



POLICY

**Haddonfield
Board of Education**

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5410 PROMOTION AND RETENTION

The Board of Education recognizes that each child develops and grows in a unique pattern and that students should be placed in the educational setting most appropriate to their social, physical, and educational needs. Each student enrolled in this district shall be moved forward in a continuous program of learning in harmony with his/her own development.

Standards for student promotion shall be related to the New Jersey Student Learning Standards, district goals and objectives and to the accomplishments of students. A student in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion policies and procedures will be provided to parent(s) or legal guardian(s) as appropriate. Parent(s) or legal guardian(s) and students shall be regularly informed during the school year of the student's progress toward meeting promotion standards. A teacher who determines that a student's progress may not be sufficient to meet promotion standards shall notify the parent (s) or legal guardian(s) and the student and offer immediate consultation to the student's parent(s) or legal guardian(s). Remediation shall be implemented to attempt to correct the student's deficiencies before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the student shall be notified of the possibility of the student's retention at grade level in advance and, whenever feasible, no later than six weeks prior to the end of the school year.

School attendance shall be a factor in the determination of a student's promotion or retention. Only extenuating circumstances should permit the promotion of a student who has been in attendance fewer than 150 days during the school year.

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards prior to the end of the school year must be afforded the opportunity and be encouraged to do so. The Haddonfield Board of Education believes that such students may require access to advanced curriculum in order to realize their potential.

For some learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers. This practice shall not apply to early entry into kindergarten. Single subject grade acceleration shall only apply to students in grades one through eight.



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Classroom teachers shall recommend to the Building Principal the promotion or retention of each student. Parent(s) or legal guardian(s) and adult students may appeal a promotion or retention decision to the Building Principal. The final decision will rest with the Superintendent.

N. J. S. A. 18A: 35-4.9



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R 5410 PROMOTION AND RETENTION

The following rules are promulgated per the policy of the Board of Education dealing with student promotion, retention, and acceleration.

A. Standards for Student Promotion

1. Elementary and Intermediate Grades (PreK-8) - A student will be promoted to the next succeeding grade level when he/she demonstrates the proficiencies required for movement into the next grade.
2. High School (9-12) - A student will be promoted to the next grade when he/she has completed, in the current school year, the number of credits required for that grade as indicated in the current High School Student Handbook.

B. Procedures for Student Promotion

1. At the beginning of each year, all 9-12 parent(s) or legal guardian(s) and students will be provided access to the current graduation requirements.
2. Parent(s) or legal guardian(s) and students will be provided at least three reports each year on a student's progress towards meeting promotion standards.
3. Teachers who determine that a student's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) of the student and offer consultation with the parents or legal guardians.
4. In grades PreK-8, the parent(s) or legal guardian(s) and, where appropriate, the student will be notified no later than three weeks before the end of the year when the possibility of a student not being promoted is determined.
5. A student with fewer than 150 days of attendance in grades PreK-8 will not be promoted to the next grade level. In grades 9-12, the attendance policy in effect and published in the High School Handbook will be followed.
6. As determined by the Building Principal, Extenuating circumstances can waive the 150-day attendance requirements for grades PreK-8. In the high school, an attendance appeal route is available for students whose attendance exceeds the regulations specified in the attendance policy.
7. Classroom teachers shall provide input to the Principal, who makes the final decision concerning the promotion or retention of each student.

C. Procedure for Retention or Social Promotion

1. Grades PreK-8 - Classroom teachers must initiate the process by providing the Building Principal with complete forms per the specified timelines.
2. The Principal will review each case and render a final decision in consultation with the teacher.



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3. Parent(s) or legal guardian(s) and adult students may appeal a promotion/retention decision to the Superintendent, whose decision is final.
4. Classroom teachers shall provide input to the Principal, who makes the final decision concerning the promotion or retention of each student.

D. Standards for Acceleration

1. Acceleration shall not apply to early entry into kindergarten. Single subject grade acceleration shall only apply to grades one through eight. This regulation shall not exclude students from early graduation from high school.
2. Students must first meet eligibility requirements for Gifted and Talented as outlined in Policy and Regulation 2464 Gifted and Talented Students to be considered for acceleration.
3. **Definitions**
 - i. Whole-Grade Acceleration: The practice of assigning a student to a higher grade level than is typical given the student's age on a full-time basis to provide access to appropriately challenging learning opportunities.
 - ii. Individual Subject Acceleration: The practice of assigning a student to a higher grade level than is typical given the student's age to provide access to appropriately challenging learning opportunities in one or more subject areas.

Procedures for Student Acceleration

- a. **Referral and Identification**
 - i. The District will notify parents of identified students annually in early spring regarding the opportunity for acceleration during the annual spring testing window.
 - ii. Any District staff member or parent of a student enrolled in the district may make a referral for Acceleration. The Superintendent or designee shall establish how a referral shall be made.
 - iii. Once a referral has been made, the Assistant Superintendent or designees will convene a meeting of a school-based acceleration team. This team shall, at minimum, be comprised of the following:
 1. parent or guardian
 2. principal
 3. current teacher
 4. receiving teacher, and;
 5. Facilitator.
 - a. The Facilitator must be a member of the education staff and cannot be a parent/guardian.
 - iv. The objective of the referral meeting is to discuss the policy and implications and better understand the circumstances of the request.



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- v. In making a testing decision, the Acceleration Team shall review all relevant student data, including, at a minimum:
 - 1. NJSLA Testing Results (grades 3-8, within the past year)
 - 2. LinkIt Assessments
 - 3. SAGES Testing (if available)
 - 4. iReady Diagnostic
- vi. The Acceleration Team shall render its final written testing recommendation within five school days following the meeting.
 - 1. The written decision from the Acceleration Team shall include the reasons that led to the approval or denial of a formal testing recommendation.
 - 2. Parents may submit a written appeal to the Acceleration Team's decision to the Superintendent within 20 days of the written decision. The superintendent's decision shall be final.

b. Evaluation

- i. If the Acceleration Team recommends testing, assessments will be coordinated by the Assistant Superintendent or designee. Assessments are to be completed within 60 calendar days of the written recommendation.
- ii. The assessments may include the following:
 - 1. Ability Testing - Required
 - 1. The goal of the assessment or assessments is to determine acceleration appropriateness.
 - 2. Parent Information - Required
 - a. Parents will be required to complete several demographic questions and information about participation in extracurricular activities.
 - 3. Other - at the District's Discretion
 - a. Other district-issued testing deemed necessary for the team to make an informed decision.
- iii. When assessment and parent information has been completed, an Acceleration Team meeting will be scheduled to review the data to determine eligibility.
 - 1. The Acceleration Team shall render its written testing recommendation within five school days following the meeting.
 - 2. Parents may submit a written appeal to the Acceleration Team's decision to the Superintendent within 20 days of the written decision. The superintendent's decision shall be final.

F. Transition Plan

A transition plan shall be developed for students who are recommended for acceleration.



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