



Prevention of School Failure Intervention Checklist

Name of Student: _____
Grade: _____
Reason(s) for Concerns: _____

Aug/Sept –

- Conduct regular classes and get to know your students
- Establish contact with parents to engage them in their child's learning process
- Establish relationship with parents
- Communicate with parents regarding program and grade expectations
- Begin portfolio of student's work**
- Since kindergarten is not mandatory we shouldn't assume that all students have readiness skills, thus we can't place unduly high expectations on their preparation for grade one. Also, they need time to adjust and develop before we make any judgments of achievement or ability.*
- Keep track of all contacts (see attached "Chronology of Events" sample)

October –

- Identifying students who are having difficulty in the classroom. This would include social, emotional, and behavioral needs as well as academic.
- Consult with previous teacher and go through cum files to review all relevant data.
- Make adaptations to meet the needs of students.
- Student Services Teachers may be consulted at this point.
- Recommend student's name to be placed on school wide monitoring/tracking list to be reviewed regularly.
(It is important to track student needs to ensure that no one "falls through the cracks".)

November –

- Conduct regular Three-Way Conferences with parents, students and teachers
- Share with parents your concerns at this point and the strategies being used to address them at this point

- Share with parents a brief overview of things that could be considered or investigated at some point in the future if there is little or no improvement in the future (Ex. Check vision, hearing, medical check-up, ability and achievement assessments, OT/PT assessment, etc.)
- Student services teacher is usually only involved at this point if the student is already receiving assistance
- At this point there is NO mention or discussion about possible grade retention

Dec to March –

- At any time during this period additional assistance can be put into place (Ex. TA and/or Student Services support)
- Principals should be aware of concerns and the intervention plan in place at this point
- Throughout this time classroom teachers maintain contact with parents regarding student progress

March –

- Have a formal meeting with parents, teachers, principal and student services teachers to discuss student progress/improvements to date, identify any additional concerns (if any), and next steps/options for future programming
- Retention may be one of the future programming options. If this is being considered, parents must be given information regarding the current research available with respect to the drawbacks/benefits of retention.
- Continue to provide assistance for students – this assistance may be increased or intensified at this point if possible (Ex. remove from science or social and focus on intensive ELA/Math at that time)
- Principal to forward list to central office of students being monitored and the plans in place

June –

- Final meeting with parents, principal, student services teacher, classroom teacher, and if possible the teacher for the upcoming school year.
- The final decision on programming for the upcoming school year should be presented and discussed at this time. The decision will be based on more than just ability and academic performance. Social, emotional, and behavioral needs must be considered, along with parents' perception of things (in

relation to the pros and cons of retention). A consensus of what will be in the best interests of the child is desired. Flexibility and creativity are key.

- Legally the school has the right to make the final decisions on placement and program. However, if the parents do not support the decision then the school needs to re-evaluate whether or not this decision is in the best interests of the child, realizing that it will not be supported at home.
- If retention is the final option after exploring all other avenues, then a clear explanation of programming changes will be made next year to ensure student success. (Repeating what they did the previous year does not ensure that the child will learn the second time around and does not address the learning needs.)
- Schools (principals) must forward to the Superintendent of Education by May 15 a list of all the students being retained, the reasons why, the interventions that were tried, and the plan for the upcoming school year. (see attached form)

If the parents want to appeal the decision at this point they should be informed that they have that right. All appeals should be directed to the Director of Education.