



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy 6146.22 – Graduation Requirements for the Class of 2023 and Beyond

Approved on May 16, 2016 | Revised on October 4, 2021 | Revised on on January 7, 2025

**Effective July 1, 2025*

Purpose

In order to satisfy the high school graduation requirements within the Consolidated School District of New Britain (CSDNB), a student must have satisfactorily completed the prescribed courses of study; demonstrated proficiency in basic skills identified by the CSDNB's Board of Education (the "Board"); satisfied the legally mandated number and distribution of credits required to graduate from high school; and if graduating in 2027 and thereafter, satisfied the Free Application for Federal Student Aid ("FAFSA") requirements detailed below.

Graduation Requirements

Graduating Requirements: 25 credits	
Courses	Credits
Humanities 9 credits	English 4 credits
	Social Studies 3 credits U.S. History 1 credit Civics .5 credit
	Humanities Electives 2 credits
STEM 9 credits	Math: 3 credits Algebra 1: 1 credit (3 Math credits must be completed while at NBHS)
	Science: 3 credits
	STEM Electives: 3 credits Personal Finance: .5 credit

Graduating Requirements: 25 credits	
World Language	1 credit
Physical Education	1 credit
Health	1 credit
Other Electives	3 credits
Career Connections Presentation*	1 credit
FAFSA	Completion or Waiver
Total Credits	25

A student who presents written documentation from a physician, advanced practice registered nurse, or physician assistant, stating that participation in physical education is not advisable because of the physical condition of the student, shall be excused from the physical education requirement. In such a case, another subject must be substituted.

Any student who is deaf or hearing impaired may be exempted from any world language graduation requirement if the student's parent or guardian requests such exemption in writing.

A credit is defined as not less than the equivalent of a forty (40) 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 completed satisfactorily in accordance with Board policy, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Curricular Support

In order to support students in meeting the minimum graduation requirements the appropriate curricular and instructional supports will be provided to students within their respective schools. Further, students will be supported in pursuing coursework within pathways aligned to college and career aspirations.

All graduation requirements or equivalent courses will include clearly defined learning objectives aligned with Common Core and/or State Standards, as applicable.

Adequate student support and acceleration services will be targeted to the individual needs of students. Such student support and acceleration services shall provide alternate means for a student to complete any of the high school graduation requirements or end of year course examinations. Students will have multiple opportunities to demonstrate mastery of the essential learning objectives.

Student Success Plan

State mandated Student Success Plans will be implemented in Grade 6 and continue through Grade 12. These plans will provide in-depth support in the process of assisting students in setting goals for academic growth, career exploration and planning, and personal-social/emotional growth.

Credits

Credit or part of a credit can be earned through successful completion of a course taken in grades nine to twelve as stipulated in subsection (f) of section 10-221a of the general statutes (Effective July 1, 2013) that defines a credit as not less than the equivalent of a forty-minute class period for each school day of a school year.

Credit or part of a credit may also be earned in the following ways:

- a. At an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited as stipulated in subsection (g) of section 10-221a of the general statutes (Effective July 1, 2010) that defines a three-credit semester course, or its equivalent, at such institution equal to one-half credit toward high school graduation.
- b. Through successful completion of online coursework, in accordance with policy related to online learning, initial course crediting must follow Board of Education policy and regulations for crediting of courses. Products or programs designed for credit recovery cannot be used for granting of initial course credit.
- c. Through a demonstration of course mastery based on competency and performance standards.
- d. Through the successful mastery of the subject matter content provided during 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, internships
- e. Students who successfully complete any course in grades seven or eight that corresponds directly to the subject matter of a specified course requirement in grades nine to twelve and demonstrate mastery on the corresponding high school level end-of- course assessment will be awarded high school elective credit and will be eligible to place into a more advanced course. The credit will not be applied to graduation requirements in that subject matter.

- f. Through achievement of a passing grade on a subject proficiency examination identified and approved by the Commissioner of Education.
- g. Through completion of an academic advancement program.
- h. Through the completion of not less than fifty hours of actual service performed outside of the regular school day in connection with a planned community service learning project supervised by a certified school administrator or teacher and supplemented by not less than ten hours of related classroom instruction, for which 0.5 elective credit may be awarded. In CSDNB a student may only participate in this option once.

FAFSA Requirement for Classes Graduating in 2027 and Thereafter

Students graduating in 2027 and beyond are required to have satisfied one of the following prior to graduation:

- 1. completed a FAFSA;
- 2. for students without legal immigration status, completed and submitted to a public institution of higher education an application for institutional financial aid; or
- 3. completed a waiver of completion of the FAFSA and/or financial aid application, as applicable, on a form prescribed by the Commissioner of Education, signed by the student's parent or guardian or signed by the student if the student is eighteen or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may complete the waiver on behalf of any student who has not satisfied the above requirements if such principal, school counselor, teacher, or other certified educator affirms that they have made a good faith effort to contact the parent/guardian or student about completion of such applications.

Special Circumstances and Allowable Flexibilities for Earning Credit Towards Graduation

The Board of Education recognizes that our district serves students with diverse and unique circumstances that may impact the trajectory of meeting minimum graduation requirements as outlined in this policy. Such circumstances might include, but are not limited to:

- 1. Students arriving without transcripts;
- 2. Students arriving with incomplete transcripts and/or transcripts with insufficient information regarding successful course completion; or
- 3. Students with interrupted attendance or enrollment, such as homelessness, juvenile justice involvement or incarceration.

Upon enrollment or re-enrollment of any student, a mandatory credit review process will occur to investigate a student's academic history by school counseling. Should the below circumstances be present, the named flexibilities can be used to award credits towards graduation and to plan the remaining high school course load.

Flexibilities to support such circumstances as it pertains to awarding credit for coursework may include:

1. Waiving of named course requirements provided that sufficient evidence is present to award comparable credits based on years in schooling (Example: student enters from different state or country and has record or credits equivalent to three completed years of high school, presume course trajectory was completed successfully).
2. Awarding of partial credits, to include half and quarter credits, with evidence of partial coursework completed.
3. Credit reciprocity from sending district for graduation
4. Additional flexibilities not named above may be considered in order to meet minimum graduation requirements and must be approved by the Superintendent or his or her designee.

Special Education

Special Education students may meet graduation requirements through modifications and adaptations as prescribed in the student's Individualized Education Program.

Multilingual Learners (ML)

ML students who enter New Britain High School and will have enrolled in U.S. school(s) totaling 10 months or more by their intended date of graduation will be expected to achieve NBPS graduation requirements.

ML students who enter New Britain High School in their senior year and who will have enrolled in U.S. school(s) totaling fewer than 10 months by their intended date of graduation will be referred to an ML Review Team, made up of a representative from the ML department and a school counselor, to determine individual expectations for demonstrating performance standards for graduation.

Diploma Attainment

Students meeting the minimum credit requirements needed for graduation for the class of 2023 and beyond, listed above, will receive a New Britain Public Schools diploma.

Students may also earn a distinction on their diploma signifying a particular focus based on the theme or career pathways of the school.

Graduation During Period of Expulsion

A student may graduate during an expulsion period if the Board determines that the student has completed the necessary credits required for graduation.

Early Completion of High School

Students who are at least 17 years of age* and have earned all the district-required graduation credits and courses may petition the Superintendent's Designee for graduation.

**Parents/Guardians must make the petition on behalf of the student.*

The CSDNB Graduation Requirements Policy meets the expectations set forth by the Connecticut State Department of Education. Furthermore, the Consolidated School District of New Britain adheres to national, state, and local non-discrimination policies. In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, all educational programs and activities of CSDNB will be offered without regard to race, color, national origin, sex or handicap.

Legal References:

Conn. Gen. Stat. § 10-14n

Conn. Gen. Stat. § 10-16b

Conn. Gen. Stat. § 10-221a

Conn. Gen. Stat. § 10-221z

Conn. Gen. Stat. § 10-223a

Public Act No. 24-45, "An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth"



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy 6146.22 – Graduation Requirements for the Class of 2023 and Beyond Administrative Procedures

Approved on May 16, 2016 | Revised on October 4, 2021 | Revised on on January 7, 2025

Credit Requirements for Promotion

The Consolidated School District of New Britain requires high school students to successfully complete a minimum number of distributed credits before they can graduate. To ensure a logical progression toward graduation, schools shall determine grade level promotion and/or grade level identification using the following criteria. **This applies to students in the class of 2023 and later.**

1. In order to be considered a Sophomore/10th grader:
 - Students must have successfully completed 6 credits.
 - Credits must include: 1 in Mathematics, 1 in English.
2. In order to be considered a Junior/11th grader:
 - Students must have successfully completed 12 credits.
 - Credits must include 2 in Mathematics, 2 in English, 1 in Science, and 1 in Social Studies/History.
3. In order to be considered a senior/12th grader:
 - Students must successfully have completed 18 credits.
 - These credits must include 3 in Mathematics, 3 in English, 2 in Science, and 2 in Social Studies/History.

Students who earned credits in an accelerated progression may have a parent/guardian petition to graduate per the Early Graduation regulation.

Students who enroll in the district without a transcript shall have their grade level determined using the credit via mastery regulation.

Students with disabilities may have promotion criteria adjusted per his/her

Demonstration of Course Mastery

The student shall demonstrate mastery per board policy and district approval to receive high school graduation requirement credit on the high school transcript. Only courses defined by the district as eligible for high school credit may be considered. The petition shall consider multiple measures and a preponderance of evidence demonstrating mastery. Evidence shall include, but not be limited to, content, skills, and dispositions aligned to the content competencies. No more than 4 credits may be awarded through petitioned, mastery-based coursework. An exception to the 4-credit regulation is in cases when a student enrolls in the district without a transcript.

Course Change Procedure

Changes in courses will not be made after the twentieth school day from the enrollment date in the course. Unique or extenuating circumstances that require a change in program will be considered on an individual basis and must have the written approval of the administration (e.g. changing a student from a college prep course to the honors level of the course). Any withdrawals after the designated time period will result in the following coding on the transcript:

- If the student was passing the course at the time of withdrawal, the transcript shall include the code of WP.
- If the student was not passing the course at the time of withdrawal, the transcript shall include the code of WF. Additionally, a WF disqualifies a student from crediting through mastery and credit recovery. If the course is a graduation requirement course, the course must be repeated.

Repeating Courses

Students who have failed a graduation requirement course with a final grade of F and credit recovery is not an option, shall repeat the course. With successful completion (at least a 60%), the student will receive credit for repeating the course. All the requirements of the course must be met and a grade will be recorded. The final grade earned in a repeated course shall be calculated in the student's GPA but shall not replace the previous course grade.

Students who repeat a course for which credit has already been earned may do so but will not receive credit for taking the same course. All the requirements of the course must be met and a grade will be recorded. The final grade earned in a repeated course shall be calculated in the student's GPA but shall not replace the previously credited course grade.

World Language Credit for speakers of languages other than English

In recognition of native and heritage languages other than English, students may earn high school credit for world languages through external examination, regardless of seat-time. The number of credits, not to exceed 1, will be commensurate with the scores earned on the assessment. The assessment must be aligned to the ACTFL Proficiency Guidelines. Students who do not earn at least 1 credit on the pre-approved tests listed below will need to take course work

and earn 1 credit to meet graduation requirements in world languages. The course type code of T for transfer shall be used.

Credit will be awarded as follows:

Proficiency Level	Credits
Novice Mid	1
Novice High	1
Intermediate Low	1
Intermediate Mid	1

For assessments with multiple parts, credit will be awarded based upon the lowest score of all skills.

Acceptable assessments include:

Assessment	Languages Offered
AAPPL	Arabic, Chinese, French, German, Italian, Japanese, Korean, Portuguese, Russian, and Spanish
STAMP	Arabic, English, French, German, Hebrew, Hindi, Italian, Japanese, Mandarin, Russian, Spanish
OPI and WPT	Albanian, Greek, Ukrainian, Urdu, Pashto, Polish, Swahili, Twi and other languages
WLCE	Polish and other languages

Acronyms:

ACTFL = American Council on the Teaching of Foreign Languages

AAPPL = ACTFL Assessment of Performance toward Proficiency in Languages OPI = Oral Proficiency Interview (ACTFL)

OPIc = Oral Proficiency Interview - Computer (ACTFL) WPT = Written Proficiency Test (ACTFL)

STAMP = Standards-based Measurement of Proficiency (Avant Assessment) LTI = Language Testing International (vendor of all ACTFL assessments)

WLCE = World Language Comprehensive Exam

Student Success Plan

The Student Success Plan (SSP) is an individualized student driven plan that will be developed to address every student's needs and interests to help every student stay connected in school and to achieve postsecondary educational and career goals. The SSP will begin in the 6th grade and continue through high school to provide the student support and assistance in setting goals for social, emotional, physical and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests. The SSP and supporting structures such as student portfolios and academic/personal records should be portable following the student from school to school and district to district.

An effective SSP is built around three core components: Academic Development, Career Development, and Social, Emotional and Physical Development. The SSP allows for skill acquisition and demonstration in a student's academic, career and personal life. Students have been assigned grade and developmentally aligned SSP assignments for each core component that, once completed, will demonstrate a personalized goal oriented plan.

All students in grades 6 - 12 will have a student success plan that will transition with the student through high school completion. Each school will identify a Student Success Plan coordinator and will conduct progress monitoring to ensure all students have created a plan. Plans will be reviewed at least once per year with a caring adult assigned to each student. Parents are encouraged to contact their child's school to schedule an appointment to review the SSP.

Career Connections Senior Project

This is a graduation requirement that satisfies the state Mastery Based Diploma Assessment and that allows students the opportunity to demonstrate attainment of the skills identified in the New Britain High School Profile of a Graduate. Students will have the opportunity to share a multimodal project that shows how they developed the following skills throughout their high school experience:

- Immerse themselves in an area of interest to them,
- Explore an academic interest, a social service, a possible career, while thinking beyond the conventional academic experience,
- Independent learning techniques and self-direction, application of knowledge outside the classroom, self-reliance, and confidence,
- Critically evaluate their own upcoming transitions from high school to adulthood, and
- Make connections in the community through networking and developing essential communication skills.

This project will be a culmination of four years of the students' work supported by Career Connections Session in each grade level (9-12). Students will demonstrate learning through using a multimodal format about their high school experience and their readiness for adulthood. Students will be awarded one credit for the successful completion of the presentation.

College Credit Earned

Students who have successfully completed college level* course(s) while in high school may be eligible to earn high school credit towards graduation. The following process will determine if students will receive credit:

- Students must present an official transcript to the School Counselor within one semester of completing the college level course
- The official transcript will be reviewed by the School Counselor and/or designee to determine if course is eligible for high school credit
- The School Counselor and/or designee will determine the high school course equivalent and appropriate credit amount (e.g. 0.25; 0.5; 1.0)*
- The college level course will be added to historical grades in the student data system by following the course coding guidelines and GPA calculations
- The School Counselor and/or designee will notify student by the end of the current school year of the decision

**College level remedial courses are not eligible for high school credit*

Extended Learning Opportunities

Extended learning opportunities (ELO) are rigorous learning opportunities that align with approved CSDNB curriculum. These opportunities occur beyond the traditional school day, school year, and/or beyond the classroom. Students must complete the ELO approval process BEFORE participating in an *ELO.

Assessment of extended learning opportunities must be conducted by a CT certified administrator or teacher and include an evaluation of the mastery level of standards aligned to each *ELO.

Credit will be awarded based on assessment outcomes and will follow the service learning guidelines.

*ELO may include but are not limited to:

- Summer travel programs
- Online learning
- Before and after school programs
- Extracurricular activities
- Internships
- Apprenticeship
- Independent study
- Private instruction

**ELO are NOT considered Service Learning/community service. Please refer to Service Learning section for of this document for additional information*

Service Learning

Service Learning* is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Service-learning provides students with opportunities to develop civic engagement skills. By working with community members, students can enhance their group, organizational and interpersonal skills. They also can gain important experience working with diverse members of their communities.

Students will earn one-half credit (0.5) in service learning/community service, which qualifies for high school graduation credit. The service learning/community service must be pre approved and supervised by a certified school administrator or teacher and consist of not less than 50 hours of actual service that may be performed at times when school is not regularly in session and not less than 10 hours of related classroom instruction. A service-learning plan must be developed in collaboration with the student and the supervising NBPS staff member. The Service Learning Plan must be pre-approved by the supervising NBPS staff member prior to the start of participation. Assessment of service learning will be based on actual service hours and classroom instruction.

**Starting in 2024-2025, the CSDNB will recognize that partisan political activities may qualify as service learning or community service.*



CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN

Board Policy 6146.22 – Revised Special Graduation Requirements for the Class of 2021 and 2022

Approved on May 16, 2016 | Revised on October 4, 2021

Although the majority of our students have attempted to connect via technology, the ability to sustain students' engagement remotely continues to be a challenge. While we have made significant instructional and technological gains within their hybrid days and have made significant progress in providing instruction remotely, we still have a significant number of students struggling without the direct in-person daily support of teachers and other support staff. This will potentially impact some students' ability to graduate. In an effort to meet the needs of all students we are prepared to offer a menu of options to increase the number of students able to graduate with the necessary skills for future success. Among these options are a change in graduation requirements for the Class of 2021 and 2022, to the current Connecticut State Department of Education requirements as outlined below, as well as offering a fifth year to students who feel in-person learning for an additional year will better prepare them for post-secondary opportunities.

I. Credit Distribution Requirements

The Board Of Education credit requirements meet state regulations:

English Four (4) credits

Mathematics Three (3) credits

Science Two (2) credits

Social Studies Three (3) credits including .5 credit in Civics and American Government

Physical Education One (1) credit

Fine Arts or Vocational Education One (1) credit

Electives Six (6) credits

Total 20 credits

Students are assigned to grades 9-12 based on the number of credits earned. Students need to earn five credits to progress to grade 10, 10 credits to progress to grade 11, and 15 credits to progress to grade 12. Graduation eligibility of students classified as seniors (grade 12) can be found in the Connecticut General Statutes Section 10-221 and the New Britain High School Student Handbook.

II. District Performance Standards

Senior students will meet with their guidance counselor and career center staff at least twice during their senior year to plan for the post high school transition. These visits will include opportunities to access on-line and other resources available to support the exploration of a variety of post-graduation options.

III. Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such a student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."

Legal References/Citations

- 10-16 (1) Graduation Exercises (as amended by Public Act 96-26, An Act Concerning Graduation Requirements and Readmission and Placement of Older Students and Public Act 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 Public Act 00-156, an act requiring a Civics course for high school graduation)
- 10-221a High School Graduation Requirements (as amended by Public Act 01-166, an act concerning high school graduation and the Connecticut Academic Performance Test)
- Public Act 11-135 An Act requiring each local Board of Education to create a student success plan for each student enrolled in a public school, beginning in grade six.
- The Connecticut Plan