

## PROMOTION AND RETENTION OF STUDENTS

The Superintendent and staff of the Jackson Public School District recognize the need to ensure that the behavioral and academic needs of every student are met through an instructional model designed to address student learning with classroom instruction and opportunities for intervention.

### SECTION I: INSTRUCTIONAL MODEL WHICH CONSISTS OF THREE (3) TIERS OF INSTRUCTION

The Jackson Public School District adheres to the Mississippi Department of Education's three tier policy on intervention for students experiencing academic and/or behavioral problems as follows:

Tier I: Quality classroom instruction based on the Mississippi Curriculum Framework

Support Teams

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Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal or the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. The Teacher Support Team (TST) which operates under the jurisdiction of the school principal is the problem-solving unit responsible for interventions developed at Tier III. Interventions must be:

- A. research based
- B. designed to address the student's specific deficits
- C. implemented as designed by the TST
- D. supported by data regarding effectiveness of interventions

Any student suspected of having a disability or experiencing significant academic and/or behavioral difficulties should be referred to the school's TST for review. If a student's parents request an evaluation for their child, that student should be referred to the TST. The TST procedures should be followed whether a teacher or a parent makes the referral. The student's information will be reviewed by the school TST for the purpose of designing effective interventions and making appropriate recommendations for the student. Written documentation of the request made, the information reviewed, and the decisions/recommendations of the TST must be kept on file at school.

A. Students in kindergarten grades ~~3K~~ who have failed one (1)

- Phonological awareness and phonemic awareness;
- Sound symbol recognition;
- Alphabet knowledge;
- Decoding skills;
- Encoding skills and
- Rapid naming, quickly naming objects, pictures, colors, symbols (letters or digits)

Each school will complete documentation as required by MDE for all students in Tier II or Tier III. All Tier II and Tier III documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

SECTION: GRADES K-5

A. Kindergarten

It is the goal of the kindergarten program to provide all students with the school readiness skills they need to be successful in the first grade.

E. Children learn through attitudes as well as through content; therefore, attention should be given to methods, emotional climate, environment, and teacher-child interaction. f. Children learn through play; therefore, sensitivity to the value of play is ~~needed~~, for it is through play that children create their own meaning and learning schemes. Play is the work ~~of the~~ child

B. Grade1

Students must master the State Core Curriculum and the district objectives in reading, language arts, mathematics, science and social studies with a grade average of 60 in each subject.

C. Grade2

Students must master the State Core Curriculum, which will be embedded in the term and semester test, and the district objectives in reading, language arts, mathematics, science and social (,)TJ 0 Tc 0 T674..3 (d(e



The documentation shall consist of the good cause exemption being requested and shall clearly prove that the student is covered by one of the good cause exemptions listed above.

2. The principal shall review and discuss the recommendations with the teacher and parents and decide whether or not the student should be promoted based on requirements set forth by law. If the principal determines that the student should be promoted, based on the documentation provided, the principal shall make the recommendation in writing to the school district superintendent, who, in writing, may accept or reject the principal's recommendation.

The parents of any student promoted may choose that the student be retained for one (1) year, even if the principal and district superintendent determine otherwise.

#### Parent Notification of Third Grade Retention

Written notification shall be provided the parent or legal guardian of any ~~third~~ student who is retained that the student has not met the proficiency level required for promotion and the reasons the student is not eligible for a good cause exemption. The notification shall include a description of proposed interventions and supports that will be provided to the child to remediate the identified area of reading deficiency.

This notification shall be provided to the parent or legal guardian in writing, in a format adopted by the Mississippi Board of Education in addition to report cards given by the teacher.

Parents and legal guardians of the ~~third~~ students shall be provided with a "Read at Home" plan outlined in a parental contract, including participation in regular ~~parent~~ provided home reading.

#### Retained Third Graders

Third graders who are retained who fail to pass the third-grade summative assessment and do not qualify for a good cause exemption must ~~provide~~:

- Intensive instructional services
- Progress monitoring
- Ninety minutes of research-based reading instruction in the five components ~~of~~ reading

In the event that a student passes the Mississippi Assessment Program (MAP) in reading or the third grade MKAS but fails a content-area subject (reading, language arts, math, science and/or social studies), he or she may attend summer school for promotion in that ~~content area~~. If a student fails more than one subject, he or she will not be eligible to attend summer school and must repeat the ~~grade~~.

#### Interventions for Students with Good Cause Exemptions

A student who is promoted to fourth grade with a good cause exemption shall be provided intensive reading instruction and intervention informed by specialized diagnostic information and delivered through specific reading strategies to meet the needs of ~~the~~ student so promoted.

#### Intensive Acceleration Classes

The Jackson Public School District may provide, where applicable, an intensive acceleration class for certain students' purposes:

- For any student retained in Grade 3 who was previously retained in Kindergarten through 3;
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1. Attend a summer remediation course in Algebra ~~Enroll in Algebra I~~