

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 when considering retention of a student. 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. When possible, 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 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 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.

3. The school district will 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 curriculum to a student's academic needs 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.

Cross references:

Dover-Eyota Public Schools Policy 613 – Graduation Requirements

Dover-Eyota Public Schools Policy 614 (School District Testing Plan and Procedure)

Dover-Eyota Public Schools Policy 615 (Basic Standards Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Dover-Eyota Public Schools Policy 617 (School District Ensurance of Preparatory and High School Standards)

Dover-Eyota Public Schools Policy 618 (Assessment of Standard Achievement)

Dover-Eyota Public Schools Policy 620 (Credit for Learning)

Version: 10/8/2018