



## Promotion and Placement of Students - Procedure

Procedures regarding the promotion and placement of students and the development of intervention plans and strategies follow.

### Requirements for High School

1. High school students require a mark of no less than 50% to pass a course and obtain credit for the course.
2. In Grades 9 – 12, obtaining credit for the course shall be linked to the student's achievement of curricular outcomes.

### Intervention Plans and Strategies

#### 1. Intervention Plans

Intervention plans must be developed as soon as a student shows signs of not meeting expectations.

- a. For a student who has been identified as special needs, policies and procedures are in place to provide the student with an Individual Education Plan (IEP).
- b. For other students, intervention plans are based on a diagnosis of the problem, including information about what has been done previously to assist the student.
- c. Where a student does not achieve expected learning outcomes in one or more areas by the end of the school year, but is promoted to the next grade, a concrete intervention strategy must be developed. In order to determine the best course of action to address the student's learning problem, the intervention plan should involve both the promoting teacher and the receiving teacher. The Principal is responsible for ensuring this occurs.

#### 2. Intervention Strategies

Intervention strategies may include:

- a. individualized instruction by the classroom teacher, resource teacher and educational assistants
- b. parents providing extra help at home
- c. computer-managed/assisted learning
- d. summer school programs
- e. distance learning

- f. before and after school programs
- g. adult, student or teacher mentors
- h. peer or cross-age tutoring
- i. transitional courses for mathematics and language arts in high school
- j. additional instruction time for selected high school courses
- k. a five-year high school program
- l. community-based learning
- m. career transitional programs

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