

Policy Committee Meeting (Rescheduled from 4/4/23)

Duluth Public Schools, ISD 709

Agenda

Thursday, April 6, 2023

United Health Group (UHG)

4316 Rice Lake Rd

Suite 108

Duluth, MN 55811

3:30 PM

1. **AGENDA ITEMS**
2. **POLICIES FOR FIRST READING**
 - A. 516.5 Overdose Medication 2
3. **POLICIES FOR SECOND READING**
4. **POLICIES FOR REVIEW**
 - A. 513 Student Promotion, Retention and Program Design 6
5. **REGULATIONS - Informational**
 - A. 513R Student Promotion, Retention and Program Design 8
6. **OTHER**

Adopted: _____

MSBA/MASA Model Policy 516.5
Orig. 2023

Revised: _____

516.5 OVERDOSE MEDICATION

[Note: School districts are not required to adopt a policy on the use of emergency drugs for the treatment of drug-related overdoses. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of a prescription medication, particularly to an individual to whom it was not prescribed. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)¹, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day ~~or at school district activities.~~

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is [insert title of staff person appointed as coordinator].

¹ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **"Standing Order"** means directions from the ~~school district's~~ medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team ("District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

- 1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
- 2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff ~~in all school facilities and activities~~ and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
- 3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
 - a. Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to

ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;

- b. Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c. Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d. Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

B. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

C. School District Staff

School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

V. NALOXONE STORAGE

- A. The Site Planning Team will select ~~numerous~~ Naloxone storage locations within the school site ~~and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).~~

[Note: School districts may decide that Naloxone will not be sent on field trips, transportation or activities that occur outside of the typical school day or off school property and may modify this statement accordingly. If Naloxone is provided during these auxiliary activities, schools should ensure that it is only provided if there is an available trained staff member to administer it and that the medication can be safely and legally stored and transported.]

- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

- Legal References:**
- Minn. Stat. § 13.32 (Educational Data)
 - Minn. Stat. § 13.43 (Personnel Data)
 - Minn. Stat. § 13.37 (General Nonpublic Data)
 - Minn. Stat. § 121A.21 (School Health Services)
 - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 - Minn. Stat. § 144.344 (Emergency Treatment)
 - Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
 - Minn. Stat. § 152.01 (Definitions)
 - Minn. Stat. § 152.02 (Schedules of Controlled Substances)
 - Minn. Stat. § 152.212 (Labeling of Prescription Drug Containers)
 - Minn. Stat. § 604A.01 (Good Samaritan Law)
 - Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
 - Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
 - Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
 - Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
 - 20 U.S.C. § 1232g (Family Educational and Privacy Rights)

- Cross Reference:**
- MSBA/MASA Model Policy 516 (Student Medication)
 - Minnesota Department of Health Toolkit on the Administration of Naloxone

First Reading:

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and used to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at a level deemed acceptable by local and state standards shall be promoted to the next grade level each year.

B. Retention

Students who do not achieve at a level deemed acceptable by local and state standards shall be retained at the current grade level, when professional staff and parents feel that it is in the best interest of the student. Scholastic ability and achievement, physical development, maturity, cultural norms, emotional factors as well as attendance and age shall be considered.

C. Program Design

- 1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A-process to assess and evaluate students for the program assignment shall be developed in coordination for such programs. All programs will be aligned with creating the World’s Best Workforce.
- 2. The school district will adopt guidelines for assessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and research based. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

3. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the district will:
 - a. assess a student’s readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
4. The school district will adopt procedures which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child’s ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. The procedures must be sensitive to under-represented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)
Policy 6240 (Demonstration of Mastery for Credit)

Adopted: 05/16/2017
Revised: 04/17/2018 ISD 709
Reviewed:

513R Student Promotion, Retention, and Program Design

Purpose

- The purpose of this regulation is to provide a student access to appropriate content when ready ahead of peers.

Acceleration Guidelines

- Acceleration acknowledges that a student has already achieved at the requisite level to qualify for a higher grade placement overall or in a specific subject.
- Acceleration is seen as an intervention within the Multi-Tiered Systems of Support (MTSS) framework to be considered when the current grade level curriculum is a significant mismatch between the student's academic needs, motivation, and readiness.
- Acceleration decisions must involve a comprehensive team (Acceleration Team) discussion guided by an objective and timely process. The Acceleration Team will consist of the building principal, acceleration specialist, the student's classroom teacher, counselor, school psychologist and other personnel as deemed necessary by the individual student's needs (i.e. Special Education Case Manager, English Language (EL) Coordinator, Immersion Program Coordinator, Families in Transition (Homeless) representative, a representative from the Office of Education Equity, American Indian Education representative, social-emotional learning specialist, content specialist).
- The acceleration specialist will maintain communication with the team during the evaluation period.
- The assignment of the student is the legal prerogative of the superintendent or designee.

Whole Grade Acceleration Procedure: (K-8)

1. The acceleration referral is made to the building principal by the parent/guardian or staff member based on the student's current academic performance using the district's referral form (Acceleration Request form). Written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration by completing and signing the Acceleration Request Form. The process may be initiated at any time, but should be no later than April 15th for the following fall acceleration.
2. After the acceleration specialist has been notified by the building principal, the acceleration specialist gathers existing student data including at least two documented strategies to meet the student's advanced academic needs, including curriculum compacting and extension/enrichment activities, previous test scores, work samples, teacher rating scales and a summary of classroom achievement.
3. The Acceleration Team will review the existing data.

4. District personnel (acceleration specialist or school psychologist) will administer appropriate assessments which are included on the Iowa Acceleration Scale (IAS), which includes collection of parent information and perspective. If a student's home language is not English, an assessment will be made available in the home language.

5. Following testing, the Acceleration Team will meet to discuss the results, keeping in mind research regarding critical items and criteria for successful grade acceleration as outlined in the assessment. Criteria for grade acceleration may include:
 - Student scores consistently are 95% or higher on curriculum-based assessments.
 - Student achievement skill of approximately two years above grade level in core subject areas as measured by local and/or state assessments.
 - A full-scale ability score of 130 +/- the standard error of measurement.
 - Information from the IAS.

 - 6. The Acceleration Team will make one or more of the following recommendations: The students will continue in regular programs with no changes.
 - Enrichment. The students will receive curriculum-based services or extensions in one or more subjects to be determined by classroom teacher and gifted education/differentiation specialist.
 - Acceleration. The student will accelerate in a specific subject.
 - Acceleration. The student will accelerate one grade level.

1. 7. If acceleration is recommended a Written Acceleration Plan that includes class placement, standardized assessments, and transitions will be developed. The transition plan should address minor gaps that may occur. Accelerated students should be expected to achieve at a performance level comparable with their performance at their previous grade.
 - Assessment:
 - i. A whole-grade accelerated student is required to take all standardized assessments for the grade in which they enroll.
 - A subject-accelerated student is required to take all standardized assessments for the grade in which they are enrolled rather than an individual subject placement. (For example, a 6th grade student that has been subject accelerated in ELA to grade 7 would still take the 6th grade reading standardized assessment). Transition Period:
 - i. A transition period is recommended. During this transition period, the acceleration specialist will coordinate supportive check ins that may include the acceleration specialist/ content area teacher, or counselor as needed. The length of the transition period will be determined by the acceleration team, up to a length of six weeks. At the end of the transition period, the specialist, teacher, and counselor will inform the Acceleration Team of student transition progress that includes information from the classroom teacher, parent and student in the

areas of academic and social emotional adjustment. The Acceleration Team will decide whether the transition period was successful and should be deemed permanent or whether the team should reconvene to revise the plan to better meet the student's needs.

8. If acceleration is not recommended the following will be considered.
 - o Recommendations for the current grade level will be developed as necessary.
 - o Classroom teacher and acceleration specialist will monitor student progress.
9. Parents may appeal the committee's decision by writing a letter of request for further consideration to the superintendent or designee. If the need for further consideration is determined, the Acceleration Team will be reconvened and provided any additional information.

Subject Acceleration Procedure (K-12)

Note for Credit Bearing Courses: The goal of acceleration is appropriate placement. If a student accelerates beyond a course required for graduation, that graduation requirement will be considered met. The student will receive credit for the course, a grade of "P" and no GPA points. A student may attempt to accelerate beyond a course only once. Students who choose subject acceleration are then fully enrolled in the next course and expected to meet expectations. The grade impacts the GPA. In high school, there are many different ways for students to be challenged in specific subjects. Enriching and accelerated courses include honors, AP, CITS, and CTE. PSEO is also available for students who meet guidelines. We encourage you to explore these options for your high school age student. For more information, please visit <https://www.isd709.org/departments/curriculum-and-instruction/index>

1. The acceleration referral is made to the building principal/counselor by the parent/guardian, student, or staff member based on the student's current academic performance using the district's referral form (Acceleration Request form). Written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration by completing and signing the Acceleration Request Form. The process may be initiated at any time. If acceleration is recommended, the timing of the acceleration will be determined by the Acceleration Team.
2. After the acceleration specialist has been notified by the building principal, the specialist gathers existing student data including at least two documented strategies to meet student's acceleration needs, previous test scores, work samples, teacher rating scales and a summary of classroom achievement.
3. The Acceleration Team will review the existing data.
4. Subjects Eligible for Acceleration. The following subjects are eligible for acceleration consideration. Placement is dependent upon schedule and availability and class size.
 - a. English Language Arts (must be in English)
 - b. Math
 - c. World Language (must be in target language)
 - d. Music

For students who have had an exceptional learning experience outside of ISD709, please refer to policy 620, credit for learning, for additional opportunities.

5. A student wishing to accelerate may be asked to take a placement assessment that may be written or performance based depending upon the subject. District personnel (acceleration specialist or content specialist) will administer appropriate assessments. The assessment may include a written and/or performance assessment. If a student's home language is not English, an assessment will be made available in the home language.

6. The Acceleration Team will make one or more of the following recommendations:

- a. The student will continue in the regular class with no changes.
- b. The student will continue in the regular class with further opportunities for curriculum compacting and/or extension/enrichment.
- c. Placement. The student will be placed in the appropriate course.
- d. Acceleration. The student will accelerate in a specific subject.

7. If acceleration is recommended, a Written Acceleration Plan that includes class placement, standardized assessments, and transitions will be developed. The transition plan should address minor gaps that may occur. Accelerated students should be expected to achieve at a performance level comparable with their performance at their previous grade.

a. Assessment:

i. A subject-accelerated student is required to take all standardized assessments for the grade in which they are enrolled rather than an individual subject placement. (For example, a 6th grade student that has been subject accelerated in ELA to grade 7 would still take the 6th grade reading standardized assessment).

b. Transition Period:

.A transition period is recommended. During this transition period, the acceleration specialist will coordinate supportive check ins that may include the acceleration specialist/ content area teacher, or counselor as needed. The length of the transition period will be determined by the acceleration team, up to a length of six weeks. At the end of the transition period, the specialist, teacher, and counselor will inform the Acceleration Team of student transition progress that includes information from the classroom teacher, parent and student in the areas of academic and social emotional adjustment. The Acceleration Team will decide whether the transition period was successful and should be deemed permanent or whether the team should reconvene to revise the plan to better meet the student's needs.

c. Transportation:

.Transportation is not provided to courses that are located at a site other than the student's home school. In some instances, a course may be available in an online format to help minimize this barrier.

Elementary Retention:

1. Students who do not achieve at a level deemed acceptable by local and state standards may be retained at their current grade level. Efforts will be made to alter the student's program to better suit each student's needs.
2. Retention will be considered when professional staff, in cooperation with the parents, have determined that it is in the best interest of the student. Many factors will be considered prior to making such a decision. Some of the factors to be included are scholastic ability and achievement, physical development, maturity, cultural norms, emotional factors, as well as attendance and age. It is also recommended that the Light Retention Scale be utilized as another tool to assist in the decision. Retention shall not be based on a single factor.
3. Conferences/discussions between school personnel and parents concerning retention should be initiated by the winter conferences and earlier if the situation warrants it.
4. Retention is a decision that must be made between school personnel and the parent (guardian). If school personnel and parents (guardian) disagree over the issue of promotion and/or retention, a conciliation meeting will be held in an attempt to resolve the differences. The Director of Curriculum or designee will conduct the conciliation meeting as soon as possible after it is obvious that the school and parents (guardians) cannot agree. The school of the parent (guardian) may initiate the conciliation meeting by contacting the Director of Curriculum or designee.

Early Admission to Kindergarten Testing Criteria:

1. Your child must score at or above the 90th percentile on the Wechsler Preschool and Primary Scale of Intelligence, Third Edition. Performance at or above the 90th percentile is a generally identified and agreed upon marker designating high ability in a given area.
2. Your child must demonstrate the ability to read 100 words from a list provided; as well as read fluently and comprehend a story appropriate for mid-level kindergarten. He/She must also achieve 80% accuracy on a letter identification sound-symbol relationship measure.
3. There must be evidence that your child has successfully completed two years in preschool. This addresses the area of social development. Your child's preschool teacher will be asked to complete the ABAS-II (Adaptive Behavior Assessment System) rating form.

Adopted:
Revised:

Acceleration Request Form

(Please submit to the student's principal)

Student Information

Student's Name:

Date of Birth:

School:

Current Grade:

Parent/Guardian Information

Name of person requesting this acceleration:

Relationship to student:

Phone and/or Email:

Acceleration Request

Type of Acceleration:

- Single Subject (K-12) Please indicate subject/course

- Whole Grade (K-8)

Name of teacher for current grade or course:

Please state rationale for this request including any interventions that have already been implemented to meet the student's advanced academic needs:

Please note, this form will initiate the process of collecting preliminary information about the student. It does not mean acceleration will necessarily occur.

I have read the procedures for acceleration and understand the process that will be followed to determine if acceleration is appropriate for this student. I grant permission for the necessary assessments needed to determine if acceleration is appropriate.

Parent/Guardian Signature

Date

513R Student Promotion, Retention, and Program Design

Purpose

- The purpose of this regulation is to provide a student access to appropriate content when ready ahead of **site based grade-level** peers.

Acceleration Guidelines

- Acceleration acknowledges that a student has already achieved at the requisite level to qualify for a higher grade placement overall or in a specific subject.
- Acceleration is seen as **an Tier 3 placement for exceptional learners intervention** within the Multi-Tiered Systems of Support (MTSS) framework to be considered when the current grade level curriculum is a significant mismatch between the student's academic needs, ~~motivation,~~ and readiness **as compared to their grade-level peers locally and nationally.**
- Acceleration decisions must involve a comprehensive team ~~(Acceleration Team)~~ discussion guided by an objective and timely process. The **Acceleration site** team **will may** consist of the building principal, acceleration specialist, the student's classroom teacher, counselor, school psychologist and other personnel as deemed necessary by the individual student's needs. ~~(i.e. Special Education Case Manager, English Language (EL) Coordinator, Immersion Program Coordinator, Families in Transition (Homeless) representative, a representative from the Office of Education Equity, American Indian Education representative, social-emotional learning specialist, content specialist).~~
- The acceleration specialist will maintain communication with the team during the evaluation period.
- The assignment of the student is the legal prerogative of the superintendent or designee.

Whole Grade Acceleration Procedure: (K-8 4)

1. The acceleration referral is made ~~to the building principal~~ by the parent/guardian or **district** staff member based on the student's current academic performance using the district's referral form (Acceleration Request form). **This form is automatically sent to the Acceleration Specialist who will forward it onto the building principal and school psychologist.** Written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration by completing and signing the Acceleration Request Form. The process may be initiated at any time, **However, in order for a request to pertain to the following academic school year, it must be received no later than April 1st for current students and before September 1 for new to district enrollees.** ~~but should be no later than April 15th for the following fall acceleration.~~

2. After the acceleration request has been submitted, the Acceleration Specialist ~~has been notified by the building principal, the acceleration specialist~~ gathers existing student data to determine if the student's scores meet the initial pre-screening requirements. ~~including at least two documented strategies to meet the student's advanced academic needs, including curriculum compacting and extension/enrichment activities, previous test scores, work samples, teacher rating scales and a summary of classroom achievement.~~
3. ~~The Acceleration Team will review the existing data.~~ If the initial data does not meet the initial pre-screening requirements, the process ceases and the family will be notified. If the data supports continuation of the request, district personnel will administer appropriate assessments which are included on the Iowa Acceleration Scale (IAS), which include a collection of parent information and perspective. Please refer to the whole grade acceleration procedures and criteria flow chart for specific guidelines.
- ~~4. District personnel (acceleration specialist or school psychologist) will administer appropriate assessments which are included on the Iowa Acceleration Scale (IAS), which includes collection of parent information and perspective. If a student's home language is not English, an assessment will be made available in the home language.~~
4. Following testing and data collecting, the ~~Acceleration T-site~~ team will meet to discuss the results, keeping in mind research regarding critical items and criteria for successful grade acceleration as outlined in the assessment. Criteria for grade acceleration may include:
 - Student scores consistently are 95% or higher on curriculum-based assessments.
 - Student achievement skill of approximately two years above grade level in core subject areas as measured by local and/or state assessments.
 - A full-scale ability score of 130 +/- the standard error of measurement. ○ Information from the IAS.
 - 90% or above on grade level mastery assessments.
5. The ~~Acceleration T-site~~ team will make one or more of the following recommendations:
 - **No Change:** The students will continue in regular programs with no changes.
 - Enrichment. The students will receive curriculum-based services or extensions in one or more subjects to be determined by classroom teacher and gifted education/differentiation specialist.
 - Acceleration. The student will accelerate in a specific subject.
 - Acceleration. The student will accelerate one grade level.
6. If acceleration is recommended, an Acceleration Plan will be written ~~a Written Acceleration Plan~~ that includes class placement, standardized assessments, and transitions ~~will be developed~~. The ~~transition acceleration~~ plan should address minor gaps that may occur with the transition. Accelerated students should be

expected to achieve at a performance level comparable with their performance at their previous grade.

- **Whole Grade Assessment:** A whole-grade accelerated student is required to take all standardized assessments for the grade in which they enroll.
 - ~~A subject accelerated student is required to take all standardized assessments for the grade in which they are enrolled rather than an individual subject placement. (For example, a 6th grade student that has been subject accelerated in ELA to grade 7 would still take the 6th grade reading standardized assessment).~~
- **Transition Period:** The length of the transition period will be determined by the site team, up to a length of six weeks. At the end of the transition period, the specialist, teacher, and/or counselor will inform the site team of student transition progress that includes information from the classroom teacher, parent, and student in the areas of academic and social emotional adjustment. The site team will decide whether the transition period was successful and should be deemed permanent or whether the team should reconvene to revise the plan to better meet the student's needs.
~~A transition period is recommended. During this transition period, the acceleration specialist will coordinate supportive check-ins that may include the acceleration specialist/ content area teacher, or counselor as needed. The length of the transition period will be determined by the acceleration team, up to a length of six weeks. At the end of the transition period, the specialist, teacher, and counselor will inform the Acceleration Team of student transition progress that includes information from the classroom teacher, parent and student in the areas of academic and social emotional adjustment. The Acceleration Team will decide whether the transition period was successful and should be deemed permanent or whether the team should reconvene to revise the plan to better meet the student's needs.~~

7. If acceleration is not recommended the following will be considered.

- Recommendations for the current grade level will be developed as necessary.
- Classroom teacher and acceleration specialist will monitor student progress.

8. Parents may appeal the committee's decision by writing a letter of request for further consideration to the superintendent or designee. If the need for further consideration is determined, the **Acceleration site** Team will be reconvened and provided any additional information.

Subject Acceleration Procedure (K-12-4)

~~Note for Credit Bearing Courses: The goal of acceleration is appropriate placement. If a student accelerates beyond a course required for graduation, that graduation requirement will be considered met. The student will receive credit for the course, a grade of "P" and no GPA points. A student may attempt to accelerate beyond a course only once. Students who choose subject acceleration are then fully enrolled in the next course and expected to meet expectations. The grade impacts the GPA. In high school, there are many different ways for students to be challenged in specific subjects. Enriching and accelerated courses include honors, AP, CITS, and CTE. PSEO is also available for students who meet guidelines. We encourage you to explore these options for your high school age student. For more information, please visit <https://www.isd709.org/departments/curriculum-and-instruction/index>~~

1. The acceleration referral is initiated ~~made to the building principal/counselor~~ by the parent/guardian, ~~student,~~ or district staff member based on the student's current academic performance using the district's referral form (Acceleration Request form). This form is automatically sent to the Acceleration Specialist who will forward it onto the building principal and school psychologist. Written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration by completing and signing the Acceleration Request Form. The process may be initiated at any time. However, in order for a request to pertain to the following academic school year, it must be received no later than April 1st for current students and before September 1st for new to district enrollees. ~~If acceleration is recommended, the timing of the acceleration will be determined by the Acceleration Team.~~
2. After the acceleration specialist has received the acceleration request form ~~been notified by the building principal,~~ the acceleration specialist will gather existing student data to determine if the student scores meet initial pre-screening requirements. Please refer to the acceleration procedures and criteria flow chart for specific information. If the initial data does not meet the pre-screening requirements, the process ceases and the family will be notified. If the data supports continuation of the request, the student wishing to accelerate will be asked to take a grade level mastery assessment. District personnel (acceleration specialist or content specialist) will administer appropriate assessments which are included on the acceleration procedures and criteria flow chart. ~~including at least two documented strategies to meet student's acceleration needs, previous test scores, work samples, teacher rating scales and a summary of classroom achievement.~~
3. ~~The Acceleration Team will review the existing data.~~
3. Subjects Eligible for Acceleration. ~~The following subjects:~~ English Language Arts and Math. ~~are eligible for acceleration consideration. Placement is dependent upon schedule and availability and class size.~~
 - ~~a. English Language Arts (must be in English)~~
 - ~~b. Math~~
 - ~~c. World Language (must be in target language)~~
 - ~~d. Music~~

For students who have had an exceptional learning experience outside of ISD709, please refer to policy 620, credit for learning, for additional opportunities.

4. ~~A student wishing to accelerate may be asked to take a placement assessment that may be written or performance based depending upon the subject. District personnel (acceleration specialist or content specialist) will administer appropriate assessments. The assessment may include a written and/or performance assessment. If a student's home language is not English, an assessment will be made available in the home language.~~ Following testing, the site team will meet to review the results. Criteria for single subject acceleration may include:
 - a. Student scores consistently are 95% or higher on curriculum based assessments.
 - b. Student achievement skills of consistently two years above grade level in content areas as measured by local and/or state assessments.
 - c. Recommended by current teacher.
 - d. 90% of above on grade level mastery assessments

5. ~~The Acceleration Team~~ The site team will make one or more of the following recommendations:

- a. **No Change:** The student will continue in the regular class with no changes.
- b. **Enrichment:** The student will continue in the regular class with further opportunities for curriculum compacting and/or extension/enrichment.
- c. **Placement:** The student will be placed in the appropriate course.
- d. **Acceleration:** The student will accelerate in a specific subject.

6. If acceleration is recommended, the site based team will create a plan ~~a Written Acceleration Plan that including placement and timing of transitions, class placement, standardized assessments, and transitions will be developed. The transition plan should address minor gaps that may occur.~~ Accelerated students should be expected to achieve at a performance level comparable with their performance at their previous grade.

a. **Assessment:**

A subject-accelerated student is required to take all standardized assessments for the grade in which they are enrolled rather than an individual subject placement. (For example, a 6th grade student that has been subject accelerated in ELA to grade 7 would still take the 6th grade reading standardized assessment).

b. **Transition Period:**

~~The length of the transition period will be determined by the site team, up to a length of six weeks. A transition period is recommended. During this transition period, the acceleration specialist will coordinate supportive check ins that may include the acceleration specialist/ content area teacher, or counselor as needed. The length of the transition period will be determined by the acceleration team, up to a length of six weeks.~~ At the end of the transition period, the specialist, teacher, and counselor will inform the Acceleration Team of student transition progress that includes information from the classroom teacher, parent and student in the areas of academic and social emotional adjustment. The ~~Acceleration-~~ site Team will decide whether the transition period was successful and should be deemed permanent or whether the team should reconvene to revise the plan to better meet the student's needs.

c. **Transportation:**

~~Transportation is not provided to courses that are located at a site other than the student's home school. In some instances, a course may be available in an online format to help minimize this barrier.~~

If single subject acceleration is recommended, families must sign an acknowledgement form indicating they understand that at both 5th grade and 8th grade, accelerated courses are taught on a virtual platform. Students may not be transported to another school to attend in person instruction.

Subject Acceleration Procedure (~~K~~ 5-12)

Note for Credit Bearing Courses: The goal of acceleration is appropriate placement. If a student accelerates beyond a course required for graduation, that graduation requirement will be considered met. The student will receive credit for the course, a grade of "P" and no GPA points. A student may attempt to accelerate beyond a course only once. Students who choose subject acceleration are then fully enrolled in the next course and expected to meet expectations. The grade impacts the GPA. In high school, there are many different ways for

students to be challenged in specific subjects. Enriching and accelerated courses include honors, AP, CITS, and CTE. PSEO is also available for students who meet guidelines. We encourage you to explore these options for your high school age student. For more information, please visit <https://www.isd709.org/departments/curriculum-and-instruction/index>

1. The acceleration referral is initiated ~~made to the building principal/counselor~~ by the parent/guardian, ~~student~~, or district staff member based on the student's current academic performance using the district's referral form (Acceleration Request form). This form is automatically sent to the Acceleration Specialist who will forward it onto the building principal and school counselor. Written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration by completing and signing the Acceleration Request Form. The process may be initiated at any time. However, in order for a request to pertain to the following academic school year, it must be received no later than April 1st for current students and before September 1st for new to district enrollees. ~~If acceleration is recommended, the timing of the acceleration will be determined by the Acceleration Team.~~
2. After the acceleration specialist has received the acceleration request form ~~been notified by the building principal~~, the acceleration specialist will gather existing student data to determine if the student scores meet initial pre-screening requirements. Please refer to the acceleration procedures and criteria flow chart for specific information. If the initial data does not meet the pre-screening requirements, the process ceases and the family will be notified. If the data supports continuation of the request, the student wishing to accelerate will be asked to take a course standards assessment. District personnel (acceleration specialist or content specialist) will administer appropriate assessments which are included on the acceleration procedures and criteria flow chart. ~~including at least two documented strategies to meet student's acceleration needs, previous test scores, work samples, teacher rating scales and a summary of classroom achievement.~~
- ~~3. The Acceleration Team will review the existing data.~~
3. Subjects Eligible for Acceleration. The following subjects are eligible for acceleration consideration. Placement is dependent upon schedule and availability and class size.
 - a. English Language Arts (must be in English)
 - b. Math
 - c. World Language (must be in target language)
 - d. Music

For students who have had an exceptional learning experience outside of ISD709, please refer to policy 620, credit for learning, for additional opportunities.

- ~~4. A student wishing to accelerate may be asked to take a placement assessment that may be written or performance based depending upon the subject. District personnel (acceleration specialist or content specialist) will administer appropriate assessments. The assessment may include a written and/or performance assessment. If a student's home language is not English, an assessment will be made available in the home language.~~ Following testing, the site team will meet to review the results. Criteria for single subject acceleration may include:
 - a. Student scores consistently are 95% or higher on curriculum based assessments.
 - b. Student achievement skills of consistently two years above grade level in content areas as measured by local and/or state assessments.
 - c. Course standards assessment results

5. ~~The Acceleration Team~~ **The site team** will make one or more of the following recommendations:
 - a. **No Change:** The student will continue in the regular class with no changes.
 - b. **Enrichment:** The student will continue in the regular class with further opportunities for curriculum compacting and/or extension/enrichment.
 - c. **Placement:** The student will be placed in the appropriate course.
 - d. **Acceleration:** The student will accelerate in a specific subject.

6. If a middle school acceleration is recommended, the site based acceleration team will create a plan including placement and timing of transitions. If a high school acceleration is recommended, the site based acceleration team will work with counselors to plan for a new pathway to graduation. ~~acceleration is recommended, a Written Acceleration Plan that includes class placement, standardized assessments, and transitions will be developed. The transition plan should address minor gaps that may occur.~~ Accelerated students should be expected to achieve at a performance level comparable with their performance at their previous grade.
 - a. **Assessment:**
A subject-accelerated student is required to take all standardized assessments for the grade in which they are enrolled rather than an individual subject placement. (For example, a 6th grade student that has been subject accelerated in ELA to grade 7 would still take the 6th grade reading standardized assessment).
 - b. **Transition Period:**
The length of the transition period for a middle school student will be determined by the site team, up to a length of six weeks. ~~A transition period is recommended. During this transition period, the acceleration specialist will coordinate supportive check ins that may include the acceleration specialist/ content area teacher, or counselor as needed. The length of the transition period will be determined by the acceleration team, up to a length of six weeks.~~ At the end of the transition period, the specialist, teacher, and counselor will inform the ~~Acceleration~~ **site** team of student transition progress that includes information from the classroom teacher, parent and student in the areas of academic and social emotional adjustment. The ~~Acceleration~~ **site** team will decide whether the transition period was successful and should be deemed permanent or whether the team should reconvene to revise the plan to better meet the student's needs.
 - c. **Transportation:**
~~Transportation is not provided to courses that are located at a site other than the student's home school. In some instances, a course may be available in an online format to help minimize this barrier.~~
If single subject acceleration is recommended, families must sign an acknowledgement form indicating they understand that at both 5th grade and 8th grade, accelerated courses are taught on a virtual platform. Students may not be transported to another school to attend in person instruction.

Elementary Retention:

1. Students who do not achieve at a level deemed acceptable by local and state standards may be retained at their current grade level. Efforts will be made to alter the student's program to better suit each student's needs.

2. Retention will be considered when professional staff, in cooperation with the parents, have determined that it is in the best interest of the student. Many factors will be considered prior to making such a decision. Some of the factors to be included are scholastic ability and achievement, physical development, maturity, cultural norms, emotional factors, as well as attendance and age. It is also recommended that the Light Retention Scale be utilized as another tool to assist in the decision. Retention shall not be based on a single factor.
3. Conferences/discussions between school personnel and parents concerning retention should be initiated by the winter conferences and earlier if the situation warrants it.
4. Retention is a decision that must be made between school personnel and the parent (guardian). If school personnel and parents (guardian) disagree over the issue of promotion and/or retention, a conciliation meeting will be held in an attempt to resolve the differences. The Director of Curriculum or designee will conduct the conciliation meeting as soon as possible after it is obvious that the school and parents (guardians) cannot agree. The school of the parent (guardian) may initiate the conciliation meeting by contacting the Director of Curriculum or designee.

Early Admission to Kindergarten Testing Criteria: Deadline April 1

1. Your child must score at or above the 90th percentile on the Wechsler Preschool and Primary Scale of Intelligence, Third Edition. Performance at or above the 90th percentile is a generally identified and agreed upon marker designating high ability in a given area.
2. Your child must demonstrate the ability to read 100 words from a list provided; as well as read fluently and comprehend a story appropriate for mid-level kindergarten. He/She must also achieve 80% accuracy on a letter identification sound-symbol relationship measure.
3. There must be evidence that your child has successfully completed two years in preschool. This addresses the area of social development. Your child's preschool teacher will be asked to complete the ABAS-II (Adaptive Behavior Assessment System) rating form.

Adopted:
Revised:

Acceleration Request Form
(Please submit to the student's principal)

Student Information

Student's Name:

Date of Birth:

School:

Current Grade:

Parent/Guardian Information

Name of person requesting this acceleration:

Relationship to student:

Phone and/or Email:

Acceleration Request

Type of Acceleration:

- Single Subject (K-12) Please indicate the subject/course **you are wishing to accelerate out of.**

- Whole Grade (K-4)

Name of teacher for current grade or course:

Please state rationale for this request including any interventions that have already been implemented to meet the student's advanced academic needs:

Please note, this form will initiate the process of collecting preliminary information about the student. It does not mean acceleration will necessarily occur.

I have read the procedures for acceleration and understand the process that will be followed to determine if acceleration is appropriate for this student. I grant permission for the necessary assessments needed to determine if acceleration is appropriate. **This may include a formal measure of intellectual functioning, formal measure of academic skills, etc.**

Parent/Guardian Signature

Date