SCHROON LAKE

4750

PROMOTION AND RETENTION OF STUDENTS

It is essential that each child experience both challenge and success from school activities. To this end, the district will make every effort to place each student in the most appropriate learning level for a successful educational experience. Early identification and intervention, promotion and retention are methods of meeting the needs of such children.

The following guidelines shall govern student progression:

Early Identification/Intervention

Classroom teachers are expected to make every effort to identify early those students at risk of failing. The parents/guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as in danger of failing. Such support services may include, but are not limited to, individualized assistance before, during or after the school day; remedial classes; a change in instructional treatment, and, where appropriate, referral to the Committee on Special Education for evaluation.

Promotion/Retention

Elementary level. At the elementary level, students who pass the basic subjects of Reading, English, Mathematics, Spelling, Social Studies, and Science will be promoted. In a very rare case retention may occur. Retention shall be based on the recommendation of the classroom teacher with the approval of the Superintendent of Schools. Students who do not make satisfactory progress in one or more basic subjects shall have their cases considered on an individual basis and may be retained. A decision to retain shall be arrived at by consensus from a case conference approach involving the teacher, school psychologist, and parent/guardian. Factors to be considered include teacher recommendation; classroom achievement and attitude; standardized test scores; social, emotional and physical development; results of the family conference; and, for identified students, recommendations by the Committee on Special Education. If a consensus cannot be reached, the decision of the Building Principal shall be final.

No student will be retained without an appropriate educational plan defining what will occur that is instructionally different for the student. Once the educational plan has been implemented, the student will be monitored regularly. The educational plan will be revised until the student demonstrates acceptable performance.

Secondary level. At the high school level, promotion from one class to the next shall be contingent upon passing all required subjects and the accumulation of 5.5 credits by the sophomore year, 11 credits by to the junior year and 16.5 beginning the senior year. Students who fail a course in an academic area must repeat the course. Attempts should be made to reschedule course so that a student has a chance to graduate with his or her class.

Academic standards. The Superintendent shall be responsible for ensuring that written standards for student progress at each grade level are available to parents and others upon request. A course syllabus and grading policies are available upon request, such academic standards are to be annually forwarded to the Superintendent for review.

Ref: Education Law " 1709; 2503(4); 3202

8 NYCRR ' 100.4
Jsqwith v. Levitt, 285 App. Div. 833; 137 N.Y.S.2d 497 (1955)
Matter of Eckert, 13 EDR 270 (1979)
Op. Couusel, 1 EDR 775 (1952)