

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 comprehensive achievement and civic readiness.
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.

III. EARLY KINDERGARTEN ADMISSION PROCEDURE

1. Children who are five years of age on or before September 1 of the calendar school year may enroll in kindergarten. The district will begin the registration process for kindergarten in January of the prior school year. The registration process will define school enrollment options and kindergarten programming options available to kindergarten families.
2. Children who are five years of age on September 2 through September 30 of the calendar school year may enroll in kindergarten. The student must meet the district's early admission to kindergarten assessment requirements outlined below.
 - a. The district will, upon request, provide information to families considering early admission into kindergarten that explains the early admission requirements.
 - b. Families seeking early admission into kindergarten must submit a letter of request for admission to the school district by April 1 of the year prior to admission.
 - c. The expenses related to the required assessments for early entrance consideration are the responsibility of the families.
 - d. The assessment requirements must include an assessment of:
 1. Cognitive functioning and readiness skills for academics
 2. Social and emotional characteristics
 3. Motor skills.

The assessment will be completed by a licensed psychologist. A suggested list of psychologists will be provided by the district.
 - e. A written summary of the assessment will be submitted to the district by June 30 of the year prior to admission.
 - f. The district will have an early admission kindergarten team review the assessment. The team will include a preschool educator, kindergarten educator, a building principal, and the school psychologist.
 - g. The team will decide if the child is approved for early admission. The decision of the team is final and will be placed in writing for the family.

- g. The family will complete all enrollment paperwork.

RECONSIDERATION FOR KINDERGARTEN ADMISSION

1. On rare occasions there may be students who meet all the age criteria for starting kindergarten and have actually been enrolled but after admission appears to need additional time to reach a level of maturity or prerequisite skills to be successful in kindergarten. In these cases the following will occur:
 - a. The teacher will gather data and present the data to the principal. The data should include the Kindergarten assessment results and specific behavioral and academic data that leads the teacher to believe the student will not be successful in kindergarten and additional time will be the remedy. At least 2 classroom interventions must be documented.
 - b. The principal will inform the Superintendent of the situation and share the data. The principal and Superintendent may choose to observe the student first hand.
 - c. If the principal and Superintendent are in agreement with the teacher's assessment, the family will be informed and a meeting will occur. The meeting will include the principal, teacher and any other professional deemed appropriate.
 - d. If spaces are available in Preschool, this will be recommended to the family at no cost to the family.
 - e. Ultimately, it is the family's decision if the student should stay in kindergarten.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.15 (Gifted and Talented Students Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)
Minn. Stat. § 124D.02 (School Board Powers; Enrollment)

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 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)