

RYE CITY SCHOOL DISTRICT
RYE, NEW YORK

4750

PROMOTION AND RETENTION OF STUDENTS

It is essential that each student experience both challenge and success from school activities. Grade placement should enhance this possibility. Grade placement is based on the premise that each grade level curriculae and instruction will provide appropriate experiences for students at particular stages of physical, emotional and academic growth.

District curriculum guides indicate goals for achievement by students 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 grade level benchmarks in a shorter period, while others need additional time. Promotion and retention are methods of meeting the needs of such students.

Consistent with the District's implementation of Response To Intervention (RTI), classroom teachers are expected to make every effort to identify as early as practicable those students whose development path is at risk of attaining appropriate grade level promotion benchmarks. The Building Principal and the parent(s)/guardian(s) must be notified promptly if current grade level retention is anticipated and a support program shall be designed for each student identified as such. Such support services may include, but are not limited to, individualized assistance before, during or after the school day; a change in instructional treatment approach, remedial classes; and, where appropriate, referral to the Committee on Special Education for evaluation.

Promotion or retention of a student will be considered according to the following criteria:

1. academic achievement as compared to District curriculum guides;
2. social and emotional development of the student; and
3. age of the student.

Retention:

A decision to retain shall be arrived at by consensus from a case conference approach involving the teacher, Building Principal, school psychologist, and parent(s)/guardian(s). 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.

Students retained at grade level will be provided an appropriately differentiated educational plan. Student growth and achievement will be monitored regularly and educational plans will be appropriately revised to ensure the highest likelihood of achievement of acceptable promotion benchmarks.

In order to inform parents/guardians about the District's approach to promotion and retention, this policy will be posted on the District website.

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 755 (1952)

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