



PROMOTION POLICY

This Pupil Promotion and Retention (PPR) policy is consistent with EC Section 48070.5.

To be considered for promotion to the next grade level, each student must meet rigorous annual academic standards. Instruction will accommodate the varying interests and growth patterns of individual students as well as the variety of ways that students learn 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.

Identification of Students at Risk Retention

School administration will identify students who are at-risk of being retained as early as possible in the school year. Students who should be retained or are at risk of being retained will be identified on the basis of multiple measures, including but not limited to teacher and school assessments, grades, CAASPP scores, and other contributing factors. Pursuant to EC Section 606047, CAASPP summative test score results will not be the exclusive criterion for promotion or retention.

Pursuant to EC Section 48070.5(c), the identification of pupils at risk of being retained between second and third grades and between third and fourth grades shall primarily be on the basis of the pupil's demonstrated proficiency in reading; while students at risk of being retained fourth and fifth grades, between sixth and seventh, and between eighth and ninth shall be on the basis of the pupil's level of proficiency in reading, English language arts, and mathematics.

Teacher Determination

Pursuant to EC Section 48070.5(d), a student's regular classroom teacher may determine that retention is not the appropriate intervention for the pupil's academic deficiencies if a measure identifies that a student is performing below the minimum standard for promotion. This written determination shall specify the reasons that retention is not appropriate for the pupil and shall include recommendations for interventions other than retention that in the opinion of the teacher are necessary to assist the pupil to attain acceptable levels of academic achievement. If the teacher's recommendation to promote is contingent upon the pupil's participation in a summer

Adopted: November 29th, 2018

school or interim session remediation program, the pupil's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the pupil shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the pupil's parent or guardian and the principal before any final determination of pupil retention or promotion.

Supports and Interventions

ASA Thrive will provide appropriate supports and interventions to students at risk of not being promoted, such as, increased duration of instruction in areas of need, targeted instruction driven by student data and demonstrated need, and/or consideration for an SST. There will be frequent, ongoing communication between staff, students, and families so all stakeholders are aware of students' progress toward promotion.

Students with Special Needs

Students with disabilities may be retained; however, careful consideration in the development, implementation, and revision of the student's individualized education program (IEP) should prevent student failure in most cases. The IEP document continues to be the critical process in determining the expected level of performance and achievement. Therefore, retention and promotion issues should be topics of discussion at the student's annual IEP meeting. Promotion or retention should be based on the level of mastery expected and achieved on the IEP goals and objectives. The IEP team may develop individual promotion standards within the context of the adopted standards.

If retention is a possibility for a student with special needs, an IEP meeting should be called as soon as possible.

See the ASA Thrive Inclusion Manual for additional information about promotion and retention of students with special needs.

Appeals

ASA Thrive may retain or promote a student without parent or guardian approval. Parents may appeal the decision to the Board of Directors.