



OFFICE OF THE PRINCIPAL

SIFA:A04-00-LE01
SY 2019-2020

SiFA LACS Policy 0206-19
Retention Policy

Upon enrollment at SiFA LACS, students whose previous year's Reading and Math scores (SiFA LACS' diagnostic assessment tool: WRATS and Brigance) are "Far Below Basic" will be identified as at risk of retention. It is the policy of SiFA LACS that retention be the last resource as a means for remediation for a student. The following will take place for those identified as at risk of retention:

1. Parents will be promptly informed of the student's academic standing after the second quarter reporting period.
2. Teachers will identify any candidate that is a possibility for retention and discuss concerns with school administration.
3. After meeting with administration, the classroom teacher will set up a meeting no later than (insert month), with parents, teacher, and administration to discuss a plan to avoid retention.
4. An academic plan will be developed with the teachers, parents, and student.
5. The Student will be admitted to the SIFA Team for Academic Reformation and Transformation (START) program for academic support.
6. As part of the START Program, the student will receive supplemental support services such as: one-to-one instruction by the classroom teacher and/or aide, computer programmed learning tutorial to address specific individual needs, after school mathematics and/or literacy lab, or a small-group class within the school day (in lieu of a specialty class).
7. Students' academic standing will be monitored to provide guidance and assistance with their challenges and difficulties.
8. Student success will be regularly monitored with recommendations made by the START and submitted to the Academic Administrator (Principal).
9. A final meeting will be scheduled with parents, teacher, and administration to discuss progress of the student no later than (Insert date).
10. Upon the majority recommendation by the START, the Administration will make a determination regarding retention or promotion prior to the end of the school year.
11. Administration has the ultimate decision regarding placement of the student at SiFA LACS.
12. SiFA LACS does not endorse social promotion and is committed to helping students achieve the necessary skills to progress from grade to grade yearly.
13. The promotion and retention of special education students will be determined according to their Individualized Education Plan (IEP).

S.I.F.A. Learning Academy Charter School

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SIFA Team for Academic Reformation and Transformation (START)

SiFA LACS utilizes START as an intervention process to provide assistance to students who have academic challenges and difficulties. The Response To Intervention (RTI) process begins in the classroom, with teachers' expectation that all students shall succeed. SiFA LACS teachers will use multiple assessment tools to monitor student progress and implement differentiated instructions to meet the needs of individual students. If these adjustments are not sufficiently effective to resolve concerns, the core teachers will meet to evaluate student strengths and challenges and collaborate on possible strategies to support student success. The student's situation is re-evaluated at each subsequent core-team meeting and, if insufficient progress is made, a START meeting is scheduled. Teachers, parents or administrators may schedule a START meeting. START is a group that will provide proactive measures to address the concerns that administrators, teachers or parents have. This team may address social, academic or behavioral concerns. It consists of the class teacher, parents, administrator and/or other suitable staff members (e.g., teachers or staff with appropriate expertise or special knowledge of the student or situation). Upon approval of the parents, the teacher, and the situation, the child may be a member of the said team. It is essential that the student be involved in any manner of their academic assessment and pathway to provide ownership and responsibility to the student. During meetings, participants explore the issue of concern, strategies used previously to address the issue and brainstorm future strategies. It can result in the creation of either a "Student Behavior Contract" or a "START Program Plan". Both can include strategies to be implemented by teacher, administration, parent and/or student. The START Program Plan describes strategies to be implemented to help the student improve in identified academic areas and, in some cases, includes a behavior contract. The plan also includes goals and benchmarks for student achievement, time frames for progress, and follow-up meeting dates. The START is not a special education function. It is not subject to the special education timelines or legal requirements. The conclusion of the START program may result in the referral for services for English Language Learners, G.A.T.E., academic remediation, or for Special Education Assessment. SiFA LACS will refer a student for a special education assessment when the team identifies that the modifications or assistance provided in the general education classroom is not sufficient in meeting the student's needs. START meeting request forms are available at the school office. Parents may request a START meeting after having met with their classroom teacher and/or administrator regarding their concerns.

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