

Eugene School District 4J

Code: **IKE-AR(1)**
Revised/Reviewed: 08/30/21
Orig. Code: J120

Grade Placement and Retention of Students

Grade Level Placements

Children newly enrolling in school who will turn 5 on or before September 1 shall be enrolled in kindergarten. Children who will turn 5 in the month of September may be considered for early entry into kindergarten at the parent's request, following the district's early entry request process and criteria.

Children newly enrolling in school who will turn 6 on or before September 1 normally will be placed in first grade. However, students who turn 6 in July or August immediately preceding the September 1 deadline for first grade may be considered for kindergarten enrollment when an administrator determines, after consultation with the family, that kindergarten is the most appropriate placement.

Retention

In general, the expectation for student progress within the K–12 program is promotion to the next grade level with their same-age peers. However, students develop at different rates, times or stages. What is developmentally appropriate for one student may not be appropriate for another student in similar circumstances.

When a student demonstrates achievement and performance at levels that consistently do not meet grade-level expectations, the district promotes the use of interventions that are evidence-based and effective. The district encourages schools and parents to seek interventions other than retention that more effectively address the specific instructional and behavioral needs of students.

Any discussion of student retention will be conducted after extensive investment in grade-level intervention strategies with same-age peers. Deliberation and decisions concerning satisfactory student progress and retention will occur in partnership with appropriate school personnel, the student and the parent/guardian.

Decisions to retain a student are made on a case-by-case basis, and must be initiated by April 1 of the year prior to the potential retention. Concerns and questions about an individual student's performance may be initiated as appropriate by staff, by the student and/or by the student's parent/guardian. In determining whether a child is an appropriate candidate for retention, appropriate staff, which may include a building administrator, should meet with the parent/guardian, and student as appropriate, to consider these two questions before initiating a recommendation for retention:

1. How would instruction, curriculum and conditions change next year to meet the specific needs of the child?
2. What conditions will be the same that may prevent the child from meeting academic standards and age-appropriate behavioral and social emotional expectations next year? How will these conditions be

addressed?

If convinced that retention would likely benefit the student, school staff or the parent/guardian should initiate the process for retention outlined in the next section.

District procedures for student retention in grades K–8:

After careful consideration of the two questions above, if it is determined retention should be considered as an option, the procedures below will be followed:

1. The child’s parent/guardian, teacher or other staff member will make a written request to the principal that the child be considered for retention.
2. The principal will initiate a retention assessment process and identify the child's academic ability and social emotional maturity.
3. If a disability is suspected when a child does not make adequate progress, a referral must be made to the Student Services Department for a Child Find meeting. Data from the Child Find meeting and/or subsequent evaluation, if the decision is made to evaluate, will become part of the assessment information considered.
4. If a student is on an Individual Education Plan (IEP), retention should not be considered as a way to ensure a student makes progress towards their IEP goals or as a special education intervention. If a student does not make progress, the team should consider the appropriateness of the IEP and make adjustments as necessary.
5. Team recommendation: A team composed of the parent/guardian, child’s teacher, principal or representative, school counselor and any other specialists who have been involved with the child, will meet to review assessment results. As appropriate, the team may also include the student’s IEP caseworker or 504 plan coordinator. The team will review all pertinent information to determine the student’s needs and the most appropriate structure to support the learning. In the event retention would involve personnel from a different school, appropriate staff members will be involved in the team deliberations. The team must collect and review data and address the following criteria when making a recommendation, and document the data review in the Recommendation for Student Grade Level Reassignment form (IKE-AR(2)):
 - a. Whether the student has been retained before. It may not be appropriate to retain a student whose biological age is at considerable variance from peers.
 - b. Academic achievement, using available data such as:
 - Teacher observations
 - Established and reliable measures of academic progress
 - Scores from state assessments
 - Diagnostic testing
 - Informal assessments or inventories
 - Other measures considered reliable by the team

- c. Personal growth and maturity: In addition to academic achievement measures, decisions regarding retention will be based on social, psychological, behavioral, emotional, language and physical development. Teacher observation, professional judgment and informal or formal assessment instruments may be used to gauge development. Retention is not recommended solely on the basis of social immaturity.
- d. Attendance and productivity: Students are expected to attend school on a regular basis and produce according to grade-level expectations. When considering retention, attendance concerns (excessive absences) may be considered a barrier to meeting grade-level expectations but should not be the sole determinant of retention. Discussions regarding attendance and school productivity (e.g., on-task behaviors, quality work submitted on time, etc.) should be considered in conjunction with other factors in making a final decision regarding retention.

The team then responds to the key questions:

- Does the preponderance of data and evidence indicate that retention would benefit the student?
- What specific intervention strategies will be used to enhance the cognitive and social development of the child and promote the student's learning and success at school?
- Should the student be retained to better meet their learning needs?

Each member of the team will respond to these questions, based on the data collected. The team will then develop a recommendation, by consensus if possible, to present to the building administrator. If retention is recommended, the team must identify the strategies and interventions to be used in order to promote success during the retention year, and why, and document the same on the Recommendation for Student Grade Level Reassignment form (IKE-AR(2)). If team members are not in agreement, dissenting team members must indicate in writing why they disagree with the recommendation. Their written statement must be attached to the student reassignment form. The principal, after careful consideration of the recommendation, will make the decision to retain or not. If a parent is dissatisfied with the decision of the principal, parents may appeal to the instructional level director. The director will make the final decision.

6. If a decision is reached to retain a student, a copy of the Recommendation for Student Grade Level Reassignment form (IKE-AR(2)) will be given to parents and sent to the appropriate instruction level director. The original will remain at the school for placement in the student's cumulative record file.

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Code: **IKE-AR(2)**
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Recommendation for Student Grade Level Reassignment Form

Student Name:	Age:	Birthdate:
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TAG: _____	504: _____	IEP: _____	McKinney-Vento: _____	ELD: _____
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Present grade assignment:	Recommended reassignment to grade:	for _____ school year
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Date of first parent consultation regarding reassignment:		Student attendance rate (%):	
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Supportive data:
Social/emotional/physical maturity:
Test information:
Support programs:
Student's thoughts about reassignment:
Parent's thoughts about reassignment:

Participants in team:	Recommendation:
Counselor:	
Principal:	
Parent:	
Teacher(s): Student (if appropriate):	
Psychologist:	
Other:	

In order to plan for a successful retention, how would instruction, curriculum and conditions change next year to meet the specific needs of the child?

What conditions will be the same that may prevent the child from meeting academic standards and age-appropriate behavioral and social emotional expectations next year? How will these conditions be addressed?

Building administrator decision: Recommendation is **Approved** **Denied**

Signature of principal _____ Date _____

Signature of parent/guardian _____ Date _____

Copy sent to director by _____ Date _____

**RETAIN ORIGINAL IN CUMULATIVE FILE;
PROVIDE COPY TO PARENT AND LEVEL DIRECTOR**