

## **Students**

### **Promotion/Acceleration/Retention**

It is the intention of the Stafford Board of Education that all students are placed in instructional programs in which they achieve academically as well as develop emotionally, socially, and physically. Students who have demonstrated satisfactory performance at an appropriate level relative to their grade placement, and as measured by criteria including district and state assessments, benchmarks, and grade level reporting, will be promoted to the next level. Students who do not meet these measurable, objective criteria will be supported through a range of programming options and services to develop their educational potential. A plan developed by the Student Assistance Team (SAT) will describe the individual program developed. The student's chronological age, motivation, and ability will be considered in program decisions. These options include more time for mastering skills as well as services that accommodate diverse academic needs and learning styles. Extra time for skill development may be defined as in-school intervention, after school, summer school, tutoring, or repetition of a course or grade level program.

#### **Stafford Public Schools will:**

- ❖ Identify objective criteria for promotion based on the Connecticut Core Standards for Learning and district performance standards;
- ❖ Provide for measuring of the progress of students against such criteria and timely reporting to parents;
- ❖ Convene a SAT meeting to determine appropriate programming options for students who are in danger of not meeting performance expectations. This plan may include more time for skill development and/or supplemental services (as described above). A written record of the SAT meeting shall be maintained. The final decision on an appropriate plan resides with the SAT. This does not curtail the rights of the parents/guardians to due process.

### **Appeal Process**

If the parents/guardians of students in grades PK – 8 do not agree with the SAT's decision, they may indicate their disagreement in writing to the Superintendent of Schools for review prior to May 1<sup>st</sup>. The Superintendent will respond to the parent letter no later than two weeks after it is received. If the student's parents/guardians object to the position of the Superintendent, they have the right to bring the matter to the Board of Education by forwarding a written request to the Board within two weeks of receipt of the Superintendent's response.

### **Grades Pre-K - 5 SAT Membership:**

Generally, the members of this team shall include a building administrator, the student's classroom teacher(s), school support staff, and a representative of the SAT. The building administrator may include other appropriate school personnel as members of the team. Should the student's parents /

guardians wish to attend the meetings, they may contact the school to obtain the schedule.

**Grades 6 – 12 SAT Membership:**

Generally, the members of this team shall include a building administrator, the student's classroom teacher(s), school support staff, and a representative of the SAT. The building administrator may include other appropriate school personnel as members of the team. Should the student's parents / guardians wish to attend the meetings, they may contact the school to obtain the schedule.

**Timeline for decision-making regarding promotion:**

**Grades Pre-K - 8:**

1. Teachers are required to communicate as early as possible with parents/guardians of students who are struggling to meet district performance standards.
2. By the conclusion of the first marking period, teachers will notify the SAT that intervention should be considered. The SAT will meet to determine an individual plan to address the student's needs.
3. School staff will inform parents / guardians in writing when it has been determined that a student will receive intervention services.
4. Parents will be notified as early as possible that retention is being considered and except in very unusual circumstances, a decision will be made no later than March 31.

**Grades 9 -12:**

1. Teachers will communicate with parents of students who are in danger of failing as early as possible.
2. Teachers and / or school counselors identify students that should be referred to the SAT. The SAT will determine an individual plan to address the student's needs.
3. At the end of each academic quarter, typically in November, January, April, and June, parents will receive a written performance report.
4. At the end of each academic quarter, typically in November, January, April, and June, the SAT will review all students in danger of failing due to extenuating circumstances such as hospitalization, personal or family trauma, or suspension for consideration of a status of "incomplete", which would typically allow such students two school weeks to complete any missing assignments or to make up tests, at the discretion of the high school principal.

## **Criteria for Promotion**

### **Grades Pre-K-5**

When considering the possible retention of students in pre-kindergarten through grade three, the team will consider the following factors:

1. Is the child's reading level significantly below expectation for the current level, based on district-wide benchmarks?
2. Has the child received ongoing and systematic reading instruction? A lack of ongoing and consistent instruction may be due to frequent moves or other factors.
3. Has the child missed instruction due to poor attendance or tardiness? Does the child need the opportunity to receive the basic instruction that has been missed? What percentage of instructional time has the student missed in the last year?
4. Do the child's scores on the Stafford benchmarks indicate a significant lack of mastery of the current grade level curriculum?
5. Does the child independently complete classroom and homework assignments?
6. Are the child's social skills age and/or grade appropriate?
7. Does the family support the retention?
8. How will the child's experiences be different from the current experiences?
9. Are there any other factors that need to be considered?

### **Grades 6-8**

Students who have achieved satisfactorily and at an appropriate level relative to their grade, as determined by teacher assessment, will be promoted. The same factors used in considering retention in Grades PreK-5 are applied, with academic achievement playing a more prominent role. Any student who either, 1.) fails both English and mathematics, or 2.) fails three or more major subject areas (English, mathematics, science, social studies, and either world language or reading) will be recommended for retention.

In grades 6 through 8, the following factors will be considered by the SAT

1. Student's potential
2. Student's academic achievement (students who are in jeopardy of failing two or more academic subjects)
3. Student's academic achievement (students who are in jeopardy of failing the same subject for the second time)
4. Student's work and study habits
5. Student's physical development

6. Student's social maturity
7. Student's emotional maturity
8. Student's attitude toward school
9. Student's attendance record

**Grades 9-12**

High school promotion from grade to grade is based upon a student's earning of credit, as defined within the Stafford High School Program of Studies.

Legal Reference: Connecticut General Statutes

P.A. 99-288 An Act Concerning Education Accountability

P.A. 17-42, An Act Concerning Revisions to the High School Graduation Requirements

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)

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, and PA 03-174)

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STAFFORD PUBLIC SCHOOLS  
Stafford Springs, Connecticut