

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 highly capable students 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 students are often defined as those students performing 2 standard deviations above the norm, those at or above the 98th percentile.
- D.

IV. WHOLE-GRADE ACCELERATION REQUIREMENTS

Fridley Public Schools will provide whole-grade acceleration options to exceptional students 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. 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

Whole Grade Acceleration Process Checklist

1. ☐ Parent or teacher contacts the Building Principal or Enrichment Coordinator.
2. ☐ Building principal or Enrichment Coordinator meets with parent(s) to explain the process and criteria.
3. ☐ The Building Principal or Enrichment Coordinator completes the Section II: Critical Items section of the Acceleration Referral Form. Results are shared with psychologist.
4. ☐ If the Critical Items answers are all “yes”, the parent(s) complete(s) Section I, Part A and B of the Whole Grade Acceleration Referral Form. If the Critical Items cannot be answered because the student has not been assessed prior to the referral, please go to the next step (No. 5).
5. ☐ Parent(s) sign(s) the permission form and schedule(s) results meeting. Copies of the permission form are given to the Acceleration Team, with specific tasks assigned to members. It is the responsibility of the team members to contact parent(s) and discuss scheduling of testing, etc.
6. ☐ Acceleration team members complete all Referral Forms.
7. ☐ Acceleration team consists of the Parent(s), Enrichment Coordinator, Principal or Assistant Principal, Psychologist, current Teacher and potential receiving Teacher. Enrichment Coordinator prints up the completed Whole Grade Acceleration Referral Form. This team meets to discuss results with the parent(s).
8. ☐ Discussion of programming options take place at the meeting, and team makes a plan.

To Do List:

- 1) Form-Developmental Interview (parent and student)

Early Entrance to K/1st Grade Checklist

- ❑ Parent Contacts Building Principal after January 1st
- ❑ Principal meets with the parents, explains the process and criteria and shares the information in the Early Entrance Packet.
- ❑ If parent/guardian chooses to complete application, parent/guardian returns the form to the principal and the principal sends it to the Director of Educational Services. Applications are due by August 15th.
- ❑ Director of Educational Services contacts the school psychologist.
- ❑ School psychologist arranges testing with the parents outside the school day. During the summer the psychologist will be contacted by phone and email.
- ❑ School psychologist reviews the data with the principal. The building principal arranges meeting with parent/guardian and school psychologist to review findings and inform the parents of the decision.
- ❑ School psychologist will make available a written report to the parent/guardian.
- ❑ Based on findings, appropriate registration occurs.

EARLY ENTRANCE TO K AND 1ST GRADE SCHOOL ADMISSION

Admission to schools in Fridley School District #14 is free and open to all residents of the District between the ages of 5 and 21 years. As per Minnesota Statute 120A.20 Subd. 1., no child may be admitted to kindergarten unless he/she is at least 5 years of age on September 1st of the calendar year of school which he/she wishes to begin school. Grade one attendance is for children at least 6 years of age on September 1st of the school calendar year in which he/she wishes to gain entrance, and/or who have completed kindergarten in a public or private school.

Rules and Procedures

A. Children who reach 5/6 years of age on or before December 1st for kindergarten/grade one may be considered for early entrance according to the following procedures:

1. Contact an elementary building principal after January 1st in the year the parent/guardian wishes their child to enter kindergarten/grade one.
2. The elementary building principal will provide information regarding early entrance for a child.
3. Parent or guardian, after reviewing the information, may choose to complete and return an application form to the Director of Educational Services. These applications will be accepted beginning May and no later than July 31st. The Director of Educational Services shall assign an appropriate evaluator for the early entrance assessment of students. All evaluators will be required to have current licensure as a school psychologist.

B. A kindergarten child moving into the school district during the school year from another school district may be allowed to continue his/her education in kindergarten in the Fridley School District.

C. Those children entering kindergarten as described under (A) will, upon completing kindergarten work, be allowed to enter first grade at the beginning of the following school year.