

Where teachers lack enough information to assess a student's performance due to a recent student transfer, or other special circumstances that affected the student's ability to provide adequate evidence (e.g., extended absences, personal challenges), the following procedure must be followed. **It is rare to use the IE at the Elementary level.**

<p>Overarching Considerations</p>	<ul style="list-style-type: none"> • Teacher(s), principal, vice-principal, and parents/caregivers must collaborate to decide whether to use IE or convert it to a proficiency scale indicator. • Review the student's progress each term, and at the end of the following year to determine if the IE can be converted to a proficiency scale indicator.
<p>Support Plan</p>	<ul style="list-style-type: none"> • A detailed support plan is required to convert IE to a proficiency scale indicator within one calendar year. The support plan should be developed by the school-based team and include: <ul style="list-style-type: none"> • Areas of Strength: Identify what the student does well. • Areas for Growth: Pinpoint where the student needs improvement. • Action Plan: Outline strategies and actions to help the student meet the learning standards. • Ongoing communication between teachers, parents, and the student is crucial to monitor progress and adjust the plan as needed.
<p>Reporting</p>	<ul style="list-style-type: none"> • Proficiency Scale Indicator: Leave the proficiency scale unmarked. • Descriptive Comment: "Due to various circumstances, there is currently insufficient evidence to accurately assess [Student's Name]'s proficiency in [Subject]. We have identified [Student's Name]'s strengths in [specific areas], and we are focusing on growth in [specific areas]. A comprehensive plan has been put in place to support [Student's Name]'s learning over the next year."