

Curriculum & Instruction 8502		Administrative Application	
Retention		Last Reviewed /Approved on:	December 17, 2025
		References:	The Education Act, 1995, Sec. 175 (1) 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 Superintendent 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 (SST) prior to December. Inquiry into retention must be documented in a SST Action Plan.
2. The SST 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 area superintendent who will then contact the superintendent responsible for Student Services **prior to raising this possibility with the parents/guardians**. Initial discussion should take place before the end of January.
4. The Superintendent of Student Services will contact the Coordinator, of Student Services who will consult with the school administration to set an inquiry into a retention meeting with the appropriate consultant/coordinator(s):
 - Early Learning & Literacy Learning Consultant for Kindergarten students
 - French Language Coordinator for students in French Immersion
 - Multilingual & Multicultural Services Coordinator for students with English as an Additional Language
 - Indigenous Education Coordinator for students of Indigenous ancestry

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

5. At the inquiry to retention meeting, the area Superintendent, Principal and school team will share reasons for possible retention, along with assessment data, and any pertinent information from the student's cumulative file. The school counsellor will review and share any pertinent information from the Student Services file.
6. The Student Services team, consisting of the Superintendent of Student Services Consultant/Coordinator involved will discuss a plan to observe and gather further data. The *Lights Retention Scale* may be administered for additional information if needed.
7. The Student Services team will meet once data collection is complete, will meet to review all the data gathered. A recommendation to retain or not retain will be discussed along with recommendations to support the student.
8. The Superintendent of Student Services will contact the area Superintendent to discuss the recommendation. Both Superintendents meet with the principal to share recommendations and discuss next steps.
9. If the recommendation is to retain, the Recommendation for Retention form located in School Operations- Forms & Resources should be completed by the School-Based Administrator.
10. Consultant/Coordinator(s) involved will discuss the possibility of retention with the area Superintendent and the Superintendent responsible for Student Services.
11. The school administration will contact the parents/guardians to meet with the SST to review all information and discuss possible options and future supports. The appropriate consultant/coordinator will be present for this parent/guardian meeting, if requested by the school. If retention is a decision to which all parties agree, the school presents the form for the parents/guardians to sign. This form requires approval by the Superintendent of Student Services.
12. **Retention is not seen as an intervention.** If a child is retained or not retained, an SST Action Plan must be developed outlining transition supports, adaptations and additional intervention as needed.
13. The Recommendation for Retention and SST Action Plan documents related to this process must be placed in the student cumulative record.

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: _____

Reason(s) for recommendation?

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

Has the student's case been reviewed by the area Superintendent and the Superintendent responsible for Student Services, Education Services? Yes No

Has school data, cumulative record, and student services file been reviewed? Yes No

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

If yes, Date: _____ completed by: _____ (Attach results).

What do you see as possible risk factors and long-term implications on how retention may affect the student in years to come?

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

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

Has a Student Action Plan been developed to support the student for the following year? Please list key interventions.

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

Coordinator - Student Services

Signature: _____

Coordinator - French Program (Immersion)

Signature: _____

Consultant – Early Learning and Literacy

Signature: _____

Consultant - Intensive Supports

Signature: _____

Coordinator - Multilingual & Multicultural Services

Signature: _____

Recommendation for Retention

To be completed by the School-Based Administrator

Coordinator, Indigenous Education

Signature: _____

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

Parent/Guardian/s: _____

(Signature)

Date: _____

Date: _____

Principal: _____

(Signature)

Date: _____

Superintendent: _____

(Signature)

Date: _____

Distribution: Original Form to:

Supt. for Student Services

Copy to:

Area Superintendent

Student's Cumulative Record