



Turtle River School Division - Administrative Procedure

Section D – Student Services

Promotion and Retention of Students

Students shall be placed at the grade level at which they are best adjusted academically, socially, and emotionally. Turtle River School Division shall provide for the continuous progress of students from grade to grade. Students who achieve the required learning outcomes for a grade will be promoted to the next grade. Students who do not achieve the required outcomes will have alternatives considered, grade retention being the last option.

Should teachers suspect that a student will not be successful in completing grade or course expectations, parents will be informed prior to the March parent/teacher conferences for kindergarten to grade 8; mid-semester for high school (grades 9 to 12). Documentation of this communication is required by the teacher and principal.

It should be noted that all work students do shall not be used as part of the evaluation criteria. Students do some work for practice in order to develop important skills. Teachers carefully orchestrate learning activities in order to support student development and learning. Cumulative assessment through final tests and exams are critical tools used by educators to determine overall growth and learning. Final exams reflect all course learning outcomes and content.

Course outlines shall clearly include the criteria which will be used to evaluate students. Teachers develop a mark based on their course outlines that indicate where and how students will be evaluated. The evaluation methods and weighting of each method will be specified clearly for students.

Term marks will be derived from a series of tests, quizzes, essays, projects, etc. as indicated in the course outline. The number of items used for evaluation purposes will vary with subjects and grades. However, as a general rule, there needs to be multiple methods used in order to assess a student's overall growth and learning.

Evaluation of a student's knowledge and learning in a subject can occur through a multitude of ways, including many methods and tools, such as, but not limited to, the following:

- Daily work
- Oral presentations
- Participation in class

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- Demonstrations
- Assignments
- Models
- Projects
- Portfolios
- Formal tests and quizzes
- Final Exams
- Others, etc.,

On the basis of the above demonstrated learning methods, as specified in the teacher's class/subject outline, the student's overall learning is determined and summarized in order to provide the student with their final/overall mark. The classroom teacher will then make the recommendation to the school principal for the student to be:

- Promoted
- Continue / Incomplete
- Repeat / Retained
- Placed

Criteria for Retention – Grades K-8

Retention should be considered only after all other instructional avenues have been explored. Rarely would a student be retained more than once between kindergarten and grade 8.

All of the following criteria need to be met in order for retention to be considered:

- The student is in early years or middle years.
- The student is achieving significantly below grade level outcomes as determined by the classroom teacher and resource teacher, and, in consultation with, the principal.
- An adaptations or accommodations list, which incorporates alternatives, is established for the student's year of retention. Grade retention should not be only grade repetition-there should be a clear focus on mastery of required skills.

Alternatives for K-8 students include:

- Adaptations or modifications (if student meets requirements as set out by the department).
- Promotion with intensive remediation services as outlined in an Individual Education Plan (IEP).
- Promotion with individualized instruction, peer tutoring, and/or a parent involvement program, modular work package.

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- Placement in an un-graded program or partially graded program with an Individual Education Plan (IEP).
- Placement in an alternative setting.

When student retention is deemed appropriate, the teacher(s) shall confer with the principal. The parent(s)/guardian(s) shall receive:

- an explanation of their child's current academic standing in relationship to grade expectations,
- the school's assessment of the student's learning difficulties, and
- interventions the school has used in attempts to increase the student's achievement to expected levels.

The final decision will be made by the principal. All recommended retentions must be communicated to the superintendent by May 31st.

If parent(s)/guardian(s) insist that a student be promoted against the recommendation of school staff, they must submit a written appeal to the superintendent within five school days.

If parent(s)/guardian(s) insist that a student be retained against the recommendation of the school staff, they must submit a written appeal to the superintendent within five school days.

Criteria for Retention – Grades 9-12

As high school is based on a credit system, students are not retained but achieve compulsory and elective courses in order to meet the requirements for a high school diploma. Students who achieve the required outcomes of a course in high school will receive a credit for that course. Students who do not achieve the required outcomes will have alternatives for acquiring the credit.

Alternatives for high school students include:

- Repeating the entire course.
- Credit Recovery
- Course Challenge
- Informnet
- Teacher mediated option (TMO).
- Summer school

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