

SUGAR VALLEY RURAL CHARTER SCHOOL

POLICY NUMBER: 215
SECTION: PUPILS
TITLE: **PROMOTION AND RETENTION**
DATE ADOPTED: NOVEMBER 2008
DATE LAST REVISED:

PROMOTION AND RETENTION

PURPOSE

The Board recognizes that the emotional, social, physical and educational development of students will vary and that students should be placed in the educational setting most appropriate to their needs. SVRCS will establish and maintain high standards for each grade and monitor student achievement in a continuous and systematic manner.

AUTHORITY

The Board established that each student shall be moved forward in a continuous pattern of achievement and development that corresponds with the student's development, the system of grade levels, and attainment of the academic standards established for each grade.

A student shall be promoted when she / he has successfully completed the curriculum requirements and has achieved the academic standards established for the present level, based on the professional judgment of the teachers and the results of the assessments. A student shall earn the right to advance to the next grade level by demonstrating mastery of the required skills and knowledge.

DELEGATION OF RESPONSIBILITY

The CEO or designee shall develop procedures for promotion and retention of students which assure that every effort will be made to meet the individual needs of the student.

The recommendation of the classroom teacher shall be required for promotion, acceleration or retention of a student.

The CEO shall be assigned the final responsibility for determining the promotion, acceleration or retention of each student.

In all cases, the parents shall be fully involved throughout the process. Parents and students shall be informed of the possibility of retention of a student well in advance.

The following intervention procedure matrix will be utilized prior to the retention of a K through 8th grade student and an IEP student in grades K through 12th.

Students experiencing academic difficulty and at risk for retention are to be identified as early as possible within the first grading period of enrollment. After being identified, an intervention plan is to be developed to assist each student to meet division standards for promotion. The following interventions procedures are to be utilized prior to the retention of a K through 8th grade student

Intervention Procedures

Description

Timeline

Teacher identifies students not demonstrating Satisfactory achievement of the learning objectives identified in the core curriculum areas.

By the end of the first grading period of enrollment

An Intervention Committee selected by The CEO will meet and develop strategies to assist student mastery of needed skills. the Intervention Committee may consist of the following individuals: Administration, core area or grade level teacher, specialists, and guidance counselor.

Within ten days after identification, a parent conference will be held and an Intervention plan will be developed.

Intervention strategies will include remediation sessions, tutoring, intersessions, and /or summer school.

Intervention plan is implemented and reviewed according to timelines designated in the plan. Review dates should correlate with the dates designated for interim reports and report cards.

Intervention committee will meet as prescribed by the Intervention Plan

Intervention Committee will reconvene for the student who is in need of additional assistance and if warranted, the student will be referred for a Child Study.

By the end of the first semester

Intervention Committee reconvenes for the student not demonstrating satisfactory achievement of the learning objectives identified in the core curriculum areas. If retention is being considered, the admin will send a written notice to the parent(s).

By the end of the third grading period

The final authority for promotions or retention rests with the administration and the CEO. In grades K through 8th, promotion or retention may be dependent on the student's academic achievement in summer school

The CEO will notify the parent(s) of any student being retained by mail prior to the issuing of the last report card.

Traditional students have been retained as a means of reinforcing academic performance. Many studies conducted through the years have indicated that at best, this practice is seldom successful, and at worst, sometimes has an effect opposite that which is intended. Therefore SVRCS utilizes retention only when there is agreement that such an action is in the best interest of the student. A student will not be retained without parental consent.

The IEP team will make the final recommendations regarding promotion, retention, and age appropriate placement for students with an IEP. Academic, social, emotional, chronological age, and physiological factors must be considered in this decision.

Academic achievement, attitude, effort, work habits, behavior, attendance, and other factors related to learning shall be evaluated regularly and communicated to students and parents.

Students should be present each day, however, students who are absent 10 or more days or have excessive tardies will be considered at risk for retention.

Failing or unsatisfactory grade performance in any of these four content areas is cause for consideration of retention. The four content areas are Reading/ English, Math, Science, History / Social Studies.

SVRCS shall utilize multiple measures of academic performance as determinants in promotion, acceleration and retention decisions.

Progress toward high school graduation shall be based on the student's ability to achieve the established academic standards and pass the required subjects and electives necessary to earn the number of credits mandated by the Board for graduation.

REFERENCES:

Title 22 Sec 4.12, 4.13, 4.42
SC 1531, 1532