Retention for Students Grades 1-8**

1. Student Promotion/Retention guidelines, Grades K-6

   a. In general, if retention is to occur, it shall be during the primary school years (K-3).
   b. By the end of the second grading period for those students who have enrolled in the fall, the teacher, jointly with the principal, should identify those students who will need additional help to assure promotion.
   c. Academic achievement shall be evaluated primarily upon results of daily work, classroom tests, and standardized tests in reading and mathematics.
   d. The social, emotional, and physical maturity of the student, as they affect achievement, shall be considered for promotion and retention purposes.
   e. Regular attendance, as it affects achievement, is an important factor in determining promotion and retention.
   f. Parent conferences, report cards, and other means for reporting to parents must clearly demonstrate that retention may occur.
   g. Early parental involvement, support, and participation should be secured as soon as the difficulty is noted.
   h. If the student has been retained previously, alternative learning programs should be explored. A second retention at the elementary level is rarely beneficial to the student.
   i. When determining the promotion/retention of each student, all factors must be carefully weighed. How the student will be helped and what will be gained by retention are the two prime factors used in deciding promotion or retention.

2. Student Retention Procedures, Grades K-6

   When the teacher and principal agree that retention is the best course of action to help the student, the following steps should be undertaken.

   a. The teacher should fill out the Retention Referral Form and submit this to the principal by the end of the second grading period for those students who enrolled in the fall.
   b. The teacher will begin to fill out the Retention Time Line.
   c. The classroom teacher and principal will meet to discuss the Retention Referral Form and review the student’s educational progress.
   d. A meeting(s) must be held including the parent and the classroom teacher. Other professional staff members involved with the student’s learning program may also be consulted.
e. A decision for retention should be made with the parents/guardians by the end of the school year. When the parent does not support the retention, the student will be promoted with the following notation made on the permanent record card:

“Retention recommended, parents did not concur.”

____________________________________ promoted to grade _______
(Name)

f. Include referral form and time line as part of the student’s permanent record file.
3. **Student Retention Referral Form, Grades K-6**

   Date of Referral ________________

Name ___________________________ Grade ____________________

School ___________________________ Birthdate __________________

In several of the numbered items that follow, there is a choice of ratings or opinions. Most of these are a matter of opinion, but that opinion will be valuable and helpful.

1. Chronological age in relation to grade:
   
   Young  Average  Older

2. Social maturity as compared to peers.
   
   Young  Average  Older

3. Physical development as compared to peers.
   
   Young  Average  Older

4. Present instructional level of student in the following subjects if appropriate:

   a. Reading _______ _______ _______

   b. Mathematics _______ _______ _______

   c. Spelling _______ _______ _______

   d. Social Studies _______ _______ _______

   e. Science _______ _______ _______

   f. Language _______ _______ _______

   g. Penmanship _______ _______ _______

5. Standardized test scores, if available:

6. Days absent from school this year _____ Reasons _________________________________

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7. Number of schools attended in last two years ________________________________

8. Former grades repeated: ________________________________

9. Has this student been a disciplinary problem this year? Yes _____ No _____
   If so, what do you consider the cause?

10. Is student receiving Special Services, (i.e. Chapter I, Speech, Etc.) Please list.

11. Has the student received Slingerland training during the primary grades? If so, when.

12. Has the student been referred to E.S.D. Contract Services? If so, when.

13. Please list advantages you think there would be in promoting this student.

14. Please list advantages that you think there would be in retaining this student.

15. Indicate constructive suggestions that you think might help this student’s future teacher in handling
    him or her most efficiently.

________________________________________   ________________________________
Date                                            Signature of Teacher
4. **Student Retention Time Line, Grade K-6**

Name of Student ____________________________ Date ____________________

Name of School ____________________________ Grade ___________ Student’s Age ______

Date Enrolled ___________ Days Present ________________ Days Absent ________________

Check List

_____ Referral Form
   (By End of Second Grading Period) Date _____

_____ Teacher-Principal Conference Date _____

_____ Teacher-Parent Conference
   (By End of Second Grading Period)
   (for those students who entered in the fall) Date _____

_____ Decision Conference with Parent/Guardian
   (By End of The School Year) Date _____

_____ Sign-Off by Parent/Guardian
   (By End of the School Year) Date _____

Recommendation:

__________________________________________________________

__________________________________________________________

Retention (Remain in grade _____)

Teacher ____________________________

Principal ____________________________

_____ I approve the above recommendation.

_____ I do not approve the above recommendation.

Date ____________________ Parent/Guardian Signature

__________________________________________________________
1. **Philosophy of Student Retention, Grades 7-8**

A solid foundation of academic knowledge and life experiences are needed to succeed at North Bend Middle School. While the middle school staff will strive to assist students and prevent student failure, there will be students who will benefit personally and academically from retention.

Teachers, counselors, and administrators will assess academic skills, maturity, and attendance to determine the best educational program for each student. After careful consideration of plans of assistance, retention may be recommended at the middle school level for some students.

2. **Philosophy of Student Retention, Grades 7-8**

   a. A student’s current achievement level and grade placement compared to standardized test scores will be used for identification.
   
   b. A student who is chronologically younger than his/her peers will be considered for retention if he/she meets other criteria. A student older than his/her peers or one who has been retained previously is not a good candidate for retention.
   
   c. Maturity is a key to determining success in further schooling; therefore, it will be a strong factor in helping determine whether or not to retain.
   
   d. The age of siblings and the impact of retention upon the family will be considered before recommending retention.
   
   e. An unmotivated student would probably not be personally helped by retention and will not be a good candidate.
   
   f. Students who are behavior problems are not necessarily helped by retention.
   
   g. Consistent, regular attendance is an important factor in determining retention, as a student with good attendance would be more likely to succeed in mastering necessary skills.
   
   h. Midquarter reports, report cards, and parent conferences should be a clear indicator that retention may occur.

3. **Philosophy of Student Retention, Grades 7-8**

Retention of student is one option for helping students who are significantly behind grade level in academic skills and knowledge to achieve success in school. The decision to retain a student is a difficult one because of the numerous complex variables involved. It is important when considering retention of a student to weigh these variables carefully, as well as to evaluate other possible courses of action that may produce successful achievement.

A review of the “factors for retention” by the principal or the assistant principal and a counselor will begin the retention process.

   a. Retention procedures shall be established by the principal which provide for all retention decisions or recommendations to be considered in a timely and orderly manner.
   
   b. Prior to the final determination to retain the student at the same grade level for the next school year, opportunity shall be provided for parent input regarding retention of the student.
   
   c. The decision to retain a student shall be made by the principal, counselors, and appropriate teachers with parent input.
d. The final decision to promote a student who does not meet academic requirements will be made during a parent conference held by the building principal and attended by a counselor.
e. Students with physical and social maturity not suited to the middle school would not be considered for retention.
f. Special education students will be provided for during the I.E.P. meeting under the provisions of federal and state laws.
g. Parents will be contacted in regard to basic academic classes a seventh grader may have to repeat due to a failing grade in English, mathematics, history, or science. Required seventh grade academic classes will have to be repeated in eighth grade if:

1. First semester and second semester are both “F” grades,
2. First semester is a “D” grade and second semester an “F” grade,
3. Second semester is an “F” (student will repeat only second semester). These classes will replace electives at the eighth grade level.
4. The required eighth grade academic classes must be passed by students, otherwise retention may be recommended according to the factors involved.
STUDENT RETENTION REFERRAL/EVALUATION FORM, GRADES 7-8

PERSONAL DATA

Student ___________________________ Name Grade ___________ Birthdate ___________
Parent/Guardian Name _____________________________________________________________
Address ________________________________________________________________
Teacher _______________________________________________ Date ____________________

SCHOOL RECORD

Number of years in school _______________ How many schools? ______________________
Attendance habits/patterns _________________________________________________________
Has this student been retained before? _______________ If so, at what grade level? ________
What degree of effort does the student display? ______________________________________
__________________________________________________________________________________
Is social maturity up to grade level? _________ If not, explain: _____________________________
__________________________________________________________________________________
What would you expect the student to gain by repeating this grade? _______________________
__________________________________________________________________________________
Has the student received any special education services or remediation services? If so, explain.
__________________________________________________________________________________

ACADEMIC DATA

Achievement Test Total Battery Score: ___________ Grade Point Average: ______
Mental Maturity Test: ___________ Mental Age of Student When Given: _______

APPROXIMATE CURRENT INSTRUCTIONAL LEVEL

Reading ___________ Mathematics _______________ Other: _______________
Signature: ______________________ Date: ____________________________
STUDENT RETENTION TIME LINE, GRADES 7 & 8

Name of Student ____________________________ Date ________________
Name of School ____________________________ Grade Student’s ________ Age ________
Date enrolled ____________________________ Days Present ____________ Days absent ____________

Check List:

_____ Student Evaluation ____________________ Date ______
    (after the end of the first semester)

_____ Parent Conference ____________________ Date ______
    (by the end of the third quarter)

_____ Decision Conference with Parent/Guardian ____________________ Date ______
    (by the end of the school year)

_____ Sign-Off by Parent/Guardian ____________________ Date ______
    (by end of the school year)

Date ____________________________ Parent/Guardian Signature ____________________________

Following the procedures established, a record, as printed below, is to be placed in the student’s file.

Parent/teacher conferences were held on the dates indicated below.

People involved were: __________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

I was informed that my student _____________ has not acquired the necessary skills for promotion to grade ________

School personnel have recommended that my student be retained in grade ________ for the ____ school year.

I agree with the recommended grade placement.

__________________________________________
Parent/Guardian Signature

__________________________________________
Date

I do not agree with the recommended grade placement.

__________________________________________
Parent/Guardian Signature

__________________________________________
Date

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