



Central Islip Union Free School District

Board of Education & School District Policy Book

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Section	Section Title	Type
4000	Instruction	Local
Policy	Policy Title	
4750	Promotion, Retention and Assignment 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, consistent with the district's implementation of response to intervention (RTI), to identify early those students at risk of failing. The Building Principal and the parents/guardian must be notified in a timely manner if a student is not meeting promotional criteria and being considered for retention. If retention is anticipated, a support program will be designed by the building, Instructional Support Team (IST). Such support program may include, but are not limited to, individualized assistance before, during or after the school day; a change in instructional approach, AIS classes; and where appropriate a referral to the Committee on Special Education for evaluation.

Promotion/Assignment/Retention

Elementary schools: At the elementary level, students who pass all subjects will be promoted. Students who do not make satisfactory progress in one or more basic subjects -- Reading, English, Mathematics, Spelling, Social Studies and Science shall have their situations considered on an individual basis and may be assigned to the next grade level or retained in the current grade level. 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.

Assignment: If a student has not mastered all of the skills in their current grade level but show potential for adequate progress in the next grade with appropriate supports the student will be "Assigned" to their next respective grade. Such support programs may include, but are not limited to, individualized assistance before, during or after school; various programs such as differentiated instruction, targeted instruction, multisensory strategies, Blitz & Boost, A-Z Learning Razz Kids, Foundations, Read 180, Math 180, Fasttmath, Discovery Education Assessment Probes, school improvement programs or AIS classes. The "Assigned Student" is not being retained or promoted. The term "assignment" offers the child the opportunity to receive additional services and support with the intent that he/she will meet grade level requirements the following year. Should adequate progress not be met, retention may be considered for the subsequent school year. Where appropriate, a referral to the Committee on Special Education for evaluation may be considered.

Middle Schools: At the middle school level, students who pass all subject areas will be promoted. Students who pass all subjects, but one, 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, but in typical cases shall be promoted with a recommendation for summer school. If summer school is not an option for the student and their family as determined by the Principal, students may be offered additional support which may include, but are not limited to, individualized or group assistance before, during or after the school day; a change in instructional approach, AIS classes, upon their return in September.

Students who fail two subjects shall have their cases considered on an individual basis. A decision to retain a student shall be arrived at by consensus from a case conference approach involving the teacher(s), building principal, the Instructional Support Team (IST) and others as appropriate. Factors to be considered include the 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 will not be the sole primary factor in the decision. If a consensus cannot be reached, the decision of the Building Principal shall be final.

Students who fail more than two core classes shall fail for the year and be retained on grade level.

No student will be retained without an appropriate education plan created by the Child Study Team defining what should occur that is instructionally different for the student. The plan will be monitored by the classroom teacher and the Instructional Support Team (IST) in the following school year and revised as needed.

Senior High School: In general, promotion from one class to the next shall be contingent upon meeting State requirements of student's cohort year. Students shall remain in their cohort for administrative purposes.

Students who fail courses are encouraged to attend summer school to make up the course to receive credit. If summer school is not an option for the student and their family as determined by the Principal (or replace with a committee/guidance, etc. that makes similar determinations), the District policy is:

Students who fail a 40 week course may repeat the same course at the same level the following year; at the end of 20 weeks, the student is eligible to receive full credit if his/her average is 65 or better. If applicable, passing the Regents Exam is an additional criteria for receiving full credit upon a year and half of study. In order to exit a class that requires a Regents Exam in a semester, the student must pass the Regents Exam.

Retention: A decision to retain shall be arrived at by consensus from a case conference approach involving the teacher's building principal, the Instructional Support Team (IST) and others as appropriate. 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 will not be the sole 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 education plan created by the Instructional Support Team (IST). The plan will be monitored by the

classroom teacher, the Building Principal and the Instructional Support Team (IST) in the following school year and revised as needed.

No child in Special Education shall be retained without prior approval of the Director of Special Education or his designee.

In order to inform parents/guardians about the district's approach to promotion, retention, and assignment and in order to afford their ability to provide input on the matter of the implementation of this policy, this policy will be posted on the district website and included in student and/or parent handbooks.

1st Reading: January 12, 2015

2nd Reading: March 4, 2015

3rd Reading: April 13, 2015

Adoption date: April 13, 2015

Cross Reference:

4321.2, School-wide Pre-referral and Intervention

Reference:

Education Law §§ 305(47); 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)