



Administrative Procedure: Retention and Acceleration of Students

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1.0 Guidelines

- 1.1 Schools are accountable for improvement in learning, meeting the needs of all the students and reporting student achievement to parents and/or guardians.
- 1.2 Research indicates that, in most cases, retention/acceleration is not effective and that promotion with required remediation, enrichment and/or intervention should be the norm in all district schools.
- 1.3 A student who is identified as exceptional by an Identification, Placement and Review Committee (IPRC), or is in the process of being identified, should not be retained.
- 1.4 English Language Learners should be placed in the grade that is appropriate for their age.
- 1.5 Retention or acceleration shall be considered only when clear and compelling reasons are present. This consideration must also ensure a focus on the student's continuous academic, spiritual, social and emotional growth.
- 1.6 Program accommodations and/or modification must be considered first. The primary concern shall always be the student's best interests, including the social, emotional and academic needs of the student.

- 1.7 A recommendation by the administrator to accelerate or retain a student is to be made in consultation with the school team including the parent(s) and/or guardian(s), classroom teacher(s), special education teacher and the school superintendent.
- 1.8 All documentation and a copy of the decision pertaining to the retention or acceleration of a student must be filed in the student's OSR.

2.0 Procedures for Acceleration

- 2.1 Student acceleration is recognized as the advancement of a child to one grade level beyond that which is normally associated with their grade/age placement. Prior to consideration of grade acceleration, differentiated instruction or program adjustments will have been implemented for the student. The actual decision-making process for acceleration will include a thorough assessment of the student's intellectual capacity and academic achievement levels, as well as extensive consultation with school team members, other professionals and the parents and/or guardians.
- 2.2 The following criteria must be satisfied for student grade acceleration to be considered:
 - 2.2.1 The student demonstrates exceptionally advanced academic ability in all subject content areas, social and emotional maturity, and self-motivation.
 - 2.2.2 A psycho-educational assessment and current academic achievement demonstrates exceptional academic potential.
 - 2.2.3 Lateral enrichment activities have been made available to the student and they have been deemed insufficient.

3.0 Procedures for Retention

- 3.1 Student retention is recognized as the withholding of promotion to or the placement of a student in a grade level other than an age appropriate setting.
- 3.2 The following criteria must be considered before recommending student retention:
 - 3.2.1 The student will benefit from an additional year at the current grade level. Consideration will be given to the following:
 - a. maturation level, ability, social/emotional factors, standardized assessments.

- 3.2.2 Retention is not being utilized as a consequence for negative behaviour or truancy.
- 3.2.3 Resource assistance and support, modifications and accommodations to the program (IEP) and assessment results should be in place for each student.
- 3.2.4 “Progressing with difficulty/Promotion at Risk” should be identified as early in the school year as possible and communication made with students’ parents and/or guardians.
- 3.2.5 A formal recommendation by the administrator to retain a student is to be made in consultation with the school team including the parents and/or guardian, classroom teacher(s), special education teacher and School Superintendent.
- 3.2.6 The parents and/or guardians of the student will be provided with the recommendation in writing and will be given the opportunity to respond in writing.