

PLACEMENT AND PROMOTION OR RETENTION OF STUDENTS

It is expected that with appropriate motivation most students will be able, each year, to achieve a level of academic proficiency and social and emotional development which will enable them to benefit from instruction in the next grade. However, for a variety of reasons, individuals may require more than the usual amount of time in school to develop their educational potential.

It is intended that the educational placement of each student be made to serve the best interest of the student. The goal of the school district is to assure that each student is placed in an instructional program in which the student can achieve academically and develop emotionally, socially and physically.

Classroom teachers and guidance counselors are expected to make every effort to identify early those students who may be at risk of failing. The building principal and the parents/guardians will be notified promptly if retention is anticipated, and a special program shall be designed for each child identified as at risk 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 (CSE) for evaluation.

Promotion will be based upon an evaluation of each student's achievement. The basis for making the determination shall reflect teacher judgment based on student progress, tests, classroom assignments, daily observation and other objective data.

At the elementary level, the primary responsibility for determining each student's level of performance and recommended promotion or retention is that of the classroom teacher, subject to review and approval of the principal. Students who do not make satisfactory progress in one or more basic subjects (reading, English, mathematics, spelling, social studies and science) shall have their cases considered on an individual basis and may be retained.

At the secondary level, students shall be assigned to classes based upon evaluation of prior course work, Regents examination scores (where applicable), classroom teacher recommendations and guidance counselor recommendations. The subject teacher is responsible for the evaluation of student performance based upon class participation, tests, homework, etc. Final authority rests with the building principal.

Students in special education classes shall be assigned and evaluated by the CSE and CSE subcommittees under supervision of the assistant superintendent, special student services.

All students whose primary language is other than English shall be evaluated for placement on an individual basis as determined by the building principal.

Building principals shall be responsible for ensuring that 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.

Any student in danger of retention (whether retained or not) must have 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.

Date Adopted: 12/7/04