


Administrative Procedure Student Placement	
	Department: Student Services
	Approved by: Leadership Council
	Date Approved: March 4, 2024
	Revision Date(s):
	Review Date:
	External References
	<ul style="list-style-type: none"> • <i>The Education Act, 1995</i>
Internal References	
<ul style="list-style-type: none"> • Modified Courses AP • Alternative Courses AP • Functional Integrated Program AP • Form – Informed Consent for Student Programming Placement • Form – Record of Adaptation 	

Purpose

- This administrative procedure establishes guidelines for ensuring the effective placement of students in appropriate learning environments at Saskatchewan Distance Learning Centre (Sask DLC).

Scope

- This administrative procedure applies to all students enrolled at Sask DLC.

Policy Statement

- Every student has the right to be appropriately placed and accommodated in accordance with his/her learning needs. It is expected that teachers, students and parents will work together to meet the learning needs of students through the use of [The Adaptive Dimension](#). If more intense or collaborative processes are needed to accommodate student learning needs the campus level Student Support Team will meet to collaborate and provide ongoing support.
- The goal is to program and support students' individual needs by assessing and implementing intervention strategies consistent with the identified needs to help students achieve success.
- The practice will be to meet student needs rather than plan for student retention. Research indicates that student retention does not improve student learning or success. In fact, studies indicate that students who have been retained are more likely to be at risk of dropping out of school, and do not do better academically than students who are promoted. The high social-emotional cost experienced by retained students does not increase their academic success.
- This does not mean that students are not held accountable for their learning, but that everything possible is to be done to facilitate that learning.

Procedures:

1. General

- a. Student placement will be addressed on an individual basis.
- b. Emphasis is placed on early intervention and supports for learning for students who experience difficulty in their learning success.
- c. A request to promote a student who is identified as gifted will follow a parallel process as detailed below to enrich learning within the peer group.
- d. Referral and team collaboration will occur at the school level through the Student Support Team to address student success. Effective help early and often in terms of intervention for student success is a part of the school routine.
- e. Accessing Sask DLC support from Student Services personnel (Student Services Consultant, Speech Language Pathologist, Occupational Therapist, Psychologist) may be necessary.
- f. Documented information regarding current programming including adaptations will assist in determining student placement.
- g. Consultation with parents/guardians will be ongoing as the Student Support Team addresses the learning needs of the identified student.
- h. Students in grades Kindergarten to Grade 9 may have their programming reduced or enhanced as determined by the Student Support Team in consultation with the parents/guardians.

2. Retention

- a. A student who may be a candidate for grade retention shall be identified to his/her parent or guardian no later than the spring reporting period.
- b. A conference will be held with parents/guardians to discuss:
 - i. the student's achievement in relation to the learning goals;
 - ii. the student's achievement and results from various screeners and assessments;
 - iii. the assessment of the student's learning challenges;
 - iv. the plan to date and in the future to assist in increasing the student's achievement level;
 - v. possible alternatives and solutions for future success; and,
 - vi. completion of the Light's Retention Scale (completed with the Student Services Consultant).
- c. All students identified as "at risk" will have a Student Support Team whose purpose will be to intervene and support improved learning success through collaborative team strategies.
- d. For a student who is not achieving at the expected level as identified by the Student Support Team before the final reporting period, a placement conference will be held.
 - i. the Student Support Team, parent/guardian and if appropriate the student shall review grade retention and/or modified, alternative or functionally integrated programming options;
 - ii. the emphasis for the final decision shall be based on the student's current level of performance and the student's prospects for success at the next grade level; and,

- iii. the Light's Retention Scale is an appropriate tool to help with possible grade retention assessment.
- e. Conditions for retention are:
 - i. a comprehensive Student Success Plan (SSP) in place for at least one (1) year prior to retention;
 - ii. the Student Success Plan contains clear goals and strategies, and evidence of follow-through;
 - iii. referral for educational psychology assessments to rule out learning challenges such as Attention-Deficit / Hyperactivity Disorder (ADHD), Learning Disabilities (LD), low cognitive ability, etc.;
 - iv. results of the Light's Retention Scale supportive of retention; and,
 - v. rationale to support retention of student and likelihood of success.
- f. A student that is retained must have:
 - i. a comprehensive Student Success Plan, complete with goals, strategies and schedule of assessment; and,
 - ii. regular Student Support Services Team meetings to monitor progress.

3. Annual School Level Placement:

- a. Decisions on progress and placement of a student shall be the responsibility of the Superintendent for School Operations in consultation with the campus principal, classroom teacher(s), parent/guardian, Student Support Teacher, Student Support Team, Student Services Consultant and Assistant Superintendent of Student Services.
- b. Elementary and Middle Years students (Kindergarten to Grade 9) shall not be retained nor accelerated without consulting the Superintendent with responsibilities for school operations and Superintendent of Student Services.
- c. Secondary student promotion and placement is by course and subject to the Sask DLC's promotion and placement policy.

4. Appeal:

- d. An appeal regarding placement shall be made to the Campus Principal prior to August 1 of any year. The appeal shall contain the reason(s) for making a request.
- e. The Campus Principal shall acknowledge receipt of the appeal and indicate in writing to the parent/guardian the expected date by which a decision regarding the appeal will be reached.
- f. In considering the appeal, the Campus Principal shall:
 - i. Review the student's records;
 - ii. meet with the student's teachers and the Student Support Team to review student's program; and,
 - iii. review the data with the Assistant Superintendent of Student Services.
- g. The Campus Principal will confirm in writing the outcome of the appeal to the parent/guardians and advise them of their right to appeal the Campus Principal's decision to the Chief Executive Officer.

- h. The Chief Executive Officer or designate shall consult with the Campus Principal, Student Support Team and others as necessary and provide a written response to the parent/guardian's appeal.

Definitions

Retention –refers to a situation in which a student has attempted but was unsuccessful in demonstrating achievement of most outcomes at a grade level despite receiving instruction and having put forth effort in learning.

Student Placement - refers to the process of determining which grade a student will be placed in and takes into consideration many factors including student achievement, effort and opportunity for learning, short- and long-term goals, learning capacity, etc.