

PROMOTION AND RETENTION OF STUDENTS

It is essential that each child experience both challenge and success from school activities. To this end, the district will make every effort to place each student in the most appropriate learning level for a successful educational experience.

District curriculum guides indicate goals for achievement by the "average" student 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 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; remedial classes; a change in instructional treatment, and, where appropriate, referral to the Committee on Special Education for evaluation.

Promotion/Retention

Elementary schools

The pupil shall be placed in the best possible learning level for successful educational experiences. Retention shall be limited to those situations where in the best interests of the child a successful learning experience is reasonably assured. Diligent effort shall be made to utilize all available resources to determine the child's appropriate placement.

Middle schools

- a. Students who pass all subjects shall be promoted automatically.
- b. Students who fail one subject shall have the failure evaluated and a determination made as to the reason for the failure. The student may be required to repeat the subject, or shall be promoted with recommendation for assignment to another academic ability group. The decision shall be reached by consensus from a conference involving teacher(s), Building Principal, guidance Counselor and parent(s).

- c. Students who fail two or more subjects shall have their cases considered on an individual basis through a case conference approach as in (b) above.
- d. Students will be given the option in a school sponsored summer program to make up subjects. Cases will be considered on an individual basis.

Promotion or retention of a student will be considered according to the following criteria:

1.
 - a. academic achievement as compared to district curriculum guides;
 - b. social and emotional development of the child;
 - c. age of the child; and
 - d. physical growth (size) of student.
2. No child should be retained more than once in the elementary school.
3. Retentions are not considered a failure or a repetition of a grade. Experiences provided during the period of a retention will be beneficial to the student's academic and social growth.
4. All recommendations concerning grade placement must be made to the Building Principal by the teacher after full notification of the consultation with the parents. Parents and/or teachers may request a psychological evaluation of the child to aid in the formulation of recommendations.
5. Final authority for grade placement rests with the Building Principal.

High School

All high school students are required to earn the minimum number of credits in the specified areas as required by the State Education Department and outlined in the Student Handbook. Students are expected to complete their high school education in four (4) years with the possibility of an early graduation. When a student does not complete a required course successfully, he/she will be expected to repeat the course until achieving successful completion. High school students in courses which conclude with final exams (or Regents exams) may not pass such courses solely by passing the courses' final exams (or Regents exams).

High school students will be given the option of participating in a school-sponsored summer program when they fail a course. Cases will be considered on an individual basis. Students shall seek the permission of the Building Principal before participating in the program.

Students may not take the next course in the required sequences of English and/or Social Studies at the same time as they repeat a course. If a prerequisite for any course has not been satisfied, a student may not enroll in that course. In extenuating circumstances, each case will be handled on an individual basis by the Building Principal.

Academic standards. Building Principals shall be responsible for ensuring that 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 Superintendent of Schools each year.

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. 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.

Ref: Education Law §§1709; 2503(4); 3202
8 NYCRR §100.4
Isqwith v. Levitt, 285 App. Div. 833; 137 N.Y.S.2d 497 (1955)
Matter of Eckert, 13 EDR 270 (1979)
Op. Counsel, 1 EDR 775 (1952)

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