

## **PUPIL PROMOTION & RETENTION POLICY**

### Board Policy #24

The Board of Directors expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the Education Director or designee may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student. As early as possible in the school year and in students' school careers, the Education Director or designee shall identify students who should be retained and who are at risk of being retained in accordance with the following criteria:

Students shall be identified on the basis of grades. The following other indicators of academic achievement shall also be used:

- The State's Standardized Testing and Reporting Program
- Teacher recommendation

Decisions about retention of Special Education students will be based on the criteria of their IEP's and their performance level.

When a student is recommended for retention or is identified as being at risk for retention, the Education Director or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs and/or the establishment of a student study team.

### **Acceleration from Kindergarten to First Grade**

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Education Director or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work.

Admission shall be subject to the following minimum criteria:

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student has shown advanced general academic ability for his/her age group.
4. The physical development and social maturity of the student are consistent with his/her advanced academic ability.
5. The parent/guardian of the student has filed a written statement with the school approving the placement in first grade.

## **Continuation in Kindergarten**

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the school agree that the student shall continue in kindergarten for not more than one additional school year. Consideration for retention in kindergarten will be based on mastery of kindergarten language arts standards. Whenever a student continues in kindergarten for an additional year, the Long Valley Charter School Kindergarten Retention form must be signed by the parent/guardian and the Education Director or designee, stating that the student shall continue in kindergarten for not more than one additional school year. A copy shall be placed in the student's Cumulative Folder.

## **Retention at Other Grade Levels**

The Education Director or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels:

### **Retention at Other Grade Levels**

1. Between grades 1 and 2
2. Between grades 2 and 3
3. Between grades 3 and 4
4. Between grades 4 and 5
5. Between grades 5 and 6
6. Between grades 6 and 7
7. Between grades 7 and 8
8. Between grades 8 and 9

A student may not be retained more than one time.

Students in grades 1, 2 and 3 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students in grades 4-9.

## **Criteria for Promotion/Retention:**

### **A. PROMOTION**

- A student who meets the criteria for promotion will be promoted.

### **B. RETENTION (Considerations to be made in Trimester 1)**

- A parent/guardian will be informed at the Fall Parent Conference if their child is at risk for retention if the following criteria apply:

#### **Retention in Grade 1:**

#### **If the student meets all of the following criteria:**

1. Received a "Needs Improvement" in Reading on the current year progress report.

#### **Retention in Grade 2:**

**If the student meets all of the following criteria:**

1. Received a “Needs Improvement” in Reading on the current year progress report.

**Retention in Grade 3:**

**If the student meets both of the following criteria:**

1. Scored at the “far below basic,” “below basic,” or “basic” performance level on the CST (California Standards Test) portion of the STAR in reading the previous year.
2. Received a “Needs Improvement” in Reading on the current year progress report.

**Retention in Grades 4 and 5:**

**If the student meets both of the following criteria:**

1. Scored at the “far below basic,” “below basic,” or “basic” performance level on the CST (California Standards Test) portion of the STAR in reading or math the previous year.
2. Received a “D” or “F” in reading or math on the current year progress report.

**Retention in Grades 6, 7 and 8:**

**If the student meets both of the following criteria:**

1. Scored at the “far below basic,” “below basic,” or “basic” performance level on the CST (California Standards Test) portion of the STAR in reading or math.
2. Received a “D” or “F” in reading or math on the current year progress report.

**C. RETENTION – Considerations for Trimester 2:**

**Retention in Grades 1-3:**

In the 2nd trimester, a student will no longer be at risk of retention if he/she does not have a “Needs Improvement” in Reading.

**Retention in Grades 4-8:**

In the 2nd trimester a student will no longer be at risk of retention if they have a “C” or better in math or reading.

**D. RETENTION - Considerations for Trimester 3:**

• In the spring, a student will be retained if he/she meets the following criteria:

**Retention in Grade 1:**

1. Received a “Needs Improvement” in reading at the 3rd trimester.

**Retention in Grade 2**

**In the spring, a student will be retained if he/she meets the following criteria:**

1. Received a “Needs Improvement” in reading at the 3rd trimester

### **Retention in Grade 3**

**In the spring, a student will be retained if he/she meets both of following criteria:**

1. Scored at the “far below basic,” “below basic,” or “basic” performance level on the CST (California Standards Test) portion of the STAR in reading the previous year.
2. Received an achievement grade of “D” or “F” in reading at the 3rd trimester

### **Retention in Grades 4 and 5:**

**In the spring, a student will be retained if he/she meets both of the following criteria:**

1. Scored at the “far below basic,” “below basic,” or “basic” performance level on the CST (California Standards Test) portion of the STAR in reading or math the previous year.
2. Received a “D” or “F” in reading or math at the 3rd trimester.

### **Retention in Grades 6-8:**

**In the spring, a student will be retained if he/she meets both of the following criteria:**

1. Scored at the “far below basic,” “below basic,” or “basic” performance level on the CST (California Standards Test) portion of the STAR in reading or math the previous year
2. Received a “D” or “F” in reading or math at the 3rd trimester.

## **E. CONDITIONAL PROMOTION**

- Between grades 1 and 2:

Students who do not meet promotion criteria but who attend a summer remediation program and make successful progress may be promoted to the next grade.

- All other grade levels:

Students who do not meet promotion criteria but who attend a summer remediation program and make successful progress in reading or math (depending upon area of concern) may be promoted to the next grade. Students enrolled in a summer remediation program must attend classes with an attendance rate of at least 90%.

- Special consideration may be given to some students who meet the retention criteria but it is determined that retention may not benefit the student.

### **Identification of Students**

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student’s regular classroom teacher or, at grades 6-8, the Student Study Team, determines in writing that retention is not the appropriate

intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for intervention other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement.

### **Parent Notification**

When a student is identified as being at risk of retention, the Education Director or designee shall notify the student's parent/guardian at the following times:

- at the fall parent conference.
- on the report card at the end of each trimester.
- at the second parent conference.

The teacher's evaluation shall be provided and discussed with the student's parent/guardian and the Education Director before any final determination of retention or promotion. The Education Director or designee shall also provide a copy of the school's promotion/ retention policy to those parents/guardians who have been notified that his/her child is at risk of retention.

### **Appeals Process**

The Education Director's decision to promote or retain a student may be appealed. The burden shall be on the appealing party to show why the teacher's recommendation should be overruled. To appeal the Education Director's decision, the appealing party shall submit a written request to the Education Director or designee specifying the reasons why the teacher's recommendation should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her recommendation was based. Within 30 days of receiving the request, the Education Director or designee shall determine whether or not to overrule the teacher's recommendation. Prior to making this determination, the Education Director or designee may meet with the appealing party and the teacher. If the Education Director or designee determines that the appealing party has overwhelmingly proven that the teacher's recommendation should be overruled, he/she shall overrule the teacher's recommendation. The Education Director or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board. The Board may also meet with the appealing party, the teacher and the Education Director or designee to decide the appeal. The decision of the Board shall be final. If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections, which shall become part of the student's record.

### **Remedial Instruction**

With the parent/guardian's consent, the Education Director or designee may require a student who has been recommended for retention or has been identified as being at risk of retention to participate in a supplemental instructional program. Such programs may be offered during the summer, after school, or Saturdays. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum.

These services shall be provided to students in the following priority order:

1. Students who have been recommended for retention or who have been identified as being at risk of retention.
2. Students who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the tests administered under the STAR program or teacher recommendation.