

LITTLESTOWN AREA SCHOOL DISTRICT

SECTION: PUPILS

TITLE: PROMOTION AND RETENTION

ADOPTED: September 17, 1990

REVISED: January 12, 2009

215. PROMOTION AND RETENTION	
1. Purpose	The Board recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.
2. Authority SC 1531, 1532	It shall be the policy of the Board that each child be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.
3. Delegation of Responsibility SC 1532 Title 22 Sec. 4.12, 4.13	<p>The Superintendent shall develop procedures for student promotion and retention of students which:</p> <ol style="list-style-type: none"> 1. Require the recommendation of the classroom teacher for promotion or retention. 2. Require that parents/guardians are informed in advance of the possibility or retention of a student at grade level. 3. Assure that every effort will be made to remediate the student's difficulties before s/he is retained. 4. Assign to the building principal the final responsibility for determining the promotion or retention of each student.
4. Guidelines	<p><u>Rolling Acres Elementary Promotion</u></p> <p>To be promoted to the next grade level in grades kindergarten through third, a student must meet the passing requirements based on the District Performance Standards as indicated on the progress report.</p> <p>Students may be retained in the current grade level if one (1) or more of the following conditions are present:</p> <ul style="list-style-type: none"> • An overall grade of “N” in reading • An overall grade of “N” in mathematics

- An overall grade of “N” in communication arts
- An overall grade of “N” in science and social studies

Significant, additional consideration is given to social and emotional growth for total evaluation of the child.

Alloway Creek Intermediate Promotion

To be promoted to fifth and sixth grade, students in grades four and five must achieve a passing grade in both Reading and Math. Students may be considered for retention if they receive a failing grade in both Reading and Math. Special consideration will be given to students who do not meet promotion criteria in the areas of social, emotional, and developmental areas.

Maple Avenue Middle School Promotion

Any middle school student failing two (2) or more major subject courses, including reading, English, mathematics, social studies or science, may be retained in that grade level for the following school year.

High School

Ninth Grade - To be in the ninth grade, a pupil shall have been promoted from the eighth grade.

Tenth Grade - To be in tenth grade, a pupil shall have earned a minimum of six and one half (6.5) units of credit. Three (3) of the four (4) credits must be in History, English, Math or Science.

Eleventh Grade - To be in eleventh grade, a pupil shall have earned thirteen (13) units of credit. Seven (7) of the ten (10) credits must be in one (1) of the following combinations plus a minimum of one (1) credit of Physical Education:

1. 1 English, 2 Science, 2 Math, 2 History).
2. 1 Science, 2 English, 2 Math, 2 History).
3. 1 Math, 2 English, 2 Science, 2 History).
4. 1 History, 2 English, 2 Science, 2 Math).

	<p>Twelfth Grade - To be in twelfth grade, a pupil shall have earned nineteen and one half (19.5) units of credit. In addition, a minimum of two (2) credits must have been earned in each of the following disciplines: English, History, Science and Math. Plus, one (1) credit in the Arts and Humanities and one and one half (1.5) credits of physical education, health and driver's education.</p> <p>All students must take a minimum of six and one half (6.5) credits each year in attendance.</p> <p><u>High School Graduation Requirements</u></p> <p>Each school district, including charter schools, shall specify requirements for graduation in the Strategic Plan under section 4.13 (relating to Strategic Plans). Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-2003 school year, students shall demonstrate proficiency in reading, writing, and mathematics on either the state assessments administered in grade eleven or twelve or local assessment aligned with academic standards and state assessments under section 4.52 (relating to local assessment system) at the proficient level or better in order to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize, and evaluate information and communicate significant knowledge and understanding.</p> <p>Each school district, including charter schools, shall describe in its Strategic Plan under section 4.13 how its planned instruction is designed to prepare students to meet the requirements of subsection (a).</p> <p>Children with disabilities who satisfactorily complete a special education program developed by an Individual Education Program team under the Individuals with Disabilities Education Act and this part shall be granted and issued a regular high school diploma by the school district of residence. This subsection applies if the special education program of a child with a disability does not otherwise meet all requirements of this chapter. Children with disabilities who meet the required proficiency level on state assessments shall be granted the appropriate Seal of Proficiency or Distinction.</p> <p><u>Summer School</u></p> <p>Students may attend summer school for the purpose of taking a course or courses that were failed during the regular school year. In order to receive credit for summer school courses, a student must pass both the summer school course and the Planned Instruction Assessment for that specific course.</p>
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Title 22
Sec. 4.13, 4.24,
4.52
Pol. 217

Title 22
Sec. 4.13

Title 22
Sec. 4.24

Title 22
Sec. 4.41

References:

School Code – 24 P.S. Sec. 1531, 1532

State Board of Education Regulations – 22 PA Code Sec. 4.12, 4.13, 4.42

Board Policy – 100, 212, 213, 217