

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. Full grade retention will only be considered for our kindergarten students.

Procedures

1. In the event that a student is progressing at a significantly slow rate, consultation with the student's parents/guardians shall occur as early as possible.
2. Wherever possible, teachers shall adapt or modify school programs for those students, irrespective of their grade placement, who are having difficulty responding to regular course content, instruction or assessment. These adaptations/modifications must be discussed with the parents/guardians and are to be included as part of the student's Individualized Program Plan (IPP).
3. The decision to "place" (placement need not be synonymous with promotion) a student in any grade or program shall be made by the Principal in consultation with the Manager of Student Services or Manager of Early Learning, other staff, parents/guardians and, where possible, the student.
4. It is expected that kindergarten children will progress to a grade one placement. In an extraordinary case, and after careful evaluation of the student's needs (see Form 361-1), retention will be considered.
5. 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 (kindergarten);the following information will be used to guide in the decision-making process.

5.1 *Curriculum-Based Assessments/Academic Achievement -*

- 5.1.1 Division/provincial assessments such as Early Years Evaluation (EYE), Benchmark Assessment System (BAS) *Fountas and Pinell*, Diagnostic Online Reading Assessment (DORA), and Student Learner Assessment (SLA).
- 5.1.2 Teacher developed assessments (ie. student work portfolio).
- 5.1.3 Report card marks.
- 5.1.4 Testing information (if available and necessary) using various standardized measures conducted by a Learning Facilitator and/or Division Psychologist,

Speech Language Pathologist (SLP), or outside agency personnel such as a Occupational Therapist (OT) or a Physio Therapist (PT).

- 5.2 *Emotional Maturity* - Student's ability to regulate and show self-control of emotions and behaviour appropriate to age, attitude, motivation and interests.
 - 5.3 *Social Ability* - Student's ability to socialize and interact with peers, other students and adults.
 - 5.4 *Medical* - Medical/psychiatric diagnoses which may have an impact on all factors and areas of development.
 - 5.5 *Attendance* - Lates and days missed.
 - 5.6 *Other* - Extenuating circumstances which may have an impact on the student's learning.
6. Once the school team has shared the current research on retention and programming options with the parent(s)/guardian(s) and if the parent(s)/guardian(s) believe retention is the best placement for the student, have the parent(s)/guardian(s) sign the "recommendation" section on Form 361-1.
 7. The school is responsible for the completion and submission of Form 361-1 to Division Office.

Reference: Section 12, 48, 60, 61, 123, 124, School Act

Forms: 361-1 Student Placement and Promotion Recommendation