



Section: School Operations of Students
Policy #: 5350
Policy: **ACCELERATION RETENTION POLICY**
Date Approved: January 14 2011
Revision Dates:

PURPOSE: It is the policy of CISND to allow students to progress from grade to grade in accordance with their performance. Students will typically be placed in classes with their age appropriate peers. It is understood that from time to time it may be necessary to retain/accelerate an individual student.

DEFINITIONS:

Acceleration - While acceleration is defined in various ways, any modification of a regular program can be considered acceleration if it enables the student to progress more rapidly and to complete a program in less time or at an earlier age than is typical.

Retention

The withholding of promotion to or the placement of a student in a grade level lower than an age appropriate setting.

POLICY:

The decision to retain/accelerate a student is the responsibility of the school principal. The principal will consult with the parent(s)/guardian(s), classroom teacher(s) and where available Special Education personnel.

The factors influencing the student's progress such as academic, social, emotional and physical growth must be taken into account.

In cases where the parents are not in agreement with the final decision, the principal's decision shall be final.

GUIDELINES

Early identification of issues is paramount as retention should occur within the primary or early intermediate years to offer the greatest potential for success.

- Retention is only to be considered an option if the student will benefit from an additional year at the grade level.
- Consideration may be given to the following: maturation level, ability, social / emotional factors, standardized assessments.
- Retention will not be utilized as a consequence for misbehaviour behaviour or truancy.
- Grade retention is not generally deemed to be a viable option for students who have been identified through the Special Education funding process.

- Grade acceleration is only one of many options to be considered when determining effective enrichment programming for students.
- Alternative interventions: Resource assistance and support, modifications and accommodations to program (IEP) and/or assessment results should be in place for each student.
- Whenever possible and advisable, the student shall be assigned to a different teacher for the second year in the same grade.

PROCESS

For the purposes of both Acceleration and Retention, the following process is to be followed:

1. Identification of Students

Students may be recommended for either acceleration or retention by a number of sources: classroom teacher, parent(s)/guardian, principal, other related individuals who impact the child's academic/social life.

2. Timeline

Consideration for either acceleration or retention should be initiated early within the current school year (before the completion of the Second Term report card). Late requests (May or June) will not be considered for the following September. In such cases, the consultation could commence during the following school year.

3. Confirmation

Once a student has been identified as a potential candidate for either acceleration or retention, communication is to be initiated by the classroom teacher and principal with the parent(s)/guardian(s) before March 15.

4. Assessment

Parental permission is to be attained for the student to be assessed by the appropriate personnel as determined by the Principal and, where available, the Special Education personnel. The results are to be shared with the classroom teacher, the parent(s)/guardian(s), principal and, when appropriate, the student.

5. Decision

A recommendation by the principal to accelerate or retain a student is to be made in consultation with the parent(s)/guardian(s), classroom teacher and, where available, the Special Education personnel. The parents of the student will be provided with recommendations in writing. A copy of the decision will be placed in the student's file.

6. Approval

In cases where the parent(s)/guardian(s) are in agreement, the principal will arrange a transition meeting with the current classroom teacher, the classroom teacher assigned for the following year, the parent(s)/guardian(s), and, where available, the Special Education personnel.

Sources:

Niagara Catholic District School Board Policies www.niagaracatholic.ca

Hamilton-Wentworth Catholic District School Board Policies

<http://www.hwcdsb.ca>

SCHOOL: _____
Acceleration/Retention Checklist and Authorization

Student Name _____ Grade _____ M/F _____ DOB _____

Date _____ Teacher _____

Prior Acceleration/Retention (Y/N) _____ If Yes, Grade _____

To be utilized before second term report card period. Late requests (May or June) will not be considered.

Days absent from school this year: _____ Times Late: _____

Factors to consider:

Academic Achievement:

- Basic reading skills...
- Basic math skills...
- Communication skills (oral)...
- Communication skills (written)...
- Following direction...
- Completes assignments (use of time)...

Grade Level Rating				
<i>Below</i>		<i>At</i>	<i>Above</i>	

Developmental:

- Attention span...
- Participation, classroom activities...
- Participation, other activities...
- Motor coordination skills...
- Language development...
- Self concept...
- Care of property, self, school...

Grade Level Rating				
<i>Below</i>		<i>At</i>	<i>Above</i>	

Behaviour:

- Motivation (attitude re: learning/school)...
- Self control (emotions)...
- Self-discipline ("on task", etc)...
- Social interaction with peers...

Grade Level Rating				
<i>Below</i>		<i>At</i>	<i>Above</i>	

SPECIAL SERVICES RECEIVED BY THIS CHILD:

Learning Assistance _____
Tutoring _____
Speech/Language _____
Other _____

EVALUATIONS THAT HAVE BEEN COMPLETED:

DATE	NAME OF TEST	RESULTS

Student traits that would support retention/acceleration	Student traits that would not support retention/acceleration
1	1
2	2
3	3
4	4

Who initiated consideration for acceleration/retention? _____

Date of first conference regarding acceleration/retention _____

Date(s) of other conference(s) _____

Final decision: _____

Individuals involved in the process:

Parent(s)/Guardian(s): _____

Teacher(s): _____

Special Ed personnel: _____

Principal: _____