

# **PEOPLE INVOLVED IN EDUCATION**

POLICY# 215

R SECTION:

PUPILS

TITLE: PROMOTION AND RETENTION

ADOPTED: July 18, 2019

REVISED: Sept 7, 2021

## **215. PROMOTION AND RETENTION**

### **Purpose**

The Board recognizes that the emotional, social, physical and educational growth of students will vary and that they should be placed in the educational setting most appropriate to their needs. The district will establish and maintain high standards for each grade and monitor individual student achievement in a continuous and systematic manner.

### **Authority**

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that corresponds with the student's development, the system of grade levels, and the attainment of academic standards established for each grade.<sup>1</sup>

A student shall be promoted when s/he has successfully completed the curriculum requirements and has achieved the academic standards established for the present level, based on the professional judgment of the teachers and the results of assessments. A student shall earn the right to advance to the next grade by demonstrating mastery of the required skills and knowledge.<sup>2</sup>

Students who have Individualized Education Plans (IEPs) are expected to progress according to the goals stated in their IEPs. Such goals correspond to standards in the general curriculum at an appropriate level for the student. At times, Pass/Fail grades may be assigned to IEP students, if indicated

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<sup>1</sup> 24 P.S. 1531-32; 22 Pa. Code. 4.12; 4.42.

<sup>2</sup> 24 P.S. 1531-32.

in the IEP. Similarly, students who receive ESL services (English as a Second Language) may receive Pass/Fail grades if they are in the emergent stages of English acquisition based on appropriate placements. Such students are expected to attain proficiency of the standards, although the curriculum may be modified to accommodate student needs.

### **Delegation of Responsibility**

The Administration or designee shall develop administrative guidelines/procedures for promotion and retention of students which assure that every effort will be made to remediate the student's difficulties before the student is retained. Such procedures may include before or after school academics and tutoring, as well as summer school programs, to the extent that funding is available. Parents/Guardians will be encouraged to be actively involved in the education of their children and will be informed of supplemental educational opportunities to assist children in meeting the standards.

The recommendation of the classroom teacher may be considered for purposes of promotion or retention of a student.

The building principal shall be assigned the final responsibility for determining the promotion or retention of each student.

### **Guidelines**

In all cases of retention, the parents/guardians shall be fully involved and informed throughout the process. Parents/Guardians and students shall be informed of the possibility of retention of a student well in advance.

Academic achievement, attitude, effort, work habits, behavior, attendance, and other factors related to learning shall be evaluated regularly and communicated to students and parents/guardians.

The district shall utilize multiple measures of academic performance as determinants in promotion and retention decisions.

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## **Elementary School**

Most students will progress normally through the kindergarten and elementary curriculum. In those instances when a student does not progress normally, the decision for placement will be a joint decision of the teacher, the guidance counselor, and the principal. If the recommendation is to accelerate, or retain the student, the parents/guardians shall be encouraged to be actively involved in the deliberations from the start. If agreement cannot be reached, the principal shall make the final decision.

## **Middle School**

If a student does not pass his or her subjects, before a student will be promoted to the next grade, he or she must fulfill the requirements of the team plan. The team may consist of teachers, counselors, parents/guardians, and administrators. The plan will be approved by the principal or assistant principal. Summer sessions, and after school credit recovery classes, may be offered, to the extent that funding is available.