



## RETENTION

### Background

Golden Hills School Division believes that students must be provided with academic experiences which lead to success both academically and socially.

Current research on retention clearly states that retaining students is not associated with positive outcomes and may lead to negative academic and non-academic outcomes for students. Negative impacts may include stigma, lowered self-esteem, reduced academic learning, and increased likelihood of dropping out of school. Instead of retention, students are provided with research-supported interventions and social-emotional support.

### Procedures

1. In cases where there are concerns around student achievement communication with parents shall occur as early as possible within the school year and be ongoing.
2. Teachers adapt the curriculum to meet the needs of the student who is progressing differently than peers. Through review of the Individual Program Plan or Individual Support Program, parents are aware of the programming decisions to support their child's learning.
3. Instruction, learning tasks and assessment may be differentiated so that students have the best opportunity for academic success.
4. Grade level retention is not considered except in exceptional cases made early in the student's schooling experience (primarily kindergarten). This recommendation is made when parent/guardian and the school team are confident retention will support the student's growth through maturity.
5. The decision to retain shall be made by the principal in consultation with-school based team, including a recommendation by an educational consultant.

### References:

- [Education Act, S.A. 2012, E. O.3](#), 3, 11, 18, 31, 56, 195, 197