



BOARD POLICY MANUAL	
Approval Date	Replacing All previous documents
Review Date	Page 1 of 2
Policy Section School	Identification SCH-1036

## RETENTION & ACCELERATION POLICY

### Retention Policy

We believe that all God's children are unique and special; therefore, parents and teachers recognize that children master material at different rates, that some mature faster than others, and that some may have learning difficulties. Others may have social and emotional problems that influence how well they do academically at school. In some cases the failure to master material may be the fault of programs and/or teaching strategies. Programs and teaching strategies will then have to be altered to meet the child's needs.

Retention must be viewed as a final option, and whenever it is to be considered, the overriding notion must always be the well being of the child. Retention is, therefore, never something to be undertaken lightly. Children who are identified as being "at risk" are first of all to receive support from the special education teacher. The earlier the identification, the better it is for the child. Efforts, then, are to be made to identify "at risk" students as early as possible in their elementary school years so that support and modified programs can be developed for them.

If retention becomes an option, then the following general guidelines are to be considered:

- (a) must benefit the student
- (b) generally done only once and then preferably in the primary grades
- (c) each case is unique and much discussion must be done with parents and school staff.

Furthermore, any decision must be based on the following:

The child's .....

- (a) academic achievement
- (b) standardized achievement scores
- (c) attitude
- (d) work habits
- (e) aptitude
- (f) age and size
- (g) emotional maturity
- (h) social maturity
- (i) daily work
- (j) learning style

The Principal upon the recommendation of the classroom teacher and any other teacher(s) makes the decision for the retention, or the acceleration of all students involved in the education of the student. A review of past performance, standing in the class, standardized test results, skill development, social and emotional needs, and parental input are all factors in making the decision. In order that the child may indeed benefit from those recommendations that involve acceleration or retention, the school seeks the co-operation of the parents in each case. Much conferencing between home and school is essential. Parental acceptance of the decision is strongly advised. Usually the home and school concur in the decision. In all instances, the school retains the right to make the final determination.

## **Acceleration Policy**

The school does not encourage acceleration due to social, emotional, and maturity factors in students. Occasionally there are children in the school who have exceptional ability: they are socially and emotionally beyond their peers, they exhibit a high level of self-motivation, they are curious, and they have standardized test scores that are much higher than the norm. For these children the enrichment program no longer serves their needs. In such a case the classroom teacher and/or the child's parents may recommend that acceleration be considered. A conference with the parents, classroom teacher(s), the special ed. teacher, and the Principal is arranged to review the factors leading to the recommendation. Preferably acceleration should be scheduled so that the child enters the new grade in September. However, circumstances may warrant acceleration anytime during the school year.

The following factors will be considered:

The child's...

- (a) I.Q. score
- (b) social maturity
- (c) emotional maturity
- (d) age/size
- (e) scores on the Canadian Tests of Basic Skills - at least 15 months above the norm.
- (f) scores on standardized reading tests - at least 15 months above the norm.
- (g) scores on specialized tests administered by the special ed. teacher.
- (h) work habits
- (i) experience and academic performance in the present grade.

Careful consideration must be given to the social dislocation the child will experience.