

PROMOTION/RETENTION POLICY

Board Policy #: BP-17

Adopted/Ratified: September 24, 2020

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Kindergarten Students Who Complete a Year of Instruction

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Charter School agree that the student shall continue in kindergarten for not more than one additional school year.

EBCA will adhere to this statute through the following procedures:

1. The basis for continuation will include consideration of the student's level of mastery of skills related to EBCA and State Standards in Language Arts and Mathematics.
2. Continuation of a kindergarten student for another year will only occur as the result of ongoing communication with the parent/guardian of the student.
3. Whenever a student continues in kindergarten for an additional year, the Executive Director/Principal or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year.
4. A Student Learning Contract ("SLC") will be maintained for any kindergarten student that is retained. The plan will specifically identify needs of the student, strategies for addressing the needs, a process for monitoring student progress, and the parent/guardian responsibilities in assisting the student.
5. The parent/guardian of a retained student will be required to conference with the teacher and other appropriate school personnel a minimum of three times per year to review the SLC.

Retention at Other Grade Levels

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

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between the end of the intermediate grades and the beginning of the middle school grades

In addition, students in first grade and fifth grade who are not meeting EBCA standards will also be considered under this section.

Retention criteria will be considered in three categories:

1. Students who are below grade level proficiency.
2. Students who are at risk of retention
3. Students who will be retained (candidates for retention).

Initial identification of students and notification of parents will take place after the first semester or as soon as data for three of the four criteria described below is available. Initial identification of kindergarten students and notification of parents/guardians will take place no later than the end of the first semester. Final identification and notification will take place during, or prior to, the distribution of third quarter deficiency notices.

If English Learners have been enrolled for at least one academic year in an appropriate instructional program, in accordance with the Charter Academy’s Master Plan for English Learners, and have not made expected progress in the development of English skills and other content area skills, they may be considered for retention. They should be provided with supplemental instruction as a key intervention to ensure that they will eventually gain grade-level proficiency and beyond.

Students with disabilities are expected to meet the same criteria as all students and are candidates for retention unless otherwise indicated in the student’s Individualized Education Program (“IEP”). In the case of students whose disability prevents them from achieving a minimum level of proficiency on Charter School-designated tests in reading, English language arts, and mathematics, these criteria will not be applicable. Any special education student who is recommended for retention must have an IEP meeting prior to the final decision to retain. In the case of students who are in the referral or assessment process, the teacher, in consultation with the site administrator, family, and student study team, should make the promotion/retention decision.

Students between grades 2 and 3 and grades 3 and 4 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 between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. Students shall be identified on the basis of either assessment results or grades and other indicators of academic achievement, as established by EBCA.

Elementary Standards for Promotion/Retention

Students Below Grade Level Proficiency (Meeting 1 of the 4 criteria)	Students At Risk of Retention (Meeting 2 of the 4 criteria)	Students Who Are Candidates for Retention (Meeting 3 of the 4 criteria)
<ol style="list-style-type: none"> 1. Report card marks indicating below basic achievement. 2. Scores below basic level on Local Assessments 3. Scores below minimum on approved classroom assessments 4. Less than 90 percent attendance 	<ol style="list-style-type: none"> 1. Report card marks indicating below basic achievement. 2. Scores below basic level on Local Assessments 3. Scores below minimum on approved classroom assessments 4. Less than 90 percent attendance 	<ol style="list-style-type: none"> 1. Report card marks indicating below basic achievement. 2. Scores below basic level on Local Assessments 3. Scores below minimum on approved classroom assessments 4. Less than 90 percent attendance

If a student is identified as performing below the minimum standard for promotion, the teacher will call an SST meeting and make a recommendation for retention. The teacher’s evaluation shall be provided to and discussed with the student’s parents/guardians and the Executive Director/Principal before any final determination of retention or promotion.

The student shall be retained in the student’s current grade level unless the student’s regular classroom teacher 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 interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement.

If the teacher’s recommendation to promote is contingent on the student’s participation in a summer school or interim session remediation program, if available, the student’s academic performance shall be

reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time.

If the student has more than one regular classroom teacher, the Executive Director/Principal or designee shall specify the teacher(s) responsible for the recommendation to promote or retain the student.