

STUDENT PLACEMENT AND PROMOTION

Background

The Division believes that students must be provided with academic experiences which lead to success. One important means of providing these experiences is by making it possible for students to progress through the curriculum according to their needs and their abilities.

Research indicates that in most cases, retention at grade level is not effective. Promotion with required remediation, enrichment or specialized programming and supports should be the norm in Division schools.

Procedures

1. In the event that a student is progressing at a significantly slow rate, consultation and planning with the student's parents/guardians shall occur as early as possible.
2. Teachers shall accommodate or adapt programming for those students who are having difficulty responding to regular course content, instruction or assessment irrespective of their grade placement. These adaptations/accommodations must be discussed with the parents/guardians and are to be included as part of the student's Student Support Plan (SSP).
3. The decision to "place" (placement need not be synonymous with promotion) a student in any grade or program shall be made by the school-based team (principal, parent/guardian, teacher, student) after consultation with the Director of Learning-Inclusion. Form 361-1 will be completed during this time. Retention is a last resort and is considered only upon parent request.
4. When deciding whether a student is to be:
 - a) promoted (moved ahead from one grade level to the next in more or less regular fashion);
 - b) accelerated (moved ahead beyond one's normal grade progression, most often due to a student's high level of ability); or
 - c) retained (parent decision).

The following information will be used to guide in the decision-making process.

4.1 *Curriculum-Based Assessments/Academic Achievement*

4.1.1 Division/provincial assessments.

4.1.2 Teacher developed assessments.

4.1.3 Report card marks.

4.1.4 Testing information (if available and necessary) using various standardized measures conducted by the Division Psychologist, Speech Language Pathologist (SLP), or outside agency personnel.

- 4.2 *Emotional Maturity* - Student's ability to regulate and show self-control of emotions and behaviour appropriate to age, attitude, motivation and interests.
 - 4.3 *Social Ability* - Student's ability to socialize and interact with peers, other students and adults.
 - 4.4 *Medical* - Medical/psychiatric diagnoses which may have an impact on all factors and areas of development.
 - 4.5 *Attendance* - Lates and days missed.
 - 4.6 *Other* - Extenuating circumstances which may have an impact on the student's learning.
5. The school team should share the current research on retention and programming options with the parent(s)/guardian(s) and if the parent(s)/guardian(s) believe retention still is the best placement for the student, have the parent(s)/guardian(s) sign the "recommendation" section on Form 361-1 and provide a letter stating why they believe their child would benefit from being retained. The school based team should refer to the conversation guide and checklist (361-2) while discussing student placement with parent(s)/guardian(s).
 6. The school is responsible for the completion and submission of Form 361-1 to Inclusion at Division Office.

Reference: Section 31, 32, 40, 41, 42, 43, 44, 51, 52, 196, 197 Education Act

Links to Research:

- Meta-analysis of Grade Retention Research: Implications for Practice in the 21st Century, Shane R. Jimerson, <https://www.tandfonline.com/doi/abs/10.1080/02796015.2001.12086124>
- Winning the battle and losing the war: Examining the relation between grade retention and dropping out of high school, Shane R. Jimerson, Gabrielle E. Anderson, Angela D. Whipple, 2002, <https://onlinelibrary.wiley.com/doi/10.1002/pits.10046>
- What Research Says About... / Grade Retention, 2008, Jane L. David, <https://www.ascd.org/el/articles/grade-retention>
- No single intervention by schools is worse than retention, John Hattie, 2018
- Research Brief: Grade Retention, Hanover Research, www.hanoverresearch.com

Forms:	Student Placement and Promotion Recommendation	(361-1)
	Student Placement and Promotion Conversation Guide and Checklist	(361-2)

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