



MILFORD CENTRAL SCHOOL DISTRICT

POLICY# 4750

PROMOTION (PLACEMENT) AND RETENTION OF STUDENTS

(X) REQUIRED
() LOCAL
(X) NOTICE

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.

State standards 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 to achieve grade level expectations. 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 RtI Team or ultimately the Committee on Special Education for evaluation.

Promotion/Retention

Elementary Students (PK-6). 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, along with attendance and social and emotional growth-- shall 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.

A child who has been retained once at the elementary level will not be retained again. However, if a parent requests retention and/or the teachers feel it will be beneficial to the child, retention will be considered.

Middle School Students (7-8). Students who fail one or two core courses shall have the failure evaluated and a determination made as to the reason for the failure. In typical cases, the student will be promoted, but may be assigned to a lower academic ability group. The decision shall be arrived at by consensus from a case conference approach involving teacher, Principal and guidance counselor.

Students who fail more than two core subjects shall fail for the year. Foreign languages in 7th and 8th grade are considered core subjects.

High School Students (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 4 or 5 units of credit at each level.

Student Acceleration: Acceleration will be considered on an individual basis based on a student's academic record, attendance, and social and emotional growth.

Academic Standards

The Building Principal shall be responsible for ensuring that written 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.

Retention/Acceleration

A decision to retain or accelerate shall be arrived at by consensus from a case conference approach involving but not limited to the teacher, Building Principal, counselor and parent/guardian. 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 or 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 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.

Notification

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 §100.4

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)

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