



General Assembly  
January Session, 2009

***Raised Bill No. 944***

LCO No. 2883

\*02883\_\_\_\_\_ED\_\*

Referred to Committee on Education

Introduced by:

(ED)

***AN ACT CONCERNING A PLAN FOR ACADEMIC AND PERSONAL  
SUCCESS FOR EVERY MIDDLE AND HIGH SCHOOL STUDENT.***

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

Section 1. (NEW) (*Effective July 1, 2009*) (a) On and after July 1, 2015, local and regional boards of education may implement, in accordance with this section, "The Connecticut Plan: Academic and Personal Success for Every Middle and High School Student" adopted by the State Board of Education on October 2, 2008, provided funding is appropriated to the Department of Education and school districts for such implementation.

(b) The plan includes, but is not limited to, the following:

- (1) Increasing to twenty-five the number of credits students are required to earn to be awarded a high school diploma;
- (2) Requiring students to satisfactorily complete specific core courses, such as algebra I, geometry and biology;
- (3) Requiring students to satisfactorily complete specific course requirements in three academic clusters: (A) Science, technology, engineering and mathematics; (B) humanities; and (C) career and life skills;

(4) Requiring students to satisfactorily complete a "capstone experience" or senior demonstration project that offers evidence of mastery of essential skills and knowledge identified in each student's individualized "success plan";

(5) Providing alternate means for a student to complete the high school graduation requirements if such student is unable to satisfactorily complete any of the required courses; and

(6) Allowing students to attend a public institution of higher education through participation in a dual enrollment program that is funded by an education equalization aid grant pursuant to section 10-262h of the general statutes.

Sec. 2. (NEW) (*Effective July 1, 2009*) For the fiscal years beginning July 1, 2011, to July 1, 2014, inclusive, the Department of Education shall, within available appropriations, implement a program in approximately twenty-five school districts to phase in the implementation of the plan described in section 1 of this act. Participation by school districts in such program shall be voluntary.

Sec. 3. Section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2009*):

(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) **[Commencing with]** Except as provided in subsection (h) of this section, classes graduating in 2004, 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 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 than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

(c) Any student who presents a certificate from a physician stating that, in the opinion of the physician, 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.

(d) 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 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 at an institution accredited by the Department of Higher Education or regionally accredited.

(e) Only courses taken in grades nine through twelve, inclusive, shall satisfy this graduation requirement, 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 completion of a world language course 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 classroom learning such subject matter; or (4) toward meeting the high school graduation requirement upon the successful completion of coursework at an institution accredited by the Department 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.

(f) 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 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.

(g) A local or regional board of education may award a diploma to a veteran of World War II, pursuant to section 27-103, who left 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.

(h) On and after July 1, 2015, if a local or regional board of education implements "The Connecticut Plan: Academic and Personal Success for Every Middle and High School Student" in accordance with section 1 of this act, then students in high schools under the jurisdiction of such board shall be required to have satisfactorily completed: (1) The minimum number of credits under such plan; (2) specific core courses, such as algebra I, geometry and biology; (3) course requirements in the three academic clusters of (A) science, technology engineering and mathematics, (B) humanities, and (C) career and life skills; and (4) a capstone experience.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2009	New section
Sec. 2	July 1, 2009	New section
Sec. 3	July 1, 2009	10-221a

***Statement of Purpose:***

To provide for the phasing in of the voluntary implementation of "The Connecticut Plan: Academic and Personal Success for Every Middle and High School Student" adopted by the State Board of Education on October 2, 2008, which significantly changes the requirements for the awarding of high school diplomas.

***[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]***