

Administrative Procedure 361

STUDENT PLACEMENT, RETENTION AND ACCELERATION

Background

The District is dedicated to providing the best possible education for each student. In most cases, students are placed with age-appropriate peers. Educational research indicates that:

- Retention, alone, does not improve student achievement. Retention of a student in a grade or subject would only occur in exceptional cases.
- Acceleration of a student in a grade or subject can be an appropriate strategy for some students, including gifted students.

Procedures

1. Professional staff will place students at the grade level best suited to them academically, socially and emotionally.
 - 1.1 In most cases, this is with age-appropriate peers.
 - 1.2 Exceptions may be made when, in the opinion of the professional staff and the parents, such decisions are in the best interest of, and will benefit, the student.
2. In those instances where retention or acceleration is being considered, factors associated with the students' emotional and social well-being will be considered with the same weight as academic assessment information.
 - 2.1 These factors may be outlined in the student's Individual Education Plan (IEP).
3. The review process may be initiated by the student (where applicable), the parents, or the School Based Team.
 - 3.1 Extensive consultation will occur in a timely manner.
 - 3.2 This process is to result in a high degree of consensus between the student, the parents and the School Based Team and be consistent with established school placement procedures.
4. The Principal may wish to bring in other district personnel for consultation and recommendations regarding placement.
5. Placement decisions should be reviewed on an annual basis through school-based team.

Reference: Sections 7, 8, 17, 20, 22, 65, 79, 85 School Act
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