

# Toronto District School Board

Operational Procedure PR543

Title: **PROMOTION, TRANSFER AND RETENTION: GRADES 8 TO 9**  
Adopted: October 17, 2000  
Revised: May 31, 2001, December 4, 2005, May 16, 2011, **May 28, 2013**  
Reviewed: November 2011  
Authorization: Administrative Council

## 1.0 OBJECTIVE

To provide schools with a consistent method for the transition of students from elementary to secondary school (Grade 8 to Grade 9).

This **procedure** provides schools with a consistent method for the transition of students from elementary to secondary school (Grade 8 to Grade 9). Coinciding with the development of self and personal identity, this is a crucial transition period in a student's life because the responsibilities and decisions of young adulthood gradually succeed the formative elementary years.

## 2.0 RESPONSIBILITY

**Associate Director**

## 3.0 DEFINITIONS

Promotion A student has met the curriculum expectations of the Grade 8 subjects **and** has achieved an average equivalent to Level 1 or higher across all subjects taken and a minimum of Level 1 or higher in each of the following subjects: Language/French (extended or immersion), French (core)/Native Language, mathematics, science and technology, geography and history -. The student is promoted from Grade 8 to Grade 9. A promotion decision does not mean that a student will not need additional support in the next grade. Although a student who has achieved at Level 1 across all subjects qualifies for promotion, such a student may be identified as being at risk in the next grade.

Promotion of Students WITH a modified IEP (Grades 8 to 9) A student has met the modified curriculum expectations of his/her IEP and has achieved an average equivalent to Level 1 across all subjects **and** a minimum of Level 1 or higher in each of the following subjects: Language/French (extended or immersion), mathematics, science and technology, geography and history. A promotion decision does not mean that a student will not need additional support in the next grade. Although a student who has achieved at Level 1 across all subjects qualifies for promotion, such a student may be identified as being at risk in the next grade.

Level 1 Completion The student has demonstrated a minimum achievement level in the required knowledge and skills. The Level 1 grade-equivalent mark is 50 – 59, (see *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools, First Edition – 2010*).

Transfer The student has not met the curriculum expectations of the Grade 8 subjects and has not achieved an average equivalent to a minimum of Level 1 across all subjects - **OR** has not achieved a minimum of Level 1 in any of the following subjects: Language/French (extended or immersion), French (core)/Native Language, mathematics, science and technology, geography and history. The student who is not “promoted” or “retained” is “**transferred**”. Transfer is intended to alert teachers/parents of a need for ongoing support for that student.

English language learners who have NOT met the expectations of a program that has been modified to address their needs, and are below Level 1 are transferred.

Transfer of Students WITH a modified IEP (Grades 8 to 9) The student has not met the modified curriculum expectations of his/her IEP and has not achieved an average equivalent to a minimum of Level 1 across all subjects taken **OR** has not achieved a minimum of Level 1 in the modified expectations of any of the following subjects: : Language/French (extended or immersion), French (core)/Native Language, mathematics, science and technology, geography and history -

Retention A student in Grade 8 may be retained only after all alternatives are exhausted. Retention of a student requires discussion with the superintendent of education. The decision for retention requires the completion of a Recommendation to Retain a Student in Grade 8 and Individualized Program Plan (Form 548B) which needs to be included in the student’s OSR. The decision to retain a student does not mean that the student will repeat the entire Grade 8 program. The student must be provided with learning opportunities that will move the student on from the current level of achievement of curriculum expectations. It must be of benefit to the student to be retained in Grade 8.

The decision to retain a student in Grade 8 is made only in exceptional circumstances, in consultation, in June, with the superintendent of education, the school principal, the classroom teacher, the parent and the student.

Student Profile Support Form, Grades 8-9 (543A). This form must be completed for all students who are transferred or are promoted but are considered at risk. The Student Profile Support (Form543A) is now available through the Transitions Tool for Students At Risk, which allows teachers to create and maintain the student support form/profile in electronic format. This format automatically populates achievement data and also allows for the tracking of at-risk students. All students transferred or promoted and deemed at-risk should be flagged accordingly inside the Transitions Tool.

### Grade 8 School Promotion, Transfer and Retention (PTR) Team

Grade 8 PTR Team of the sending school, chaired by the principal or designate

The team should include:

- principal or designate
- guidance counsellor (when available)
- ESL/ELD and special education staff, where appropriate
- One of: home room teacher, teacher advisor where applicable, core teacher

The team may include:

- other staff, parents or community partners at the discretion of the chair

### Secondary In-School Student Success Team

The In-School Student Success Team of the receiving school chaired by the principal or designate

The team should include:

- principal or designate
- guidance counsellor
- ESL/ELD and special education staff, where appropriate
- the Student Success teachers

The team may include:

- other staff, parents or community partners at the discretion of the chair

Promotion, Transfer and Retention (PTR) Materials Materials essential to the decision about the placement of a student at the end of Grade 8 and to program recommendations for Grade 9. These materials, compiled by the Grade 8 PTR Team, include the following:

- all Grade 8 report cards (Progress Report Card, Provincial Report Card 1 and 2)
- literacy/numeracy assessments
- attendance profile
- Individual Pathways Plan
- Individual Education Plan (IEP) and transition plan, where appropriate
- other relevant documents that might assist with the decision regarding the student's placement; e.g., ESL/ELD tracking sheets.
  
- Student Profile Support Form 543A

## 4.0 PROCEDURES

### 4.1 Rationale for Promotion, Transfer and Retention: Grade 8 to Grade 9

Students can make the transition from Grade 8 to Grade 9 in two different ways: by **promotion** or **transfer**. Students who do not meet the expectations of the Grade 8 program may be retained in Grade 8 for an additional year, if it would be of benefit to the student. **Retention** occurs only after all alternatives have been explored.

Promotion, transfer, and retention decisions are made by the principal on the basis of the student's achievement and the recommendations of the school staff, in consultation with parents and students. Using appropriate documentation, as required, school staff, including administrators, classroom teachers, guidance counsellors, and teacher advisors, where applicable, must be involved in ongoing consultation with the student and the parents.

As soon as it appears that a student is not meeting curriculum expectations in any grade or is not meeting the modified curriculum expectations of his/her IEP, early and ongoing consultation with the student and parent should occur and appropriate remediation should take place. As Student Profile Support Form 543A should be initiated for students in the regular program. For students with an IEP who are not meeting its expectations, it is essential to revise the IEP to better meet the students' needs.

When students are transferred to Grade 9, they should receive specific support to help them meet the curriculum expectations of the Grade 9 curriculum or their modified IEP, as appropriate. Research shows that students who are transferred without regard to their achievement tend to fall even further behind their classmates as they move through school and that those who do not drop out usually finish without the knowledge and skills expected of secondary school graduates. Research also shows that when instructional supports such as remediation, before-and-after school programs, summer school, instructional aides to work with identified students, and peer tutoring are provided, students receiving these supports have positive achievement gains compared to those who do not receive these supports.

Students who are promoted but have a low level of achievement may be considered at risk and support is required for these students. To ensure that the appropriate support is in place for all students, ongoing communication between the sending and receiving schools must take place.

Studies show that students who repeat a grade are consistently worse off in terms of their personal adjustment than those who are promoted with their age mates. In addition, after repeating a grade, a student's achievement tends to lag behind that of his or her peers. Retention also greatly increases the likelihood that students will drop out of school. As a result, great care should be taken

when making the decision to retain a student. If a student is retained, it is important to ensure that ongoing appropriate support is in place.

#### 4.2 Promotion, Transfer and Retention Process

Promotion, transfer and retention<sup>1</sup> decisions are made by the principal based on:

- recommendations from school staff, including teachers, guidance counsellors, teacher advisors, where applicable and administrators who have worked with the student during the school year and in previous years;
- promotion, transfer and retention (PTR) materials including report cards, Individual Pathways Plan, Individual Education Plan (IEP), ESL/ELD tracking sheets, literacy/numeracy assessments and other relevant documents; these play an integral role in making sound and substantiated program and placement recommendations to students and their parents;<sup>2</sup>
- consultation with the parent;
- consultation with the student.

Since PTR materials form the basis for post-Grade 8 placement decisions, they should be made available to receiving secondary schools at a joint transition meeting. In order for the process to be successful, it is essential that the timelines for procedures outlined on the Critical Path: Grades 7 to 9 be adhered to as closely as possible and that no steps be overlooked (see Appendix A).

Program recommendations may be made for students who are promoted, transferred or retained. All of the recommendations do not apply to every student; the ones that best meet the needs of the individual student are to be chosen. Once the decision about promotion, transfer or retention has been made, the **appropriate** placement statement must appear **on page 1** of the June report card as the last statement in the Learning Skills comment box.

For students accessing the current grade level curriculum, the placement statements are as follows:

“Name is promoted to Grade X.”

“Name is transferred to Grade X.”

“Name is retained in Grade X.”

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<sup>1</sup> Issues concerning promotion and retention fall within a legal context as described in these documents: *Consolidated Ontario Statutes and Regulations* and in *Ontario Secondary Schools*. (See Appendix B, Provincial Policies and Regulations)

<sup>2</sup> The term “parents” includes guardians and caregivers legally recognized as acting in place of a parent(s).

For students WITH a modified IEP, the placement statements are as follows:

“Based upon achievement on the IEP, Name is promoted. Name’s placement is Grade X.”

“Based upon achievement on the IEP, Name is transferred. Name’s placement is Grade X.”

“Based upon achievement on the IEP, Name is retained. Name’s placement is Grade X.”

A student has the right to attend the school of his or her choice in the designated attendance area as defined by the Board Policy C.08: Optional Attendance.

#### 4.3 Roles and Responsibilities

##### *Principal*

- is responsible for the promotion, transfer and retention of students;
- coordinates the PTR process in cooperation with classroom teachers, guidance counsellors, special education and English as a Second Language staff as appropriate.

##### *Superintendent of Education*

- signs the retention form, Recommendation to Retain a Student in Grade 8 and Individualized Program Plan (Form 548B);
- participates with principal(s) and parents who are not satisfied with the recommendation made to promote, transfer or retain a student.

##### *Parent*

- attends a meeting at the Grade 8 school at which time the procedures for promotion, transfer and retention are outlined;
- signs the retention form by the specified time if a student is retained.

##### *Sending School Special Education Staff*

- completes a Transition Plan (part of the IEP) and forwards it to the receiving school for every exceptional student 14 years of age or older (other than Gifted);
- ensures, through the direction of the principal, that all Individual Education Plans (IEPs) are completed for appropriate students and placed in the OSR.

*Teacher or Designate*

- identifies students at risk and implements high yield strategies and tracks effectiveness of same at the first sign of difficulty (SPSF 543A);
- informs principal of concerns;
- adapts program to meet needs;
- **consults with parents on an ongoing basis; and**
- consults with school team completes the appropriate sections of the Individual Pathways Plan;
- completes, for all students who are transferred or are promoted but are considered at risk, a Student Profile Support Form (-543A) through the Transitions Tool for Students At Risk.

*Grade 8 School PTR Team*

- In-School Team of the sending school meets and makes appropriate recommendations regarding the promotion, transfer and retention of students.

*Secondary In-School Student Success Team*

- The In-School Student Success Team of the receiving school reviews recommendations regarding students at risk and monitors such students to ensure the necessary early and appropriate interventions and supports are in place.

#### 4.4 Promotion (Criteria, Student Profile and Program Interventions)

Promotion Criteria	Student Profile	Program Interventions
<p>A student is promoted when:</p> <p>The student has successfully completed the curriculum expectations in each of the following Grade 8 subjects at a Level 1, or higher, including students with accommodated only IEPs;</p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>▪ Language/French (extended or immersion)</li> <li>▪ French (core) /Native Language</li> <li>▪ mathematics</li> <li>▪ science and technology</li> <li>▪ geography</li> <li>▪ history</li> </ul> </li> </ol> <p style="text-align: center;"><b>AND</b></p> <ol style="list-style-type: none"> <li>2. The student has achieved an average equivalent to Level 1, or higher, across all Grade 8 subjects.</li> </ol> <p style="text-align: center;"><b>OR</b></p> <p>The student has successfully met the expectations of his/her modified IEP and has achieved Level 1, or higher in each of the subjects as described above.</p>	<ul style="list-style-type: none"> <li>◆ The student has successfully completed Grade 8 will be promoted from Grade 8 to Grade 9.</li> <li>◆ The student has achieved Level 1 in all subjects, will be promoted, but is identified as being at risk in the next grade.</li> <li>◆ An English language learner who requires modifications* to align grade-level curriculum expectations with his/her current level of English language proficiency.</li> <li>◆ The student who requires accommodations only and has an IEP based on current grade level expectations</li> <li>◆ The student has successfully completed the expectations of his/her modified IEP</li> <li>◆ A student may <b>not</b> qualify for a promotion but, based on extraordinary circumstances and on the principal’s best judgement, may be served best by being promoted <u>with a plan for intervention and support</u>, i.e., a student who has experienced a serious crisis.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A Grade 8 student who is promoted may register for any combination of Applied, Academic, Open or Locally Developed Compulsory Subject courses in a Grade 9 program at a secondary school.</li> <li>◆ A promotion decision does not mean that a student will not need additional support in Grade 9. Students who are promoted but may be considered at risk are those students who achieved Level 1 in the identified Grade 8 subjects and a Level 1 average in all subjects or students whose achievement has been markedly affected by other circumstances. A Student Profile Support Form must be completed for these students to ensure that they receive the necessary intervention and support strategies in Grade 9.</li> </ul> <p>For students with an IEP who are not meeting its expectations, it is essential to revise the IEP to better meet the students’ needs. See Form 543A, <i>Student Profile Support Form</i></p> <p>See Appendix C, <i>Suggested Intervention and Support Strategies</i></p>

**NOTE:** A *Student Profile Support Form 543A* must be completed for a student who is promoted at risk.

*\*Modifications: Changes made to curriculum expectations to support English language learners especially in the early stages of English Language acquisition.*

#### 4.5 Transfer (Criteria, Student Profile and Program Interventions)

Transfer Criteria	Student Profile	Program Interventions
<p>A student is transferred when the student’s overall achievement indicates that he/she is not ready to meet the curriculum expectations of Grade 9, including students with accommodated only IEPs:</p> <p>1. A student is transferred when he/she has not successfully completed the curriculum expectations for any one of the following Grade 8 subjects at a Level 1:</p> <ul style="list-style-type: none"> <li>▪ Language/French (extended or immersion)</li> <li>▪ French (core) /Native Language</li> <li>▪ mathematics</li> <li>▪ science and technology</li> <li>▪ geography</li> <li>▪ history</li> </ul> <p><b>OR</b></p> <p>2. A student is transferred when he/she has not achieved an average equivalent to Level 1 across all Grade 8 subjects.</p> <p><b>OR</b></p> <p>A student is transferred when he/she has not met the expectations of his/her modified IEP in the subject areas as described above.</p>	<ul style="list-style-type: none"> <li>◆ A student with a modified IEP who has not successfully met the expectations of the IEP</li> <li>◆ English language learners:               <ul style="list-style-type: none"> <li>◆ An English language learner with limited prior schooling may require modifications* to the curriculum expectations drawn from varying grade levels.</li> <li>◆ An English Language Learner who is not yet achieving Level 1 on the modified grade level curriculum expectations aligned with his/her current level of English language proficiency</li> </ul> </li> </ul>	<p>A student who has transferred must have been provided with appropriate intervention and support strategies in Grade 8. (See Appendix C. - <i>Suggested Intervention and Support Strategies</i>)</p> <p><i>A Student Profile Support Form</i> must be completed for these students to ensure that they receive the necessary intervention and support strategies in Grade 9. See Form 543A, <i>Student Profile Support Form</i></p> <p>The following are possible interventions to assist the student in making a successful transition from Grade 8 to Grade 9:</p> <ul style="list-style-type: none"> <li>◆ summer school in the most appropriate program offered by a school board or in the community</li> <li>◆ tutoring</li> <li>◆ registration in a specialized credit or non-credit program</li> <li>◆ registration in appropriate Grade 9 courses or program</li> <li>◆ provision of appropriate support when the student is in Grade 9 (special education, guidance, ESL/ELD, LEAP – Literacy Enrichment Academic Program)</li> <li>● For students with an IEP who are not meeting its expectations, it is essential to revise the IEP to better meet the students’ needs.</li> <li>◆ provision of a peer helper or mentor when the student is in Grade 9</li> <li>◆ timetable adjustments</li> <li>◆ significant adult</li> </ul>

NOTE: A Student Profile Support Form 543A must be completed for a student who is transferred.

*\*Modifications: Changes made to curriculum expectations to support English language learners especially in the early stages of English language acquisition.*

#### 4.6 Retention (Criteria, Student Profile and Program Interventions)

Retention Criteria	Student Profile	Program Interventions
<ul style="list-style-type: none"> <li>◆ <b>A student in Grade 8 may be retained only after all alternatives are exhausted and only in exceptional circumstances.</b></li> <li>◆ A student is retained when he/she has not successfully completed the curriculum expectations of the following Grade 8 subjects at a Level 1:</li> <li>◆ Language/French (extended or immersion)</li> <li>◆ French (core) /Native Language</li> <li>◆ mathematics</li> <li>◆ science and technology</li> <li>◆ geography</li> <li>◆ history</li> </ul> <p style="text-align: center;"><b>AND</b></p> <ul style="list-style-type: none"> <li>◆ A student is retained when he/she has not achieved an average equivalent to Level 1 across all Grade 8 subjects.</li> </ul>	<p>The student requires more time in Grade 8 to develop the knowledge and skills required for success in Grade 9.</p>	<ul style="list-style-type: none"> <li>◆ The student would benefit from a change in assessment and instructional strategies or program in Grade 8. This may occur at the same school or at another school or program.</li> <li>◆ The student needs program support to develop the knowledge and skills required for success in Grade 9: <ul style="list-style-type: none"> <li>▪ learning strategies</li> <li>▪ literacy</li> <li>▪ numeracy</li> <li>▪ social/personal skills</li> </ul> </li> <li>◆ A Retention Form must be completed for these students to ensure that they receive the necessary intervention and support strategies in Grade 8. (See Form 548B, <i>Recommendation to Retain a Student in Grade 8 and Individualized Program Plan.</i>)</li> <li>◆ The student requires an <i>Individualized Program Plan (IPP)</i> that must include intervention strategies and appropriate support. (See Form 548B, <i>Recommendation to Retain a Student in Grade 8 and Individualized Program Plan.</i>)</li> </ul>

NOTE: A student who is retained must have an Individualized Program Plan that includes intervention strategies and appropriate support (see Form 548B, Recommendation to Retain a Student in Grade 8 and Individualized Program Plan).

**5.0 APPENDICES**

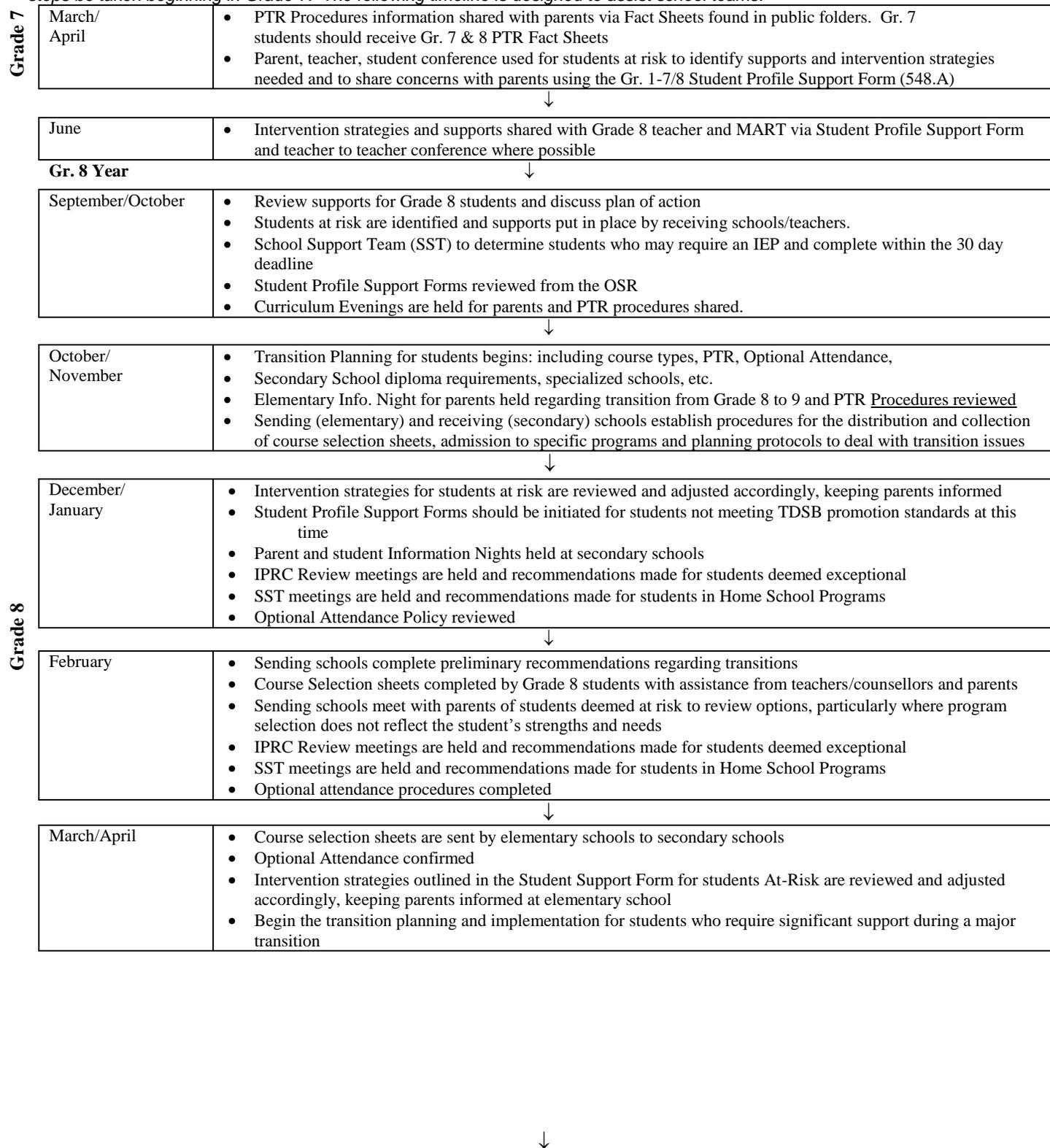
- Appendix A: Critical Path: Grades 7 to 9
- Appendix B: Provincial Policies and Regulations
- Appendix C: Suggested Intervention and Support Strategies
- Appendix D: Sources Consulted

**6.0 REFERENCE DOCUMENTS**

- Form 543A: Student Profile Support Form (Grades 8-9)
- Form 548B: Recommendation to Retain a Student in Grade 8 and Individualized Program Plan

**CRITICAL PATH: GRADES 7 to 9**

*Ensuring a successful transition for students from the elementary to the secondary panel requires that a number of critical steps be taken beginning in Grade 7. The following timeline is designed to assist school teams.*



May	<ul style="list-style-type: none"> <li>• Sending and receiving schools meet regarding program needs of students flagged at risk</li> <li>• Student Profile Support Forms are completed in hard copy (or electronically through Transition Tracking Tool) and delivered to receiving school Guidance department for review by Secondary Student Success Team</li> <li>• Elementary summer school recommendations finalized</li> <li>• Receiving schools begin to examine intervention strategies for incoming students At-Risk</li> </ul>
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June	<ul style="list-style-type: none"> <li>• Review and revise IEPs as necessary in preparation for September transitions</li> <li>• Sending schools forward OSRs and all other documentation to receiving schools</li> </ul>
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<b>Gr. 9 Year</b>	
Late August	<ul style="list-style-type: none"> <li>• Secondary schools receive summer school results and make necessary adjustments</li> <li>• Students At-Risk are reviewed and supports put in place by the Secondary Student Success Team</li> </ul>
↓	
Early Sept./Oct.	<ul style="list-style-type: none"> <li>• Orientation for parents and students held at secondary schools</li> <li>• Individualized support for transitions for students who require significant intervention during the transition to secondary school</li> </ul>
↓	
Ongoing	<ul style="list-style-type: none"> <li>• Monitoring of new registrants in receiving schools through the Guidance/Special Ed//Student Success to ensure the necessary early and appropriate interventions and supports are in place and communicated to parents, especially for students at risk.</li> </ul>

Grade 9

## BOARD POLICY, PROVINCIAL POLICIES AND REGULATIONS

### A. Excerpted from *The Consolidated Ontario Education Statutes and Regulations, 2010, Part II, School Attendance, section 41, subsections 1 - 5*

- (1) **Admission to secondary school** — Where a pupil has been promoted from elementary school, the pupil shall be admitted to secondary school.
- (2) **Same** — A person who has not been promoted from elementary school shall be admitted to a secondary school if the principal of the secondary school is satisfied that the applicant is competent to undertake the work of the school.
- (3) **Where admission denied** — Where an applicant for admission to a secondary school under subsection (2) is denied admission by the principal, the applicant may appeal to the board and the board may, after a hearing, direct that the applicant be admitted or refused admission to a secondary school.
- (4) **Committee to perform board functions** — The board, by resolution, may direct that the powers and duties of the board under subsection (3) shall be exercised and performed by a committee of at least three members of the board named in the resolution or designated from time to time in accordance with the resolution.
- (5) **Alternative course or program** — Where the pupil has clearly demonstrated to the principal that the pupil is not competent to undertake a particular course or program of studies, the principal shall not permit the pupil to undertake the course or program, in which case the pupil may take a prerequisite course, or select with the approval of the principal an appropriate alternative course or program provided that, where the pupil is a minor, the consent of the pupil's parent or guardian has been obtained.

### B. Ontario Schools, Kindergarten to Grade 12, Policy Program Requirements

Students who have successfully completed Grade 8 will be promoted from elementary school and admitted to a secondary school. (p. 27)

It is expected that, as a general rule, exceptional students will proceed to secondary school within two years of the average age for entering secondary school. However, it is recognized that there may be some exceptional students who will need additional time at the elementary school level to prepare for secondary school. There may also be some school boards that do not yet have secondary school programs that are suitably modified to meet the needs of exceptional students. School boards should have plans to develop appropriate secondary school programs that will meet the needs of their exceptional students.

Under the Education Act, a student who has not been promoted from elementary school may apply for admission to a secondary school. The student will be admitted to the secondary school if the principal of the secondary school is satisfied that the student is capable of undertaking the work of the school. The Education Act provides that an applicant who has been denied admission to a secondary school may appeal to the board, which may, after a hearing, decide whether or not the applicant should be admitted to the secondary school.

**C. Individual Pathways Plan (IPP), Grades 7 to 12**

The IPP becomes the primary planning tool that students use as they proceed through school towards their initial postsecondary destination. Ongoing development of the IPP provides students with a valuable archive of their learning and a catalogue of the resources they need for planning.

Students review their IPP a minimum of twice a year in collaboration with a teacher and/or guidance counsellor, their parents (in student-led conferences or by electronic means), and their peers, where appropriate. Through this collaborative review of the IPP, parents and teachers gain insight into the options students are considering, the challenges they face, the learning opportunities they have identified, and the plans they have started to develop. It also gives parents and teachers a chance to actively support the student and to contribute ideas about learning opportunities that could be made available to the student.

**D. From PPM 156: Supporting Transitions for Students with Special Education Needs**

“A transition plan must be developed for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification, Placement and Review Committee (IPRC) and including those identified solely on the basis of giftedness. The transition plan is developed as part of the IEP.”

“The requirements of this memorandum take effect September 2, 2014.”

**E. The Toronto District School Board Special Education Report**

“It is critical that early and ongoing identification and intervention strategies for students at risk be a priority for ALL grades not just primary grades.”

*Boards are therefore expected to provide a range of programs to assist students in meeting the curriculum expectations. These programs should include early identification of learning needs, appropriate teaching strategies, ongoing assessment, and communication with parents and students. (Ontario Secondary Schools, Grades 9-12 Section 5.5, p.25).*

(111-1, Early and Ongoing Identification/Intervention Procedures)

### **SUGGESTED INTERVENTION AND SUPPORT STRATEGIES**

According to the criteria for promotion, transfer, and retention outlined in this document, students in Grade 8 who are promoted at risk or transferred require the appropriate supports and intervention strategies for achieving success in their Grade 9 subjects. As well, during their Grade 8 year, all students will benefit from these supports and strategies as required—as provision and success of such supports may determine the nature of the promotion decisions made by the school.

The intervention strategies listed here are steps taken to assist students judged to be at risk, unmotivated or underachieving, to reach stated expectations. The list is not meant to be exhaustive, and staff are encouraged to continue to use those strategies they already have in place as well as to augment them based on individual student's needs.

- individual and/or group counselling
- parental involvement
- resource withdrawal support
- study skills centre and/or study buddies
- monitoring study skills development
- tutoring/mentoring
- peer helper/tutor
- homework club
- use of planners (signed by parents)
- selective timetable changes
- remedial classes
- alternative programs
- TDSB resources, e.g., attendance services, social worker
- daily tracking sheet
- part-time elementary/secondary timetable and program
- referral to school support team (IST/SST)
- ESL/ELD support
- LEAP (Literacy Enrichment Academic Program)
- first-language assessment
- use of outside agencies
- use of community resources
- use of assistive technology
- significant adult assigned
- accommodations and modifications as outlined in the student's IEP, including transition plan, as required

**SOURCES CONSULTED**

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Owing, W.A., and S. Magliaro. "Grade Retention: A History of Failure." *Education Leadership*, (September, 1998): 86-88.

Thompson, Charles L., and E. F. Kolb. "Research on Retention and Social Promotion: Synthesis and Implications for Policy." *North Carolina Education Research Council Policy Brief*, (January, 1999): 1- 12.

Smith, M. L., and L. A. Shepard. "What Doesn't Work: Explaining Policies of Retention in the Early Grades." *PHI DELTA KAPPAN*, (October, 1987): 129 – 134.

Smith, M. L., and L. A. Shepard. "Synthesis of Research on Grade Retention." *Educational Leadership*, (May, 1990): 84 – 88.

Westbury, M. "The Effect of Elementary Grade Retention on Subsequent School Achievement and Ability." *Canadian Journal of Education*, 19.3, (1994): 241 – 250.

Riley, R. W., Smith, M. S. and Peterson, T. K. "Taking Responsibility for Ending Social Promotion" *A Guide for Educators and State and Local Leaders*, (May 1999).

*Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999* (OSS), "Achievement and Accreditation, Section 6.3 Promotion from Grade 8 to Grade 9."

*Consolidated Ontario Education Statutes and Regulations, 2010*, "Part II, School Attendance, Section 41, subsections 1-5."

"Transitions Application User's Guide Version 2.1." *TDSBweb*. Toronto District School Board, Nov. 2009.

*Toronto District School Board Special Education Report, 2012*