

Student Success and Interventions

Student Academic Support (Grade PG1 to Grade 6)

Our commitment is to empower students as the co-authors of their own excellence. In alignment with the Ontario Ministry of Education's Growing Success policy, assessment is designed to support student learning and help close learning and skill gaps early.

When foundational learning obstacles emerge in the primary and junior grades (Grades 1–6), we pivot to a collaborative roadmap, a structured partnership between student, parent, and educator. By treating early challenges as opportunities for refinement, we offer clear, strategic, and developmentally appropriate improvement plans to ensure every young learner remains the architect of their own future.

Students of Concern (Grades 1–6)

Teachers provide ongoing, daily learning support through scaffolding, differentiated instruction, and targeted classroom interventions.

Identification Criteria

Any student in Grades 1 to 6 who receives two (2) or more "R"s (indicating achievement below Level 1) on a Progress Report Card or Provincial Report Card will be formally identified as a Student of Concern. Because early intervention is critical to preventing long-term learning gaps, this policy is activated immediately upon the release of any formal reporting period.

Support Plan & Intervention (Grades 1–6)

Collaborative Support Plan

Upon identification, the classroom teacher, in consultation with the Student Support Team, will co-create a personalized Learning Support Plan (LSP).

- **Assessment Review:** The team will review student work to pinpoint exact skill gaps (e.g., phonological awareness, number sense).
- **External Recommendations:** If appropriate, the plan may recommend the completion of a psycho-educational assessment to identify potential learning differences. This decision will be made by the principal in consultation with the Student Support Team.

Closed-Loop Targeted Interventions (After-School and Recess Learning Support)

To close the identified learning gaps without causing academic fatigue, the school will provide structured, teacher-supported and lead learning opportunities:

- **Recess Support** (Targeted "Catch-Up" Sessions): Small-group or one-on-one mini-lessons (10–15 minutes) scheduled during designated recess breaks. These sessions are kept brief and

supportive, focusing on consolidating basic skills through games or guided practice while still leaving time for physical play. This can be lead by the teacher or the IES teacher.

- **After-School Support:** Structured, teacher-led sessions scheduled after dismissal, focusing on rebuilding confidence, reinforcing foundational literacy/numeracy concepts, and providing guided practice.

Monitoring Progress

The classroom teacher and Student Support Team will closely monitor the student's progress.

- Regular, informal check-ins will be scheduled with parents to share growth markers.
- The teacher will document progress using formative assessment tools aligned with Growing Success guidelines.

Removal from At-Risk List

Once a student demonstrates consistent achievement at Level 1 or above (moving past the "R" grade) in the targeted subject areas, they will be formally removed from the active "at-risk" list. The Student Support Team will continue to monitor their progress over subsequent terms to ensure the growth is sustained.

Continued Academic Struggles

If a student continues to receive two or more "R"s in subsequent terms despite the consistent implementation of the Elementary Support Plan, the school will take the following progressive steps:

- **Multidisciplinary Case Conference:** A formal meeting will be held with the parents/guardians, classroom teacher, Student Support Team, and the Principal or Vice-Principal. This meeting will analyse why the current interventions are not closing the gap.
- **Mandated External Support:** The school may recommend or mandate specific, external professional tutoring or clinical services (e.g., speech-language pathology, occupational therapy, or specialized remedial tutoring) at the parents' own expense to run parallel to school support.
- **Transition and Exit Strategy:** If, despite intensive, multi-layered school interventions and external recommendations, the student is unable to access the curriculum or make developmental progress, the principal will collaborate with the family to design a supportive exit strategy. This transition plan will guide the family toward an educational setting or specialized program better equipped to meet the student's specific learning and developmental needs.