

HIGHLAND ACADEMY

CHARTER SCHOOL

PROMOTION / ACCELERATION / RETENTION

The Board of Directors of Highland Academy Charter School expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting the grade-level standards of expected student achievement established by the Governing Board.

Acceleration: Grades K-8

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Executive Director or Asst. Executive Director and with the consent of the parent/guardian, upon determination that the child is ready for first grade work. The principal/designee may recommend a student enrolled in any grade between first and eighth for acceleration into a higher grade level when high academic achievement is evident. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate.

Promotion/Retention: Grades 2-8

Students shall be considered for promotion and retention in specific subject areas and between certain grade levels:

1. Second grade and third grade in reading,
2. Third grade and fourth grade in reading,
3. Fourth grade and fifth grade in reading, English language arts, and math,
4. The end of elementary grades (grade 5) and the beginning of middle school grades (grade 6) in reading, English language arts, and math,
5. The end of middle school grades (grade 8) and the beginning of high school (grade 9) in reading, English language arts, and math.

As early as possible in the school year and in the students' school careers, teachers shall identify students who should be retained or who are at risk of being retained in accordance with State law and Board Policy. When a student has more than one teacher, the Program Director shall determine which individual teacher or teachers shall be responsible for the promotion/retention decision.

Students shall be identified on the basis of grades and the following other indicators of academic achievement: the assessment results on the State's Standardized Testing and Reporting Program and the minimum levels of proficiency recommended by the State Board of Education, school-designed, standards-based, grade-level skills exams, including a writing sample and an open-ended assessment. When a student is identified as being at risk of retention, parents/guardians shall be notified as early in the school year as practicable. In addition to being notified, a student's parent/guardian shall have the opportunity to consult with the teacher or teachers responsible for the decision to promote or retain the student.

Special Needs Students

Special education and Section 504 students are expected to master the core academic content standards to the maximum extent appropriate. Special education students may be retained through the Individual Education Plan (IEP) process. Elementary and middle school students enrolled in special programs shall meet the goals stated in their Individual Education Plans (IEPs) or Section 504 Plans.

Right to Appeal

Parents/guardians may appeal the decision to retain a student. This appeal must be made in writing to the Board of Directors within 30 calendar days of the retention order issued by the Executive Director. The Board of Directors must respond to the appeal within 30 calendar days of receipt of the appeal from the parents.

Remedial Instruction

To assist students in overcoming academic deficiencies, the School shall offer programs of direct, systematic, and intensive supplemental instruction to students in grades two through eight, inclusive, who have been retained or who have been recommended for retention, pursuant to Education Code 48070.5. Supplemental instruction may also be offered to grades two through eight to students who are identified as being at risk of retention. Such opportunities may include but are not limited to tutorial programs, before / after school programs, Saturday programs, intersession and summer school programs. Services shall not be provided during the regular instructional day if that would result in the student being removed from classroom instruction in the core curriculum. This supplemental instruction program shall be developed in accordance with the requirements of Education Code 37252.5.

Legal Reference

EDUCATION CODE

37252-37254.1 Supplemental instruction

41505-41508 Pupil Retention Block Grant

46300 Method of computing ADA

48011 Promotion/retention following one year of kindergarten

48070-48070.5 Promotion and retention

56345 Elements of individualized education plan

60641-60648 Standardized Testing and Reporting Program

60850-60859 Exit examination

BP 5123(d)

CODE OF REGULATIONS, TITLE 5 200-202 Admission and exclusion of students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES 0900.90 Changes in Law concerning Eligibility for Admission to Kindergarten 90-10

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Performance Level Tables for the California Standards Tests and the California Alternative Performance Assessment Parental Agreement Form: Agreement for Pupil to Continue in Kindergarten

LEGISLATIVE COUNSEL OPINION 1001.98 Promotion and Retention #21610

WEB SITES

California School Boards Association: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>