

**OREGON SCHOOL DISTRICT
BOARD OF EDUCATION
POLICY COMMITTEE MEETING
2024-25**

DATE: April 10, 2025
TIME: 5:30 P.M. - 7:00 P.M.
PLACE: District Meeting Room
123 E. Grove Street, Oregon, WI 53575

Order of Business

Call to Order

Roll Call

Proof of Notice of Meeting and Approval of Agenda

Approval of Minutes of Previous Meeting(s)

AGENDA

A. Public Comment Regarding Agenda Items

B. Old Business

1. Calendar 2025-26 (Late Start / Early Release Mondays for Educator Professional Learning Communities)
2. Policy 416: Academic Assistance, Promotion and Retention (Act 20)

C. New Business

1. None

D. Future Business:

1. Policy 616: Naming of Facilities and Land

E. Future Meeting: TBD

F. Adjournment

Notice is hereby given that a majority of the Oregon School Board may be present at the meeting of the Policy Committee scheduled to discuss subjects over which they may have decision-making responsibility. This constitutes a meeting of the Board and must be noticed as such although the Board will not take any formal action at this meeting.

Go to <https://www.oregonsd.org/district/school-board> for the most updated version agenda.

Public Comment

[Board Policy 181](#) provides an opportunity for the public to address the Committee. We value the public comment period and feedback from our stakeholders. To comply with the Open Meetings Law and to ensure consistency, public comment will have the following parameters:

- Total public comment time is limited to 15 minutes. Speakers will have up to three minutes in which to make their comments. Ms. Jina Jonen will signal the speaker when their time is up.
- The Committee will not comment after each speaker and will reserve discussion to any items on the agenda. Speakers are welcome to stay for the meeting.
- Next steps following public comment may include: referral to the appropriate administrator for follow-up with the speaker or placement of the matter on a future Committee or Board agenda.

MINUTES OF THE POLICY COMMITTEE OF THE SCHOOL BOARD OF OREGON SCHOOL DISTRICT HELD ON MARCH 13, 2025

The regular meeting of the Policy Committee of the School Board of the Oregon School District was called to order by Dr. Mary Lokuta at 5:33 p.m. in the Innovation Center at Oregon High School, 456 N. Perry Pkwy, Oregon, Wisconsin.

Committee Members Present: Dr. Mary Lokuta, Ahna Bizjak and Leslie Wright.

Other Board Members Present: Krista Flanagan, Heather Garrison, and Dr. Caleb Bush (arrived at 5:41p.m.)

Administrators present: Dr. Leslie Bergstrom, Jina Jonen, Dr. Shannon Anderson, Jon Tanner and Dr. Candace Weidensee.

Proof in the form of a certificate by the Oregon Observer of communications and notice given to the public and the Oregon Observer, and a certification of posting as required by Section 19.84 Wisconsin Statutes as to the holding of this meeting was presented by Dr. Lokuta.

Ms. Wright moved to approve the agenda as posted. Ms. Wright voted yes. Ms. Bizjak voted yes. Dr. Lokuta voted yes. Motion approved 3-0.

Ms. Bizjak moved to approve the February 20, 2025 minutes. Ms. Bizjak voted yes. Ms. Wright voted yes. Dr. Lokuta voted yes. Motion approved 3-0.

A. Public Comment: None

B. Old Business:

1. Calendar 2025-26 (Late Start Mondays for Professional Learning Communities): Dr. Bergstrom presented the rationale for late start Mondays for PLC time. It was also noted that PLC time is best practice, which was a theme in the Professional Sustainability Task Force and school teacher leadership teams. This topic will be discussed at the next Policy Committee meeting.

2. Policies 441 and 771 (Cellular Phones): Discussion held. Ms. Bizjak moved to delete Policy 441 and approve Policy 771 with the addition of tablet in 771.02. Ms. Bizjak voted yes. Ms. Wright voted yes. Dr. Lokuta voted yes. Motion approved 3-0. The Policy Committee asked that administration bring back information to see how the policy is working after first semester if our goal for readiness for learning has been met.

C. New Business:

1. None

D. Future Business:

1. Policy 416: Academic Assistance, Promotion and Retention (Act 20)

2. Policy 616: Naming of Facilities and Land

E. Future Meetings: April 10, 2024 at 5:30 p.m. at District Office.

F. Adjournment: Ms. Wright moved to adjourn. Ms. Wright voted yes. Ms. Bizjak voted yes. Dr. Lokuta voted yes. Motion approved 3-0. Meeting adjourned at 7:00 PM.

Book	School Board Policies
Section	400 Students
Title	Academic Assistance, Promotion and Retention
Code	416
Status	Active
Adopted	February 9, 1998
Last Revised	February 25, 2013
Prior Revised Dates	July 24, 2000; July 14, 2003

416: Academic Assistance, Promotion and Retention

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

416.02 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.

416.03 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.

416.04 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 Oregon School District.

416.05 Academic Assistance

- **416.05.1** Each school in the 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 on the successful completion of required academic work and/or a demonstration of satisfactory proficiency in each of the relevant academic areas. Promotion of students with disabilities shall be based on satisfactory completion of goals set forth in each student's Individual Educational Plan.
- **416.05.2** Specific examples of programs currently in place include:
 1. Special Education programming for students who qualify for these services, as determined by state and federal guidelines. Services are delivered through an Individualized Education Plan (IEP). (Reference: Oregon School District Special Education Policy Document, Section V and P.1. 11.05, 1-6)

2. Advanced Learner curriculum modifications which include regular classroom personalized learning, special group programming beyond the regular classroom and individualized services (Reference: the Board Policy Handbook, Section 815)
 3. Acceleration to a higher grade or course for all, or a portion, of the student's school day (Reference: Board Policy Handbook, Section 334)
 4. Additional assistance may be provided at scheduled times for additional opportunities to learn and demonstrate academic proficiency within the regular school day to meet the student's personalized needs. (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 summer school, Saturday morning or after school tutoring by a teacher or a trained volunteer.)
 6. Other personalized programming to augment the individual student's classroom learning and instructional experiences. This might include but not be limited to participation in such programs as At-Risk, Section 504, Reading Plus/Reading Resource programs, math interventions, etc.
- **416.05.3** At the conclusion of the regular school year, students in grades K through 6 who have not demonstrated satisfactory proficiency in mathematics and language arts and students in grades 7-8 who have not demonstrated satisfactory proficiency in mathematics, language arts, science and/or social studies will be recommended for enrollment in one or more summer school classes based on areas of deficiencies. Summer School will be available to students who may require or benefit from additional instruction and assistance as determined by administration to address identified learning needs. Summer Extended School Year (ESY) services will continue to be offered to students whose IEP identifies the need for such services
 - **416.05.4** Summer School classes will focus on encouraging and helping students to successfully demonstrate specific learning proficiencies needed for promotion to the next grade level. Student proficiencies will be re-assessed upon completing participation in summer school 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.

416.06 Promotion

- **416.06.1** 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 students with disabilities shall be based on satisfactory completion of goals set forth in each student's Individual Educational Plan.
- **416.06.2** The 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 performance on locally developed assessments; the student's scores on MAP (Measures of Academic Progress assessment) for 4th and 8th grade, Explore for 8th grade, and/or the Smarter Balanced Assessment for 4th and 8th grade; and the Building Committee recommendation. 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 Locally Developed Assessments*
 - Students demonstrated proficiency on Board approved curricular assessments will be used to determine if grade promotion is appropriate. Students in fourth grade must have achieved a 3 or better (proficient) in fourth grade Language Arts, Math, Science and Social Studies. Students in eighth grade must have achieved a 3 or better (proficient) in eighth grade Language Arts, Math, Science, and Social Studies.

- *Step 2 Student's Scores on MAP (Measures of Academic Progress assessment) for 4th and 8th Grade, Explore for 8th Grade, and/or the Smarter Balanced Assessment for 4th and 8th Grade*
 - If a student does not qualify for promotion, as defined in Step 1, his/her performance on MAP (Measures of Academic Progress assessment) for 4th and 8th grade, Explore for 8th grade, and/or the Smarter Balanced Assessment for 4th and 8th grade will be used to determine if grade promotion is appropriate. If a student receives a proficient or higher score on all four subject areas, Language Arts, Math, Science.
- *Step 3 Building Committee Recommendation*
 - If a student does not qualify for promotion as defined in Steps 1 and 2 above, a committee chaired by the building Principal administrator and made up of the parent(s), student and at least three school or district personnel familiar with the student's work and licensed by the State of Wisconsin Department of Public Instruction, will review the reasons why the student is being considered for non-promotion, available options for the student to develop proficiency in areas of deficiency prior to the beginning of the following school year, and specific examples illustrating the student's potential for success as the next level. Parent and student input, as available, must be considered in this discussion.

All appeals are to be made to the Superintendent and/or designee. Further appeals to the Board can be based solely 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.

416.07 Retention

- **416.07.1** 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.
- **416.07.2** The Oregon School District regards retention of students at grade level a very serious consequence decision and it may be recommended only when remedial efforts have been refused or were unsuccessful.
- **416.07.3** Any consideration for retention should begin after the January grading period. Classroom teachers will make any recommendation for retention to the building administrator. The recommendation must be supported by appropriate documentation based on current student data, 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 building administrator and teacher(s) will consult with other educators as needed to consider relevant developmental factors. All reasonable efforts will be made to include parents/guardians in consideration of the recommendation and possible options. Parent(s) and the student (when developmentally appropriate) input, as available, must be considered in this discussion. However, the ultimate decision regarding retention of a student rests with the building principal, administrator and teachers.

All appeals are to be made to the Superintendent and/or designee. Further appeals to the Board of Education must be based solely 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.

Legal Reference: Wisconsin State Statutes 118.30

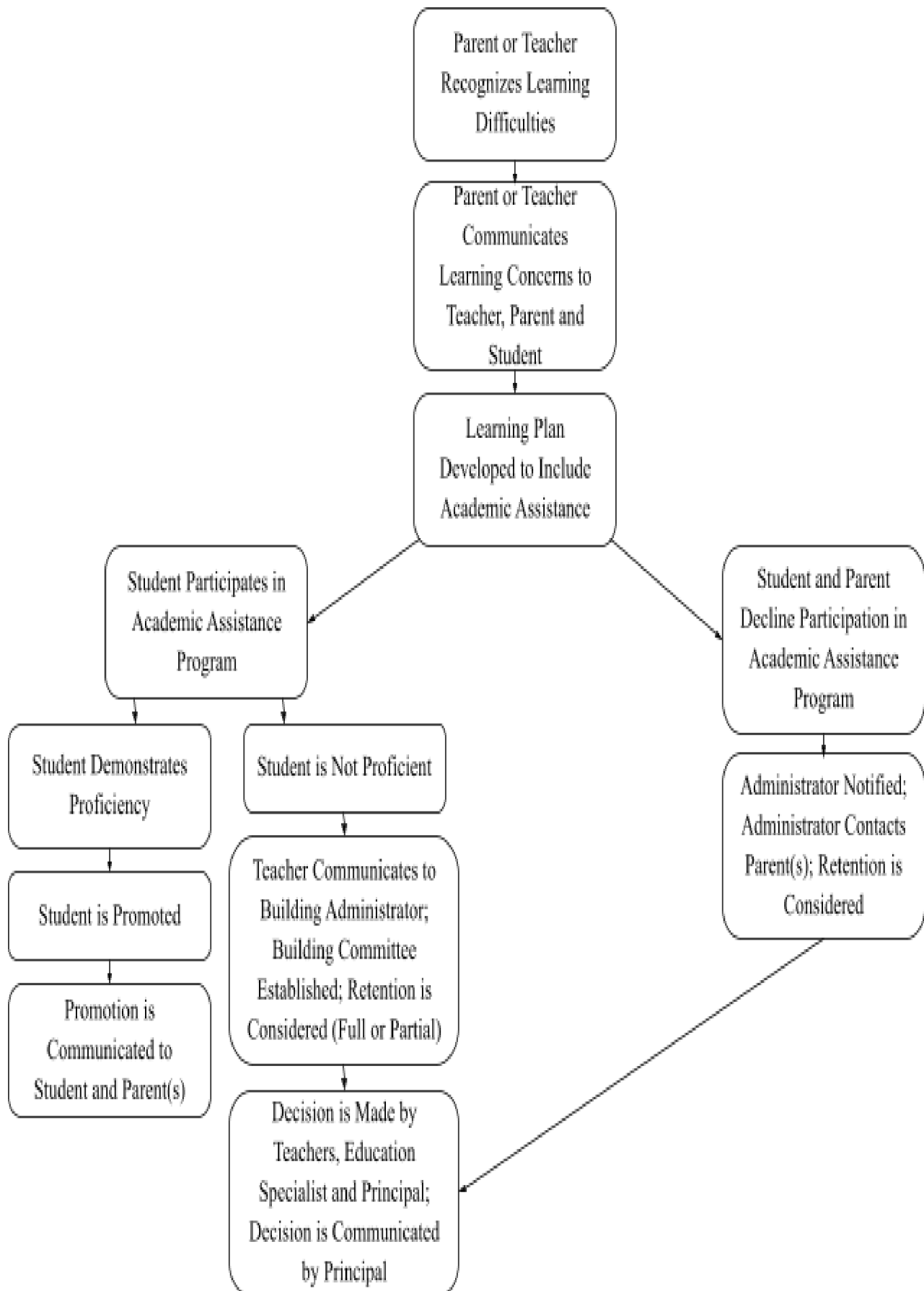
Adopted: February 9, 1998

Revised: July 24, 2000

July 14, 2003

February 25, 2013

416.08 – Administrative Rule-Flow Chart



Board Policy 416: Academic Assistance, Grade Acceleration, Promotion, and Retention

Policy Statement

The Oregon School District is dedicated to providing every student with the academic support needed to reach grade-level proficiency and thrive in their educational journey. This policy outlines a clear framework for academic assistance, grade acceleration, and retention, ensuring alignment with state and federal requirements, including Wisconsin Act 20. Our approach centers on a strong, standards based universal curriculum, evidence-based interventions, equitable opportunities, and a structured system to support academic growth.

Grounded in the Oregon Portrait of a Graduate, this policy reflects our broader commitment to developing students who demonstrate academic Competency, embody strong Character and Culture, think Critically and Creatively, and contribute meaningfully to their Community. The policy recognizes that academic support is about more than just meeting benchmarks. It is also about ensuring we have equipped students with the knowledge, dispositions and learning experiences they need to succeed as a member of the global society.

416.01 Grade Acceleration and Retention Decision-Making

Decisions regarding student promotion outside of the typical grade level promotion or retention shall be made in accordance with this policy and the accompanying Administrative Guidelines, which outline specific operational procedures.

The primary factors guiding grade level acceleration and retention decisions include:

- Student achievement based on standards based curriculum and assessments.
- Progress monitoring and interventions provided to support student learning.
- Holistic review of student academic performance, social-emotional development, and individualized learning needs.

Final grade acceleration or retention decisions shall be made collaboratively with input from teachers, administrators, home adults, and, when appropriate, students.

416.02 Academic Assistance

Each school within the District shall implement an intervention program designed to provide intervention, extension, and enrichment opportunities that support student learning needs.

These programs shall:

- Be aligned with evidence-based instructional practices and state standards.
- Provide targeted interventions to students who demonstrate evidence of needing additional academic assistance. Include extension and acceleration opportunities for students exceeding proficiency on standards.
- Ensure equitable access to academic support, including accommodations for students with disabilities and multilingual learners.

416.03 Promotion Standards

K-8 Grade Promotion

Promotion to the next grade level will be based on:

1. Demonstrated proficiency in core academic areas as assessed through curricular assessments.
2. Performance on standardized assessments, including state and district-mandated assessments.
3. If proficiency is not met through the first two measures, a Building Committee will convene to review the student's progress. Committee members will be selected by the school based on the specific needs of the student, ensuring that the team includes staff who can provide the most relevant insight and support.

For students with an Individualized Education Plan (IEP) or 504 Plan, promotion will be determined based on progress toward established learning goals.

Third-Grade Reading Retention (Act 20 Compliance)

The District shall implement a third-grade reading promotion process aligned with Wisconsin Act 20. Students who have not exited their personal reading plan by the end of third grade will undergo a holistic review to determine if promotion or retention is in their best interest. This review will consider:

- Student's reading progress and intervention history.
- Social-emotional and developmental factors.
- Availability of alternative supports to retention (e.g Summer Semester)

The final determination will not be based solely on standardized reading assessments and home adults will be actively involved in the decision-making process.

416.04 Retention Process

Retention will only be considered when academic deficiencies persist despite documented interventions. The process will include:

1. Early identification and intervention- no later than the January grading period.
2. A data-driven review involving teachers, administrators, and specialists.
3. Home adult consultation with consideration of student input, when appropriate.
4. Final decision by the building principal, in collaboration with the Building Committee.

Appeals may be made to the Superintendent or designee. Further appeals to the Board shall be limited to procedural concerns.

Administrative Guidelines for Policy 416

1. Implementation of Intervention/Enrichment Programs

- Structure of intervention and enrichment programs- Students are selected for these programs based on their proficiency on standardized and local assessments.
- Identification and referral processes- once students are selected based on screening assessment, a battery of diagnostic assessments will be conducted to allow the team the opportunity to select the best path forward based on the needs of the student.
- Responsibilities will be documented by role to ensure an efficient process

2. Procedures for Promotion Determination (end of 3rd, 4th and 8th grade)

- Guidelines for local and standardized assessments- student is proficient on local and standardized assessments like Forward, Star and Aimsweb
- Criteria for Building Committee Reviews- Teams will meet together to determine if adequate progress was made in intervention or in class work. Committee members will be selected by the school based on the specific needs of the student, ensuring that the team includes staff who can provide the most relevant insight and support.

3. Third-Grade Reading Promotion Process

- Team composition and decision-making criteria- team is a school based decision and will be determined based on the specific needs of the student. Team will collaboratively undergo a holistic evaluation of student progress in order to make one of the following choices:

1. Promotion to 4th grade (with applicable services/supports) is more appropriate than retention in 3rd grade and the student is promoted.
2. The student's noncompletion of the student's personal reading plan was not primarily due to the student's lack of reading proficiency and the student is promoted.
3. The school/district representatives recommend retention but the student's home adult does not consent to retention. Regardless of any other facts, circumstances, or analysis, the student is promoted to 4th grade.
4. The home adults and school/district representatives agree that retention (with applicable services/supports) is more appropriate than promotion to 4th grade and the student's home adult gives written consent to retention.
 - Good cause exemptions-
 1. The student is identified as a "Limited-English proficient pupil" as that term is defined under Wis. Stat. §115.955(7); In Oregon these learners are identified as multilingual learners;
 2. The student has an individualized education plan (IEP) that indicates that neither taking the universal reading screener nor the state summative assessment in reading is appropriate for the pupil;
 3. The student scores as proficient in reading on the alternative statewide standardized summative assessment (i.e. Dynamic Learning Maps);
 4. The student has an IEP or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the student 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 5K, grades 1, 2, or 3; or
 5. The student has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in 5K, grades 1, 2, or 3 for a total of 2 years.

○ Post-promotion support plans-

1. Intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency;
2. Notification to the student's home adult, in writing, that the student pupil did not complete the personal reading plan that and includes a description of the intensive instructional services and supports that will be

provided to the student to remediate the identified areas of reading deficiency; and

3. An intensive summer reading program is offered each summer until the student scores at grade-level in reading on a summative assessment.

Retention Protocols

- Step-by-step retention review process- The team reviews the long term risks of retention to the students parent and/or guardian:
 - Students who are retained are more likely to have adverse outcomes, including dropping out of school and obtaining lower paying jobs in the future (Cockx, B., Picchio, M., & Baert, S. 2018; Hughes, J.N., West, S.G., Kim, H., & Bauer, S.S. 2018);
 - Students who are retained are more likely to experience emotional distress (Buckmaster et. al. 2024; Carlton & Winsler 1999; Demanet & Van Houtte 2016; Goos et al. 2013b; Carlton, M. P., & Winsler, A. 1999; Jimerson & Ferguson 2007; Lavrijsen & Nicaise 2017; Martin 2009; Martin 2011);
 - Students who are retained are more likely to have lower socioeconomic status and more likely to be eligible for government assistance (Goos, M., Pipa, J., & Peixoto, F. 2021);
 - Students who are retained are at higher risk for future criminal behavior (Eren, O., Lovenheim, M., & Mocan, H. 2022); and
 - Students who are retained do not achieve increased academic achievement and make less progress compared to other students (Silbergglitt, B., Appleton, J., & Burns, M., & Jimerson, S. 2006);
- Home adult communication timelines
 - The retention discussion should be addressed no later than after the second screening window.
 1. Home adults, classroom teachers, specialists, school psychologists, administrators and any critical partners should be invited to a meeting by this time to discuss the decision
 - By the end of the year, the plan should be clearly communicated with all critical partners.
- Student Services support for retained students

4. Summer School and Extended Learning Opportunities

- Eligibility and enrollment procedures- Any student who has a personal reading plan after the spring window of assessment will be eligible for summer school
- Alignment with intervention needs- Students will be given access to interventions that address their specific needs and gaps
- Assessment of progress upon completion-A screener (Oral Reading Fluency) will be given to students upon the completion of summer semester