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MSBA/MASA Model Policy 513
Orig. 1995
Rev. 2016

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. 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 will adopt guidelines for assessing and identifying students for participation in gifted and talented 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.
3. The school district will 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.
4. The school district will adopt procedures which describe the comprehensive evaluation in cognitive, social, and emotional development domains to help determine a child's ability to meet kindergarten grade expectations and progress to first grade in the subsequent year for early admission to kindergarten or first grade of gifted and talented learners. 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)

Adopted: 1-10-08

Local 513.1

Orig. 2007

Revised:

Rev. 2007

513.1 ELEMENTARY READING PROMOTION POLICY GRADES K-3

I. PURPOSE

The purpose of this policy is to establish guidelines for the promotion of children in grades K, 1, 2, and 3 based on their ability to read and comprehend what they have read.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to establish a procedure where students have the ability to read and comprehend at the third grade level before entering the fourth grade. This policy is adopted with certain legal exceptions and interventions to make sure those children when exiting the 3rd grade are reading at the 3rd grade level as evidenced by recognized local evaluations systems.

III. REQUIREMENT

- A. The principal shall each year only promote students in grades K, 1, 2 and 3 to the next level if they are reading at or above the level of the grade they are currently attending.
- B. Students with approved IEP's or a 504 plan that covers reading will be required to read at the level appropriate as stated in their IEP or 504 plan.
- C. The Kelliher School District will allow parents to override the retention in grades K, 1 and in Grade 2 for reading, but not for other reasons, if the parents do so in writing and will help their child attain the grade level reading on their own and/or by attending the interventions provided by the Kelliher School District.
- D. At the end of the third grade, students will not be promoted to the fourth grade unless they have passed at the third grade level or higher using recognized local evaluations systems or are covered under an approved IEP. Third grade students who have not completed this requirement will be given one additional opportunity to complete the requirement by attending summer school and earning the proficiency status.
- E. The Kelliher School District will provide interventions to students who are reading and comprehending below the grade they are attending.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering this policy with the principal. The principal may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. Teachers are responsible for following the Minnesota state standards and benchmarks as well as consistently monitoring the reading levels of their students using approved instruments of evaluation.
- C. By November 1st or at a later date when first this policy is first implemented, teachers in Grades K, 1, 2, and 3 will present a list of names to the Principal of students who are reading and comprehending below the grade level they attend. Teachers will also at this time present an individual reading plan for each student that is reading below grade level indicating how that student will be instructed to be reading at grade level by the end of the year. The teachers will have a conference with the parents of the child reading below grade level to discuss the plan and get the cooperation of the parents in implementation of the reading plan.
- D. If a student is passing any one of the following approved instruments of reading evaluation at the end of third grade, the student will be promoted to the fourth grade. If the student is not passing any one of the approved instruments, the student will be retained
- E. Approved instruments of evaluation are: Minnesota Comprehensive Assessments II, NWEA Measures of Academic Progress, Running Records for Read Naturally, Accelerated Reader Tests, Star Reading Tests and the High Frequency Word Test, Developmental Reading Assessment.
- F. Approved methods of intervention are as follows: Title I Services from a teacher or paraprofessional, after school Catch Up Keep Up, Vision therapy examination, Guided Reading, Foster Grandparents, Headsprouts, Reading Recovery, Read Naturally, Summer School, Student Support Team Services of personalized intervention , Smart training (a new program to be presented).
- G. If a retained student in third grade meets the standards for 4th grade before the end of the first quarter, the parents may request in writing to have their child promoted to the 4th grade and that request will be honored. After the end of the first quarter, the retained student will remain in the third grade even though they may have met the standard for grade 4 at a later date.

Cross Reference: 513