

STUDENT PROMOTION AND RETENTION POLICY

Under Part 203 of the Commissioner's Regulations, when a student, on the basis of his/her teacher's judgment, has not achieved during the year, in accordance with his/her capacity and when student shall be administered suitable examinations (physical, psychological, attitudinal) to ascertain the causes of that student's problems. Further, the District is obligated to consider these examinations in determining the best ways to alleviate or remove the cause of the student's failure.

Elementary School Promotion and Retention

This promotion plan is made up of five parts:

- Preparation of individual promotion sheets
- Promotion review
- Final decision
- Parent conference
- Promotion considerations

Individual Promotion Sheets

The promotion sheet is used every year for each pupil so that next year's teacher may initiate the year's program where the child left off in the spring. A careful record of this year's work is necessary. It is especially critical at promotion time to have a good record of all marks and comments which have been used as the year progress.

Promotion Review

This is a time when each teacher confers with the Elementary Supervisor or Principal to review the reasons for promotion or retention recommendations. These meetings will require all information on questionable students.

Final Promotion Decisions

While the Elementary Supervisor or Principal is responsible for making final promotion decisions, consultation with Special services e.g. health staff, psychologist, is required.

Parent Promotion Conferences

As soon as preliminary promotion conferences are completed and final promotion decisions have been made, teachers should plan for conferences.

The parents of all children whose promotion is not normal should be requested to come to school for a conference with the teacher. The Elementary Supervisor/Building Principal will attend upon request.

Promotion/Retention Considerations

These considerations are a matter of professional judgment and related to the individual student's needs.

- Age - In general, children who have reached their thirteenth birthday before school opens should be entering Grade 7 or higher. This suggests that a child entering Grade 6 is twelve or younger; Grade 5, eleven or younger; Grade 4, ten or younger, Grade 3, nine or younger; Grade 2, eight or younger; Grade 1, seven or younger. This is only a factor in helping to make a decision and should never be the sole determinant.
- Mental Ability - Every effort should be made to determine if a child is working to the best of his ability. All information reflecting ability should be carefully interpreted.
- Physical Size - in relation to the student's classmates and any related potential social or emotional problems must be considered.
- Another Year in the grade (retention) must be considered in relation to the potential of correcting academic and social emotional problems.
- Retention Policy - A student who fails 2 out of [5] major subjects, (reading, social studies, math, science, language arts), or reading 2 or more grade levels below current grade may be considered for retention. Refer to the Effective Elements for your grade level.

A student may not be retained more than once, between grades K-5, without the agreement of the Committee on Special Education.

Middle School Promotion/Retention

A student having failed two or more courses must be considered by the middle school team of teachers for retention. A program to meet the student's academic and social needs must be developed if the student is retained.

Retained students and parents must be provided with:

- A written description of programs and services in which the student will be enrolled that differ from the original program failed by the student or written justification for why the program should be changed.
- A list of the student's current strengths and weaknesses.
- A list of measurable academic and social objectives that the student can reasonably achieve and established criteria for promotion based on the objectives.
- An invitation to meet with the team and review the objectives and the criteria. A written plan will be provided and the parents will be provided and the parents will be advised of their child's status.

The team must consider the following compensatory programs for any retained student.

- Enrollment in appropriate remedial courses.
- An opportunity to enroll in a summer school program sponsored by the school.
- A supplemental grading system that will report the student's progress on the objectives.

The principal is responsible for making final promotion decisions, consultation with special services staff (e.g. health staff, psychologist) is required.

High School Promotion / Retention

In order to be advanced to the next higher grade, a pupil must have earned the following minimum number of credits by September 1 of each year:

- From 9th to 10th **5.5** credits
- From 10th to 11th **11** credits
- From 11th to 12th **16.5** credits

This policy may be changed by the board of education at any time and does not constitute a permanent or negotiated condition of employment.

References:

Education Law Secs. 1790, 3202

8 NYCRR 100.4, 203.1

Isquith v Levitt, 285 App. Div. 833, 137 NY2d (1955)

Matter of Eckert, m 13 EDR 270 (1974)

Op. Counsel, 1 EDR 775 (1952)