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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 at Crosslake Community Schools (CCS).

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 process to determine whether a student will be retained is detailed in the Policy 533 Grade Acceleration/Retention Policies.

C. Acceleration

At CCS, grade-level acceleration is considered only for students in grades K-6, online and seat-based. Students in 7th and 8th grade may be considered for acceleration on a course-by course basis. Once in 9th grade and beyond, students make progress towards graduation on the basis of credits earned, rather than assigned grade level. The process for grade-level acceleration is detailed in Policy 533 Grade Acceleration/Retention Policies.

D. Program Design

1. The Director with participation of the professional staff and parents/guardians, 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 CCS shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness
2. CCS may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. CCS must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. 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.
4. CCS must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how CCS 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.
5. CCS must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to under-represented groups.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.15 (Gifted and Talented Program)
~~Minn. Stat. § 123B.143, Subd. 1 (Superintendents)~~
Minn. Stat. § 124E.03 (Applicable Law)
Minn. Stat. § 124D.02 (School Board Powers; Enrollment)

Cross References: 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)
Policy 533 Grade Acceleration/Retention Policies
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)