

Students

Promotion/Acceleration/Retention

The Stafford Board of Education (“the Board”) is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the Board will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty 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 demonstrated and assessed successful completion of the curriculum, attendance, performance, and benchmark assessments. Any necessary retention should take place as early in a student’s educational career as possible.

Students who, on the basis of objective measures of academic proficiency, can reasonably be expected to meet the instructional/learning objectives at the next educational level may be promoted.

The Board shall approve the grading and reporting systems as developed by the administration and faculty upon the recommendation of the Superintendent of Schools.

The Board expects students to progress through each grade usually within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. The student’s readiness for work at the next grade level shall be reviewed before he/she is promoted. The Board discourages the practice of promoting students to the next grade level for social reasons; therefore, those who are not proficient with the appropriate skills will be considered for retention in alignment with this policy’s regulation.

Progress toward high school graduation shall be based on the student’s ability to pass the required subjects and electives necessary to earn the required number of credits necessary for graduation, meeting the credit distribution requirements. The student must also demonstrate proficiency in basic skills as outlined in Policy 6146 – Graduation Requirements. Students who have not successfully completed the assessment criteria shall participate in a course of study designed to assist them attain a satisfactory level of competency prior to graduation. When high academic achievement is evident, the Superintendent or his/her designee may approve a student for acceleration into a higher grade level. The student’s social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

School administrators shall determine if students are in danger of failing and at risk for retention. Prior to deciding on retention for a student not mastering the appropriate skills, the school shall provide and may require the student to attend one or more alternatives for remedial assistance. Opportunities provided for supplemental and remedial instruction to assist the student in overcoming his/her academic deficiencies may include but are not limited to tutorial programs, summer school, tiered intervention programs, or student mentoring.

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision-making process. Parents/guardians of students in grades PK – 8 will be notified as early as possible that retention is being considered and except in very unusual circumstances, no later than March 31. The Principal shall be responsible for making the final decision as to retention and assignment.

Except when in high school, as credits determine promotion, students are generally not retained if they have been retained before, have been identified with special education needs, are acquiring English as a new language, are experiencing an acute personal crisis, or if their performance is attributed to well-below-average ability as determined using individualized intellectual assessments.

(cf. 5124 - 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) Boards of education to prescribe rules.

10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans. (as amended by PA 01-173 and PA 06-135)

10-265l Requirements for additional instruction for poor performing students in priority school districts; exemption. Summer school required; exemption (as amended by PA 99-288, PA 01-173, PA 03-174 and PA 06-135)

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STAFFORD PUBLIC SCHOOLS
Stafford Springs, Connecticut