



FARMINGTON SCHOOL DISTRICT NO. 192	<i>ISD 192 Policy 1002</i> <i>Orig. 2005</i> <i>Revised: 02-2022</i> <i>Adopted: 1-2014</i>
POLICIES AND REGULATIONS	

ISD 192 SPECIFIC POLICIES

1002 STUDENT RETENTION, PROMOTION, AND ACCELERATION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The school district is dedicated to the continuous development of students by placing them in the educational setting or instructional level that best meets their academic, social, and emotional needs. Students will usually progress from grade level to grade level on an annual basis. Exceptions may be made, however, when they are in the best overall interest of the student. Such exceptions will be made only after consultation with the student’s family.

Decisions to promote, retain, or accelerate are best made by the school student study team in collaboration with family. Promotion, retention or acceleration shall be recommended based on data and other information gathered by the student study team and presented to the parent(s) or guardian(s). No single set of data should be used to determine promotion, retention or acceleration; instead multiple data points and other criteria consideration will be used to analyze the student’s progress.

The final decision is best made by the student study team. If the team cannot come to an unanimous decision concerning the retention, promotion or acceleration, the building administration and the superintendent or superintendent designee have the authority to make the final determination. Specific information regarding the parent(s) or guardian(s) level of support or lack of support for the team’s decision should be documented and placed in the student cumulative record.

III. CRITERIA CONSIDERATIONS

Multiple criteria will be considered to assist the student study team in making meaningful decisions about student promotion, retention and acceleration. Appendices I and II include suggested criteria that may be used in considering decisions that may result in retention or acceleration in particular. Please see Appendix I and Appendix II for multiple criteria used when gathering information for consideration for retention and acceleration.

IV. PROCESS FOR DETERMINATION OF PROMOTION, RETENTION OR ACCELERATION

Decisions about promotion, retention and acceleration are simplified when communication about student performance are made routinely, as a matter of ongoing information, to parents and/or guardians and students. Communication about student academic progress throughout the school year includes, but is not limited to, reports of student progress, telephone calls, electronic communication about individual student or class information, school conferences, and other parent meetings.

Retention and acceleration specifically, involves a number of steps. These steps include requests for consideration, assessment and data gathering, convening of student study team, parent meeting, and determination of appropriate action.

V. PROMOTION

Students who have demonstrated understanding of local and state standards shall be promoted to the next grade level at the completion of each school year.

VI. RETENTION

The retention of a student may be considered when a school district staff member or parent(s) or guardian(s) feel that retention may be in the best interest of the student. In the consideration of retention, a student study team and the parent(s) or guardian(s) will consider the academic, social, emotional, and interpersonal achievement of the student.

A. Request for Consideration

A request for grade level retention for a student may be initiated by the parent(s) or guardian(s) or a school district staff member.

B. Assessment and Data Gathering

Student records of current academic achievement will be assembled. Available records may include current and past marks/grades and evaluations in subject areas, standardized test information, curriculum-based information (Measures of Academic Progress Tests), and assessment administered outside the district and made available by parent(s) and guardian(s). In addition to the above data, teachers may provide information concerning the student's current classroom performance, which may include work samples and the teacher's perspective on the student's learning. (Appendix I)

C. Meeting to Review Information (Convening a Student Study Team)

The principal will convene a student study team consisting of the building principal, classroom teacher(s) and a school psychologist, school counselor, and other school district staff, (including a Special Services administrator if a student with special needs is considered or the Director who oversees English language learners when such a student is considered) who will review the available

assessment and data information and determine whether retention is in the best interests of the student. Along with the information provided in Appendix I, the student study team will utilize the following information in determining whether a student will be retained.

1. Current progress on grade level standards in multiple curriculum areas
2. Levels of motivation and persistence
3. Social and emotional maturity
4. Parent(s) or guardian(s) perspectives on learning progress of the student
5. Teachers' perspective on the learning progress of the student

D. Parent/Guardian Meeting to Review Information

Once the assessment and data information has been gathered and the student study team has met, a conference will be scheduled to review and analyze the information. The principal, classroom teacher(s), the parent(s) and guardian(s) and, as other appropriate other school district staff will be involved in this review.

E. Additional Assessment

If deemed necessary by the student study team, students may be referred to the school psychologist for further assessment. Possible assessments may include an intellectual ability or aptitude assessment, an individual achievement test, and measures of social-emotional readiness.

F. Meet to Review Most Recent Assessment

Once any additional assessment is complete, the student study team will meet again to review the data and information. A final grade retention decision will be made by the team at this time.

G. Determination of Appropriate Action

Information and data is reviewed and a recommendation will be made to:

1. Retain the student in the present grade/course/subject for the subsequent school year and an educational plan will be developed by the student study team.
2. Not retain the student in the present grade/course/subject for the subsequent school year and an educational plan will be developed by the student study team to meet current learning outcomes.

VII. ACCELERATION

In order to design the most appropriate educational program for students, the school district recognizes that some students demonstrate a need for whole grade acceleration or single subject acceleration.

A. Whole Grade Acceleration

Whole grade acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in multiple academic areas.

Whole grade acceleration moves the student through an educational program at rates faster than typical of their age-mates. This instructional intervention is a serious decision that will impact the student for the remainder of their educational schooling.

The decision to advance a student should be made by the student study team after careful consideration of all factors influencing the situation. Farmington Area Public Schools are dedicated to the continuous development of students by placing them at the educational setting that best meets their academic, social and emotional needs. Whole grade acceleration involves matching the level of complexity and pace of the curriculum to the needs, readiness, and motivation of the student.

B. Single Subject Acceleration

It is likely that a school student study team will undergo a student study team process that explores single subject acceleration and whole grade acceleration simultaneously. Single subject acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in a specific academic area.

Single subject acceleration is one form of intervention that places a student in an instructional program that is most academically appropriate. When a student provides evidence of extremely high potential in one or several areas, acceleration is an appropriate intervention that moves students through an educational program at rates faster than typical of their age-mates. Single subject acceleration is a serious decision that will impact a student for the remainder of their schooling.

Farmington Area School District is committed to providing an environment that ensures all our students excel in and beyond the classroom. This includes providing standards that encourage the most realized academic, social-emotional, and physical development possible for each student. A personalized approach may be needed when a student provides evidence of extremely high potential in one or several academic areas.

Consideration of single subject acceleration for a student will involve the same steps involved for whole grade acceleration such as, request for consideration, assessment and data gathering, meeting to review information, parent meeting, single grade acceleration decision, and creation of an educational plan. The following procedures may be considered when single subject acceleration is used:

1. If single subject acceleration involves a placement decision for a sequential content area, an educational plan shall be created that accommodates the potential for continued implementation beyond the year it is instituted.

2. Single subject acceleration for middle school students participating at the high school level is intended for students who are implementing an educational plan inclusive of sequential courses that are unavailable at the middle schools, to ensure continuous placement occurs.
3. At the secondary schools, school counselors will communicate in the spring of each preceding year to determine the number of students and the subject areas involved in middle school students participating in high school courses as part of single subject acceleration.

C. Request for Consideration

A request for whole grade or single subject acceleration may be initiated by the parent(s) or guardian(s) of a student or a school district staff member. Specifically, a number of steps will be involved in the determination of acceleration. These steps include requests for consideration, assessment and data gathering, convening of a student study team, holding a parent meeting, and determination of appropriate action.

D. Assessment and Data Gathering

Student records of current academic achievement will be assembled. Available data may include current and past marks/grades and evaluations in subject areas, standardized test information, curriculum-based assessment (Measures of Academic Progress Tests), other formative classroom assessments, and assessment administered outside the district and made available by parent(s) or guardian(s). In addition to the above data, teachers may provide information regarding the student's current classroom performance, which may include work samples and the teacher's perspective on the student's learning. (Appendix II)

E. Meeting to Review Information (Convening a Student Study Team)

The principal will convene a school student study team consisting of the building principal, classroom teacher(s), school psychologist and school counselor, and other educators, such as subject matter coaches. This team will review the available assessment and data information and determine whether the student is a candidate for whole grade or single subject acceleration. Along with the information provided in Appendix II, the team will utilize all data in order to make a recommendation. All acceleration requires high academic ability. A student's cognitive and achievement levels, motivation, social-emotional maturity, and interests are taken into consideration.

F. Parent Meeting to Review Information

Once the assessment and data information has been gathered and the student study team has met, a conference will be scheduled to review and analyze the information. The principal, classroom teacher(s), other educators, and parent(s) or guardian(s) will convene to review information and data provided. Along with the information provided in Appendix II, the student study team will consider the following criteria as a guideline.

1. Evidence of high degrees of talent and achievement in multiple curriculum areas with special emphasis on reading, writing, and mathematics
2. High degrees of persistence and motivation
3. Social and emotional readiness
4. Instructional needs cannot be reasonably met through modification of curriculum or standards within the current grade placement
5. Parent(s) perspective on the acceleration

G. Additional Assessment

If deemed necessary by the student study team, the student will be referred to the school psychologist for further assessment. Possible assessments may include an intellectual ability or aptitude assessment, an individual achievement test, and measures of social-emotional readiness.

H. Meet to Review Most Recent Assessment

Once any additional assessment is complete, the student study team will meet again to review the data and information. The potential grade or single subject for advancement teacher shall be invited to this review. A final whole grade or single subject acceleration placement recommendation may be made by the student study team at this time. The final acceleration placement decision will be made by the building principal to fully accelerate the student to the next whole grade, or develop an educational plan which will make necessary modifications in the current grade level's curriculum, or pursue single subject acceleration.

I. Determination of Appropriate Action

If whole grade or single subject acceleration is decided for the student, the following procedures should be followed:

1. School administrators, counselors, and receiving and sending teachers will be part of the transition planning with the student and parent(s) or guardian(s).
2. In order to ensure competency in the objectives of the grade level "skipped," an educational plan for the student will be developed by the receiving teacher and the student study team. The plan will identify the grade level standards and/or strategies to ensure the student an opportunity to demonstrate competency will be determined.
3. A timeline for transition will be established by the student study team.
4. Student's progress will be reviewed regularly to determine that the placement is still appropriate. The parent(s) or guardian(s) or the student study team may request a return to the original grade or class/subject.
5. Students who are new to the school district, and have attended a non-accredited school (in or out of the United States) or have been home-schooled, will be placed in an age-appropriate grade level for a period of six to eight weeks, in order to provide an opportunity to observe social, academic and emotional readiness. Following this time period, a whole grade or single

subject acceleration assessment may be pursued per parent(s) or guardian(s) request.

J. Educational Plan

The following are examples of whole grade and single subject acceleration strategies that may be considered as part of the student's educational plan.

1. Curriculum compacting
2. Classroom differentiation that accommodates use of leveled materials
3. Mentorship
4. Independent Study
5. Technology learning opportunities
6. Concurrent enrollment

Legal References: Minn. Stat. 120B.15 (Gifted and Talented Students Programs)
Minn. Stat. 123B.143, Subd. 1 (Superintendent)

Cross References:

Appendix I
RETENTION INFORMATION GATHERING

Information Gathering: Teachers

1. Competency of grade level standards
2. Achievement on standardized assessment(s)
3. Ability to work independently
4. Frequency, accuracy and depth of responses
5. Quality and accuracy of class work
6. Knowledge and skill depth and breadth
7. Time and work management skills
8. Study skills and habits
9. Problem-solving, decision-making skills in comparison with age peers
10. Self –reflection skills
11. Choices in independent activities
12. Relationship to peers and adults

Information Gathering: Parent(s) or Guardian(s)

1. Perceived academic strengths and limitations
2. Past patterns of achievement or underachievement
3. Motivation for learning
4. Study skills and habits
5. Time and work management skills
6. Ability to work independently
7. Attitudes toward school and learning
8. Level of maturity and emotional stability
9. Interest areas of the student
10. Relationships with peers and adults

Appendix II
ACCELERATION INFORMATION GATHERING

Information Gathering: Teacher

1. Competency of grade level standards
2. Achievement on standardized assessment(s)
3. Flexibility in thought and daily activities
4. Frequency, accuracy and depth of responses
5. Quality and accuracy of class work
6. Knowledge and skill depth and breadth
7. Problem-solving, decision-making skills in comparison with age peers
8. Self-reflection skills
9. Initiation of self-directed learning
10. Relationship to peers and adults

Information Gathering: Parent(s) or Guardian(s)

1. High academic talent areas of the student
2. High interest areas of the student
3. Flexibility with routine changes
4. Types of activities the student engages in at home
5. Ability to work independently
6. Relationship with peers and adults
7. Attitudes toward school and learning
8. Level of maturity and emotional stability