

**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.

However, students learn in different ways and at different rates. While a student is normally promoted from one grade to the next when he or she has been seen to have successfully completed the knowledge, skills and attitudes required of those subject areas in a particular grade level program, there are times when a student is placed in a particular grade even though he or she may not have made regular progress in the previous year. While the average time for a student to progress through the elementary school and junior high school is six and three years, respectively, the Division believes that provision must be made for those students who may vary from the average.

**Procedures**

1. In the event that a student is progressing at a rate significantly different from average, consultation with the student's parents shall occur as early as possible.
2. Wherever possible, teachers shall modify school programs for those students, irrespective of their grade placement, who are having significant difficulty responding to regular course content, instruction or assessment. These modifications must be approved by parents and included as part of the student's cumulative record file.
3. School staff shall outline, for parents and students, the standards of achievement by which decision-making about student promotion from one grade to the next will be facilitated.
4. 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 staff, parents and, where possible, the student. The placement decision shall be guided primarily by where the most appropriate level of instruction can be offered by the school.
5. When deciding whether a student is to be promoted (moved ahead from one grade level to the next in more or less regular fashion), accelerated (moved ahead beyond one's normal grade progression, most often due to a student's high level of ability), or retained (kept back to repeat some or all of the previous grade level program), all factors shall be considered including the student's academic progress, his or her chronological age and mental age, his or her social-emotional development and physical maturity, his or her attendance, his or her attitude and the level of parental support for the intended placement.
6. Placements involving acceleration or retention require assessment and recommendation by an educational consultant.

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