

FILE: RVA-IKE

MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED: January 17, 2008 FILE SECTOR: RURAL VIRTUAL ACADEMY
DATE REVISED: February 18, 2016 POLICY TITLE: PROMOTION CRITERIA Pre-K-12
DATE REVISED: January 26, 2017
DATE REVIEWED: May 17, 2018

Promotion and retention will be determined by using guidelines established by Medford Area Public School District policy RVA-IKE. The initial decision whether there will be retention or advancement shall rest with the teacher(s) primarily responsible for the student's education, the RVA administrator overseeing the student's RVA teacher, and the parent(s)/guardian(s) of the student. These provisions include but are not limited to: academic achievement, intelligence, attendance, self-image, attitude, experiential background, and social/ emotional maturity.

Before a decision to retain a student is made, the RVA administrator, RVA teacher and appropriate team members consisting of: school psychologist(s), guidance counselor(s), social worker(s) and/or IEP team members shall ensure that appropriate communication regarding the student's educational or related difficulties has taken place between the school and the parent(s)/guardian(s) at appropriate times. Promotion or retention due to social/emotional maturity may not always solve a student's school achievement problem.

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.

In the event there is disagreement regarding promotion/retention that cannot be resolved, the parent(s)/guardian(s) reserves the right to appeal the decision to the RVA Governance Board for final determination.

CROSS REFERENCE: IKF
LEGAL REFERENCE: Wis. Stat. 118.33 (6)(b)

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STUDENT PROMOTION/RETENTION GUIDELINES Pre-K-12

Grades for students in grades 3-12 will be scaled using the following evaluation system “A-F” as reporting marks. Grades will be determined using the following percentage scale:

A	93 – 100%
A-	90 – 92.99%
B+	87 – 89.99%
B	83 – 86.99%
B-	80 – 82.99%
C+	77 – 79.99%
C	73 – 76.99%
C-	70 – 72.99%
D+	67 – 69.99%
D	63 – 66.99%
D-	60 – 62.99%
F	0 – 59.99%

Letter grades have a corresponding weight utilized to formulate a grade point average. Those weights are the following:

A	4.00 points
A-	3.67 points
B+	3.33 points
B	3.00 points
B-	2.67 points
C+	2.33 points
C	2.00 points
C-	1.67 points
D+	1.33 points
D	1.00 point
D-	0.67 points
F	0 points - indicates failure
E	0.33 points - indicates passing on effort
INC	0 points - indicates incomplete work
P	0 points- indicates completed work

All AP classes are weighted. Students will receive one additional grade point for these courses.

A	5.00 points
A-	4.67 points
B+	4.33 points
B	4.00 points
B-	3.67 points
C+	3.33 points
C	3.00 points
C-	2.67 points
D+	2.33 points
D	2.00 point
D-	1.67 points
F	0 points - indicates failure
E	0.33 points - indicates passing on effort
INC	0 points - indicates incomplete work
P	0 points- indicates completed work

“E” grades may be awarded under special circumstances by the RVA teacher to any student regardless of actual grade percentage or academic performance. An “E” grade is considered a passing grade and is weighted at 0.33 grade points.

Incomplete (“INC”) grades indicate that a student did not complete enough work in a course to be awarded a grade.

Pass (“P”) grades may be awarded to students for completion of school requirements that have no effect on grade point average. A “P” grade indicates that the student has completed the school requirement for grade advancement or graduation. Credit may be awarded for a student receiving a “P” grade.

If an individual student’s course content and/ or assessments is modified, (not accommodated), to exclude more than 25%, they will be awarded a “P” or “E” grade as determined by course instructor and RVA administration.

Student enrolled in grades Pre-K-2 will receive grade marks and comments on completed work. These grades will be reported using the following scale:

ADV:	Advanced
PRO:	Proficient
BAS:	Basic
MIN:	Minimal

PROMOTION/RETENTION GUIDELINES

- Students that have met the promotion criteria established by the RVA 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 3 or more core courses for the year. If this occurs, there is access to alternative criteria to secure promotion to grade 9.
- A student in grade 12 who has not met the graduation requirements will be recommended for retention and provided access to alternative criteria to secure graduation.
- Retention consideration must include the understanding that in those rare cases when retention is effective (short term or long term), they usually occur in early primary grades. Retention in intermediate grades may be considered under certain circumstances.
- 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.
- Per statute, no student may be promoted from grade 4 to grade 5 unless the student has satisfied the grade 4 RVA promotion criteria.
- Per statute, no student may be promoted from grade 8 to grade 9 unless the student has satisfied the grade 8 RVA promotion criteria.
- A parent/guardian conference will be scheduled when promotion criteria was not attained.
- A staffing team will be formed to gather data and investigate retention. Normally this team will include, but not be limited to, a classroom teacher, a guidance counselor, school psychologist, and principal.
- Concluding the parent/guardian conference, staffing team investigation and reviewing the evidence collected, a decision to either promote or retain will be determined by the RVA administrator. The RVA administrator will provide a copy of the intention letter to the parent(s)/guardian(s), appropriate staff and the student's cumulative file.
- 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.
- Administrative level retention decisions may be appealed to the RVA Governance Board. The RVA Governance Board decision is the 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 data evaluation should be utilized to help determine the potential degree of success for retainees.

- Academic Achievement: A student's progress in various curriculum areas (reading, mathematics, language, etc.) should be considered in relation to district expectations.
- Intelligence: Consideration should be given to each student's ability to achieve.
- Attendance: Consideration should be given to each student's attendance/ participation 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. Failure to participate, as outlined in state statute, can be cause to either retain a student or remand them back to their resident district for other school placement.
- 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.
- Academic Achievement Data: Consideration should be given to the student's performance on both state and local standardized tests scores.