

## **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/guardians 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, or designee'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 participation 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 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 academic acceleration. 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.
4. The school district will adopt procedures to determine a child's ability to be successful in early entrance to kindergarten. These procedures will comprehensively evaluate the student's cognitive, social, and emotional readiness to meet kindergarten grade expectations and progress to first grade in the subsequent year. The comprehensive evaluation must use valid and reliable evaluation tools and be aligned with state kindergarten expectations. The evaluation will include information from the parent/guardian and teacher observations of the child's knowledge, skills and abilities. The procedures must be sensitive to underrepresented groups.

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

**Cross References:** Board Policy 613 (Graduation Requirements)  
Board Policy 614 (School District Testing Plan and Procedure)  
Board Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEP, Section 504 Plan and LEP Students)  
Board Policy 617 (School District Ensurance of Preparatory and High School Standards)  
Board Policy 618 (Assessment of Student Achievement)  
Board Policy 620 (Credit for Learning)

### **BOARD POLICY 513**

St. Cloud Area School District 742

St. Cloud, Minnesota

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