

**Curriculum Subcommittee Meeting  
Wednesday, January 5, 2022 5:30 PM  
Central Services**

**I. Public Comment**

**II. Approve Minutes from the December 1, 2021 Curriculum Subcommittee Meeting**

**III. Assistant Superintendent's Monthly Report**

**Attachments:**

January 2022 Monthly Report 2

**IV. Math Update**

**V. New Course Proposals**

**Attachments:**

Integrated Algebra - new course proposal 3

Wellness III and IV - Course Revision 6

**Rationale:**

- Integrated Algebra
- Wellness III and IV

**VI. Graduation Requirements Discussion**

**Attachments:**

Granby 6146 - Graduation Requirements (Revised Feb. 2019) 9

**VII. Policies**

**Attachments:**

Granby 5113 Attendance-Excuses-Dismissal (Rev. 1-22) 17

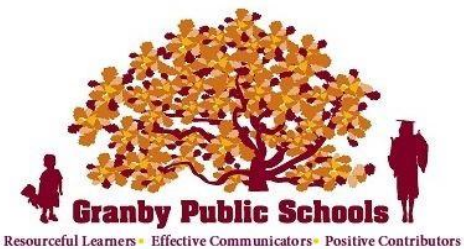
Granby 5113.2 Truancy (Rev. 1-22) 23

Granby 5141 Student Health Services (Rev. 1-22) 28

**Rationale:**

- Revised Policy 5113 - Attendance/Excuses/Dismissal
- Revised Policy 5113.2 - Truancy
- Revised Policy 5141 - Student Health Services

**VIII. Other**

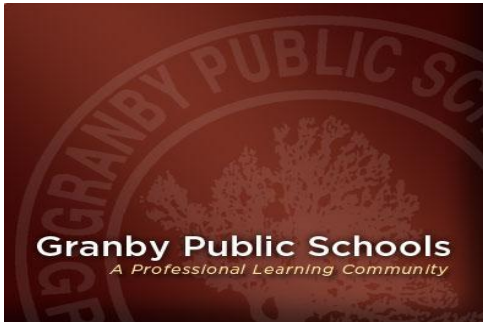


## ASSISTANT SUPERINTENDENT'S MONTHLY REPORT – JANUARY 2022

<p>Student Learning and Achievement</p>	<ul style="list-style-type: none"> <li>● Met with Granby Memorial Middle School Principal and K-12 Music CAS to discuss plan for Music Course Selection</li> <li>● Finalized a draft of proposed Granby Memorial High School Graduation Requirements in consultation with leadership team and counseling department</li> <li>● Observed our Columbia consultant model a sample phonics lesson at Kelly Lane</li> <li>● Planned for administration of mid-year universal screening K-8</li> <li>● Attended annual “Performance Matters” summit with CSDE</li> </ul>
<p>Community Engagement</p>	<ul style="list-style-type: none"> <li>● Communicated out recent move to a 5 day isolation and quarantine period as well as reduced contact tracing and online case reporting as well as access to at-home testing</li> </ul>
<p>Safety and Social Emotional Well-Being</p>	<ul style="list-style-type: none"> <li>● Collaborated with Justine Ginsberg from FVHD on scheduling Mental Health First Aid training for the community in February</li> <li>● Co-facilitated a district-wide Social Emotional Learning committee meeting to continue to inventory and discuss current practice</li> <li>● Convened Wellness committee and looked at revisign the wellness policy for the district</li> </ul>
<p>Budget Development and Fiscal Management</p>	<ul style="list-style-type: none"> <li>● Worked with the administrative team to align initiatives with the FY23 proposed budget</li> </ul>
<p>Embracing Diversity</p>	<ul style="list-style-type: none"> <li>● Conducted the December meeting of the Granby Equity Team</li> <li>● Met with Angela Ehrenwerth and middle and high school staff to discuss the potential for a co-teaching approach to specific classes</li> </ul>
<p>Professional Learning</p>	<ul style="list-style-type: none"> <li>● Completed many first round observations of teachers</li> <li>● Recommended a new platform for staff evaluations</li> </ul>

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):**

<b>This column to be checked by Director of Curriculum</b>	<b>Budget Need Area:</b>	<b>Yes/No: Complete for each area listed</b>	<b>Amount Needed</b>	<b>Purpose – WHY??</b>
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**

## **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.

### **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**

## **Students**

### **Attendance/Excuses/Dismissal**

#### **Attendance**

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly and on time during the hours and terms the public school is in session. Students who arrive late to school are considered tardy. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of “in attendance” shall be considered absent.

Classroom learning experiences are the basis for public school education. Time lost from class is lost instructional opportunity. The District shall maintain accurate records on the attendance of each child. Students should not be absent from school without parental knowledge and consent. In grades 9-12 students are subject to the loss of course credit for unsatisfactory attendance and disciplinary penalties for tardiness in accordance with administrative regulations.

#### **Definitions** (related to chronic absenteeism)

**Chronically absent child:** An enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

**Absence:** An excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S. 10-198b.

**District chronic absenteeism rate:** The total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

**School chronic absenteeism rate:** The total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

## **Students**

### **Attendance/Excuses/Dismissal**

#### **Excuses**

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials.

**Note:** Such documentation includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism.

B. A student's engagement in remote classes, remote meetings, activities on time-logged electronic systems, and completion and submission of assignments, if such engagement accounts for not less than one-half of the school day during remote learning is excluded from the definitions of "excused absence" and "unexcused absence."

C. Absence resulting from a student enrolled in grades K-12, taking two mental health days during the school year. Such absence is to permit the student to attend to his/her emotional and psychological well-being in lieu of attending school.

B-D. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance;
7. Any other reason deemed valid by the school administration.

C-E. A student's absence from school shall be considered unexcused unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

## **Students**

### **Attendance/Excuses/Dismissal**

#### **Excuses (Cont'd)**

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child.

A required mailed notice must be sent to parents/guardians of students who are absent more than ten days in a school year and/or have two unexcused absences in one month or five unexcused absences in a year. (The letter will be sent at the time of the tenth (10<sup>th</sup>) absence regardless of whether the absences are excused or unexcused). The purpose of this letter is to alert them of their child's attendance record and to reinforce the importance of regular attendance. A copy of the letter will be included in the student's cumulative file.

Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be completed within an agreed upon and reasonable time frame (suggest five (5) days) after the student returns to school.

#### **Excused Absences for Children of Service Members**

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

#### **Chronic Absenteeism**

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A team for the District must be established when the District chronic absenteeism rate is 1- percent or higher.
2. A team for the school must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

## **Students**

### **Attendance/Excuses/Dismissal**

#### **Chronic Absenteeism (Cont'd)**

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and their parents or guardians. Each established attendance review team shall meet at least monthly.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. (SBE to develop by 1/1/16.)

The District shall annually include in information for the strategic school profile report for each school and the District that is submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

The Principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the Probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

#### **Dismissal**

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

(cf. 5142 - Student Safety)

(cf. 5113.2 - Truancy)

(cf. 6113 - Released Time)

## **Students**

### **Attendance/Excuses/Dismissal**

Legal Reference: Connecticut General Statutes  
10-220(c) Duties of boards of education (as amended by PA 15-225)  
10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)  
10-185 Penalty  
10-198a Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members.)  
10-198b State Board of Education to define “excused absence,” “unexcused absence,” and “disciplinary absence” ([as amended by PA 21-46, Section 19](#))  
10-198d Chronic absenteeism (as amended by PA 17-14  
45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)  
10-199 through 10-202 Attendance, truancy - in general  
*Action taken by State Board of Education on January 2, 2008, to define “attendance.”*  
*Action taken by State Board of Education on June 27, 2012, to define “excused” and “unexcused” absences.*  
PA 17-14 An Act Implementing the Recommendation of the Department of Education  
[PA 21-46 An Act Concerning Social Equity and the Health, Safety and Education of Children](#)

**Policy Adopted: 8/6/97**  
**Policy Revised: 3/18/15**  
**Policy Revised: 11/18/15**  
**Policy Revised: 1/29/18**  
**Policy Revised: 5/16/18**

**GRANBY PUBLIC SCHOOLS**  
**Granby, CT**

## **Students**

### **Truancy**

#### **Introduction and Definitions**

The district's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," "unexcused," and "disciplinary" absences. (See Policy 5113 for definitions of "excused" and "unexcused" absences).

**"Truant"** shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

**"In attendance"** shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

**"Chronically absent child"** is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

**"Absence"** means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

**"Mental health wellness day"** means a school day during which a student attends to his/her emotional and psychological well-being in lieu of attending school. Such days must be nonconsecutive.

**"District chronic absenteeism rate"** means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

**"School chronic absenteeism rate"** means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

#### **Remediation of Truancy**

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The following outlines the school district's obligations under the district's truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.

**Policy  
5113.2(b)**

## **Students**

### **Truancy**

#### **Remediation of Truancy (Cont'd)**

4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*

A required mailed notice must be sent to parents/guardians of students who are absent more than ten days in a school year and/or have two unexcused absences in one month or five unexcused absences in a year. (The letter will be sent at the time of the tenth (10<sup>th</sup>) absence regardless of whether the absences are excused or unexcused). The purpose of this letter is to alert them of their child's attendance record and to reinforce the importance of regular attendance. A copy of the letter will be included in the student's cumulative file. This letter will serve to provide ongoing communication, support and action.

5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as "chronically absent" when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) Retention in the same grade/course to acquire necessary skills for promotion
  - (b) A requirement to complete a summer school program successfully before being promoted to the next grade.
8. File a written complaint with the Superior Court and/or DCF, not later than fifteen calendar days after the failure of a parent/guardian to attend the meeting (item #6) or upon the failure to cooperate with the school attempting to solve the truancy problem, alleging that the acts or omissions of a child identified as "truant" are such that the

student's family is a "family with service needs", if the parent or other person having control of the child fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the child's truancy problem.

**Policy  
5113.2(c)**

**Students**

**Truancy**

**Remediation of Truancy (Cont'd)**

9. When a petition is filed with the Superior Court and/or DCF, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
10. Provide coordination of services and refer "truants" to community agencies which provide child and family services.
11. If in existence, refer the child to the children's probate court truancy clinic.

**Chronic Absenteeism**

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District's chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

[In the calculation of the District's chronic absenteeism rate and the school chronic absenteeism rate, a student's engagement, in grades 9-12, in remote virtual learning shall be excluded if such](#)

engagement accounts for not less than one-half of the school day. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant of P.A. 21-46.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. (SDE to develop by 1/1/16.

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

## **Students**

### **Truancy**

#### **Chronic Absenteeism (Cont'd)**

The principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Legal Reference: Connecticut General Statutes  
10-184 Duties of parents. (as amended by PA 98-243 and PA 00-157)  
10-198a Policies and procedures concerning truants (as amended by PA 00-157, ~~and~~ P.A. 11-136 [and PA 21-46](#))  
10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304)  
45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)  
10-220(c) Duties of boards of education (as amended by PA 15-225)  
10-202e-f Policy on dropout prevention and grant program.  
10-221(b) Board of education to prescribe rules. *Campbell v New Milford*, 193 Conn 93 (1984).  
*Action taken by the State Board of Education on January 2, 2008, to define "attendance."*  
*Action taken by the State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.*  
PA 15-225, An Act Concerning Chronic Absenteeism.

**Policy Adopted: 8/6/97**  
**Policy Revised: 3/18/15**  
**Policy Revised: 11/18/15**

**GRANBY PUBLIC SCHOOLS**  
**Granby, CT**

## **Students**

### **Student Health Services**

#### **School District Medical Advisor**

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

#### **Health Records**

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

## **Students**

### **Student Health Services** (continued)

#### **Regular Health Assessments**

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. A legally qualified physician;
2. an advanced practice registered nurse;
- 3, a registered nurse;
4. a physician's assistant.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under CGS sections 10-204 and 10-204a;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

## **Students**

### **Student Health Services** (continued)

Health assessments shall also be required in grades 6 and in grade 10 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under CGS sections 10-204 and 10-204a;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia.
5. Any other information including a health history as the physician believes to be necessary and appropriate.

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

## **Students**

### **Student Health Services** (continued)

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

### **Vision Screening**

All students in grades K-6 and grade 9 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision or disease of the eyes, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

### **Hearing Screening**

All students will be screened for possible hearing impairments in grades K-3, grade 5, and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision or disease of the eyes, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities

### **Postural Screening**

School nurses, registered nurses or properly trained PE teachers will screen all students in grades 5 through 9 inclusive for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision or disease of the eyes, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

## **Students**

### **Student Health Services** (continued)

#### **Tuberculin Testing**

In addition to tuberculin testing required by the school district medical advisor as part of regular student health assessments, all new students, including preschool students, will be required to have at least one test for tuberculosis prior to entry in district schools.

A test for tuberculosis should also be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central South America, Dominican Republic, and Haiti);
2. travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis, or
5. had contact with anyone who was in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

#### **Immunizations/Vaccinations**

No student will be allowed to enroll in any program operated as part of the district schools without adequate immunization against the following diseases:

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Any other vaccine required by the schedule for active immunization adopted pursuant to section 19a-7f of the Connecticut General Statutes.
10. Hepatitis B
11. Varicella (chickenpox)

## **Students**

### **Student Health Services**

#### **Immunizations/Vaccinations** (continued)

Students shall be exempt from the appropriate provisions of this policy when:

1. they present a certificate from a physician or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. they present a certificate from a physician stating that in the opinion of such physician, immunization is medically contraindicated because of the physical condition of such child; or
3. they present a statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child; or enrolled in kindergarten through twelfth grade on or before April 28, 2021 and whose parents/guardians had presented a religious exemption written request before April 28, 2021 will be permitted continued use of the exemption even if such child transfers to another school in Connecticut.

Any child enrolled in pre-school or pre-kindergarten on or before April 28, 2021 whose parents/guardian submitted the statement necessary for the religious exemption will have until September 1, 2022 to comply with Connecticut's required immunizations, or within fourteen days after transferring to a different public or private school program, whichever is later. The deadline for such pre-school or pre-K student to comply with the immunization requirements can be altered if the school/District is provided with a written declaration from the child's physician, physician assistant or advanced practice registered nurse recommending a different immunization schedule for the child.

4. in the case of measles, mumps or rubella, present a certificate from a physician or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. in the case of hemophilus influenza type B has passed his or her fifth birthday; or
6. in the case of pertussis has passed his or her sixth birthday except when required by law.

The school nurse will report to the local Director of Health any occurrence of State of Connecticut defined reportable communicable diseases.

## **Health Assessments/Interscholastic Sports Programs**

Any student participating in an interscholastic sports program must have a health assessment, within 13 months prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required annually. Each participant in a sport program must complete a health questionnaire before participating in each sport.

## **Students**

### **Student Health Services**

#### **Health Assessments/Interscholastic Sports Programs (continued)**

Parents are expected to use the services of their private physician. If a student is unable to obtain a health assessment from his/her personal physician for financial or other reasons, a Referral may be made to the Town Social Services Department for financial assistance. Health assessment results shall be recorded on a standard district form signed by the examining physician, school medical advisor or advisor's designee, filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.

A student who is injured or becomes seriously ill while participating in interscholastic sports to the degree of requiring a doctor's attention shall not be allowed to participate in that interscholastic sport or other sports that year without written permission from his/her physician.

#### **Student Medical Care at School**

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain emergency information for each student. If a child's illness or injury requires immediate care by a physician or dentist, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated in the student's emergency information. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

- (cf. 5125.11 - Health/Medical Records HIPAA)
- (cf. 5142 - Student Safety)
- (cf. 5141.3 - Health Assessments & Immunizations)
- (cf. 5141.4 - Child Abuse and Neglect)
- (cf. 5141.5 - Suicide Prevention)
- (cf. 6142.1 - Family Life and Sex Education)
- (cf. 6145.2 - Interscholastic/Intramural Athletics)
- (cf. 6171 - Special Education)

## **Students**

### **Student Health Services (continued)**

Legal Reference: Connecticut General Statutes  
10-203 Sanitation.  
10-204 Vaccination.  
10-204a Required immunizations. [\(as amended by P.A. 21-6\)](#)  
10-204c Immunity from liability  
10-205 Appointment of school medical advisors.  
10-206 Health assessments, as amended by PA 07-58.  
10-206a Free health assessments.  
10-207 Duties of medical advisers.  
10-208 Exemption from examination or treatment.  
10-208a Physical activity of student restricted; boards to honor notice.  
10-209 Records not to be public. (as amended by P.A. 03-211)  
10-210 Notice of disease to be given parent or guardian.  
10-212 School nurses and nurse practitioners.  
10-212a Administration of medicines by school personnel.  
10-213 Dental hygienists.  
10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)  
10-214a Eye protective devices.  
10-214b Compliance report by local or regional board of education.  
10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.  
Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4  
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).  
42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

**Original Policy adopted:** 9/97; 5/00  
**Policy Adopted:** 2/6/08

**GRANBY PUBLIC SCHOOLS**  
**Granby, Connecticut**