

CROMWELL PUBLIC SCHOOLS

BOARD OF EDUCATION POLICY

STUDENTS
Promotion/Acceleration/Retention

Adopted: 1973

Revised: 11/24/81, 2/9/82, 4/10/01

The administration and professional staff shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, performance on the statewide grades 4, 6, 8 and 10 testing program and on other standardized tests, meeting the statewide reading standards in the primary grades, maturity, academic potential and student aptitude. The district shall provide alternatives to promotion such as, but not limited to, transitional programs and may require students whose academic performance jeopardizes their promotion or graduation to attend after-school, summer school or other programs that are designed to help them. The administration shall determine remedial assistance for a student who is not promoted.

(cf. 4124 – Reporting to Parents)

(cf. 6146 – Graduation Requirements)

(cf. 6146.1 – Grading System)

Legal Reference: Connecticut General Statutes

P.A. 99-288 An Act Concerning Education Accountability

10-221(b) Board of education to prescribe rules.

10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans.

Administrative Regulation

Students

Promotion/Acceleration/Retention

Grades K-8

In general, children shall be placed at the grade level to which they are best adjusted academically, socially and emotionally. The education program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade. Acceleration may be considered for the exceptional child who is academically, socially, and emotionally capable of being advanced. Some children, however, may benefit from remaining another year in the same grade. Retention may be considered within the following guidelines:

- a. Retention has a reasonable chance of benefiting the child;
- b. No student will be retained more than once in a given grade; and
- c. No student will be retained at the middle school if he/she will reach the age of 16 by January 1 of the school year.

Whenever such retention is being considered, but no later than February 15, the teacher shall confer with the principal, parent and child study team to discuss specific areas of concern. The parents shall then be invited to a meeting with the teacher, and/or principal, and other staff members no later than April 15 for an updated discussion of the matter. This discussion shall consist of an explanation to the parent of their child's current academic standing in relationship to program objectives and individual ability. No later than June 1, a subsequent meeting will be held to review the student's progress. At this time, the final decision of retention shall be made at the elementary level, and no later than June 30 at the middle school level. The final decision shall be made by the principal in consultation with the professional staff and parent(s)/guardian(s).

Guidelines for K-8 Promotion/Retention

These guidelines have been prepared to provide an overall direction to staff in the Cromwell schools regarding the efficacy of student retention. While there is no definitive formula designed to make these decisions easier and less cumbersome, there are criteria listed which should be seriously considered in making retention decisions. This checklist is for school authorities' reference only.

Check whether a criterion is a factor for retention or for promotion. The purpose of these guidelines is not to come up with a total number of checks, but rather to help organize items for discussion at the parent conference.

Promotion/Acceleration/Retention

CRITERIA	Factor for Promotion	Factor for Retention	Not a Significant Factor
<p>1. <u>Estimated Development Age</u></p> <p>The developmental age of a child is the age at which a child is behaving as a total person (physically, socially, emotionally and intellectually) – a functioning age. Consideration of the developmental age is probably most applicable to the first four years of formal school attendance, or for chronological ages of 4 through 8.</p>			
<p>2. <u>Academic Achievement</u></p> <p>Consideration is given to how the pupil is achieving in basic skills areas, particularly reading and mathematics, based on daily classroom work, information on the report card, and standardized testing results.</p>			
<p>3. <u>Apparent Learning Potential</u></p> <p>As evidenced by group and/or individual test results, what is the apparent ability level of the student? Research suggests that the student who is within the average to slightly above or below average ability range is usually one who can most benefit from retention.</p>			
<p>4. <u>Present Grade Placement</u></p> <p>According to research, when retention has been found to be beneficial, it is almost always in the primary grades.</p>			
<p>5. <u>Previous Retentions</u></p> <p>Consideration should be given to whether the child has been retained previously and/or has been held out of kindergarten for a year.</p>			
<p>6. <u>Motivation/Work Habits</u></p> <p>Consideration should be given to whether the student shows some interest in and makes an effort to complete his/her school work independently.</p>			
<p>7. <u>Learning Styles</u></p> <p>Accommodations should be made to address the child's individual learning style: visual, auditory, kinesthetic. Have modifications in presentation been effective?</p>			
<p>8. <u>Social Behavior</u></p> <p>Factors such as the following should be considered: how well the child relates with peers; association with younger children; ability to follow school rules, significant anti-social behavior, if any.</p>			
<p>9. <u>School Attendance</u></p> <p>A poor attendance record may result in significant gaps in the child's basic skills.</p>			
<p>10. <u>Transiency</u></p> <p>Consideration should be given to whether the highly transient child will benefit from retention, primarily because this pattern may be likely to continue.</p>			
<p>11. <u>Emotional Behavior</u></p> <p>Emotional characteristics of the child should be considered: are there consistent signs of distractibility, depression, over-activity, withdrawal, nervousness, etc.,</p>			

<p>or is the child generally free from signs of skewed emotional development.</p>			
<p>12. <u>Attitudes of Parent/Child</u> The projected or stated attitude of parent/child toward retention should be considered.</p>			
<p>13. <u>Family Life Atmosphere</u> Has there been a recent divorce, significant death or other traumatic occurrence that may be influencing the student?</p>			
<p>14. <u>Sibling/Placement in Family</u> Consideration should be given to whether the child, if retained, would be placed in the same grade as a younger sibling.</p>			
<p>15. <u>Physical Development/Health</u> Factors such as the following should be considered: gross and fine motor skills, physical size, history of illnesses, hospitalizations, hearing or vision problems, etc.</p>			
<p>16. <u>Special Services</u> Has the child study team been convened? What special services have been provided to the child; what has been the result and what is expected in the future? List services:</p>			
<p>17. <u>Other Factors (List)</u></p>			