Board of Education

5 Minortown Road ~ Woodbury, CT 06798
www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:
Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.
Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers
Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district
Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A

Special Meeting
Board of Education – Policy Committee
Monday, October 5, 2026; 5:30 p.m.
Mitchell Elementary School
Flanders Room

I. Call to Order

II. Policy (Action Anticipated)
   A. Policy 6146 Graduation Requirements
   B. Policy 6146.1 Weighted Grading Policy
   C. Policy 6146.2 Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments)

III. Adjournment

GRADUATION REQUIREMENTS

Instruction

High School Graduation Requirements

I. Vision and General Principles

Graduation from Nonnewaug High School in Region 14 School District signifies that a student has satisfactorily completed the prescribed course of study, demonstrated competency in state and district performance standards, and fulfilled all statutory credit and graduation requirements established by the Connecticut General Statutes and the Board of Education. The Principal and faculty shall apply measures of achievement to provide evidence that each student has met these standards.

The Board is committed to providing flexible, multiple pathways to learning, robust student support services, and personalized learning options—including work-based learning, dual enrollment, and career and technical education—to ensure every graduate is prepared for college, career, and civic life. The Board shall make available to all students, including those who do not successfully complete assessment criteria or who are at risk of dropping out, a course of study or alternative programming enabling them to acquire a high school diploma.

II. Graduation Credit Requirements (Class of 2027 and Thereafter)

Commencing with the graduating class of 2027, and for each class thereafter, students must satisfactorily complete a minimum of twenty-five (25) credits, distributed across subject areas as delineated in the charts below:

	Class of 2027		Class of 2028	
Humanities	**Humanities**	**9 Total Credits**	**Humanities**	**9 Total Credits**
	English	**4 cr**	**English**	**4 cr**
	Social Studies (Including 1 cr. World Civ., 1 cr. US History, & .5 cr. Civics)	**2.5 cr**	**Social Studies (Including 1 cr. World Civ., 1 cr. US History, & .5 cr. Civics)**	**2.5 cr**
	World Language	**1 cr**	**World Language**	**1 cr**
	Fine or Applied Arts	**1 cr**	**Fine or Applied Arts**	**1 cr**
	Humanities Elective	**.5 cr**	**Humanities Elective**	**.5 cr**
STEM	**Science, Technology, Engineering, and Math**	**9 Total Credits**	**Science, Technology, Engineering, and Math**	**9 Total Credits**
	Mathematics	**3 cr**	**Mathematics (Including 1 cr. Algebra 1, 1 cr. Algebra 2)**	**3 cr**
	Science (Including 1 cr. Biology, .5 cr. Chemistry)	**3 cr**	**Science (Including 1 cr. Biology, .5 cr. Chemistry)**	**3 cr**
	Financial Literacy	**.5 cr**	**Financial Literacy**	**.5 cr**
	STEM Electives	**2.5 cr**	**STEM Electives**	**2.5 cr**
Other	**Other Requirements**	**7 Total Credits**	**Other Requirements**	**7 Total Credits**
	PE/Health and Safety/Wellness	**2 cr**	**PE/Health and Safety/Wellness**	**2 cr**

	1 cr. PE (.25cr Wellness 1, .25cr Wellness 2, .5cr 11/12 PE) 1 cr. Health and Safety (.25cr Wellness 1, .25cr Wellness 2, .5cr 11/12 Health)		1 cr. PE (.25cr Wellness 1, .25cr Wellness 2, .5cr 11/12 PE) 1 cr. Health and Safety (.25cr Wellness 1, .25cr Wellness 2, .5cr 11/12 Health)	
	NGSS/SAT Prep Course (required of students who do not meet proficiency benchmark on PSAT and/or a RIT score of 216 on NWEA Science)	.5 cr	**NGSS/SAT Prep Course** (required of students who do not meet proficiency benchmark on PSAT and/or a RIT score of 216 on NWEA Science)	.5 cr
	Open Electives (any courses beyond the required credits listed above)	4.5 or 5 credits	**Open Electives** (any courses beyond the required credits listed above)	4.5 or 5 cr
	Total Credits for Graduation	25 Credits	**Total Credits for Graduation**	25 Credits

- Public Act 23-21 requires all students in the class of 2027 and beyond to earn at least .5 credits in financial literacy. This requirement can be met through a full year of Algebra 2 with financial concepts or financial math or a semester of personal finance.
- .5 Chemistry requirement can be met through one semester of Chemistry: Energy and Matter or a full year of Chemistry or AP Chemistry.

Class of 2029 and Beyond	
Humanities	**9 Total Credits**
English	4 cr
Social Studies (Including 1 cr. World Civ., 1 cr. US History, & .5 cr. Civics)	3 cr
World Language	1 cr
Fine Arts	1 cr
Science, Technology, Engineering, and Math	**9 Total Credits**
Mathematics (Including 1 cr. Algebra 1, 1 cr. Algebra 2)	3 credits
Science (Including 1cr. Integrated Science, 1 cr. Biology, .5 cr. Chemistry)	3 credits
Financial Literacy	.5 cr
STEM Electives	2.5 cr
Other Requirements	**7 Total Credits**
PE/Health and Safety/Wellness - 1 cr. PE (.25cr Wellness 1, .25cr Wellness 2, .5cr 11/12 PE); 1 cr. Health and Safety (.25cr Wellness 1, .25cr Wellness 2, .5cr 11/12 Health)	2 cr
NGSS/SAT Prep Course (required of students who do not meet proficiency benchmark on PSAT and/or a RIT score of 216 on NWEA Science)	.5 cr
Open Electives (any courses beyond the required credits listed above)	4.5 or 5 cr
Total Credits for Graduation	**25 Credits**

- Fine Arts requirement can be met through a full year course or combination of two semester courses of any performing arts, media arts, or visual arts course.
- Students may test-out of the Integrated Science requirement with an 825 or higher on their 8th grade NGSS assessment OR no less than 805 on their NGSS assessment AND scoring in the 80th percentile or above on two of the three NWEA assessments (math, reading, and science) on the mid-year or end-of-year assessments with no test below the 70th percentile.

III. Graduation Credit Requirements (Class of 2027 and Thereafter)

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 credits earned through higher education institutions, online coursework, or demonstrated mastery based on competency and performance standards.

Note: Per C.G.S. § 10-221a(f), the determination of eligible credits is at the discretion of the Board, provided the primary focus of the curriculum corresponds directly to the subject matter of the specified course requirements.

IV. Credit Exemptions and Multiple Pathways

1. **Physical Education Medical Exemption and Activity Restriction:**

   A student shall be excused from the physical education requirement upon presentation of a written certificate from a licensed physician, Advanced Practice Registered Nurse (APRN), or Physician Assistant (PA) certifying that participation in physical education is medically contraindicated due to the student's physical condition. The required credit shall be fulfilled through an elective course.

   In accordance with state law, the Board shall not grant physical education credit or waive the physical education requirement based on a student's participation in interscholastic athletics, club sports, or other extracurricular physical activities.

2. **Flexible Learning Pathways:**

   High school credit toward graduation may be earned through non-traditional educational experiences aligned with state content standards, including:

   - Middle school coursework (grades 7–8) corresponding directly to high school courses (World Languages and Algebra 1).
   - Dual enrollment and early college coursework at accredited higher education institutions.
   - Work-based learning, internships, service learning, and student-designed independent studies.

V. Participation in Community Service and Demonstration of Vision of a Learner Attributes

1. Community Service Requirement:

   - Region 14 Schools believes strongly in the value of community service; thus, Nonnewaug High School will require students to perform a minimum of 18 hours of community service.

2. Demonstration of the Vision of a Learner Attributes

   - Students must successfully demonstrate the Vision of a Learner attributes through a portfolio assessment and successful completion of four years of Nonnewaug's Advisory Program.

VI. FAFSA Completion Requirement (Class of 2027 and Thereafter)

Beginning with the graduating class of 2027, each student must satisfy one of the following requirements prior to graduation:

1. Complete and submit the Free Application for Federal Student Aid (FAFSA); or
2. Complete and submit an official waiver form approved by the District and signed by:
   - The student's parent or guardian;
   - The student, if the student is eighteen (18) years of age or older or an emancipated minor; or

- A school counselor, school principal, or local educational agency liaison for homeless children and youth acting in their professional capacity, if the student is an unattached or independent youth.

In executing a waiver, the District shall not require the student, parent, or guardian to state a reason for opting out. FAFSA completion status shall remain confidential educational record data and shall not be publicly displayed or factored into class rank or academic honors.

The District shall not decline to award a diploma to a student, or prevent a student from participating in graduation ceremonies, if the student fails to comply with the FAFSA requirement due to extenuating circumstances beyond the student's control, as determined by the Superintendent or designee.

VII. Communication, Student Success Plans, and Remedial Services

1. **Annual Communication of Requirements:**

   The Principal or designee shall ensure that accurate, up-to-date information concerning graduation standards and diploma requirements is published annually on the District website, included in the student handbook, and distributed to all incoming ninth-grade students and their families during course selection.

2. **Student Success Plans (SSPs):**

   Beginning in grade six (6), the District shall create an individualized Student Success Plan (SSP) for every student. The SSP shall outline academic and career goals, incorporate career exploration in each grade (including manufacturing, STEM, and computer science careers), and support compliance with the District's challenging curriculum policy (Policy 6141.32). The SSP shall be created and reviewed in collaboration with the student and parent/guardian.

3. **Remedial and Alternate Demonstration Options:**

   Beginning in grade seven (7), adequate student support and remedial options shall be provided to ensure students can satisfy graduation standards. Options shall include:

   - Retaking courses during summer school or via approved virtual learning.
   - Enrolling in course options offered through constituent units of the state higher education system.
   - Retaking end-of-year exams or alternate form assessments for students failing end-of-year exams.
   - Utilizing alternate assessments specified in a student's Individualized Education Program (IEP).

VII. Special Populations, Unique Circumstances, and Awarding Diplomas

1. **Special Education Students and Transition Age Limits:**

   Students receiving special education services shall satisfy graduation requirements unless the student's Planning and Placement Team (PPT) determines through the IEP process that modifications or alternate goals are appropriate. In accordance with federal and state law (P.A. 23-137), special education students who have not completed graduation requirements remain eligible for public education services and high school programming through the end of the school year in which the student reaches twenty-two (22) years of age, or until receipt of a regular high school diploma, whichever occurs first.

2. **English Learners / Connecticut Seal of Biliteracy:**

   The Board shall affix the "Connecticut State Seal of Biliteracy" to the diploma and transcript of any student demonstrating a high level of proficiency in English and one or more world languages (including ASL and Native American languages) at a level comparable to Intermediate-Mid on the ACTFL scale in accordance with state guidelines.

3. **Connecticut State Seal of Civics Education and Engagement:**

The Board shall affix the "Connecticut State Seal of Civics Education and Engagement" to the diploma and transcript of any student who has achieved a high level of proficiency in civics education and engagement beginning with the graduating Class of 2028. The criteria for earning the seal will be determined by the Superintendent or his/her designee and will meet or exceed the following minimum requirements set by the State Department of Education: 1. successfully complete a history or social science course for at least two school years, including one United States government or civics course; 2. participate in at least one civic engagement project (e.g., community service, student government, or civic organization involvement); and 3. demonstrate proficiency in civics knowledge through a standardized assessment, work portfolio (including civics related essays, projects, or presentations), or other mastery-based assessment or process.

3. **Veterans' Diplomas:**

In accordance with C.G.S. § 10-221a, the Board shall award a high school diploma to any veteran of World War II, the Korean Hostilities, or the Vietnam Era who left high school prior to graduation for active military service. Honorary diplomas may also be granted to individuals who withdrew from school during WWII (December 7, 1941 – December 31, 1946) to work in the war effort and have resided in Connecticut for at least fifty consecutive years.

4. **Students Under Expulsion:**

The Board may permit a student to graduate while under a period of expulsion if the student has satisfactorily completed all necessary credits and requirements.

5. **Delayed Awarding of Diplomas:**

Students who complete all graduation requirements through summer courses comparable to subjects in which they were deficient shall receive a diploma.

(5121 – Examination/Grading/Rating)
(5123 – Promotion/Retention)
(6146.2 – Statewide Proficiency/Mastery Examinations)

Legal References: Connecticut General Statutes

10-5 State high school diploma; "honors diploma."

10-5c Board examination series pilot program.

10-14n Statewide mastery examination.

10-15c Discrimination in public schools prohibited.

10-16l Graduation exercises and setting dates.

10-76a et seq.: Special education definitions and requirements.

10-221a: High school graduation requirements (as amended by P.A. 17-42, P.A. 17-29, P.A. 19-58, P.A. 21-199, P.A. 23-21, P.A. 23-137, P.A. 23-204, and P.A. 24-45).

10-221q: Instruction in technology and screen time guidelines.

10-233a: Promotion and graduation policies.

Federal Law & Regulations

34 C.F.R. § 300.102: Free Appropriate Public Education (FAPE) age limits.

A.R. v. Connecticut State Board of Education, 5 F.4th 209 (2d Cir. 2021).

Public Acts

P.A. 23-21: *An Act Concerning Financial Literacy Instruction.*

P.A. 23-137: *An Act Concerning Services for Individuals with Intellectual or Developmental Disabilities (Expanding Special Education Eligibility to Age 22).*

P.A. 24-45 (Sections 9 & 10): *An Act Concerning Education Revisions, Graduation Requirements, FAFSA Completion, and Community Service.*

Policy adopted:

REGIONAL SCHOOL DISTRICT NO. 14
Bethlehem and Woodbury, Connecticut

INSTRUCTION

WEIGHTED GRADING POLICY

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

Legal Reference: Connecticut General Statutes 10-220g

Instruction

Statewide Proficiency/Mastery Examinations (Statewide Summative Assessments)

I. General Assessment Requirements

Annually, unless exempted according to federal and/or state criteria, each student enrolled in grades three through eight, inclusive, shall take a statewide mastery examination that measures essential and grade-appropriate skills in reading, writing, and mathematics during the time period specified by the Connecticut State Department of Education (CSDE).

Students enrolled in grade eleven shall annually take a nationally recognized college readiness assessment approved by the State Board of Education measuring essential and grade-appropriate skills in reading, writing, and mathematics (Connecticut SAT School Day).

Each student enrolled in grades five, eight, and eleven shall annually take a statewide mastery examination measuring essential and grade-appropriate skills in science (Next Generation Science Standards Assessment).

The State Board of Education shall approve the provision and administration of all mastery examinations. All examinations shall take place during the regular school day.

II. Student Records and Graduation

Student scores on each component of the statewide eleventh-grade assessment [may/shall] be included on the permanent record and transcripts for eleventh-grade students. For each eleventh-grade student who meets or exceeds the statewide mastery goal level on any component of the mastery examination, a certification of such mastery shall be made on the student's permanent record and transcript, and the student shall be provided a certificate of mastery for each such component.

The Board of Education shall not require achievement of a satisfactory score on a mastery examination, or any subsequent retest on a component of such examination, as the sole criterion of promotion or graduation.

III. Students with Disabilities

Students receiving special education and related services shall participate in statewide mastery testing. Out-of-level testing is not permitted under federal law.

Participation in alternate assessments is available only to students with significant cognitive disabilities whose Planning and Placement Team (PPT) determines that standard participation, even with accommodations, is inappropriate:

1. Students with significant cognitive disabilities in grades three through eight and grade eleven shall be assessed with the Connecticut Alternate Assessment (CT-AA) in English Language Arts and Mathematics.

2. Students with significant cognitive disabilities in grades five, eight, and eleven shall be assessed with the Connecticut Alternate Science (CT-AS) Assessment.

IV. English Learners/Multilingual Learners (ELs/MLs)

All identified English Learners/Multilingual Learners (ELs/MLs), regardless of the length of time enrolled in school, shall participate in all content area statewide summative assessments (reading/language arts, mathematics, and science). ELs/MLs are entitled to CSDE-designated accommodations and supports.

All students identified as ELs/MLs shall annually take the state-designated English language proficiency assessment (LAS Links).

In accordance with federal regulations and C.G.S. 10-223e:

- Scores on each component of the mastery examination for ELs/MLs who have been enrolled in a school in the United States for fewer than twenty (20) school months shall not be used for calculating the school performance or accountability index.
- Year 1 results serve as a baseline for academic growth in Year 2.
- In Year 3 of enrollment, scores of recently arrived ELs/MLs will be fully included in both academic achievement and academic growth indicators within Connecticut's accountability system.

V. Federal Participation Standards

The Board of Education recognizes that federal law requires full participation of all enrolled students in state summative assessments, establishing a minimum participation rate threshold of 95 percent for all students and for each subgroup of students in each subject area. The Board acknowledges that failure to meet these participation thresholds may result in state accountability sanctions and impacts on district performance ratings.

(cf. 5121 - Examination/Grading/Rating)

(cf. 5125 - Student Records; Confidentiality)

(cf. 6146 - Graduation Requirements)

Legal Reference: Connecticut General Statutes

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

10-14o Compensatory education grant.

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

10-14q Exceptions.

10-223e Statewide education accountability plan. Performance track framework.

Policy adopted:

REGIONAL SCHOOL DISTRICT NO. 14
Bethlehem and Woodbury, Connecticut