

5410 PROMOTION AND RETENTION (M)

M

Pupils must meet the following requirements to be considered eligible for promotion to the next grade level:

Attendance - Pupils must attend school on a regular basis if they are going to acquire the established core content proficiencies (knowledge and skills) for their respective grade level. The maximum number of days a pupil may be absent from school during the school year is sixteen. Parent(s) or legal guardian(s) of a pupil with excessive absence, but with legitimate reasons, may request additional days with appropriate documentation by writing to the Building Principal.

Basic Skill Proficiency - Pupils must demonstrate basic proficiency in reading, writing, and mathematics by attaining the established minimum levels of performance for their respective grade on the local and/or State standardized achievement test administered in the spring. Pupils who have not yet attained the established Minimum Level Proficiency (MLP) for the prior grade level must receive additional academic support through the Basic Skill Improvement Program during the school year. Limited English proficient pupils must receive additional language instruction through the Bilingual/English as a Second Language Program during the school year. Pupils not yet attaining basic skill proficiency in reading, writing, mathematics, and/or English language by the end of the current school year are strongly encouraged to enroll in summer school for additional instructional support.

Core Curriculum Content Standards - Pupils participating in the regular program must attain established grade level proficiencies, as demonstrated by a final passing grade in language arts literacy and mathematics and at least two of the following areas: science, social studies, physical education/health, fine, visual, and performing or practical arts, and world language. Pupils not yet attaining grade level proficiency in language arts literacy and/or mathematics by the end of the current school year are strongly encouraged to enroll in summer school for additional instructional support.

Pupils who are experiencing difficulty in meeting grade level requirements, shall be identified as early as possible. School personnel shall initiate appropriate intervention strategies, which may include:

- Daily sign in/out;



- Parent and teacher planning conferences;
- Use of daily assignment journals and notebooks;
- Written progress reports;
- Supplemental assistance by the classroom teacher before, after, and during the regular school day;
- Supplemental assistance by parents, peers, and outside tutors;
- Developmental and remedial instruction by a Basic Skills Improvement teacher;
- English language development through Bilingual and/or English as a Second Language services;
- Counseling support of the building administrator, Child Study Team, guidance counselor, and teachers;
- Academic support through gifted and talented (requires qualification) and/or special education (requires classification); and
- Expansion of learning time through summer school.

The decision to extend a pupil's grade level experience beyond a single school year is an educational programming strategy of last resort. The following factors must be considered in assessing the impact of grade level retention:

- Personal development (e.g., age, intelligence, gender, physical size, maturity, etc.);
- Social, emotional, and behavioral functioning (e.g., siblings, personality, parental involvement, transience, interpersonal relationships with staff and pupils, etc.);
- School experience (e.g., grade level, motivation, effort, achievement, prior promotion/ retention, etc.);



POLICY

MORRIS BOARD OF EDUCATION

PUPILS
5410/Page 3 of 4
PROMOTION AND RETENTION (M)

- Summer School experience; and
- Probability of success (e.g., parental support, teacher recommendation, etc.).

However, if a pupil has not yet attained grade level promotion requirements by the end of the established grade level span (i.e., grades Kindergarten through two, three through five, and six through eight, he/she shall not be promoted to the next level without the following:

- A. Classification as educationally handicapped with an appropriate individualized plan in an approved special education program; and/or
- B. Recommendation for promotion to the next level of classroom teacher(s) and Building Principal, with the following conditions:
 1. Completion of a comprehensive assessment of proficiency in each of the three basic skill areas (i.e., mathematics, reading, and writing) and core curriculum content standards in the six required subject areas (i.e., language arts, mathematics, science, social studies, physical education/health, and world language) by sending school staff;
 2. Successful completion of summer school in the areas of language arts and mathematics (if established minimum level of proficiency on the annual spring standardized achievement test and/or core content standards in these areas have not yet been attained);
 3. Development of an appropriate (individualized) pupil instructional program plan, addressing identified areas for improvement and incorporating performance benchmarks by receiving school staff; and
 4. Regular schedule of progress reports to be signed by the parent(s) or legal guardian(s).

N.J.S.A. 18A:35-4.9

Adopted: 12 January 2009



POLICY

MORRIS BOARD OF EDUCATION

PUPILS
5410/Page 4 of 4
PROMOTION AND RETENTION (M)

