

The School District is committed to making every effort to place students in the most appropriate class and level for a successful educational experience, by considering their academic, social and emotional development.

The School District also provides a comprehensive assessment program, including local and state evaluations, standardized achievement testing programs, written and oral teacher-developed exams, and performance observations to continually monitor that students are meeting the School District's educational goals.

School District curriculum guides indicate goals for achievement by students 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 the student progression:

Early Identification/Intervention

Classroom teachers are expected to make every effort, consistent with the School District's implementation of response to intervention (RtI), to identify early those students who are at risk of not meeting grade level academic standards as determined by the New York State Department of Education. The Building Principal and the parent/guardian must be notified promptly if a student is identified as being in danger of not meeting grade level academic standards. In the event a student is identified as being in danger of not meeting grade level academic standards, the School District will provide support services including, but not limited to, assistance before, during or after the school day; a change in instructional approach; and, where appropriate, referral to the Instructional Support Team (IST) or the Committee on Special Education for evaluation.

Academic Standards

The Superintendent of Schools or his/her designee shall be responsible for developing written standards for student progress at each grade level that are available to parents and others upon request.

Student Progress

Students who make academic progress in all subjects are annually promoted to the next grade level. In instances where promotion is a concern, school personnel will apprise the student's parent/guardian and provide them with an explanation. Factors to be considered concerning promotion to the next grade level include teacher recommendation; classroom achievement and attitude; standardized test scores; social and emotional development; and results of the family conference. Standardized test scores, including grades 3-8 Math and ELA assessments, will not be the sole or primary factor in the decision and shall not constitute the major factor in such

determinations. Decisions concerning promotion shall be made by the Building Principal and his/her decision shall be final.

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.

Cross-ref: 5400 Students with Disabilities

Ref: Education Law §§1709; 3202
8 NYCRR §100.4

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