**STUDENT PROMOTION AND RETENTION POLICY**

**1. Overview**

The Old Main STREAM Academy Board of Directors believe that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. A multi-tiered system of support provides the structure within which all efforts of OMSA are aligned to ensure that the academic, behavioral, and social/emotional needs of all students are a high priority in order to be promoted to the next level of study as described in this policy.

**2. Purpose**

Students are expected to meet adequate levels of performance in reading, writing, mathematics, and science for each grade level. These levels of performance will be used to identify students who must receive remediation and may be retained. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement. No student may be retained solely on the basis of standardized assessments. Students shall meet the appropriate performance levels for North Carolina Standard Course of Study and State Essential Standards as set forth by the State Board of Education.

**3. Scope**

Various indicators, including but not limited to, multiple measures using appropriate grade level assessments, as well as teacher judgment, will be used to determine performance levels. The teacher must provide compelling, verifiable evidence when student performance on appropriate grade level assessments is not believed to be indicative of daily classroom performance. Teacher judgment factors may include, but are not limited to the following:

* previous retentions;
* level of text at which student is independently successful;
* observations;
* checklists;
* student portfolios;
* classroom assessments; and/or
* current grades/marks.
* attendance

**4. Policy**

Student Progression Charts showing performance levels as they relate to the State End of Grade assessments, ELA and Mathematics as well as other assessments and indicators will be used as a guide for teachers and administrators in making promotion and retention decisions. All grade levels can take into consideration multiple factors with regard to promotion and retention, including performance in all areas, as well as social and emotional readiness. The teacher, parent, RtI/MTSS representative, and principal will work together to ensure a plan is in place to prevent retention during the school year. Third grade students who score below a Level 3 on the end-of-grade assessment for reading must be retained unless exempted from retention for good cause as provided in the state's Read to Achieve law. Students retained for reading must be provided intensive instructional services and supports to remediate the identified areas of reading and deficiency, including participation in 3rd Grade Summer School at the school. The ultimate decision for promotion or retention is made by the principal.

Middle school students need to achieve a grade of "D" or higher in English Language Arts, Math, Science, and Social Studies in grades 6, 7, and 8 in order to be promoted to high school. Students in grades 6 and 7 who fail a subject will have the opportunity to participate in course recovery in order to get back on track.

Unless a special education student is on an alternative curriculum per the student's IEP, that student will be held to the same standards for promotion and retention as general education students.

**Parent Notification Requirements**

Parent(s) must be notified in writing of the school's promotion requirements. Parent(s) of English Language Learners (ELLs) must be notified using the appropriate translated version of the School’s promotion requirements. School personnel will notify parent(s) in writing of student progression requirements within the first two months of school. The requirements may be included in the parent/student handbook or sent home in some other written form.

The parent(s) of a student who is not making adequate progress will be notified in writing each marking period in the comment section of the student’s report card. An annual written report must be provided to the parent of each student on the student’s progress toward achieving proficiency.

The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review, and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with [G.S. 115C-83.7](http://redirector.microscribepub.com/?cat=stat&loc=nc&id=115c&spec=83.7)(a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in [G.S. 115C-83.7](http://redirector.microscribepub.com/?cat=stat&loc=nc&id=115c&spec=83.7)(b) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under [G.S. 115C-83.7](http://redirector.microscribepub.com/?cat=stat&loc=nc&id=115c&spec=83.7)(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

**5. Enforcement**

It shall be the responsibility of the OMSA School Principal and Board of Directors to administer this policy for OMSA.

**6. Distribution**

This policy is available to all Old Main STREAM Academy staff and the general public on the Old Main STREAM Academy website.

**7. Policy Version History**

| Version | Date | Description | Approved By |
| --- | --- | --- | --- |
| 1.0 | 3/11/2021 | Initial Policy Adopted | OMSA Board |