

215-AR PROMOTION AND RETENTION

I. When any child is in danger of retention, the parent/guardian (and the student, if age and grade appropriate), shall be notified and invited to participate in a meeting to develop interventions.

- A. If intervention has not been provided, the student cannot be retained.
- B. Efforts at intervention with parents shall be made early in an attempt to avoid possible retention.
- C. Decision regarding promotion and retention of children with IEPs shall be made through the IEP process.

II. Elementary

Research indicates that retention does not have a positive impact upon student success in school and is therefore discouraged as a practice. Meeting the individual learning needs of the students is of prime importance to a student's success and must replace the practice of retention. There may, however, be a rare instance when retention may be considered based upon close scrutiny of the social, emotional, physical, academic needs, intervention and progress monitoring data of the individual child.

III Grades 7-8

- A. It is not desirable for students to repeat grades; however, there are times when some benefit for the student may be derived from such action. More than two (2) failures pending by the end of the second nine-week period will result in a letter of warning to the parents/guardians and student. At least two (2) of those failures must be "major subjects."
- B. Students may be retained if they fail two or more major subjects or one major and two or more minor subjects. Minor subjects have a value based on number of class hours/year with a total course value equivalent to one major subject. In addition, the following variables will be considered:
 - 1. Student's age.
 - 2. Student's attendance.
 - 3. Student's progress monitoring data and evidence of appropriate intervention to address learning, behavioral and social/emotional needs.
 - 4. Student's grades in other subjects.
 - 5. Parents/Guardians will be informed of an impending failure in order to make possible summer school plans.
- C. The student's parents/guardians shall be informed in writing of the possible need for retention of the student after report cards is issued for the second marking period. If necessary, a parental conference should be held with the counselor and/or teacher(s) involved. A written summary of the conference should be filed in the student's record.
- D. The principal may recommend exceptions to these guidelines after consultation with appropriate school personnel.

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IV. Promotion Grades 9-12

- A. Students in grades 9-12 shall satisfy course and unit requirements as outlined in the High School Educational Planning Guide. Grade placement and promotion of students shall be based on the completion of the following minimum unit requirements:

Sophomore status – Minimum of 5.0 credits earned prior to the sophomore year

Junior status – Minimum of 10.75 credits earned prior to the junior year

Senior status – Minimum of 17.25 credits earned prior to the senior year

Graduation status –

1. Complete a minimum (24.07) 24.32 credits of instruction.
 2. Complete the Culminating/Graduation project according to approved District guidelines.
 3. Complete all other requirements developed in conjunction with PA Dept. of Education regulations or as approved by the Muhlenberg School District and presented in District publications.
 4. Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Plan team under the *Individuals with Disabilities Education Act* and in conjunction with graduation requirements stipulated in Chapter 4 shall earn and be issued a regular high school diploma. This section also applies if the special education program of a child with an Individualized Education Plan (IEP) related to a disability does not otherwise meet all requirements of Chapter 4 but the child completes goals for graduation requirements established by the IEP team.
- B. The principal may recommend exceptions to these guidelines after consultation with appropriate school personnel.

V. High School Retention

- A. Students in grades 9-12 failing to earn the minimum credits (see Section IV) will maintain their current grade standing until the necessary credits are earned. Written notification of unit/course deficiencies shall be given to parents prior to June 30.

VI. Make-up of Course or Credit Deficiencies

- A. All requests to attend summer school shall be approved by the building principal. Students may not take more than two courses per summer.
- B. Summer school grades are based on the host school's grading system. Successful completion of a summer school course will result in the student receiving the grade obtained for the summer school course.

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- C. Any High School or Middle School student who makes up courses failed or credits deficient through an approved summer school may be promoted to the next grade.
- D. Cost of tuition for summer school courses and transportation shall be the responsibility of the student.

VII. Graduation

- A. Students in Grade 12 who fail to complete the necessary credits for graduation (see Section IV) pass a required course, complete the graduation project, or meet state mandated requirements will not be eligible for graduation.
- B. A letter shall be sent to the parents/guardians of seniors denoting any credit deficiencies and/or courses failed or in danger of being failed at the close of the first, second, and third marking period. The letter shall include a statement referring to graduation. Any such letter sent at the close of the third marking period shall be sent by certified mail.

VIII. Policy Implementation

A. Promotion

A student will be promoted to the succeeding grade level when s/he has completed the curriculum requirements at the presently assigned grade level and/or with the recommendation of his/her teachers and principal.

B. Retention Guidelines

1. When any child is in danger of retention, parents (and the student if age and grade appropriate), shall be notified and invited to participate in a meeting to develop intervention and support plans.
2. Retention is to take place only after the teacher and parent/guardian have identified and implemented other alternatives.
3. So that the home and school may cooperate in helping each student achieve greater success, parents/guardians must be notified as early as possible if a student is failing to make expected progress in any area of growth.

C Retention Procedures

1. The teacher is to inform the school principal and counselor of any candidate for retention prior to discussion with the parent/guardian.
2. A student retention worksheet will be completed by the teacher(s) of each child recommended for retention.
3. Light's Retention Scale is to be completed by the teacher, and discussed with the counselor and/or principal, prior to the spring parent conference period.
4. A meeting shall be held with parents (and the student, if appropriate) to review the reasons for retention. Recommendation for retention must be approved by the Principal after review of all appropriate documentation.

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5. Parent/Guardian notification of the recommendation to retain will be made no later than the spring parent conference period.
6. The parent/guardian is requested to sign a form that indicates either agreement or disagreement with the recommendation. This form will be included in the child's permanent file.
7. Recommendation of retention will be documented on the child's permanent record folder.
8. All parent/guardian requests for retention will get processed as above.
9. All parental appeals regarding retention will be processed through the principal/counselor.
10. The principal's decision regarding retention will be final.

Established: 4/13/2011

III. Light's Retention Scale

Score: _____ Comments: _____

IV. Previous Attempts Recommended to Assist Student:

Recommended? When?
Implemented? When?

- A. Intervention Team? _____
- B. Special Ed? _____
- C. Speech/Language Therapy? _____
- D. Tutoring? _____
- E. Remedial Reading? _____
- F. PSSA Math? _____
- G. PSSA Reading? _____
- H. Summer School? _____
- I. Previous Retention? _____
- J. Other? (Describe) _____

VI. Parent/Guardian Conferences (Include all parent contacts, such as telephone conferences, meetings, unscheduled conferences, etc.)

Date	Summary
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

VII. Retention Procedures

- A. Teacher notification of principal and counselor Date _____
- B. Meeting
- C. Team Decision: Retention _____ Promotion _____

VIII. Notes

PARENTAL RESPONSE FORM

Student's Name _____

School _____ Grade _____

Parent/Legal Guardian _____

Teacher(s) _____

Principal _____

I (agree) (do not agree) with the recommendation that

_____ be retained

in grade _____ for the _____ school year.

Signature _____ **Date** _____

Comments:

LIGHT'S RETENTION SCALE
Revised Edition H. Wayne Light

Name _____ Date _____

Date of Birth _____ Age: Yr. _____ Mo. _____ Grade _____

School _____ Teacher _____

DIRECTIONS: This scale is to be used as an aid in deciding whether or not a student should be retained. Read each item and circle the number following the most accurate statement. Interpretation of each area and the total score is found in the *Light's Retention Scale Manual*. It is of great importance to read the manual before making interpretations and conclusions. This scale is a counseling tool and should not be considered a psychometric instrument.

1. Sex Of Student

- Student is a boy in kindergarten through third grade.....0
- Student is a girl in kindergarten through third grade.....2
- Student is a boy in fourth through twelfth grade.....3
- Student is a girl in fourth through twelfth grade.....4

COMMENTS: _____

2. Student's Age

- Student's birthday falls in the last half of the calendar year and is in the younger half of his/her present class..... 0
- Student's birthday falls in the first half of the calendar year and is in the younger half of his/her present class 2
- Student is one (1) year older than the students in his/her present class 4
- Student is more than one (1) year older than the students in his/her present class 5

COMMENTS: _____

3. Knowledge Of English Language

- Student has good communication skills using the English language 0
- Student has limited use of the English language but is acquiring new skills quickly 2
- Student has little or no knowledge of the English language and is not acquiring new skills 5

COMMENTS: _____

4. Physical Size

- Student is significantly smaller than others the same age..... 0
- Student is slightly smaller than others the same age 2
- Student is the same physical size as most others the same age..... 4
- Student is significantly larger than others the same age 5

COMMENTS: _____

Score, Page 1 _____

Present Grade Placement

Student is in kindergarten	0
Student is in first grade	1
Student is in second or third grade.....	2
Student is in fourth to sixth grade	3
Student is in seventh to twelfth grade	5

COMMENTS:_____

5. Previous Grade Retentions

Student has never been retained and started kindergarten by age five (5)	0
Student has been held out of kindergarten and started school one (1) year later than other children his/her age	3
Student has had one (1) or more grade retentions	5

COMMENTS:_____

6. Siblings

Circle only the highest number that applies.

Student has no brothers or sisters.....	0
Student has a brother or sister more than three (3) grade levels above or below student's present grade level	2
Student has a brother or sister two (2) grade levels above or below present grade level.....	3
Student has a brother or sister one (1) grade level above student's present grade level	4
Student has a brother or sister at the same grade level or one (1) grade level below student's present grade level	5

COMMENTS:_____

7. Parents' School Participation

Parents attend school conferences and are actively involved in school activities	0
Parents attend teacher conferences but rarely are involved in other school activities.....	2
Parents attend very few teacher conferences.....	3
Parents never attend teacher conferences.....	4
Parents never attend teacher conferences and are not supportive of the school staff.....	5

COMMENTS:_____

8. Experiential Background

Student comes from a background that offers almost no opportunity for social or cultural stimulation.....	0
Student has minimal experience with the community and has few previous experiences in non-school activities.....	3
Student has had many enrichment experiences (i.e., summer camp, foreign travel, church groups, scouts, etc.).....	4

COMMENTS:_____

Score, Page 2 _____

9. Transiency

Student has attended one (1) school since beginning kindergarten.....	0
Student has attended two (2) or three (3) schools in the past three (3) years.....	3
Student has attended four (4) to six (6) schools in the past three (3) years.....	4
Student has attended seven (7) or more schools in the past three (3) years.....	5

COMMENTS: _____

10. School Attendance

Student misses more than 25 days of school in nine (9) months.....	0
Student misses 11 to 24 days of school in nine (9) months.....	2
Student misses 3 to 10 days of school in nine (9) months.....	3
Student misses fewer than 3 days of school in nine (9) months.....	4

COMMENTS: _____

11. Estimate Of Intelligence

Student's intelligence is within the average range (16 th to 84 th percentile).....	0
Student's intelligence is below average (5 th to 15 th percentile).....	4
Student's intelligence is above average (85 th to 95 th percentile).....	4
Student's intelligence is significantly below average (below the 5 th percentile).....	5
Student's intelligence is significantly above average (above the 95 th percentile).....	5

COMMENTS: _____

12. History Of Learning Disabilities

Student has been evaluated by an educational psychologist and no learning disabilities have been found.....	0
The teacher sees no evidence of a learning disability.....	2
The teacher believes the child has a learning disability.....	4
Student has been evaluated by an educational psychologist and found to have a learning disability.....	5

COMMENTS: _____

13. Present Level Of Academic Achievement

Student is one (1) year below grade level in all academic areas.....	0
Student is more than one (1) year below grade level in all academic areas.....	3
Student is at grade expectancy in one (1) subject area and one (1) year below grade level in all other areas.....	3
Student is at or above grade expectancy in both reading and spelling.....	4
Student is at or above grade expectancy in all academic areas.....	5

COMMENTS: _____

Score, Page 3 _____

14. Student's Attitude About Possible Retention

Student requests retention to "learn what was missed"	0
Student seems disinterested in whether s/he should be retained or not.....	3
Student requests retention but insists that s/he get the same teacher next year.....	3
Student agrees to retention only after parent persuasion.....	3
Student does not want retention but agrees that s/he is behind in his/her school work.....	4
After appropriate counseling by the teacher or parent, the child remains upset if the subject of retention is approached.....	5

COMMENTS: _____

15. Motivation To Complete School Tasks

Student spends at least 80 % of class time working on school assignments, even though some may be too difficult.....	0
Student works on those tasks that s/he is interested in.....	1
Student is disinterested in school but will work if encouraged.....	3
Student is disinterested in school and needs one-to-one encouragement to complete assignments.....	4
Student will avoid school related tasks (within child's academic achievement level) even when offered individual help.....	5

COMMENTS: _____

16. Immature

Student associates with children two (2) years or more younger than his/her actual age.....	0
Student associates with children one (1) year younger than his/her actual age.....	3
Student associates with children his/her age.....	3
Student associates with children older than his/her age.....	4

COMMENTS: _____

17. Emotional Problems

Student does not exhibit behavior sometimes seen in emotionally disturbed children (i.e., is not distractible, depressed, overactive, nervous, cries often, etc.).....	0
Student exhibits behavior sometimes seen in emotionally disturbed children (i.e., may be distractible, depressed, overactive, nervous, cries often, etc.).....	5

COMMENTS: _____

18. History Of Delinquency

Student has no history of antisocial behavior.....	0
Student occasionally has difficulty following school rules.....	1
Student often has problems on the playground and in the classroom.....	3
Student has a history of discipline problems in the classroom, playground, and community, but has not had contact with law enforcement.....	4
Student has a history of discipline problems in the classroom, playground, and community, and has had contact with law enforcement.....	5

COMMENTS: _____

Score, Page 4 _____

TOTAL SCORE _____