

Regulation

PROMOTION AND RETENTION

The educational program shall be designed to meet the individual academic needs of each student while providing for the mastery of certain basic skills and knowledge.

Each individual student possesses unique educational challenges and while certain basic skills and knowledge need to be mastered by all students, a difference in achievement and level of proficiency above the basic skills and knowledge is expected. Research indicates that fewer than twenty percent of the students who are retained in a grade progress better academically as a result of the second exposure to the grade or material. Therefore, any decision concerning the promotion or retention of any individual student should be made considering academic progress as well as attitude, past retentions, attendance, ability, social situation, age, parental attitude and any other factors which are known and which might have bearing on the future academic progress of the student.

The success of a student is enhanced by close and continuous home/school contact, especially in those cases where a student may be experiencing academic difficulties. Teaching staff members are directed to make a maximum effort to engage the parent/guardian in the planning for remedial services that may be required to foster student achievement.

Retention

Retention shall be considered when:

- A. Retention would have a reasonable chance of benefiting the child;
- B. The student 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 for Retention

- A. Review and evaluation of the social, physical, and emotional characteristics by the classroom teacher, guidance counselor, basic skills teacher(s), superintendent or his or her designee and the 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 students who are one or more grade levels below expected performance in the areas of reading/language arts, spelling, and mathematics;

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.);

C. Notification of parents:

1. Guidelines indicating expected levels of achievement for promotion are disseminated to the parents/guardians 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 or his or her 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/guardian during parent/teacher conferences in February by the classroom teacher and, where appropriate, the basic skills teacher(s);
4. In addition to notifying parents/guardians 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/guardian shall sign 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 student still seems likely, a second letter will be sent;
6. Directly following February conferences an analysis of each possible retainee's needs shall be done by the superintendent or his or her designee, staff, and support staff and a program of improvement is developed, such as:
 - 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 or his or her designee, staff, and support staff; additional services will be provided as needed;
10. Prior to the end of the school year, the superintendent or his or her designee shall meet with any parents/guardians 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 or his or her designee in writing, of the decision to retain.

Summer School

In the event a student is eligible for retention, upon approval of the superintendent or his or her designee, a state approved summer school program or an appropriate course of study delivered by a properly certified teacher may be undertaken by a student in order to satisfy the requirements of the failed course(s).

Guidelines for an approved course of study are as follows:

- A. A student must demonstrate proficiency (75% or better) on all major topics/units of the course as measured by tests, quizzes, class work and homework given;
- B. A time line of at least one (1) hour per day for (6) weeks or its equivalent (30 hours) spent in instruction. A log of same will be required to be submitted to the superintendent or his or her designee;
- C. A final test, taken under the supervision of the superintendent or his or her designee, must be given.

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Readopted:

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ACCELERATION IN KINDERGARTEN TO GRADE 8 (continued)

- *5120 Assessment of individual needs
- *6142 Subject fields
- *6142.2 English as a second language; bilingual/bicultural
- *6143 Curriculum guides

*Indicates policy is included in the Critical Policy Reference Manual.