

The promotion of a student in Frontier School Division shall be based on the best interests of the student concerned.

As far as it is practicable and possible, each student will be placed in the instructional program which allows the student to make progress at his/her rate of achievement in the major areas of English Language Arts and Mathematics.

If a student is having difficulty meeting expectations and outcomes in Mathematics and English Language Arts, an intervention program must begin by identifying the problem and setting out a plan of action to remedy it. Intervention strategies vary and schools must structure learning environments to help students achieve expected learning outcomes.

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Regulations regarding the promotion, placement and retention of students and the development of intervention plans and strategies follow.

**A. General Requirements for Kindergarten to Grade 8**

**1. Promotion**

- a. The Principal, in consultation with teachers, parents/guardians and other specialists as appropriate, is responsible for the promotion of each student in the school.
- b. Students shall be promoted on the basis of their achievement of curricular outcomes in English Language Arts and Mathematics.
- c. Parents/guardians shall be notified, in writing, no later than the end of January if it is anticipated that a student may be retained within their current grade. The student may be placed on an intervention plan for the remainder of the school year.

**2. Placement and Retention**

- a. The Principal, in consultation with teachers, parents/guardians, and other specialists as appropriate, is responsible for the grade placement of each student.
- b. The educational needs of the student provide the main criteria for placement. Placement should provide an opportunity for the student to achieve to the maximum extent of his/her ability.
- c. Retention (placement in the same grade) occurs in two ways:
  - i. the parent/guardian supports this retention, or,
  - ii. learning difficulties have been identified early, the student does not demonstrate grade level competence and the parent/guardian is informed/consulted early and there is a detailed intervention plan in place.

**B. Specific Requirements for the Grades K – 4 and 5 – 8**

**1. Kindergarten to Grade 4**

- a. Students may be retained only once during the K – 4 years.
- b. Students shall repeat a year only if curricular outcomes for English Language Arts and Mathematics are not met.
- c. Students who are functioning two or more years behind grade level will be supported with an Individual Education Plan (IEP) or placed on an adapted program.
- d. For K - 4 students not meeting grade outcomes, schools have the option of placement with age peers while continuing to address curriculum outcomes to the student's abilities only if supported with a detailed intervention plan, or, placement in the same grade as a result of not meeting curriculum outcomes only if supported with a detailed intervention plan.

**2. Grades 5 – 8**

- a. Students in Grades 5 – 8 may be retained only once during these years.
- b. Students shall repeat a year only if curricular outcomes for English Language Arts and Mathematics are not met.
- c. Students who are functioning two or more years behind grade level will be supported with an Individual Education Plan (IEP) or placed on an adapted program.
- d. Schools have the following options for placement of a Grade 5 – 8 student:
  - Placement in the next grade upon meeting curricular outcomes, or
  - Placement ahead of age peers and/or grade level (advancement) while continuing to address curriculum outcomes appropriate to the student's abilities only if supported with a detailed intervention plan, or
  - Placement in the same grade (retention) as a result of not meeting curriculum outcomes only if supported with a detailed intervention plan, or
  - Placement with age peers while continuing to address curriculum outcomes appropriate to the student's abilities only if supported with a detailed intervention plan.

**C. Requirements for High School**

1. In Grades 9-12, the final decision on whether or not to grant credits rests with the Principal, who consults teachers, parents/guardians, and other specialists as appropriate.
2. High school students require a mark of no less than 50% to pass a course and obtain credit for the course.
3. In Grades 9 – 12, obtaining credit for the course shall be linked to the student’s achievement of curricular outcomes.
4. 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” (IN). 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. Once a student has been granted a percentage mark, this information will be reported to the Department of Education.

**D. Intervention Plans and Strategies**

**1. Intervention Plans**

Intervention plans must be developed as soon as a student shows signs of not meeting expectations.

- a. For a student who has been identified as special needs, policies and procedures are in place to provide the student with an Individual Education Plan (IEP).
- b. For other students, intervention plans are based on a diagnosis of the problem, including information about what has been done previously to assist the student.
- c. Where a student does not achieve expected learning outcomes in one or more areas by the end of the school year, but is promoted to the next grade, a written intervention strategy (Exhibit F.3.F-EX1) must be developed. In order to determine the best course of action to address the student’s learning problem, the intervention plan should involve both the promoting teacher and the receiving teacher. The Principal is responsible for ensuring this occurs.

**2. Intervention Strategies**

Intervention strategies may include:

- a. individualized instruction by the classroom teacher, resource teacher and support personnel,

- b. parents providing extra help at home,
- c. computer-managed/assisted learning,
- d. summer school programs,
- e. distance learning,
- f. before and after school programs,
- g. adult, student or teacher mentors,
- h. peer or cross-age tutoring,
- i. transitional courses for mathematics and language arts in high school,
- j. additional instruction time for selected high school courses,
- k. a five-year high school program,
- l. community-based learning,
- m. career transitional programs.

An intervention strategy process is outlined in Exhibit F.3.F-EX1.

#### **E. Appeal Process**

In the event the parents/guardians do not agree with the decision regarding the student's progress, achievement, and promotion/retention of a student, the following procedures will be followed:

##### **1. School**

Every effort will be made to resolve the dispute at the school level. The Principal shall arrange a meeting with the parents/legal guardians, the school team, and other personnel as required to discuss the concerns and come to a resolution. The decision of the Principal will be communicated in writing and placed in the student's cumulative file.

##### **2. Division**

If the dispute cannot be resolved at the school level, the following will occur:

- a. The Principal will refer the matter to the Area Superintendent.
- b. If the Area Superintendent is not able to resolve the concerns, the parents/guardians may appeal in writing to the Chief Superintendent.
- c. The Chief Superintendent will inform the appropriate staff and parents/guardians of the outcome of the review within a reasonable time frame.

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1. Classroom teacher identifies student (or groups of students) first week of November (or anytime afterwards).
2. Teacher fills out form. (Sample attached.)
3. Conference with teacher, parent and child, administration at school level then call in other supports – resource teacher and/or administrator. In small schools, where there is no resource teacher, a conference with administrators and/or consultants/clinicians would be held.
4. Plan is developed with clear timelines and responsibilities.
5. Monitoring of the plan is ongoing.

Follow up by resource teacher occurs at:

- mid-January
- mid-March
- mid-June

In small schools where there is no resource teacher, the administrator and/or consultants/clinicians would provide the follow up.

6. Parents are contacted at each monitoring period.
7. Summary sheet of plan is completed in mid-June and is inserted into the student cumulative file.

**INTERVENTION PLAN**

Student Name \_\_\_\_\_ School \_\_\_\_\_

Educational Needs	Strategies	Responsibilities	Outcomes	Timeline	Indicators	Next Steps

Recommendations for September:

\_\_\_\_\_  
(Principal's Signature)

\_\_\_\_\_  
(Resource Teacher's Signature)

\_\_\_\_\_  
(Teacher's Signature)

Date \_\_\_\_\_

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