

PROMOTION AND RETENTION OF STUDENTS

Background

The District believes in equal opportunity and equal access to the best possible education in a supportive, positive, and challenging environment.

Students generally take 13 years to graduate from secondary school. In the primary years, students are not to repeat a year. In Grades 4 to 12, the decision to advance or repeat a grade or course will be made based on measurable data and assessments and made in the best interest of the student by the teachers, parents, and Principal. Final responsibility for deciding appropriate student placement (grade assignment and program) rests with the Principal. In the event that a parent disputes their child's grade placement, the parent shall have the right to appeal under Section 11 of the *School Act*.

Procedures

1. Retention

- 1.1. In most cases, students will meet subject and grade or course expectation, and have acquired the confidence to move on to the next grade or course.
- 1.2. There may be special circumstances where, in the judgment of both the parents and the Principal, retention is in the student's best interest.
 - 1.2.1. It is important to consider the educational, emotional, and social effects of retention and what alternative materials and instructional strategies are to be used to overcome previous difficulties.

2. Promoting with Intervention

- 2.1. As soon as a student shows signs of not meeting expectations, intervention is to begin by clearly identifying the problem and setting out a plan of action.
 - 2.1.1. In cases where a student is identified as a Ministry-designated special needs student, an individualized education plan (IEP) will be developed.
 - 2.1.2. In other cases, appropriate intervention strategies may include one or more of the following:
 - 2.1.2.1. Individualized instruction provided by the classroom teacher, learning assistance teachers, or support personnel;
 - 2.1.2.2. Extra help at home provided by parents;
 - 2.1.2.3. Computer-managed/assisted learning;
 - 2.1.2.4. Summer school programs;
 - 2.1.2.5. Distance learning;
 - 2.1.2.6. Before- and after-school programs;

- 2.1.2.7. Adult, student, or teacher mentors;
- 2.1.2.8. Peer or cross-age tutoring;
- 2.1.2.9. Community or workplace programs.

3. Required Areas of Study (Kindergarten to Grade 10)

3.1. All students will be offered an educational program that meets the learning outcomes set by the Ministry of Education in the applicable educational program guide. In addition to the following Ministry-designated areas of study, the District may offer students, when appropriate, a local program or an IEP.

**Required Areas of Study in an Educational Program
Kindergarten to Grade 10**

	K-3	Gr.4	Gr.5-7	Gr. 8	Gr. 9-10
a) English Language Arts ^{1,2}	x	x	x	x	x
b) Social Studies	x	x	x	x	x
c) Mathematics	x	x	x	x	x
d) Science	x	x	x	x	x
e) Physical Education	x	x	x	x	x
f) Fine Arts	x	x	x	x ³	x ^{3,5}
g) Personal Planning	x	x	x	-	-
h) a second language ¹	-	-	97-98	x	-
i) Career & Personal Planning	-	-	-	x	x
j) Applied Skills	-	-	-	x ⁴	x ^{4,5}

¹ French Immersion students will take French Language Arts at the K-3 level, both English and French Language Arts from Grades 4-10 (note: at the Grades 5-8 level French Language Arts will replace the requirement to take a second language).
² Francophone students will take French Language Arts from K-10.
³ Drama, Music or Visual Arts.
⁴ Technology Education, Home Economics **or** Business Education.
⁵ Schools may organize to provide students with a Grade 9 and Grade 10 fine arts course in one school year, and a Grade 9 and Grade 10 applied skills course in the next school year, or vice-versa.

Reference: Sections 7, 8, 11, 17, 20, 22, 65, 79, 85 School Act
 School Regulation 265/89

Adopted: October 18, 1982

Revised: September 1994; February 1996; June 1996; January 1999; September 24, 2018