

MILACA PUBLIC SCHOOLS

MILACA BOARD POLICY

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Orig. 1995

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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. 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. Acceleration Procedures

Grade level acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in multiple academic areas. In these cases, the degree to which the regular grade level curriculum demands modification may become difficult for the educators to both facilitate and manage. It is under these circumstances that grade level acceleration may be considered in order to better meet the student's learning needs.

The school district will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:

1. Assemble Student Records

Records of current achievement and aptitude will be assembled. Available records may include current and past grades/evaluations in subject areas, standardized test information, and any assessment administered outside the school district and made available by the parent(s) or guardian(s).

2. Gather Information from Educators

Information concerning current classroom performance, which may include:

a. The educators' perspectives on the student's learning;

- b. Work samples;
- c. Classroom performance;
- d. Quality and accuracy of class work;
- e. Knowledge and skill depth and breadth;
- f. Time and work management skills;
- g. Study skills;
- h. Problem solving;
- i. Decision making skills in comparison with age peers;
- j. Self evaluation skills;
- k. Standardized acceleration assessment;
- l. Social/emotional development.

3. Gather Information from Parent(s) or Guardian(s)

Parent or guardian perspectives on the student's learning and current educational placement will be gathered and may include:

- a. Perceived academic strengths and limitations;
- b. Past patterns of achievement;
- c. Motivation for learning;
- d. Study skills and habits;
- e. Work and management skills;
- f. Ability to work independently;
- g. Attitudes toward school and learning;
- h. Level and social/emotional development;
- i. Interest in areas of child;
- j. Relationships with peers and adults.

4. Meet to Review Information

Once information gathering is complete, a conference will be scheduled to review available information. The principal, the instructional team of the current grade, the parent(s)/guardian(s), and as appropriate, the school psychologist and/or counselor will be involved in this review.

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 the World's Best Workforce.
- 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 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 under-represented 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)