

ADMINISTRATIVE PROCEDURE NO. 334

PROMOTION AND RETENTION OF STUDENTS

Background

From Kindergarten through to Grade 12, Red Deer Catholic Regional Schools focus on instilling in our students the spirit of Christ to enable them to strive for excellence. The Division provides a strong liberal arts education that will allow its students to succeed and to graduate as engaged thinkers and ethical citizens with an entrepreneurial spirit that will enable them to pursue their careers and life goals as faith-filled individuals, and members of the broader community.

Promotion means that a student proceeds to the next grade level in the subsequent school year. Acceleration means that a student misses or skips one or more grade levels. Grade retention means that a student is required to repeat the same grade due to lack of achievement.

Research supports alternatives to grade retention, such as adapting or modifying programming where necessary at the next level of learning. Many studies reveal long-term negative impacts of retention, such as increased high school dropout rates for students who have been retained. The research also outlines the difficulty of predicting which students would benefit from retention.

Procedures

1. The principal approves the placement of students in grades, courses and classes.
2. The principal approves the promotion of students from one grade or course to another.
3. In the commitment to ongoing, transparent communication, parents/guardians will be contacted by the teacher by February 1 if retention is being considered.
4. By March 1, a learning team (e.g. teacher(s); principal or vice principal; counselor; learning facilitator; parent/guardian; and Educational Assistant, where applicable) will be assembled to consider promotion/retention for the coming school year.
5. The Promotion/Retention Checklist (see Appendix) will be completed, based on evidence, as a discerning step in the promotion or retention of a student.
6. When there is a recommendation of retention, the Superintendent or designate will be informed by May 15.
7. A completed and signed copy of the Promotion/Retention Checklist will be placed in the Student Record.

8. To ensure that the student evaluation procedures followed have been fair and just, a student shall have the right to appeal the final standing awarded in any subject. The right of appeal may be exercised by a parent or guardian acting on a student's behalf.

8.1 Appeal at the classroom teacher level: the first appeal will be to the subject teacher.

8.2 The second appeal shall be made to the school principal in writing within one week of the time final standings are released to the students. A copy of the appeal will be sent to the classroom/subject teacher.

8.3 To review the basis of any final standing awarded to a student, the principal shall employ the procedures listed below.

- consultation with teacher(s) involved
- a check of records
- a personal hearing of the student's appeal
- a review of evaluation procedures followed.

9. The student and/or a parent or guardian acting on behalf of a student may request a hearing of the appeal before the Superintendent in the event that the school level appeal did not satisfy the concerns which prompted the appeal in the first instance.

ADMINISTRATIVE PROCEDURE NO. 334

Appendix A

Levels of Achievement Chart

RDCRD – Level of Achievement (Grades 1 – 5)	Achievement Indicators	Approximate Ranges (Grades 6 – 12)
<p>EXCELLENT (80-100%)</p> <p><i>Excels at grade level expectations</i></p>	<p>Exceptional Exemplary Advanced High Quality Superb Outstanding In-Depth</p>	<p>80-100%</p>
<p>PROFICIENT</p> <p><i>Achieved grade level expectations</i></p>	<p>Adept Skilled Solid Appropriate Capable</p>	<p>65-79%</p>
<p>BASIC</p> <p><i>Beginning to achieve grade level expectations</i></p>	<p>Limited Minimally acceptable Needs improvement Assistance required Needs intervention</p>	<p>50-64%</p>
<p>PROGRESSING TOWARD GRADE LEVEL</p> <p><i>Not yet achieving at grade level</i></p>	<p>Partial Well below Below Misconceptions Omissions Errors</p>	<p>Below 50%</p>

Appendix B

Growth as a Learner Rubric Social Development

	Consistently	Usually	Sometimes	Requires Improvement
Works effectively with others	<ul style="list-style-type: none"> -Works well with all students -Listen to others' ideas -Shares ideas and responsibilities -Respects others 	<ul style="list-style-type: none"> -Works well with some students -Usually listens to others' ideas -Shares ideas and responsibilities -Respects others 	<ul style="list-style-type: none"> -Working with other students -Listening -Sharing ideas -Sharing responsibilities -Respecting others 	<ul style="list-style-type: none"> -Does not work well with others -Not attentive to others or their ideas -No sharing ideas or responsibilities -Does not respect others
Respects the property of self and others	<ul style="list-style-type: none"> -When borrows, always asks permission and returns right away -Always respects other people's privacy -Always takes care of own supplies and is a model for others 	<ul style="list-style-type: none"> -When borrows, usually asks for permission and returns -Sometimes respects people's privacy -Usually takes care of own supplies 	<ul style="list-style-type: none"> -Borrowing -Asking permission -Respecting privacy -In the care of own supplies 	<ul style="list-style-type: none"> -Does not ask permission to borrow and rarely returns item -Rarely respects people privacy -Needs reminders and help to take care of supplies
Accepts responsibility	<ul style="list-style-type: none"> -Takes ownership for classroom rules and procedures and encourages peers to abide by them 	<ul style="list-style-type: none"> -Adheres to classroom rules and procedures and occasionally is reminded. 	<ul style="list-style-type: none"> -Adhering to classroom rules and procedures without reminders 	<ul style="list-style-type: none"> -Requires frequent prompting to follow classroom rules and procedures
Plays cooperatively with others	<ul style="list-style-type: none"> -Plays fairly -Shows good sportsmanship -Demonstrates teamwork; shares ideas and equipment 	<ul style="list-style-type: none"> -Often plays fair -Usually shows good sportsmanship -Usually is a team player 	<ul style="list-style-type: none"> -Playing fair -Sportsmanship -Team player 	<ul style="list-style-type: none"> -Is not fair at play -Shows poor sportsmanship -Tends to exclude some or all members of team
Demonstrates Christian involvement	<ul style="list-style-type: none"> -Includes all fellow students during work and play -Always offers to help others -Shows respect -Always is tolerant of individual differences 	<ul style="list-style-type: none"> -Usually includes others during work and play -Usually is helpful towards others -Is respectful -Usually shows tolerance of differences 	<ul style="list-style-type: none"> -Including others during work and play -Being helpful towards others -Respectfulness -Tolerance of individual differences 	<ul style="list-style-type: none"> -Excludes others when at work and play -Does not help others -Is disrespectful -Is not tolerant of individual differences.

Work and Study Habits

	Consistently	Usually	Sometimes	Requires Improvement
Listens attentively	-Eyes on speaker -Body still, in desk -Raises hand after speaker is finished	-Eyes on speaker most of the time -Remains in desk -Usually waits for speaker before raising hand	-Eyes on speaker -In desk and body still -Raises hand after speaker is finished	-Is not attending to the speaker -Gets out of the desk and wanders around -Raises hand, interrupts speaker
Follows directions	-Reads carefully and or listens attentively to directions -Is able to complete task independently -Rarely requires reminders	-Reads and or listens to directions much of the time -Some additional explanation required -Few reminders required	-Reading and listening to directions -Completing tasks independently -Requiring reminders	-Does not read/ listen to directions -Requires additional one-on-one explanation -Needs frequent reminders
Demonstrates organizational skills	-Always able to find materials -Materials always put away -Area and desk tidy	-Usually able to find materials -Materials put away most of the time -Area and desk tidy	-Finding materials -Putting materials away -Area and desk tidy	-Unable to find materials -Materials not put away -Area is untidy
Strives for quality in class work	-Always completes assignments to the highest level of the rubric -Very accurate work that completely answers objectives	-Assignments completed to the middle level of the rubric -Work is usually quite accurate and objectives are generally reached	-Trying to improve work to the next level -Work includes more accurate data and reaches some of the objectives.	-Assignments do not reach an acceptable rubric mark -Work is inaccurate and incomplete
Completes assignments and projects	-Always -Very neatly -Accurately	-Usually -Neatly -Accurately	-Completing assignments -Assignments are neater -Assignments are more accurate	-Infrequently -Untidily -Inaccurately
Uses class time effectively	-Is always focused on task. -Tries to do their best at all times -Discovers something to work on while waiting for others to finish -Participates in activities and discussions	-Usually is focused on task -Best work is performed most of the time -Usually finds something to work on while waiting for others to finish -Usually participates in activities	-Focusing on task -Completing best work -Working while others are finishing -Participating in activities and discussion	-Does not focus on task -Work is completed poorly -Is disruptive or does nothing when waiting for others to finish -Does not participate in activities or discussion

References:

- Alberta School Act (2012)
Guide to Education: ECS to Grade 12 (Alberta Education)
Grade Level of Achievement: Teacher and Administrators Handbook (Alberta Education 2009)
Effective Student Assessment and Evaluation in the Classroom (Alberta Education, 2006)
Classroom Assessment for Student Learning: Doing it Right, Using it Well (Stiggins et al., 2004)
How to Grade for Learning (O'Connor, 2002)
Kindergarten Program Statement (Alberta Education, 2008)
"Making the Grade: What Benefits Students?" (Guskey, Educational Leadership, 52 (2), 1994, p. 14-20)
A Repair Kit for Grading: 15 Fixes for Broken Grades (O'Connor, 2007)
Research on Grade Retention: <http://www.oise.utoronto.ca/rspe/researchforparents/guardians/>
Smerging Data: Grading...More than Just Number Crunching (AAC, 2001)
Teaching Quality Standard (Alberta Education Policy 4.2.1, 1997)

March 2014