

Salesian Secondary College.

Leaving Certificate Applied Policy.



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Leaving Certificate Applied Policy

Ideas and convictions of our Salesian School.

Salesian Secondary College states its mission as follows:

“Salesian Secondary College is a voluntary, catholic, secondary school under the trusteeship of the Salesians of Don Bosco. Our school dedicates itself to educational excellence taking into account the uniqueness and complexity of each individual pupil. We strive to create an atmosphere where pupils are happy and thrive in an environment imbued with St. John Bosco’s three educational principles of Reason, Religion and Loving Kindness.”

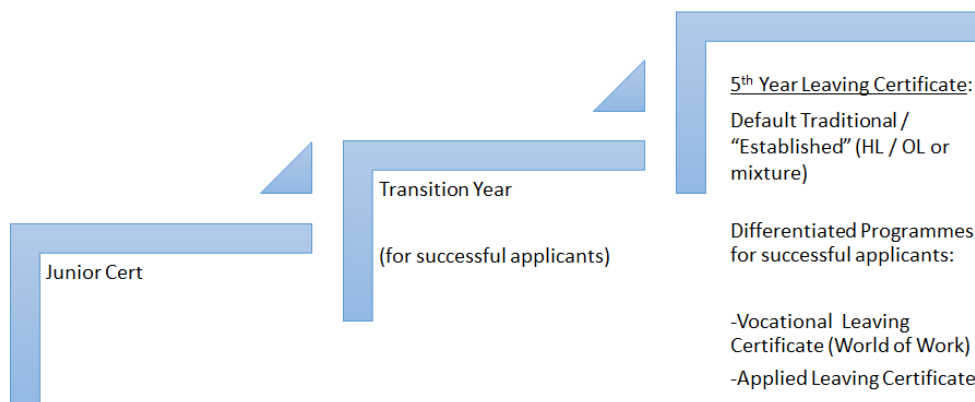
To achieve this mission aim to provide opportunities for students:

- We strive for academic excellence and skill, according to the abilities of each individual
- We strive to enable our students to develop “wholistically”, in a balanced way, i.e. physically, spiritually, morally, artistically, mentally and emotionally
- We strive, as a Catholic school, to be faithful in passing on Gospel values
- We strive to nurture mutual respect and concern for others, irrespective of ethnicity, colour, gender, sexual orientation, social status or creed.

Within this educative philosophy and framework, the Leaving Certificate Applied course exists as one of the routes by which we aim to bring particular students to the conclusion of a successful senior cycle, where learning and personal potential can be maximised.

Pathways after Junior Certificate.

Salesian Secondary College offers a five year programme to Leaving Certificate. Students move by default into 5th Year after Junior Certificate. In addition, the school offers Transition Year, Leaving Certificate Vocational Programme and Leaving Certificate Applied Programme to students who successfully complete the application process for each.



Salesian Secondary College offers the Leaving Certificate Applied Programme (LCA) as a two year programme post Junior Cycle, as an alternative to the "Established" or "Traditional" 7 subject Leaving Certificate.

Students accepting an offer of a place on LCA do so on the understanding that they fully understand the pathways to 3rd Level education possible after 6th Year and that they are fully satisfied that the programme is suitable for their learning and developmental needs.

Aims of the LCA Programme

The aims of the LCA Programme reflect those specific to the guidelines published by the Department of Education and skills, namely:

- 1. Education that recognises the talents of all students and helps them apply what they learn in the real world.*
- 2. Education that provides opportunities for development in terms of responsibility, self-esteem and self-knowledge*

Leaving Certificate Applied Mission Statement.

The school is committed to developing a Mission Statement for LCA with the collaboration of the students of its first LCA cohort. This will be reviewed regularly.

Curriculum

The LCA curriculum follows the LCA curriculum framework and module descriptors as specified by the Department of Education and Science. Subjects and electives will be decided each year based on availability within the school.

Personal Development in LCA.

Salesian Secondary College recognises that many students who apply for LCA are students whose Junior Cycle has been enhanced by having access to additional supports for their learning and pastoral development eg resource / special educational teaching, adult or peer mentoring, guidance counselling, support of chaplaincy programme or pastoral care team etc.

LCA students are supported in these ways on a continuous basis. The 5th and 6th Year Heads have full responsibility for LCA1 and LCA2 respectively, as LCA students are fully integrated into their year groups. A great effort is made to ensure LCA1 and 2 students do not feel isolated from other Leaving Certificate students.

The LCA group also falls under the responsibility of the Programme Coordinator and the LCA Mentor. These teachers are appointed to oversee the administrative and pastoral needs of the LCA cohort.

RE, SPHE, PE, Guidance and time for personal reflection form part of the LCA timetable.

Where challenging classroom dynamics arise, these are identified early and time given to finding a resolution. Learning how to deal with difficult relationships is part of the essential learning, which takes place in LCA.

Staffing and Continuous Professional Development.

Teachers are placed in the LCA Programme each year after consideration is given to:

- Needs of the students
- Continual professional development of staff
- Expressed teaching and learning interests of staff and students

Every effort is made to adequately provide for appropriate and ongoing training and upskilling of teachers in LCA.

The LCA is managed and delivered by a core team of teachers. The Management Team comprises the Programme Coordinator, Deputy Principals, LCA Teacher Mentor and Year Head. Subject teachers form part of the team, by rotation.

Assessment for Learning.

“Assessment for Learning” is the principle of using assessment in the classroom as a tool to improve students' learning.

It is the aim of the LCA programme that assessment for learning becomes a central aspect of the methodology employed in providing the subject to students.

Assessment for Learning is characterised by:

- Sharing learning goals with students: Learning objectives are shared with students at the beginning of each lesson (oral and / or written) and learning outcomes for practical experiment portfolios are outlined to students on a regular basis.
- Helping students to recognise the standards they are aiming for: Students are shown examples of work and (where possible) given the opportunity to identify areas for

improvement as a group. Students set out the elements which are needed in the projects and key assignments.

- Involving students in assessing their own learning: Students are given opportunities to assess their own work and the work of their peers used when students engage in past examination papers and particularly the experiment portfolio work.
- Providing feedback: Helps students to recognise what they must do to close any gaps in their knowledge or understanding. Oral feedback is given to students on assignments and throughout practical classes and on written work.

The LCA has a comprehensive built-in assessment process, containing 'Key Assignments' and 'Student Tasks'.

These assignments are the main form of assessment in the programme as a whole and the requirements of these assessment procedures inform teaching and learning in the different subject areas.

Teachers also employ their own continuous assessment strategies in their own subject areas and student's progress is also discussed between teachers involved with the LCA.

Learning relationships in LCA are characterised by collaboration, listening, facilitating questions and fostering curiosity. Practical application of knowledge and skills brings self-growth and self-development.

Arrangements for Certification of the Leaving Certificate Applied.

The Leaving Certificate Applied is a single award made on the basis of credits accumulated over four sessions and in final examinations. Where credits are awarded by the school, this is done in accordance with the guidelines issued by SEC, PDST and other bodies.

A candidate may accumulate a maximum of 200 credits.

Students who successfully complete the Leaving Certificate Applied programme will be awarded a certificate from the State Examinations Commission.

The Leaving Certificate Applied is awarded at 3 levels. - Pass 120 credits (60%-69%) - Merit 140 credits (70%- 84%) - Distinction 170 credits (85%-100%)

Student achievement and performance in the Leaving Certificate Applied will be recorded in three modes as follows:

- Satisfactory completion of modules: - 62 credits 31%
- Performance of student tasks: - 70 credits 35%
- Performance in a terminal examination: - 68 credits 34%

Special Educational Needs.

The objectives of the LCA Programme nationally often focus on students who have struggled with learning in the junior cycle. In line with the inclusive nature of all school policy, students with particular learning challenges are integrated into regular LCA classes and receive extra help in class, where this is appropriate. Extra individual attention can be given to students who require it. Work in class is planned and structured to meet the needs of all students, including students with special needs.

Teaching strategies which can be utilised to help students with special needs may include when possible:

- Careful choice of appropriate texts
- Giving appropriate treatment of subject content taking a multi-sensory approach
- Providing suitable resources and aids for the student/s
- “Buddy” systems and group work
- Regular feedback from students and parents / guardians

School Improvement.

The inaugural LCA class will gather for the first time in the school year 2020-21. This is a pilot programme in Salesian Secondary College, coming after staff consideration and planning. The introduction of LCA to the school in a pilot programme seeks to address the difficulties which teachers have observed in engaging students through to Leaving Certificate.

Planning for and during LCA takes place in a formal way. Staff planning time is allocated at Croke Park evenings and at staff meetings. Allocation of time for LCA teacher team meetings is made at the beginning of the school year. Meetings during the school day are facilitated, where possible.

Collaboration with stakeholders is key, with feedback invited from students and parents / guardians regularly. This is collected in survey form, using Student Council, focus groups and class forum. Student Voice informs planning and echoes the school motto that “students are at the heart of everything we do.”

Admissions Procedure.

A successful LCA Programme relies on a healthy classroom atmosphere and best effort from everyone. In this way, learning can happen, good memories can be made, students can increase their personal skills, teachers and students can flourish and students can be happy and proud of their growth and their final Leaving Certificate. Accordingly, the Salesian Secondary College is committed to achieving a positive classroom dynamic, where learning is taken seriously, where personal responsibility is taken and where everyone’s rights are respected.

Given its aims, objectives, teaching and learning style, curriculum and administrative structure, LCA is not suitable for every student.

The Leaving Certificate Applied programme in Salesian Secondary College is not open to students transferring from other schools.

All existing students of 3rd Year and Transition Year may apply for inclusion in the LCA Programme, after places are filled by students specifically identified as being most in need of a differentiated Leaving Certificate experience by relevant staff.

Information to Parents / Guardians.

LCA information is given to parents at the “Moving From Junior Cycle” meeting for parents and guardians (3rd Years) and the “Subject Choice” meeting for parents and guardians (Transition Years), held in school annually.

The application process is outlined clearly here and on these evenings.

The number of places available in the LCA class is generally capped at 10 each year, although this is determined annually by school management, according to the learning profiles, the physical and pastoral needs of the applicants and the anticipated group dynamic.

Numbers may be modified in order to accommodate the coordination of class time between LCA Years 1 and 2 on a needs basis each cycle.

Nomination of applicants by staff.

Initially, students are identified by staff as being potential candidates for LCA through observing a combination of the following indicators during their Junior Cycle:

- The young person struggles with workload and with terminal assessment.
- The young person struggles with independent learning, with goal setting or with self-organisation.
- The young person finds the social aspect of school challenging.
- The young person’s overall experience of school and / or of “self” is negatively impacted by these struggles.
- The student has sought regular pastoral support and has indicated a need for “being minded” or mentored in school.
- The young person finds choosing subjects in the established Leaving Certificate difficult.
- The student intends taking English and / or his / her optional subjects (ie subjects other than Irish and Maths) at Ordinary Level for Junior Cert.
- The student intends taking English and / or his / her optional subjects (ie subjects other than Irish and Maths) at Ordinary Level for Leaving Cert.
- The student is studying a modified curriculum or has needed to move to a reduced subject load.
- The student is not intending to apply to University (level 8) courses immediately after Leaving Cert, preferring to study at level 5, 6 or 7, enrolling on an apprenticeship or entering the workforce immediately.

During their 3rd Year or their Transition Year, staff members are invited to bring recommendations of students for the LCA Programme to the LCA Coordinator. In general, priority is given to students of Transition Year.

Students identified in this way are invited, with parents / guardians, to discuss the application process with the Coordinator. The Coordinator may correspond with parents / guardians, inviting discussion (see Appendices.)

Application Form.

Having met with the Coordinator, a family who wishes to proceed with an application requests an application form from the LCA Coordinator. Completed application forms are returned to the LCA Coordinator by the specified closing date.

Late or incomplete application forms will not be considered. In certain circumstances, a student may be asked to re-submit an application form (eg in the event that it was completed incorrectly or if the student needs support)

Late applications will not be considered.

Completion of the application form does not guarantee a place on the programme.

The application form must be endorsed by a staff member.

A student who wishes to transfer from the Transition Year Programme or the established Leaving Certificate Programme into LCA must inform the Programme Coordinator of this hope before the 30th September. The usual application process will apply in this case. If successful in the application, the move will be facilitated for the student by the Halloween break. A move after Halloween will not be considered, given the credits and coursework which will have been missed. Please see appendix 6.

A move into LCA2 will not be considered. A student wishing to repeat 5th year and affect a move in LCA1 will be subject to the usual DES and school stipulations around a repeat year.

Selection Committee.

An LCA Selection Committee will be established annually comprising the following staff members: LCA Coordinator, Year Head (3rd Yr. & TY), Guidance Counsellor, Deputy Principal and Principal.

The SEN and Pastoral Care teams, as well as teaching and SNA staff, inform every step of this process. While no individual may “veto” an application for an LCA place, the views of staff as to the suitability of candidates are carefully considered.

Interview.

Applicants will be interviewed by at least 2 members of the Selection Committee. Applicants identified by staff as described above and who have returned the application form correctly are interviewed and places awarded, according to the selection criteria determined each year.

Suggested questions for candidates:

1. Why would you like to do Leaving Certificate Applied?

2. Do you know anyone who has experienced Leaving Certificate Applied? What have they said about it?
3. What do you hope to get out of Leaving Certificate Applied?
4. What can you offer the Leaving Certificate Applied class?
5. Why should we offer you a place in Leaving Certificate Applied next year?
6. What activities/programmes that are available in Leaving Certificate Applied excite you the most?
7. How has your behaviour been in the past?
9. What has your attendance been like?
10. Have you ever been late for school?
11. What do you think your teachers would say about you if they were asked to comment on your work/attitude/motivation/behaviour?
13. How do you motivate yourself?
14. What type of hobbies/interests do you have outside of school?
15. Do you prefer working on your own or in a group?
16. Do you have any careers that you would like to explore on your two blocks of work placement?
17. What are your strongest and weakest subjects?
18. What do you look forward to most about Leaving Certificate Applied?
19. How would you describe the relationship you have had with classmates and your teachers so far?
20. Do you have any questions that you would like to ask us?

Possible selection criteria:

1. The student has completed the application process correctly.
2. The application form is endorsed by a teacher in a satisfactory way.
3. The applicant demonstrates (or staff indicates) his / her suitability for LCA and why he / she wishes to undertake LCA.
4. The applicant demonstrates (or staff indicates) his / her commitment to learning in LCA and to participating fully in all areas of the programme.
5. The applicant can demonstrate that his / her behaviour in school is evidence of his / her willingness and ability to work effectively in the LCA classroom eg ability to take direction from the teacher, ability to work well with classmates, curiosity for learning, ambition to prepare for life after school, willingness to accept correction and avoid conflict.
6. The applicant can demonstrate that his / her behaviour in school indicates his / her willingness and ability to allow others to learn eg accepting of difference and diversity, tolerance of the struggles of others, good relationships with teachers and classmates.
7. The applicant has demonstrated efforts to overcome difficulties in school, including poor attendance, negative behaviour, conflict, friendship and relationship challenges, learning difficulties, keeping up with workload, asking for help.
8. The applicant is aware of areas for development.
9. The student can refer to values he / she can derive from participation in key elements of the LCA programme.

10. The student can speak about the contribution he / she can make to the LCA Programme and to a positive class dynamic.
11. The applicant's pastoral care needs and learning needs, as communicated by the Year Head, Guidance Counsellor and/or other professionals in the school, are considered carefully.
12. The applicant is supported by family, who are informed and supportive of LCA and its ideals.

If places remain after this process is completed, applications may be invited from existing Transition Year students. If places remain thereafter, applications may be invited from existing 3rd Year students.

The Interview will be conducted and marked according to an agreed Marking Scheme (example below):

Attendance	30 marks
Interview	20 marks
Behaviour Record	20 marks
Personal Achievements to date	10marks
Overall Suitability	20 marks
Total	100 marks

The applicant must achieve an overall score of 70 or greater in order to be offered a Provisional Place on the Programme.

Letter of offer.

Salesian Secondary College will endeavour to send out offer letters to all successful and unsuccessful applicants within 10 school days of the final interview. Following final selection by the Selection Committee, successful candidates will be offered a Provisional Place on the Programme and their Parents / Guardians will be informed by letter. This provisional place on the programme will be subject to their signing the LCA Contract (Appendix 1). Students who return a signed LCA Contract are considered accepted to the LCA Programme of Salesian Secondary College.

A provisional letter of offer may be given, requesting the student to address some of the weaknesses in his / her application before further consideration is given to the application.

Appeals.

Appeals must be made in writing to: The Principal, Salesian Secondary College, Pallaskenry, Co. Limerick within 5 school days of the date of letter sent to unsuccessful applicants. Appeals must state clearly your reason for appeal.

Please Note: The applicant's age will not be considered as a reason for appeal.

Forfeiture of LCA Place.

The Management of Salesian Secondary College reserves the right to remove a student from LCA at any time, and to place the student in the Established Leaving Certificate Programme, according to the Code of Behaviour. A place in Transition Year may be considered for such a student.

In such circumstances, the school will place the student as numbers allow and according to what is likely to achieve the best learning outcome for the student and his / her classmates. In the event of such a move, all consideration will be given to the needs of the LCA class, the LCA Programme itself and the "receiving" class as a whole.

Evaluation and review of this policy.

This policy will be developed, monitored and reviewed on an ongoing basis by the staff and ratified by the Board of Management.

The experience of students and their Parents / Guardians and staff during LCA can inform policy. Views and observations are invited at all times.

School Management will accept feedback from staff, students and Parents / Guardians made through the proper use of the appropriate channels ie staff meetings, student committees and PSAC. This feedback will inform periodic evaluation of the policy by Management.

This policy will be reviewed again in 2 years. This policy was drawn up in February 2020.

This policy is incorporated into the body of School Policy from the date of ratification.

Proposed date of further review: 2022

Signed: _____

Date: _____

APPENDIX 1

LCA STUDENT CONTRACT



A successful LCA Programme relies on a healthy classroom atmosphere and best effort from everyone. In this way, learning can happen, good memories can be made, students can increase their personal skills, teachers and students can flourish and students can be happy and proud of their growth and their final Leaving Certificate. Accordingly, the Salesian Secondary College is committed to achieving a positive classroom dynamic, where learning is taken seriously, where personal responsibility is taken and where everyone's rights are respected.

The Leaving Certificate Applied teaching team within Salesian Secondary College believes there are certain attitudes and actions that are essential to the successful completion of the Leaving Certificate Applied Programme. We have set these down in this document.

We ask every prospective LCA candidate, and their parents or guardians, to read this document and to sign the contract, to indicate if the student's willingness to accept the requirements set out.

Aims and Objectives.

Students accepting an offer of a place on LCA do so on the understanding that they fully understand the pathways to 3rd Level education possible after 6th Year and that they are fully satisfied that the programme is suitable for their learning and developmental needs.

Attendance.

A minimum 90% attendance is a basic requirement of the Leaving Certificate Applied. Lengthy or repeated absence must be covered by a medical cert. Any holidays taken during the course of the two year Programme will not be accepted as a legitimate absence and will result in participants losing out on credits. This means that they will not achieve a high result at the end of the two years. In the case of high/prolonged unexplained absences students may lose their place on the course.

Contribution to the Teaching and Learning Process.

We expect that every student will do his or her best in relation to his / her learning. Credits will not be awarded for work that is not of an acceptable standard.

In addition, we expect that no student will consistently impede the learning of other students or the teaching process.

Work Experience.

Work experience is an essential part of Leaving Certificate Applied. Students must arrange their own work experience placements and must attend work at designated times. It is important that students choose their work experiences carefully. It is recommended that work experience be completed in at least 2 different career areas.

Students are discouraged from completing their work experience in a workplace in which they already have a part-time job. For each work experience placement students must complete satisfactorily the associated task work. Employer Report Cards must also be returned. Failure to return or complete satisfactorily the required paperwork will result in students losing credits. Students will be monitored carefully on Work Experience placements and a member of the teaching staff will have oversight of both the student and their employer.

Salesian Secondary College's Work Experience Policy governs LCA Work Experience Programme.

Behaviour.

LCA students are expected to adhere to the Salesian Secondary College Code of Behaviour. LCA students are asked to make a positive contribution to the classroom dynamic and to attempt to deal with conflict or other challenges which arise in a respectful, healthy way.

In general, the principle "the needs of the group outweighs the needs of the individual" applies.

.....

I have read and understood the LCA Student Contract and agree to abide by the requirements set out above.

I understand that I may forfeit my place in LCA and be required to take up an alternative place in Transition Year or Established Leaving Certificate if these conditions are not met.

Student Signature: _____

Parent/ Guardian Signature: _____

Date: _____

APPENDIX 2



Salesian Secondary College, Pallaskenry, Co. Limerick.

Application for a place in 5th Year Leaving Certificate Applied.

My name: _____ **My current class:** _____

Teacher Nominee: (This is the name of a teacher who has agreed to support my application for LCA):

Teacher comment: (Please sign)

Why do you want to do the Leaving Certificate Applied?

Please outline some of the challenges which you have faced in school up to now. Please say how you intend to cope with these challenges as you start into a two year Leaving Certificate.

What area(s) of Work Experience to intend to try? Why?

Please give details of contacts who are willing to offer you Work Experience.

What do you hope to do with your life after your Leaving Certificate in 2022?

What are the best parts of your personality that you can use to make our LCA class a positive place to be for students and teachers?

The LCA Programme relies on a healthy classroom atmosphere and best effort from everyone. In this way, learning can happen, good memories can be made, students can increase their personal skills, teachers and students can flourish and students can be happy and proud of their growth and their final Leaving Certificate. Accordingly, the school is committed to achieving a positive classroom dynamic, where learning is taken seriously, where personal responsibility is taken and where everyone's rights are respected.

Do you agree with this statement? Please explain your answer.

Do you accept that a student who does not follow these values will lose their place in LCA? Please explain your answer.

If accepted to the LCA Programme, I agree to do my best, to attend, to respect the rights of my teachers and classmates to teach and learn and to respect the School Code of Behaviour. I know that if I cannot keep to this pledge, I will forfeit my place in Leaving Certificate Applied class.

Student signature:

Signature of a Parent / Guardian:

Date: _____

Date received: _____

Decision after interview:

APPENDIX 3



Salesian Secondary College, Pallaskenry, Co. Limerick.

Sample letter of Introduction to LCA

Dear _____,

You are currently planning for senior cycle and it is a good time to bring you some information about the Leaving Certificate Applied Programme, which we run in Salesian Secondary College. The Leaving Certificate Applied Programme is something our staff passionately believes in, as we have seen how this programme can reach students in a way the traditional Leaving Cert cannot.

The LCA is a REAL Leaving Cert, leading to post leaving cert study, the work place and apprenticeships.

Advantages of LCA:

- Get a nationally recognised qualification. Do your LEAVING CERT in Salesian Secondary College and avoid the risk of leaving school early.
- Come to school only 4 days a week.....work experience on Day 5, which we help to organise and monitor.
- Study NEW subjects eg IT, Arts, Design, Preparation for the Workplace, Social Education, Horticulture etc (depending on demand), which will give you specialist knowledge.
- Start 5th Year with a “clean slate”; no dependence on Junior Cert material. You get a fresh start!
- In “English”: you won’t study poetry, novels and plays but communication techniques, how to do interviews, how to correspond online, how to express yourself and to do presentations.
- In “Maths”: you won’t study theorems and algebra but how to budget, do your own taxes, calculate discounts, make financial plans.
- Get CREDITS for everything you do right....know where you stand at the end of each half year. No surprises!
- Go home from school each day having had SUCCESS and PRAISE during the day. You can ACHIEVE! Maybe this would be a nice change from Junior Cert.
- Do some exams in 5th Year and some in 6th Year
- Get credit for good attendance.
- You won’t be learning on your own: learning takes place together with your teachers and classmates in school; you rarely get homework!
- Don’t get left behind in a classroom where everyone is preparing for exams in June 2022, without checking in on how YOU are doing.

There is so much to do in LCA, students are always busy and always engaged. However, the hope is that the work will be MEANINGFUL, RELEVANT to Jack and that it will APPLY to his real needs and ambitions.

_____’s teachers think that his Leaving Cert decisions can best be made by having full information about ALL his options; LCA and traditional 7 subject Leaving Cert. For this reason, I

would love a chance to talk to you and _____ in the next while. Please email me on _____@salesiancollege.ie to arrange a time to talk about your options. Don't worry.....there is no pressure to make a decision. But do consider getting full information before committing to anything.

Best wishes,

Caitríona Morgan-O'Brien,
Principal.

Colin Ryan,
Programme Coordinator.

APPENDIX 4

Salesian Secondary College, Pallaskenry, Co. Limerick.

Sample letter of Offer to LCA



Dear _____,

We are delighted to inform you that _____ has been granted a place on the 20__ Leaving Certificate Applied programme, subject to attendance protocols and return of the contract attached.

Work experience will run every Friday externally throughout the two years starting _____. It is the responsibility of each student to secure work experience. Four placements over two years are recommended. Please find attached a copy of our insurance policy and a letter regarding work experience that you will need to give your employer.

Please find attached a copy of the Work Experience Policy.

We look forward to welcoming you back and wish you success in the programme.

Yours sincerely,

Caitríona Morgan-O'Brien,

Principal.

APPENDIX 5

Salesian Secondary College, Pallaskenry, Co. Limerick.



Sample letter of Refusal to LCA

Dear _____,

We are regret to inform you that _____ has not been granted a place on the 20__ Leaving Certificate Applied programme.

This is subject to appeal according the LCA policy.

Yours sincerely,

Caitríona Morgan-O'Brien,
Principal.

APPENDIX 6

Salesian Secondary College, Pallaskenry, Co. Limerick.



Late Change of Subject / Course Agreement

Date: _____

Dear Parent / Guardian,

Your son / daughter, _____, has recently requested a move into a new subject / level:

Following lengthy consultation with your child, we agree to allow him / her to make this move. This agreement has been made on the understanding that your child has already spoken with the teachers directly affected by this move, as a courtesy and for their views.

However, please note that it would be remiss of the school not to point out the inherent risk in making such a move at this late stage. You are advised that your child is fully responsible for the consequences of this move.

1. It is your son / daughter's responsibility to ensure that her arrival into an already established class dynamic does not alter in any negative way the relationships between teacher and students which have developed since the start of the term.
2. It is your child's responsibility to make up any and all coursework and task work that has been missed. If you intend to get help with this, we advise strongly that only a registered teacher, familiar with Irish State Examination system and fully versed in the national curriculum, subject specifications and course requirements, be engaged.
3. Part of the challenge which your son / daughter will face is the scarcity of class time which his / her teacher will be able to give as she attempts to catch up. Much of the work which is ahead of your son / daughter will be based on curriculum, concepts, ideas and techniques already covered in class. For this reason, it is your child's responsibility to accept that even new work may be harder for him / her to grasp than it is for classmates.
4. In the event that your son / daughter has missed compulsory project work, which needs to have been completed under the supervision of a registered teacher, your child must ensure that this work is completed with the correct level of supervision in time for her deadlines. For example, practical work required by the LC Geography, History, Home Economics etc. syllabi and JC, CSPE and Science etc. syllabi must be signed off by a teacher in a recognised DES school. Our teachers here cannot sign off on work unless it is carried out under supervised conditions in Salesian Secondary College.

5. Finally, it is your child's responsibility to ensure that this move does not preclude him / her from making an application for any Third Level course which he / she may choose. Please note that entry requirements for Third Level places change from year to year, and your child is advised to ensure that he / she has full, accurate and current information before committing to this move.

Please complete the following and return it to me, prior to your child's arrival in the new classroom.

If you have any concerns, please contact the school office.

Yours sincerely,

Caitríona Morgan-O'Brien.

Ms. Caitríona Morgan-O'Brien,
Principal.

Dear Ms. Morgan-O'Brien,

I have read the above and understand all.

Signed: _____ (Student)

Signed: _____ (Parent /
Guardian)

Date: _____

Received by: _____ (Salesian Secondary College)