

# SCHOOL DISTRICT NO. 51 (BOUNDARY)

## P O L I C Y

SECTION	TITLE	NO. 5030
STUDENTS	<u>Student Grade Retention/Acceleration</u>	

**DATE ADOPTED:** June 27, 2000

**DATE AMENDED:** April 13, 2010

**DATE REVIEWED:** April 17, 2018

**DATE AMENDED:**

In School District 51 (Boundary), ~~promotion~~ **acceleration or retention** practices are expected to be in alignment with current research findings. **The Board believes that promotion or retention of any student should be based on the judgment of what is best for the student considering his/her intellectual, social, physical and emotional needs. Students will not normally repeat a program of studies in elementary grades or otherwise be retained in a grade to join a younger age group. Each school is expected to develop appropriate intervention strategies.**

**Years of cumulative research has consistently demonstrated that the potential for negative effects consistently outweighs the potential for positive outcomes with respect to grade retention. Accordingly, educational practice has shifted to the almost exclusive use of promotion with appropriate intervention strategies for those students who are at academic risk.**

**The revised curriculum is designed to support the inclusive classroom, and the ideal of continuous learning. It also supports that effective education includes differentiated instruction with ongoing appropriate challenge to engage all learners.**

**In exceptional instances, where a student will be considered for acceleration or retention, it is imperative that the decision be made by the school-based team in consultation with the Superintendent (or designate).**

### **Regulations Acceleration/Retention**

- 1. Prior to holding a school-based meeting or entering into any discussion with parents regarding retention or acceleration, principals are expected to provide the Superintendent of Schools (or designate) with appropriate documentation.**
- 2. Where the school-based team does not recommend retention or acceleration but the parent/guardian still desires this, the District will require informed and signed parental consent indicating that the parent/guardian is aware of current research on student retention.**

3. To support parents with current research on retention Principals should share:
  - a. "Reporting Student Progress: Policy and Practice," March 2009, p. 41 for a brief examination of concerns about retention.
  - b. Grade Retention and Social Promotion NASP
  - c. Alternative to Grade Retention NASP
  
4. Such a ~~The~~ record of parental consent would clearly document why ~~retention or acceleration is desired by the parent.~~ **acceleration/retention would be in the best long term interest of the child.**

~~In highly unusual circumstances, exceptions may be made for retention or acceleration. In these exceptional instances, it is imperative that the decision to retain be made by the school-based team in consultation with Superintendent (or designate(s)). Prior to holding a school-based meeting or entering into any discussion with parents regarding retention/acceleration Principals are expected to provide the Superintendent (or his/her designate) with appropriate documentation regarding any student who is being considered for retention or acceleration.~~

~~Any such decision requires informed and signed parental consent indicating that the parents are aware of current research on student retention/acceleration. Such a record of parental consent would clearly document why retention/acceleration would be in the best, long-term interest of the child. To assist with the "informed consent" requirement, current research publications on student retention/acceleration will be available at schools.~~

~~Please Note: In compliance with the School Act, promotion/placement in secondary school should be by course.~~

~~The Principal of the school in accordance with the School Act retains paramount authority in the placement of students.~~