Appendix B
To the Report

TCDSB Operational Procedures: Age-Appropriate Placement – Curriculum and Program Supports

TCDSB Special Services Department

1.0 Purpose

1.1 The Toronto Catholic District School Board (TCDSB) is committed to the learning of all students and provides a range of differentiated placements, programs, and interventions to support student success. While the TCDSB adopts the Ministry of Education mandate of placing students in age-appropriate settings (*Ontario Schools, K-12, p.52*), it also commits to providing individualized accommodations to students with abilities/disabilities in order to enable them to have meaningful access to education services. These operational procedures shall be interpreted in accordance with applicable legislation, including the Ontario *Human Rights Code*, the *Education Act* and its attendant Ontario Regulation 181/98. To the extent that these operational procedures or its accompanying policy - *Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports* - conflict with applicable legislation, the legislation shall prevail.

1.2 These operational procedures identify curriculum and programming considerations that address individualized learning needs. They provide information also regarding the steps to be taken in response to parental requests for the placement of their child in settings that are not age-appropriate.

1.3 These procedures and the attendant policy - *Policy S.P. 03 Age-Appropriate Placement: Curriculum and Program Supports* will be posted on the TCDSB website in order to inform the TCDSB community about considerations for age-appropriate curriculum and programming supports.

1.4 The following are important considerations for the parent who may apply to the TCDSB to have a student grade-level accelerated or retained:

a) The TCDSB utilizes a variety of placements, differentiated instruction, and evidence-based interventions and strategies to provide meaningful access to education for students who have ability- or disability-related needs that impact their learning;

b) Any determination of whether grade-level acceleration or retention is an appropriate accommodation for a student while receiving education services is a decision of the TCDSB; and

c) Notwithstanding any provision in *Policy S.P.03 Age-Appropriate Placement: Curriculum and Program Supports*, and these Operational

Procedures, the Board will consider each request for a student's grade-level acceleration or retention on a case-by-case basis (and will comply with its duty to accommodate under the *Education Act* and *Human Rights Code*).

2.0 Background

The Board upholds its current practice of endorsing an age-appropriate, grade-level placement for students. In this context, the appropriate accommodations would continue to be engaged for a variety of types of learner, whether it is one seeking enrichment, accommodations to meet curriculum expectations, or to meet alternative expectations outlined in the Individual Education Plan (IEP). This new policy will formalize the process for consideration of acceleration or retention of a student.

In the event that a parent requests consideration for grade-level acceleration or retention, a number of considerations need to be discussed with the Parent and other key stakeholders, and a decision is made in the best interests of the individual child. In most cases, a student's learning needs can be met within the age-appropriate, mainstream classroom. Accommodations to the mainstream (non-Special Education) classroom can include: enrichment activities, special peer groupings, or individualized attention.

3.0 Three Effective Approaches to Classroom Instruction

(Learning for All, 2013, p.12-14)

Instruction that both responds to the characteristics of a diverse group of students and that is precisely tailored to the unique strengths and needs of each student can be achieved using the principles and guidelines associated with three instructional approaches:

a. Universal Design for Learning (UDL),
b. Differentiated Instruction (DI), and
c. Tiered approach to prevention and intervention.

Used in combination, UDL and DI enable educators to respond effectively to the strengths and needs of all students.

The two approaches overlap, sharing certain goals and strategies, such as providing a range of instructional strategies, resources, learning tasks, and assessment tools in order to meet the different strengths, needs, levels of readiness, and learning styles or preferences of the students in a class.

3.1 Universal Design for Learning (UDL)

Universality, Equity, Flexibility, and Inclusiveness are four principles for establishing effective UDL classrooms. Incorporating the principles of *universality* and *equity*, UDL is intended to ensure that teaching is tailored to draw on the strengths and meet the needs of *all* students.

The "universal" in UDL does not imply that there is one optimal solution for everyone; rather, it reflects awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit individual learners and maximize their ability to progress (Rose & Meyer, 2002). This means planning learning opportunities that will extend the learning of all students, whatever their level of achievement, and help each one reach his/her potential.

Incorporating the principles of *flexibility* and *inclusiveness*, the planning of teaching and the time teachers allocate to students' activities must be sufficiently flexible to provide real learning experiences for all students, regardless of their performance level. Students are accommodated through:

a. a variety of teaching strategies and pedagogical materials that are relevant, engaging, and responsive to their learning needs; that make use of all the senses; and that vary in form, level of difficulty, and manner of presentation;
b. a variety of technological media and tools;
c. different types of assessment strategies, involving a range of media, formats, and response options (Note: During assessments, students have access to the same supports that they have during instruction unless those supports undermine the purpose of the assessment.); and
d. various ways of using space.

3.2 Common Classroom Strategies

Common classroom strategies support the principles of DI and UDL The best way to engage students is by offering them choice (*Karen Hume, 2008*). By providing Differentiated Instruction options, this can be made possible. Some

key essentials of differentiated instruction are the following (*Ontario Ministry of Education Differentiated Instruction (DI) Brochure, October 2008*):

i) Teachers having knowledge of students' readiness to work with concepts, their interests, and their learning preferences, and seeing all preferences as equally valid;

ii) Teachers using a repertoire of instructional and assessment strategies to meet the needs of different learners;

iii) Ensuring that all differentiated instruction activities are equally engaging and respectful and take approximately the same amount of time;

iv) Unless students are on an IEP, all differentiated instruction is based on the same curriculum expectations and all students have opportunities to achieve the same high standards of performance;

v) Students are assessed before, during, and after their learning. Assessments inform next steps for both teacher and student;

vi) Even if students have choices in the ways that they demonstrate their learning, teachers are able to use a common assessment tool (e.g., a rubric) so that all student work is judged against the same assessment criteria; and

vii) A defining characteristic of a differentiated classroom is flexibility. Students work in short-term, flexible learning groups and educators are flexible in creating and altering instructional plans in response to learners.

Differentiated Instruction is an approach to instruction designed to maximize growth by considering the needs of each student at his or her current stage of development and offering that student a learning experience that responds to his or her individual needs. It recognizes that equity of opportunity is not achieved through equal treatment and takes into account factors such as the student's readiness, interest, and learning preferences. (*Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools, Kindergarten to Grade 12, 2010, p.146*)

Furthermore, differentiating instruction based on student readiness involves knowing where particular students are on the learning continuum, then planning program features and instructional strategies, resources, and supports to meet them where they are and move them along the continuum. Some students may require remediation or modified expectations; others may need extensions or opportunities for independent study. (*Learning for All, 2013, p.18*)

Differentiated Instruction includes:

- Providing alternative instructional and assessment activities;
- Challenging students at an appropriate level;
- Using a variety of groupings to meet student needs.

Differentiated Instruction does not include:

- Doing something different for every student in the class;
- Disorderly or undisciplined student activity;
- Using groupings that never change or isolating struggling students within the class;
- Never engaging in whole-class activities with all students participating in the same endeavour.

Differentiation of Content, Process, and Product: A Checklist to Guide Classroom Practice (Adapted from *Differentiated Instruction Educator's Guide: Getting to the core of teaching and learning, Ontario Ministry of Education, 2007,* in *Learning for All, 2013, pp.20-21)*

Differentiate Content

- ✓ Vary content (e.g., provide content at different levels of difficulty; enable students to extend knowledge and skills) to suit student readiness, interests, motivational needs, and learning styles.
- ✓ Unpack the big ideas of the curriculum to create achievable learning goals.
- ✓ Introduce new learning and pose open questions as appropriate to the student's **z**one of **p**roximal **d**evelopment (ZPD).

Differentiate Process

- ✓ Use various assessment strategies to match students' strengths, learning style preferences, interests, and readiness.

- ✓ Use various types of learning activities and various grouping strategies to draw on students' strengths and provide support in areas that need improvement.
- ✓ Use a variety of instructional and management strategies that engage all modalities.
- ✓ Provide students with opportunities to choose from an array of activities and projects that involve differentiated processes.
- ✓ Monitor students' responses to the differentiated strategies used, and assess their progress on a regular basis.
- ✓ Provide the accommodations and/or modifications that are specified in the IEPs of students who have special education needs.

Differentiate Product

- ✓ Gather achievement data through various assessment tools.
- ✓ Engage students' interest by involving them in various different types of projects and problem-solving activities.
- ✓ Foster students' awareness of their strengths in learning, and their sense of ownership of their learning, by allowing them to choose the products they will create and the formats or modes of presentation they will use.

The Tiered Approach *(Learning for All, 2013, p.24)*

3.3 The tiered approach is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively.

Based on the premise of the *growth mindset* (Carol Dweck, Stanford University), tiered supports incorporate the following incremental supports:
Tier 1: Universal strategies (for all)
Tier 2: Targeted strategies (for some)
Tier 3: Intensive strategies (for few)

Tiered supports can be used to address both academic and social-emotional needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement.

The tiered approach can:

a. Facilitate early identification of both students who may be at risk and those who might be in need of greater support;
b. Ensure appropriate and timely intervention to address these students' needs.

4.0 Understanding Students' Social-Emotional Needs and Abilities

4.1 Prior to giving consideration to grade-level acceleration, every opportunity should be taken to provide students with differentiated learning experiences in the mainstream classroom and to engage all available Special Education programming supports such as the Intensive Support Program (ISP) learning environment.

4.2 Considerations must be given to all aspects of academic achievement as well as social emotional development

4.3 There are some situations where great caution must be exercised in considering a request for advanced placement. Very young children have unique learning needs that must be addressed in a manner that acknowledges their need to be nurtured and respects their developmental level. Accelerated academic learning in early childhood may force the child to rely on lower level processes such as memorization instead of developing higher level cognitive strategies.

4.4 Learning opportunities presented at age three through five play a significant role in forming a foundation for learning that builds on confidence and curiosity. Students who may eventually be identified as Gifted might be at a significant disadvantage if they are accelerated.

4.5 When programming for gifted students is offered on a withdrawal basis, a child who has been accelerated will be evaluated and admitted to the program based on age norms. However, the placement will be with other gifted students who are one year older. In this setting, the accelerated child will be comparing his/her reasoning abilities and products to those of older gifted students.

5.0 Considerations for Acceleration

5.1 There are competency-based and age-based programming acceleration options for gifted and talented learners. "Education programs and curricula can be differentiated in a variety of ways to provide Canada's most capable learners with opportunities to progress at a developmentally appropriate pace, to offer them opportunities to learn 'what they don't already know.' (Stanley, 2000, p. 216)."[i]

5.2 Educators should consider engaging some form of acceleration when the three following considerations hold true:

a) In all aspects of the provincial report card (numeric grade, learning skills, and anecdotal comments), a student consistently demonstrates levels of achievement that are significantly beyond his/her grade-level peers.

b) Achievement assessed includes assignments done independently at home as well as those completed in the classroom.

c) Social and emotional development is appropriate for the proposed grade level, and self-esteem is well developed.

5.3 Successful acceleration depends on comprehensive assessment, thoughtful decision-making involving all stakeholders, and flexible implementation that is carefully monitored. In these circumstances, educational acceleration appears to promote social development, reduces boredom, and enhances academic achievement and attitudes toward school. [ii]

5.4 **Categories and forms curriculum delivery, enrichment, and acceleration** include the following which are either content-based or grade-based:

a) <u>Content-based:</u>

(i) Advanced Placement,
(ii) concurrent enrolment,
(iii) e-learning courses,
(iv) credit by examination,
(v) curriculum compacting,
(vi) co-curricular programs,
(vii) International Baccalaureate (IB) programs,

(viii) mentoring,
(ix) single-subject or subject-matter acceleration, and
(xi) dual credit.

b) Grade-based:

(i) Combined classes,
(ii) continuous progress,
(iii) early admission to Kindergarten or Grade1,
(iv) early entrance to high school or post-secondary education,
(v) early graduation from secondary school,
(vi) grade-skipping (whole grade acceleration),
(vii) self-paced instruction,
(viii) telescoping curriculum.

(See **Appendix 1** for a more detailed explanation of the above.**)**

5.5 Key questions to consider in order to determine if a student will benefit from grade-level acceleration according to the Ontario Psychological Association are the following:

i) Is there assessment evidence that the child able to master material at a rapid pace relative to age-mates?

ii) Is there assessment evidence that the child understands concepts at a deeper level than classmates?

iii) Does the child demonstrate the emotional maturity to handle the demands of an advanced grade?

iv) Does the child demonstrate the social skills required to handle the demands of an advanced grade?

v) Are the parent, child, and teachers in agreement with an advanced grade placement?

It should be noted that only with a positive response to *all* of these questions should the child be considered for grade-level acceleration.

5.6 **Characteristics of Giftedness**[iii] are recognized by educators and outlined in the four categories below. However, it should be noted that no student is outstanding in all characteristics. The following list of characteristics is neither prescriptive or exhaustive:

Learning Characteristics

- Has unusually advanced vocabulary for age or grade level
- Has quick mastery and recall of factual information
- Reads a great deal on his or her own; usually prefers adult-level books; does not avoid difficult materials
- Reasons things out for him- or herself

Motivational Characteristics

- Becomes easily absorbed with and truly involved in certain topics or problems
- Is easily bored with routine tasks
- Needs little external motivation to follow through in work that initially excited him or her
- Strives toward perfection; is self-critical; is not easily satisfied with his or her own speed and products
- Prefers to work independently; requires little direction from teachers
- Stubborn in his or her beliefs
- Concerned with right and wrong, good and bad

Creativity Characteristics

- Constantly asking questions about anything and everything
- Often offers unusual, unique or clever responses
- Is uninhibited in expressions of opinion
- Is a high-risk taker; is adventurous and speculative
- Displays a keen sense of humor
- Shows emotional sensitivity
- Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different
- Is unwilling to accept authoritarian pronouncements without critical examination

Leadership Characteristics

- Carries responsibility well
- Is self-confident with children his or her own age as well as adults

- Can express him- or herself well
- Adapts readily to new situations
- Generally directs the activity in which he or she is involved

5.7 Reach Ahead Opportunities for Elementary School Students: In certain circumstances, consideration may be given for reach-ahead opportunities for Grade 8 students seeking enrichment.

"Under exceptional circumstances, an individual student in Gr. 8, with parental consent, may be given permission by the principal of a secondary school to 'reach ahead' to take secondary school courses, either during the school year or in the summer prior to entering Gr. 9. The principal of the elementary school and the principal of the secondary school will decide, on a case-by-case basis, whether 'reaching ahead' to take a secondary school course is in the best interests of the student. The principal of the secondary school will assume responsibility for evaluating the student's achievement and for granting and recording the credit." (Ontario Schools, Kindergarten to Grade 12, p.32, 2.5.2.1)

5.8 Individual Education Plan (IEP) Accommodations and Modifications: An IEP will be prepared for all students with an identification of Giftedness. The Principal of the home school will ensure that an IEP is completed within 30 school days after placement in the program or start of a new school year/semester. A review of the identification and placement will be determined annually.

5.9 Academic and Psycho-educational Assessments: Students with psychological assessments must meet TCDSB criteria for an identification of Giftedness. The assessment must include a measure of intellectual ability that is accepted by TCDSB.

5.10 Identification and Placement in a (Gifted) Special Education Program:
Step 1: The Otis-Lennon School Ability Test (OLSAT8) is administered to **all grade 4 students** as well as to students who are nominated in higher grades have not previously completed the OLSAT8 test.

Step 2: Successful candidates who meet the TCDSB criteria will be referred to an Identification, Placement and Review Committee (IPRC) for possible identification as an Exceptional student with Giftedness and

placement in the Gifted Program. Parents are invited to attend this meeting and will obtain information as to the location of the program.

Gifted Programs: Elementary Gifted Intensive Support Programs (ISPs) take the form of *Withdrawal* or *Congregated* Settings in the TCDSB.

Program Foci:

- ✓ To broaden the development of the intellectual, emotional, social, cultural, moral and spiritual potential of students
- ✓ To develop further creative thinking, collaboration, communication, critical thinking, problem solving, research, organizational and independence skills
- ✓ To provide students with opportunities to explore multiple perspectives, novel ideas, and to probe topics more deeply
- ✓ To engage students in independent and leadership learning opportunities
- ✓ To provide students with the opportunity to collaborate with like-minded peers

Is Grade-Level Acceleration an Appropriate Response?

5.11 If a student is considered for acceleration, it would be only after all above options, included Gifted Intensive Support programming, have been considered, and it is deemed to be an essential response to promote a student's continued academic, social, and emotional growth.

In order to consider the grade-level acceleration of a student, it is recommended that the student have been placed in a TCDSB school for a minimum of one full school (reporting) year.

6.0 Considerations for Promotion (Grade 8 to Grade 9)

(Ontario Schools K-12 Policy and Program Requirements, 2016, p.31)

6.1 Students without an IEP who have successfully completed the Grade 8 curriculum expectations will be promoted from elementary school and placed in a secondary school.

6.2 Students with an Individual Education Plan (IEP):

1. All students who have achieved the grade-level expectations will be promoted.

    a) students who require program accommodations and/or modifications will have an IEP. If a student is not successfully demonstrating achievement of goals/expectations outlined in his/her IEP, the goals/expectations might need to be updated.

    b) students with an IEP should not be considered to be at risk of promotion. If the learning expectations outlined in the IEP are appropriate for the student's level of instruction, the provincial report card promotion status should indicate that the student is "*progressing well towards promotion."*

    c) Kindergarten students should not be considered for retention given their age and early educational development. Alternatively, kindergarten students with Special Education needs should be given every opportunity to advance with their peers in order to support their academic achievement and social-emotional development.

2. Students with an IEP who are working on modified Gr. 8 expectations will be reviewed at the Gr. 8 Transition planning meeting and/or the IPRC Annual Review meeting (as appropriate). In consultation with the appropriate school-based and board-level staff and parent, a decision will be made regarding placement into an appropriate secondary school program.

6.3 English Language Learners (ELLs)
(Ontario Schools K-12 Policy and Program Requirements, 2016, p.35-36)

English Language Learners should be placed in an age-appropriate grade-level rather than a lower grade based on their level of language acquisition and/or academic functioning.

ELLs will require variable lengths of time and levels of support in ESL/ELD programs to acquire the English language skills necessary for integration into non-ESL/ELD programs.

Ongoing monitoring and assessment of student progress and a flexible approach are needed in order to ensure that ESL/ELD programming and/or monitoring continue to be appropriate for them.

7.0 Considerations for Retention

Is Grade-Level Retention an Appropriate Response?

7.1 If a student is considered for grade-level retention, it would be only after all programming options, including Intensive Support Programs (ISP), have been considered, and it is deemed to be an essential response to enhance a student's continued academic, social, and emotional growth.

In order to consider the grade-level retention of a student, it is recommended that the student have been placed in a TCDSB school for a minimum of one full school (reporting) year.

8.0 Roles and Responsibilities

1. Principal:

- ✓ Is responsible for the management of the school premises, curriculum leadership of staff providing educational programs, and the safety and well-being of all staff/students;
- ✓ Is responsible for the promotion, transfer, acceleration, or retention of students;
- ✓ Co-ordinates the Case Conference or SBSLT process with all school and/or board-level staff, parent, and student (as appropriate);
- ✓ Provides professional learning opportunities for all school staff regarding the abilities and needs of the spectrum of learners within the school community.

2. Superintendent:
   - ✓ Reviews with the principal any parental requests received for grade-level acceleration or retention;
   - ✓ Collaborates with the principal and/or parent regarding unresolved recommendations for grade-level placement for the following school year;
   - ✓ In consultation with the Superintendent of Special Services, collects and maintains yearly data pertaining to parent requests for student grade-level acceleration/retention, and students who have been accelerated or retained.

3. Classroom Teacher:
   - ✓ Engages UDL and DI instructional approaches that engage high-yield strategies, and promote inquiry-based learning and student engagement in the age-appropriate grade-level;
   - ✓ Engages students in a collaborative teaching-learning process;
   - ✓ Creates learning profiles for their class(es) as well as individual student profiles in order to identify a baseline of student achievement and to identify any students at risk or otherwise in need of increased challenges. (See *Learning for All, 2013, p. 39 – Process for Developing a Class Profile; and p. 48 – Process for Developing an Individual Student Profile*.);
   - ✓ Consults with parents on an ongoing basis;
   - ✓ Engages the Tiered Approach to the identification of and intervention for academic and social-emotional needs, informing the principal about any academic and/or social-emotional developmental concerns; and
   - ✓ Consults with the school team as needed regarding student achievement.

4. Special Education Teacher
   - ✓ Creates in a timely manner an IEP as required for students who have been identified as exceptional by an IPRC;
   - ✓ May create an IEP for students not identified as exceptional by an IPRC but who might have Special Education needs;
   - ✓ Monitors the implementation and update of IEPs for students with Special Education needs and;
   - ✓ Advocates for students with special education needs.

5. Guidance Teacher
   - ✓ Assists students with course selections (secondary) and pathways planning (elementary/secondary);
   - ✓ Advocates for all students, but in particular students not otherwise supported by Special Education or English as a Second Language (ESL) resource teachers.

6. Student:
   - ✓ Accepts his/her responsibility for engaging with all aspects of the curriculum including active participation with in-class teaching/learning as well as independent completion of homework and assignments.
   - ✓ Seeks assistance (as developmentally appropriate) when requiring remediation and/or deeper learning opportunities; and
   - ✓ Actively participates in all aspects of pathways planning.

7. Parent:
   - ✓ Works closely with their child/ren to promote their own interest and engagement with subjects being studied, and helps them self-advocate for their learning needs;
   - ✓ Consults with teachers/administrators regarding their child's achievement; and
   - ✓ Engages in the consultation process for the purpose of considering and implementing, if appropriate, their request for grade-level acceleration or retention.

Receiving an Request for Grade-level Acceleration or Retention

8.1 On receipt of a parental request for grade-level acceleration or grade-level retention, the school principal shall proceed with the following steps:

a) Request any additional information or clarification that is necessary to assess the request for these forms of accommodation.

b) Inform and consult with the Superintendent of Schools and Superintendent of Special Services about the request.

c) Organize a review of the request by the Case Conference Team or School Based Support Learning Team (SBSLT), as appropriate. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe. A meeting with the Case Conference Team or SBSLT can include the parent along with the appropriate school/board interdisciplinary team members that may include: principal, Assessment and Programming Teacher (APT)/Programming and Assessment Teacher (PAT), current teacher(s) of the student, Psychology and/or Social Work and/or Speech-Language Pathologist;

d) Consider the request on an individual basis giving consideration to all relevant factors;

e) Communicate the Board's determination with respect to the request for grade-level acceleration or grade-level retention to the parent in writing.

8.2 Each request for grade-level acceleration or grade-level retention will be addressed on an individual basis giving consideration to all relevant factors, including but not limited to:

a) the individual learning strengths and needs of the student, the student's IEP goals, safety plan, behaviour plan and/or student's medical Plan of Care (if any);

b) supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments, or other relevant supporting documents;

c) evidence of how grade-level acceleration or retention might provide accommodation for a demonstrated ability/disability-related learning need;

d) the impact of the accommodation on the student's dignity, integration, and independence;

e) other accommodations available and whether one or more alternative accommodations can meet the needs of the student; and

f) approval for grade-level acceleration or retention shall not occur more than once during elementary school.

8.3 The process of accommodation shall respect the student's right to privacy.

8.4 The school principal shall be responsible for communication with the parent with respect to the accommodation process, and where approved, the implementation and management of the accommodation.

8.5 Implementing the Accommodation

Where the request is granted, the school principal, in consultation with the Case Conference Team or SBSLT, will do the following:

a) consider any necessary change in routine and procedures, as well as any programming changes that might be required;

b) forward the following letters as appropriate:
   i) Decision Letter Approving Grade-Level Acceleration/Retention, or
   ii) Decision Letter Declining Grade-Level Acceleration/Retention.

c) make changes to the student's IEP goals to document the type of support the accommodation will provide for the student;
   - the accommodation may be provided on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.

8.6 TCDSB will make best efforts to implement the accommodation within a reasonable timeframe.

8.7 Continuous Assessment

A review of the effectiveness of the grade-level retention or acceleration in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP and as otherwise deemed necessary by the Principal.

8.8 Approval may be revoked at any time by the principal if:

a) there are any concerns about academic performance or social-emotional well-being of the student;

b) there has been a change to the student's circumstances or ability/disability-related needs, which had supported the original approval; and

c) the TCDSB in its discretion determines that the accommodation is not effective for the student's demonstrated ability/disability-related learning needs.

8.9 In all cases, however, the TCDSB will comply with its duty to accommodate under the *Education Act* and the *Human Rights Code.*

9.0 Records

9.1 A copy of the decision approving or declining the accommodation request, as well as any other relevant documents supporting the accommodation, shall be retained in the student's Ontario Student Record (OSR).

9.2 The TCDSB shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Efforts should be made to limit the personal information to only that which is necessary.

9.3 The TCDSB will collect the following information regarding the implementation of the policy and procedure pertaining to grade-level acceleration and retention:

a. Total number of requests for students to be grade-level accelerated or retained;

   i. Whether requests are for elementary or secondary school students;
   ii. The student's grade; and

b. The number of requests approved and denied;

   i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum.

10.0 Attachments:

Appendix 1: Categories and Forms of Acceleration

Endnotes

[i] Kanevski, Lannie, *A Survey of Educational Acceleration Practices in Canada*, *in* Canadian Journal of Education, 34, 3 (2011), p.155.

[ii] Kanevsky, p.157

[iii] Adapted from: http://www.us.mensa.org/learn/gifted-youth/insights-into-gifted-youth/gifted-characteristics/