



Education for Change

Public Schools

Student Intervention and Promotion Board Policy

The Governing Board of Education for Change is committed to providing an educational program that expects and achieves academic success for *all* students in our schools. It is in alignment with this commitment and our absolute determination to eradicate the achievement gaps that persist throughout our system that we have developed the Student Intervention and Promotion Board Policy.

National research and district-wide data support the following conclusions with respect to student retention:

- Grade-level retention by itself is not an effective intervention for academically-struggling students
- An effective interventions system coupled with excellent instruction would prevent the need for the majority of grade-level retentions
- An effective interventions system provides ALL the services a student requires - academic, social-emotional, physical, mental – for academic success
- Schools must have guidance and direction around interventions; all schools should be able to provide a minimum level of interventions so there is equitable access for all children
- The “gift of time” should be provided after school, before school, on weekends, and during the summer before retention is used to provide that “gift”
- The decision to retain a student should be centrally guided and made in rare situations
- Secondary students should be given as many opportunities as possible to recover from failed coursework and get back on track
- Students should not be punished for systemic shortfalls
- At the secondary level, retention is too often experienced as a punishment by students and families

In accordance with these conclusions, the following guidelines have been developed around identifying students at-risk of retention, providing interventions to those students, identifying students eligible for retention, and defining the program a retained student receives.

Promotion/Retention

Students will be promoted from Kindergarten through grade eight unless they meet the retention criteria outlined below. No student will be retained within Education for Change more than one time in his/her Kindergarten through grade eight progression. No student will be retained unless a comprehensive intervention plan (must include interventions in English/Spanish Language Arts, English Language Development, Mathematics, and Social/Emotional health) has been implemented and failed to support the student’s mastery of grade level English/Spanish Language Arts and Math power standards. No student will be retained for nonacademic reasons.

Identification and Monitoring of At-Risk Students

1. Identification of students at-risk of not meeting or approaching grade level mastery in English Language Arts and Mathematics or not making adequate growth in English Language Development must take place no later than the sixth week of enrollment for students in grades 1-12 and no later than the twelfth week of enrollment for students in grade K. Parent(s)/guardian(s) of identified students must be notified as early as possible.
2. An intervention plan must be developed for each identified at-risk student. The plan will be developed within three weeks of identification.
3. Parent(s)/guardian(s) will receive progress reports every twelve weeks on student participation in the interventions programs and acceleration towards goals. The site principal will monitor student progress and communications.



Education *for* Change

Public Schools

Interventions Plans

Intervention plans must be developed for students identified above as at-risk. Intervention plans must be developed by the COS Team and should include input from the parent(s)/guardian(s) and the student if appropriate. Student progress and the implementation of the plan must be formally.

These plans must outline:

- Target areas for growth
- The specific intervention areas (reading, writing, ELD, mathematics, social/emotional)
- Who is implementing each of the interventions
- How often each intervention is being implemented
- What curricula or program is being implemented
- When each intervention is being implemented (before school, intervention period, after school, weekend, summer, during school day)
- Whether the intervention is small group, individualized, whole-class, in-class, pullout
- **20-21 Students MUST have been offered in person instruction**

Schools are minimally required to provide strategic interventions in English Language Arts, Mathematics, English Language Development and Social/Emotional support. To ensure interventions are of high quality and of maximum effectiveness, the Board requires that all schools implement a tiered interventions model in these areas.

	TIER 1 - Core	TIER 2 – Strategic supplementary	TIER 3 - Intensive
<i>Focus</i> <i>20-21 Due to learning loss because of the pandemic, students progress should be discussed in the context of growth during distance learning.</i>	All students	For those students not making adequate progress at tier 1 (no more than two years below grade level)	For those students not making adequate progress at tiers 1 or 2 (more than two years below grade level)
<i>Program</i>	Research-based curricula	Supplementary programs, strategies, and procedures designed to enhance core program in tier 1	Sustained intensive scientifically-based interventions program – can replace the Core program



Education *for* Change

Public Schools

<i>Grouping</i>	Multiple grouping formats to meet student needs; workshop format	Homogeneous grouping based on level	Homogeneous grouping based on level
<i>Time</i>	90+ minutes per day	At least 30 minutes 2-3 times per week in addition to core provided in tier 1 (can be before school, after school, weekends or during school)	At least 60 minutes daily for a sustained period of time (can be before school, after school, or during school)
<i>Interventionist</i>	Classroom teacher, proven online program	Classroom teacher, interventions specialist, specially-credentialed teacher in the particular content area, proven online program	Credentialed teacher in the particular content area; specialist in particular content area
<i>Setting</i>	Regular classroom setting	Can be within or outside the regular classroom setting (should NOT supplant core instruction) <i>20-21 Offered Phase II or Phase III opportunity</i>	Outside regular classroom setting (can supplant core program) <i>20-21 Offered Phase II or Phase III opportunity</i>

In addition to the three-tier interventions model, all schools are required to provide students requiring interventions in tiers 2 and 3 who are not making adequate progress a summer interventions program in English Language Arts, English Language Development, Mathematics, and/or Social Emotional support.

Because a child's inability to make appropriate progress academically can be the result of social-emotional difficulties he or she may be experiencing, all schools are required to provide a minimum level of social-emotional intervention. A minimum level of Social-Emotional intervention is defined as:

- Case management: An identified staff person or consultant manages the COS Team process, is following-up on all required services. This person will ensure students receive access, as needed, to the following services, provided either on or off-site:
 - Individual counseling
 - Group counseling
 - Family counseling
 - Support groups, mentoring support, clubs, etc

Additional site interventions (beyond English Language Arts, English Language Development, Mathematics, and Social/emotional) are highly recommended since the interventions mandated by the Board are the *minimum* expected of schools. To ensure no student falls through the gaps, all schools should provide comprehensive interventions/enrichment programs that can include programming during the day, before/after school, and during summer.

Guidelines for Retention



Education *for* Change

Public Schools

If students have received comprehensive academic and social/emotional interventions and fail to make adequate progress, a site may consider those students for retention if all of the criteria are met below. Final retention decisions for students meeting the indicated will be made at the **site level by the COS Team with Home Office final approval.**

Criteria

1. The COS team must conclude that retention is in the best interests of the student and consider emotional and social consequences.
2. Schools must have provided a retained student with a comprehensive interventions plan the year prior and followed the interventions requirements outlined above (including parent contact and progress reporting in the timeline outlined).
3. There is a distinct and targeted retention plan developed for that student - one that provides a master teacher with a track record of accelerating instruction, a comprehensive interventions plan that includes summer school, before/after school programming, in-school interventions classes, and social/emotional support that academically motivates the student.
4. Identification of students at-risk of retention must take place at least eight weeks prior to the end of the school year. Parent(s)/guardian(s) of identified students must be notified in writing at least six weeks prior to the end of the school year. Retention plans must be developed by the COS team and approved by the Home Office at least three weeks prior to the end of the school year.

Retention decisions will be reversed in the fall if the student scores Basic, Proficient, or Advanced in either English Language Arts or Mathematics on the California state assessment.

English Language Learners

English Learners at EL levels 1, 2, or 3 who have been enrolled in schools in the United States three years or fewer may not be retained. Should a teacher or parent feel that retention would benefit a student who meets this criteria, they must make a formal request to the Home Office.

Students in the Programs for Exceptional Children

Special education students can only be retained as part of their Individualized Education Plan.