

Promotion/Retention

The District recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs that meet the individual and unique needs of all students and allow them to remain with their age cohorts.

While the research on retention as an instructional strategy is generally very negative, there may on occasion be cases where retention may be warranted. The staff is directed to develop procedures and programs to reduce retention to a minimum and to ensure that students who are retained have a high likelihood of benefiting from that retention.

If the decision is made to retain, then the child study team must consider constructive support and alternative programs as part of their recommendation. Such support programs as Title I, special education, counseling, peer tutoring, Indian education tutoring, use of aides or adult volunteers, college field experience personnel, rescheduling (different teacher, different approach) and extended time (before school, after school, recesses, etc.) are feasible alternatives for assisting the child and must be considered in the decision.

If a parent insists on the child being retained, a notice will be placed in the child's file that the retention was a parent decision and not recommended by the school.

Policy History:

Adopted on: 2008-09

Revised on: 09-2018