

FAIRFIELD PUBLIC SCHOOLS

Board of Education Policy Committee Meeting Agenda
501 Kings Highway East, Superintendent's Conference Room

June 15, 2015

4:30 PM

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Approval of June 1 Minutes
4. Discussion of Graduation Requirements
Enclosures:
 - a. CAFE Graduation Requirement Policies
 - b. CT Graduation Requirements
 - c. Waterford Policy – Graduation Rqmts
 - d. Nonnewaug HS Policy – Graduation Rqmts
5. Public Comment
6. Adjournment

*Next Meeting: **August 31***

RELOCATION POLICY NOTICE

The Fairfield Public Schools System provides services to ensure students, parents and other persons have access to meetings, programs and activities. The School System will relocate programs in order to ensure accessibility of programs and activities to disabled persons. To make arrangements please contact Pupil & Special Education Services, 501 Kings Highway East, Fairfield, CT 06825, Telephone: (203) 255-8379

BOARD OF EDUCATION
FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CT

Policy Committee Meeting

Monday, June 1, 2015
Education Center
501 Kings Highway East
Superintendent's Conference Room
4:15 p.m.

Minutes

- I. Call to Order – Meeting called to order by Jennifer Kennelly, Chairperson. Other committee members in attendance were John Convertito and Donna Karnal (arrived at 4:29) and representing the administration, Karen Parks.
- II. Approval of May 11 Meeting Minutes – Two amendments suggested by Jennifer Kennelly. Approved as amended 2:0:0.
- III. Policy
 - Policy 4217 Personnel – Conduct, several changes made as suggested at the board table and approved to move back to BOE for a second read and approval. 3:0:0
 - Policy #4217.5 Personnel – Staff/Student Non-Fraternization – Several changes made to make the policy more explicit and robust and moved to the BOE for a first read. 3:0:0
- IV. Open Discussion/Public Comment – One committee member expressed concerns that the administration does not conduct exit interviews to employees who leave the district and asked that we look into this practice.
- V. Adjournment – Meeting adjourned at 6:03 pm
- VI. Future Items: CABA Policy review

Future Mtg. Dates and Times: All meetings held on **Monday unless otherwise noted, June 15,** August 31, September 21, September 28, October 12, November 9, November 30, 2015.

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

P.A. 13-207 AN ACT CONCERNING STUDENT ASSESSMENTS
(BACKGROUND INFORMATION FOR POLICY REVIEW COMMITTEE)

This Act:

1. allows students to take their final mastery examination in grade 11 as an alternative to grade 10 beginning in the 2013-14 school year;
2. changes all references to the testing system in existing law from “state-wide mastery examination” to “mastery examination,” except for science;
3. eliminates testing requirements for endowed or incorporated high schools, but permits such schools to base promotion or graduation on a student achieving a satisfactory score;
4. requires the State Department of Education (SDE) to approve, rather than supervise, the provision and administration of all mastery exams;
5. requires SDE to conduct a study on the use of standardized testing in public schools;

Study of Standardized Tests

The Act requires SDE to conduct a study of the use of standardized tests in public schools. Study topics must include (1) the fiscal, administrative, and educational impact of standardized tests and (2) a review of standardized tests currently implemented and proposed in the state. SDE must submit the study to the Education Committee by July 1, 2014.

The effective date of this Act is July 1, 2013, except for the provision on the study of standardized testing, which takes effect upon passage.

A revised recommended policy.

Instruction

Statewide Proficiency/Mastery Examinations

Annually, each student enrolled in grades three through eight inclusive and grade ten or eleven shall annually, take a mastery examination in reading, language arts and mathematics during any month of the school year. (Currently administered during the last 12 weeks of the school year). Each student enrolled in grade five, eight, ten or eleven shall, annually, in March or April, take a state-wide mastery examination in science. The State Board of Education shall approve the provision and administration of all mastery examinations.

Note: *Students in Connecticut participate in the Smarter Balanced Assessments in English, language arts, literacy and mathematics in grades three through eight inclusive and grade eleven. In science, students participate in the Science CMT in grades five and eight and the science CAPT in grade ten.*

Student scores on each component of the statewide tenth or eleventh grade state assessment may/shall be included on the permanent record and transcripts for each tenth or eleventh grade students. For each tenth or eleventh grade students who meets or exceeds the statewide mastery goal level on any component of the mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component. Each tenth or eleventh grade student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).

The school District (excludes endowed or incorporated high schools) may not require achievement of a satisfactory score on a mastery examination or any subsequent retest on a component of such examinations as the sole criterion of promotion or graduation.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education.

Limited English proficient (LEP) students, including those also identified as requiring special education, who are in their first year of enrollment in a U.S. school and have been in attendance for one school year or less may be permitted to be exempt from one administration of the reading/language arts portion of the mastery examination. These students must take the Language Assessment Scales (LSS-Links). No such exemption is permitted, based on federal guidelines, from the mathematics and science assessments of the CMT and CAPT. Accommodations, as provided in classroom instruction may be used.

Limited English proficient students eligible for special education due to significant cognitive impairment must be tested on the CMT/CAPT Skills Checklist, regardless of the one school year exemption option.

Instruction

Statewide Proficiency/Mastery Examinations (continued)

Any alternate assessment, including the CMT/CAPT Skills Checklist and the Connecticut Alternate Assessment, of students enrolled in special education, shall be available only to those students with significant cognitive disabilities. Students with significant cognitive disabilities in grades three through eight and eleven shall be assessed with the Connecticut Alternative Assessment in English/language arts and mathematics. In science, eligible students with significant cognitive disabilities shall be assessed with the CMT/CAPT Skills Checklist in grades five, eight and ten.

In compliance with federal law, out-of-level testing is not an option for students enrolled in special education.

(cf. 5121 - Examination/Grading/Rating)
 (cf. 5125 - Student Records; Confidentiality)
 (cf. 6146 - Graduation Requirements)
 (cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174, PA 03-168, and PA 13-207 and Section 115 of PA 14-217)

10-14o Compensatory education grant. Financial statement of expenditures.

10-14p Reports by local and regional boards re instructional improvement and student progress.

10-14q Exceptions (as amended by PA 01-205)

PL 107-110 – Title I, 34 CFR Part 200

34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Policy adopted:

rev 7/01
 rev 7/02
 rev 6/03
 rev 10/05
 rev 1/07
 rev 7/13
 rev 10/14
 rev 1/15

Another version to consider.

Instruction

Statewide Proficiency/Mastery Examinations

Annually, unless exempted according to federal and/or state criteria, each student, in grades three through eight inclusive and grade ten or eleven shall take a mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, language arts and mathematics). Students in grades five, eight, ten or eleven shall annually, take a statewide mastery examination in science. The State Board of Education shall approve the provision and administration of all mastery examinations.

Note: *Students in Connecticut participate in the Smarter Balanced Assessments in English, language arts, literacy and mathematics in grades three through eight inclusive and grade eleven. In science, students participate in the Science CMT in grades five and eight and the science CAPT in grade ten.*

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education. Students with significant cognitive disabilities in grades 3 through 8 and 11 shall be assessed in English/language arts and mathematics with the Connecticut Alternate Assessment. Students with significant cognitive disabilities shall be assessed with the CMT/CAPT Skills Checklist in grades five, eight and ten.

Each student in the ninth grade who fails to meet or exceed each statewide standard for remedial assistance on each component of the statewide eighth grade mastery examination shall annually take or retake each such component at its regular administration.

If an enrolled student has not met or exceeded each statewide standard for remedial assistance on each component of the statewide tenth or eleventh grade mastery examination, the student shall annually take or retake each component at its regular administration until the student scores at or above each statewide standard for remedial assistance.

Student scores on each component of the mastery examination for each tenth or eleventh grade student may/shall be included on the permanent record and transcripts of students. Tenth or eleventh grade students who meet or exceed the statewide mastery goal on any component of the mastery examination, shall have a certification of such mastery made on the permanent record and transcript and be provided a certificate of mastery for each such component. A tenth or eleventh grade student who has not met the mastery goal level on each component of the mastery examination may annually take or retake each such component at its regular administration until the student scores at or above each goal level or until the student graduates or turns twenty-one (21).

The school district may not require achievement of a satisfactory score on a mastery examination, or any subsequent re-test on a component of such examinations as the sole criterion of promotion or graduation.

Instruction

Statewide Proficiency/Mastery Examinations (continued)

(cf. 5125 - Student Records; Confidentiality)

(cf. 5121 - Examination/Grading/Rating)

(cf. 6146 - Graduation Requirements)

(cf. 6162.31 - Test Exclusion)

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by PA 03-174, PA 03-168, PA 13-207 and Section 115 of PA 14-217)

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34 CFR, Part 200 Regulations appearing in Federal Register, 9/13/06.

Policy adopted:

rev 11/05

rev. 1/07

rev. 7/13

rev 10/14

rev 1/15

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6146(a)

Instruction

Graduation Requirements

Graduation from our public school implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, **assessed in part by the statewide mastery examinations**, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual school work are completed.

The Board of Education, in establishing a graduation date, may establish for any school year a firm graduation date for students in grade twelve which is no earlier than the one-hundred-eighty-fifth day in the Board's adopted school calendar. After April first in any school year the Board may establish a firm graduation date for the school year which, at the time of such establishment provides for at least 180 days of school.

The Principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our schools as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms of paragraph #1 above.

The Board of Education, in recognition of its responsibility for the education of all youths in the school system, including those who do not successfully complete the assessment criteria listed above, and those who drop out of school, shall make available to all the school district's youths a course of study or alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes. (*optional*)

The Board of Education shall award a high school diploma to any person who (1) 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, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years. (*optional*)

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6146(b)

Instruction

Graduation Requirements (continued)

Commencing with the graduating class of 2020, in order to graduate and be granted a diploma students must satisfactorily complete (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 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, (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.

In addition, also beginning with the graduating class of 2020, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2014-2015 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, or end of the school year examinations, 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, 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 plans 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.

The Board of Education shall grant a student credit towards meeting high school graduation requirements for (1) completing a world-language course provided by a non-profit organization and (2) passing a subject area proficiency test identified and approved by the Commissioner of Education. Up to four credits for a private non-profit world language course shall be granted if the student achieves a passing grade on a test prescribed by the Commissioner of Education. In other subject areas, credit shall be granted, based upon successful passage of the subject area proficiency tests prescribed or identified and approved by the Commissioner of Education,* regardless of the number of hours spent by the student in a public school classroom learning the subject matter. (*optional*)

**The Commissioner, per statute, must prescribe or identify and approve the examinations within available appropriations.*

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6146(c)

Instruction

Graduation Requirements (continued)

The fulfillment of the mandated two credit foreign language requirement, beginning with the class of 2020, can include the successful completion of a world language course in grades six seven or eight, or an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6, "Virtual/On-line Courses."

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive.

<p>Note: On or after July 1, 2014, the SDE shall commence development or approval of the end of the school year examinations.</p>
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Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the 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 Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

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 State Board of Education or regionally accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing national examination, as determined by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

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Policy Service

The Connecticut Reference Manual of School Board Policies, Regulations, and Bylaws

6146(d)

Instruction

Graduation Requirements (continued)

The Board of Education, beginning in the 2014-2015 school year, and each school year thereafter, shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

(cf. 5121 – Examination/Grading/Rating
(cf. 6111 – School Calendar)
(cf. 6146.2 – Statewide Proficiency/Mastery Examinations)
(cf. 6172.6 – Virtual/On-line Courses)

Legal Reference:

Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes and P.A. 13-247, Budget Implementer Bill.

10-233(a) Promotion and graduation policies. (as amended by PA 01-166)

P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247, An Act Implementing Provisions of the State Budget.

Policy adopted:

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Connecticut General Statutes 10-221a - High school graduation requirements. Student support and remedial services. Diplomas for veterans of World War II and the Korean hostilities. Collection of certain student information

(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 2019, 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 2020, 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.

(d) Commencing with classes graduating in 2020, 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 State Board of Education or regionally accredited; or (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section.

(g) Only courses taken in grades nine through twelve, inclusive, shall satisfy this graduation requirement, except that a local or regional board of education may grant a student credit (1) 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) 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) 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) toward meeting the high school graduation requirement upon the successful completion of coursework at an institution accredited by the Board of Regents for Higher Education or State Board of 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) 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 State Board of Education or regionally accredited; or (6) toward meeting the high school graduation requirement upon the successful completion of the board examination series 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.

(i) A local or regional board of education may award a diploma to a veteran, as defined in section 27-103, of World War II or the Korean hostilities, as described in section 51-49h, who left 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.

(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.

Instruction

Graduation Requirements/Standards of Proficiency

1. The Board shall approve all graduation requirements. Any student who has fulfilled the Board of Education approved graduation requirements and has satisfied all financial obligations shall be granted a diploma.
2. Transfer credits toward requirements for graduation shall be granted upon approval of the Principal or designee as follows:
 - a. Credits earned at a public high school prior to registration at Waterford High School.
 - b. Credits earned prior to registration at Waterford High School at a private school approved by the Connecticut State Department of Education or the Department of Education in the school's home state.
 - c. Credits for courses receiving prior approval from the high school Principal when taken at a secondary school or institution of higher learning.
 - d. Credits for courses passed during participation in an overseas program.
3. A diploma from Waterford High School shall not be granted to a student unless the student is enrolled at the time of graduation.
4. Students graduating must have accumulated at least 24 credits with the following distribution:

English	4
Social Studies	3.5 (at least 1.0 must be US History and 0.5 in Civics)
Science	3
Mathematics	3 (including Algebra I)
Physical Education	1 (0.5 credits each for PE 9 and 10)
Health Education	.5
Fine or Vocational Arts	1.5

Fine Arts subjects include Art and Music. Vocational subjects include Business, Family and Consumer Sciences, and Technology Education.
5. Students must also meet the Waterford High School Performance Standards.

Instruction

Graduation Requirements/Standards of Proficiency (continued)

Performance Standards

Literacy: All graduates will read a literary or informational piece and respond critically by writing an essay that is focused, organized, developed, and edited for standard English conventions.

Mathematics: All graduates will solve problems by applying mathematical principles to access, compile, interpret, and present data and information. Students will be able to explain their solutions in writing, by graphs, or through algebraic representation.

Science: All graduates will solve a realistic scientific problem by employing the fundamental process of scientific inquiry and an understanding of basic scientific concepts.

Technology: All graduates will use various forms of technology effectively to obtain, organize, and communicate information.

Meeting the Math, Literacy, and Science Performance Standards

Students up to the class of 2015 must score at level 3 or higher on the Connecticut Academic Performance Test (CAPT) administered in May of the sophomore year and/or achieve a score of 500 or above on verbal and math sections of SAT I (Science 500 or better on SAT II science subject area tests).

For students graduating in 2016 or later, Graduation Standards of Proficiency will be developed to align with Smarter Balanced (SBAC), Science CAPT, SAT, ACT, and/or MAPS (taken in Senior year only) assessments.

If a student does not meet the district performance standards on any of these measures, intervention will be provided during the senior year.

By November of their senior year students who have not demonstrated proficiency in one or more of the performance standards will be offered the following interventions:

- Intervention will occur for any student who has not successfully demonstrated proficiency in one or more of the performance standards by November of the senior year. Intervention will take place during regular classes, if possible, or at any time deemed practical by the classroom teacher i.e. in study hall or after school. Students may be required to attend mandatory remediation sessions in the area/areas in which they failed to meet the Waterford High School standard. These students will be given an assessment to fulfill the Waterford High School Performance Graduation Requirements.
- Any Senior, after following these steps and not demonstrating proficiency, will be given individualized support and complete an individualized course of action in order to meet Waterford High School standards.

Instruction

Graduation Requirements/Standards of Proficiency (continued)

Meeting the Technology Performance Standard

All students prior to the completion of their senior year must demonstrate proficiency in obtaining, organizing, and communicating information and solving problems through the use of technology.

Students will meet this standard in any class by successfully developing electronic portfolios to complete their Student Success Plans or by successful completion of an alternate project approved by the Principal or his/her designee.

Exemption

Transfers: Students who transfer into Waterford High School and are granted senior status, may be exempted from Waterford High School's performance standards for graduation. (Superintendent or his designee)

Special Needs: Students with special needs may be exempt from district performance standards for graduation as determined by their Individual Education Plan.

English Language Learners (ELL): Students who are exempt from the SBAC or MAPS administration because of their ELL status may be exempt from district performance standards for graduation as determined by the ELL review team.

Notification

Of teachers: By November of each school year the Guidance Department will provide to teachers (in subject areas with required performance tasks) a list of all seniors who have not successfully demonstrated proficiency in the respective area.

Of students: By November of each school year seniors will be notified by their guidance counselors of their status relative to meeting the performance standards for graduation.

Of parents: By November of each school year the Guidance Department will also notify in writing the parents of seniors who have not successfully demonstrated proficiency of the performance standard necessary for graduation.

6. Additionally, each student will be required to successfully complete eighty (80) hours in the Learning Through Service Program (LTS) as a requirement for graduation. Students who transfer during their high school career will have Learning Through Service (LTS) hours prorated and will be informed of the number of hours required for graduation.
7. Any student who has achieved at or above the established state goal on all sections of the Smarter Balanced Assessment shall be granted a diploma with SBAC scholar distinction.

Instruction

Graduation Requirements/Standards of Proficiency (continued)

8. It is the policy of the Board of Education that a grade in an honors class or an advanced placement class is given added weight for purposes of calculating quality point average and determining class rank. The administration shall develop and publish a formula for calculation of quality point average and class rank reflecting the weighted grading system. The Superintendent or his/her designee shall ensure that parents are notified of this policy.

Legal Reference: Connecticut General Statutes

10-14n Statewide mastery examination. Conditions for reexamination. Limitation on use of test results.

10-16(1) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221 a High school graduation requirements. (As amended by P.A. 00124, An Act Concerning High School Diplomas and Veterans of World War II and P.A. 00-156, An Act Requiring A Civics Course for High School Graduation.)

10-233 (a) Promotion and graduation policies. (as amended by P.A. 01-166)

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WATERFORD PUBLIC SCHOOLS
Waterford, Connecticut

DRAFT BOE POLICY REVISION April 2015

GRADUATION REQUIREMENTS

I. Introduction

To graduate from Nonnewaug High School, a student must earn a minimum number of credits, fulfill credit distribution requirements, meet learner expectations and demonstrate mastery in literacy, numeracy and science.

II. Credits Earned and Credit Distribution Requirement

A full-year course is equal to one credit; a half-year course is equal to one-half credit. In order to graduate from Nonnewaug High School a student must complete the minimum number of credits as specified below:

	Class of 2015	Beginning w/ Class of 2016
English	4	4
Math	3	4
Science	2	3
Social Studies	3	3
Physical Education	1	1
Health	.5	.5
Technology	.5	.5
Fine Arts /Vocational	1	1
Open Electives	6 Credits (any courses beyond required credits listed above)	6 Credits (any courses beyond required credits listed above)
Total	21 Credits	23 Credits

NHS will accept credit(s) granted for Algebra I and/or World Language courses taken and successfully completed at the middle school grades level. Grades will be entered as Pass (P) on the student's transcript and credit will be granted.

III. Demonstration of Mastery

Region 14 recognizes that a high school diploma should be an indication of a level of skill and achievement for its students. Students need to satisfy the following criteria in order to ensure that students are college and career ready:

Learner Expectations

Nonnewaug High School has developed seven 21st Century Learning Expectations to ensure that our students graduate college and career ready. Specific departments have assumed responsibility for measuring the achievement of each Learning Expectation.

GRADUATION REQUIREMENTS (Continued)

Students must demonstrate mastery of each of the NHS Learner Expectations through assessments embedded into our educational program.

NHS Academic Learner Expectations - Graduates of Nonnewaug High School will demonstrate that they are:

1. Critical thinkers readers, listeners and viewers;
2. logical and creative problem-solvers;
3. independent, technologically-adept learners; and,
4. effective communicators.

NHS Social/Civic Learner Expectations - Graduates of Nonnewaug High School will demonstrate that they are:

5. Self-directed, productive, accountable individuals;
6. collaborative, adaptable team members who respect diversity and successfully work with others to reach a common goal; and,
7. conscientious, responsible adults who contribute to the welfare and improvement of the local or global community.

Demonstration of Academic Competency

Students may demonstrate mastery of literacy, numeracy and science content through performance on one or more mastery examinations for each designated content area beginning in Grade 10.

Numeracy:

- Level 3 or above on the Smarter Balanced Math Achievement Level OR
- Score of 440 or above on Math SAT OR
- Score of 38 or above on Math PSAT OR
- Score of 236 or above on Measures of Academic Progress Assessment (NWEA) OR
- A 70% score or a 3/ “meets standard” rating on a four point rubric developed for a departmental assessment or performance task that addresses key concepts in Algebraic and Geometric topics.
- Successful completion of the Connecticut Alternate Assessment for students for whom this assessment is designated by a Planning and Placement Team (PPT).

Literacy:

- Level 3 or above on the Smarter Balanced Language Arts Achievement Level OR
- Score of 445 or above on Critical Reading SAT OR
- Score of 45 or above on Reading PSAT OR
- Score of 223 or above on Measures of Academic Progress Assessment (NWEA) for Reading OR
- A 70%3 or 3/“meets standard” rating on a four point rubric developed for a departmental assessment or performance task that addresses key concepts in Reading, writing and Language aligned with the CT Core Standards Anchor Standards
- Successful completion of the Connecticut Alternate Assessment for students for whom this assessment is designated by a Planning and Placement Team (PPT).

GRADUATION REQUIREMENTS (Continued)

Science:

- Level 3 (Proficient) or above on the CAPT Science Assessment
- A 70% score or a 3/ “meets standard” rating on a four point rubric developed for a departmental assessment or performance task that addresses key concepts in Algebraic and Geometric topics.
- Successful completion of the Connecticut Alternate Assessment for students for whom this assessment is designated by a Planning and Placement Team (PPT).

TRANSFERS

If a student transfers into Nonnewaug High School after completing at least three years in a high school in another district, he/she may be exempted from one or more of Nonnewaug’s Learner Expectations/Performance Standards.

SPECIAL NEEDS

Students with special needs may be exempt from district performance standards for graduation as described in this policy if so indicated in their Individual Education Plan (IEP).

OPTIONS FOR STUDENTS WHO DO NOT MEET GRADUATION REQUIREMENTS

Seniors who are not eligible for graduation with their class due to a failure to meet the district graduation requirements, as per policy, in one or more subjects as described above, may select one of the following options:

- Attend summer school to raise a grade to meet coursework requirements.
- Return in a fifth year to a pre-arranged program to be determined by the appropriate department and the School Counseling Department.

Note: A student not meeting graduation requirements for their graduating class by fall of the following year must meet all graduation requirements for the next graduating class.

EXEMPTIONS, MODIFICATIONS, AND ACCOMMODATIONS

1. If a physician certifies in writing that the physical education requirement is medically contraindicated because of the physical condition of the student, this requirement may be fulfilled by an elective.
2. Exemptions, modifications and accommodations of graduation requirements will be made for any student with a disability as determined by the planning and placement team or 504 team.
3. Only credits for courses taken in grades nine through twelve shall satisfy graduation requirements with the exception of credit(s) being granted for Algebra I and/or World Language courses taken and successfully completed at the middle school level and exceptions that the Superintendent of Schools or designee may grant credit for certain courses identified in subsection (e) of Section 10-221a of the Connecticut General Statutes.
4. The Board may permit a student to graduate during a period of expulsion pursuant to Connecticut General Statutes 10-233d if the Board determines that the student has satisfactorily completed the necessary credits for graduation.

GRADUATION REQUIREMENTS (Continued)

5. In accordance with state law, the Board of Education may award a high school diploma to veterans of World War II, the Korean hostilities or the Vietnam Era who left high school to serve in the armed forces and did not receive a diploma as a consequence of such service or any other person who withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II.
6. **TRANSFERS**
If a student transfers into Nonnewaug High School after completing at least three years in a high school in another district, he/she may be exempted from Nonnewaug's performance standards requirement.
7. **OPTIONS**
Seniors who are not eligible for graduation with their class due to a failure to meet the district graduation requirements, as per policy, in one or more subjects as described above, may select one of the following options:
 - Make arrangements for retesting to meet the performance standard.
 - Attend summer school to raise a grade to a 65% to meet coursework requirements.
 - Return in a fifth year to a pre-arranged program to be determined by the appropriate department and the School Counseling Department.

Legal reference: Connecticut General Statutes

10-14n State-wide mastery examination

10-18 Courses in United States history, government and duties and responsibilities of citizenship

10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome

10-221a High school graduation requirements

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