DELAWARE VALLEY SCHOOL DISTRICT

SECTION: PUPILS

TITLE: PROMOTION AND RETENTION

ADOPTED: AUGUST 14, 2014

REVISED: JULY 24, 2014

215. PROMOTION AND RETENTION

1. Purpose	The Board recognizes that the emotional, social, physical and educational development of students will vary and that students 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 student achievement in a continuous and systematic manner.
2. Authority SC 1531, 1532 Title 22 Sec. 4.42	The Board establishes that each student shall be moved forward in a continuous pattern of achievement and development that corresponds with the student's development, the system of grade levels, and attainment of the academic standards established for each grade.
SC 1532 Pol. 213	A student shall be promoted upon successful completion of the curriculum requirements and has achieved the academic standards established for the present level, based on the professional judgement 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.
3. Delegation of Responsibility Title 22 Sec. 4.12, 4.13	The Superintendent or designee shall develop 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.
4. Guidelines	Parents/Guardians and students shall be informed of the possibility of retention of their student. In all cases of retention, a reasonable effort shall be made to fully involve the parents/guardians throughout the process.
Pol. 212, 213	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.
Pol. 213	The district shall utilize multiple measures of academic performance as determinants in promotion and retention decisions.

Reporting - Grades 6-12

Reporting to parents/guardians will be done by identification of grade level course as recommended by the classroom teacher in conjunction with the various curriculum guides. For example, a student at the seventh grade level who is working at the eighth grade level in mathematics as outlined by the curriculum will be assigned to an eighth grade mathematics course. This course will then be listed on the student's report card as eighth grade mathematics and the grade will be given for accomplishment in the eighth grade mathematics course.

Report - Elementary Level

Grading at the elementary level will be as follows: In grades kindergarten through fifth grade, students will have their progress reported to parents/guardians through the utilization of reports cards and/or standardized assessment data specifying to parents/guardians what skills students know and what they still must learn. These reports will be completed for the areas of reading/language arts and mathematics which are the priority areas for the primary grades.

Promotion/Retention

Promotion or retention will be based on the instructional reading level of the student as indicated by tests and by teacher grades. In individual situations where questionable data exists, placement determination will be made by a placement team consisting of a teacher, administrator, guidance counselor, and the reading specialist. Communication regarding student progress will be made with the parent/guardian. All parental input will be considered by the placement team. This placement team will utilize the above data in reaching their decision.

At the K-5 grade level, the emphasis on instruction is in the basic areas of reading/language arts and mathematics. Failure or work at least six (6) months below grade level in either of these subject areas would strongly indicate that retention should take place.

At grades 6-8, the basic subject areas consist of reading, English/language arts, mathematics, science, social studies, and world language. Failure in two (2) of these basic subject areas or work at least six (6) months below grade level would strongly indicate that retention should take place. Failure in the other subject areas of art, physical education, health, technology education, family and consumer science, and music in conjunction with a basic course would also indicate that retention or placement in a program should take place. Failure in one (1) or more of the above courses without failure in one (1) of the basic subject areas may result in the student being required to make up the course in the subsequent school year.

	At the high school level, grades 9-12, failure in two (2) or more courses strongly indicates that retention should take place unless the student would be able to schedule the retaking of these courses within the following year's schedule and still be able to meet the graduation requirement by the end of the twelfth grade.
Pol. 217	Progress toward high school graduation shall be based on the student's ability to achieve the established academic standards and pass the required subjects and electives necessary to earn the number of credits mandated by the Board for graduation and pass the required federal and state assessments.
School Code 1531, 1532, 1611, 1613 PA Code Title 22 Sec. 4.12, 4.13, 4.42 Board Policy 212, 213, 217	