

590 ACADEMIC RETENTION AND ACCELERATION

I. PURPOSE

The purpose of this policy is to provide procedures by which students may be considered for placement into classrooms other than those at their grade level, and to establish procedures for continual assessment of the appropriateness of such placements.

II. GENERAL STATEMENT OF POLICY

There may be occasions that a student's performance and skills dictate a placement outside of their enrolled grade level. When such an occasion arises, the school shall undertake an investigation, in partnership with the student's family, to determine if the circumstances warrant such a special placement. This policy applies to both reading and math placements, and refers to both retention of a student in a lower grade level class, and acceleration into a higher grade level class.

III. PROCEDURE

- A. An initial request for the academic retention or acceleration of a student may be made by the student, the family of the student, or any school staff, at which point an investigation into the circumstances is launched.
- B. The investigation request may be initiated at any time.
- C. The investigation begins with a gathering of relevant documents, which may include but are not limited to: Minnesota Comprehensive Assessment (MCA) scores, classroom assessments, teacher reports, and parent reports.
- D. For instances involving student retention a meeting will be arranged, to include: the student (if age-appropriate), the student's family, school staff who have direct experience with the student, and the School Leader. For instances involving student acceleration, a meeting or phone call will be arranged between the student's parent or guardian and teacher. The goal of the meeting will be for the parties to reach consensus regarding the appropriate placement of the student. If no consensus can be reached, a final decision will be made by the Cooperative Leadership Team.
- E. If consensus on a new placement is reached, review meetings will be conducted every fall, winter, and spring for retained students, and for accelerated students

as necessary. These review meetings may be conducted as a part of parent-teacher conferences or as a telephone call. A decision to either continue the placement or return to enrolled grade level classes can be made during these review meetings.

- G. All review meetings will be documented and kept in the student's file.