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Reviewed: March 11, 2024

COMMUNITY OF PEACE ACADEMY POLICY No. 6.2 GRADING, PROMOTION AND RETENTION

I. PURPOSE

The purpose of this policy is to provide a framework to support Community of Peace Academy's philosophy that all students achieve optimal learning and make progress based upon high expectations and consideration of students' abilities and needs.

II. POLICY

It is the policy of Community of Peace Academy that all students achieve acceptable levels of progress resulting in grade promotion and that those who do not demonstrate readiness for the next grade level be retained.

A. Promotion.

Students who demonstrate a readiness for work at the grade level currently assigned and who indicate a readiness to work at the next grade level will be promoted to a higher grade.

B. Retention.

Students who do not demonstrate a readiness for work at the grade level currently assigned will be retained only if the student in consultation with Community of Peace Academy staff, including, but not limited to the Executive Director, the Principal, the student's Teacher, and the School Social Worker as well as the student's parent/guardian determines that the student is likely, if retained, to mature and achieve academic and/or social proficiencies at grade level or above. The student's IEP Team may decide to retain a student who has an IEP. No student will be retained without consultation between Community of Peace Academy and the student's parents/guardians. An academic improvement plan should be used when appropriate.

C. Acceleration

1. Community of Peace Academy will adopt administrative procedures for assessing and identifying students for participation in gifted and talented programs. The administrative procedures will include the use of:
 - a. Multiple and 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

underrepresented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

2. Community of Peace Academy will adopt administrative procedures for the academic acceleration of gifted and talented students. The administrative procedures will include a description of how Community of Peace Academy 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.

D. Grading, Grade Weighting, and Class Rank

Community of Peace Academy High School offers two semesters of courses per school year, and courses have a 4.0 grading system, with pluses and minuses worth +/- 0.3.

Effective beginning in the 2018-2019 school year, students enrolled in honors classes receive a weighted honors point by multiplying their course grade by 1.25. Classes that earn weighted honor points include College in the Schools and Post-Secondary Enrollment Options Act credit-bearing courses.

Class rank is calculated from the weighted grade point average after the completion of a semester.

E. Early Admission.

Community of Peace Academy will adopt administrative procedures consistent with Minnesota law for early admission to kindergarten or first grade of gifted and talented learners. The administrative procedures must be sensitive to underrepresented groups.

F. Administrative Procedures.

Community of Peace Academy will develop necessary and appropriate administrative procedures for the implementation of this policy.

Legal References: Minn. Stat. §124E (Charter Schools)
Minn. Stat. Chap. 120B (Curriculum and Assessment)