

Urban Pathways K-5 College Charter School

Board of Trustees Policy

STUDENT PROMOTION AND RETENTION POLICY

The Urban Pathways K-5 College Charter School (“Charter School”) Board of Trustees recognizes that the educational growth of students will vary and that students should be placed in the educational setting appropriate to their needs at the various stages of their development.

It is the policy of the Board that each student shall be moved forward in a continuous pattern of educational growth that corresponds with his/her own development and the system of grade levels and academic standards established for each grade and in accordance with the goals and objectives of a student’s Individual Education Program or Section 504 Plan, if applicable. A student shall be promoted when s/he has successfully:

- Completed the course requirements at the presently assigned grade/level.
- Achieved the academic standards established for the present grade/level, based on the professional judgment of his/her teachers and the results of assessments.
- Demonstrated proficiency to move ahead to the educational program of the next level/grade.
- Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience at the next learning level/grade.

The Chief Executive Officer (“CEO”) shall develop procedures for promotion and retention of students which assure that every effort will be made to remediate the student’s difficulties before s/he is retained. The procedures shall be published at the school and made known to students and parents.

The recommendation of the classroom teacher/teachers and CEO or his/her designee shall be considered for promotion or retention of a student.

Parents shall be informed reasonably in advance of the possibility of retention of a student within a grade.

The CEO or his/her designee shall be assigned the final responsibility for determining the promotion or retention of each student and will make that determination after consultation with the student's teacher(s) and relevant members of any IEP and/or multidisciplinary team, where applicable.

GUIDELINES FOR PROMOTION AND RETENTION

I. CRITERIA FOR PROMOTION AND NON-PROMOTION

"Retention in grade level" and "failure" causing retention in grade level are not synonymous in concept. Retention in grade level implies that a pupil is receiving instruction appropriate to his "ability" to learn and "perform", although the instructional level may be significantly below the expected "average" norm. For example, a third grader at the end of the school year may be receiving instruction in reading at a pre-primer level, and performing satisfactorily. However, that pupil may be a candidate for retention in grade level because he or she has not completed enough of the third grade program to conjecture success in fourth grade. The pupil's second year in the same grade would continue at the point in which instruction terminated in the first year.

"Failure" connotes completing a program unsatisfactorily. Charter School employees shall exercise all available options not to place a pupil in a setting where failure is predictable. As a pupil matures and likewise demands more independence, he/she may choose not to comply with minimal standards of mandated program, although he/she has evidenced that his/her performance could be satisfactory. All effort shall be directed toward changing the "attitudes" that have led to failure.

Standard policy of Charter School shall be to promote a pupil to the next grade level if, in the judgment of the teacher(s) and CEO or his/her designee, the pupil's achievement and performance have been satisfactory at the expected level of learning and if the higher grade level is more easily able to accommodate the pupil at the appropriate level of instruction.

A pupil is retained in the present grade level, if in the judgment of the student's teacher(s), CEO or his/her designee and in consultation with the appropriate members of the professional staff, it is believed that the pupil can benefit by the retention, and if that present grade level can appropriately accommodate the pupil at the appropriate level of instruction.

Factors that may be considered in retention/failure of pupils include at the discretion of the CEO or his/her designee the following:

- a. Academic potential
- b. Achievement/Performance on school-based, State and/or local assessments
- c. Attitude/Interest
- d. Chronological age
- e. Development - physical, emotional, social
- f. Previous retention
- g. Excessive unexcused absenteeism
- h. Completion of curriculum/content
- i. Completion of alternative methods of instruction (tutoring, summer school, etc.)

The following schedule is intended to outline the planning, evaluation and study that precedes the final recommendation for promotion or non-promotion of pupils.

GUIDELINES

1. First marking period
 - a. Report card
 - b. Parent Conference

2. Mid-Year
 - a) If, at the mid-point of the school year, the above reports have indicated unsatisfactory progress, a special study of these pupils with the intent of making an all-out effort to aid the pupil in qualifying for promotion will be implemented.
 - b) A Parent-Teacher conference shall be held for each pupil reported.
 - c) When necessary, reports on pupil enrolling during the second semester are to be made as soon as possible.

3. Third marking period
 - a) Decisions on promotions and non-promotions will be made during grade-level meetings and/or in conjunction with input from the Instructional Support Team to insure greater uniformity of decisions on promotions and non-promotions.
 - b) Parent-Teacher conference is to be held for purpose of official notification of non-promotion.
 - c) Conference is to be held with child prior to report cards.

- d) The pupil's promotion and non-promotion is to be indicated on the report card and cumulative folder.

No student will be allowed to take the next sequential course without successfully completing the prerequisite unless specifically allowed by the CEO or his/her designee. Students failing a required course must repeat the course in the regular school program or through the CEO or his/her designee approved make-up alternative as determined appropriate by the CEO or his/her designee (such as Summer school program). Exceptions will be granted by the CEO or his/her designee when it is determined to be in the best interest of the student or school.

Special Education student promotion and retention will be guided by the Student's IEP or Section 504 Plan and in accordance with Chapter 711 of Title 22 of the Pennsylvania Code as well as in accordance with the principles set forth above to the extent consistent with applicable state and federal regulations.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.