



STUDENT PLACEMENT AND PROMOTION

APPROVED: August 16, 2006

AMENDED: May 15, 2009

REVIEWED: March 8, 2017

BACKGROUND

Students shall be assigned to grade levels or courses that are best suited to meeting their educational needs. The primary objective underlying student placement or course assignment shall be to ensure the maximum gain for each student each year and shall be determined after careful consideration of many factors.

GUIDELINES

1. In grades K-9, the grade level assignment of a current student shall be the responsibility of the school Principal upon consultation with the student's teachers and parents.
2. Notwithstanding that the Principal shall be responsible for student placement, students in grades K-9 shall not be placed into mixed level of courses.
3. In grades or courses where there are multiple sections, the principal will determine the section in which a student is enrolled.
4. In Secondary School, promotion is by successful completion of courses not necessarily years of study.
5. In very rare circumstances, the Principal may accelerate a student into a higher grade. Consideration will be given to the age, academic achievement, social development, and language acquisition of the student. Acceleration may be considered for students who were initially retained for language development and whereby acceleration would place the student with his or her age-appropriate peers. Acceleration cases must meet DSEDJ guidelines as well.
6. High school students may elect to take online coursework that TIS is unable to offer



directly. However, they may not take an online course concurrently with the same course being offered in a TIS classroom.

7. Except in highly unusual circumstances, students will not be placed into grade levels that are more than a year above or 1 year below their age-appropriate grade level.
8. In matters of retention, students shall not be retained for more than one extra year in Primary School and one extra year in Middle School.
9. In these cases where it becomes apparent that a student cannot handle the regular TIS program and TIS is unable to offer an appropriate alternative program, upon prior notification to the parents, the student shall be withdrawn from TIS. TIS will assist the family in finding an appropriate program for their child.
10. In the cases where the student cannot handle the regular TIS program but qualifies for a one-on-one student support program, the student will be enrolled in the special student support program for an additional 150,000MOP per semester. Parents will be notified and consulted prior to the decision. If this support program is deemed not suitable for the family, TIS will assist the family in finding an appropriate program outside of TIS for their child.
11. Students in grades 10-12 may choose to challenge a course according to Alberta Education regulations. The Principal must approve all course challenges.

PROCEDURES

1. All Students:

- 1.1. In accordance with Alberta Education, a passing grade shall be considered 50%.
- 1.2. When it becomes apparent that a student may not be ready for promotion at the end of the school year, the parents shall be informed preferably no later than the end of February, in a discussion of the alternatives to be undertaken by the Principal, teachers, and the parents.



2. Elementary Students:

- 2.1. When the learning progress of a student does not meet the requirements for success in the subsequent grade, the teacher shall alert the Principal. The Principal, in consultation with the teacher and parents, shall determine which grade placement will provide the most benefit for the student's learning.
- 2.2. Parents may petition the Principal to retain their child for developmental reasons. The Principal, in consultation with the teacher and parents, shall determine the student's placement. Such requests should be made as early in the spring as possible.

3. Middle School Students:

- 3.1. If a student in Middle School fails up to 2 courses in a given year, the student shall be required to take remedial help during summer school. If the student is successful in summer school, he/she shall be promoted to the next grade. If the student is unsuccessful in summer school, the Principal, in consultation with summer school staff shall determine appropriate placement.

4. High School Students:

- 4.1. Teachers shall advise students of appropriate course levels to help students be successful.
- 4.2. Students in grades 9-12 should consult with their Academic Counsellor to determine appropriate courses based on graduation and post-secondary options. Some courses have prerequisites
- 4.3. Students may take courses from outside of their grade. For example, a grade 11 student may take a grade 12 (30 level) course or a grade 12 student may take a grade 10 (10 level) course.
- 4.4. If a student does not meet the required prerequisite for a course, they should discuss options with their Academic Counsellor.
- 4.5. Students who do not receive a passing mark in a course (or a passing blended mark for courses with diploma exams) shall not receive credits for that course. They should discuss options to retake the course with their Academic Counsellor. If the course is a graduation requirement course, the student may be required to repeat that grade.



5. International Baccalaureate Diploma Programme (IB DP):

5.1. Students interested in the IB DP must meet all of the requirements outlined in the IB DP Admissions Policy.

年級分配與升班制度

審查日期：206年8月16日

修訂日期：2009年5月15日

審批日期：2017年3月8日

背景

學生應被分配到最適合他們教育需求的年級或課程。學生分配或課程分配應在仔細考慮各方因素後作出決定，以確保全體學生每年獲得最大的學術收益。

規則

1. 幼稚園至初中三年級學生的年級分配由校長與老師及家長協商後，負責安排。
2. 儘管校長負責幼稚園至初三年級學生的年級分配，但他們不應被安排在混合水平的課程中。
3. 每個年級或課程均設有不同的學術難易程度，幼稚園至初三學生修讀的學科程度由校長分配。
4. 中學生升級要求為完成學科課程，而非完成該科的修讀時間。
5. 在非常罕見的情況下，校長有機會准予學生提前升讀下一學習階段，而當中考慮的因素包括學生的年齡、學術成就、社會發展及語言學習等。而最初因語言發展而留級的學生亦可納入考慮提前升班的方案中，這樣可使他或她與同齡人一起相處。所有跳班決定必須符合教育及青年發展局設定的規定。
6. 在學校未能提供面授課程時，高中學生有可能需要進行線上學習。然而，正在提供面授的課程不會同時開放線上學習。
7. 除非在特殊情況下，學生不會被分配至超過或低於一年其年齡相符的年級水平。
8. 小學及初中學生的留級年數不得超過一年。



9. 當有學生明顯無法跟上澳門國際學校常規課程程度，而學校亦無法提供合適的替代課程時，經與家長溝通後，該生會被勸喻退學。澳門國際學校屆時會協助學生尋找合適學校。
10. 根據加拿大艾伯塔教育部門規定，高一至高三學生可選修具挑戰性的課程，而修讀申請則需由校長審判核准。

程序

1. 適合全體學生：
 - 1.1. 根據加拿大艾伯塔教育部門定立50%為分數合格比率。
 - 1.2. 若有情況顯示學生未能在學年結束時升班，學校應不遲於二月底通知家長，并由校長、老師及家長共同商議方案。
2. 小學：
 - 2.1. 當學生的學術水平未達下一年級的要求時，老師應通知校長，並由校長與老師及家長協商，重新決定適合學生就讀年級安排。
 - 2.2. 家長可因應孩子的成長需要，向校長申請留級。校長應諮詢老師及家長後，才作出裁決。而有關要求應儘量安排在春季前提出。
3. 初中：
 - 3.1. 若學生在學年中出現兩個學科不合格，將被要求參與暑期夏令營進行補習。若夏令營期間成績合格，可予升班。如若在夏令營期間仍未趕上達標程度，校長會在諮詢夏令營科目負責老師後，重新決定學生年級安排。
4. 高中：
 - 4.1. 老師應建議高中學生選取適當的課程水平，以協助學生取得成功。
 - 4.2. 初三至高三學生應向學術輔導員諮詢選科事項，挑選合適修讀課程。部份課程有報讀條件。
 - 4.3. 高中學生可以修讀學生就讀年級以外的課程。例如，高二學生可能參加高三（30級）課程，或者高三學生可能參加高二（10級）課程。
 - 4.4. 如果高中學生不滿足課程修讀要求，學生需諮詢他們的學術顧問。
 - 4.5. 高中學生如在一門課程中未獲得合格分數（或文憑考試課程的混合合格分數）不得獲得該課程的學分。他們應與他們的學術顧問討論重修課程的選擇。如課程是畢業必修課程，學生可能需要重讀該年級。
5. IB國際文憑課程：
 - 5.1. 有興趣修讀IB國際文憑課程的學生必需滿足文憑課程招生指南概述中的修讀要求。