

The retention of a student has significant implications for his/her development. For this reason a thorough educational evaluation of the child being considered for retention shall be made by the teacher(s), the principal and the appropriate special services personnel before a decision is reached. The child's parent(s)/guardians(s) shall be included in the decision making process.

**I. ELEMENTARY SCHOOL STUDENTS**

Teachers and principals shall adhere to the following guidelines when the possible retention of a child is considered:

- A. The teacher shall consult with the principal concerning the possible retention.
- B. The teacher or principal shall make a referral to the appropriate child study team for consideration of whether a recommendation for additional support (Special Education, Title I, ESL, etc.) is appropriate.
- C. The child's parent(s)/guardians(s) shall be informed at as early a date as possible that their child may be retained. The principal will engage the parent(s)/guardian(s) in discussion about the reasons for the possible retention and about concerns of the parent(s)/guardian(s).
- D. The Pupil Non-Promotion Evaluation Form or the Kindergarten Non-Promotion Evaluation Form shall be completed by April 15. The parent(s)/guardian(s) will be provided with a copy of the completed form. If the form is later revised, a copy of the revised form will be provided to the parent(s)/guardian(s)
- E. The final decision shall be made by the building principal after consultation with the teacher and special services personnel and conference(s) with the parent(s)/guardian(s). The final completed form will be placed in the child's cumulative folder.

**II. JUNIOR HIGH SCHOOL STUDENTS**

Junior high school students are to be held accountable for all classes, particularly those which are required. If a student has failing grades in two or more classes or any required class at the mid-point of the grading period, the following guidelines shall be followed:

- A. Either a teacher, a counselor, the principal, or an assistant principal will initiate a discussion among a group consisting of an administrator, a guidance counselor and at least two faculty members who are familiar

with the student's work and needs. It shall be the role of this committee to examine the individual needs of the student and make a recommendation to the principal concerning retention. The committee will consider appropriate referral for Special Education evaluation or other appropriate program placement. The parent(s)/guardian(s) shall be informed at as early a date as possible that their child's failing grades may result in retention. The child's parents shall be included in the decision making process. The final decision shall be made by the principal and a record of that decision and the basis therefore shall be placed in the child's cumulative folder.

- B. As an alternative to retention, the principal may consider whether the student is able to successfully participate in summer school or other appropriate program(s) to build necessary skills.
- C. Ninth- through twelfth-grade students: refer to Policy 613.

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