

GRADE AND SUBJECT ACCELERATION

The Administration will consider the following criteria when making an acceleration decision:

For subject-area acceleration in mathematics, the following procedures are implemented:

- Teacher and/or parent referral submitted to gifted program coordinator by March 15th.
- A score of 98% or above on intellectual and/or math aptitude assessment
- Achievement in mathematics at or above the 98th percentile
- Grade level assessments (ie.end-of-year test or review; unit tests) used to evaluate present math knowledge for current grade and grade to be skipped
- A building team meeting with math teacher representation from the various grade levels, classroom teachers, and gifted program coordinator review all data and make a collaborative decision.
- Principal or designee approval
- Parents will be notified of decision

For grade-level acceleration into the next grade level, the following procedures are implemented:

Parent initiates a referral via a letter of request to the school psychologist.

Criteria includes:

- An overall I.Q. score of 130 or above, on a measure of intellectual ability administered by the school psychologist and any additional evaluations as determined by the psychologist and other school team members (achievement, social-emotional, etc.) or a positive recommendation by the school psychologist.
- A score of 4/EX or above on grade-level, end-of-year assessments, when appropriate.
- A positive indicator following a meeting between the student and the school guidance counselor and/or gifted program coordinator.
- A parent interview may be requested by the principal or designee
- A physician/medical consultant recommendation may be requested by principal or designee
- A team meeting to review all the data and make a recommendation includes: the classroom teacher, potential advanced grade-level teacher, the school guidance counselor, school psychologist, the gifted program coordinator and an administrator.
- The recommendation is communicated to the parents.
- Placement is based on parent and administrative approval.

RETENTION: TIMELINE

<u>Steps in the Retention Consideration Process:</u>	<u>Timeline*</u>
1. Progress monitoring and parent communication	On-going
2. Student will be recommended for RtI interventions based on in ability to meet grade-level standards, and demonstrating insufficient performance on district and/or state assessments and classroom performance.	On-going
3. Assign to appropriate interventions based on diagnostic assessments (RtI Tier II or Tier III academic and/or behavioral interventions; see RtI Handbook for additional information if needed)	On-going
4. Monitor progress of interventions based on intervention and RtI Handbook guidelines. Continue with RtI decision-making process (Flow chart in RtI Handbook)	On-going
5. Teacher or parent recommends retention consideration via conference Other considerations may be child's birthdate, life stressors, and possible disability.	By Mar 15
6. Team meets to review student progress. Team includes, but is not limited to, classroom teacher, principal, other instructional staff, parent(s)/guardian(s). Additional interventions are implemented as agreed by team. Step 4 is repeated.	By May 1
7. Team meets to make recommendation regarding grade placement of student for the next year via conference. Team includes, but is not limited to, classroom teacher, principal, other instructional staff, parent(s)/guardian(s).	By June 10
8. Documentation is sent to parents, copies made for cum file, principal, guidance counselor and school psychologist.	By June 15

*The timelines outlined above are guidelines that may be set aside to address unique student situations that are problematic that occur during 3rd or 4th quarter.

Richmond School District – Retention Consideration Form

Student's Name _____ Gender _____ DOB _____ Age _____ Grade _____

Parent(s)/Guardian(s)

Name _____ Address _____ Phone _____

Person Initiating Referral _____ Relationship to Student _____ Date _____

Recommendation Reasons (please use details):

Prior Interventions (list by date):

Prior Support Data (grades, test results, Light's Retention Score, etc.):

Proposed Modifications, Referrals, Tests, etc. to be Completed Prior to Retention Decision:

COMPLETE THE BACKSIDE OF FORM

Initial Parent/Teacher Conference Date (prior to March 15)* _____

Attending Team Signatures

Attending Team Signatures

Follow-up Conference Date (prior to May 1)* _____

Attending Team Signatures

Attending Team Signatures

Additional Strategies, Modifications to Consider Before Final Decision:

Final Conference Date (Prior to June 10) _____

Attending Team Signatures

Attending Team Signatures

FINAL RECOMMENDATION:

*Note: The timelines outlined above are guidelines that may be set aside to address unique student situations that are problematic that occur during 3rd and 4th quarter.

c: Cumulative Folder, Principal, Parent, Guidance Counselor, and Psychologist

RETENTION APPEAL FORM

Student's Name _____ Gender ____ DOB _____ Age ____ Grade ____

Parent(s)/Guardian(s) _____ Phone _____

Address _____

Please state your rationale for the appeal of the retention decision:

Supporting Data:

Alternative Proposal:

Parent(s)/Guardian(s) Signature _____ Date _____

Approved: 2/11/02

Revised: 7/9/07; 4/27/09; 12/4/14, 1/12/15, 8/22/16