

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49

RICHFIELD PUBLIC SCHOOLS

**PROMOTION, RETENTION AND ACCELERATION**

**I. PURPOSE**

The purpose of this policy is to provide guidance to professional staff, families and students regarding student promotion, retention, and acceleration.

**II. GENERAL STATEMENT OF POLICY**

Because Richfield Public Schools is dedicated to the best total and continuous development of each student enrolled, the professional staff is expected to place students at the instructional level for which they are best suited academically, socially and emotionally.

**III. 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]).

**IV. PROGRAM DESIGN**

A. Students will normally progress annually from grade to grade through achievement or by working toward meeting the goals set in the student’s individualized education program (IEP). This determination is made through the judgment of the professional staff, and such

1 decisions are made in the best educational interest of the students  
2 involved. Any consideration for retention or acceleration will involve  
3 consultation with the student's parent/guardian and the professional  
4 staff, but the final decision will rest with the superintendent or  
5 designee. The superintendent is directed to establish regulations for  
6 retention or acceleration of students to ensure the required  
7 consultation with parents/guardians and the necessary involvement of  
8 various professional staff members leading to such decisions.  
9

10 B. The District will develop guidelines for assessing and identifying  
11 students for participation in advanced academics, including enrichment  
12 and acceleration programs. The guidelines will include the use of  
13 multiple objective criteria; assessments that are based on current  
14 theory and research; assessments and procedures that are sensitive to  
15 historically under-represented groups including, but not limited to,  
16 students of color, English learners, students of limited economic  
17 means, and twice-exceptional students.  
18

19  
20 ***Legal References:***

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

22 Minn. Stat. § 123B.143, Subd. 1 (Superintendent)  
23

24 ***Cross References:***

25 Board Policy 501: Early Entrance to Kindergarten  
26

27  
28 RATIFIED BY THE BOARD OF EDUCATION: April 7, 1997  
29

30 REVIEWED AND REAFFIRMED BY THE BOARD OF EDUCATION: December  
31 17, 2001; May 1, 2017  
32

33 REVISED BY THE BOARD OF EDUCATION: November 18, 2019; February 3,  
34 2025  
35  
36