

## **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 at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

#### **A. Promotion**

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

#### **B. Retention**

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

#### **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 program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
  - a. multiple objective criteria; and
  - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school 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.
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.
- a. To be eligible for early entry into Kindergarten, the child must have turned the age of five years after September 1 and by September 30 of the school year under consideration. The child must also demonstrate superior academic, social, and emotional readiness to be considered for early entrance. A legal birth certificate will be required as proof of age.
  - b. Parents/Guardians advocating on behalf of their child may contact the primary (K-2) building principal. The initial request must be made by April 1 of the preceding school year under consideration. Students must have already completed an early childhood screening by April 15 to be considered for early entrance into kindergarten.
  - c. The primary (K-2) building office will mail out questionnaires to both parents/guardians and pre-school teacher(s). Completed questionnaires will be returned directly to the primary (K-2) principal. Questionnaires must be received by April 15.
  - d. A preliminary meeting will be established to be attended by parents/guardians, school district psychologist, primary (K-2) principal, a kindergarten teacher, and district early childhood coordinator.
  - e. If it is deemed appropriate to move forward, evaluations of the child's ability, achievement, and behavioral development will be completed by the school psychologist, at the expense of the parents/guardians in the amount of \$300.00. All evaluations must be completed by May 15. The evaluation will include the following:
    - i. Wechsler Preschool and Primary Scale of Intelligence (WPPSI) assessment
    - ii. Behavior Assessment System for Children (BASC) assessment
    - iii. District Kindergarten Baseline Skills Assessment
    - iv. Behavioral observation in a pre-school setting (if possible)
  - f. The school district team will consider the student for early entrance to kindergarten using the information collected from questionnaires, pre-school screening, ability and achievement assessments, and observations.
  - g. The school district team will meet with the parents/guardians to discuss the data and to make a recommendation regarding the early entrance to kindergarten. A final decision will be made by the school district no later than June 1.
  - h. An appeal of the decision of the school team may be made to the Superintendent of Schools.
  - i. If early entrance to kindergarten is recommended, during the first quarter of the school year, the student will be consistently evaluated to ensure appropriate placement. Both academic and behavioral progress

will be considered. By the end of the first quarter, the teacher and principal will recommend to parents/guardians in writing whether the placement in kindergarten should remain or be discontinued.

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

**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)