



301.3AP Promotion of Students

APPROVED: 2020.05 (2012.06.20) (1998.12.16)

AMENDED: 2020.05.04

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LEGAL REFERENCE:

- Student Placement and Promotion (Guide to Education K-12)
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PROCEDURES:

In order to responsibly meet Alberta Education expectations and maintain accountability, schools may, under certain circumstances, consider non-promotion students.

Elementary Promotions

1. Non-promotion, without finding the cause, and providing the required remedial work or treatment, accomplishes little. Therefore, it is important that the causes of learning difficulties be diagnosed early. Non-promotion must not take place without diagnosis, unless the parents refuse to have their child assessed.
2. When learning difficulties become apparent, it is important that the school administration and the teachers concerned involve the parents immediately. This involvement should be documented in the Student Record.
3. Following the first reporting period, a conference between the teacher, a school administrator and the parents shall be held to discuss the lack of progress. If, after several attempts, parents fail to meet with school representatives, documentation to this effect shall be placed in the student portfolio.
4. If concerns persist after the second reporting period (Division I), or third reporting period (Division II), the principal, teacher and parents will hold a special conference to determine whether or not promotion will be considered in June. If, after several attempts, parents fail to meet with school representatives, documentation to this effect shall be placed in the student portfolio.
5. In those circumstances where the above policy has been followed but agreement cannot be reached between the parents and the school, the promotion or retention of a student is a school-based decision. This decision is appealable to Buffalo Trail Public Schools' system administration and thereafter to the Board of Trustees.

Junior High School Promotions

1. That non-promotion be considered only for those students who have under-achieved and not met established standards. If this under-achievement is not already documented in the student's file, then diagnosis by testing must become a part of the process, unless parental permission to assess is not granted.
2. A practical education program should be considered as one of a number of alternatives to non-promotion.
3. When learning difficulties become apparent, it is important that the school administration and the teachers concerned involve the parents immediately. This involvement should be documented in the Student Record.
4. Students who have the ability to achieve, but who do not, may be retained if after:
 - 4.1 The problems that the student has encountered and the possibility of non-promotion has been communicated to parents following each of the two reporting periods prior to the final report.
 - 4.2 Consultation with the parents by the school administration and the teachers involved must take place and be documented in the Student Record.
5. Potential candidates for non-promotion are to be identified by a committee of the school administration, counselor if one is available, and the teachers of the student's core subjects.
6. The promotions committee must take into consideration the following factors:
 - 6.1 The ability to achieve;
 - 6.2 The age of the student;
 - 6.3 The opinion of the parents;
 - 6.4 The viability of an alternate program.
7. In those circumstances where the above policy has been followed, but agreement cannot be reached between parents and the school, the promotion or retention of a student is a school-based decision. This decision is appealable to Buffalo Trail Public Schools Regional Division system administration, and thereafter, to the Board of Trustees.

Senior High School Promotions

1. It is recognized that promotion at the Senior High School level is made on the basis of individual course achievements.
2. Parents should be advised of indications of failure (below 50% achievement in a course) after each reporting period. This may be done by form letter or through a report card comment. Parental acknowledgment of this information should occur through a parent signature returned to the school.
3. It is important that student non-achievement be identified early in a course by a teacher and brought to the attention of the school counselor or administration in order to provide for proper counselling, involving the parents whenever possible.

4. Students must have the opportunity to try courses for which they have the necessary pre-requisites as stated in the Junior - Senior High School Handbook. However, it is recognized that counselling on the probability of success should take place prior to the registration or during the early identification of difficulties by the teacher of the course.
5. Teachers, counselors and school administrators are encouraged to establish and hold conferences with parents as often and as early as possible in cases of probable retention. Parent cooperation and assistance has the greatest potential to ensure student success.