



Promotion, Retention, and Acceleration of Students

Park West School Division recognizes that students vary in their abilities to learn and the rate at which they learn. Decisions around promotion or retention of students may have far-reaching implications for student success in school.

The Board believes that whatever methods of evaluation are used to ascertain the progress of the student, placement decisions should be made in the best interests of the individual concerned.

Whether the decision is to promote or retain a struggling student, the school will address the student's learning needs by providing the appropriate supports. Academic progress for a student in the Park West School Division is to be considered throughout the year. Consultation among teachers, administrators and parents/guardians/substitute decision makers should be an on-going process.

Placement decisions must take into consideration needs as well as academic achievement, age, and social and emotional maturity.

In some cases, the interests of the student will be best served by accelerated promotion or retention. These decisions will be made by a team consisting of: Student Services Co-ordinator, Divisional Psychologist, classroom teacher/s, principal, parent/s or guardian/s, and the student where appropriate. The following factors shall be considered:

1. cognitive ability - as assessed with the Weschler Intelligence Scale for Children by Divisional Psychologist;
2. academic functioning - assessed with Kaufman Test of Educational Achievement by division or school personnel supplemented by classroom assessment; and
3. social/emotional/behavioral evaluation.

The decision should be based on what will best meet with both the short term and long term needs of the student.

Identification of students who meet the criteria and presently attend in the Park West School Division should be made prior to May 15.



Kindergarten to Grade 8

In Kindergarten to Grade 8, the decision for a student's grade level placement that best supports and extends their learning is based on evidence of their progress and growth in curricular, cognitive, social, and emotional learning. This decision rests with the school principal in consultation with the Superintendent/CEO, teachers, parents, and other specialists, as appropriate.

Grade 9 -12

In Grades 9-12, the final decision on whether or not to grant credits rests with the school principal, who consults with the Superintendent/CEO, teachers, parents, and other specialists as appropriate. Granting credits and diplomas must be based on clear evidence of achievement of the learning outcomes set out in provincial curricula or modified curricula (as set out in an individual education plan), as appropriate.

If a student does not submit the necessary evidence of learning to be granted a credit in a course, then the student may be assigned a failing grade or, in extenuating circumstances, may be assigned a grade of "Incomplete". If an incomplete 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, agreed-upon timeframe. Once a student has been granted a percentage mark, this information will be reported to the Department of Education.

Promotion Appeal Process

In the event that parents/guardians do not agree with the decision regarding the promotion or retention of a student the following procedures will be in place:

- The parents/guardians will request that the principal conduct an inquiry of the decision to promote or retain the student. The results of the inquiry will be communicated to the parents/guardians in writing and a copy retained in the student's file.

If the principal's findings continue to be unsatisfactory to the parents/guardians, a letter may be written to the Superintendent/CEO or designate outlining the concern. The Superintendent/CEO or designate shall review the circumstances with the principal and will convene a meeting of the parents/guardians, principal and any other individuals pertinent to the review.

The Superintendent/CEO or designate will inform the applicable staff, parents/guardian.