

Faribault Public Schools  
Faribault, MN

Student Personnel  
Series 500

**Student Promotion, Retention, and Program Design**  
Policy No. 513

**I. PURPOSE**

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

**II. GENERAL STATEMENT OF POLICY**

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

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

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.

2. The school district will adopt guidelines for assessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of:
  - a. multiple objective criteria; and
  - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
  
3. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
  - a. assess a student's readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
  
4. The school district will adopt procedures which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities. The procedures must be sensitive to under-represented groups.

*Date of Adoption:* 6-22-20

***Legal References:*** Minn. Stat. § 120B.15 (Gifted and Talented Program)  
 Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

***Cross References:*** MSBA/MASA Model Policy 613 (Graduation Requirements)  
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
 MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
 MSBA/MASA Model Policy 620 (Credit for Learning)

## Advanced Learning Support/Gifted Services

2019-2020

### What is Advanced Learning Support?

Advanced learning support is intended to provide eligible students in grades 3-5 with an opportunity to engage in higher level thinking environments outside of their regular classrooms.

In grade 3, students are pulled into small groups twice per week to focus on critical and creative thinking and/or specific content area activities. In grades 4 and 5, students focus on their areas of strength (verbal or quantitative) and expand and extend their learning.



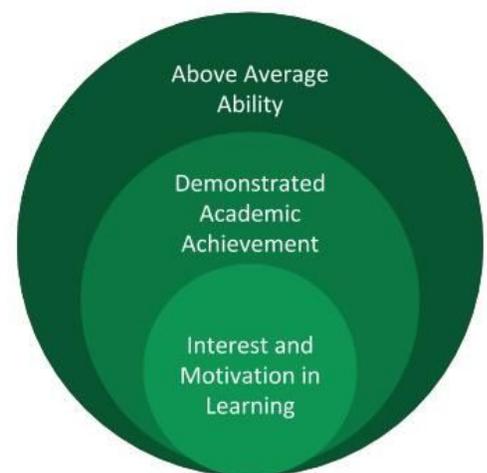
### How is eligibility determined?

**Students who have demonstrated academic achievement and/or, show above average abilities and/or, have an intrinsic interest and motivation in learning are eligible to participate in Advanced Learning Support services.**

During second grade, students were introduced to various critical and creative thinking activities provided by the gifted services teacher. Informal observations were done by both the classroom teacher and gifted services teacher during this time. Students who were actively engaged and demonstrated critical and creative thinking skills throughout the school year were noted.

The Faribault schools use several measures to determine academic achievement, including standardized testing in reading and math as well as subjective classroom assessments. Standardized testing information is collected for each third grade student and those who score consistently at or above the 70th percentile over time are noted.

In September and October, every third grade student was universally screened with the Cognitive Abilities Test (CogAT) Screening Form. Students who scored high on the overall test or scored high on an individual subtest were further assessed with the CogAT Post Screener. Students who scored above the 75th percentile are noted.



### What is the difference between *abilities* and *achievement*?

Students are evaluated frequently throughout school to determine how/what they've **achieved**. Teachers assign work and give tests to see how well students have learned content. Traditional, standardized tests measure student "achievement" towards grade level standards. These tests try to determine what a student knows. **Ability** tests are different. While some general knowledge is expected, ability tests show what students are capable of doing. They measure how well a student can use reasoning skills and apply their knowledge in new situations. Ability testing examines potential learning rather than school-based learning.