



Grade Transition Process

Year-end decision-making for student progression



By the end of the school year, each teacher reports on how students in the Northwest Territories have progressed. Here's how the process works:

When students achieve or exceed the majority grade's curricular expectations...

- They are **PROMOTED** to the next grade level ("passed").

When students do not meet the majority of the grade's curricular expectations...

- The classroom teacher communicates with the parent(s)/guardian(s). They then involve the School-based Support Team (SBST) - made up of the principal, Program Support Teacher (PST), and the classroom teacher - to review the student's evidence of learning, strengths, and needs and to prepare one of two recommendations for the parent(s)/guardian(s) highlighting the pros and cons of each decision:

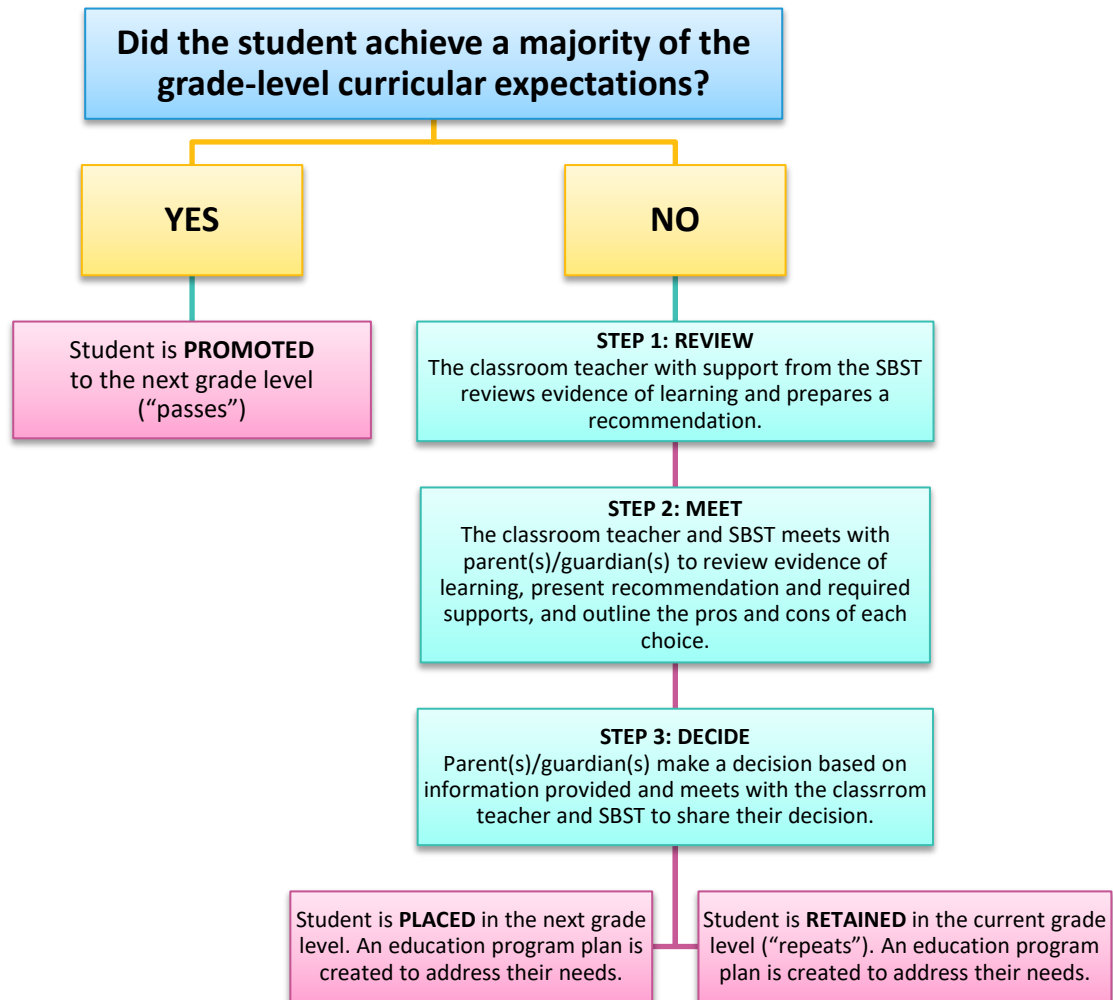
- To **PLACE** the student in the next grade level, with an education program plan that outlines how the student's needs will be met in the next grade level, which is called **peer group placement**.

OR

- To **RETAIN** the student in their current grade, with an education program plan outlining how the student's needs will be met in the current (repeated) grade level.
- The classroom teacher and the SBST will then meet with the parent(s)/guardian(s) and outline the pros and cons of each choice, discussing appropriate programming, supports, and interventions for the student. The team will provide their recommendation and reasoning, including supporting evidence. Decision-making considerations include, but are not limited to, a student's social, emotional, cognitive, biological, and psychological well-being, and required programming, supports, and interventions.
- Parent(s)/guardian(s) then use the information presented to them to make an informed decision. The parent(s)/guardian(s) share their decision with the classroom teacher and it is documented in the Grade and Education Program Transition Informed Consent Form.

Annual Grade Transition Process

By the end of each school year, educators are responsible for completing a process of grade transition for each of their students. 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.



More information

Department of Education, Culture and Employment

www.ece.gov.nt.ca
