

PROMOTION/RETENTION

The board of education recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The superintendent shall direct development of and the board of education shall adopt detailed regulations to govern progress of pupils in the New Jersey Core Curriculum Content Standards through levels K-8. The regulations shall include:

- A. Standards of proficiency related to district goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all pupils achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the pupils progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents/guardians and adult pupils to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a pupil's normal progression from level to level. The final decision in all cases will rest with school authorities.

Date: Reviewed: December 17, 2008  
Adopted: February 18, 2009

Legal References: Use legal reference sheet.

Cross References: List your appropriate policies. See legal reference sheet for possibilities.

Key Words

Promotion, Retention, Bilingual

Legal References

PROMOTION/RETENTION

**Monitored:**

Indicators 1.1, 2.1, 2.2, 2.3

**Mandated:**

N.J.S.A. 18A:35-4.9 requires adoption of policies and procedures on pupil promotion and remedial services.

**Other Reasons:**

For purposes of meeting the requirements of No Child Left Behind, rates of promotion and retention can be important indicators of adequate yearly progress.

**Recommendation:**

A policy directing the superintendent to develop procedures for informing pupils and parents/guardians of standards to be met and timely warning of possible failure. Every attempt should be made to involve parents/guardians in the remediation design. Proficiency standards for each grade level and course must be adopted, on the superintendent's recommendation, but will probably be too cumbersome to include in the manual. Promotion/retention standards for pupils in bilingual/ESL programs should be addressed at length in the district's policy on English as a second language; bilingual/bicultural.

<b><u>Legal References:</u></b>	<p><u>N.J.S.A.</u> 18A:4-24</p> <p><u>N.J.S.A.</u> 18A:7C-2</p> <p><u>N.J.S.A.</u> 18A:35-4.9</p> <p><u>N.J.A.C.</u> 6A:8-4.1</p> <p><u>N.J.A.C.</u> 6A:8-4.2</p> <p><u>N.J.A.C.</u> 6A:8-5.1</p> <p><u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u></p> <p><u>N.J.A.C.</u> 6A:32-14.1</p>	<p>Determining efficiency of schools; report to state board</p> <p>board of educations; establishment of standards</p> <p>Pupil promotion and remediation; policies and procedures</p> <p>Statewide assessment system</p> <p>Documentation of student achievement</p> <p>Graduation requirements</p> <p>Evaluation of the Performance of School Districts</p> <p>Review of mandated programs and services</p>
---------------------------------	---	---

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

5/06  
6146-2lr

PROMOTION/RETENTION (continued)

**Possible**

<b><u>Cross References:</u></b>	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*6142	Subject fields
	*6142.2	English as a second language; bilingual/bicultural
	*6143	Curriculum guides
	*6145	Extracurricular activities
	*6146	Graduation requirements
	6146.1	Acceleration
	*6147	Standards of proficiency
	*6147.1	Evaluation of individual student performance
	*6171.1	Remedial instruction
	*6171.3	At-risk and Title 1

\*Indicates policy is included in the Critical Policy Reference Manual.