(X) Required
( ) Local
( ) Notice

PROMOTION AND RETENTION

The Board of Education recognizes its responsibility to have a process for placing students in the most appropriate class and level for a successful educational experience, by considering their academic, social and emotional development. It is essential that each child experience both challenge and success from school activities. The District 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.

The NYS Standards 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 District's implementation of Response to Intervention (RtI), to identify early those students at risk of failing as early as possible. The building principal and the parents/guardian must be notified promptly if retention is anticipated, by Instructional Support Team (IST). The IST may be comprised of the principal, assistant principal, school counselor, social worker, psychologist, teachers, and other appropriate personnel. Such support services may include, but are not limited to, assistance before, during or after the school day; a change in instructional approach, support classes; and, where appropriate, referral to the IST, or the Committee on Special Education for evaluation.

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. School administrators shall make the final decision. Generally, students who do not make satisfactory progress in one or more core subjects - ELA, math, social studies and science may be considered for 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 standardized test scores, physical, social, and emotional development, and results of a family meeting. Standardized test

scores, including grades 3-8 Math, ELA, and science assessments, will not be the sole or primary factor in the decision and shall not constitute the major factor in such determinations. If a consensus cannot be reached, the decision of the building principal shall be final. Retention, to be effective, should occur at the earliest point in the student's education.

In order to inform parents/guardians about the School District's approach to promotion and retention, this policy will be posted on the School District's website and included in student and/or parent handbooks.

Elementary level (K-6): At the elementary level, students who do not make satisfactory progress in one or more core subjects - ELA, mathematics, social studies and science -- may have their cases considered on an individual basis and may be retained. Retention shall be limited to those situations where the best interest of the child is reasonably assured. Diligent effort shall be made to use all available resources to determine the child's appropriate placement including summer school progress.

In arriving at a decision regarding student placement, the principal shall consider the views of teachers, support staff, administrators and parents. Factors which should be considered in reaching a decision shall include, but not be limited to:

1. academic achievement
2. class work
3. chronological age
4. physical, social and emotional development
5. attendance
6. rate of progress

Retention, to be effective, should occur at the earliest point in the student's education. It is important that parents be involved in this decision and be informed early in the school year about any concerns regarding their child's progress.

Secondary level (7-12):
Middle school (7-8): Students who pass all four core subjects (ELA, mathematics, social studies, science) but one shall have the failure evaluated and a determination made as to the reason for the failure. The student may be required to attend summer school.

A student failing two or more core subjects must attend and successfully complete summer school. In order to be admitted into the ninth grade, an eighth grade student must have satisfactorily completed three of the four core eighth grade subjects: ELA, mathematics, science, and social studies.

High School (9-12): In general, promotion from one class to the next shall be contingent upon the passing of all required subjects and the accumulation of 5 -6 units of credit at each level for a total of 22 credits.

Graduation shall be contingent upon the passing of all required subjects and the accumulation of the required number of credits as required by law.

Legal Reference: New York State Education Law
Section 1709

Policy Adopted
5/15/86
Amended: August 23, 2023