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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.

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. Belle Plaine Elementary School Retention Guide

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.

The following practices will guide all decisions regarding retention:

1. Initial concerns regarding retention should be addressed between January 1 and March 30, if not sooner. No student shall be retained more than 1 year.
2. Students considered for retention must be reviewed by the iTeam. The student may be referred to the Child Study Team if necessary.
3. No child will be retained unless all data that pertains to that student is reviewed. Data may include, but is not limited to the following:
 - a. FAST
 - b. Reading Formative Assessments
 - c. Reading Summative Assessments
 - d. Math Formative Assessments
 - e. Math Summative Assessments
 - f. MCA's
 - g. Social Expectations (SSIS)
 - h. Other standardized tests or assessments

4. The request to retain is a parental right. Retention may occur if the child's teacher is in full support of the request and the data to verify the retention has been reviewed.
5. A parent conference will be held to inform them of the results and to make the decision whether to promote or retain the student.
6. A student retention worksheet and signed parent letter must be on file at the school for each student retained.
7. Notification of the recommendation to retain or promote will be included on the report card for second semester.

C. Belle Plaine Junior High Retention Guide

In cases where it is determined that the child may benefit from retention, the final decision shall be made by the Junior High principal with input from the classroom teacher, counselor and the parents. In all cases the best interests of the student shall be of first consideration, taking into account the whole child: socially, emotionally, academically and physically.

The following procedures shall be followed when considering retention in grades 7-8:

1. Initial concerns regarding retention should be addressed prior to the end of 1st semester.
2. Students considered for retention must be reviewed by the iTeam. The student may be referred to the Child Study Team if necessary.
3. No child will be retained unless all data that pertains to that student is reviewed. Data may include, but is not limited to the following:
 - a. FAST
 - b. OLPA
 - c. MCA's
 - d. Reading Formative Assessments
 - e. Reading Summative Assessments
 - f. Math Formative Assessments
 - g. Math Summative Assessments
4. The request to retain is a parental right. Retention may occur if the child's teacher is in full support of the request and the data to verify the retention has been reviewed.
5. A parent conference will be held to inform them of the results and to make the decision whether to promote or retain the student.
6. A student retention worksheet and signed parent letter must be on file at the school for each student retained.
7. Notification of the recommendation to retain or promote will be included on the report card for second semester.

D. 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 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 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. 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 the 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.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)