**Retention Statement, for Inclusion in Parent Handbook:**

Retention is very rarely considered for Reed Union students. This generally cautious approach to retention is supported by over a century of very clear educational research. To date, the research shows almost no evidence of a positive effect on either long-term school achievement or social adjustment for retained students. The now vast body of research in the area of retention has failed to find any long-term benefits of retention, and many studies describe a host of negative effects. The research does indicate that initial academic improvements may occur within the first year or two after retention, but longer-term studies suggest that the benefits dissipate within two to three years. Over time, children who were retained generally do not show better achievement or social emotional adjustment than groups of matched peers who were at risk of retention, but who were not retained. In fact, the retained groups often show *more* problems, in both social and academic areas. Overall, parents who have questions about retention should contact their school principal and their child’s teacher and school psychologist. Retention decisions will be based on gathered data, discussions, and a thorough consideration of risk factors. Parents are also encouraged to review the district’s retention policy. It is available for review via a link from the RUSD website at: <http://www.reedschools.org/domain/93> (follow provided login instructions, select Students, and then select Promotion/Acceleration/Retention to view policy).