



5.21 Academic Promotion/Retention

5. Students - Administrative Procedure Manual

In Kindergarten to Grade 8, promotion decisions rest with the principal, who consults with teachers, parents, and other specialists as appropriate.

The decision is based on the evidence of the student's progress and growth, and considers the grade level placement that would support and extend the student's learning.

In accordance with the standards set by the Province of Manitoba in the Provincial Assessment Policy, Kindergarten to Grade 12, the Pine Creek School Division adheres to the following with regard to Academic Promotion and Retention:

Students must be placed in the grade that is appropriate for their curricular, cognitive, social, and emotional learning needs. Decisions around promotion or retention of students may have far-reaching implications for student success in school and will be considered with the utmost care to insure decisions are based on the learning needs and the long-term interests of the student involved. Under no circumstance will a K-8 student be more than one year behind their age appropriate grade level.

Academic retention shall not be grade repetition only – there will be a clear focus, a detailed plan, and specific supports identified for the learner to successfully meet grade-level outcomes.

Procedure for grade retention for K to 8 students.

Identification – A student may be suggested for grade retention by classroom teachers, resource teachers, parents/guardian and/or principal. Parent/guardians recommending retention as an option must read and sign the school division's [Academic Promotion/Retention form](#) that outlines the research concerns regarding grade retention. It is important to note that in the case of foster children, the legal guardian is the Social Worker from the placing authority and all recommendations for foster children must be initiated by the placing authority, not the foster family.

Timeline – Consideration for grade retention should be initiated by the end of the first reporting period of a school year and not later than November 30th of that school year, in order to provide time for the development and implementation of a student-specific plan that addresses the student's learning needs.

Action - Retention will not be considered unless a student-specific plan developed by the school team with appropriate supports and/or interventions has been implemented for the remainder of the school year following the recommendation of retention. Such a plan is proactive in nature, and is intended to specifically address the key learning issues that are leading to the possibility of retention.

Consultation – Once a student has been identified as a potential candidate for retention, the school resource teacher and the divisional Student Services Coordinator must be contacted for consultation on the decision and the plan of action.

Decision – In situations where multi-age classes are available, such placement may be utilized to minimize the need for retention and to keep the child in an age-appropriate classroom for as long as possible. In a case where the retention of a student is being recommended, the principal

shall communicate the decision in writing to the parent/guardian by June 15 with copies of the written recommendation provided to the classroom teacher, school Resource Teacher, the Student Services Coordinator and the Superintendent. In cases when retention has been recommended by the principal, the school shall outline an appropriate ongoing plan to address the learning issues that led to retention. Grade retention shall not be only grade repetition – there will be a clear focus, a detailed plan, and specific supports identified for the learner to successfully meet grade level outcomes. The school team must give consideration to shifting and revising the plan from the previous year. Under no circumstance will a K-8 student be more than one year behind their age appropriate grade level.

When a new student enrolls in a school, the previous school's documentation regarding placement of the student will be generally adhered to by the receiving school. However, Pine Creek School Division reserves the right to return a student to an age-appropriate grade placement when such placement is deemed to be in the best interests of the student. When a new student from a home schooling program enrolls in a school, the student will be placed in the age-appropriate grade. Future decisions on retention of previously home-schooled students must follow the process outlined above.

In the event of a dispute regarding the promotion/retention of a Kindergarten to Grade 8 student that is not resolved at the school level, the matter will be referred to the Superintendent for resolution. Should the matter remain in dispute after the Superintendent's decision, the matter can be appealed to the Board of Trustees.

In Grades 9 to 12, the final decision on whether or not to grant credits rests with the principal, who consults with 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 be assigned a grade of "IN" (incomplete). If an "IN" 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. The teacher of the course must be in compliance with the standards of communication of expectations and timelines outlined in the regulations regarding Academic

Responsibility before a failing grade is applied without the opportunity for completion through an incomplete grade being assigned along with a plan for completion.

In the event of a dispute regarding the awarding of a credit to a Grade 9 to 12 student that is not resolved at the school level, the matter will be referred to the Superintendent for resolution. Should the matter remain in dispute after the Superintendent's decision, the matter can be appealed to the Board of Trustees.