

Living Sky School Division No. 202

Administrative Procedure (AP) Manual



Procedure Name: Student Progress, Placement and Retention

Procedure Type:	School Operations	Implementation Date:	NOV 10, 2010
Procedure Number:	4.05	Last Revised:	MAR 6, 2024
AP Owner:	Superintendent of Learning	Last Reviewed:	SEP 3, 2025
Legal Reference(s):	<i>The Education Act, 1995, s. 231, 175</i>		

Background

Living Sky School Division (LSKYSD) is committed to the concept of continuous progress whereby students are able to proceed through the provincial curriculum in relation to their capabilities and potentials. Student retention is not a practice that has a positive effect on supporting student learning and, therefore, is a last resort and not a recommended practice for under achievement and an inappropriate disciplinary measure. The goal is to place students in the most enabling and inclusive environment with the same age peers designed to implement programming to meet individual learning needs.

Scope

This procedure applies to administration and kindergarten to grade 12 teachers in all LSKYSD schools.

Definitions

Response to Intervention is a framework for intervention and prevention that focuses on collecting data to identify students' instructional and behavioral needs, providing appropriate interventions (typically within a multi-tiered system of support), and monitoring progress over time to make ongoing adjustments to student supports/services.

Roles & Responsibilities

School Principals

- principals are responsible to ensure that classroom teachers are following the process when students are struggling in their class
- the final decision regarding student promotion is the principal's responsibility

Classroom Teachers

- classroom teachers are responsible to ensure that a collaborative approach is taken when a student is struggling with their academics
- classroom teachers shall report regularly under direction of the principal, and in accordance with pertinent guidelines, to the parent or guardian of each student with the respect to progress or any circumstances or conditions which may be of mutual interest

Procedures

- If parents choose not to send their child to kindergarten (non-mandatory programming) and keep their child at home until they are six years of age as of DEC 31, it will be a school-based decision if their first placement will be in kindergarten or grade one.
- Decisions for altering placement and programming are based on student progress and is a collaborative process among the professionals at the school level in consultation with central services personnel, including the school's superintendent.



3. Emphasis is placed on Response to Intervention and early intervention and supports for learning.
4. Classroom teachers are to follow the Student Progress, Placement and Retention Protocol when considering retention or altering the students' regular or typical school program.
5. Retention should only be considered if the proposed learning plan of repeating an entire school year in the current grade has evidence indicating that the student will likely make the required gains needed to be at or near grade level at the end of the next school year.
6. When a decision has been made to retain a student, the parent/guardian has the right to an appeal regarding placement. The appeal shall be made to the designated superintendent prior to JUN 30th of any year. The appeal shall include reason(s) for making the request.
 - a. The superintendent 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 made.

Related

Student Progress, Placement and Retention Protocol (*internal*)

References

[Actualizing a Needs-Based Model](#)

[The Adaptive Dimension for Saskatchewan K-12 Students](#)

[Inclusive Education](#)