



Student promotion shall be determined by academic performance and social and emotional maturity. The Administration and faculty shall apply these criteria when determining whether to promote or retain a student. Retention is an extraordinary measure that should be the result of the combined professional judgment of the school principal, teachers, guidance counselor and/or other support personnel.

The Superintendent or his/her designee shall be responsible for developing procedures, in furtherance of this policy, that are designed to foster student achievement and reduce the incidence of social promotion. Such procedures shall:

1. include objective criteria for the promotion and graduation of students,
2. provide for the measuring of the progress of students against such criteria and the reporting of such information to parents and students,
3. include alternatives to promotion such as transition programs, and
4. provide for supplemental services.

Such procedures may require students who have substantial academic deficiencies that jeopardize their eligibility for promotion or graduation to attend after school programs, summer school or other programs that are designed to assist students in remedying such deficiencies.

Legal Reference:       Conn. Gen. Stat. § 10-221(b)  
                                  Conn. Gen. Stat. § 10-223a

Policy adopted:       June 15, 1992  
Policy revised:       October 15, 1995  
Policy revised:       August 19, 2019  
Policy revised:       August 17, 2020



Student promotion or retention decisions shall be determined by the school personnel when academic performance and social and emotional maturity warrants a review. Retention is an extraordinary measure that should be used only when the following guidelines are met.

In considering candidates for promotion or retention/accelerations recommendations will be guided by the following:

1. Evaluation of student achievement measures and assessments (curriculum-based, universal screens, progress monitoring, norm-referenced, state -standardized, and others as appropriate)
2. Evaluation of growth measures and documented response to interventions.
3. Classroom experiences and performance, as well as teacher input on day-to-day grade level achievement and progress.
4. Retention (or acceleration) will be considered only when support services and other instructional strategies within the current grade have been implemented with minimal success.
5. Retention (or acceleration) will not be considered to delay or supplant the provision of remedial, related, or special education services.
6. Kindergarten retention recommendations will be given the closest possible scrutiny.
7. Any placement recommendations which would result in a student being more than one year older or younger than his/her grade level peers (based upon chronological eligibility for kindergarten entry), will be given the closest possible scrutiny and require the approval of the Superintendent.

The decision regarding grade placement will begin with a review of the request and the pertinent data and considerations as noted above. This review will be conducted by a school-based team which includes the teacher(s), administrator(s) and, if appropriate, intervention staff, and special services staff. Following the review, the School Principal will notify the parent of the rationale for the decision and the impact of the decision on the next year's programming for the student.

In the case that a parent/guardian disagrees with the recommendation, the parent must submit a request for appeal of the decision to the School Principal. The School Principal will schedule a review meeting with the parent, and include appropriate members of the school-based team. Following the meeting, the School Principal will notify the parent in writing of the decision. The final determination of grade placement in regards to promotion and retention rests with the School Principal.

Regulation adopted: October 15, 1995

Regulation revised: August 19, 2019

Regulation revised: August 17, 2020