

Method Schools Board Policy BP 9.1

Promotion/Retention Policy

Revised June 1, 2022

Method Schools expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting the grade-level standards of expected student achievement established by the current guiding standards.

Upon enrollment, Method Schools assigns student grade level as determined by CALPADS. **Any student receiving a grade retention or promotion within the same semester per an outside LEA's determination requires approval of retention or promotion by Method Schools' board.**

Method Schools administration will seek Board approval on promotion or retention cases that require further review, but will grant promotion and retention if the individual case demonstrates ample evidence.

Acceleration: Grades K-8

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the designee and with the consent of the parent/guardian, upon determination that the child is ready for first grade work.

The designee may recommend a student enrolled in any grade between first and eighth for acceleration into a higher grade level when high academic achievement is evident. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate.

Promotion/Retention: Grades 2-8

Students shall be considered for promotion and retention in specific subject areas and between certain grade levels:

- Second grade and third grade in reading
- Third grade and fourth grade in reading
- Fourth grade and fifth grade in reading
- English language arts, and math
- the end of elementary grades (grade 5)
- the beginning of middle school grades (grade 6) in reading, English language arts, and math, the end of middle school grades (grade 8)
- the beginning of high school (grade 9) in reading, English language arts,



and math

As early as possible in the school year and in the students' school careers, teachers shall identify students who should be retained or who are at risk of being retained in accordance with law, Board policy, and administrative regulation. When a student has more than one teacher, the designee shall determine which individual teacher or teachers shall be responsible for the promotion/retention decision.

Students shall be identified on the basis of grades and the following other indicators of academic achievement: the assessment results on the State's Standardized Testing and Reporting Program and the minimum levels of proficiency recommended by the State Board of Education, District-designed, standards-based, grade-level skills exams, including a writing sample and an open-ended assessment.

When a student is identified as being at risk of retention, parents/guardians shall be notified as early in the school year as practicable. In addition to being notified, a student's parent/guardian shall have the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the student.

High School

At the senior high school level, progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements set by the Governing Board and pass the exit examinations mandated by the State.

English Language Learners

For the English language learner, retention decisions shall be based on the student's rate of English acquisition rather than on lack of grade-level English language proficiency or mastery of the School's core academic content standards.

Special Needs Students

Special education and Section 504 students are expected to master the School's core academic content standards to the maximum extent appropriate. Special education students may be retained through the Individual Education Plan (IEP) process.

Elementary, middle, and high school students enrolled in special programs shall meet the goals stated in their Individual Education Plans (IEPs) or Section 504 Plans.

Right to Appeal

Parents/guardians shall be provided a process whereby the decision to retain the student may be appealed.

Remedial Instruction

To assist students in overcoming academic deficiencies, the School shall offer programs of direct, systematic, and intensive supplemental instruction to students in grades two through eight, inclusive, who have been retained or who have been recommended for retention, pursuant to Education Code 48070.5. Supplemental instruction may also be offered to grades two through eight to students who are identified as being at risk of retention.

Such opportunities may include but are not limited to tutorial programs, before/after school programs, intersession and summer school programs, or any other applied interventions. Services shall not be provided during the regular instructional day if that would result in the student being removed from classroom instruction in the core curriculum. This supplemental instruction program shall be developed in accordance with the requirements of Education Code 37252.5.

Board Approval: 6/1/2022