

POLICY: PROMOTION AND RETENTION

J PAUL TAYLOR ACADEMY

www.jpaultayloracademy.org

Adoption date: November 13, 2019

I. PURPOSE

To set forth the specifications for student promotion and retention at J. Paul Taylor Academy (JPTA)

II. IMPROVEMENT AND REMEDIATION PROGRAMS

JPTA will develop remediation programs and Academic Improvement Plans to provide special instructional assistance to students in 1st – 8th grades who do not demonstrate academic proficiency. The cost of remediation programs and Academic Improvement Plans shall be borne by the school.

Diagnoses of weaknesses identified by a student's academic achievement may serve as criteria in assessing the need for remedial programs or retention.

III. ACADEMIC PROFICIENCY NOTIFICATION, INTERVENTION, AND RETENTION

A guardian shall be notified no later than the end of the second grading period that the child is not academically proficient, and a conference consisting of the guardian and the teacher shall be held to discuss possible remediation programs available to assist the student in becoming academically proficient. Specific academic deficiencies and remediation strategies shall be explained to the student's guardian, and a written intervention plan developed containing timelines, academic expectations, and the measurements to be used to verify that a student has overcome academic deficiencies.

At the end of 1st – 7th grades, three options are available, dependent on a student's academic proficiency:

1. the student is academically proficient and shall enter the next higher grade;
2. the student is not academically proficient and shall participate in the required level of remediation. Upon certification by the school that the student is academically proficient, the student shall enter the next higher grade; or
3. the student is not academically proficient after completion of the prescribed remediation program and upon the recommendation of the teacher and Executive Director shall either be:
 - a. retained in the same grade for no more than one school year with an academic improvement plan developed by the student assistance team in order to become academically proficient, at which time the student shall enter the next higher grade; or
 - b. promoted to the next grade if the guardian refuses to allow the child to be retained pursuant to Section III.3.a. In this case, the guardian shall sign a waiver indicating the guardian's desire that the student be promoted to the next higher grade with an Academic Improvement Plan designed to address specific academic deficiencies. The Academic Improvement Plan shall be developed by the Student Assistance Team (SAT) and will outline timelines and monitoring activities to ensure progress toward overcoming those academic deficiencies. Students failing to become academically proficient at the end of that year as measured by grades, performance on school assessments and other measures identified by the school shall be retained in the same grade for no more than one year in order to have additional time to achieve academic proficiency.

At the end of the 8th grade, a student who is not academically proficient shall be retained in the 8th grade for no more than one school year to become academically proficient, or if the SAT determines that retention of the student in the 8th grade will not assist the student in becoming academically proficient, the team shall develop a High School Graduation Plan. The plan will be designed to meet the student's needs for success in high school to facilitate entry into the work force or a post-secondary educational institution.

If a student is retained in the 8th grade, the SAT shall develop a specific Academic Improvement Plan that clearly delineates the student's academic deficiencies and prescribes a specific remediation plan to address those academic deficiencies. A student who does not demonstrate academic proficiency for two successive school years shall be referred to the SAT for placement in an alternative program designed by the school.

IV. STUDENTS IN SPECIAL EDUCATION

Promotion and retention decisions affecting a student enrolled in special education shall be made in accordance with the provisions of the Individualized Educational Plan (IEP) established for that student. Any student qualified as a special education eligible student who is unable to meet regular academic requirements for promotion must meet the requirements of an alternative curriculum derived from the regular curriculum, which will be developed by an IEP Team on an individual basis. Students placed in special education will complete the course of study as prescribed in their individual promotion plans and implemented through their IEPs. Course work will be presented at a level commensurate with the student's ability. The student's permanent file shall identify the courses completed through special education.

Legal References: 22-2C-6 NMSA (1978), 6.19.9 NMAC