

Policy Committee Meeting

Wednesday, August 27, 2025 6:00 PM

BOE Auditorium and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1. **Call to Order and Pledge of Allegiance**
2. **Approval of Minutes - 05/28/25 - Regular Committee Meeting Minutes**
3. **Public Comment**
4. **Discussion/Revision - Policy 6146 - Graduation Requirements**
5. **Discussion/Revision - Policy 6145.2 - Extra-Curricular and Co-curricular Activities**
6. **Discussion/Revision - Policy 6141.51 - Advanced Courses or Programs Eligibility Criteria for Enrollment**
7. **Discussion/Revision - Policy 6141.52 - Challenging Curriculum Policy**
8. **Discussion/Revision - Policy 6172.1 - Gifted and Talented Students**
9. **Discussion/Revision - Policy and Regulation 1324 - Fundraising**
10. **Adjournment**

The minutes presented within this document are a summary of the discussion that took place at the Policy Committee Meeting. To view the meeting in its entirety please go to: [5/28/25 Policy Meeting Recording](#).



Policy Committee Meeting Minutes May 28, 2025

A Bristol Board of Education Regular Policy Committee meeting was held on May 28, 2025, in the BoE Room 36 and via the Zoom meeting platform.

PRESENT: Committee members: Jill Fitzsimons-Bula, Maria Simmons, Lori Osenkowski

ALSO, PRESENT: Superintendent Iris White, Deputy Mary Hawk

- 1. Call to Order:**
The meeting was called to order at 6:01 P.M.
- 2. Approval of Minutes:**
On a motion by Commissioner Osenkowski and seconded by Commissioner Simmons, the April 23, 2025, minutes were approved.
- 3. Public Comment:**
There was no public comment this evening.
- 4. Overview of Rotary Club's International Exchange Program:**
Lyman Louis and John Cassidy spoke on behalf of the Rotary Club about their exchange student program. They proposed that the BOE change Policy 6145.6 by removing the tuition requirement for exchange students attending BPS.
- 5. Discussion/Possible Action Item: Policy 6145.6 Instruction, Travel and Exchange Programs, Foreign Exchange Students attending BPS:**
On a motion by Commissioner Fitzsimons-Bula and seconded by Commissioner Simmons, it was recommended that Policy 6145.6 be moved to the full board and that the language be changed to waive the tuition assessment for one year to allow an exchange student to attend BPS. Additionally, these questions need to be answered for the future change of this policy, such as: What is the fee for? What does the fee cover? And, is there a model policy for an exchange program?

The minutes presented within this document are a summary of the discussion that took place at the Policy Committee Meeting. To view the meeting in its entirety please go to: [5/28/25 Policy Meeting Recording](#).

6. **Discussion and possible action on P5131.911 Connecticut School Climate Policy:**
Jody Goehler from CAFE spoke to this item. He made clear that it's not a bullying policy; this policy is about how to keep and maintain a positive school climate. Deputy Hawk also spoke to this item and stated all that we currently have in place at our schools and all items that we comply with. She recommends moving this policy to the full board to adopt the mandated policy. On a motion by Commissioner Fitzsimons-Bula and seconded by Commissioner Osenkowski, Policy 5131.911 will be moved to the full board for discussion and adoption of this mandated policy.
7. **Policy 5114: CAFE Model Policy:**
On a motion by Commissioner Fitzsimons-Bula and seconded by Commissioner Osenkowski, this item will be moved to the August policy meeting.
8. **Adjournment:**
Commissioner Fitzsimons-Bula adjourned the Policy Committee meeting at 7:01 p.m.

Submitted by:
Michelle L. Crowley
Recording Secretary
Bristol Board of Education

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		
Required Subject Areas	Credits	Required Courses
<i>Humanities (ELA, Social Studies, and Fine Arts) - minimum of 9 credits</i>		
English	4	English 1, 2*, 3, 4 *AP Seminar can be taken in place of English 2
Social Studies	3	World History OR AP Human Geography Modern American History OR AP US History Civics OR AP Government
Fine Arts Elective(s)	1	Art and/or Music
Humanities Elective(s)	1	Fine Arts, English, Social Studies, and World Language courses (beyond credit required)
<i>World Language - minimum of 1 credit (additional credits count towards the Humanities elective requirement)</i>		
World Language	1	French, Italian, Latin, Language and Culture A/B, and Spanish
<i>STEM (Science, Technology, Engineering, and Mathematics) - minimum of 9 credits</i>		
Mathematics	4	Algebra I, Geometry, Algebra II, and a math elective
Science	3	Physical Science, Biology, and Chemistry**

		****All juniors must enroll in Chemistry to prepare for the NGSS assessment. The third credit can come from other electives if a student has a final grade below 65.
Career and Technical Education (CTE)	1	Engineering and Technology, Business and Finance, Family Consumer Science, Health Occupations, or Education courses
STEM Elective	1	Math, Science, and/or CTE courses
Physical Education and Health - 3 credits		
Physical Education	2	.5 credit in Grades 9, 10, 11, 12
Health	1	.5 credit in Grade 9 Health and 0.5 credit in Grade 11 Health
Additional Credit Requirements - minimum of 3 credits		
Elective credits beyond Required Subject Areas	3	May include Mastery-Based Credit Experience <i>*Beginning with the Class of 2027, 0.5 credits in Personal Finance is required.</i>

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 25.25 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
Policy Revised: February 6, 2019
Policy Revised: April 6, 2022

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.

- Regulation Approved: May 1, 2002**
- Regulation Revised: June 2, 2004**
- Regulation Revised: April 5, 2006**
- Regulation Revised: August 20, 2008**
- Regulation Revised: August 17, 2011**
- Regulation Revised: May 2, 2018**

Regulation Revised: February 6, 2019
Regulation Revised: April 6, 2022

BRISTOL PUBLIC SCHOOLS
Bristol, Connecticut

Instruction

Extra-Curricular and Co-Curricular Activities

Co-Curricular Activities are extensions of curricular courses which occur during the school day. Students participate in the course during the school day and participation in the co-curricular activity is required as part of the course. Examples of co-curricular activities are orchestra, band, or choral performances outside of the school day when the courses take place during the school day.

Extra-Curricular Activities are not-for-credit activities, for which there is no curriculum, and these activities take place outside of the school day. Examples include athletic teams, intramurals, clubs, and performances in plays.

Middle School and High School Extra-Curricular Activities /Athletics

District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, of rules for student participation.

It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Qualified personnel shall be provided for coaching and supervising individual sports. In addition, it is the policy of the Board to provide intramural athletic activities as an outgrowth of class instruction in physical education commensurate with the grade level of the students involved.

Each student who chooses to participate in an interscholastic athletic program is required to have on file, in the offices of the building nurse, a certificate of consent, which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor. This certificate of consent shall be in effect for each student as specified in Sec. [5141.31](#).

The purpose of school athletics is both educational and recreational. The athletic program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the prime consideration. Participation should be without unreasonable interference with other obligations in the school, community and home.

It is recognized that a well-organized and well-conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations.

Every possible effort shall be made to offer equal opportunities for both sexes in sports and activities that shall include life sports that a student can carry through adulthood.

In addition, the student participating on an interscholastic team agrees:

1. Not to participate on another team outside of school in the same sport while on the school's team (applicable to high school student-athletes only)
2. Not to receive any personal economic gain based upon athletic skill.
3. To participate under his or her own name.
4. Not to participate in any post season or individual contests as a representative of the Bristol Public Schools without the school's explicit and expressed permission.

The failure of one (1) team member to abide by all of the eligibility rules will result in the forfeiture of all contests for the team while the individual was ineligible.

Students participating in interscholastic athletics assume a special responsibility. They serve as models for much of the student body and are representatives of our school district to other school districts and the communities served by our schools.

Student athletes are expected to behave in a manner that will bring credit to themselves and their schools. It is our expectation that students involved in the athletic program will refrain from smoking and the use of alcohol or any other behavior-altering drug.

Failure to comply with the school's expectations may result in removal from the activity and/or in disciplinary action being taken.

Students who are absent or suspended from school may not participate in an extra-curricular activity. Any student who is not present for a minimum of three periods must receive administrative approval to participate in a co-curricular activity held that day.

Extra-Curricular Activities/Athletics - Change in High School District Residency

When a student under 18 years of age leaves the residency of a legal guardian in one Bristol public high school district to reside with friends or relatives in another Bristol public high school district, having filed forms provided by the Board of Education for that purpose, that student will not be eligible to participate in interscholastic athletics at the receiving school in any sport the student previously participated in at the sending school for three hundred sixty-five (365) calendar days of continuous enrollment from the date of the first allowable play date following the date of enrollment (first day of attending classes) in the receiving school, or the first contest after the date of enrollment, if entry is after the first allowable play date at the receiving school.

Parents/legal guardians authorizing the minor student to change residence (i.e., leave home) will be required to provide the Board of Education with legal documentation, on request, to establish their current legal custody of the minor involved.

Students and/or their parents/legal guardians may file a waiver request with the Superintendent of Schools within thirty (30) days of change of residency, seeking exemption from this policy because the change in residency is required for compelling personal reasons unrelated to athletics, such as illness or incapacity of family members. The Superintendent of Schools shall consult with the two high school principals and the Supervisor of Physical Education, Health and Athletics and make a recommendation to the Board regarding the request. Should the Superintendent recommend against the waiver, the student and/or

parents/legal guardian may appear before the Board, which shall issue the final decision regarding the requested waiver.

Extra-Curricular Activities/Athletics - High School Request for Pupil Transfer within the Bristol Public School System with No Change in Residency

Any student who is granted an out of area transfer request that results in attendance at the non-resident high school is partially eligible for interscholastic athletics for thirty (30) calendar days from the first date of practice following the date of enrollment (first day of attending classes) (for students entering over the summer, the 30 days begin on the first day of practice) in the receiving school, or the first contest after the date of enrollment, if entry is after the first allowable play date in any sport the student participated in at the previous school.

Students and/or their parents legal guardians may file a waiver request with the Superintendent of Schools within thirty (30) days of notification of denial of the out of area request, seeking exemption from this policy because the out of area request is required for compelling personal reasons unrelated to athletics/ such as illness or incapacity of family members. The Superintendent of Schools shall consult with the two high school principals and/or the Supervisor of Physical Education, Health and Athletics and make a recommendation to the Board regarding the request. Should the Superintendent recommend against the waiver, the student and/or parents/legal guardian may appear before the Board, which shall issue the final decision regarding the requested waiver.

Middle and High School Co-Curricular Eligibility

An activity which occurs outside of the school day as an extension of curricula courses is a co-curricular activity. Students participate in the course during the school day and participation in the co-curricular activity is required as part of the course. This pertains specifically to student participation in band, orchestra and/or choral performances which are required for participation in the course. Students will be allowed to participate in such required performances even when on academic restriction (middle school level) or partial eligibility (high school level) for extra-curricular activities.

Extra curricular eligibility policy pertains to not-for-credit activities which take place outside of the school day. This includes athletic teams, intramurals, clubs, performances in plays, adjudications, community concerts, and any other activity which takes place outside of the school day as a course requirement.

High School Full Extra-Curricular Eligibility

Quarter 1, 2 and 3 grades will be used to determine eligibility during the winter and spring seasons. Final end of the year grades, 2nd semester and summer school grades will determine eligibility for the fall season. During the school year, student eligibility and ineligibility status is determined on the day report cards are distributed or on the fourteenth (14) calendar day following the end of the marking period.

In order to be eligible to participate in all aspects of an extra-curricular activity, a student must meet the following criteria:

Fall Season

-
-
-
-
-
-
-
-
-
-
-
-
-

A student is eligible when he/she:

- Is entering grade 9 from grade 8 OR must have received a minimum of six academic credits plus .5 physical education credit from the previous school year and summer school. Students attending BTEC or transferring into a Bristol School may have the .5 physical education credit waived by the building principal.

- Freshmen/Sophomores at the start of the school year:

- Must be enrolled in a minimum of six (6) academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).

- Juniors/Seniors at the start of the school year:

- Is enrolled in a minimum of five and a half (5.5) academic credits plus $\frac{1}{2}$ physical education credit.

- Passes all courses OR;

- Fails one class for the year or second semester with a grade no lower than 60, not retaken or failed in summer school, regardless of a failing grade attained in summer school;

- To maintain eligibility, the student retakes the failed course in the fall, the student must achieve a grade of 65 or higher in that failed course by the midterm of the marking period. Eligibility of these students will be determined on the third school day after the progress reporting period.

If the student does not repeat the failed course, all grades must be a 70 or better at the midterm of the first marking period. Eligibility of these students will be determined on the third school day after the progress reporting period.

- The student must be a member of the school in grades 9, 10, 11 or 12.

- The student shall not have reached his or her twentieth (20th) birthday. (A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.)
- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons. A student, upon enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.

- -
- -
-
- -
 -
 -
-
-
-
-
-

Winter and Spring Seasons

At the end of the previous marking period, the student is eligible when he/she:

- Freshmen/Sophomores at the start of the school year:
 - Must be enrolled in a minimum of six (6) academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).
- Juniors/Seniors at the start of the school year:
 - Is enrolled in a minimum of five and a half (5.5) academic credits plus ½ physical education credit;
 - Passes all courses OR;
 - Fails one class with a grade no lower than 60;
 - To maintain full eligibility the student must achieve a grade of 65 or higher in the failed course on the progress report following the marking period in which the failure occurred;
 - If the student does not repeat the failed course, all grades must be a 70 or better at the progress report following the marking period in which the failure occurred;

o Eligibility of these students will be determined on the third school day after the progress reporting period.

- Students with an incomplete become ineligible the day grades are distributed or on the 14 calendar date after the close of the term. The student then has 10 days to make up the incomplete. If a student does not make up the incomplete within 10 days, the student remains ineligible. A student becomes eligible when the incomplete grade has been resolved within the 10 days.
- The student should be a member of that school in grade 9, 10, 11, 12.
- The student shall not have reached his or her twentieth (20th) birthday. A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.
- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons. A student, upon enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.

High School Partial Extra-Curricular Eligibility

Fall Season

-
-
-
-
-
-
-
-
-
-
-
-
-

A student placed on Partial Extra-Curricular Eligibility would be granted limited participation but will not be able to represent the school in any type of competition, performance, etc. (i.e., athletic, drama, musical etc.).

To gain Partial Extra - Curricular Eligibility, a student must meet the following criteria:

- Fails one class with a grade lower than 60) or fails two classes for the year or second semester and not retaken or failed in summer school.

- Freshmen/sophomores at the start of the school year:
 - o Must be enrolled in a minimum of six (6) academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).
- Juniors/Seniors at the start of the school year:
 - o Is enrolled in a minimum of five and a half (5.5) academic credits plus ½ physical education credit.
- The period of Partial Extracurricular Eligibility will extend to the progress reporting period of the first quarter;
- To become eligible at the progress reporting period, a student on Partial Extra-Curricular Eligibility must attain a minimum average of "65" in the subject(s) that were failed and be passing all other classes. If the student does not or is unable to retake the failed class or classes, the student **must have a 70 in all subjects**. Eligibility of these students will be determined on the third school day after the progress reporting period.
- Students, who qualify under the Partial Eligibility Rule during a try-out period, may try-out for extracurricular activities, with the understanding that the Partial Eligibility Rule goes into effect immediately should he/she make the cut.
- Transfer students' grades are interpreted by the standards of the previously attended school.
- The student shall not have reached his or her twentieth (20th) birthday. (A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.)
- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons. A student, upon enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.

High School Partial Extra-Curricular Eligibility

Winter and Spring Seasons

- - o
- - o
-
-

-
-
-
-
-

A student placed on Partial Extra-Curricular Eligibility would be granted limited participation but will not be able to represent the school in any type of competition, performance, etc. (i.e., athletic, drama, musical etc.).

For Partial Extra-Curricular Eligibility, a student must meet the following criteria:

- Freshmen/sophomores at the start of the school year:
 - o Must be enrolled in a minimum of **six (6)** academic credits plus .5 physical education credit during the current school year (or have passed physical education for the upcoming school year in the prior summer).
- Juniors/Seniors at the start of the school year:
 - o Is enrolled in a minimum of five and a half (5.5) academic credits plus ½ physical education credit.
- For the current school year, fails one class with a grade lower than 60, or no more than 2 subjects at the end of the previous marking period (defined as a grade lower than 65);
- The period of Partial Extracurricular Eligibility will extend to the date of progress reporting of the marking period following the marking period in which the failure(s) occurred. A student on Partial Extra-Curricular Eligibility must attain a minimum average of "65" in the subject(s) that were failed and be passing all classes;
- In the event that a student fails a first-semester course, which cannot be repeated the second semester, the student will be placed on Partial Extra-Curricular Eligibility for the third marking period and must be passing all subjects with a grade of 70 at the quarter progress report. Eligibility of these students will be determined on the third school day after the progress reporting period.
- Students, who qualify under the Partial Eligibility Rule during a try-out period, may try-out for extracurricular activities, with the understanding that the Partial Eligibility Rule goes into effect immediately should he/she make the cut;
- Transfer students' grades are interpreted by the standards of the previously attended school;
- The student shall not have reached his or her twentieth (20th) birthday. (A student-athlete will not be allowed to start a season or compete during a season in which his/her twentieth (20th) birthday falls.)
- A student has eight (8) consecutive semesters or four (4) consecutive years of eligibility from the date of entry into the ninth grade to be eligible for interscholastic competition.
- Any student who has been enrolled in grades 10, 11, 12 inclusive in any school (member or non-member) shall not participate in the same branch of athletics for more than (3) seasons.

A student, upon enrolling in grade nine (9) shall have 4 continuous or uninterrupted years to complete his or her athletic eligibility.

Middle School Co-Curricular and Extra-Curricular Eligibility

Middle School Co and Extra-Curricular eligibility is determined by a student's overall performance in all core subjects and all encore subjects. Students are issued a subject and conduct grade for each subject and these grades are considered. Incomplete grades constitute a failing grade of below 65 until incomplete grades are made up.

At the start of each school year, all students attending middle school, who were promoted to the next grade, are eligible for participation in extra-curricular activities for the first trimester. Students who were retained are not eligible for participation in extra-curricular activities for the first trimester. Student eligibility will be reviewed at the conclusion of the first and second trimesters.

All extra-curricular activities occurring outside of the school day are included in these eligibility guidelines (such as sports/intramurals, cheerleading, dances, school organized clubs and/or events, etc.). Band and chorus activities occurring outside of the school day are considered co-curricular activities; students will participate in the school band and/or choral performances required when enrolled in band and/or chorus during the school day. When on academic restriction, students will not participate in band or chorus performances, such as adjudications, community concerts, etc., that are not required as part of enrollment in band or chorus.

Middle School Full Extra-Curricular Eligibility

In order to be eligible to participate in all aspects of an extra-curricular activity, a student must meet the following criteria:

1. Scholarship

a. At the end of the first and second trimester, the student must pass all 8 subjects with a grade of 65 or higher.

2. Conduct

a. At the end of the first and second trimester, a student must have no more than one grade of X in conduct.

Middle School Academic Restriction for Extra-Curricular Activities

A student placed on academic restriction will not participate in extra-curricular activities; a student on academic restriction will not be able to represent the school in any type of extra-curricular competition, performance, etc. (for example, sports/intramurals, a school play, adjudications, ensembles).

A student will be placed on academic restriction for the second and/or third trimester when the following occur:

1. Scholarship

a. A student fails one or more subjects (grade of 64 or lower) in the first and/or second trimester.

OR

2. Conduct

b. A student has more than one grade of X in conduct.

A student on academic restriction may not remain in school after the school day ends unless the student is under teacher supervision for make-up work, extra help, or detention.

Academic restriction will be removed upon successful completion of the second and/or third trimester, defined as the student meeting the requirements for full extra-curricular eligibility.

Policy Adopted: April 5, 1995

Policy Revised: August 21, 1996

Policy Revised: March 5, 1997

Policy Revised: July 1, 1998

Policy Revised: June 6, 2001

Policy Revised: June 2, 2004

Policy Revised: July 8, 2009

Policy Revised: August 19, 2009

Policy Revised: August 17, 2011

Policy Revised: June 5, 2013

Policy Revised: July 9, 2014

Policy Revised: September 14, 2022

BRISTOL PUBLIC SCHOOLS

Bristol, Connecticut

PA 21-199 Section 3 – Student Enrollment in an Advanced Course or Program *(Background information for Policy Review Committee)*

Section 3 of this legislation requires each local and regional board of education to adopt a policy or revise an existing one, not later than July 1, 2022, concerning the eligibility criteria for student enrollment in an advanced course or program. The policy, according to the legislation, shall provide for multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including, but not limited to, recommendations from teachers, administrators, school counselors or other school personnel.

The eligibility criteria are not to be based exclusively on a student’s prior academic performance and that any use of a student’s prior academic performance shall rely on evidence-based indicators of how a student will perform in an advanced course or program.

As used in section 3 of the Act, effective July 1, 2021, **“advanced course or program”** means an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by a local or regional board of education in grades nine to twelve, inclusive.

“Prior academic performance” is defined by the legislation as the course or courses that a student has taken, the grades received for such course or courses and a student’s grade point average.

Any policy adopted or revised and implemented under section 3 of P.L. 21-199 is required to be in accordance with guidance provided by the State Department of Education (SDE).

Policy Implications

A new policy, #6141.51, “Advanced Courses or Programs-Eligibility Criteria for Enrollment,” has been developed and follows for your consideration. This becomes a new mandated policy beginning with the 2022-2023 school year.

April 2022



A mandated policy beginning in the 2022-2023 school year to consider.

Advanced Courses or Programs, Eligibility Criteria for Enrollment

Purpose

The Board of Education (Board) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. The Board supports advanced courses and programs that promote academic acceleration. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

The Board encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, advanced placement classes, International Baccalaureate courses, and the Cambridge International Program.

The Board, to encourage student participation in advanced courses or programs, will communicate information about advanced courses or programs to students and parents; offer district-wide counseling to students about the benefits of advanced level courses and programs; and annually report on District progress toward increasing students' readiness and participation for advanced courses or programs.

The benefits of advanced coursework opportunities are not limited to one particular model.

Definitions

An “**advanced course or program**” is defined as an honors class, advanced placement class, International Baccalaureate program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board of Education in grades 9-12, inclusive.

“**Prior academic performance**” means the course or courses that a student has taken, the grades received for each course, and a student's grade point average.

Procedures/Criteria/Guiding Principles

The Board is aware that minority students are chronically underrepresented in advanced level high school courses and programs of similar rigor. Low awareness of advanced courses and programs, insufficient preparation, and fear of social isolation prevent low-income and minority students from enrolling in such courses or programs. Further, other barriers to participation

include the failure to identify students with potential, insufficient motivation and incentives on behalf of teachers and/or students, and funding.

An emphasis on equity must include a focus on increasing student's access to rigorous learning opportunities to assist all students to be prepared for success after high school. The following District and school-level principles will contribute to fostering greater equity in student participation in advanced courses or programs:

Instruction

Advanced Courses or Programs, Eligibility Criteria for Enrollment

Procedures/Criteria/Guiding Principles (continued)

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students, that makes later advanced coursework a viable option;
2. Create multiple access points to advanced courses and programs, allowing students to access these programs at various points of their high-school experience;
3. Use only enrollment access criteria that are educationally necessary;
4. Use multiple methods by which a student may satisfy eligibility criteria for enrollment, including but not limited to:
 - a. Recommendations from teachers, administrators, school counselors, or other school personnel;
 - b. Criteria not exclusively based on a student's prior academic performance;
 - c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program;
 - d. GPA improvement over time;
 - e. Scoring near benchmark on local assessments;
 - f. Student interests and persistence.
5. Offer a robust set of student supports, which can include tutoring, access to technology, and support from school counselors, that help all students succeed in advanced courses or programs; and
6. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and making these materials available in multiple languages.

In order to access advanced courses or programs students need to complete sufficiently difficult coursework at the middle school level. This equitable course enrollment policy is based on rigorous learning opportunities for all students in elementary and middle grades.

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the guidance counselor.

District administrators and guidance counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation. Teachers shall also encourage students to take challenging courses.

Instruction

Advanced Courses or Programs, Eligibility Criteria for Enrollment

Procedures/Criteria/Guiding Principles (continued)

The Board seeks an equitable course enrollment policy that limits prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

Advanced courses or programs must comply with applicable District policies and state standards and this policy must be in accordance with SDE promulgated guidance.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations and criteria for continuation in advanced courses or programs, and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

Evaluation

The Board will review annually data on student participation in advanced courses or programs, the data shall be disaggregated by gender, ethnicity, and free/reduced lunch participation. Such data will be used during the planning process for course and program offerings in the upcoming school year.

(cf. 6141.4 – Independent Study)
(cf. 6141.5 – Advanced College Placement)
(cf. 6172.1 – Gifted and Talented Students)
(6141.52 – Challenging Curriculum Policy)
(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 3
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation
Policy

Policy adopted:

cps 4/22

PA 21-199 Section 5 – Challenging Curriculum Policy

(Background information for Policy Review Committee)

Page 1

Section 5 of P.A. 21-199, “An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development,” requires each board of education to adopt a challenging curriculum policy by July 1, 2022, that aligns with State Department of Education (SDE) guidance.

The challenging curriculum policy shall include, but need not be limited to, the following:

1. Criteria for the identification of students in grades eight and nine who may be eligible to take or enroll in an advanced course or program; and
2. The requirement that these students have an academic plan.

An “**advanced course or program**” as defined in the legislation means an honors class, advanced placement class, International Baccalaureate program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by a local or regional board of education in grades nine to twelve, inclusive.

The academic plan must be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness.

Furthermore, the academic plan must be aligned with the following:

1. the courses or programs currently offered by the board of education;
2. the student’s student success plan;
3. the high school graduation requirements established in state law; and
4. any other board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

The Act allows a student or his or her parent/guardian to decline to implement the academic plan’s provisions.

Policy Implications

This section of the Act is closely aligned with the provisions of Section 3 of P.A. 21-199. Section 3 of this legislation requires boards of education to adopt a policy or revise an existing one, also not later than July 1, 2022, concerning the eligibility criteria for student enrollment in an advanced course or program. The policy, according to the legislation, shall provide for multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including, but not limited to, recommendations from teachers, administrators, school counselors or other school personnel.

As used in section 3 of the Act, effective July 1, 2021, “advanced course or program” means an honors class, advanced placement class, International Baccalaureate Program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by a local or regional board of education in grades nine to twelve, inclusive. The definition is the same for Section 5.

PA 21-199 Section 5 – Challenging Curriculum Policy

(Background information for Policy Review Committee)

Page 2

(continued)

Any policy adopted or revised and implemented under section 5 of P.L. 21-199, similar to section 3, is required to be in accordance with guidance provided by the State Department of Education (SDE).

A new policy, #6141.51, “Advanced Courses or Programs-Eligibility Criteria for Enrollment,” has been developed regarding the requirements of section 3 of this legislation. That policy becomes a new mandated policy beginning with the 2022-2023 school year. That policy refers to enrollment criteria for advanced courses or programs offered by a school district in grades 9 through 12.

Section 5 of the Act speaks to criteria for the identification of students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. A new “challenging curriculum policy” has been developed, and follows for your consideration.

Policy #6141.52 is a mandated policy beginning with the 2022-2023 school year.

April 2022

A mandated policy beginning in the 2022-2023 school year to consider.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptations and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so (in grades 8 and 9).

An “**advanced course or program**” as defined in this policy means an honors class, advanced placement class, International Baccalaureate Program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program in order to meet the needs of District students.

The Board’s goal is to create a culture of deliberate excellence through its commitment to all students who have the capability, potential, or motivation to access advanced academic curriculum and instruction. The Board desires to nurture potential in all students and to challenge students with advanced capabilities through differentiation and responsive instruction. The needs of advanced and high potential learners will be equitably addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this “challenging curriculum policy” aligned with State Department of Education (SDE) guidance. This policy includes, as required, the criteria for the identification of students in grades 8 and 9 who may be eligible to take or enroll in an advanced course or program, as defined, and that such identified students have an academic plan.

Priority placement will be given to students identified as gifted, as per policy #6172.1, “Gifted and Talented Students.”

District middle schools will offer advanced academic classes in the four content areas of language arts, mathematics, social studies and science.

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

Criteria

For purposes of this policy these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Criteria (continued)

The Superintendent or his/her designee will develop procedures for an ongoing identification process that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The purposes of identification are to find students who display characteristics which make them eligible for the taking of advanced courses or programs, as defined; to assess the aptitudes, attributes, and behaviors of each student; and to evaluate each student for the purposes of placement. Student aptitudes, attributes and academic behaviors will be identified, assessed and reviewed through a multistep, multimodal, and multidimensional identification system.

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

Such students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations of students with disabilities.

Identification Process

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility and placement/enrollment.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in grades 8 and 9, indicating content, process, products and learning environments.

The identification process shall include the following:

- Identification of students with:
 - Superior cognitive ability;

- Specific academic ability in one or more of the following content areas; math, science, language arts, social studies (consistently received grades of “B” or higher in the core content areas);
- Creative thinking ability; and
- Giftedness.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Identification Process (continued)

- Teacher recommendations/referrals
- Referrals from parents, students
- Placement tests if available
- Parental approval

Detailed information will be made available on the District website regarding this policy and the procedures used to identify students who would benefit from enrollment in advanced courses or programs, and the required academic plan.

Academic Plan

Each identified student shall develop an academic plan for the period grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school and college credit or result in career readiness.

The academic plan must be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the academic plan.

The academic plan enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and at a minimum, at least once a year.

Instruction

Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)

Academic Plan (continued)

Beginning in the middle school years, students must be counseled on opportunities for beginning postsecondary education prior to high school graduation. Such opportunities include access to Advanced Placement (AP), International Baccalaureate, or Cambridge courses or college-level courses for degree credit. Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation, the willingness of the college to accept the student for admission to the course or courses.

(cf. 6141.4 – Independent Study)

(cf. 6141.5 – Advanced College Placement)

(cf. 6141.51 – Advanced Courses or Programs-Eligibility Criteria for Enrollment)

(cf. 6172.1 – Gifted and Talented Students)

(cf. 6172.6 – Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 5

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

Policy adopted:
cps 4/22

PA 21-199 Section 2 – Gifted and Talented Students
(Background information for Policy Review Committee)

Page 1

P.A. 21-199, “An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, **Section 2**,” requires local and regional boards of education to develop a policy, not later than July 1, 2022, for the equitable identification of gifted and talented students. The legislation indicates that such policy shall require the use of multiple methods of identification of gifted and talented students that are in compliance with guidance provided by the State Department of Education (SDE).

Policy Implications

This section of the Act impacts policy #6172.1, “Gifted and Talented Programs,” and makes it a mandated policy beginning with the 2022-2023 school year.

The SDE in March 2019 issued the guidance document, “Gifted and Talented Education: Guidance Regarding Identification and Service.” While this was done prior to the new legislation, it contains timely information which is included in this narrative.

The laws and regulations governing gifted and talented education are embedded within those that pertain to special education in Connecticut. It is important to note that gifted and talented education is not included in the federal Individuals with Disabilities Education Act (IDEA), which sets forth the federal requirements for special education. Only state laws and regulations apply to gifted and talented education, not the IDEA.

C.G.S. 10-76a (5) indicates that a student who has extraordinary learning ability or outstanding talent in the creative arts requires programs or services beyond the level of those ordinarily provided in regular school programs.

Definition of Gifted and Talented

C.G.S. 10-76a-2 offers the following three important definitions that serve as the foundation for the identification of students as gifted and/or talented:

“Extraordinary learning ability” means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.

“Gifted and talented” means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

“Outstanding talent in the creative arts” means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

PA 21-199 Section 2 – Gifted and Talented Students
(Background information for Policy Review Committee)

Page 2
(continued)

These definitions can be synthesized into the following two broad descriptions of students who may be identified as gifted and/or talented:

1. those with extraordinary learning ability (commonly referred to as gifted); and/or
2. those with outstanding talent in the creative arts (commonly referred to as talented).

Extraordinary learning ability pertains to academic achievement and intellectual creativity. Outstanding talent in the creative arts pertains to achievement in music, the visual, or performing arts. Students in these classifications are collectively referred to as gifted and talented.

Mandatory Referral, Identification, and Evaluation Services

Subsection (b) of regulation 10-76d-1 states that “Each board of education shall be required to provide referral, identification and evaluation services only for gifted and talented children enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of such board of education.” Districts are mandated to have a process for the referral, identification, and evaluation of public school students enrolled in Grades K-12 as gifted and/or talented. The referral may come from any source including the teacher, administrator, parent, guardian, or child.

The Planning and Placement Team (PPT) is required to be used to evaluate and identify gifted and talented children. However, the composition of the PPT used for this purpose is different from the PPT composition for special education.

“For purposes of the evaluation, identification or determination of the specific educational needs of a child who may be gifted or talented, the PPT means a group of certified or licensed professionals who represent each of the teaching, administrative and pupil personnel staffs, and who participate equally in the decision making process.” Note that the student’s parent or guardian is not a required member of the PPT assembled for the purpose of identifying gifted and talented students.

Districts are required to evaluate and identify gifted and talented students but there is flexibility in how this evaluation is conducted. State regulations indicate districts may use individual evaluations or group assessment and evaluations to identify gifted and talented children, provided that parental consent is acquired before a child is individually evaluated.

A district may conduct planning and placement team meetings on groups of children for whom evaluation and identification as gifted and talented are planned. Parents must be provided written notice that their child has been referred to the planning and placement team for consideration as a gifted and talented child. Written parental consent shall be secured before a child is individually evaluated for identification as gifted and talented.

The results of the planning and placement team meeting concerning a determination of the child’s identification as gifted or talented shall be provided to the parent in writing. If a parent disagrees with the results of the evaluation conducted by the district, the parent has a right to a hearing.

PA 21-199 Section 2 – Gifted and Talented Students
(Background information for Policy Review Committee)

Page 3
(continued)

Group Assessments and Individual Evaluations

In the case of a group assessment, a district may use an appropriate standardized test administered to all students in a particular grade. A district can use a locally normed cut score to identify students for consideration by a PPT for the gifted and talented classification.

In this approach, the district may convene a group PPT to review the cases of the students who meet or exceed the established cut score. The use of local norms over state/national norms has the advantage of potentially being more informative of a child's standing with respect to the general education program of a school. Objective measures such as these also allow for the possible identification of students as gifted and talented who are members of historically underrepresented populations.

When a child is individually referred for gifted and talented identification (e.g., by a teacher, administrator, parent, guardian, child), written consent from a parent or guardian is required before the evaluation and PPT can proceed. An individual referral has the advantage of allowing for the possible identification of students as gifted and talented in areas that are not typically addressed by large-scale standardized tests (e.g., social studies, a technical discipline, music, creative arts, performing arts).

Role of Local Context in Identification

After the PPT determination from an individual/group assessment the classification of a child as gifted or talented is dependent upon the local context because a PPT must inventory and evaluate a child's needs relative to what is available from the general education program in the child's school.

If a differentiated instruction need exists that exceeds the general education program, then the child has met the criteria for the gifted and talented classification. Since there are differences between general education programs in different schools, a child could be gifted and talented in one school but not gifted and talented in another. Similarly, if the PPT determines that a child has demonstrated or has potential for superior ability/achievement in music, the visual arts or the performing arts and, relative to the general program, the child has unmet educational needs, then the child should be classified as having outstanding talent in the creative arts. Students can be found to have outstanding talent in the creative arts in a single or in multiple modes/expressions of musical, visual, or performing arts. In the case of either the high ability student or the student with outstanding talent in the creative arts, need is operationally defined as whatever is required in order for the student to realize his/her intellectual, creative or specific academic potential.

Connecticut regulations state that "A board of education may identify up to ten per cent of its total student population for the district as gifted and talented." This ten percent criterion is evaluated against the total student population of the district.

PA 21-199 Section 2 – Gifted and Talented Students
(Background information for Policy Review Committee)

Page 4
(continued)

Provision of Services

While the gifted and talented identification and evaluation of students is mandatory, the provision of services for identified students is not required and is left to the discretion of the district. A student may be identified as gifted and talented and as a student with disability who is eligible for special education and related services. In that case, the student would be entitled to an Individualized Education Program (IEP) pursuant to state and federal law but is not entitled to receive gifted and talented services.

Other Considerations

Although the percentage of students identified and/or served in gifted and talented education programs does not currently reflect the general school population, gifted and talented youth exist in all cultural and economic groups. When appropriate identification protocols are employed along with programming models that cultivate potential, more students from historically underrepresented groups can be identified, resulting in a more equitable process reflective of the national student population. Some students, despite substantial potential, have had few opportunities to develop their talents. Other students have been under challenged with unmet learning needs.

Policy #6172.1, “Gifted and Talented Programs,” a mandated policy beginning with the 2022-2023 school year, has been revised and follows for your consideration.

April 2022

A mandated policy (as of July 1, 2022) to consider.

Instruction

Gifted and Talented Students Program (Version #1)

The Board of Education (Board) recognizes its responsibility to identify gifted and talented students within the school district [and to provide these students with appropriate instructional adaptations and services]. *(Districts are required to identify but provision of services is at the discretion of the local district.)* The Board is committed to providing identification and assessment which is responsive to students' economic conditions, gender, developmental differences, disabling conditions and cultural diversity.

For purposes of this policy, "gifted and talented students" means a child identified by the Planning and Placement Team (PPT) as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

For purposes of this policy "outstanding talent in the creative arts" means a child identified by the Planning and Placement Team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

The school district shall provide educational programs for the gifted and talented, within budgetary constraints, that include a broad spectrum of learning experiences which increase knowledge and develop skills necessary for the student to function successfully in society while encouraging students to excel in areas of special competence and interest. *(optional language)*

The Superintendent or his/her designee will develop procedures for an ongoing kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area.

Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendations; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans (IEP) or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be done by a PPT. Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs.

Instruction

Gifted and Talented Students Program (Version #1) (continued)

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and/or talented;
2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

The school district, should it decide to offer services to the gifted and talented, shall utilize the guidelines, developed and promulgated by the State Department of Education (SDE), for providing services to those students. The guidelines include best practices for the district to consider for (1) addressing the intellectual, social and emotional needs of gifted and talented students in schools and (2) providing teacher training and professional development on gifted and talented students.

Legal Reference: Connecticut General Statutes
10-76a-(e) Definitions.
10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.
Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.
P.A. 19-184 An Act Concerning the Provision of Special Education.
Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.
P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Policy adopted:

rev 6/17

rev 7/19

rev 4/22

A mandated policy (as of July 1, 2022) to consider.

Instruction

Gifted and Talented Students Program (Version #2)

The _____ Public Schools are committed to recognizing and promoting the individual strengths, gifts, and talents of all children.

The _____ Public Schools, in conjunction with State of Connecticut regulations and requirements, will identify students demonstrating extraordinary ability academically, creatively and artistically.

The identification process is based on a multi-criteria assessment process, typically including both subjective and objective data. The process must include multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be done by a Planning and Placement Team (PPT). Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs.

It is recognized that identified students may be accommodated in a variety of ways, such as, but not limited to, the provision for supplementary materials, extensions to the curriculum and accelerated placement options.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and talented;
2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

Instruction

Gifted and Talented Students Program (Version #2) (continued)

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.

Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.

P.A. 19-184 An Act Concerning the Provision of Special Education.

Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.

P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Policy adopted:

rev 6/17
rev 7/19
rev 4/22

Fundraiser Policy 1324, Regulation 8 Revision

Current Language:

“8. Fund-raising activities will not be allowed to purchase uniforms, athletic equipment or personal use items such as jackets. Neither will fund-raisers be allowed to send teams or individual athletes to "camps". Coaches will not be permitted to arrange for student purchases of any items of personal apparel denoting their school team, or other like designations. Such items may be purchased by all students at the school store.”

Revised Language:

“8. Fund-raising activities will not be allowed to purchase uniforms, athletic equipment or personal use items such as jackets. Neither will fund-raisers be allowed to send teams or individual athletes to "camps". Coaches will not be permitted to arrange for student purchases of any items of personal apparel denoting their school team, or other like designations. Such items may be purchased by all students at the school store.

- In the event that the fiscal school year budget does not allot for funds for uniform replacements, a coach is permitted, not required, to fundraise for their teams new uniforms following the guidelines outlined below:
 - Their team is due for uniform replacements following the Director of Athletics uniform replacement schedule
 - Their team orders the preapproved and quoted uniforms by the Director of Athletics
 - The team is not permitted to keep or buy-back the uniforms they fundraise for- the fundraised uniforms will remain with the school and as property of the Bristol Public Schools Athletic Department
 - The coach fills out the Fundraiser Approval Form and receives approval from the Director of Athletics and Superintendent of Schools
 - The coach engages in fundraising with the understanding that the next fiscal school years funds will prioritize A) replacing the teams uniforms who chose to not fundraise in the previous school year, and B) replacing the teams uniforms who are up on that fiscal school year's replacement schedule
 - The coach understands that the year their fundraising occurs is when their teams uniform replacement schedule countdown begins- once they receive the new uniforms, they will be placed back on the replacement schedule and follow the 5 year replacement cycle”