

RICHFIELD PUBLIC SCHOOLS

ADMINISTRATIVE GUIDELINES

PROMOTION, RETENTION AND ACCELERATION

The administrative guidelines below provide direction regarding promotion, retention, and acceleration in Richfield Public Schools and are consistent with Board Policy 524.

**I. DEFINITIONS**

A. Promotion

Promotion is the system of students moving from grade level to the next grade level in school.

B. Retention

Retention is the practice of repeating an academic year of school.

C. Acceleration

Acceleration is the practice of moving students through traditional curriculum at a rate faster than is typical. Acceleration can include single subject acceleration (e.g. learning fifth grade math as a fourth grader), grade skipping (e.g. going from first to third grade), early entrance to kindergarten, compacted curriculum or classes (e.g. learning all sixth grade math standards and half of seventh grade math standards in a single year), or college-credit bearing courses at high school (e.g. College in the Schools, Advanced Placement).

D. Twice-exceptional

The term “twice-exceptional”, also referred to as 2E is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement, and who also give evidence of one or more disabilities as defined by federal or state eligibility criteria (National Association of Gifted Children [NAGC]).

E. Enrichment

Enrichment consists of activities that add to, deepen, or go beyond the existing curriculum (National Association of Gifted Children [NAGC]).

F. Intervention

An intervention is a specific and intentional educational opportunity which provides students with the support they need to acquire a certain skill needed to be successful at grade level.

47 **II. GUIDELINES**

48  
49 The Board of Education expects all students to achieve at acceptable  
50 levels of proficiency, thereby being promoted to the next grade level at  
51 the completion of each school year. Parental assistance, enrichment  
52 and intervention programs, counseling and other appropriate services  
53 shall be coordinated and utilized to the greatest extent possible to help  
54 students succeed in school. There can be exceptions to annual grade  
55 level promotion, when these exceptions are in the best educational  
56 interest of the student. Parents/guardians, and teachers should initiate  
57 the process for student promotion, retention, or acceleration.

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59 A student's readiness for promotion, retention, or-acceleration must be  
60 considered.

61  
62 A. Promotion

63 Students who achieve at levels deemed acceptable by local and  
64 state standards shall be promoted to the next level at the  
65 completion of each school year.

66  
67 B. Retention

68 Retention of a student is not supported by research in most cases  
69 and is rarely recommended. Retention of a student will only be  
70 considered in extreme instances when school and district  
71 professionals, in close collaboration with parents, utilizing multiple  
72 data points to determine it is in the best social, emotional, and  
73 academic interest of the student; further, it must be determined that  
74 the student is likely, if retained, to achieve and maintain academic  
75 and/or social proficiencies at grade level or above throughout their  
76 schooling. Physical development and health, maturity, emotional  
77 factors, birthdate, and family situation (such as sibling grade level)  
78 shall be considered along with academic achievement. The  
79 superintendent shall make the final determination, and that decision  
80 will be deemed final.

81  
82 C. Acceleration

83 The school district will implement guidelines for assessing and  
84 identifying students for participation in talent development  
85 programs, advanced academics, and acceleration. The guidelines  
86 will utilize the use of:

- 87  
88 i. Multiple objective criteria;  
89 ii. Assessments and procedures that are valid, reliable, fair,  
90 based on current theory and research. Procedures will  
91 be sensitive to under-represented groups of students,  
92 including, but not limited to, students of color, English

93 learners, twice-exceptional students, and students of  
94 limited economic means.

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96 iii. The school district will implement procedures for  
97 academic acceleration of academically advanced  
98 students. The acceleration process is a collaborative  
99 effort between school district staff and family, including  
100 parents/guardians and, when developmentally  
101 appropriate, from the student. The procedures will  
102 include a plan on how the school district will match the  
103 level, complexity, and pace of the curriculum to a student  
104 to achieve the best type of academic acceleration for that  
105 student. These procedures include, but are not limited  
106 to:

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108 iv. Differentiation in the student's core or grade level class

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110 v. Subject or course acceleration

111 If full subject acceleration is implemented through a  
112 sequential content area, a plan must be created that  
113 accommodates the potential for continued sequential  
114 implementation beyond the year that the subject  
115 acceleration is instituted. Teachers and families will work  
116 with the building administrator and the Superintendent or  
117 Designee to create a plan that is beneficial for the  
118 student.

119  
120 vi. Full grade level acceleration

121 The school district recognizes that, in rare cases, some  
122 students demonstrate the great need for grade level  
123 acceleration. Grade level acceleration may be considered  
124 for students who exhibit superior levels of aptitude and  
125 have demonstrated high levels of competency in multiple  
126 academic areas. In these cases, full grade level  
127 acceleration may be considered. Teachers and families  
128 will work with the building administrator and the  
129 Superintendent or Designee to create a plan that is  
130 beneficial for the student.

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134 Dated: April 7, 1997

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136 Revised: November 18, 2019

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