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District 77 Policy 513

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513 STUDENT PROMOTION, RETENTION, ACCELERATION, PROGRAM DESIGN, AND GRADE PLACEMENT

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention, acceleration, program design, and grade placement.

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. (Retention Forms A and B can be found in District Procedures Manual.)

C. Acceleration

The School Board recognizes that in certain situations it may be desirable to accelerate the placement of a student in instructional programs appropriate to the student's academic, social, and personal development levels.

Acceleration is the placement of a student in an instructional program that is more age and/or academically appropriate. The student may be considered for acceleration only if the following can be demonstrated clearly:

- A high level of academic achievement in all areas of the curriculum with special emphasis on reading, writing, and mathematics.
- Intellectual ability two (2) standard deviations above the norm.

- Social and emotional maturity.
- High degree of persistence.

A request for acceleration should be directed to the principal. An acceleration team comprised of the principal(s), present grade level teacher(s), previous year teacher(s), talent development coordinator, and District psychologist will be convened to review the request; interview the student, parent, and teachers; review test data; and develop a recommendation. If the proposed placement may result in a change in school, representation from that school must be included.

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. Opportunities for special programs including 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.

E. Grade Placement

A procedure for screening and identifying students for grade assignment shall be developed.

1. Records for new students will be reviewed to determine grade placement. These records will include information on attendance, health, special education, ELL, gifted/talented, academic performance and documented completion of grade level or credit requirements.
2. After review, if the placement decision is unclear, the principal will assemble an administrative team. This team will consist of the lead elementary principal and/or the lead secondary principal, the chair of the school psychology department, and others, as appropriate and necessary.
3. A recommendation from this team will go to the superintendent for final approval. The superintendent's decision will be final.

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

Cross References: District 77 Policy 619.1 (School District Testing Plan and Procedure)
District 77 Policy 619.2 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans and LEP Students)
District 77 Policy 628 (Graduation Requirements)
District 77 Policy 632 (Credit for Learning)
District 77 Procedures Manual – [Retention Forms A and B](#)