Promotion/Retention

General Authority

GREEN Charter Schools (GREEN) establishes standards and procedures for the promotion, retention, and acceleration of students in kindergarten through twelfth grade (K–12) in accordance with applicable South Carolina laws, State Board of Education regulations, and the educational objectives established by the GREEN Board of Directors.

GREEN recognizes that decisions regarding student promotion and retention shall reflect academic achievement, mastery of grade-level standards, attendance, and social-emotional readiness. The School shall provide appropriate academic interventions and support services to students experiencing academic deficiencies prior to considering retention, except as otherwise required by state law.

Student Promotion

Students shall demonstrate satisfactory academic progress toward grade-level standards to be promoted to the next grade. Promotion decisions shall be based on a comprehensive review of relevant student information, including but not limited to:

1. Academic performance and mastery of grade-level standards.
2. Classroom assessments and benchmark data.
3. Attendance records.
4. Teacher recommendations.
5. State assessment results, where applicable.
6. Participation in academic interventions and support programs.
7. Social-emotional development and readiness for the next grade level.

Promotion shall not be based solely on student age or considerations of social promotion.

Academic Interventions and Support

GREEN shall identify students experiencing academic deficiencies and provide appropriate instructional interventions prior to considering retention.

Interventions may include, but are not limited to:

1. Multi-Tiered Systems of Support (MTSS).
2. Small-group or individualized instruction.

3. Academic intervention plans.
4. Tutoring and mentoring opportunities.
5. Summer learning programs, when available.
6. Parent/legal guardian conferences.
7. Ongoing academic progress monitoring.
8. Targeted reading and mathematics intervention services.

The School shall maintain documentation of interventions provided and the student's response to those interventions. Such documentation shall be considered when determining appropriate grade placement.

Elementary School Retention (Grades K–5)

Students in kindergarten through fifth grade may be considered for retention when significant academic deficiencies or other factors indicate that the student is not adequately prepared for the next grade level.

Factors warranting consideration of retention may include:

1. Significant deficiencies in reading or mathematics.
2. Failure to demonstrate mastery of grade-level standards despite documented interventions.
3. Excessive absences that negatively affect academic achievement.
4. Insufficient academic, developmental, or social-emotional readiness for the next grade level.

Retention decisions shall be made following a comprehensive review of the student's academic performance and instructional needs. The review shall include input from classroom teachers, interventionists, school administrators, parents/legal guardians, and other appropriate support personnel.

Parent/Legal Guardian Notification

Parents/legal guardians shall receive written notification when a student is identified as being at risk of retention. The notification shall identify academic concerns, interventions being provided, strategies for supporting the student at home, and the possibility of retention.

At least one documented parent/legal guardian conference shall occur prior to a final retention recommendation.

Parent/Legal Guardian Request for Retention

A parent/legal guardian requesting retention of a student shall submit the request in writing to the School Principal.

Upon receipt of the request, the Principal shall convene a school-based committee to review the student's academic performance, instructional needs, and the basis for the request.

The committee shall meet with the parent/legal guardian and forward its recommendation to the Executive Leadership Team for review and final approval.

Mandatory Third Grade Retention

In accordance with the South Carolina Read to Succeed Act, S.C. Code Ann. § 59-155-160, beginning with the 2024–2025 school year, a student who fails to demonstrate the required level of reading proficiency on the state summative reading assessment shall be retained in third grade unless the student qualifies for a good-cause exemption as provided by state law.

Good-Cause Exemptions

Good-cause exemptions may include:

1. Students with limited English proficiency who have received fewer than two years of instruction in English.
2. Students with disabilities whose Individualized Education Program (IEP) or Section 504 Plan indicates alternative assessments or interventions.
3. Other exemptions authorized under applicable South Carolina law.

Parent/Legal Guardian Notification

When a third-grade student is not demonstrating reading proficiency by the end of the second grading period, the School shall:

1. Provide written notification to the parent/legal guardian.
2. Conduct and document a parent/legal guardian conference.
3. Review and implement supplemental instructional strategies to address identified reading deficiencies.

Intensive Reading Instruction

Students retained pursuant to the Read to Succeed Act shall receive intensive reading instruction and intervention services consistent with state requirements.

Such services shall include:

1. A minimum of ninety (90) minutes of daily reading instruction.
2. Interventions grounded in the science of reading.
3. Frequent academic progress monitoring.
4. Additional tutoring or summer reading support, as appropriate.

Middle School Retention (Grades 6–8)

Students in grades six through eight may be considered for retention when academic performance or attendance indicates insufficient preparation for the next grade level.

Factors warranting consideration of retention may include:

1. Failure to successfully complete core academic subjects.
2. Insufficient mastery of grade-level academic standards.
3. Excessive absenteeism that significantly affects academic achievement.

Prior to recommending retention, the School shall provide appropriate academic interventions, conduct parent/legal guardian conferences, review relevant academic and attendance records, and develop an individualized support plan.

Retention decisions shall consider the student's academic performance, instructional needs, and social-emotional development.

A parent/legal guardian requesting retention shall submit a written request to the School Principal. The Principal shall convene a school-based committee to review the request and meet with the parent/legal guardian. The committee shall forward its recommendation to the Executive Leadership Team for review and final approval.

High School Promotion and Credit Requirements (Grades 9–12)

Promotion and grade classification for students in grades nine through twelve shall be based primarily on the successful completion of required Carnegie units and applicable South Carolina graduation requirements.

Students who fail to successfully complete required courses may be provided opportunities to:

1. Repeat courses.
2. Participate in approved credit recovery programs.

3. Attend summer school programs, when available.

Students who **do not** earn the minimum number of credits required for advancement to the next grade classification shall remain at their current grade classification.

Students with Disabilities and Multilingual Learners

Promotion and retention decisions involving students with disabilities or multilingual learners shall comply with applicable federal and state laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and applicable requirements governing English learners.

When considering retention of a student with an IEP or Section 504 Plan, the appropriate team shall be consulted to review the student's individualized educational needs, services, and accommodations.

Retention shall not be used as a substitute for specially designed instruction, required accommodations, or other educational services to which a student is entitled.

Appeals of Retention Decisions

A parent/legal guardian may appeal a student retention decision by submitting a written appeal to the Director of Teaching and Learning within ten (10) school days of receiving notification of the retention decision.

The written appeal shall include:

1. The basis for the appeal.
2. Relevant supporting documentation.
3. The requested outcome or relief.

The Executive Leadership Team shall review the appeal and issue a written decision within a reasonable timeframe.

The decision of the Executive Leadership Team shall be final unless otherwise provided by GREEN policy, district policy, or applicable state law.

Acceleration of Students (Grades 1–8)

Students in grades one through eight who demonstrate advanced academic abilities or readiness for instruction beyond their current grade placement may be considered for acceleration or adjustment of instructional placement.

Acceleration may include advancement in an individual subject area or adjustment of grade placement across all academic subjects.

Determinations regarding acceleration shall be based on a comprehensive evaluation of the student's educational needs, including:

1. Academic achievement.
2. Cognitive development.
3. Background experiences.
4. Emotional and social development.
5. Maturity level.
6. Academic rigor and expectations of the proposed instructional program.

School-Initiated Acceleration

When a School Principal and teacher(s) determine that a student warrants consideration for acceleration, a school-based MTSS committee shall evaluate the proposed instructional adjustment.

The committee shall submit its recommendation to the Executive Leadership Team for review and approval.

Following approval, the school-based committee shall meet with the parent/legal guardian to review the proposed educational program change. Parent/legal guardian approval shall be required prior to implementation.

Parent/Legal Guardian Request for Acceleration

A parent/legal guardian requesting acceleration shall submit a written request to the School Principal.

The Principal shall convene a school-based committee to review the student's academic performance, developmental readiness, and the proposed educational adjustment.

The committee shall meet with the parent/legal guardian and forward its recommendation to the Executive Leadership Team for review and final approval.

Policy Review and Administrative Procedures

The Executive Leadership Team shall review student retention data annually to monitor consistency and equity in retention decisions, evaluate the

effectiveness of academic interventions, and ensure compliance with applicable South Carolina laws and State Department of Education guidance.

The Executive Director or designee may establish administrative procedures necessary to implement this policy, including notification timelines, required forms, intervention protocols, documentation standards, and appeal procedures.

Legal References

South Carolina Code of Laws § 59-155-160, Read to Succeed Act – Mandatory Third Grade Retention.

South Carolina Education Accountability Act.

Applicable South Carolina State Board of Education Regulations.

Individuals with Disabilities Education Act (IDEA).

Section 504 of the Rehabilitation Act of 1973.

Applicable federal and state requirements governing English learners.