

Students

Promotion/Acceleration/Retention - Regulations

Promotion/Retention K-8

1. A student shall be promoted based on his/her spending one academic year at each level and demonstrating successful performance in the curriculum, attendance, performance on the CMT and CAPT assessments and on other testing instruments, social and emotional development, and what is deemed to be in the best interest of the student.
2. When a teacher or team is considering a recommendation to retain a student, the teacher or team shall confer with the building administrator and other support staff members to weigh the merits of retention prior to the end of the second marking period, or whenever the student's needs become apparent to the staff. The teacher or team, administrator, and support staff shall review available records regarding the student, particularly current and past grades, testing data, and comments of teachers. Staff shall also complete the Retention Checklist. After reviewing the results of the checklist, if the teacher or team, support staff and administration agree that retention should be considered, the parents of the child shall be notified and invited to attend a parent conference.
3. The parent conference shall focus on a discussion of the student's academic standing and other factors on the Retention Checklist that indicate the need for retention. Goals and expectations for the remainder of the school year, strategies to accomplish these goals, and evaluative criteria shall be developed with the parents and, if appropriate, the student.
4. Early into the fourth quarter, a meeting shall be held to review the student's progress. At that time, the decision concerning retention may be made. If a decision is not made at that time, the staff and parents shall set a date for a final decision. The date may be at the end of the school year when more information on the student's progress will be available, or it may be in August after the student has participated in a remediation program or summer school. In all cases, the parents shall be informed of the status of their child's progress.

After consultation with appropriate staff and parents, the final decision for promotion, retention and acceleration shall be made by the building administrator of the school where the student is currently enrolled.

## Students

### Promotion/Acceleration/Retention - Regulations

#### Promotion/Retention: Grades 9-12

In order to be considered a student in good standing at a grade level, students shall be required to pass a minimum number of courses each school year. Movement from grade to grade will not be automatic. The number of credits required for promotion will be set yearly in the approved High School Program of Studies.

#### Acceleration

Occasionally, a student will complete the normal curriculum in less than a year, including assigned enrichment activities. The school staff shall decide how best to maintain a challenge for the student. Options may include:

- moving the curriculum down to the student's level;
- moving the student to the next level, and / or
- redesigning the student's learning environment and requirements through independent study, long term projects, or advanced courses such as those available through a cooperative college program.

To be considered for acceleration, a student shall demonstrate mastery of nearly all the basic skills and objectives for the level or levels from which the student may be moved. Each academic discipline shall be considered separately. For example, acceleration may occur in math and science but not in languages, social studies and English.

Regulations  
Revised: 8/9/84  
Revised: 5/6/92  
Revised: 5/17/2000  
Approved: 1/2/2002

BROOKFIELD PUBLIC SCHOOLS  
Brookfield, Connecticut

## RETENTION CHECKLIST

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

<b>Child Factors</b>	<i>Indicates for Retention</i>	<i>Indicates Against Retention</i>	<i>Undecided</i>	<i>Not Applicable</i>
Presence of disabilities (physical or learning)				
Physical Size				
Academic Potential				
Social Maturity				
Self-Concept				
Independence				
Current Grade				
Current Age				
Previous Retention				
Nature of Problem				
Work Habits and Completion of Assigned Work				
Attendance				
CMT Test Data				
CAPT Test Data				
Other Standardized Test Data				
Classroom Test Data				
Basic Skills				
Child's Attitude Toward Retention				
Peer Pressures				

### **Family Factors**

Number of times child has moved				
Primary Language				
Family Attitude Toward Retention				
Sibling Pressure				
Medical Opinion				

**School Factors**

Availability of Remedial Assistance				
Ability to Implement Program Options or Modifications				
Availability of Support Personnel				
Class Size				

Additional Comments: