

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: May 14, 2019

In School District 51 (Boundary), 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.

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. The record of parental consent would clearly document why acceleration/retention would be in the best long term interest of the child.

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