

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 procedure for screening and identifying 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.
2. The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures, found in Section III below, 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.

III. PROCEDURES FOR ACADEMIC ACCELERATION OF GIFTED AND TALENTED STUDENTS

A. Assessing Student Readiness

When assessing readiness and motivation the following factors may be considered:

1. Student performance data such as test scores, classroom achievement, and success in previous gifted/enrichment opportunities.
2. Student level of maturity, student ability to cope with the demands of accelerated content, and the probability the student will experience success.
3. Teacher judgment, parent input, and the student's opinion.

B. Matching Student Need With Instruction

Students may choose or may be guided by parents or teachers to participate in accelerated/gifted/enrichment opportunities. Teachers and parents monitor student success and how appropriate a given course or activity is for the student. The student's opinions are also considered. Examples of accelerated instruction and gifted/enrichment opportunities include:

1. Reading and math achievement groups, including out-of-grade placement.
2. Accelerated math sequence in High School.
3. Elective course options.
4. Skipping a grade.
5. Many extra curricular/enrichment activities that offer students challenges and opportunities to expand their talents.

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

Cross References: ISD #139 Policy 613 (Graduation Requirements)
ISD #139 Policy 614 (School District Testing Plan and Procedure)
ISD #139 Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
ISD #139 Policy 617 (School District Ensurance of Preparatory and High School Standards)
ISD #139 Policy 618 (Assessment of Standard Achievement)
ISD #139 Policy 620 (Credit for Learning)