

Students

Promotion and Retention

The basic philosophy of the Milford Board of Education is that academic progress proceeds at a rate commensurate to the student's academic level. Students shall be placed by the certified staff at the grade level best suited to their age and their academic, social and emotional development. Students will normally progress annually from grade to grade or level to level. Retention will only be used in rare circumstances.

The Milford Board of Education's objectives seek:

1. To provide an atmosphere which aids each student in developing intellectually, physically, emotionally and socially.
2. To help each student develop a healthy self-concept.
3. To provide a continuum of experiences within which each student can not only achieve full potential, but also discover and develop social talents and abilities.
4. To provide programs and curricula which allow for the change, expansion and individualization of instruction.
5. To develop in each student the skills, knowledge, and values necessary for responsible citizenship in a world of rapid change.

Promotion/Retention

Schools shall identify students in danger of failing and being at risk of retention. The identification shall also include those students who fail to meet the remedial standards of the Connecticut Mastery Test (CMT) statewide assessment program or off year CMT in grades 3, 5 and 7. Prior to deciding on a retention for a student not mastering the appropriate skills, the district shall provide and may require a student to attend one or more alternatives for remedial assistance. Opportunities provided for supplemental or remedial instruction to assist the student in overcoming his/her academic deficiencies, may include but are not limited to afterschool tutorial programs, Saturday tutorial programs, summer school, instruction during school vacations, cross-tutoring or student mentoring.

Parents of students being considered for retention will be notified no later than the issuing date of the third marking period report card.

Prior to the end of the school year, agreement shall be reached by the teacher and principal involved concerning the promotion or retention of individual students. If agreement of promotion, retention, or placement is not reached by parents, teachers, and administration, an appeal may be made to the office of the Superintendent of Schools for a final decision.

5123(a)

Students

Promotion and Retention (continued)

Legal Reference: Connecticut General Statutes
10-221(b) Boards of education to prescribe rules.
(cf. 6146 – Graduation Requirements)

Policy adopted: June 9, 1993
Revision Proposed: June 27, 2000
Revision Approved: July 5, 2000
2nd Revision Proposed: March 13, 2001
2nd Revision Approved: April 10, 2001

MILFORD PUBLIC SCHOOLS
Milford, Connecticut

5123(a)

Students Regulation

Promotion and Retention

In carrying out the policy of the Milford Board of Education, the Milford School System seeks to foster the continuous academic, emotional and social development of students. Generally, students will require six years to complete elementary school (K-5), three years to complete middle schools (6-8) and four years to complete high school (9-12); however, provisions are available for those students who would benefit from an accelerated or remedial program. Promotion or retention of a student is based on the evaluations and recommendations of the certified staff.

Promotion in Elementary Schools (K-5)

In the Milford Elementary Schools, the school principal decides upon the need for retention based on teacher recommendations with input from the parent or guardian and other certified staff.

In the elementary schools academic criteria shall include progress on grade level curriculum, the Connecticut Mastery Tests grades 4 (CMT) or off year CMT (grades 3 & 5) Degree of Reading Power (DRP) test, graded reading assessments, Integrated Learning System (ILS) assessments, and teacher assessments.

Elementary school students shall not have their original class placements extended by more than a one year total. An alternative educational approach, method or program should be employed if a student is retained.

Each student recommended for retention shall have an education improvement plan developed by the school and parents designed to bring the student to grade level performance in a year. The plan may include but is not limited to in school support services, after school tutorial programs, Saturday tutorial programs, summer school and cross age tutoring. It is strongly recommended that all plans have additional instructional time beyond the school day.

Promotion in Middle Schools (6-8)

Any student in sixth, seventh and eighth grade who fails math or language arts must be considered for retention. In addition, any student who fails science or social studies may be considered for retention. Students with a pattern of low achievement as evidenced by grades in major subjects CMT(grades 6 & 8 or off year CMT in grade 7) assessments may be considered for retention. The decision will be based on a review of the student's educational history and recommendations of the staff. If the student is retained, high priority should be given to placing the student in an alternative instructional program and in providing additional instruction time beyond the school day.

Any student being considered for a second retention, in the K-8 years, is subject to a full psycho-educational assessment, if one has not been previously administered.

In cases where acceleration is considered, the following shall take place:

- A. Input from the parents or guardian and professional staff.
- A psycho-educational assessment to assist in the decision-making process with respect to the academic and social integration of the student.

5123(b)

Students

Promotion in Secondary Schools (9-12)

In the Milford Secondary Schools promotion from grade 9 to 10, grade 10 to 11, and grade 11 to 12, is based on a system of credit accrual obtained by the successful completion of courses.

Students in grade 9 are promoted to grade 10 when they have earned 5.5 credits and have satisfactorily completed grade 9 English.

Promotion Requirements

To be placed in a sophomore homeroom a student must have:

- a minimum of 5.5 credits
- pass English I

To be placed in a junior homeroom a student must have:

- a minimum of 11.0 credits
- pass English 2
- pass one year of mathematics
- pass one year of social studies
- pass one year of science

To be placed in a senior homeroom a student must have:

- a minimum of 16.5 credits
- have fulfilled enough of the graduation requirements to allow the student to graduate in June

Graduation Requirements

In order to graduate from a Milford High School a student must fulfill the following requirements:

- acquire **22.3** credits and pass
- 4 years (4.0 credits) of English
- 3 years (3.0 credits) of mathematics
- 3 years (3.0 credits) of social studies (including 1 credit U.S. History and 0.5 credit in Global Studies) (Class of 2004 and all subsequent classes must have a 0.5 credit in Civics)
- 3 years (3.0 credits) of science
- 1 ½ year (1.5 credit) of physical education/health(1.0 physical education and 0.5 credits health)

- 1 ½ years (1.5 credits) of business, technology education, family and consumer science, art or music.
- complete one project utilizing technology to solve significant problems (0.1 credit)
- demonstrate competency in writing (0.1 credit) (Class of 2002 and all subsequent classes) and in math (0.1 credit) (Class of 2003 and all subsequent classes).

Students take courses which not only enable them to fulfill promotion and graduation requirements, but which also are appropriate in terms of their abilities, interests, and goals. Course selections are determined by a systematic process involving parents as well as certified staff.

5123(c)

Students

Promotion, Retention and Classification

Promotion in Secondary Schools (9-12) (continued)

Courses may be re-taken for credit in an approved summer school, only when students fail courses which they have attended for the duration of the course during a school year.

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