

**Curriculum Subcommittee Meeting
Wednesday, December 1, 2021 5:30 PM
Central Services**

I. Public Comment

II. Assistant Superintendent's Report

Attachments:

December 2021 Monthly Report 2

III. Policies

Attachments:

Policy Revisions Packet 3

Rationale:

- Policy 3542.43 - Food Service
- Policy 4118.11/4218.11 - Personnel Nondiscrimination
- Policy 4212.42 - Drug and Alcohol Testing for School Bus Drivers

IV. Discussion of Graduation Requirements Policy

Attachments:

Granby 6146 - Graduation Requirements (Revised Feb. 2019) 16

V. New Courses

Attachments:

Course Revision Request Form - Advanced Communications Technology and Broadcasting 31

Black and Latino Studies Course Proposal Request Form.docx 33

Integrated Algebra - new course proposal 36

Wellness III and IV - Course Revision 39

Rationale:

- Advanced Communications Technology and Broadcasting
- Black and Latino Studies
- Integrated Algebra
- Wellness III and IV

VI. Other



ASSISTANT SUPERINTENDENT'S MONTHLY REPORT – DECEMBER 2021

Student Learning and Achievement	<ul style="list-style-type: none"> ● Met with Granby Memorial Middle School World Language Department to develop a communication plan for current fifth graders choosing a middle school world language ● Developed plan for Strings Instruction in 2022-23 ● Began discussions for planning Summer Programming for 2022 ● Continued discussions with Administrative Team as to how to carry topics from professional development into daily practice at the schools
Community Engagement	<ul style="list-style-type: none"> ● Communicated out regarding the “Screen and Stay” option with the community and transitioned weekly COVID communications to the district dashboard as well as school based case notification to the building principals ● Supported the FVHD in communicating and planning vaccine clinics for the 5-11 population ● Attended a meeting with architects to finalize plans for the GEF sponsored TV Broadcast Studio
Safety and Social Emotional Well-Being	<ul style="list-style-type: none"> ● Collaborated with Justine Ginsberg from FVHD on scheduling Mental Health First Aid training for the community in February ● Continued meeting with FVHD and CSDE and DPH around monitoring the COVID-19 pandemic impact on education
Budget Development and Fiscal Management	<ul style="list-style-type: none"> ● Submitted the Perkins Grant ● Continued crafting a budget to support 2021-22 curriculum initiatives and met with all administrators around identified priorities
Embracing Diversity	<ul style="list-style-type: none"> ● Worked with High School and Middle School to discuss the best way to incorporate the BRIDGES program into student life ● Attended a meeting with the Granby Racial Reconciliation Team to coordinate efforts
Professional Learning	<ul style="list-style-type: none"> ● Completed goal setting meetings with staff and began observations ● Participated in an 8th grade planning meeting for IM Math with the CREC consultant and a 3rd grade planning session for the upcoming Mysteries unit with the Teachers College consultant

Current Policy

**Policy
3542.43(a)**

Business/Non-Instructional Operations

Food Service

Charging Policy

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's Food Services program, that will enhance learning. The school nutrition program is an essential part of the education system.

The District has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The District also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The District realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Business/Non-Instructional Operations

Food Service

Charging Policy

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Proposed Policy

**Policy
3542.43(a)**

Business/Non-Instructional Operations

Food Service

Charging Policy

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's Food Services program, that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

The District has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The District also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The District realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

The District prohibits the public identification or shaming of a child/student for any unpaid charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student,
- Designating a specific meal option for such student or otherwise taking any disciplinary may exclude a la carte items, for any school breakfast, lunch or other feeding.

In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

Business/Non-Instructional Operations

Food Service

Charging Policy (continued)

Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Food Services Manager/Director and/or the applicable school Principal for assistance. The District encourages all families who may have a child eligible for free or reduced price lunch to apply.

The District uses an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low-balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals up to an amount not to exceed the cost of thirty (30) meals. A-la-carte items shall not be charged. Negative balance status can be avoided by making a payment in the form of cash, check, or by credit card to an automated prepayment system.

Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.

All charges must be paid in 10 days and/or an application for free and reduced meals should be submitted.

The Board may accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.

Definitions

"Delinquent Debt" are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

"Bad Debt" are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food services account, but must be restored using nonfederal funds.

Business/Non-Instructional Operations

Food Service

Charging Policy (continued)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.
State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

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- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Policy Adopted:

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**

Personnel – Certified/Non-Certified

Nondiscrimination

The Granby Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, veteran status, ancestry, genetic information, or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Granby Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, ancestry, genetic information, or gender identity or expression is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, ancestry, genetic information, or gender identity or expression.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Personnel – Certified/Non-Certified (Cont'd)

Nondiscrimination

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42
USC 2000ff; 34 CFR 1635
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
Connecticut Fair Employment Practices Act, Connecticut General Statutes §46a-60
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation:
Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.
(as amended by PA 17-127)

Policy adopted: January 23, 2013
Policy revised: December 19, 2018

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

Proposed Policy

**Policy
4118.11(a)/
4218.11(a)**

Personnel – Certified/Non-Certified

Nondiscrimination

It is the intent of the District to provide a fair employment setting for all persons and to comply with state and federal law. The conditions or privileges of employment in the school district, including the wages, hours, terms and benefits, shall be applied without regard to race, color, religion, age, veteran status, genetic information, marital status, national origin, sex, sexual orientation, gender identity or expression, ancestry, present or past history of mental disorder, or disability (including pregnancy), except in the case of a bonafide occupational qualification.

“Race” is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

The District shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training and other terms, conditions and privileges of employment.

The District shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The District shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

Further, the District shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the District.

Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability of the enforcement and application of this policy, should contact the District’s ADA/Section 504 Coordinator. The District’s coordinator is Angela Ehrenwerth, Director of Pupil Services.

(cf. 0521 – Nondiscrimination)

(cf. 4000.1/5145.44 – Title IX)

(cf. 4111 – Recruitment and Selection)

(cf. 4118.112/4218.112 – Sex Discrimination and Sexual Harassment in the Workplace)

(cf. 4118.14/4218.14 – Disabilities)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harrasment)

**Policy
4118.11(b)/
4218.11(b)**

Personnel – Certified/Non-Certified (Cont'd)

Nondiscrimination

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42
USC 2000ff; 34 CFR 1635
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
Connecticut Fair Employment Practices Act, Connecticut General Statutes §46a-60
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation:
Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.
(as amended by PA 17-127)

Policy adopted: January 23, 2013
Policy revised:

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

Current Policy

**Policy
4212.42**

Personnel -- Non-Certified

Drug and Alcohol Testing for School Bus Drivers

The Granby Public School district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA) and C.G.S.14-276a and any other applicable state statutes pertaining to pre-employment and random drug testing of school bus drivers. The District shall adhere to federal and state law and regulations requiring a school bus driver's drug and alcohol testing program.

Contracts for transportation approved by this District shall contain assurance that the contractor will establish a drug and alcohol-testing program that meets the requirements of federal regulations, state statutes and this policy and will actively enforce the regulations of this policy as well as federal and state requirements.

This policy applies to all drivers and applicants for driver positions for the District who must have a Commercial Drivers License (CDL) to operate school vehicles.

Legal Reference: United States Code, Title 49

2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)

Code of Federal Regulations, Title 49

40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs

382 Controlled Substance and Alcohol Use and Testing

395 Hours of Service Drivers

Holiday v. City of Modesto (1991) 229 Cal. App. 3d. 528, 540

International Brotherhood of Teamsters v. Department of Transportation

932 F. 2d 1292 (1991)

American Trucking Association, Inc. v. Federal Highway Administration, (1995) WL 136022 (4th circuit)

Personnel -- Non-Certified

Drug and Alcohol Testing For School Bus Drivers

Connecticut General Statutes

14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics and forklift operators

14-276a Regulations re school bus operators and operators of student transportation vehicles; qualifications; training. Pre-employment drug test required for operators

Policy adopted: October 6, 2010

GRANBY PUBLIC SCHOOLS
Granby, CT

Proposed Policy

**Policy
4212.42 (a)**

Personnel -- Non-Certified

Drug and Alcohol Testing for School Bus Drivers

Contracts for transportation approved by this District shall contain assurance that the contractor will establish a drug and alcohol testing program that meets the requirements of federal regulations.

In addition, the District expects its school transportation contractor to train all school bus drivers, with instruction pertaining to the identification, the signs and symptoms of anaphylaxis, and in the administration of epinephrine by a cartridge injector (“EpiPen”), the notification of emergency personnel, and the reporting of an incident involving a student’s life-threatening allergic reaction. Such training, shall occur following the issuance or renewal of an endorsement to operate a school bus for carrier employees, and upon the hiring of a school bus driver, except a driver who received the training after the most recent issuance or renewal of his or her endorsement is not required to repeat it.

Prior to employment of bus drivers, the District expects its school transportation carrier to conduct a full query of the Federal Motor Carrier Safety Administration’s Drug and Alcohol Clearinghouse (Clearinghouse) to obtain information about the driver’s eligibility under federal rules to perform a safety-sensitive function. The District/school transportation carrier will also contact prior employers where the applicant was a CDL driver for information to determine the driver’s eligibility to perform safety-sensitive functions. (Prior employers’ inquiries will continue until January 2023.)

The school transportation carrier will also utilize the Clearinghouse for current CDL drivers who are employees on at least an annual basis. Required personal information that is collected and maintained in connection with the testing program shall also be reported, as required, to the Clearinghouse.

Legal Reference: United States Code, Title 49

2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)

Code of Federal Regulations, Title 49

40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs

382 Controlled Substance and Alcohol Use and Testing

Personnel -- Non-Certified

Drug and Alcohol Testing For School Bus Drivers

395 Hours of Service Drivers

Holiday v. City of Modesto (1991) 229 Cal. App. 3d. 528, 540

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American Trucking Association, Inc. v. Federal Highway Administration,
(1995) WL 136022 (4th circuit)

Connecticut General Statutes

14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics
and forklift operators

14-276a Regulations re school bus operators and operators of student
transportation vehicles; qualifications; training. Pre-employment drug test
required for operators

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, CT

Instruction

Graduation Requirements

Graduation from our public schools implies (1) that students satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual schoolwork are completed.

The Board of Education, in establishing a graduation date, may establish for any school year a firm graduation date for students in grade twelve which is no earlier than the one-hundred-eighty fifth day in the Board's adopted school calendar. After April first in any school year the Board may establish a firm graduation date for the school year which, at the time of such establishment provides for at least 180 days of school.

The principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our schools as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant graduation according to the terms of paragraph #1 above.

The Board of Education, in recognition of its responsibility for the education of all youths in the school system, including those who do not successfully complete the assessment criteria above, and those who drop out of school, shall make available to all the school district's youths alternative programs for meeting standards that will enable them to acquire a high school or vocational school diploma.

The Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes.

Graduation Requirements

The Board of Education shall award a high school diploma to any person who (1) 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, (2) did not receive a diploma as a consequence of such work, and (3) has been a resident of the state for at least fifty (50) consecutive years.

Students graduating in the years 2016-2020

For students graduating in the years 2016-2020, diplomas shall be awarded to students who are enrolled in the regular program and who have earned a minimum of 21 credits. Satisfaction of each of the requirements listed below is necessary for graduation from Granby Memorial High School:

8 Credits in Humanities:

- Four (4) credits in English. The 4 credits must include an English course every semester. Freshman, Sophomore, and Junior English courses are yearlong courses.
- Three and a half (3 ½) credits in Social Studies. This must include one (1) credit in United States/American History, one half (1/2) credit in Civics and one (1) credit each in Big History and World Civilizations 10, or comparable courses that fill these requirements.
- Half (1/2) credit in Fine Arts. Courses in Art, and Music will satisfy this requirement. Techniques of Theater or Improvisation may satisfy the Fine Arts requirement, but cannot be used to satisfy both an English and Fine Arts requirement.

5 Credits in Science, and Mathematics:

- Three (3) credits in Math.
- Two (2) credits in Science. One (1) credit in the life science of Biology is required.

2 1/2 Credits in Career and Life Skills, including not fewer than:

- One (1) credit in Physical Education. One-quarter (1/4) credit at each grade level each year.
- Half (1/2) credit in Health. Students are required to complete a total of one-half credit course during their ninth and tenth grade years.
- Half (1/2) credit in Personal Financial Management. This can be fulfilled by a half (½) credit in Economics.
- Half (1/2) credit Applied Arts. Life Management and Technology Education will satisfy this requirement.

One (1) credit in World Language

One (1) credit in Senior Demonstration Capstone Project (Starts with the class of 2017.)

Policy 6146(c)

Three and a half (3 ½) credits in Electives (The class of 2016 is required to take 4 ½ credits or more of Electives.)

Electives may be completed through alternative learning activities as well as through regular high school courses. Students may apply for up to ½ credit per year for alternative learning activities approved in advance by high school administration. A total of one credit can be earned through the alternative credit option over the course of a high school student's career. Grades are not issued for the Alternative Credit Option and the additional credit does not impact on grade point average.

15 hours of Community Service

Fifteen hours of community service in an approved program is required for graduation. Suggestions and recommendations for various programs and placements are available in the guidance office. Official documentation and a reflection paper must be submitted to high school administration upon completion of the community service. It is recommended that community service be completed during the tenth grade year. The SDE will grant a community service recognition award if a student earns at least 50 hours of community service and meets statutory criteria to earn one-half credit toward graduation.

Accredited College Courses

Students may apply for up to one credit per semester for courses completed at accredited colleges and universities. Courses must be approved in advance by high school administration. Grades will not be used in calculating grade point averages. Tuition costs will not be covered by the Granby Public Schools.

TOTAL: 21 credits

Students graduating in the year 2021 and 2022

Commencing with the graduating class of 2021, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of 25 credit hours, including not fewer than:

9 Credits in Humanities:

- Four (4) credits in English, including composition
- Three (3) credits in Social Studies, including at least one (1) credit in United States\American History and a half (1/2) credit in Civics One (1) credit in Fine Arts
- One (1) credit in a Humanities elective

Graduation Requirements

8 Credits in Science, Technology, Engineering and Mathematics

- Four (4) credits in Math – including Algebra I, Geometry, Algebra II or Probability and Statistics
- Three (3) credits in Science – including at least one (1) credit in Life Science and at least one (1) credit in Physical Science
- One (1) credit in Science, Technology, Engineering, and Mathematics elective

3 ½ Credits in Career and Life Skills, including not fewer than:

- One (1) credit in Physical Education
- One-half (1/2) credit in Health and Safety Education
- One-half (1/2) credit in Personal Finance or Economics
- One and one-half (1 ½) credits in Career and Life Skills electives, such as School to Career, Technology, Food and Nutrition, Applied Arts, Accounting, Community Service

2 Credits in World Languages

1.5 Credits in electives

1 Credit in Senior Demonstration Capstone Project

End of the school year examinations for the following courses: (A) Algebra 1, (B) Geometry, (C) Biology, (D) United States\American History, and (E) Grade Ten English.

15 hours of Community Service

Fifteen hours of community service in an approved program is required for graduation. Suggestions and recommendations for various programs and placements are available in the guidance office. Official documentation and a reflection paper must be submitted to high school administration upon completion of the community service. It is recommended that community service be completed during the tenth grade year. The SDE will grant a community service recognition award if a student earns at least 50 hours of community service and meets statutory criteria to earn one-half credit toward graduation.

Total: 25 credits

Graduation Requirements

Students graduation in the years 2023 and beyond

Commencing with the graduating class of 2023, in order to graduate and be granted a diploma, students must satisfactorily complete a minimum of 24 credit hours, including not fewer than:

9 Credits in Humanities

- Four (4) credits in English, including composition
- Three (3) credits in Social Studies
- One half (.5) credit in Civics
- One (1) credit in Fine Arts
- One half (.5) Humanities elective

9 Credits in STEM

- Four (4) credits in Math
- Three (3) credits in Science (including (1) life science and (1) physical science)
- One half (.5) credit in Personal Finance
- One and one half (1.5) credits STEM elective
- One half (0.5) credit in Technology

2 Credits in World Language

1 Credit Capstone

2 Credits Wellness (including one (1) physical education, and one (1) health and safety education)

2 Credits Electives

15 Hours of Community Service

Fifteen hours of community service in an approved program is required for graduation. Suggestions and recommendations for various programs and placements are available in the guidance office. Official documentation and a reflection paper must be submitted to high school administration upon completion of the community service. It is recommended that community service be completed during the tenth grade year. The SDE will grant a community service recognition award if a student earns at least 50 hours of community service and meets statutory criteria to earn one-half credit toward graduation.

Policy 6146(f)

Students receiving special education who do not successfully complete a prescribed program shall be granted a certificate of attendance at the completion of the school year following their 21st birthday.

Students meeting these requirements and wishing to graduate at the end of any semester other than their second semester in the twelfth grade may do so after submitting a letter of request to the high school.

Students receiving special education as dictated by statute may have modifications made to graduation requirements by the high school special education team and approved by the principal.

In addition, beginning with the graduating class of 2021, the Board of Education will 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, previously listed or end of school year examinations, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but are not 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 (3.) Allowing those students whose individualized education plans state that such student is eligible for an alternative assessment as determined by the Planning and Placement Team (PPT) to demonstrate competency on any of the five core courses through success on such alternate assessment.

The fulfillment of the mandated two credit foreign language requirement, beginning with the class of 2021, can include a single credit for two years of middle school world language if the objectives achieved are substantially the same or greater than those achieved in an equivalent ninth grade world language course, or an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider.

A single credit may be earned toward high school graduation for seventh and eighth grade mathematics, if the objectives achieved are substantially the same or greater than those achieved in an equivalent ninth grade mathematics course.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must be approved by the guidance department.

Policy

Graduation Requirements

Per statute (C.G.S. 10-221a(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.

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 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.

Academic Advancement Program

The Board of Education permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing national examination, as determined by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education shall issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

The Board of Education, beginning in the 2015-2016 school year, and each school year thereafter, shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

(cf. 5121 – Examination/Grading/Rating)

(cf. 6111 – School Calendar)

(cf. 6146.2 – Statewide Proficiency/Mastery Examinations)

(cf. 6172.6 – Virtual/On-line Courses)

Graduation Requirements

Legal Reference: Connecticut General Statutes
10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)
10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results.
10-16(l) Graduation exercises. (As amended by P.A. 96-108, An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates)
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, P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses and Other Subject Areas, P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 11-135, An Act Concerning Implementation Dates for Secondary School Reform, P.A. 13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes and P.A. 13-247, Budget Implementer Bill.)
10-233(a) Promotion and graduation policies. (as amended by PA 01-166)
P.A. 13-108, An Act Unleashing Innovation in Connecticut Schools.
P.A. 13-247, An Act Implementing Provisions of the State Budget
P.A. 15-237, An Act Concerning High School Graduation

Policy adopted: 9/97 revised 6/01

GRANBY PUBLIC SCHOOLS

**Revisions adopted: 6/20/07
11/5/14
4/20/16
2/20/19**

Granby, CT

**ADMINISTRATIVE REGULATIONS
6146(a)**

Graduation Requirements

Minimum Course Requirements

- Students must select a minimum of six (6) credits each academic year. For the class of 2021 and beyond, 6.25 credits per year are required. However, we strongly encourage many students to elect additional credits.
- Students must enroll in at least one (1) credit of English each academic year.
- Students must select United States\American History in either the Junior or Senior year. Students are encouraged to enroll in the course during their Junior year.
- The regulations and requirements are intended to be used as a general policy. In some cases, a requirement or regulation may be waived by the principal if there is a conflict between requirements and a student's planned vocational program.

Early Graduation

A student may graduate early from high school provided that they obtain the following: 1.) permission from the principal 2.) successful acquisition of graduation credits, and, 3.) successful completion of all Performance Standards.

Alternative Courses of Study

Credit toward graduation shall be earned by successfully completing Board approved courses, but the high school principal shall be empowered to give such credit for alternatives which meet the objectives of standard courses. Primary alternatives shall be independent study, work or field experience, testing out of courses and courses for credit at other institutions. Such alternatives shall be established and shall be of approximately equivalent time, effort and expected educational growth to traditional courses. It shall be the responsibility of the high school principal to ensure that each student maintains a balanced and educationally sound program.

A single credit may be earned toward high school graduation for two years of middle school world language if the objectives achieved are substantially the same or greater than those achieved in an equivalent ninth grade world language course.

A single credit may be earned toward high school graduation for seventh and eighth grade mathematics, if the objectives achieved are substantially the same or greater than those achieved in an equivalent ninth grade mathematics course.

**ADMINISTRATIVE REGULATIONS
6146(b)**

Graduation Requirements

Certificates and Diplomas

Certification of promotion shall be awarded to students who successfully complete middle school. Diplomas shall be awarded to seniors who successfully meet these graduation requirements.

Withdrawn Credits Due to Poor Attendance

Regular attendance at high school classes is critical to the learning process and essential to the self-development of students. The high school principal shall establish a fair system of withholding graduation credits for excessive absence from courses.

Performance Standards

These performance standards must be met in addition to participation in state mandated assessments and other graduation requirements.

Literacy

Students will evidence proficiency and fluency in reading and writing.	
Students graduating 2016	Students graduating 2017-2020
<p>Each graduate must satisfactorily complete the district's performance standard in literacy through one of the following criteria:</p> <p>I. Reach performance level of 3 or higher on SBAC literacy section of test</p> <p>II. Achieve a minimum score 50 or higher on the PSAT, or a score of 500 or higher on the SAT Critical Reading test, or at or above the national mean on the ACT (English), or at or above the national mean on the SAT Subject test (Literature), or</p> <p>III. Participate in a skills-based program in the junior or senior year and obtain a passing score on a departmental writing performance assessment</p>	<p>Each graduate must satisfactorily complete the district's performance standard in literacy through one of the following criteria:</p> <p>I. Achieve a score at or above the national mean on the PSAT Critical Reading/Evidence-Based Reading and Writing, or a score at or above the national mean on the SAT Critical Reading/Evidence-Based Reading and Writing, or at or above the national mean on the ACT (English), or at or above the national mean on the SAT Subject test (Literature), or</p> <p>II. Participate in a skills based program in the junior or senior year and obtain a passing score on a departmental writing performance assessment</p>
Students graduating 2021 and beyond	
<p>Each graduate must satisfactorily complete the State Department of Education (SDE) end of year examination in Grade 10 English and demonstrate completion of the district's performance standard in literacy through one of the following criteria:</p> <p>I. Achieve a score at or above the national mean on the PSAT Evidence-Based Reading and Writing, or a score at or above the national mean on the SAT Evidence-Based Reading and Writing, or at or above the national mean on the ACT (English), or at or above the national mean on the SAT Subject test (Literature), or</p> <p>II. Participate in a skills based program in the junior or senior year and obtain a passing score on a departmental writing performance assessment</p>	

**ADMINISTRATIVE REGULATIONS
6146(c)**

Numeracy

Students graduating 2016	Students graduation 2017-2020
<p>Each graduate must satisfactorily complete the district's performance standard in mathematics through one of the following criteria:</p> <p>I. Reach performance level of 3 or higher on the SBAC mathematics section of the test II. Achieve a minimum score of 50 on the PSAT, or 500 or higher on the SAT (Mathematics), or at least the national mean on the ACT (Math), or at least the national mean on the SAT Subject test (Math Level 1C or Math Level 2C), or III. Participate in a skills based program in the junior or senior year and obtain a passing score on a departmental Mathematics assessment.</p>	<p>Each graduate must satisfactorily complete the district's performance standard in mathematics through one of the following criteria:</p> <p>I. Achieve a score at or above the national mean on the PSAT Mathematics, or a score at or above the national mean on the SAT Mathematics, or at or above the national mean on the ACT (Math), or at or above the national mean on the SAT Subject test (Mathematics Level 1 or Level 2), or II. Participate in a skills based program in the junior or senior year and obtain a passing score on a departmental Mathematics assessment.</p>
<p>Students graduating 2021 and beyond</p>	
<p>Each graduate must satisfactorily complete the SDE end of year examination in Algebra 1 and Geometry and demonstrate completion of the district's performance standard in numeracy through one of the following criteria:</p> <p>I. Achieve a score at or above the national mean on the PSAT Mathematics, or a score at or above the national mean on the SAT Mathematics, or at or above the national mean on the ACT (Math), or at or above the national mean on the SAT Subject test (Mathematics Level 1 or Level 2), or II. Participate in a skills based program in the junior or senior year and obtain a passing score on a departmental Mathematics assessment.</p>	

**ADMINISTRATIVE REGULATIONS
6146(d)**

Graduation Requirements

Science

Students graduating in 2016-2020	Students graduating in 2021 and beyond
<p>Each graduate must demonstrate completion of the district's performance standard in science through one of the following criteria:</p> <ul style="list-style-type: none">I. CAPT score in bands of 3 or higher in <i>Science</i>.II. Achieve above the National average score on any scientific SAT Subject test.III. Participate in a skills based program in the junior or senior year and obtain a passing score on a departmental <i>Science</i> assessment.	<p>Each graduate must satisfactorily complete the SDE end of year examination in biology and demonstrate completion of the district's performance standard in science through one of the following criteria:</p> <ul style="list-style-type: none">I. CAPT score in bands of 3 or higher in <i>Science</i>.II. Achieve above the National average score on any scientific SAT Subject test.III. Participate in a skills based program in the junior or senior year and obtain a passing score on a departmental <i>Science</i> assessment.

Technology

Students will identify capabilities and limitations of contemporary and emerging technology resources and be able to apply and manipulate these systems and services to address personal, lifelong learning and workplace needs.

Each graduate must demonstrate completion of the district's performance standard in technology through one of the following criteria:

- I. Obtain one-half credit in a *Technology* course.
- II. Achieve goal on a *Technology Performance Based Task*.

Graduation Requirements

Community Service

Students will evidence the ability to be a contributing member of the local community.

Each graduate must demonstrate completion of the district's performance standard in community service by meeting the following criteria:

- I. Satisfactory completion of 15 hours of community service.

The Arts

Students will create, perform and respond with evidence of understanding of one or more art forms.

Each graduate must demonstrate completion of the district's performance standard in the arts through one of the following criteria:

- I. Obtain one-half credit in Music, Chorus, Band or Art classes.
- II. Successful completion of a departmental sanctioned learning activity in the visual or performing arts.

Health and Wellness

Students will exhibit evidence that promotes lifelong health and physical fitness.

Each graduate must demonstrate completion of the district's performance standard in health and wellness through meeting all of the following criteria:

- I. Achieve a passing score on the tenth grade physical fitness test or develop a personal physical fitness plan.
- II. Develop a *Personal Wellness Plan*.

Completion of a Health Prevention Based Project

Graduation Requirements

Global Awareness

Students will evidence knowledge of diverse cultures and world issues.

Students graduating through 2020	Students graduating in 2021 and beyond
<p>Each graduate must demonstrate completion of the district’s performance standard in Global Awareness through <u>all</u> of the following criteria:</p> <ol style="list-style-type: none"> I. Obtain one full credit in <i>World Languages</i>. II. Obtain passing grades in Big History 9, <i>Civics</i>, and <i>World Civilizations 10</i>, or comparable courses that fill these requirements. 	<p>Each graduate must satisfactorily complete the SDE end of year examination in United States\American History and demonstrate completion of the district’s performance standard in Global Awareness through both <u>of the following criteria</u>:</p> <ol style="list-style-type: none"> I. Obtain two full credits in <i>World Languages</i>. II. Obtain passing grades in Big History 9, <i>Civics</i>, and <i>World Civilizations 10</i>, or comparable courses that fill these requirements.

Exemptions

- **Special Education Students:** The Planning and Placement Team (PPT) may exempt students with special needs from one or more of the graduation performance standards for graduation. These exemptions will be indicated in the student’s Individual Education Plan. The PPT shall make every attempt to have students attempt to meet the performance standards for graduation.
- **Transfers:** Students transferring to the high school in the junior or senior year will be exempt from Granby’s performance standards for graduation. Students who transfer to the high school in their sophomore or freshman year are expected to meet all of the performance standards.
- **English as Second Language:** A student whose primary language is not English may be exempt from meeting one or more of the graduation performance requirements. The need for the exemption must be directly attributable to the language limitations of the student. Exemptions are to be granted by the building principal.

Implementation

- Students will have at least three opportunities to meet the standards over the course of their junior year.

ADMINISTRATIVE REGULATIONS
6146(g)

Graduation Requirements

- Students who enter their senior year without having met all the performance standards will be required to enroll in a skills based course designed to address their deficiencies. Students will successfully complete performance tasks within the course in order to demonstrate mastery of the skills required for graduation.

Options If Requirements Are Not Met

Seniors who do not meet all of the graduation performance standards may elect to:

- Return in September as a fifth year student.
- Recover credit from BOE approved on-line course provider.
- Enroll in and pass a school approved summer school program.
- Make arrangements for re-testing to meet the performance standard.
- Students who have not met all of the graduation requirements by the end of their senior year may make a written appeal to the Superintendent and the principal for special exemption from one or more of the graduation standards. Appeals must be received at least five school days before graduation. Decision of this appeal is final.

Notification

- *Teachers:* Coordinators will track and record each student's achievement in meeting the performance standard in their discipline area. The guidance department will monitor each student's progress in meeting the performance standards. At the beginning of the senior year, guidance will provide coordinators with a list of all seniors who have not met a performance standard in their area.
- *Parents:* Guidance will notify the parents of all students about performance standards for graduation. Parents of juniors and seniors will be notified of the child's score after each assessment that a student takes. Parents of seniors who have not met the performance standards will be notified in writing of their child's deficiencies and their need to enroll in a skills based course.
- *Students:* When a student meets the graduation requirement it will be indicated on the child's report card at the end of the next marking period. At the beginning of the senior year, each senior will be notified by his/her guidance counselor of his/her status relative to meeting the performance standards for graduation.

Regulations Adopted: 9/2/02

Regulations Revised: 11/5/14, 4/20/16, 2/20/19

Communication Checklist:

- Department/CAS Leader
- Principal
- Assistant Superintendent
- Curriculum Committee
- Assistant Superintendent/BOE Curriculum Sub Committee



Granby Public Schools Change in Program of Study

Purpose of Proposal:

- New Course
- Revision of a course (not offered for 2 or more years, change in credit, level, alignment to standards, etc.)
- Course elimination
- Course level change
- Impact on Graduation Requirements

Date Submitted: 10/6/21 **Teacher:** Nicholas Gaeta **Department/School** CTE / GMHS

Course Information:

Course Title: Advanced Communications Technology and Broadcasting

Grade(s) and level (AP, honors, academic): 9 - 12

Number of credits: .5

Prerequisites: Audio Visual Communications

Background/Course History:

This course has not run for many years. I have little background / course history. The course has not run since I have been employed here (2019)

Rationale for recommendation: (Vision, mission, standard, enrollment)

With the GEF donating funds to GMHS for a studio to be built at GMHS, we would like to revise the Advanced Communication Technology and Broadcasting course to meet the needs of our students and prepare them with real world skills by providing a hands-on learning model to foster confidence in the communications field. This course will have students in control of their learning via the gradual release of control model. This is a hands-on class where students master skills of production and news broadcasting by setting up an environment where the

students are comfortable with problem solving, risk taking and independent decision making. The course will grow over time to include recorded and live news broadcasts. Also the course lends itself to be cross curricular with both Desktop Publishing / Yearbook and Journalism. Our mission is to create a news broadcasting program that is a valuable part of the day to day life at GMHS. Although this course has not run in many years there are 42 students enrolled in the prerequisite Audio Visual Communications class for the Spring 22 semester.

Curriculum: (Alignment to Standards, common core expectations), integration of other content area standards, performance assessment, rubrics)

- CSDE CTE Performance Standards & Competencies - Digital Video Production Systems
- Can blend in, Journalism and Desktop Publishing / Yearbook.

How will the content of this course be delivered?

Learn by doing and problem solving. This is a hands-on class where the students learn by doing. We will follow a Gradual Release of Control model (I do, you watch, I do, you help, You do I help, You do I watch). This means that the class will be teacher run early in the semester and the students will be in control by the end of the semester.

Timelines for consideration (significant dates/deadlines/professional development/curriculum writing):

Professional Development - Spring 2022 - visit other schools that are running broadcasting classes.

Curriculum writing - Summer 2022

Budget Implications (textbooks, supplemental resources, staffing, scheduling, professional development training, and curriculum writing):

This column to be checked by Assistant Superintendent	Budget Need Area	Yes/No: Complete for each area listed	Amount Needed	Purpose-Why??
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		

Other:

FOR OFFICE USE ONLY:

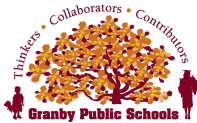
Date BOE sub-committee reviewed: _____

Action:

_____ **Approved** _____ **Not Approved**

Communication Checklist:

- Department/CAS Leader
- Principal
- Assistant Superintendent
- Curriculum Committee
- Assistant Superintendent/BOE Curriculum Sub Committee



Granby Public Schools Change in Program of Study

Purpose of Proposal:

- New Course**
- Revision of a course (not offered for 2 or more years, change in credit, level, alignment to standards, etc.)
- Course elimination
- Course level change
- Impact on Graduation Requirements

Date Submitted: 11/1/2021 **Teacher:** Rodney Scudder **Department/School** Social Studies
 _____ _____ **GMHS**

Course Information:

Course Title: Black and Latino Studies
Grade(s) and level (AP, honors, academic): _____
Number of credits: _____
Prerequisites: _____

Background/Course History:

The course has been required by the State of Connecticut beginning in the 2022-2023 school year.
 From the State Curriculum:
 In this one-year, integrated course, the history of Africa and the Diasporas are explored with intentional linkages to the accomplishments, struggles, and beauty of Black and Latino people in the U.S., Americas (North and South), the Caribbean, and around the world.

		<input type="checkbox"/> No		
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Other:

FOR OFFICE USE ONLY:

Date BOE sub-committee reviewed: _____

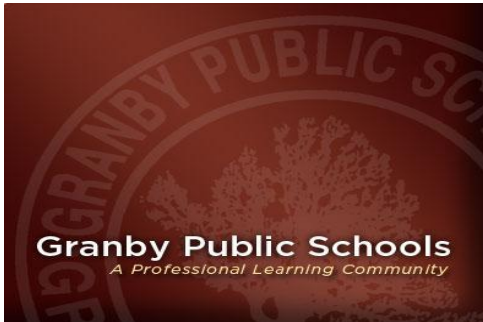
Action:

Approved

Not Approved

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee



Granby Public Schools Course Proposal Request

To be completed for recommendation of:

- New course**
- Revision of a course (not offered for 2 or more years, change in credit, level, alignment to standards, etc.)**
- Course elimination**
- Course level change**
- Impact on Graduation Requirements**

Date Submitted:10/08/21 **Teacher:** Bastiaanse **Department/School:**GMHS Math

Course Information:

- Course title: Integrated Algebra (Name TBD)
- Grade(s) and level (AP, honors, academic): Academic
- Number of credits: 1
- Prerequisites: Math 8

Background/Course History:

Current graduation requirements include 4 math credits. This course is proposed for students who are not performing on grade level by the end of grade 8. These students need more time to work on foundational skills while being introduced to Algebra. This course is designed for students who would benefit from a course which is taught at a slower pace and uses an integrated approach to include other concepts from Geometry, as well as Problem Solving and Data Analysis.

Rationale for recommendation: (Vision, mission, standards, enrollment)

The CT SAT includes concepts from the four main Domains (Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math, and Additional Topics in Math). This course affords students the opportunity to build their algebra skills at an appropriate pace, gain exposure to concepts from other SAT Domains and increase their problem solving skills. Students in this course may also need additional math support in the form of Math Intervention or would greatly benefit from a co-teaching model. Successful completion of this course positions these students for greater math opportunities as upperclassmen. The next course in the sequence would complete Algebra I and continue to introduce and/or reinforce concepts from the other SAT domains, as well as further emphasize analysis and problem solving. Building off the Middle School experience, Illustrative Math would potentially be one of the resources for this course.

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Curriculum: (Alignment to Standards (common core expectations), integration of other content area standards, performance assessment, rubrics)

This course would align with standards from Common Core and help students to see the connections between math concepts from various SAT Domains.

How will the content of this course be delivered?

This course would be taught by a certified high school math teacher(s). Ideally, this course should be co-taught with a teacher from the Special Education Department. Students may also receive additional math support via Math Intervention.

Timelines for consideration (significant dates/deadlines/professional development/curriculum writing):

Write curriculum for this course - summer 2022

Budget Implications (textbooks, supplemental resources, staffing, scheduling, professional development training, and curriculum writing):

This column to be checked by Director of Curriculum	Budget Need Area:	Yes/No: Complete for each area listed	Amount Needed	Purpose – WHY??
Add to new text budget	Textbook	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$	
Building based	Workbook	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$1679	Kendall Hunt Student workbooks for IM
Building Based	Staffing	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	\$17000	.2 SPED resource to co-teach
Add to PD budget	Professional Development	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Teacher training and certification
Add to Curriculum Budget	Curriculum Writing	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	\$2,212	Write curriculum 30 hours (2 people)

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

	Other :	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Other:

FOR OFFICE USE ONLY:

Date BOE sub-committee reviewed: _____

Action: ___Approved ___Not Approved

Communication Checklist:

- X Department/CAS Leader
- Principal
- Assistant Superintendent
- Curriculum Committee
- Assistant Superintendent/BOE Curriculum Sub Committee



Granby Public Schools Change in Program of Study

Purpose of Proposal:

- New Course
- X Revision of a course (not offered for 2 or more years, change in credit, level, alignment to standards, etc.)
- Course elimination
- Course level change
- X Impact on Graduation Requirements

Date Submitted: 11/22/21 Teacher: Geaglone Department/School Wellness

Course Information:

Course Title: Wellness III and IV
Grade(s) and level (AP, honors, academic): Grades 11 and 12
Number of credits: ½ credit each course (¼ credit PE. ¼ credit health)
Prerequisites: Wellness 9 and Wellness 10

Background/Course History:

Currently Only PE for 12th graders, they have no health ... (class of 2023)11th graders received health Q2.3.4 (¼ credit) so they can be upto date for next year and the graduation requirement

Rationale for recommendation: (Vision, mission, standard, enrollment)

We have only had ¼ credit of PE for 11th and 12th graders but with the graduation requirement we need to add another ½ credit of health so by offering Wellness III and IV each course a ½ year the students will fulfill their graduation requirements.

Curriculum: (Alignment to Standards, common core expectations), integration of other content area standards, performance assessment, rubrics)

By adding these courses we will be able to fulfill the grade 9-12 Health standards and graduation requirement for the State.

How will the content of this course be delivered?

PE/Health teachers will teach the classes

Timelines for consideration (significant dates/deadlines/professional development/curriculum writing):

Will need summer of 2022 to write a curriculum for this course. Wellness III is in the process but Wellness IV has not been started yet.

Budget Implications (textbooks, supplemental resources, staffing, scheduling, professional development training, and curriculum writing):

This column to be checked by Assistant Superintendent	Budget Need Area	Yes/No: Complete for each area listed	Amount Needed	Purpose-Why??
	.8 PE/Health teacher	<input type="checkbox"/> Yes <input type="checkbox"/> No	???	More sections will need to be added to fulfil this requirement
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		

Other:

FOR OFFICE USE ONLY:

Date BOE sub-committee reviewed: _____

Action: _____

Approved

_____ Not Approved