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513 STUDENT INITIAL ENTRANCE, 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, 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- PreK-5

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 including grades in core courses and results on standardized assessments (when applicable). The director's decision shall be final.

C. Retention- 6-8

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, including grades in core courses and results on standardized assessments. The director's decision shall be final.

C. Program Design

1. The director, 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 shall also be developed as additional options. All programs will be aligned with Minnesota's Comprehensive Achievement and Civic Readiness (CACR).

2. The school district will adopt guidelines for assessing and identifying students for participation in special 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.