

Students

Promotion and Retention

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District 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 on the statewide mastery assessments and other testing instruments. Any necessary retention should take place as early in a student's educational career as possible.

Students shall be promoted only on the basis of academic achievement. 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 of Education shall approve the grading and reporting systems as developed by the administration and faculty upon the recommendation of the Superintendent of Schools.

The Board desires to minimize/eliminate the practice of promoting students to the next grade level for social reasons even though they are failing academically. 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 required before he/she is promoted. Students who have mastered the appropriate skills will be promoted; those who have not will be retained.

Progress toward high school graduation shall be based on the student's ability to pass the required subjects and electives necessary to earn the number and distribution of credits necessary for graduation. The student must also satisfactorily demonstrate the district's performance standards, assessed in part by the statewide mastery assessments. 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.

Schools shall identify students in danger of failing and being at risk for retention. This identification shall also include those students who fail to meet the remedial standards of the statewide assessment programs. Prior to deciding on retention for a student not mastering the appropriate skills, the district 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, after-school tutorial programs, Saturday tutorial programs, summer school, Reading Recovery, instruction during school vacations or

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during week-end programs, cross-age tutoring or student mentoring.

Students in grades one to three, inclusive, will be assessed on their ability to read and the school will develop and implement a personal reading plan for students found to be substantially deficient in reading on measures established by the State Board of Education.

The personal reading plan shall include additional instruction, within available appropriations, such as tutoring, an after-school, school vacation, or weekend program or a summer reading program.

Promotion of students with personal reading plans from first, second or third grade shall be based on documented progress in achieving the goals of the personal reading plan or demonstrated reading proficiency. A decision to promote a student who is substantially deficient in reading from first, second, or third grade must be justified in writing by the school principal to the Superintendent.

Within available appropriation, students in grades one to three, inclusive, who based on an end of the year evaluation, are determined to be substantially deficient in reading, shall be required to attend school the summer following such evaluation. The Superintendent may exempt an individual student from such requirement upon the recommendation of the school principal based on the student's progress with the student's personal reading plan. If a student does not receive such an exemption, has been offered the opportunity to attend summer school, but fails to do so, the student may not be promoted to the next grade.

Students in grades four, five and six, judged deficient in reading and provided with personal reading plans and additional instruction, who fail to make progress shall attend summer school; within available appropriations, the summer following the school year in which they failed to make such progress. The Superintendent may exempt an individual student from such requirement based upon the school principal's recommendation. If the student does not receive such an exemption and has been offered the opportunity to attend a summer school program and fails to attend summer school, he/she may not be promoted to the next grade.

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 will be notified as early as possible that retention is being considered and except in very unusual circumstances, no later than March 15. The Principal shall be responsible for making the final decision as to retention and assignment.

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.

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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NEW LONDON PUBLIC SCHOOLS

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New London, Connecticut