



# SCHOOL OPERATIONS

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## Acceleration Retention Policy 5350

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### **RATIONALE**

It is the policy of the Catholic Independent Schools of Nelson Diocese (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.

### **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.

### **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.

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**

A student 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](http://www.niagaracatholic.ca)

Hamilton-Wentworth Catholic District School Board Policies

<http://www.hwcdsb.ca>



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:

<u>DATE</u>	<u>NAME OF TEST</u>	<u>RESULTS</u>

Student traits that would  
**support** retention/acceleration

1

2

3

4

Student traits that would **not**  
**support** retention/acceleration

1

2

3

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:

\_\_\_\_\_

<b>Date Approved: January 2011</b>
<b>Date(s) Revised:</b>
<b>Date Reviewed: December 2020</b>