

501.7AP – Student Placement

Purpose

Nanaimo Ladysmith Public Schools is committed to the Ministry of Education and Child Care (MECC) Principles of Learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

Students will be assigned to learning environments and/or programs that foster their academic, social and emotional development.

Procedure

1. Program

- A student program is an educational plan based on sets of learning outcomes that reflect realistic expectations of what the student should know and be able to do.
- The purpose of a program is to meet the needs of the learner.
- Programs will be designed in a variety of ways to meet individual needs of the student.
- A student's program/course is not necessarily determined by his/her grade level placement.

2. Placement

In accordance with the *School Act*, the principal is responsible for the placement and programming of students in the school.

Student placement in grade level classrooms is a collaborative process among the team of professionals at the school level supported by District office consultation as appropriate. Generally, acceleration and deceleration are not encouraged.

Due to enrollment and classroom composition, multi-grade classrooms are common in our elementary schools. Students in a multi- grade classroom work towards similar competencies with content and expectations that are specific to their grade.

- **Kindergarten to Grade 9:** Nanaimo Ladysmith Public Schools expects that the grade placement for all students in the Kindergarten to Grade 9 years will be with age and grade peers.

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- **Grades 10 – 12:** In order to graduate, a student must meet the current MECC requirements. Students who have the potential to graduate in the current school year will be placed in Grade 12.

Where consideration of student placement in a grade level other than the age appropriate is considered, the following process will be followed:

- i. The School-Based Team (SBT), in consultation with the student’s parent, will consider:
 - the whole child holistically: academic/cognitive, emotional, social and physically
 - the history of the educational interventions put in place over time; including an evaluation of the impact of these assessments
- ii. If the SBT recommends grade retention or acceleration for the student, a request is forwarded in writing to the appropriate Assistant Superintendent, for consultation or confirmation.

Reference: The School Act

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