

Promotion/Acceleration/Retention**Philosophy**

The Board of Education of the City of Derby subscribes to the concept of “Continuous Progress”. Lessons are to be structured to assess the student’s current readiness level as measured against the established continuum of skill development. Regardless of chronological age, or grade placement, the learning experience must consider each student’s current educational development and accomplishments. The pacing of the educational experience shall be based upon the individual student’s wealth of educational accomplishments and the individual student’s innate abilities. The public schools of our district are dedicated to the total and continuous development of each student enrolled; therefore, the certified staff is expected to place students at the grade level best suited to them academically, socially and emotionally.

Students will normally progress annually from grade to grade or level to level. Exceptions may be made when, in the judgment of the certified staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to each student’s parents or guardian. For retention the final decision will rest with school authorities.

Definitions**Continuous Progress**

Satisfactory performance and educational development as measured against the established learning continuum from Kindergarten to Grade Twelve.

Established Learning Continuum

The scope and sequence of skills and educational development determined by grade level expectations or educational programming design (varies by subject and staff discretion).

Promotion

Evaluation by the professional staff that students have successfully demonstrated skill and educational development consistent with the learning continuum or minimum graduation requirements.

Retention

Evaluation by the Professional staff that students’ progress as measured against the “Established Learning Continuum” warranting an advanced grade level placement or waiver of a specific course prerequisite (such waiver must conform to and be consistent with mandated high school graduation requirements). Acceleration from grade K-12 should be considered only after a

Careful and extensive personal evaluation of the students on all aspects of the Promotion/Acceleration/Retention criteria.

Promotion/Acceleration/Retention – Criteria

The total assessment of a student shall include an evaluation of all of the following eight items of the criteria. The criteria are not listed in rank order.

1. Chronological Age
2. Past Performance
3. Academic Aptitude
4. Emotional Maturity
5. Social Maturity
6. Physical Maturity
7. Prediction for Success
8. Assessment of the possibility of benefiting the child totally through Acceleration/Retention.

Acceleration

Acceleration of grade level or subject shall be based upon an evaluation by an appropriate committee of the high school professional staff selected by the school administration provided.

1. Approval of all aspects of the proposed acceleration (including the evaluation committee membership) has been granted by the Superintendent of Schools.
2. That each planned acceleration meets all necessary graduation requirements state statutes as determined by local standards and approved by the Superintendent of Schools or his agent.

Supplemental Services

Students may require more individual attention and supplemental services to realize their potential. In some instances, students may be considered for retention when they are substantially deficient in expected levels of academic performance. The ultimate decision of whether to promote or retain a student shall be based on specific criteria and the determination of which option is in the best interests of the child.

Upon the recommendation of the school Principal, students who have demonstrated substantial academic deficiencies that may jeopardize their eligibility for promotion will be provided with

supplemental services and the school Principal may also require that students attend after school programs, summer school or other programs offered by the school district that are designed to assist students in remedying such deficiencies.

Special Services

The promotion and retention of students who receive special education services or programs will include input from the planning and placement team.

Guidelines: Promotion/Acceleration/Retention (Grades K-58)

In general, children shall be placed at the grade level to which they are best suited. The educational program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade. However, a small number of children, advancing grade levels in a shorter duration. Such retention or advancement should be considered.

1. When a child is achieving significantly below or above expected levels;
2. When retention or advancement would have a reasonable chance of benefiting the child's total development;
3. For retention as soon as possible in the early stages of the child's education preferably in grades K-3.

No later than the close of the second marking period, the teacher considering retention/advancement must confer with the Principal and others involved with the child (such as the child's special teacher, counselor, and parents) to discuss specific areas of concern. The parents shall then be invited to a meeting with the teacher, Principal, and other staff members no later than the mid point of the third marking period for an updated discussion of the matter. This discussion shall consist of an explanation to the parents of their child's current academic standing in relationship to program objectives and individual ability. Goals shall be set for the prior through May 1. During the first two weeks of May another meeting will be held to review the goals and the student's progress. At this time, the final decision of retention/advancement shall be made. The final retention decision shall be made by the Principal, certified staff, and with parental consultation.

The educational program for a retained student is to be structured so as to offer the best opportunities for learning success. The revised program should reflect a comprehensive analysis of those educational factors that might have contributed to the retention. The retained students may be placed with the same teacher(s) for the following year if this is deemed appropriate. Other staff and ancillary personnel should be utilized to support retained students as needs and circumstances dictate.

For Promotion, the major references available to staff are (1) observation of total student development, (2) assessed performance on teacher made criterion-reference tests or skill

development records, (3) performance on standardized tests, (4) attendance, and (5) report card grades.

It is expected that all students will be in attendance at school on a regular basis. Regular class attendance and participation in instructional activities is considered vital to a student meeting the academic standards as defined by the Board of Education’s attendance policy.

Promotion Requirements

Students in grades 6, 7 and 8 must pass ~~4½~~five (5) core classes in order to be promoted to the next grade level. ~~9~~credits in order to be promoted to the next grade. A total of 9 credits is required elementary certification and enrollment in high school. The program for grade seven and eight students is as follows:

Core Classes for grades 6, 7, and 8

English - 1 credit

Reading - 1 credit

Math - 1 credit

Science - 1 credit

Social Studies - 1 credit

-Credit

Language Arts — 1

Math — 1

Social Studies 1 — 1

Science — 1

Flex — 1

Academic Wheel — 1

Physical Education — .20

Flex 8th	Credit	Flex 7th	Credit
Intro to Computers	.20	Musie	.20

Tech-Ed.	.20	Art	.20
Musie	.20	Keyboard	.20
Art	.20	Geography	.20
Health	.20	Tech-Ed.	.20

Academic Wheel Grade 8

Problem Solving .25 Credits

Science Problems .25 Credits

Research Paper .25 Credits

Math Skills .25 Credits

Academic Wheel Grade 7

Geometry .25 Credits

Statistics .25 Credits

L.A. Skills .25 Credits

Grammar .25 Credits

Promotion/Acceleration/Retention Grades 9 - 12

In order to enroll in ninth grade a student must have completed an approved elementary school program. Such approval shall be granted by the Superintendent of Schools or his agent. Promotion to grades ten - twelve shall be governed by the standards set forth below and standards established by state statutes. The minimum required credits are listed as follows:

1. The awarding of high school diploma is contingent upon a student completing and passing all the following requirements:
 - a. Twenty-four (24) credits. (for years 2011-2013)
2. The minimum number of credits to be taken per grade level are:
 - a. Grade 9 - 6.0
 - b. Grade 10 - 6.0
 - c. Grade 11 - 6.0
 - d. Grade 12 - 6.0
3. The number of earned credits necessary to enter each grade level:
 - a. Grade 10 - 5 earned credits
 - b. Grade 11 - 11 earned credits

- c. Grade 12 - 17 earned credits
- 4. All seniors are required to complete and pass a minimum of 6 credits and complete a total of twenty-four (24) credits.
- 5. The minimum total of twenty-four (24) credits earned must include:
 - a. English I, II, III and IV (Remedial courses would be in addition to the regular English course)
 - b. Mathematics - 3 years/credits
 - c. Science - \geq 3 years/credits
 - d. Social Studies - 3.5 years/credits (must include $\frac{1}{2}$ year Government, Local, State, Federal), and 1 year U.S. History
 - e. Physical Education - 1 credit (waivers may be granted at the sole discretion of the Administration for extreme medical reasons or handicapped conditions)
 - f. Health Education - .5 credits
 - g. Fine Arts - .5 credits (Includes courses in art, music or theater arts)
 - h. Practical Arts – 1 credit (Includes courses in business, computer science, technical education or work experience)

Summer School

A summer program may be recommended for students who fail a subject with a grade average no lower than 10 points below the minimum passing grade or no more than 20 points below the minimum passing grade with a teachers recommendation (i.e. 65 passing, 55 eligibility for summer program, or 65 passing, 45 eligibility with teacher recommendation).~~(i.e. 60 passing, 50 eligibility for summer program), providing such summer program has been given prior approval by the school administration and such approval has been given in writing to the student and or parent:~~

- a. No more than two subjects may be made up at summer program.
- b. In order to be eligible for summer school a student's absences cannot accrue to more than 20% of days enrolled.
- c. No more than two (2) absences are permitted during summer school or the student will lose credit. *** Three (3) tardies equal one absence.

~~d. Credit will not be given for a summer course if the student's performance is below a "C" average or its equivalent.~~

~~e. Upon successful completion of summer school, the student's failing grade will be amended to a "D" or its equivalent. Credit for summer school attendance is subject to the administration's discretion. Regardless of grade earned and regardless of prior written approval to attend summer program.~~

~~e. The administration may require a proficiency test designed by the appropriate local high school department prior to awarding summer school credit (administrative discretion);~~

~~d. Under no circumstances can credit be given for a summer course, if:~~

~~1. The student's performance is below a "C" average, and~~

~~2. The student failed to attend at least 90% of the summer class.~~

High School Promotion/Retention

No later than the close of the second marking period for 9th, 10th, and 11th grade students, the teacher considering retention/advancement must confer with the Principal and others involved with the student (such as the student's special teacher, counselor, and parents) to discuss specific areas of concern. The parents shall then be invited to a meeting with the teacher, Principal, and other staff members no later than the mid-point of the third marking period for an updated discussion of the matter. This discussion shall consist of an explanation to the parents of their child's current academic standing in relationship to program objectives and individual ability. Goals shall be set for the prior through May 1. During the first two weeks of May another meeting will be held to review the goals and the student's progress. At this time, the final decision of retention/advancement shall be made. The final retention decision shall be made by the Principal, as by certified staff, and with parental consultation.

The educational program for a retained student is to be structured so as to offer the best opportunities for learning success. The revised program should reflect a comprehensive analysis of those educational factors that might have contributed to the retention. The retained students may be placed with the same teacher(s) for the following year if this is deemed appropriate. Other staff and ancillary personnel should be utilized to support retained students as needs and circumstances dictate.

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The academic record of each senior is to be reviewed by the guidance department with student no later than October 1 to insure that all graduation requirements have been met by the student or

have been scheduled for the senior year. Where inadvertent omissions have occurred, the senior's schedule is to be revised accordingly.

Whenever senior retention is being considered (D and F grades for a given term), the following procedures shall be followed:

- a. Special warning reports are to be issued to parents in each course that seniors have failed or appear to be failing for each marking period, teachers will sign each report and records will be kept in the office.
- b. At the end of the first marking period, all seniors failing one or more courses are to be scheduled for individual conferences with their guidance counselors or teachers to review progress and make course adjustments where necessary.
- c. At the end of the second marking period, the guidance department will send letters to parents of seniors failing one or more subjects alerting them to the possibility of their children not graduating and requesting conferences with parents, counselors, and the teachers involved.
- d. At the end of the third marking period, the procedures outlines for the end of the second term will be repeated.
- e. After completion of the fourth marking period, final examination, failure reports for seniors are to be submitted to the guidance office. The school administration will review the student's graduation status with the teachers and counselors. As necessary, the guidance department or Principal will notify students and their parents that since graduation requirements have not been completed, the students will not graduate.
- f. Counselors will contact failing students and discuss all options available to earn a diploma or a high school equivalency certification.

Graduation

Participation in the graduation ceremony shall be denied to students who fail to meet graduation requirements due to:

1. Violation of the Board of Education's Attendance Policy.
2. Academic failures, which do not qualify for summer school attendance.

Participation in the graduation ceremony but withholding of an official diploma may be at the discretion of the school administration provided:

1. The student qualifies for summer school, and

2. The student has the potential of meeting graduation requirements at the end of the summer session immediately following graduation.

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. (as amended by PA 01-173 and PA 06-135)

[10-2651](#) Requirements for additional instruction for poor performing students in priority school districts, exemption. Summer school required; exception (as amended by PA 99-288, PA 01-173, PA 03-174 and PA 06-135)

Derby High School “Student-Parent Handbook,” 2010-2011, P.10.

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DERBY PUBLIC SCHOOLS

Derby, Connecticut