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Regulation 5410 PROMOTION AND RETENTION

The following rules are promulgated in accordance with the policy of the Board of Education dealing with the promotion and retention of pupils.

A. Standards for Pupil Promotion

Elementary and Intermediate Grades (K-8) - A pupil will be promoted to the next succeeding grade level when he or she demonstrates the proficiencies required for movement into the next grade.

High School (9-12) - A pupil will be promoted to the next grade when he or 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 Pupil Promotion

Primary School (Grade Kindergarten and Pre-first)

Demonstrated performance in reading/language arts and mathematics is important in the educational development of children. It is essential that progress occur at each grade level in these core areas.

1. Reading/Language Arts

Students in grades kindergarten through 4 receive instruction in HBJ Treasury of Literature. To be promoted, students are to demonstrate successful performance on the work for their grade level.

2. Mathematics

Throughout the primary school grades mathematics instruction is provided in the Macmillan/McGraw Hill mathematics program. To be promoted, students are to demonstrate successful performance on work for their grade level.

Because of their exceptional needs, children assigned to bilingual or special classes may be assigned textbooks series or materials appropriate for their prescribed programs.

Children who have not demonstrated success in the Kindergarten Program may be assigned to the Pre-First program. (In many cases these children shall enter the first grade program the following September.)

Pupils who do not demonstrate successful performance on work for promotion in reading/language arts and/or mathematics will have their records reviewed on a case-by-

case basis by the school principal and his or her staff. Under extenuating circumstances when it is determined in the best educational interest of the child, and after consultation with the Assistant Superintendent for Administration, the school principal may approve the placement of children who have not met the promotional standards described above.

Primary School Grades 1 through 4

Demonstrated performance in reading/language arts and mathematics is important in the educational development of children. It is essential that progress occur at each grade level in these core areas.

1. Reading/Language Arts

Students in grades kindergarten through 4 receive instruction in HBJ Treasury of Literature. To be promoted, students are to demonstrate successful performance on the work for their grade level.

2. Mathematics

Throughout the primary school grades mathematics instruction is provided in the Macmillan/McGraw Hill mathematics program. To be promoted, students are to demonstrate successful performance on work for their grade level.

Because of their exceptional needs, children assigned to bilingual or special classes may be assigned textbooks series or materials appropriate for their prescribed programs.

Pupils who do not demonstrate successful performance on work for promotion in reading/language arts and/or mathematics will have their records reviewed on a case-by-case basis by the school principal and his or her staff. Under extenuating circumstances when it is determined in the best educational interest of the child, and after consultation with the Assistant Superintendent for Administration, the school principal may approve the placement of children who have not met the promotional standards described above.

Grades 5 and 6

To be promoted from grade five (5) to grade six (6) and grade six (6) to grade seven (7), the student must receive a passing grade in reading/language arts and mathematics. Also, the student must receive passing grades in one (1) of the following subjects: social studies or science. Students who have not met the above requirements who wish to be promoted may take the course in summer school or through alternative programs approved by the school principal.

In addition to be above, the student must receive passing grades in at least five (5) of the following subjects: art, music, library science, physical education, Skills for Adolescence, and CAI. Students whose promotion may be in jeopardy because of their low performance in these subjects who wish to have the opportunity to receive passing

grades in failed subjects may be give appropriate additional assignments during the school year with the approval of the school principal.

Grades 7 and 8

To be promoted from grade seven (7) to grade (8) and from grade (8) to grade nine (9), the student must receive a passing grade in Language Arts (Reading, English, Spelling) and mathematics as well as passing grades in two (2) of three (3) of the following subjects: social studies, science, and physical education/health. Students who have not met the above requirements and who wish to be promoted may take the courses in summer school or through alternative programs approved by the principal.

In addition to the above, the student must receive passing grades in at least five (5) of the following subjects: art, music, cooking, sewing, computer science, and writing. Students whose promotion may be in jeopardy because of their low performance in these subjects who wish to have the opportunity to receive passing grades in failed subjects may be give appropriate additional assignments during the school year with the approval of the school principal.

General Information

Acceptable performance for promotion includes participation in course activities, completion of assignments, demonstration of positive attitude and behavior and compliance with the district's policy on school attendance. Because of their exceptional needs children assigned to bilingual or special classes may be assigned textbooks, materials and instruction for their prescribed programs.

Pupils who do not successfully complete the work for promotion will have their records reviewed on a case-by case basis by the school principal and his staff. Under extenuating circumstances when it is determined in the best educational interest of the child and after consultation with the Assistant Superintendent for Administration, the school principal may approve the placement of children who have not met the promotional standards described above. Students placed under this provision shall be entitled to receive remedial assistance.

5. Grades 9-12

Students attending the Vineland High School are required to take and receive a passing grade in credits of work prescribed for high school graduation.

Credits are awarded on the basis of scholastic hours and the receipt of passing grades in each subject. The student must also meet the requirements of the attendance policy as stipulated in the Board of Education policy for school attendance. Loss of credit for absenteeism or failing grades may be made up in summer programs or through alternative programs approved by the school principal.

Pending the make up of credits in summer school or through alternative programs. Students may be considered a member of the next high school grade on the following structure:

- 17.50 credits to carry a sophomore schedule
- 45 credits to carry a junior schedule
- 75 credits to carry a senior schedule

Under extenuating circumstances when it is determined to be in the best educational interest of the student in grades nine through twelve (9-12) and after consultation with the Assistant Superintendent for Administration, the school principal may modify the requirements stated above except where mandated by statute. Students placed under this provision who need remedial assistance shall be given such.

C. Procedure for Retention or Social Promotion

1. Grades K-8 - Classroom teachers must initiate the process by providing to the building principal complete forms in accordance with the timelines specified.
2. The principal will review each case and in consultation with the teacher render a final decision.
3. Parents and adult pupils may appeal a promotion/retention decision to the Superintendent whose decision is final.

D. Promotion and Retention

The curriculum of the Vineland District has been designed to lead toward student achievement of the district educational goals and objectives. Effective with the ninth grade class of the year shown through the graduating class identified, the following high school courses and number of credits are required of students for graduation:

Credits Required to Graduate..	112.50
Communications	4
Computations	3
American History	2
World History/Geography	1
Natural/Physical Science	2
*Physical Education/Health	4
Fine, Practical, Performing Arts	1
**Career Education	1/2

A class period of instruction is a minimum of forty minutes. A credit year is awarded for a class period of instruction which meets daily for the school year and equals five credits.

* Physical Education and Health are required for each year in attendance.

** One half year of credit for Career Exploration or Development is infused in required major courses of study.

With the exception of graduates who have returned to take specific courses, students requiring more than four years to fulfill requirements and unique cases approved by the high school principal, students are required to take minimum of 27.50 credits each school year.

Achievement of the skills for the grade to which assigned and readiness for work of the next level shall be required before a student is assigned to a higher grade. Those students who have demonstrated an acceptable level of knowledge and skills as identified in the district's curriculum guide will be promoted and those who have not are subject to further review and retention.

The minimum requirements to progress to the next grade level are as follows:

Freshman to Sophomore Year 17.50 Credits
Sophomore to Junior Year 45 Credits
Junior to Senior Year 75 Credits

In evaluating student achievement, each teacher shall make use of all available information including results of teacher made tests and other measures of skill and content proficiency, standardize-test results and teacher observation of student performance. The principal shall direct and aid the teachers in their evaluation and review grade assignments in order to ensure uniformity of standards.

Due process is assured all students and their parents pertaining to grades, school placement and graduation requirements. When concerns arise, pupils and/or parents are to discuss the problems(s) with the teacher and the principal of the school attended. Appeals, if necessary, may then be made to the respective Assistant Superintendent of Schools then to the Superintendent of Schools and finally to the Board of Education.

Adopted: 11 June 1997