

Alloway Township Board of Education District Policy Manual

Students

Acceleration; Promotion / Retention

Series 5000

Policy 5123

Date Adopted: May 18, 1993 Date Revised: October 22, 2002

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In general, pupils shall be placed at the grade level to which they are best adjusted academically, socially and emotionally. The education program shall provide for the continuous progress of pupils from grade to grade. Generally pupils will be expected to spend one year in each grade. A small number of pupils, however, may benefit from staying another year in the same grade and a small number of pupils may benefit from acceleration.

Guidelines for Retention

Retention shall be considered when:

- A. Retention would have a reasonable chance of benefiting the child.
- B. The pupil is achieving one or more grade levels below expected performance in reading and/or language and/or mathematics.
- C. Retention would not cause an undue social and emotional adjustment.

Procedures to Be Followed

- A. Review and evaluation of the social, physical, and emotional characteristics by the classroom teacher, guidance counselor, basic skills teacher(s), Superintendent/designee and Child Study Team when appropriate.

The following aspects should be considered:

- 1. Attendance record
 - 2. Attention span
 - 3. Completion of classroom assignments
 - 4. Completion of homework
 - 5. Relationship with peers
 - 6. Significant changes in academics and/or behavior
 - 7. Serious personal/family conditions or relationships
 - 8. Health records
- B. Identification of those pupils who are one or more grade levels below expected performance in the areas of reading/language arts, spelling, and mathematics.

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- C. Review all academic records that would include the following:
1. Reading folders
 2. Math folders
 3. Spelling tests
 4. I.Q.
 5. Report card grades
 6. Any other appropriate records (i.e. basic skills records, Child Study Team records, etc.)
- D. Notification of parents
1. Guidelines indicating expected levels of achievement for promotion are disseminated to the parents at the November conferences with the teachers; the parent signs this written form and is given a copy. The original is retained by the teacher in the child's reading folder.
 2. If it appears that retention is possible, the parent shall be notified by the Superintendent/designee prior to the completion of the second marking period (separate for kindergarten, conference will be held).
 3. Relevant records shall be reviewed with the parent during parent/teacher conferences in February by the classroom teacher and, where appropriate, the Basic Skills Teacher(s).
 4. In addition to parents notified verbally at the parent/teacher conferences in February, written notification of the child's present achievement record along with expected levels of achievement from promotion are disseminated; the parent signs this written form and is given a copy. The original is retained by the teacher in the child's reading folder.
 5. At the end of the third quarter, if retention of the kindergarten pupil still seems likely, a second letter will be sent.
 6. Directly following February conferences an analysis of each possible retainee's needs are done by the Superintendent/designee, staff, and support staff and a program of improvement is developed, such as:

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- a. Additional reading instruction
 - b. Additional math instruction
 - c. Provision of reinforcement materials for the parents to assist the child
 - d. Referral to guidance counselor
 - e. Referral to Child Study Team, if necessary
 - f. Periodic checks with parent by teacher to determine progress being made by the child
7. The child's subsequent progress shall be reviewed by the teacher at parent conferences in April.
 8. A form is given to the parents at the April conferences that again indicates the expected levels of achievement for promotion and the actual level of the child's current achievement; the parent signs this written form and is given a copy. The original is retained by the teacher in the child's reading folder, at this time the parent is then informed if retention is highly probable.
 9. Directly following the April conferences a further review of the child's status will take place between the Superintendent/designee, staff, and support staff; additional services will be provided as needed.
 10. Prior to the end of the school year, the Superintendent/designee shall meet with any parents who do not agree with the decision and/or need further explanations of why the child should be retained. The child's total record will be reviewed with them before making a final determination.
 11. Parents shall be notified prior to the end of the school year by the Superintendent/designee in writing, of the decision to retain.

Guidelines of Acceleration

Acceleration shall be considered when:

- A. Acceleration would have a reasonable chance of benefiting the child.
- B. The pupil is achieving one or more grade levels above expected performance in reading and/or language arts and/or mathematics.

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- C. Acceleration would not cause an undue social and emotional adjustment.

Procedures to be Followed

- A. Identification of those pupils who are one or more grade levels above expected performance in the areas of reading, language arts, spelling, and mathematics.
- B. Review all academic records that would include the following:
1. Reading folders
 2. Math folders
 3. Spelling tests
 4. I.Q.
 5. Report card grades
 6. Any other appropriate records
- C. Review and evaluation of the social, physical, and emotional characteristics by the classroom teacher, guidance counselor, Superintendent/designee and Child Study Team when appropriate.

The following aspects should be followed:

1. Attendance record
 2. Attention span
 3. Completion of classroom assignments
 4. Completion of homework
 5. Relationship with peers
 6. Health records
- D. Notification of parents
1. If it appears that acceleration is possible, the parent shall be notified by the Superintendent/designee in writing, at whatever time in the year it is deemed feasible to do so.
 2. Relevant records shall be reviewed with the parent by the Superintendent/designee and classroom teacher(s).
 3. Parents shall be notified after no more than two weeks after of the mutual agreement of parents and school authorities, in writing, of the decision to accelerate.

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Legal References

NJSA 18A:4-24 Determining efficiency of schools; report to state board
18A:7C-2 Boards of education; establishment of standards
18A:35-4.9 Pupil promotion and remediation; policies and procedures

NJAC 6A:8-4.1 Statewide assessment system
6A:8-4.2 Documentation of student achievement
6A:8-5.1 Graduation requirements
6A:30-1.1 et seq. Evaluation of the Performance of School Districts
6A:32-14.1 Review of mandated programs and services

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.
New Jersey Quality Single Accountability Continuum (NJQSAC)