



**FOREST LAKE AREA SCHOOLS
FOREST LAKE, MN 55025**

June 30, 2011

AGENDA ITEM: 9.7

TOPIC: Student Retention - Policy 520

BACKGROUND: This policy sets the guidelines for student retention.

PROCESS: The School Board Policy Committee has reviewed this policy. It is now being presented to the School Board for review with the changes noted.

RECOMMENDATION: Approval of this policy.

The retention of a student has significant implications for his/her development. For this reason a thorough educational evaluation of the child being considered for retention shall be made by the teacher(s), the principal and the appropriate special services personnel before a decision is reached. The child's parent(s) / guardians(s) shall be included in the decision making process.

I. ELEMENTARY SCHOOL STUDENTS

Teachers and principals shall adhere to the following guidelines when the possible retention of a child is considered:

- A. The teacher shall consult with the principal concerning the possible retention.
- B. The teacher or principal shall make a referral to ~~the Special Education Advisory Referral Committee (SEARC)~~ the appropriate child study team for consideration of whether a recommendation for additional support (Special Education, Title I, ESL, etc.) is appropriate.
- C. The child's parent(s) / guardians(s) shall be informed at as early a date as possible that their child may be retained. The principal will engage the parent(s) / guardian(s) in discussion about the reasons for the possible retention and about concerns of the parent(s) / guardian(s).
- D. The Pupil Non-Promotion Evaluation Form or the Kindergarten Non-Promotion Evaluation Form shall be completed by April 15. The parent(s) / guardian(s) will be provided with a copy of the completed form. If the form is later revised, a copy of the revised form will be provided to the parent(s) / guardian(s)
- E. The final decision shall be made by the building principal after consultation with the teacher and special services personnel and conference(s) with the parent(s) / guardian(s). The final completed form will be placed in the child's cumulative folder.

II. JUNIOR HIGH SCHOOL STUDENTS

Junior high school students are to be held accountable for all classes, particularly those which are required; ~~consequently, should failure occur,~~ If a student has failing grades in two or more classes or any required class at the mid-point of the grading period, the following guidelines shall be followed:

- A. ~~A retention committee shall be established in each Junior High School. Either a teacher, a counselor, the principal, or an assistant principal will initiate a discussion among a group consisting of~~ It will consist of an administrator, a guidance counselor and at least two faculty members who are familiar with the student's work and needs. It shall be the role of this committee to examine the individual needs of ~~each the student who has failed more than two classes or any required class~~ and make a recommendation to the principal concerning retention. The committee will consider appropriate referral for Special Education evaluation or other appropriate program placement. The parent(s) / guardian(s) shall be informed at as early a date as possible that their child's ~~failure in his/her class(es) failing grades~~ may result in retention. The child's parents shall be included in the decision making process, ~~and [T]he final decision shall be made by the principal and a record of that decision and the basis therefore shall be placed in the child's cumulative folder.~~
- B. ~~Seventh and eighth-grade students failing more than two classes or any required class shall be considered for retention. If the number of required classes failed can be successfully completed during summer school or by scheduling the failed classes in the following year, retention shall not be necessary. In unique situations, the building principal may decide to promote a student even though he/she has failed a required class. As an alternative to retention, the principal may consider whether the student is able to successfully participate in summer school or other appropriate program(s) to build necessary skills.~~
- C. ~~Ninth- through twelfth-grade students; failing more than two classes or any required class shall be considered for retention. Those students failing a required class(es) shall be expected to successfully complete a similar class(es) during summer school before being promoted to the Senior High School. In unique situations, the building principal may decide to promote a student even though he/she has failed a required class. refer to Policy 613.~~

REVISED: 8/21/78

FOREST LAKE AREA SCHOOLS
INDEPENDENT SCHOOL DISTRICT #831
FOREST LAKE MN 55025

PUPIL NON-PROMOTION EVALUATION
GRADES 1 – 6
Attachment to Policy 520

DATE _____

TEACHER _____ ROOM _____ SCHOOL _____

CHILD'S NAME _____ ADDRESS _____

BIRTHDATE _____ PRESENT AGE _____ PREVIOUS GRADES RETAINED _____

DAYS ENROLLED THIS YEAR _____ DAYS ABSENT THIS YEAR _____

I.Q. _____ NAME OF TEST _____ DATE GIVEN _____

THE ANSWERS TO THE FOLLOWING QUESTIONS ARE BASED ON WHAT THE CLASSROOM TEACHER HAS OBSERVED AND UPON RELEVANT MEASURES OF STUDENT ACHIEVEMENT INCLUDING DISTRICT FORMATIVE AND SUMMATIVE ASSESSMENTS. DATA FROM APPROPRIATE ASSESSMENTS ARE TO BE INCLUDED BELOW WHERE WITHIN THE RELEVANT CONSIDERATIONS.

INTELLECTUAL GROWTH

1. Is the child progressing according to his/her ability? (If no, explain.) yes ___ no ___

2. Is reading literacy readiness maturity satisfactory for beginning formal reading literacy instruction? (If no, explain.) yes ___ no ___

3. Is reading literacy achievement commensurate with child's ability? yes ___ no ___

4. Is arithmetic math readiness or arithmetic math progress appropriate for grade level? yes ___
no ___
(If no, explain.)

5. Does child participate in the academic activities of the class? yes___ no___
(If no, explain.)

PHYSICAL DEVELOPMENT

1. Does the child have satisfactory coordination in comparison to the other children in that grade? (If no, explain.) yes___ no___

2. Is the child's speech normal? (If no, explain.) yes___ no___

3. Is the child's vision normal? (If no, explain.) yes___ no___

4. Is the child's hearing normal? (If no, explain.) yes___ no___

5. Is the child's size commensurate with the average size for this grade? yes___ no___

6. Other ~~handicaps~~ relevant disabilities

SOCIAL DEVELOPMENT

1. Does the child work well with other children? (If no, explain.) yes___ no___

2. Does the child play well with other children? (If no, explain.) yes___ no___

3. Does the child accept responsibility in non-academic activities? (If no, explain) yes ___ no ___

4. Is the child accepted by the other children in the class? (If no, explain.) yes ___ no ___

5. Does the child accept other children in the class? (If no, explain.) yes ___ no ___

EMOTIONAL MATURITY

1. Does the child appear to be easily discouraged? (If yes, explain.) yes ___ no ___

2. Does the child appear to be easily upset? (If yes, explain.) yes ___ no ___

3. Does the child appear to have self-confidence? (If no, explain.) yes ___ no ___

WORK HABITS AS JUDGED BY CLASSROOM TEACHER

1. Does the child show adequate attentiveness? (If no, explain.) yes ___ no ___

2. Does the child follow directions? (If no, explain.) yes ___ no ___

3. Does the child work independently? (If no, explain.) yes ___ no ___

4. Does the child complete assigned work? (If no, explain.) yes ___ no ___

TEACHER'S RECOMMENDATION

Summarizing statement of retention recommendations by the teacher, including child's greatest strengths and weaknesses, attitude about school, attendance, etc.

PRINCIPAL'S RECOMMENDATION

Summarizing statement of retention recommendations by the principal.

Parent's signature _____

Teacher's signature _____

Principal's signature _____

School _____ Date _____

Was retention accepted? Yes _____ No _____ Date _____

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FOREST LAKE, MN 55025

KINDERGARTEN NON-PROMOTION EVALUATION
Attachment to Policy 520

DATE _____

TEACHER _____ SCHOOL _____

CHILD'S NAME _____ ADDRESS _____

BIRTHDATE _____ PRESENT AGE _____

DAYS ENROLLED THIS YEAR _____ DAYS ABSENT THIS YEAR _____

THE ANSWERS TO THE FOLLOWING QUESTIONS ARE BASED ON WHAT THE CLASSROOM TEACHER HAS OBSERVED.

INTELLECTUAL GROWTH

	Often	Sometimes	Rarely
1. Can the child recognize and name a majority of the upper and lower case letters when they are presented out of order?	_____	_____	_____
2. Is the child able to recognize basic letter sounds?	_____	_____	_____
3. Can the child recognize and write numbers 0 – 20 out of sequence?	_____	_____	_____
4. Can the child understand the meaning of a set?	_____	_____	_____
5. Is the child able to express himself in complete sentences?	_____	_____	_____
6. Can the child express an experience in sequence?	_____	_____	_____
7. Can the child recognize the five basic shapes?	_____	_____	_____
8. Can recognize majority of sight words?	_____	_____	_____

PHYSICAL DEVELOPMENT

1. Large and small motor coordination? Comment _____

2. Comments on vision, hearing, speech, etc? _____

EMOTIONAL MATURITY

	Often	Sometimes	Rarely
1. Is the child easily discouraged?	_____	_____	_____
2. Is he/she easily upset?	_____	_____	_____
3. Is he/she lacking self-confidence?	_____	_____	_____

SOCIAL DEVELOPMENT

1. Does the child work and play well with other children?	_____	_____	_____
2. Does the child have behavior problems <u>appropriate behavior in a variety of settings</u> ?	_____	_____	_____
3. Is the child capable of taking care of him/herself?	_____	_____	_____
4. Does the child <u>understand and</u> respect the feelings of others?	_____	_____	_____
5. Does the child take part in group discussions with relevant topics?	_____	_____	_____
6. Is the child willing to take part in group-learning activities?	_____	_____	_____
7. Does the child share with other children?	_____	_____	_____

WORK HABITS

1. Is the child easily distracted?	_____	_____	_____
2. Does the child follow directions?	_____	_____	_____
3. Does the child work independently?	_____	_____	_____
4. Is the child capable of completing his/her work in a reasonable length of time?	_____	_____	_____

TEACHER'S RECOMMENDATION: Summarizing statement of retention recommendations by the teacher, including child's greatest strengths and weaknesses, attitude about school, attendance, etc.

PRINCIPAL'S RECOMMENDATION: Summarizing statement of retention recommendations by principal.

Parent's signature _____

Teacher's signature _____

Principal's signature _____

School _____ Date _____

Was retention accepted? Yes _____ No _____ Date _____