

CABE samples that curriculum supervisors think warrant further discussion, especially **Graduation Requirements, Homework, and Instructional Material Selection**

6146 Graduation Requirements. The current CABE policy lists the minimum state graduation requirements. Many of our schools are following New Haven district requirements last presented to the Board of Ed and all exceed the current state requirements. CABE also has adjacent policies around mastery learning, capstone projects and alternative graduation requirements. Supervisors would like to work with high schools to present a current status of graduation requirements across the district before the Board adopts a new policy. pg 2

6180 Evaluation of Instructional Programs The Board should look closely at how they want to direct the district to regularly evaluate and report on student programs. pg 6

6000 Concepts and Roles In Instruction Student Achievement, this is a good policy on improvement planning that can move forward. pg 7

6154 Homework: There are two versions of a CABE policy, one is general philosophy and the other is very specific as to guidelines for homework, how teachers use it in grading, and specific recommendations about time per grade level. We suggest that the Board either adopt the first general version, or allow the district to spend more time on recommendations on the second version. pg 9

6161 Instructional Material Selection. This CABE policy assumes that there will be district wide textbook adoption across schools for courses, which is not often the case currently, there is district curriculum with suggested resources. The guidelines for instructional materials are sound. pg 12

61723 Parent Instruction at Home This CABE policy is acceptable, with the district looking at the best way to implement the requirements. pg. 14

6152 Grouping Policy The curriculum supervisors are in general agreement with this policy as worded. pg. 15

6144 Controversial Issues The curriculum supervisors are in general agreement with this policy as worded. pg. 16

Instruction

6146 Graduation Requirements

Graduation from our public school implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

The Principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our schools as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms of paragraph #1 above.

The Board of Education, in recognition of its responsibility for the education of all youths in the school system, including those who do not successfully complete the assessment criteria listed above, and those who drop out of school, shall make available to all the school district's youths a course of study or alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service. *(optional)*

The Board of Education shall award a high school diploma to any person who (1) 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, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years. *(optional)*

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

Commencing with the graduating class of 2023 (beginning with the incoming class of 2019-2020) and for each graduating class thereafter, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than (1) nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education; (5) one credit in world languages and (6) a one credit mastery-based diploma assessment.

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

In addition, also beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven (2017-2018 school year). Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

The Board of Education shall grant a student credit towards meeting high school graduation requirements for (1) completing a world-language course provided by a non-profit organization and (2) passing a subject area proficiency test identified and approved by the Commissioner of Education. Up to four credits for a private non-profit world language course shall be granted if the student achieves a passing grade on a test prescribed by the Commissioner of Education. In other subject areas, credit shall be granted, based upon successful passage of the subject area proficiency tests prescribed or identified and approved by the Commissioner of Education,* regardless of the number of hours spent by the student in a public school classroom learning the subject matter. *(optional)*

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

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6, "Virtual/On-line Courses."

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

The Board shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The Board shall utilize the Department of Education's issued and revised guidance regarding changes to such student's success plans.

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally

accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy the graduation requirements except that the Board may grant a student credit toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provided flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, course taken in middle school, internships and student designed independent studies, provided such demonstration of mastery is in accordance with such state-wide content standards; toward meeting a specified course requirement upon successful completion in grade seven or eight of a course that corresponds directly to the subject matter of a specified course requirement in grades nine through twelve.

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing nationally recognized examination, approved by the State Board of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program.

The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

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

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may/shall affix the “Connecticut State Seal of Biliteracy” to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. “Foreign language” means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the “Connecticut Seal of Biliteracy.”

(cf. 5121 – Examination/Grading/Rating

(cf. 6111 – School Calendar)

(cf. 6146.2 – Statewide Proficiency/Mastery Examinations) (cf. 6172.6 – Virtual/On-line Courses)

Legal Reference: Connecticut General Statutes

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

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

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)

10-221a High school graduation requirements. (As amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10- 111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation and P.A. 16-4(SS), section 310), PA 17-42, An Act Concerning Revisions to the High School Graduation Requirements and PA 17-29, An Act Concerning Connecticut's Seal of Biliteracy and PA 19-58, An Act Promoting Careers in Manufacturing to Public School Students)

10-233(a) Promotion and graduation policies. (as amended by PA 01-166) P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.

P.A. 13-247, An Act Implementing Provisions of the State Budget.

P.A. 15-237 An Act Concerning High School Graduation

P.A. 17-42 An Act Concerning Revisions to the High School Graduation Requirements

Instruction

6180 Evaluation of the Instructional Program

The Board of Education recognizes that education is a continuous process that cannot be satisfactorily achieved without the coordination and cooperation of all components of the entire system. To achieve the highest quality of education on all levels, a critical appraisal of the program as it operates in each school and at each level is essential. The purposes of evaluation of instruction are to:

1. indicate instructional strengths and weaknesses;
2. provide information needed for advance planning;
3. provide data for public information;
4. show the relationship between achievement and the school system's stated goals; and
5. check on the suitability of the instructional program in terms of community requirements.

A continuing evaluation will be conducted at the school and system-wide level. The needs as shown by this evaluation will be listed on a priority basis. School improvement programs will be aimed at meeting these needs.

The administration shall submit an annual report to the Board stating the strengths and weaknesses of the school program. Plans for correcting the weaknesses will be a part of the report.

Legal Reference: Connecticut General Statutes

[10-76d\(g\)](#) Duties and powers of boards of education to provide special education programs and services.

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.

Instruction

6000 Concept and Roles in Instruction Student Achievement

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the District. The Superintendent will ensure development and implementation of a district-wide program for student achievement improvement that engages District stakeholders in a continuous improvement planning process that provides for annual review, revision as needed and reports to the community. The District's program will be reflected in school and district improvement plans and will include, but not be limited to, the following:

Self-evaluation of current and prior disaggregate student achievement and behavioral data, including student and community demographics, student access to and utilization of educational opportunities to meet standards, district progress toward development and implementation of improvement programs and community satisfaction.

Data-driven goal setting utilizing methods recommended by the State Department of Education.

Action planning including provisions for accountability, professional staff development, steps to assure a safe educational environment conducive to learning, identification of local efficiencies and resources, steps to assure all students have access to the educational opportunities needed to meet the high standards of the State and District, resource allocation and realignment strategies needed to support improvement efforts.

The District's program will be consistent with the requirements of the Connecticut Department of Education and reflected in school and district improvement plans.

The Board will, in striving for continuous improvement of student achievement, annually review District and individual school data on student achievement. In addition, the Board will prioritize, allocate and realign resources as necessary.

School Accountability

The primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the State Board of Education prepared Connecticut's Common Core of Learning. The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board shall continuously monitor the quality of the District's work. The Superintendent shall supervise each school's process for continuous school improvement. Further, each District school shall establish school improvement plans that contain:

District student learning objectives;

Assessment systems for measuring students' progress in the fundamental learning areas; and

Reporting systems for informing the community and the State of assessment results.

The Superintendent shall regularly report the District's progress to the Board and seek Board approval for each School Improvement Plan.

Instruction

6154 Homework/Make-Up Assignments(Version I) General

Homework assignments are an integral part of student learning. Assignments shall be appropriate in amount and degree of difficulty for student ages, grade levels, and abilities. Assignments requiring research outside of the classroom and written reports are encouraged.

Guidelines for homework assignments approved by the Superintendent of Schools shall be used in course lesson planning, course objectives, and made available to students and parents.

Individual Help

Within limits prescribed by staffing availability and negotiated agreements, the Superintendent shall develop and implement extra-help instruction for students in need of such instruction in addition to regular classroom instruction. Extra-help sessions shall not interfere with regular classroom schedules, nor impose undue hardship on students, and shall not be considered extra-credit or enrichment classes.

Legal Reference: Connecticut General Statutes

10-221(b) Boards of education to prescribe rules, policies, and procedures re Board of Education responsibility to develop homework policies.

Instruction

6154 Homework (Version II)

The responsibility of the school district to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by students, be well planned and meaningful, and be evaluated, corrected, and count for class credit.

The immediate purpose of a specific homework assignment may be to:

1. Strengthen basic skills
2. Extend classroom learning
3. Stimulate and further interests
4. Reinforce independent study skills
5. Develop initiative, responsibility, and self-direction
6. Stimulate worthwhile use of leisure time
7. Acquaint parents with the work students do in school.

Homework assignments shall be planned in accordance with the following principles:

1. If homework is to have value, its purpose and relation to what has been learned in the classroom must be clearly understood by the student.
2. Students should understand not only what to do, but also how to do it.
3. Homework should grow from classroom problems, projects, and concerns.
4. The student's age, need for play time, and out-of-school responsibilities must be considered when deciding upon length of any assignment. The student must bear responsibility for managing his time in a way that homework can be completed and be submitted on time.
5. Assignments should make use of a variety of skills.
6. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion.
7. When a student's grade is being adversely affected by poor homework performance, the teacher shall communicate orally, or in writing, in a timely fashion with parents/guardians concerning the problem.

8. All homework assigned will be reflected in the child's grade.

The Board encourages the administration to assist teachers in planning homework assignments in keeping with the above guidelines.

Additionally:

1. The Board expects that Principals (or department heads/supervisors where appropriate) will monitor the implementation of this homework policy through various approaches such as review of lesson plans, observation of classes, conferences with teachers, examination of student papers and/or other related activities.

2. The Board expects that each department head will clearly define the homework policy of his/her department. All such departmental policies must keep with this Board of Education homework policy

Average Time Level	(minutes per week)
K	(45 minutes)
1-3	(150 minutes)
4-5	(175 minutes)
6-7-8	(300 minutes)
9-12	(600 minutes)

Connecticut General Statutes 10-221 Boards of Education to prescribe rules, policies and procedures.

Instruction

6161 Equipment/Books/Materials: Provision/Selection

General

The Board of Education shall provide educational materials and equipment that support and enrich the curriculum and further the achievement of the school system's instructional goals.

Adoption of new textbooks shall require a two-thirds vote of all the members of the Board, notice of such intended change having been previously given at a meeting at least one week prior to the vote.

Textbooks shall be defined as the primary or basic reading for students in a particular subject and student section in a semester or during the entire school year; supplemental and reference books shall not be considered to be textbooks.

Selection

Basic textbooks will be continuously reviewed to keep up with the expansion of knowledge and rapid changes in the world and to present balanced views on international, national, and local issues and problems of the past, present, and future. Textbooks should further:

1. provide materials to stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical value;
2. provide materials to help students develop abilities in critical reading and thinking;
3. provide materials to help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world;
4. provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, sexual orientation or disabilities;
5. allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Any textbook or learning material that will serve the function of a textbook must be processed through the district primary learning material adoption procedure and formally adopted by the Board of Education. This applies to a textbook or material that will be used as a primary learning tool on an ongoing basis with the majority of students in a class, course, or learning group within a class.

Primary learning materials are textbooks, paperback books, audiovisual kits, or other instructional materials which are:

- used for the duration of a course or school year; the majority of assignments are derived from such material.
- used by all students in a class, course, or learning group within a class.

The administration will develop and maintain a procedure for selecting materials which meets the aforementioned criteria. Such procedure shall include the opportunity for professional staff to analyze, evaluate, and recommend primary learning materials for adoption.

Instructional Materials

Basic textbooks, instructional materials, and equipment shall be furnished by the Board of Education for all district students with the following exceptions:

1. Individual project materials to be used in the industrial arts, homemaking, and art courses.
2. Materials to be used for special projects not required for credit in a course.
3. Personal clothing items worn for physical education and other in-school athletic activities.

The administration will develop rules for textbook selection which meet the above criteria, including:

1. analysis, evaluation, and recommendation by professional staff.
2. the opportunity for interested citizens in the district to review recommended textbooks.

According to state law, the Board of Education will make final textbook selections. (cf. 1220 Citizens' Ad Hoc Advisory Committees)

(cf. 1312 Public Complaints)

(cf. 4118.21 Academic Freedom)

(cf. 5145.2 Freedom of Speech/Expression) (cf. 6144 Controversial Issues)

Legal Reference

Connecticut General Statutes

10-221 Boards of Education to prescribe rules.

10-222a Boards to have use of funds derived from repayment for school materials.

10-228 Free textbooks, supplies, materials and equipment.

10-229 Change of textbooks.

President's Council, District 25 v. Community School Board no. 25, 457 F.2d 289 (1972), cert. denied 409 U.S.C. 998 (Nov. 1972)

Minarcini v. Strongsville City School District, 541 F.2d 577 (6th Cir. 1976).

Island Trees Union Free School District Board of Education v. Pico, 457 US 853 (1982). Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted:

Instruction

6172.3 Parent Instruction of Children at Home

Parents wishing to educate children in the home may do so in compliance with Connecticut General Statutes and regulations of the Connecticut State Board of Education. When parents or guardians are willing to discuss their decision for equivalent education at home with school personnel, school district staff shall explain the advantages of a public school education to such parents or guardians without any criticism of parental choices.

When parents/guardians choose to educate their children at home, the school district shall provide whatever reasonable assistance it can to ensure such children benefit appropriately from home instruction.

If decisions are made by parents or guardians to return children who for a time have been educated at home to local schools, school staff shall provide an appropriate return to the public schools.

Children educated at home are considered to be non-public school students and are not part of the system's educational responsibility and are not part of the school system.

Legal Reference: Connecticut General Statutes [10-184](#) Duties of parents.

[10-220](#) Duties of Boards of Education.

Regulations of the Connecticut State Board of Education

Instruction

6152 Grouping Policy

The placement of students in instructional groups, classrooms, and programs of study, has a significant impact on their educational and social development. No one grouping or placement practice is best for all children under all circumstances, but some general principles are common to all proper grouping and placement decisions. It is the policy of the Board of Education that grouping and placement decisions be based exclusively on educational considerations and that their primary goal be to promote the best educational interests of the students in question.

The Board does not endorse any particular method of grouping students. However, in making grouping and placement decisions within individual schools, staff members must give due regard to the following general principles:

Students can learn much from students whose skills and interests are different from their own in heterogeneous groups;

Different students have different skills and interests;

Students develop at different rates in different areas of learning;

Students learn from other students as well as from adults; and

Grouping and placement decisions should also reflect the fact that changes in a student's educational development may require changes in his or her placement. Grouping and placement decisions, consequently, should be flexible, and they should be reviewed regularly to test their appropriateness.

Secondary Schools

Students may select their courses of study and classes when they are available. However, the students shall be advised of courses required for graduation, necessary to enter credit-bearing courses at the Connecticut University System or to meet their career choices.

Secondary students may be grouped to meet individual needs in certain subjects, such as English or mathematics. Principals shall avoid scheduling or grouping arrangements that “lock” a student into a particular grouping or track for the entire school day.

The placement of a student in an instructional grouping or level or a subject shall be discussed with the parent and be cooperatively decided by the student, parent/guardian, guidance counselor and administrator. A student's assignment to a group or level shall not be considered permanent.

Policy adopted:

Instruction

6144 Controversial Issues

Controversial issues are those subjects about which there are significant differences of opinion based on differing values people bring to an issue; as a basic educational competency, students should develop abilities to deal with controversial issues.

Controversy is inherent in the democratic way of life, and study and discussion of controversial issues is essential to citizenship education in a free society. Students can become better informed individuals through examining evidence, facts, and differing viewpoints; by exercising freedom of thought and moral choice; and through making responsible decisions. Perpetuation of the fundamental principles of American society requires opportunities for students to read, to gather information, to speak, to hear alternative viewpoints, and to reach honest judgments according to individual abilities.

Teachers shall help students identify and evaluate relevant information, learn the techniques of critical analysis, and make independent judgments. They must reinforce students rights to present and support personal conclusions with those who have opposing points of view. Teachers should also develop student interest in objective re-examination of long-standing issues, and of newly significant issues, and promote vigorous exchanges of ideas. Although teachers have the right to express personal viewpoints and opinions, they do not have the right to indoctrinate students with their personal views.

(cf. 1312 Public Complaints)

(cf. 4118.21 Academic Freedom)

(cf. 5145.2 Freedom of Speech/Expression)

(cf. 6161 Equipment/Books/Materials: Provision/Selection) Legal Reference: Connecticut General Statutes

31-51q Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.

Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

Policy adopted: