

Adopted: July 27, 2017

MTCS Policy 513

MSBA Orig. 1995

Revised: April 23, 2026

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 Minnesota Transitions Charter School (MTCS) 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 MTCS shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness.

2. MTCS 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. MTCS will adopt guidelines for assessing and identifying students for participation in gifted and talented programs. The guidelines should include the use of:

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- 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.
4. MTCS will adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how MTCS 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. MTCS 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.
 - a. Steps for Early Admission to Kindergarten
 - i. Early enrollment in kindergarten will only be considered if there are seats available after all traditionally aged students are enrolled.
 - ii. If your child turns 5 years old between September 2 and October 15, they become eligible for consideration for early admission into kindergarten based on the following procedures:

1. Submit an application prior to April 1st.

- a Indicate on the application that the student will turn five between September 2 and October 15.
- 2 The school based assessment team will interview parents, and with their permission, current or previous daycare or preschool placements regarding the child's readiness for kindergarten.
- 3 The school based assessment team will review the interview data and schedule observations in a Pre-kindergarten classroom of a child who meets initial criteria as ready for early entry. The students social emotional and behavioral competencies will be rated during these observations. School staff will make a report of findings to the parents.
- 4 Perspective students that pass the initial screening will be referred to the office of curriculum and instruction for academic readiness screening. Academic assessments may include MTCS common assessments or normed assessments such as Fastbridge.
- 5 The Director of Curriculum and Instruction will inform the school principal, MARSS enrollment specialists, and the parents which students have been accepted based on interview, observations, and all assessment data.
- 6 Parents may appeal the decision of the Director of the Curriculum and Instruction to the Superintendent. The decision of the Superintendent is final.

Legal References:

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.15 (Gifted and Talented Students Program)
Minn. Stat. § 124E.03 (Applicable Law)
Minn. Stat. § 124D.02 (School Board Powers; Enrollment)

Cross References:

MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (Charter School 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 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 620 (Credit for Learning)