

PLACEMENT OF STUDENTS	No.: C-210
	Effective: June 27/95 Revised: Feb. 2/21 Reviewed: Feb. 2/21

ADMINISTRATIVE REGULATIONS

I DEFINITIONS

(a) Continuous Progress

“Personalized learning acknowledges that not all students learn successfully at the same rate, in the same learning environment, and in the same ways. It involves the provision of high-quality and engaging learning opportunities that meet the diverse needs of all students. Schools may provide flexible timing and pacing through a range of learning environments, with learning supports and services tailored to meet student needs.”

Ministry of Education, (<https://curriculum.gov.bc.ca/curriculum/overview>) 2020.

(b) Age Level Peers

Age level peers refers to the age grouping of students with whom an individual child entered school. This typically relates to birth year/chronological age.

II RESPONSIBILITIES

(a) District Staff

To support the implementation of the policy on student placement, District staff will:

1. ensure a committee is in place consisting of the District Principals of Transformative Education and Inclusive Education, a school psychologist and others as appropriate.
2. follow a process and make a decision that considers the unique circumstances and chronological age of the student.
3. take into consideration the requests and input of the student, the parent/guardian, the teacher and the school-based administrator(s).
4. communicate the decision in writing to the school principal and Associate Superintendent in a timely manner.

(b) Principals and Vice-Principals will:

1. be familiar with district policy;
2. communicate best practice to staff and parent/guardian requesting change in grade placement;
3. request that the parent/guardian submit a written request specifying the rationale for the change;
4. gather information via School-Based Team if appropriate, including work samples, assessment information and relevant history.
5. forward the request and information to the Grade Placement Committee;
6. share the decision with parent/guardian and ensure a record is in the student file.

(c) School-based staff will:

1. be familiar with district grade placement policy.
2. refer requests by parents/guardians to school-based principals.
3. provide observations and documentation as relevant to School-Based Team.

III APPEAL PROCESS

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 C-350 and By-law 1-08 Parent/Student Appeals guide this process.

IV 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 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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