

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 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. Elementary Procedure

Promotion and retention are based on individual students and situations. Measures for grade level progress in grades K-4 include:

1. Consistency between classrooms with benchmark assessments and progress monitoring
2. Team level discussions related to progress
3. Review of personal, social, emotional factors
4. Use of the Light's Scale as additional data in making promotion or retention decisions
5. Recommend tiered level interventions if needed

Additional guidelines and procedures Century Elementary will utilize to determine promotion or retention may include:

1. Parent meetings are held to express teacher's concerns. Grade level work and expectations for the following school year are shared.
2. There are situations where students can benefit from retention. Teachers weigh all factors and considerations before a decision is made.
3. Staff review current data with Title I teachers, SPED teachers, grade level teams and inform the principal. Working with parents is essential to build upon the relationship between home and school.
4. Century Elementary believes parents should have input and in the end should provide permission for the child to be retained.

See Form I for documentation.

IV. Middle School Procedure

It is the belief of the Century Middle School staff that students be challenged academically and that expectations for performance should be high. Every reasonable effort to help students meet both individual goals and school expectations will be made. Success at middle school is preparatory for high school and beyond.

Century Middle School expects students to work toward academic excellence. Failure to meet minimum requirements for grading periods will result in placing students on academic probation with one or more of the following interventions:

1. Student Success programming,
2. Targeted Services,
3. Meeting with the Home School Interventionist,
4. Grade checks with staff,
5. Panther Time, and
6. Guided Study Hall

Students on academic probation will be required to attend and work with staff in these

specialized academic assistance programs to help student improve learning. Students failing to make academic progress may be asked not to participate in school activities such as Rec Night and field trips.

Retention

Retention means to remain in the same grade based on unsatisfactory performance.

Retention of a student will be considered based on the following criteria:

1. Unsatisfactory performance,
2. Lack of readiness for the material in the grade,
3. Level of rigor of the expected grade,
4. Attendance,
5. Each student is required to earn a passing grade each Trimester in all core academic areas (Math, English, Science, Social Studies and PE). Failure to meet this will result in credit recovery, summer school or retaking of the course.

Committee on Academic Performance

The committee will be made up of grade level teachers, Special Education staff, and the Principal and/or Assistant Principal. The committee will review the academic performance of students who are not meeting the requirements at the end of each trimester. Parental notification will be made by the committee when a student is failing to meet the requirements of promotion and are in jeopardy of being retained. If a student continues to fail following the review period the committee including the parent(s) will meet to discuss next year’s educational program. Final decision will be made by the Superintendent.

V. High School Procedure

Park Rapids Area High School is on a trimester schedule and seven period day. Students earn one credit upon successful completion of each course every 12 weeks. All students are required to be enrolled in six academic classes. To graduate from Park Rapids area high school, a student needs to earn a minimum of 72 credits.

It is possible to earn 84 credits in the regular three trimester, seven period day schedule. High school credits are earned beginning with the ninth grade year. The following chart list of recommended number of credits that should be earned by the end of each trimester to be on pace to graduate from Park Rapids Area High School in four years.

Graduation Credits

<u>Grade</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
12	60	66	72
11	42	48	54
10	24	30	36
9	6	12	18

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)

Adopted: 6/16

Revised: 5/23

Park Rapids Area
Century Elementary School

It has been recommended by the classroom teacher that your child,

_____ be retained in _____.
(name) (grade)

Please check the appropriate area below, sign and date the bottom and return this letter with your child to school.

This form will be placed in your child's cumulative folder which is stored in the elementary office.

_____ Yes, I choose to retain my child in _____(grade).

_____ No, I choose to send my child on to the next grade,
because _____
_____.

Parent's Signature _____ Date _____

Principal's Signature _____ Date _____

Classroom Teacher _____ Date _____

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