

1st Reading: 03/26/2007, 10/17/2016

2nd Reading: 04/23/2007, 11/28/2016

Approved: 05/22/2007, 12/19/2016

Revised: 09/23/2013, 11/27/2017

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. Belle Plaine Elementary School Retention Guide

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. All decisions regarding retention will be made by a team consisting of the student's parents, teachers, the principal, and the school counselor if indicated.

The following practices will guide all decisions regarding retention:

1. Initial concerns regarding retention should be addressed between January 1 and March 30, if not sooner. No student shall be retained more than 1 year.
2. Students considered for retention must be reviewed by the iTeam. The student may be referred to the Child Study Team if necessary.
3. No child will be retained unless all data that pertains to that student is reviewed. Data may include, but is not limited to the following:
 - a. FAST
 - b. Reading Formative Assessments
 - c. Reading Summative Assessments

- d. Math Formative Assessments
 - e. Math Summative Assessments
 - f. MCA's
 - g. Social Expectations (SSIS)
 - h. Other standardized tests or assessments
4. The request to retain is a parental right. Retention may occur if the child's teacher is in full support of the request and the data to verify the retention has been reviewed.
 5. A parent conference will be held to inform them of the results and to make the decision whether to promote or retain the student.
 6. A student retention worksheet and signed parent letter must be on file at the school for each student retained.
 7. Notification of the recommendation to retain or promote will be included on the report card for second semester.

C. Belle Plaine Junior High Retention Guide

In cases where it is determined that the child may benefit from retention, the final decision shall be made by the Junior High principal with input from the classroom teacher, counselor and the parents. In all cases the best interests of the student shall be of first consideration, taking into account the whole child: socially, emotionally, academically and physically.

The following procedures shall be followed when considering retention in grades 7-8:

1. Initial concerns regarding retention should be addressed prior to the end of 1st semester.
2. Students considered for retention must be reviewed by the iTeam. The student may be referred to the Child Study Team if necessary.
3. No child will be retained unless all data that pertains to that student is reviewed. Data may include, but is not limited to the following:
 - a. FAST
 - b. OLPA
 - c. MCA's
 - d. Reading Formative Assessments

- e. Reading Summative Assessments
 - f. Math Formative Assessments
 - g. Math Summative Assessments
4. The request to retain is a parental right. Retention may occur if the child's teacher is in full support of the request and the data to verify the retention has been reviewed.
 5. A parent conference will be held to inform them of the results and to make the decision whether to promote or retain the student.
 6. A student retention worksheet and signed parent letter must be on file at the school for each student retained.
 7. Notification of the recommendation to retain or promote will be included on the report card for second semester.

D. 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 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 the level, complexity, and pace of the curriculum to a student to achieve the best the 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.

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

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)