

ACADEMIC PLACEMENT/RETENTION/ GRANTING OF CREDITS PROCEDURES

Decisions regarding promotion and retention of students may have far-reaching implications for student success in school and such decisions must be carefully and collaboratively considered

(1) **Promotion and Placement**

Student placement shall be made by the principal in consultation with the child's teacher after a careful evaluation of all the factors, including:

- chronological age,
- the child's learning needs,
- social and emotional learning needs,
- consultation with the child's parent(s)/guardian(s), and
- the best interests of the child.

The normal pattern of the educational programming shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade with their age appropriate peers.

(2) **Retention (Kindergarten to Grade 8)**

River East Transcona School Division rarely considers retention as an option to support students who are experiencing significant academic and/or social emotional challenges. The decision to retain a student is one that requires careful consideration, conversation and consultation between the classroom teacher, parent(s)/guardian(s), school administration, senior administration and divisional personnel. This decision includes retention as a delayed kindergarten start.

The following criteria will be used to support schools and parents through the process of making a decision about retention:

- Consideration of the research regarding the impact of retention on student learning and future success;
- Notification of the assistant superintendent of educational programming;
- Consideration of previous instances where the student was retained (delayed entry into kindergarten, retention at an earlier grade);
- Review of appropriate educational programming needs;

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- A student shall not be retained in the same grade more than once.

Retaining a student in kindergarten is considered their second chance at literacy learning and therefore they will not be eligible for Reading Recovery® in grade 1 (Canadian Institute of Reading Recovery®, *Standards and Guidelines, 2018*).

(a) **School-Based Recommendation for Retention**

If, after consistent reviews of student progress, implementation of a variety of adaptations, ongoing conversations between the classroom teacher, parent(s)/guardian(s), school team, divisional support staff and the assistant superintendent of educational programming, and conversation with the student where appropriate, a decision is made to retain the student, an action plan must be developed. Retention alone is not an intervention, so a planning process must be established to provide ongoing support for student learning that includes:

- Implementation of strategies to maximize the potential for student success, growth and achievement. For example: a change of learning environment or classroom placement in the following year, opportunities for new learning experiences, detailed Student Specific Plan with identified goals, timelines and specific intervention strategies, additional support/consultation from divisional personnel, etc.
- Implementation of strategies to minimize the potential impact on the social and emotional well-being of the student and his/her confidence as a learner.
- The collaborative development of detailed plans to:
 - maintain student progress for the remainder of the current school year including recommendations to support meaningful learning experiences;
 - support the student in working towards grade level expectations in the repeated grade;
 - encourage consistent attendance at school where this has been an issue in the past.

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(b) **Parent(s)/Guardian(s) Request for Retention**

If the request for retention/delayed kindergarten entry is initiated by parent(s)/guardian(s):

- The school will notify the assistant superintendent of educational programming of this request as soon as possible.
- A meeting will be scheduled with the parent(s)/guardian(s) to share the research regarding the impact of retention on student growth and future success.
- The final decision regarding student placement rests with the principal.

(3) **Granting of Credits (Grade 9 to 12)**

Granting of credits must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula. If a student does not submit the necessary evidence of learning to be granted a credit the student may be assigned a failing grade or be assigned a grade of ND.

If a ND 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 timeframe. This plan shall include:

- Strategies to maximize the potential for student success, growth and achievement with identified goals, timelines and specific intervention strategies.
- Strategies to minimize the potential impact on the social and emotional well-being of the student and his/her confidence as a learner.

The plan shall be collaboratively developed by the school team, the student and the parent(s)/guardian(s). A copy of the plan will be filed in the students' pupil file.

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Recovery @, *Standards and Guidelines, 2018*