

**Curriculum Subcommittee Meeting
Wednesday, March 2, 2022 5:30 PM
Central Services**

I. Public Comment

II. Math Update

Attachments:

Math Resource Update 3.2.22 2

III. Approve Minutes from the February 2, 2022 Curriculum Subcommittee Meeting

Attachments:

Draft Curriculum SC Minutes 2-2-22 15

IV. Assistant Superintendent's Monthly Report

Attachments:

March 2022 Monthly Report 16

V. 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

Granby 6146 - Graduation Requirements 37

Rationale:

- Revised Policy 5113 - Attendance-Excuses-Dismissals
- Revised Policy 5113.2 - Truancy
- Revised Policy 5141 - Student Health Services
- Revised Policy 6146 - Graduation Requirements

VI. Other

Math Resource Update

Granby Board of Education Sub-Committee

Illustrative Math in Action:

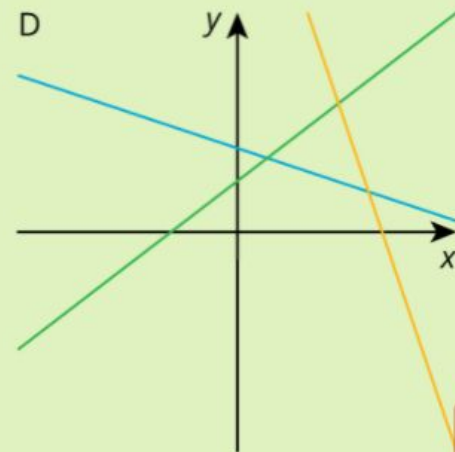
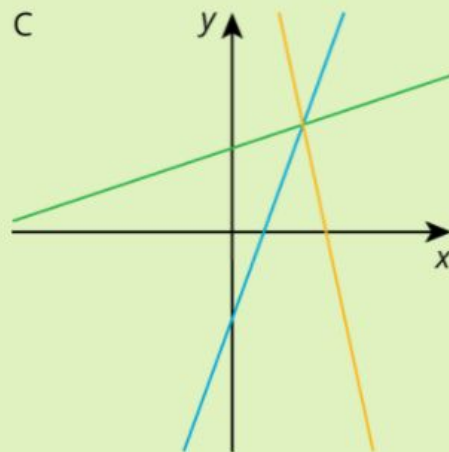
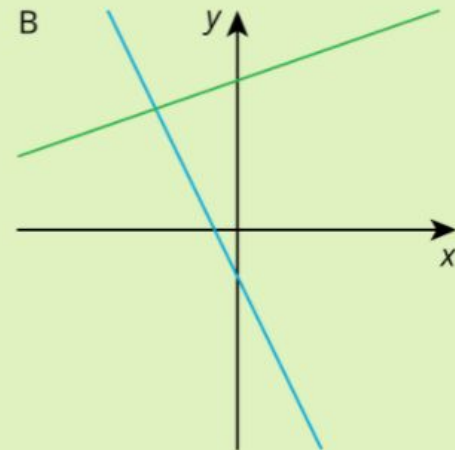
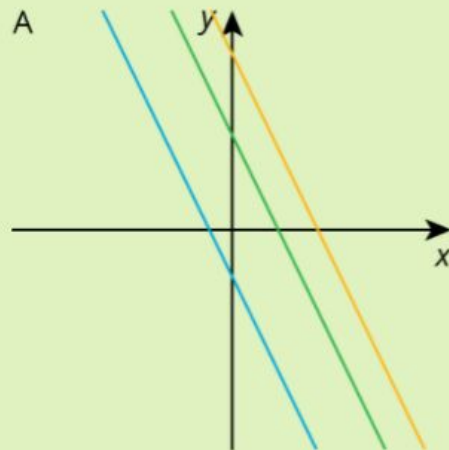
Warm-up (Gr 8 Unit 4 Lesson 10)

Instructional Routine:

“Which One Doesn’t Belong?”

- 1-2 min quiet think time
- 1 min to share with partner
- 2-3 min to share whole class

Which one doesn't belong? Explain your reasoning.



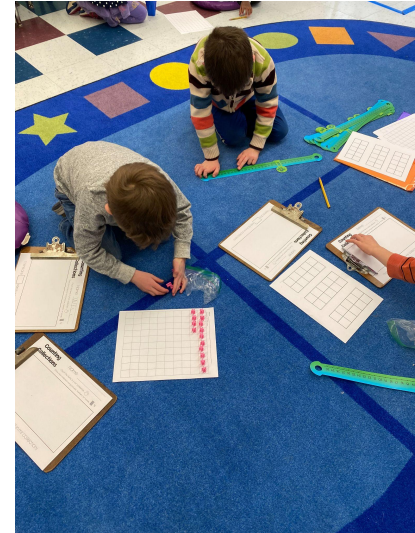
Work of 2021-22

- Curriculum writing and piloting of Illustrative Math and acceleration model 6-8
- Consider/pilot resources for K-5 and Algebra/Geometry
- Reassess and evaluate 11th/12th grade options before rewriting or adopting resources in 2022-23

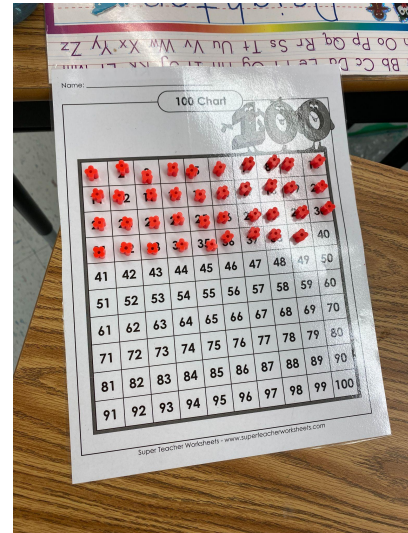
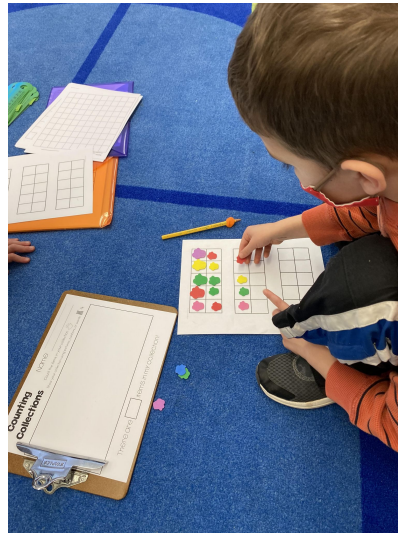
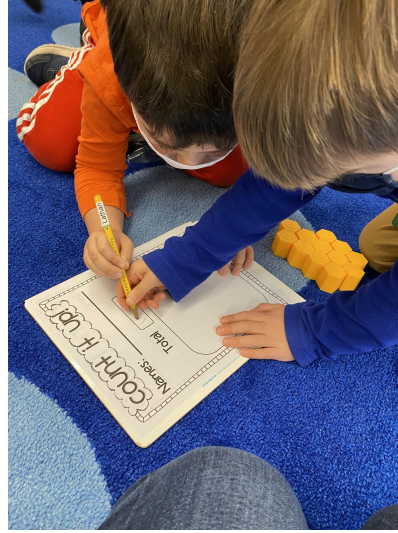
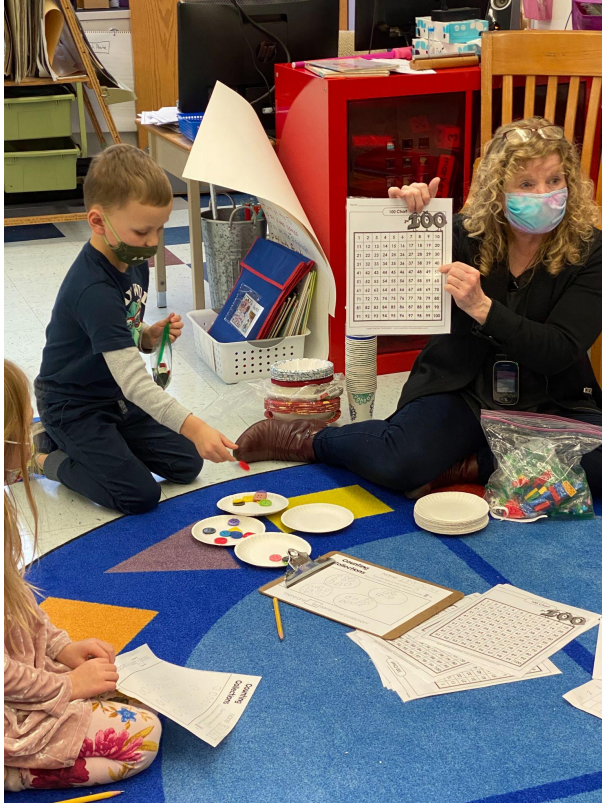
K-2 Consider/pilot resources for K-5

Update:

- Grade 2 piloted in the fall. Grades K and 1 will pilot mid March, one unit each. If they want to, we will continue to end of year.
- Teachers have been learning about IM during math PLC so roll out of pilot unit is smooth
- Teachers eager to have a resource that is student centered, student friendly, and accessible by all.
- Counting collections- an instructional strategy that has shown great success in Kindergarten is embedded in IM
- **Grade 2 Quote:** “I appreciate that it is very engaging and involves many opportunities for hands-on exploration of concepts. Having piloted the first unit, I liked how a launch is part of the curriculum and helps to teach children the learning routines in an intentional way. There appears to be A LOT of materials to prep each day, this is challenging at our level, but I think (hope) it would become more streamlined as we get used to it. My biggest concern was the lack of opportunity for independent practice of skills taught. I think this is a critical piece of solidifying concepts for students, as well as a piece of evidence for teachers to address gaps.”
- **Grade 1 Quote:** “I do like how there are opportunities to discuss more (for example which one doesn't belong) I also like how the slides are pre-prepped and have visuals that connect to the lesson's objective. Although there is a lot of change with curriculum and it is a lot to adapt to, prep, and get comfortable with, I do feel that there needed to be a change with the math program - Eureka is too wordy for this level, half of the time the class cannot read directions or problems and cannot complete independently, exit tickets do not connect to the lesson objective, independent work doesn't always connect with the teaching in the teachers manual.



Counting Collections



3-5

Process: IM rolled out to 3-5, resource teachers August 2021, all grade 3,4,5 teachers utilizing IM

Math PLC meetings focus on IM units, assessments, student work, troubleshooting, problem solving, *“How did you do that?” “What’s coming up next?”*

Vertical IM team meetings: Grade 3, 4, 5, special education rep 4x/ year *“What are you seeing/hearing?”*

Coaches meet regularly to troubleshoot, learn from each other and IM *“What did teachers think? How did that go?”*

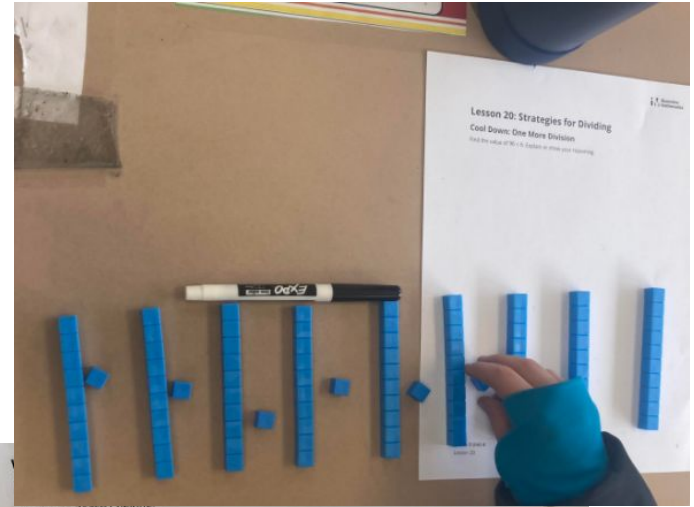
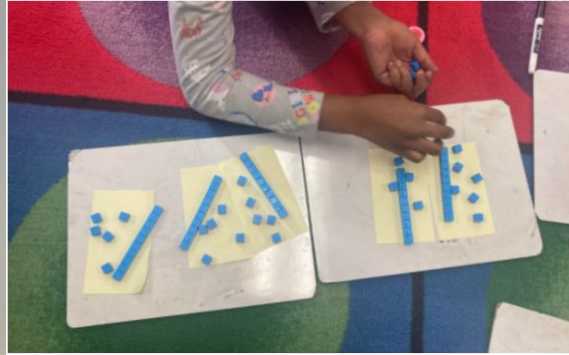
Challenges:

More practice problems needed for students to apply their skills, lessons can be repetitive, teachers need to plan carefully, prep time for centers is time consuming, have to think strategically about what activities are most important, how to make it work in a workshop model, need ongoing PD

Successes:

Language is not a barrier for accessibility to the math, math language and visuals are consistent, independent parts of the lessons are good, presentations are created for teachers, lesson plan is easier to understand, exploratory sense is good for students, pace is realistic

$$\begin{array}{l}
 2+2 \\
 \hline
 4 \times 20 = 80 \\
 4 \times 25 = 100 \\
 100 \div 4 = 25 \\
 150 - (100 \div 4) =
 \end{array}$$



Lesson 20: Strategies for Dividing
Cool Down: One More Division
Which value of $\frac{a}{b}$ is closest to three and a half?

Which one doesn't belong?

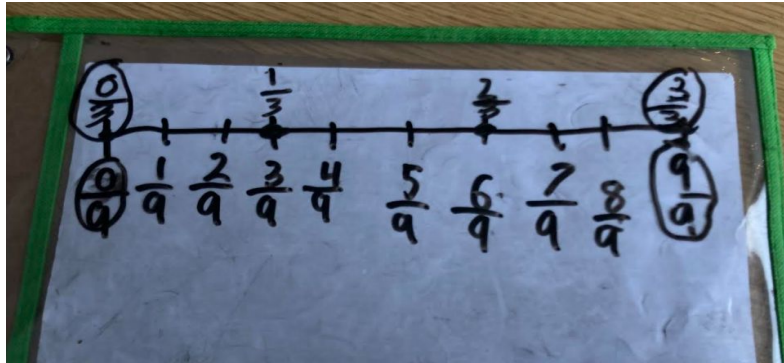
A. $\frac{48}{100}$

B. $\frac{8}{10}$

C. $\frac{120}{100}$

D. $\frac{70}{100}$

$\frac{8}{10}$ because $\frac{8}{10}$ has a ten at the bottom not 100 like the rest.

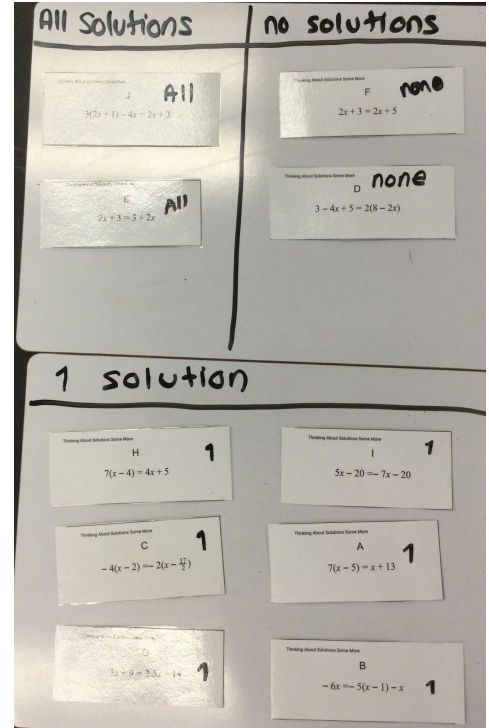
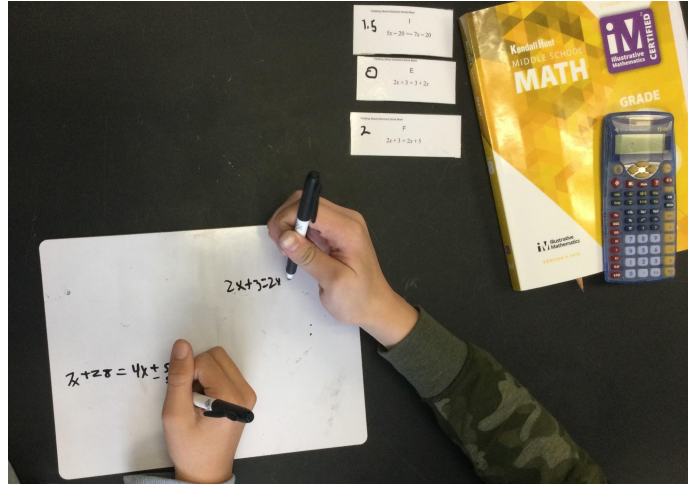
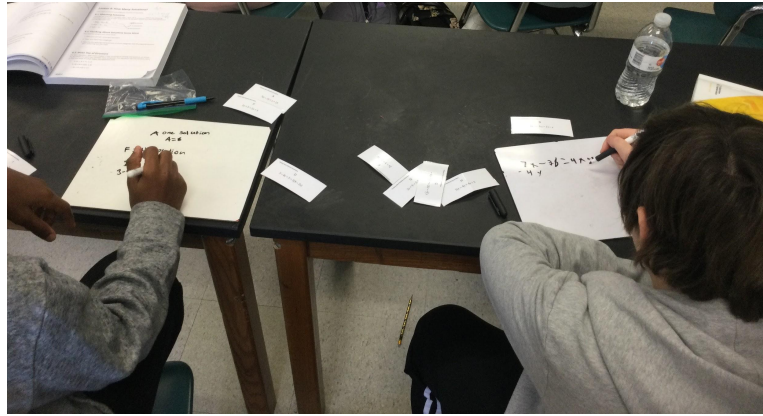
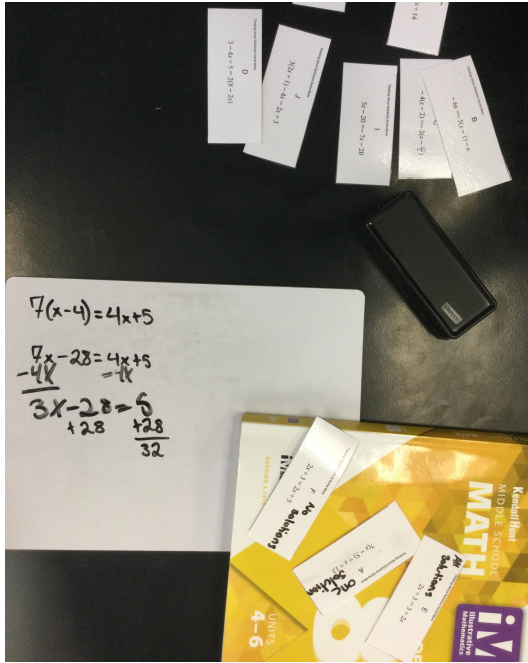


Implementing 6-8

Update:

- Hardest shift for 8th grade students
- Accelerated courses - have the right students in the right classes
- Going much better than it was at the beginning of the year!
- Timing of units is going OK - bringing in lessons from the previous grade at beginning of unit, or just in time as part of a warm up for foundational knowledge/skills students do not have
- Monthly PD from IM certified trainer has been necessary to help teachers learn instructional routines, how to facilitate problem-based lessons, and determine the level of success for standards

<ul style="list-style-type: none">● workbook is student friendly	<ul style="list-style-type: none">● hard to differentiate
<ul style="list-style-type: none">● questions are more accessible topic wise to students	<ul style="list-style-type: none">● not a lot of time to add in additional practice
<ul style="list-style-type: none">● it's nice to have some kind of plan/structure to follow	<ul style="list-style-type: none">● don't like feeling the need to be lock-step
<ul style="list-style-type: none">● hoping it provides coherence vertically	<ul style="list-style-type: none">● a lot for a teacher to process for each lesson
<ul style="list-style-type: none">● online interactives	<ul style="list-style-type: none">● need to buy in/trust the curriculum is building conceptual understanding and not teach shortcuts



Work of 2022-23

- Plans for next year:
 - Grades K-2 - Implement IM units with PD
 - Grades 3-5 Implement IM units with PD
 - Grades 6-8 - continue to implement IM units with PD
 - Consider/pilot resources for Gr 9 Algebra & Geometry
- Reassess and evaluate 11th/12th grade options before rewriting or adopting resources in future

Realigned Progression

	<i>Applied Pathway</i>	<i>Preparatory Pathway</i>	<i>STEM Pathway</i>
<i>6th Grade</i>	Grade 6 CCSS		Accelerated Grade 6/7 CCSS
<i>7th Grade</i>	Grade 7 CCSS		Accelerated Grade 7/8 CCSS
<i>8th Grade</i>	Grade 8 CCSS		Algebra
<i>9th Grade</i>	Applied Algebra	Algebra	Geometry H
<i>10th Grade</i>	Applied Geometry	Geometry A/H	Algebra II H
<i>11th Grade</i>	Advanced Algebra Concepts in ____?	Algebra II A/H	Pre-Calculus H
<i>12th Grade</i>	Mathematical Applications	Pre-Calculus A/H	Calculus H/AP AB or BC
<i>Electives/ Alternatives</i>	Introduction to Statistics/AP Statistics AP Computer Science Principles/AP Computer Science A Intervention Supports		

What are priorities?

- ★ Acceleration based on readiness
- ★ Mastery of grade level standards
 - ★ Math practices
 - ★ Engagement
- ★ Problem-based learning
- ★ Student-centered instruction
- ★ Conceptual understanding
 - ★ Hands-on
- ★ Technology components

Core Resource Exploration

K-5:

Bridges

Illustrative Math (2021-22)

6-8:

Math in Focus

Illustrative Math

Why IM?

- **Highly-rated:** According to EdReports, an independent nonprofit that reviews K-12 instructional materials, IM 6–8 Math™ and IM 9–12 Math™ certified by Illustrative Mathematics® meet all expectations across all three gateways for focus, coherence, rigor, mathematical practices, and usability. K-5 reports coming soon.
- **Grounded in best practices for effective mathematics education:** Our programs are rooted in well-respected pedagogy and methodology to form a rigorous, standards-aligned curriculum.
- **Expert authoring team:** Read more about the educators and mathematicians who developed our curricula and professional learning: [K-5](#), [6-8](#), [9-12](#).
- **Full-service experience:** By combining the curricula with IM Certified Facilitator-led professional learning and an active online community provides educators with 24/7 support, districts receive support at every level to create effective mathematics classrooms. (CREC)
- **Open Sourced**

Curriculum Subcommittee Meeting – Draft Minutes
February 2, 2022, 5:30 p.m.
Central Services

Present:

David Peling Sarah Thrall
Kristina Gilton Jordan Grossman
Whitney Sanzo Jennifer Parsons

Absent:

Member of the Public:

Meeting commenced at: 5:34 p.m.

Meeting adjourned at: 6:47 p.m.

1. Public Comment: N/A
2. Approve Minutes from the January 5, 2022 Curriculum Subcommittee Meeting: A motion was made by David Peling and seconded by Kristina Gilton to approve the minutes from the January 5, 2022 Curriculum Subcommittee Meeting.
3. Assistant Superintendent’s Monthly Report: Received updates on graduation requirements; mid-year assessments; math progression; equity team; SEL and partnership with FVHD; review of software budget; summer school; professional development; and, Educator Development Committee.
4. Curriculum Update: Received update on Math and next steps as well as summer priorities.
5. Graduation Requirements Discussion: Discussion of graduation requirements for Humanities, Math and STEM.
6. Policies:
 - Revised Policy 5113 – Attendance/Excuses/Dismissal: Tabled
 - Revised Policy 5113.2 – Truancy: Tabled
 - Revised Policy 5141 – Student Health Services: Tabled
7. Other: N/A

A motion was made by David Peling and seconded by Whitney Sanzo to adjourn the meeting. This motion passed unanimously at 6:47 p.m.



ASSISTANT SUPERINTENDENT'S MONTHLY REPORT – MARCH 2022

Student Learning and Achievement	<ul style="list-style-type: none"> ● Planned for choice-based music ensembles at Wells Road Intermediate School and Granby Memorial Middle School for 2022-23 ● Developed schedule for revising World Language curriculum to reflect daily schedule at the middle school and associated impact on high school courses ● Worked with middle and high school staff on Math course recommendations and planning for Applied Algebra ● Met with high school social studies department chair to plan for Black and Latin American Studies course and other curriculum revision requests ● Collaborated with Director of Pupil Personnel on testing accommodations for summative state assessments ● Facilitated district-wide STEAM meeting and launched Collaborative Action Teams (CATs) ● Supported high school administration in developing their SAT-preparation incentive program
Community Engagement	<ul style="list-style-type: none"> ● Coordinated at-home COVID-19 test distribution ● Communicated information regarding FVHD sponsored vaccine clinic
Safety and Social Emotional Well-Being	<ul style="list-style-type: none"> ● Revised COVID protocols and procedures to align with revised guidance
Budget Development and Fiscal Management	<ul style="list-style-type: none"> ● Submitted Open Choice Enhancement and Acceptance Rates Grant ● Finalized Summer Programming Budget
Embracing Diversity	<ul style="list-style-type: none"> ● Attended planning sessions for Teacher in Residence Program 2022-23 ● Began interview process for Family Engagement Specialist
Professional Learning	<ul style="list-style-type: none"> ● Planned for March 11 early-release building based professional development with principals ● Co-presented at District Leadership Team meeting in relation to Clear Shared Outcomes for Learning with our Great Schools Partnership consultant ● Helped plan for and participated in Administrative Council meeting focused on developing and supporting best data practices for school based teams along with Great Schools Partnership consultant

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 (10th) 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 (10th) 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

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 Credit Requirements

The District conforms with state regulations and statute regarding credits for graduation from high school. Students must satisfactorily complete a minimum of 25 credits, including not fewer than:

Graduation Year	2023, 2024, 2025
Academic Achievement in the Humanities	11 total credits <ul style="list-style-type: none">• 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) credit in Humanities elective• Two (2) credits in World Language
Academic Achievement in Science, Technology, Engineering and Math	11 total credits <ul style="list-style-type: none">• 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• Two (2) credits Wellness (including one (1) physical education, and one (1) health and safety education)
Vision of the Graduate	<ul style="list-style-type: none">• One (1) Credit Capstone• Two (2) Credits Electives

Graduation Credit Requirements (cont.)

Graduation Year	2026 and beyond
Academic Achievement in the Humanities	11 total credits <ul style="list-style-type: none"> • Four (4) credits in English • Three (3) credits in Social Studies, including one half (.5) credit in Civics and one (1) credit in US History • One (1) credit in Fine Arts • One (1) credit in World Language, (3 highly recommended) • Two (2) credits in Humanities electives
Academic Achievement in Science, Technology, Engineering and Math	11 total credits <ul style="list-style-type: none"> • Three (3) credits in Math (through Algebra II or equivalent, 4 highly recommended) • Three (3) credits in Science (including 2 lab sciences) • One half (.5) credit in Financial Literacy • Two (2) credits in Wellness (including one (1) physical education, and one (1) health and safety education) • Two and one half (2.5) credits in STEM electives
Vision of the Graduate	<ul style="list-style-type: none"> • One (1) Credit in Capstone • Two (2) Credits in Electives • Participation in one of the following College and Career Pathways which consists of two (2) successfully completed courses that are either: <ul style="list-style-type: none"> ○ College credit bearing ○ In an established Career and Technical Education pathway ○ Workplace experience

Graduation Performance Standards

In addition to successful completion of the graduation credit requirements listed above, the following performance standards must be achieved for graduation:

Demonstrate Academic Achievement in the Humanities by meeting the performance standard in <u>one</u> of following ways:
<ul style="list-style-type: none">• Meeting the College and Career Benchmark on the Evidence Based Reading and Writing SAT (480)
<ul style="list-style-type: none">• Achieving a combined average of at least a C for three or more English classes through the first semester of senior year
<ul style="list-style-type: none">• Satisfying the requirements as designated on the IEP for qualifying students
<ul style="list-style-type: none">• A student proposal approved by the principal

Demonstrate Academic Achievement in Science, Technology, Engineering and Mathematics (STEM) by meeting the performance standard in <u>one</u> of following ways:
<ul style="list-style-type: none">• Meeting the College and Career Benchmark on the Math SAT (530)
<ul style="list-style-type: none">• Achieving a combined average of at least a C for three or more Math classes through the first semester of senior year
<ul style="list-style-type: none">• Satisfying the requirements as designated on the IEP for qualifying students
<ul style="list-style-type: none">• A student proposal approved by the principal

Demonstrate fulfilment of the Vision of a Graduate by:
<ul style="list-style-type: none">• Successfully completing fifteen (15) hours of community service in an approved program. 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. 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.

Support and Remedial Services

In addition, the District 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 if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be 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 (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

Credits

A credit defined as the equivalent of one forty-minute class period for each day of a school year. One-half credit is given for courses that compile work in one semester. If physical education is not taken because of medical excuse, another subject may be substituted.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy this graduation requirement except that a student may be granted credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through education experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with state-wide subject matter standards; (2) for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent shall equal one-half high school credit. (3) A student may also be granted credit toward meeting a specified course requirement in grades, seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive.

Credits (cont.)

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.

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

Student Success Plans

The District shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The District shall utilize the Department of Education's issued and revised guidance regarding changes to such student's success plans. In creating such student success plans, consideration shall be given to career and academic choices in computer science, science, technology, engineering and mathematics.

The student success plans shall be created, if possible, in collaboration with each student and the student's parent/guardian and shall, to the extent it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the District's challenging curriculum policy.

Award of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
2. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941 through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years.

**Policy
6146(f)**

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 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.

Academic Advancement Program

The District 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 will 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 District shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

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. (as amended by Section 115 of PA 14-217)
10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

**Policy
6146(g)**

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 and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 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, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation. and PA 17-42 and P.A. 19-58, An Act Promoting Careers in Manufacturing to Public School Students and P.A. 21-199 Section 4, An Act Concerning Various Revisions to the Education Statutes.)

10-233(a) Promotion and graduation policies.

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.

P.A. 16-44(SS) (Section 310)

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