



STUDENT PLACEMENT AND PROMOTION

POLICY STATEMENT 340

Category: Educational Programs and Related Services

AUTHORITY:	Education Act, Section 11(1), Section 48(3)	EFFECTIVE:	Nov. 12, 1998
RESPONSIBILITY:	Director of Education Support Services/ Director of Schools, Principal, Teacher	REVISED:	Feb. 25, 2015
REFERENCE:		PAGE:	1 of 2

Statement:

The Superintendency recognizes the consideration of acceleration or retention as an option for students. If in certain circumstances this action is being considered, every support possible shall be provided to the student.

- 340.1 If a student is being considered for acceleration or retention, a meeting of the Education Support Services School Based Team consisting of administration, guidance, Education Support - resource teacher, a district representative, and teacher involved, will be held prior to February 28th. A copy of the minutes must be included in the Education Support Services School Based Team Minutes.
- 340.2 The team will discuss strategies and interventions and make recommendations directed at meeting the needs of the student concerned.
- If after the first meeting, acceleration or retention is still being considered, the Principal shall notify the Director of Schools, or designate, by May 15th and a case conference is to be held.
 - The case conference may include the school administrator, the student's teacher(s), the Education Support - resource teacher, the guidance counselor, the student's parents, an advocate, a district office representative, and representatives of any other agencies involved with the student's case.
 - Information on acceleration or retention issues should be provided to the parent and participants involved in the process.
- 340.3 Discussions at the case conference should include an identification of both the student's strengths and challenges as they relate to social, academic and motivational development. Discussions should also include information on the health of the student, parental support, school history and school resources available.

- 340.4 Following a thorough review and comprehensive discussion the committee will decide on the placement of the student and recommend a plan of action to be followed. The plan of action could include any combination of peer tutoring, multi-age grouping, a personalized learning plan, summer school, extended learning time, tutor support outside of school, resource help, in addition to any other recommendations which may be beneficial.
- 340.5 It is preferable that the committee reach a consensus. A Retention & Acceleration Case Conference Form (Appendix A) must be completed and a copy forwarded to the Director of Schools.
- 340.6 The Superintendent has the final decision regarding placement of the student.

Steps Necessary for Grade Advancing

- Initial meeting should occur by February 28, for consideration for the next year. Discussion should cover ability grouping, enrichment and acceleration options.
- A formal assessment indicating ability in the very superior range.
- One grade at a time.
- Gaps in skills should be identified.
- Teachers and parents are supportive.
- Assess for social and emotional maturity.
- Teachers, counselors and parents deal with social problems as they occur.
- Consider physical maturity, emotional stability, motivation, ability to handle tough challenges and the child's willingness to be grade advanced.
- Every grade advancement should be considered a trial placement and the option of returning to age-appropriate placement should be clear.



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Should My Child Be Grade Advanced?

- Should Gifted Students be grade-advanced?
- Is acceleration harmful academically?
- Won't there be gaps in knowledge?
- Is acceleration harmful emotionally?
- How do parents know if their child should be accelerated?
- When should one be cautious about acceleration?

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Gifted students learn more rapidly and deeply. Keeping them challenged may require changes to regular curriculum.

Lessons may be modified to incorporate higher order thinking skills.

Allow high ability students to curriculum compact in areas that represent a student's strengths. This gives them time to work on areas of strength and interest.

Students are candidates for compacting who regularly finish assignments quickly and correctly with high test scores and demonstrated high ability.

With curriculum compacting, a written education plan outlining regular assignments and alternate activities should be completed.

Gifted students may be placed in homogenous and cooperative groupings for certain tasks, such as novel comprehension questions, that may include critical thinking and open-ended activities. Differentiated instructional activities enable us to meet many students' needs.

They may challenge for credit, in order to spend less time in a course where they may already have the knowledge.

Pullout programs may offer educational enrichment. Honors classes, level one courses, and advanced placement classes may be offered.

After school and summer programs may feature special course work.

Mentor programs may match children with professionals in the community for special learning experiences.

Children may be advanced in individual subjects.

Is Acceleration Harmful Academically?

Most accelerated students do not suffer academically. Their grades tend to compare favorably with older students in their class. They report heightened interest and enthusiasm for school. Their grades are often higher than their peers who do not accelerate.

Won't There Be Gaps in Knowledge?

Arrangements may be made to cover the material as it is encountered. As there is repetition in curricula, gaps are less common than expected and is seldom a significant problem for gifted students.

Is Acceleration Harmful Emotionally?

In general, children who are well adjusted and socially at ease maintain old friendships and develop new ones. Children who are socially withdrawn may have difficulty making friends with older children. Some, however, may be more comfortable with older children. This seems to be truer with girls.

How Do Parents Know If Their Child Should Be Accelerated?

If children's ability test scores and achievement test scores are many years above age level, then a child might be a good candidate. Ideally, the decision to accelerate should be mutual - the child, parents, school officials all agreeing that it would serve the child well. The enrichment consultant, school psychologist and school learning assistance team should be consulted early in the process.

When Should One Be Cautious About Acceleration?

Children who are physically or emotionally immature or who have peer difficulties may not do well with acceleration.

Children who are accelerated may find that they are no longer the best in the class. Parents should not put undue pressure on their children during these adjustments.

The decision to academically accelerate a child may be reversed at any time if it appears to not be working out for the child academically, socially or emotionally.



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Retention & Acceleration Case Conference Form

In accordance with Anglophone East School District Policy #340 on Student Placement and Promotion, the following case conference was held to discuss the retention/acceleration of a student at his/her present grade level.

Name of Student	Date
School	Grade
Teacher	

Case Conference Participants:

Checklist	Yes	No
Policy read to Case Conference participants?	<input type="checkbox"/>	<input type="checkbox"/>
Meeting held prior to May 15 th ?	<input type="checkbox"/>	<input type="checkbox"/>
Acceleration or Retention research discussed?	<input type="checkbox"/>	<input type="checkbox"/>

Discussion (Pros/Cons, Plan of Action – attach separate sheet if necessary)

Recommendation:

Signatures:

Parent(s)/Guardian(s)	
Teacher	
Principal	
District Representative	