

Instruction

Challenging Curriculum - Advanced Courses

The CREC Council's goal is to create a culture of academic excellence through a commitment to nurture potential and challenge all students and to address the needs of learners equitably across all populations.

CREC Magnet Schools are theme-aligned, college and career preparatory, and inclusive learning environments. Through high-quality instruction, a challenging curriculum, professional learning with staff, family and community engagement, and the development of student-centered success plans, schools will support students' academic and career goals and provide equitable access to advanced coursework.

Academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. All students will be provided an opportunity to participate in a rigorous and academically challenging curriculum, and are encouraged 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 both dual and concurrent enrollment classes through college and university partners.

Student interest, potential, perseverance, and access to advanced course and enrichment opportunities will be communicated to all stakeholders in clear and comprehensive ways. Course selection and academic planning will be an inclusive process that is supported by individualized counseling, and ongoing and accessible conversations with staff and families. School counselors will support students and families with a strengths-based approach to course enrollment by reviewing the resources that are available for students to be successful in advanced coursework, and will inform students and families about the financial and intrapersonal benefits of pursuing advanced coursework.

Beginning in grade six, each student will develop a student success plan which will include the student's career and academic choices in grades six to twelve, inclusive. Such plan will be reviewed and updates as necessary, but at least annually, and must:

- provide evidence of career exploration in each grade, including, but not limited to, careers and academic choices in manufacturing, computer science, science, technology, engineering and mathematics;
- be created in collaboration with the student and the parent/guardian of such student and with the advice and recommendations of school personnel;
- to the extent it does not conflict with the career choices of the student or parent/ guardian, include an academic plan consistent with this policy. Such plan shall be designed to enroll the student in one or more advanced course or programs, including the Technical Education and Career System, and allow the student to earn college credit or result in

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career readiness; align with the courses or programs offered by CREC; and align with the high school graduation requirements.

Beginning in the middle school years, students will be counseled on opportunities for beginning postsecondary education prior to high school graduation, such as through Advanced Placement, International Baccalaureate, or college-level courses for degree credit. Students will be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit whenever possible. Middle schools may offer advanced academic classes in specific content areas.

High schools will identify one or more signature classes to a standard course of study that takes place in the 10th or 11th grade. The course should be a high-level, theme-aligned, yearlong and International Baccalaureate, Advanced Placement, College and Career Pathways, or Early College Experience, and will serve as an opportunity for students to see themselves as both college and career ready. The goal is for the course to become a gateway to additional advanced course offerings in the 11th and 12th grade that will increase exposure to college-level work and support successful transitions to post-secondary offerings.

cf. 6146 - Graduation Requirements
6172 - Gifted and Talented Students

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies, and procedures

10-221a High school graduation requirements. Student support and remedial services. Student success plans, as amended by P.A. 24-45, An Act Concerning Education Mandate Relief, School Discipline, and Disconnected Youth.

10-221r Advanced placement course program. Guidelines.

P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes relating to Education and Workforce Development

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