



CITY SCHOOL DISTRICT OF ALBANY 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. District curriculum guides and academic 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. 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 for Students at Risk of Failing

Classroom teachers are expected to make every effort to identify early those students at risk of failing. The Building Principal and the parents/guardian shall be notified promptly and an appropriate intervention strategy shall be designed for each child identified as at risk of failing. Such support services may include, but are not limited to, individualized assistance before, during, and/or after the school day; remedial classes; a change in instructional treatment; and, where appropriate, referral to the Instructional Support Team (IST).

Early Identification/Intervention for Students Who Achieve Mastery Quickly

Classroom teachers are expected to make every effort to identify those students who achieve mastery in a subject quickly. The Building Principal ~~should~~ shall schedule a conference with the parents/guardian to determine how best to support the student's progress with more challenging coursework.

Promotion/Retention

Elementary schools. At the elementary level, students who pass all subjects will be promoted. Students who demonstrate limited progress or significant failure, as measured by standards-based measurements, in one or more core subjects in English Language Arts and Mathematics, shall have their cases considered on an individual basis and may be retained. Diligent effort shall be made to use all available resources to determine the child's appropriate placement.

Middle schools. Students who pass all subjects but one shall have the failure evaluated and a determination made as to the reason for the failure. The student may be required to repeat the subject, but in typical cases shall be promoted with recommendation for either summer school or assignment to a lower academic ability group for that subject. The decision shall be arrived at by consensus from a case conference involving the student, parents/guardian, teachers, Building Principal, and guidance counselor.

Students who fail less than three core subjects shall be offered summer school with the opportunity for promotion and shall have their cases considered on an individual basis through the case conference approach described above.

Students who fail three or more core subjects shall not be promoted to the next grade.

Senior High School. In general, promotion from one class to the next shall be contingent upon the passing of all required subjects and the accumulation of 5 units of credit at each level.

Academic Standards

Building Principals shall be responsible for ensuring that written standards for student progress at each grade level are available to parents and others upon request.

Retention

A decision to retain shall be arrived at by consensus from a case conference approach involving the student, the student's teachers, Building Principal, school psychologist, and parents/guardian. Factors to be considered include teacher recommendations, classroom achievement and attitude, standardized test scores, social and emotional 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 Personalized Educational Plan (PEP) defining what will occur that is instructionally different for the student. The educational plan will be developed by the classroom teacher in collaboration with the IST. Once the educational plan (PEP) has been implemented, the student will be monitored regularly. The educational plan (PEP) will be revised until the student demonstrates acceptable performance.

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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