

Toronto District School Board

Operational Procedure PR548

Title: **PROMOTION, TRANSFER AND RETENTION: GRADES 1 TO 8**
Adopted: September 1, 2002
Revised: November 5, 2003, May 16, 2011, **May28, 2013**
Authorization: Administrative Council

1.0 OBJECTIVE

To provide elementary, senior and middle schools with consistency for the movement of students from Grades 1 to 8.

The Promotion, Transfer and Retention: Grades 1-8 procedures provide elementary, senior and middle schools with consistency for the movement of students from Grades 1 to 8. The procedures are also consistent with the Promotion, Transfer and Retention: Grade 8 to Grade 9 procedures.

An effort has been made to address the issue arising out of the differences in reporting achievement between Grades 1-6 (letter grades) and Grades 7-8 (percentage marks).

2.0 RESPONSIBILITY

Associate Director

3.0 DEFINITIONS

Achievement is reported on the Provincial Report Card 1 and 2 using letter grades and percentage marks. For all students in Grades 1-6, student achievement is reported as a letter grade (A, B, C, etc.) and for all students in Grades 7 and 8, student achievement is reported as a percentage mark (85, 72, etc.). Based on these differences in reporting achievement the PTR: Grades 1-8 procedures includes two sets of definitions, one for promotion and transfer, Grades 1-7 and another for promotion and transfer, Grade 7-8 and 8-9. (see PR543)

Promotion (Grades 1-7) A student has met the curriculum expectations of the current grade and has achieved Level 1 or higher in Language/French (extended or immersion), mathematics **and** in at least two thirds of remaining subjects. 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 1 to 7) A student has met the modified curriculum expectations of his/her IEP **and** has achieved Level 1 or higher in Language/French (extended or immersion), mathematics and in at least two thirds of remaining subjects. 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.

Transfer (Grades 1-7) The student has not met the curriculum expectations of the current grade and has not achieved a Level 1 in Language/French (extended or immersion), or mathematics **or** has not achieved a Level 1 in at least two thirds of remaining subjects.

Transfer of Students WITH a modified IEP (Grades 1 to 7) The student has not met the modified curriculum expectations of his/her IEP and has not achieved a Level 1 in Language/French (extended or immersion), or mathematics **or** has not achieved a Level 1 in at least two thirds of remaining subjects.

- 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 language needs, and are below Level 1 are transferred.

Promotion (Grade 7-8) A student has met the curriculum expectations of the Grade 7 or 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. 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 7 to 8) A student has met the modified curriculum expectations of his/her IEP and has achieved an average equivalent to Level 1 or higher across all subjects **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. 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 some of the required knowledge and skills in limited ways. The Level 1 grade-equivalent mark is D- to D+ (50 – 59), (see the Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools, First Edition.)

Transfer (Grade 7-8) A student will be transferred if the student has not met the curriculum expectations of the Grade 7 or 8 subjects with an average equivalent to Level 1, **or** has not achieved a minimum of Level 1 in any one of the following subjects: Language/French (extended or immersion), French (core) Native Language, mathematics, science and technology, geography, or history.

Transfer of Students WITH a modified IEP (Grades 7 to 8) The student has not met the modified curriculum expectations of his/her IEP and has not achieved an average equivalent to Level 1, **or** has not achieved a minimum of Level 1 in any one of the following subjects: Language/French (extended or immersion), French (core) Native Language, mathematics, science and technology, geography, or history.

Retention A student may be retained only if it is likely to benefit the student and only after all alternatives are exhausted. As soon as it appears that a student is not meeting curriculum expectations in any grade, early and ongoing consultation with the parent, and with the student, where appropriate, should occur and the necessary remediation should take place. The superintendent of education should be informed of any decision to retain a student and, in some cases, prior consultation may be appropriate. The decision for retention requires the completion of a standard retention form, Recommendation to Retain a Student and Individualized Program Plan, Grades 1 to 8 (Form 548B), that needs to be included in the student's Ontario School Record (OSR). The decision to retain a student does not mean that the student will repeat the entire program.

- The decision to retain a student 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.

Electronic Student Profile Support Form, Grades 1 to 7/8 (Form 548A) .This form must be completed for all students who are transferred or are promoted but are considered at risk. The Student Profile Support (Form 548A) 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.

School PTR Team

The team, chaired by the principal or designate, should include:

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

The purpose of the School PTR Team is to review and discuss any students who may be retained or transferred, or who may be promoted but are considered as being at risk in the next grade. The In-School Team or a modified version of the same may perform the functions of a School PTR Team.

Promotion, Transfer and Retention (PTR) Materials Materials essential to the decision about the placement of a student at the end of the grade should include the following:

- all report cards
- literacy/numeracy assessments
- attendance profile
- Individual Pathway Plan (IPP) (Grades 7 and 8 only)
- Individual Education Plan (IEP), 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 (548A)

4.0 PROCEDURES

4.1 Rationale for the Promotion, Transfer and Retention (PTR) Process

Students can make the transition from grade to grade in two different ways: by either **promotion** or **transfer**. In exceptional circumstances where students do not meet program expectations, they may be retained for an additional year, if it is deemed to be of benefit to them. **Retention** occurs only after all alternatives have been explored and all the appropriate supports have been provided. Research shows that, for most students, transition to the next grade, with ongoing, appropriate support and educational planning, is preferable to grade retention.

Studies show that students who repeat a grade are consistently at a greater disadvantage in terms of their personal adjustment than those who are promoted with their peers. 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 eventually 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.

Promotion, transfer and retention decisions are made by the principal on the basis of a student's achievement, the recommendations of the school

staff, and consultation with the parents¹ and student. Using appropriate documentation, as required, school staff, including administrators, classroom teachers, guidance counsellors, and teacher advisors, must be involved in ongoing consultation with the student and the parents.

All students who have been transferred to the next grade should receive specific support to help them meet the curriculum expectations. 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.

As soon as it appears that a student is not meeting curriculum expectations in any grade, early and ongoing consultation with the student and parent should occur and appropriate remediation should take place. For non-identified students a Student Profile Support Form (548A) should be initiated. For students with an IEP who are not meeting its expectations, it is essential to revise the IEP to better meet the students' needs.

4.2 Promotion, Transfer and Retention (PTR) Process

Promotion, transfer and retention decisions are made by the principal based on a number of conditions and documents² that play an integral role in making sound and substantiated program and placement recommendations to students and their parents. The decisions are informed by:

- recommendations from school staff, including teachers, guidance counsellors and teacher advisors where applicable, and administrators who have worked with the student during the school year and in previous years;
- promotion materials, including report cards, Individual Pathway Plan (IPP) (Grades 7 and 8 only) and Individual Education Plan (IEP) where applicable, literacy/numeracy assessments;
- consultation with the parent; and
- consultation with the student.

Since PTR materials form the basis for placement decisions, they should be made available to the receiving teacher or receiving school when

¹ The term “parents” includes guardians and caregivers legally recognized as acting in place of a parent(s).

² Attachment B – Excerpts from Provincial Policy Documents and TDSB Documents

required. In the case where a student is deemed at risk is moving from a junior school to a middle school a transition meeting is recommended. In order for the transition process to be successful, it is essential that the timelines for procedures outlined on the Critical Path are adhered to as closely as possible and that no steps be overlooked (see Appendix A).

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.”

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.”

Program interventions or support recommendations (see Appendix C) should be made for students at risk who are promoted, transferred or retained. These recommendations should be recorded on a Student Profile Support Form (548A) and communicated to the parents, students and receiving teacher/school.

A student has the right to attend the school of his or her choice in the designated attendance area as defined by Board Policy P013 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, special education staff, guidance counsellors, ESL/ELD staff , support staff, and
- ensures staff in-service and awareness.

Superintendent of Education

- signs the retention form, Recommendation to Retain a Student and Individualized Program Plan, Grades 1 to 8 (Form 548B);
- participates with principal(s) and parents who are not satisfied with the recommendation in resolving decisions made regarding the student's placement for the next school year; and
- collects and records Family of Schools data on retention from Academic Accountability.

Parent

- meets with teacher and/or Guidance contact to be updated on student's progress;
- attends a meeting at the school at which time the procedures for promotion, transfer and retention are outlined;
- signs the retention form if student is to be retained.

Teacher

- identifies students at risk and implements high yield strategies and tracks effectiveness of same at the first sign of difficulty (Student Profile Support Form 548A);
- involves student in process as developmentally appropriate;
- informs principal of concerns;
- adapts program to meet needs;
- **consults with parents** on an ongoing basis; and
- consults with school team.

Student

- participates and accepts responsibility for meeting program expectations (action plans are recorded on page 3 of report card); and
- (Grades 7 and 8 only) completes the appropriate sections of the Individual Pathways Plan.

Elementary Itinerant Counselor (if applicable)

- (Grades 7 and 8 only) works with students to complete the Individual Pathways Plan; and
- advocates for the student.

Special Education Staff

- ensures, through the direction of the Principal, that all Individual Education Plans (IEP) are completed for appropriate students and placed in the OSR.

School PTR Team

- makes recommendations for program adaptations and/or interventions.

4.4 Promotion (Grades 1-7)

Promotion Criteria	Student Profile	Program Interventions
<p>The student has successfully completed the curriculum expectations of the grade and has achieved Level 1, or higher in each of Language/French (extended or immersion), mathematics, and in at least two thirds of the remaining subjects, including students with accommodated only IEPs;</p> <p>OR</p> <p>The student has successfully met the expectations of his/her modified IEP and has achieved Level 1, or higher in each of Language/French (extended or immersion), mathematics, and in at least two thirds of the remaining subjects.</p>	<ul style="list-style-type: none"> ◆ The student has successfully completed the current grade and will be promoted to the next grade. ◆ The student has achieved Level 1 in all subjects, will be promoted, but is identified as being at risk in the next grade. ◆ An English language learner who requires modifications* to align grade-level curriculum expectations with his/her current level of English language proficiency. ◆ The student who requires accommodations only and has an IEP based on current grade level expectations ◆ The student has successfully completed the expectations of his/her modified IEP ◆ A student may not qualify for a promotion but, based on extraordinary circumstances and on the principal's best judgment, 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. 	<ul style="list-style-type: none"> ◆ A promotion decision does not mean that a student will not need additional support in the next grade. Students who are promoted but may be considered at risk are those students who achieved Level 1 in the identified Grade subjects and whose achievement has been markedly affected by other circumstances. A <i>Student Profile Support Form, Grades 1 to 7/8</i> must be completed for these students to ensure that they receive the necessary intervention and support strategies in the next grade. ◆ For students with an IEP who are not meeting its expectations, it is essential to revise the IEP to better meet the students' needs. <p>(See Form 548A, Student Profile Support Form, Grades 1 to 7/8)</p> <p>(See Appendix C, Suggested Intervention and Support Strategies)</p>

NOTE: A *Student Profile Support Form, Grades 1 to 7/8* (Form 548A) 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 (Grades 1-7)

Transfer Criteria	Student Profile	Program Interventions
<p>A student is transferred when he/she has not achieved Level 1 in Language/French (extended or immersion) or mathematics, including students with accommodated only IEPs;</p> <p>OR</p> <p>A student is transferred when he/she has not achieved Level 1 in at least two thirds of remaining subjects, including students with accommodated only IEPs;</p> <p>OR</p> <p>A student is transferred when he/she has not met the expectations of his/her modified IEP.</p> <p>NB: A student who is transferred must have been provided with appropriate intervention and support strategies in the current grade.</p>	<ul style="list-style-type: none"> ◆ The student with a modified IEP who has not successfully met the expectations of the IEP. ◆ English language learners: <ul style="list-style-type: none"> ◆ An English language learner with limited prior schooling may require modifications to the curriculum expectations drawn from varying grade levels. ◆ 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 	<ul style="list-style-type: none"> ◆ A Student Profile Support Form must be completed for these students to ensure that they receive the necessary intervention and support strategies in the next grade. Sometimes these support strategies are a response to the ‘R’ designation on the report card. (See <i>Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools, First Edition</i>). <p>The following are possible interventions to assist the student in making a successful transition from one grade to the next:</p> <ul style="list-style-type: none"> ◆ Provision of appropriate support (special education, guidance, ESL/ELD, LEAP – Literacy Enrichment Academic Program) ◆ Summer school in the most appropriate program offered by TDSB or in the community ◆ Tutoring ◆ Provision of a peer helper <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.</p> <p>(See Form 548A, Student Profile Support Form, Grades 1 to 7/8)</p> <p>(See Appendix C, Suggested Intervention and Support Strategies)</p>

NOTE: A Student Profile Support Form, Grades 1 to 7/8 (Form 548A) must be completed for a student who is transferred.

4.6 Promotion (Grade 7-8)

Promotion Criteria	Student Profile	Program Interventions
<p>A student is promoted when: The student has successfully completed the curriculum expectations in each of the following Grade 7 subjects at a Level 1, or higher, including students with accommodated only IEPs;</p> <p style="text-align: center;">-</p> <ul style="list-style-type: none"> ▪ Language/French (extended or immersion) ▪ French (core)/Native Language ▪ mathematics ▪ science and technology ▪ geography ▪ history <p>OR</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> <p style="text-align: center;">AND</p> <p>The student has achieved an average equivalent to Level 1 or higher across all subjects.</p>	<ul style="list-style-type: none"> ♦ The student has successfully completed Grade 7 will be promoted from Grade 7 to Grade 8. ♦ An English language learner who requires modifications* to align grade-level curriculum expectations with his/her current level of English language proficiency. ♦ The student who requires accommodations only and has an IEP based on current grade level expectations ♦ The student has successfully completed the expectations of his/her modified IEP ♦ A student may not qualify for a promotion but, based on extraordinary circumstances and on the principal's best judgment, 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. 	<ul style="list-style-type: none"> ♦ A promotion decision does not mean that a student will not need additional support in the next grade. Students who are promoted but may be considered at risk are those students who achieved Level 1 in the identified Grade subjects and whose achievement has been markedly affected by other circumstances. A <i>Student Profile Support Form</i> must be completed for these students to ensure that they receive the necessary intervention and support strategies in the next grade. ♦ For students with an IEP who are not meeting its expectations, it is essential to revise the IEP to better meet the students' needs. <p>(See Form 548A, Student Profile Support Form, Grades 1 to 7/8)</p> <p>(See Appendix C, Suggested Intervention and Support Strategies)</p>

NOTE: A *Student Profile Support Form, Grades 1 to 7/8* (Form 548A) 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.

4.7 Transfer (Grade 7-8)

Transfer Criteria	Student Profile	Program Interventions
<p>A student is transferred when he/she has not successfully completed the curriculum expectations for any one of the following Grade 7 or 8 subjects at a Level 1, including students with an accommodated only IEP:</p> <ul style="list-style-type: none"> ▪ Language/French (extended or immersion) ▪ French (core) /Native Language ▪ mathematics ▪ science and technology ▪ geography ▪ history <p>OR</p> <p>A student is transferred when he/she has not achieved an average equivalent to at least Level 1 across all Grade 7 or 8 subjects, including students with accommodated only IEPs;</p> <p>OR</p> <p>A student is transferred when he/she has not met the expectations of his/her modified IEP.</p> <ul style="list-style-type: none"> ♦ NB: A student who is transferred must have been provided with appropriate intervention and support strategies in the current grade. 	<ul style="list-style-type: none"> ♦ The student with a modified IEP who has not successfully met the expectations of the IEP. ♦ English language learners: <ul style="list-style-type: none"> ♦ An English language learner with limited prior schooling may require modifications to the curriculum expectations drawn from varying grade levels. ♦ 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 	<p>An electronic Student ProfileSupport Form must be initiated at the first sign of difficulty and shared for these students to ensure that they receive the necessary intervention and support strategies in the next grade.</p> <p>The following are possible interventions to assist the student in making a successful transition from one grade to the next:</p> <ul style="list-style-type: none"> ♦ Provision of appropriate support (special education, guidance, ESL/ELD, LEAP – Literacy Enrichment Academic Program) ♦ Summer school in the most appropriate program offered by a school board or in the community ♦ Tutoring ♦ Provision of a peer helper <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.</p> <p>(See Form 548A, Student Profile Support Form, Grades 1 to 7/8)</p> <p>(See Appendix C, Suggested Intervention and Support Strategies)</p>

NOTE: A *Student Profile Support Form, Grades 1 to 7/8* (Form 548A) must be completed for a student who is transferred.

4.8 Retention (Grades 1-8)

Retention Criteria	Student Profile	Program Interventions
<p>There is a significant gap between a student’s level of achievement and the grade expectations, especially in the core subjects.</p>	<ul style="list-style-type: none"> ◆ The student requires more time in the current grade to develop the knowledge and skills required for success in the next grade. 	<p>A student may be retained only after all alternatives are exhausted and only in exceptional circumstances. A student who is retained has not successfully completed the curriculum expectations of the grade.</p> <ul style="list-style-type: none"> ◆ 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. ◆ The decision to retain a student does not mean that the student will repeat the entire program. The student must be provided with learning opportunities that will move the student on from the current level of achievement of curriculum expectations. ◆ The student needs program support to develop the knowledge and skills required for success in the next grade: <ul style="list-style-type: none"> ▪ learning strategies ▪ literacy ▪ numeracy ▪ social/personal skills ◆ A retention form must be completed for these students to ensure that they receive the necessary intervention and support strategies. (See Form 548B, Recommendation to Retain a Student and Individualized Program Plan, Grades 1 to 8) <p>The student requires an Individualized Program Plan, (IPP) that must include intervention strategies and appropriate support. (See Form 548B, Recommendation to Retain a Student and Individualized Program Plan, Grades 1 to 8).</p>

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 and Individualized Program Plan).

Contact: This procedure will be supported by the school’s Guidance staff.

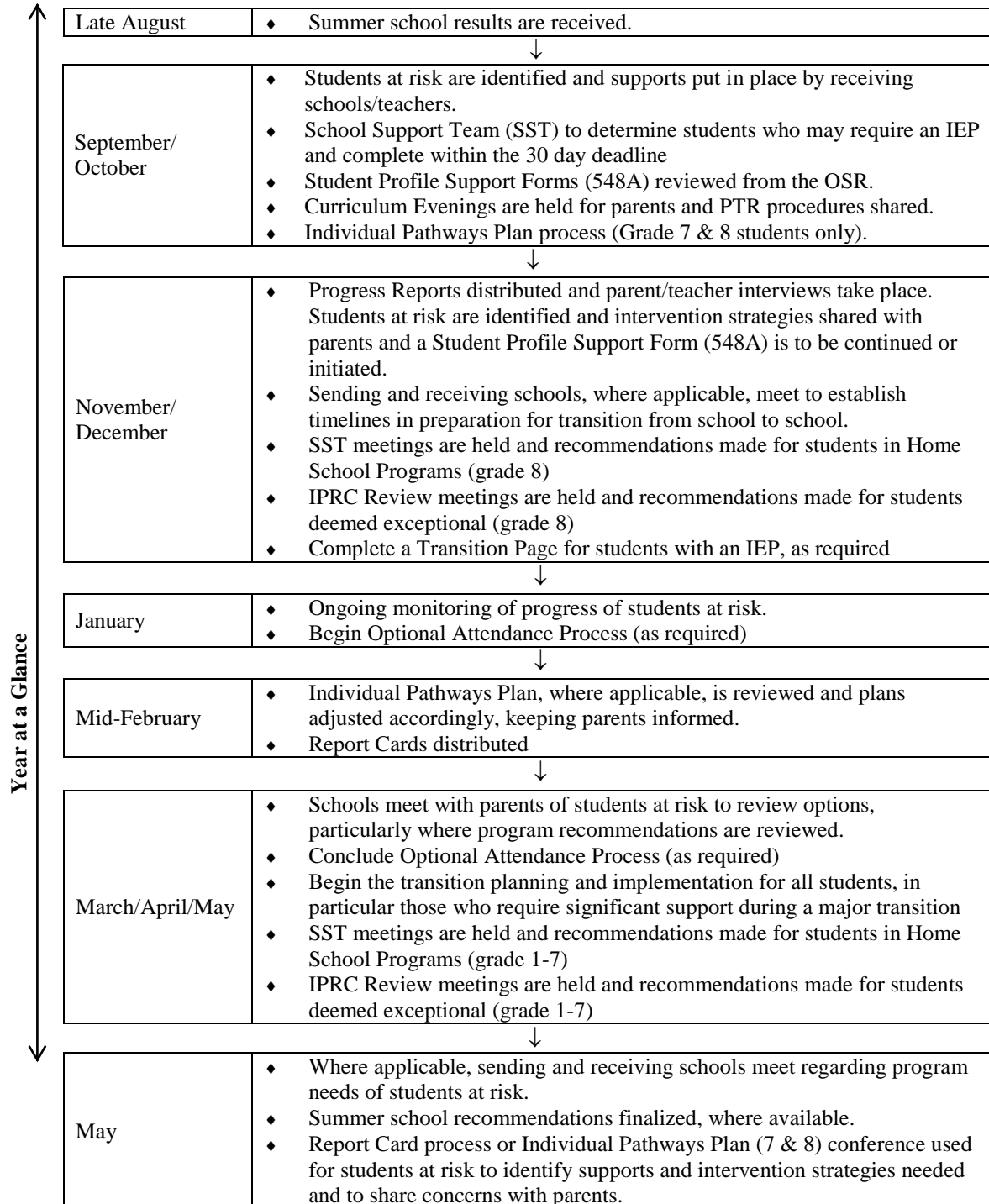
5.0 APPENDICES

- Appendix A: Critical Path (for Students in Grades 1-7)
- Appendix B: Provincial Policy Documents and TDSB Documents
- Appendix C: Suggested Interventions and Support Strategies
- Appendix D: Additional Resources

6.0 REFERENCE DOCUMENTS:

- Form 548A: Electronic Student Profile Support Form, Grades 1 to 7/8
- Form 548B: Recommendation to Retain a Student and Individualized Program Plan, Grades 1 to 8

**CRITICAL PATH
(For Students in Grades 1-8)**



Operational Procedure PR548
Promotion, Transfer and Retention: Grades 1 to 8

June	<ul style="list-style-type: none">◆ Where applicable sending schools forward OSRs and all other documentation to receiving schools.◆ Educational transition meetings take place between sending and receiving schools to share Student Profile Support Forms (548A).◆ Where applicable, orientation for parents and students held at receiving schools.◆ Review and revise IEPs as necessary in preparation for September transitions
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Ongoing	<ul style="list-style-type: none">◆ Ongoing monitoring of students at risk to ensure the necessary early and appropriate interventions and supports are in place and communicated to parents.
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Primary/Junior/Intermediate Divisions

Students at risk are presented at in-school support team meetings. Appropriate strategies are recommended and implemented (see Appendix C, Suggested Interventions and Support Strategies). Communication with parents and appropriate support personnel, i.e., psychology, social work, speech and language, etc. and ongoing monitoring occurs.

PROVINCIAL POLICY DOCUMENTS AND TDSB DOCUMENTS

A. Excerpt from The Education Act

S.265. **Duties of Principal.** – It is the duty of a school, in addition to the principal’s duties as a teacher,

(g) **promote pupils.** – subject to revision by the appropriate supervisory officer, to promote such pupils as the principal considers proper and to issue to each such pupil a statement thereof;
(page 208)

B. Excerpts from Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools, First Edition 2010

Grade in September

If the student is to be retained, the grade will be the same as the student’s present grade. If retention is being considered, the school should involve the parents in extensive consultation before any final decisions about placement are made.
(page 54)

The Meaning of “R”/ “Below 50”

The code “R” represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1 to 8. For achievement below level 1 in Grades 9 to 12, percentage marks below 50 per cent are assigned. Both “R” and marks below 50 per cent signal that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations. “R” and percentage marks below 50 per cent indicate the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning. When appropriate, parents will be consulted in this process. (In Grades 1 to 8, students with an Individual Education Plan [IEP] who require modified or alternative expectations and beginning English language learners with modified expectations would rarely receive an “R”.) (page 41)

C. Excerpt from Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011 (p.25) -

The elementary and secondary school guidance and career education program is designed to help students acquire knowledge and skills required to:

- Learn effectively
- Live and work co-operatively with a wide range of people
- Set and pursue education and career goals

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These goals relate to three areas of knowledge and skills:

- student development
- interpersonal development
- career development

“For students in elementary schools, the Provincial Report Card, Grades 1-8, may be used to report student progress in achieving the goals of the guidance and career educational program.”

(page 25)

Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011 (p. 26)

Starting in Grade 7, students also track the growth of their career development, competencies and plan for their future in an Individual Pathways Plan (IPP; formerly called the Annual Education Plan). Schools are required to put into place a process to support students in Grades 7 through 12 in establishing, reviewing, and revising their IPP at least twice a year.

Creating Pathways to Success 2013: Education and Career/Life Planning Program for Ontario Schools, K-12 (p. 4)

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. Policy/Program Memorandum (PPM) 156

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. Excerpts from Toronto District School Board Documents

1. The Equity Foundation Statement and Commitments to Equity Policy Implementation, 2000

“The Toronto District School Board is committed to evaluation, assessment, programming, and placement processes that are sensitive to all students’ backgrounds, as well as personal/family experiences by:

- re-evaluating annually, placement decisions that are jointly considered by the student/parent/guardian and the school, to ensure that placement decisions are consistent with Board policies, are flexible to meet needs, and do not limit education and life opportunities.”

(page 18, Language, 2.6.4)

“The Toronto District School Board recognizes that informed counsellors, teachers, and staff in counseling roles can help to remove discriminatory barriers for students in the school system and in work-related experiences. The Board shall respond effectively to the needs of students from all Aboriginal, racial, ethnocultural, and faith communities by:

- ensuring that communication strategies are in place to keep all parents/guardians informed about their children’s current educational achievement, progress, and their plans for the future, in a language they understand, and including the provision of translations where necessary.”

(page 11, Guidance, 1.7.5)

2. 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)

Appendix C

SUGGESTED INTERVENTIONS AND SUPPORT STRATEGIES

According to the criteria for promotion, transfer, and retention outlined in this document, students who are promoted at risk or transferred require the appropriate supports and intervention strategies for achieving success in the next grade.

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.

Instructions

- differentiated instruction and use of the following high yield strategies:
- comparing, contrasting, classifying, analogies and metaphors
- summarizing and note taking
- assistive technology
- reinforcing effort and providing recognition
- assigning homework and practice
- generating non-linguistic representations
- assigning homework and practice
- using cooperative learning
- setting objectives and providing feedback
- generating and testing hypotheses
- providing questions, cues, and advance organizers

Student Alternative Assignment Formats

- assistive technology
- scribes
- oral preplanning
- student choice of format
- individualized format for tests
- alternative modes of presentation, e.g., visual, oral
- manipulative aid; e.g., calculator, concrete materials

Teaching Strategies

- pre-teaching new vocabulary
- providing multi-sensory experience; e.g., visual/tactile/auditory (taped materials)
- using non-verbal cues to reinforce behaviour
- recapping/summarizing main points of lecture
- providing extra help

Social Skills

- reinforcing appropriate behaviour
- using contracts
- setting clear consistent guidelines
- providing consistent reinforcements
- using office tracking sheet for behaviour and attendance
- involving parent/guardian and community resources

Study Skills

- providing photocopies of teachers'/students' notes
- using prewriting strategies (mapping, outlines, point form notes, visual organizers)
- teaching study / organizational skills
- assistive technology
- providing quiet work area
- study skills centre
- monitoring study skills development
- study buddies
- tutoring / mentoring
- homework club

Intervention Supports

- pairing with peer tutor / helper
- providing class assistance
- counselling in school
- TDSB Social Worker, Child and Youth Services
- recommendation for Summer School
- using Planners (signed by parents)
- ESL/ELD support
- Reading Recovery
- remedial non-credit program (Gr. 7, 8)
- referral to school support team
- development of an IEP
- resource withdrawal support
- remedial classes
- daily tracking sheet
- LEAP (Literacy Enrichment Academic Prog.)
- first-language assessment
- use of outside agencies

Other

- parental involvement
- selective class changes
- alternative programs

Extra time

- verbal & written responses
- completion of assignments

Additional Resources

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