PROMOTION AND RETENTION

Code **IKE** *Revised* **11/24**

Purpose: To establish the basic structure for the promotion, retention and acceleration of students.

The district affirms academic excellence for students. This promotion/retention policy describes the standards our students must meet in order to maintain academic excellence and to be considered for promotion from one grade to the next.

This policy will be applicable to all students who are in the regular school program. Students functioning in special education programs will be governed by their Individual Educational Plan (IEP). The district will administer this policy fairly, equitably and consistently in the schools.

Promotion

Promotion decisions for all students in grades K through 8 will be determined by the students' ability to perform at the current grade level based on assessment results, schoolwork or teacher judgment.

At the beginning of the school year, the school will notify each parent of a student performing below grade level of the need for a conference.

At the conference, the student, parent and appropriate school personnel will discuss the necessary steps to ensure student success at the next grade level.

Grades Nine through Twelve

Students in grades nine through twelve will be awarded units of credit for courses that have been approved by the South Carolina Department of Education (SCDE). Requirements for promotion to each grade level are as follows:

- promotion from grade 9 to grade 10: a total of 6 units of credit, including English I, a unit of mathematics, and 1 unit of either science or social studies
- promotion from grade 10 to grade 11: a total of 12 units of credit, including English I and II; two units of mathematics; and one unit of either science or social studies
- promotion from grade 11 to grade 12: a total of 18 units of credit, including English I, II, and III; three credits of mathematics; and two credits of science and must project high school graduation.
- high school graduation: a total of 24 total units of credit, including English I, II, II, and IV; four units of mathematics; three units of science, including one in which an end-of-course test is administered; one unit of U.S. History; ½ unit of Economics; ½ unit of Government; one additional unit of social studies; one unit of physical education; one unit of computer science; and one unit of foreign language or career technology education; one-half unit of personal finance; and six and half units of electives.

Academic Assistance

When a student is not progressing in core subjects, he/she will be provided appropriate interventions to help the student perform on grade level in identified subjects.

Students who are not substantially demonstrating proficiency in reading will be provided intensive in-class and supplemental reading interventions in accordance with state law and the district reading plan. A record of reading progression will be developed for each student who is not demonstrating grade-level reading proficiency to provide evidence of a student's progress in the area of literacy and to indicate the intensive instruction and interventions the student has been provided. The student's reading progress record will be provided to the state department at the end of each school year, or as required.

Retention; Kindergarten through Grade Two

Any decision to retain a student in grades kindergarten through two will be made following considerable deliberation and consultation. A student will be retained only when the student has not demonstrated appropriate grade level competencies and/or grade level reading proficiency. The action of retention will be in the best academic interest of the student and will be based on the professional judgment of the school-based instructional personnel and the principal.

Read to Succeed State-Mandated Retention for Grade Three

A student will be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the year as indicated by a score at the lowest achievement level on the state summative reading assessment. Parents/Legal guardians of each student not demonstrating third-grade reading proficiency will be notified in writing during the second grading period that the student is being considered for retention, and a conference will be held prior to a determination regarding retention.

Students eligible for retention under this requirement will enroll in a summer reading camp provided by the district in an effort to meet the required reading proficiency level prior to being retained.

Parent/Legal guardians of a retained student will be offered supplemental tutoring for the student in scientifically based services provided outside of the instructional day.

Good cause exemptions

A student may be exempt for good cause from mandatory retention but will continue to receive institutional support and services and reading intervention appropriate for their age and reading level. Students who may qualify for an exemption include, but are not limited to, those:

- who are classified as English learners and have less than two years of instruction in an English program with disabilities whose IEP indicates the use of alternative assessments or alternative reading interventions, and students with disabilities whose IEP or Section 504 plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency

- who demonstrate third-grade reading proficiency by scoring the equivalent of "Approaches Expectations," or above the lowest level, on the state summative assessment or an alternative assessment approved by the State Board of Education for use in summer reading

- camps and which teachers may administer following the administration of the state assessment of reading

- who have received two years of reading intervention and were previously retained

- who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate reading proficiency by achieving "Approaches Expectations" or at least above the lowest level on the state summative reading assessment

Appointment of an education advocate

Parents/ Legal guardians may designate another person as an education advocate to act on their behalf, receive notifications, and assume the responsibility of promoting the child's reading success.

Retention; Grades Four through Eight

Any decision to retain a student in the same grade level will be made following considerable deliberation and consultation. A student will be retained only when the student has not demonstrated appropriate grade level competencies. The action of retention will be in the best academic interest of the student and will be based on the professional judgment of the school-based instructional personnel, with the ultimate decision made by the principal.

Information to Parents/Legal Guardians

The district will distribute this promotion/retention/acceleration policy to every student and parent/legal guardian at the beginning of the academic year. The district will also make every effort to educate and inform parents/legal guardians and students of this policy through newsletters, student handbooks, PTO/PTA meetings, etc.).

Adopted 6/6/83; Revised 11/3/97; 1/5/09, 3/4/13, 10/2/17, 11/24