guardian(s) may appeal to the District Administrator/Administrative Team within seven days.
4. District Administrator responds no later than August 1.

Timelines for the appeals' process may only be adjusted by mutual agreement of school and the parent(s)/guardian(s).

III. Acceleration

Students may be accelerated in their academic study in a specific subject (such as math) or by moving up a full grade level, provided they have met the criteria for such acceleration as depicted in the Grade and Subject Acceleration Administrative Procedures.

Legal References: Wisconsin Statutes 118.33(6)(a)(cm) 1; 118.145; 118.24(2)(a); 118.30; 120.12(2); 120.13

Adopted: 2/9/04

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