

# Greater Albany SD 8J Administrative Regulations

Code: **IKE-AR**  
Adopted: 7/84  
Revised/Readopted: 3/12/01, 2/28/05, 8/13/07,  
6/27/11  
Orig. Code(s): AR 6410

## Student Retention

The district believes that students must have demonstrated the ability to progress academically in order to be advanced to the next grade in school. When student advancement is questionable, retention may be an appropriate option. The value of retention decreases with each year a student attends school. Retention, especially after the primary grades, should be considered only after other options have been exhausted.

1. The decision to retain:
  - a. Shall be discussed with the parents or guardians\* by June 1 (students transferring into the district will be dealt with individually);
  - b. Will consider other options such as summer school, Title I, special education, partial day placement and multi-grade group.
2. The retention conference will:
  - a. Include the following participants: classroom teacher; principal; special programs staff, where appropriate; and parents or guardians;
  - b. Establish that approval is given by the parent or guardian;
  - c. Upon request of the principal, the superintendent may waive the requirement in b. above;
  - d. Establish instructional goals for the student for the following school year.
3. The following considerations will be used in the decision as to whether or not to retain a student:
  - a. **Chronological Age** - The student whose birth date falls on the last half of the calendar year (July through November) is in the younger half of the class and would be more likely to benefit from adding a year to his/her education;
  - b. **Mental Development** - The fast learner should not usually need to repeat a grade in order to catch up with academic work if proper motivation and assistance are given. The slow learner will probably continue to achieve below grade placement and retention will not alleviate this discrepancy. It is probably the student in the middle ranges of intellectual ability who has the best chance of profiting from retention;
  - c. **Physical Size** - The early maturing student, already larger than peers, might be uncomfortable if placed in a group with smaller students;
  - d. **Present Grade Placement** - Retention should normally take place during the early years. Kindergarten, first or second grade students adapt better than those in the third grade or above;
  - e. **Sex** - Because of the rate of maturation, and the problems of physical size, the retention of a girl may pose more problems than a boy;
  - f. **Siblings** - If a student has a sibling in a grade in which placement is being considered, family difficulties could arise;

- g. **Peer Relationships** - Is the student a part of the community/neighborhood group with which there is close identification? Would the placement in another grade affect feelings as far as peers are concerned?
- h. **Parent or Guardian Involvement** - The parent or guardian must be involved in the proposed move. If the retention is not supported by parents or guardians, it may reflect in the entire family relationship and affect the student's attitude toward school. If the parents or guardians approve, the student's chances for success are greater;
- I. **Student's Attitude** - Ideally, the student should take part in the decision. Students should be able to withstand the adjustments that may accompany the new situation;

\* As used in this document, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-0005 (18).

**Greater Albany Public School District**

Consideration for Retention or Promotion

School Board Policy IKE regarding student promotion and retention states, “Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will only be made after prior notification and explanation to the student’s parents or guardians, but the final decision will rest with school authorities.”

(Circle option considered below)

Meeting Date: \_\_\_\_\_ To Consider:    Retention    or    Promotion

Student: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Meeting Participants: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grade change requested by: \_\_\_\_\_

The following factors and data are provided to support the recommendation:

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

Physical: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Social: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Emotional: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

<b>Signature</b>	<b>Date</b>	<b>Circle Recommendation</b>	
_____	_____	Agree	Disagree
_____	_____	Agree	Disagree
_____	_____	Agree	Disagree
_____	_____	Agree	Disagree
_____	_____	Agree	Disagree
_____	_____	Agree	Disagree
_____	_____	Agree	Disagree
_____	_____	Agree	Disagree