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513 - STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

It is the belief of the Board of Education, administration, and teaching staff of School District #22, that promotion, retention, and placement of students must be planned to permit the flexibility that recognizes individual differences.

I. STUDENT PROMOTION OR PLACEMENT: FOR ELEMENTARY GRADES (K-5)

- A. The following factors shall be considered in evaluating the promotion or placement of students:
 - 1. Academic achievement with special emphasis placed upon the reading and mathematics progress at each grade level:
 - 2. Student performance as shown by district approved assessments including teacher observational checklists, standardized tests, and state tests.
 - 3. Social, emotional, and other factors may be considered.
 - 4. A student with a prescribed Special Education Individual Education Plan (IEP) shall have promotion or placement determined by that plan.
- B. The educational programs in School District #22 are designed to maximize individual growth. Efforts shall be made to identify the special needs and talents of students early in their school careers so that an appropriate placement can be made.
- 3. No student shall be retained whose interests would be better served by promotion.
 - 1. Before retention shall be considered, it is essential that all avenues of remediation be explored that may encourage student growth.
 - 2. Parents shall be informed of the child's difficulty and be told how they can help the child at home as well as what the school is doing to remediate the problem.

3. Lines of communication between school and home should be kept open informing parent/guardian of student progress through conferences, mid-term progress reports, phone calls, and/or letters.
4. The final decision as to promotion, retention, or placement shall be made by the principal after consultation and review of recommendations from teachers, parents, and other resource persons.

If parents disagree with this decision, an appeal may be made in writing to the Superintendent and ultimately to the School Board within (30) calendar days of the principal's decision.

II. STUDENT PROMOTION CRITERIA FOR MIDDLE SCHOOL (GRADES 6-8)

- A. Students in grades 6-8 are promoted to the next grade level by earning credits and passing the core courses of English, math, science, and social studies.
 1. Students who do not earn the credit in three of their four core classes will repeat the entire grade unless they earn the credits during summer school.
 2. Students who do not earn credit in one or two of their core classes can use the following options for earning the credit(s).
 1. Summer school
 2. Independent study during the summer
 3. Independent study during directed study time the following school year.
 4. Repeat the course(s) during the school year if it fits into the student's schedule.
 2. The parents or guardians of students not passing a core course will be contacted to review possible options.
 3. Students must complete the required Middle School curriculum and be recommended to enter the high school program by the Middle School principal.

Legal References: 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 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)