

Administrative Procedure 202

STUDENT ACCELERATION PROMOTION OR RETENTION

Background

It is expected that students will normally progress from one grade level to the next on an annual basis. The Superintendent demonstrates a belief in equal opportunity and equal access to quality education in a supportive, positive and challenging environment. The decision to promote a student from one grade to the next will be made based on measurable data and assessments and made in the best interest of the student based on input from the teacher(s), parent(s) and Principal. This administrative procedure outlines the procedures for decision making in those individual situations where the question about whether a student should be retained or accelerated is raised.

Definitions

Promotion: shall refer to the process in which a student proceeds to the next grade level having demonstrated successful achievement of the outcomes.

Placement: shall refer to the process in which a student proceeds to the next grade level even though they have not demonstrated successful achievement of the outcomes. Opportunity for differentiation and/or modification identified in a learning plan or an instructional support plan (ISP) must be provided.

Retention: shall refer to the process where promotion to the next grade level is declined by the Assistant Superintendent, Learning Services, for a student to repeat the same grade level due to lack of achievement.

Acceleration: shall refer to a process of promotion in which a decision is made by the Assistant Superintendent for a student to skip or miss one or more grade levels.

Procedures

1. Promotion
 - 1.1 Successful achievement of learning outcomes shall be determined as defined within The Alberta Programs of Study.
 - 1.2 A student who has demonstrated successful achievement of the outcomes, for the grade in which they are registered, shall be promoted to the next grade level.
 - 1.3 Annual student promotion shall be reviewed by the Principal in consultation with the relevant teaching staff.

2. Placement

- 2.1 Even though all outcomes were not achieved a student proceeds to the next grade level.
- 2.2 The placement of a student in the next grade will require differentiation and/or modification identified in a learning plan or an ISP.
- 2.3 Annual placement shall be determined by the current grade level teacher(s), the next grade level teacher(s), the school's Inclusive Education Facilitator (IEF) and the school administration.

3. Acceleration

The summary of the research supports the practice of acceleration in those cases where the teacher has appropriately assessed the student, a future program plan has been developed, and planning for implementation has occurred.

- 3.1 The decision to accelerate a student shall be based on the following factors:
 - 3.1.1 current level of achievement,
 - 3.1.2 academic assessment,
 - 3.1.3 social – emotional maturity of the student,
 - 3.1.4 parent input, and
 - 3.1.5 school context.
- 3.2 Consideration of the factors in section 4 above should indicate that the decision to accelerate is in the best interest of the student.
- 3.3 The Assistant Superintendent shall approve or decline student acceleration in consultation with the Principal.

4. Retention

The summary of the research does not support the practice of retention for students demonstrating academic difficulties.

More effective alternatives to retention include motivating and engaging students in learning and supporting students in a variety of alternative ways in an effort to successfully move them towards high school completion.

- 4.1 In situations where the parent(s) are insisting that retention takes place, it is the responsibility of the principal to ensure parents are aware of the implications of grade retention.
- 4.2 In those circumstances where a student has been assessed, consultation with the parents has occurred and the reasons and benefits for retention have been clearly identified, a decision to retain may result.

- 4.3 Parents should be involved and supportive of any discussion or consideration for retention of their child and sign consent.
- 4.4 Students identified with a disability should not be identified for possible retention in their grade if they have a disability and their programming needs have been addressed in an Individual Program Plan.
- 4.5 The decision to retain a student in their current grade should have evidence indicating that the decision is in the best interest of the student.
- 4.6 The Assistant Superintendent shall approve or decline student retention after consultation with the Principal.

Reference: Education Act 7, 11, 31, 32, 56	
	Date Approved: April 1, 2021
	Reviewed or Revised: Executive: April, 2021

References shall be updated as required and do not require additional approval.