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Memo

TO: Dr. Tommy Schmolze, Superintendent

FROM: Dr. Katie Barber, Executive Director of Elementary Education
Ms. Jennifer Morrison, Executive Director of Secondary Education

CC: Dr. John A. Jones, Jr., Deputy Superintendent
Dr. Kershena Dickey, Assistant Superintendent of Academics and Accountability

DATE: May 8, 2024

SUBJ: **Presentation of Revisions to IKE and IKE-R**

At the Tuesday, May 8, 2024, Board business meeting, Dr. Katie Barber and Ms. Jennifer Morrison will present proposed revisions to Policy IKE and Administrative Rule IKE-R (Promotion, Retention and Acceleration of Students) for discussion. This policy was last revised in May 2015.

Proposed revisions address current practice and ensure district compliance with state guidelines. Feedback on the proposed changes was solicited from all Rock Hill Schools principals.

Proposed revisions are indicated in red.

PROPOSED POLICY

IKE

Policy IKE Promotion, Retention and Acceleration of Students

~~Issued 11/15~~

Purpose: To establish the basic structure for the promotion, retention, and acceleration of students.

Rock Hill School District abides by [State Code 59-65-10](#), which requires that students be five years of age on or before September 1 to enter kindergarten. The district maintains a reciprocal agreement with states that have four-year-old public preschool programs. Students entering the Rock Hill School District who successfully completed a full year in a public four-year-old program may petition the superintendent to attend kindergarten in Rock Hill School District even if the student is not five on or before September 1. The superintendent or his/her designee will review the records and make a decision on the request. The decision will be based upon the child's records as well as space and funding issues in the district's kindergarten classes.

Students who successfully meet academic performance and attendance standards as established by the state and the district school board are eligible to be promoted. When the retention of a student is necessary, the decision will be made on the basis of achievement, minimal competency, student's aptitude, attendance records, and the judgment of both educators and parents/legal guardians towards promotion and retention.

Disabled students as defined by law and regulation will be subject to the provisions of these promotion criteria unless the student's individual education plan (IEP) defines alternative goals and promotion standards. The placement/IEP committee will decide whether regular or alternative promotion standards will be set for the student initially and thereafter at the annual review of the IEP.

A Limited English Proficient (LEP) or migrant student should be advanced along with age-level peers. ~~Retention No advancement~~ must be documented with evidence that indicates the determining factors are other than English language proficiency. All LEP and migrant students are eligible to participate in all age-appropriate school programs and to receive all available services.

In grades kindergarten through eight, the student's teacher(s) will recommend to the principal when intervention including, but not limited to, retention is necessary due to a student's failure to meet the necessary minimal standards for an education level (see education level document [IKE-R](#)). A committee to include, but not be limited to, the parent/legal guardian and the ~~Multi-tiered Systems of Support (MTSS) response to intervention~~ team established by the principal will review the student's record and recommend appropriate interventions which will be communicated to parents/legal guardians. In addition to year-end intervention opportunities such as summer school and retention, the district will provide meaningful intervention opportunities throughout the school year including, but not limited to, general academic assistance and comprehensive remediation which give the student opportunities to progress to the next educational level. If all interventions are unsuccessful in helping students achieve mastery of grade level standards and retention becomes necessary, a conference will be conducted with the parents/legal guardians and a letter outlining the retention status will be sent home ~~no later than~~ by the last day of the third nine weeks.

Students in grades three through eight who do not meet grade level performance expectations or who score "Not Met" on the state ~~SC Ready PASS~~ examination will be provided with targeted interventions enumerated by the school's ~~MTSS response to intervention~~ plan (see [IKE-R](#) for rules on student academic plans).

For students in grades nine through 12, the district may offer courses in summer school and virtual high school as well as credit recovery opportunities. Students meeting all standards required by the state and the district will graduate from high school.

If a student is promoted to the next educational level without successfully meeting required minimal standards, a written report will be sent to the superintendent detailing the reasons.

Revised 8/22/88; Revised 8/27/90, 1/24/94, 5/27/02, 10/22/07, 12/13/10, 11/23/15

Legal references:

https://boardpolicyonline.com/?b=york3_rock_hill 1/2

4/24/24, 4:31 AM Document

S.C. Code, 1976 as amended:

[Section 59-18](#)-500 - Academic plans for

students. State Department of Education:

Guidelines for Academic Plans for Students.

York 3/Rock Hill School District

CURRENT POLICY

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Students who successfully meet academic performance and attendance standards as established by the state and the district school board are eligible to be promoted. When the retention of a student is necessary, the decision will be made on the basis of achievement, minimal competency, student's aptitude, attendance records, and the judgment of both educators and parents/legal guardians towards promotion and retention.

Disabled students as defined by law and regulation will be subject to the provisions of these promotion criteria unless the student's individual education plan (IEP) defines alternative goals and promotion standards. The placement/IEP committee will decide whether regular or alternative promotion standards will be set for the student initially and thereafter at the annual review of the IEP.

A Limited English Proficient (LEP) or migrant student should be advanced along with age-level peers. No advancement must be documented with evidence that indicates the determining factors are other than English language proficiency. All LEP and migrant students are eligible to participate in all age-appropriate school programs and to receive all available services.

In grades kindergarten through eight, the student's teacher(s) will recommend to the principal when intervention including, but not limited to, retention is necessary due to a student's failure to meet the necessary minimal standards for an education level (see education level document [IKE-R](#)). A committee to include, but not be limited to, the parent/legal guardian and the response to intervention team established by the principal will review the student's record and recommend appropriate interventions which will be communicated to parents/legal guardians. In addition to year-end intervention opportunities such as summer school and retention, the district will provide meaningful intervention opportunities throughout the school year including, but not limited to, general academic assistance and comprehensive remediation which give the student opportunities to progress to the next educational level. If all interventions are unsuccessful in helping students achieve mastery of grade level standards and retention becomes necessary, a conference will be conducted with the parents/legal guardians and a letter outlining the retention status will be sent home before the last day of the third nine weeks.

Students in grades three through eight who do not meet grade level performance expectations or who score "Not Met" on the state PASS examination will be provided with targeted interventions enumerated by the school's response to intervention plan (see [IKE-R](#) for rules on student academic plans).

For students in grades nine through 12, the district may offer courses in summer school and virtual high school as well as credit recovery opportunities. Students meeting all standards required by the state and the district will graduate from high school.

If a student is promoted to the next educational level without successfully meeting required minimal standards, a written report will be sent to the superintendent detailing the reasons.

Revised 8/22/88; Revised 8/27/90, 1/24/94, 5/27/02, 10/22/07, 12/13/10, 11/23/15

Legal references:

S.C. Code, 1976 as amended:

[Section 59-18](#)-500 - Academic plans for students.

State Department of Education:

Guidelines for Academic Plans for Students.

York 3/Rock Hill School District

PROPOSED POLICY

IKE-R

AR IKE-R Promotion, Retention and Acceleration of Students

Issued 11/15

Purpose: To establish the basic structure for the promotion, retention, and acceleration of students.

In grades kindergarten through eight, the principal will be responsible for the decision to promote or retain students. The principal will take into consideration the attendance, academic, social, emotional, and physical maturity of the student's development and will be responsible for ensuring that parents/legal guardians are adequately apprised of their child's progress and options.

Kindergarten through Grade Five

Retention

The following will be considered when determining the retention of students from kindergarten through fifth grade:

- Individual progress toward mastery of state standards as determined by all available assessments, classroom work, and teacher observation. Minimally, the student must be functioning a full grade level below standards.
- Maturity (academic, social, emotional, and physical) must be considered.
- After interventions have been identified and implemented with fidelity, the student shows no progress or academic improvement and the team does not suspect a disability.

Parent input and parent/school communication is a vital part of the process. All students will receive interim reports at least every four and a half weeks in addition to report cards.

Because Rock Hill Schools views retention as an extreme, highly consequential intervention, the following process must be followed:

- Students consistently struggling to meet grade level standards will be referred to the response to intervention (RTI) team and tiered interventions will be put in place to support the student.
- The child's parent/legal guardian will be notified in writing and invited to participate in decisions concerning the interventions and support the child will receive beyond what is provided in the regular classroom.
- If the child fails to make academic gains with the interventions in place, the child will be given more intense interventions.
- If the lack of academic progress continues with more intensive support in place, the MTSS team ~~RTI~~ will meet to determine the next steps. Next steps may include screening and/or evaluation to determine if a disability is impeding student progress.
- If a child is being considered for retention, the parent must be notified in writing and a parent conference held prior to the end of the third quarter.
- The final decision to retain is the responsibility of the principal, unless state statutes require or prevent the principal from promoting or retaining.

Promotion

The following will be considered when determining the promotion of students from kindergarten through fifth grade:

- Students meeting grade level standards and requirements will be promoted to the next grade level.
- Students showing adequate progress will also be advanced to the next grade level.
- Students with an individualized educational plan (IEP) will be promoted based upon meeting their goals as discussed during the annual review.

Acceleration

The Executive Director of Elementary Education will lead any acceleration determination. The following will be considered when determining the acceleration of students from kindergarten through fifth grade:

- When students exceed grade level standards and requirements, teachers have the obligation to provide assignments that enrich, enhance, or accelerate the student's learning beyond the required grade level standards.
- If, after assigning above grade level opportunities, the child continues to demonstrate mastery, the child should be referred to the **MTSS RTH** team and considered for more intense interventions.
- The interventions may include advancement in a particular subject area (e.g., placement in an above grade level reading group) or full advancement to the next grade level.
- Maturity (academic, social, emotional, and physical) must be considered **before placement.**
- Parent input and parent/school communication is a vital part of the process.

Grades Six through Eight

During the three years of middle school, students are required to satisfactorily complete the following core classes with a **60 70** percent ("D") or higher final grade:

- three classes of language arts
- three classes of mathematics
- three classes of social studies
- three classes of science

Students who do not earn a passing grade during the school year in **a each** core subject may be promoted to the next grade by satisfactorily completing a required summer school program. **Students may take up to two core subject classes in summer school. Failure of three or more core subject classes will result in retention. Principals may appeal to the Executive Director of Secondary Education for a student to complete a third course if there are extenuating circumstances. Students failing four core subject classes will be retained.** Failure to complete the required summer school or other school-based intervention will result in the student's retention in that grade level.

A conference with the parent/legal guardian and a letter documenting the retention recommendation will be sent home if retention becomes necessary.

Grades Nine through 12

In order to comply with state law and ensure continuous and appropriate progress in grades nine through 12, the district will follow these guidelines for the promotion of students beginning in 2024-25 **for placement in 2025-26:**

- To be eligible for promotion to ~~tenth-10th~~ grade, a student must have earned a minimum of ~~six four~~ units including one unit of English/language arts and one unit of mathematics.
- To be eligible for promotion to the ~~eleventh 11th~~ grade, a student must have earned a minimum of ~~12 10~~ units including two units of English, two units of mathematics, one unit of science, **and** one unit of social studies. ~~, and four additional elective units.~~
- To be eligible for promotion to the ~~twelfth 12th~~ grade, a student must have earned a minimum of ~~18 16~~ units including three units of English, three units of mathematics, two units of science, **and** two units of social studies. ~~, and six additional elective units.~~

~~*Note: Students must be enrolled in at least one English and one math course each of the four years of high school.*~~

Grade level homeroom assignments are determined at the beginning of the year only and remain the same throughout the entire school year.

Academic Assistance

Examples of academic assistance provided by the school may include (contingent upon available resources), but are not limited to, the following:

- extended day/weekend programs (e.g., homework support)
- additional support classes or labs
- teacher-student tutoring
- peer tutoring
- computer-assisted instruction
- individual assistance in the classroom

Parents/Legal guardians are encouraged to do the following:

- Commit to monitor student's academic progress.
- Respond to teacher or student's request for additional support.
- Provide homework assistance or inform school of the need for homework assistance.
- Attend conferences.
- Attend parenting sessions held by the school or district

Students are encouraged to do the following:

- Agree to behave appropriately.

- Improve attendance.
- Reduce tardiness.
- Increase class participation.
- Complete homework.
- Show up for before/after school support classes.

Summer School for grades six through eight may be structured both in time and number of days to accommodate individual academic needs. At a minimum, the Education Accountability Act of 1999 mandates that summer school must be no less than 30 instructional hours. Students must have sufficient time to receive instruction in **each** area of academic deficiency.

If a student attends summer school and does not pass summer school with ~~60~~ **70** percent average or higher the student must be retained in that grade. The school must make an effort to meet with the parents/legal guardians to discuss the student's academic progress and the reasons for retention.

For students with a documented disability, the IEP team will make the decision as to how the retention policies are upheld.

Right to Appeal

Parents/legal guardians may appeal the decision to retain a student or require summer school attendance to the superintendent. At the superintendent's behest, the executive director of elementary schools or the executive director of secondary schools will consider compelling reasons not to retain a student or require summer school or comprehensive remediation attendance. The decision of the district administration is final.

Information to Parents/Legal Guardians

The district will distribute this promotion/retention policy to every student and parent/legal guardian at the beginning of the academic year. The district will also make every effort to educate and inform parents/legal guardians and students through student planners, district website, PTO/PTA meetings, SIC meetings, etc.

Issued 10/22/07; Revised 11/10/08, 10/19/15

York 3/Rock Hill School District

CURRENT POLICY

IKE-R

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In grades kindergarten through eight, the principal will be responsible for the decision to promote or retain students. The principal will take into consideration the attendance, academic, social, emotional, and physical maturity of the student's development and will be responsible for ensuring that parents/legal guardians are adequately apprised of their child's progress and options.

Kindergarten through Grade Five

Retention

The following will be considered when determining the retention of students from kindergarten through fifth grade:

- Individual progress toward mastery of state standards as determined by all available assessments, classroom work, and teacher observation. Minimally, the student must be functioning a full grade level below standards.
- Maturity (academic, social, emotional, and physical) must be considered.
- After interventions have been identified and implemented with fidelity, the student shows no progress or academic improvement and the team does not suspect a disability.

Parent input and parent/school communication is a vital part of the process. All students will receive interim reports at least every four and a half weeks in addition to report cards.

Because Rock Hill Schools views retention as an extreme, highly consequential intervention, the following process must be followed:

- Students consistently struggling to meet grade level standards will be referred to the response to intervention (RTI) team and tiered interventions will be put in place to support the student.
- The child's parent/legal guardian will be notified in writing and invited to participate in decisions concerning the interventions and support the child will receive beyond what is provided in the regular classroom.
- If the child fails to make academic gains with the interventions in place, the child will be given more intense interventions.
- If the lack of academic progress continues with more intensive support in place, the RTI will meet to determine the next steps. Next steps may include screening and/or evaluation to determine if a disability is impeding student progress.
- If a child is being considered for retention, the parent must be notified in writing and a parent conference held prior to the end of the third quarter.
- The final decision to retain is the responsibility of the principal, unless state statutes require or prevent the principal from promoting or retaining.

Promotion

The following will be considered when determining the promotion of students from kindergarten through fifth grade:

- Students meeting grade level standards and requirements will be promoted to the next grade level.
- Students showing adequate progress will also be advanced to the next grade level.
- Students with an individualized educational plan (IEP) will be promoted based upon meeting their goals as discussed during the annual review.

Acceleration

The following will be considered when determining the acceleration of students from kindergarten through fifth grade:

- When students exceed grade level standards and requirements, teachers have the obligation to provide assignments that enrich, enhance, or accelerate the student's learning beyond the required grade level standards.
- If after assigning above grade level opportunities, the child continues to demonstrate mastery, the child should be referred to the RTI team and considered for more intense interventions.
- The interventions may include advancement in a particular subject area (e.g., placement in an above grade level reading group) or full advancement to the next grade level.
- Maturity (academic, social, emotional, and physical) must be considered before placement.
- Parent input and parent/school communication is a vital part of the process.

Grades Six through Eight

During the three years of middle school, students are required to satisfactorily complete the following core classes with a 70 percent ("D") or higher final grade:

- three classes of language arts
- three classes of mathematics
- three classes of social studies
- three classes of science

Students who do not earn a passing grade during the school year in each core subject may be promoted to the next grade by satisfactorily completing a required summer school program. Failure to complete the required summer school or other school-based intervention will result in the student's retention in that grade level.

A conference with the parent/legal guardian and a letter documenting the retention recommendation will be sent home if retention becomes necessary.

Grades Nine through 12

In order to comply with state law and ensure continuous and appropriate progress in grades nine through 12, the district will follow these guidelines for the promotion of students:

- To be eligible for promotion to 10th grade, a student must have earned a minimum of four units including one unit of English/language arts and one unit of mathematics.

- To be eligible for promotion to the 11th grade, a student must have earned a minimum of 10 units including two units of English, two units of mathematics, one unit of science, one unit of social studies, and four additional elective units.
- To be eligible for promotion to the 12th grade, a student must have earned a minimum of 16 units including three units of English, three units of mathematics, two units of science, two units of social studies, and six additional elective units.

Note: *Students must be enrolled in at least one English and one math course each of the four years of high school.*

Grade level homeroom assignments are determined at the beginning of the year only and remain the same throughout the entire school year.

Academic Assistance

Examples of academic assistance provided by the school may include (contingent upon available resources), but are not limited to, the following:

- extended day/weekend programs (e.g., homework support)
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If a student attends summer school and does not pass summer school with 70 percent average or higher the student must be retained in that grade. The school must make an effort to meet with the parents/legal guardians to discuss the student's academic progress and the reasons for retention.

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