

Section:	Students & Instruction
Title:	Student Promotion and Placement

In accordance with the K-12 Education Plan, public schools have the primary responsibility for students' intellectual development and shared responsibility with families and community for students' human and social development, and career development.

The Board of Education is committed to ensuring that all students achieve success in school and leave with the skills and knowledge needed to make successful transitions to work, community life and further learning. Board policy on promotion and placement adheres to Ministry of Education policy and guidelines and has as its goal that *"all students achieve the learning outcomes stated in the provincial curriculum"*.¹

The Board endorses the *Principles of Learning*, which guide all aspects of educational practice, including curriculum development, instructional planning and practice, resource selection, school and classroom organization, assessment, evaluation, reporting and placement:

- Learning requires the active participation of the student.
- Students learn in a variety of ways and at different rates.
- *Learning is both an individual and a group process.*²

General Promotion and Placement Guidelines

Promotions Practices

- Promotion and placement practices are essentially matters of judging what is best for the student. A student should progress through school along a continuum. A student's rate of progress should be evaluated continually, taking into account academic, social, emotional, and physical growth.
- Promotion indicates that a student has successfully demonstrated ability in the prescribed learning outcomes for a course or grade and has the right to attempt the next course or grade.
- Promotion decisions involve placing students on the basis of their individual learning rates relative to prescribed learning outcomes.
- Promotion should be based on a comprehensive criterion-referenced assessment of the prescribed learning outcomes, as identified in Integrated Resource Packages (IRPs).
- Interest, attitude, attendance and work habits all contribute directly to achievement but are not in themselves factors on which promotion should be based.

Intervention

- Where a student is not meeting expectations of the course or grade level or is not acquiring key skills in critical areas of learning, intervention should take place.
- The Ministry of Education defines intervention as *"any planned, systematic program of services necessary to prevent or minimize the effects of difficulties on individuals or their families"*.³

¹ Province of British Columbia. 1997. *Addressing Student Differences: Next Steps*. BC Ministry of Education, Skills and Training.

² Province of British Columbia. 1994. *The Kindergarten to Grade 12 Education Plan*. BC Ministry of Education.

³ Province of British Columbia. 1997. *Addressing Student Differences: Next Steps*. BC Ministry of Education, Skills and Training.

Continuation

- Continuation in a grade may result when a student has not demonstrated successful performance based on prescribed learning outcomes.
 - Continuation does not mean repetition; in fact, repetition of the previous year's work is not appropriate. Teachers should use alternative materials and instructional strategies to help students meet expected outcomes.
 - Cases where progress and eventual promotion appear doubtful should be examined early in the school year so that appropriate steps may be taken and parents may be informed. Learning Update comments should give parents a clear picture of the student's progress.
 - The Promotion and Placement Policy follows the guidelines outlined by the Ministry of Education that state: *"In the primary years, students should not repeat a year. In Grades 4 to 12, the decision to advance or repeat a grade or course will be made in the best interests of that student by the teachers, parents and the school principal".*⁴

Alternative, Modified and Individual Education Programs

- A student who is not meeting course or grade placement expectations may have access to appropriate alternative programs.
- When a teacher has concerns about a student's ability to meet course or grade expectations, a referral to the school-based team shall be made. The school-based team shall make recommendations regarding program adaptations or modifications and shall monitor the delivery of the program.
- Students on alternative or modified programs should be evaluated and reported on according to the District Reporting Guidelines.
- In cases where a student is identified as having diverse needs or abilities and procedures are in place to provide that student with an individualized education plan (IEP) (see Inclusive Education Policy); placement will be based on those procedures.
- Principals should ensure that teachers, students and parents are familiar with the reporting and placement policies of the school.
- Principals should ensure that teachers, students, and parents are aware of the educational impact of modified programs on the student's ability to access post-secondary education or training.

Responsibilities

- The Ministry of Education is responsible for formulating a promotion policy for the schools of the Province.
- The Superintendent of Schools is responsible to the Minister for seeing that the intent of this policy is carried out within the school district.
- The principal of each school determines and applies appropriate promotion policies and procedures consistent with Provincial and District requirements.
- Decisions on promotions are a joint responsibility of the principal and teachers in consultation with the parent(s)/guardian(s) and, where appropriate, the student. However, final responsibility for decisions rests with the principal.

⁴ Province of British Columbia. 1994. *Guidelines for Student Reporting*. BC Ministry of Education.

Guidelines for Promotion and Placement in Elementary Grades

- Progress through the elementary grades (K to 7) should require an average of eight years. Only in rare cases should it require more.
- The principal of a school receiving students has discretionary authority in the placement of students. This discretionary authority should be used in the educational interests of the student concerned, after consultation with appropriate personnel and parents.
- The results from a single comprehensive final examination should not be used as the sole basis for making placement decisions. The student's readiness to learn at the next level should be considered.
- The school should provide an opportunity for students and parents to discuss report cards with the principal and teacher(s) within the school, during and at the end of the school term.
- Appropriate files and records must be maintained on student progress and placement.

Guidelines for Promotion and Placement in Secondary Grades

- The placement of students should be based on what is best for the student, consistent with the Student Learning Plan, and readiness for the subsequent course/grade.
- A student certified as having completed any course/grade is entitled to enter the subsequent course/grade in any school in the province on a program for which he or she is qualified.
- The principal of a school receiving students has discretionary authority in the placement of students. This discretionary authority should be used in the educational interests of the student concerned, after consultation with appropriate personnel and parents.
- The results from a single comprehensive final examination should not be used as the sole basis for making placement decisions. The student's readiness to learn at the next level should be considered.
- The school should provide an opportunity for students and parents to discuss report cards with the principal and teacher(s) within the school, during and at the end of the school term.
- Appropriate files and records must be maintained.

Subject Assignment

Students will advance to the next level in a subject area if they successfully demonstrate the expected and/or prescribed learning outcomes in the prerequisite course.

Year Assignment

- Students will be assigned to the next grade level if they meet the established criteria (listed below). Year Assignment will be a designation used to indicate that students may graduate if they successfully complete each of the remaining grade levels and satisfy all graduation requirements in both Foundation Studies (minimum 28 credits) and Selected Studies (minimum 24 credits).
- If students fail one of the following courses (referred to in this procedure as *constants*), they must repeat the course before they can advance to the next level of that course.
 - English
 - Science
 - Social Studies
 - Mathematics
 - Physical Education

- Career and Personal Planning
- Applied Skills and Fine Arts courses must be passed if students wish to advance to the next level. Students in these courses must demonstrate the expected and/or prescribed learning outcomes in the prerequisite course.
- **Assigned to Grade 8:** Students will be assigned to grade 8 based on the recommendation from the elementary school and District Placement Policy.
- **Assigned to Grade 9:** Students will be assigned to grade 9 if they successfully pass 3 of their grade level constants. English and CAPP must be two of the successful courses.
- **Assigned to Grade 10:** Students will be assigned to grade 10 if they successfully pass 3 of their grade level constants. English and CAPP must be two of the successful courses.
- **Assigned to Grade 11:** Students will be assigned to grade 11 if they can meet the Ministry graduation requirements by the end of the school year.
- **Assigned to Grade 12:** Students will be assigned to grade 12 if they can meet the Ministry graduation requirements by the end of the school year.

Placement Review

When agreement on student placement cannot be reached at the school level, then the placement decision is referred to the Superintendent of Schools. The Superintendent may seek the advice of the Placement Review Committee.

Date Adopted: June 2001 (formerly AP 4.10.1, #214)

Cross Reference: [Inclusive Education Administrative Procedure](#)

*Resources: Addressing Student Differences: Next Steps (1997)
Guidelines for Student Reporting (September 1994)
Starting Points: A Research Summary for Schools Planning Intervention Programs (1998)
The Kindergarten to Grade 12 Education Plan (September 1994)*