

PLACEMENT OF STUDENTS IN SCHOOL

Background

The District believes in equal opportunity and equal access to the best possible education in a supportive, positive, and challenging environment.

Grade placement shall be the responsibility of the Principal and shall be based on general achievement, consideration being given to the mental, physical, emotional, and social maturity of the child. In general, students transferring into the District will be placed in the same grade level as in the school from which they transferred, but children transferring, as well as continuing students, may be placed in the grade most suitable as determined by the Principal.

Students generally take 13 years to graduate from secondary school. In the primary years, students should not repeat a year. In Grades 4 to 12, the decision to advance or repeat a grade or course will be made based on measurable data and assessments and made in the best interest of the student by the teachers, parents, and Principal. Final responsibility for deciding appropriate student placement (grade assignment and program) rests with the Principal.

If a parent disputes their child's grade placement, the parent shall have the right to appeal under Section 11 of the *School Act*.

Procedures

1. Promotion

Most students achieve the subject and grade or course expectations each year and progress with confidence to the next grade or course level. Where areas of concern remain at the end of the school year, these should be identified, so that the receiving teacher can make appropriate learning plans for individual students early in the next year.

2. Promoting with Intervention

As soon as a student shows signs of not meeting expectations, intervention is to begin by clearly identifying the problem and setting out a plan of action by the School Based Team (SBT).

- 2.1 In cases where a student is identified as a Ministry-designated special needs student, an IEP will be developed.
- 2.2 Where the student is not eligible for an IEP, a SSP will be developed. appropriate intervention strategies will be planned and may include one or more of the following:
 - 2.2.1 Individualized instruction provided by the classroom teacher, student services teachers, or support staff;
 - 2.2.2 Extra help at home provided by parents;
 - 2.2.3 Computer-managed/assisted learning;

- 2.2.4 Distance learning;
- 2.2.5 Before- and after-school programs;
- 2.2.6 Adult, student, or teacher mentors;
- 2.2.7 Peer or cross-age tutoring;
- 2.2.8 Community or workplace programs.

3. Retention with Additional Intervention

There may be special circumstances, in the judgment of both the parents and the Principal, where retention is in the student's best interest.

It is important to recognize that retention affects the student socially, emotionally, and educationally.

The following procedures will prevail when considering an elementary student for retention for a second year at any grade level if there have been interventions first. The best interests of the student must be the paramount principle underlying any such decision. Nothing in these procedures shall be taken as rigid and unchangeable when it conflicts with the student's best interests.

- 3.1 Retention will be considered only when, after the student has previously been brought forward to the SBT, interventions have been put in place and the team still has concerns, in the opinion of the SBT, and parents have been notified of the concerns. There also needs to be a potential for measurable growth to occur during an extra year in a grade level.
- 3.2 No student shall be retained more than once in the elementary years. Any exception to this procedure is to be made only after consultation with the Director of Student Learning
- 3.3 Parental support for the recommendation shall be considered a vital factor in a decision on any case.
- 3.4 When retention is being considered, after interventions have been put into place and there is not a change in progress, parents shall be notified as soon as possible. Parents shall also be notified officially in this sequence:
 - 3.4.1 At the time the second report card is issued the parents shall be advised by direct contact by the Principal and by including a statement on the report to the effect that the student is a possible candidate for retention.
 - 3.4.2 The SBT gathers data from observations and assessments.
 - 3.4.3 Student Services Coordinator facilitates a meeting with all partners to complete the appropriate forms and set into action any further assessments.
 - 3.4.4 The Principal consults with the Director of Student Learning.
 - 3.4.5 SBT decides the action that in the best interest of the student.
 - 3.4.6 After Steps 2.4.1 – 2.4.4 are completed, the Student Retention Report form ([Form 361-1](#)) is completed. A copy is provided to the Principal, the parent and the student cumulative file. After a SBT meeting held in April or May, the Principal must make the final decision and informs the parent of that decision, as per the School Act.
 - 3.4.7 The Parent Consent Form ([Form 361-2](#)) is completed. A copy is provided to the

Principal, the parent and the student cumulative file.

- 3.4.8 The Principal informs the Director of Student Learning of the final placement decision.
- 3.4.9 The final report card will state that the student shall be retained in the same grade.
- 3.5 Parents may request that their child be retained by making a written submission. To provide appropriate consideration the parents should notify the principal no later than February.
 - 3.5.1 The ultimate responsibility for making a decision on a student being considered for retention rests with the Principal. If the parents disagree with the decision, they may use the District appeal process.
- 3.6 A student who has been retained in a previous year may later be advanced to an age-appropriate grade level on the recommendation of a SBT and parent approval.
- 3.7 Where a decision is made to retain a student, alternative materials and instructional strategies should be identified to address previous areas of difficulty.
 - 3.7.1 In cases where a student is identified as a Ministry-designated special needs student, an individualized education plan (IEP) is in place, the IEP will be updated with additional planned interventions.
 - 3.7.2 Where the student is not eligible for an IEP, a Student Support Plan (SSP) will be developed. The retention will not simply be a repeat of the prior grade.

4. Acceleration

In a few cases where students are clearly advanced in their learning and when the students' growth cannot be supported in the age-appropriate grade, acceleration may be considered.

- 4.1 At a Principal's request, after consulting with the teacher and parent, a SBT meeting will be called to discuss the student's needs and learning style. Items to be considered at the school-based meeting will include:
 - 4.1.1 Information from the classroom teacher, student services teacher, Principal, parent and Student Services Coordinator.
 - 4.1.2 Testing, at the school and District level.
 - 4.1.3 A review of the present IEP and strategies currently in place.
 - 4.1.4 The recommendations of the SBT shall be considered by the Principal.
 - 4.1.5 Parental support for the recommendation shall be considered a vital factor in a decision on any case.
- 4.2 An IEP (Individual Education Plan) will be updated or a new one written.
- 4.3 Where the student is not eligible for an IEP, a SSP will be developed with appropriate support strategies.
- 4.4 If the recommendation for acceleration occurs at the end of the school year, the final report will state that the student is being accelerated.

4.5 Where a student becomes a candidate for acceleration, the Principal of the receiving school shall be involved in any decision to advance a student two grade levels into a middle, or secondary school.

Reference: Sections 17, 20, 22, 65, 79, 85, School Act
School Regulation 265/89
Permanent Student Record Order MO82/09
Required Areas of Study Order MO 295/95
Student Learning Assessment Order M60/94
Student Progress Report Order MO191/94
K-12 Education Plan and Guidelines for Student Reporting

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