

PARENT'S GRADE PLACEMENT COMMITTEE MEETING GUIDE

The following guide is particularly intended for any parent anticipating a hostile or adversarial meeting. In particular if an administrator has already stated that it has already been determined to retain the child or that the promotion decision will be based only on passage of the STAAR assessment, please use this guideline.

Any administrator or teacher who has indicated a decision has been made to retain the child should be asked to recuse themselves (Form B) prior to the meeting.

A parent who does not expect an adversarial meeting may still want to make use of the Consideration of the Required Issues portion of the guide, and use the table included to document the comments of the members.

By law, the school is required to provide accelerated instruction. There is no specific course or length of this instruction required by law. (Form A). If the school presents a prepared AI plan that you have not been permitted input into, you must tell them that this is unacceptable and that the law requires the GPC to design the AI program. If the final AI plan is not agreeable to you, note on the plan that you do not agree and do not sign the form.

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Student Name: _____ Grade: _____

Administrator Member: _____

STAAR Subject Member(s): _____

Parent: _____

Date of Meeting: ____/____/20____ Time: _____

At the beginning of the meeting ask each committee member:

“Have you, at any time prior to this meeting, discussed with any other school employee member of this committee the issue of promotion or retention of the student?”

Document their answers: Administrator: YES / NO

STAAR Subject Members:	YES / NO	YES / NO
	Reading	Math

If any member answers yes, identify who they met with:
(Document)

Then ask: What conclusions did you reach as a result of these discussions?
(Document)

If the members state that no conclusions have been reached or that they have not consulted prior to this meeting, then **ask each member to sign an Affirmation of Ability to Serve**. If they refuse to sign, for each one who refuses, ask them why they are refusing and document the answer on the form, along with the notation REFUSED.

If any member states that conclusions have been reached, or is unwilling to affirm their ability to serve, ask the member to recuse themselves from the committee and appoint a new member.

CONSIDERATION OF THE REQUIRED ISSUES

Ask each teacher: What is your recommendation on promotion?

ELA - PROMOTE / RETAIN

Math - PROMOTE / RETAIN

If you have other recommendations from other teacher, present and document:

Other Teachers - PROMOTE / RETAIN PROMOTE / RETAIN PROMOTE / RETAIN

Present or Ask for Documentation of the Student's Grades

Math Grade: _____ ELA Grade: _____ Science Grade: : _____

Social Studies Grade: : _____ Other Grades: _____

Present or Ask for Documentation of the Student's STAAR Scores

Reading Attempts: (1) _____ (2) _____ (3) _____ Trend: _____

Math Attempts: (1) _____ (2) _____ (3) _____ Trend: _____

If your child was not tested on STAAR (absent or refused) ask each member "Do you agree that the STAAR results provide no useful information for this student in making the promotion or retention decision?"

Present or Ask for Documentation of other relevant academic information

Document what is presented and anything committee members say about that information:

Ask each committee the following question and document the members' responses (note any pertinent comments below the table:

If the only factor in determining promotion were [ISSUE], what would your recommendation be?

This means you will ask the question four times, substituting a different ISSUE each time

ISSUE	Parent	Administrator	Teacher – Math	Teacher - ELA
The recommendation of the student's teachers	Promote/Retain	Promote/Retain	Promote/Retain	Promote/Retain
The student's grades	Promote/Retain	Promote/Retain	Promote/Retain	Promote/Retain
Student's STAAR scores	Promote/Retain	Promote/Retain	Promote/Retain	Promote/Retain
Any other relevant academic information	Promote/Retain	Promote/Retain	Promote/Retain	Promote/Retain

Member Comments:

Decision on Promotion or Retention

On the basis of all four factors required to be considered 19 T.A.C. §101.2007

ISSUE	Parent	Administrator	Teacher – Math	Teacher - ELA
Should the student be promoted or retained?	Promote/Retain	Promote/Retain	Promote/Retain	Promote/Retain

ACCELERATED INSTRUCTION PLANNING

Provide a copy of Form A to the school. Ask the school to identify all TEKS which your child is deficient in based on STAAR testing and document below:

Math

Reading/ELA

Ask “How will the AI plan for my child address these TEKS?” (document response)

Does the school affirm that the prescribed AI plan will only address documented deficiencies determined during STAAR assessment?

Yes / No

If no, request revision of the plan to be specific to the needs of your child.

Parent's Proposed Accelerated Instruction Plan

It is important to recognize that as to 5th and 8th grade promotion, a school has the legal authority to require the prior completion of accelerated instruction as a condition of promotion. There is no required length or form of the program. A parent may request to waive it and many schools will. However, if they do not agree, a parent should be prepared to propose or negotiate an appropriate accelerated instruction plan for each area. Some components of the plan may include:

(propose all that you are agreeable to; be prepared to agree to at least one hour of campus based instruction as this will meet all statutory requirements)

Campus Based Instruction

Parent proposes _____ weeks of campus based instruction, ___ day per week. Parent proposes no instruction during these dates: _____

Content: _____

Computer Based Instruction

Parent proposes that the student complete the following computer based instruction by _____ (date). Parent proposes no instruction during these dates:

Content: _____

Home Based Instruction

Parent proposes that the student complete the following at home by _____ (date). Parent proposes no instruction during these dates:

Content: (could be reading logs, worksheets, prep books, released tests, practice tests, etc.)

FORM A – Accelerated Instruction Requirements

Designing Accelerated Instruction and Accelerated Instruction Plans Required for a Grade Advancement Assessment

Accelerated instruction should begin as soon as possible after a district has been notified that a student has not met the passing standard on a grade advancement assessment. Instruction should continue until the next scheduled assessment opportunity. Students in grades 5 or 8 who are identified as being at risk for failure on a STAAR SSI assessment should receive accelerated instruction throughout the school year, plus further accelerated instruction after each assessment opportunity on which they are unsuccessful. It is important to note that this instruction should build on any accelerated instruction the student has received prior to STAAR.

Neither the law nor the rules specify the amount of time to be provided for the accelerated instruction. To support the SSI grade advancement requirements, the law and the commissioner's rules provide districts and charter schools with flexibility to determine on an individual student basis the appropriate form, content, and timing of the accelerated instruction. The policy governing accelerated instruction is intended to allow districts flexibility to meet individual student needs. Although students' instructional needs may vary, all students deserve qualified professional delivery of instruction by highly trained educators. Therefore, a component of the SSI is training for classroom teachers in frequent and ongoing assessment and instructional strategies to meet the full spectrum of student needs. The coordination of regular instruction and accelerated instruction both before and after the STAAR administrations is strongly recommended.

In designing an AIP, the GPC should use a student's STAAR results and other performance data, such as previous diagnostic tests, classroom assessments, grades, teacher observation, and academic progress reports, to build a program that enhances the instruction the student has already received. In addition, a district should employ best instructional practices as identified through current scientific research. A district may obtain and implement these practices with technical assistance from regional education service centers.

Accelerated instruction:

- a. should be designed to address individual student needs;
- b. has no required length or form; and
- c. must be designed by the Grade Placement Committee based on an individualized assessment of the student's needs.

Form B - AFFIRMATION OF ABILITY TO SERVE

Name: _____

Student: _____

I confirm that prior to the meeting held today on _____ (Date) I have not met with or conferred with any other committee member in the absence of the student's parent regarding the decision to promote or retain the student, and prior to the convening of this committee, I have reached no conclusion as to whether the student should be promoted or retained.

I understand that under the law of the State of Texas, I am required to review all facts and circumstances to determine whether the student should be retained or promoted. I understand that in making promotion decisions, I am required to consider the recommendation of the student's teacher, the student's grades, the student's STAAR scores, and any other relevant academic information.

I further understand that, by law, no single factor is determinative of the decision to promote or retain. I affirm that I have no personal opinions, prejudices or biases that would prevent me from considering any factor which the law requires I consider as part of the promotion or retention decision. I have never stated that I will refuse to promote any student who does not pass the STAAR assessment, and, in fact, I can, without bias or prejudice, agree to the promotion of a student who has not passed the STAAR assessment.

Name: _____

Texas Penal Code Sec. 39.02. ABUSE OF OFFICIAL CAPACITY. (a) A public servant commits an offense if, with intent to obtain a benefit or with intent to harm or defraud another, he intentionally or knowingly:

(1) violates a law relating to the public servant's office or employment

(b) An offense under Subsection (a)(1) is a Class A misdemeanor.