Policy Committee

Wednesday, June 24, 2015 5:00 PM
Policy Committee, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge of Allegiance, Moment of Silence**
2. **Continue Discussion on Revised P/AR 5123 Promotion and Retention**
3. **Discuss AR 5123.1 Promotion/Retention WHS Graduation**
4. **Continue Discussion on Revised P 0200 Goals for School District**
5. **Adjournment**

Students **P 5123**

Promotion/Retention

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District 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 knowledge** ~~successful completion~~ of the curriculum, attendance, personal and social maturity, performance on objective tests, and student demonstration of **performance** ~~mastery~~ of the Goals for Windsor Students (P 0200) at each level.

To graduate from the Windsor Public Schools a student must demonstrate competency in specific basic skills. Assessment of the level of competency in the specified basic skills includes the results from **state assessments** ~~the Connecticut Academic Performance Test (CAPT).~~ Administration will identify a course of study to assist a student who has not successfully completed the **state** assessments.

Legal Reference:

P.A. 99-288
10-221 (a)

P.A. 01-166
10-223

Policy Adopted: September 18, 2007

Promotion/Retention

1. The Windsor Public Schools are committed to ensuring that every graduate is a lifelong learner, productive worker, responsible citizen and thoughtful participant in our diverse communities. It is the goal of this school system that every graduate will achieve the Goals for Windsor Students, adopted by the Board of Education as Policy 0200.

2. These expectations shall frame the teaching, learning and assessment processes of the Windsor schools. Such expectations are viewed as crucial to lifelong learning and essential to gaining student's commitment to the learning process.

3. The Administration will maintain rigorous grade-by-grade standards and a curriculum and assessment system to support such standards. A high priority must be placed on ensuring a student's ability to read on grade level. These standards are based on Windsor's goals and aligned with Connecticut's statewide assessment system~~, CMT's, CAPT,~~ **and** Common Core of Learning and Curriculum Frameworks. They are translated into local curriculum frameworks to guide instruction based upon high expectations for student achievement.

4. ~~Social promotion is not acceptable.~~

5. Student promotion and graduation shall be based on demonstrated and/or assessed ~~mastery~~ **knowledge** of the content and skills standards. *(especially in the core subjects of English/language arts, mathematics, science and social science).* ~~Students should earn the right to move from grade to grade through demonstration of the mastery of the knowledge and skills required of them~~.

   A. Students are expected 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 required before he/she is promoted.~~

      The District shall utilize multiple measures of academic performance indicators as determinants in promotion/retention decisions. Student assessment of performance shall be based upon and aligned with the adopted standards. Student evaluation shall be fair, consistent and appropriate to program goals. The assessment program shall include, but not be limited to, the use of standardized and teacher made tests, projects, portfolios, and other student demonstrations of mastery, teacher observation, and student performance on objective tests.

B. Schools shall identify students at risk, modify instruction, and offer additional support to prevent retention. Prior to deciding on retention for a student not mastering the appropriate skills, the district shall provide and may require the student to attend one or more alternatives for remedial assistance.

C. Academic achievement, ~~attitude,~~ effort, work habits, behavior, attendance, and other significant learning related factors shall be regularly evaluated and communicated to students and their parents/guardians.

D. Parents/guardians shall also be included in the planning of intervention strategies and the ongoing monitoring of the student's progress. Parent/guardians are to be fully involved and informed throughout the promotion/retention decision-making process. Parents will be notified as early as possible of prevention and intervention strategies, and following unsuccessful attempts to bring the student to mastery, that retention is being considered. The Principal shall be responsible for making the final promotion/retention decision.

6. The District may provide alternatives to promotion for students not successfully completing academic requirements for promotion. Such programs could include, but not be limited to, transitional programs, **summer school** and alternative schools/programs within the District or in cooperation with other school districts.

Legal Reference:

P-0200 – Goals for Students
P-6146.1 – Reporting to Parents
AR-6146.1 – Reporting to Parents, Marking System
P.A. 99-288 An Act Concerning Education Accountability
10-221(a) Board of Education to prescribe rules.

Regulation Approved: September 18, 2007

Elizabeth E. Feser, Ed.D.
Superintendent of Schools

Section: **Students**

Subject: **PROMOTION / RETENTION** **AR-5123.1**
Windsor High School Graduation Requirements

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
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I. Introduction

To graduate from Windsor High School a student must have earned a minimum of 23 credits **(25 credits effective with the Class of 2017),** must have met the credit distribution requirement, and must have completed **20 hours of verified community service beginning with the class of 2017**. Students also must meet performance standards in reading, writing, mathematics and science.

II. Credit Distribution Requirement

The following courses must be passed:

English	4 credits
Science	3 credits (biology, a physical science, and 1 additional credit in: chemistry, physics, integrated science 2, and/or 2 of the following: astronomy, aviation and flight, forensics, anatomy and physiology, marine biology, medical emergencies 1, microbiology, meteorology, or zoology)
Mathematics	3 credits **4 credits beginning with the class of 2017**
Social Studies	3.5 credits (early global studies, modern global studies, U.S., and civics history, world history)
Fine Arts	.5 credits (art or music)
Vocational/Tech Edu.	.5 credits (business, human and personal services, or technology education)
Physical Education/Health	1.5 credits (PE/Health 9, PE/Health 10, and one elective)
World Language	**2 credits beginning with the class of 2017**

III. Promotion and Retention

The promotion and retention of students is based on earned academic credits. Promotion from grade 9 to grade 12 is determined by the following credit standards:

Grade 9 to 10 5.5 credits (6.0 credits beginning with the class of 2017)

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Grade 10 to 11	11.5 credits	(12.0 credits beginning with the class of 2017)
Grade 11 to 12	17.0 credits	(18.5 credits beginning with the class of 2017)

IV. Performance Standards: Reading, Writing, Mathematics and Science

A. Definition

1. Reading: Students will demonstrate the ability to read a short piece of fiction and develop a valid and supported written initial response, interpretation, connection and evaluation.

2. Writing: Students will demonstrate the ability to read a non-fiction article and respond critically in writing to a question called a prompt by producing an essay that is focused, organized, elaborated, and edited for Standard English conventions.

3. Mathematics: Students will demonstrate the ability to use mathematics to solve algebraic and or geometric multi-step problems. The student will be provided any required formulas and may use a calculator in completing the task. Also, the student will explain in writing either how s/he arrived at each answer or justify each answer in writing.

4. Science: Students will demonstrate the ability to use the process of scientific inquiry (describe, explain, and predict natural phenomena, use questioning, collect, analyze and interpret data, and assess the relevance, validity, and credibility of scientific information) to investigate scientific problems. The student will be provided with any required formulas and some information to complete the tasks. The student can explain, in writing, the process of scientific inquiry by analyzing and interpreting data, and using supporting content knowledge to identify and justify the answer.

B. Exemptions

1. Students will be exempt from the district performance standard if they have

    a. Achieved proficiency, that is, 3 or higher on the Connecticut Academic Performance Test (CAPT) Science Assessment. Achieved proficiency on the

Smarter Balanced Assessment Consortium assessment in Mathematics and English/Language Arts.

OR

b. Achieved a minimum score of 500 on the SAT II in writing and mathematics.

OR

c. Achieved at least 1000 on the SAT I, with a minimum score of 500 on both the verbal and math sections.

OR

d. Achieved a minimum composite score of 20 on the ACT.

OR

e. Achieved a minimum score of 47 on the PSAT.

2. Transfers: If a student transfers into Windsor High School after completing at least three years in a high school in another district, s/he must have met the goal on the test from the sending district or state in order to be exempt from Windsor's performance standard requirement for graduation.

3. Special Needs: The performance standard requirement for graduation for a student with special needs may be modified if so indicated on the student's Individual Education Plan (IEP).

C. Implementation

1. Students who do not demonstrate proficiency on the CAPT Science assessment or through one of the alternative standards must retake the Science CAPT in their Junior year.

2. Students who do not demonstrate proficiency on the SBAC English/Language Arts assessment will be required to take and pass a remediation course during their Senior year.

3. Students who do not demonstrate proficiency on the SBAC Mathematics assessment will be required to pass a District Performance Assessment during their Senior year.

4. Students will have opportunities within their English, social studies, mathematics and science courses to practice department developed and approved practice performance assessments.

D. Notification

1. Of students:
   - The school counseling department will write to the to-be-juniors who do not meet the district performance standard through CAPT Science achievement or by achieving one of the exemption standards to remind them of the performance standard requirements for graduation.

2. Of parents:
   - Parents of 10th graders will be notified of their child's CAPT results in the fall of their junior year.
   - The school counseling department will notify in writing the parents of students who do not demonstrate proficiency in the CAPT Science, SBAC English/Language Arts, and/or SBAC Mathematics and inform them of the performance standard requirements for graduation.
   - The school counseling department will also notify in writing the parents of to-be seniors who have not met the performance standard goal in any area and thus must pass one or more of the remedial courses.

E. Administration of Performance Standard Assessment

1. Mathematics

   a. Mathematics teachers will administer practice performance assessments over the course of a student's junior year. Each assessment will be used as a classroom assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.

   b. Students who do not score proficient or higher on the SBAC Math assessment by the beginning of their senior year must take and pass a District Performance Assessment during their Senior year.

2. Science

    a. Science teachers will administer performance assessments over the course of a student's junior year. Each assessment will be used as a classroom assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.

    b. All students who did not score proficient or higher on the CAPT Science assessment as sophomores must retake the test during their junior year.

    c. Students who do not score proficient or higher on the CAPT Science assessment by the beginning of their senior year must take and pass a District Performance Assessment during their Senior year.

F. Appeals

1. Reading and Writing

    a. A student whose score in the remedial class is at least 50% may appeal the grade by submitting a request for an appeal to the principal within 20 school days of receiving the score. A student must submit a statement explaining why the grade is incorrect. The principal or his/her designee will conduct an audit of the student's performance to assess their mastery of essential skills.

2. Mathematics and Science

    b. A student whose score on the assessment(s) is at least 50% may appeal the score by submitting a request for an appeal to the principal within 20 school days of receiving the score. A student must submit a statement, using the scoring rubric, explaining why the score is incorrect. If an appeal is made, the paper will be submitted anonymously to an administrator trained in mathematics or science assessment scoring.

The outcome of the review will be sent to the principal, who will communicate the result of the review to the student and the parents.

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V. Options If Requirements Are Not Met

A. Seniors who have earned the necessary 23 **(25 effective with the Class of 2017)** credits to graduate but have not met the district performance standard on one or more of the reading, writing, mathematics and science performance assessments must:

1. Enroll in summer school courses that if successfully completed would meet the standard, or

   Sit for a retake of the district performance assessment during the summer, the date of administration to be determined by the school system.

B. Seniors who are short .5 to 2.0 credits for graduation must:

1. Enroll in summer school and pass the courses needed to graduate.

2 If the student does not meet all necessary credit requirements for graduation through summer school, s/he can return to WHS in September but only to make-up those courses needed to graduate. [The student may not carry a full load of courses, and will be permitted on campus only during the time s/he is in class.]

OR

3. Attend night school or community college to earn the necessary credits for graduation.

Note: if the student has not met the district performance standard on one or more of the performance assessments, the student can sit for a retake of the performance assessment in the summer (See Section V. A. number 2 and 3).

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C. Seniors who are short 3 or more credits toward graduation:

1. May return to Windsor High and carry a full load of courses. If, in addition, they have not met one or more of the district performance assessment standards, they will be required to participate in a structured remediation course. Students must pass the course to meet the standard.

Note: Any senior returning for another year of school must meet the graduation standard of the class with which they will graduate. In other words, if the standards have changed, a returning senior must comply with the new standards.

VI. Residency Requirement:

To receive a Windsor High School diploma, students must have earned a minimum of 5.50 credits while attending Windsor High School. Of the 5.50 credits earned at Windsor High School, 2.50 credits must be earned during the senior year. Students transferring to Windsor High School and planning to graduate in June of the school year in which they transferred, must be enrolled at the school no later than February 1st of that same school year to receive a Windsor High School diploma.

Reference:
P-0200 – Goals for Students
P-6146.1 – Reporting to Parents
AR-6146.1 – Reporting to Parents, Marking System
P-6146 - Graduation Requirements, Standards of Proficiency
Legal Reference - Connecticut General Statutes:
PA 99-288 An Act Concerning Education Accountability
10-221(a) Board of Education to prescribe rules
PA 01-166: An Act Concerning High School Graduation and the Connecticut Academic Performance Test

Regulation Approved:
Craig Cooke, Ph.D.
Superintendent of Schools

Section: **Philosophy, Goals, Objectives**

Subject: **GOALS FOR SCHOOL DISTRICT** **P-0200**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

The Board of Education adopts the following prioritized goals as essential to the achievement of quality education for each student. These goals were developed at the Annual Goal Setting Workshops of the Board of Education held on March 16, 1999 and May 4, 1999.

Preamble: The Windsor Public Schools shall maintain high expectations for its Board of Education, Administration, Faculty, Staff and its students and shall demonstrate an understanding of the needs of children.

The prioritized Goals of the Windsor Board of Education are:

GOAL 1: MAXIMUM STUDENT ACHIEVEMENT - The Windsor Public Schools will provide all students with the curriculum, instruction and assessment to promote maximum student achievement in academic, vocational, social, artistic, and physical developmental skills enabling them to meet the challenges, opportunities, and obligations of the modern world. The Windsor Public Schools shall provide equitable learning opportunities to challenge the interests, needs and abilities of all students.

GOAL 2: DIVERSITY AND COMMUNITY - The Windsor Public Schools will provide an educational program staffed by persons who reflect the diversity of our students and the Windsor community. We will provide instruction and training that develops understanding and respect for the variety of human cultures and experiences.

GOAL 3 CHARACTER AND CONDUCT – The Windsor Public Schools will provide a learning environment for all students that develops good character, high standards of conduct and respect for all other individuals.

GOAL 4: SAFE SCHOOLS - The Windsor Public Schools will work to provide a safe and orderly school environment for all students and staff. The Windsor Public Schools will foster the support and involvement of students, staff, parents and community in this effort.

GOAL 5: FACILITIES - The Windsor Public Schools will provide school facilities which comply with building and access codes, support instruction, are versatile to multiple uses over time, and are attractive, well maintained and safe.

Policy Approved: May 25, 1999

Section: **Philosophy, Goals, Objectives**

Subject: **GOALS FOR SCHOOL DISTRICT** **P-0200**

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

The Board of Education adopts the following mission statement and goals as essential to the achievement of quality education for each student. These goals were approved at the October 21, 2014 regular meeting of the Board of Education.

Mission Statement: The mission of the Windsor Public Schools is to develop the genius in every child and to create life-long learners.

Goals: To accomplish this mission, the Windsor Public Schools, in cooperation with families and the greater Windsor community, will ensure that all students acquire the following skills and behaviors:

1. All students will demonstrate exemplary academic skills throughout their careers in the Windsor Public Schools.
2. All students will demonstrate effective oral and written communications.
3. All students will demonstrate the necessary skills to work collaboratively with others.
4. All students will demonstrate the ability to think critically and to solve complex problems utilizing analytical ability, creativity, research skills, logical reasoning, innovation, integrative understanding and resilience.
5. All students will demonstrate a knowledge and understanding of the increasingly global nature of society.
6. All students will demonstrate the behaviors associated with good citizenship.
7. All students will graduate from the Windsor Public Schools with a clear, achievable post-secondary plan.
8. All students will demonstrate exemplary skills in utilizing technology to maximize their educational experience.
9. All students will demonstrate an understanding of the importance of health and wellness.

Policy Approved: October 21, 2014

Windsor Public Schools
Windsor, CT