

5123/Promotion and Retention of Students Grades Pre-K – 8

TRUMBULL PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY MANUAL

SECTION: **5000**
CATEGORY: **Students**
POLICY CODE: **5123/Promotion and
Retention of Students
Grades Pre-K – 8**

PROMOTION AND RETENTION OF STUDENTS GRADES PRE-K – 8

Policy Statement

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 in accordance with the Regulations of this policy. Before such a decision is made, factors listed below will be considered.

- Academic achievement, especially mastery as indicated on the report card and through grade-level benchmark assessments
- Universal screening assessments
- Early Intervention Team (EIT) records
- Individualized Education Plans (IEPs)
- Progress monitoring data
- Standardized assessment results
- 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
- Parent/guardian preference regarding promotion or retention

Adopted: 1/8/1980
Revised: 11/1988, 2/1995,
1/23/1996, 4/1997, 6/21/2000,
1/15/2002, 6/18/2002, 7/20/2010,
5/26/2020

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References

- Connecticut General Statutes § 10-223a
- Trumbull Board of Education Policy Code 5113.1: Attendance Grades K-8
- Trumbull Board of Education Policy Code 6160: School-Wide Tiered Instruction and Scientific Research-Based Interventions (SRBI)

Regulations

I. Pre-Kindergarten

Students are promoted from Pre-Kindergarten to Kindergarten based on the recognition that it is the responsibility of elementary schools to be prepared to educate each Kindergarten student at his/her individual physical, social, emotional, and intellectual levels.

II. Elementary School

A. Promotion

The following standards are to be used as a reference in considering students for promotion:

1. Kindergarten: A student who shows developmental readiness in the physical, social, emotional, and intellectual areas should be promoted to grade one.
2. Grades 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 elementary schools; and
 - meets grade-level standard in basic computation, problem-solving, reasoning, and application skills as measured by regular district-wide assessments.
3. Grades 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 elementary schools, and meets grade-level standard for writing proficiency; and
 - meets grade-level standard in computation, problem-solving, reasoning, and application skills as measured by regular district-wide assessments.

B. Retention

1. The decision to retain a student is the responsibility of the school principal. Such a decision will be made after a thorough review of classroom performance, ongoing assessment data, and teacher feedback. This occurs through collaboration with the student's parent(s)/guardian(s) as well as school personnel including, where relevant, special education personnel and English Language Learner (ELL) personnel, along with a review of the current appropriate research in the field and available achievement data.
2. The school principal will require classroom teachers to inform him/her of students whose progress may warrant retention. Parents/guardians may also request that the school consider retention for their child. The principal will establish a timeline and reporting procedures for his/her staff.
3. A parent/guardian conference is required as soon as retention becomes a consideration. A report summarizing that conference will be sent to the student's

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- parent(s)/guardian(s) 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.
4. The final decision concerning retention will be made no later than 10 days before the last day of the school year for retention at grade level for the subsequent school year. Parents/guardians will be informed of the principal's retention decision in writing as soon as possible.
 5. In cases where parents/guardians agree with the principal's retention decision, parents/guardians and school staff should reach agreement as to the most appropriate time and method of informing the child in question of the decision.
 6. In cases where parents/guardians disagree with the principal's retention decision, they may appeal the decision to the Superintendent of Schools or his/her designee, whose decision shall be final.
 7. 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 may have contributed to retention, as well as consideration of supplemental services that may benefit the student. The retained student may be placed with the same teacher(s) for the following year if it is deemed appropriate.

III. Middle School

A. Promotion

The standards for promotion at the middle school level are:

- Satisfactory progress in language arts, social studies, mathematics, and science as measured by standard grade-level assessment materials used in both Trumbull middle schools; and
- Satisfactory effort and progress in all other subjects as measured by standard grade-level assessment materials used in both Trumbull middle schools.

B. Retention

1. A student who fails any academic subject for any trimester will automatically be considered for retention. A plan for remediation will be prepared.
2. The decision to retain a student is the responsibility of the school principal. Such a decision will be made after a thorough review of classroom performance, ongoing assessment data, and teacher feedback. This occurs through collaboration with the student's parent(s)/guardian(s) as well as school personnel including, where relevant, special education personnel and English Language Learner (ELL) personnel, along with a review of the current appropriate research in the field and available achievement data.
3. A parent/guardian conference is required as soon as retention becomes a consideration. A report summarizing that conference will be sent to the student's parent(s)/guardian(s) and a copy is to be retained by the school.

4. The final decision concerning retention must be made as soon as possible, but no later than the end of the school year. Parents/guardians will be informed of the principal's retention decision in writing as soon as possible.
5. In cases where parents/guardians disagree with the principal's retention decision, they may appeal the decision to the Superintendent of Schools or his/her designee, whose decision shall be final.
6. 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 may have contributed to retention, as well as consideration of supplemental services that may benefit the student. The retained student may be placed with the same teacher(s) for the following year if it is deemed appropriate.
7. Students being considered for retention may be promoted if they successfully complete the required course(s) during the school year or via acceptable summer substitute(s).

III. Support for All Learners

A. Classroom-Based Differentiation

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

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

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 elementary or middle school.

B. The Early Intervention Team (EIT) Process

The Early Intervention Team (EIT) process 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 literacy and/or mathematics. As part of a Scientific Research-Based Intervention (SRBI) framework, the team provides support by constructing a plan to include:

- Specific instructional goals, timelines, methods, strategies, and activities.
- Progress monitoring assessment(s).
- Increases in frequency, intensity, and duration of instruction.

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- 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 for special education services.