

NEW MILFORD BOARD OF EDUCATION

**New Milford Public Schools
50 East Street
New Milford, Connecticut 06776**

**POLICY SUB-COMMITTEE
MEETING NOTICE**

DATE: March 5, 2019
TIME: 6:45 P.M.
PLACE: Lillis Administration Building - Rm. 2

RECEIVED
TOWN CLERK
2019 MAR - 1 P 12: 07
NEW MILFORD, CT

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

1. Call to Order

2. Public Comment

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. Item of Information

- A. Policy 6146 Graduation Requirements

4. Discussion and Possible Action

- A. Policies for Review:
 - 1. 1324 Fund-Raising by Students
 - 2. 1325 Advertising and Promotion
 - 3. 1330 Use of School Facilities
 - 4. 1331 Smoking
 - 5. 1411 Relations with Police Authorities
 - 6. 1412 Fire Department
 - 7. 1430/1440 State and Federal Aid
 - 8. 1620/1640 Relations with Private Schools, Colleges and Universities
 - 9. 1700 Possession of Firearms on School Property Prohibited

5. Item of Information

- A. Regulation Revision:
 - 1. 1325 Advertising and Promotion

6. Public Comment

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7. Adjourn

Sub-Committee Members: Tammy McInerney, Chairperson
Joseph Failla
Wendy Faulenbach
J.T. Schemm

Alternates: Bill Dahl
Angela C. Chastain

Instruction

Graduation Requirements

To graduate from the New Milford Public Schools, a student must earn a minimum number of credits, fulfill credit distribution requirements and meet district performance standards.

I. Academic credit distribution requirements

A. Students must complete the following credits:

Year of Graduation 2013, 2014	4.0 English 3.0 Mathematics 3.0 Social Studies (including 0.5 credit in civics and 1 credit for U.S. history) 3.0 Science 1.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health 7.0 Electives <hr/> 22.5 TOTAL CREDITS
Year of Graduation 2015	4.0 English 3.0 Mathematics 3.0 Social Studies (including 0.5 credit in civics and 1 credit for U.S. history) 3.0 Science 2.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health 7.0 Electives <hr/> 23.5 TOTAL CREDITS
Year of Graduation 2016	4.0 English 3.0 Mathematics 3.0 Social Studies (including 0.5 credit in civics and 1 credit for U.S. history) 3.0 Science 2.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health 8.0 Electives (including 0.5 in humanities) <hr/> 24.5 TOTAL CREDITS

Instruction

Graduation Requirements

Year of Graduation 2017	4.0	English
	4.0	Mathematics
	3.0	Social Studies (including 0.5 credit in civics and 1 credit for U.S. history)
	3.0	Science
	2.0	Physical Education
	1.0	Arts (Fine or Practical)
	0.5	Health
	8.5	Electives (including 0.5 in humanities and 0.5 in Financial Literacy)
		<hr/> 26.0 TOTAL CREDITS

- B. A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year unless such credit is earned at an institution accredited by the Department of Higher Education or regionally accredited.

II. District's performance standards

These performance standards identify the basic skills that students are expected to achieve in order to graduate. A New Milford High School graduate must complete all academic requirements and demonstrate basic skills in Reading & Writing, Quantitative Thinking (Math & Science) and Information Literacy. The Superintendent of Schools or designee shall develop administrative regulations regarding performance standards for each basic skill, including the method(s) of assessing a student's level of competency in such skills. The assessment criteria must include, but not be based exclusively on, the results of the state or national high school state-wide mastery examination.

III. Options if graduation requirements are not met

The Board of Education is dedicated to providing students who may have difficulty fulfilling these requirements with different options and multiple opportunities to meet the academic and performance standards for graduation.

Those students who have not successfully completed the assessment criteria will be afforded alternative means of meeting this criteria. The following is not an inclusive list:

- Pass 0.5 credit of English 4
- Completion of a research project, approved in advance by the Science Department, that involves data collection, and is graded according to an established rubric
- Pass Departmental Exam covering the topics of arithmetic, algebra, geometry and statistics

Instruction

Graduation Requirements

III. Options if graduation requirements are not met (cont.)

- Pass 0.5 credit of Practical Math
- English Writing SAT I of 450 or better
- Math Reasoning SAT I of 450 or better
- Math SAT II Math Level 1C of 450 or better

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

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. Enroll in an on-line course in accordance with Policy 6172.6 (Virtual/On-line Courses/College/University Courses)
3. Make arrangement for re-testing to meet performance standards
4. Return to school in September as a fifth year senior

IV. Exemptions, modifications, and accommodations

- A. If a physician or advanced practice registered nurse certifies in writing that the physical education requirement is medically contraindicated because of the physical condition of the student, this requirement may be fulfilled by an elective.
- B. Exemptions; modifications and accommodations of graduation requirements will be made for any student with a disability as determined by the planning and placement team or 504 team.
- C. Only credits for courses taken in grades nine through twelve shall satisfy graduation requirements except that the Superintendent of Schools or designee may grant credit for certain courses identified in subsection (e) of Section 10-221a of the Connecticut General Statutes.
- D. The Board may permit a student to graduate during a period of expulsion pursuant to Connecticut General Statutes 10-233d if the Board determines that the student has satisfactorily completed the necessary credits for graduation.
- E. In accordance with state law, the Board of Education may award a high school diploma to a veteran of World War II, the Korean hostilities, or the Vietnam Era who left high school to serve in the armed forces and did not receive a diploma as a consequence of such service as well as any person who withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, did not receive a diploma as a consequence of such work and has resided in the state for at least fifty consecutive years.

Instruction

Graduation Requirements

Early Graduation

Students may finish in seven semesters provided all graduation requirements have been satisfied. Any student interested in being considered for early graduation must notify his/her counselor of his/her intentions by May 1 of the junior year. Students applying for early graduation must obtain the Early Graduation Policy statement and related application form from the Guidance Office and take course no. 990.

Course No.	Course	Prerequisites
990	Early Graduation	By Special Arrangement Only

(cf. 5121 - Examination/Grading/Rating)
 (cf. 5123 - Promotion/Acceleration/Retention)
 (cf. 6111 - School Calendar)
 (cf. 6145.6 - Travel and Exchange Programs)
 (cf. 6142.2 – Statewide Proficiency/Mastery Examinations)

Legal reference:	Connecticut General Statutes
10-14n	State-wide mastery examination
10-161	Establishment of graduation date
10-18	Courses in United States history, government and duties and responsibilities of citizenship
10-19	Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome
10-221a	High school graduation requirements
10-223a	Promotion and graduation policies. Basic skills necessary for graduation, assessment process

Policy adopted: June 10, 2003
 Policy revised: June 27, 2005
 Policy revised: June 8, 2010
 Policy revised: October 11, 2011
 Policy revised: September 10, 2013
 Policy revised: October 8, 2013

NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut

FOR DISCUSSION AND POSSIBLE ACTION

1324(a)

Community Relations

Fund-Raising by Students

Fund-raising shall be authorized under conditions that do not conflict with instructional programs. Fund-raising refers to the raising of non-appropriated funds for the educational benefit of students and their school funds.

Fund-raising shall be permitted by students attending middle and high school, provided such activities are approved in writing and carefully monitored and regulated by the school Principal or a designee. Elementary schools may not conduct any sales campaign, project, or other process which requires, encourages, or otherwise promotes the utilization of students in door-to-door solicitation.

Each Principal shall develop and maintain a list of all approved fund-raising activities and report all activities to the Superintendent pursuant to procedures issued by the Superintendent.

The Superintendent will furnish the Board of Education with an up-to-date listing of all fund-raising activities being conducted in the schools.

Fund-Raising In and For The Schools

It is the responsibility of the Board to control fund-raising activities which involve the students in the New Milford school system.

Any school-based organizations, including parent/teacher groups and organizations, wishing to engage in a fund-raising activity, must have prior approval from the school Principal.

The following guidelines shall apply when a school Principal considers a fund-raising activity for approval:

- The gift or donation for which the fund-raiser is held shall be of sufficient benefit to the school and/or students to justify the fund-raising activity.
- The anticipated gift or donation shall not supplant an item which had been part of the normal operational budget within the previous two fiscal years, nor the Board's responsibility for educational funding.
- The mechanics and procedures of fund-raising shall not be an unacceptable burden to school staff members nor subject the school to any significant risks or responsibilities in handling funds.

Community Relations

Fund-Raising In and For The Schools

- Fund-raisers which involve students through their class, school club or group shall be supervised by a staff member who, along with the school Principal, accepts the responsibility for the mechanics and procedures of the fund-raiser.
- The number of fund-raising activities per school year shall not be excessive, and shall be appropriate to the school environment.
- Requests for fund-raising activities shall be directed to the office of the school Principal on the appropriate form (1324) for approval. The school Principal shall maintain a copy of all request forms and forward a copy of approved request forms to the Office of the Superintendent.
- Students in grades K-5 shall not be asked to solicit outside of their home.

Policy adopted: May 7, 2001
Policy revised: June 9, 2009
Policy reviewed: October 15, 2013

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Connecticut Association of Boards of Education

Vincent A. Mustaro, Senior Staff Associate for Policy Services

PRESENTS POLICY HIGHLIGHTS

January 4, 2019

Volume 18 – Issue #14

New Federal Title IX Regulations Released: U.S. Secretary of Education Betsy DeVos recently released new proposed regulations regarding sexual harassment under Title IX of the Education Amendments of 1972. The new Title IX regulations allow schools to raise the bar on what evidence is needed to prove claims of sexual assault and harassment.

The new rules dictate when schools are obligated to intervene to address sexual victimization and when those obligations kick in. The proposed guidance has several implications for K-12 schools.

The new directive allows schools to shift the threshold that officials use to decide if an assault claim requires a response from the “preponderance of evidence” standard established by the Obama administration to a “clear and convincing evidence” higher bar.

Schools will be held responsible for addressing a complaint if they have “actual knowledge” that an offence occurred, a higher bar than under the old guidance which said they were required to intervene if they “reasonably” should have known about a violation. Schools will be faulted if they are “deliberately indifferent” to known sexual harassment according to the new guidance.

In addition, sexual harassment is defined more narrowly as sexual assault or “unwelcome conduct on the basis of sex that is so severe, pervasive and objectively offensive that it denies a person access to the school’s education program or activity. Previously it was defined as “unwelcome conduct of a sexual nature.”

The new regulatory language requires schools to respond to “conduct within its education program or activity.” Concern has been voiced that this may cause some schools to ignore off-campus incidents or create confusion about whether schools are required to respond to online harassment, like the sharing of explicit photos or demeaning messages. In addition, the proposed regulations include a dramatically expanded and detailed grievance procedure for formal Title IX complaints.

Presently, binding federal regulations do not exist related to sexual harassment under Title IX. The Department of Education’s Office for Civil Rights (OCR) has provided administrative guidance, rather than regulations, on the topic to direct district actions.

The newly proposed regulations have been printed in the *Federal Register*, Vol. 83, No. 230, November 29, 2018. The proposed regulations are currently open to public comment during a 60-day period which ends on January 28, 2019. The U.S. Department of Education, as a result of the comments received, may revise the proposed regulations before they become final.

A one page summary of the proposed rule can be accessed at <https://bit.ly/2QBEZPy>. A section-by-section summary can be found at <https://bit.ly/2Gh7WeM>.

Policy Implications: Several policies and/or administrative regulation pertain to this topic. They include the following:

- #5145.5 – Sexual Harassment (Students)
- #5145.51 – Peer Sexual Harassment (Students)
- #4118.111/4218.111 – Grievance Procedure (Personnel)
- #4118.112/4218.112 – Sex Discrimination and Sexual Harassment in the Workplace (Personnel)
- #4000.1 – Title IX (Personnel)
- #0521.1 – Title IX Grievance Procedure

It is extremely likely, once the new regulations are finalized after the public comment period, that the above material will either be replaced with new versions or revised in order for them to be in compliance with the new federal regulations. We will be revisiting this topic when appropriate, necessary and when additional information is available.

Crowdfunding-Part of the Connecticut Landscape: Crowdfunding, a relatively new source of revenue streaming is being widely used by the education community, including in many Connecticut school districts. NSBA's Council of School Attorneys (COSA) indicates that schools should approach this new funding trend with caution and carefully consider whether policies are necessary to regulate what teachers are doing online in the name of specific schools. A brief review of some of the publicly-available teacher posts on [DonorsChoose.org](https://www.donorschoose.org), a site that is generally more protective of school and student interests than many other crowdfunding sites, revealed some concerning instances of potential liability, which are discussed below.

Crowdfunding is comprised of two different types: those aimed at raising capital for a business venture and those aimed at raising funds for charitable donations. For the most part, the charitable donation aspect of crowdfunding is the type that is gaining great traction in public schools.

The business venture crowdfunding is generally undertaken by start-up businesses in lieu of getting a traditional business capital loan, with donors being promised, and expecting to get some sort of return on their investment. It is a small-business financing model, of sorts.

Donation-based crowdfunding sites, such as [DonorsChoose.org](https://www.donorschoose.org), are very popular with teachers and other individuals seeking to raise funds for their schools. A COSA review of some of the posts from educators on [DonorsChoose.org](https://www.donorschoose.org) revealed some significant legal issues within the teacher posts themselves, including potential FERPA violations and liability under the Individuals with Disabilities Education Act (IDEA). Regulation by schools of individual teacher postings on crowdfunding sites, COSA indicated, is a bare minimum essential to prevent some legal issues.

While many of the entries posted on the [DonorsChoose.org](https://www.donorschoose.org) site posed little-to-no legal liability, there were an alarming number of entries that did pose some potentially significant issues. This included a number of potential FERPA issues related to teacher posted photographs, which were combined with specific written information in the posts about the classes. These descriptions could also legally be considered to be potential IDEA violations, and/or violations of specific district policies. Other posts, while they did not pose any particular threat of liability, painted the schools and/or districts in a very negative light when asking for funds.

Most teacher crowdfunding posts are designed to raise funds under the name of a specific school. Schools should have regulations regarding who can raise funds on behalf of a school and what procedures and protections should be put into place to protect the school in such instances. Teachers should be prohibited from using the school's name or any other identifying features unless the teacher is in full compliance with the procedures and/or protocols established by the school. Some recommendations for safeguards that should be put into place to protect schools are listed below. These protocols are designed to assist schools in reducing potential liability caused by teacher crowdfunding posts.

1. *Require Administrative Approval of all Postings Before They Are Published*

Individuals wishing to raise funds for a particular school should be required to obtain written approval after providing pertinent details, such as the site on which the funds would be raised, a complete copy of the proposed listing, and a copy of the school personnel's personal profile to be listed on the site. Approving administrators should carefully review the proposed posts to ensure that no potential legal liability, violation of state or federal laws, and/or violation of the school's policy and/or procedures exists. The proposed posts should also be reviewed to ensure that the posts do not paint the school, the district, or any of its employees or students in a negative light. Ideally, school regulations/procedures should prohibit all posting of student images on the site, limiting pictures to that of the classroom, the teacher and/or photos of students where the students are not identifiable (e.g., their hands, backs of heads, etc.).

2. *Develop an Approved Site List and Only Permit Crowdfunding on Sites that Send Proceeds and/or Items Directly to the Schools, NOT the Individual Employee*

Funds raised and/or items purchased should go directly from the crowdfunding site to the school being served. Schools should require that funds and/or items be delivered directly to the school administrator. If districts wish to permit crowdfunding by teachers, schools should carefully consider all of the available sites and approve only those that provide the safeguards deemed most appropriate by the school.

3. *Ensure that Proceeds/Items Obtained Through Crowdfunding Fulfill Stated Purpose*

Funds raised and/or items purchased via crowdfunding must be used for their designated purpose. As such, schools should have safety mechanisms in place to ensure that the funds/materials are being used as described. Schools should also make clear, via written policy or procedures, that all funds and/or materials are property of the school and shall remain with the school in the event that the teacher terminates his or her employment with the school.

4. *Require that all Crowdfunding Activities, as Well as Activities Being Funded, be Fully Compliant with Board Policies*

It is imperative that teachers are made aware that crowdfunding postings and requests *must* be compliant with all board policies. Administrators who are reviewing and/or approving crowdfunding requests should be careful to review them for policy violations and deny any that do, or have the potential to, violate existing district policies.

It is necessary to take reasonable measures to regulate the crowdfunding that may be done in the name of the schools. This fast-moving trend needs to be monitored for the onslaught of legal issues, legislation and best practices that will inevitably follow. Such measures should include the adoption of a district-wide policy either prohibiting or specifically and carefully restricting crowdfunding in the areas discussed. Heightened awareness and regulation of these practices protect the students first and foremost, but they also protect the school and teachers from potential liability.

Source: This narrative is excerpted from “Crowdfunding in Public Schools: Mitigating Potential Liability Through Effective Policies,” By Erin Duryea Gilsbach, Esq., Director of Professional and Policy Development, King, Spry, Herman, Freund & Faul, Bethlehem, Pa., *May 2016 Inquiry & Analysis, Council of School Attorneys (COSA)*, National School Boards Association.

Policy Implications: A policy and an accompanying administrative regulation, #3281.2, “Online Fundraising Campaigns – Crowdfunding,” are available upon request. These are considered optional for inclusion in the district’s manual. Another approach is to add language to policy #3280, “Gifts, Grants and Bequests,” pertaining to this issue. Sample language is available also.

Food for Thought:

“People often want to know ‘what works’ in education, but the simple truth is that everything works somewhere, and nothing works everywhere.”

Source: “Assessment: The Bridge Between Teaching and Learning” by Dylan Wiliam in *Voices from the Middle*, December 2013 (Vol. 21, #2, p. 15-20).

FOR DISCUSSION AND POSSIBLE ACTION

COMMENTARY RE FOLLOW UP TO DEC 4, 2018 MEETING (Summary of Legal response provided in blue): *Recommendation to add the first sentence to the second paragraph. The sentence is now included in Regulation #1325, but it really amounts to a declaration of Board policy so it should be included in the policy. It can stay in the regulation as well. Additional recommendation to add the legal reference to Title IX (and keep the Title IX reference in the accompanying regulation), since the regulation addresses the acceptance of donated goods and Title IX gender-equity considerations should be considered in such circumstances.*

1325

Community Relations

Advertising and Promotion

The Board of Education has a responsibility to protect students from possible exploitation by private interests through exposure to advertising within the school environment. Because marketing and promotional materials are a pervasive element in our culture, it is unfeasible to strictly prohibit the indirect or incidental advertisement of products and services to students and parents.

The resources of the New Milford Public Schools may not be used to advertise or promote goods or services to students if the primary purpose of such activity is to create commercial benefit for a non-school entity. Any advertising by the school, staff or affiliated organizations must be done in a thoughtful, careful and tasteful manner consistent with the educational goals of the district and in the best interests of the students. The Superintendent of Schools must approve any advertising by private interests in school district facilities or on school district property. The approval of such advertising does not imply that the Board endorses the product, services or item being advertised.

In addition, approval must be consistent with the educational interests of the students as well as the requirements of other Board policies. Any approval will state precisely where such advertising may be placed. Advertising by private interests will not be allowed outside the specific area approved by the Board of Education.

The Superintendent of Schools shall develop and implement regulations regarding the appropriate use of advertising and promotion within the schools.

Legal Reference: Title IX of the Educational Amendments of 1972.

Policy adopted: May 7, 2001
Policy revised: June 9, 2009
Policy revised: November 10, 2009
Policy reviewed: October 15, 2013

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

FOR DISCUSSION AND POSSIBLE ACTION

COMMENTARY RE FOLLOW UP TO DEC 4, 2018 MEETING (Summary of Legal response provided in blue): *The suggested revisions below address the Policy Committee's questions/comments and also include several language additions to reflect additional statutory provisions. Here is a summary of each change in order of appearance:*

Addition of voting as a permissible use of school facilities in Section 1. Conn. Gen. Stat. § 10-239 mandates that boards of education make school facilities available for voting purposes.

Section 7, C's requirement that an organization obtain the services of the police or fire department if attendance is estimated at more than 100 people is not something that is mandated in state statute or regulations or local ordinance. Since this requirement is not mandated by law the Board is free to change the requirement. Language has been changed from "may" to "shall" in order to clearly designate that the language is mandatory.

The existing reference to PA 97-290 raises an interesting issue. Part of that Public Act is codified in Conn. Gen. Stat. § 10-221g (a copy of the statute is attached). Conn. Gen. Stat. § 10-221g requires boards of education to conduct "instructional time and facility usage assessments" and also requires superintendents to meet regularly with representatives of the local public library and local recreation department to coordinate the availability of facilities. This statute is routinely ignored by Connecticut boards of education and Legal is unaware of any districts that address this statute in their use of school facilities' policies or that conduct such assessments. The statute has never been the subject of litigation and is not cited in any regulations. There is no prescribed penalty for failing to conduct such assessments and there is no guidance in the law as to what is necessary to conduct an adequate assessment, how frequently they must be conducted, how frequently the superintendent must meet with representatives from the public library and recreation departments, etc. The legislative history for PA 97-290 does not give any definite guidance as to how Conn. Gen. Stat. § 10-221g should be interpreted.

Nevertheless the statute is on the books so the language in Section 8 below is intended to address the statute's requirements – while leaving as much flexibility as possible for the Board and Superintendent in terms of executing the statute's requirements. Reference to Conn. Gen. Stat. § 10-221g is not necessarily mandated by Board policy so the Board could elect to leave such language out of the policy if it so chooses.

Section 9 references the Boy Scouts of America Equal Access Act – a federal law that requires that school districts ensure equal access to school facilities to the Boy Scouts and similar youth groups.

Section 10 incorporates language of Conn. Gen. Stat. § 10-222a that states that funds paid to a board of education by an outside organization for use of school facilities are deemed appropriated to the board of education less any custodial costs incurred by the town.

1330

Community Relations

Use of School Facilities

As the schools of the community have been built with public funds and are supported by the citizens of the community, it is the desire of the Board of Education to make school facilities available to community organizations when consistent with the provisions of the General Statutes of the State of Connecticut, ordinances of the Town of New Milford, Internal Revenue Code Requirements for facilities whose construction was funded by tax exempt bonds and good management.

It is the policy of the Board to facilitate and encourage the use of school facilities by the public and to manage the use of school facilities to assure that the use of school facilities does not interfere with or otherwise disrupt the proper operation of the schools.

“School facilities” shall be defined as all school property, including land, buildings, equipment, and systems of and surrounding a facility operated by the Board of Education. The use of school facilities is under the control and supervision of the Facilities ~~Manager~~ **Director** who shall be responsible to assure the use of school facilities shall be limited to those activities that do not infringe upon or in anyway interfere with the operation of the schools and the best interests of the Board of Education. Exceptions to the standards and regulations of this policy and appeals may be directed to the Superintendent of Schools and the Board of Education as appropriate.

1. The Board of Education may permit the use of school facilities for the following purposes:
 - a. instructions in any branch of education or the arts;
 - b. holding social, civic, and recreational meetings and entertainment;
 - c. meetings and entertainment purposes where admission fees are charged, provided the proceeds are to be expended for clearly designated educational, civic, or charitable purpose;
 - d. commercially sponsored meetings and entertainment purposes~~d~~ where admission fees are charged, provided that the sponsoring organization shall pay a fee to the Board of Education which fully covers utility costs and building depreciation as well as the usual custodial charges; ~~and~~
 - e. religious services during non-school hours; **and**
 - f. **for voting in accordance with the provisions of Title 9 of the Connecticut General Statutes.**

Community Relations

Use of School Facilities

2. An organization may request use of a particular facility for a period of time not to exceed six (6) months. When more than one organization requests the use of a particular facility at the same time, the Superintendent of Schools shall discuss the matter with the organizations involved in the conflict and attempt to work out a mutually satisfactory compromise. If a compromise cannot be arranged, priority shall be given to:
 - a. the organization that will make best use of the facility in terms of the number of people to be served, and/or the lack of an equivalent program in the community;
 - b. the organizations currently using the facility; and
 - c. the organization wishing to expand existing activities conducted in that facility.
3. Use of school buildings may be denied by the Board of Education to the extent permitted by law. The Superintendent of Schools or his/her designee will represent the Board in granting provisional permission for use of school facilities.
4. Organizations that use school facilities for
 - a. commercial purposes,
 - b. fund-raising activities other than those sponsored by local nonprofit organizations,
 - c. classroom instruction for which tuition is charged, other than those sponsored by municipal, state or local agencies, or
 - d. political/advocacy groups or religious services, including groups engaged in fundraising to support political candidates or issues or religious organizations, will be required to recompense the Town at an established rate to be set annually by the Board of Education which covers expenses incurred for lighting, heating, and general building maintenance. Prepayment of fees will be required. The PTO and other parent and student groups who use school facilities to raise funds for school-related purposes will be exempt from this requirement.
5. When use of a school facility requires overtime pay to a custodian, kitchen worker or other school employee, the organization using the facility will be required to reimburse the school system for the overtime payment, plus any applicable employee benefits. The employee will enter the time worked on his time card and the central office in turn will bill the users for the overtime payment.

Community Relations

Use of School Facilities

6. The administration has the responsibility to determine that an area is being used efficiently. If participation approaches minimal numbers, the approval may be withdrawn by the Superintendent or his/her designee.
7. Approval of the Application for Building Use may be withdrawn for non-compliance with any of the following rules or for failure to make payment.
 - a. Smoking is not permitted anywhere within the school building. In the event that smoking on stage is part of a program, the applicants will be required to obtain the written permission of the Town Fire Marshall. All organizations using this facility for a public function will announce that, in accordance with Section 31-22 of the NFPA 101 Code, there will be no smoking permitted. Further, notification will be given regarding the location of all emergency fire exits.
 - b. All exit lights must be lit during a program. No exit may be blocked.
 - c. Any organization ~~may~~ **shall** be required to obtain the services of police officers or firemen if ~~such is considered~~ **the Superintendent or his or her designee deems such services** necessary for the protection of school property and/or for traffic safety. All organizations requesting use of facilities for activities where attendance estimates exceed one hundred (100) people ~~are~~ **shall be** required to obtain the services of a police officer or fireman to supervise traffic and enforce parking regulations.
 - d. It is expected that the facilities will be left clean and neat after use. All organizations will be held responsible for the proper care and use of facilities and will be charged for any damage to buildings or equipment as a result of their usage.
 - e. No school owned equipment may be installed or operated by the using agency but must be operated and under the control of school appointed personnel. Since the use of the High School ~~Auditorium~~ **Theatre** may require technical knowledge, it is necessary that an "~~Application for Use of High School Auditorium~~ **Application for Use of School Facilities**" form be prepared in quadruplicate. While any of the technical facilities that are part of the ~~auditorium~~ **theatre** and stage are available to an approved organization for use, only authorized school personnel will be permitted to operate such facilities.

Community Relations

Use of School Facilities

- f. If the program is primarily intended for children under the age of 18 years, the school administration will require the sponsoring agency to provide adult supervision. The names of supervisors must be submitted in advance. The number of supervisors will be determined by the school administration.
- g. No nails, screws or other fastening devices may be applied to any part of the school building. This applies to stage floors in particular.
- h. Any group or organization using the school facilities shall be responsible for injury, damage of any kind and theft. Said groups or organizations agree to indemnify and save the Board of Education and the Town of New Milford harmless from any damage, loss, or expense or liability of any kind resulting from or arising out of said use.
- i. Organizations wishing to use school facilities must first present in writing proof of proper insurance which will cover any liability that might be claimed against the Board for any occurrence resulting from said use with a save harmless clause protecting the Board, along with coverage for any damage or theft.
- j. Fixed kitchen equipment may not be used without an employee of the school lunch program in attendance.
- k. Requests for use of a particular facility on a regular basis may not be submitted prior to January 1 for a summer activity or prior to June 1 for a fall, winter and/or spring activity.
- l. The person responsible for the organization shall inspect the areas of planned use before and after their use in the company of the assigned custodian. The custodian will note any problems seen on the pre and post use inspection. Users will be responsible for conditions noted after use which were not present on the pre use inspection.
- m. The use of shower or locker facilities at the middle school and high school will be permitted if the group requesting use can vacate these spaces no later than 10 p.m. If the spaces are not vacated by that time the groups involved will receive additional charges for overtime use.
- n. Any group using the facilities past 11 p.m. will be billed for overtime custodial charges.

Community Relations

Use of School Facilities

8. The Board shall periodically conduct instructional time and facility usage assessments in order to maximize student learning and community use of facilities. To assist in this process, the Superintendent shall regularly meet with representatives from the New Milford Public Library and the New Milford Parks and Recreation Department to coordinate the availability of facilities.
9. The Board shall not deny equal access to or a fair opportunity to meet, or otherwise discriminate, against any group officially affiliated with the Boy Scouts of America (or any other youth group listed as a patriotic society in Title 36 of the United States Code) that wishes to conduct a meeting using school facilities pursuant to this policy.
10. In accordance with Conn. Gen. Stat. § 10-222a, whenever any outside group or individual makes payment for custodial costs for use of school facilities or otherwise for the use of such facilities such payment, less any cost incurred by the Town in providing custodial services, shall be deemed appropriated to the Board for the current fiscal year.

Legal Reference: **Boy Scouts of America Equal Access Act, 20 U.S.C. § 7905**
Patriotic and National Organizations, 36 U.S.C. § 10101 et seq.

Connecticut General Statutes

Title 9 Elections

10-221g Instructional time and facility usage assessment

10-222a Boards to have use of funds from repayment and insurance proceeds for school materials and from payment for custodial services for use of school facilities

10-239 Use of school facilities for other purposes.

~~PA 97-290 An Act Enhancing Educational Choices and Opportunities~~

Policy adopted: May 7, 2001
Policy revised: June 9, 2009
Policy reviewed: October 15, 2013

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Connecticut General Statutes Annotated
Title 10. Education and Culture (Refs & Annos)
Chapter 170. Boards of Education (Refs & Annos)

C.G.S.A. § 10-221g

§ 10-221g. Instructional time and facility usage assessment

Currentness

Each local and regional board of education shall conduct an instructional time and facility usage assessment in order to maximize student learning and community use of facilities. For purposes of such audit, the superintendent of schools of each school district shall meet regularly with representatives from the public library and the recreation department in the town or towns that comprise the school district to coordinate the availability of facilities.

Credits

(1997, P.A. 97-290, § 11, eff. July 1, 1997.)

C. G. S. A. § 10-221g, CT ST § 10-221g

The statutes and Constitution are current through the 2018 February Regular Session of the Connecticut General Assembly.

**New Milford Public Schools
Application to Use School Buildings or Grounds
General Instructions and Information**

Purpose

Inasmuch as the schools of the community have been built with public funds and are supported by the citizens of the community, the Board of Education wishes to do all that is possible, consistent with the provisions of the General Statutes of the State of Connecticut to make school facilities available to community organizations.

General Application and Reservation Information

Educational activities take precedence over all other uses of the space. The school system reserves the right to cancel the use of any space to accommodate the educational needs of the school system.

Applications for Use of Buildings will not be accepted without an original certificate of insurance attached. Questions regarding insurance requirements should be directed to the Facilities Department office. All applicants must sign the reverse side of the applications white (top) copy in the appropriate space. Unsigned applications will be deemed incomplete.

Use of a space without advance receipt of a Use of Building Permit represents trespass and will be treated as such.

Rooms and spaces are reserved for only the date and time listed on the Use of Building Permit. No substitutions are made for cancellations of any event due to weather or other unforeseen situations. In the event of the cancellation of school all events shall be deemed canceled.

Excess reservation of spaces constitutes misuse of the permitting process. Users are expected to use all spaces reserved and all time periods of each reservation. Failure to use a reserved space is deemed misuse of the permitting process and may result in cancellation of all future reservations and termination in the privilege of reserving space. The Office of Facilities must be advised of all changes in reservations made necessary by foreseen and unforeseen situations.

Reservations for space must be received no less than two weeks prior to the event. Requests for space submitted less than two weeks in advance may be denied.

In the absence of a school system administrator, custodians represent authority regarding all aspects of building use.

Permits may not be assigned and are not transferable.

Responsibilities of all Users

Users are responsible for ALL ATTENDEE'S OF THE EVENT including participants, invited guests AND OBSERVERS. All users are expected to control and limit entrance to the event and to supervise the activities of participants, invited guests and observers. Users will be held financially responsible for any damage caused by attendees, participants, guests and observers.

The event sponsor is responsible for the cleaning of the facility upon completion of the event including the removal of all trash, cleaning of furniture, carpets, glass and floors unless arrangements for custodial services have been made in advance and the appropriate deposit paid. Failure to return the space, and any portion of the facility used during the event, to the condition offered prior to the event constitutes a misuse of the space. Event sponsors shall be held financially responsible for any costs incurred by the Board of Education for cleaning.

-OVER-

Additional Responsibilities of Sponsors of Events with 100 People or more

Users must provide police supervision of any activity expected to involve the presence of 100 or more people. Arrangements for police supervision and payment of any and all associated fees are the responsibility of the event sponsor. The Board of Education reserves the right to terminate any event at which 100 or more people are present in the absence of police supervision.

Sponsors of events in excess of 250 attendees must contact the fire marshal's office at 860-355-6099

The user is responsible for and must obtain all necessary permits required of all agencies having regulatory authority over the space. These agencies include, but are not limited to the Town of New Milford Fire Marshal's Office, The Town of New Milford Building Inspector's Office, and the Town of New Milford Health Department. Failure to obtain necessary permits does not relieve the user of the facility from paying reservation and rental fees.

Limitation of Space

- Use of the facilities electrical, plumbing, lighting and mechanical systems is limited to existing capacities. No provisions for additional electrical power shall be provided without prior arrangement. The user may not in anyway permanently or temporarily alter, modify, extend, or adjust the existing electrical, mechanical or lighting systems within the space used or any portion of the facility.

The introduction of decorations, partitions, illuminated and non-illuminated signage, displays and similar construction is prohibited. The introduction of any such materials into the facility requires approval by Facilities Department in advance of the event and may also require approval of The Town of New Milford Fire Marshal and the Town of New Milford Building Department.

School property, teachers or students that may be present in rooms at the time of an event are not to be disturbed in any way.

Space is reserved in as is condition. There is no warranty, express or implied, that the space can accommodate the intended use of the event sponsor.

Combustion of any kind is expressly forbidden in any space, in any portion of the facility and on all grounds surrounding the facility.

The presence of alcohol, drugs, and drug paraphernalia is expressly forbidden to occur on the property.

Food may not be introduced, prepared, or consumed within the facility or on its grounds without the advance permission of the Board of Education.

Phones, intercom systems, cable television systems etc. are not available unless arrangements are made in advance.

Payments

Rental fees and fees for custodial services are to be paid net 30 days from invoice date. Non-payment or repeated late payment of fees may result in cancellation of future events and/or termination of reservation privileges.

A minimum of one food service employee must be present during activities where kitchen facilities are used. Organizations will be charged accordingly. *Please contact the Food Service Department at 860-354-3712 for information.*

For Office Use Only
Equipment Needed:
 Sound System
 Mats
 Auditorium Screen
 Other _____

Date _____

PERMIT No. _____

**NEW MILFORD BOARD OF EDUCATION
APPLICATION FOR USE OF SCHOOL FACILITES**

Check appropriate building:

High School _____ Schaghticoke _____ Hill & Plain _____ Northville _____ Lillis _____ Sarah Noble _____

The undersigned submits the following information for application and approval of school facilities. A current copy of insurance declarations page must also be submitted:

Name of Applicant and/or Organization: _____

Address: _____

Represented by: _____ Telephone No.: _____

Dates Requested: _____ Time: From: _____ to _____

Space Requested: _____ Alternate Space: _____

Lavatory facilities needed? Yes _____ No _____ Kitchen facilities needed? Yes _____ No _____

Applicant is a Corporation or Association..(The following is the name and address of the chief officer of such Corporation or Association.)

Name: _____ Title: _____

Person in charge of and responsible for event:

Name: _____ Home No. _____ Work No. _____

Address: _____

The space will be used for the following purpose(s):

Admission of \$ _____ (will, will not) be charged)

SIGNATURE REQUIRED ON THE BACK OF WHITE COPY

FOR OFFICE USE ONLY

FEES:

<input type="checkbox"/> Application	<input type="checkbox"/> Labor	<input type="checkbox"/> Rental	Approx. amount _____ per hour
<input type="checkbox"/> Grounds	<input type="checkbox"/> Custodian	<input type="checkbox"/> A.V. Tech	Approx. amount _____ per day
<input type="checkbox"/> Turf Roster	<input type="checkbox"/> Utilities		

APPROVAL: Building Principal: _____ Date: _____ Facilites Manager: _____ Date: _____

CC: Theatre Food Service Athletics Youth Agency

USE OF SCHOOL FACILITES

Complete and sign ONLY if agency of the Town of New Milford or the New Milford Board of Education.

The use of school facilities is under the control and supervision of the Board of Education. The Board has adopted policies, regulations and procedures pertaining to the use of school facilities, which apply only as they may be interpreted to conform with the provisions set forth in the General Statutes.

In as much as the schools of the community have been built with public funds and are supported by the citizens of the community, the Board of Education wishes to do all that is possible, consistent with the provisions of the General Statutes of the State of Connecticut to make school facilities available to community organizations.

The applicant organization is a department or affiliate of the New Milford Public School System or an agency of the Town of New Milford.

Date: _____

Signature: _____

-OR-

Complete and sign if corporation or organization is not affiliated with the Town of New Milford or the New Milford Board of Education.

In consideration of the grant of permission to use school facilities, _____
(applicant)

Hereby agrees to indemnify and save the New Milford Board of Education harmless against all claims, demands, suits, judgements, or other forms of liability, including legal fees and costs, if any, which may arise out of the use of the school grounds and/or facilities. A current and valid certificate of insurance in an amount not less than \$1,000,000 is on file with the Mayor's Office.

I hereby certify that the use for which this space is requested conforms to the permitted uses of school buildings.

Date: _____

Signature: _____

(President, Chairman or chief Officer of Organization or his/her Designee)

FOR DISCUSSION AND POSSIBLE ACTION

COMMENTARY RE FOLLOW UP TO DEC 4, 2018 MEETING (Summary of Legal response provided in blue): *The second sentence of the first paragraph can be deleted. The federal Pro Children Act of 2001 was contained within No Child Left Behind but remains on the books. It prohibits smoking in educational facilities which Conn. Gen. Stat. § 19a-342 does as well. The reference to Public Act 14-76 which prohibits vaping in schools can now be deleted because it has been codified in the statute books under Conn. Gen. Stat. § 19a-342a which is added as a legal reference.*

1331(a)

Community Relations

Smoking

The Board of Education is convinced, on the basis of substantial scientific and medical evidence, that smoking poses a serious hazard to the health of smokers and non-smokers alike. ~~In addition, the Board believes that a school system, as an institution committed to the positive growth and development of young people that it serves.~~

For the purpose of this policy, the term “smoking” includes the use of vapor products and electronic devices that simulate smoking by delivering nicotine or other substances by the inhalation of a vapor.

Students

There shall be no smoking or any other unauthorized use of tobacco by students in any school building or school vehicle at any time, or on any school grounds or at any time when the student is subject to the supervision of designated school personnel, such as when the student is at any school function, extracurricular event, field trip, or school related activity such as a work-study program.

An ongoing program of student support and counseling will be offered to provide support for students who wish to break the smoking habit.

Staff and Public

It is the policy of the Board of Education, consistent with Connecticut General Statutes, to prohibit smoking within school buildings at all times, and to prohibit smoking on school grounds while school is in session or student activities are conducted. Breaks by employees to smoke or use tobacco products are considered recreational activities. If an employee takes a break from work to smoke or use tobacco products or leaves school grounds at any time for any reason other than district business, including to smoke or use tobacco products, he/she will not be considered to be acting within the normal course and scope of employment.

Community Relations

Smoking

Legal Reference: **The Pro Children Act of 2001, 20 U.S.C. §§ 7181-7184**

Connecticut General Statutes

19a-342 Smoking prohibited in certain places. Signs required. Penalties.

19a-342a Use of electronic nicotine delivery system or vapor product prohibited. Exceptions. Signage required. Penalties.

21a-242 Schedules of controlled substances.

53-198 No smoking on buses

14-275c-2 Regulations of Department of Transportation

~~Public Act 14-76, "An Act Concerning the Governor's Recommendations Regarding Electronic Nicotine Delivery Systems and Youth Smoking Prevention."~~

Policy adopted: May 7, 2001
Policy revised: December 10, 2002
Policy revised: June 9, 2009
Policy reviewed: October 15, 2013
Policy revised: October 14, 2014

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

FOR DISCUSSION AND POSSIBLE ACTION

COMMENTARY RE FOLLOW UP TO DEC 4, 2018 MEETING (Summary of Legal response provided in blue): *The suggested revisions on the first and second pages are meant to clarify when and under what conditions police and other law enforcement officials may question students on school grounds. The Board of course does not have the authority to direct law enforcement questioning of students outside of school, but when law enforcement seeks to come on to school grounds without express legal permission to do so (i.e. with a warrant or in “hot pursuit”) the Board can set the conditions for law enforcement to come on to school property and interact with students, staff, etc. For instance, if the police in a non-emergency situation wish to question a student on school grounds, but refuse to wait for the student’s parent(s) to arrive – as would be required under this policy – then the police officer in question should be denied the opportunity to interview the student on school grounds. The same analysis applies to the District’s use of school resource officers. The Board has discretion with respect to how SROs interact with students on school grounds.*

Legal believes the “Questioning Suspect” section overlaps with the “Questioning of Students by Police” section so suggests consolidating those sections as shown below. Clause added re student questioning being conducted in as confidential manner as possible. This is a fairly common provision that many districts include in their Relations with Law Enforcement policies.

The last section on Notification of Student Arrest has been added to correspond to requirements found in Conn. Gen. Stat. § 10-233h that require local or state police to notify superintendents when a student has been arrested for a Class A misdemeanor or felony or for certain other crimes. Pursuant to the law, the Superintendent must maintain such information confidentially and may only disclose the fact of the arrest to certain staff members.

1411(a)

Community Relations

Relations With Police Authorities

It is the policy of the Board to cooperate with law enforcement agencies in the interest of the welfare of all citizens. **Law enforcement officials may enter school facilities if a crime has been committed on District property or to investigate matters concerning staff and students upon request initiated by either law enforcement officials or by District administrators.** At the same time, the school system has the responsibility for the welfare of the students while they are in the care of the schools. To carry out this responsibility, school officials should observe the following:

A student is not immunized from the law because of his **or her** status as a student, nor is the school building a sanctuary from the law or the proper actions of law enforcement personnel. Whenever the police is **are** in “hot pursuit:” of a person suspected of criminal activity based upon probable cause to believe that a crime has been committed or when they have a search warrant or an arrest warrant, they shall be admitted **within school facilities** in the exercise of their ~~designated~~ **legal** authority.

Community Relations

Relations With Police Authorities

In other situations, however, the interest of the individual, the students at large, and the school community may best be served by entrusting primary responsibility for the maintenance ~~of~~ **of** order to school personnel. The **Superintendent of Schools and building Principal principals** shall have the authority, except as noted above, to exclude the police from the school when police intervention is considered unwarranted.

Questioning Of Students By Police

Questioning of students by police or other law enforcement personnel generally will not take place on school grounds. However, if police indicate that student questioning on school grounds is necessary, then school officials may permit law enforcement personnel on school grounds to question students without requiring presentation of a warrant, subject to the following conditions:

1. The questioning of students by ~~the~~ police will be conducted with strict regard for the constitutional rights of the student to remain silent. Notice of these rights should be given to students by ~~the~~ police as standing procedure;
2. **When police or other law enforcement officials wish to question a student, the building principal, or his or her designee, shall notify the student's parent(s) or guardian(s) and request that they be present during the questioning. If the investigation deals with matters of public safety which require speedy investigation, and the student's parent(s) or guardian(s) cannot be reached, or cannot be present, then the principal, or his or her designee, must be present during the questioning. In addition, even if a parent or guardian is present, the school administration may still be permitted to be present.**
3. **Students will be questioned in as confidential and inconspicuous manner as possible. Preferably, police officers will wear civilian clothes when conducting student interviews.**

When investigating a possible criminal violation occurring off school grounds or not part of a school program, police will be encouraged to question students in their homes. If the questioning deals with incidents other than those involving public safety, the questioning of the students will be delayed until the parent is present. Police and other law enforcement officials will make every effort to minimize distractions or disruption of school routines during the performance of their duties.

Community Relations

Relations With Police Authorities

The school administration retains the right to question student witnesses when conducting any investigation into misconduct, and need not obtain parental consent.

Incident On School Grounds - Questioning Complainant And Witnesses

The school administration retains the right to question student witnesses when conducting any investigation into misconduct, and need not obtain parental consent. However, a Principal or his/her designee may request an investigation by the police of an incident which occurred on school grounds or otherwise affects the operations of the schools. In such an instance, when the police are interviewing or are taking statements from a student complainant and/or witness who is not a suspect, it is for the police to notify the parent or guardian and invite the parent or guardian to be present, if the police so choose. If the parent or guardian is unable to be present, the Principal or his/her delegate will be present. In addition, even if a parent or guardian is present, the school administration may be permitted to be present.

Questioning Suspect

~~The school administration retains the right to question student witnesses when conducting any investigation into misconduct, and need not obtain parental consent. When the identification of the student(s) involved has been made and the police wish to question them, the Principal shall notify the parent(s) or guardian(s) and request that they be present during the questioning.~~

1. ~~If the investigation deals with matters of public safety which require speedy investigation, and the parents cannot be reached, or cannot be present, then the Principal or his/her delegate must be present during the questioning. In addition, even if a parent or guardian is present, the school administration may still be permitted to be present.~~
2. ~~If the investigation deals with incidents other than those involving public safety, the questioning of the students will be delayed until the parent is present.~~

Incident In The Community

~~Police questioning of students concerning incidents which occur in the community will normally not be done on school grounds except that in matters dealing with public safety and the community interest, the procedures in #1 above will be followed.~~

Removal Of Student By Police

Whenever the police remove a student from school premises, the Principal shall contact the student's parents and inform them that the student has been removed from school premises and is in the custody of the police.

Community Relations

Relations With Police Authorities

Notification of Student Arrest

Pursuant to Conn. Gen. Stat. § 10-233h, whenever the Superintendent receives oral, followed by written notification from the local police department or state police that a student was arrested for a Class A misdemeanor, a felony, or for selling, carrying, or brandishing a facsimile firearm, he or she shall maintain the written report in a secure location and the information in the report shall be maintained as confidential in accordance with Conn. Gen. Stat. § 46b-124. The Superintendent may disclose such information, when reported during the school year, only to the Principal of the school in which the student is enrolled or the supervisory agent of any other school in which the student is enrolled.

The Principal or supervisory agent may disclose such information only to special service staff or a consultant, such as a psychiatrist, psychologist or social worker, for the purposes of assessing the risk of danger posed by the student to other students, school employees or property, and for the purpose of effectuating an appropriate modification of such student's educational plan or placement for disciplinary purposes. Such information with respect to a student under sixteen years of age shall be confidential in accordance with Conn. Gen. Stat. § 46b-124 and shall only be disclosed as provided in this section and shall not be further disclosed.

Legal Reference: Connecticut General Statutes
10-221 Boards of education to prescribe rules.

10-233h Arrested students. Reports by police, disclosure, confidentiality.

53a-185 Loitering in or about school grounds: Class C Misdemeanor

54-76j Disposition upon adjudication as youthful offender.

Policy adopted: May 7, 2001
Policy revised: June 9, 2009
Policy reviewed: October 15, 2013

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Community Relations

Fire Department

Members of the Volunteer Fire Department and the Town Fire Marshal play a vital role in the school safety program. The Superintendent of Schools and administrative staff shall have the following responsibilities:

1. Establish and maintain relationships with the local Fire Marshal and Fire Departments.
2. Work with the faculty in determining the nature and timing of the Department's participation in the school program.
3. Coordinate and supervise planned activities.

As necessary or appropriate administrators shall seek the advice and cooperation of the Fire Marshal and Fire Department in:

1. Planning and conduct of fire drills.
2. Fire prevention education.
3. First aid, especially in fire related incidents.
4. Conforming to state and local fire codes.

(cf. 6114.3 Emergencies and Disaster Preparedness)

Policy adopted:
Policy reviewed:

May 7, 2001
October 15, 2013

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

FOR DISCUSSION AND POSSIBLE ACTION

COMMENTARY RE FOLLOW UP TO DEC 4, 2018 MEETING (Summary of Legal response provided in blue): *Legal speculates that the policy's double numbering may refer back to a time when there were separate policies regarding state and federal aid that were combined into one document. Many districts across the state use the same 1430/1440 numbering for this policy so it may date back to an old CABE-model. If the Board wishes to delete one of the numbers, they may.*

1430
1440

Community Relations

State and Federal Aid

In order to bring the full benefit of state and federal aid programs to bear upon the needs of the school system, it is the policy of the Board to maintain close liaison with the State Department of Education and appropriate federal agencies, and to cooperate with them fully in providing improved educational services.

The Superintendent should pursue all available grant sources to enhance the educational programs of the school system. The Superintendent shall notify the Board of the intention to submit grant proposals for funding. Board approval is required prior to grant acceptance.

Policy adopted:
Policy reviewed:

May 7, 2001
October 15, 2013

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

FOR DISCUSSION AND POSSIBLE ACTION

COMMENTARY RE FOLLOW UP TO DEC 4, 2018 MEETING (Summary of Legal response provided in blue): *Legal speculates that the policy's double numbering may refer back to a time when there were separate policies regarding private K-12 schools and private colleges that were combined into one document. If the Board wishes to delete one of the numbers, they may.*

1620
1640

Community Relations

Relations With Private Schools, Colleges and Universities

The District will cooperate with private schools, colleges and universities concerning student records and references in accordance with the law. Except as authorized by law, the written consent of the parent or the eligible student is required before confidential student information may be disclosed. The written consent must specify permission for disclosure, the purpose of the disclosure and the person to whom the records are to be disclosed.

Legal Reference: Connecticut General Statutes
10-15b Access of parent or guardian to student's records
10-76d-18 Regulations concerning children requiring special education
20 U.S.C Section 1232g Family Educational Rights and Privacy Act

Policy adopted: May 7, 2001
Policy revised: June 9, 2009
Policy reviewed: October 15, 2013

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

FOR DISCUSSION AND POSSIBLE ACTION

COMMENTARY RE FOLLOW UP TO DEC 4, 2018 MEETING (Summary of Legal response provided in blue): *The policy language closely tracks a statute in the criminal code – Conn. Gen. Stat. § 53a-217b – that concerns possession of a weapon on school grounds. The law specifies certain categories of people who can legally possess a firearm on school grounds. For instance, hunters traversing school property to get to a hunting area may carry unloaded firearms on school property. Also, motor vehicle inspectors are expressly allowed to carry firearms on school property.*

Notably, the law permits “peace officers” to carry on school grounds while engaged in the performance of their duties. State and local police, corrections officers, judicial marshals, etc. are considered “peace officers”. The key part of the law here is that a peace officer is only allowed to carry a firearm on school grounds if carrying on school grounds is in the performance of their duties. An off-duty police officer picking their son or daughter up from school who has their firearm on them would technically be breaking the law and the policy (if they carried in knowing violation of the law). The same would apply to a retired police officer, but it should be noted that a retired police officer or other official who is working as a security guard and has a license to carry a firearm would not be violating the law or the policy because carrying the weapon would presumably be pursuant to an agreement to serve as a security guard.

1700(a)

Community Relations

Possession of Firearms on School Property Prohibited

The New Milford Board of Education prohibits all persons who are in possession of a firearm from entering school property, except those persons specifically authorized to do so by state or federal law and in accordance with the provisions of this policy. This prohibition includes individuals who are otherwise in lawful possession of an unloaded firearm and traversing school property for the purpose of gaining access to lands open to hunting or other lawful purposes. The prohibition does not apply to police officers on duty, qualified school resource officers who are authorized by the Board to carry a weapon in furtherance of their duties or state motor vehicle inspectors while engaged in performance of their official duties.

Students are prohibited by the Board of Education from possessing firearms for any reason, whether otherwise lawful or not, in or on the real property comprising the public or private elementary or secondary school or at a school sponsored activity as defined in Subsection (h) of Section 10-233a.

(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)

Legal Reference: Connecticut General Statutes

29-28 Permit for sale at retail of pistol or revolver. Permit to carry a pistol or revolver. Confidentiality of name and address of permit holder.

29-33 Sale, delivery or transfer of pistol and revolvers. Documentation requirements. Waiting period. Exempted transactions. Penalty.

Community Relations

Possession of Firearms on School Property Prohibited

Legal Reference: Connecticut General Statutes

53a-3 Definitions.

53a-217b Possession of a weapon on school grounds. Class D felony.

Public Act 16-55: An Act Concerning Recommendations by the Department of Motor Vehicles Regarding Hazardous Materials, Car Dealers, Electronic Registration, Student Transportation Vehicle Operators, Diversion Programs, Motor Vehicle Inspectors and Minor Revisions to the Motor Vehicle Statutes

Policy adopted: May 7, 2001
Policy revised: May 13, 2014
Policy revised: October 18, 2016

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Connecticut General Statutes Annotated
Title 53a. Penal Code (Refs & Annos)
Chapter 952. Penal Code: Offenses (Refs & Annos)
Part XXI. Miscellaneous Offenses

C.G.S.A. § 53a-217b

§ 53a-217b. Possession of a weapon on school grounds: Class D felony

Effective: October 1, 2016

Currentness

(a) A person is guilty of possession of a weapon on school grounds when, knowing that such person is not licensed or privileged to do so, such person possesses a firearm or deadly weapon, as defined in [section 53a-3, \(1\)](#) in or on the real property comprising a public or private elementary or secondary school, or (2) at a school-sponsored activity as defined in subsection (h) of [section 10-233a](#).

(b) The provisions of subsection (a) of this section shall not apply to the otherwise lawful possession of a firearm (1) by a person for use in a program approved by school officials in or on such school property or at such school-sponsored activity, (2) by a person in accordance with an agreement entered into between school officials and such person or such person's employer, (3) by a peace officer, as defined in [subdivision \(9\) of section 53a-3](#), while engaged in the performance of such peace officer's official duties, (4) by a person while traversing such school property for the purpose of gaining access to public or private lands open to hunting or for other lawful purposes, provided such firearm is not loaded and the entry on such school property is permitted by the local or regional board of education, or (5) by a motor vehicle inspector, designated under [section 14-8](#) and certified pursuant to [section 7-294d](#), while engaged in the performance of such motor vehicle inspector's official duties.

(c) Possession of a weapon on school grounds is a class D felony.

Credits

(1992, June Sp.Sess., P.A. 92-1, § 1; 1993, P.A. 93-416, § 7, eff. Oct. 1, 1993; 1994, P.A. 94-221, § 1; 1998, P.A. 98-129, § 15; 2001, P.A. 01-84, § 8, eff. July 1, 2001; 2016, P.A. 16-55, § 10.)

C. G. S. A. § 53a-217b, CT ST § 53a-217b

The statutes and Constitution are current through General Statutes of Connecticut, Revision of 1958, Revised to January 1, 2019.

ITEM OF INFORMATION

COMMENTARY RE FOLLOW UP TO DEC 4, 2018 MEETING (Summary of Legal response provided in blue): *The references to Connecticut General Statutes § 7-194, 10-9, 10-21a and 10-21b are directed to the donation and use of school property but do not really apply in the limited circumstances addressed here and should be deleted. The Title IX reference remains.*

1325(a)

Community Relations

Advertising and Promotion

The resources of the New Milford Public Schools may not be used to advertise or promote goods or services to students if the primary purpose of such activity is to create commercial benefit for a non-school entity.

The Superintendent or designee shall:

1. Cooperate through announcements and distribution of program material, with a town agency or recognized non-profit organizations that benefit students and their families when such cooperation will not interfere, restrict or impair the educational program of the schools.
2. The Superintendent may announce or authorize to be announced, any lecture, play, film, or other community activity with educational value and consistent with the curriculum.

The appropriate Principal or designee shall:

1. Permit participation, which participation shall be at the option of the individual schools, in essay, art, science and similar contests sponsored by outside interests when such activities parallel the curriculum and contribute to the educational program.
2. Accept limited advertising on extra-curricular activity schedules and programs at the discretion of the Principal of the school involved.
3. Allow advertising for services in connection with class pictures, class rings and similar student activities approved by the appropriate administrator.

The Board recognizes that it is consistent with the intent of this regulation to allow the recognition of non-school entities in the following limited circumstances.

1. The Board may accept donations of goods or services which incorporate a recognition of the donating organization. The donating organization will obtain approval of the Superintendent with respect to the nature of the recognition prior to initiating the donation.

Community Relations

Advertising and Promotion

2. At extra-curricular or athletic events, the Superintendent may allow the use of vendor provided signage or paraphernalia directly related to the provisioning of goods and services, appropriate sponsor-provided signage or paraphernalia, or the inclusion of appropriate advertisements in programs related to the event.
3. The Board allows recognized PTO organizations to advertise and promote the activities sponsored by the PTO organizations. Any such communication shall clearly indicate that the activity is sponsored by the PTO.
4. Hours of operations and items to be sold in school stores are subject to approval of the Principal.

Legal Reference: ~~Connecticut General Statutes~~

~~7-194 Powers.~~

~~10-9 Bequests for educational purposes.~~

~~10-21a Accredited courses offered by employers.~~

~~10-21b Programs offered jointly by boards of education and business firms;
neighborhood assistance.~~

Title IX of the Educational Amendments of 1972.

Regulation adopted: September 19, 2017

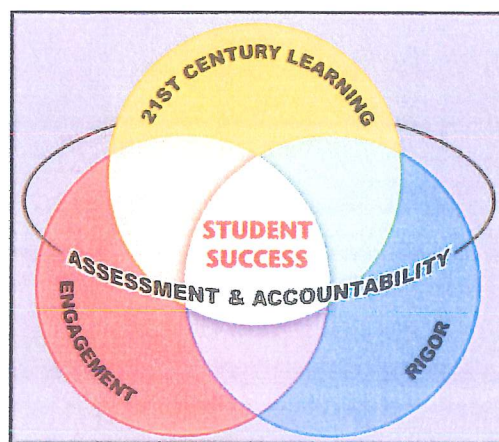
NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Graduation Requirement Proposal

Alisha DiCorpo, Assistant Superintendent
Greg Shugrue, New Milford High School Principal

Committee Members

Kevin Best - Math DC
Bob Burkhart - PE Head Teacher
Liz Curtis - AP
Sara DelMastro - Science DC
Kathy DelMonico - English DC
Denise Duggan - Health DC
Greg Holmes - Social Studies DC
Danette Lambiase - Guidance Head Teacher
Keith Lipinsky - AD
Tracy Menzies - SPED Supervisor
Linda Scoralick - AP
Jessica Ward - World Language DC
Eric Williams - AP



The Road to 26 Credits

Prior Year 2015 Graduation Requirement was 22.5 Credits

In 2013 the following was proposed at COL

Year of Graduation 2015 (23.5 credits)

1. Increase PE Credit from 1 to 2

Year of Graduation 2016 (24.5 credits)

1. Capstone
2. 8.0 electives

Year of Graduation 2017 (26 Credits)

1. Increase math to 4 years
2. .5 Humanities Elective
3. Personal Finance Required as Course Elective
4. 8.0 electives

The following was ultimately adopted by the BOE (BOE #6146):

Year of Graduation 2015 (23.5 credits)

1. Increase PE Credit from 1 to 2

Year of Graduation 2016 (24.5 credits)

1. 8.0 electives

Year of Graduation 2017 (26 credits)

1. Increase math to 4 years
2. .5 Humanities Elective
3. Personal Finance Required as Course Elective
4. 8.5 Electives

Impact of Legislation-Graduation Requirements

New Graduation Requirements: (c) "Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five 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, as described in section 10-16b; (5) one credit in world languages, subject of the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment."

—Public Act No.17-42; Sec. 1 (c)

Paradigm Shift

Statute promotes pathways, individualism and choice

- Less about rigid restrictions in credit attainment (6 ways to distribute credits)
- Multiple methods to attain 1.0 credit beyond a Capstone to meet the Mastery Credit Requirement

With board approval allows for flexibility in credit attainment for courses taken at the middle school.

Maximum of 3 Credits at middle school to count as HS credit.

Pathways in HS are now aligned to that of a college and career experience grounded in student aspirations.

Student Choice, Voice, Opportunity

Rationale for Change

- Flexible and Multiple Pathways to align to statute and provides more student choice
- Built on structures currently in place
- Greater alignment across disciplines
- Demonstration of mastery as prescribed in the law
- Change in world language and health requirements
- Help retain transfer students and students with credit recovery
- Reduction in credits to align with area districts (graduation rate/transient students)
 - Bethel 25 with capstone
 - Brookfield 25 No capstone
 - Danbury 25 proposed
 - Others currently under 25 (Masuk, Newtown, Pomperaug)

Policies Reviewed

6146 (a-d) Proposed changes (HO#1)

- I. Academic Credit Distribution Requirements:(Pathways to Graduation Proposal): (HO#2)
https://docs.google.com/document/d/1IsMrSVkkC1p-QqNc3O5B3Le1Z3F7LsE_6dtQQgKERs/edit
- (Mastery Based Credit Document): (HO#3)
https://docs.google.com/document/d/1Kxls9oiY5F5F98EbbLre5J7oUXolOpO2U_Q-8lhC7Ls/edit?ts=5c79663f#heading=h.gjdgxs
- Delete II-Performance Standards are in with Mastery Based Learning in New Proposal
- Delete III. Options if Graduation Requirements are Not Met are in with Mastery Based Learning in New Proposal
- IV.Exemptions, Modifications and Accommodations
 - C. should state as outlined in Public Act 17-42

Policies Reviewed

6172.6 Virtual Learning Policy (HO#4)

- Can Transfer in 3 Credits with pre-approval (No Change Requested)

6141.4-Independent Study Policy-(Proposed Changes) (HO#5)

- Only available for BOE approved courses (Requesting to Change)#2 6141.1(a)
- We recommend connection to standards with pre-approval (Requesting Change) #2 6141.1(a)
- Currently for make up credits only-2 Maximum (Requesting to Leave)#7 6141.4(b)

Discussion: Graduation Requirements

Pathways to Graduation Proposal Document: https://docs.google.com/document/d/1lsMrSVkkC1p-QqNc3O5B3Le1Z3F7LsE_6dtQQgKERS/edit

Let's Discuss:

1. Pathways/Credit Number
2. Mastery Based Credit Requirement
3. Policy Changes Next Steps for Review
4. Next Steps for Committee work: COL and Internal committee

Questions?

Instruction

Graduation Requirements

To graduate from the New Milford Public Schools, a student must earn a minimum number of credits, fulfill credit distribution requirements and meet district performance standards.

I. Academic credit distribution requirements

A. Students must complete the following credits:

Year of Graduation 2013, 2014	4.0 English 3.0 Mathematics 3.0 Social Studies (including 0.5 credit in civics and 1 credit for U.S. history) 3.0 Science 1.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health 7.0 Electives <hr/> 22.5 TOTAL CREDITS
Year of Graduation 2015	4.0 English 3.0 Mathematics 3.0 Social Studies (including 0.5 credit in civics and 1 credit for U.S. history) 3.0 Science 2.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health 7.0 Electives <hr/> 23.5 TOTAL CREDITS
Year of Graduation 2016	4.0 English 3.0 Mathematics 3.0 Social Studies (including 0.5 credit in civics and 1 credit for U.S. history) 3.0 Science 2.0 Physical Education 1.0 Arts (Fine or Practical) 0.5 Health 8.0 Electives (including 0.5 in humanities) <hr/> 24.5 TOTAL CREDITS

Instruction

Graduation Requirements

Year of Graduation 2017	4.0	English
	4.0	Mathematics
	3.0	Social Studies (including 0.5 credit in civics and 1 credit for U.S. history)
	3.0	Science
	2.0	Physical Education
	1.0	Arts (Fine or Practical)
	0.5	Health
	8.5	Electives (including 0.5 in humanities and 0.5 in Financial Literacy)
		26.0 TOTAL CREDITS

- B. A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year unless such credit is earned at an institution accredited by the Department of Higher Education or regionally accredited.

II. District's performance standards

These performance standards identify the basic skills that students are expected to achieve in order to graduate. A New Milford High School graduate must complete all academic requirements and demonstrate basic skills in Reading & Writing, Quantitative Thinking (Math & Science) and Information Literacy. The Superintendent of Schools or designee shall develop administrative regulations regarding performance standards for each basic skill, including the method(s) of assessing a student's level of competency in such skills. The assessment criteria must include, but not be based exclusively on, the results of the state or national high school state-wide mastery examination.

III. Options if graduation requirements are not met

The Board of Education is dedicated to providing students who may have difficulty fulfilling these requirements with different options and multiple opportunities to meet the academic and performance standards for graduation.

Those students who have not successfully completed the assessment criteria will be afforded alternative means of meeting this criteria. The following is not an inclusive list:

- Pass 0.5 credit of English 4
- Completion of a research project, approved in advance by the Science Department, that involves data collection, and is graded according to an established rubric
- Pass Departmental Exam covering the topics of arithmetic, algebra, geometry and statistics

Instruction

Graduation Requirements

III. Options if graduation requirements are not met (cont.)

- Pass 0.5 credit of Practical Math
- English Writing SAT I of 450 or better
- Math Reasoning SAT I of 450 or better
- Math SAT II Math Level 1C of 450 or better

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

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. Enroll in an on-line course in accordance with Policy 6172.6 (Virtual/On-line Courses/College/University Courses)
3. Make arrangement for re-testing to meet performance standards
4. Return to school in September as a fifth year senior

IV. Exemptions, modifications, and accommodations

- A. If a physician or advanced practice registered nurse certifies in writing that the physical education requirement is medically contraindicated because of the physical condition of the student, this requirement may be fulfilled by an elective.
- B. Exemptions; modifications and accommodations of graduation requirements will be made for any student with a disability as determined by the planning and placement team or 504 team.
- C. Only credits for courses taken in grades nine through twelve shall satisfy graduation requirements except that the Superintendent of Schools or designee may grant credit for certain courses identified in subsection (e) of Section 10-221a of the Connecticut General Statutes.
- D. The Board may permit a student to graduate during a period of expulsion pursuant to Connecticut General Statutes 10-233d if the Board determines that the student has satisfactorily completed the necessary credits for graduation.
- E. In accordance with state law, the Board of Education may award a high school diploma to a veteran of World War II, the Korean hostilities, or the Vietnam Era who left high school to serve in the armed forces and did not receive a diploma as a consequence of such service as well as any person who withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, did not receive a diploma as a consequence of such work and has resided in the state for at least fifty consecutive years.

Instruction

Graduation Requirements

Early Graduation

Students may finish in seven semesters provided all graduation requirements have been satisfied. Any student interested in being considered for early graduation must notify his/her counselor of his/her intentions by May 1 of the junior year. Students applying for early graduation must obtain the Early Graduation Policy statement and related application form from the Guidance Office and take course no. 990.

Course No.	Course	Prerequisites
990	Early Graduation	By Special Arrangement Only

(cf. 5121 - Examination/Grading/Rating)
 (cf. 5123 - Promotion/Acceleration/Retention)
 (cf. 6111 - School Calendar)
 (cf. 6145.6 - Travel and Exchange Programs)
 (cf. 6142.2 - Statewide Proficiency/Mastery Examinations)

Legal reference:	Connecticut General Statutes
10-14n	State-wide mastery examination
10-161	Establishment of graduation date
10-18	Courses in United States history, government and duties and responsibilities of citizenship
10-19	Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome
10-221a	High school graduation requirements
10-223a	Promotion and graduation policies. Basic skills necessary for graduation, assessment process

Policy adopted: June 10, 2003
 Policy revised: June 27, 2005
 Policy revised: June 8, 2010
 Policy revised: October 11, 2011
 Policy revised: September 10, 2013
 Policy revised: October 8, 2013

NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut

Proposed Pathways to New Milford High School Graduation

PA 17-42 places significant emphasis on flexibility and multiple pathways for students. These pathways better prepare students to pursue their aspirations and dreams. Through more flexibility and student choice it is our goal that a graduate leaves New Milford High School prepared to successfully tackle the challenges laid before them.

Pathways for the NMHS Graduate:

Two Year College/Career Ready Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. It is recommended that the student take the most personally challenging course load during their high school tenure and integrate work in the field whenever possible (internships, job shadowing, work, etc.)

Four Year College Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most four-year colleges require that the graduate take four credits in English and math, three credits in science and social studies, and at least two credits in a world language.

Highly Competitive Colleges Pathway: Minimum requirement is a high school diploma and attainment of the distribution of credits as prescribed. Most highly competitive colleges require that the graduate take four credits in English, math, science and social studies, and at least three credits in a world language. It is also highly encouraged that the level of these courses be at the Advanced Placement level and at the very least honors level when available.

of Credits Required

Graduation Requirements-Current	Graduation Requirements Proposed
4 English	Humanities Cluster: 9 Credits <ul style="list-style-type: none"> ● No less than 3 credits in English and ● No less than 3 credits in Social Studies. (Must include 1.0 credit in US History and .5 credit in Civics) <ul style="list-style-type: none"> ○ English I, II, III/AP (3 Credits) ○ US History (1 Credit) ○ Civics/Modern America (.5 Credit) ○ 1.5 credits in Social Studies (See Page 27) ○ 3 credits of student choice (additional English, Social Studies, Level 4 or above in World Language, Art History, History of Jazz, History of American Musical Theater)

3 Social Studies including .5 credit in Civics and 1 credit for US History	Included Above
4 Math	<p>STEM Cluster: 9 Credits</p> <ul style="list-style-type: none"> ● No less than 3 credits each in Science and Math <ul style="list-style-type: none"> ○ Integrated Science, Biology, Chemistry (3 Credits) ○ 3 Credits in Math ○ 3 Credits of student choice (additional Science, Math, Tech. Ed., Intro to Business, Computer Literacy, Business Computer Applications, Website Design I&II, Intro to Computer Programming, AP Computer Science A, AP Computer Science Principles) ● <ul style="list-style-type: none"> ○ Credit awarded for Math courses of Algebra 1 or higher taken at the middle school with a minimum grade of B- (80) <p>*No more than 3 credits at the MS?*</p>
3 Science	Included Above
2 Physical Education	<p>Health & Wellness: 2 Credits</p> <ul style="list-style-type: none"> ● Physical Education 1 Credit ● Health & Safety Education 1 Credit <ul style="list-style-type: none"> ○ All students take Health 1 .5 Credit ○ Grade 10 – 12 Students .5 Credit <ul style="list-style-type: none"> ▪ *Health 2 (.5) ▪ Allied Health (.5) ▪ Medical Technology (.5) ▪ Emergency Medical Technician (.5) ▪ Sports Medicine (.5) ▪ Early Childhood (.5) ▪ Child Development (.5)
.5 Health	Included Above
1 Arts	

	<p>World Language Cluster: 1 Credit</p> <ul style="list-style-type: none"> ● Credit awarded for successful completion (B-/80) of Part A & Part B of the same language course from grades 7 & 8 ● Successful completion of any world language course listed on page 38 &39 of the Program of Studies
8.5 Electives Including .5 Humanities and .5 in Financial Literacy	<p>Electives Cluster: 3 Credits</p> <ul style="list-style-type: none"> ● Personal Finance (.5) Required by state law) ● 2.5 Credits of student choice
	<p>Master Based: 1 Credit-</p> <ul style="list-style-type: none"> ● .5 Credit in Assured Skills Experiences ● .5 Credit in Assured Content Experiences
26 Credits Total	25 Credits Total

Mastery Base Credit Proposal

Mastery Base credit (1.0 credit) is demonstrated in two parts: Assured Skills Experiences (.5 credit) and Assured Content Experiences (.5 credit).

- Assured Skills Experiences are demonstrated in the embedded performance based assessments in each course developed by the NMHS faculty aligned with core standards and the NMBOE approved curriculum. Successful completion of the student's pathway will result in the awarded of .5 credit.
- Assured Content Experiences
 - **Complete one option in two of the three sections below:**

Mathematics

Meet the State of Connecticut expectations for grade 11 proficiency on the math portion of the PSAT, SAT, or ACT.

Provide evidence of proficiency on a nationally recognized math assessment

Pass a competency-based assessment to demonstrate proficiency in math

Score a 3 or higher on Advanced Placement Calculus AB, Advanced Placement BC or Advanced Placement Statistics

Independent study based on mutually agreed goals and learning objectives that were not met through state assessments

Scheduled to Scientific Based Intervention (SRBI) for .5 credit

Evidence Based Reading and Writing

Meet the State of Connecticut expectations for grade 11 proficiency on the Evidence Based Reading and Writing of the PSAT, SAT, or ACT.

Pass a competency-based assessment to demonstrate proficiency in reading

For English Language Learners who live in Connecticut for fewer than five years, a score of proficiency or above on the State English Mastery exam designed for this population.

Score a 3 or higher on Advanced Placement Language & Composition or Advanced Placement Literature & Composition

Independent study based on mutually agreed goals and learning objectives that were not met through state assessments

Scheduled to Scientific Based Intervention (SRBI) for .5 credit

Content Mastery

Placement in state or national competitions in a content area, ie. DECA, FBLA

Proficiency scores on other content area assessments which are approved by curriculum departments

Proficiency scores in state assessments ie. NGSS, Seal of Biliteracy

Score a 3 or higher on content Advanced Placement exam (other than Math or English)

Complete a course internship in a field of study, employment opportunity, or volunteer role.

Additional Considerations

Transfers

If a student transfers to New Milford High School after completing three (3) years of high school elsewhere, he/she is exempt from NMHS Assured Content Skills Experience requirement, but not exempt from the Assured Skills Experiences.

Notification: Teacher, Students, and Parents

By August before the start of the Senior Year, the guidance department will formally notify students, their teachers, and their parents or guardians, if the district's standard has not been met in the areas of Mastery-Based Content Experiences. A plan will be put in place to assist the student in successful completion of an alternate pathway.

Options

If a student does not meet the credits required for graduation, he or she may return to the high school for a fifth year, enroll in summer school, or enroll in other course options all to be pre-approved by the principal.

Instruction

Virtual/Online Courses/College/University Courses

The Board of Education believes that education through virtual/on-line courses or through university or college courses is an effective means of instruction for students. A virtual school is hereby defined as an educational organization that offers courses at various grade levels through Internet or Web-based methods. These schools can offer courses to enhance, supplement or enrich the existing curriculum and can also provide an alternative means of instruction. Interactive learning does not require the student to be physically present in the same location as the instructor or other students.

Virtual/on-line courses will be part of this District's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students in the District may earn credit through programs provided by virtual/on-line courses.

All virtual/on-line educational programs and courses will be consistent with District instructional goals and aligned with Connecticut's academic standards, curriculum frameworks and assessments. The administration is directed to periodically review instructional materials of virtual on-line courses to ensure they meet program standards.

The Board of Education recognizes students may benefit from on-line courses or post-secondary courses to assist students in obtaining credits necessary to earn a New Milford High School diploma, to maintain academic standing, or to provide enrichment for those who might require special courses.

The District will not use on-line courses as the sole medium for instruction in any required subject area for students in grades K-8.

High school students may earn a maximum of three (3) units of academic credit to be applied toward graduation requirements by completing on-line or virtual courses or university/college courses through agencies approved by the Board unless the principal waives that provision in writing stating the reasons why, citing whatever circumstances that has caused this waiver.

Credits from an on-line or virtual course or a university/college course may be earned toward graduation only in the following circumstances:

1. The workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting.

Instruction

Virtual/Online Courses/College/University Courses (continued)

2. The content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate.
3. The course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs.
4. The program of instruction for such on-line coursework is planned, ongoing and systematic.
5. The courses are (a) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (b) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited;
6. The course is not offered at the District's high school.
7. The high school does offer the course, but the student is unable to take it due to an unavoidable schedule conflict.
8. The course will serve as an alternative or a supplement to extended homebound instruction.
9. The District has expelled the student from the regular school setting, and the student has been offered an alternative educational opportunity.
10. The Principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment.
11. A student has failed a course and wishes to recover credits in that course area.
12. The student's PPT or Section 504 Team has determined it to be an appropriate means of instruction.

As determined by Board/school policy, students applying for permission to take a virtual course will do the following:

- Complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an on-line/college learning environment.

Instruction

Virtual/Online Courses/College/University Courses (continued)

- Obtain the written approval of the Principal or his/her designee before a student enrolls in a virtual course or the university/college course.
- Adhere to the District code of conduct to include rules of behavior and consequences for violations.
- Adhere to attendance requirements of the District.
- Understand that any and all fees imposed on the learner are the sole responsibility of the learner and not the New Milford Board of Education or its designee.

The school must receive an official record of the final grade before awarding credit toward graduation. Only approved courses shall be posted on student transcripts.

Students will have access to sufficient library media resources such as a “virtual library” available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information.

- Approval of any course shall be based upon its compliance with Connecticut’s academic standards and requirements.

On-line course delivery must be from institutions accredited by the new England Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges or Western Association of Schools and Colleges or, if the institution is foreign, recognized by the Connecticut State Department of Education as having appropriate academic standards.

Legal Ref: Connecticut General Statutes Section
10-221 (Board of Education to prescribe rules, policies and procedures)
10-221a High school graduation requirements. Student support and remedial services.

Policy adopted: December 9, 2008
Policy revised: March 12, 2013

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

#5

6141.4(a)

Instruction

Independent Study

To meet the needs of extremely capable and highly motivated students, the Board of Education hereby establishes the following policy with respect to The Independent Study Programs at New Milford High School.

This policy is to provide equity as well as opportunities for all students who need to make up credits and is limited in scope to the following criteria and falls under the discretion of the High School Principal.

to broaden opportunities for students to pursue study in courses not currently offered at NMHS.

1. Independent Study proposals will be presented to the Principal or his/her designee prior to the school year or semester the independent study is to occur. Approval must be obtained from the Principal before the second week of the school year or semester. If a proposal is submitted subsequent to the second week of the semester, the Superintendent may approve the proposal, if the High School Principal can show cause as to why the time frame outlined above should be waived.

2. Independent Study ordinarily will be available only for approved Board of Education Courses. If a student submits a proposal which goes beyond the regular school curriculum, that student must have a record of outstanding responsibility and motivation in their academic pursuits.

and for courses not listed in the program of studies with written prior approval from both the Dept Chair and

3. The proposal must have a faculty sponsor certified in the area most closely associated with the Independent Study proposal. The staff member who guides and lends technical support does so voluntarily and not in lieu of any other assignment. *the admin.*

4. The Independent Study course is classified as an elective. It may not supplant any required high school class/course without first obtaining a waiver from the High School Principal.

5. Independent Study credits must be judged to require equivalent commitment of time and must be certified by the faculty sponsor.

6. An assessment component of the Independent Study proposal must be clearly delineated. A portfolio, performance or exam are acceptable assessment vehicles. The sponsoring staff member will conduct an assessment or review any outside assessment agreed upon as a prior part of the Independent Study proposal. The sponsor must approve the level of work in the project in order for any credit to be awarded.

Instruction

Independent Study

7. A maximum number of two (2) Independent Study credits may be earned by an individual unless, based upon the unique needs or circumstances of the student, the Superintendent of Schools has first granted approval to any plan that calls for an individual to be awarded more than two (2) independent credits in his/her high school career.

Policy adopted: June 10, 2003
Policy revised: June 14, 2011

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Connecticut High School Graduation Requirements Unpacked

Brief 1: Introduction to the Series

In 2017 the Connecticut General Assembly took a bold step in its journey to create a graduation diploma system that prepares all students for the future of their choosing while allowing local districts, schools, and students the flexibility to create a wide variety of learning pathways. A summary of the major changes to the graduation requirements is captured in the table below. They include an increase in the number of required credits, significant emphasis on flexibility and multiple pathways, less restrictive course requirements, required students supports and remediation, and a new mastery-based diploma assessment requirement. This new law maintains the provision around mastery-based learning and graduation.

Over the course of the next several weeks, we will be publishing brief updates that dig into each of the individual areas below with resources, ideas, and considerations for implementation. These updates will help you think about these areas for opportunities in ways that build upon the work you're already engaged in and are simple, actionable, and have the potential to profoundly impact students.

Updates and Clarifications from the Revision of the Statute

	2015 Graduation Requirements For the Classes Graduating from 2004-2022	2017 Graduation Requirements For the Class of 2023
Total Number of Credits	Complete a minimum of 20 credits	Complete a minimum of 25 credits
Specific Credit Requirements	Including not fewer than: <ul style="list-style-type: none">▪ 4 in English,▪ 3 in social studies, including at least a 1/2 credit course on civics and American government,▪ 3 in mathematics,▪ not fewer than 2 in science,▪ not fewer than 1 in physical education▪ not fewer than 1 in the arts or vocational education	Including not fewer than: <ul style="list-style-type: none">(A) 9 credits in the humanities, including civics and the arts;(B) 9 credits in science, technology, engineering and mathematics;(C) 1 credit in physical education and wellness;(D) one credit in health and safety education, as described in section 10-16b;

	2015 Graduation Requirements For the Classes Graduating from 2004-2022	<u>2017 Graduation Requirements</u> For the Class of 2023
		(E) 1 credit in world languages, subject to the provisions of subsection (g) of this section; and (F) a 1 credit mastery-based diploma assessment
Student Support + Remedial Services	Requires local and regional boards of education to “provide adequate student support and remedial services for students beginning in grade seven. Such supports and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements or end of the school year examinations described in this section” for the class of 2021.	Requires local and regional boards of education to “provide adequate student support and remedial services for students beginning in grade seven. Such supports and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements described in this section” for the class of 2023.
Mastery-Based Learning + Graduation	Allows districts to award credits based on a demonstration of mastery Statutory language: “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 Office of Higher 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.”	Statute maintains provisions that allows districts to award credits based on a demonstration of mastery Statutory language: “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 Office of Higher 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.”
Multiple Pathways	Previous statutory pathways language: “(g) Only courses taken in grades nine to twelve, inclusive, shall satisfy the graduation requirements set forth in this section, except that a local or regional	Current version keeps the section in the left-hand column and expands multiple pathways opportunities by adding the following language: “A local or regional board of education may grant a student credit (1) toward

2015 Graduation Requirements
For the Classes Graduating
from 2004-2022

2017 Graduation Requirements
For the Class of 2023

board of education may grant a student credit (1) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; (2) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; (3) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter; (4) toward meeting the high school graduation requirement upon the successful completion of coursework during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this section; (5) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework.

meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards.”

	<p style="text-align: center;">2015 Graduation Requirements For the Classes Graduating from 2004-2022</p>	<p style="text-align: center;"><u>2017 Graduation Requirements</u> For the Class of 2023</p>
	<p>Such a policy shall ensure, at a minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited; or (6) toward meeting the high school graduation requirement upon the successful completion of the academic advancement program, pursuant to section 10-5c.”</p>	
<p>Student Success Plan</p>	<p>“(i)(2)(i)For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student’s career and academic choices in grades six to twelve, inclusive.”</p>	<p>This requirement remains unchanged.</p>

Outline of the Series

This brief is the first in a seven-part series. It provides an introduction to the resources that will be sent to you in the coming weeks as well as an explanation of the new changes to the graduation statute. Over the coming weeks, we will be sharing similar documents that address each of the topics in the order listed below. Each of the briefs will provide a high-level overview with links and references to additional materials.

Brief 1	Introduction to the Series
Brief 2	Elements of Effective Instruction
Brief 3	Flexible and Multiple Pathways
Brief 4	Mastery-Based Learning
Brief 5	Mastery-Based Diploma Assessment
Brief 6	Local Policy
Brief 7	Community Engagement + Communications

For More Information

Please contact Terry Carroll, Professional Learning Facilitator at the Connecticut Association of Public School Superintendents tcarroll@capss.org 860-236-8640, or

Sarah Linet, Policy Specialist at the Great Schools Partnership slinet@greatschoolspartnership.org 207-773-0505 with any questions, clarifications, or for additional support.

Connecticut High School Graduation Requirements Unpacked

Brief 3: Flexible and Multiple Pathways


New Graduation Requirements: “(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five 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, as described in section 10-16b; (5) one credit in world languages, subject of the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.”

“(d) Commencing with classes graduating in 2023, and for each graduating class thereafter, local and regional boards of education shall provide adequate student support and remedial services for students beginning in grade seven.”

“(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section 10-4, as amended by this act, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student 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 educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards”

“(i) For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student’s career and academic choices in grades six to twelve, inclusive.”

— Public Act No.17-42; Sec. 1(c)(d)(g)(i)



This brief explores how the statute's move away from specific course requirements and toward broader content area requirements can provide increased flexibility for students. This flexibility also enables schools and districts to think more expansively about the learning experiences available to students. As we have explored throughout this series, two of the major changes to this statute are around increasing flexibility for course requirements and strengthening the language about demonstrating mastery through multiple pathways. The statute intends to support the demonstration and achievement of learning standards through a variety of learning activities in a range of settings.

This flexibility provides an opportunity for increased student engagement and ownership, creating structures that enable students to pursue their passions in ways that have not always been possible given the specificity of previous graduation requirements. At the same time, the increased flexibility could enable, create, or enhance inequities. While the statute requires that all courses and learning experiences must be aligned to state standards, it does not detail a specific set of courses, learning expectations, or standards that all students must experience in order to graduate. It is the district's responsibility to set the expectations of the core skills and knowledge every student needs in order to graduate, regardless of the pathway they pursue.

While pathways may differ student to student, schools must use their local graduation requirements as the mechanism to ensure that all students graduate with the skills and knowledge they need to lead successful lives. Pathways allow for personalized experiences but districts must simultaneously ensure that all students are held to common graduation expectations. It is those common expectations for all students that enable all pathways to be equitable. Balancing the need for equity and the requirement for more flexibility requires districts and schools to be diligent and strategic about ensuring flexible and varied learning experiences while holding all students to common expectations.

The three samples below depict a wide range of learning experiences and opportunities. All of the courses and learning experiences highlighted below are aligned to state-wide subject matter content standards. The transcripts below show students who pursued learning experiences of interest while simultaneously gaining the foundational set of knowledge and skills in every content area that was required in their local district. These sample transcripts range from fairly traditional learning experiences and course-sequences to unique and student designed pathways, providing food for thought as you think about the opportunities within your own district.

Transcript A

Forest Lake High School
 Student Name: Lola Yvonne

9 th Grade		
English 9	A	1
Algebra I	B+	1
Earth Science	C-	1
Spanish I	D	1
Health	A	1
PE	A	1
World History	B-	1
Band	C	1

10 th Grade		
English 10	A	1
Geometry	B+	1
Biology	C	1
Spanish II	D	1
U.S. History I	C+	1
Band	B	1
Art I	B	1

Learning Experience

Final Grade

Credits

11 th Grade		
English 11	B+	1
Algebra II	B	1
Chemistry	B-	1
U.S. History II	C+	1
Spanish III	C-	1
Band	B+	1
Photography	A	1

12 th Grade		
Senior English	A-	1
AP Psychology	B-	1
Physics	C+	1
MBDA	B+	1
Trigonometry	B	1
Computer Science	C	1

Academic Summary		
Humanities	English 9, English 10, English 11, Senior English, World History, U.S. History I, U.S. History II, Psychology, Art I	9 credits
STEM	Algebra I, Earth Science, Geometry, Algebra II, Chemistry, Biology, Physics, Trigonometry, Computer Science	9 credits
World Languages	Spanish I, Spanish II	3 credits
MBDA	MBDA	1 credit
PE + Health	PE, Health	2 credit
Electives	Band	2 credits
		26 credits

Transcript A shows a student's path through high school meeting the updated graduation requirements through a fairly traditional course sequence. The statute dictates the broad content areas students must take for twenty-two credits, which requires that students (at a minimum) acquire an additional three credits through the content areas of their choosing. This student met the minimum number of twenty-five state-required credits through additional world language classes and band. Her course sequence throughout high school does not indicate any cross-content courses, work-based learning, service learning, or any of the other pathways specifically named in the statute.

Transcript B

Forest Lake High School
 Student Name: Dexter Franklin

9 th Grade		
Humanities I	A	2
STEM I	B	2
Academic Support	B+	1
Arabic I	C	1
PE	A-	1
Health	B	1

10th Grade		
Health I (CTE)	B	1
Humanities II	B+	2
STEM II	B	2
Arabic II	C+	1
Art I	A-	1

Learning Experience

Final Grade

Credits

11 th Grade		
Health II	B+	1
Humanities III	A-	2
Student Designed Writing Course	A-	1
Biology II	B	1
Art II	B+	1

12 th Grade		
Health III-CNA	A	1
Apprenticeship at the hospital	B+	2
MBDA	B	1
AP Biology	B-	1

Academic Summary		
Humanities	Humanities I, Humanities II, Humanities III, Art I, Art II, Student Course	9 credits
STEM	Health I, Health II, Health III (CNA), Apprenticeship, STEM I, STEM II, Biology II, AP Biology	11 credits
World Languages	Arabic I, Arabic II	2 credits
MBDA	MBDA	1 credit
PE + Health	PE, Health	2 credit
Electives	Academic Support	1 credit
		26 credits

Transcript B shows a student who pursued additional credits in STEM, world languages, and an academic support elective. The academic support elective provides credits toward graduation and serves as a support and remedial service for Dexter. In this transcript, we see that the school offered (and the student pursued) cross-curricular courses in humanities and STEM. He acquired credit through a hospital-based apprenticeship and an academic support program. In addition to pursuing a STEM pathway, AP biology, and a hospital-apprenticeship, he also acquired additional credits in Arabic. This school has an academic support program that provides students with interventions, extensions, and credits for that time.

Transcript C

Forest Lake High School
 Student Name: William Washington

9 th Grade		
Humanities I	C	2
Algebra I	B-	1
Earth Science	A	1
Spanish I	A-	1
Art I	A	1

10 th Grade		
Humanities II	C-	2
STEM I	A-	2
STEM Support/Lab	A	1
PE	A	1
Health	A-	1
Spanish II	B+	1

Learning Experience

Final Grade

Credits

11 th Grade		
Humanities III	C	2
STEM II	B	2
Internship at hospital	B+	1
AP Biology	B+	1

12 th Grade		
MBDA	A	1
Student-Designed Exchange to Spain	B	5
College Spanish 101	B+	1
Online Cartography	B	1

Academic Summary		
Humanities	Humanities I, Humanities II, Humanities III, Art I, Spain,	9 credits
STEM	Algebra I, Earth Science, STEM II, STEM I Lab, STEM II, Internship, AP Biology,	9 credits
World Languages	Spanish I, Spanish II, Spain, College Spanish 101	6 credits
MBDA	MBDA	1 credit
PE + Health	PE, Health	2 credit
Electives	Online Cartography	1 credit
		28 credits

Transcript C shows the path through high school of a student who exceeded the state credit requirements. This student focused deeply on studying Spanish and designed a unique and self-directed course of study. William enrolled in cross-curricular humanities and STEM courses, designed an exchange to Spain, and enrolled in both college-level and online courses. He had both the flexibility and support to follow his passion, while the graduation requirements provided guardrails to ensure he acquired a foundational set of skills and knowledge in all content areas.

As you begin implementing the updated graduation requirements, you will want to focus on ways of increasing flexibility within the structures and programs that already exist within your schools. At the same time, you will want to examine course-taking patterns and pathways data, considering how you can remove barriers to access and create opportunities for all students to engage in rigorous deeper learning experiences driven by their own interests and aspirations. The current iteration of the statute retains the requirement that all students (beginning in grade six) maintain [student success plans](#), but allows students more flexibility to create new learning experiences and for schools to design integrated experiences that can guide student learning. Throughout the process of examining your pathway options and as you work collaboratively to expand learning opportunities for students, use the questions below to both prompt and push your thinking.

Design Questions for Consideration

1. What are the opportunities within your schools and district for students to personalize their learning experiences?
2. How do the pathways in your high school(s) promote rigorous and complex learning that result in equitable outcomes?
3. How are you ensuring that all the pathways and learning experiences offered in your schools and district are aligned to state-wide subject matter content standards?
4. Are all available pathways open and accessible to all students?
5. Are all available pathways aligned to shared beliefs and practices in your schools and districts?
6. Are pathways integrated into your programs and culture?

Additional Resources

1. [Student Success Plans](#)
2. [Assessment Pathways as a Means to Ensure Equity, Rigor, and Personalization for All Students](#)
3. [Assessment Pathways: Evidence of Learning](#)
4. [Designing Personalized Learning Pathways: Best Practices from Vermont](#)
5. [Video: Flexible Pathways to Graduation: Six Vermont High School Students](#)
6. [Scoring Criteria: Design Guide](#)

For More Information

Please contact Terry Carroll, Professional Learning Facilitator at the Connecticut Association of Public School Superintendents tcarroll@capss.org 860-236-8640, or

Sarah Linet, Policy Specialist at the Great Schools Partnership slinet@greatschoolspartnership.org 207-773-0505 with any questions, clarifications, or for additional support.

Connecticut High School Graduation Requirements Unpacked

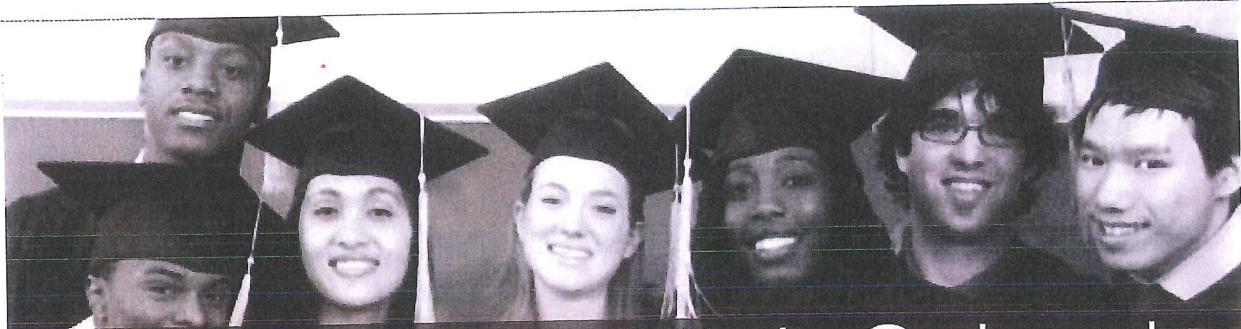
Brief 5: Mastery-Based Diploma Assessment

New Graduation Requirements: “(c)Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including [...] (6) a one credit mastery-based diploma assessment.”

— Public Act No.17-42; Sec. 1(c)(6)

This week’s Connecticut High School Graduation Requirements Unpacked brief focuses on the mastery-based diploma assessment requirement. One option for how a school or district could design their mastery-based diploma assessment is to build these assessments around their Portrait of a Graduate competencies or the cross-curricular, 21st century skills that schools define for NEASC accreditation. These competencies are the cross-curricular skills and knowledge that every graduate needs to be successful. Frequently these competencies include standards like communication and problem solving. Schools, districts, and communities work together to collaboratively define the essential skills and knowledge all graduates need to live healthy and productive lives. This work is often incorporated into a portrait of a graduate document or aligned to a school or district’s mission and vision work.

Below is an example of a Portrait of a Graduate.



Forest Lake High School

Portrait of a Graduate



Communication

Every Forest Lake graduate will be a clear communicator, able to effectively express themselves and listen to the ideas of others.



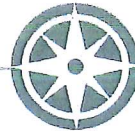
Problem Solving

Every Forest Lake graduate will be a skilled problem-solver, prepared to creatively tackle the challenges of life, citizenship, and work.



Informed Thinking

Every Forest Lake graduate will be an informed thinker, crafting arguments that build on reason and logic.



Self Direction

Every Forest Lake graduate will be a self-directed person in their lives and in the way they engage with their community and the world.



Collaboration

Every Forest Lake graduate will be a skilled collaborator understanding how to enhance their work in partnership with other people who bring different and needed perspectives.

Image 1: Portrait of a Graduate pg. 1



COMMUNICATION

A Forest Lake Graduate will

- Demonstrate organized communication through varied modes (oral, written, visual and/or performance).
- Use evidence and logic purposefully in communication.
- Listen actively to others and analyze and respond to the information or viewpoints presented.
- Use tone, style, and conventions that are appropriate to the audience, context, and purpose.
- Use technology purposefully to enhance the communication of ideas and information.



PROBLEM SOLVING

A Forest Lake Graduate will

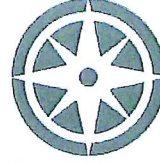
- Observe and evaluate situations in order to define problems.
- Frame questions, make predictions, and design data collection and analysis strategies.
- Identify and analyze patterns, trends and relationships in the data or information.
- Based on analysis of the data or information, generate options and use evidence to build a case for the best solution.
- Identify opportunities for innovation and collaboration.
- Evaluate the available tools, including technology, and select one to address the problem.
- Persist in solving challenging problems, adapting strategies and approaches as needed.



INFORMED THINKING

A First Lake Graduate will

- Apply knowledge across disciplines and contexts and to real-life situations.
- Analyze, evaluate and synthesize information from multiple sources to frame questions and draw conclusions.
- Develop and use a model (2D or 3D visual representation) to represent or explain a system, process or complex concept.
- Apply systems thinking to analyze and explain the interaction and influence of related parts on each other, and on outcomes.



SELF DIRECTION

A Forest Lake Graduate will

- Apply knowledge to set goals, make decisions and assess new opportunities. (NHPS)
- Demonstrates initiative, reliability and concern for quality.
- Demonstrate flexibility, including the ability to incorporate new ideas and revise.



COLLABORATION

A Forest Lake Graduate will

- Participate in and contribute to the community.
- Demonstrate awareness and consideration for self and others.
- Demonstrate knowledge of and respect for diverse cultures, identities and perspectives.
- Practice responsible digital citizenship as a member of a community.
- Select and use communication strategies and interpersonal skills to collaborate with others.

Image 2: Portrait of a Graduate pg.2


The Forest Lake Portrait of a Graduate above identifies five competencies that are essential for all graduates to master. These competencies are: communication, problem solving, informed thinking, self-direction, and collaboration. Once schools and districts have defined their competencies, they need to describe the discrete skills and knowledge that make up each competency (also known as performance indicators), and then performance levels (or scoring criteria) for each of those indicators.

Forest Lake has also created some sample competencies, performance indicators, and scoring criteria for [communication](#), [problem solving](#), [informed thinking](#), [self-direction](#), and [collaboration](#) available here. Below is a sample of the communication scoring criteria. Notice how these indicators are aligned to the Portrait of a Graduate language and expectations. This scoring criteria also focuses on what moves we see students make as they are working toward proficiency in communication—as opposed to describing what students are not yet doing or demonstrating. When a student reads this scoring criteria, they know exactly what they need to do in order to demonstrate mastery of a specific competency.

All of the Forest Lake High School scoring criteria aligned to each of the defined Portrait of a Graduate competencies are available here for use and modification. [Here](#) are some additional resources and information about how to design and craft your own scoring criteria.

Forest Lake High School

Scoring Criteria



COMMUNICATION

Performance Indicator	1	2	3	4
A. Demonstrate organized communication through varied modes (oral, written, visual and/or performance).	I can <ul style="list-style-type: none"> • repeat information that has been presented to me when using any mode of communication (oral, written, visual, and/or performance). 	I can <ul style="list-style-type: none"> • organize information to communicate my ideas and responses when using any mode of communication (oral, written, visual, and/or performance). 	I can <ul style="list-style-type: none"> • present information and ideas coherently, with logical sequence when using any mode of communication (oral, written, visual, and/or performance). 	I can <ul style="list-style-type: none"> • enhance my communication through the sequence and presentation of ideas when using any mode of communication (oral, written, visual, and/or performance).
B. Use evidence and logic purposefully in communication.	I can <ul style="list-style-type: none"> • identify evidence that could relate to my purpose; • share ideas that relate to my purpose. 	I can <ul style="list-style-type: none"> • select evidence that connects to my purpose; • organize and present ideas based on my purpose. 	I can <ul style="list-style-type: none"> • incorporate evidence that enhances purposeful communication; • Use sound reasoning to explain my ideas and achieve my purpose. 	I can <ul style="list-style-type: none"> • incorporate the most relevant and effective evidence to justify my purpose; • Use sound reasoning to explain ideas and address counterarguments to achieve my purpose.
C. Listen actively to others and analyze and respond to the information or viewpoints presented.	I can <ul style="list-style-type: none"> • participate as a listener in a variety of discussions, presentations, videos, etc.; • identify information gathered through active listening. 	I can <ul style="list-style-type: none"> • gather information through active listening (including during discussions, presentations, videos, etc.) and determine main ideas and patterns; • connect information gathered through active listening to my ideas. 	I can <ul style="list-style-type: none"> • analyze information gathered through active listening (including during discussions, presentations, videos, etc.) and determine relevance; • Integrate relevant information gathered through active listening into my argument or response. 	I can <ul style="list-style-type: none"> • evaluate information gathered through active listening (including during discussions, presentations, videos, etc.) considering context and type of presentation, to determine reliability; • artfully integrate information gathered through active listening to draw conclusions and justify my response.


DRAFT November 2016

Image 3: Sample Scoring Criteria | Communication

After a school or district has fully defined their competencies and performance levels, they can begin to craft task models for each competency. A task model is a set of characteristics or qualities that a task would need to have in order for a student to demonstrate a specific competency. Task models create the

conditions for students to follow their passion and have choice in their assessment. They allow students to create unique tasks to demonstrate their mastery of a given competency or set of competencies. As long as every task contains the elements captured in the task model, students have the freedom to design tasks or complete the task of their choosing. A Forest Lake task model that would elicit evidence of a student's communication mastery is below:

Forest Lake High School Task Model



Performance Indicators for Communication:

- A. Demonstrate organized communication through varied modes (oral, written, visual and/or performance).
- B. Use evidence and logic purposefully in communication
- C. Listen actively to others and analyze and respond to the information or viewpoints presented.
- D. Use tone, style, and conventions that are appropriate to the audience, context, and purpose.
- E. Use technology purposefully to enhance the communication of ideas and information.

Task Model

Any Performance Assessment that is designed to elicit student work that will allow the student to demonstrate proficiency in **Communication** must include these elements:

- The student will engage with and synthesize various types of informational text or other informational sources such as graphs, charts, pictures, interviews, surveys, videos or other sources. (Performance Indicators B & C).
- The student will participate in collaborative discussion about their topic (Performance Indicator C).
- The student will create a text, presentation or other product that draws on information/ideas **from that discussion, as well as from other sources**, to communicate a claim and to support that claim with evidence. (Performance Indicators A, B, C, D & E).
- The student text or presentation must utilize technology in order to incorporate images, graphs, charts, audio, video or other effects into the support for the claim (Performance Indicator E).

Image 4: Task Model for Communication

Schools may also decide to design some specific tasks that align to their task models. Here are some tasks (and associated instructional materials) aligned to three of the Portrait of a Graduate competencies and their corresponding task models. All of these tasks could be used in their current form as a mastery-based diploma assessment or modified to fit local context.

Communication

- [Sample Task \(Math\): Free Throw Adjustments](#)
- [Sample Task \(Health\): Health in Our Town](#)

- [Sample Task \(Biology\): Wildlife and Lyme Disease](#)

Problem-Solving

- [Sample Task \(English Language Arts, Art\): The Change We Can See](#)

Informed-Thinking

- [Sample Task \(Social Studies\): Laws That Work, Laws That Don't: The Consequences of Legislation](#)

For a mastery-based diploma assessment, we would recommend that students choose one competency aligned to your school/district's defined 21st Century Skills or Portrait of a Graduate competencies for their assessment. Once a student has chosen a specific competency (for example: communication), they would then complete a task of their own design or one designed by educators in your school/s that is aligned to the task model associated with that specific competency.

There are a variety of mechanisms for this to happen. A student could complete their mastery-based diploma assessment as part of one of their courses (for example, a student could complete the "Health in Our Town" assessment as part of their Health course). A student could present their teacher-designed or their student-designed mastery-based diploma assessment to a faculty advisor or a panel of experts. A mastery-based diploma assessment could be part of an independent study, advisory structure, or a capstone project.

Below are some design question for consideration as you are designing the mastery-based diploma assessment in your own school or district.

Design Questions for Consideration

1. Does your school or district have cross-curricular, 21st Century Skills, or Portrait of a Graduate Competencies that you can use as the basis of your mastery-based diploma assessment?
2. Does your school or district currently have scoring criteria for those skills or competencies?
3. Will your school or district create its own scoring criteria or build from previously created scoring criteria, incorporating pieces of your own vision?
4. What are the features of a task that would allow a student to demonstrate mastery of a specific competency?
5. Will you create the conditions for students to design their own tasks? Will you embed the mastery-based diploma assessment in a specific course or in an already established structure in your school?
6. How will the student demonstrate their mastery? Through a demonstration? Through the finished product of the task? Will there be a standard process or will students choose how they demonstrate mastery?
7. What resources will teachers have to inform and support their ongoing professional learning?



Additional Resources

1. [Sample Scoring Criteria: Communication](#)
2. [Sample Scoring Criteria: Problem Solving](#)
3. [Sample Scoring Criteria: Informed Thinking](#)
4. [Sample Scoring Criteria: Self-direction](#)
5. [Sample Scoring Criteria: Collaboration](#)
6. [Verifying Proficiency: Scoring Criteria](#)
7. [Sample Task Models](#)

For More Information

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