

- 1. School Schedules (Instruction & Collaboration)***
- 2. Interventions***
- 3. Reading PD for Principals and APs***
- 4. Reading PD for Teachers***
- 5. Literacy Nights to Partner with Families***
- 6. Pilot of 3 Comprehensive Programs***
- 7. Data Driven Decisions***
- 8. Progress Monitoring Ongoing***
- 9. Non-negotiables Districtwide***
- 10. Districtwide Reporting on Progress/Adjustments***

DRAFT

A mandated policy.

Instruction

Grading/Assessment Systems

It is the philosophy of this district that students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives, full access to the curriculum, and elimination of inequities, to make achievement both recognizable and possible for students. The attainment of knowledge and skills will be emphasized in the process of evaluating and assigning student grades.

Evaluation of student progress is a primary responsibility of the teacher. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents or guardians, utilizing a variety of means, about the scholastic progress of their student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep parents or guardians well informed through multiple methods and communication in multiple languages as needed.

Regularly used report cards, combined with scheduled parent-teacher conferences, and other communication vehicles helps promote a process of continuous evaluation of student performance.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon the recommendation of the Superintendent of Schools.

Weighted Grades

The curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement based on the courses in which they are enrolled. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty.

A grade weighting/class ranking system shall be implemented for the high school in accordance with the guidelines set forth and published annually in the high school parent/student handbook.

Parents and students shall be advised annually, via the schools' parent/teacher handbook, of this position and the specifics of the weighted grading program.

Instruction

Grading/Assessment Systems (continued)

Rank In Class

In schools use a ranking system, rank in class will be determined by adding up the grades for all courses and dividing by the number of credits.

For rank in class purposes only, three percentage points will be added to the number resulting from the conversion from letter grades to numerical grades for all courses designated “honors” and for all advanced placement courses. Subject to the Principal’s approval, every department will select those courses which deserve an “honors” designation.

Weighted Quality Points:

- A. Independent Study shall be an unweighted course.
- B. A student’s transfer grades from other schools shall be evaluated by the Principal or his designee in accordance with the established criteria so that all grades will be included in the student’s quality point average.

(cf. 5124 - Reporting to Parents)

(cf. 6141.5 - Advanced College Placement)

Legal Reference: Connecticut General Statutes

10-220g Policy on weighted grading for honors and advanced placement classes

Policy adopted:

rev 7/17

Another version to consider.

Instruction

Grading System

The primary purpose of grading is to keep parents and students fully informed of a student's progress and to provide a continuous and accurate record of each student's learning, for use in instruction and to assess their progress toward becoming college or career ready.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon recommendation of the Superintendent of Schools. Any school wishing to deviate from the general guidance, shall submit proposed changes to the Superintendent of Schools on an annual basis starting in August of 2021.

(cf. 5124 - Reporting to the Parents)

Policy adopted:

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Another version to consider.

Instruction

Grading/Assessment Systems

Grading and Promotion

The administration and professional staff shall establish a system of grading, develop procedures of reporting academic achievement to parents and students, and determine when the requirements for promotion and/or graduation have been met.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom.

Changing of a Grade

The final grade assigned by the teacher cannot be changed by a District administrator without notifying the teacher. Reasons for changing a student's final grade include:

- a miscalculation of test scores;
- a technical error in assigning a particular grade or score;
- the teacher agrees that the student may do any extra work assignment and its evaluation impacts the grade;
- an inappropriate grading system used to determine the grade; or
- an inappropriate grade based on an appropriate grading system.

Administrators will not change the final grade assigned by the teacher without first notifying the teacher. Additionally, the Superintendent is charged with promulgating administrative rules to be followed when a request for a change in grade is made.

Should a grade change be made, the administrator making the change must sign the changed record.

Policy adopted:

rev. 12/12

Another sample policy to consider.

Instruction

Grading/Assessment Systems

The Changing of a Grade

Under normal circumstances, a grade awarded by a teacher will be final. However, as a part of a Principal's supervisory responsibility, a student's grade or credits may be altered/adjusted when the necessity arises, consistent with the following reasons:

- * Erroneously computed or recorded grades;
- * Conversion of grades from other schools into district's grading system;
- * Averaging of grades earned by a student enrolled in a special program; (homebound instruction, tutorial program, etc.)
- * Summer school grades in remedial/make-up classes;
- * Granting credits earned in other high schools in subjects not offered in the local curriculum.

In the above cases, as well as in any other case not delineated herein, the Principal will, when possible, consult with appropriate people; e.g., teachers in whose class the student is enrolled, officials of the sending schools, the people in charge of special instruction, and the Guidance Counselor. When conditions other than those outlined above arise, the Principal will convene a grade adjustment advisory committee to determine whether or not an adjustment is necessary, and if so the type of adjustment required. The grade adjustment advisory committee will be composed of the Principal, a counselor, and a classroom teacher. Teachers whose grades have been adjusted will be notified.

Policy adopted:

Portland's recent version of this policy which includes weighted grades.

Instruction

Grading/Assessment Systems

It is the philosophy of the Portland Public Schools that students respond more positively to the opportunity for success than to the threat of failure. The Portland Public Schools seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. Achievement will be emphasized in the process of evaluating student performance.

Evaluation of student progress is a primary responsibility of the teacher. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents or guardians, utilizing a variety of means, about the scholastic progress of their student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep parents or guardians well informed.

Regularly used report cards, combined with scheduled parent-teacher conferences, helps to promote a process of continuous evaluation of student performance.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon the recommendation of the Superintendent of Schools.

Weighted Grades

A grade weighting/class ranking system may be implemented at the high school in accordance with the following description.

Added weight will be given to all UCONN courses. In addition, students taking courses at Middlesex Community College and Wesleyan University as well as those doing an independent study project may request that the course which they are taking be considered for added weight. This request will be considered by a faculty committee made up of an administrator, guidance counselor, and two teachers.

Weighted Grade Format

Students will receive an extra point added to their letter grade when determining rank in class. The system will work as follows.

Instruction**Grading/Assessment Systems****Weighted Grade Format** (continued)

Non-Weighted Courses		Weighted Courses	
A+	+12	A+	+13
A	11	A	12
A-	10	A-	11
B+	9	B+	10
B	8	B	9
B-	7	B-	8
C+	6	C+	7
C	5	C	6
C-	4	C-	5
D+	3	D+	4
D	2	D	3
D-	1	D-	2

(cf. 5124 - Reporting to Parents)

Legal Reference: Connecticut General Statutes

P.A. An Act Concerning Weighted Grading for Honors Classes

Policy adopted:

PORTLAND PUBLIC SCHOOLS
Portland, Connecticut

cps 3/00

A sample policy to consider.

Instruction

Grading/Assessment Systems

It is the philosophy of this district that students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. Achievement will be emphasized in the process of evaluating student performance.

Evaluation of student progress is a primary responsibility of the teacher. Every teacher shall maintain an evaluation record for each student in the teacher's classroom. The highest possible level of student achievement is a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents or guardians, utilizing a variety of means, about the scholastic progress of their student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep parents or guardians well informed.

The administration and professional staff shall establish a system of grading, develop procedures for reporting academic achievement to parents and students, and determine when the requirements for promotion and/or graduation have been met.

The grading and reporting systems as developed by the administration and faculty are subject to the approval of the Superintendent and/or Board of Education.

Alternative language:

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon the recommendation of the Superintendent of Schools.

(cf. 5124 - Reporting to the Parents)

(cf. 5125 - Student Records)

Legal Reference: Connecticut General Statutes

10-15b Access of parent or guardians to student's records.

10-154a Professional communications between teacher or nurse & student.

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

Instruction

Grading/Assessment Systems

Legal Reference

Connecticut General Statutes (continued)

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.
Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. provisions act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Falvo v. Owasso Ind. Sch. Dist. 99-5130 (10th Circuit-2000)

Owassa Ind. School Dist. v. Falvo, No. 00-1073 (U.S. Sup. CT)

Policy adopted:

cps 1/01
rev. 4/02

An optional policy, developed by the Gilbert School, to consider/modify.

Instruction

Performance Standards for Technology

Standard #1: Hardware Skills

1. Students will identify basic computer components and are able to launch and close a program.
2. Students will create and use a system for storing, organizing, and backing up files of their original work.
3. Students know basic computer terminology and will purposefully use the following pieces of hardware:
 - a. A personal computer, fixed & removable storage devices, remote storage devices, digital cameras, a scanner

Standard #2: Software Skills

1. Students will use the following types of software to identify an information need or define a problem:
 - a. Word processor, E-mail program, Internet browser, Spreadsheet software, Hypermedia or presentation program

Standard #3: Research and Inquiry Skills

1. Students will formulate a topic for a research paper or project that requires an original, supported outcome.
2. Students will identify and assess available information sources, including print, electronic, and primary sources and determine which sources best suit the research need.
3. Students will locate and evaluate sources both within and beyond the school by:
 - a. Using the online card catalog, using Internet search engines, using online databases and indexes, judging the accuracy, currency, and bias of found information, citing sources of information in the proper format, gathering and organizing information into an original word processing document.

Standard #4: Communication and Use:

1. Students will use technology to collaborate with others for the completion of academic work.
2. Students will use e-mail to communicate with their teachers regarding completing and submitting assignments and to complete cooperative activities with other students.
3. Students will identify and communicate information to various audiences through:
 - a. A word-processed report, an oral presentation supplemented by a computer presentation program, a web page that meets school guidelines, a spreadsheet or pictorial representation of data.

Instruction

Performance Standards for Technology (continued)

Standard #5: Appropriate use of Resources:

1. Students understand and follow the school's policies regarding the use of technology.
2. Students understand and recognize technological threats to their privacy and property.
3. Students understand and follow copyright laws and understand plagiarism.
4. Students will identify the uses of technology as they relate to society, their academic work, personal lives, and future careers.

Legal Reference: Connecticut General Statutes

P.A. 99-81 An Act Concerning Weighted Grading for Honors Classes

Policy adopted:

THE GILBERT SCHOOL
Winsted, Connecticut

cps 2/10

A sample regulation to consider if the district decides to prohibit the practice of students grading the work of their classmates.

Instruction

Grading/Assessment Systems

The Board of Education, through its policy, prohibits the practice of teachers allowing students to grade their classmate's work and/or announcing grades aloud in the classroom. These guidelines provide guidance for teachers in the implementation of this policy.

1. Students shall not grade each other's work.
2. Student work should not be posted or displayed that reveal grades.
3. Non-school personnel, such as parent volunteers, shall not be permitted to grade student papers.
4. Students may correct papers of their classmates if done anonymously or with the consent of parents/guardians.
5. Students may grade their own papers as long as they do not call out their grades in order to have the teacher record the grades.
6. Students may grade their classmates' work if the grades are NOT recorded in the teacher's grade book, as for instance, with practice tests.

(cf. 5124 - Reporting to the Parents)

(cf. 5125 - Student Records)

Regulation approved:

cps 1/01

A regulation to consider.

Instruction

Grading/Assessment Systems

Marks appearing on report cards indicate what the student has done; how well he/she has done it; and how much he/she has shown he/she has learned. In all his/her classes, every student is expected to:

- Participate actively in the daily lesson through recitation and pertinent questioning;
- Display an eagerness to learn and a constructively inquisitive approach to the work;
- Contribute frequently to group discussions;
- Direct all attention to the lesson;
- Prepare assignments promptly, accurately, thoroughly, and neatly;
- Bring and use properly any necessary materials, notebooks, writing instruments, tests, et cetera;
- Seek extra help whenever necessary;
- Prepare thoroughly for tests;
- Be cooperative with the teacher at all times and follow reasonable directions;
- Work to the best of his/her ability;
- Do more than the minimum expected.

Consideration of these factors and mastery of factual material will determine grade.

(cf. 5124 - Reporting to Parents)

Regulation approved:

A regulation from Regional School District No. 17 to consider.

Instruction

Mark Equivalents

High School

Letter Grade	Mark Equivalent	Simple Grade Equivalent
A+	97-100	12
A	93-96	11
A-	90-92	10
B+	87-89	09
B	83-86	08
B-	80-82	07
C+	77-79	06
C	73-76	05
C-	70-72	04
D+	67-69	03
D	63-66	02
D-	60-62	01
F	59 or below	0
I	Incomplete	0
M	Medical Exc.	-
W	Withdrawn	-

Class Rank and Weighted Grades

Students should be aware of the importance of class rank. Class rank is determined by adding a student's total grades for grades 9, 10, and 11. Before this is done, however, a student's weighted grades are determined.

The school recognizes that some subjects are more difficult than others. For example, Advanced Placement Calculus 49 is more difficult and required more work and skill than does another math course such as Basic Algebra 13. Thus, certain courses are given greater weight than others in determining class rank. These weighted grades apply only to class rank. They do not appear on transcripts.

Instruction

Mark Equivalents (continued)

High School (continued)

Weighting chart is as follows:

Final Grade	Level 3	Level 5	Level 7	Level 9
A+	12	15	18	21
A	11	14	17	20
A-	10	13	16	19
B+	09	12	15	18
B	08	11	14	17
B-	07	10	13	16
C+	06	09	12	15
C	05	08	11	14
C-	04	07	10	13
D+	03	06	09	12
D	02	05	08	11
D-	01	04	07	10

For example, an A in a 7-level course is averaged in as a 17 while a B in a 3-level course is averaged as 8, using the chart above. In this way, all of a student's grades are averaged. His/her total three year average is then listed in descending order with the three-year average of his/her class. The student with the highest weighted point average is first in the class. The student with the lowest point average is last in the class (105 out of 105 students, for example.)

Students who transfer to H-KHS prior to the beginning of their senior year will have their grades computed in this ranking system. Those students who transfer to H-KHS at the beginning or during their senior year will have the rank which they were assigned by their previous high school. Only students who have been at H-KHS for a minimum of 2 semesters can be named Valedictorian or Salutatorian.

Reference: Haddam-Killingworth High School, Parent/Student Handbook, 1995-96.

A sample policy to consider based on a model from the Great Schools Partnership, for use by districts transitioning to a mastery-(proficiency)-based system of teaching and learning.

Instruction

Grading and Reporting System

The purpose of the _____ High School grading policy is to establish a set of guiding principles that all District educators will use to establish a system of grading that fairly, clearly, accurately, and consistently communicates student learning progress and achievement.

A. Communicating the Grading System

To ensure that every student and family has the information and resources they need to understand and appropriately plan a student's educational decisions, our schools, educators, and staff will clearly and consistently communicate prior to entering high school and throughout the student's educational career all important and relevant information related to the grading systems used at the high school level.

The Superintendent, through the Principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning the District's High School grading system is (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the District and High School websites. A detailed guide to grading and reporting practices will be disseminated to all incoming ninth-grade students and their families at the time of course selection. This policy will also be referenced in each edition of the student handbook and on the District and High School websites. As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the grading system.

B. Academic Grading

All grading and reporting practices at _____ High School will reflect the following design characteristics:

1. The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, postsecondary institutions, potential employers, and other relevant stakeholders and audiences.
2. The grading system shall be designed to ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
3. The grading system will measure, report, and document student proficiency against a set of clearly defined cross-curricular and content-area graduation standards developed by the administration, faculty, and staff of _____ High School.

Instruction

Grading and Reporting System

B. Academic Grading (continued)

4. The grading system will measure, report, and document academic progress and achievement separately from Habits of Scholarship, character traits, and behaviors.
5. The grading system will ensure consistency and fairness in the assessment of learning and in the assignment of scores and proficiency levels, across students, teachers, assessments, learning experiences, content areas, and time.
6. The grading system shall not be used as a form of punishment.

C. Habits of Scholarship Grading

All grading and reporting practices for Habits of Scholarship, character traits, and behaviors at _____ High School will reflect the following design characteristics:

1. The High School administration, faculty, and staff will develop and apply a common set of Habits of Scholarship standards, and rubric-based scoring criteria, that teachers will use to grade students on work habits, character traits, and/or behaviors.
2. The Habits of Scholarship grading system will measure, report, and document habits of work, character traits, and behaviors separately from academic progress and achievement. A student achieving a high level of academic proficiency may demonstrate a low level on Habits of Scholarship proficiency, and vice versa.
3. Habits of Scholarship will be monitored over the duration of a learning experience and scores, as measured and determined using common assessment methods and scoring criteria will be reported for each student at the end of a term or grading period.
4. The Habits of Scholarship grading system will ensure consistency and fairness in the assessment of work habits, and in the assignment of scores and proficiency levels, across students, teachers, assessments, course, learning experiences, content areas, and time.
5. Habits of Scholarship grades shall be communicated using the same performance levels used for academic reporting.
6. Habits of Scholarship grades shall not be used as a form of punishment.
7. Habits of Scholarship will be unweighted and will be indicated on the official _____ High School transcripts as a separate average from the academic grade point average.

Instruction

Grading and Reporting System (continued)

D. Grading Courses and Learning Experiences

The District's High school will employ a consistent system of grading that reports student learning progress and achievement across two aligned categories on a 4.4-point scale that aligns Standards Levels with Standards Descriptions. The point scale will be used for the purpose of calculating out averages for colleges/universities in the student's senior year.

Note: GPA is not calculated except for the senior year.

Standards Descriptions are as follows:

ES – Exceeds Standards: Student applies skill in a complex and authentic manner.
MS – Masters Standards: Student demonstrates skill independently and in a variety of ways.
PS – Progresses Toward Standard: Student demonstrates timely, appropriate growth.
LP – Limited Progress Toward Standard: Student demonstrates minimal growth.
NE – No Evidence Shown

Standards	Levels:Standards Descriptions
Academic/Honors/AP	
4.0/4.2/4.4	Exceeds Standard
3.0/3.2/3.4	Masters Standard
2.0/2.2/2.4	Progresses Toward Standard
1.0/1.2/1.4	Limited Progress Toward Standard

E. Changes to the Grading System

The school administration, faculty, and staff, under the leadership of the Principal, may modify the reporting system based on the evolving needs of students, teachers, families, and other stakeholders, but the Proficiency Levels shall remain fixed, and will continue to measure, report, and document student proficiency against a set of clearly defined and consistently applied cross-curricular and content-area standards.

F. Grade Point Average

The District's High School will employ a consistent system of grading, scoring, and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student. The Grade Point Average will be reported on the official high school transcript and will be used to determine Latin honors in accordance with the following categories of academic distinction described in the District Academic Recognition policy:

Summa Cum Laude (with highest honors): a minimum GPA of 3.9

Magna Cum Laude (with great honors): a minimum GPA of 3.7

Cum Laude (with honors): a minimum GPA of 3.5

Instruction

Grading and Reporting System (continued)

- (cf. 5123 – Promotion/Acceleration/Retention)
- (cf. 5126 – Academic Recognition)
- (cf. 6146.12 – Dual Enrollment and Early College)
- (cf. 6146.13 – Multiple Pathways)

Legal Reference: Connecticut General Statutes

- 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 and P.A. 15-237, An Act Concerning High School Graduation.)
- 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.
- Mastery-Based Learning-Guidelines for Implementation, Connecticut State Department of Education, June 3, 2015.

Policy adopted:

cps 3/16

Policy on Advanced Courses

Beyond traditional course eligibility criteria (i.e., grades and teacher recommendation), this policy calls for school administration and teachers take the following actions to improve course access and academic planning for students should using the following principles as recommended by the Connecticut State Department of Education in the April 2022 document entitled Developing an Advanced Course Policy:

- Start in middle school;
- Partner with families;
- Increase supply; and
- Reduce barriers.

The sections that follow provide specific actions for each of the four guiding principles.

Start in Middle School:

- Coordinate standards, instruction, and expectations across middle and high school by fostering regular communication among faculty districtwide. The focus should be on vertical articulation of content across the grades rather than offering courses for high school credit in middle school.
- Offer career awareness, exploration, and immersion activities that directly align with the high school program of studies.
- Encourage high school faculty to familiarize themselves with the Smarter Balanced system of assessments and NGSS assessments including interim assessment blocks, which can be used to measure student understanding and adjust instruction in Grades 9-12.
- Remind middle school faculty that their messaging to students regarding high school expectations have an impact on students. Students should be assured that if they are mastering middle school standards, they are prepared academically.
- Avoid characterizing learning at the next level as very difficult and dramatically different than middle school, which may discourage some students from considering advanced coursework.
- Use EdSight Secure to share students' middle school data with high school faculty. Sharing these data will improve the quantity and quality of information available for decision making, reduce unnecessary pre-tests and the administration of screening tools, and maximize instructional time.

Partner with Families:

- During the middle school years, engage families in the development of the SSP.
- High schools should continue and improve upon effective systems of family engagement used in middle school.
- Ensure families are fully aware of all the benefits of taking college courses and participating in work-based learning opportunities during high school. This information is particularly important for students from low-income families and first-generation college students.

- Communication should be ongoing and accessible to families (e.g., materials provided in multiple languages, translators available during information sessions).
- Provide families with a variety of options for engaging on the topic of course selection. Large group information sessions may work for some, but others may need more personalized support.
- Consider small sessions designed for families that have not experienced college.
- Invite students and families to express interest in advanced coursework and discuss those choices along with career options with their school counselor who can answer questions and serve as an advocate for the student.

Reduce Barriers:

- Use EdSight Secure to provide school counselors and teachers with lists of students identified by CSDE as having potential for success in rigorous courses. Staff may wish to reinforce the Commissioner's message, answer questions, and provide support to students as they consider their course selections for the next school year.
- Share descriptive statistics with faculty showing advanced course enrollment over time and disaggregated by student group. These data can be used to track progress, discuss effective strategies, identify challenges, and generate potential solutions.
- Urge staff to pay special attention to student interests and coursework fit rather than relying solely on past performance when recommending advanced coursework for students. If the goal is to expand access, recommendation decisions based on past performance exclusively will not spur change.
- Do not exclude students from consideration simply based on disability status or English language proficiency.
- Communicate directly with students from low-income families that registration fees and exam fees for advanced coursework will be waived.
- Encourage students to self-advocate based on their individual goals and future plans.
- Monitor course registrations throughout the enrollment period and encourage students to reconsider selections if the student has potential to be successful in more challenging courses.
- Provide opportunities during the summer for students to prepare for challenging coursework by offering sessions that focus on reviewing study habits, organization, and time management.

Increase Supply:

- Re-evaluate prerequisites so that educators identify what is needed to succeed IN the course rather than BEFORE the course.
- School counselors and teachers should promote enrollment in advanced courses to students in all grades.
- Students must be assured that even though they may not have taken an advanced course at the beginning of high school, there are many opportunities to do so throughout high school in every grade.
- Review the current program of studies to identify courses with the potential to be offered in partnership with a college or university.
- Consider adding sections of high-interest courses while encouraging teachers of advanced courses to collaborate to ensure consistency of content and expectations for a diverse set of learners.

- Leverage remote options to expand the range of courses available to students.

Summary

This policy makes clear that a student's academic plan and course selections have tremendous influence on graduation and post-secondary outcomes. While students should drive the process, responsibilities for planning and selection are distributed among a variety of individuals including NHPS district and school leaders, teachers, school counselors, school psychologists, social workers, and other staff members all in partnership with families. Collectively, this network of support influences outcomes sometimes through deliberate and coordinated actions and other times through the most common subtle daily interactions. It all matters.

DRAFT

Instruction

Graduation Requirements

Graduation from our public schools 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/or standards 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. Graduation shall not be held until 180 days and 900 hours of actual school work are completed.

A student may not graduate from high school without satisfactorily completing a minimum of twenty-one credits, not fewer than four 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 Educational and not fewer than one in Physical Education.

The Board of Education, in recognition of its responsibility for the education of all youths in the school system, including those who drop out of school, shall make available to all the school district's youths alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

(cf. 5121 - Examination/Grading/Rating)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

Legal Reference: Connecticut General Statutes

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

10-16(l) Graduation exercises.

10-221a High school graduation requirements.

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut

Instruction

Grading System

The primary purpose of grading is to keep parents and students fully informed of a student's progress and to provide a continuous and accurate record of each student's achievement for use in instruction.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty and upon recommendation of the Superintendent of Schools.

(cf. 5124 - Reporting to the Parents)

Policy adopted: August 14, 1995

NEW HAVEN PUBLIC SCHOOLS
New Haven, Connecticut



Addressing the Needs of Multilingual Learners

Department of English Learner Programs

Pedro Mendia-Landa - Director
Roselyn Diaz-Supervisor
Cristina Ryan- Biliteracy District Coach
Kasia Kwolek-EL District Coach

Our Mission

To provide meaningful, engaging, purposeful, and differentiated instruction in order for students to master academic and linguistic goals. Together we foster students' academic, socio-cultural, emotional, and physical development to empower multilingual learners to become responsible, productive members of the community.

We believe that...

- All students deserve access to an equitable education
- All teachers and stakeholders are responsible for the education of multilingual learners
- Scientifically research-based instructional practices are critical for multilingual learners, but beneficial for all students
- Given the differentiation of instruction and ongoing support, multilingual learners will acquire content, academic vocabulary, and needed language skills
- All students can achieve bilingualism, biliteracy and sociocultural competence
- All students contribute to the learning and sociocultural competency of their own and of their classmates

Non Negotiables

- Close collaboration between general education, TESOL and bilingual teachers in order to determine individual students needs
- Clear understanding of the linguistic and Academic Profile of our diverse learning population
- Focus on language development in the four domains to acquire grade level content
- Assignment accommodations, adaptations and targeted scaffolds
- Ongoing communication with families (in a language they understand)
- Integration of social emotional learning across the curriculum
- Use of portfolio assessments
- Access to supplemental language development platforms

Department of Multilingual Learners Programs Goals

- To build the capacity of building and district leadership to understand, identify, and evaluate the use of effective methodology within language acquisition instruction.
- To integrate language, content, and literacy and provide daily instruction in Spanish and English so that students can achieve bilingualism, biliteracy, and socio-cultural competence.
- To reliably and meaningfully assess our students, provide targeted feedback, and implement a districtwide grading policy for English Learners that considers their individualized language acquisition trajectory.

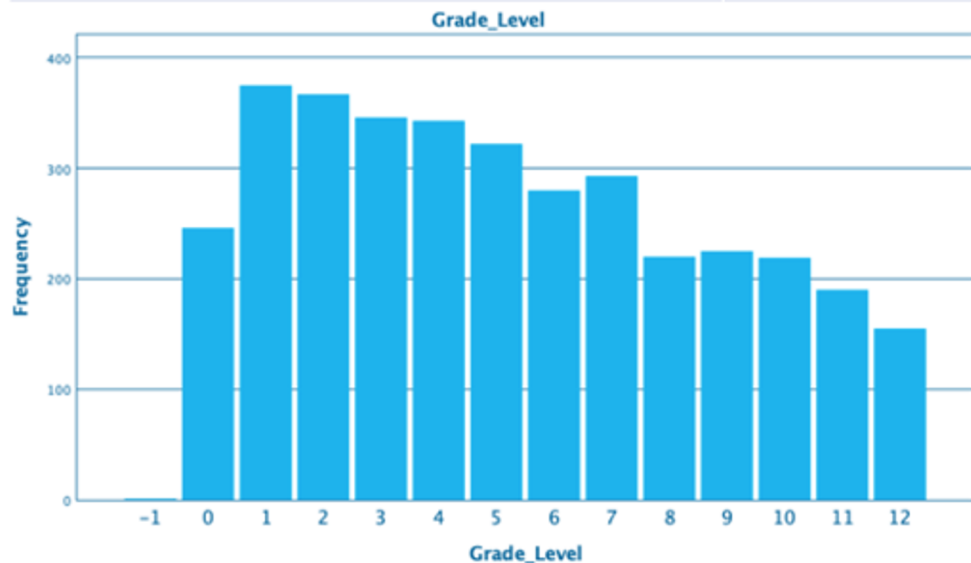
Who are our Multilingual Learners?

Student Enrollment in District

19,972

English Learners

3,547 (19%)



71 languages in District from
116 different countries

67% English

25% Spanish

1.3% Pashto

1.1% Arabic

0.4% Mandarin

5.2% of students speak 66
other languages

47 different languages

65 different countries

82.2% Spanish

6.4% Pashto

3.2% Arabic

1.2% Mandarin

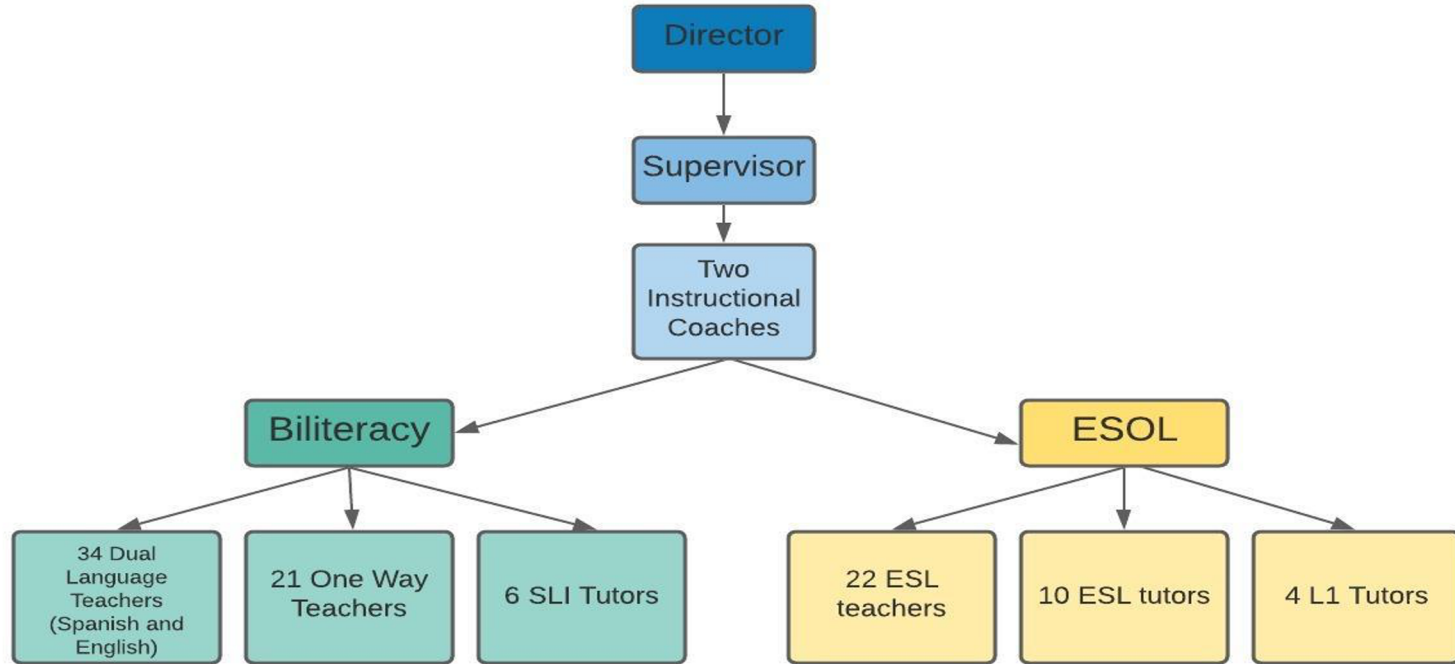
.7% Dari

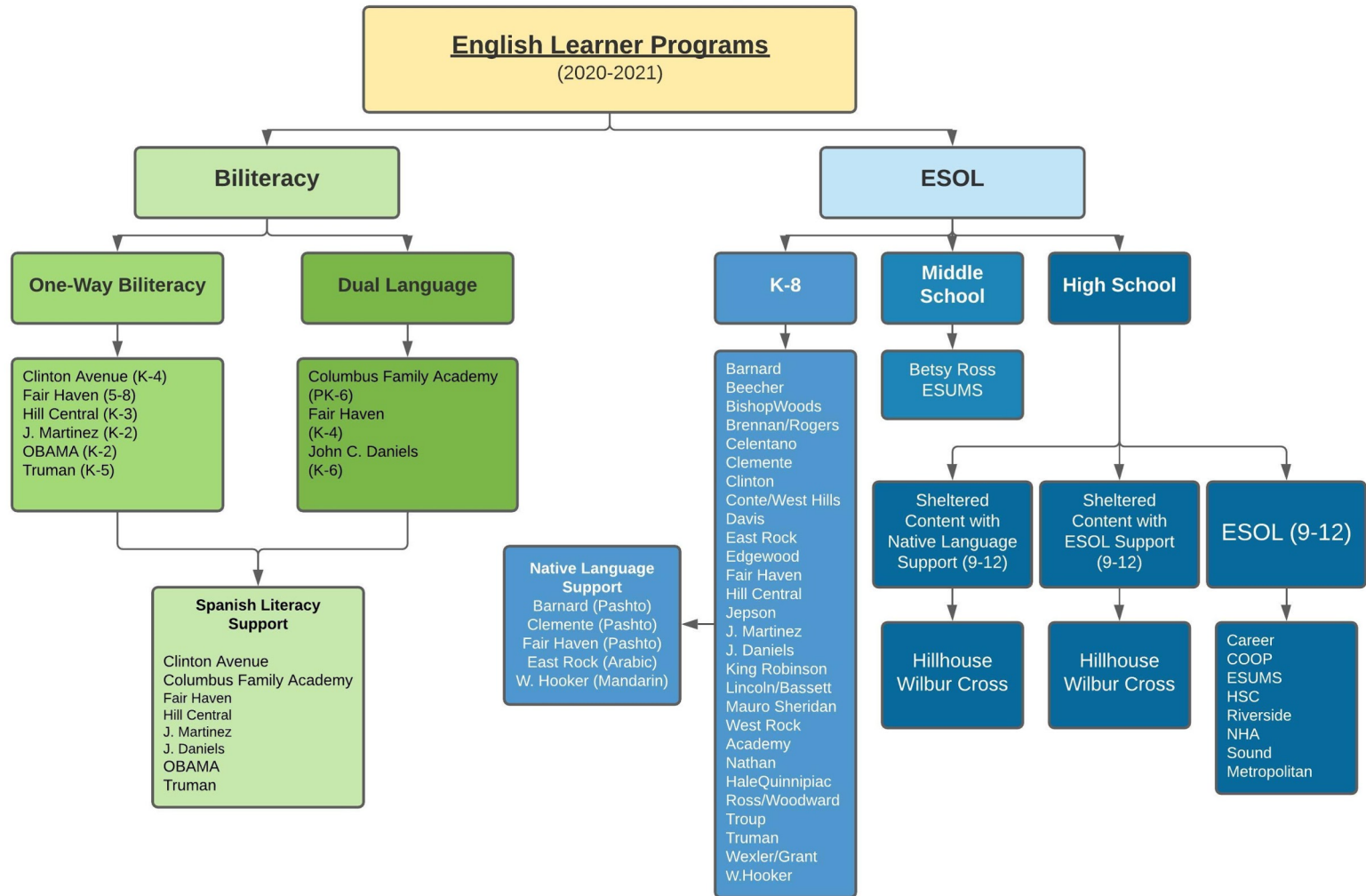
52.0 % U.S.

12.5 % P.R.

Program

Σ





New Haven Public Schools English Learners Program Options

Program	Language of Instruction	Time	Description	Goal
Dual Language	The core curricula is taught using 50% Spanish and 50% English	Unlimited	<ul style="list-style-type: none"> - Serves both language minority (Spanish) and language majority (English) students in the same classrooms -Aims for high levels of proficiency in all core academic areas - Emphasizes a collaborative teaching model - Encourages an understanding and appreciation of the two cultures 	Goal of this additive Bilingual Education Program is to promote bilingualism and bi-literacy in both English and Spanish.
Bilingual Education	Languages of instruction include English and Spanish	By CT State law, must exit after 30 months. A one-year extension up to 3 years can be requested in an individual basis. If exit criteria is not met, students receive Language Transition Support Services (LTSS) by an ESL teacher or tutor	<ul style="list-style-type: none"> -Grade level concepts and skills in the district's content area curricula are taught in English, using the student's native language as support, while developing English proficiency - All students receive English language instruction on a daily basis 	Goal is to provide equal access to educational opportunities for English Learners (EL) students, while acquiring academic proficiency to successfully transition into an all-English program.
Newcomer Center	The language of instruction is English	<ul style="list-style-type: none"> -Students are enrolled on a transitional basis to prepare them for placement in their assigned schools. -Minimum of 8 weeks and a maximum of one school year 	<ul style="list-style-type: none"> - Intensive English as a Second Language instruction -Students receive instruction of all content areas in English -Individual assessments are continually administered to monitor the student's progress in language acquisition and content knowledge 	Goal is to provide ELs, who arrive to the United States for the first time with or without any previous schooling, with oral and academic skills that prepare them for the transition back to the regular mainstream classroom in their neighborhood school
English as a Second Language (ESL)	The language of instruction is 100% in English	Until exit criteria is met	<ul style="list-style-type: none"> -Support is provided by both the ESL and regular education teacher -Services are provided in a Push-In or Pull-Out model by an ESL teacher or tutor 	- Goal is to assist LEP students in the mainstream by providing them with ESL services.
Parental Refusal	The language of instruction is English	Students are tracked as ELs until exit criteria is met	<ul style="list-style-type: none"> -ESL services are not provided -The regular education teachers must ensure the linguistic needs of their LEP students are met 	Goal of this parent choice is to immerse LEP students in an all English environment with NO bilingual or ESL services

Professional Development

- Leveraging Tech Tools to Scaffold and support Multilingual Learners
- Strategies to support Multilingual Learners during remote and hybrid learning (visual, sensory, graphic and interactive tools)
- Considerations for Multilingual Learners during remote learning
- Digital learning resources
- Digital support features
- Digital platforms for language development
- Collaboration with content supervisors
- Leveraging technology for remote learning (101 and 102)
- Multilingual Teacher Institute

Additional Considerations

- Updating the district policy on bilingual-bicultural education (6141.31)
- Grading considerations & retention policy
- Addressing the needs of Multilingual Learners from the onset
- Further collaboration across departments
- Program expansion
- Human resources (bilingual/TESOL)
- Teacher recruitment, development and retention
- Professional Development for all stakeholders
- Expanding linguistic and cultural relevance
- College courses in the high school to support college entrance and persistence rate for Multilingual Learners

Key Resources & References

- [Distance Learning Guidance](#)
- [NHPS 20-24 District Strategic Plan](#)
- [Hybrid Learning Sample Schedules](#)
- [Connecticut English Language Proficiency Standards](#)
- [CELP Linguistics Supports](#)
- [Educator Tool Kit- Technology for English Learners](#)
- [Digital Learning Resources](#)
- [Supports for English Learners during Remote Learning](#)
- [EL Department Continuous Improvement Plan](#)

Panel Discussion