
PROMOTION AND RETENTION OF STUDENTS

Grades K-5

It is essential that students experience both challenge and success from school activities. Grade placements should enhance the possibility that students will be provided appropriate experiences at their particular stages of physical, emotional and academic growth.

Academic growth, like physical growth, does not take place at the same rate or time for all individuals. Certain students may achieve mastery in a shorter period, while others need additional time. Promotion and retention are possible methods of meeting the needs of students. In recommending retention, many factors need to be considered in determining that the retention would be in the best short term and long term interest of the students.

Guidelines Grades K-5

1. Promotion or retention of a student will be considered according to the following criteria:
 - a. Academic achievement;
 - b. Standardized test scores;
 - c. Chronological and mental age of the student;
 - d. Homework/work habits;
 - e. Attendance;
 - f. Previous retentions; and
 - g. Potential to benefit from retention.

Comprehensive records will be kept on all phases of student growth and will be recorded in the student's cumulative record folder.

2. Students will be retained only after careful consideration and documentation of all factors indicates that retention would be in the best interest of the student.
3. No student will be retained more than once at any elementary grade level.
4. If a student is retained, the educational program will be modified the second year to meet the specific needs of the student.
5. If retention is to occur, it is preferable that this take place in the primary grades rather than in the intermediate grades. However, in certain cases retention can take place in the intermediate grades.
6. Final authority for grade placement rests with the building principal, subject to appeal to the Board of Education.

Procedures Grades K-5

1. During the first and second quarter reporting periods, teachers will meet with parents of those students not achieving at the rate and academic level appropriate to the grade, and recommendations for remedial strategies should be discussed.
2. Teachers considering the possible retention of a student should request a meeting with the Principal to discuss the student.
3. At the same time, students should be referred to the Child Study Team for additional academic interventions. Every effort will be made to help the student be successful in the regular program. Such efforts will be documented by regular and special area teachers. The Child Study Team (CST) is a building level team composed of the principal, classroom, special education, and/or remedial teachers; the social worker and/or the school psychologist; and the school nurse. The basic goal of the CST is to provide support and assistance to the individual classroom teacher in dealing more effectively with the individual learning and social-emotional needs of students.
4. Students not meeting promotion criteria after remediation efforts have failed will be considered candidates for retention.
5. If consensus of the CST favors retention, the parents will be notified in writing, either through the report card or a separate letter, by the April parent-teacher conference. A copy of the written notification will be placed in the student's cumulative folder.
6. After the parent-teacher conference, the teacher may request a meeting with the Principal and/or the CST to discuss the student's placement the following year.
7. Parental wishes regarding promotion/retention will be seriously considered.
8. A student who was promoted the previous year against the recommendation of the professional staff due to parental wishes and is recommended for retention the subsequent year, will be retained based upon district policy guidelines. In all cases a parental request which differs from the staff recommendation must be submitted in writing by the parent. In such a situation, a written statement by the staff outlining their professional judgment should also be drafted and signed by the parent and the principal. Both of these documents will be placed in the student's cumulative folder.
9. All decisions for promotion/retention will be made on an individual basis, keeping minimum standards and district policy in mind, but focusing mainly on the needs of the individual student being considered.

Grades 6, 7, 8*Promotion Requirements for Grade 6*

A student in Grade 6 will be promoted, with a final average of 65 or above, to the next grade unless he/she fails any two of the following subjects:

POLICY

2003

Instruction

Grade 6

English	1 unit	
Reading	1 unit	
Social Studies	1 unit	
Science	1 unit	
Mathematics	1 unit	
PE	.5 units	Full year - every other day
Music/Band/Chorus	.25 units	10 wk.
Art	.25	10 wk.
Home/Careers	.25	10 wk.
Keyboarding	.25	10 wk.

Promotion Requirements for Grade 7

A student in Grade 7 will be promoted to the next grade unless he/she does not earn 5.5 units with a final average of 65 or above in each subject out of a total of 7.0 units.

The units as designated by N.Y.S. Education Law and the Commissioners Regulations Part 100.4 are as follows:

Grade 7

English	1 unit	
Social Studies	1 unit	
Science	1 unit	
Mathematics	1 unit	
PE	.5 unit	Full year - every other day
Music/Band/Chorus	.5 unit	
Tech I	.5 unit	
Home/Careers	.5 unit	
Art	.5 unit	
Health	.5 unit	

Promotion Requirements for Grade 8

A student in Grade 8 will be promoted to the next grade unless he/she does not earn 5.0 units with a final average of 65 or above in each subject out of total of 6.5 units; or

The units as designated by N.Y.S. Education Law and the Commissioners Regulations Part 100.4 are as follows:

POLICY

2003

Instruction

Grade 8

English	1 unit
Social Studies	1 unit
Science	1 unit
Mathematics	1 unit
Foreign Language	1 unit
PE	.5 unit Full year - every other day
Music/Band/Chorus	.5 unit
Tech II	.5 unit

Grades 9, 10, 11, 12*Homeroom Placement*

The assignment to homeroom reflects the current academic status of a student relative to his projected graduation year.

Students who enter Catskill High School will be assigned homerooms as follows:

- 9th Grade All students will be assigned to 9th grade homerooms upon successful completion of 10.5 Middle School units of credit and the recommendation of the Middle School Principal.
- 10th Grade Students will be assigned to 10th grade homerooms upon completion of a minimum of 4.0 Carnegie units of credit, which must include English 9 and Social Studies 9.
- 11th Grade Students will be assigned to 11th grade homerooms upon successful completion of 8.0 Carnegie units of credit, which must include English 9 and 10 and Social Studies 9 and 10.
- 12th Grade Students will be assigned to 12th grade homerooms upon successful completion of 13.0 Carnegie units of credit, which must include English 9, 10 and Social Studies 9 and 10. Twelfth grade students must be taking at least the number of subjects required for graduation. Exceptions may be made by the Principal for transfer students.

Summer School as Alternative to Retention

A student in grade 6-12 is eligible to attend summer school and successfully complete the course(s) as an alternative to retention ONLY if certain eligibility requirements are met. See policy “4331 Summer Schools and Programs” and regulation “4331-R” for details.

POLICY

2003

Instruction

Cross ref: 4331, Summer Schools and Programs
4331-R, Summer Schools and Programs Regulation
5100, Comprehensive Attendance Policy
4770, Graduation Requirements

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