Rationale

It is the policy of t h e Catholic Independent School, Diocese of Victoria 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 wherAncing 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 fina

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Acceleration – While acceleration as defined in various ways, a of a regular program can be considered acceleration if it enable 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.

Regulation

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, response to interventions.
Retention will not be utilized as a consequence for „ et

truancy.

Grade retention is not generally deemed to be a viable option for students who have been identified through the Ministry of Education Special Education designation process.

Grade acceleration is only one of many options to be considered when determining effective enrichment programming for students.

Alternative interventions: Learning Support services, modifications and/or accommodations to program (IEP/SSP) 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. Assessments

Parental permission is to be attained for the student to be assessed by the appropriate personnel as determined by the Principal and/or the Learning Support Coordinator. 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

Learning Support Team. The parents of the student will be provided with recommendations in writing. A copy of the decision will be placed in the student's school 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 Learning Support Team.

Sources:
Niagara Catholic District School Board Policies   www.niagaracatholic.ca
Hamilton-Wentworth Catholic District School Board Policies
http://www.hwcdsb.ca

Reference:	Approved
	Date Approved: June 2, 2015
Cross-reference:	Date(s) Revised:

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Acceleration/Retention Checklist and Authorization

Student ame_____ rade___ _____ _____

ate _____ Teacher _____

rior cceleration etention Y _____ f Yes rade _____

To be utilized before second term report card period ate requests ay or une will not be considered

ays absent from school this year _____ Times ate _____

Factors to consider:

Academic Achievement:

Grade Level Rating			
Below		*At*	*Above*

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

Developmental :

Grade Level Rating			
Below		*At*	*Above*

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

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Behaviour:

Motivation (attitude re: learning/school)…

Self-control (emotions)…

Self-discipline ("on task", etc.)...

Social interaction with peers…

Grade Level Rating				
Below		**At**	**Above**	

LEARNING SUPPORT SERVICES RECEIVED BY THIS CHILD:

Learning Support
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

_____

ate of first conference regarding acceleration retention _____

ate s of other conference s   _____

inal decision _____

ndividu ls involved in the pro ess

arent s   uardian s _____

Teacher s   _____

                     _____

earning Support Team _____

                     _____

rincipal   _____

age   of