

PROMOTION/RETENTION/ACCELERATION/GRADES K-8

Policy

It is the philosophy of the Board of Education that all students should have access to instructional programs that are compatible with their maturity, functional and achievement levels, emotional condition, learning style(s), and intellectual capacity.

It is expected that most students in the Trumbull Public Schools will progress from grade to grade each year by demonstrating that they are proficient in the skills and concepts appropriate to their present grade assignment. It should be noted that the Trumbull Board of Education does not support “social promotion” which is defined as the practice of passing along to the next higher grade a student who has not successfully completed the requirements of his/her present grade. In all cases, the placement of a student in grade is made on the basis of the student’s best interest. The principal, upon the recommendation of the teacher and/or parent, and in consultation with other personnel, may retain the student for the ensuing year. Before such a decision is made factors listed below will be considered.

- Academic Achievement, especially basic skill mastery as indicated on the report card
- Grade Level – benchmark assessments
- Universal Screening assessments
- Early Intervention records
- Progress Monitoring Data
- Connecticut Mastery Test
- Other standardized test information
- The learning potential of the child
- Learning differences, if any
- Work and study habits
- Special needs, if any
- Physical, social and emotional development
- Health and attendance
- Chronological age
- Previous retention(s)
- Placement of siblings
- Parental attitude toward promotion or retention

Adopted: 01/08/80  
Revised: 11/88, 2/95, 1/96  
4/97, 6/00, 01/15/02,  
06/18/02, 7/20/10

Regulations

Elementary Schools

I. Promotion

The following standards are to be used as a reference in considering students for promotion/retention.

Kindergarten: A student who shows developmental readiness in the physical, social, emotional and intellectual areas should be promoted to grade one.

Grade One, Two and Three: A student earns promotion by demonstrating that he/she:

- reads fluently and with comprehension as measured by standard grade level assessment materials used in all Trumbull schools\*
- and is proficient, at grade level, in basic computation, problem solving, reasoning and application skills as measured by regular district wide assessments using prescribed test materials\*.

Grade Four and Five: A student earns promotion by demonstrating that he/she:

- reads fluently and with comprehension as measured by standard grade level assessment materials used in all Trumbull schools\*
- is proficient, at grade level, in basic computation, problem solving, reasoning and application skills as measured by regular district wide assessments using prescribed test materials\*
- and is proficient in the basic concepts of the grade level language arts program.

II. Retention

A. The decision to retain a student is ultimately the responsibility of the school principal. Such a decision is made after a thorough review of classroom performance, ongoing assessment data and teacher feedback. This occurs through collaboration with a review of the current appropriate research in the field and available achievement data.

B. The school principal will require classroom teachers to inform him/her of pupils whose progress is sufficiently lacking to warrant retention consideration. The principal will establish a time-line and reporting procedures for his/her staff.

1. A parent conference is required as soon as retention becomes a consideration. A report summarizing that conference will be sent to the student's parents and a copy is to be retained by the school. Both the conference and the report will be completed on or before the 15th of March.
2. The final decision concerning retention will be made by the end of the school year for retention at grade level during the subsequent school year. Parents will be informed of the retention decision within 10 days of the last day of the school year during which retention is being considered. \* Please see References.

Regulations

Elementary Schools-continued

II. Retention-continued

- C. It is recognized that parents and staff will reach a final decision on retention prior to the final date of school. In such cases, common agreement between both parties should be reached as to the most appropriate time and method of informing the child in question of the decision.
- D. While parental concerns and considerations must be part of the process, the school shall not abdicate its legal responsibility for pupil assignments and placement. In all cases where common agreement cannot be reached, the principal's decision shall ultimately prevail. Any parent dissatisfied with a decision to retain or not to retain may appeal the decision to the Superintendent of Schools. Should a situation arise where parents refuse retention, their decision shall be obtained in writing and placed in the child's permanent record along with the written recommendation/decision of the staff.
- E. If a student is retained, a specific individual learning plan will be developed for the child. The program should reflect a comprehensive analysis of those educational factors that might have contributed to retention. The retained student may be placed with the same teacher(s) for the following year if it is deemed appropriate.

III. Differentiation: Remediation and Acceleration (K-8)

Classroom instruction is designed to meet the varying needs of students by differentiating:

1. Content: The depth of what students learn.
2. Instructional Groupings: Whole class, small group, one-to-one.
3. Instructional Methods: Teacher modeling, guided practice, collaborative peer work, independent practice and application.
4. Task/End Product: What students are required to complete or create to demonstrate mastery of learning objectives.

The Middle School instructional content and difficulty also varies by placement in specific leveled courses.

A classroom teacher's knowledge of individual students, the curriculum, and use of class time allows for differentiated classroom instruction that meets the needs of students working below, at, and above grade level. Based on this instructional model, it is not the practice of Trumbull Public Schools to accelerate students a grade level in the elementary and middle school ranks.

Regulations

Secondary Schools

I. Promotion Grades 6-8

The standards for promotion at the middle school level are:

- A. Satisfactory progress in language arts, social studies, mathematics, science and reading as measured by standard grade level assessment materials prescribed for use in all Trumbull Public Schools and
- B. Satisfactory effort and progress in unified arts including physical education, information processing and all other subjects as measured by identified performance indicators.

II. Retention Grades 6-8

- A. A student who fails any academic subject will automatically be considered for possible retention. A plan for remediation will be prepared.
- B. Students being considered for retention may be promoted if
  - 1. They successfully complete the required course(s) in an approved summer school program acceptable to the district or
  - 2. They successfully complete the required course(s) in an approved tutorial program (25 hours per course).
- C. The decision to retain a student is the responsibility of the school principal. This decision is made after careful consideration of the “guidelines” by the principal in collaboration with the student’s teacher(s), parents, and appropriate other staff as necessary.
- D. It is essential that parents become part of the deliberations on retaining their child as far in advance of the decision date as possible. Parents of student in risk of being retained are brought in for a Danger of Retention meeting around the time of the 3<sup>rd</sup> progress report. As a result of the conference a recommendation and a plan of action for retention or further evaluation and remediation will be made.
- E. If a student is retained the program should reflect a comprehensive analysis of those behavioral and educational factors that might have contributed to retention. An early intervention plan should be developed from this information.
- F. The final decision concerning retention must be made prior to the end of the school year. Parents will be informed of the decision in writing as soon as possible. Parents must also be notified of their right to appeal.
- G. If during the following summer session a student who has been recommended for retention makes up unsatisfactory work and meets the guidelines for promotion, the principal may place the student into the next grade. No more than two academic courses may be made up in summer school.

Regulations

Secondary Schools continued

Retention Grades 6-8 continued

- H. All students are allowed to retake up to 2 failed courses in summer school. If students fail more than 2 courses they must repeat the grade.
- I. If a student is retained, a specific educational plan will be developed by the teachers and related service staff involved with the student for the next school year.
- J. While parental concerns and considerations must be part of the process, the school shall not abdicate its legal responsibility for pupil assignments and placement. Where common agreement cannot be reached, the principal's decision shall ultimately prevail. Any parent dissatisfied with a decision to retain or not to retain may appeal the decision to the Superintendent of Schools. Should a situation arise where parents refuse retention, their decision shall be obtained in writing and placed in the child's permanent record along with the written recommendation/decision of the staff. The child will not receive any certificate which attests to the satisfactory completion of requirements.

III. Support Programs

As part of the effort to foster student achievement, various supplemental services are made available to students who appear to need additional support and/or be at risk of failing to meet criteria for promotion or graduation. These include:

A. K-8 Early Intervention Team Process

Beginning in kindergarten and continuing through grade 8. The Early Intervention Team Process (EIT) fosters student achievement by providing a building based team to assist any student who has not mastered or does not appear to be mastering basic skill instruction in reading, language arts and/or math. As part of our Scientific Research-Based Intervention (SRBI) framework, the team provides support by constructing a plan to include:

1. Specific instructional goals, timelines, methods, strategies and activities.
2. Progress monitoring assessment(s).
3. Increases in frequency, intensity, and duration of instruction.
4. Recommendations for involving parents.

Using standard forms, a written record of progress will reflect the success or failure of the EIT process as a student moves through the three Tiers of instruction. When the EIT process has explored and implemented all reasonable alternative strategies but not met with success. The team will consider the possibility of a referral to Special Education.

Regulations

Secondary Schools Continued

Support Programs Continued

B. Summer School

Remedial and support programs are available for all students who failed to meet promotion standards as well as others who could benefit from continuing instruction during summer months. Regular classroom teachers communicate with summer school instructors to provide information necessary to develop appropriate instruction plans and assessment strategies.

Revised: 01/23/96, 06/21/00, 01/15/02, 06/18/02, 07/20/2010

References

- Section 10-14m, Development and submission of educational evaluation and remedial assistance plan to include CMT reference.
- Section 10-76, a-1, Regulation concerning Children requiring Special Education, General Statutes of Connecticut, revised to January 1, 1979.
- Public Act No. 99-288, An Act Concerning Education Accountability, State of Connecticut.
- Public Law 94-142, Education of Handicapped Children, Part B of the Education of the Handicapped Act, Federal Register, August 23, 1977.
- Trumbull Board of Education Policy  
Attendance Policy Grades K-8
- Taking Responsibility for Ending Social Promotion: A Guide for Educators published by the United States Department of Education. May 1999
- NCLB (No Child Left Behind) Act of 2001 (Pub. L. 107-110.115 Stat. 1425 enacted January 8, 2002)
- SRBI (Scientific Research-Based Intervention)
- \* All references to academic achievement relate to the standard Trumbull Public Schools curricula (language arts, mathematics, reading, science and social studies) developed by the professional staff. Specifically, mastery of skills at the elementary level speaks to the language arts, mathematics and reading achievement which is made part of each pupil's record. Trumbull Public Schools website: [www.trumbullps.org](http://www.trumbullps.org) and go to the Curriculum tab, click parent handbook. (K-8 Parent Handbook for Student Assessment)