

Faribault Public Schools

Faribault, MN

Student Personnel
Series 500

Acceleration Policy and Procedures

Policy No. 540

I. PURPOSE

The purpose of this policy is to describe the process to be followed for evaluating students for accelerative services through Faribault Public Schools.-Accelerative services include possible accelerated grade placement as well as identifying students for possible early admission or acceleration in one or more specific subject areas.

II. ACCELERATION PROCESS

Step One: Application

Any district student may be recommended by administrator, teacher, psychologist, or parents for accelerated academic learning opportunities. The student should be spoken to about the accelerative options being considered. The student's attitude toward acceleration is very important in the overall success of the process.

Parents/Guardians may request an application from their child's school. Students/Parents will submit the application, letter describing the request, and signed Consent for Evaluation form. The preferred application deadline is April 1 for the following year. The school principal will sign and submit this packet to the district Teaching and Learning department to begin the evaluation.

Step Two: Initial Screening

A member of the Teaching and Learning team will collaborate with the student's school psychologist to review initial screening information including:

1. Demonstrated need for acceleration based on the documentation of differentiated strategies used in the classroom for the student.
2. Scores on grade level nationally recognized standardized tests
3. Traits and observations of the student's academic readiness such as:
 - a. social and emotional maturity

- b. academic readiness and motivation (without parental pressure)
- c. strong independent study skills
- d. an intense interest in the specific academic area
- e. rate of mastery of new concepts in area being considered
- f. past academic grades and record

The student must meet the above criteria successfully to move on in the process.

Step Three: Assessment and Review

If the child does qualify for possible accelerative options from the initial screening, then a team will be scheduled to review the request for acceleration and identify additional assessment procedure(s) necessary. It is recommended that the following people be present at the team meeting: the building administrator, teacher (current and possible receiving in subject area/grade), district Teaching and Learning representative, school psychologist, and other school personnel as deemed necessary.

The team will identify additional assessment procedure(s) necessary to demonstrate fulfillment of the following criteria:

1. Demonstrate off-level standardized testing performance at or above the national 75th percentile as compared to students at least one grade level above the current placement.
2. Student scoring below the 75th percentile will be considered based on additional criteria being met at a high standard.
3. Demonstrate mastery of district materials at least one year ahead of current placement. Materials may include prior knowledge inventory for entering grade, end-of-year test for grade to be skipped, or a final test in a course or subject area.

The IAS (Iowa Acceleration Scale) will be used by the school psychologist and district Teaching and Learning department representative to help determine whether or not the child qualifies for accelerative options. This tool takes into account test scores in ability, academic achievement, school and developmental history, interpersonal skills, and social supports.

Where acceleration is granted, the subject or grade acceleration will be reviewed after a 4-to-6-week trial period.

Step Four: Results and Placement Determination

At the conclusion of the committee review and additional assessment, the team will determine what acceleration option would be most appropriate for the student. Each candidate will be considered on an individual basis. Parents will be invited to a meeting to discuss the results, decision, and collaboratively write the Written Acceleration Plan.

If acceleration is recommended by the Team:

A Written Acceleration Plan (WAP) is completed for the child and copies are distributed to each member of the team. A copy will also be placed in the child's cumulative folder.

1. This plan will include the following information: placement of the student in the accelerated setting, strategies to support a successful transition to the accelerated setting, an appropriate transition period for accelerated placement, and finally details regarding how to support continuous progress through graduation.

Acceleration requires a partnership between the school district and families. Communication between the district, family and educational sites servicing the student is crucial.

Parents/Guardians should be aware that future years might require independent study, dual enrollment options, or out-of-school programming. The parent/guardian is responsible for all transportation programming needs of the student and should take this into account when considering the acceleration options.

If acceleration is not recommended by the Team:

1. If deemed necessary, the Teaching and Learning representative will meet with the teacher to determine academic interventions appropriate to meet the needs of the student.
2. The teacher and/or other members of the review team will monitor the student's progress.
3. Parents may appeal the decision by writing a letter of request for further consideration to the superintendent.

Step Five: Monitoring and Review

Grade acceleration will be on a trial basis. In the case of a grade skip the child will be placed on a four-to-six-week trial period in the receiving grade. The receiving teachers and evaluation team members will continue to monitor the child's success to ensure that the correct placement decision was made.

In the case of subject acceleration, the child will be monitored as written in the Written Acceleration Plan to ensure the appropriate placement decision was made.

Adopted: 12/18/08

Revised: 10/28/2024

Process for Early Entrance

Early entrance to kindergarten is defined as allowing students to enter kindergarten before the age of five. Minnesota State law indicates, “No person shall be admitted to any public school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1st of the calendar year in which the school year for which the pupil seeks admission commences except that any school board may establish a policy for admission of selected pupils at an earlier age.” (Statute 120A.20 Admission to Public School)

The following is an overview of Faribault Public School’s procedures for early entrance to kindergarten.

Please keep in mind that it is best if you contact the principal for Early Entrance before July 15 of the upcoming school year. If you contact the school after July 15, there will be a risk of the student not being able to enter school when school starts.

Part 1: Qualifications for Early Entrance Evaluation

1. The student’s 5th birthday must fall after September 1st and before October 15th.
2. Early entrance is not recommended for a child that would be accelerated to the same grade as an older sibling.
3. A parent/guardian request needs to be made in writing to the principal of the elementary school where the student will attend. Requests will be accepted from May 1 to July 15 prior to the school year of possible enrollment.
4. Once the principal of the elementary school receives a parents’/guardians’ request, they will provide a formal Application and Consent for Evaluation form to the parents/guardians. At least one parent/guardian must submit these signed forms which will initiate the evaluation window.

Part 2: Evaluation Process

Evaluation will take place within 30 days after the signed Acceleration Application and Consent for Evaluation forms are received. The evaluation team will include, at minimum, the school principal, school psychologist, and district Teaching and Learning representative.

1. The parents/guardians are responsible for scheduling an early childhood screening, if not already completed. These results must be submitted to the evaluation team within the evaluation period.
2. The school psychologist will administer the most recent edition of a valid and reliable intelligence test for example, the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) or Kaufman Assessment Battery for Children (KABC).

- a) The cost of this test will be borne by the parent, at a cost of approximately \$200-\$300. Scholarships are available for parents who qualify based on federal standards for free or reduced priced meal guidelines.
 - b) Alternatively, parents/guardians may submit the results of an intelligence test administered by a person licensed and qualified practitioner.
3. The principal will request a parent questionnaire to be completed.
 4. Although attending preschool is not required, it is highly recommended. If the child attends a preschool, a form will be given for the child's preschool teacher to complete.
 5. The Teaching and Learning representative will administer a reading and math screener such as Fastbridge Early Reading and Early Math.

All information needs to be completed and submitted within the 30-day evaluation window. The evaluation team will then meet to review results.

Part 3: Evaluation Results and Determination

1. The evaluation team will make the determination whether or not to endorse early entrance and schedule a results and determination meeting. The evaluation results will be shared during this meeting.
2. If early entrance is recommended, a Written Acceleration Plan will be generated during the results and determination meeting.
3. All early entrance placements are on a trial basis. School personnel will contact parents/guardians to communicate any concerns in a timely manner. Under MN Statute 120A.22 Subd. 5, Subd. 6., parents/guardians may withdraw a student under the age of seven from enrollment at any time.
4. Parents may appeal the decision by writing a letter of request for further consideration to the superintendent.