



XXXX: STUDENT GRADE PLACEMENT (AP)

Approved 23 08 29

PURPOSE

School District 70 Pacific Rim is committed to the Ministry of Education principles of learning:

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

These principles require that provision be made in each classroom for the wide range of student learning.

PROCEDURAL REGULATIONS

1. Placement

Kindergarten to Grade 10

School District 70 Pacific Rim expects that the grade placement for all students in kindergarten up to and including Grade 10 years will be with age and grade level peers.

Grades 11 – 12

In order to graduate, a student must meet the current Ministry requirements. [Curriculum Overview | Building Student Success - B.C. Curriculum \(gov.bc.ca\)](#) Students who have the potential to graduate in the current school year will be placed in Grade 12.

2. Program

- A student program is an educational plan based on sets of learning outcomes that reflect realistic expectations of what the student should know and be able to do.
- The purpose of a program is to meet the needs of the learner.
- Programs will be designed in a variety of ways to meet the individual needs of the student.
- A student's program/course is not necessarily determined by his/her grade level placement.



Student placement in grade level classrooms shall be a collaborative process among the team of professionals at the school level supported by District office consultation as appropriate. Generally, acceleration and deceleration are not encouraged. Student placement in a grade level other than the age-appropriate grade level shall require the written agreement of the parent/guardian, the teacher, and the principal, with

1. the agreement of a team of professionals at the school level supported by Division office consultation;
2. the agreement of the Superintendent or their designate;
3. documentation of prior attempts to provide sufficient remediation, adaptation or enrichment to maintain the student at their appropriate age level; and
4. written goals.

In accordance with the School Act, the principal is responsible for the placement and programming of students in the school.

By Board policy and by-law and under the terms of the School Act, where a decision of an employee of the Board significantly affects the education, health, or safety of a student, the parent/guardian of the student may appeal that decision. Board Policy 115 outlines this process.

Reference:

School Act

Administrative Procedures Manual – Student Grade Placement Guide



RESEARCH ON RETENTION (Appendix - Facts on Grade Retention)

The Facts on Education – Should Students Be Allowed to Fail Grades?

Grade retention, also called “failing”, means that a student is required to repeat the same grade due to a lack of achievement.

Research over the past 100 years has shown that grade retention does not benefit students having academic or social adjustment difficulties compared to similar students who are not held back to repeat a grade. In fact, grade retention has consistently been associated with negative outcomes:

- Students who are required to repeat a grade are more likely to drop out of high school and less likely to attend post-secondary education. Grade retention is one of the most powerful predictors of dropping out of high school, regardless of when retention occurs.
- Grade retention is associated with increased behavioural problems.
- Grade retention can have a negative impact on achievement and social and emotional adjustment.
- Retained students are more likely to have lower educational and employment outcomes during late adolescence and early adulthood.
- Retained student experience lower self-esteem and lower rates of school attendance.

Some parents and teachers believe that grade retention may be a good practice in certain circumstances, e.g., if instruction has been inconsistent due to family relocation, or if a student had serious illnesses or emotional trauma. However, no studies have been able to predict accurately which students will benefit from being retained, and the overall evidence is strongly against retention.

Researchers advocate alternatives to grade retention, such as early intervention when students experience difficulties, reading programs, summer school, and tutoring while working closely with parents. Grade retention is not a remedy for poor academic performance; specific remedial strategies are needed to support the individual student.

For online resources on grade retention as well as the research references that inform this issue, please visit: [Should Students Be Allowed to Fail Grades? | EdCan Network](#)

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