

**PROMOTION AND RETENTION OF STUDENTS REGULATION
Procedures When Retention May Be Recommended**

A. Elementary

1. The classroom teacher shall work with the Principal and other staff to provide appropriate early intervention and support for students experiencing academic difficulties.
2. Parents/Guardians and the Building Administrator shall be informed by the classroom teacher of the possibility of a student's non-promotion as soon as it becomes evident but no later than the date of the second quarter report card distribution. Any delay in this notification must be approved the Building Principal.
3. By the close of the second report period, classroom teachers shall identify in writing to the Principal or designee three student categories:
 - a. those students who should be considered for acceleration;
 - b. those students identified by the classroom teacher(s) whose achievement is significantly below their ability; and
 - c. those students whose measured achievement is so low that it is doubtful whether or not they will have sufficient basic skills in reading and mathematics to be able to function at the next highest grade
4. For those students identified in Section 2, the Principal will insure that the following information is collected by the close of the third marking period:
 - a. the written opinion of the classroom teacher(s) regarding the students' strengths and weaknesses;
 - b. the written opinion of the school psychologist and reading specialist and other appropriate Pupil Services staff members (Where feasible, the recommendation and opinion may be from the total Pupil Services Team); and
 - c. the parents'/guardians' opinion regarding the child's progress.
5. Prior to reaching a formal decision regarding promotion, parents/guardians, should they so desire, will be given an opportunity to confer with the classroom teacher(s), appropriate Pupil Services staff and Principal.
6. All decisions regarding promotion will be finalized by June 1st.

B. Junior High School (Grades 7-8)

Each block team will implement appropriate intervention and support for students who qualify for these services as per criteria set forth in the Academic Intervention Services (A.I.S) plan.

1. After the end of the first semester each academic team of teachers will identify students at risk for retention who have not demonstrated sufficient mastery of skills to achieve at the next grade level. Parents will be notified by the counselor at this time.

2. Mastery of skills to achieve at the next grade level shall be defined as follows:

A. Grade 7:

- A passing achievement average of five (5) quality points earned in all four (4) academic core areas (math, science, English and social studies) in grade 7.
- Quality points may be earned during the four quarterly assessments and the final examination, which is weighted in equal fashion.
- At least two (2) quality points must be earned in the second half of the school year for each academic core course, i.e., at least two (2) points must be earned based on grades for the third quarter, fourth quarter and final exam.
- Any of the four academic core courses failed must be repeated in summer school. Students who fail all four academic core courses may not be allowed to attend summer school. A decision will be made by the Building Principal in each individual situation.
- Students must earn 3 quality points in the art/tech/h&c sequence.
- Students must earn 3 quality points in the pe/music/health sequence.
- Students must earn 5 quality points in the foreign language sequence, unless exempted from foreign language by an IEP.
 - Students who, by the fourth quarter, have not earned the required 3 or 5 quality points in a special area sequence, will be required to complete extra project(s) to earn the required quality points.

B. Grade 8:

- A passing achievement average of eight (8) quality points earned in four (4) of the five, including foreign language, academic areas. Students exempted from foreign language must earn 8 quality points in three of the four academic courses.
- Quality points may be earned by grades assigned for the four quarters, the mid-year exam and the final exam.
- At least 4 quality points must be earned in the second half of the school year for each academic core course.
- Any of the four academic core courses failed must be repeated in summer school. Students who fail all four academic core courses may not be allowed to attend summer school. A decision will be made by the Building Principal in each individual situation.
- Students must earn 3 quality points in the art/tech/h&c sequence.
- Students must earn 3 quality points in the pe/music/health sequence.
- Students who, by the fourth quarter, have not earned the required 3 quality points in a special area sequence, will be required to complete extra projects(s) to earn the required quality points.

C. Quality points are assigned each marking period in each academic area as follows:

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

D. Students in grade 8 who fail one course, and are thereby eligible for promotion, will be:

Recommended very strongly to retake the course in summer school if the course failed was math, science, social studies or English, and/or if the course failed was foreign language, the students will be required to repeat the course or pursue a different language at the entry level in high school.

3. By the beginning of the fourth quarter the guidance counselor will insure that the following information is collected: standardized test scores, report card grades, and written assessment by each academic teacher, reading teacher and counselor. In addition, written assessments by appropriate Pupil Services personnel should be provided for all identified youngsters. Communication with the parents of at-risk students will continue.
4. By June 1 the building principal will receive the tentative recommendations of the academic teachers, and counselor, appropriate Pupil Services personnel and hall principal concerning the student's progress, academic alternatives and future placement options. For identified students, recommendations should be obtained from the Pupil Services team.
5. As required in Administrative Regulation #5100R, if a student's absence reaches 40 days, the required case conference will be held to consider the student for possible retention.
6. Attendance at a summer program approved by the building principal may be utilized in order to meet promotion requirements.

C. Guidelines Applicable to Both Elementary and Junior High

1. Unless retained once in his/her school career, no student should be promoted beyond grades 6 or 8 without the student having demonstrated sufficient basic skills which would enable him/her to function in an instructional group at the next grade level.
2. Students identified in Sections A.2 & B.1. shall have included in their cumulative record a summary report including specific recommendations for the child's educational program and the outcome expected to be achieved as a result of the decision to retain, promote or accelerate the student. (Recommendations must take into account existing resources.)
3. Persons in parental relationship to a student who express concern about a decision regarding the promotion or retention of their child shall be made aware of their

right to challenge such decision and shall be provided a copy of the policy and regulations dealing with promotion. Any such challenge shall be made in writing to the Building Principal and should include a statement of the reason for the challenge. Replies to formal challenges will be made in writing by the Principal within ten days of receipt of the challenge. Should the persons in parental relationship wish to pursue the matter further, their challenge may again be presented in writing to the Superintendent. The Superintendent shall consider the issues and decide upon a course of action, including options such as referring the matter to a District review panel. This panel will be selected by the Superintendent of Schools and will be comprised of the Assistant Superintendent(s) of Schools, one additional staff member, two parents/guardians (or if the challenging parent/guardian would prefer, two additional professional staff members may be substituted) and the District Director of Pupil Services who shall serve as the review panel's chairman. With respect to such challenges, persons in parental relationship will receive written notice as to where and when the review panel will meet and shall be given reasonable time to prepare for the meeting in order to present evidence supporting their concern. Within two weeks of the formal meeting, the panel will present its findings and reason for making the determination to the persons making the challenge to the student's Principal, and to the Superintendent of Schools.

4. Each Principal will submit as part of the building's Annual Evaluation Report a summary of decisions made regarding the retention of students identified in Sections A.2 & B.1.
5. The provisions of subparagraph D.3 of this regulation shall apply to any course for which a junior high student can earn high school credit.

D. High School

1. At the high school level, guidance counselors shall be responsible for verifying the number of units a student has earned.
2. Annually in August guidance counselors shall provide the Director of Pupil Services with the names of those students who have failed to earn sufficient units to qualify for placement in a homeroom at the next grade level. In turn, the Building Principal will be provided with a composite listing of such students.

Cross-ref: 5100-R, Student Attendance Regulation

Note: Prior regulation, 5123(a)-(e)

June 25, 1985

June 22, 1998

November 22, 1988

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