

Policy 513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. **PURPOSE**

This policy provides guidance on student promotion, retention, and program design for Northfield School District's staff, parents, caregivers, and students, aligning with the district's vision and commitment to learner outcomes and equity.

II. **GENERAL STATEMENT OF POLICY**

The Board of Education expects all students to achieve an acceptable level of academic 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/guardians 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/guardians, 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 district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness.
2. The 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 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.
 - 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 district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the district will:
 - a. Assess a student's readiness and motivation for acceleration.
 - b. Match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for a student.

5. The 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.

Policy 513 Student Promotion, Retention, and Program Design

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Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 659

Northfield, Minnesota

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 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)