

INSTRUCTION

IKF

Graduation Requirements

II. DEMONSTRATION OF PERFORMANCE STANDARDS

B. District Performance Tasks (continued)

2. Satisfactory completion of the performance task will be determined by a committee of teachers from the subject area. Each task will be reviewed independently by two teachers who must each accept as satisfactory the completed performance task from a student in order for the student's work to be considered as passing. If the two teachers disagree on the acceptability of the work, a third teacher will review it. The student's current teacher may not serve as one of these reviewers.
3. Assessments submitted by students which are judged to be not satisfactory will be kept on file after the review committee has evaluated them.

C. Mathematics in the Senior Year: Students who have not satisfactorily demonstrated the district's performance standard in mathematics after the administration of the district task in the junior year will be required to be enrolled in a full or half credit mathematics course in the senior year. Computer mathematics courses will not satisfy this requirement.

D. Notification

1. **Of Teachers:** At the beginning of the school year, teachers in subject areas with required performance tasks will be provided a list of all seniors who have not met the C.A.P.T. goal in one or more areas. Teachers will be notified of the junior C.A.P.T. scores upon their receipt at the school.
2. **Of Students:** Juniors who do not meet the C.A.P.T. goal will be reminded in writing of the performance standard requirements for graduation. At the beginning of the school year, each senior shall be notified in writing of his/her status relative to meeting the performance standards for graduation.
3. **Parents:** Parents of juniors who do not meet the C.A.P.T. goal in any subject area will be reminded in writing of the performance standard requirements for graduation. At the beginning of the school year, parents of seniors who have not met the district performance standard for graduation in any area and thus must pass one or more of the district performance tasks will be so notified in writing.

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Graduation Requirements

III. CREDITS EARNED IN PROGRAMS OUTSIDE THE DISTRICT

A. Requirements and Limitations: A student may earn up to three credits toward graduation requirements in programs affiliated with accredited schools or colleges outside the district within the limitations delineated in this section.

1. A student may earn a maximum of one-half of the credit distribution requirement in any subject area in such programs.
2. A senior who does not earn sufficient credits to graduate with his/her class and does not return to school to repeat the senior year may apply credits earned in programs outside the district toward satisfying the graduation requirements. However, the credits must be consistent with the requirements of this policy and must be earned within the school year following the year in which the student should have graduated.
3. A three-credit semester course at a college or university shall equate to one-half credit in the district. In all other circumstances, a credit shall require a minimum of 120 hours of school work.
4. Credit shall be granted only if the student earns a minimum grade of "C" or its equivalent in the program.
5. Grades earned in outside programs shall not be counted in the calculation of rank in class.
6. Students are not eligible to receive credits for participation in programs for which they received stipends for their participation.
7. Students must receive written permission from the building principal in advance to earn credit for participation in any such program.

B. Participation in the Educational Center for the Arts Program: Students who are accepted for participation in the Educational Center for the Arts (ECA) program may earn a maximum of two credits toward graduation per year of successful participation in the program. Quality points are assigned to credit earned for successful participation.

INSTRUCTION

IKF

Graduation Requirements

IV. EXCEPTION FOR TRANSFERS FROM OTHER DISTRICTS

- A. If a student transfers into the Wallingford Public Schools after completing at least three years in a high school in a district which requires less than 23 credits for graduation and if the student has a minimum of 15 credits to transfer, the student will be eligible to receive a Wallingford Public Schools diploma based on the graduation credit requirements of the previous district provided that the student earns at least 7 credits in Wallingford. Such student will be exempted from Wallingford's performance standards requirement for graduation.

- B. The superintendent shall be authorized to grant other exceptions to the graduation requirements for students transferring into the district during the junior year if unusual, extenuating circumstances would make it impossible for the student to graduate with his/her class.

Legal References: Connecticut General Statutes
10-18. Courses in United States history, government and duties and responsibilities of citizenship.
10-19. Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.
10-220. Duties of boards of education.
10-221a. High school graduation requirements.

Policy Approved: 6/24/85

Policy Revised: 5/15/95, 6/17/96, 2/24/97, 11/10/97, 6/21/99, 12/18/00

INSTRUCTION

IKF-R

Graduation Requirements

I. ENGLISH: Literature, Writing, and Editing

A. The Performance Standard: A student who has not met the C.A.P.T. goal shall, in the senior year, respond to a literature-based question in writing that is focused, organized, elaborated, and edited for standard English conventions.

B. The Evaluation Process

1. The teacher in a senior English class in which there are one or more seniors who have not demonstrated the district performance standard in English will designate one assignment in each of three months as the performance task assignment and so notify the students in the class. The superintendent will designate the months.
2. The students will be given a question that springs naturally from the curriculum. The question will be literature-based, to equate with the C.A.P.T., and generated by the classroom teacher. The question for the essay should require students to analyze and evaluate the effectiveness of a piece of literature and to relate the literature to their own lives. Students will not be given the question in advance.
3. The students will be expected to write the response in class unless only three or fewer students in that class need to meet the requirement. In such cases, the teacher may make arrangements for the student(s) to write the response during another equivalent block of time, supervised by a staff member. The response is to be hand written. Students will have the opportunity to revise and edit the writing during the next meeting of the class. Those students who write the response in an alternative block of time will be given editing time within the next two school days.

II. MATHEMATICS

A. The Performance Standard: A student who has not met the C.A.P.T. goal shall, within the content of the course in which he/she is enrolled, satisfactorily complete two out of three multistep mathematical problems that require demonstration of basic math operations including fractions or decimals and conceptual understandings in mathematics. Both problems must be completed in one regular class period. The student will be provided with any required formulas and may use a calculator in completing the task. The student will explain in writing or in a pictorial, graphical, or algebraic representation either how he/she arrived at each answer or justify each answer.

B. The Evaluation Process

1. In each mathematics class in which there are three or fewer juniors who have not demonstrated the district performance standard in mathematics, a performance task assessment will be administered in each of two months. The superintendent will designate the months.

INSTRUCTION

IKF-R

Graduation Requirements

II. MATHEMATICS

B. The Evaluation Process (continued)

2. In each mathematics class in which there are three or fewer seniors who have not demonstrated the district performance standard in mathematics, a performance task assessment will be administered in each of three months. The superintendent shall designate the months.
3. Each performance task must consist of three mathematical problems that meet the guidelines established for such performance tasks. The student will be required to satisfactorily complete two of the three problems within the time allotted for the task.
4. The students will be expected to complete the problems in class unless only three or fewer students in that class need to meet the requirement. In such cases, the teacher may make arrangements for the student(s) to complete the problems during another equivalent block of time, supervised by a staff member.

III. SCIENCE

A. The Performance Standard: A student who has not met the C.A.P.T. goal will, within the content of the course in which he/she is enrolled, satisfactorily solve a problem using the steps of the scientific inquiry method which include:

1. The student analyzes the problem presented.
2. The student develops a procedure for a scientific experiment to solve the problem and conducts the experiment.
3. The students organizes and presents the data in writing and/or graphically.
4. The student draws a conclusion that is supported by the data and communicates that conclusion in writing.

INSTRUCTION

IKF-R

Graduation Requirements

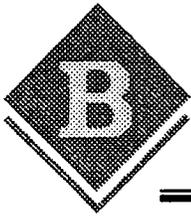
III. SCIENCE

B. The Evaluation Process

1. In each science class in which there are one or more juniors who have not demonstrated the district performance standard in science, the teacher will designate an in-class assignment in a month designated by the superintendent as the performance assessment task. Any junior who has met the standard who is not enrolled in a science course will be given an opportunity to take the performance assessment task.
2. In each science class in which there are one or more seniors who have not demonstrated the district performance standard in science, the teacher will designate one in-class assignment in each of three months as the performance assessment task. The superintendent will designate the months.
3. The students will be expected to complete the performance task in class unless only three or fewer students in that class need to meet the requirement. In such cases, the teacher may make arrangements for the student(s) to complete the performance task during another equivalent block of time, supervised by a staff member.

Regulation Approved: 6/17/96

Regulation Revised: 11/10/97, 11/16/98, 6/21/99, 7/30/01



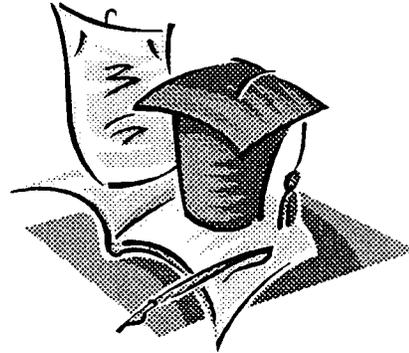
PA 01-166: An Act Concerning High School Graduation and the Connecticut Academic Performance Test

Update Mailing No. 4

July 15, 2001

This legislation requires boards of education, by September 1, 2002, to:

1. specify the basic skills students need to graduate,
2. include a process for assessing students in those skills using, as part of the criteria, the Connecticut Academic Performance Test (CAPT) and other methods, and
3. identify a course of study for students who have not completed the assessments successfully to make sure they reach satisfactory levels before graduating.

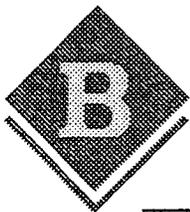


This new requirement is applicable to the graduating class of 2006.

The effective date of this legislation is October 1, 2001.

The above new requirements have been added to C.G.S. 10-223a enacted in 1999 necessitating new policy language, #5123, pertaining to reducing the incidence of social promotion. That law required boards of education, by July 1, 2000, to review their promotion and graduation policies to (1) include objective criteria; (2) measure students against the criteria and report the results to them and to their parents/guardians; (3) include alternatives to promotion, such as transition programs; and (4) provide supplemental services such as, but not limited to, summer school and tutoring. By law, the board may require students whose academic performance jeopardizes their promotion or graduation to attend remedial after-school, summer school and other programs.

This legislation does not require students to pass a test to graduate, nor does it call for uniform standards. Basically, the bill appears to be modeled after graduation standards already in place in Milford. The bill was presented as a more palatable alternative to a single high-stakes exit test, which is popular in some states. This legislation basically lets districts decide what a student needs to graduate, in addition to the required course credits. Districts, as stated previously, need to identify the specific skills students need to graduate, not just courses. The CAPT, given in the tenth grade, is to be only one of several measures districts could use to determine if students have the skills necessary to succeed. Local control is protected while providing that the CAPT has consequences and needs to be taken seriously by students.



PA 01-166: An Act Concerning High School Graduation and the Connecticut Academic Performance Test (continued)

Update Mailing No. 4

July 15, 2001

In addition to specifying needed skills for graduation, districts have to identify a course of study for students who don't meet them. For example, a student who doesn't pass a writing standard might be compelled to take another writing course. Utilizing the CAPT as one of the assessment tools provides time, i.e. the junior and senior year, to do something about acquiring the needed skills.

As with the original requirements above, policy #5123, "Promotion/Acceleration/Retention" and policy #6146, "Graduation Requirements" necessitate revision. Policy #5123 has been revised and is included elsewhere in this Update mailing in the section pertaining to the "Act Concerning Revisions to the Education Statutes." (PA 01-173)

The Branford, Milford, Putnam and Wallingford school systems have enacted policies and/or administrative regulations which include, in addition to credit requirements for graduation, the meeting of performance standards in specific skill areas.

Legislators have pointed to Milford as the kind of system they would like to see emulated. Milford requires students to successfully write an essay and complete a math assessment to graduate, but allows exemptions for students who meet the goal on the CAPT.

To assist boards fulfill this mandate, the current graduation policies and administrative regulations from Milford, Putnam and Wallingford follow as models to consider and modify locally.



DRAFT

Tolland Graduation Requirements

A. Introduction

The Tolland High School graduate (beginning with the Class of 2006) must earn a minimum of 28 credits, meet the credit distribution requirements, and meet the district's performance standard in each of the following categories: literacy, problem solving, health, social responsibility and respect for others, the values of the arts, technology, and transition skills. Students must also meet the state requirement for drug and alcohol education.

B. Credit Distribution Requirements

Subject	Minimum Number of Credits
English	4
Mathematics	3
Social Studies Must include: 1 credit in World History 1 credit in Modern US History 1 credit in Civics 1 social studies elective	4
Science Must include: 1 credit in Int. Science (gr. 9) 1 credit in Biology (gr. 10) 1 science elective	3
Physical Education/Health Must include PE 9 & PE 10	2
Fine Arts Includes any course in Art or Music	1
Vocational Arts Includes any course in Business, Family/Consumer Sciences, or Technology Education	1
Electives	10
TOTAL CREDITS	28

C. Performance Requirements

The Tolland Graduate:

- **Is literate. Demonstrates the ability to read and write proficiently when accessing, processing, and communicating knowledge:**
 - I. by achieving in band three or four on the CAPT reading and on the CAPT writing assessment

or

 - by assembling a reading/writing project that receives an average score of 4 on a 1 to 6 point rubric.
- **Is a problem solver. Shows that he/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of problems:**
 - II. by achieving in band three or four on the CAPT math assessment

or

 - by satisfactorily completing a benchmark assessment that requires demonstration of basic math operation, procedures and applications.
 - III. by achieving in band three or four on the CAPT science assessment

or

 - by completing a science research project involving data collection and analysis, and receiving a three or better on a 1 to 4 point rubric.
- **Shows an understanding of the basic tenets of good health:**
 - IV. by keeping a fitness activity record and designing a fitness program (that receives a three or better on a 1 to 4 point rubric) and
 - V. by designing a personal nutrition program (that receives a three or better on a 1 to 4 point rubric).

- **Demonstrates social responsibility and respect for others in a diverse world:**

- VI. by complying with the Tolland High School attendance policy.
- VII. by contributing to their school, local or global community as verified in writing by an adult supervisor.
- VIII. by showing their understanding of a diverse world by earning one credit in one of the following course: World Language, Native American History, Russian History or Chinese History

OR

by showing their understanding of social responsibility by earning one credit in one of the following courses:

- a. Independent Living
- b. Child Development
- c. Criminology
- d. Psychology
- e. Contemporary Social Problems
- f. Business Law
- g. Business Management
- h. Communication Media

- **Demonstrates an Understanding of the Value of the Arts**

- IX. by composing/performing music or producing visual art with a basic proficiency (four on a 1 to 6 point rubric)

OR

by completing a project on a composer/artist or a period of art/music that receives a four on a six point rubric.

- X. by demonstrating aesthetic judgement by producing a critique of their own work or the work of others (assessed as a four on a six point rubric).

- **Shows they can integrate and use technology to receive, access, organize, process, and transmit information by.**

XI. by earning one credit in one of the following areas:

- a. Business Education
- b. Computer Science
- c. Technology Education

XII. by satisfactorily completing a benchmark assessment of basic computer technology skills (assessed as a four on a six point rubric).

- **Demonstrates transition skills.**

XIII. by completing a career interest inventory.

XIV. by developing a resume of interests and activities.

XV. by developing a written plan for post-high school endeavors.

Once the appeal is received, the principal will submit the student's work anonymously to a different teacher within the subject area for assessment.

C. The principal will communicate the results of the appeal in writing to the student and the parent/guardian within ten school days of receipt of the appeal.

D. If a student feels that the process description in these regulations was not followed, he/she may appeal to the superintendent. Such an appeal must be made in writing within ten school days of receipt of the original appeal decision. The superintendent will review the case to assure that all regulations were followed. If the superintendent finds the regulation were not followed, the superintendent will order a special assessment.