

## **Red River Valley Charter School**

### **Promotion and Retention Policy**

#### **Assessment**

Regular assessment is important in order to guide the provision of academic services, enhance district and classroom instructional strategies, and measure student learning and students' progress toward meeting academic achievement standards. Red River Valley Charter School employs a student assessment system to help ensure that students remain on course to meet the academic achievement standards and are on target to meet the grade level standards.

#### **Student Assistance Team (SAT) Interventions**

Parents or guardians will be notified no later than the end of the second grading period that their child is failing to attain appropriate grade level proficiency in the state's content standards. A Student Assistance Team (SAT) meeting will be held with parents to discuss intervention strategies and will include a written intervention plan with timelines, academic expectations, and the measurements to be used to verify that the student has overcome the academic deficiencies.

#### **Promotion and Retention Decisions**

Assessment of the student in the context of the total learning situation and its attendant circumstances should be used to determine what is best for the student. Factors to be considered in deciding what is best for the student should include:

1. current skill level;
2. the student's age;
3. achievement potential;
4. previous performance;
5. chances for success with more difficult material when current skills are inadequate;
7. number of absences;
8. previous retention;
9. maturity level;
10. standardized test results; and
11. what benefits can be accomplished by retention.

#### **Retention**

Retention is used to help students improve their knowledge base by providing an additional year of instruction to address inadequate skills mastery. Retention will be considered on an individual basis. Deficiencies in several of the factors to be considered in deciding what is best for the student that are listed above indicate that retention shall be considered. Retention, however, should not be used as a

punitive measure or as a way to hold a student back because of parental wishes when a student's performance does not warrant it or when the school feels retention is inappropriate.

At the end of grades Kindergarten through 7<sup>th</sup>, a student who has not attained the required level of proficiency established by the state's content standards may be retained in the same grade for no more than one school year with an Academic Improvement Plan developed by the SAT. If the parent refuses to allow the student to be retained, the parent will sign a waiver stating refusal and agreeing that the student be promoted with an Academic Improvement Plan (AIP) in place that addresses specific deficiencies. In developing an AIP, the SAT will outline timetables and monitoring activities to ensure progress toward overcoming the academic deficiencies. If at the end of that year, the student has not attained proficiency, the student is to be retained in that grade for no more than one year. No parental approval is necessary.

At the end of 8<sup>th</sup> grade, if a student has not attained the required level of proficiency for entering 9<sup>th</sup> grade, the student will be retained for no more than one school year, unless the SAT determines that retention will not likely help the student attain the desired proficiency level. If the SAT recommends promoting rather than retaining the student, the SAT will develop a high school graduation plan to meet the student's needs for entry into the workforce or post-secondary education. If the student is retained in 8<sup>th</sup> grade, the SAT will develop a specific AIP for the student that clearly delineates the deficiencies and prescribes specific interventions.

### **Promotion**

Promotion shall be based on skill mastery and will be considered on the basis of what is best for the child in terms of school success.

### **Special Consideration**

Promotion and retention decision affecting a student receiving special education services are made by the student's IEP team and in accordance with provisions of the IEP.