

PROMOTION/RETENTION/ACCELERATION

The Norwood Board of Education recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth. In general, new students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. However, in kindergarten and grade one there are no exceptions to the October 1st cut-off date for meeting age requirements. Policy 5111, "Admission," details placement guidelines for grades 2 – 8.

Promotion

The Chief School Administrator shall direct development of and the board shall adopt detailed regulations to govern progress of pupils through levels K-8. The regulations shall include:

- A. Standards of proficiency related to district goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all pupils achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure;
- E. Procedures for parents/guardians and adult pupils to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a pupil's normal progression from level to level. The final decision in all cases will rest with school authorities.

Retention

A small number of students may benefit from staying another year in the same grade. Such retention shall be considered when:

- A. The student is not achieving minimum proficiency levels in basic communication and computational skills.
- B. The student is achieving significantly below ability and grade level.
- C. The student is failing multiple subjects for the entire school year.
- D. Retention would not cause an undue social and emotional adjustment.
- E. Retention would have a reasonable chance of benefiting the child.
- F. The district will be able to provide additional and/or different learning opportunities in the repeated school year.

Whenever retention is being considered, extensive efforts shall be made by administration and staff members to communicate with the student and parents/guardians. The Chief School Administrator shall direct creation of regulations to implement such communication.

The Chief School Administrator may, when desirable, provide for promotion on the basis of social, emotional, and personal needs, rather than purely academic achievement. The Chief School Administrator must approve every assigned pupil retention.

Acceleration

In exceptional circumstances, a student may be accelerated if it becomes evident that his/her capabilities are not fully challenged by the enrichment opportunities offered and by other district options at a given grade level. Some students may be accelerated for a single subject. In rare instances, a student may qualify for a full grade level acceleration.

Requests for acceleration shall be initiated by teachers and referred to the Principal for review. Determination of grade level placement shall be made after careful consideration of teacher evaluations of pupil progress, results of standardized testing, a Child Study Team consultation and the child's developmental needs. Acceleration shall require parent/guardian approval.

The Chief School Administrator must approve every student acceleration.

Date: January 10, 1983
 Revised: October 19, 1987
 Revised: February 22, 1988
 Revised: November 25, 1991
 Revised: June 29, 2009

Legal References:

<u>N.J.S.A.</u> 18A:4-24	Determining efficiency of schools; report to state board
<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
<u>N.J.S.A.</u> 18A:35-4.9	Pupil promotion and remediation; policies and procedures
<u>N.J.A.C.</u> 6:8-4.1	Review of mandated programs and services
<u>N.J.A.C.</u> 6A:8-4.1	Statewide assessment system
<u>N.J.A.C.</u> 6A:8-4.2	Documentation of student achievement
<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts (September 2002)

Cross References:

5113	Absences and excuses
5120	Assessment of individual needs
5124	Reporting to parents/guardians
6142	Subject fields
6142.2	English as a second language; bilingual/bicultural
6143	Curriculum guides
6145	Extracurricular activities
6146	Graduation requirements
6146.1	Acceleration
6147	Standards of proficiency
6147.1	Evaluation of individual student performance
6171.1	Remedial instruction
6171.3	At-risk and Title 1

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As a general philosophy, we believe that the younger the child the more likely an academically needed retention may serve a constructive purpose without causing any negative developmental impact. In this sense, kindergarten is the ideal year to give a "gift of time." In some instances, parents/guardians may choose to postpone registration of their child into kindergarten for one year. In other cases, teaching and support staff members may adhere to the guidelines below. It is also recognized that older students may occasionally warrant serious consideration for retention.

Guidelines for Retention of Students in Grades Kindergarten through Eight

A. No later than the second marking period:

1. The teacher will have requested a meeting with the principal.
2. Agreement may be reached to refer the student to the IR&S Committee.
3. As part of this referral process, the teacher needs to alert the committee to his/her concerns for a possible retention if significant changes are not observed.

B. No later than February 1st:

1. The teacher will have arranged a follow-up meeting with the IR&S Committee.
2. If collectively deemed appropriate, a meeting with the parents/guardians, the teacher, and the principal shall be conducted to discuss the area(s) of unresolved concern.
3. Records of the student's proficiency levels and ability to achieve, class work, and any other relevant information shall be shared with the parents/guardians.
4. Goals are to be set for the third semester.

C. Midway through the third marking period:

1. The teacher is to request a follow-up to the February meeting.
2. Progress towards the goals will be updated.
3. If retention still appears possible, the IR&S and, possibly, a referral to the Child Study Team shall be considered.

D. During the first two weeks of the fourth marking period:

1. The teacher is to confer with the principal, presenting
 - a. Recommendations of the teaching faculty
 - b. An evaluation of progress
 - c. Documentation of appropriate school/home communication
2. The Principal, following the above meeting, is to make his/her recommendation to the Chief School Administrator.
3. A final meeting, with those in attendance as noted in B1 above, is to be conducted to convey the school's decision regarding promotion or retention.

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