

RETENTION POLICY FOR ENGLISH LEARNERS (ELs)

Irvington Public Schools' policy on promotion is that all students will be promoted to the next grade level when they have met District and State proficiency standards. However, for English Learners (ELs), other matter must be taken into consideration before a final decision is made by the school principal.

Factors should be reviewed when an EL student is being considered for retention:

Factors Related To Language / Culture

- Is the student's low academic performance related to student's language ability? (factors related to acquiring a second language)
- Is the student's low academic performance related to cultural differences? (student's inability to adjust to major changes in lifestyle that are part of the immigrant experience)

NOTE: Retention solely based on language proficiency is against District policy.

Factors Related To The Educational Program

- What is the student's educational background?
- Was school attendance consistent? Was it comparable to the levels/standards established in the District?
- What interventions has the classroom teacher(s) attempted throughout the year in order to meet this student's needs?
- What has the ESL teacher attempted? Have there been referrals for educational support options?
- If the retention takes place, what will occur in the educational program next year that will be ***SIGNIFICANTLY*** different from that which was offered this year?
- How will interventions and adjustments be included to improve the student's success level in the all academic areas if retained?

Factors Related To Family And Home

- What is the position of the parent(s)/guardian(s) regarding retention? Will this retention be supported and viewed in a positive light?
- Do the parent(s)/guardian(s) prefer that their child be retained rather than be promoted?
- Is there any cultural stigma attached to retention or failure that might cause long-term attitudinal problems?

ELs may not be retained for the following reasons:

- Lack of language proficiency in English
- If they are recent arrivals; entered the US for less than one (1) full year (12 months and have a proficiency Level I or II on their initial WIDA Model ID Assessment or ACCESS exam

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- If instructional and intervention strategies, materials and assessments have not been accommodated and/or modified to meet students linguistic and academic needs, as required by State and Federal mandates (documented evidence required)
- If Parent(s)/Guardian(s) have not been informed of their child's lack of academic progress throughout the academic year (documented evidence required)

If an EL student shows any special services concern, which is impeding the child to progress academically at any time during the first year of enrollment, a pre-referral process must be completed immediately. Please follow districts guidelines for such pre-referral processes established by the Department of Special Services.

We are committed to providing all assistance necessary to help school sites determine the best path for every EL student who is being considered for retention.