



## AP 3-402 – PROMOTION AND RETENTION OF STUDENTS

In general, children should be placed in the grade that is academically, physically, socially and emotionally suitable. The educational program shall provide for the progress of children from grade to grade with the majority of children spending one year in each grade. A small number of children, however, may benefit from staying another year in the same grade or being placed a grade ahead of their age mates. Such retention and acceleration may be considered in:

**Kindergarten to Grade 8**, when the evidence of the student’s progress and growth, dictates the grade level placement that would best support and extend the student’s learning.

The final decision rests with the principal, who must consult with teachers, parents, and other specialists as appropriate. Regardless of the decision to retain or to promote a struggling student, the school must address that student’s learning needs in a written plan.

The school team, led by the Principal will review the facts to determine:

- That the child is achieving significantly below or above their grade level.
- That such retention or acceleration would not cause a significant detrimental social or emotional adjustment for the child.
- That retention or acceleration would benefit the child significantly.
- That the opinions and concerns of parents are fully considered before a final decision is made. Initial discussions should occur as early in the school year as possible so that evidence can be clearly identified.

**In Grades 9 to 12**, the final decision on whether or not to grant credits rests with the principal, who consults with teachers, parents, and other specialists as appropriate. Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula or modified curricula (as set out in an individual education plan), as appropriate.

- If a student does not submit the necessary evidence of learning to be granted a credit in a course, then the student may be assigned a failing grade or be assigned a grade of “IN” (incomplete).
- Information would only be reported to the Department once a student has been granted a percentage mark.
- If an “IN” is assigned, a plan must be put in place at the school level to assist the student in submitting the outstanding evidence of learning in order to receive the credit within a reasonable, agreed-upon timeframe.

Adopted: August 2015