

**Students**

**Promotion/Acceleration/Retention**

The administration recommends that most adjustments to a student's placement be accomplished in kindergarten, first, second or third grades; however, grade placement at all levels shall be flexible, with the student's optimum progress and adjustment being the guiding criteria in all cases.

The decision as to student retention, promotion or acceleration shall be made by the school principal after consultation with appropriate staff members and in accordance with the procedures outlined below.

**Kindergarten to Grade 6**

1. The following factors will be carefully considered with regard to promotion, retention or acceleration of a student in kindergarten to grade 6:

**A. Physical Maturity**

1. Chronological age;
2. Physical size and development;
3. Physical development (delayed by poor health, coordination, speech)
4. Attendance; and
5. General health.

**B. Social and Emotional Maturity**

1. Peer relations;
2. Oral communications; and
3. Self concept/confidence.

**C. Academic Achievement and Ability**

1. Scores on intelligence and achievement tests;
2. Classroom performance;
3. Academic expectancy (in terms of age and ability);
4. Child's effort and attitude; and
5. Maturity of child's judgement.

**D. Parent/Guardian/Student Considerations**

1. Home and family influence (environment);
2. Parent/guardian support for placement; and
3. Student's reaction to placement.

**2. Other Building Level Procedures**

**A.** When the teacher first suspects that a student might benefit from a special grade placement, the teacher should discuss his/her concerns with the building principal.

**B.** The principal and/or teacher should confer with the parent(s) or guardian as early in the year as possible to inform them of the possibility of retention or acceleration and encourage their involvement and support in the decision making process.

C. A preliminary list of all students being considered for possible retention should be forwarded to the Superintendent no later than January 1. This list should be revised monthly and forwarded to the Superintendent monthly during the remainder of the year.

D. If a special grade placement seems to be in the best interests of the student, the parents or guardian should be invited to a conference to be made aware of the school's recommendation.

### **Grade 7 to Grade 8**

1. If any of the following conditions exist, a student will be considered for retention.

A. If a student has failed two or more of the following academic courses for the school year:

1. English;
2. Reading;
3. Math;
4. Science or
5. Social Studies

B. If a student has not attended school on a regular basis and has a record of excessive absences.

C. If a student exhibits a lack of emotional and/or behavioral maturity for his/her grade level and would benefit from retention.

2. Procedures to be followed when considering a special grade level placement:

A. End of First Term

1. Review progress of students. List students with failing grades/excessive absences.
2. Meet with students with failing grades or excessive absences. Counselor initiates meetings with teachers, parents/guardians, and students as needed to develop a plan to prevent student failure.

B. End of Second Term

1. Meet with cluster teams to develop a list of those students to be considered for retention.
2. Counselor meets with parents/guardians and teachers to discuss the possibility of retention or appropriate action.
3. Counselor meets with students considered for retention.
4. Develop a plan to prevent retention:
  1. Contract with students, parents/guardians, and teachers.
  2. Conduct an ongoing review of progress.
5. Forward the preliminary list to the Superintendent by January 1 and update monthly.

C. End of Third Term

1. Meet with cluster teams for student evaluation.
2. Counselor and administrator meet with parents/guardians and student to inform them of the retention decision (by April 15).

D. End of School Year

1. Cluster teachers list areas of strengths/weaknesses.

2. Plans for repeating grade (by June 1).
  1. Contract developed for the next school year.
  2. Teacher-developed goals for the next school year.

## **Grade 9 through Grade 12**

The only true retention on the high school level is non-graduation. If a student's graduation is in jeopardy due to a lack of the necessary total credits or to the possibility of a failure in a required course for graduation, the student may be retained (not graduate). Graduation may be in jeopardy as early as ninth grade if a student fails a required course or fails to earn a sufficient number of credits towards graduation.

### 1. Procedures followed when the above situation occurs:

A. Students are encouraged to make-up credits by attending summer school, electing to take more courses the following year or a combination thereof. Decisions of this nature are made through conferences with the student, parents/guardians, and the guidance counselor.

B. When deemed to be in the student's best interest, the year of graduation may be changed at some point during the student's high school years. That possibility would be pursued and discussed with the student, parent/guardian and guidance counselor if the accumulated credits are at or below 3.00 at the beginning of the sophomore year, 8.00 at the beginning of the junior year, and 12.00 at the beginning of the senior year. The change of the student's year of graduation has no direct implications on his/her eligibility for high school equivalency testing hence much deliberation and consultation with all parties occurs.

C. Students are encouraged to recoup unearned credits by repeating courses they have failed.

D. During a student's senior year, if he/she is in danger of not graduating, the communication between the school, student, and parent/guardian will intensify. Letters are written; conferences are held with teachers, parents/guardians, counselors, students; progress reports are sent; and notations are made on the student's report card.

E. At any time during the four years, if a student is in danger of failing a course, many attempts are made to resolve the problem. Progress reports are sent at the middle of each marking period, and discussions with the student and/or parent/guardian are common. Options include extra help sessions, monitoring of progress through summary forms, changes of course or level, referral to appropriate special areas (counseling, remedial reading, remedial math, testing), peer or professional tutoring, and study skills classes.

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LEDYARD PUBLIC SCHOOLS  
Ledyard, Connecticut