

## **STUDENT PROGRESS AND PLACEMENT**

### **Background**

The Division is committed to the achievement of our vision, Learning Without Limits...Achievement for All. The Division believes that retention is not the most effective intervention for students. Instead, an interdisciplinary approach to implement a plan for responsive and targeted interventions to support student success in age appropriate grade placement should occur.

### **Procedures**

1. Students shall not be retained in elementary and middle grades (K-9) without consulting the Director or designate.
2. The principal shall arrange for consultation with students, teachers and parents regarding student progress and placement, such decision to be based on factors such as: classroom work, tests, written and oral presentations, general observations, and other sources that the principal deems useful. In addition, a systematic and articulated program for assessing, evaluating and reporting student progress is required. Diagnostic, formative and summative assessments are to be used appropriately to guide instruction and to aide in placement decisions. Possible assessments may include the Fountas and Pinnell Benchmark Assessment, WJ-III, WIAT, etc.
3. A comprehensive analysis of the previously attempted interventions along with the appropriateness of grade retention will be explored through a collaborative planning process that will involve the parent(s)/guardian, Student Support Teacher(s), Student Services Coordinator, teacher(s) and the Principal, before a decision is made to retain. The school team, under the direction of the Student Services Coordinator, will complete the Student Placement and Retention Template in Clevr and inform the school's Superintendent of Education and the Superintendent of Education in charge of Student Services.
4. Students who are retained will receive differentiated instruction, systematic intervention or a modified program at the secondary level to ensure continuous progress.
5. Secondary student placement is determined by the credit requirements established by the Ministry of Education.
6. Secondary school principals shall regularly inform the Ministry of Education of the standing obtained by each student in Grade 10, Grade 11 and Grade 12.
7. Each teacher shall report regularly under the direction of the principal and in accordance with pertinent policies, to the parent or guardian of each student with

respect to progress or any circumstances or conditions which may be of mutual interest.

8. Each teacher shall promote students in their work in accordance with the promotion policies of the school and under the general supervision of the principal.
9. Each teacher shall plan the learning activities of the class with due regard for the individual differences and needs of the students.
10. Grade 10 to Grade 12 students who last attended school outside Saskatchewan may be required, prior to placement, to have their previous schooling evaluated as per the Ministry of Education Credit Transfer Guidelines.

Reference: Section 85, 87, 109, 168, 169, 170, 175, 231 Education Act

Forms Manual: Form 361-1

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