

# MORRISVILLE BOROUGH SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

APPROVED: APRIL 26, 2017

REVISED:

## 215-AR-0. PROMOTION/RETENTION/ACCELERATION

### Promotion

The district recognizes that the academic, social, emotional and physical growth of students will vary. Students will be placed in the educational environment appropriate to their needs. To ensure success, instruction will be aligned with the abilities of the individual students.

Promotion of a student will be determined by an evaluation of the student's achievement, progress and potential for success during the next school year and the recommendation of district staff. In general, factors to be considered in retention of students include:

1. Achievement/Performance.
2. Ability/Effort.
3. Attendance.
4. Chronological age.
5. Social, emotional, and physical development.
6. Previous retention.

Elementary and middle school students will be promoted to the succeeding grade level when they have:

1. Completed the curriculum requirements of the presently assigned grade.
2. Achieved the instructional objectives set for the present grade, as determined by the teacher(s).
3. Demonstrated proficiency to move ahead to the educational program at the next grade level.
4. Demonstrated the degree of social, emotional and physical maturity necessary for a successful learning experience at the next grade level.

Students in grades 9-12 will be promoted based on the number of credits earned at the end of each year.

Retention (See also 215-AR-1)

It is not recommended that students repeat grades; however, there are times when a student may benefit from such action. Retention will be considered when, in the judgment of the district staff, it is in the best educational interest of the student involved.

A student who is failing two (2) or more core subjects or one (1) core subject and two (2) special subjects will be considered for retention in the present grade. Core subjects are language arts, mathematics, science and health, and social studies.

Light's Retention Scale will be used to gather data about a student in jeopardy of failing.

To promote the cooperation of the home and school and help each student achieve success, parents/guardians will be notified as early as possible if a student is failing to make expected progress in any area.

Alternatives to retention, such as tutoring and summer school, may be recommended by the Instructional Support Team (IST) and teachers, in consultation with the student's parents/guardians.

A student will not be retained more than two (2) years in any grade.

A student will not be retained more than once at each level – elementary and middle school.

After two (2) years in the same grade in grades K-8, the Instructional Support Team (IST) may recommend assignment of a student to the next grade, in consultation with the teachers, principal and parents/guardians. If a student is assigned to the next grade, proper notation must be made on the student's record, citing the reason for the assignment. The words "assigned to" should be used in lieu of "promoted to" on the student's record.

Acceleration (See also 215-AR-7)

The district will assist students so they may progress academically in accordance with their capabilities. While provisions for individual differences should be adequately accomplished within a grade level, it may occasionally be necessary to advance a student to the next grade. Acceleration to a higher grade level should be approached with caution.

A student may be eligible for grade acceleration upon the recommendations of the teacher and guidance counselor.

The parents/guardians of the student recommended for acceleration must agree with the placement.

The principal will make the final decision regarding acceleration of a student.

The following criteria will be taken into consideration by district staff when recommending a student for acceleration:

1. Level of academic achievement, particularly in the mastery of skills in terms of specific data including standardized test scores, local criterion-referenced tests results, progress reports, etc.
2. Attitude, work habits, study skills.
3. Ability to successfully perform and function at the higher grade level.
4. Social, emotional and physical maturity.
5. Potential long-range benefits and diagnosis for the student.
6. Suitability of the educational program in relations to the student's needs and ability.