

## 5410 PROMOTION AND RETENTION (M)

### M

The Board 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 shall adopt detailed regulations to govern progress of pupils through levels Kindergarten through grade eight. 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 or guardians when there is a possibility of failure and immediate consultation with the parent or guardian if the pupils progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents or guardians and adult pupils to appeal promotion/retention decisions;
- F. Procedures for involving parents or guardians in the design of the remedial program.

Parents or 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.

### Promotional Requirements

In order to be graduated from the MendhamTownshipSchool District, and receive a State-endorsed Board of Education diploma, a pupil must:

- A. Meet district proficiency standards in the core curriculum content areas;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be



met. The proficiencies required must include the Core Curriculum Content Standards/Common Core State Standards approved by the State Board of Education.

Successful completion means that the pupil has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

Transfer pupils must meet all State and local requirements in order to be promoted.

The Superintendent shall put into effect the procedures necessary to assess each pupil upon entry into the system, and, annually thereafter, to identify those pupils not meeting the State or district proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

#### Basic Skills

Pupils who do not score proficiently on NJ ASK Assessments and/or District-developed benchmark assessments shall be provided appropriate remediation.

#### Pupils with Limited English Proficiency

Pupils with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular State and district requirements for graduation.

#### Special Education Pupils

A disabled pupil must meet all State and local requirements in order to move to the next grade unless exempted in his/her IEP with the written approval of the Superintendent.

A pupil who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

By June 30 of a disabled pupil's last year in the elementary program, the pupil's case manager, parent or guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil will address all the elements required in the administrative code. The description of the educational program will include exemptions,



if any, from regular education program options or State and local promotional requirements, along with the rationale for the exemptions. The exemptions must be approved in writing by the Superintendent.

Required reviews of the IEP shall continue to address promotional requirements and shall explain why the proficiencies required for promotion are not part of the IEP.

## Proficiency

In consultation with appropriate professional staff, the Superintendent shall develop and present to the Board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level.

The subject matter and standards of proficiency shall be articulated with the district's elementary schools and with sending elementary districts.

They shall be informed as to the examinations, demonstrated proficiencies, course, attendance policies, and any other State and local requirements.

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

Adopted: 30 January 2014

