


Administrative Procedures 371

Student Placement

		Adopted: June 28, 2011
	External References: <ul style="list-style-type: none">• Education Act: Sections 109, 148, 175, 231	Amended: August 14, 2012
		Internal References: <ul style="list-style-type: none">• AP 211 Modified Courses• AP 212 Alternative Courses• AP 213 Functional Integrated Program• Form 210-1 Informed Consent for Student Programming Placement• Form 210-4 Student Support Plan Adaptive Dimension Differentiated Instruction

Background

Every student has the right to be appropriately placed and accommodated in accordance with his/her learning needs. It is expected that teachers, students and parents will work together to meet the learning needs of students through the use of the adaptive dimension. If more intense or collaborative processes are needed to accommodate student learning needs the school level Student Support Team will meet to collaborate and provide ongoing support.

The goal is to program and support students' individual needs by assessing and implementing intervention strategies congruent with the identified needs to help students achieve success.

The practice will be to meet student needs rather than plan for student retention. Research indicates that student retention does not improve student learning or success. In fact, studies indicate that students who have been retained are more likely to be at risk to drop out of school, do no better academically than students who are promoted. The high social-emotional cost experienced by retained students does not increase their academic success.

This does not mean that students are not held accountable for their learning, but that everything possible is to be done to facilitate that learning.

Procedures

1. General

- 1.1 Student placement will be addressed on an individual basis.
- 1.2 Emphasis is placed on early intervention and supports for learning for students who experience difficulty in their learning success.
- 1.3 A request to promote a student who is identified as gifted will follow a parallel process as detailed below to enrich learning within the peer group.
- 1.4 Referral and team collaboration will occur at the school level through the Student Support Team to address student success. Effective help early and often in terms of intervention for student success is a part of the school routine.
- 1.5 Accessing Division support from personnel such as a Learning Coach or Student Support Services Consultant may be necessary.
- 1.6 Documented information regarding current programming including adaptations will assist in determining student placement.

- 1.7 Consultation with parents/guardians will be ongoing as the Student Support Team addresses the learning needs of the identified student.
 - 1.8 Students in grades Kindergarten to Grade 9 may have their programming reduced or enhanced as determined by the Student Support Team in consultation with the parents/guardians.
 - 1.9 Modified, alternative or functionally integrated programming shall be used to meet the needs of a student who is struggling to succeed academically.
 - 1.9.1 Parent/guardian must be informed prior to student enrolment in modified (basic or advanced), alternative or functionally integrated programs. Division administrative procedures regarding such programming shall be followed.
2. Annual School Level Placement
- 2.1 Decisions on progress and placement of a student shall be the responsibility of the Principal and the classroom teacher(s). Consultation with the Student Support Teacher/Student Support Team/Student Support Services Consultant and Superintendent of Education with responsibilities for school operations shall occur as required.
 - 2.2 Placements are subject to consultation with the parent/guardian.
3. Retention
- 3.1 A student who may be a candidate for grade retention shall be identified to his/her parent or guardian no later than the spring reporting period.
 - 3.2 A conference will be held with parents/guardians to discuss:
 - 3.2.1 The student's achievement in relation to the learning goals.
 - 3.2.2 The assessment of the student's learning challenges.
 - 3.2.3 The plan to date and in the future to assist in increasing the student's achievement level.
 - 3.2.4 Possible alternatives and solutions for future success.
 - 3.2.5 Completion of the Light's Retention Scale (available from Student Support Services Consultant).
 - 3.3 All students identified as "at risk" will have a Student Support Team whose purpose will be to intervene and support improved learning success through collaborative team strategies.
 - 3.4 For a student who is not achieving at the expected level as identified by the Student Support Team before the final reporting period, a placement conference will be held.
 - 3.4.1 The Student Support Team, parent/guardian and if appropriate the student shall review grade retention and/or modified, alternative or functionally integrated programming options.
 - 3.4.2 The emphasis for the final decision shall be based on the student's current level of performance and the student's prospects for success at the next grade level.
 - 3.4.3 The Light's Retention Scale is an appropriate tool to help with possible grade retention assessment.
 - 3.5 Conditions for retention are:
 - 3.5.1 A comprehensive Student Support Plan (SSP) in place for at least one (1) year prior to retention. (Refer to Form 210-4 Student Support Plan Adaptive Dimension Differentiated Instruction.)

- 3.5.2 The Student Support Plan contains clear goals and strategies, and evidence of follow-through.
- 3.5.3 Referral for educational psychology assessments to rule out learning challenges such as ADHD, LD, low cognitive ability, etc.
- 3.5.4 Results of the Light's Retention Scale supportive of retention.
- 3.5.5 Rationale to support retention of student and likelihood of success.
- 3.6 A student that is retained must have:
 - 3.6.1 A Comprehensive Student Support Plan, complete with goals, strategies and schedule of assessment.
 - 3.6.2 Regular Student Support Services Team meetings to monitor progress.

4. Appeals

- 4.1 An appeal regarding placement shall be made to the Principal prior to August 1 of any year. The appeal shall contain the reason(s) for making a request.
- 4.2 The Principal shall acknowledge receipt of the appeal and indicate in writing to the parent/guardian the expected date by which a decision regarding the appeal will be reached.
- 4.3 In considering the appeal, the Principal shall:
 - 4.3.1 Review the student's records.
 - 4.3.2 Meet with the student's teachers and the Student Support Team to review student's program.
 - 4.3.3 Review the data with the Superintendent of Education with responsibility for Student Support Services.
- 4.4 The Principal will confirm in writing the outcome of the appeal to the parent/guardians and advise them of their right to appeal the Principal's decision to the Director.
- 4.5 The Principal shall provide all documentation regarding the student being reviewed to the Director.
- 4.6 The Director or designate shall consult with the Principal, Student Support Team and others as necessary and provide a written response to the parent/guardian's appeal.