

Administrative Procedures Manual	Administrative Procedure 361
	Promotion, Placement, Acceleration, and Retention
Page 1 of 2	APPROVED: September 2013 AMENDED/REVIEWED: September 2025, November 2023, October 2023, October 2020, November 2019, September 2019, February 2019
LEGAL REFERENCE:	Section 11, 18, 31, 52, 53, 56, 196, 197, 222 Education Act Access to Information Act (ATIA) Protection of Privacy Act (POPA) Student Record Regulation Student Evaluation Regulation Ministerial Order 028/2020 Student Learning Ministerial Order 015/2004 – Standards for Special Education Guide to Education ECS to Grade 12

Definitions

Promotion: progression from one grade level to the next; the student has met the grade level requirements.

Placement: student has not fully met grade level requirements but will be placed into the next grade level.

Acceleration: assigning a student to a higher grade level, in whole or part.

Retention: repeating an academic year of school.

Background

Administrative Procedure 361 guides decision making for the placement of Kindergarten to Grade 9 students. Students in Grades 10 to 12 must meet the graduation requirements as outlined by Alberta Education.

The Division believes that all students must be provided with optimum learning experiences which lead to success. One important means of providing these experiences is by making it possible for students to progress through the curriculum according to their needs and their abilities. The Division recognizes all students are unique and have diverse learning needs and abilities and it is our goal to ensure that all students experience success while progressing in their educational programs. Students typically progress from one grade level to the next on an annual basis. Through assessment and evidence of learning placement decisions are made in the best interest of the student. Decisions regarding student placement are made in collaboration with school staff, parents/guardians and where possible, the student.

The placement of students through the practice of retention is strongly discouraged and is not recognized by the Grande Prairie Public School Division as an effective support for student success. Although educational research indicates there is little or no benefit to retention, there may be consideration in primary grades (K-3) when there are concerns about the student's developmental readiness, which may improve with additional time. Retention will not be used as a remediation or special education strategy.

The placement of students through the practice of acceleration may be considered if it is determined to be in the best interest of the student.

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Procedures

1. Wherever possible, teachers shall responsively plan for students, irrespective of their grade placement, who are outside the scope of regular course content, instruction or assessment. Accommodations or modifications must be communicated to parents/guardians and documented when reporting.
2. School staff shall outline for parents/guardians and students (when appropriate), the standards of achievement by which decision-making about student promotion from one grade to the next will be facilitated.
3. If a student is progressing at a rate significantly different than expected, collaboration with the student's parents/guardians shall occur as early as possible.
4. If a student is not being promoted or placed, decisions shall be made in collaboration with Principal, staff, parents/guardians, Director of Inclusive Learning and, where possible, the student. When deciding whether a student is to be:
 - 4.1 accelerated (assigned ahead beyond one's normal grade progression),
 - 4.2 or retained (repeating the grade level),

all factors shall be considered including the student's academic progress, chronological age and developmental age, social-emotional development and physical maturity, attendance, attitude and the level of parental support for the intended placement.
5. Decisions regarding acceleration and retention require:
 - 5.1 supporting assessments and evidence uploaded into the digital student record,
 - 5.2 communication of the decision to parents documented in Incidents in PowerSchool,
 - 5.3 communication of the decision to the Director of Inclusive Learning by June 1.