

 <b>Anglophone South School District</b>	<b>EECD 322</b> <b>POLICY NO. ASD-S-357</b>
<b>STUDENT PLACEMENT AND PROMOTION</b>	

<b>Category</b>	<b>Educational Services</b>		
<b>Subject</b>	<b>Student Placement - Promotion &amp; Retention</b>		
<b>Adopted</b>		<b>Revised</b>	August 2016
<b>Policies Used / Referenced</b>			

**Policy 322: Inclusive Education, Section 6.7** states:

- 6.7.1 *New Brunswick Public Schools must not use grade retention as a standard educational practice.*
- 6.7.2 *While grade retention is not a standard practice, if school and/or parents consider it appropriate in an individual case, the superintendent must:*
1. *Ensure teachers that are familiar with the student's progress and instructional needs complete an instructional assessment;*
  2. *Explore alternatives with the ESS team and the parents;*
  3. *Inform the parents of research and data regarding the impacts of grade retention;*
  4. *Arrive at a decision in collaboration with the student's parents, if possible; and*
  5. *Sign and maintain a record of the decision and supporting documentation.*
- 6.7.3 *When grade retention is supported, the principal must ensure a PLP is created, indicating how the teaching strategies, approaches and supports will be different in the upcoming school year than in the past to address the student's learning needs.*
- 6.7.4 *The superintendent must monitor and review grade retention records to ensure grade retention is not used inappropriately, and inform parents of their right to appeal the decision if they are not in agreement.*

#### **Policy Statement**

Anglophone South School District recognizes age appropriate placement is supported, and the consideration of retention or acceleration is an option when it has been determined that it would be in the best interest of the student. If this action is being considered, the following procedure shall be followed and support shall be provided to the student.

#### **Background:**

- Parent-school communication throughout the year concerning student progress is important. It is important to engage parents in the process throughout the year and especially when there are concerns.
- Acceleration is rare.
- Social maturity can be a consideration.
- Current research shows that retention is not in a child's best interest over the long-term.
- Attendance needs to be considered.

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### Procedures

Documentation for each level of discussion will be written and distributed within one week:

1. If a student is being considered for acceleration or retention, a meeting of the School-based Education Support Services Team (ESST) or equivalent committee consisting of administration, guidance, resource teacher, and teacher(s) involved, will be held prior to March 30. In exceptional circumstances, a meeting with parents and Educational Services Support Team, acceleration may occur during the school year.
2. A case conference at the school, including parents, should be held no later than April 30. The purpose of this meeting is to create consensus on the best grade placement for the student. Information on acceleration or retention issues should be provided to the parent and participants involved in the process. As per Policy 322, if the consensus is to retain the student, a learning plan must be developed, indicating how the teaching strategies, approaches and supports will be different in the upcoming school year than in the past to address the student's learning needs. The learning plan should include an identification of both the student's strengths and weaknesses as they relate to social, emotional, and academic development. Learning plans should also include information on the health of the student, parental support, family/child support from other agencies, school history, and school resources available. More importantly, the learning plan should include intervention strategies or supports that are different from previously indicated supports with information as to how these new supports will improve the student's success.
3. The Principal shall provide to the Education Support Services Coordinator a list of students being considered for acceleration/retention [see Form]. The ESS Coordinator will review the proposed list with the School-based Education Support Services Team for verification by May 30.
4. Following a thorough review and comprehensive discussion, the School-based ESST and the ESS Coordinator will decide on the placement of the student and recommend a plan of action.
5. The Education Support Services Coordinators will maintain a list of students being accelerated or retained and brief the Director of Education Support Services by the end of June each school year.
6. It is preferable that the committee reach consensus. If the school decision conflicts with the parents' wishes, then the Principal will inform the parents that they can appeal the student placement through the District Appeal process two weeks prior to the last student day in June. (Education Act 11 (3))

*\* High schools follow the credit system and the timelines may differ. It is important to note that Parent-school communication is integral to a child's progress.*

### Reference

- **AUTHORITY:** Education Act, Section 11(1), Section 48(3)  
Policy 322: Inclusive Education, Section 6.7