

## **STUDENT PROGRESS AND PLACEMENT**

### **Background**

The goal of the Division is to ensure that all students experience success while progressing through their educational program. Students typically progress from one grade level to the next on an annual basis. Through assessment and evidence of learning, decisions around grade level placement are made.

Educational research indicates that there is little to no benefit to retention. The practice of retention is strongly discouraged by the Good Spirit School Division as an effective support for students. Instead, an interdisciplinary approach to implement a plan for responsive and targeted interventions to support the student in the age appropriate grade placement should occur. Rarely will retention be considered for students beyond Grade One.

### **Procedures**

1. Students shall not be retained in elementary and middle grades (K-9) without consulting the Director or designate.
2. Upon request from the teacher and/or parent/guardian, the principal shall arrange for consultation with students, teachers and parents regarding student progress and placement. Consideration for retention or acceleration will be based on factors such as: classroom work, tests, 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 aid in placement decisions. Possible assessments may include the Fountas and Pinnell Reading Assessment, WJIV, WIAT, etc.
3. Retention
  - 3.1 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 consultant, teacher(s) and the principal, before a decision is made to retain. The school team, under the direction of the Student Services Consultant, will complete the Student Placement and Retention Template in Clevr and inform the school's Superintendent of Schools and the Superintendent of Learning.
  - 3.2 Students who are retained will receive differentiated instruction, systematic intervention, or a modified program at the secondary level to ensure continuous progress.
  - 3.3 A student shall not be retained more than once.

#### 4. Secondary Placements

- 4.1 Secondary student placement is determined by the credit requirements established by the Ministry of Education.
- 4.2 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.
- 4.3 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.

#### 5. Alternate Placement

- 5.1 Considerations for alternate placement for students who have not attended school and would be in Tier 3 on the Attendance Flowchart as indicated in AP 340-1 would occur upon registration or return to school.
- 5.2 If the administrator is considering an alternate placement for a student, they would have a conversation with the parent/guardian to determine whether an alternate placement would be considered.
- 5.3 If the parent says Yes:
  - The administrator will complete the Student Placement Rubric in CLEVR
  - If the student is an excellent or fair candidate, the administrator would have a conversation with their Superintendent of Schools regarding their consideration to place the student in a grade that is not age appropriate.
  - The administrator or designate will document the process in the Student Placement Retention template in Clevr.
- 5.4 If the parent is not in favour of an alternate placement:
  - Document in Clevr that the school recommendation was not considered by the parent/guardian.

6. Students who are placed in an alternate grade will receive differentiated instruction, systematic intervention, or a modified program at the secondary level to ensure continuous progress.
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.

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

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