



STUDENT PROMOTION, RETENTION AND PROGRAM DESIGN

POLICY:	513
ADOPTED:	02/22/05
REVISED:	07/19/21

I. Purpose

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

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. Enrollment

The district retains the right to determine grade level and school placement of students enrolling in the district.

B. 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.

C. Retention

Retention of a student is not supported by research in most cases and is rarely recommended. Retention of a student may only be considered in extreme instances when school and district professionals, in collaboration with parents, use multiple data points to determine it is in the best social emotional and academic interest of the student; and that the student is likely, if retained, to achieve and, at minimum, maintain academic and/or social proficiencies at grade level or above throughout their schooling. Physical development and health, maturity, emotional factors, birthdate, and family situation (sibling in a grade level behind) shall be considered as well as academic achievement. The superintendent's decision shall be final.

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 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.
3. With requests for early entrance into kindergarten, the district will adopt procedures which include a comprehensive evaluation in social, emotional, and academic proficiency in order to determine a child's ability to meet the grade level expectations. The comprehensive evaluation must use valid and reliable instrumentation, be aligned with state kindergarten expectations, and include a parental report and teacher observations of the child's knowledge, skills, and abilities. These procedures must be sensitive to under-represented groups.
4. Early Entrance to Kindergarten Procedures can be found in Appendix I of this policy.

Legal References:

Minn. Stat. § 120B.15 Gifted and Talented Program
Minn. Stat. § 123B.143, subd. 1 Superintendents

Cross References: Policy 613 - Graduation Requirements
Policy 620 - Credit for Learning
MSBA/MASA Policy 614 - School District Testing Plan and Procedure
MSBA/MASA Policy 615 - Testing Accommodations, Modifications, and
Exemptions for IEPs, Section 504 Plans, and LEP Students
MSBA/MASA Policy 618 - Assessment of Student Achievement

APPENDIX I

EARLY ENTRANCE TO KINDERGARTEN PROCEDURES

I. Purpose

The purpose of this procedure is to provide criteria and procedures for early entrance into Kindergarten in the Inver Grove Heights Community Schools prior to age 5. Early entrance student success is contingent on mature levels of social, emotional, and academic proficiency. The early entrance assessment is designed to select students who demonstrate superior development in all these areas.

II. General Statement of Procedure

1. The admission of student will be in accordance with Minnesota Statute 120A.20, Subd. 1 - Admission to Public School.
2. The school board will allow early school entrance.
3. Students who have met ALL criteria set by Inver Grove Heights Schools will be allowed to enter Kindergarten early. The decision made by the administration shall be final.
4. The District reserves the right to close all early entrance enrollment on those years when Kindergarten classes are projected to be full or open enrollment is closed.
5. Children will be admitted to school as a Kindergarten student if the child is five years of age on or before September 1 of the school year for which admission is sought.
6. Children who become five years of age on September 2 through October 31 of the school year for which admission is requested may enroll in Kindergarten based upon successful completion of an assessment process. Early admission procedures will guide the final recommendation for acceptance of the child.
7. An application must be filled out and received by the Director of Special Services no later than May 15. Applications for students who move into the district over the summer will be considered on an individual basis.
8. ISD 199 encourages careful consideration of both the benefits and disadvantages of the early entrance option.

9. Admission to Kindergarten through the early admission process is considered probationary to ensure the child will have a successful experience. The length of time would extend through the end of the first trimester. If it is apparent to the parent or school personnel in the first few weeks of school that the child's adjustment is not satisfactory, the site principal will be notified by the classroom teacher. A team will be convened to determine if the school enrollment is appropriate at that time. If it were determined to be inappropriate at that time, the child would return to Kindergarten the following year in accordance with state statute. The decision of the Superintendent is final.

III. Minnesota Entrance Age Law

MSA 120A.20, Subdivision 1, reads as follows: "Age limitations; pupils. All schools supported in whole or in part by state funds are public schools. Admission to a public school is free to any person who resides within the district that operates the school, who is under 21 years of age, and who satisfies the minimum age requirements imposed by this section. Notwithstanding the provisions of any law to the contrary, the conduct of all students under 21 years of age attending a public secondary school is governed by a single set of reasonable rules and regulations promulgated by the school board. No person shall be admitted to any public school (1) as a kindergarten pupil, unless the pupil is at least five years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences; or (2) as a 1st grade student, unless the pupil is at least six years of age on September 1 of the calendar year in which the school year for which the pupil seeks admission commences or has completed kindergarten; except that any school board may establish a policy for admission of selected pupils at an earlier age."

IV. Early Entrance Criteria

1. The child must have a birth date on or before October 31 of the calendar school year for which she or he seeks admission. A parent or guardian must provide proof of age through one of the following documents: an original or copy of the student's legal birth certificate, a valid religious record, an original valid passport, or other official verification with the child's legal name and birthdate.
2. Measured general intellectual ability must be at or about the 98th percentile when compared with the child's same-age peers +/- one Standard Error of Measurement (SEM) for the test used will be required. This area will be assessed using a standardized, norm referenced, individually administered test of intellectual ability that is appropriate for the child given his/her cultural and linguistic background. Subscales or prorated scores will not be accepted as indicative of "general intellectual ability".
3. Social, emotional, and behavioral skills must be within the average to above average range when compared with children who are age-appropriate for

Kindergarten. This area will be assessed using parent and current day care provider checklists and interviews as well as observations by a Kindergarten teacher in Inver Grove Heights during a Summer Academy session.

4. Measured academic readiness skills must be within the average to above average range when compared with children who are age-appropriate for Kindergarten. This area will be assessed using Curriculum Based Measures of early literacy and numeracy and/or criterion based assessment of Kindergarten Readiness skills.
5. Assessments will be administered by a licensed school psychologist or licensed psychologist. The District will consider outside evaluations if submitted by the parents and following the criteria set forth in this procedure.
6. Strong desire by the child to enter Kindergarten must be evident, without undue pressure from the parents.
7. Students transferring from other states or countries, whose admission laws are not consistent with Minnesota admission laws, will have transcripts reviewed by the Director of Special Services and Director of Learning for determination of placement.

V. Procedures for Early Enrollment

1. The early entrance applicant must complete and demonstrate school readiness as evidenced in the preschool screening process that is required of all children before entering Kindergarten.
2. The parent/guardian(s) must complete an Application for Early Admission to Kindergarten by May 15. The application can be obtained from the Director of Special Services at the District office.
3. The early entrance applicant will then be screened by a licensed school psychologist for Kindergarten readiness. If the student scores at the median or higher, additional testing will be completed by a licensed school psychologist or licensed psychologist and a Kindergarten teacher by June 30. Signed consent to complete the assessment will be obtained prior to starting any data collection.
4. Based on the results of the screenings and evaluation, parents will be notified by the office of the Director of Special Services with the decision of whether or not approval for early entrance into Kindergarten was given by July 5.
5. A fee of \$150 will be charged to parents of each out of district student, payable to Independent School District 199. This payment is due starting the assessment.
6. Parents seeking Open Enrollment in Inver Grove Height Schools for their child, as well as Early Kindergarten Admission, must apply for Early Kindergarten

Admission following the procedures above. Non-eligibility for Early Kindergarten Admission will result in the forfeiture of the Open Enrollment seat for the desired academic year.

VI. Committee Decision

- A. A team of professionals comprised of the Director of Special Services, Director of Learning, a district kindergarten teacher, a district psychologist, and a district principal will assist in the placement decision for each child.
- B. The decision of the committee will be final. The decision will be communicated immediately thereafter to the parents by the Director of Special Services, no later than April 30 preceding the anticipated enrollment.
- C. Copies of the information gathered and the Director of Special Services decision will be available upon request. Current residents missing the March 15 deadline will be expected to send children at the age appropriate time to kindergarten, unless there are extenuating circumstances.

If you have any questions regarding this procedure and/or early enrollment to kindergarten, please contact the Inver Grove Heights Schools District Office at 651-306-7800.