



THOMAS J. KENNY ELEMENTARY SCHOOL

PROMOTION POLICY

Approved by the School Site Council 5/22/2019

Effective: School Year 2020-2021

SUPERINTENDENT
CIRCULAR
REF NUMBER:
CAO-1

PROMOTION POLICY

KENNY SCHOOL MISSION:

As a Boston Public School, the Thomas J. Kenny School is committed to providing each child with rigorous academic instruction and meaningful enrichment opportunities in a safe and supportive environment. Alongside students, families and community partners, Kenny teachers develop students' unique talents and provide them with the knowledge and skills to critically and creatively participate as leaders in their school, community and world. With an emphasis on responsibility, integrity and effort, Kenny students are prepared to succeed as leaders in high school, college and beyond.

EXPECTATIONS OF PARENTS AND STUDENTS:

Parents are responsible for ensuring their children come to school each day, on time, ready to learn. Every student is also responsible for coming to school and class prepared and on time, working hard, and contributing to the school environment in a positive, responsible manner.

PROMOTION POLICY: GUIDING PRINCIPLES:

Schools may establish requirements that exceed those itemized by the BPS policies with the approval of the School Site Council. This promotion policy has been developed to complement the expectations and responsibilities set forth in the Citywide Learning Standards and aligns to the Boston Public Schools' promotion policy as outlined in Superintendent Circular CAO-1, and was approved by the School Site Council in March of 2019. The guiding principles are as follows:

- Ensures promotions are earned and based on academic achievement;
- Diminishes grade retentions to the greatest extent possible;
- Ensures students will enter classrooms with the skill and knowledge necessary to do grade-level work, and graduates will possess the academic competencies necessary for middle school, higher education, and career readiness.
- Ensures students are prepared to pass the Massachusetts Comprehensive Assessments;
- Establishes a process that supports students and demands hard work from them;
- Recognizes that students' learn at different rates and calls for organizational structures that respond to students' differences; and
- Defines those inputs and outcomes for which teachers, administrators, parents and students are accountable.

I. PROMOTION REQUIREMENTS K2-5: To be promoted to the next grade, a student is expected to meet the following requirements:

- Receive a passing grade (2+) in Reading or English as a Second Language (ESL)
- Receive a passing grade (2+) in Writing or English as a Second Language (ESL)
- Be no more than 2 reading levels below grade-level expectations according to the Fountas & Pinnell Benchmark Assessment, unless the student is an English Language Learner (ELD1-3) or a student with an identified disability (IEP or 504 plan). Benchmarks and promotion standards are to be used judiciously because English language learners and students with disabilities master English or academic content in English at different rates.
- Receive a passing grade (2+) in Mathematics

Report Card for Grades 1 - 5 For School Year 2018-2019			
Student: NAME	Grade: 00	Homeroom: 4390_000	Student ID: 000000
School: Kenny Elementary	Teacher: Teacher Name	Principal: Emily Bryan	
CORE CONTENT SUBJECT AREAS	Fall	Winter	Spring
Reading Standard Areas			
Reads with fluency & accuracy			
Understands what is read			
Reads a variety of material on level			
Overall Reading Effort			
Writing, Listening, Speaking Standard Areas			
Spelling & vocabulary			
Mechanics & usage			
Content & organization			
Style & voice			
Overall Writing Effort			
Understands spoken language in social & classroom situations			
Uses spoken language in social and classroom situations			
Overall Listening/Speaking Effort			
Math Standard Areas			
Demonstrates fluency/accuracy in number sense			
Develops & explains strategies to solve problems			
Understands & applies mathematical thinking			
Overall Math Effort			
Science Standard Areas			
Written work & knowledge			
Projects & experiments			
Overall Science Effort			
Social Studies Standard Areas			
Written work & knowledge			
Overall Social Studies Effort			
SPECIALTY SUBJECT AREAS	Fall	Winter	Spring
Art			
Music			
Physical Education			

School Leadership and Social Dev.	Fall	Winter	Spring
Works hard & strives for excellence			
Actively participates in discussions			
Is able to work independently			
Knows where to find information			
Gets help when necessary			
Organizes workspace & materials			
Turns in neat, legible work			
Completes & returns homework assignments			
Observes classroom & school rules			
Shows self-control			
Respects others' rights & opinions			
Respects cultural differences			
Works cooperatively with peers			
Accepts suggestions & learns from mistakes			

Academic Grading System	
4 = Exceeds the standard	2 = Shows some evidence of meeting the standard
3 = Meets the standard	1 = Shows little evidence of meeting the standard
School Leadership & Social Development and Specialty Subject Grading System	
4 = Demonstrates exceptional effort	2 = Work shows some evidence of effort
3 = Work demonstrates solid evidence of effort	1 = Work shows little evidence of effort
The specialty areas are integrated with the content areas and amplify student progress across the core subject areas. The grading system, therefore, is the same as that used for School Leadership and Social Development.	

SCHOOL-BASED PROCEDURES FOR GRADE RETENTION / NON-PROMOTION

In most cases, students should not remain in an elementary school setting (K2-5) for more than seven years or in middle school for more than four years. Students who have been retained in a grade once may not be retained again unless an individual case review has been conducted by the principal or headmaster, with teachers, other support personnel, and parents. After the completion of the case review, the principal may determine that a second retention is necessary if, and only if, it is in the best interest of the student's education and personal development. All students, teachers, administrators, and parents/guardians are to be fully informed of the details of the Promotion Policy each September through brochures, fliers, School Parent Council/School Site Council meetings, open houses and other approaches.

I.1. If, at the end of the first marking period (December), a student does not meet at least one promotion requirements (as outlined in part I), the teacher will request a meeting with the parent and refer the student to the Student Support Team. Teachers and other designated staff will work with parents and the student to address their needs. Parents/guardians must also receive mid-term progress reports in addition to BPS report cards.

They may consider a variety of options including:

- Examining and altering current instructional strategies or materials (academic intervention)
- Tutoring (during or after school)
- A change in schedule
- Referral to other supports, social services or health-related services
- The creation of an attendance intervention plan

I.2. If, by end of the second marking term (March), a student does not meet promotion requirements (as outlined in part I) due to limited academic progress or chronic absenteeism, the teacher and an administrator will request a meeting with the parent. The parent will also be informed, in writing, of the potential for retention in addition to actions the school is taking to intervene.

I.3. No later than May 15th, if all other interventions have been unsuccessful, and the student has not made sufficient academic progress during the course of the school year, the student may be considered for retention.

All potential retentions will be reviewed by a Promotion Review Team which will include:

- The principal/ headmaster (or designee),
- A member of the Student Support Team
- At least one of the student's teachers
- The child's special education and/or ESL teacher(s) if the student is an ELL or has a 504 or IEP
- The child's parent(s) or guardian(s)
 - Parents/guardians must be informed of the retention meeting in writing and by phone.
 - An interpreter must be available if one is needed.
 - If a parent/guardian does not wish to attend the meeting, they may waive their right to a formal meeting and accept the school's recommendations.
 - If a parent/guardian does not attend the meeting or contact the school to reschedule the meeting, it will be rescheduled within 48 hours of the original date and time and will take place with or without the parent present.
 - If a parent requests advocacy or support with this process, they may utilize this resource.
Citywide Parents Council: 617- 635-9210 <http://www.citywideparentcouncil.org>

I.4. The Promotion Review Team will meet **no later than June 1** to review and make decisions on students who are at-risk of being retained. The Principal has the final authority for all promotion/retention decisions, with consideration to recommendations from parents/guardians and members of the Team.

II. FACTORS TO CONSIDER: **This table is meant to be used as a guide in the decision-making process.*

<p>FACTORS TO CONSIDER: <i>Below are factors to consider during discussions regarding promotion/retention from Light’s Retention Scale. This scale should not be considered a “test” and is designed solely as a counseling and discussion tool to be used by the Promotion Review Team.</i></p>	<p>1 = YES 0 = NO</p>
<p>Special Education or ELL Status: Has the student received all interventions, services and accommodations to ensure that their lack of success is not the result of limited English proficiency, insufficient instruction, or a specific learning disability?</p>	
<p>Physical Size: Is the student physically smaller than their peers? A child who is smaller than others the same age has a better chance of benefiting if retained.</p>	
<p>Student’s Age: Is the student in the lower age range of their classmates? If retention would make the child much more than one-year-older than his classmates, it is likely to cause more problems than it solves. The likelihood of his dropping out of school increases and the student is more likely to develop a negative self-concept.</p>	
<p>Present Grade Placement: Is the student in K2 or grade 1? The best time to think about retaining a child is during kindergarten or first grade. There are times when retention will help older children but after the second or third grade there is often a social stigma attached to “failing.”</p>	
<p>Previous Retention: Will this be the child’s first retention? If a child has already been retained and is still having school difficulties, it is important to find out what other options may be available in the school.</p>	
<p>Behavior: Is the child’s behavior immature compared to their grade-level peers? A child who is physically and socially immature often benefits from a second year in kindergarten. Generally, however, a child who is capable academically will do better if promoted, even if he is somewhat immature.</p>	
<p>Emotional Problems: Does the child have the emotional skills to cope with a retention? If a child is often upset and finds it hard to keep his or her mind on schoolwork, retention is usually not the answer. The student should be included in discussions about possible retention. If he or she seems to be threatened by the thought of retention or refuses to discuss it, the chance of benefiting is low.</p>	
<p>Attendance: Has the child missed more than 10% of classroom instruction due to absences? Retention is usually beneficial if a child has been absent from school for a long time because of illness. However, a child who misses school because he is a truant, is unlikely to attend school more regularly after retention. If a child refuses to attend school, he may have emotional or learning problems that make school a painful experience.</p>	
<p>Present Level of Academic Achievement: Is the student far-below grade level benchmarks in more than one subject? (both math and literacy skills) Has the student received sufficient interventions, supports and services to fill prior skill or language gaps? Would continued interventions and/or summer school be insufficient?</p>	