

## **STUDENT PLACEMENT**

### **Background**

The Division believes that decisions with respect to student placement and programming are the responsibility of the professional staff, in consultation with students and parents, with final authority resting with the Principal. Placement decisions shall be made in the best interests of the student. Research clearly supports that learning is continuous, that grade retention does not serve a student well, and is rarely an option.

### **Procedures**

1. Student Program Placement – Kindergarten to Grade Nine
  - a. Student learning and progress will be continuous. All elementary and junior high school students will be placed in classrooms with age-appropriate peers. These classrooms will reflect the range of abilities present in that grade level.
  - b. If, in very exceptional cases, a student is asked to be retained at a grade level:
    - i. an educational assessment will have been completed within the previous six months including a minimum of a Level B assessment tool.
    - ii. an Individual Program Plan clearly outlining the student goals and the specific teaching strategies that articulate the need for the grade retention will have been in place and utilized for programming prior to the decision to consider retention. Consultation with a Division office representative at this point will include the use and discussion of the results of a current formalized retention scale (i.e. Light's Retention Scale).
    - iii. the student, parent(s), and school will meet to discuss the student's strengths and needs (considered within the assessment(s) and the Individual Program Plan) which indicate the need for grade retention.
    - iv. this process will be complete by March 31 to allow for an appropriate transition.
2. Transition to Senior High School
  - a. Any student is eligible to enter any program for which he or she is qualified at the senior high school level.
  - b. A student's program placement/course selection will be determined through collaboration between student, parents, and staff. This process will clearly take into account the student's interests, abilities, and aspirations as well as course availability and required prerequisites.
3. Programming will consider the individual educational needs of all students.
4. For appeals of this policy, refer to Board Policy 14 - *Appeals Regarding Student Matters*.

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December, 2003

Update: July, 2011; July, 2012; April 2020

**References**

Education Act Sections 51, 53, 54

Board Policy 14

National Association of School Psychologists, 2003