

WEST BOYLSTON PUBLIC SCHOOLS

Policy IKE – Promotion/Retention

RIGHT TO PROMOTION

Every child is entitled to a continuous and uninterrupted progression through both the grade levels (Pre-School –12) and the various educational programs in which said student participates unless the attendance and/or performance of the student is poor.

REMEDIAL PROGRAMS: Whenever established minimum standards are not being achieved within the context of regular classroom instructional programs, the Committee shall expect the staff to initiate the established pre-referral process.

STUDENT RESPONSIBILITY: The Committee recognizes the obligation of the school to assist students unable to meet minimum standards. The Committee also, however, recognizes the responsibility of the student to attend school regularly and cooperate with staff efforts.

BASIS FOR RETENTION: Should a student still fail to meet minimum standards relative to the essential learning skills, retention may be deemed in his/her best interests. The decision to retain a student shall be based upon a carefully developed set of criteria which shall have been developed by the administration, and approved by the Committee, and which shall have been communicated to students, parents, and staff at the beginning of each school year through the medium of teacher and student handbooks.

OBLIGATION OF THE STAFF: The Committee shall expect the instructional staff, which shall include both guidance personnel and teachers for purposes of the policy, to develop and initiate procedures calculated to assure appropriate communication with parents when student's progress is below minimum standards, particularly in the minimal essential skills areas referred to in preceding paragraphs within this policy.

RIGHTS OF PARENTS: No child shall be retained in opposition to the wishes of the parents or guardians unless such decision is made by the School Committee following a hearing in which the parents have been afforded an opportunity to be heard.

POLICY NOTIFICATION: The Committee expects the administration to develop and implement regulations and procedures that shall cause the policy to be implemented.

It is the expectation of the Committee that a copy of this policy and its regulations shall be given to the parent of an elementary student being considered for retention. This shall be the responsibility of the principal and shall be completed in conjunction with, or immediately subsequent to, the February parent-teacher meeting.

VOTED: March 10, 1982

AMENDED: May 8, 1985
November 14, 2001
January 13, 2016
August 17, 2023

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Regulations to Accompany - Policy IKE – Promotion/Retention

I. EXTRA HELP

- A. Teachers are to provide opportunities for students to obtain extra help both during and after school and are to seek tutorial assistance for students if deemed desirable or necessary.
- B. Teachers are to provide homework for students who are suspended or absent for extended periods of time when such work is requested.

II. COMMUNICATION

Teachers are to inform parents of student problems or potential failures by use of progress reports issued at the mid-quarter point, periodic progress reports requested by the guidance department or by parents, phone calls/letters, and personal conferences. Members of the guidance department or principals will make teachers aware of parental requests for progress reports and/or conferences.

III. STUDENT RESPONSIBILITY

Students in danger of failing or who have been absent must:

- A. Display a proper attitude and make a sincere effort to complete work required of them.
- B. Initiate teacher assistance to obtain any missing assignments.
- C. Make up incomplete work as prescribed by the West Boylston make-up procedure.
- D. Appear for extra help sessions as necessary.

IV. PRE-REFERRAL PROCEDURES

Through classroom observation, dialogue, and examination of written work, teachers are to become aware of possible student difficulties. Teachers are to consult with the following personnel, depending upon the nature of the child's difficulties, as appropriate.

- A. **School Psychologist/Counselor** – Adjustment problems, severe behavioral/discipline problems
- B. **Administration** – Violations of school rules/regulations
- C. **Guidance Counselors** – Possible personal problems, home, peer relationships, schedule changes/academic deficiencies
- D. **School Nurse** – Suspected health problems
- E. **Student Intervention Team** – Any evident learning difficulties

Teachers are to work closely with the above personnel in devising student intervention plans to assist students experiencing learning difficulty.

V. REFERRAL PROCEDURES

Teachers and/or other personnel may refer a student for an evaluation to determine eligibility for Special Education only after completion of step number 4, above, and implementation of the intervention plan resulting from the pre-referral process and a progress monitored review of all educational data.

VI. STANDARDS: PRE-SCHOOL - 5

- A. The decision to promote or retain is to be made in each child's best interest. Children are to be placed in classes/grades that will most likely result in a successful learning experience. The typical retention candidate will display a developmental unreadiness in physical, intellectual, social, or emotional spheres for the grade to which he/she might be promoted.
- B. Factors which may be considered for a retention candidate may include:
 - 1. Insufficient development of social, emotional or behavioral abilities as compared to age-level expectations;
 - 2. Level of achievement in relation to measured ability (through formal testing);
 - 3. Level of achievement in relation to the general level of expectation for that grade.
- C. As a recommendation to retain a child involves both objective and subjective evaluation, the observations and evaluation of the child's teacher weighs heavily. The classroom teacher initiates the recommendation and adheres to the following timeline for retention candidates.
 - 1. **Fall and Winter**: Teachers observe behavior and performance. Teachers make efforts to accommodate instruction and provide extra help to the student both during and after school. Problems and difficulties are reported to parents at the first quarter conference.
 - 2. In addition, students being considered for retention shall be referred to the student intervention team (S.I.T.). The S.I.T. will recommend strategies, modifications and/or accommodations to assist the student. The referral shall occur as early in the school year as possible.
 - 3. **January 25th**: Teachers report possible candidates for retention to principal (form attached). Principal will indicate approval and return form to teachers to continue process. (If approval is not granted, alternative programming may be explored). Any such recommendation will have been preceded by both teachers and S.I.T. intervention efforts.
 - 4. **February**: Teachers meet with parents again at the 2nd quarter conference. Parents are informed of retention consideration. This discussion is to include:
 - a. Review of year's work (to date);
 - b. Current assessment of academic work;
 - c. Appraisal of physical, emotional and social development;
 - d. Specific learning problems identified;
 - e. Results of efforts by staff to modify instruction as well as discussion of any testing or referral activities (including Student Intervention Plan);
 - f. Advantages of retention;
 - g. Shortcomings of retention;
 - h. How parents should handle the issue with the child; and
 - i. Gain input from parent.

This meeting is to be confirmed (form attached) with copies sent to the principal, the learning support services

administrator, and the student file. If a parent does not or is unable to attend the 2nd quarter conference, this information may be communicated via the telephone. For students being considered for retention, a decision regarding referral for a TEAM evaluation will be made by the principal or designee if such has not previously occurred.

5. **March**: Student status update report to parents at mid-third quarter progress report date.
6. **April-May**: At the conclusion of the 3rd quarter, the principal, teacher, and other appropriate staff members will meet to formulate a final recommendation for retention or promotion. This recommendation is to be communicated to parents. A conference involving the parents, teachers, and any other interested parties may be held.
The agenda listed in number 4 above will again be followed with the addition of the recommendation to retain or to promote.

Once a mutually agreed upon decision is determined, this decision is to be confirmed by a letter from the principal to the parents with copies sent to the teacher, the learning support services administrator, the superintendent, and the student file.

- D. No student is to be retained for more than one (1) year in the same grade.
- E. As a general rule, students will not be placed with the same teacher during the retention year.
- F. When a request for retention is initiated by parents, step number 6 above will apply.

VII. STANDARDS FOR GRADES 6, 7 AND 8

All students must successfully complete a full academic program in order to be promoted to the next grade. Any student who fails Language Arts, Math, Science, Social Studies, or Foreign Language for the year must make up the course during summer school or complete a teacher-assigned project. It is also necessary to accumulate a specific number of units in order to be promoted.

Grade six students must accumulate thirty (30) units in order to enter grade seven.

Grade seven students must accumulate sixty (60) units in order to enter grade eight.

Grade eight students must accumulate ninety (90) units in order to enter grade nine.

UNITS:

5.0 units for each course meeting daily all semester

2.5 units for each course meeting half time

2.0 units for each course meeting two times weekly

In the event of extenuating circumstances, exceptions to the above may be made if a team composed of classroom teachers, a guidance counselor, an administrator, parents, and other support personnel decides that retention is not in the best interest of the student.

VIII. STANDARDS FOR GRADES 9 - 12

	Class of 2024	Class of 2025	Class of 2026	Class of 2027 & Future Classes
Total possible credits	155	150	145	140
To be recognized as a sophomore	35/40	35/40	35/40	30/35
To be recognized as a junior	70/80	70/80	65/75	60/70
To be recognized as a senior	105/120	100/115	95/110	90/105
Credits required for graduation	145	140	135	130

IX. The final decision to promote or retain rests with the school staff alone, subject to the appeal process as defined by Policy JFH. Disputes arising under the interpretation and/or application of these regulations shall be processed in accordance with Policy JFH: Student/Parent Grievance Procedure.

VOTED: March 10, 1982

AMENDED: June 15, 1983
May 9, 1984
March 13, 1985
March 9, 1988
September 14, 1988
January 10, 1990
January 9, 1991
June 11, 1997
December 10, 1997
April 28, 1999
November 14, 2001
January 14, 2009
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