

ADMINISTRATIVE REGULATION

APPROVED: December 13, 2016

REVISED:

# CENTENNIAL SCHOOL DISTRICT

## 215-AR-0. 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.

ADMINISTRATIVE REGULATION

APPROVED: December 13, 2016

REVISED:

# CENTENNIAL SCHOOL DISTRICT

## 215-AR-1. RETENTION

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.

Teachers will inform parents/guardians as early as possible that a student is having difficulty and that cooperative efforts between the home and school are necessary to assist the student. The teacher is responsible for monitoring the student's progress and for communicating with the parents/guardians.

All parent/guardian requests for retention will be processed in accordance with these procedures.

All appeals will be processed through the Assistant Superintendent.

### Elementary Retention

A student will not be retained more than once at the elementary level without the intervention of the Student Support Team, which includes the principal, school counselor, Student Support Team teacher, classroom teacher, parent/guardian and reading specialist.

A student will not be retained unless the following appropriate interventions have been attempted:

1. Title I/Tutorial/Support.
2. Student Support Team.
3. Counseling.
4. Other available intervention.

The following factors will be considered:

1. Meeting student performance standards.
2. Social, emotional and/or physical maturity.

3. Chronological age.
4. Aptitude.
5. Developmental readiness.

The teacher will review the data collection with the Student Support Team.

Communication will be maintained among members of the Student Support Team.

Parents/Guardians will be informed of the possible need for retention at a conference no later than February 28 of the school year. Exceptions to this timeline must be approved by the principal and Assistant Superintendent, and in such a case, the parents/guardians will be notified immediately in writing.

A final decision to retain will be made and approved by the Student Support Team and communicated with parents/guardians, in writing, by the Student Support Team no later than two (2) weeks prior to the end of the school year. Parents/Guardians will be asked to sign the retention notice to acknowledge receipt.

After two (2) years in the same elementary grade, the Student Support Team 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.

#### Middle School Retention

A student will not be retained more than once at the middle school level without the intervention of the Child Study Team, which includes the principal, assistant principal, school counselor, psychologist, social worker, nurse and Supervisor of Special Education.

Parents/Guardians will be informed of the possible need for retention at a conference no later than one (1) week after report cards are issued for the third marking period. Exceptions to this timeline must be approved by the principal and Assistant Superintendent, and in such a case, the parents/guardians will be notified immediately in writing and asked to sign the retention notice to acknowledge receipt.

When considering a student for retention the following factors will be considered:

1. Meeting student performance standards.
2. Social, emotional and/or physical maturity.
3. Chronological age.
4. Aptitude.

5. Previous retentions.

6. Developmental readiness.

High School Retention

Students failing to meet graduation requirements and/or IEP goals will not be eligible to graduate.

ADMINISTRATIVE REGULATION

APPROVED: December 13, 2016

REVISED:

# CENTENNIAL SCHOOL DISTRICT

## 215-AR-2. POTENTIAL RETENTION CONFERENCE LETTER

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dear \_\_\_\_\_

We are very concerned about the lack of progress of \_\_\_\_\_ during the \_\_\_\_\_ school year. We are concerned that unless a significant improvement occurs, your child may be recommended for retention at his/her present grade level for the \_\_\_\_\_ school year.

With this in mind, we would encourage you to help your child improve in school. At the end of the present grading period, or earlier if you desire, we will have a conference with you concerning your child's progress. By that date it is hoped that through our combined efforts, your child will show strong signs of improvement in classroom work.

Please let us hear from you immediately if you have any questions concerning your child's progress.

Sincerely,

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal

ADMINISTRATIVE REGULATION

APPROVED: December 13, 2016

REVISED:

# CENTENNIAL SCHOOL DISTRICT

## 215-AR-3. STUDENT RETENTION DATA SHEET

Date \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ School \_\_\_\_\_

Age: Years \_\_\_\_\_ Months \_\_\_\_\_ Gender \_\_\_\_\_

### I. Student Information

Vision Problem \_\_\_\_\_ Describe \_\_\_\_\_

Hearing Problem \_\_\_\_\_ Describe \_\_\_\_\_

Speech/Language Problem \_\_\_\_\_ Describe \_\_\_\_\_

Diagnosed Learning Problem \_\_\_\_\_ Describe \_\_\_\_\_

### II. Academic Achievement Information

	Standardized Testing (Grade Equivalent _____)	Most Recent Report Card Grade (Grading Period _____)
A. Reading	_____	_____
B. Math	_____	_____
C. Language	_____	_____
D. Work/Study Skills	_____	_____
E. Current Instructional Level, Reading	_____	_____

III. Additional Testing Results

Instrument	Date	Results
_____	_____	_____
_____	_____	_____
_____	_____	_____

IV. Previous Attempts Recommended to Assist Student:

Recommended? Implemented?	When? When?
------------------------------	----------------

A. Student Support/Child Study 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) \_\_\_\_\_

\_\_\_\_\_

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

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

VI. Retention Procedures

A. Teacher notification of SST/CST: Date \_\_\_\_\_

B. SST/CST meeting: Date \_\_\_\_\_

C. Team Decision: Retention \_\_\_\_\_ Promotion \_\_\_\_\_

VII. Notes



ADMINISTRATIVE REGULATION

APPROVED: December 13, 2016

REVISED:

# CENTENNIAL SCHOOL DISTRICT

## 215-AR-4. RETENTION LETTER

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Dear \_\_\_\_\_

Your child \_\_\_\_\_, has continued to experience difficulty progressing academically in school. Having reviewed your child's work and records thoroughly, we feel that your child should be retained in grade \_\_\_\_\_ for the \_\_\_\_\_ school year.

We make this decision based on a concern for proper growth and development in the mental, physical, social and emotional areas of your child's education. Progress in these areas is most important on moving any child toward attaining his/her highest potential.

We realize, that in addition to any prior contacts that you have had with your child's teacher, you may have some questions with respect to this decision. If you do and wish to discuss this matter, please contact your child's teacher and arrange an appointment. Both the teacher and I will make ourselves available for this meeting.

Sincerely,

\_\_\_\_\_  
Principal

\_\_\_\_\_  
School

ADMINISTRATIVE REGULATION

APPROVED: December 13, 2016

REVISED:

# CENTENNIAL SCHOOL DISTRICT

## 215-AR-5. PARENTAL RESPONSE FORM

Student's Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Teacher(s) \_\_\_\_\_

Principal \_\_\_\_\_

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

\_\_\_\_\_ be retained

in grade \_\_\_\_\_ for the \_\_\_\_\_ school year.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments:

ADMINISTRATIVE REGULATION

APPROVED: December 13, 2016

REVISED:

# CENTENNIAL SCHOOL DISTRICT

## 215-AR-6. ACCELERATION

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.

The District will require documentation regarding the acceleration of a student to the next grade level. The District's decision will support what is indicated for the student's best interests, based upon the data and rationale presented.

When a student is identified as a candidate for acceleration to a higher grade level, the established procedures will be followed:

1. The teacher will inform the guidance counselor and principal prior to contacting the parents/guardians.
2. The teacher will complete a Student Acceleration Data Sheet for the student. The results will be discussed among the teacher, guidance counselor and principal or designee, and a recommendation will be made.
3. The principal will review all documents and rationale and must approve the recommendation for acceleration.
4. The teacher will contact the parents/guardians and schedule a conference to discuss the possible acceleration.
5. Only if the parents/guardians agree will the student be accelerated to the next grade level. The approval and recommendation will be documented on the student's permanent record.

All parent/guardian requests for acceleration to a higher grade level will be processed in accordance with the above procedures.

All appeals will be processed through the guidance counselor and principal.

ADMINISTRATIVE REGULATION

APPROVED: December 13, 2016

REVISED:

# CENTENNIAL SCHOOL DISTRICT

## 215-AR-7. STUDENT ACCELERATION DATA SHEET

Student's Name \_\_\_\_\_

Current Grade Assignment \_\_\_\_\_

Responding Professional \_\_\_\_\_

All teachers and the guidance counselor who have instructed or evaluated the student listed above shall respond to the following items:

The student demonstrates ability beyond the current grade level assignment by approximately three (3) to four (4) years.                      Yes                      No

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following traits are rated on a scale from 1 to 5, with 5 indicating the highest possible response opportunity. The responses are to be relative to the student when compared to other district students.

The student is a self-directed and self-motivated learner.                      1      2      3      4      5

The student exhibits leadership skills.                      1      2      3      4      5

The student requests additional projects above and beyond the grade level assignment.                      1      2      3      4      5

The student displays social and emotional maturity.                      1      2      3      4      5

The student exhibits organizational skills.                      1      2      3      4      5

Please offer additional comments on page 2. Examples include creativity, expressiveness, current enrichment opportunities, etc. All teacher comments will later be compiled as one (1) typewritten report for the parents/guardians.



ADMINISTRATIVE REGULATION

APPROVED: December 13, 2016

REVISED:

# CENTENNIAL SCHOOL DISTRICT

## 215-AR-8. RECOMMENDATION FOR ACCELERATION

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Current Grade Assignment \_\_\_\_\_

Individual(s) Recommending Grade Acceleration

\_\_\_\_\_

\_\_\_\_\_

Recommended Grade Assignment \_\_\_\_\_ for the school term \_\_\_\_\_

Comments Regarding School Attendance \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The following item is to be completed by the guidance counselor – student's standardized test scores (identify the individual achievement test, the date the test was administered, and the counselor's name).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The following test(s) were administered, resulting in the scores as indicated.

Date \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_