

Proposed Revisions to Policy 3112 – REPORTING STUDENT PROGRESS

It shall be the responsibility of the Superintendent of Schools or his/her designee to establish procedures to implement preparation and distribution of procedures for reporting student progress to parents.

It shall be the practice of the administration to promote purposeful communication between school and home including individual conferences, written communications, and telephone communications where appropriate and in the best interest of the student.

(See Regulation 3112)

3112.1 Student Promotion and Retention

It shall be the responsibility of the Superintendent of Schools or his/her designee to establish and update procedures on student promotion periodically. Such procedures shall include the criteria:

- Number of subjects failed or level attained.
- Student attendance record.
- Relationship of student accomplishment to expected rate of growth.
- Student maturity level.

(See Regulation 3112.1)

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 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

Classroom teachers are expected to make every effort to identify early those students at risk of failing. The building Principal and the parent(s)/guardian(s) must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as in danger of failing. Such support services may include, but are not limited to, individualized assistance before, during or after the school day; remedial classes; a change in instructional treatment; and, where appropriate, referral to the Response to Intervention Instructional Support Team and/or Committee on Special Education for evaluation.

Promotion/Retention

Elementary schools. At the elementary level, students who pass all subjects will be promoted. Students who do not make satisfactory progress in one or more basic subjects—Reading, English Language Arts, Social Studies and Science—shall have their cases considered on an individual basis and may be retained. Retention shall be limited

to those situations where the best interest of the child is reasonably assured. 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 failure. The student may be required to complete additional work at home or before/after school. The child may also be required to repeat a subject if this is practicable. In typical cases, a student with one failure shall be promoted with recommendation for either summer school or assignment to a lower academic ability group. The decision shall be arrived at by consensus from a case conference/team approach involving teachers, Principal and professional support personnel.

Students who fail two or more subjects shall have their cases and the possibility of retention considered on an individual basis through a case conference and team approach.

Academic Standards. Principals shall be responsible for ensuring that written standards for student progress at each grade level are available to parents and others upon request. Such standards are to be forwarded to the Superintendent of Schools each year.

Retention. A decision to retain shall be arrived at by consensus from a case conference and team approach involving the teacher, Principal, school psychologist, guidance counselor, social worker, and parent/guardian. Factors to be considered include teacher recommendation; classroom achievement and attitude; NYS and local test scores; social and emotional development; results of the family conference; and for identified student, recommendations by the Committee on Special Education. If a consensus cannot be reached, the decision of the Principal shall be final.

No student will be retained without an appropriate educational plan defining what will occur that is instructionally different for the student. 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.

First Reading: May 21, 2012

Second Reading/Adoption: June 25, 2012

Reporting Student Progress

We believe that both parents and pupils should be informed of a child's progress in academic and social development so that the school and home can work together. Thus, a clear record of pupil development is available for parents at all times.

We recognize that children vary in their abilities to work in different subject areas and in their rate of growth. Therefore, we show a child's level of achievement (grades) as well as performance (effort) on their report cards.

Our school program is one in which regular home preparation and school attendance is necessary to ensure uninterrupted student progress.

Besides formal school-wide schedules, parents at anytime may ask for an appointment with a teacher to discuss pupil progress.

1. In grades K through 8 Parent-Teacher Conferences are held for students in the fall and spring.
 - 1.1 A final progress report is written in June for students in Kindergarten through Grade 4.
 - 1.2 Notices are sent and conferences scheduled as needed during the school year to inform parents of academic and/or behavioral problems or progress being made.
 - 1.3 In grades K-2, results on local assessment and related goals for students will be discussed by the teacher(s) with the parent(s).
2. Pupils in grades 5 through 8 will receive a report card four times each year, three progress reports are scheduled in between report cards at approximately five-week intervals for marking periods Q1, Q2 and Q3. Every effort will be made to coordinate issuance of two reporting periods with parent-Teacher Conference Day.
 - 2.1 Two Parent-Teacher Conferences will be held each year. One in the Fall Term, another during the Spring Term.
 - 2.2 Parent-Teacher Conferences shall be announced well in advance and scheduled as a general rule between 1:00 p.m. to 3:00 p.m. and 6:30 p.m. to 9:30 p.m. However, the Principal may determine different hours based upon emerging needs or convenience.
 - 2.3 Results and related goals for each student's state and local assessments will also be discussed by the teacher(s) with the parent(s).
3. At anytime during the school year parents may ask for an appointment with a teacher, guidance counselor, psychologist, social worker, etc. to discuss pupil progress.

4. In grades 5 through 8, teachers shall notify parents of unsatisfactory progress behavior or effort as soon as practicable.
5. The principal, or his designee (nurse, social worker, guidance counselor, psychologist, social worker, etc.) shall inform parents in writing when unsatisfactory attendance or lateness occurs.
6. The Principal shall inform parents in writing when unsatisfactory student behavior rises to the level of a code of conduct infraction that may require in-school or out-of school suspension.
7. At the beginning of each school year, parents will be invited to a “Back to School Night” orientation.
 - 7.1 Principal and Teacher expectations and goals will be discussed at this orientation.
 - 7.2 Schedules, Homework Policy and Calendar of Events are also reviewed.
8. The Principal will be available to discuss any aspect of pupil progress with all parents at any convenient time during the entire school year. However, meetings between parent(s) and teacher(s) should take place before the Principal is contacted. Similarly, meetings with the Principal should take place before a meeting with a central office administrator is required by the parent(s).
9. The District’s goal is to have all report cards and progress reports accessible to parents through the parent portal on the district’s website. In the event of technical failure or a parent’s preference, hardcopy may be substituted.

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