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LHCS Statement of Purpose

We believe it is our responsibility as Christians to raise children in the light of God's Word. The education of children must be Christ-centered, equipping them to become responsive disciples of Christ who seek the will of the Lord in all aspects of life.

LHCS Mission Statement

Kitchener-Waterloo Christian School Society advances dynamic, excellent Christ-centered education through unconstrained facilities, exceptional programs, and extensive resources that cultivate responsive disciples of Christ.

LHCS Vision Statement

As a diverse community, Kitchener Waterloo Christian School Society intentionally engages God's world, locally and globally, through distinctive educational programming, strategic partnerships and sustainable growth.

Effective Date: **April, 2010**

Review Date: **April, 2015**

Revision Date(s):

Committee: **Program Committee**

Policy 716 – Student Placement Policy

Preamble:

The objective of our school is to provide our children with quality education that is Christ-centred and so to equip them for life. For this to occur, students need to be placed into appropriate grades and classes.

Policy

Students will be evaluated throughout the year by the teacher(s) with whom they have been directly involved. Academic standings, social skills and emotional maturity are considered in this evaluation. Student placement will be the decision of the Principal after consultation with the teacher(s), supporting staff and parents, as required.

Procedures

1. A student who meets the requirements of the curriculum and who demonstrates social and emotional maturity will be assigned to the next grade.
2. Students not meeting the requirements of a grade 8 diploma will be granted an LHCS Grade Eight Certificate of Attendance.
3. If after appropriate testing, in the opinion of the principal, teacher, resource staff and parents, a student shows a high level of competence in academics, demonstrates self-motivation and displays social, physical and emotional maturity—that student will be considered for an accelerated placement.

4. Where performance does not meet the requirements, and where retention is seen to be in the best interest of the student, the teacher will be in regular communication with the parents and the administration about the placement for the coming school year. These conversations should start by the end of the first term.