

The legislation regarding mastery credit has changed from a requirement to an option. After meeting with our high school administration, we'd like to keep it as an elective offering (allowing students to earn accelerated credit in an area where only academic level is offered and/or as a guide for more structured independent learning), but remove it as a requirement for the Class of 2024. Policy 6146 would need to be revised to remove the Mastery-Based Diploma Assessment as required and to add one credit under "additional elective credits beyond the required subjects".

6146 Instruction

Graduation Requirements

I. Introduction

To graduate from the Bristol Public Schools a student must have earned a minimum of 25.25 credits and must have met the credit distribution requirement, according to the credit distribution tables within this policy. The Board of Education shall award a high school diploma to any World War II veteran requesting such diploma who left high school for military services as defined in the statutes.

II. Credit Distribution Requirements:

Minimum Graduation Requirements for Class of 2023 and Beyond		
Required Subject Areas	Credits	Required Courses
Humanities	9	Modern American History, 1 credit. Civics, .5 credit
English	4	English 1,2,3,4 (or English 3r and Writing Portfolio, Creative Writing, Mythology or Contemporary Literature)
Social Studies	3	Modern American History, 1 credit. Civics, .5 credit
World Languages	1	
Fine Arts	1	Courses in Art or Music
STEM	9	
Mathematics	4	
Science	3	Students must take Physical Science, Biology, Chemistry
Career and Technical Education	1	Courses in Engineering and Technology, Business and Finance, Family and Consumer Science
STEM Elective	1	Courses in Math, Science, CTE, Business and Finance, Family and Consumer Science
Physical Education and Health	3	
Physical Education	2	
Health	1	
Other Areas	5	
Mastery Based Diploma Assessment	1	
Additional elective Credits beyond required Subject Areas	4	
Required Total Credits	25	

A credit shall consist of not less than the equivalent of an eighty-minute period for 90 days 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.

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.

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.

III. Credit Requirements for Seniors Transferring from another High School

When a student transfers into a Bristol high school, entering as a senior, having completed all credit requirements for the junior year at the previous high school, the high school counselor will review the number of credits required for graduation at the student's previous high school. If the credit requirements for graduation at the previous high school are fewer than the required 25 Bristol credits, the principal will make the final determination about the number of credits required to be earned in the senior year in order for the student to graduate from a Bristol high school. This provision will only apply to a student entering a Bristol high school as a transferring senior. If a student transfers into the Bristol Public Schools after completing at least three years in a high school in another district, he/she will be exempted from Bristol's performance standard requirements for graduation.

IV. Credit Requirements for Students Attending Bristol Technical Education Center

Students who attend Bristol Technical Education Center for their junior and senior year will attain six credits per year for their coursework successfully completed at the school in addition to the credits they earn through classes taken at Bristol Central or Bristol Eastern High School. Students who attend the Bristol Technical Education Center will earn five credits in the technical area and one credit in Applied Science for courses successfully completed at the Bristol Technical Center.

V. Courses for Credit

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 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, 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.

A. World Language

1. World Language courses taken privately through a non-profit provider: Students shall be granted credit towards meeting high school requirements for privately completing a world language course provided by a non-profit organization and passing a subject area proficiency test identified and recommended in the Connecticut Seal of Biliteracy Guidelines.

2. 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 recommended in the Connecticut Seal of Biliteracy Guidelines.

3. The fulfillment of the mandated one credit world 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 recommended in the Connecticut Seal of Biliteracy Guidelines and such credits do not exceed four.

B. Online Courses

1. 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."

C. Higher Education courses

1. A student shall be granted credits for the successful completion of coursework at an institution accredited by the Department of Higher Education or a regionally accredited institution.

2. One three-credit semester course, or its equivalent, shall equal one-half high school credit.

D. High School courses taken in grades seven or eight

1. A student shall be granted high school credit for taking Algebra I and/or Geometry at the seventh and eighth grade level. The Algebra I and Geometry courses shall be the same course and same exams as at the high school level.

a. To be eligible for this credit, a student must take three years of mathematics in grades nine through eleven. Upon completion of the third year of mathematics at the high school level, that is at the end of the junior year, the credit for Algebra I and/or Geometry, taken while in grade seven or eight, will be awarded.

2. A student shall be granted high school credit if they have successfully completed both 7th and 8th grade Spanish.

VI. Student Success Plan

A. 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.

VIII. Options if Requirements Are Not Met

Seniors who are not eligible for graduation with their class due to a failure to meet the district graduation requirement for the credit distribution and meeting the performance standard in evidence-based reading and writing and mathematics, as per policy as described above, may select one of the following options:

A. Return in September as a fifth-year student.

B. Enroll in summer school to obtain course credit for courses failed.

C. Enroll in courses to be designated through the Bristol Adult Education Program and receive the Bristol Adult High School Diploma.

IX. 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."

Legal References: Connecticut General Statutes

[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 and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas)

[10-223a](#) Promotion and graduation policies

[10-17F\(d\)](#) Requirement of bilingual education program

Public Act No. 01-205 An Act Concerning Mastery Test Exemptions

2002 Title III No Child Left Behind

State of Connecticut, Department of Education, Circular Letter: Series 2008-2009, C-10

Policy Adopted: April 5, 1995

Policy Revised: April 1, 1998

Policy Revised: May 1, 2002

Policy Revised: June 2, 2004

Policy Revised: April 5, 2006

Policy Revised: December 5, 2007

Policy Revised: August 20, 2008
Policy Revised: August 17, 2011
Policy Revised: February 13, 2013
Policy Revised: July 6, 2016
Policy Revised: May 2, 2018
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BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

6146

Regulation

Instruction

Graduation Requirement Regulations

I. Vision of the Graduate

- a. All Bristol Public School students will graduate with the essential academic knowledge, skills and dispositions that empower them to be self-sufficient and make meaningful contributions in a rapidly changing global society.
 - i. Meaningfully contribute to a global society
 1. Global Awareness
 - a. Learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
 - b. Understand other nations and cultures, including the use of non-English languages
 2. Collaborations
 - a. Demonstrate ability to work effectively and respectfully with diverse teams
 - b. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a goal
 - c. Assume shared responsibility for collaborative work, and value the contributions made by each team member
 3. Empathy
 - a. Demonstrate understanding of others' perspectives and needs
 - b. Listen with an open mind to understand others' situations
 4. Social and Cross-Cultural Skills
 - a. Know when it is appropriate to listen and when to speak

- b. Conduct themselves in a respectable, professional manner
 - c. Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
 - d. Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- ii. Effectively communicate in a global society
 - 1. Communications and Technology Literacy
 - a. Use digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society
 - 2. Communication
 - a. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
 - b. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
 - c. Use communication for a range of purposes (e.g., inform, instruct, motivate and persuade)
 - d. Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact
 - 3. Information Literacy
 - a. Access information efficiently (time) and effectively (sources)
 - b. Evaluate information critically and competently
 - c. Use information accurately and creatively for the issue or problem at hand
 - d. Manage the flow of information from a wide variety of sources
 - e. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information
 - 4. Media Literacy
 - a. Understand both how and why media messages are constructed and for what purposes
 - b. Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors
 - c. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- ii. Successfully employ skills for self-sufficiency
 - 1. Goal Directed
 - a. Set goals with tangible and intangible success criteria

- b. Use time and financial resources wisely to meet goals, complete tasks, and manage projects
- c. Balance tactical (short-term) and strategic (long-term) goals
- d. Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals

2. Health Literacy

- a. Obtain, interpret, and understand basic health information and services in ways that enhance health
- b. Understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- c. Understand basic public health and safety issues

3. Civic Literacy

- a. Participate effectively in civic life through knowing how to stay informed and understanding governmental processes
- b. Exercise the rights and obligations of citizenship at local, state, national and global levels
- c. Understand the local and global implications of civic decisions

4. Financial Literacy

- a. Know how to make appropriate personal economic choices
- b. Understand the role of the economy in society
- ii. Demonstrate academic knowledge and skills

1. Content Mastery

- a. Develop and draw from a baseline understanding of knowledge in an academic discipline

2. Critical thinking and problem solving

- a. Collect, assess, and analyze relevant information
- b. Reason effectively. Use systems thinking
- c. Make sound judgements and decisions
- d. Identify, define, and solve authentic problems and essential questions
- e. Reflect critically on learning experiences, processes and solutions
- f. Transfer knowledge to other situations

II. Proficiency for Awarding of Credit for World Language Courses Offered Privately Through a Non-Profit Provider as recommended in the Connecticut Seal of Biliteracy Guidelines.

A. Students must complete a world language course offered privately through a non-profit provider and pass the prescribed examination. The cost of this course will not be borne by the district.

B. In order to earn credits under this program, students must also demonstrate proficiency through one of the assessments recommended in the Connecticut Seal of Biliteracy Guidelines. The cost for these assessments will not be borne by the district.

C. The chart below lists the maximum credit to be awarded for each language category and proficiency level. This recommendation is based on ACTFL's categorization of the difficulty of the language and the proficiency rating that has been achieved.

Granting High School Credit for Private World Language Courses in Connecticut Developed in collaboration with the American Council on the Teaching of Foreign Languages (ACTFL)				
Official ACTFL Proficiency Rating	Category I Dutch French Italian Spanish Portuguese Swahili	Category II German Hindi Modern Greek Urdu	Category III Cambodian Czech Hebrew Polish Russian Vietnamese	Category IV Arabic Cantonese Japanese Korean Mandarin
Novice High	1	1	2	2
Intermediate Low	2	2	3	3
Intermediate Mid	4	4	4* (6)	4* (6)
Intermediate High	4* (6)	4* (6)	4* (8)	4* (8)
In order to earn credits, students must take both the OPI and the WPT in the same language. If the ratings differ, the credits will be awarded based on the lower of the two ratings. Students can take the tests while in Grades 7-12.				
*Four credit maximum allowed under state law even though ACTFL credit equivalency, in parentheses, suggests awarding more credit for higher proficiencies in more difficult languages.				

III. Administration of Alternative Assessment for Seniors Who Have Not Met the Performance Standard for Graduation in Evidence-based Reading and Writing and/or Mathematics

a. Schools must administer at least one alternative assessment in Evidence-Based Reading and Writing and Mathematics distributed by the Office of Teaching and Learning per quarter in students' senior year.

b. The assessment can be administered and evaluated by administration, supervisors, or certified teachers.

IV. Appeals

a. Any student may appeal the status of his/her performance standard in writing within 20 days of receiving the score to the Superintendent if they believe the process described in the policy and regulations were not followed. The Superintendent will review the case to assure that all

regulations were followed. If the Superintendent finds the regulations were not followed, the Superintendent will order a special assessment.

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