

COUNCIL ROCK SCHOOL  
DISTRICT

ADMINISTRATIVE  
REGULATIONS

ELEMENTARY GUIDANCE PROMOTION

The Board recognizes that a policy of promotion must be based on the needs of the individual child. The guidance promotion regulation provides for such an approach.

Pupils are assigned to a specific grade each year after careful study and an analysis of what seems best for the child. This regulation accepts continuous progress as highly desirable, but reserves the right to modify this procedure for individual children. The child who has average measured intelligence, who does not display a readiness to meet successfully the challenge and concepts presented at the next level or grade due to social, physical, emotional, and mental immaturity, the child who has missed a great deal of school work due to extended absences, the child whose school success has been hampered by a specific physical disability may profit from a deceleration of classroom work or retention.

Every decision regarding the assignment of a child should be based on a concensus of all concerned. Decisions should be based on a careful evaluation of such data as: the child's chronological age, measured mental ability, physical growth, social experience, scholastic achievement, attitude, future goals and desires. Members of the school staff should confer with the child's parents to ascertain their understanding of the problems existing and to solicit suggestions concerning the child's future program.

If the final decision is that the child will be better served by repeating a grade or by some other variation of the usual promotional pattern, it is imperative that this be explained to the parents and the child. The pupil and his/her parents also should understand what the school intends to do to assist the pupil in his/her future schooling.

As early as possible in the third marking period, the teacher should identify to the building principal, children who are possible considerations for retention. A program of compiling all information should be initiated. This would include teacher anecdotal records, achievement records, psychologist's evaluations, etc. When additional information is needed, the reading teacher, school nurse, and former teacher should be consulted.

The teacher and principal should meet with the parents to ascertain their understanding of the existing problems and to solicit suggestions concerning the parents' desire for their child's future educational program.

If after the meeting with the parents, they are not convinced that the decision of retention is in the best interest of their child, the principal and teacher shall institute any further action that would clarify the situation. This information will then be explained to the parents with the principal making the final decision regarding retention.

If retention of the grade, or a program of deceleration of class work is decided upon, the principal and teacher(s) should meet together to develop a program for the child in the following school year. Diagnostic testing should be done to provide a criteria for developing the program best geared to the child.

The parents will be informed of the program developed for their child and his/her progress reported periodically throughout the new school year.