

PROMOTION AND PLACEMENT OF STUDENTS

Background

The Division believes, based on a review of collective research, that it is in the best interest of students to progress through the education system with their age-appropriate peers. Therefore, students in Grades K to 9 will not be retained at a grade level, but will either be placed or promoted into the next grade level based on their success in English Language Arts and Mathematics. Students who are identified as not satisfying the core program requirements or meeting the outcomes required for the current grade level, shall be provided the supports necessary to increase their learning success. Student promotion and placement decisions shall be made in the best educational interests of the student, in accordance with the following procedures.

Definitions

Educational supports are any number of strategies, resources and/or tools implemented to increase the student's learning success. Systematic evidence-based interventions are used to facilitate the academic and socio-emotional development of students at risk of not achieving success.

Individualized Program Plan (IPP) means a concise plan of action designed to address the student's special education needs, and is based on diagnostic information that provides the basis of intervention strategies. All students with special education needs, from severely disabled to gifted and talented, require an IPP.

Intervention plan is an action plan developed by the learning team and implemented with the expectation that it will increase the student's learning success in a predictable and desired manner.

Learning team is made up of people with various types of expertise who work together to support the student and the classroom teacher(s). The learning team shares information, insights and questions to identify strategies and supports that will increase the student's learning success. At a minimum, the learning team includes the classroom teacher(s) and parents/guardians of the student. When appropriate, students are to participate in meetings, contribute to plans and provide feedback.

Placement is the decision to "place" a Grades K to 9 student into the next grade level who has not satisfied the current English Language Arts and/or Mathematics program requirements or met the outcomes required for the current grade level. Such placement decisions are made in the best interest of the student by the Principal in consultation with the school learning team (see also

“Promotion”).

Promotion is the decision to “promote” a Grades K to 9 student into the next grade level who has satisfied the current English Language Arts and Mathematics program requirements and met the outcomes for those courses. The student will be promoted to the next higher grade level or grade 10 course. (See also “Placement”).

Procedures

1. The Principal is responsible for student promotion and placement decisions in consultation with the student’s learning team.
2. Using appropriate assessment data and procedures (Administrative Procedure 360 – Assessment, Evaluation and Communication of Student Learning) teachers shall accommodate regular course/school programs to address students’ individual learning needs. Through Collaborative Response processes, student progress will be monitored on an ongoing basis.
3. If a student is struggling to meet grade-level outcomes and is being considered for “placement” into the next grade level, the principal will ensure consultation with the student’s learning team and will utilize Collaborative Response processes to ensure a continuum of learning supports is implemented.
4. The Principal, in consultation with the school learning team, shall determine those students who are being “placed” (versus promoted) into the next grade level, and ensure this decision is indicated on the final report card.
5. When a student is “placed” into the next grade level, an Individualized Program Plan (IPP) shall be created and implemented by the learning team in the following school year. This process will be guided by the division’s Collaborative Response framework and the contents in Administrative Procedure 213.
6. In high schools, promotion is by successful completion of courses, not grade levels. Course selection shall be made by the parents and students with the Principal having the final responsibility for ensuring that the requirements of Alberta Education are met.
7. Decisions made under this Administrative Procedure are subject to appeal in accordance with Administrative Procedure 390 – Appeals Concerning Student Matters, or Board Policy 13 – Appeals and Hearings on Student Matters will apply.

Adopted/Revised: JUN 2016/NOV 2019/OCT 2021

Reference: Section 11, 18, 31, 52, 53, 55, 196, 197, 222 Education Act
Freedom of Information and Protection of Privacy Act
Practice Review of Teachers Regulation 11/2010
Student Evaluation Regulation 177/2003
Student Record Regulation 225/2006
Ministerial Order 015/2004 – Standards for Special Education
Ministerial Order 001/2013 – Student Learning
Ministerial Order 016/97 – Teaching Quality Standard
Guide to Education ECS to Grade 12
Achievement Testing Program Grades 3, 6 and 9 General Information Bulletin
Diploma Examinations Program General Information Bulletin
Principles for Fair Student Assessment Practices for Education in Canada