

## **Retention for Students Grades 1-8\*\***

Coos Bay Schools believe that differentiated standards-based instruction, in and out of class interventions and our system of student study meetings will meet the learning needs of most students and prevent retention whenever possible.

### **Retention for Kindergarten - 6th Grade Students**

When a teacher first notes that a student is struggling to learn, the following steps must be taken:

1. The teacher shall alert the Student Success Team (SST) and complete an intervention tracking form for the team's review. Further interventions or evaluations may be ongoing while the team considers the student's progress.
2. The SST will use an intervention tracking form, retention checklist and the retention data collection form in compiling information about the student;
3. If interventions and parent support have not shown improved achievement and the student is still at risk of retention by April 15th, parent contact will be made to secure permission for final retention evaluation;
4. The SST will review the information collected on each student, including the scope and results of interventions, ensure that all necessary information is at hand, and make a tentative determination of the instruments to be used in the evaluation;
5. The SST team will initiate evaluations on identified students in each building;
6. At the conclusion of the evaluation process, the SST team will review all information on the retention candidates and make recommendations known to the principal;
7. A summary conference with the parents of each student evaluated will be conducted;
8. The decision regarding retention rests with the principal. Parents may appeal pursuant Board policy KL - Complaint Procedure for School Patrons.
9. The superintendent will be given a list of students being considered for retention by April 20th of each year and a final retention list (along with copies of all supporting documentation) by June 1st of each year.

## **Retention for Grades 7th & 8th**

1. When a seventh or eighth grade teacher first notes that a student is struggling to learn they shall complete an intervention tracking form and alert the school counselor. The school counselor will evaluate the interventions provided to the student and determine what actions may need to be taken to support the student in learning. At this point a parent meeting may be held.
2. Students who struggle in any subject will receive interventions during the school day. These shall include in class interventions. In core subject areas this shall also include out of class interventions according to the school support process. At this point parent contact regarding the concern is required.
3. Should a student who has received such intervention fail to show proficiency in any core class (language arts, math, science, and social studies) first semester they may be assigned to re-take the course, make up the missed learning in a support class second semester or other interventions.
4. At the end of the 1st semester, any student not showing proficiency two or more core classes will be placed on a list for possible retention and notices will be sent to parents and to the superintendent.
5. At the next checkpoint and/or prior to fall registration, student performance will again be checked for proficiency. Any 8th grade student lacking proficiency in two or more core classes will register as an 8th grader for the fall term. Any 7th grade student lacking proficiency in two or more core classes will register as a 7th grader.
6. At the 9 week checkpoint during the second semester any student not showing proficiency in two or more cores will have a retention intervention meeting. The meeting will include the student, the parents/guardians, the principal (or designee) and representatives from the retention team. If parents do not participate, the meeting will continue without them.
7. At the 15 week checkpoint during the second semester, parents again will be notified of the possibility of their student being retained.
8. The decision regarding retention rests with the building principal. In making this decision, the principal will give significant consideration to the recommendations from the retention determination meeting. Other considerations may include, but are not limited to: academic ability, student effort, progress during the last half of the second semester, previous retentions, and attendance.
9. Notice of the principal's decision will be given, in writing, to the parent(s) and the superintendent.
10. Parents may appeal the decision per Board policy KL - Complaint Procedure for School Patrons.
11. Because interscholastic rules prohibit more than one year of participation per grade, a student who is retained will not be eligible for athletics during the retention year.
12. Academic progress of special education students will be determined on a case-by-case basis, based on their achievement of Individual Education Plan (IEP) goals.

13. Retained 7th grade students will have the option to attend either middle school. If their choice is to attend out-of-zone, the parent(s) will be responsible for transportation.

### **High School Students**

There is no high school grade retention in the usual sense. Students are required to earn the minimum credits for their cohort year in order to graduate. The first day of school their 9th grade year establishes their cohort year.