PROMOTION AND RETENTION OF STUDENTS

It is essential that each child experience both challenge and success from school activities and grade placement should enhance this possibility. The concept of grade placement is based on the premise that each teacher will provide appropriate experiences for children at particular stages of physical, emotional and academic growth.

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.

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 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 Whole Child Success Team, or ultimately the Committee on Special Education for evaluation.

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 will 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 Principal by the teacher after full notification of the consultation with the parents.
5. Final authority for grade placement rests with the Building Principal.

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

Ref: Education Law §§ 305(47); 1709; 2503(4); 3202
     8 NYCRR §§ 100.2(ll); 100.3(b)(2); 100.4(b)(2),(e)

Adoption date: November 22, 1993
Revised: March 3, 2020