



**Policy #39. Student Promotion, Retention, Acceleration, Program Design, and Grade Placement (MSBA # 513)**

**Adopted by The St. Cloud Math and Science Academy Board of Education: June 1, 2014**

**I. PURPOSE**

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student promotion, retention, acceleration, program design, and grade placement.

**II. GENERAL STATEMENT OF POLICY**

Because The St. Cloud Math and Science Academy is dedicated to the best total and continuous development of each student enrolled, the professional staff is expected to place students at the instructional level for which they are best suited academically, socially and emotionally. 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 will normally progress annually from grade to grade through achievement or by meeting the goals set in a special education program and described in the student's Individual Education Program (IEP).

**B. Retention**

Retention of a student may be considered when, in the judgment of the professional staff, it is in the best interest of the student. Scholastic achievement together with physical development, maturity, and emotional factors shall be considered. Any consideration for retention will involve consultation with the student's parent/guardian and the professional staff, but the final decision will rest with the director. (*Refer to The St. Cloud Math and Science Academy's Retention Form. A sample is included in this manual.*)

**C. Acceleration**

The School Board recognizes that in certain situations it may be desirable to accelerate the placement of a student in instructional programs appropriate to the student's academic, social, and personal development levels. Acceleration is the placement of a student in an instructional program that is more age and/or academically appropriate. Acceleration may be appropriate under the following conditions:

- Academic achievement and intellectual ability higher than the developmental norm.
- Social and emotional maturity higher than the developmental norm.
- Physical maturity higher than the developmental norm.
- A high degree of persistence.

A request for acceleration should be directed to the director/Academic Director. An acceleration team comprised of the director/Academic Director, current grade level teacher(s), previous year teacher(s), gifted coordinator, and psychologist will be convened to review the request. The team will interview the student, parent, and teachers; review test data; and develop a recommendation. If the proposed placement may result in a change in school location, representation from that school must be included. Any consideration for acceleration will involve consultation with the student's parent/guardian and the professional staff, but the final decision will rest with the director. (*Refer to St. Cloud Math and Science's Acceleration Form*)

#### **D. Program Design**

The director, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the student needs at every level. Opportunities for special programs including placement outside of the school district shall also be developed as additional options.

#### **E. Grade Placement**

Chronological age is the primary criterion for admission to kindergarten. Minnesota statutes specify that children reaching the age of five on or before September 1 of any year are eligible for admission to kindergarten that school year. Exceptions may be considered upon a written request from the student's parents or guardian. Administrative guidelines will specify procedures for the consideration of these requests.

##### Assignment to other grade levels

Assignment of students to grade levels other than kindergarten shall involve consideration of both chronological age and readiness of the student to perform at the appropriate level, consistent with School Board policy governing promotion, retention, and acceleration.

- After a record review, if the placement decision is unclear, the director/Academic Director will assemble an administrative team. This team will consist of the director/Academic Director, school psychologist, and others, as appropriate and necessary.
- A recommendation from this team will go to the director for final approval. The director's decision will be final.

The St. Cloud Math and Science Academy Acceleration Form

To be completed by team for any student considered for acceleration.

NAME OF STUDENT \_\_\_\_\_ Date \_\_\_\_\_

Present Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Complete consideration must be given to all the aspects of the following items:

A. Chronological age \_\_\_\_\_ How does this relate to others in the class?  
\_\_\_\_\_ Younger than most \_\_\_\_\_ About average \_\_\_\_\_ Older than most

B. Physical development. How does this relate to others in the class?  
\_\_\_\_\_ Larger than most \_\_\_\_\_ About average \_\_\_\_\_ Smaller than most

C. Level of social and emotional maturity. How does this relate to others in the class?  
\_\_\_\_\_ Immature \_\_\_\_\_ Average \_\_\_\_\_ Mature

Incidents which show level of maturity:

D. What has been done to determine academic achievement and to assist the student in making gains?  
(testing, gifted/talented program, etc.)

E. Briefly describe the reason this student should be accelerated.

F. Briefly describe how this student would benefit from acceleration.

G. Who initiated the suggestion for acceleration? \_\_\_\_\_

If not parent initiated, have the parents been notified about the recommendation for acceleration? \_\_\_\_\_ yes  
\_\_\_\_\_ no

H. What is the parental viewpoint in relation to the acceleration?

\_\_\_\_\_ Completely favorable \_\_\_\_\_ Unsure, but cooperative \_\_\_\_\_ Not in favor

We, the undersigned, agree to the decision which has been reached and support the recommendation for acceleration to grade \_\_\_\_\_ for the \_\_\_\_\_ school year.

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

Teacher \_\_\_\_\_

Director \_\_\_\_\_

We, the undersigned, do not agree to the decision which has been reached and do not support the recommendation for acceleration to grade \_\_\_\_\_ but request promotion to grade \_\_\_\_\_ for the \_\_\_\_\_ school year.

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

Teacher \_\_\_\_\_

Director \_\_\_\_\_

Final action: