

PROMOTION AND RETENTION OF STUDENTS

The School District is committed to making every effort to place students in the most appropriate class and level for a successful educational experience, by considering their academic, social and emotional development.

The School District also provides a comprehensive assessment program, including local and state evaluations, standardized achievement testing programs, written and oral teacher-developed exams, and performance observations to continually monitor that students are meeting the district's educational goals.

School District curriculum guides indicate goals for achievement by students at each grade level. However, academic growth, like physical growth, does not take place at the same pace or time for all individuals. Certain students may achieve mastery in a shorter period, while others need additional time. Early identification and intervention, promotion and retention are methods of meeting the needs of such children.

The following guidelines shall govern student

progression: Early Identification/ Intervention

Classroom teachers are expected to make every effort, consistent with the School District's implementation of response to intervention (Rt1), to identify early those students at risk of failing. The Building Principal and the parents/ guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as in danger of failing. Such support services may include, but are not limited to, individualized assistance before, during or after the school day; a change in instructional approach, remedial classes; and, where appropriate, referral to the Instructional Support Team (ET), or the Committee on Special Education for evaluation.

Academic Standards

The building principal shall be responsible for developing written standards for student progress at each grade level are available to parents and others upon request. Such academic standards are to be forwarded to the Board of Education each year.

Promotion/ Retention

Students who make progress in all subjects are annually promoted to the next grade level, unless school personnel believe that grade level retention will be in the best interest of those students due to their educational achievement, age, ability and maturity levels, social needs, or environmental influences. In instances where retention is being considered, school personnel will apprise the student's parents and provide them with

an explanation, although school administrators shall make the final decision. Generally, students who do not make satisfactory progress in one or more basic subjects, i.e. English, Math, Social Studies and Science, shall be considered for retention. Students may be allowed to make progress in summer school, or be assigned to a different level, as an alternative to retention.

A decision to retain shall be arrived at by consensus from a case conference approach involving the teacher, Building Principal, school psychologist, and parent/guardian. Factors to be considered include teacher recommendation; classroom achievement and attitude; standardized test scores; social and emotional development; results of the family conference; and, for identified students, recommendations by the Committee on Special Education. Standardized test scores, including grades 3-8 Math and ELA assessments, will not be the sole or primary factor in the decision. If a consensus cannot be reached, the decision of the Building Principal shall be final.

No student will be retained without an appropriate educational plan defining what will occur that is instructionally different for the student. Once the educational plan has been implemented, the student will be monitored regularly. The educational plan will be revised until the student demonstrates acceptable performance. In order to inform parents/ guardians about the School District's approach to promotion and retentions, this policy will be posted on the School District's website and included in student and/or parent handbooks.

Cross-ref:

Ref: Education Law §§1709;
3202 8 NYCRR §100.4

Adopted: October 20, 2015

Revised: