

## STUDENT PLACEMENT, PROMOTION AND ACCELERATION

### Background

The Division believes every student has the right to experience success and strives to place all students in the learning environment that best meets their needs. The Division recognizes the importance of engaging in open and timely communication with parents/guardians when determining the placement of students, especially in instances where retention or skipping a grade (acceleration) is being contemplated.

### Procedures

1. The principal determines the placement or promotion of students in grades, courses and classes.
2. The teacher is to discuss possible retention or acceleration with the school principal prior to discussion with the parent(s)/guardians.
3. Parent/guardian requests for retention or grade advancement of a student will be discussed as early as possible in the school year. The request will be discussed in a meeting with parents/guardians, the homeroom teacher, and the Principal.
4. The placement of any student shall be determined after careful consideration of many factors, including, but not limited to: teacher recommendations, parental recommendations, academic achievement and ability, age, social and emotional adjustment, and general intelligence. Ultimately, all placement decisions made by the principal will be motivated by what is deemed to be in the best interest of the student.
5. The suitability for retention will be assessed through an empirical instrument and will include at minimum the administration of the Light's Retention Scale.
6. Placement in a regular classroom with the same-age peers is usually most appropriate. At a general level, the Division subscribes to a philosophy of continuous progress, thus retention of students in the same grade, or grade skipping (acceleration), should be an exceptional occurrence. Care must be taken to ensure that students do not differ significantly in age from their classmates. Most retentions should occur at the primary level, specifically in Kindergarten.
7. A student will not be retained more than once between Kindergarten and Grade 9.

8. Parents/guardians shall be consulted as early as possible in the school year if any placement, other than the usual placement is being considered for the following year. Parents/guardians should be informed, in the first instance and in writing, no later than the end of February of the current school year. There must be ongoing consultation between the school and the parents/guardians.
9. When a student is retained a remediation program plan for the following year will be developed. It shall include:
  - 9.1 The grade that the student is being retained in;
  - 9.2 Targeted remedial intervention strategies and associated supports;
  - 9.3 Relevant timelines; and
  - 9.4 Progress monitoring plans.
10. In June, in the instance of retention, parents and guardians will be informed by the principal, in writing, of the final decision. The reasons for the decision will be outlined and the letter will also include the student's remediation program plan. This letter will be attached to the final report card, placed on file and a copy forwarded to the Assistant Superintendent of Learning Services.
11. Parents shall be informed by the principal of their right to appeal the principal's decision to the Superintendent or designate regarding the placement or promotion of students.

Reference: School Act, Section 20, 45, 47  
Guide to Education – Student Placement and Promotion