



| <b>ADMINISTRATIVE PROCEDURE</b>   |  |
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| <i>Approval Date</i><br><b>October 2010</b>   | <i>Replacing</i><br><b>All previous procedures</b> |
| <i>Review Date</i><br><b>2015</b>   | <i>Page</i><br><b>1 of 4</b>                       |
| <i>Contact Person/Department</i><br><b>Superintendent of<br/>Elementary School<br/>Improvement &amp; Operations</b> | <i>Identification</i><br><b>ES-5570</b>            |

## **PROMOTION, RETENTION OR ACCELERATION OF STUDENTS**

### **1.0 PURPOSE**

This procedure provides a framework to be used by principals, school staff and parents when making decisions about the promotion, retention or acceleration of pupils.

It is the practice of Trillium Lakelands District School Board that students of the same age be grouped together in classrooms, regardless of the grade level expectations within individual programs. It is intended in TLDSB that retention and acceleration shall only be used in rare cases.

### **2.0 REFERENCES AND RELATED DOCUMENTS**

- 2.1 The Education Act and Regulations, specifically Section 265:1:g of the Act
- 2.2 Growing Success, Ministry of Education 2010
- 2.3 Ontario Secondary Schools Grades 9-12, 1999
- 2.4 Individual Education Plan, Standards for Development, Program Planning and Implementation, 2000

### **3.0 TERMS AND DEFINITIONS**

- 3.1 **Promotion** is the process of having a student moving on to the next grade level.
- 3.2 **Retention** is the process of having a student repeat a course or grade.
- 3.3 **Acceleration** is the process of having a student skip or jump a grade.

### **4.0 ADMINISTRATIVE PROCEDURE**

In every case where retention is being considered, the primary concern must be the best interests of the pupil (emotional, social and academic).

#### 4.1 PROMOTION PROCEDURE

The section of the Education Act referenced above states that, subject to the approval of the superintendent for the school, one of the duties of principals is to “promote students” and to issue a statement to that effect.

##### 4.1.1 For Learners without an Individual Education Plan:

- a) All learners who have achieved the grade level expectations will be promoted.
- b) In a situation where a learner is not achieving or significantly exceeding the grade level expectations the following steps are to be followed in consultation with parents:
  - i) The classroom teacher must make necessary program accommodations (e.g. reducing workload, more time for learning and completion of activities, access to assistive technology for reading and writing tasks, compacting, and independent study).
  - ii) An adequate period of time is to be provided for the program accommodations to take effect. If the accommodations are effective, in consultation with the Principal, an Individual Education Plan should be developed to document the accommodations.
  - iii) If the accommodations do not enable the learner to achieve success, the teacher in collaboration with the School Based problem solving team, must investigate program modifications.
  - iv) Parents must be informed that the accommodations are not sufficient in assisting the student to meet their learning needs. It must be made clear to the parents the subject(s) that are affected. The parents must also be informed that the teacher will modify the appropriate subject(s) expectations to enable the student to demonstrate success.
  - v) For students performing below grade level, the classroom teacher will reduce the number and/or complexity of the grade level expectations. For students performing above grade level expectations, the teacher will increase the complexity of the expectations. If the modifications are successful the teacher will update the Individual Education Plan.

- vi) If the program modifications are unsuccessful, the teacher in collaboration with the School Based Problem Solving Team may recommend further modifications and a review of the Individual Education Plan. The student may be brought forward for consultation with the System Problem Solving Team.

4.1.2 For Learners with an Individual Education Plan:

- a) Students requiring ongoing accommodations and/or program modifications have an IEP. If the student is not successfully demonstrating achievement of the expectations as outlined in their IEP, the expectations may need to be changed (i.e. altering the strategies and resources used in instruction, breaking expectations down into smaller steps).
- b) If the learning expectations outlined in the IEP are appropriate for the student's instructional level, the promotion status of "progressing well" or "progressing very well" and their grades or percentages should reflect this success.

4.1.3 For English Language Learners:

- a) English Language Learners (ELL's) should be placed in the grade that is appropriate for their age.
- b) English Language Learners will require varying lengths of time and levels of support in SEL/ELD programs to acquire the English language skills necessary for integration into the mainstream program. Ongoing monitoring of student progress and a flexible approach are needed to ensure that students' ESL/ELD programs continue to be appropriate for them.

4.2 RETENTION PROCEDURE

- 4.2.1 In every case where retention is being considered, the primary concern must be the best interests of the pupil (emotional, social and academic).
- 4.2.2 Retention shall be considered only after all other options have been pursued. If retention is being considered parents must be fully informed and involved over a reasonable period of time (e.g. by the end of the first reporting period in January or within three months of the student arriving at the school). Having parents' support for the retention of a pupil is a key to the success of students.
- 4.2.3 Students should be retained no more than once in elementary school.

#### 4.3 ACCELERATION PROCEDURE

- 4.3.1 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.
- 4.3.2 In all cases where consideration is being given to acceleration, the parent must play a major role by supporting the program.
- 4.3.3 Where appropriate, students in Grade 8 may take a credit at the Grade 9 level subject to the regulations in OSS, Grades 9-12. Principals need to reference this document when dealing with these requests.

#### 4.4 PROMOTION/RETENTION GRADE 8 TO 9 PROCEDURE

- 4.4.1 Students who have successfully completed the Grade 8 expectations will be promoted from elementary school and admitted to a secondary school.
- 4.4.2 For those students with an IEP who are working on modified Grade 8 expectations, planning decisions will be made at the Grade 8 transition meeting or IPRC annual review (if the student was IPRC'd in our board). The students will be placed in an appropriate secondary school program. This will be a consultative process involving members from the elementary school, secondary school, the student and their parents.

#### 4.5 GENERAL

- 4.5.1 All documentation concerning the retention or acceleration must be filed in the OSR.
- 4.5.2 Students entering the system from schools outside Ontario, private schools and home schooling programs will enter the grade corresponding to their age. If deemed appropriate, the retention or acceleration process will be initiated after a reasonable period of observation and assessment of the student's achievement has taken place (e.g. six months).
- 4.5.3 If a consensus about retention or acceleration of a pupil cannot be reached between the principal, school staff and the parents, a final decision will be sought in consultation with the appropriate school superintendent.