

PROMOTION AND RETENTION OF STUDENTS

It is essential that each child experience both challenge and success from school activities. Grade placement should enhance this possibility. The concept of grade placement is based on the premise that each teacher will provide appropriate experiences for children at particular stages of physical, emotional and academic growth.

District curriculum guides aligned to NYS 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. Promotion and retention are methods of meeting the needs of such children.

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

1.
 - a. academic achievement as compared to New York State Standards;
 - b. social and emotional development of the child;
 - c. age of the child; and
 - d. physical growth (size) of student.
2. No child will be retained more than once in the elementary school.
3. Retention is not to be considered a failure or a repetition of a grade. Experiences provided during the period of a retention will be beneficial to the student's academic and social growth.
4. All recommendations concerning grade placement must be made to the Principal by the teacher after full notification of the consultation with the parents. Parents and/or teachers may request a psychological evaluation of the child to aid in the formulation of recommendations.
5. Final authority for grade placement rests with the Building Principal.

Ref: Education Law §§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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