

Promotion and Retention of Students

Kindergarten - Sixth grade

Students are promoted on an annual basis at the end of the school year. Individual promotions may be made at any time by the principal with the recommendation of the teacher and the approval of the superintendent.

The decision as to whether or not a student is to be retained at any particular grade level will be made after a conference is held with the teacher(s), parents, building principal and other pertinent staff.

Retention in the primary or intermediate grades is not to be interpreted or presented as “failing a student” nor is there to be any element of discipline or punishment involved in the decision. The rationale of retaining a student must center exclusively in assisting the student to adjust to the learning situation and to gain the skills required of him or her at each grade level.

Retention Procedures

The following procedures should be followed if a teacher is contemplating the retention of a student:

1. Have regular communications with parent(s) or guardian concerning the student’s progress.
2. Fill out retention information report (see page 3);
3. Discuss report with building principal;
4. Conduct a conference about the student with teacher(s) involved, the principal, other pertinent staff;
5. If the decision is reached to proceed with the retention.

If the decision is reached to proceed with the retention:

1. Hold a conference with the student’s parents and school personnel. The student may attend if deemed appropriate.
2. Make a decision regarding retention.
3. File one copy of the retention report in the student’s academic folder. File one copy with the superintendent’s office.

RETENTION INFORMATION REPORT

Date: _____

This form is intended to be used as an information gathering instrument for those students who possibly will be retained. Make sure that all information is accurate and specific. It is important to use descriptions of behavior but be careful not to use such labels as hyperactive, retarded or others.

Biographical Information

Name of student: _____ Birth date: _____

Name of parent(s): _____

Lives with: Mother Father Both parents Other _____

Address: _____

School Information

Name of school: _____ Grade: _____

Teacher name: _____

Attendance: Days present _____ Absent _____ Tardy _____

Has student been retained before in grade _____

Health Information

Height _____ Weight _____ Vision ___/___ Hearing _____

Vitality _____

Assessment of Student

Academic assessment (Be specific in telling what skills the student has.)

Reading:

Arithmetic:

Writing:

Assessment of student from perspective of other resources, Title I, Title I-M, Special Education if he/she receives such services:

Social Assessment

With Peers:

With Teachers:

With Other Staff:

Reasons for Retention

Please state specific reasons why you feel this student should be retained based on the student assessment.

What strategies and techniques have you employed in an attempt to help this student with the problems listed above?

Action Taken

Signature of parent of guardian

Date

Middle School Promotion Standards

Each eighth grade student will demonstrate that he/she has the skills, knowledge and abilities necessary to be academically successful in high school. Academic indicators of success include:

1. Math proficiency;
2. Ready/Language proficiency;
3. Writing proficiency;
4. Study/organizational skills;
5. Regular attendance;
6. Appropriate behavior.

The middle school will determine what standards must be met and will communicate these standards to students and parents. Throughout their middle school years, parents and students will be apprised of their progress, and appropriate interventions will be offered to students, including:

1. After school tutorials;
2. Homework club;
3. Teacher interventions;
4. Parent involvement;
5. Other assistance as necessary.

By the end of the second trimester, all eighth grade students who are not meeting these standards will meet with the middle school administration. Students, along with their parents, will be offered the opportunity to participate in summer school prior to entering the ninth grade. This summer school program will focus on Reading, Writing, Language, Math and study/organizational skill building. If a student is offered this summer school option, and does not complete the program successfully or chooses not to participate, their high school placement will be determined in August by the High School administration. Their placement will most likely include alternative and/or non-traditional settings until the student's skill level is such that they can be successful at Forest Grove High School. Examples may include:

1. CALC (Community Alternative Learning Center);
2. Workshops in Reading, Writing and/or Math;
3. After school tutoring;
4. Other options as needed and available.

High School Promotion Standards

Students at Forest Grove High School are not “retained”, their promotion to the next grade is determined by the number of credits earned.

Freshman	0 - 4.9 credits
Sophomore	5 - 10.0 credits
Junior	11 - 16.9 credits
Senior	17 +

Reading and Math Workshops

Student’s participation in reading and math workshops at Forest Grove High School is based on scores on the state reading and math assessments. The standard for meeting the State’s essential skills requirement for graduation is achieving a level 3 or 4 on SBAC. Therefore, any student in the 9th or 10th grade entering Forest Grove High School who scores below a Level 3 on the state reading or math assessment may be placed in reading and/or math workshop. This class gives students an additional period, along with their regular English and/or math class, to focus on the skills necessary to be successful in school and in life. At the beginning of the school year and at the end of the first semester, students may re-take the district reading and/or math assessment. If they score at a similar level of a 3 on SBAC, then they can drop the reading and/or math workshop and take an additional elective at the beginning of the next semester.

Our belief is that we must give every student every opportunity to be successful. Our experience the past several years verifies the fact that high school students scoring significantly below a Level 3 need the additional assistance received in our workshop classes. These classes give them the opportunity to master skills previously taught, while at the same time receive grade level content instruction through core English and math classes. Workshop courses allow time for additional instruction and practice in order to accelerate skill acquisition.