

<p>Bridges Charter School</p> 	<p>Board Policy-</p> <p>Promotion, Retention and Acceleration Policy</p>	
<p>Policy Number:</p> <p>BP5124</p>	<p>Adopted:</p> <p>04/08/13</p>	<p>Revised:</p> <p>03/13/17 04/03/23 05/08/23 11/13/23</p>

PURPOSE:

The **Bridges Charter School's** Governing Board 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 for addressing academic deficiencies when needed.

GENERAL POLICY:

Students may be retained or promoted only once in their K-8 school career.

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Executive Director or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work. (Education Code 48011)

Kindergarten Retention Criteria:

Parent/guardian and the administration may agree that a student shall continue in kindergarten for an additional school year if she/he performs below grade level standards on Kindergarten Benchmark Assessment.

Grades 1-8 Retention Criteria:

If a student is identified as performing below the minimum standard for grade promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the

reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. Appeals will be heard at the school level by the Director. The burden of proof for the appeal rests with the appealing party. (Ed Code 48070.5) The teacher(s) of record for students in grades 1-8 will recommend retention for any student who meets all criteria listed below, unless the teacher(s) specify in writing that retention is not the appropriate intervention. Teachers will inform the students' parents or guardians in writing of the students' lack of progress in meeting grade level standards at the first and second trimester reporting periods, or at the end of the first semester for middle school students. Without documentation of the students' lack of progress and without documentation of interventions, students will not be retained. If retention is deemed not appropriate for the student, documentation shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

If the student does not have a single regular classroom teacher, the Executive Director or designee shall specify the teacher(s) responsible for the recommendation to promote or retain the student. (Education Code 48070.5)

2. **Continuation in Kindergarten** Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the Director or designee agrees that the student shall continue in kindergarten for not more than one additional school year. (Education Code 48011)

- 2.1. In the event a parent or teacher makes a suggestion for continuation in kindergarten, **Bridges Charter School** will provide an assessment to measure the academic level of the student. A team consisting of the parent(s), teacher, Director (or designee) and psychologist, will meet to determine the best placement for the student based on data and observations.

- 2.2. Whenever a student continues in kindergarten for an additional year, the ~~Executive~~ Director or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300)

3. Retention at Other Grade Levels

3.1. The Executive Director or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels: (Education Code 48070.5)

3.1.1. Between grades 1 and 2

3.1.2. Between grades 2 and 3

3.1.3. Between grades 3 and 4

3.1.4. Between grades 4 and 5

3.1.5. Between the end of the intermediate grades and the beginning of the middle school grades

3.1.6. Between the end of the middle school grade

3.2. Students between grades 1 and 2, grades 2 and 3 and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

5. Process of Retention

5.1. When a student is identified as being at risk of retention, the Executive Director or designee shall so notify the student's parent/guardian as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. Opportunities for remedial instruction will be provided to pupils recommended for retention or who are identified as being at risk for retention. (Education Code 48070.5)

5.1.1. The Executive Director or designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that their child is at risk of retention.

5.1.2. The teacher's recommendation and the Executive Director's decision to promote or retain a student may be appealed consistent with Governing Board policy, administrative regulation and law.

5.1.3. The burden shall be on the appealing party to show why the Executive Director's decision should be overruled. (Education Code 48070.5)

5.1.4. To appeal a teacher's recommendation, the appealing party shall submit a written request to the Executive Director or designee specifying the reasons that the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion.

5.1.5. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her recommendation was based.

5.1.6. Within 30 days of receiving the request, the Executive Director or designee shall determine whether or not to overrule the teacher's recommendation. Prior to making this determination, the Director or designee may meet with the appealing party and the teacher. If the Executive Director or designee determines that the appealing party has overwhelmingly proven that the teacher's recommendation should be overruled, he/she shall overrule the teacher's recommendation.

5.1.7 The Executive Director or designee's determination may be appealed by submitting a written appeal to the Board within 15 school days. Within 30 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board, the Board may also meet with the appealing party, the teacher and the Executive Director/designee to decide the appeal. The decision of the Board shall be final.

5.1.8. If the decision of the Board is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections which shall become part of the student's record.

Students with IEPs

The Board recognizes that students on IEP's have disabilities and receive special education services and these students may not always learn things at the same rate as their peers, therefore, retention is not an option for students with IEP's unless decided by the IEP team that retention is in the best interest of the student.

6. Grade Acceleration:

When high academic achievement is evident, the Director or designee may recommend a student for acceleration to a higher grade level. The student's maturity level shall be taken in consideration in making a determination to accelerate a student.

6.1 The recommended acceleration process is as follows:

6.1.1. Submit a written referral for acceleration to the Director or designee. A referral for acceleration may be initiated by a parent/guardian, teacher, or other certificated staff member.

6.1.2 The Director, after consulting with the appropriate staff such as the prior teacher, current teacher, and members of the Student Study Team (SST), will then gather academic progress data such as work samples, letters of recommendation, standardized test scores, and other assessment data to present a packet of evidence. This packet will be presented to the SST for a recommendation. The SST team can adequately determine if the student:

- a. Is ready for the next grade level work by passing with 90% success or greater on the end of year benchmark assessment in math and English for the grade level the student is attempting to skip.
- b. On the placement assessment for the grade level the student is requesting to promote to, the student scores show (s)he is scoring at or above grade level standards in math and English.
- c. Has the physical development and social maturity consistent with his/her advanced cognitive ability.

After review by the Director, the parent(s)/ guardian(s) shall be informed of the recommendation. If the student is to be accelerated, a parent conference shall be held, and written parent consent must be obtained. A record of the conference and parent consent shall be placed in the student's cumulative folder.

1. Acceleration to First Grade from Kindergarten shall be subject to the following minimum criteria:

1.1. The student is at least five years of age.

1.2. The student has attended a ~~public school~~ kindergarten for a long enough time to enable school personnel to evaluate his/her ability.

1.3. The student is in the upper five percent of his/her age group in terms of general mental ability. This can be verified by completion of kindergarten benchmark assessment used in the Bridges' kindergarten program.

1.4. The physical development and social maturity of the student are consistent with his/her advanced mental ability.

1.5. The parent/guardian of the student has filed a written statement with the school approving the placement in first grade.