

599 STUDENT ACCELERATION POLICY

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding expectations for whole-grade acceleration.

II. GENERAL STATEMENT OF POLICY

The mission of Fridley Public Schools is to guide students in the development of learning skills to help them reach their full potential. To accomplish this academic aim, Fridley Schools strives to meet students' needs by developing exemplary educational programs. Given that each student is an individual comprised of unique strengths, abilities and potential, it is the goal of Fridley Public Schools to provide a range of opportunities appropriate for all students, including those with exceptional abilities. Therefore, the differentiation of instruction is a critical element of all instructional offerings in the Fridley Public Schools and it is the foundation of programming for exceptional learners. There are a variety of options available to exceptional learners including, but not limited to whole-grade acceleration.

III. DEFINITIONS

- A. "Whole-grade Acceleration" refers to the placement of a student a whole-grade level ahead of his or her peers. This practice is commonly known as "grade skipping."
- B. "Differentiated instruction" refers to the alignment of instructional goals with the individual needs of each learner.
- C. Exceptional learners are often defined as those students performing 2 standard deviations above the norm, those at or above the 98th percentile.

IV. WHOLE-GRADE ACCELERATION REQUIREMENTS

Fridley Public Schools will provide whole-grade acceleration options to exceptional learners that meet the standards set by the district. Students that do not meet the standards for whole-grade acceleration, may be eligible to participate in the other forms of acceleration offered in Fridley.

Students may be considered only if the following can be clearly demonstrated and confirmed.



A World-Class Community of Learners

Fridley Public Schools is committed to creating a welcoming, respectful environment that provides an equitable and inclusive education for each student, staff and community member by ensuring that opportunities, access, and resources are aligned to support the growth and academic achievement of each student.

- A. Academic achievement in all areas of the curriculum
- B. Intellectual ability
- C. Social and emotional maturity
- D. Persistence and motivation
- E. Acceleration is determined to be in the best interest of the student

V. DIRECTIVES AND GUIDELINES

The superintendent shall develop guidelines which articulate the processes and procedures for implementing whole-grade acceleration within the elementary, middle, and high schools. These guidelines should define the application, data collection, decision-making, notification and record-keeping processes. Procedures should include a means of monitoring and supporting accelerated students.

Legal References:

Minn. Stat. § 120B.15 (Gifted and Talented Students Programs)

School Board Action:

Adopted as Policy 599 May 20, 2008

Revised February 16, 2016

Revised January 18, 2022