

Students

Promotion/Acceleration/Retention

The Stafford Board of Education (“the Board”) is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the Board will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on demonstrated and assessed successful completion of the curriculum, attendance, performance, and benchmark assessments. Any necessary retention should take place as early in a student’s educational career as possible.

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.

The Board shall approve the grading and reporting systems as developed by the administration and faculty upon the recommendation of the Superintendent of Schools.

The Board discourages the practice of promoting students to the next grade level for social reasons even though they may be failing academically. The Board expects students to progress through each grade usually 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 when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement. The student’s readiness for work at the next grade level shall be reviewed before he/she is promoted. Students who have mastered the appropriate skills will be promoted; those who have not may be retained.

Progress toward high school graduation shall be based on the student’s ability to pass the required subjects and electives necessary to earn the required number of credits necessary for graduation, meeting the credit distribution requirement. The student must also demonstrate proficiency by achieving satisfactory results as identified by the district’s performance standards. Students who have not successfully completed the assessment criteria shall participate in a course of study designed to assist them attain a satisfactory level of competency prior to graduation. When high academic achievement is evident, the Superintendent or his/her designee may approve a student for acceleration into a higher grade level. The student’s social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

5123 (b)

School administrators shall determine if students are in danger of failing and at risk for retention. Prior to deciding on retention for a student not mastering the appropriate skills, the school shall provide and may require the student to attend one or more alternatives for remedial assistance. Opportunities provided for supplemental and remedial instruction to assist the student in overcoming his/her academic deficiencies may include but are not limited to tutorial programs, summer school, tiered intervention programs, or student mentoring.

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision-making process. Parents/guardians of students in grades PK – 8 will be notified as early as possible that retention is being considered and except in very unusual circumstances, no later than March 31. The Principal shall be responsible for making the final decision as to retention and assignment.

Except when in high school, as credits determine promotion, students are generally not retained if they have been retained before, have been identified with special education needs, are acquiring English as a new language, are experiencing an acute personal crisis, or if their performance is attributed to well-below-average ability as determined using individualized intellectual assessments.

(cf. 5124 - Reporting to Parents)
(cf. 6146 - Graduation Requirements)
(cf. 6146.1 - Grading System)

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; exemption (as amended by PA 99-288, PA 01-173, PA 03-174 and PA 06-135)

Policy adopted: May 9, 2011
Revised: March 15, 2021

STAFFORD PUBLIC SCHOOLS
Stafford Springs, Connecticut

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 1st. 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 follows:

For the Class of 2021 and 2022, the promotion requirements are as follows:

- To grade 10 - 5 credits
- To grade 11 - 10 or more credits
- To grade 12 - 15 or more credits
- To graduate - 22 credits as noted below

For the Class of 2023 and thereafter, the promotion requirements are as follows:

- To grade 10 - 6 credits
- To grade 11 - 12 or more credits
- To grade 12 - 18 or more credits
- To graduate - 25 credits as noted below

Requirements for a Stafford High School Diploma

For classes graduating in 2021 and 2022, the following **22** credits are required:

English	4		
Mathematics	3		
Science	3	including	1 credit in Biology
Social Studies	3	including	1 credit in U.S. History 1 credit in World Cultures 0.5 credit in Civics
Arts or Vocational Education	1		
Physical Education	1		
Health and Safety Education	0.5		
Technology Education	0.5		
Electives	6		

Students are required to have a schedule carrying at least 5.5 credits each school year and must successfully meet the Stafford Public Schools Demonstration of Proficiency in Basic Skills in literacy, mathematics, and science.

REG 5123 (e)

For classes graduating in 2023 and thereafter, the following **25** credits are required:

Humanities **9** total credits

- 4 credits in English
- 3 credits in Social Studies
 - including: 1 credit in U.S. History
 - 1 credit in World Cultures
 - 0.5 credit in Civics
- 2 elective credits in other Humanities coursework that may include:
 - English
 - Social Studies
 - Business
 - Fine Arts (Music and/or Art)

Science, Technology, Engineering, and Math (STEM) **9** total credits

- 3 credits in Mathematics including Algebra I, Geometry, and Algebra II
- 3 credits in Science including 1 credit in Biology
- 3 elective credits in other STEM coursework that may include:
 - Science
 - Applied Arts
 - (Technology) Math

Physical Education and Wellness **1**

Health and Safety Education **1**

World Languages **1**

Electives **3**

Mastery-Based District Assessment **1**

Financial Literacy – each student must complete at least one (1) of the following courses. Course credit will be counted toward either the Humanities or STEM elective credit, as identified below.

- Personal Finance (0.5 credit - Humanities)
- Money Management (1.0 credit - Humanities)
- Financial Algebra (1.0 credit - STEM)

REG 5123 (f)

Students are required to have a schedule carrying at least 7.0 credits each school year, except in grade 12 when they may carry 6.0. Students who have earned 21 credits at the conclusion of their junior year are only required to carry 5.0 credits during their senior year and must successfully meet the Stafford Public Schools Demonstration of Proficiency in Basic Skills in literacy, mathematics, and science.

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

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10-265g Summer reading programs required for priority school districts. Evaluation of student reading level. Personal reading plans. (as amended by PA 01-173)

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