

## 2.9 PROMOTION AND RETENTION OF STUDENTS POLICY

As provided in the Scholars Academy “Values of Our Community” and “Vision for our Graduates,” at Scholars Academy, our guiding principle and true measure of success is fostering a learning environment that supports the distinctive intellectual, social, and emotional needs of gifted children. We are dedicated to the development of the whole child and aspire to equip our graduates to be confident by fostering intellectual engagement, social awareness and emotional confidence. Therefore, Scholars Academy shall foster an educational environment that promotes intellectual engagement, social awareness and emotional confidence. Scholars Academy shall provide its students access to foundational skills so that all students have the opportunity to meet or exceed the grade level standards of Scholars Academy.

The process and procedures for retaining a student shall be established by the Executive Director, communicated to the teachers. They shall include specific guidelines for student referral for retention, a timeline of communication, include a team comprised of administration, the student’s teachers and legal parent(s) or guardian(s) and have a process for appeals. The team will make a referral to the Executive Director, which referral should be based on the team’s judgment of what best serves the intellectual, social and emotional welfare of the student. The Executive Director will make final decisions for placement. Sufficient guidance will be made available on the Scholars Academy website as to inform parents of the process, the timeline and appeal rights.

Grade placement becomes part of student cumulative records and will be forwarded in the event of transfer to another educational venue, accompanied by an explanation that the grade level standards for Scholars Academy are designed to be at least one grade level above the North Carolina grade level.

In connection with the referral process, beginning in kindergarten, Scholars Academy shall develop intervention plans that include focused intervention and performance benchmarks for students who are at risk of retention and who are not successfully progressing toward grade promotion. In the procedures developed by the Executive Director (or designee) in support of this policy, the Executive Director shall provide direction to instructional staff for the timing of and methods for identifying such students and the manner in which intervention plans shall be developed and/or updated. Scholars Academy shall include parent(s) or guardian(s) in the implementation and ongoing review of intervention plans and shall provide a copy of a student’s intervention plan to the student's parent or guardian.

All procedures related to student retention shall take into account the requirements of N.C.G.S. §115C-218.85(b) regarding reading proficiency, including the notice requirements to parents set forth therein. The Executive Director shall also implement measures to ensure that the requirement to publish annually information regarding third grade students demonstrating and not demonstrating reading proficiency is satisfied as required by N.C.G.S. §115C-218.85(b)(3).

Legal Reference: N.C.G.S. § 115C-12(9b), -81(b)(4), -105.41; -218.85; -288; State Board of Education Policy GCS-N-004

Date of Adoption: March 21, 2016, with an effective date of July 1, 2016