

STUDENT PROMOTION – RETENTION – ACCELERATION REGULATION

Acceleration Guidelines:

Some gifted and talented students may be so advanced in knowledge and clearly operating at an intellectual level beyond that of their peers that educational acceleration is a realistic and desirable alternative to normal grade level work. These students are capable of learning at a faster pace and in greater depth than their age cohorts. Grade skipping should occur whenever possible before third grade.

Criteria:

A student being considered for Early Entrance, Grade Skipping, and Grade Subject Acceleration should meet all of the following criteria and follow the implementation procedures:

- Student should demonstrate superior skills 2 grade levels above his/her current placement.
- Student should demonstrate a high degree of social/emotional maturity.
- Student should demonstrate a high degree of persistence/motivation.
- Student should demonstrate superior intellectual abilities/talents.

Procedures:

1. Referral to the principal by parent or teacher for consideration.
2. The child shall have completed at least three weeks in present grade.
3. A child study team will review the child's academic, emotional, and social behavior. This team may consist of the classroom teachers involved, building principal, parent/guardian, Grant Wood AEA personnel, curriculum director, and the gifted education teacher.
4. The Iowa Acceleration Scale and the Interstate 35 acceleration rubric may be a tool used for assessment.
5. A conference will be held with the above team to share information and reach a decision on the appropriate placement of the child.
6. Following the conference, the written report will be placed in the student's cumulative folder.
7. A parent/guardian may appeal the decision using the board policy guidelines of the district for student grievances.
8. Follow-up to Acceleration: Immediately, after the child study team recommends acceleration, a personal educational plan will be written for the student. All acceleration programming will be on a trial basis of six weeks. The plan will include:
 - a. a description of the placement and growth goal and,
 - b. a plan and schedule for monitoring the student's academic progress.

The child study team will hold a follow-up conference no later than six (6) weeks following the placement for the purpose of assessing the student's progress. The team will recommend the following:

1. that the student continue in the current placement,
2. that the student be returned to the previous placement, and
3. that the student be moved to a more accelerated placement.

Acceleration Options:

Early Entrance to School: A gifted student who shows readiness to perform schoolwork enters first grade one year earlier than the usual beginning age.

Grade Skipping: The student is moved ahead of normal grade placement. This may be done during an academic year or at the end of the year.

Subject Acceleration: The student is placed for a part of the day with students at more advanced grade levels for one or more subjects without being assigned to a higher grade. This may involve a student moving between grades daily or weekly. In this case, teams from both grades need to plan appropriate programming.

Curriculum Compacting: The regular curriculum of any or all subjects is tailored to the specific needs of a student. Through the use of pretests, the student's previously mastered skills and content are determined and instruction focuses only on mastery of deficient areas resulting in reduced amounts of drill and review. The time saved may be used to move faster through the curriculum or to pursue alternate activities.

Grade Telescoping: A student's progress is reorganized to shorten the time. Work is mastered at a faster pace. This shortens the time for completion of middle school or high school by one year.

Concurrent Enrollment: A student attends classes in more than one building level during the school year. (e.g. high school for part of the day and junior high school for the remainder)

Post-secondary Enrollment: The student, after successfully completing all coursework in a subject offered by the district, enrolls in classes at a postsecondary institution while still attending high school.

Advanced Placement: The student takes courses with advanced or accelerated content (usually at the secondary level) in order to test out of or receive credit for the completion of college-level work.

Mentorships: The student is placed with a subject matter expert or professional to further a specific interest or proficiency, which cannot be provided for within the regular educational setting.

Note: Acceleration options are not limited to the above programs.

Retention Guidelines (for Middle School Students):

Seventh Grade

A seventh grade student who fails the second semester of one core course will be promoted to eighth grade but will have to take the failed subject over again in eighth grade. If a seventh grade student fails two or more subjects second semester, he/she will be required to repeat seventh grade again.

Eighth Grade

An eighth grade student who fails the second semester of one core course will be promoted to ninth grade but he/she will have to take the failed subject over again in ninth grade. If an eighth grade student fails two or more subjects second semester, he/she will be required to repeat eighth grade again.

The second semester grades for each student will take into consideration all work done during the second semester as well as the work done during the first semester. This grade will be used as the determining factor for retention in a class.

Options Prior to Failure:

- 1) Instigate an At-Risk Plan where potentially a failing student is placed on a supplemental or intensive program until they can demonstrate academic success.
- 2) Instigate a Mentoring program using a high school student, community volunteer or staff member to help avoid failure.
- 3) Use a before or after school Tutoring program where a student is required to attend until a passing grade is achieved.
- 4) Use a Saturday school to provide guidance for each student until academic success is achieved. This would also be mandatory attendance.

Options as a Result of Failure:

- 1) Repeat the entire grade based on above guidelines.
- 2) Repeat core courses even if promoted to the next grade based on above guidelines.
- 3) Student must attend summer school at their own expense.

Social Promotion:

This option should be avoided if at all possible.

Approved: June 29, 2015