

Students

Promotion/Acceleration/Retention

The CREC Council is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, CREC will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner.

The decision to promote a student to the next grade level shall be based on demonstrated and assessed successful completion of the curriculum, readiness, attendance, performance on mastery examinations, and other testing instruments. Students shall be promoted on the basis of academic achievement and readiness for the next grade. 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.

Students will usually progress through each grade 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. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. Students' readiness for work at the next grade level shall be required before they are promoted. Students who have mastered the appropriate skills will be promoted; those who have not will be subject to a review of academic progress and readiness by school administration.

When high academic achievement is evident, the Executive Director or designee may approve a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration when making the determination to accelerate.

Schools shall identify students in danger of failing and/or retention, including students who fail to meet the remedial standards of statewide assessment programs. Prior to deciding to retain a student for not mastering the appropriate skills, CREC shall provide and may require the student to attend one or more alternatives for remedial assistance; these may include but are not limited to, additional small group or individualized instruction during the school day, after-school tutorial programs, Saturday tutorial programs, summer school, instruction during school vacations or during week-end programs, reading recovery, cross-age tutoring or student mentoring. Any necessary retention should take place as early in a student's educational career as possible.

The student's parent/guardian is to be fully involved and informed throughout the promotion/retention decision making process. Parents/guardians will be notified as early as possible that retention is being considered and given potential options for their student. The Principal shall be responsible for making the final decision as to retention and promotion.

(cf. 5124 - Reporting to Parents)
(cf. 6146 - Graduation Requirements)
(cf. 6146.1 – Grading/Assesment Systems)

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules.

10-223a. Promotion and graduation policies. Basic skills necessary for graduation; assessment process.

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CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut