

# 3rd GRADE TO 4th GRADE PROMOTION AND RETENTION

## Policy 345.41

### Sample Policy 3

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*{This sample presents one possible approach to satisfying the policy mandate established under [section 118.33\(6\)\(a\)3](#) of the state statutes. It is a longer and more detailed version of 345.41 Sample Policy 2, but both of the samples take a similar substantive approach. This sample establishes criteria under which most 3rd grade students will be promoted to 4th grade without extensive analysis, but under which some students are screened for further individualized evaluation for possible retention. Even as to those students who are screened for further evaluation, the sample favors promotion with interventions over retention. Involuntary retention (i.e., without parent/guardian agreement) would occur only in the circumstances identified in the subsection labeled “Retention by District Decision.” The sample leaves options open for the school district and the student’s parent/guardian to mutually agree to retention, even in some cases where promotion would also be at least a minimally reasonable approach. The final section of this sample covers the post-promotion intervention mandates that apply to students who are promoted to 4th grade without successfully completing a personal reading plan that was in place during 3rd grade. Those mandates are established under section 118.33(5m) of the state statutes. That final part of the sample is structured such that the district would not make extensive use of the available but, in the WASB’s view, sometimes problematic “good cause” exceptions to the statutory post-promotion mandates.}*

#### **Effective Date of Policy; Initial Applicability**

The effective date of this policy is *[insert a date not later than July 1, 2025]*. *{Editor’s Note: The issue with choosing a specific effective date for the policy as a whole concerns determining the year in which the school district intends to implement the “intensive summer reading program” required for certain students under [section 118.33\(5m\)](#) of the state statutes. The DPI has issued the following guidance: “If your required promotion policy is in effect before July 1, 2025, you will need to immediately provide summer programming at the end of [the 2024-25 school year]. If it goes into effect on July 1, 2025, you will need to provide summer programming after the 2025-26 school year.” See <https://dpi.wi.gov/administrators/biweekly-mailing/clone-september-2-2024>.}*

The District will first apply the promotion criteria specified in this policy to 3rd grade students on *[insert a date no later than September 1, 2027]*. Beginning on such date, (1) the District will not promote a 3rd grade pupil to the 4th grade unless promotion is indicated by the criteria and process defined in this policy, and (2) this policy replaces any other promotion/retention criteria and procedures that were in place for 3rd grade students in prior District policies or guidelines. *{Editor’s Note: Regarding the date that a district inserts into this paragraph, [section 118.33\(6\)\(a\)3](#) provides, “Beginning on September 1, 2027, a school board may not promote a 3rd grade pupil to the 4th grade unless the pupil satisfies the criteria for promotion specified in the school board’s policy.” A school board may elect to start to apply the promotion criteria found in this policy at an earlier date. If a school district delays the applicability of the promotion criteria to a date after the effective date of the policy as a whole, then the district may wish to insert a statement at the end of this paragraph that references the interim approach (e.g., by referring to a different policy, guideline, or standard).}*

#### **Criteria for Promotion**

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Students who are completing 3rd grade will be **eligible for promotion** to 4th grade for the next school year, with any interventions, supports, and services that the student may be entitled to receive, if **any** of the following criteria are met:

1. The student is **not** identified for further individualized evaluation for possible retention using the screening process identified below **and** is also **not** a student with a disability whose individualized education program (IEP) includes the use of materially modified academic content and achievement standards in reading, math, or both.
2. Although screened and further evaluated for possible retention using the process and decision criteria identified below, the result of the individualized evaluation is a decision in favor of promotion to 4th grade.
3. [Insert if desired: "The student has already been retained for at least one previous academic year in 5K or in any later grade **or** retaining the student would place the student in a grade/class that is two or more age cohorts younger than the age cohort applicable to the student's birthdate (using September 1 as the start of annual grade-level age cohorts)."] **{Editor's Note: A district would include this promotion criterion in its policy if it determines that the potential long-term consequences and other disadvantages of multiple retentions in early elementary school (or the creation of an age cohort differential that is equivalent to multiple retentions) would always (or at least nearly always) outweigh the potential academic benefits of retention in a final "best interests of the student" analysis. Otherwise, if the district does not include this item as an "automatic" promotion eligibility criterion, then the student's promotion/retention history and actual age could still be considered as relevant information in the individualized further evaluation if the student is screened for possible retention.}**
4. **{Editor's Note: Ensure this criterion and the additional clarifications regarding the application of the policy to students with disabilities accurately reflect how the district intends to approach grade-level promotion and retention decisions for students with disabilities.}** Regarding students with disabilities under the IDEA:
  - a. If the student's IEP includes the use of materially modified academic content and achievement standards in reading, math, or both, then:
    - i. The student shall be eligible for promotion if either the student's IEP team or, if no such express decision is made by the IEP team, the District's Special Education Director upon a review of the student's IEP determines that **promotion** to 4th grade will be the appropriate setting for the student in the following year, considering relevant academic and non-academic factors, evidence-based practices, and the educational best interests of the student. Such students are **not** subject to the screening procedure or further evaluation and decision-making processes described in the next two sections of this policy unless the student's IEP so directs.
    - ii. Any decision to **retain** such a student shall be made by, or at least confirmed as being appropriate and consistent with the IEP by, the student's IEP team.

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- b. Except as otherwise required to comply with state or federal law, students with disabilities who do **not** have such modified content and achievement standards are subject to the same promotion criteria and the same screening and evaluation processes for possible retention as students without disabilities.
5. [Insert any different/additional criteria that the district wishes to include as promotion criteria.]

### **Identifying Students for Further Individualized Evaluation for Possible Retention**

No later than promptly after the date of the school's final administration of the universal reading screener each school year, assigned staff shall identify 3rd grade students for further evaluation for possible retention if one or more of the following criteria apply to the student:

***[Editor's Note: When establishing screening criteria in the list that follows this note, the district's goal should be to screen students for whom there is a reasonable possibility that the ultimate decision might be retention. While underinclusive screening criteria are not desirable, a district also would not want to be substantially overinclusive such that many students are screened and further evaluated who would never be retained in the final analysis. The criteria offered as examples below may not strike the right balance for every school district, but they can at least serve as a starting point for local discussion.]***

1. The outcome of any universal screening reading assessment or diagnostic reading assessment that the student has taken **during 3rd grade** showed the student to be "at risk" under the state's definition of "at risk," **unless** a teacher or administrator determines, based on other objective evidence of the student's reading and reading comprehension skills, that the student's current skills are clearly materially higher than skills that are at or near the "at risk" level. (Note: For transfer students, the relevant assessment could have occurred at a non-District school.)
2. [Insert if desired: "At the time of the screening for possible retention, the student has a personal reading plan in place and, in the judgment of the staff member(s) responsible for monitoring the plan, the student's rate of improvement under the plan is minimal and that, even with continued intervention, the student is unlikely to demonstrate grade-level skills in reading by the end of the school year."] ***[Editor's Note: Adding this criterion will screen more students than looking solely at whether the student was still considered "at risk" at some point during 3rd grade (i.e., under the first criterion, immediately above). However, this additional criterion would not screen all students who still have personal reading plan in place at the time of the screening. Some districts might determine that this criterion would be overinclusive.]***
3. [Insert if desired: "There is clear evidence that the student's current level of academic progress in **either** math **or** reading/language arts does not meet, at a level of basic proficiency, the academic standards and learning goals applicable to students who are **completing 2<sup>nd</sup> grade**. Such standards and learning goals shall be considered in the aggregate within the applicable subject area (i.e., math or reading), such that non-proficiency with respect to any individual standard or learning goal does not dictate the aggregate assessment of the student."] ***[Editor's Note: The intent of this potential criterion***

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*is to take a closer look at students who, if promoted to 4th grade, would still be working on many 2nd grade core academic standards and skills. However, even if a district concludes that this would be a useful benchmark, the district must also verify that its staff would have a reasonably reliable way to assess and apply this criterion.}*

4. A teacher or reading specialist involved in providing math or reading instruction to a student has made a direct referral for further evaluation for possible retention based on the teacher's determination that there is information about the student's learning and academic progress that raises a concern that the student may not be able to meaningfully participate in the 4th grade curriculum, even with available interventions, services, and supports. *{Editor's Note: Including examples to accompany this screening criterion, such as the examples that follow this note, is optional. Also, a district might identify additional/different examples that the district determines would serve as a more helpful/appropriate guide for staff.}* Examples of situations in which a direct staff referral might occur include the following:
  - a. The student has significant learning gaps in reading and/or math that were not reduced during the 3rd grade year in spite of interventions, services, or supports.
  - b. The student was a late enrollee for whom only limited academic assessment data is available, but the information that is available indicates that the student may be similarly situated to other students who would be screened for further evaluation for possible retention.
  - c. *[Insert any different/additional examples of situations in which staff should consider making a direct referral for further evaluation for possible retention.]*
5. *[Insert any different/additional criteria that the district wishes to include as screening criterion that will result in a further individualized evaluation for possible retention.]*

## **Post-Screening Evaluation and Decision**

For each student screened for further individualized evaluation for possible retention **and** who is **not** determined to be eligible for promotion under any of the other promotion criteria defined above, the District will further evaluate the student and make a promotion or retention decision.

1. **Process.**
  - a. A staff member shall be responsible for promptly informing the student's parent or guardian that the District has identified the student as being at risk of possible retention.
  - b. A designated administrator who has curricular responsibilities and knowledge of the District's approach to interventions and supports for students who are experiencing significant academic struggles shall make a decision regarding promotion and retention. A District reading specialist may serve as a designated administrator for this purpose.

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- c. The designated administrator shall make the decision (1) in direct consultation with at least one staff member responsible for instruction and assessment of the student in reading and/or math, as relevant to the student learning gaps in those core subjects; (2) in consultation, as needed, with any other staff who the administrator identifies as having important information about academic and/or non-academic factors affecting the student; and (3) with reasonable attempts by the administrator or a designee to obtain and consider input from the student's parent(s) or guardian(s).
  - d. The evaluation process may occur at one or more group meetings and/or through a series of communications.
  - e. The evaluation and final decision should identify and consider at least all of the following, to the extent reasonably available:
    - i. The student's academic progress to date, with no single test or assessment result serving as the sole measure of the student's progress;
    - ii. Interventions that have been implemented for the student to date, the extent to which the student was able to fully participate in those interventions, and the student's response to those interventions, including especially whether the student's learning gaps relative to applicable grade-level academic standards were materially narrowed, grew wider, or stayed about the same;
    - iii. At least a tentative identification of available interventions (e.g., instructional modifications, services, and supports) that the District would be likely to provide to the student under both a retention outcome and a under a promotion outcome;
    - iv. Relevant non-academic factors affecting the student, such as potential impacts of the decision on a student's social relationships, social development, and self-perception, which should be identified and evaluated with input from relevant staff and, if available and willing to provide such information, the student's parent(s), guardian(s), or other caregiver(s); and
    - v. The decision-making criteria stated below.
  - f. The administrator responsible for making the promotion or retention decision, or the administrator's designee, shall promptly inform the student's parent or guardian of the decision.
2. **Timing for the Decision.** For students who have been screened and further evaluated for possible retention, a decision regarding retention or promotion (which may include one or more conditions that require later evaluation) will normally be reached at some point after the District receives the individual student results of the Forward Exam and by the end of the school year. Specific timelines and procedures may need to be adjusted for individual students, including in situations where the student first enrolls in a District school late in the school year, where the student is participating in a summer school program, etc.

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3. **Criteria for a Promotion Decision.** The designated administrator will consider all relevant information about the student that is reasonably available and make a determination regarding promotion or retention. Such a student shall be eligible for promotion, or for promotion pending satisfaction of one or more express conditions, if **at least one** of the following applies:
  - a. The evaluation of the student's academic progress demonstrates that the student is **neither** (1) clearly in excess of a full grade level behind expected 3<sup>rd</sup> grade basic proficiency in both math and reading/language arts; **nor** (2) clearly in excess of two full grade levels behind expected 3<sup>rd</sup> grade basic proficiency in either math or reading/language arts; **or** *{Editor's Note: The academic criteria set in this paragraph serve as one possible example and can be modified. The purpose of setting and using this kind of criteria is to avoid deferring certain promotion decisions to the much more subjective "best overall interests" determinations that are addressed below. If used, the goal should be to establish an academic boundary above which the district believes that a student's learning gaps can nearly always be appropriately addressed through "promotion with interventions." A district that establishes such academic promotion criteria must take special care to set the criteria in a manner that can be implemented/determined with a reasonable level of reliability and consistency, which is a challenge. Another option/approach would be to delete this paragraph and, as a result, have all decisions that follow an individualized evaluation for possible retention rest on the "best interests" determinations addressed below.}*
  - b. The administrator concludes that promotion with interventions would be at least equally likely (compared to retention with interventions) to be in the overall best educational interests of the student, considering academic factors, relevant non-academic factors (e.g., social, developmental, etc.), and evidence-based practices; **or**
  - c. All three of the following apply: **(1)** the administrator concludes that, if promoted with available services and supports (i.e., interventions), the student **would** have a realistic opportunity to participate in the 4th grade general curriculum in a meaningful manner and make more than negligible progress in reducing the gap(s) that exist between the student's present level of academic progress and grade-level standards (i.e., with a "realistic opportunity" meaning that it is reasonable to think that those academic outcomes would be possible, not that those outcomes are assured or even highly likely); **(2)** the administrator concludes and advises the student's parent(s) or guardian(s) that, in the administrator's professional judgment, retention is likely to be in the overall best educational interests of the student, considering academic factors, relevant non-academic factors, and evidence-based practices; **and (3)** the student's parent(s) or guardian(s) select promotion for their child notwithstanding the administrator's recommendation. *{Editor's Note: The purpose of deferring to a parent's selection of promotion in this instance is based on the fact that the district concluded that there would be at least a realistic opportunity for the student to participate in the 4th grade curriculum and reduce their achievement gap(s). Therefore, as between options that both (at least arguably) fall somewhere on a spectrum of "reasonableness," a district may be willing to defer to*



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*the parent's or guardian's informed decision even if the district representative would make a different decision.}*

- i. To help parents and guardians make informed decisions under this “best interests” criterion, the administrator making a recommendation in favor of retention shall make a reasonable attempt to provide the student's parent(s) or guardian(s) with information about (1) the available alternatives to retention (e.g., promotion with interventions and monitoring); and (2) possible disadvantages of retention.
  - ii. If the student's parent(s) or guardian(s) do **not** select promotion under this “best interests” criterion, the student would be retained in 3rd grade.
  - iii. If parents or guardians who have equal legal decision-making authority disagree on retention versus promotion under this criterion and are unable to provide a joint decision selecting promotion, then the student will be retained.
4. **Retention by District Decision.** *{Editor's Note: The purpose of this subsection is to clearly identify the scenario(s) under which a student will not be eligible for promotion and will be retained in 3rd grade. The goal of the subsection should be to identify a boundary at which the district would consider promotion to be an unreasonable and educationally inappropriate outcome for the student, regardless of parent/guardian preference. If a district wanted to modify this subsection, it would likely require making modifications to the previous subsection as well because the two subsections have been drafted to coordinate with one another to avoid leaving gaps.}* A 3rd grade student who has been individually evaluated for possible retention and found not eligible for promotion under this policy will be retained without the agreement/support of the student's parent(s) or guardian(s) if, upon consideration of all relevant and reasonably available information, the designated administrator concludes that **both** of the following apply:
  - a. If the student were to be promoted with available interventions, the District would **not** be able to provide the student with at least a realistic opportunity to (1) participate in the 4th grade general curriculum in a meaningful manner and (2) make more than negligible progress in reducing the gap(s) that exist between the student's present level of academic progress and grade-level standards (i.e., with a “realistic opportunity” meaning that it is reasonable to think that those academic outcomes would be possible, not that those outcomes are assured or even highly likely); **and**
  - b. The available information clearly and convincingly indicates that retention with interventions (compared to promotion with interventions) is more likely to be in the overall best educational interests of the student, considering applicable academic factors, relevant non-academic factors, and evidence-based practices.
5. **Parent Requests for Reconsideration.**
  - a. If the student's parent(s) or guardian(s) disagree with a District decision reached under this section of this policy and believe that the applicable promotion and retention criteria have been incorrectly applied to their child, then the student's parent(s) or guardian(s) may request reconsideration. The final decision on reconsideration shall be made by insert position(s) who will be authorized to make

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the final decision]. The initial decision will be modified only if, upon a review of all relevant and reasonably available information, the District concludes that the policy was applied incorrectly. *{Editor's Note: Particularly in a district with multiple elementary schools, there would likely be advantages in promoting district-wide consistency if the person making such decisions on reconsideration is an administrator who has district-level (rather than school-level) responsibilities.}*

- b. If a student's parent(s) or guardian(s) agree with a District determination that the student is eligible for promotion under any section of this policy but wish to request retention in spite of a District decision that promotion is the appropriate final disposition, then a parent or guardian may notify the District that they are requesting retention as a program and curriculum modification under section 118.15(1)(d) of the state statutes. The District reserves all lawful discretion to deny such requests.

### **Eligibility for Promotion**

*{Editor's Note: In connection with this section, some districts might decide that they would never use conditional promotion (e.g., eligibility conditioned on the student's active participation in a summer school option) and/or that there is no possible circumstance under which the district would retain a student when the application of the policy, as written, results in a determination of eligibility for promotion. Therefore, as an alternative, a district could choose to modify this section to say only, "Where this policy refers to a student reaching eligibility for promotion, it means that the student will be promoted." Another alternative would be to include only one of the two "exceptions" offered in this section. However, item 2 in this section, in particular, is intended to account for any difficult-to-anticipate and highly unusual circumstances where the typical promotion/retention analysis is affected by some overriding factor(s) that are unique to the individual student.}*

Where this policy refers to a student reaching eligibility for promotion, it means that the student will be promoted **unless**:

1. The student does not meet one or more conditions that expressly qualified an initial promotion eligibility determination, and the final evaluation of the student under this policy results in the student not being eligible for promotion; **or**
2. Under extraordinary circumstances, the District and the pupil's parent(s) or guardian(s) mutually agree, notwithstanding the student being eligible for promotion, that retention (with appropriate and available interventions) is more likely to be in the overall best educational interests of the student, considering academic factors, relevant non-academic factors, and evidence-based practices. The [insert administrative-level position(s)] may give final District approval to any retention decision that is based on such extraordinary circumstances [insert if desired: "after confirming that the parent(s) or guardian(s) are reasonably aware of (1) the available alternatives to retention (e.g., promotion with interventions and monitoring); and (2) the possible disadvantages of retention"]. *{Editor's Note: The employee(s) authorized to make such decisions on behalf of the district would likely be administrators with district-level responsibilities.}*



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### **3rd Grade Students Promoted to 4th Grade without Completing Their Personal Reading Plan**

If the District promotes a student from 3rd grade to 4th grade, but the student had a legally-mandated personal reading plan in place during 3rd grade that the student did not successfully complete (as completion is defined in state law), then, subject to limited exceptions, state law requires the District to do all of the following for the student:

1. Notify the student's parent or guardian, in writing, that the student did not complete the personal reading plan and include a description of the intensive instructional services and supports that will be provided to the student to remediate the identified areas of reading deficiency.
2. Provide the student with the applicable intensive instructional services and supports during 4th grade.
3. Monitor the student's progress with respect to the student's development of reading skills and the effectiveness of the services and supports.
4. As a further service/support, provide the student with an intensive summer reading program each summer until the student scores at grade-level in reading on a summative assessment. The student's parent(s) or guardian(s) may decline to have their child participate in any such summer reading program that is offered by the District.

***{Editor's Note: This paragraph and its two subparagraphs, below, are recommended as useful clarifications/reminders. However, the WASB believes that the interpretive statements would apply even if they are not expressly included in a local policy. To that extent, they can be considered optional and could be deleted.}*** The intensive reading-related services and supports that the District provides to a promoted student who did not complete a 3rd grade personal reading plan:

1. May include services and supports that are identified, structured, and provided through some different state requirement, federal requirement, or District program (such as services and supports provided under an IEP), so long as they have the purpose of remediating the individual student's identified reading-related deficiencies.
2. At a minimum, must be coordinated with and must not cause a denial of any other educational services or supports that the student is legally entitled to receive under other state or federal laws.

State law (in section 118.33(5m)(b)) allows, but does not require, the District to apply a "good cause" exception to providing the parent notification, services, supports, and progress monitoring listed above to the following students who would otherwise be eligible:

1. Students who are English Learners (defined for this purpose as a student whose "ability to use the English language is limited because of the use of a non-English language in his or her family or in his or her daily, non-school surroundings, and who has difficulty ... in performing ordinary classwork in English as a result of such limited English language proficiency").

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2. A student who has an individualized education plan (IEP) that indicates that neither taking the statewide 3rd grade standardized reading assessment nor taking the universal reading screening assessment or diagnostic reading assessments administered under state law is appropriate for the student.
3. A student who scores as proficient in reading on an alternative standardized assessment approved by Wisconsin Department of Public Instruction.
4. A student who has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act that indicates that the pupil has received intensive intervention in reading for more than 2 years if the student continues to demonstrate a deficiency in reading **and** was previously retained in kindergarten, 1st, 2nd, or 3rd grade.
5. A student who has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, **and** was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of 2 years.

Regarding the “good cause” exceptions permitted under section 118.33(5m)(b) of the state statutes:

1. ***{Editor’s Note: This paragraph and its two subparagraphs are recommended as important reminders/cautions for staff. However, the WASB believes that the statements would apply even if they are not expressly included in a local policy. To that extent, they can be considered optional clarifications of the related legal obligations and could be deleted.}*** The District acknowledges that:
  - a. The “good cause” exceptions cannot be applied in a manner that would unlawfully discriminate against a student (e.g., by denying a student’s access to services and supports—including a summer reading program option—that would otherwise be instructionally appropriate solely because the student, for example, has limited proficiency in English or because the student has an identified disability).
  - b. The “good cause” exceptions are potential exceptions only to the notification, service, support, and monitoring requirements established under section 118.33(5m)(a) of the state statutes and do **not** apply to interventions, services, and supports that the student may be separately eligible to receive under other state or federal laws or under other District policies. (For example, certain 4th grade students may be separately eligible to receive interventions or remedial reading services under section 121.02(1)(c) of the state statutes.)

***{Editor’s Note: The remainder of this section establishes a discretionary policy position as to how the district intends to utilize the statutory “good cause” exceptions. The specific position suggested below limits the potential application of the exceptions, but it is not dictated by section 118.33(5m). An alternative approach might involve stating, “A statutory exception will be applied to a student only when the District determines that doing so would be nondiscriminatory and educationally appropriate [insert if desired “and if the student’s parent(s) or guardian(s) agree to the application of the exception”].”}***

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2. The administration may apply a "good cause" exception to one or more of the requirements established under section 118.33(5m)(a) only in situations where doing so would not unlawfully discriminate against the affected student and when the [insert appropriate administrative position title(s)] also determines:
  - a. That the exception in question is the exception for a student who has scored as proficient in reading on an alternative standardized assessment approved by Wisconsin Department of Public Instruction; **or**
  - b. That **both** of the following apply:
    - i. The student will be receiving individualized services and supports that address the student's specific needs and learning goals relating to, as appropriate for and to the extent applicable to the student, reading/literacy and language development/communication; **and**
    - ii. The provision of any instructional services and supports that would be available (i.e., if the exception were not applied) and target a goal of achieving grade-level performance in reading either would be duplicative of services and supports the student will already be receiving or would not be educationally appropriate for the student.
3. **{Editor's Note: This parent notification step is not required by state law, but it is recommended for transparency purposes.}** The administration shall establish a procedure for promptly informing the student's parent or guardian of any District decision to apply a "good cause" exception to one or more of the requirements established under section 118.33(5m)(a). [Insert if desired: "The parent/guardian notification shall identify a procedure for requesting that an appropriate administrator reconsider the decision. The applicable administrator shall provide a prompt response to any request for reconsideration."]
4. [If desired, insert as an express clarification of intent: "This policy, while authorizing the application of the "good cause" exceptions under limited conditions, does **not** require the application of a "good cause" exception to any student or any category of students."]

## Legal References:

### Wisconsin Statutes

<a href="#">Section 118.016(1)(a)</a>	[definition of "at risk" with respect to reading readiness assessments]
<a href="#">Section 118.016(5)(d)</a>	[completion of a personal reading plan by a 3rd grade pupil]
<a href="#">Section 118.15(1)(d)</a>	[parent requests for program and curriculum modifications]
<a href="#">Section 118.24(2)(a)</a>	[district administrator authority to manage the promotion of students]
<a href="#">Section 118.33(5m)</a>	[post-promotion service and support mandates for certain students promoted to 4th grade; good cause exceptions]
<a href="#">Section 118.33(6)(a)</a>	[policy requirements for 3rd, 4th, and 8th grade promotion criteria]
<a href="#">Section 118.33(6)(cm)</a>	[policy requirement for kindergarten to 1st grade promotion criteria]

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## Wisconsin Administrative Code

[Section PI 13.09\(1\)](#)

[limitations on using test results and test exemptions to make promotion and retention decisions for students with limited English proficiency]

## Cross References:

*[Insert appropriate cross references to the policy as applicable to your district.]*

## Adoption Date: