

Curriculum Committee

Thursday, November 5, 2015 4:30 PM

Curriculum Committee, L.P. Wilson Community Center, Room 17, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Audience to Visitors**
3. **WHS Music Stage Craft**
4. **K-12 Computer Science/Coding Presentation**
5. **Drawing 2**
6. **Drawing 3 (ECE)**
7. **3D Foundations (Art course)**
8. **WHS Program of Studies**
9. **Discussion of Graduation Requirements**
10. **Adjournment**

Windsor High School
Program of Studies Changes
2016-2017

ADDITIONS

➤MATH

- *Computer Science Principles, AP* - Prerequisite: Algebra I or concurrent. 1 credit. AP Computer Science Principles (CSP) is a course designed to give students foundational computing skills, an understanding of the real-world impact of computing applications, and programming literacy. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts. This course is aimed at those students with an interest in this subject, but no or limited prior knowledge and who might not otherwise consider studying the subject. Students who complete the course and examination successfully may receive credit for a one-semester introductory college computer science course for non-computer science majors. Students are required to take the AP exam at no cost. This course does not fulfill the graduation requirement for math.

SCIENCE

- *Mechanical AP Physics* - 1.0 Credit. Open to grades 11 and 12. Prerequisite: C- or better in Algebra 1 and Geometry. Qualifies for University of Connecticut Early College Experience.
AP Physics 1 is a full year, algebra-based, introductory college-level physics course designed for students wishing to earn credit from the Advanced Placement Board. Mechanical AP Physics explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students are required to take the AP Exam in Physics at no cost.
- *Electricity and Magnetism AP Physics* - 1.0 Credit. Open to grades 11 and 12. Prerequisite: C- or better in Algebra 1 and Geometry. Qualifies for University of Connecticut Early College Experience.
AP Physics 1 is a full year, algebra-based, introductory college-level physics course designed for students wishing to earn credit from the Advanced Placement Board. Electricity and Magnetism AP Physics explores topics such as fluid statics and dynamics; thermodynamics with kinetic energy; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic and nuclear physics. Students are required to take the AP Exam in Physics at no cost.

DELETIONS

➤MATH

- *Statistics, Honors*

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➤ **SCIENCE**

- *AP Physics*
- *Biotechnology*
- *Ecology*

➤ **SOCIAL STUDIES AND HISTORY**

- *Current Issues*

CHANGES

➤ **ART**

- **Course Name Changes -**

- Painting becomes *Painting 1*
- Watercolor Techniques becomes *Painting 2*
- Three-Dimensional Foundations becomes *Sculpture 1*
- Sculpture becomes *Sculpture 2*
- Two-Dimensional Foundation becomes *Art Foundations*

- **Course Description and Prerequisite Change - *Jewelry Design 1* -**

Prerequisite: Art Foundations. Level: College.

This proficient level course picks up where Art Foundations leaves off. This is an introductory design and fabrication course in the functional art/craft of jewelry making. Metals are the dominant media: cutting, soldering, forging and forming are the basic processes. This course uses materials and tools that require mature and responsible handling. The small scale of jewelry work requires dexterity, self-discipline and attention to details. Each unit consists of Research, Design Development, Construction and Reflection. This course is highly recommended for students interested in developing a jewelry portfolio for AP Studio Art or pursuing a career in Metals, Design, Fashion or Marketing.

- **Course Description Change - *Jewelry Design 2* -** This Accomplished Level course picks up where Jewelry Design 1 leaves off. Students will learn more advanced traditional jewelry techniques including metal etching and stone setting. They will also explore more contemporary techniques including metal clay, use of non-traditional materials and 3D printing. Students will have the chance to work with precious metals as they bring their own jewelry forms to life. This course will focus on advancing technical skill and developing each student's artistic voice as they create a professional collection of their own jewelry pieces. With a deeper focus on concept, this course serves as a bridge between Jewelry I and Pre-AP Art where students create individual portfolios of work. Each unit consists of Research, Design Development, Construction and Reflection. This course is highly recommended for students interested in developing a jewelry portfolio for AP Studio Art or pursuing a career in Metals, Design, Fashion or Marketing.

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- **Course Description and Prerequisite Change - *Sculpture 2*** - Prerequisite: Sculpture 1 or Ceramics 1. This Accomplished Level course picks up where Sculpture 1 leaves off. Students will examine their own relationship to three-dimensional space and how we identify with materials. This course will take the basic understanding of 3D Design principles and techniques students learned in the pre-requisite and challenge them to apply these on a more conceptual level as they are asked to now convey messages and stories with their work. With a deeper focus on concept, this course serves as a bridge between Sculpture 1 and Pre-AP Art where students create individual portfolios of work. Each unit consists of Research, Design Development, Construction and Reflection. This course is highly recommended for students interested in developing a portfolio for AP Studio Art or pursuing a career in Architecture, Design, or Engineering.
- **Course Description Change - *Drawing 3*** - Change from 0.5 credit to 1.0 credit. Additional sentence in course description: "Successful completion of this course may qualify for University of Connecticut Early College Experience (ECE) credit."
- **Course Description Change - *Ceramics 2*** - Not offered 2016/2017
- **Course Description Change - *Painting 2*** - Not offered 2016/2017
- **Prerequisite Changes -**
 - *Ceramics 1* - Prerequisite: Art Foundations. Level: College
 - *Drawing 1* - Prerequisite: Art Foundations
 - *Painting 1* - Prerequisite: Drawing 1 .
 - *Sculpture 1* - Prerequisite: Art Foundations
 - *Painting 2* - Prerequisite: Painting 1

➤ **CAREER & TECH ED**

- **Course Description Change - *Marketing 1 CWE*** - Not offered in 2016-2017.
- **Course Description Change - *Accounting 2 CWE*** - Not offered in 2016-2017.
- **Prerequisite Change - *E-Commerce*** - Prerequisite: Any business course.
- **Course Description Change - *Intro to Transportation*** - Offered in alternate years.
- **Course Description Change - *Foundations of Technology*** - Not offered in 2016-2017.
- **Course Name & Description Changes** - From *Intro to Drafting* to *Intro to Drafting & Design* - Change language in course from "CAD" to "CADD" (Computer Aided Drafting & Design)
- **Course Level Changes -**
 - *Individual Development & Family Studies* - Level change from honors to high honors.
 - *Introduction to Health Care Services* - level change from college to honors. (Qualifies for College Career Pathway college credit.)
- **Course Description Change -**

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Yearbook - Prerequisite: one of the following - Art (2D or 3D Foundations), Business (Computer Applications I or II, Marketing I or II, Entrepreneurship), English (Creative Writing, Journalism), Technology (Intro to Graphic Communications, Intro to Photography, Applied Graphic Communications, TV Productions).

This course would be designed to provide students with experience publishing an authentic school publication. Students develop the book's organization, layout, and content using web based professional graphic design software. Units of study would include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, finances, yearbook campaigns, advertising, and distribution.

➤ **ENGLISH**

- **Course Name and Description Change** - From "Read 180" to "*Literacy Center*" - Prerequisite: Department Recommendation. .25 credit per quarter.

The purpose of the Literacy Center is to improve students' reading skills. The program is centered around intensive one-on-one teacher support combined with individualized instruction using the computers and Reading Plus software. In addition to reading high interest texts available in the classroom, students will also be able to use materials from other courses of student such as science, English, or social studies textbooks when working with the reading teachers.

➤ **MATH**

- **Prerequisite Change** -
 - *Advanced Math Decision Making* -remove current prerequisite
- **Course Description Update** - *AP Computer Science* - addition of the sentence: "This course does not fulfill the graduation requirement in Math.

➤ **SCIENCE**

- **Prerequisite Change** -
 - *Microbiology and Disease* - Prerequisite: Biology
 - *Forensics* - Prerequisite: Chemistry
 - *Astronomy* - Prerequisite: Algebra I
 - *Chemistry* - Prerequisite: C- or better in Algebra I
- **Course Description Change** - *Meteorology* - Students will examine the elements and causes of different types of weather as well as the forecasting of weather. Technological advances in meteorology will be discussed as well as the impact those advances have on the accuracy of weather prediction and the preservation of human life and property. Topics include structure of the

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atmosphere, severe weather, weather forecasting, and the impact of weather on humans as well as how humans impact weather and climate.

- **Course Name and Description Change** - *Medical Emergencies* (was Medical Emergencies 1) - This course is designed to help students react to and treat real-life problems and to be confident performing lifesaving skills. It is a skills-based course that requires all students to work hands-on with one another. Students must be willing to role-play and respect the classroom space and equipment. Upon successful completion of this course, and successful completion of all mandated assessments via the American Heart Association, students will leave this course with the following certification endorsed by the American Heart Association: BLS Healthcare Provider - good for 2 years.
- **Course Description Change** - *Marine Biology* - This course provides students with an understanding of the interrelationships between common marine organisms and mechanisms of adaptation and survival. Various aspects of marine life including comparative anatomy, physiology, biochemistry, ecology, taxonomy, and human impacts on marine organisms will be explored.
- **Course Description Change** - *Physics* (college and honors now combined into one) - Prerequisite: Geometry - This course is an overview of the major topics in physics including mechanics, light, sound and electricity. Extensive use of demonstrations, projects and student laboratory activities to reinforce student learning.
- **Grade Level Offerings Changes** -
 - Grade 9 & 10 will now be offered: *Astronomy, Meteorology, Zoology, Marine Biology*

➤ **SOCIAL STUDIES AND HISTORY**

- **Course Description Change** - *U.S. Government and Politics, AP* - addition of the following sentence: "This course qualifies for University of Connecticut Early College Experience (ECE) credit. This course also satisfies the 12th grade Civics course requirement."

➤ **WORLD LANGUAGE**

- **Course Description Change** - *French 2* - This course continues to refine the four basic skills of listening comprehension, speaking, reading and writing in the French language. Students thoroughly review the *passé composé*, *imparfait* and future tenses and learn the conditional and subjunctive tenses. Students continue to learn the culture of the Francophone world through readings, video, audio-visuals and internet sites.

Section: Students

Subject: PROMOTION / RETENTION
Windsor High School Graduation Requirements

AR-5123.1

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

I. Introduction

To graduate from Windsor High School a student must have earned a minimum of 23 credits **(25 credits effective with the Class of 2017)**, must have met the credit distribution requirement, and must have completed **20 hours of verified community service beginning with the class of 2017**. Students also must meet performance standards in reading, writing, mathematics and science.

II. Credit Distribution Requirement

The following courses must be passed:

English	4 credits
Science	3 credits (biology, a physical science, and 1 additional credit in: chemistry, physics, integrated science 2, and/or 2 of the following: astronomy, aviation and flight, forensics, anatomy and physiology, marine biology, medical emergencies 1, microbiology, meteorology, or zoology)
Mathematics	3 credits
Social Studies	3.5 credits (early global studies, modern global studies, U.S., and civics history, world history)
Fine Arts	.5 credits (art or music)
Vocational/Tech Ed.	.5 credits (business, human and personal services, or technology education)
Physical Education/Health	1.5 credits (PE/Health 9, PE/Health 10, and one elective)

III. Promotion and Retention

The promotion and retention of students is based on earned academic credits. Promotion from grade 9 to grade 12 is determined by the following credit standards:

Grade 9 to 10	5.5 credits	(6.0 credits beginning with the class of 2017)
Grade 10 to 11	11.5 credits	(12.0 credits beginning with the class of 2017)

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Grade 11 to 12 17.0 credits (18.5 credits beginning with the class of 2017)

IV. Performance Standards: Reading, Writing, Mathematics and Science

A. Definition

1. Reading: Students will demonstrate the ability to read a short piece of fiction and develop a valid and supported written initial response, interpretation, connection and evaluation.
2. Writing: Students will demonstrate the ability to read a non-fiction article and respond critically in writing to a question called a prompt by producing an essay that is focused, organized, elaborated, and edited for Standard English conventions.
3. Mathematics: Students will demonstrate the ability to use mathematics to solve algebraic and or geometric multi-step problems. The student will be provided any required formulas and may use a calculator in completing the task. Also, the student will explain in writing either how s/he arrived at each answer or justify each answer in writing.
4. Science: Students will demonstrate the ability to use the process of scientific inquiry (describe, explain, and predict natural phenomena, use questioning, collect, analyze and interpret data, and assess the relevance, validity, and credibility of scientific information) to investigate scientific problems. The student will be provided with any required formulas and some information to complete the tasks. The student can explain, in writing, the process of scientific inquiry by analyzing and interpreting data, and using supporting content knowledge to identify and justify the answer.

B. Exemptions

1. Students will be exempt from the district performance standard if they have
 - a. Achieved proficiency, that is, 3 or higher on the Connecticut Academic Performance Test (CAPT) Science Assessment.

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OR

b. Achieved a minimum score of 500 on the SAT II in writing and mathematics.

OR

c. Achieved at least 1000 on the SAT I, with a minimum score of 500 on both the verbal and math sections.

OR

d. Achieved a minimum composite score of 20 on the ACT.

OR

e. Achieved a minimum score of 47 on the PSAT.

2. Transfers: If a student transfers into Windsor High School after completing at least three years in a high school in another district, s/he must have met the goal on the test from the sending district or state in order to be exempt from Windsor's performance standard requirement for graduation.
3. Special Needs: The performance standard requirement for graduation for a student with special needs may be modified if so indicated on the student's Individual Education Plan (IEP).

C. Implementation

1. Students who do not demonstrate proficiency on the CAPT Science assessment or through one of the alternative standards must retake the Science CAPT in their Junior year.
2. Students who do not demonstrate proficiency on the SBAC English/Language Arts assessment will be required to take and pass a remediation course during their Senior year.
3. Students who do not demonstrate proficiency on the SAT Mathematics assessment will be required to pass a District Performance Assessment during their Senior year.
4. Students will have opportunities within their English, social studies, mathematics and science courses to practice department developed and approved practice performance assessments.

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D. Notification

1. Of students:

- The school counseling department will write to the to-be-juniors who do not meet the district performance standard through CAPT Science achievement or by achieving one of the exemption standards to remind them of the performance standard requirements for graduation.

2. Of parents:

- Parents of 10th graders will be notified of their child's CAPT results in the fall of their junior year.
- The school counseling department will notify in writing the parents of students who do not demonstrate proficiency in the CAPT Science, SBAC English/Language Arts, and/or SBAC Mathematics and inform them of the performance standard requirements for graduation.
- The school counseling department will also notify in writing the parents of to-be seniors who have not met the performance standard goal in any area and thus must pass one or more of the remedial courses.

E. Administration of Performance Standard Assessment

1. Mathematics

- a. Mathematics teachers will administer practice performance assessments over the course of a student's junior year. Each assessment will be used as a classroom assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.
- b. Students who do not score proficient or higher on the SBAC Math assessment by the beginning of their senior year must take and pass a District Performance Assessment during their Senior year.

2. Science

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- a. Science teachers will administer performance assessments over the course of a student's junior year. Each assessment will be used as a classroom assignment for all students, will be graded by the teacher, and will be counted as part of the student's work for the marking period.
- b. Students who do not score proficient or higher on the CAPT Science assessment by the beginning of their senior year must take and pass a District Performance Assessment during their Senior year.

F. Appeals

1. Reading and Writing

- a. A student whose score in the remedial class is at least 50% may appeal the grade by submitting a request for an appeal to the principal within 20 school days of receiving the score. A student must submit a statement explaining why the grade is incorrect. The principal or his/her designee will conduct an audit of the student's performance to assess their mastery of essential skills.

2. Mathematics and Science

- b. A student whose score on the assessment(s) is at least 50% may appeal the score by submitting a request for an appeal to the principal within 20 school days of receiving the score. A student must submit a statement, using the scoring rubric, explaining why the score is incorrect. If an appeal is made, the paper will be submitted anonymously to an administrator trained in mathematics or science assessment scoring.

The outcome of the review will be sent to the principal, who will communicate the result of the review to the student and the parents.

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V. Options If Requirements Are Not Met

A. Seniors who have earned the necessary 23 **(25 effective with the Class of 2017)** credits to graduate but have not met the district performance standard on one or more of the reading, writing, mathematics and science performance assessments must:

1. Enroll in summer school courses that if successfully completed would meet the standard, or

Sit for a retake of the district performance assessment during the summer, the date of administration to be determined by the school system.

B. Seniors who are short .5 to 2.0 credits for graduation must:

1. Enroll in summer school and pass the courses needed to graduate.
2. If the student does not meet all necessary credit requirements for graduation through summer school, s/he can return to WHS in September but only to make-up those courses needed to graduate. [The student may not carry a full load of courses, and will be permitted on campus only during the time s/he is in class.]

OR

3. Attend night school or community college to earn the necessary credits for graduation.

Note: if the student has not met the district performance standard on one or more of the performance assessments, the student can sit for a retake of the performance assessment in the summer (See Section V. A. number 2 and 3).

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C. Seniors who are short 3 or more credits toward graduation:

1. May return to Windsor High and carry a full load of courses. If, in addition, they have not met one or more of the district performance assessment standards, they will be required to participate in a structured remediation course. Students must pass the course to meet the standard.

Note: Any senior returning for another year of school must meet the graduation standard of the class with which they will graduate. In other words, if the standards have changed, a returning senior must comply with the new standards.

VI. Residency Requirement:

To receive a Windsor High School diploma, students must have earned a minimum of 5.50 credits while attending Windsor High School. Of the 5.50 credits earned at Windsor High School, 2.50 credits must be earned during the senior year. Students transferring to Windsor High School and planning to graduate in June of the school year in which they transferred, must be enrolled at the school no later than February 1st of that same school year to receive a Windsor High School diploma.

Reference:

P-0200 – Goals for Students
P-6146.1 – Reporting to Parents
AR-6146.1 – Reporting to Parents, Marking System
P-6146 - Graduation Requirements, Standards of Proficiency

Legal Reference - Connecticut General Statutes:

PA 99-288 An Act Concerning Education Accountability
10-221(a) Board of Education to prescribe rules
PA 01-166: An Act Concerning High School Graduation and the
Connecticut Academic Performance Test

Regulation Approved:

Craig Cooke, Ph.D.
Superintendent of Schools



Substitute Senate Bill No. 1059

Public Act No. 15-237

AN ACT CONCERNING HIGH SCHOOL GRADUATION REQUIREMENTS.

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

Section 1. Section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2015*):

(a) For classes graduating from 1988 to 2003, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

(b) For classes graduating from 2004 to [2019] 2020, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer

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

(c) Commencing with classes graduating in [2020] 2021, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed (1) a minimum of twenty-five credits, including not fewer than: (A) Nine credits in the humanities, including not fewer than (i) four credits in English, including composition; (ii) three credits in social studies, including at least one credit in American history and at least one-half credit in civics and American government; (iii) one credit in fine arts; and (iv) one credit in a humanities elective; (B) eight credits in science, technology, engineering and mathematics, including not fewer than (i) four credits in mathematics, including algebra I, geometry and algebra II or probability and statistics; (ii) three credits in science, including at least one credit in life science and at least one credit in physical science; and (iii) one credit in a science, technology, engineering and mathematics elective; (C) three and one-half credits in career and life skills, including not fewer than (i) one credit in physical education; (ii) one-half credit in health and safety education, as described in section 10-16b; and (iii) two credits in career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking and nutrition and physical activity; (D) two credits in world languages, subject to the provisions of subsection (g) of this section; and (E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and (2) end of the school year examinations for the following courses: (A) Algebra I, (B) geometry, (C) biology, (D) American history, and (E) grade ten English.

(d) Commencing with classes graduating in [2020] 2021, and for each graduating class thereafter, local and regional boards of education

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

(e) Any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, provided the credit for physical education may be fulfilled by an elective.

(f) Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The local or regional board of education may permit a student to graduate during a period of expulsion pursuant to section 10-233d, if the board determines the

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student has satisfactorily completed the necessary credits pursuant to this section. The requirements of this section shall apply to any student requiring special education pursuant to section 10-76a, except when the planning and placement team for such student determines the requirement not to be appropriate. For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

(g) Only courses taken in grades nine to twelve, inclusive, shall satisfy [this] the graduation [requirement] requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; (2) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; (3) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school

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classroom learning such subject matter; (4) toward meeting the high school graduation requirement upon the successful completion of coursework during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this section; (5) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework. Such a policy shall ensure, at a minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited; or (6) toward meeting the high school graduation requirement upon the successful completion of the academic advancement program, pursuant to section 10-5c.

(h) A local or regional board of education may offer one-half credit in community service which, if satisfactorily completed, shall qualify for high school graduation credit pursuant to this section, provided such community service is supervised by a certified school

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administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in session and not less than ten hours of related classroom instruction. For purposes of this section, community service does not include partisan political activities. The State Board of Education shall assist local and regional boards of education in meeting the requirements of this section. The State Board of Education shall award a community service recognition award to any student who satisfactorily completes fifty hours or more of community service in accordance with the provisions of this subsection.

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

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

(j) For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student's career and academic choices in grades six to twelve, inclusive.

Sec. 2. (*Effective from passage*) (a) There is established a task force to

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study the following issues related to the high school graduation requirements, described in section 10-221a of the general statutes, as amended by this act: (1) The alignment of the changes to the high school graduation requirements commencing with classes graduating in 2021, pursuant to subsection (c) of section 10-221a of the general statutes, as amended by this act, with the Common Core State Standards, adopted by the State Board of Education on July 7, 2010, pursuant to section 10-4 of the general statutes, and (2) the feasibility of including training in cardiopulmonary resuscitation as part of the high school graduation requirements.

(b) The task force shall consist of the following members: (1) The Commissioner of Education, or the commissioner's designee, (2) one representative from each of the following associations, designated by each such association, the Connecticut Association of Boards of Education, the Connecticut Association of Public School Superintendents, the Connecticut Association of Schools, Connecticut Federation of School Administrators, the Connecticut Education Association and the American Federation of Teachers-Connecticut, and (3) two persons selected by the Commissioner of Education, including, but not limited to, teachers and any other person the commissioner deems appropriate.

(c) All appointments to the task force shall be made not later than thirty days after the effective date of this section. Any vacancy shall be filled by the appointing authority.

(d) The representative from the Connecticut Association of Public School Superintendents shall serve as the chairperson of the task force. Such chairperson shall schedule the first meeting of the task force, which shall be held not later than sixty days after the effective date of this section.

(e) Not later than January 1, 2016, the task force shall submit a

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report on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes. The task force shall terminate on the date that it submits such report or January 1, 2016, whichever is later.

Approved June 30, 2015