

CTECS
PROMOTION and GRADUATION
REQUIREMENTS

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CTECS students must meet requirements in the following areas in order to earn a CTECS high school diploma: attendance, credits, courses, a senior summative assessment and Basic Skills requirements.

CTECS provides students with a dual education in academics and the trade area. Students must earn the required academic and trade graduation credit requirements in order to be awarded a high school diploma from CTECS.

FOR STUDENTS GRADUATING IN 2021 AND 2022:

CREDIT REQUIREMENTS FOR GRADUATION

Twenty-nine (29) credits are required for graduation and must include courses from the following content areas:

Career Technical Education (CTE) Program

CTE Exploratory Program – Grade 9*	3 credits
CTE Program – Grade 10	3 credits
CTE Program – Grade 11	3 credits
CTE Program – Grade 12	3 credits

Academics

English	4 credits
Social Studies (includes Civics)	3 credits
Mathematics	3 credits
Science	3 credits

Other Requirements

Physical Education	1 credit
Health Education*	1 credit
Electives	2 credits

A student must submit and meet criteria for a portfolio in their senior year. A senior portfolio is a requirement for graduation.

FOR STUDENTS GRADUATING IN 2023 AND AFTER:

CREDIT REQUIREMENTS FOR GRADUATION

Thirty-one credits (31) are required for graduation and must include courses from the following content areas:

Career Technical Education (CTE) Program

CTE Exploratory Program – Grade 9*	3 credits
CTE Program – Grade 10	3 credits
CTE Program – Grade 11	3 credits
CTE Program – Grade 12	3 credits

Academics

Humanities:

English	4 credits
Social Studies (includes Civics)	3 credits
Arts, music, other electives in English or Social Studies	2 credits

Science Technology Engineering and Mathematics:

Mathematics	3 credits
Science	3 credits
Trade Technology taken in CTE Program	3 credits (awarded in the Trade area above)

Other Requirements:

Physical Education and Wellness	1 credit
Health and Safety Education*	1 credit
World Language **	1 credit
Mastery-based diploma assessment/ senior portfolio	1 credit

*A student who transfers mid-year 9th grade or enters in 10th grade may be eligible for exemption from all or a portion of the Exploratory Program and Health Education credit requirement.

**Students who have successfully passed a world language in Middle School may meet the world language graduation requirement at CTECS if all curriculum and clock hour time in class requirements established by the Connecticut State Department of Education were met.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) ELIGIBILITY

If a student is interested in playing a college level sport after high school graduation, the student and parent/guardian should make an appointment with the student's school counselor as soon as possible in order to discuss registration with the NCAA, and the appropriate courses that must be taken at CTECS to meet initial-eligibility standards.

PROMOTION REQUIREMENTS

To achieve 10th grade status a student must earn 7.0 credits.

To achieve 11th grade status a student must earn 14.5 credits and receive a 60 or higher in the CTE Program. A student cannot be promoted to the next grade level with a failure in the CTE Program.

To achieve 12th grade status a student must earn 22.5 credits and receive a 60 or higher in the CTE Program. A student cannot be promoted to the next grade level with a failure in the CTE Program.

12th grade students must earn a minimum of 6.5 credits including 3 credits in the CTE Program - Grade 12, must participate in a senior summative assessment in the CTE Program and meet Basic Skills for Graduation requirements.

Successful completion of the CTECS CTE and academic courses is necessary each year to ensure that a student has the credits required for graduation. If students do not meet the minimum credit requirement as they move from grade to grade, they will have difficulty completing the CTECS program. In addition, a student must meet established courses prerequisites e.g. successful completion of Algebra I is a requirement for Algebra II.

If a student does not meet the minimum credit requirements for promotion, the student will need to make-up the deficiency through:

- Summer school, where available and when available. The cost of summer school is paid by the parent/guardian, unless eligibility requirements are met for a reduced cost or no cost.
- CTECS approved correspondence and online credit recovery courses. The cost of on-line credit recovery courses are paid by the parent/guardian unless eligibility requirements are met for a reduced cost or no cost.
- Repeat the grade, space permitting, after administrative review.
- Exit and enroll in their local district.

See exception below regarding math:

Please Note Exception: Across the district, a Mastery-based Learning Model for Mathematics is being implemented. Part of this model gives students opportunities to “master” the content of a course and this may require them to need more than one year to achieve this mastery. In cases when students do not complete a math course for credit under the Mastery-based Learning Model, students will not be “penalized” if this is the only course preventing promotion from one grade to the next. Schools may collaborate with the Math Consultant to make a decision that is not only fair to students, but in their best interest. Credit recovery is not an option for students enrolled in a Mastery-Based Learning Math course. If a student attends an outside facility to learn the needed math, the student still needs to pass all of our district’s assessments.

ON-LINE COURSEWORK FOR CREDIT

CTECS may grant credit toward meeting graduation requirements upon the successful completion of on-line coursework based upon the following guidelines:

- The workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting;
- The content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;
- 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;
- The program of instruction for such on-line coursework is planned, ongoing and systematic, and
- The courses are (a) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (b) 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.

BASIC SKILLS REQUIREMENT FOR GRADUATION; DISTRICT PERFORMANCE STANDARDS

LANGUAGE ARTS PERFORMANCE STANDARD

Students will demonstrate the ability to read, comprehend, and respond to complex literary and informational texts independently.

Options

Students have multiple opportunities over the course of their sophomore, junior and senior year to demonstrate their performance relative to the Language Arts performance standard. Students satisfy the district performance standards for the basic skills in language arts if they have:

Achieved a score of 430 or higher on the Evidence-Based Reading and Writing section of the Preliminary Scholastic Assessment/National Merit Scholarship Qualifying Test (PSAT/NMSQT); or

Achieved a score of 480 or higher on the Evidence-Based Reading and Writing section of the Scholastic Assessment Test (SAT); or-

Passed English 11, English 12 or full credit English elective course with a 70 or higher; or

Passed the basic skills assessment in English with a 70 or higher in 11th or 12th grade.

MATHEMATICS PERFORMANCE STANDARD

Students shall demonstrate the ability to solve multiple mathematic problems that require demonstration of basic math operations including fractions, decimals and percentages and the use of algebraic equations; and explain in writing how they arrived at each answer.

Options

Students have multiple opportunities over the course of their sophomore, junior and senior year to complete the mathematics performance standard. Students satisfy the district performance standards for basic skills in mathematics if they have:

Achieved a score of 430 or higher on the mathematics section of the Preliminary Scholastic Assessment/National Merit Scholarship Qualifying Test (PSAT/NMSQT); or

Achieved a score of 430 or higher on the mathematics section of the Scholastic Assessment Test (SAT),
or

Earned a third or fourth full credit of math with a final grade of 70 or above; or

Passed all four parts of the basics skills assessment in mathematics with a 70 or higher in 11th or 12th grade.

SCIENCE PERFORMANCE STANDARD

Students shall demonstrate the ability to use scientific inquiry skills to explore world life problems using the content of biology, physics, chemistry and earth science; evaluate the information for validity and reliability; and use that information to support a position on a contemporary scientific issue.

Options

Students have multiple opportunities over the course of their sophomore, junior and senior year to complete the performance standard. Students satisfy the district performance standards for basic skills in science if they have:

Achieved a score of proficiency on the NGSS Science Assessment (students graduating in 2020 and beyond), or

Passed any science elective course in grades 11 or 12 with a 70 or higher; or

Earned a grade of 70 or higher on a science basic skills assessment in 12th grade.

CAREER TECHNICAL EDUCATION (CTE) PERFORMANCE STANDARD

Students shall demonstrate the set of skills and competencies required to enter the career and technical field, be accepted in apprenticeships or pursue post-secondary technical studies as evidenced by their CTE portfolio.

Options

Students have multiple opportunities over the course of their junior and senior year to complete a CTE portfolio outlined in the Student Success Plan. The CTE portfolio includes a skills checklist, resume, academic and CTE accomplishment, certifications, credentials, awards, written responses and reflections.

LANGUAGE ARTS LABS GRADES NINE AND TEN

The Language Arts and Math labs will give students a grade independent of the English grade. Students taking the Language Arts Lab will credit value as follows:

.25 credit = 2 periods

.50 credit = 3 periods

.75 credit = 5 periods

The grades earned in the labs will count toward a student's GPA and honor roll. (If a student does not attain a 70 or better in the lab, then they are excluded from the honor roll.)

GUIDELINES FOR PARTICIPATION IN GRADUATION EXERCISES

A student must meet all of the requirements for graduation in order to earn a CTECS Career Technical and Academic diploma and participate in the graduation ceremony ('walk") at a Connecticut Technical Education and Career System school.

An exception may be made in special circumstances such as:

- A mistake has been made regarding credit distribution or promotion requirements;
- The student and parent/guardians have not been notified in a timely manner of deficiencies in graduation requirements.

- A decision relative to special circumstances and the granting of an exception is the responsibility of the principal in consultation with the Superintendent.
- A student granted an exception should be afforded the right to full participation in the graduation ceremony with his or her graduating class.

DUAL ENROLLMENT

Many CTECS schools offer Advanced Placement Courses, University of Connecticut Early College Experience (UConn ECE) Courses, and the College Career Pathways Program. Please Note: Dual Enrollment courses are not offered in every school location. See the [Program of Studies](#) for courses and descriptions. Please contact your school counseling department for student support and guidance in preparing students for participating in dual enrollment programs.

CLASS RANK

Ranking of students attending CTECS is in the process of determining the relative academic standing of students within a class. Class rank is cumulative and is computed yearly using the database stored in the Data Management System.

CTECS weights Advanced Placement (AP) and UCONN ECE courses when calculating class rank by multiplying the AP/UCONN ECE course grade by a factor of 1.3. Honor courses are weighed by a factor of 1.15. Class rank will be determined in the following manner:

The sum of course credits multiplied by grades received is divided by the total number of credits attempted. Advanced Placement/UCONN ECE courses grades are multiplied by a weighted factor of 1.3, then multiplied by course credit, and divided by total credits attempted. Honor course grades are multiplied by a weighted factor of 1.15, then multiplied by course credit and divided total credits attempted.

DETERMINATION OF VALEDICTORIAN AND SALUTATORIAN

The Valedictorian and Salutatorian shall be determined at the end of the third quarter marking period of senior year. The student's final rank is determined by a weighted cumulative average.

ALTERNATIVE EDUCATION PROGRAM (AEP) (FORMALLY HOMEBOUND INSTRUCTION)

An Alternative Education Program will be developed for students enrolled in grades nine through twelve when a student's medical condition will cause an absence of at least ten (10) consecutive school days, or when it is known in advance that the absence will exceed that time. To obtain this service, the student's parent/guardian should call the school and provide the necessary written documentation. Once approved, instruction is delivered in a variety of appropriate settings. Instruction is not able to be provided in the student's home.

HOMEWORK POLICY

Homework assignments are an integral part of student learning in both academic and career technical education (CTE) programs. Assignments should be appropriate in amount and degree of difficulty for the student's age, grade level, and ability. Homework assignments shall be used in course lesson planning, course objectives, and made available to students and parents. The purpose of a specific homework assignment is to strengthen basic skills, reinforce classroom and CTE learning, stimulate further interests, increase independent study skills, develop initiative, responsibility, and self-direction, stimulate worthwhile use of leisure time, and acquaint parents with the work students do in school.

It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home;

Homework should be an extension of the classroom or CTE lesson, be clearly understood by students, be well planned and meaningful. Homework should grow from classroom or CTE problems, projects, and concerns, and may vary in amount depending on the instructional material presented on a given day;

Homework shall be evaluated, corrected, and count for course credit. Every homework assignment must be properly corrected and/or evaluated in keeping with the purpose of the assignment. All homework assigned will be reflected in the student's grade, up to a maximum of 10%;

To the extent possible such corrections/evaluations shall be shared with the students involved in a timely fashion;

When a student's grade is being adversely affected by poor homework performance, the teacher shall communicate in writing, in a timely fashion, within two weeks, with parents/guardians concerning the problem;

Homework should not cause undue hardship on students. The student's age and out-of-school responsibilities must be considered when deciding upon length of any assignment;

The student must bear responsibility for managing his/her time in a way that homework can be completed and be submitted on time;

Assignments requiring research outside of the classroom or career technical education area and written reports are encouraged; and

Assignments should make use of a variety of skills.

HONORS: PLACEMENT CRITERIA FOR HONORS AND ADVANCED PLACEMENT¹ ACADEMIC COURSES

Honors and advanced placement courses provide students with more challenging and rigorous learning experiences. For this reason, careful consideration is given to the placement of a student into an honors or advanced placement course. Student placement into an honors level course for each academic area is based on the academic criteria provided below.

ENGLISH

The course materials in an English honors/advanced placement course are more complex in the following areas: text selection; length of reading assignments; writing assignment tasks; assessment types. For this reason, students in an honors/advanced placement course will be expected to do the following:

- Comprehend complex grade-level texts independently;
- Contribute thoughtful grade-level commentary to classroom discussion;
- Write to grade-level expectations, with attention to organization, detailed content, precise analysis, and standard writing conventions;
- Understand the fundamentals of the research process and execute research with minimal support from teacher; and
- Create and conduct presentations for classmates and take a lead role in classroom discussions.
- Have a habit of voluntarily reading, of completing all homework on time, and demonstrate a willingness to accept the challenge of honors/advanced placement work which expects a high degree of independence and responsibility.

Students seeking admission into an English honors/advanced placement course should meet at least 2 of the 3 following criteria:

- Reading on Grade Level: Students seeking to take an English honors/advanced placement course should be reading on the same grade level of the course they are seeking entry into as demonstrated through assessment e.g., STAR Reading Diagnostic Test. (Example: Students seeking entry to English 10 Honors, should be reading on a 10th grade reading level at the time of scheduling the course)
- Current grade in English course: If student is currently in an English honors course, he/she should have an earned 85% average at the time of scheduling. If student is currently in a core level English course, he/she should have an earned 90% at the time of scheduling.^[1]
- Teacher Recommendation: When recommending students, teachers should take into consideration the above bulleted items.

MATH

Students who are looking to attend highly competitive colleges should consider honors level math course work. Honors math courses differ from the core curriculum both in the number of topics assessed and the complexity or depth to which topics are expected to be learned. To that end, the number of topics in a typical honors level math course is twice as many as those in core courses. Additionally, the assessment item types in an honors math course are more complex and difficult.

Student performance determines placement in an honors level math course. Incoming 9th grade students are pre-assessed using the ALEKS program. If they show mastery in 100 or more topics, they can be considered for honors.

The chart below illustrates four possible pathways for meeting the graduation requirement and readiness for career and college.

Minimum for Graduation	Career Pathway	College-preparation Pathway	More Competitive College-preparation
3 Credits	3 or 4-Credits	4 or more Credits	4 or more Credits
Pre-Algebra	Algebra I	Algebra I	Honors Algebra I
Algebra I*	Algebra II	Algebra II	Honors Algebra II
Geometry*		Geometry	Honors Geometry

<u>One of the following math electives</u> Business Math with Algebra Math Application I	<u>One of the following math electives</u> Geometry Statistics Trigonometry	<u>One of the following math electives</u> Advanced Algebra Statistics Trigonometry	<u>One of the following math electives</u> Honors Pre-Calculus Honors Statistics Honors Trigonometry
<p><i>Note: Students who follow the minimum graduation pathway must take Algebra I and Geometry as part of their three credits towards graduation.</i></p>			

Additionally, with the implementation and expiration of the Mastery-Based Learning Model for Mathematics, flexibility is part of the design. Simply put, students on every grade level can easily move from core to honors by showing effort and achievement as measured by performance on assessments within each course. It should be noted that performance rates to earn credit in Math are set at 70% for Core Course and 80% for Honors courses.

SCIENCE

Grade 9 Honors General Science: Students entering Grade 9 Honors General Science should have experience in Algebra I, or (where applicable) performed high level in an ALEKS pretest in Algebra I, and received an 85 or higher in grade 8 science.

Grade 8 students arriving to us may have little academic experience in science. The mathematical component and advanced science terminologies in an honors program may be challenging. Thus, performance in math is the criteria used when determining placement into Honors General Science.

Grade 10 Honors Biology 1 (or Honors Life Science): Successful completion of Algebra 1 and a grade of A or B in Honors General Science 9.

Grade 11 or Grade 12 Honors Physics/UCONN ECE: Successful completion of Algebra 2 with a grade of 85 or higher and a grade of 85 or higher in the science course taken in the previous year.

Grade 11 or 12 Honors Chemistry: Successful completion of Algebra 2 with a grade of 85 or higher and a grade of 85 or higher in the science course taken in the previous year.

SOCIAL STUDIES

The course materials in a social studies honors/advanced placement course is more rigorous in the following areas: text selection; length of reading assignments; writing assignment prompts; assessment types. For this reason, students in an honors/advanced placement course will be expected to do the following:

- Comprehend complex grade-level texts independently;
- Contribute thoughtful grade-level commentary to classroom discussion;
- Write to grade-level expectations, with attention to organization, detailed content, precise analysis, and writing conventions;

- Understand the fundamentals of the research process and execute research with minimal support from teacher; and
- Create and conduct presentations for classmates and take a lead role in classroom discussions.

Students seeking admission into a social studies honors/advanced placement course should meet at least 2 of the 3 following criteria:

- Reading on Grade Level: Students seeking to take a social studies honors/advanced placement course should be reading on the same grade level as the course they are seeking entry into as demonstrated by the STAR Reading Diagnostic Test. (Example: Students seeking entry to American Government/ Civics Honors (10th), should be reading on a 10th grade reading level at the time of scheduling the course.)
- Current grade in social studies courses: If student is currently in a social studies honors course, he/she should have an earned 85% or higher at the time of scheduling. If student is currently in a core level social studies course, he/she should have an earned 90% or higher at the time of scheduling.
- Teacher Recommendation: When recommending students, teachers should take into consideration the above bulleted items.

HONOR ROLL

An Honor Roll is published at the end of each marking period. An 80 grade point average or better in a given term will place a student on the honor roll, provided that there is no grade lower than 70 in any course. An incomplete grade eliminates a student from consideration until the grade has been completed. A grade point average of 90 or better will place the student on the high honor roll. Multiplying student grades by course credit value and dividing the sum of products by the total number of credits calculate the grade point average.

INCOMPLETE GRADES

A grade of incomplete will be given when a student has an extended absence or an absence near the end of the marking period. Make-up work should be started immediately to secure credit for the marking period.

TRANSFER/WITHDRAWAL FROM SCHOOL

When a student transfers to another school or when a student withdraws from school, the student must contact the school counseling office to obtain a transfer/withdrawal form that must be signed by all the student's teachers, the librarian, the school nurse, and the student's counselor. An exit interview form will be completed by the student and the student's counselor indicating the reasons for withdrawal. The exit interview form must be signed by the student, the student's counselor and the student's parent/guardian.

TRANSFER BETWEEN CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM SCHOOLS

Transfer of currently enrolled students from one CTECS school to another in the same career pathway program area is automatic, regardless of the career pathway availability, if the student is in good standing and there is a change of legal residence.

A change of legal residence means that the student has moved from one feeder district to another.

If the receiving school does not provide the same career pathway program, the receiving school will make efforts to place the student in the career pathway of his/her choice or will place the student in a career pathway where there is most transferability of skills already developed. The scheduling of additional instructional time may be necessary to complete career pathway requirements.

Transfer for currently enrolled students who have not changed their residence is possible if:

- Space is available in the career pathway;
- Transfer can be implemented prior to October 1 of the current year; and
- Principals of both schools are in agreement.

The Superintendent may transfer students between Connecticut Technical Education and Career System schools at any time if appropriate reasons are provided.