



2113 KINDERGARTEN CONTINUATION POLICY AND PROCEDURE

Policy Type: Administrative
 Applies To: Administration & Staff
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Ideally, a Kindergarten program will be flexible and meet the diverse needs of all its students. Likewise, as a student moves into Grade One and beyond in their learning journey, all teachers will be able to make adaptations and accommodations as necessary to support each and every learner in their classroom.

However, not all students will be ready to move onto the next grade. When considering whether a student continues into a second year of Kindergarten, recognition is given to the fact that the child may benefit from being given additional time to repeat concepts and experiences that will help them to mature socially, emotionally, intellectually and physically.

Yet, substantial research points to the fact that most children do not benefit from repeating the grade a second time. In British Columbia, where students have thirteen years in which to complete their courses and graduate with their Dogwood Diploma, having students continue a second year of Kindergarten closes the doors to an option of a repeated year or a grade completed over two-years that may be required in later years. Also, students who are retained may do better at first, but may fall behind again if their stretches are not well-addressed. The stigma of being held back can have a major impact on a child's attitude in the later years. Students are more likely to get into trouble, dislike school, and develop a poor self-image.

It is recognized that students learn at their own pace, and often can make sudden leaps in development later in any given year or in following years. When considering the continuation of a student into a second year of Kindergarten, all impacting factors must be considered.

Several factors play into a predictor of school success. Each factor must be considered and weighed when determining whether a student continues onto a second year of Kindergarten.

GUIDELINES IN DETERMINING WHETHER A STUDENT CONTINUES FOR A SECOND YEAR IN KINDERGARTEN:

There must be significant delays in five out of the nine areas of development.

1. School Attendance
 - (a) Student has missed more than 25 days of school in six months due to illness, emotional trauma or a move.
2. Social-emotional, behavioural and developmental immaturity

- (a) Student experiences significant struggles in social situations and/or has difficulty regulating or regulating his emotions, and requires full 1:1 support in class to manage these situations
- (b) Behaviour or stress related to school
- 3. Speech and Language Development
 - (a) Significant speech and/or language delay in receptive and expressive language
 - (b) English Language Acquisition: Student has little or no knowledge of the English language and is not acquiring new skills.
- 4. Academic Achievement
 - (a) Student is below grade level in all academic areas
- 5. Fine and/or gross motor skill development
 - (a) Student experiences significant challenges with fine and/or gross motor skills that impede the ability to learn and development within an average range
- 6. Chronological Age
 - (a) Student is within one month of the cutoff requirement for Kindergarten intake
- 7. History of Learning disabilities
 - (a) Student has been evaluated by an educational psychologist and no learning disabilities have been identified.
- 8. Experiential background
 - (a) Student comes from a background that offers little or no opportunity opportunities for social or cultural stimulation, like church, playgrounds, zoo, etc
 - (b) If a child is a refugee or has not had opportunity for experiential learning due to family situations (ie cancer, parent depression)
- 9. Physical Size
 - (a) Student is significantly smaller than WHO charts for height and weight (or similarly recognized charts that pertain to the student's ethic background)

Notes:

- 1. Both the parents, the school, and any external agency support services must collectively agree on the decision to continue a student in Kindergarten.
- 2. Where possible, the input of the student must be considered.
- 3. All avenues of support and intervention must have been accessed and progress still impacted.

EARLY AND IMPACTFUL INTERVENTION IS KEY

The best option in most cases is to provide direct and specific support to help the student develop and grow in the core skills and curricular proficiencies necessary to engage in deep, lifelong learning.

PHASE ONE - Student is identified as requiring additional supports beyond the classroom:

The process to support and improve a student's development involves careful and intentional support in the child's learning journey.

- 1. Kindergarten teacher identifies a combination of concerns as detailed under the guidelines.
- 2. The teacher has tried several strategies, adaptations and/or accommodations, and notes the student

continues to experience significant delays in multiple domains.

3. Teacher communicates concerns to parents/guardians clearly and directly.
4. Kindergarten teacher to refer to SBT through the referral process.
5. SBT to make recommendations (classroom strategies, EA and LSS support, home support)
6. Teacher and Director of LSS or LST to share recommendations with parents and implement strategies and tools in the classroom and, where possible, home environment.
7. Revisit and reassess student at SBT.

PHASE TWO - Psychoeducational assessment: (dec/jan)

1. SBT recommends placement on priority list for Psychoeducational Assessment if there are several factors indicating possible ASD or moderate learning difficulties.
2. Feedback from assessment
 - (a) Rule out developmental delays or conditions, such as ASD - go to Phase three.
 - (b) Affirm diagnosis of intellectual disability - put appropriate support in place and prepare IEP.

PHASE THREE - Ongoing concerns persist:

1. Kindergarten teacher to share ongoing concerns with SBT
2. Discussions regarding Kindergarten continuation into year two. Guideline tool to be completed.
3. Teacher and Director of LSS (and/or Principal) to discuss the student's ability to transition to Grade One clearly and directly with parents/guardians.
4. Kindergarten teacher and parents/guardians to work in partnership to address each area of concern as listed under the guidelines.
 - (a) Teacher to support student within the classroom.
 - (b) LST and EA to provide targeted intervention and support for the remainder of the school year.
 - (c) Teacher to provide suggested activities and resources for parents to complete over the summer months.
 - (d) Teacher/LST/EA to provide targeted early assessment and intervention at the onset of Grade One.

PHASE FOUR - Decision to continue a second year in kindergarten

1. SBT and Teacher to make a decision about Kindergarten continuation.
2. Teacher and Director of LSS (or Principal) to discuss plan for Kinder continuation with parents, then communicate with the parent and Development office.
3. All decisions for continuation must be signed off and approved by Head of Schools.

***Director of LSS (or Principal) has the final decision with regards to the continuation of any Kindergarten student.

Reviewed: 03 2025