

MEDFORD AREA PUBLIC SCHOOL DISTRICT

**DATE ADOPTED:** February 16, 1989      **FILE SECTOR:** INSTRUCTION  
**DATE REVISED:** December 21, 2000      **POLICY TITLE:** DISTRICT PROMOTION/  
**DATE REVISED:** February 15, 2001      **RETENTION CRITERIA K-12**  
**DATE REVISED:** May 17, 2001  
**DATE REVISED:** May 18, 2006  
**DATE REVISED:** January 16, 2014  
**DATE REVISED:** February 19, 2015  
**DATE REVISED:** May 20, 2019

The initial responsibility for deciding retention or advancement of a student shall rest with the student's primary teachers, the building principal and the parent(s)/guardian(s) of the student. In making this decision, these persons shall consider the opinion of other trained personnel, the student's educational background, classroom performance, age, emotional and social well-being.

Before a decision to retain a student is made, the building principal and classroom teacher(s) shall ensure that timely communication regarding the student's educational or related difficulties has taken place between the district and the parent(s)/guardian(s).

If the parent(s)/guardian(s) of a student requests retention in grades K-8, the building principal will follow essentially the same steps as if the classroom teacher generated the request.

These guidelines are designed to encourage early identification and interventions for those students who have academic, behavioral, and/or emotional difficulties. Written confirmation will be sent to the parent(s)/guardian(s) and placed in the student's cumulative file regarding the final decision at the end of the school year.

The district administrator, or his/her designee, shall be responsible for the general supervision and management of the promotion of students under this policy. The district administrator or his/her designee, shall determine whether a student has satisfied the criteria in these guidelines. Building level retention decisions may be appealed to the district administrator. In the event that there is a disagreement regarding promotion/retention that cannot be resolved, the district administrator or his/her designee will make the determination. If the parties involved disagree with the district administrator's decision they may appeal it to the board of education for a final determination.

**CROSS REFERENCE:** IGBH, IGBA, IKA, & IKF  
**LEGAL REFERENCE:** Wisconsin Statute 118.30

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STUDENT PROMOTION/RETENTION GUIDELINES K-8

PROMOTION/RETENTION

- Students that have met the promotion criteria established by the district shall be promoted to the next grade unless a parent/guardian presents prevailing information that this promotion will be detrimental to the student's educational well being.
- A student in grade 8 must not fail three or more core courses or two core courses and two non-core courses. If this occurs in Grade 8, there is access to alternative criteria to secure promotion to grade 9.
- Retention consideration must include the understanding that in those rare cases when retention is effective (short term and long term) they usually occurred in the kindergarten and early primary grades. Retention in intermediate grades may be considered under certain instances.
- A student may not repeat a grade more than once (unless there are exceptional circumstances).
- Summer education experiences or tutoring do not necessarily guarantee promotion, but should be considered as alternative criteria.

RETENTION PROCEDURES

- Parent-teacher conferences should be held when necessary throughout the year to explore all avenues of preventive action and remedial assistance.
- Teachers/school counselors must discuss retention possibilities with the principal by March 1 and complete a Referral for Retention Form (copy attached).
- No student may be promoted from grade 4 to grade 5 unless the student has satisfied the grade 4 district promotion criteria.
- No student may be promoted from grade 8 to grade 9 unless the student has satisfied the grade 8 district promotion criteria.
- Parent(s)/guardian(s) of students in grades K-8 should be notified by the teachers/school counselors of retention possibilities by the end of the third quarter. A conference should be scheduled at that time in which educational strategies for assisting the student and planned interventions should be reviewed with the parent(s)/guardian(s).
- At this conference, progress and concerns relating to the past nine weeks should be discussed. In addition, specific goals for the remaining nine weeks should be identified. By April 15, a staffing team will be formed to gather data and investigate retention. Normally this team will include a classroom teacher, school counselor, school psychologist and principal.
- The staffing team will develop a recommendation. Adjustments may be made by the principal based on written justification. The justification will include at least the teachers' and parent(s)/guardian(s) recommendations.

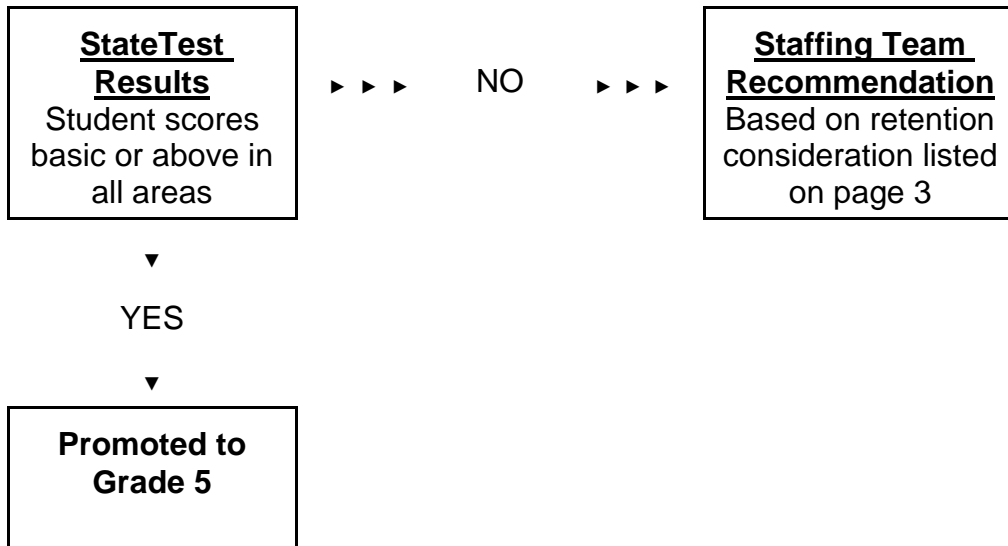
- The principal will provide written confirmation of the staffing team recommendation to the parent(s)/guardian(s) and to the student's cumulative file prior to June 15.
- Parent(s)/guardian(s) will be asked to sign the appropriate section of the Retention Conference Form (attached). If the parent(s)/guardian(s) do not agree with the retention, they will be asked to specify their reasons. These comments will become part of the student's cumulative folder.
- Each retention should be noted in the student's cumulative file. A summary of the staffing team's recommendation shall be placed in the student's cumulative progress record.
- During the next school year, previous and present teachers, along with other resource personnel involved, will meet to ensure appropriate placement and follow-up with the retained student.
- Building level retention decisions may be appealed to the district administrator. In the event that there is a disagreement regarding promotion/retention that cannot be resolved, the district administrator or his/her designee will make the determination. If the parties involved disagree with the district administrator's decision they may appeal it to the board of education for a final determination.

### **RETENTION CONSIDERATIONS**

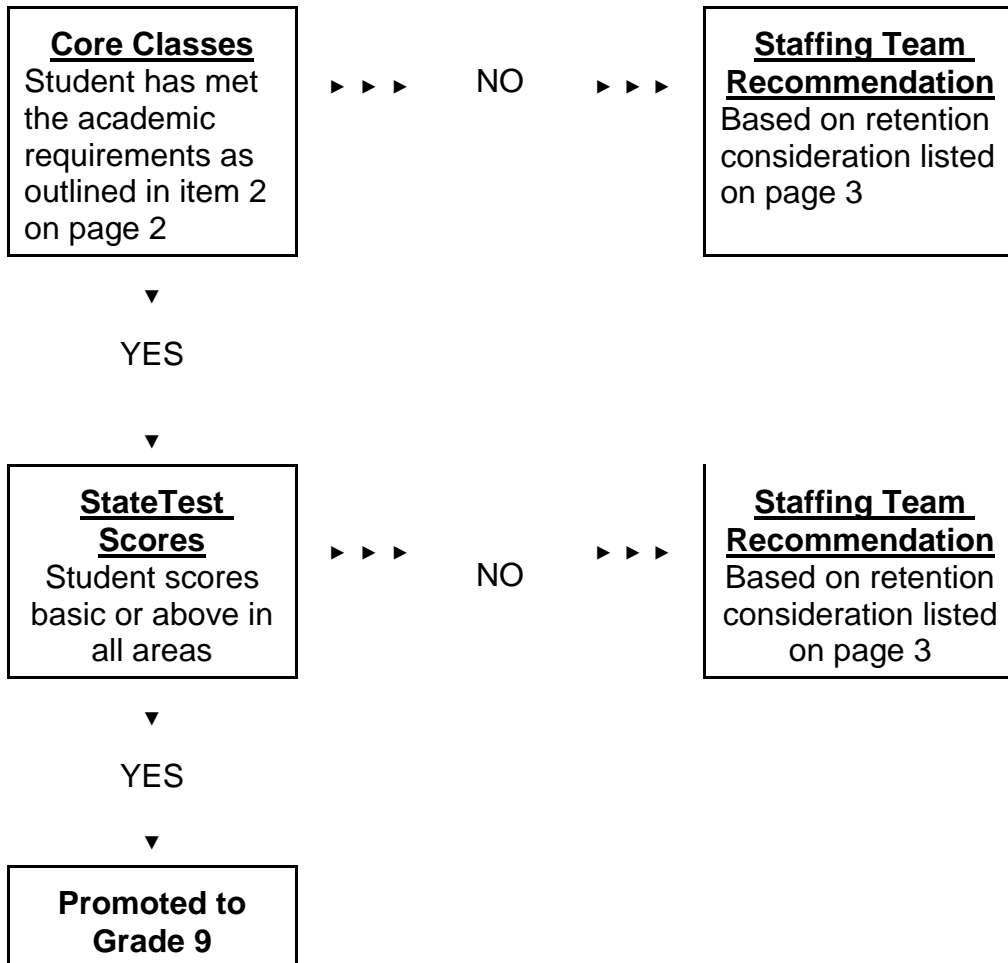
In making a retention decision, the following factors shall be considered. It is important that all points be weighed and that retention not be tied to a single factor. Objective evaluation data should be utilized to determine the potential degree of success for retainees.

- Academic Achievement: A student's progress in various curriculum areas (reading, arithmetic, language, etc.) should be considered in relation to district expectations. The report card grades should be a signal to the parent(s)/guardian(s) of possible retention.
- Academic Ability: Consideration should be given to each student's ability to achieve.
- Attendance: Consideration should be given to each student's attendance pattern during the previous and present school years. Excessive absences due to serious illness or injury without appropriate tutorial assistance may be a contributing cause for retention.
- Self-Image: A student's perception of self should be considered. Such factors as age, physical size, and a sibling in the same grade should be weighed.
- Attitude: The student's overall feelings about school and the student's feelings about repeating the grade should be carefully considered. In addition, consideration should be given to parent(s)/guardian(s) receptivity toward retention.
- Experiential Background: A student coming from a limited background and having little knowledge of common objects, verbal expression, and/or a broad spectrum of information gathered through his/her own experience, may benefit by repeating a grade and thus obtaining additional time to absorb instructional material. If a student is unable to communicate in English and is not acquiring new language skills, retention may not solve the student's educational problems.
- Social/Emotional Maturity: Consideration should be given to each student's ability to emotionally cope with retention and promotion. If a student is socially immature they may benefit from additional growth time.
- Assessment Scores: State, local and other.

**Grade 4**  
**Flow Chart of Sequential Decision Process**



**Grade 8**  
**Flow Chart of Sequential Decision Process**





Medford Area Public Schools

Retention Conference Form

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Referring Teacher: \_\_\_\_\_

School Counselor: \_\_\_\_\_

Date of Referral: \_\_\_\_\_

School: \_\_\_\_\_

After careful consideration of several factors, it is our opinion that it would be in the best educational interest to retain \_\_\_\_\_ in grade \_\_\_\_\_. Although it is believed that this action will be beneficial, it should be understood that they may continue to require special assistance at school and at home to assure a successful educational experience.

Agree

As the parent(s)/guardian(s), I/we agree with this recommendation. I/we understand the reasons for this decision and agree it is in the best interest of my/our child.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Disagree

I do not wish my child retained. My reasons are: \_\_\_\_\_

Parent(s)/Guardian(s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Teacher or School Counselor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Medford Area Public School District

### Staffing Team Promotion / Retention Worksheet

Student Name: \_\_\_\_\_ School: SES MAES MAMS

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Grade Promotion Staffing Team Participants: \_\_\_\_\_

Date of Data Review: \_\_\_\_\_

#### Step 1: District Universal Screener/ State WKCE Test Criterion

1. Check the content area in which the student achieved below a score of 'Basic'.

- Reading       Mathematics       Science
- Social Studies       Language Arts (\*Student may compensate for a language arts score)

2.  The student did not participate in the state test due to a parental opt-out decision.

**If any of the above boxes are checked, or student is in grades 7 / 8 proceed to Step 2.**

#### Step 2: Academic Performance Criterion

1. The student is identified with a disability and has a current IEP or 504 plan. The Staffing Team will refer to the IEP Team for retention / promotion determination.

- The student has successfully completed the goals and objectives of the IEP.  
Proceed to promotion recommendation.

**Proceed to Step 3.**

2.  The student has not been identified with a disability or doesn't have a current IEP or 504 plan.

**Proceed to Step 3.**

### Step 3: Staffing Team Recommendation Criterion

Academic Achievement: \_\_\_\_\_

\_\_\_\_\_

Intelligence: \_\_\_\_\_

\_\_\_\_\_

Attendance: \_\_\_\_\_

\_\_\_\_\_

Self-Image: \_\_\_\_\_

\_\_\_\_\_

Attitude: \_\_\_\_\_

\_\_\_\_\_

Experiential Background: \_\_\_\_\_

\_\_\_\_\_

Social / Emotional Maturity: \_\_\_\_\_

\_\_\_\_\_

State scores and other academic achievement data: \_\_\_\_\_

\_\_\_\_\_

### Step 4: Promotion / Retention Recommendation

- Student has met the requirements, according to Policy IKE, necessary for promotion to grade \_\_\_\_\_.
- Student has not met the requirements necessary for promotion and will be retained in grade \_\_\_\_\_ for the \_\_\_\_\_ school year.