



## Administrative Procedures

<b>AP-616</b>	<b>Date of implementation:</b> March 10, 2021 <b>Date of update:</b> February 25, 2026
	<b>Related Administrative Procedures:</b> <a href="#">AP-403 Admission/Transfer of Students</a> <a href="#">AP-414 Assessment</a>
<b>STUDENT PROGRESS AND PLACEMENT</b>	

**Purpose:** To clarify the process for determining student grade placement and identify steps required prior to considering student retention.

**Background:** The Division believes that placement of students is considered within a philosophy of continuous progress, and that our goal is to place students in the most enabling and inclusive environment with age-alike peers.

### Principles:

- 1) Decisions for grade placement are based on student progress and involve collaboration between professionals at the school level and division office personnel. Decisions involving student grade placement must include the school’s Learning Superintendent.
- 2) When concerns about student progress arise at the beginning of the school year, the focus will be on increased differentiation, responsive instruction, and interventions.
- 3) Student retention (repeating an entire school year in their current grade) may only be considered if the proposed learning plan provides evidence indicating that the student will likely make the required gains needed to be at or near grade level by the end of the next school year.
- 4) For students with intensive 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. This placement plan would be developed in collaboration with caregivers and the student’s school team, and in consultation with division office personnel, including the school’s Learning Superintendent.

### Procedure:

- 1) The school team will follow the procedures outlined in the *Student Progress and Placement Timeline* and complete the corresponding *Student Progress and Placement* form in clevr according to checkpoints listed below:
  - a) September 1 to November 30 – concerns raised and 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) Consultation and conversations between school and division office staff must begin early in the school year. Interventions and instructional plans must be documented to indicate that additional supports have not been successful at this time.
  - 3) Discussions with caregivers regarding student progress must start early in the school year, providing information about interventions and strategies that will support the student. This is not a discussion about retention, but rather a discussion about learning progress and required supports.

*References:*

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

*clevr form: Student Progress and Placement* (internal document)