

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

POLICY SUB-COMMITTEE
MEETING NOTICE

DATE:	April 3, 2018
TIME:	6:45 P.M.
PLACE:	Lillis Administration Building - Rm. 2

RECEIVED
TOWN CLERK
2018 MAR 29 A 8:49
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. Discussion

A. Policies:

- 1. 1000 Concept, Goals and Roles in Community Relations
- 2. 1110 Administration and School Relations with the Board
- 3. 1110.1 Communications with the Public
- 4. 1112 News Media Relationships
- 5. 1112.5 Media Access to Students
- 6. 1120 Public Participation at Board of Education Meetings

4. Items of Information

- A. High School Graduation Requirements – Public Act No. 17-42
- B. Policy 6146 Graduation Requirements

5. Public Comment

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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.

6. Adjourn

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

**Alternates: Brian McCauley
Bill Dahl**

Community Relations

Concept, Goals and Roles in Community Relations

The Board of Education recognizes that the community, defined broadly as the state and specifically as the area served by the school system, determines the quality of local education. It is imperative that members of the community and the school personnel cooperate in planning, developing policy, implementing programs and evaluating results.

School-community relations are not merely reporting and interpreting. Rather, they are part of a public enterprise in which community members and school personnel play their respective roles in the best interests of the school district.

The Board of Education establishes the following goals for the community relations program:

1. To increase public understanding of the school system.
2. To increase community confidence and interest in the school system.
3. To promote effective dissemination of information concerning school activities.
4. To solicit community opinions about the school system.
5. To encourage the sharing of resources among civic and community organizations for the benefit of the school system.

Policy adopted:
Policy reviewed:

May 7, 2001
October 15, 2013

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Community Relations

Administration and School Relations with the Board

Purpose

Maintain open channels of communication between the Board of Education and staff members through the Superintendent of Schools.

Statement of Policy

This policy sets a professional standard regarding school visitations and communiqués.

Scope

Positive school/community/board relations are of paramount importance in maintaining two-way channels of communication either by visits or written communication. All parties should recognize that both the community's and the school system's needs and accomplishments must be related to each other in a professional and dignified manner.

Standards

1. All communications or reports from administrators, teachers or any other staff members to the Board of Education or its sub-committees shall be submitted through the Superintendent.
 - This procedure shall not be construed as denying the right of any employee to appeal to the Superintendent for a hearing with the Board of Education, where such right is otherwise provided by policy, contract, or law.
2. The Superintendent will employ such media as are appropriate to keep staff fully informed of the Board of Education's actions, concerns, and problems.
3. Official visits by individual Board members will take place only with the authorization of the Board of Education. All other visits by an individual Board member shall be regarded as an informal expression of interest in school affairs, shall be subject to Board policies and procedures, and not as an "inspection" or visit for supervisory or administrative purposes.

Community Relations

Administration and School Relations with the Board (continued)

4. Staff and Board of Education members share a mutual interest in schools and education. Should they meet in a social setting, matters such as educational trends, issues, innovations and district problems in general might be discussed. However, the following will be considered as evidence of unethical conduct:
- discussion regarding district personnel
 - discussion regarding personnel grievances or other employee hearings
 - discussion regarding student/parent complaints or hearings
 - discussion regarding privileged or confidential information including student and employee records
 - discussion regarding executive session information
 - discussion regarding evaluations

In addition, Board members must be aware of their obligations under the Freedom of Information Act. Accordingly, whenever a quorum of the membership of the Board (or a quorum of the membership of a Board subcommittee, as may be the case) is present outside of duly noticed meetings, the members should avoid having discussions on any matter over which the Board has supervision, control, or jurisdiction.

5. Individual Board members hold no authority except when acting as part of the Board of Education (or its subcommittees) legally in session or when discharging an assignment by the Board, and shall at all times maintain the attitudes and actions that will ensure the integrity of the Board.

Legal References: Connecticut General Statutes

1-200	Freedom of Information Act. Definitions.
10-220	Duties of Board of Education.
10-240	Control of Schools.
10-241	Powers of School Districts.

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

NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut

FOR DISCUSSION

1110.1(a)

Community Relations

Communications with the Public

Parent Involvement

The Board of Education believes that the education of children is a cooperative effort among the parents, school and community. In this policy the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

We believe, as research demonstrates, that increased parent involvement improves student achievement. Parent involvement initiatives in the school system will accommodate diversity, be flexible and creative, promote effective two-way communication, and offer opportunities for all parents to participate. The implementation of this policy is the responsibility of all district staff.

Parent involvement activities will be coordinated at the district level. Each school will develop an annual plan for parent involvement activities. It is expected that this will create opportunities for collaboration between and among schools. Requirements for state and federally funded programs will be met.

Title I Parent Involvement

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the term "parent" also includes guardians and other family members involved in supervising the child's schooling.

The District will develop jointly with and distribute to parents of children participating in the Title I program a copy of written parent involvement procedures to accompany this policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement goals.

In addition to the required annual meeting, at least three additional meetings shall be held (at various times in the day or the evening) for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

Community Relations

Communications with the Public

Title I Parent Involvement (continued)

1. Timely information about programs provided under Title I;
2. A description and explanation of the curriculum in use in the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I program shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The School Parent Compact shall

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extra-curricular time; and

Community Relations

Communications with the Public

The School Parent Compact shall (continued)

3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Legal Reference: P.L. 107-110, "No Child Left Behind Act of 2001," Title I – Improving the Academic Achievement of the Disadvantaged, Sec. 1118.

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

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Community Relations

News Media Relationships

Because schools are public institutions serving the educational needs of the community, it is important that information be disseminated concerning programs, activities, and significant school events. To ensure that this publicity be given wide coverage and coordinated with a common effort and purpose, the following procedures shall be followed with news media:

1. The Board of Education Chairperson shall be the official spokesman for the Board. The Superintendent of Schools may report on actions of the Board.
2. News releases of a system-wide nature, or which pertain to established school system policy, are the responsibility of the Superintendent and will be issued through his/her office.
3. News releases which are of concern to only one school, or to an organization of one school, are the responsibility of Principals, subject to any procedures that may be developed by the Superintendent of Schools.

Recording and Conduct at Board Meetings

Board meetings to which the public has access may be photographed, broadcast, or recorded for broadcast by any person or by any newspaper, radio broadcasting company, or television broadcasting company, subject to the following guidelines:

1. Any person or any photographer, broadcaster, or news journalist authorized by an employer or student news medium to record, photograph, broadcast, or record for broadcast, proceedings at a public meeting of the Board of Education, and any personnel associated with said photographer, broadcaster, or news journalist, shall record, photograph, broadcast, or record for broadcast proceedings of said meeting as inconspicuously as possible and in such a manner which doesn't disturb proceedings.
2. If, in the judgment of the Chairperson of the Board of Education, the presence at a Board meeting of any person, photographer, broadcaster, or news journalist causes such disruption that orderly conduct of the public business at such meeting becomes unfeasible, access by these individuals may be limited to the extent necessary to remove disruption.

Community Relations

News Media Relationships (continued)

3. In the event that any meeting of the Board is interrupted by any person or group of persons so as to render the orderly conduct of such meeting unfeasible, and if (in the judgment of the Chairperson) order cannot be restored by the removal of individuals who are willfully interrupting the meetings, the Board may order the meeting room cleared and continue in session. Only matters appearing on the agenda may be considered in such a session. Duly accredited representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any such session.

Legal Reference: Connecticut General Statutes

1-226 Recording, broadcasting, or photographing meetings.

1-232 Conduct of meetings.

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

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

FOR DISCUSSION

1112.5(a)

Community Relations

Media Access to Students

The Board recognizes the important role the media serves in reporting information about the district's program, services and activities. Therefore, the district will make every reasonable effort to provide media access to students.

School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools in order to protect the students' privacy rights under state and federal law. The media may interview and photograph students involved in instructional programs and school activities including public athletic events or other activities open to and attended by the general public provided their presence will not be unduly disruptive and shall comply with Board policies and district goals.

Media representatives shall be required to report to the administration for prior approval before accessing students involved in instructional programs and activities not attended by the general public.

Media representatives wishing to photograph or identify particular students, or otherwise publish or disclose personally identifiable information regarding such students, must obtain parental or guardian approval as well. Such permission shall not be required before photographs, videotapes, and/or articles referring to students involved in public athletic events or other activities open to and attended by the general public may be published.

Parents who do not want their student interviewed, photographed or videotaped by the media shall inform the school Principal accordingly.

Information obtained by media representatives directly from students does not require parental approval prior to publication by the media. Parents who do not want their student interviewed or photographed by the media may direct their student accordingly.

District employees may release student information to the media only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

(cf. 5125 - Student Records; Confidentiality)

Community Relations

Media Access to Students (continued)

Legal Reference: Connecticut General Statutes
1-210 Access to public records. Exempt records.
Federal Family Educational Rights and Privacy Act, Sec. 438, 20 U.S.C. Sec 1232g (1988).
Individuals with Disabilities Education Act, 20 U.S.C. Sec 1400 et seq.

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

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut

Community Relations

Public Participation at Board of Education Meetings

The regular and special meetings of the Board of Education are open to the public and representatives of the press except that a part of any meeting may be designated an executive session as provided by law. (See 9324 for details)

The Board of Education welcomes participation of interested organizations and individuals. Advance announcement of all regular and special meetings of the Board of Education is made through posting the agenda (including posting on the Board's website, to the extent required by law), through notices to newspapers, and directly to citizens and community and professional organizations who specifically request such notification. Notice of meetings will be mailed to persons filing a written request renewable in January of each year. Said notice shall, where practicable, be given at least one week prior to the date set for the meeting, except that the Board may give such notice as it deems practical for special meetings called less than seven days prior to the date set for the meetings. A reasonable charge may be made for those persons or organizations requesting advance announcements of meetings and agenda backup materials based on the estimated cost of providing such service.

Board meetings are meetings held in public and are not open hearings. Once the Board moves into regular agenda the public may participate as allowed by the Chairperson and with the following restrictions:

1. Questions and/or comments are to be restricted to the specific agenda item being discussed;
2. Board members shall be recognized first for comments and/or questions;
3. Questions and/or comments by the public may be restricted by the Board Chairperson;
4. The Chairperson may, at his/her discretion, curtail public discussion at any time.

With regard to ##3 and 4, above, public questions and/or comments may be restricted by the Chairperson a) due to time limitations and the need by the Board to address other business, and b) to the extent necessary to remove disruption, where any person or group of persons interrupts the meeting so as to render the orderly conduct of such meeting unfeasible.

Community Relations

Public Participation at Board of Education Meetings (continued)

The Board agenda provides opportunities for comments and questions from persons attending the meeting. Any citizen may appear before the Board to express his/her opinion concerning the educational program of the district. In addition to the restrictions listed above, the public is advised that any discussion of specific Board employees will not be allowed at meetings and should be addressed to that employee's immediate supervisor.

(cf. 1312 Public Complaints)

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agents to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.

1-226 Broadcasting or photographing meetings.

19a-342 Smoking in public meetings in rooms of public building prohibited.

1-227 Mailing of notice of meetings to persons filing written request. Fees.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

1-232 Conduct of meetings.

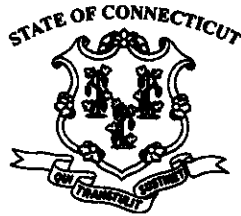
1-206 Denial of access to public records or meetings.

10-238 Petition for hearing by board of education.

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

NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut

ITEM OF INFORMATION



Substitute Senate Bill No. 1026

Public Act No. 17-42

AN ACT CONCERNING REVISIONS TO THE HIGH SCHOOL GRADUATION REQUIREMENTS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) For classes graduating from 1988 to 2003, inclusive, 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 credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

(b) For classes graduating from 2004 to [2020] 2022, inclusive, 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 credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer

Substitute Senate Bill No. 1026

than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

[(c) Commencing with classes graduating in 2021, 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 (1) a minimum of twenty-five credits, including not fewer than: (A) Nine credits in the humanities, including not fewer than (i) four credits in English, including composition; (ii) three credits in social studies, including at least one credit in American history and at least one-half credit in civics and American government; (iii) one credit in fine arts; and (iv) one credit in a humanities elective; (B) eight credits in science, technology, engineering and mathematics, including not fewer than (i) four credits in mathematics, including algebra I, geometry and algebra II or probability and statistics; (ii) three credits in science, including at least one credit in life science and at least one credit in physical science; and (iii) one credit in a science, technology, engineering and mathematics elective; (C) three and one-half credits in career and life skills, including not fewer than (i) one credit in physical education; (ii) one-half credit in health and safety education, as described in section 10-16b; and (iii) two credits in career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking and nutrition and physical activity; (D) two credits in world languages, subject to the provisions of subsection (g) of this section; and (E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and (2) end of the school year examinations for the following courses: (A) Algebra I, (B) geometry, (C) biology, (D) American history, and (E) grade ten English.]

(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education

Substitute Senate Bill No. 1026

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 to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.

(d) Commencing with classes graduating in [2021] 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. Such student support 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 subsection (c) of this section, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, as defined in section 10a-1, pursuant to subdivision (4) of subsection (g) of this section; (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education programs state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

(e) Any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the

Substitute Senate Bill No. 1026

physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, provided the credit for physical education may be fulfilled by an elective.

(f) Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The local or regional board of education may permit a student to graduate during a period of expulsion pursuant to section 10-233d, if the board determines the student has satisfactorily completed the necessary credits pursuant to this section. The requirements of this section shall apply to any student requiring special education pursuant to section 10-76a, except when the planning and placement team for such student determines the requirement not to be appropriate. For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or 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.

(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

Substitute Senate Bill No. 1026

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; (2) 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)] (3) 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)] (4) 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)] (5) 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)] (6) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has

Substitute Senate Bill No. 1026

adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework. 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)]~~ (7) toward meeting the high school graduation requirement upon the successful completion of the academic advancement program, pursuant to section 10-5c.

(h) A local or regional board of education may offer one-half credit in community service which, if satisfactorily completed, shall qualify for high school graduation credit pursuant to this section, provided such community service is supervised by a certified school administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in session and not less than ten hours of related classroom instruction. For purposes of this section, community service does not include partisan political activities. The State Board of Education shall assist local and regional boards of education in meeting the requirements of this section. The State Board of Education shall award a community service recognition award to any student who satisfactorily completes fifty hours or more of community service in

Substitute Senate Bill No. 1026

accordance with the provisions of this subsection.

(i) (1) A local or regional board of education may award a diploma to a veteran, as defined in subsection (a) of section 27-103, of World War II or the Korean hostilities, as described in section 51-49h, or of the Vietnam Era, as defined in subsection (a) of section 27-103, who withdrew from high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

(2) A local or regional board of education may award a diploma to any person who (A) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as a consequence of such work, and (C) has been a resident of the state for at least fifty consecutive years.

(j) 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.

Sec. 2. Subsection (a) of section 10-4 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) Said board shall have general supervision and control of the educational interests of the state, which interests shall include preschool, elementary and secondary education, special education, vocational education and adult education; shall provide leadership and otherwise promote the improvement of education in the state, including research, planning and evaluation and services relating to

Substitute Senate Bill No. 1026

the provision and use of educational technology, including telecommunications, by school districts; shall adopt state-wide subject matter content standards, provided such standards are reviewed and revised at least once every ten years; shall prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials, instructional technological resources and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law; shall conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and in improving their proficiency in meeting the diverse needs and interests of pupils; shall keep informed as to the condition, progress and needs of the schools in the state; and shall develop or cause to be developed evaluation and assessment programs designed to measure objectively the adequacy and efficacy of the educational programs offered by public schools and shall selectively conduct such assessment programs annually and report, pursuant to subsection (b) of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education, on an annual basis.

Sec. 3. Section 10-5e of the general statutes is repealed. (*Effective July 1, 2017*)

Approved June 13, 2017

ITEM OF INFORMATION

6146(a)

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 style="width: 10%; margin-left: 0;"/> 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 style="width: 10%; margin-left: 0;"/> 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 style="width: 10%; margin-left: 0;"/> 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

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NEW MILFORD PUBLIC SCHOOLS
 New Milford, Connecticut