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Contact Person: Assistant Superintendent

## POLICY 513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

### I. PURPOSE

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 (or designee's) decision shall be final.

#### C. Program Design

1. The Superintendent (or designee), 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 District shall also be developed as additional options. All programs will be aligned with creating the World's Best Workforce.
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. 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 multilingual 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; 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. With requests for early entrance into kindergarten or first grade, the District must adopt procedures, consistent with Minnesota Statute, for early admission to kindergarten or first grade of gifted and talented learners consistent with Minnesota Statutes, which include a comprehensive evaluation in cognitive, social, and emotional development domains in order to determine a child's ability to meet the grade level expectations. The procedures must be sensitive to under-represented groups.

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## REGULATION 513                      STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

### I.        ELEMENTARY (Grades K-5)

#### A.        Promotion

The foundation of progress in the elementary schools shall be student achievement. Teachers and principals' judgment shall be used to establish individual promotion criteria for students based on ability and skill development. Promotion from one grade to another will occur unless the parents are made aware of other considerations during the school year.

The end-of-year student report card shall confirm promotion to the next grade.

#### B.        Acceleration Promotion

Acceleration promotion is the advancement of two grades (e.g. first to third grade) based on exceptional performance and ability.

1.        The following criteria will be used to determine acceleration promotion:
  - a.        The student must have an ability more than 2.5 standard deviation above the mean on the Wechsler Intelligence Scale for Children, 5th Edition. The District will work with families to ensure the cost of administering this assessment will not serve as a barrier to access.
  - b.        The student must have a birthday no later than November 1.
  - c.        The student must demonstrate mature social and emotional development (staff judgment and the Iowa Acceleration Scale should be used).
  - d.        The student must demonstrate achievement commensurate with ability.
  - e.        Recommendation of Principal and Gifted and Talented Director
  - f.        Parent/guardian approval.

C. Retention

Retention is to remain in the same grade based on unsatisfactory performance or lack of readiness for the material in the grade or level of rigor of the expected grade. While the District generally doesn't endorse retention, it recognizes in certain situations it may be necessary.

Students identified with special needs will be serviced according to the needs stated in appropriate documents. The process will involve people as designated on the Individual Education Plan (IEP).

D. Suggested/Recommended Procedure and Timeline for Retention/Acceleration Promotion

Staff and parents who recommend students for acceleration promotion or retention shall generally proceed according to the following timeline procedures (exceptions may be made to this timeline):

Timeline	Procedures
By February 1st	Teacher considering recommending retention/acceleration promotion identifies the student, notifies the principal and parent.
By February 15th	<p>Building team, consisting of principal, psychologist, teacher and child study team lead convene to discuss referral. The Gifted and Talented Director will be consulted in an acceleration promotion situation.</p> <p>Building team studies and secures data. If retention is being considered, Lights Retention Scale and an intellectual assessment will be administered. If the student qualifies for ESL services, the team will determine the appropriate intellectual assessment.</p>
By April 15th	<p>The building team expands to include the parent/guardian. The team reviews the data and develops a recommendation to the principal.</p> <p>The principal makes the decision.</p>
By April 30th	<p>If consensus between parent/guardian and building team members is not reached, a report shall be submitted to the principal for review and decision.</p> <p>If the parent/guardian do not agree with the principal's decision, the parents may appeal in writing to the Assistant Superintendent.</p>

E. Decision Making Process

1. Participation - Parents, Teachers
2. Recommendation – Building Team
3. Decision - Principal
4. Approval – Executive Director of Special Education
5. Acceptance – Assistant Superintendent

ELEMENTARY SCHOOLS K-5 PROMOTION/ACCELERATION/RETENTION FORM

School \_\_\_\_\_ Date \_\_\_\_\_

Student Name \_\_\_\_\_ Effective Date \_\_\_\_\_

FACTORS:

COMMENTS:

- 1. Chronological age \_\_\_\_\_
- 2. Achievement/Skill development \_\_\_\_\_
- 3. Physical size \_\_\_\_\_
- 4. Social/Emotional maturity \_\_\_\_\_
- 5. Relationship with peers \_\_\_\_\_
- 6. Parental attitudes \_\_\_\_\_
- 7. Position of student in family \_\_\_\_\_
- 8. Intelligence \_\_\_\_\_
- 9. Student attitudes \_\_\_\_\_
- 10. Study and work habits \_\_\_\_\_
- 11. Attendance as it affects achievement \_\_\_\_\_

RECOMMENDATIONS AND COMMENTS:

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

District G/T Director\* \_\_\_\_\_

Parent(s): \_\_\_\_\_

Signatures \_\_\_\_\_ Date \_\_\_\_\_

DECISION: Principal      \_\_\_ Promote    \_\_\_ Retain \_\_\_\_\_

APPROVAL: Exc. Dir. Spec Ed.    \_\_\_ Promote    \_\_\_ Retain \_\_\_\_\_

ACCEPT: Asst. Supt.      \_\_\_ Promote    \_\_\_ Retain \_\_\_\_\_

Signatures \_\_\_\_\_ Date \_\_\_\_\_

\*Acceleration Promotion Only

**OVER** (Parent/Guardian Signature)

**NOTICE**

You have been asked to supply private or confidential information concerning yourself to the District. Pursuant to M.S. 13.04, the District is required to supply you with the following information:

1. The District intends to use the requested personal information for the purpose of identifying the student and family to accomplish school placement and emergency contact.
2. You may refuse to supply the requested information, however, incomplete information may limit the ability of the Bloomington Public Schools to fully provide educational services.
3. Employees of the Bloomington Public Schools who have a use for this information are authorized by state and federal law to receive this data, as are any other persons or agencies who are authorized by state or deferral law to receive this information.

Receipt of notice acknowledged.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## II. MIDDLE SCHOOL (6-8)

### A. Promotion

Promotion is the advancement from one grade to the next higher grade based on satisfactory performance. The parent/guardian will be appraised of student progress toward promotion through trimester grades and conferences.

### B. Acceleration Promotion

Acceleration promotion is the advancement of two grades (e.g., sixth to eighth grade) based on exceptional performance and ability.

1. The following criteria will be used to determine acceleration promotion:
  - a. Recommendation of grade level team and District Gifted and Talented Director
  - b. Achievement tests at the 98-percentile or higher
  - c. The student must have an ability more than 2.5 standard deviation above the mean on the Wechsler Intelligence Scale for Children, 5th Edition. The District will work with families to ensure the cost of administering this assessment will not serve as a barrier to access.
  - d. Birthday no later than November 1
  - e. Parent/guardian approval
2. A committee, consisting of the principal, parent/guardian, District Gifted and Talented Director, psychologist, teacher, and child study lead will review the data and make a recommendation to the principal.
3. The principal makes the decision.
4. If a consensus between parent/guardian and school team members is not reached, a report shall be submitted to the principal for review and decision.
5. If the parents do not agree with the principal's decision, the parents may appeal in writing to the Assistant Superintendent.
6. Recommendation for acceleration promotion must be processed and approved by September 1.

### C. Retention

Retention means to remain in the same grade based on unsatisfactory performance.



1. Retention of a student will be considered if the student is failing three or more classes. Students identified with special needs will be serviced according to the needs stated in appropriate documents. The process will involve people as designated on the Individual Education Plan (IEP).
2. The retention committee will meet in early April to make the recommendation to retain a student based on:
  - a. Student records
  - b. Attendance
  - c. Interventions and special services student has received
  - d. Staff input
  - e. Parent/guardian input
  - f. Student input
3. A committee, consisting of the principal, parent/guardian, psychologist, teacher, and counselor (and other personnel as appropriate) will review the data and make a recommendation to the principal.
4. The principal makes the decision.
5. If a consensus between the parent/guardian and school team members is not reached, a report shall be submitted to the principal for review and a decision.
6. If the parent/guardian do not agree with the principal's decision, the parents may appeal in writing to the Assistant Superintendent.
7. The principal's decision, after acceptance by the Assistant Superintendent will be forwarded to the family by the principal.

D. Decision Making Process

1. Participation - Teachers, Psychologists, Social Workers, etc.
2. Recommendation - Promotion/Retention Committee
3. Decision – Principal
4. Approval – Executive Director of Student Services
5. Acceptance – Assistant Superintendent

### III. HIGH SCHOOL (9-12)

#### A. Promotion

Promotion in the high school is based on the student completing courses and standards. Students do not necessarily advance grade by grade as in middle school. Rather, course credits and graduation standards are accumulated until graduation requirements have been met.

#### B. Retention

Students in high school are not retained by grade level; rather, students must accumulate course credits and demonstrate they have learned a prescribed set of standards.

Progress reports must be provided at midterm for all students who are achieving below letter grade "C".

Students identified with special needs will be serviced according to the needs stated in appropriate documents. The process will involve people as designated on the Individual Education Plan (IEP).

### IV. SUBJECT LEVEL ACCELERATION, K-8

A. Acceleration in a subject area is the act of moving a student at least one grade level above his/her general grade level placement. The acceleration process is a collaborative effort between the student, parent, classroom teacher, Gifted and Talented Director and building/program administrator. The building/program administrator makes the final decision on all subject level accelerations.

1. Children being considered for acceleration in a subject area must demonstrate high levels of proficiency in the grade-level subject matter. To be considered proficient in a subject area requires the student demonstrates:
  - a. Exemplary content skills,
  - b. In-depth knowledge of content procedures,
  - c. A solid foundation of conceptual understanding to do well in the next level of the curriculum, and
  - d. He/she has met or exceeds the essential standards of the grade-level subject area in which he/she will be skipping through the accelerated placement.

2. The student must also exhibit:
  - a. Exceptional work habits,
  - b. Mature study skills,
  - c. Successful organization abilities, and
  - d. The reasoned desire to be accelerated
3. The student must score considerably above age or class peers on achievement tests, daily work and class participation. Data to inform the process include:
  - a. Formative assessments such as observational, daily work/homework, chapter tests, quizzes, and class discussions, and
  - b. Summative assessments such as MAP, mid-year/end-of-year tests, project and standards assessments.