

Administrative Procedures

AP-616 STUDENT PROGRESS AND PLACEMENT	Date of implementation: March 10, 2021 Date of update: September 19, 2023
	Related Administrative Procedures: AP-403 Admission/Transfer of Students AP-414 Assessment

Purpose: The Division believes that placement of students is considered within a philosophy of continuous progress. Student retention is not a practice that has a positive effect on supporting student learning and, therefore, is a last resort and not a recommended practice.

The goal is to place students in the most enabling and inclusive environment with same age peers designed to implement programming to meet individual learning needs. If parents choose not to send their child to Kindergarten (non-mandatory programming) and keep their child at home until they are six (6) years of age as of December 31, it will be a school-based decision if their first placement will be in Kindergarten or Grade One (see AP-403 Admission of Students).

Principles:

- 1) Decisions for placement are based on student progress and is a collaborative process among professionals at the school level in consultation with Division Office personnel, including the school's Learning Superintendent.
- 2) Emphasis is placed on early intervention and supports for learning for students who experience difficulty in their learning success. Effective help early and often in terms of intervention for student success is a part of the school routine.
- 3) When concerns arise at the beginning of the school year and differentiation and responsive instruction have been implemented, the focus is on acceleration of necessary supports to prevent retention, rather than considering grade retention.
 - a) When a student's learning needs fall beyond the current grade level, differentiation and responsive instruction should be outlined in a proposed learning plan to enrich their learning within their same age peer group.
- 4) Retention should only be considered if the proposed learning plan of repeating an entire school year in the current grade has evidence indicating the student will likely make the required gains needed to be at or near grade level at the end of the next school year.
- 5) For students with intensive and other special needs, who will likely be in school until twenty-two (22) years of age, a systematic plan may be developed where an extra year will be added to the beginning of their school life (Kindergarten/Grade 1), ensuring to leave three (3) years (if needed) for transition planning out of high school and into adulthood. This placement plan would be developed in collaboration with the parent and the student's school team, and in consultation with Division Office personnel, including the school's Learning Superintendent.

- 6) At no time will students in Kindergarten to Grade 9 be more than one (1) year behind their age-appropriate peers.

Procedure:

- 1) The school team will follow the procedures outlined in the Student Progress and Placement Timeline and the Discussion and Documentation Guide to inform alternate grade placement decisions, which as follows:
 - a) September 1 to November 30 – responsive instruction implemented
 - b) December 1 to January 31 – Individualized Learning Plan developed
 - c) Before January 31 – School and Division administrative team consulted
 - d) Before February 28 – Individualized Learning Plan adjusted
 - e) Before April 30 – current and proposed program reviewed
 - f) Before May 15 – grade placement recommended
- 2) Consultations begin early in the school year. Interventions and instructional plans will be documented and kept in student record.
- 3) Discussions with the parents on student progress on learning outcomes will start early in the school year, providing information on interventions and strategies that will support the student. **Note:** *This is not a discussion on retention. It is a discussion on learning progress and instruction.*

References:

[Student Progress and Placement Timeline](#) (internal document)

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