

RETENTION

PARAMETERS:

- The Board philosophy for grade placement of students is one of age appropriate placement. In most cases, a student's needs may be met in mainstream programs within the regular classroom.
- Accommodations to the regular program can include remediation, individual attention or special education involvement.

CONSIDERATIONS:

- Emotional and social development appropriate to proposed grade consideration
- Self-esteem
- All aspects of academic performance (achievement and learning skills) indicate average learning potential
- Report card indicates achievement consistently below the grade expectations of the Ontario Curriculum

For further information on
**Policy 310: Retention and
Acceleration of Students**
please contact your **School
Principal**

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SCHOOL BOARD**

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February 2015

E. Crowe
Chair of
Board

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**YORK CATHOLIC DISTRICT
SCHOOL BOARD**

SCHOOL PROCEDURES FOR THE RETENTION AND ACCELERATION OF STUDENTS



MISSION

Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

VISION

Our students will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.

POLICY 310:

RETENTION AND ACCELERATION OF STUDENTS

PREAMBLE:

The York Catholic District School Board believes in age appropriate grade placement for all students.

Furthermore, the Board believes that only in extraordinary circumstances should a student be retained or accelerated. If an accommodated student is considered for retention or acceleration, it will only be after program and/or intervention has been attempted and it is felt by School Professionals, as well as the Parent or Guardian, that retention or acceleration is deemed to be the appropriate recourse to ensure the student's continuous academic, social and emotional growth.

POLICY:

The York Catholic District School Board endorses the concept of age appropriate grade placements for all students. Retention or acceleration will be approved only in extraordinary circumstances after having followed the procedures in the Policy.

To consider the retention of a student, the student must have attended the school for a minimum of one reporting school year.

To consider the acceleration of a student, the student must have attended the school for a minimum of one reporting term/semester.

PROCEDURES:

Retention or Acceleration Requests

Policy 310: Retention and Acceleration of Students states that the York Catholic District School Board endorses the concept of age appropriate grade placements for all students.

Retention or acceleration will be approved only in extraordinary circumstances after having followed the procedures outlined in Policy 310.

In the event a School or a Parent/Guardian requests retention or an acceleration of a student, the following procedures are to be completed according to the policy:

1. Concept of Retention or Acceleration discussed between School and Parent/Guardian.
2. Brochure on Retention /Acceleration provided to Parent/Guardian and discussed.

IF PROCESS IS TO CONTINUE:

3. Parent/guardian completes form #S24 A1 or R1. Copies distributed as indicated.
4. School completes #S24 A2 or R2.
5. School collaborates with Superintendent of Education: School Leadership. (#S24 A2 or R2).
6. School shares recommendation with Parent/Guardian (#S24 A2 or R2).
7. Copies (#S24 A2 or R2) distributed as indicated.
8. Summary form (S24 A3 or R3) completed and distributed as indicated.

ACCELERATION

PARAMETERS:

- The Board philosophy for grade placement of students is one of age appropriate placement. In most cases, a student's needs can be met in mainstream programs in the regular classroom.
- Accommodations to the regular program can include enrichment, individual attention or special grouping.

CONSIDERATIONS:

- Emotional and social development appropriate to proposed grade consideration
- Self-esteem
- All aspects of academic performance (achievement and learning skills) consistently demonstrated at beyond norm of peer group
- Classroom assignments independently extended beyond the norm, on a consistent basis
- Report card indicates curriculum expectations consistently exceeded