

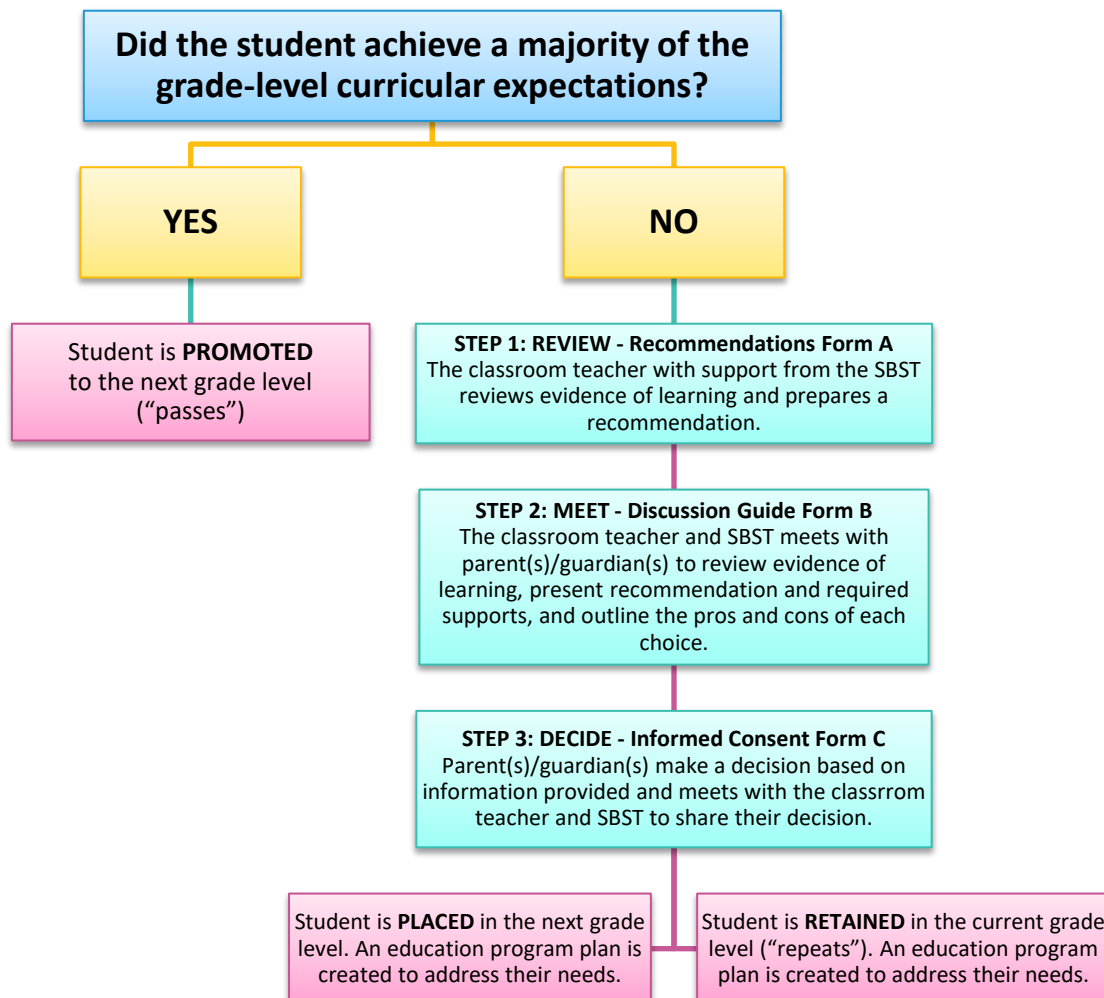


Annual Grade Transition Process

By the end of each school year, a process of grade transition for each student occurs to determine whether a student is being **PROMOTED** to the next grade level, **PLACED** in the next grade level, or **RETAINED** in the current grade level.

When a student has achieved the majority of the grade level curricular expectations, the classroom teacher will determine that the student should be **PROMOTED** to the next grade level.

When a student has **not** achieved the majority of the grade level curricular expectations, a collaborative process begins involving the School-based Support Team (SBST). The SBST - made up of the principal, Program Support Teacher (PST), and classroom teacher - makes the recommendation to **PLACE** or **RETAIN** the student. This process may include a transition to a **MODIFIED** or **INDIVIDUAL** Education Program.





Areas for Consideration for Teachers

When deciding whether to **PLACE** or **RETAIN** a student, there are a number of different areas for consideration that classroom teachers, along with the SBST, should consider. The table below outlines some of those considerations.

Area for Consideration	Questions to ask and things to consider
STUDENT'S AGE / DEVELOPMENT	<p>Is the student among the youngest in the class (September to December date of birth [DOB]), in the middle range (May to August DOB), or among the eldest (January to April DOB)?</p> <ul style="list-style-type: none">• Every classroom will typically have students that span a year of varying birth dates.• Younger students may developmentally need more time to grasp concepts. An additional year may give a student the time to access concepts, preparing them for future grades.• Consideration should be made for the student's emotional/social/behavioural strengths and needs, as well as their physical size. For example, the RETENTION of a student who has developed through adolescence earlier than their peers may not be the appropriate decision.• Students of a younger age and in lower grade levels may generally be less impacted by RETENTION than older children in higher grade levels.• In the NWT, it is not mandatory to attend Junior Kindergarten (JK) or Kindergarten (K). The educational opportunities a child has or has not had before Grade 1 may impact a student's school readiness.
GRADE LEVEL	<p>Has the student already been retained in a grade? Is the student in JK, K, or Grade 1?</p> <ul style="list-style-type: none">• Students who have already been PLACED or RETAINED may need different recommendations/decisions to be made. Why was the student unsuccessful in the last PLACEMENT or RETENTION? Should the student's type of educational programming be investigated further?• Classes composed of students of a younger age typically have a broader developmental span. Some students may require further development for some concepts addressed in the curriculum, but the student's development can fall within the typical child development span for their age.



EDUCATIONAL HISTORY

What was the student's early learning exposure? What is their attendance pattern? Did they have previous supports? Do they currently have/require supports?

- Review the student's support file carefully to look for all the factors that may be impacting them.
- Did the student enter school in JK, K, or Grade 1? Later exposure to formal education may impact school readiness.
- Did the student attend a preschool or other early learning childcare setting? There may be reports or information shared from these settings to inform decision-making.
- Students who have not attended school may have gaps in their instruction that impact how they attain curricular concepts. This risk will increase the higher the grade level content that the student missed. Regular attendance may address these gaps in learning with appropriate programming and supports in place. In these cases, the benefit of RETENTION or PLACEMENT must be examined deeply and be based on all considerations to ensure the best decision is made for each individual student.
- Sufficient and appropriate support will impact a student's learning. Review evidence of supports that have been previously implemented, and as a team determine if changes to supports are required, or if the recommendation of PLACEMENT or RETENTION would be more beneficial.

EVIDENCE OF LEARNING

Is there sufficient qualitative and quantitative data showing student learning?

- Gather sufficient evidence of student learning – formal and informal, formative and summative. This may include pictures, assessments, produced work, anecdotal notes, etc. The evidence should be triangulated. Triangulating data is a process where you use a variety of sources to confirm your findings. Rather than use the mark on one test of a concept, you would look at multiple assessments of a concept. You would also look at this concept as it is assessed over time to determine whether the student has shown growth.
- If the student's evidence of learning shows they have not achieved enough grade level outcomes to move forward through PROMOTION, examine why this could be.
- If the student's evidence of learning is insufficient and attendance has been regular, consider whether appropriate specialized assessments may be necessary to identify potential learning challenges.



ASSESSMENTS	<p>Have classroom-based assessments and/or diagnostic testing been implemented and tracked?</p> <ul style="list-style-type: none">• Ensure appropriate assessments have been completed before making a recommendation or decision on PLACEMENT or RETENTION.• Also consider if further specialized assessments may be required such as diagnostic testing or other educational and/or medical assessments.
DIAGNOSES	<p>Are there any diagnoses and what impact would they have on this decision?</p> <ul style="list-style-type: none">• Diagnoses may impact cognitive and other abilities as well as physical development. RETAINING a student will not change those impacts. If RETENTION cannot address the learning gap, PLACEMENT with appropriate supports in place is a more appropriate option.
STUDENT VOICE/ SELF-ESTEEM	<p>Has there been an opportunity for the student to express how they feel about their learning or this decision? Will their self-esteem be negatively impacted by RETENTION? Will it be negatively impacted by PLACEMENT?</p> <ul style="list-style-type: none">• A student may express the desire for PLACEMENT or RETENTION. This may occur for a variety of reasons. If it is rooted in the student not feeling successful at school, their voice should be considered.
PARENT/ GUARDIAN/ FAMILY VOICE	<p>Has there been an opportunity for the family to be engaged and voice their hopes and wishes for their child?</p> <ul style="list-style-type: none">• Ultimately, parents/guardians must make the decision for the PLACEMENT or RETENTION of their child. Only when communication with the family is not possible and all attempts to do so have been documented should schools proceed to make a choice in the best interest of the student.



Grade and Education Program Transition

Form A: Recommendations

Student:	Date:
Date of Birth:	School:
Date(s) of informed consent School-based Team meetings:	
Meeting attendees:	

Recommended Grade Transition:

It is recommended that _____ be **PLACED / RETAINED** in grade _____ with appropriate supports for the upcoming school year.

Recommended Education programming:

To best support _____ in the upcoming school year, a transition to a **MODIFIED / INDIVIDUAL** Education Program is recommended.

Supporting evidence that has been provided to parents/guardians:

Signatures:

Classroom Teacher(s)

School Principal



Grade and Education Program Transition

Form B: Discussion Guide

School staff will review this information with parents/guardians.

Parents/guardians will sign a separate form to indicate their consent for education program transfer.

Date:
Name of Student:
Name of the parent(s)/guardian(s):
School staff conducting discussion:

This is a guide for your conversation/meeting with parents/guardians. Check off items as they are addressed/discussed, but do not feel obligated to read directly from the list:

- The recommendation of the School-based Support Team (SBST) is that your child is **PLACED / RETAINED** in grade _____ with supports for the upcoming school year.
- To best support your child, it is being recommended that they be moved from the REGULAR Education Program to a **MODIFIED / INDIVIDUAL** Education Program, supported by a Student Support Plan (SSP). The SSP will allow the school to program more specifically to your child's gifts, strengths, and talents.
- The school will make every effort to include you in the development of the plan. The plan will only be used once you have had the opportunity to review and agree to its contents – this is done through signing the plan or verbally consenting.
- You will receive a copy of your child's plan and it will be revised collaboratively at least twice throughout the school year. You will be invited and encouraged to be a part of this process.
- For students entering high school:*** Please be aware that this may not lead to your child acquiring the credits required for high school graduation in the NWT at this time; however, it will allow the school to support your child's progression through high school and their transition into appropriate post-secondary programs which may include training/education programs, the workforce and community living.



Grade and Education Program Transition

Form C: Informed Consent

Parent/Guardian Signed Consent

By signing below, I (we) have understood the information provided regarding the recommendations being made by the school for my (our) child, _____.

I (we) understand and agree that my (our) child will be **PLACED / RETAINED** in grade _____ with supports for the upcoming school year.

To ensure my (our) child receives the best supports, I also understand and agree that my (our) child will transition to a **MODIFIED / INDIVIDUAL** Education Program that will be supported by a Student Support Plan (SSP) or an Individual Education Plan (IEP).

Parent/Guardian Name(s): _____

Parent/Guardian signature: _____ Date: _____

Parent/Guardian signature: _____ Date: _____

Parent/Guardian Verbal Consent

In a situation where a parent/guardian is unable to meet in person to sign the informed consent verbal consent is acceptable.

- Verbal consent received for **PLACEMENT / RETENTION**
- Verbal consent received for transition to a **MODIFIED / INDIVIDUAL** Education Program

Date verbal consent received: _____

Name of the parent(s)/guardian(s) providing consent: _____

Name of the staff receiving verbal consent: _____