

	<b>Chinook's Edge School Division – Administrative Procedure</b>	
	<b>AP 3 - 30 - Retention and Student Placement</b>	
<b>Related Policies:</b>	<b>Initial Approval: 2024 April 1</b>	
<b>Related Procedures:</b>	<b>Last Amended:</b>	
<b>Exhibits:</b>	<b>Last Reviewed:</b>	

**PURPOSE**

The Division recognizes all students’ diverse learning abilities, interests, and needs. The Division’s goal is for all students to experience success to the maximum of their abilities while progressing in their educational programs.

Teachers assess student progress and collect data on which decisions about grade placement and grade advancement can be made. A balance of assessment of learning and assessment for learning is important to ensure a connection between instruction and assessment. A teacher’s documentation of assessment of and for learning includes observations, conversations with students, products created by students, and test and examination results. The Division expects teachers to accommodate and use evidence of learning to adapt instruction and adjust skill and process expectations to meet students’ needs.

Educational research compiled over the last decade has consistently indicated that grade retention does not improve academic achievement, language development of English Language Learners or the social emotional development of students who are experiencing difficulties. Retention is also one of the best predictors that a student will leave school before graduation. Motivating and engaging students in learning and supporting students to be successful both academically and socially with their same peer-aged peer group is more effective than retention. As a School Division we want to refrain from retaining students, particularly those with:

- Special Needs
- English as an Additional Language
- Social and Emotional Difficulties
- Early Birthdates (social maturity)
- Attendance Issues

To maximize student success, and as a preferred alternative to retention, the Division supports differentiation or individualized programming while accommodating a student’s needs in the classroom and it is expected that students will normally progress from one grade level to the next on an annual basis.

**SCOPE**

This procedure applies to all teaching staff and students

## **PROCEDURES**

1. The Principal and staff shall exercise their best professional judgment regarding supporting, accommodating and differentiating students who may be challenged with academic performance, maturity, social factors, English language development and other factors considered to be relevant to individual student academic and social emotional success.

2. Teachers must be familiar with and understand the learner outcomes in the Alberta Education Program of Studies not only at the grade level they teach but also at the grade levels immediately above and below to ensure appropriate differentiation is taking place to meet the diverse needs of their students.

3. There are very few instances where retention should be considered for a student as research indicates that academically there is little to no benefit. If retention is to be considered, the Principal will contact the Associate Superintendent of Student Services. If retention or acceleration is still being considered after reviewing all relevant data, then the Administrator will contact the Associate Superintendent of Student Service by April 1st.

4. Parents may recommend retention or acceleration, but the final decision is an educational decision that would be determined collaboratively with the Principal and the School Division.

5. The following steps will be required if retention or promotion is being considered:

The student does not currently have:

- Special Needs
- English as an Additional Language
- Social and Emotional Difficulties
- Early Birthdate (social maturity)
- Attendance Issues

The Principal will:

- a) Request the student's teachers to provide documentation of the student's progress and program accommodations and adaptations the teachers has used or are using with the student;
- b) Inform the Associate Superintendent of Student Services or designate about the possible retention;
- c) Inform the parent or legal guardian about the current research and implications of retention;
- d) Document all communication with the parent or legal guardian about retention.

6. The parent shall be invited to a conference with the Principal and staff to discuss a potential retention at least one (1) month prior to the end of the school year only after consultation with the Associate Superintendent of Student Services.

7. The final decision for retention or promotion falls to the Associate Superintendent of Student Services.

8. Parents have the right to appeal the decision to the Superintendent of Schools or designate.

## **History**