



Regina Roman Catholic Separate School Division # 81

Curriculum & Instruction 8502 Retention	Administrative Application	
	Effective:	January 7, 2019
	References:	The Education Act, 1995, Sec. 175 (1)(a) Policy 12 – Role of the Director
	Status:	Operational

Preamble

Neither social promotion (keeping a student with age-peers even though the student is achieving significantly below grade level) nor repeating a grade is successful, in and of itself, in assisting a struggling student. A significant body of research indicates that retaining a student in the same grade rarely results in long-term academic gains and often has a negative impact on student self-concept and socialization. Effective intervention is required to assist a student in closing the achievement gap by improving academic success in school.

Application

Students ordinarily will not be retained in a grade, unless evidence supports retention being in the best interest of the child and where the parents/guardians, the school-based team, and the senior administrator responsible for Student Services, Education Services support the decision.

1. The teacher requesting retention for a student must discuss possible retention with the school principal and the Student Support Team prior to December. Inquiry into retention must be documented in a Student Support Team (SST) Action Plan.
2. Prior to contacting Senior Administration the Student Support Team should review assessments as well as adaptations and supports that have been put into place. This team will make recommendations for adjustments as appropriate. Retention is seen as a last resort when all interventions have been exhausted in the school.
3. The principal will contact the senior administrator responsible for retention **prior to raising this possibility with the parents/guardians**. Initial discussion should take place before the end of January.
4. Senior Administration will contact the Response to Intervention (RTI) Consultant who will consult with the school administration to set an inquiry into a retention meeting with the appropriate consultant/coordinator(s):
 - Kindergarten/Pre-K for Kindergarten students
 - Special Education Coordinator for students with intensive needs
 - French Language Coordinator for students in French Immersion
 - EAL Consultant for students with English as an Additional Language
 - RTI Consultant for students in Grades 1-8

This meeting should take place prior to raising this possibility with the parents/guardians.



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5. At the inquiry to retention meeting, the school team will share information, data, review the student's cumulative file and complete the *Light's Retention Scale*.
6. Consultant/Coordinator(s) involved along with the school administration will discuss the possibility of retention with the area Superintendent and the Superintendent responsible for Student Services, Education Services. A recommendation to retain or not retain will be decided. If the recommendation is to retain, the *Recommendation for Retention forms* (found online) should be initiated by the School-Based Administrator.
7. The school administration will contact the parents/guardians to meet with the Student Support Team to review all information and discuss possible options and future supports. The appropriate consultant/coordinator will be present for this meeting, if requested by the school. If retention is a decision to which all parties agree, the school completes the forms. These forms require approval by the senior administrator responsible for retention.
8. Retention is not seen as an intervention. If a child is retained or not retained, a SST Action Plan must be developed outlining transition supports, adaptations and additional intervention as needed.
9. The Recommendation for Retention and SST Action Plan documents related to this process must be placed in the cumulative file.

Recommendation for Retention

To be completed by the School-Based Administrator

Student: _____ Date: _____ Grade: _____

School: _____ Classroom Teacher: _____ Birthdate: _____
(mm/dd/yyyy)

Father/Guardian: _____ Mother/Guardian: _____

Has the student's case been reviewed by the Student Support Team? Yes No

Has the student's case been reviewed by the senior administrator responsible for Student Services, Education Services? Yes No

Has school data and child cumulative file been reviewed? Yes No

Has the Light's Retention Scale been completed? Yes No Attach results.

Reason(s) for recommendation?

Assessments and results: Attach results (e.g., speech assessment etc.)

Provide a summary of previous supports, adaptations and interventions (school based and or outside agencies)

The following consultant/coordinator(s) have been involved and support recommendation:

Coordinator - French Program (Immersion)	Signature: _____
Coordinator - Student Services	Signature: _____
Consultant – Literacy K/PreK	Signature: _____
Consultant - Response to Intervention (RTI)	Signature: _____
Consultant - English as an Additional Language (EAL):	Signature: _____

I understand that the Light's Retention Scale may support, but does not guarantee, a positive outcome if a child is retained. Understanding this, I support this retention:

Parent/Guardian: _____ <small>(Signature)</small>	Date: _____
Principal: _____ <small>(Signature)</small>	Date: _____
Area Superintendent: _____ <small>(Signature)</small>	Date: _____

Distribution: Original Form to: Supt. for Student Services, Ed. Services **Copy to:** Area Superintendent Student's Cumulative File