

Adopted: _____

MSBA/MASA Model Policy 513

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513 STUDENT ~~ACCELERATION~~, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student ~~acceleration~~, retention, and program design. ~~This guidance requires the use of evidence and assessments to match instruction and interventions to personalize the needs of each learner and accelerate their learning and growth.~~

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and ~~remedial~~ ~~acceleration~~ programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Acceleration

~~Course or subject acceleration will first be done through differentiated classroom work. If full subject acceleration is implemented in a content area, a plan will be created that accommodates the potential for continued implementation beyond the year it is instituted.~~

B. Retention

~~Retention is defined as students remaining in the same grade based on unsatisfactory performance or lack of readiness for the material/standards in the grade or level of rigor. This may be considered if it is in the best interest of the student.~~

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 process to assess and evaluate 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.~~ All programs will be aligned with creating comprehensive achievement and civic readiness.
2. The school district 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~~ **Advanced Academics** with challenging and appropriate educational programs and services.
3. The school district must adopt guidelines for assessing and identifying students for participation in ~~gifted and talented~~ **Advanced Academics** 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. The school district must adopt procedures for the ~~academic~~-acceleration of ~~gifted and talented~~ students in Advanced Academics students. These procedures will include how the school district will:
 - 7a. 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. The school district 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 underrepresented 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 Students Program)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)
Minn. Stat. § 124D.02 (School Board Powers; Enrollment)

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 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)