

Retention for Students Grades K-6**

If a teacher feels it is in the student's best interest to repeat a grade level, the following steps must be taken:

1. By January-February, teachers of retention candidates will have made initial contact with parents;
 - a. The counselor sends out a request for teachers to:
 - (1) Identify any student they may consider for retention.
 - (2) The request is returned to the counselor with either no retentions or a list of students to be considered for retention.
 - (3) Parent request for retention is a valid referral.
 - b. Counselor notifies chairperson of Building Education Survey Team (BESTeam) with screening form on any student being considered for retention.
 - c. Complete the retention checklist and collect all available data. The teacher should be actively involved in doing a file review of all of the student's records. Note previous retentions, standardized test scores, health records, attendance, and any special education information that might be in the file. The teacher will also collect work samples and consult with other staff members about the student.
 - d. BESTeam screens all students considered for retention. BESTeam determines whether a full evaluation is necessary. If further information is considered necessary, BESTeam will arrange:
 - (1) Evaluation of student;
 - (2) Recommendation of tests;
 - (3) Permission for testing.
 - e. Building Education Survey Team (BESTeam)
 - (1) Review tests and assessments;
 - (2) Preliminary recommendations:
 - (a) In-building assistance;
 - (b) Special Education referral.

This information should be brought to the BESTeam. The BESTeam reviews the material with the teacher and decides whether to recommend evaluation for special education. If not, the student continues through the retention process. If the student is evaluated, that evaluation would identify areas of weaknesses and provide suggestions for the classroom teacher to share with the parent at the parent awareness conference.

Retention candidates will be referred to the Building Education Survey Team (BESTeam) for staffing and intervention. The BESTeam will use the retention checklist and the retention data collection form in compiling information about the student;

2. By February - March, the second parent contact will be made and permission secured for retention testing;
 - a. Conference with parents (Parent Awareness Conference). Include both parents when available.
 - (1) Awareness;
 - (2) Plan of action:
 - (a) Parental support;
 - (b) Parents receive packet on retention research.
 - b. The teacher and/or counselor will inform the parent about the possibility of retention and have an opportunity to educate the parents about the Oregon City retention process. A parent packet of information will assist the parent's understanding. It may include some articles on retention and other information to assist the parent. The conference should identify strengths and weaknesses. It helps the teacher focus on areas of strength as well as any deficit areas.
 - c. An action Plan should be developed and reviewed before initiating an evaluation. The action plan can be documented in BESTeam minutes or a written plan can be developed. Be sure to document all efforts made to adjust program or individual strategies to accommodate the identified students.
 - d. The BESTeam will review the information collected on each student, ensure that all necessary information is at hand, and make a tentative determination of the instruments to be used in the evaluation;
 - e. The testing team will conduct evaluations on identified students in each building;

3. By March

Teacher conference with parent at the spring conference. If you wish to discuss retention at this time, block out extra time for your conference. This is a "follow-up" conference and should include a review of the results from the action plan. Teacher asks parents if they have questions or concerns about parent research in retention packet.

4. April-May

- a. At the conclusion of the testing, the testing team will review all information on the retention candidates and make recommendations known to the BESTeam;
- b. Teacher and counselor conference with parent to share recommendation of retention or promotion. Sign letter for retention or refusal of retention. Determine who will discuss this with the student;
- c. Late parent request must be reviewed but a valid action plan may not be possible;
- d. Parent/Principal/Special services director endorsement/approval secured.

PARENT CONSENT TO RETAIN

Date: _____

Student: _____

Present Grade Level: _____ School Year: _____

Teacher: _____

After considerable professional deliberation regarding your student's progress, testing results and skill level, the recommendation has been made that _____ remain at his/her present grade level for the upcoming school year.

As was explained to you by your student's teacher, _____'s accomplishments are not meeting the standards of expected achievement for this year in school. This may result in more serious learning difficulties in the future without the recommended retention in his/her present grade level.

Please indicate your support or nonsupport of this recommendation below, and return this form to the school office no later than _____.

_____ I support the recommendation that my student remain at his/her present grade level for the upcoming school year.

_____ I do not support the recommendation that my student remain at his/her present grade level for the upcoming school year and require that my student be placed in the next grade level. In requiring this placement I voluntarily agree to assume all risks and/or liability associated with my decision. I voluntarily release the district, its employees, agents and representatives from all risk and/or liability associated with my decision.

(Teacher Signature)

(Superintendent Signature)

(Parent Signature)

Office Retention Notice

Date: _____

Student: _____

Present Grade Level: _____

The criteria used in making a recommendation for the retention of this student are as follows (include behavior, classroom performance, skill levels, achievement test scores, etc.):

(Teacher Signature)

This form must be filled out on all recommendations for retention whether the student is actually retained or not. Submit to the building principal by _____.