

BOARD OF EDUCATION  
FAIRFIELD PUBLIC SCHOOLS  
FAIRFIELD, CT

**Policy Committee Meeting**  
**Tuesday, April 24, 2018**  
5:00 PM  
501 Kings Highway East  
Superintendent's Conference Room

**Agenda**

- I. Call to Order
- II. Approval of March 27, 2018 and April 3, 2018 Minutes
- III. Policy:
  - a. High School Graduation Requirements
- IV. Future Items
  - a. Booster Clubs
  - b. Social Media Policy
  - c. 1311.1 Political Activities Administrative Regulation
  - d. High School Graduation Requirements
  - e. Board of Education Handbook
  - f. Student Discipline Policies - Expulsion
- V. Open Discussion/Public Comment
- VI. Adjournment

Future Meetings: May 1, May 15, May 29

All meetings will be held at 501 Kings Highway East, Superintendent's Conference Room unless otherwise noted.

BOARD OF EDUCATION  
FAIRFIELD PUBLIC SCHOOLS  
FAIRFIELD, CT

**Policy Committee Meeting**

**Tuesday, March 27, 2018**

5:00 PM

501 Kings Highway East  
Superintendent's Conference Room

**Minutes**

Call to Order 5:03 PM

Present: Jennifer Maxon-Kennelly, Jennifer Jacobsen, Colleen Deasy, one member of the public

Approval of March 3, 2018 Minutes

Approved 2-0

Booster Club Policy Update

- Update on process given by Colleen Deasy
- Timeline of future development would bring the Booster Club Policy back before the Policy Committee and the full Board of Education by June 2018.

Social Media Policy Update

- Members discussed model policies and gave guidance to staff in direction of policy development.
- Members requested information from staff in order to help set direction on aspects of the policy.

Open Discussion/Public Comment

- Members agreed to eliminate “Corporate Sponsorship” from Future Items list and refer the matter to the Finance Committee chair.
- Elizabeth Kennedy was present to comment on development of Social Media Policy.

Vote to adjourn 6:10 PM

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**Policy Committee Meeting**  
**Tuesday, April 3, 2018**  
5:00 PM  
501 Kings Highway East  
Superintendent's Conference Room

**Minutes**

Call to Order 5:00 PM

Present: Jennifer Maxon-Kennelly, Jennifer Jacobsen, Jeff Peterson, Mike Cummings,  
Colleen Deasy

Approval of March 27, 2018 Minutes tabled until next meeting.

Graduation Requirements

- Mike Cummings provided members with an update on the Graduation Policy draft, considerations that had gone into the changes that have been made to date, and the process of revising the draft that has been followed to date.
- Members requested that state graduation statute be provided for next meeting.
- Mike Cummings indicated that a draft of the Graduation Policy would be provided for the next meeting.

Social Media Policy

- Colleen Deasy provided a brief update on Social Media policy.

Open Discussion/Public Comment

Adjournment 6:00 PM

## **Students**

### **Progress / Records**

## **REQUIREMENTS FOR GRADUATION**

**6146 (a)**

### **Introduction**

#### **I. Graduating Classes 2019-2022**

To graduate from the Fairfield Public Schools students in the class of 2019 to 2022 must earn a minimum of 43 credits and meet the credit distribution requirement. A student must demonstrate the designated computer applications proficiency. One semester equals 1 credit.

#### **Credit Requirements for Graduation**

To meet the minimum requirements for a high school diploma, a student must earn 43 credits and achieve the following credit distribution:

English	8 credits
Math	6 credits
Science	6 credits
Social Studies	6 credits
	(7 credits beginning with the class of 2015)
Physical Education & Health	3.2 credits (16 units)
Arts / Vocational	2 credits

#### **II. Graduating Classes Beginning 2023**

For the graduating classes commencing in 2023 students must earn a minimum of 25 credits and meet the credit distribution requirement. One semester equals .5 of a credit.

For 7th and 8th grade students - credit earned upon successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, up to three (3) credits.

#### **Credit Requirements for Graduation**

To meet the minimum requirements for a high school diploma, a student must earn 25 credits and achieve the following credit distribution:

Credits in the Humanities comprised of:	<u>9 credits</u>
English	4.0 credits
Social Studies (1 in US History; .5 in Civics)	2.5 credits
Fine Arts	.5 credits
Additional credit in Humanities area, core or elective	2.0 credits

Credits in Science, Technology, Engineering and Technology (STEM) comprised of:	<u>9 credits</u>
Math	3 credits
Science	3 credits
Additional credit in STEM area core or elective	3 credits
Physical Education and Wellness 0.5 credit must be in PE	<u>1 credit</u>
Health and Safety 0.5 credit must be in Health	<u>1 credit</u>
World Language	<u>1 credit</u>
Electives These credits must be in addition to credits counting in the other required areas.	<u>3 credits</u>
Mastery Based Diploma Assessment Demonstrate proficiency in each of the six indicators of the Academic Expectations.	0.5 credit
Proficient Score on SAT (defined below)	0.5 credit

### **III. SAT Performance**

#### **Mathematics:**

Students will meet proficiency, as defined by the State of Connecticut, on the Mathematics portion of the SAT.

Students who have not met the Connecticut SAT School Day mathematics criterion must demonstrate proficiency in one of the following ways.

- a. The student can submit other verified SAT scores that meet the district's identified standard;
- b. The student may present an SAT or ACT sub-score test taken during Saturday administrations which meets the criteria for a passing score as outlined in the Administrative Regulation.
- c. The student can meet proficiency on the mathematics portion of the ACT which correspond to the district's identified standard as outlined in the Administrative Regulation.
- d. The individual sub-tests of the SAT that do not meet the above criteria will be identified. Students will work with a teacher of mathematics to study for and pass a competency-based assessment or meet grade equivalency on a norm referenced assessment to demonstrate proficiency in those designated sub-test areas.

e. Performance tasks as part of the Academic Expectations will be provided during the fall of the senior year for those students who did not demonstrate proficiency on Options A-D as listed above.

### **Reading:**

Students will meet proficiency, as defined by the State of Connecticut, on the Reading portion of the SAT.

Students who have not met the Connecticut SAT School Day reading criterion must demonstrate proficiency in one of the following ways.

- a. The student can submit other verified SAT scores which meet the district's identified standard;
- b. The student may present an SAT or ACT sub-score test taken during Saturday administrations which meets the criteria for a passing score as outlined in the Administrative Regulation.
- c. The student can meet proficiency on the reading portion of the ACT which corresponds to the district's identified standard as outlined in the Administrative Regulation.
- d. The individual sub-tests of the SAT that do not meet the above criteria will be identified. Students will work with a teacher of reading to study for and pass a competency based assessment or meet grade equivalency on a norm referenced assessment to demonstrate proficiency in those designated sub-test areas.
- e. Performance tasks as part of the Academic Expectations will be provided during the fall of the senior year for those students who did not demonstrate proficiency on Options A-D as listed above.

## **IV. Requirements for Graduation**

### **Transfers**

If a student transfers to a Fairfield high school after completing three (3) years of high school elsewhere, he/she is exempt from Fairfield High School Performance Standards.

### **Notification: Teachers, Students, and Parents**

By October of the Senior Year, the guidance department will formally notify students, their teachers, and their parents or guardians if the district's standard has not been met in the areas of Mathematics or Evidence- Based Reading and Writing. A plan will be put in place to assist the student in successful completion of an alternate pathway.

## **Options**

If a student does not meet the credits required for graduation he or she may return to the high school for a fifth year, enroll in summer school, or enroll in other course options as pre-approved by the headmaster(s) and Chief Academic Officer.

## **Appeals**

The headmaster(s) shall oversee all appeals processes for accepting credit substitutions in unique circumstances, or accepting credit from accredited institutions outside the Fairfield Public School system, such as other high schools, higher education, and national programs. The final authority to determine graduation eligibility rests with the Chief Academic Officer.

Legal Reference:      Connecticut General Statutes

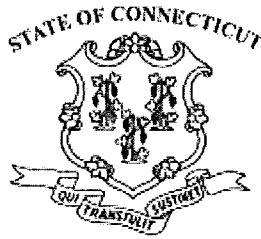
NEW LEGISLATION REFERENCE HERE

Approved 8/27/04

Revised and Approved 9/27/05

Revised and Approved 1/12/2010





**Substitute Senate Bill No. 1026**

**Public Act No. 17-42**

**AN ACT CONCERNING REVISIONS TO THE HIGH SCHOOL GRADUATION REQUIREMENTS.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) For classes graduating from 1988 to 2003, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

(b) For classes graduating from 2004 to [2020] 2022, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

[(c) Commencing with classes graduating in 2021, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed (1) a minimum of twenty-five credits, including not fewer than: (A) Nine credits in the humanities, including not fewer than (i) four credits in English, including composition; (ii) three credits in social studies, including at least one credit in American history and at least one-half credit in civics and American government; (iii) one credit in fine arts; and (iv) one credit in a humanities elective; (B) eight credits in science, technology, engineering and mathematics, including not fewer than (i) four credits in mathematics, including algebra I, geometry and algebra II or probability and statistics; (ii) three credits in science, including at least one credit in life science and at least one credit in physical science; and (iii) one credit in a science, technology, engineering and mathematics elective; (C) three and one-half credits in career and life skills, including not fewer than (i) one credit in physical education; (ii) one-half credit in health and safety education, as described in section 10-16b; and (iii) two credits in career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking and nutrition and physical activity; (D) two credits in world languages, subject to the provisions of subsection (g) of this section; and (E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and (2) end of the school year examinations

for the following courses: (A) Algebra I, (B) geometry, (C) biology, (D) American history, and (E) grade ten English.]

(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.

(d) Commencing with classes graduating in [2021] 2023, and for each graduating class thereafter, local and regional boards of education shall provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements [or end of the school year examinations] described in subsection (c) of this section, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, as defined in section 10a-1, pursuant to subdivision (4) of subsection (g) of this section; (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education programs state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

(e) Any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, provided the credit for physical education may be fulfilled by an elective.

(f) Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The local or regional board of education may permit a student to graduate during a period of expulsion pursuant to section 10-233d, if the board determines the student has satisfactorily completed the necessary credits pursuant to this section. The requirements of this section shall apply to any student requiring special education pursuant to section 10-76a, except when the planning and placement team for such student determines the requirement not to be appropriate. For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section

10-4, as amended by this act, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards; (2) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; [(2)] (3) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; [(3)] (4) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter; [(4)] (5) toward meeting the high school graduation requirement upon the successful completion of coursework during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this section; [(5)] (6) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework. Such a policy shall ensure, at a minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited; or [(6)] (7) toward meeting the high school graduation requirement upon the successful completion of the academic advancement program, pursuant to section 10-5c.

(h) A local or regional board of education may offer one-half credit in community service which, if satisfactorily completed, shall qualify for high school graduation credit pursuant to this section, provided such community service is supervised by a certified school administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in session and not less than ten hours of related classroom instruction. For purposes of this section, community service does not include partisan political activities. The State Board of Education shall assist local and regional boards of education in meeting the requirements of this section. The State Board of Education shall award a community service recognition award to any student who satisfactorily completes fifty hours or more of community service in accordance with the provisions of this subsection.

(i) (1) A local or regional board of education may award a diploma to a veteran, as defined in subsection (a) of section 27-103, of World War II or the Korean hostilities, as described in section 51-49h, or of the Vietnam Era, as defined in subsection (a) of section 27-103, who withdrew from high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

(2) A local or regional board of education may award a diploma to any person who (A) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as a consequence of such work, and (C) has been a resident of the state for at least fifty consecutive years.

(j) For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student's career and academic choices in grades six to twelve, inclusive.

Sec. 2. Subsection (a) of section 10-4 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) Said board shall have general supervision and control of the educational interests of the state, which interests shall include preschool, elementary and secondary education, special education, vocational education and adult education; shall provide leadership and otherwise promote the improvement of education in the state, including research, planning and evaluation and services relating to the provision and use of educational technology, including telecommunications, by school districts; shall adopt state-wide subject matter content standards, provided such standards are reviewed and revised at least once every ten years; shall prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials, instructional technological resources and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law; shall conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and in improving their proficiency in meeting the diverse needs and interests of pupils; shall keep informed as to the condition, progress and needs of the schools in the state; and shall develop or cause to be developed evaluation and assessment programs designed to measure objectively the adequacy and efficacy of the educational programs offered by public schools and shall selectively conduct such assessment programs annually and report, pursuant to subsection (b) of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education, on an annual basis.

Sec. 3. Section 10-5e of the general statutes is repealed. (*Effective July 1, 2017*)

Approved June 13, 2017