

POLICY SUB-COMMITTEE MEETING

Regular Meeting

Griswold Board of Education

Superintendent's Office

211 Slater Avenue

Griswold, CT 06351

WEDNESDAY,

April 9th, 2025

5:00 PM

1. Call to Order
2. Approval of the Policy Subcommittee Special Meeting Minutes—February 4, 2025
3. Review, Discussion, and Possible Action to Approve New Policy 5131.911 – Students – Connecticut School Climate Policy – Policy Statement
4. Review, Discussion, and Possible Action to Approve Revised Policy 6146 – Instruction – Graduation Requirements – Definition and Broad Guidelines
5. Next Meeting – May 7th, 2025 @ 5 PM
6. Adjournment

**POLICY SUB-COMMITTEE SPECIAL MEETING
GRISWOLD BOARD OF EDUCATION**

**TUESDAY,
February 4th, 2025**

DRAFT

1. A special meeting of the Griswold Board of Education's Policy Subcommittee took place on Tuesday, February 4th, 2025, at Griswold Middle School, in the Superintendent's Office, located at 211 Slater Avenue, Griswold, Connecticut. The Policy Subcommittee meeting was called to order at 5:00 PM by Jaimee O'Neill-Eaton, Policy Subcommittee Member in the absence of Policy Subcommittee Chair, Yvonne Palasky.

PRESENT Mary Beth Malin and Jaimee O'Neill-Eaton, GPS Policy Subcommittee Members.

ALSO PRESENT Sean McKenna, GPS Superintendent of Schools.

ABSENT Yvonne Palasky, GPS Policy Subcommittee Chair.

2. Approval of the Regular Meeting Minutes—January 7th, 2025

MOTION By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To approve the regular meeting minutes of January 7th, 2025, as presented.
Motion unanimously carried.

3. Review, Discussion, and Possible Action to Approve New Policy 5111.3 – Students – Protection of Undocumented Students

MOTION By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To table any action on this new policy #5111.3 at this time and bring it back to a future Policy subcommittee meeting for further discussion.
Motion unanimously carried.

4. Review, Discussion, and Possible Action to Approve New Regulation 5111.3 – Students – Protection of Undocumented Students

MOTION By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To table any action on this new regulation #5111.3 at this time and bring it back to a future Policy subcommittee meeting for further discussion.
Motion unanimously carried.

5. Review, Discussion, and Possible Action to Ammend the Following Policies Under Sexual Harassment/Title IX – Prohibition of Sex Discrimination and Sexual Harassment in the Workplace:

- A. Personnel – 4000.1
- B. Personnel – 4200.1
- C. Students – 5145.44

The Policy subcommittee reviewed all three policies and voted to move them to the full BOE for review and discussion as a first reading.

MOTION

By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To move forward policies 4000.1, 4200.1, and 5145.44 to the full
Griswold Board of Education for a first reading.
Motion unanimously carried.

6. Review, Discussion, and Possible Action to Ammend the Following Policies Under Sexual Harassment/Title IX – Prohibition of Sex Discrimination and Sexual Harassment in the Workplace:
A. Personnel – 4000.1
B. Personnel – 4200.1
C. Students – 5145.44

The Policy subcommittee reviewed all three regulations and voted to move them to the full BOE for review and discussion as a first reading.

MOTION

By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To move forward regulations 4000.1, 4200.1, and 5145.44 to the full
Griswold Board of Education for a first reading.
Motion unanimously carried.

7. Review, Discussion, and Possible Action to Approve New Bylaw 9273- Civility Code

MOTION

By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To table any action on Bylaw #9273 – Civility Code - at this time and
bring it back to a future Policy subcommittee meeting for further
discussion.
Motion unanimously carried.

8. Review, Discussion, and Possible Action to Approve New Bylaw 9325.5 – Requests for Information by Board Members

MOTION

By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To move forward new Bylaw 9325.5 to the full Board, as discussed, with
changes.
Motion unanimously carried.

9. Next Meeting: Tuesday, March 11th, 2025 – The Policy subcommittee will hold their next regular meeting on Tuesday, March 11th, 2025 at 5 PM.

10. Adjourn

MOTION

By Mary Beth Malin
Seconded by Jaimee O'Neill-Eaton
To adjourn the special Policy meeting at 6:19 PM.
Motion unanimously carried.

Minutes prepared by: Sean McKenna/Robin Drobiak

A mandated policy.

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The _____ District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

Students

Connecticut School Climate Policy

Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

Students

Connecticut School Climate Policy (continued)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

¹ School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

² School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

³ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁴ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Policy adopted:

cps 11/23

⁴ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here ☐ for any **student** who would like to submit anonymously.

I am a: ☐ Student, ☐ Parent and/or Guardian or ☐ School Employee

Email: _____

Phone Number: _____

Contact me by: ☐ Phone ☐ Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- | | |
|--|--|
| ☐ On school property | ☐ On a school bus |
| ☐ At a school-sponsored activity or off school property | ☐ On the way to/from school |
| ☐ Electronic communication, internet, and social media | ☐ Outside of school |
| | ☐ Other _____ |

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- | | |
|--|---|
| ☐ Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | ☐ Making intimidating, and/or threatening gestures or remarks |
| ☐ Spreading rumors or gossip | ☐ Getting another person to do any of the behaviors listed above |
| ☐ Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | ☐ Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: _____

Today's Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES ☐ NO ☐

Was this a verified act of bullying? YES ☐ NO ☐

Was this investigated as cyberbullying? YES ☐ NO ☐

Was this a verified act of cyberbullying? YES ☐ NO ☐

Was this investigated as teen dating violence? YES ☐ NO ☐

Was this verified teen dating violence? YES ☐ or NO ☐

Was this investigated as an assault? YES ☐ NO ☐

Was this a verified assault? YES ☐ or NO ☐

Was this investigated as an act of physical violence?

YES ☐ NO ☐

Was this a verified act of physical violence?
YES ☐ or NO ☐

Was this investigated as a protected class violation/
harassment? YES ☐ NO ☐

Was this a verified protected class violation/harassment?
YES ☐ NO ☐

Was this investigated as a Title IX violation? YES ☐ NO ☐

Was this a verified Title IX violation? YES ☐ or NO ☐

Was this a verified act of challenging behavior not listed
above? YES ☐ NO ☐

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the "Challenging Behavior Reporting Form".

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Narrative for 6146

Sections 9 and 10 of Public Act 24-45 change the high school graduation requirements found in Connecticut General Statutes §10-221a. Beginning with the 2027 graduation class, it eliminates the option for boards of education to require a one-credit mastery-based diploma assessment to graduate from high school. However, a board may still provide the option.

Section 9 of Public Act 24-45 now permits credit from the **personal financial management and financial literacy** requirement to count towards students' **nine humanities credits, nine science, technology, engineering and mathematics, or an elective credit.**

Under existing law, boards of education may offer one-half credit in community service, which qualifies for high school graduation credit if satisfactorily completed under certain conditions. Section 9 of the Act removes the prohibition on *partisan political activities* qualifying as community service. The Act also eliminates the requirement that the State Board of Education provide students who complete at least fifty hours of community service with a community service award.

Currently, students must complete one credit of **physical education** and wellness unless they present a certificate from a physician or advanced practice registered nurse certifying that the student's physical condition medically contraindicates participation in physical education. Section 9 of the Act now permits students to provide such certification from a physician assistant as well.

Section 9 of the Act delays until the graduating class of 2027, when each student must complete a **Free Application for Federal Student Aid (FAFSA)** or complete a waiver for such requirement to graduate. Section 10 exempts students who are enrolled in an incorporated or endowed high school or academy and hold an F-1 visa from this requirement.

A recommended policy to consider.

Instruction

Graduation Requirements

Definition and Broad Guidelines

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.

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 district 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 program goals and requirements 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 students in the district, 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 students a course of study or alternative programming 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 and did not receive a diploma as a consequence of such service.

The Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

Graduation Criteria

Commencing with classes graduating in 2027, and each graduating class thereafter, the Board of Education adheres to the State requirement permitting any high school student to be granted a diploma upon satisfactorily completing a minimum of twenty-five credits, including no fewer than:

- Nine credits in the humanities, including civics and the arts;
- Nine credits in science, technology, engineering and mathematics;
- One credit in physical education and wellness;
- One credit in health and safety education;
- One credit in world languages;
- One-half credit in personal financial management and financial literacy (applied to humanities, science, technology, engineering and mathematics or as an elective credit)

Instruction

Graduation Requirements

Definition and Broad Guidelines

Graduation Criteria (continued)

Beginning with the graduating class of 2027, the Board shall no longer require a one-credit mastery-based diploma in order to graduate from High School.

A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contradicted because of the student's physical condition. An elective may fulfill the credit for physical education.

Student Support and Remedial Services

Beginning with the graduating class of 2023, the Board of Education will 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, previously listed 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 online 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 fulfillment of the mandated one-credit foreign language requirement can include the successful completion of a world language course in grades six, seven, or eight, an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed by the Commissioner and such credits do not exceed four.

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

Instruction

Graduation Requirements

Student Support and Remedial Services (continued)

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."

Community Service (Optional)

The Board of Education may offer one-half credit in community service, which qualifies for high school graduation credit if satisfactorily completed under specified conditions. Such community service may include partisan political activities. (If the Board of Education adopts a community service component to its graduation requirements, it may consider the following:

- Developing a procedure for approving a community service project, oversight and support
- Developing a list of acceptable community service projects and associated agencies
- Developing requirements related to time, projects, evidence of competency attainment, evidence of community service completion
- Developing a comprehensive list of practices to ensure safety and well-being.

Student Success Plans

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a student's career and academic choices in grades six through twelve. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The Board shall utilize the Department of Education's issued and revised guidance regarding changes to such student success plans. In creating student success plans, consideration shall be given to career and academic choices in computer science, science, technology, engineering, and mathematics.

Student success plans shall be created, if possible, in collaboration with each student and the student's parent/guardian and shall, to the extent it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the Board's Challenging Curriculum Policy.

Eligible Credits

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.

Instruction

Graduation Requirements

Eligible Credits (continued)

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.

Only courses taken in grades nine through twelve, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements, except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this and the **Mastery-Based Learning** sections, achieved through educational experiences and opportunities that provided 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 content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

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 nationally recognized examination as determined, by the State Department of Education, or a 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 to determine the eligibility of a student for enrollment at a Connecticut public institution of higher education.

The Board of Education shall permit a student to graduate from high school upon successfully completing the above-described academic advancement program.

Instruction

Graduation Requirements

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 student’s transcript a designation that the student received the “Connecticut Seal of Biliteracy.”

Pipeline for Connecticut’s Future Program (optional)

The Board of Education may establish a Pipeline for Connecticut’s Future Program. Under the program, the Board shall partner with one or more local businesses to offer on-site training and course credit to District students.

The above exceptions to earning credits, other than grades 9 through 12, are discretionary, not mandated. A board of education may allow, as above an unlimited number of credits to be earned prior to high school or at a higher institution of learning. A board could also place limits on the number to be so earned or, as at present, require all credits needed for high school graduation to be earned in grades 9-12 inclusive.

In addition, the earning of credits, as described in world language and in other subject areas, through the passage of tests prescribed, identified, and approved by the Commissioner is discretionary, not mandated.

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

Award of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities and for veterans of the Vietnam Era. (*optional*)
3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service. (*optional*)
4. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941 through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years. (*optional*)

Instruction

Graduation Requirements

(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, P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation and P.A. 16-4(SS), section 310.), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy and P.A. 19-58 An Act Promoting Careers in Manufacturing to Public School Students and P.A. 21-199 Section 4, An Act Concerning Various Revisions to the Education Statutes.)
10-233(a) Promotion and graduation policies. (as amended by P.A. 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.
P.A. 15-237 An Act Concerning High School Graduation.
P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements
P.A. 23-21 An Act Concerning Financial Literacy Instruction

Policy adopted:
rev 9/23
rev 9/24

Mastery-Based Learning

~Page 1~

Districts in many states, including Connecticut, have started to consider and implement competency-based learning as a secondary school reform in order to increase graduation rates and ensure that students have the skills and knowledge for post-secondary success. At present, over thirty schools and districts in Connecticut have begun to implement practices pertaining to a mastery-based learning environment (MBL).

The Connecticut Association of Public School Superintendents (CAPSS) has done considerable work to promote mastery-based learning. CAFE and the Connecticut Association of Schools (CAS) have assisted CAPSS in its efforts.

Competency-Based learning lacks a common definition but researchers have found that it has the four following common elements.

1. Students must demonstrate mastery of all required competencies to earn credit or graduate.
2. Students advance once they have demonstrated mastery, and students receive more time, and possibly individualized instruction, to demonstrate mastery if needed.
3. Students are assessed using multiple measures to determine mastery, usually requiring that students apply their knowledge, not just repeat facts. Formative and summative assessments should be developed to measure progress toward mastery.
4. Students can earn credit toward graduation in ways other than seat time, including apprenticeships, blended learning, dual enrollment, career and technical education programs, and other learning opportunities outside the traditional classroom setting.

According to advocates, competency-based approaches encourage a new relationship between teachers and students, in which teachers act more as facilitators, coaches and mentors and students take more responsibility for the learning process. This new collaborative relationship between teachers and students results in learning being more flexible, rather than strictly following curriculum progressions. Teachers can personalize instruction to better meet the needs of students. The focus is placed on learning, allowing students to advance at their own rate and to learn to regulate their own learning.

While many states have adopted competency-based learning there is a wide range of how it is defined in practice. Across these many states, competency-based policy includes reforms that simply allow flexibility in awarding credit for some or all classes to complete transformations of education systems from time-based or Carnegie unit structures to systems based on demonstration of mastery. Competency-based learning policies in states nationwide that have adopted the reform include a wide range of parameters that districts must follow.

The common resources and supports needed to help districts implement a competency-based learning environment have been identified as the following:

- A clear communication strategy for all stakeholders to establish understanding, acceptance, and support of the reform.
- Ongoing support for teachers, including professional development and time for collaboration.
- More research and models to help districts guide their implementation and ongoing efforts.

Mastery-Based Learning

~Page 2~

In competency-based learning, students demonstrate mastery of a defined set of skills or competencies in each course in lieu of completing credit requirements based on time in class. Many terms are used to describe this reform in which students advance after demonstrating mastery, including *competency-based learning*, *proficiency-based learning*, *mastery-based learning*, and *standards-based learning*. The Connecticut State Department of Education (SDE) uses the term “*mastery-based learning*.”

The SDE defines a mastery-based learning environment (MBL) as one which consists of state standards and district-level competencies which place the focus on students through the compilation of a body of evidence. The competencies that all students are expected to meet are clearly articulated demonstrating what they know and are able to do.

Awarding credit solely on the basis of “seat time” (Carnegie Units) has allowed some students to progress through school and graduate from high school with significant learning gaps. In a MBL environment, students are given multiple pathways to master critical content knowledge and skills. Students who are struggling to demonstrate mastery of a competency receive targeted individualized support and more time to learn and practice, as well as multiple opportunities to demonstrate their progress and mastery. Students who have mastered the competency can move on to a deeper learning task. This increases student engagement and benefits all learners across the continuum. While the learning expectations and evaluation criteria are consistent, teachers can be more flexible in teaching and students have more choice in learning. By demonstrating competency, students meet course expectations and are given credit. Schools and/or districts that make the decision to transition to MBL are still expected to meet the state graduation requirements as legislated under the Connecticut General Statutes, Section 10-221a.

The SDE recommends that a core set of competencies be developed at the district level that align with state content standards. SDE states that since it is impossible to define everything a student will learn during the course of his/her K-12 education, individual students and teachers are empowered to pursue areas of specific interest and anticipated future needs.

The SDE indicates that the identified competencies must be drawn from, and align with, the various state content standards. Since the various state content standards that will be used to create the competencies are structured differently and use different language, districts should consider creating a system of common language across grades in order to better communicate expectations to students and parents. The structure of the learning environment is based on locally-developed graduation competencies; content area graduation competencies; and unit-based student learning objectives.

The SDE utilizes the following definitions related to mastery-based learning:

Locally-Developed Graduation Competencies are standards created by individual district through research-based curricular concepts that focus instruction on the most foundational, enduring and leveraged concepts and skills within district-determined competencies.

Content Area Graduation Competencies are standards that focus instruction on the most foundational, enduring and leveraged concepts and skills within each content area. Attaining these competencies requires multiple years of learning as students engage with and deepen their capacity through age-level appropriate goals. Students are expected to demonstrate achievement of each graduation competency in each required content area over time. Five to eight content area graduation competencies in each content area are recommended.

Mastery-Based Learning

~Page 3~

Unit-Based Student Learning Objectives derive from competencies. They are daily classroom learning expectations grouped by units of study or grade levels. They are defined statements of what a student needs to know or be able to do and facilitate the progression toward a complex critical knowledge base or skill.

To maximize student achievement of competencies, the development and implementation of relevant and authentic learning experiences will enable students to attain these competencies through varied student-centered means. Referred to as pathways, these student-centered experiences extend student learning from the classroom to the community. Pathways in concert with a common set of state content standards in all content areas, ensure that all students are prepared for college, career, and civic life.

The SDE has stated that traditional assessment cannot support the MBL environment. The traditional practice of averaging a student's achievement over time, including factors such as behavior in determining grades, does not paint an accurate picture of a student's attainment of competencies. In an MBL environment, not only is the learning individualized but the way students demonstrate mastery is tailored to their needs and strengths. The same competency may appear in multiple content areas and be measured with various assessments, such as projects or exhibitions.

To effectively respond to the information about student learning gleaned from formative assessments, instruction must be equitable, responsive, and fundamentally student-centered. In this environment, assessments reveal student needs as they arise. Paths to mastery must be flexible, and individualized and include research-based and accessible specialized instruction, timely intervention, enrichment, and acceleration.

Based on what students know and are able to do, student performance on assessments drives the following critical educational decisions: classroom instructional practices; remediation and support; grade promotion; and the awarding of credits toward graduation.

In a transition to a mastery-based system of teaching and learning, districts and schools will need to review and possibly revise existing policies, while also creating new policies that address emerging models, practices, and learning experiences. Policies should balance prescription with flexibility, providing unambiguous guidance on the most essential features of a local education system while also allowing school leaders and teachers flexibility regarding implementation.

This narrative overview excerpted material found in the following source documents:

Source: "Competency-Based Learning: Definitions, Policies and Implementation," by Aubrey S. Torres, Jessica Brett, and Joshua Cox, in collaboration with the Northeast College and Career Readiness Research Alliance, published by Regional Educational Laboratory at EDC, April, 2015.

Source: "Mastery-Based Learning-Frequently Asked Questions," Connecticut State Department of Education, June 2015.

Policy Implications

A number of policies have been developed for districts to consider if they are contemplating moving into a mastery-based learning environment. It must be stressed that these policies should be viewed as a starting point for the district as it transitions into this new approach in a mastery-based learning environment.

Policy #6146 – Graduation Requirements, Policy #6146.1 – Grading and Reporting System

Policy #6146.13 – Multiple Pathways

April 2016

Updated September 2024

A sample policy to consider for a district wanting to utilize a mastery-based (proficiency-based) learning system. This sample policy is based on a model promulgated by the Great Schools Partnership, with some modifications to reflect Connecticut statutes.

Instruction

Graduation Requirements (Based on a Mastery-Based Learning)

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, the _____ Public Schools has adopted a mastery-(proficiency) based system of teaching, learning, promotion, and graduation. Beginning with the _____ High School Class of 20__, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits to prepare them for postsecondary education and modern careers.

The District's standards-based diploma system also requires our schools and educators to provide the interventions, support systems, and personalized learning pathways that each student needs to master the expected standards and graduate college, career, and life ready.

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.

- Commencing with the graduating class of 2023 (beginning with the incoming class of 2019-2020) and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) 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; (5) one credit in world languages and (6) one-half credit in personal financial management and financial literacy (applied to humanities, science, technology, engineering and mathematics or as an elective credit)

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.

Definitions

Competency-based learning refers to approaches used in which students advance upon demonstrated mastery. (Multiple terms have been used when discussing this approach, including *proficiency-based, mastery-based, standards-based, outcomes-based, and performance-based learning*. *Mastery-based learning* is the term used in Connecticut) Students move ahead when they have demonstrated mastery of content, not when they have reached a certain birthday or completed the required hours in a classroom.

Instruction

Graduation Requirements (Based on a Mastery-Based Learning)

A **Mastery-Based Learning Environment** consists of state standards and district level-competencies that put the focus on students demonstrating what they know and are able to do through the compilation of a body of evidence. The competencies that all students are expected to meet are clearly articulated. The identified competencies must be drawn from, and align with, the various state-wide subject matter content standards adopted by the State Board of Education. The structure of the learning environment is based on locally-developed graduation competencies; content area graduation competencies; and unit-based student learning objectives. (**Alternate:** Mastery learning, an instructional strategy and educational philosophy, is a set of group-based, individualized, teaching and learning strategies based on the premise that students will achieve a high level of understanding in a given domain if they are given enough time.)

Mastery-Based Graduation Standards are when students earn credits toward graduation by demonstrating mastery of required knowledge and skills rather than by completing courses. Mastery is demonstrated within a traditional classroom setting or in other learning opportunities that are aligned with graduation standards.

Locally-Developed Graduation Competencies are standards created by the local district through research-based curricular concepts that focus instruction on the most foundational, enduring and leveraged concepts and skills within district-determined competencies.

Content Area Graduation Competencies are standards that focus instruction on the most foundational, enduring, and leveraged concepts and skills within each content area. Attaining these competencies requires multiple years of learning as students engage with and deepen their capacity through age-appropriate goals. Students are expected to demonstrate achievement for each graduation competency in each required content area over time. (The SDE recommends five to eight graduation competencies in each content area.)

Unit-Based Student Learning Objectives derive from competencies. They are daily classroom learning expectations grouped by units of study or grade levels. They are defined statements of what a student needs to know or be able to do and facilitate the progression toward a complex critical knowledge base or skill.

A **Personalized Learning System** recognizes that students engage in different ways and in different places. Students benefit from individually paced, targeted learning tasks that start from where the student is, formatively assessing existing skills and knowledge, and address the student's needs and interests.

Blended Learning involves instruction that combines traditional face-to-face teaching with online and media-delivered instruction.

Instruction

Graduation Requirements

Definitions (continued)

Carnegie Unit is a measure of the amount of time a student has studied a subject in class.

Dual enrollment is when students are concurrently earning college credits while enrolled in high school.

Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, our schools, educators, and staff will clearly and consistently communicate prior to entering high school and throughout the student's educational career the graduation standards and diploma requirements that must be met to earn a high school diploma.

The Superintendent or his/her designee, through the High School Principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements is (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the District and High School websites. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students during course selection. This policy will also be referenced in each edition of the High School Student Handbook and on the District and High School websites.

As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the district's graduation requirements, which extends to all applicable changes in relevant state law, rules, or regulations.

The Board has approved the following schedule of minimum requirements for graduation, which encompasses minimum graduation requirements specified by the state and described in relevant laws, rules, and regulations. The Board is aware that current law and regulations are subject to change.

1. All students will demonstrate that they have achieved mastery in the content-area graduation standards based on Connecticut state requirements: (or through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education, aligned with state content standards.)
 - English Language Arts
 - Mathematics
 - Social Studies
 - Science and Technology
 - Health Education and Physical Education
 - Visual and Performing Arts
 - World Languages

Instruction

Graduation Requirements

Communicating Graduation Requirements (continued)

2. All students must satisfy graduation requirements utilizing personalized pathways through active engagement in mastery-based educational experiences in all the above content areas.

_____ High School graduates will demonstrate that they have achieved mastery in the cross-curricular standards:

- a. A clear and effective communicator
- b. A self-directed learner and collaborative worker
- c. A creative and practical problem solver
- d. A responsible citizen
- e. An informed thinker

Alternate set of performance standards:

- a. Effectively apply critical and creative thinking skills to solve relevant problems.
- b. Actively read, analyze, evaluate, and synthesize informational and persuasive texts thinking skills to solve relevant problems.
- c. Produce written materials that appropriately respond to the varying demands of audience, task, purpose, and discipline.
- d. Create, interpret, and evaluate verbal and nonverbal presentations using a variety of tools/media in varied contexts for a variety of purposes.
- e. Access and apply appropriate digital resources, media, and other technology in varied contexts for various purposes.
- f. Work collaboratively to solve problems and accomplish goals.
- g. Make appropriate decisions in the areas of health, wellness, and physical fitness.
- h. Contribute positively to the community.

(Students to complete a service learning requirement under the supervision of a teacher during senior year. It is possible for a student to complete this requirement in another discipline and earlier than the senior year, but senior-year social studies teachers will evaluate all projects. The purpose of this requirement is to build stronger partnerships with the community, explore career paths, promote active citizenship, and provide a real-life experience for students. The service learning project will be scored using a uniform rubric.)

Students for items “a” through “g” above, through the various subject areas, will have designated assignments that measure their ability to meet each academic expectation. Performance requirements will be assessed twice yearly, at the end of the second and fourth quarters. To meet the graduation performance standard in each area, students must score at or above the proficient level during their sophomore, junior, and senior years.

Instruction

Graduation Requirements

Communicating Graduation Requirements (continued)

3. All students will design, document, and defend a culminating/capstone project demonstrating their mastery of content and cross-curricular graduation standards.
Alternate language: All students will complete a capstone project to demonstrate their knowledge, skills, and work habits by conducting in-depth research, using technological applications, producing a high-quality exhibition of learning, and presenting their research and findings to a review panel.
4. All students will complete and submit at least one application to a postsecondary educational institution, training program, or other certified learning experience, such as the military, that will provide them with continued opportunities for academic, career, and personal growth.
5. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy the District's graduation requirements during a period of time that is either accelerated or lengthened, based on their distinct learning needs. All students are expected to develop a Student Success Plan with assistance from counselors, teachers, and/or administrators that allows them to master expected standards at the pace and with the support they need.

Multiple Pathways

The District's High School(s) will offer all students multiple learning options that allow students to demonstrate mastery of content and cross-curricular standards, earn academic credit, and satisfy graduation requirements. Students shall be encouraged to explore a broad range of personalized learning experiences.

To pursue personalized learning experiences, students must design a Student Success Plan that documents and defends how the experience satisfies both graduation requirements and expected cross-curricular and content area standards.

Learning options may include, but are not limited to, the following:

- a. Academic courses offered by the school in grades 9 through 12 inclusive that are in accordance with the state-wide subject matter content standards adopted by the State Board of Education
- b. Grade 7 or 8 course completion that corresponds directly to the subject matter of a specified course requirement in grades 9 through 12
- c. Cross-curricular graduation requirements
- d. Work-based learning
- e. Service Learning
- f. Dual enrollment and early college courses
- g. Career and technical education
- h. Online or blended learning options (virtual learning)
- i. Alternative or at-risk programming
- j. Internships, fieldwork, or exchange experiences
- k. Student-designed independent studies or long-term projects

Instruction

Graduation Requirements (continued)

Transfer and Home School Students

For students who transfer to _____ High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with the District's High School's cross-curricular and content area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements.

After enrolling in the District, these students must satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal or his/her designee. The Superintendent will ultimately determine whether these students can receive a diploma. Transfer and home-schooled students must have attended the District's High School for at least two (2) years or four (4) semesters to be eligible for a diploma.

Students Receiving Special Education Services

Students who successfully meet the District's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

Delayed Awarding of Diplomas

If a student leaves high school to attend an accredited, degree-granting institution of higher education, the student may, upon satisfactory completion of the freshman year, be awarded a high school diploma, provided that the student has notified the Principal at the time of the early admission.

Extended Study

Students are eligible for extended years of study to complete the school's graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

Service Learning Project (*optional*)

Students must complete a Service Learning Requirement under the supervision of a teacher in the senior year. The purpose of this requirement is to build stronger partnerships with the community, explore career paths, promote active citizenship, and provide real-life experiences for students. The Service Learning Project will be scored using a uniform rubric. It is possible for a student to complete this requirement in any discipline and earlier than the senior year. However, all projects will be evaluated by senior year social studies teachers.

Participation in Graduation Ceremony

A student must complete all Board of Education requirements for a high school diploma to participate in graduation exercises.

Instruction

Graduation Requirements (continued)

(cf. 5123 – Promotion/Acceleration/Retention)
(cf. 5126 – Academic Recognition)
(cf. 6146.1 – Grading and Reporting System)
(cf. 6146.12 – Dual Enrollment and Early College)
(cf. 6146.13 – Multiple Pathways)

Legal Reference: Connecticut General Statutes

10-5 State high school diploma; “honors diploma.” Payment of fees; exceptions. (as amended by PA 17-29)

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247 and P.A. 15-215)

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 P.A. 13-247, Budget Implementer Bill and P.A. 15-237, An Act Concerning High School Graduation, PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut’s Seal of Biliteracy.)

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

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

Mastery-Based Learning-Guidelines for Implementation, Connecticut State Department of Education, June 3, 2015.

Policy adopted:

rev 9/23

rev 9/24

Connecticut State Department of Education Mastery-Based Learning

Guidelines for Implementation

June 3, 2015

Foreword

Guidelines for Mastery-Based Learning

Introduction

In accordance with the Connecticut General Statutes (C.G.S.) Section 10-221a(f)(3) passed by the Connecticut State Legislature, the Connecticut State Department of Education (CSDE) is required to create and distribute guidance to support educators in schools and districts interested in implementing a mastery-based system as follows:

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 (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.**

The State Board of Education Guidelines are designed as an effort to support local decisions regarding policy, practice, and community engagement. The guidelines are developed so that student expectations for Mastery-Based Learning (MBL) align with state content standards. They also include provisions for multiple pathways for learning and local accountability for implementing equitable learning for all students. The intent is to create increased flexibility for students, teachers, schools, districts, and their communities to design and individualize learning in alignment with state content standards and frameworks. Additionally, the CSDE will develop a series of resources for local use and distribute these resources in multiple ways including using a Website.

Vision

The vision for this work is to ensure all students are prepared for college, career and civic life through multiple and flexible pathways for learning, including mastery-based systems of accountability for student growth. MBL places emphasis on rigorous college and career learning competencies and quality instruction and curriculum drawn from state graduation requirements and state content standards. Learning will emphasize authentic experiences and the application of critical knowledge that students engage in at school, in the community, or online.

Plan of Action

While teachers have always used state content standards in their summative assessments, MBL requires students to demonstrate mastery of the aligned competencies in order to move ahead. MBL pushes schools to create powerful learning experiences for every student regardless of his/her past learning history and allows students to demonstrate mastery through a body of evidence. MBL requires students to meet state-identified standards and local competencies that are assessed through multiple and flexible pathways in a learner-centered environment.

Guidelines for Implementation

Connecticut schools and districts employing mastery-based demonstrations for credits as identified in C.G.S. Section 10-221a, should consider the following when planning:

I. Community Engagement

- a. Create an ongoing process and multiple resources to inform all constituents (students, parents, teachers, administrators, community members, and business leaders) regarding the concepts of MBL, and how it works in your schools/district.
- b. Topics for engagement and understanding may include:
 - i. changes in how students will demonstrate mastery of competencies and meet state content standards;
 - ii. expectations for movement through a learning progression and graduation; and
 - iii. ways that community members can help to enhance student learning experiences.

II. Practice

- a. Identify locally developed graduation competencies that align with current state content standards.
 - i. Ensure graduation competencies are identified for each content area required in current statutory requirements.
 - ii. Identify how the content area graduation competencies are distributed among the courses that learners are required to take for graduation.
- b. Employ various instructional strategies that foster both individualized learning and mastery of competencies.
- c. Implement a system to ensure validity of assessments and reliability of scoring.
 - i. Employ various assessment methods, including performance assessments, by which learners can demonstrate mastery (if necessary, students may demonstrate on multiple occasions through multiple measures).
 - ii. Develop assessments to measure a learner's progression and to provide immediate feedback and support to the learner and teacher.
 - iii. Develop or identify assessments that will be used to determine placement for learners who transfer into an MBL environment or for any learner who requires a placement assessment.

- d. Coordinate requirements for Student Success Plans with MBL activities to promote opportunities for academic rigor, provide enrichment, and enhance extended learning opportunities for learners who may want to go beyond or learn outside of the established curriculum.
- e. Provide avenues of support for learners who demonstrate a need for additional assistance in accordance with current statutory requirements.

Districts should also consider the following when implementing MBL:

- development of rubrics to describe the progress of student work habits;
- updating reporting materials including, but not limited to report cards, progress reports, transcripts, and school profiles; and reviewing, and as necessary, revising the school schedule and use of time to implement MBL.

Considerations for Implementation of Mastery-Based Learning in Special Populations

Equity is central to mastery education. MBL provides an environment that will help students from all socio-economic, racial, ethnic and linguistic backgrounds, including those with disabilities. This environment will allow students to reach essential academic standards that will prepare them for a productive life beyond graduation from high school. The practice of promoting students based on their age, minimum achievement or seat time, which can lead to learning gaps, is therefore eliminated. All students are held to the same high expectations with instruction individualized to meet each student's strengths and challenges.

III. Policy

Identify, create, and/or revise policy and/or procedures in order to:

- a. Ensure adequate time and resources for professional development and collaboration for educators and administrators and alignment of educator evaluation processes with implementing MBL.
- b. Identify how and allow learners to demonstrate mastery of a graduation competency both through school courses and outside opportunities based on prior knowledge and learning.
- c. Allow learners to advance to future learning upon demonstration of mastery and invoke support and additional time when needed.
- d. Determine how English learners will receive the support necessary to master the graduation competencies.
- e. Determine how students with Individualized Education Plans (IEPs) and 504 plans will receive the support necessary to master the locally-developed graduation competencies and Connecticut State Graduation Requirements.
- f. Support the creation of IEPs and 504 plans that align with competencies as appropriate.
- g. Provide opportunities and support, and allocate time and locations of learning, for off-campus learning opportunities, including consideration of insurance and liability matters.

- h. Ensure that college admissions personnel understand transcripts.
- i. Implement support systems for learners.

Districts should also consider the following when implementing MBL:

- Review, and possibly revise, additional district procedures and policies including, but not limited to, rank in class, co-curricular participation, technology usage, grade-level placement, honor roll, and grading practices.

Connecticut State Department of Education

Connecticut Seal of Biliteracy

Guidelines

The District will award the Connecticut State Seal of Biliteracy (Seal of Biliteracy) to recognize high school graduates who have attained a high level of proficiency in English and one or more languages. The Board of Education will affix the Seal of Biliteracy on a student's diploma utilizing the criteria established by the State Board of Education.

Foreign language is defined as a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe.

Dissemination of Program Information

All students shall receive information on the Seal of Biliteracy upon first entering middle school and again at entry to high school. *(Districts with dual language and/or foreign language in elementary school programs are encouraged to share information with students and families during enrollment.)*

The information can be provided to students, and parents/guardians via student/parent handbooks and by placement on the district/school website.

The information shall indicate that students may acquire proficiency in multiple languages through various pathways. Those available in the District include but are not limited to: *(Delete those which are not available in the District.)*

- Traditional middle school or high school world language programs
- Traditional ESL programs
- Bilingual education programs
- Dual language programs
- K-12 world language immersion programs
- Time spent immersed in the target culture
- Saturday language schools
- Heritage language knowledge

Eligibility

All students are eligible to receive the Seal of Biliteracy based on evidence of achieving the designated level of language proficiency in two or more languages by high school graduation. Students may demonstrate the state-determined level of proficiency in English, as well as one or more additional languages in grade 10, 11, or 12.

Earning the Seal of Biliteracy and Eligibility Criteria

To attain the Seal of Biliteracy, students' *use* of the language must be demonstrated, rather than their *knowledge* about the language. Therefore, a student must demonstrate proficiency in English AND another language by meeting the criteria described below.

Both native and non-native speakers of English must provide comparable evidence of English language proficiency. The language performance should be demonstrated in both social and academic use of the language, in all modes of communication.

To be eligible to receive the Seal of Biliteracy, the two academic requirements below must be met:

1. Student must complete all English language arts requirements for graduation.
2. Student must demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to "Intermediate Mid" on the ACTFL Proficiency Guidelines as demonstrated through one of the following methods listed in the Assessment of Evidence Table.

<u>Assessment</u>	<u>Minimum Score</u>
Assessment of Performance toward Proficiency in Languages (AAPPL) Measure	I-3 in all four domains
Oral Proficiency Interview (OPI) or OPIc and Writing Proficiency Test (WPT)	Intermediate Mid
International Baccalaureate (IB) World Language Exam (available only to students currently enrolled in IB programs)	4 or higher
Advanced Placement (AP) World Language Exam	3
ASL Proficiency Interview	3
Sign Language Proficiency	Intermediate
Avant STAMP (Standards-based Measurement of Proficiency)	Intermediate Mid
ALIRA Latin Interpretive Reading Assessment	I-3
DELE (Diplomas of Spanish as a Foreign Language)	B1
DELF (Diplomas of French as a Foreign Language)	B1

Funding

The District will utilize various funding sources to support the costs of language testing, including grants and local district funding.

Unique Requirements for Low Incidence or Classical Languages

Due to the unique characteristics of certain languages, special allowances may need to be made. In cases where language assessments across all four communication domains may not be appropriate or available, the District will substitute a different assessment to meet the requirements of the Seal of Biliteracy. Students seeking the Seal of Biliteracy through languages not characterized by the use of listening, speaking, reading, or for which there is no writing system, will be permitted to demonstrate the expected level of proficiency on an assessment of the modalities that characterize communication in that language.

Equitable Access

All students, including those with an exceptionality or disability, shall have the opportunity to demonstrate their biliteracy. Accommodations shall be provided to students per their Individualized Education Program (IEP) or Section 504 Plan for all assessments.

District Process to Award the Seal of Biliteracy and Transcripts

1. The Seal of Biliteracy is to be added to the student's transcript and diploma for the specific language(s). The District shall document on the high school transcript that a student has earned the seal.
2. The Seal of Biliteracy shall be awarded by high school graduation. The Districts shall determine a method for recording the name and identification of students who have earned the Seal of Biliteracy.

Current Policy

P6146(a)

Instruction

Graduation Requirements

Graduation from Griswold Public Schools 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 established by the faculty and approved by the Griswold 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 adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This may be modified after April 1 in any school year in conformity with applicable statute.

Graduation Requirements/Exit Standards

To qualify for a diploma from Griswold High School, the following requirements must be met:

All students must take a minimum of 7 credits per year with the exception of senior year whereby a student in good academic standing may opt to take 6 credits.

Class of 2020, 2021 & 2022: Total Credits Required for Graduation: 24

All students must meet the following requirements:

4 years of English	4 credits
3 years of Social Studies*	3 credits*
	This includes .5 credit in Civics per CT state law
3 years of Science	3 credits
3 years of Math	3 credits
2 semesters of Physical Education	1 credit
1 semester of Health	½ credit
1 semester of Financial & Professional Management	½ credit
1 year of Art/Vocational Education	1 credit
Academic Core, Pathway & other electives	8 credits

TOTAL: 24 Required Credits

Graduation Requirements continued...**Class of 2023 & Beyond: Total Credits Required for Graduation: 25**

All students must meet the following requirements:

10 credits in the Humanities:

4 years of English	4 credits
3 years of Social Studies	3 credits*Must include Civics per CT state law
1 year of World Language	1 credit
Other Humanities Credits	<u>2 credits</u>
	10 credits

9 credits in Science, Technology, Engineering & Mathematics

3 years of Science	3 credits
3 years of Math	3 credits
3 additional STEM credits	<u>3 credits</u>
	9 credits

1 credit in Physical Education & Wellness	1 credit
1 credit in Health & Safety Education	1 credit
1 credit in mastery-based diploma assessment	
Capstone Course, including Community Service	1 credit
3 credits in other electives	3 credits

TOTAL: 25 Required Credits

Credit by high school grade**Class of 2020, 2021 & 2022:**

Twenty-four (24) credits are required for graduation. Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10	5.5 credits
Grade 10 to Grade 11	11 credits
Grade 11 to Grade 12	17 credits

Class of 2023:

Twenty-five (25) credits are required for graduation. Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10	6 credits
Grade 10 to Grade 11	12 credits
Grade 11 to Grade 12	18 credits

A student's grade classification depends upon his/her actual earned credit status, not on the number of years he/she has been in high school.

Graduation Requirements continued...

Beginning with the graduating class of 2023, the Board of Education will 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 previously listed 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 approved online credit recovery course; or (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education.

The Griswold Public School's graduation requirements apply to all students, including students requiring Special Education Services except when the Planning and Placement Team exercises the right to adjust the standards of performance on an individual basis. Performance standards for students participating in a functional, life skills curriculum will be based on the student's IEP goals and objectives.

Credits

At Griswold High School, a credit is defined as a class of block time, per year, equivalent to 200 minutes per week. One-half credit is given for courses that complete work in one semester. A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contraindicated because of the student's physical condition. The credit for physical education may be fulfilled by an elective in this case.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy this graduation requirement except that a student may be granted 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 education 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, high school courses taken during middle school (taught at the high school campus only), service learning, dual enrollment and early college courses, internships and student designed independent studies or (2) for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent shall equal one-half high school credit.

A credit shall consist of not less than the equivalent of 200 minutes per week during the 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 course work through an approved provider (such as PLATO or Virtual High School).

Graduation Requirements continued...

The Board shall create a student success plan for each enrolled student, beginning in grade 6. Such student success plan shall include a students' career and academic choices in grades six to twelve, inclusive.

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2019, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may 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. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities and for veterans of the Vietnam Era.
3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service.
4. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941 through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years.

LEGAL REFERENCE

Connecticut General Statutes

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

Graduation Requirements continued...

Legal Reference: Connecticut General Statutes (continued)
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. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)
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 and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 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, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation.) and PA 17-42
10-233(a) Promotion and graduation policies.
P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools
P.A. 13-247 An Act Implementing Provisions of the State Budget
P.A. 15-237 An Act Concerning High School Graduation.
P.A. 16-44(SS) (Section 310)