

**Regular Board of Education Meeting
Wednesday, April 20, 2022 7:00 PM
Town Hall Meeting Room**

I. Administrative Reports

A. Chairman's Corner (5 min.)

Goals: Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

Rationale: Ms. Sarah Thrall, Board Chair, will share opening remarks.

B. Superintendent's Announcements (5 min.)

Goals: Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

Rationale: Dr. Jordan Grossman, Superintendent, will provide district updates.

C. Schools in the Spotlight (15 min.)

Goals: Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

Attachments:

Kelly Lane Spotlight 4-20-22

4

Rationale: Kelly Lane Primary School teachers Tara Peterson, Emily Buder, Ingrid Budlong, Beka Goldberg, and Amber Wyzik, along with their students will present student-led conferences which were piloted this spring. This format varies from traditional parent-teacher conferences because it is facilitated by students, allowing them to take ownership of their learning and accomplishments.

D. Student Representative Reports (5 min.)

Rationale: Mr. Jacob Scotto and Ms. Tess Bajek, Student Representatives, will report on activities taking place at the high school.

E. Assistant Superintendent's Report (5 min.)

Goals: Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

Rationale: Ms. Jennifer Parsons, Assistant Superintendent, will provide updates from the Assistant Superintendent's office.

F. Business Manager's Report (5 min.)

Goals: Budget Development and Fiscal Management: Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments.

Attachments:

March 2022 SOA Report

31

Rationale: Ms. Anna Robbins, Business Manager, will present the March statement of accounts.

II. Public Comment (20 min.)

Goals: Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

Rationale: Granby community engagement and attendance at BOE public meetings is welcomed. The Public Comment segment of the meeting agenda is set aside so the BOE may receive public comments. Procedurally, public remarks will be limited to about 5 minutes and citizens will be asked to identify themselves. Because the BOE is limited by the Freedom of Information Act to discussing only matters on the agenda, the BOE is not permitted to engage in a discussion of the comments presented.

III. Consent Agenda (5 min.)

A. Minutes

Goals: *Community Engagement: Enhance communication and build trusting relationships with all stakeholders.*

Attachments:

BOE Approved Minutes 4-6-22

37

Rationale: The Board will approve/amend the minutes of the April 6, 2022 Board of Education meeting.

IV. Old Business

A. Continuous Improvement Plan Update for Kelly Lane Primary School (15 min.)

Goals: *Community Engagement: Enhance communication and build trusting relationships with all stakeholders.*

Attachments:

Kelly Lane CIP 2021-2022

41

Rationale: Ms. Colleen Bava, Principal, Kelly Lane Primary School, will provide an update to the Board on her Continuous Improvement Plan for Kelly Lane Primary School.

B. FY23 Board of Education Budget Update (5 min.)

Goals: *Budget Development and Fiscal Management: Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments., Community Engagement: Enhance communication and build trusting relationships with all stakeholders.*

Rationale: Dr. Grossman will provide the Board with an update on the FY23 Board of Education Budget.

V. New Business

A. Secretarial Contract Approval (5 min.)

Goals: *Budget Development and Fiscal Management: Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments., Community Engagement: Enhance communication and build trusting relationships with all stakeholders.*

Rationale: The Board will consider the approval of the secretarial contract, CSEA/SEIU Local 2001, effective July 1, 2022 through June 30, 2025.

B. First Reading of Revised Policy 5113 - Attendance-Excuses-Dismissal (5 min.)

Attachments:

Granby 5113 Attendance-Excuses-Dismissal (Rev. April 2022)

52

Rationale: The Curriculum Subcommittee recommends revised Policy 5113, Attendance-Excuses-Dismissal, to the Board for a first reading.

C. First Reading of Revised Policy 5113.2 - Truancy (5 min.)

Attachments:

Granby 5113.2 Truancy (Rev. April 2022)

57

Rationale: The Curriculum Subcommittee recommends revised Policy 5113.2, Truancy, to the Board for a first reading.

D. First Reading of Revised Policy 5141, Student Health Services (5 min.)

Attachments:

Granby 5141 Student Health Services (Rev. April 2022)

61

Rationale: The Curriculum Subcommittee recommends revised Policy 5141, Student Health Services, to the Board for a first reading.

E. First Reading of Revised Policy 6146, Graduation Requirements (5 min.)

Attachments:

Granby 6146 - Graduation Requirements (Revised April 2022)

69

Rationale: The Curriculum Subcommittee recommends revised Policy 6146, Graduation Requirements, to the Board for a first reading.

VI. Miscellaneous (20 min.)

A. Board Standing Committee Reports

1. Curriculum Subcommittee Meeting

Goals: Professional Learning: Develop the instructional skills and strategies of our teaching staff through ongoing, meaningful and systemic professional learning opportunities., Embracing Diversity: Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias., Safety and Social Emotional Well-Being: Foster a safe and positive social emotional environment for everyone.

Attachments:

Approved Curriculum SC Minutes 3-2-22

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2. Finance Subcommittee Meeting

Goals: Budget Development and Fiscal Management: Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments., Student Achievement: Improve student achievement, academic performance and opportunity at all grade levels and for all ability levels and decrease achievement gaps on the path to college and career readiness., Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

B. Other Board-Related Reports

1. CREC/CABE

Goals: Safety and Social Emotional Well-Being: Foster a safe and positive social emotional environment for everyone.

2. Granby Education Foundation

Goals: Embracing Diversity: Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

C. Calendar of Events

Attachments:

Calendar of Events

77

D. Board Member Announcements

E. Action Items

VII. Executive Session/Non-Meeting

A

E

I

O

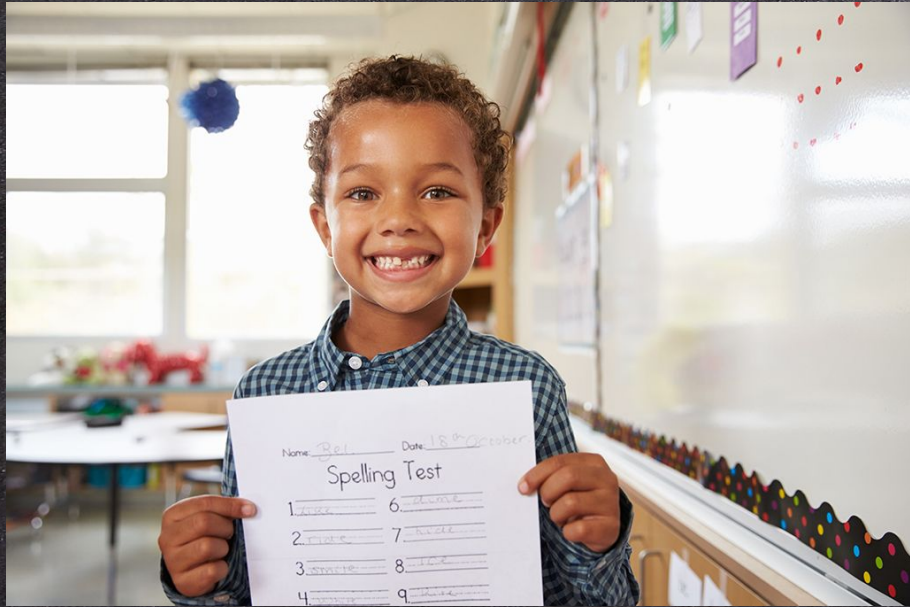
U

Student Led
Conferences
across Kelly Lane

What is a Student Led Conference?

- A Time for students to share learning with their families
- Facilitated by the teacher
- Led by the student!





WHY STUDENT LED CONFERENCES?

- Students develop **ownership** of their learning
- Students build **independence**
- Students take **pride** in their success
- Students identify areas for **improvement**
- Students **share** knowledge and skills learned

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Also...

"Student Led Conferences engage families in richer, more transparent conversations about student progress"



Edutopia- Ashley Cronin



Our Team of Presenters



Tara Peterson
Preschool Teacher

Emma Buder
Kindergarten Teacher

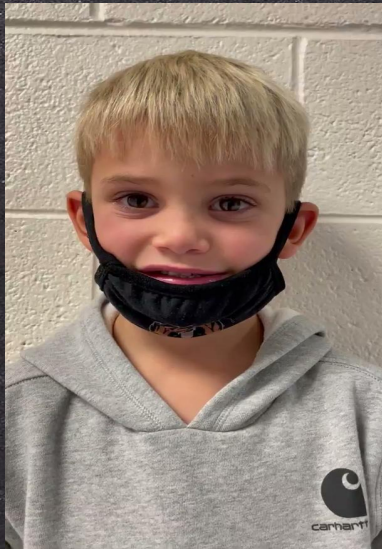
Beka Goldberg
First Grade Teacher

Ingrid Budlong
Second Grade Teacher

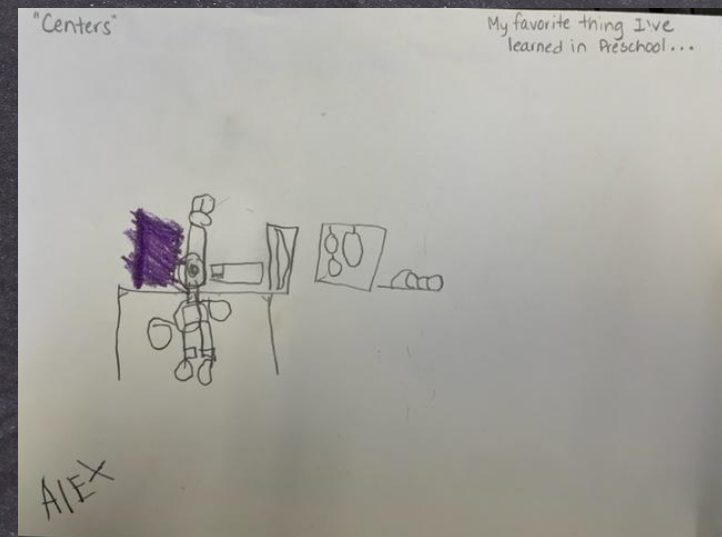


Pre-K

Fall
Conference



Spring
Conference



My favorite thing I've learned
in Preschool...


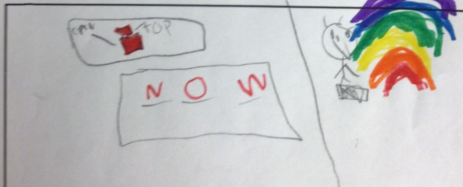
Kindergarten



Henry's Student
Led Conference



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

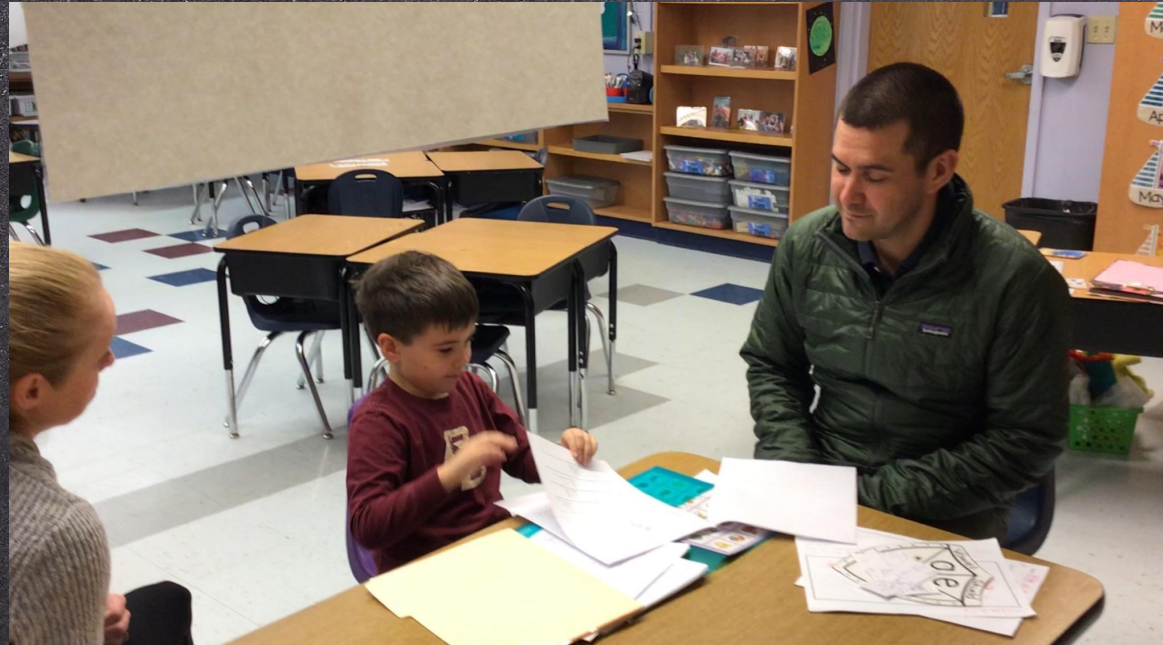
Name Henry B.
My learning at Kelly Lane
I am really good at:
Help Rephr.
I am still working on:
Learning my Dext
My favorite part of the day is:
writing 




I shared my personal goal.



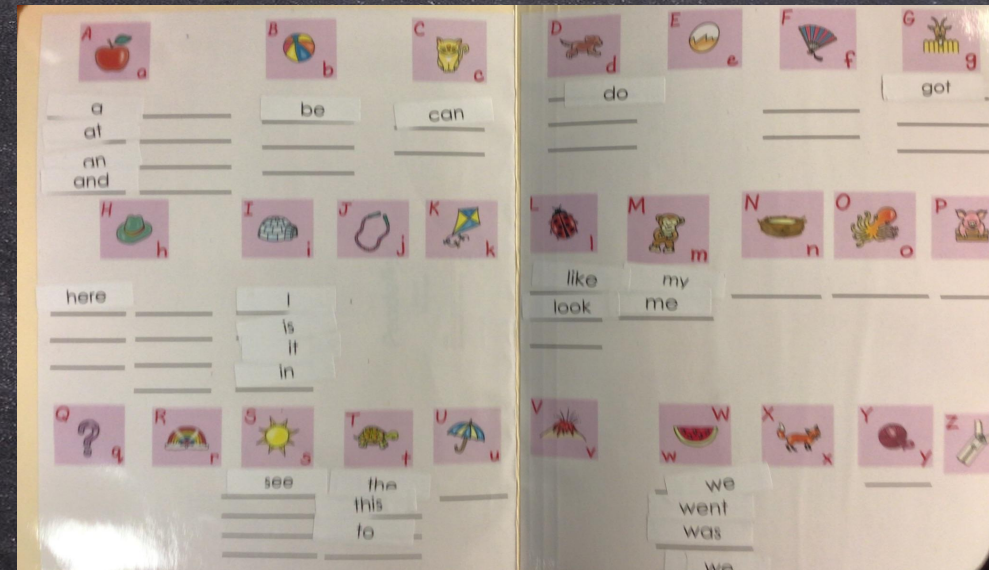
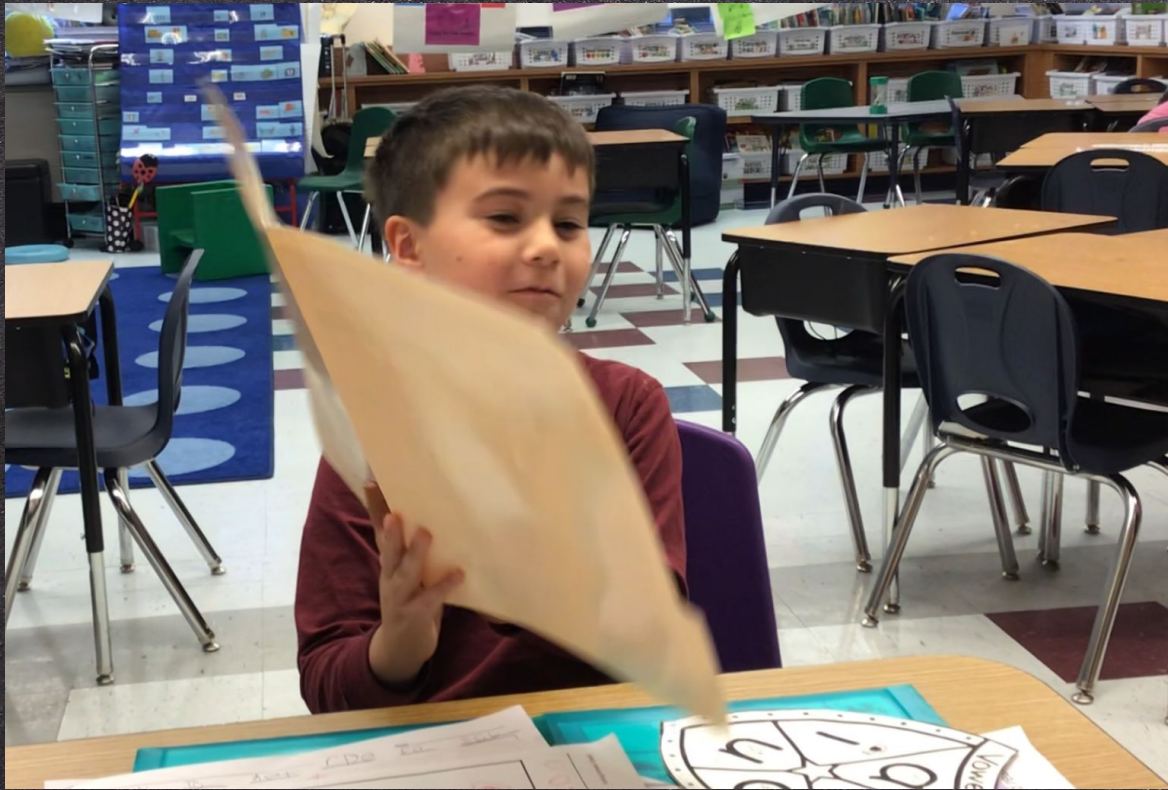
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



I shared my writing goals.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



I shared my learning tools.



A

B

C

I'm really
proud of my
student
led-conference!



First Grade

I shared my work habits, self reflection,
and examples of my reading, writing, and
math strengths!

Izzy's Student Led Conference!



I shared my work habits and classroom behavior self reflection. I shared my glow and grow.

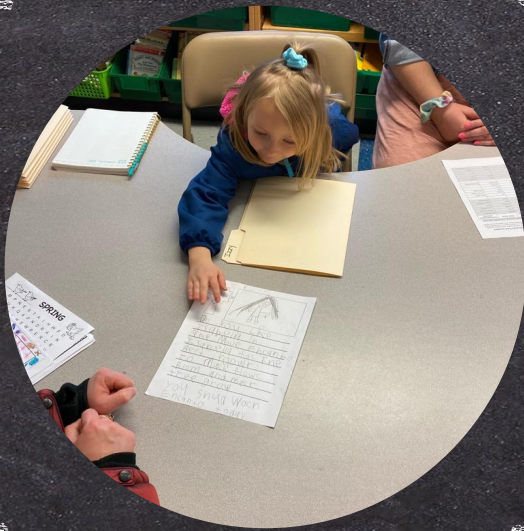
Izzy's **my SELF-REFLECTION** 1 2 3 4 QUARTER

I DO MY BEST WORK	<input checked="" type="radio"/> ALWAYS <input type="radio"/> SOMETIMES <input type="radio"/> NOT REALLY <input type="radio"/> NEVER
I FINISH MY WORK ON TIME	<input type="radio"/> ALWAYS <input type="radio"/> SOMETIMES <input type="radio"/> NOT REALLY <input checked="" type="radio"/> NEVER
I STAY FOCUSED WHEN ITS TIME TO WORK	<input type="radio"/> ALWAYS <input checked="" type="radio"/> SOMETIMES <input type="radio"/> NOT REALLY <input type="radio"/> NEVER
I FOLLOW DIRECTIONS THE FIRST TIME	<input checked="" type="radio"/> ALWAYS <input type="radio"/> SOMETIMES <input type="radio"/> NOT REALLY <input type="radio"/> NEVER
I CONTROL MY VOICE LEVEL	<input type="radio"/> ALWAYS <input type="radio"/> SOMETIMES <input checked="" type="radio"/> NOT REALLY <input type="radio"/> NEVER
I LISTEN WHEN THE TEACHER IS TALKING	<input type="radio"/> ALWAYS <input checked="" type="radio"/> SOMETIMES <input type="radio"/> NOT REALLY <input type="radio"/> NEVER
I AM KIND TO MY CLASSMATES	<input checked="" type="radio"/> ALWAYS <input type="radio"/> SOMETIMES <input type="radio"/> NOT REALLY <input type="radio"/> NEVER
I AM A GOOD PROBLEM SOLVER	<input type="radio"/> ALWAYS <input type="radio"/> SOMETIMES <input type="radio"/> NOT REALLY <input checked="" type="radio"/> NEVER

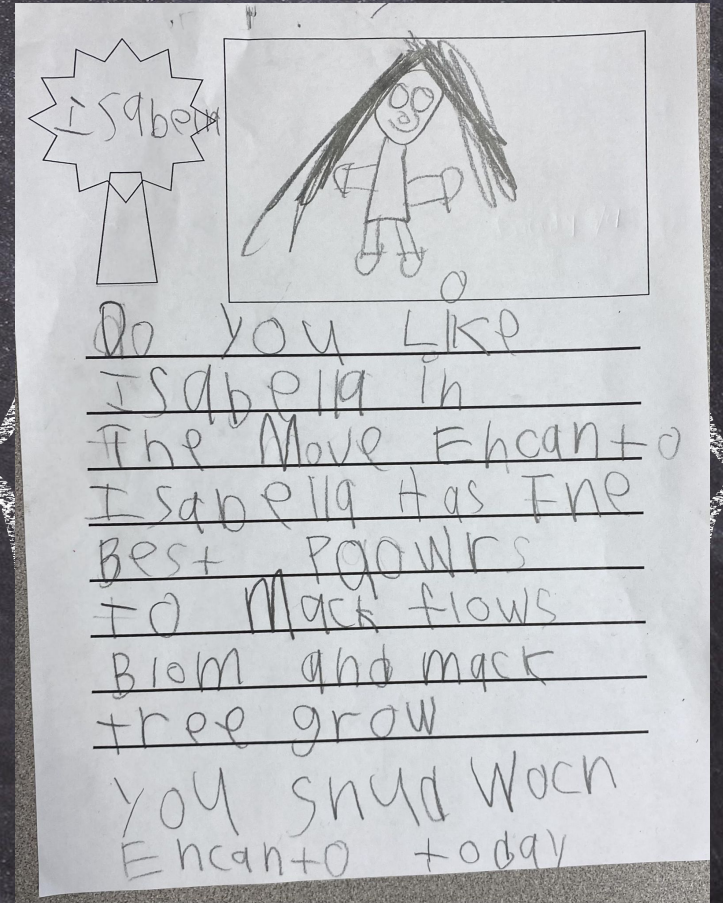
HOW I glow
I share math drawings to solve

HOW I CAN grow
I can read longer books

Izzy's Student Led Conference!



I shared a writing piece that I am the most proud of.

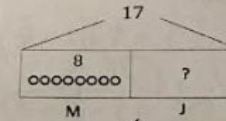


Izzy's Student Led Conference!



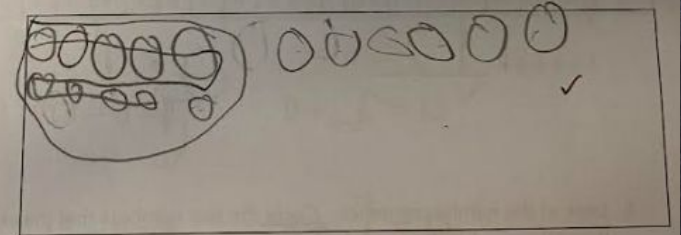
I shared math
that I am the
most proud of.

1. Max and Jenna put 17 stickers in a basket. Max put in 8. How many did Jenna put in?



- A 8 sticks
 B 9 sticks
 C 10 sticks
 D 11 sticks

2. There were 16 apples. 9 are taken out of the box. How many apples are left in the box? Draw a picture and write the number sentence to match.



Number Sentence $16 - 9 = 7$ ✓

Izzy's Student Led Conference!



I chose my favorite book to read and share my reading strategies.

legs antennae

black ant

What makes an animal an insect? Look closely and you will see. They all have six legs. Their bodies are divided into three parts.

Spiders look a bit like insects. But look again! Spiders have eight legs. Their bodies are divided into two parts. Many spiders spin webs.

SMART WORDS

insect: an animal with six legs and a body divided into three parts

spider: an animal with eight legs and a body divided into two parts

cross spider



I had so much fun sharing my learning with my family at my student-led conference!

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



Second Grade

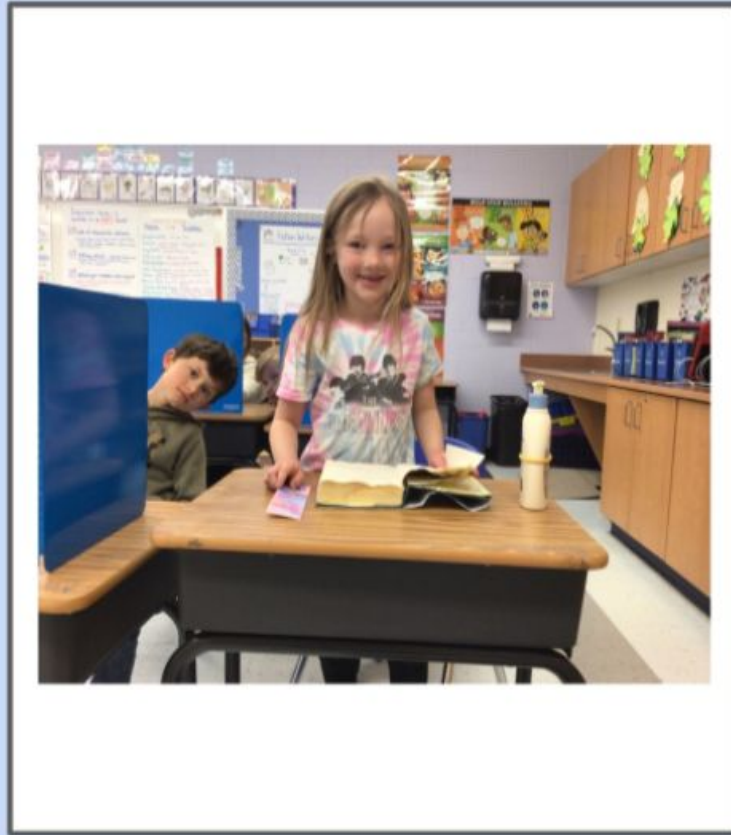
Second Grade



Welcome to my Conference!

I am so excited to share with you all of the things that I am proud of! I will show you some work in math, writing and more!

Let's get started!



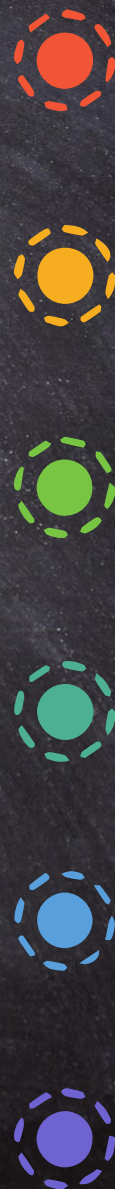
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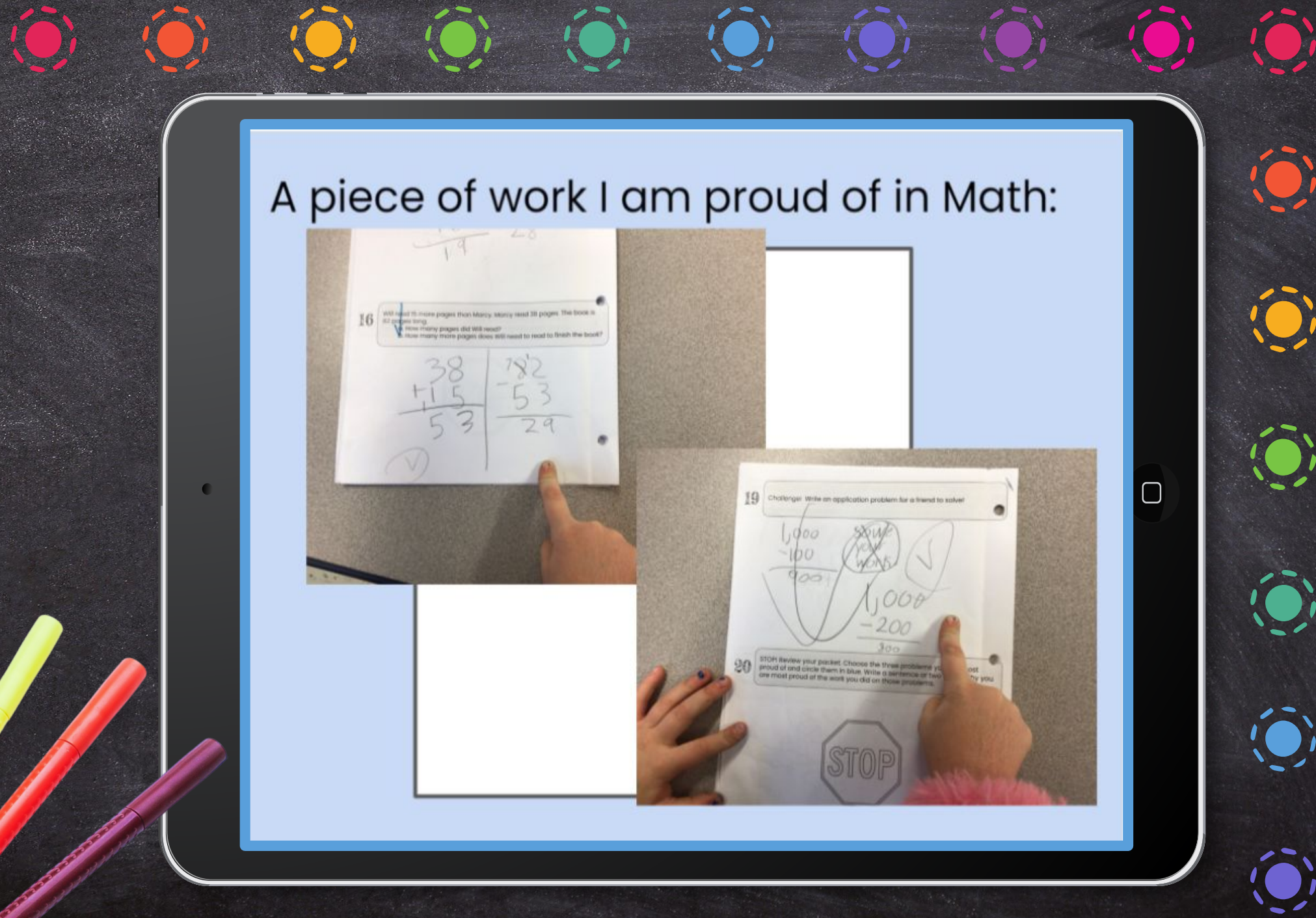
Second Grade



Some of the books I am reading:



Second Grade



A piece of work I am proud of in Math:

16 Will read 75 more pages than Marcy. Marcy read 38 pages. The book is 82 pages long.
How many pages did Will read?
How many more pages does Will need to read to finish the book?

$$\begin{array}{r} 38 \\ +15 \\ \hline 53 \end{array}$$
$$\begin{array}{r} 78 \\ -53 \\ \hline 25 \end{array}$$

(✓)

19 Challenge: Write an application problem for a friend to solve!

1,000
-100
900

~~1,000~~
~~-100~~
~~900~~

1,000
-200
800

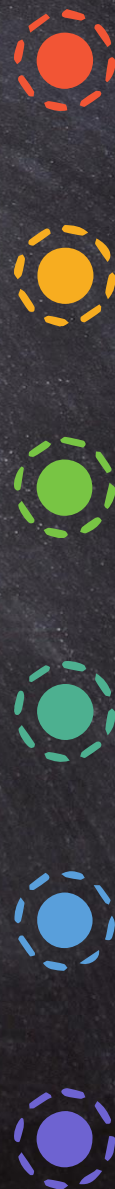
20 STOP! Review your packet. Choose the three problems you are most proud of and circle them in blue. Write a sentence or two about what you are most proud of the work you did on those problems.

STOP

Second Grade



A piece of work I am proud of in Writing:



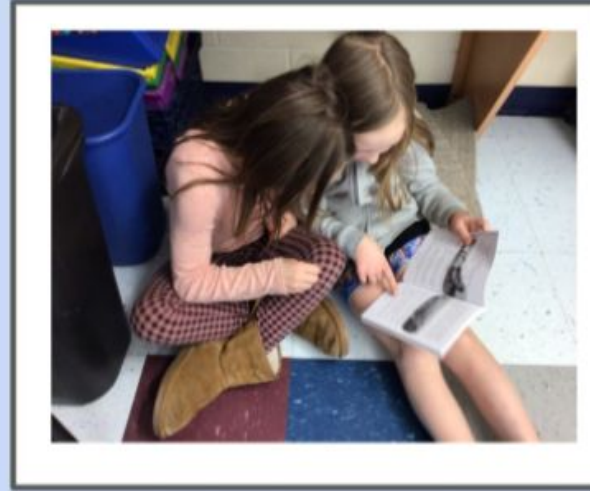
Second Grade



My friends at school:



Something I love to do at school:



Second Grade



I am really proud of:



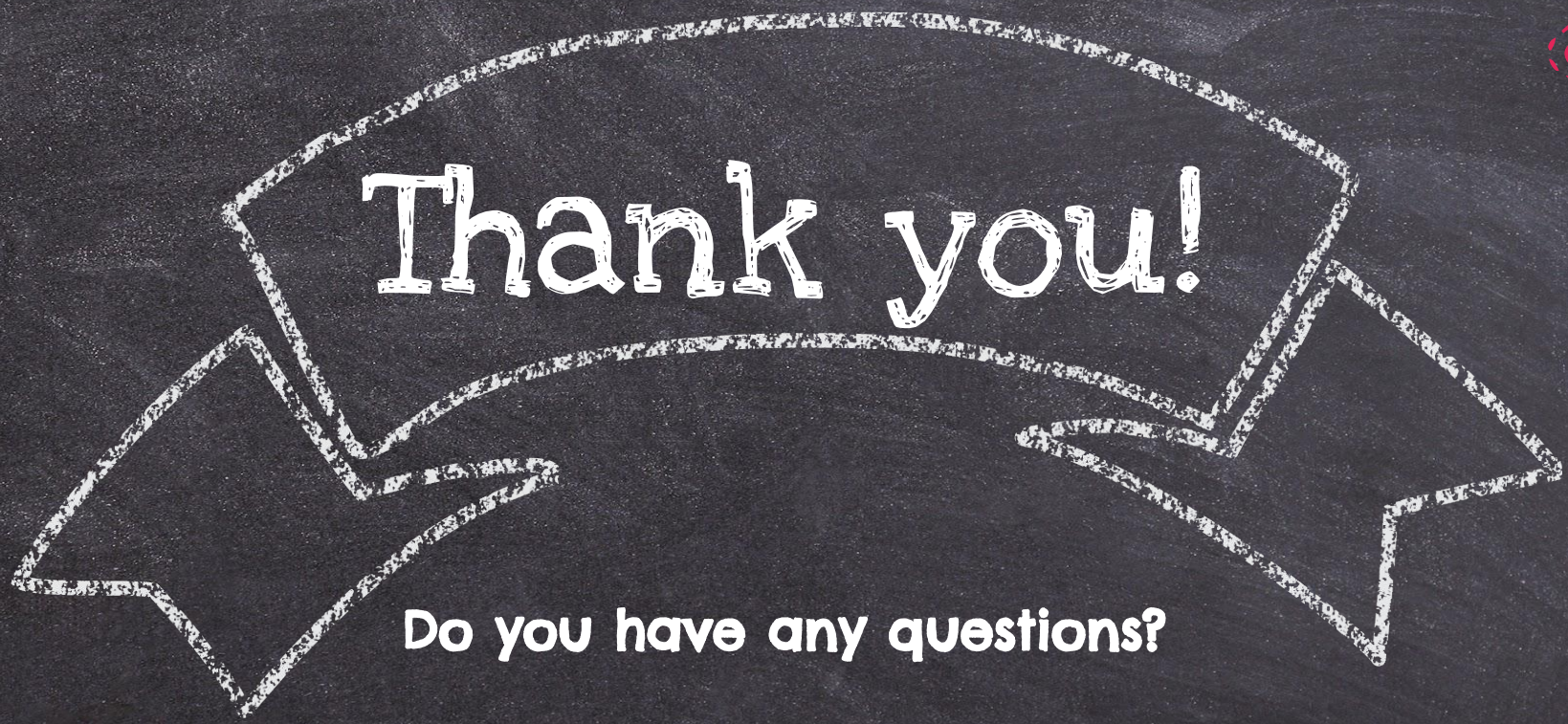
I am working on:





Interested in seeing this conference in more detail? Check out the video or click the Seesaw Link to view Brooklyn's presentation!





Jordan E. Grossman, Ed.D.
Superintendent of Schools



Jennifer M. Parsons
Assistant Superintendent

Angela E. Ehrenwerth
Director of Pupil Personnel Services

Anna M. Robbins, SFO
Business Manager

To: Granby Board of Education
From: Anna Robbins, Business Manager
Date: April 20, 2022
Re: March 2022 Statement of Accounts FY22 Year-to-date

As of March 31, 2022, the BOE shows a positive forecast of \$255K, which is \$136K higher than last month. Overall special education expenditures are projected to be overbudget \$14K which is \$92K better than last month. The positive change in the special education forecast reflects changes in out-of-district transportation as well as instructional purchased services. Regular education expenditures are projected to be favorable \$268K which is better than last month by \$45K. The main driver for the positive forecast in regular education is the purchase order cutoff on March 15. The early cutoff does not prevent spending in appropriate categories but it does require that the end-of-year spending be encumbered.

At this time, the Quality & Diversity Fund balance is projected to be favorable \$181K. Favorable variances in after-school activities, Kindergarten support staff salaries as well as summer school expenses contribute to the favorable forecast.

Revenues to the town are projected to be better than budgeted by \$100K and are unchanged since last month. The town has received the first payment of \$322K for the Special Education Excess Cost Grant. The billing for the second half of the Special Education charges to other towns will be sent to participating towns in the beginning of April.

**Granby Board of Education
FY 2021-2022
Statement of Accounts
for the period ended
March 31, 2022**

Description	Budget	Expended	Encumbered	Expended & Encumbered	Budget Balance	% Enc/Exp	This Month Forecast Compared to Prior Month	
							March 2022 Forecast	Forecast
Certified Salaries:								
Administration	1,751,243	1,344,912	403,474	1,748,386	2,856	99.84%	2,856	0
Regular Education	10,955,845	6,703,791	4,023,976	10,727,767	228,078	97.92%	190,646	4,723
Special Education	1,939,332	1,210,232	639,892	1,850,123	89,209	95.40%	89,209	0
Total	14,646,419	9,258,935	5,067,341	14,326,276	320,143	97.81%	282,711	4,723
Substitute/Tutor/Support Salaries								
Substitutes	8,000	27,226	0	27,226	(19,226)	340.32%	(21,726)	(1,726)
Sped Support (Speech, O.T. & P.T.)	460,454	321,988	134,856	456,844	3,610	99.22%	3,610	304
Tech Support	250,682	187,666	63,118	250,784	(102)	100.04%	(102)	0
Tutors - Regular Education	38,147	15,341	6,500	21,841	16,305	57.26%	8,240	3,296
Tutors - Special Education	29,480	14,395	0	14,395	15,085	48.83%	10,810	4,275
Total	786,763	566,616	204,475	771,091	15,673	98.01%	832	6,149
Teaching Assistant Salaries:								
Regular Education TA	310,340	241,500	103,160	344,661	(34,321)	111.06%	(37,929)	690
Special Education TA	1,185,080	763,197	377,082	1,140,279	44,801	96.22%	52,365	4,983
Total	1,495,420	1,004,697	480,242	1,484,939	10,481	99.30%	14,436	5,673
School Secretaries' Salaries	666,332	472,424	187,094	659,518	6,814	98.98%	2,117	1,931
Central Office Salaries	575,725	410,549	162,632	573,181	2,543	99.56%	(59)	(2,498)
Custodial & Maintenance Salaries	1,341,989	973,436	343,985	1,317,421	24,568	98.17%	19,952	9,913
Bus Monitors	0	4,497	5,092	9,590	(9,590)		(9,590)	465
Total Salaries	19,512,648	12,691,153	6,450,863	19,142,016	370,632	98.10%	310,399	26,356
Employee Benefits	5,646,727	4,155,535	1,248,747	5,404,281	242,446	95.71%	(5,000)	(5,000)
Total Salaries & Employee Benefits	25,159,375	16,846,688	7,699,609	24,546,297	613,078	97.56%	305,399	21,356

**Granby Board of Education
FY 2021-2022
Statement of Accounts
for the period ended
March 31, 2022**

Description	Budget	Expended	Encumbered	Expended & Encumbered	Budget Balance	% Enc/Exp	This Month Forecast Compared to Prior Month	
							March 2022 Forecast	Forecast
Purchased Services:								
Instructional Purchased Service	563,326	362,377	106,081	468,459	94,867	83.16%	18,388	22,465
Administration Purchased Service	462,937	319,934	132,744	452,679	10,258	97.78%	3,000	6,858
Maintenance Purchased Service	101,483	49,103	20,327	69,430	32,053	68.42%	0	0
Total	1,127,746	731,415	259,153	990,567	137,178	87.84%	21,388	29,323
Legal Services	55,000	51,319	22,813	74,132	(19,132)	134.79%	(25,000)	0
Repairs & Maintenance:								
Instructional Repairs & Maintenance	74,599	60,040	3,124	63,164	11,435	84.67%	0	0
Administration Repairs & Maintenance	8,500	0	0	0	8,500	0.00%	0	0
Maintenance Repairs & Maintenance	434,698	234,794	97,578	332,372	102,326	76.46%	(4,465)	0
Total	517,797	294,834	100,702	395,536	122,261	76.39%	(4,465)	0
Transportation:								
Transportation Regular Education	954,914	524,098	266,047	790,145	164,769	82.75%	85,000	0
Transportation Special Education	708,654	248,653	248,368	497,021	211,633	70.14%	157,901	76,384
Transportation Vocational Tech	92,862	56,888	26,688	83,576	9,286	90.00%	7,022	0
Total	1,756,430	829,639	541,103	1,370,742	385,688	78.04%	249,923	76,384
Insurance Property & Liability	102,700	92,196	16,939	109,135	(6,435)	106.27%	(6,475)	0
Communications	91,881	54,317	24,477	78,794	13,087	85.76%	0	0
Tuition:								
Tuition Special Education	1,747,882	1,252,028	773,416	2,025,443	(277,561)	115.88%	(285,739)	(3,757)
Tuition Adult Education	11,967	11,325	0	11,325	642	94.64%	642	0
Total	1,759,849	1,263,353	773,416	2,036,768	(276,919)	115.74%	(285,097)	(3,757)
Conference & Travel Expense	77,694	18,138	4,028	22,166	55,528	28.53%	10,000	10,000

**Granby Board of Education
FY 2021-2022
Statement of Accounts
for the period ended
March 31, 2022**

Description	Budget	Expended	Encumbered	Expended & Encumbered	Budget Balance	% Enc/Exp	This Month Forecast Compared to Prior Month	
							March 2022 Forecast	Forecast
General Supplies:								
General Supplies Regular Education	317,970	222,282	48,607	270,889	47,081	85.19%	10,000	0
General Supplies Special Education	27,316	19,271	4,028	23,298	4,018	85.29%	0	2,034
General Supplies Administration	79,976	47,413	14,569	61,982	17,994	77.50%	0	0
General Supplies Maintenance	141,372	84,282	35,227	119,509	21,863	84.54%	0	0
Total	566,634	373,248	102,431	475,679	90,955	83.95%	10,000	2,034
Electricity	420,812	287,465	134,724	422,189	(1,378)	100.33%	0	0
Fuel/Natural Gas	169,352	128,041	11,229	139,270	30,082	82.24%	0	0
Textbooks/Workbooks	124,528	85,855	73,599	159,454	(34,926)	128.05%	(17,320)	0
Library/Media Center	62,237	54,530	4,952	59,482	2,755	95.57%	0	0
Software	322,868	300,407	12,705	313,112	9,756	96.98%	0	0
Dues & Fees	50,346	37,701	449	38,150	12,196	75.78%	0	2,450
Replacement Equipment:								
Replacement Equipment	0	0	0	0	0	0.00%	0	0
Replacement Equip Admin	6,000	8,090	0	8,090	(2,090)	134.84%	(1,535)	0
Replacement Equip Maintenance	2,500	2,206	0	2,206	294	88.26%	(2,090)	(2,090)
Total	8,500	10,297	0	10,297	(1,797)	121.14%	(3,625)	(2,090)
New Equip Instructional	0	0	0	0	0	0.00%	0	555
Student Activities	809,760	443,754	265,022	708,776	100,984	87.53%	0	0
Total General Fund	33,183,507	21,903,196	10,047,349	31,950,545	1,232,962	96.28%	254,728	136,254
SPED	6,227,173						(13,529)	91,566
GEN ED	26,956,334						268,257	44,688

March 2022

Quality & Diversity	Budget	Forecast	Better/(Worse) Than Budget
Opening Balance	210,550	352,101	141,551
Expenses	1,056,942	946,271	110,671
Revenue	875,253	775,908	(99,345)
Ending Balance	28,860	181,738	152,877

**Granby Board of Education
FY 2021-2022
Statement of Accounts
for the period ending
March 31, 2022
For Selected Special Education Accounts**

II. Expenditures	FY21-22 Budget	Expended	Encumbered	Expended & Encumbered	Balance	Full Year Forecast March 2022	Results Compared to prior month Forecast
Legal Expense	27,500	29,687	22,813	52,500	(25,000)	(25,000)	0
Special Education Certified Staff	1,939,332	1,210,232	639,892	1,850,123	89,209	89,209	0
Teacher Assistants	1,185,080	763,197	377,082	1,140,279	44,801	52,365	4,983
Special Education Tutors	29,480	14,395	0	14,395	15,085	10,810	4,275
Evaluation, Therapy & Contracted Services	88,425	81,680	12,699	94,379	(5,954)	(16,685)	7,344
General Supplies Special Education	27,316	47,413	4,028	51,441	4,018	0	2,034
Conference & Travel Expense	13,050	4,043	1,170	5,213	7,837	0	0
Sped Support (Speech, O.T., & P.T.)	460,454	321,988	134,856	456,844	3,610	3,610	304
Special Ed Transportation	708,654	248,653	248,368	497,021	211,633	157,901	76,384
Out of District Tuition	1,747,882	1,252,028	773,416	2,025,443	(277,561)	(285,739)	(3,757)
Total Selected Special Education Accounts	6,227,173	3,973,315	2,214,323	6,187,638	67,677	(13,529)	91,566

**Granby Board of Education
 FY 2021-2022
 Statement of Accounts
 for the period ending March 31, 2022**

I. Revenue	FY 2021-2022 Budget	Currently Anticipated	Received To Date	Full Year Forecast March 2022	Changes from Prior Month Forecast
Reg. Tuition from other Towns	614,448	696,550	696,550	82,102	0
SPED Tuition from other Towns	456,273	624,079	0	167,806	0
SDE Excess Cost Reimbursement	491,779	373,947	321,724	(117,832)	0
Rental Fees	14,745	0	0	(14,745)	0
Pay for Participation	53,966	37,000	26,560	(16,966)	0
Sub Total	<u>1,631,211</u>	<u>1,731,576</u>	<u>1,044,833</u>	<u>100,365</u>	<u>0</u>

Regular Board of Education Meeting – Approved Minutes
Wednesday, April 6, 2022, 7:00 p.m.
Town Hall Meeting Room

Present Board Members: Kristina Gilton, Monica Logan, Donna Nolan, David Peling, Whitney Sanzo, Sarah Thrall, Rosemarie Weber, and Jacob Scotto (Student Representatives)

Absent Board Members: Tess Bajek

Sarah Thrall called the meeting to order at 7:00 p.m.

I. Administrative Reports

I.A. Chairman's Corner

Sarah Thrall, Board Chair, congratulated Jacob Scotto on being the recipient of the Connecticut Association of Schools Performing Arts Award. She also congratulated the Wells Road Drama Club on their performance of *You're A Good Man, Charlie Brown*. Ms. Thrall welcomed the Best Buddies Program and Angela Ehrenwerth who were in attendance to present this evening.

I.B. Superintendent's Announcements

- Dr. Grossman welcomed those in attendance and virtually and also welcomed high school Resource Teacher, Liz David, and some high school students who are here to present for the Spotlight as well as to Ms. Angela Ehrenwerth, Director of Pupil Personnel Services, who is here to present an update on her Continuous Improvement Plan.
- At Monday evening's Board of Selectmen Meeting, the Board voted to award the contract for the high school building project. The work on this project is scheduled to begin next week.
- The Board of Education Budget will be presented at a public hearing on April 11th at 7:00 p.m. in the high school auditorium. The budget will go to a town-wide vote on Monday, April 25th from 12-8 p.m.
- Congratulations to Connecticut Association of Schools Annual Arts Awards Winners: In Visual Arts – Mara Wutka and in Performing Arts – Jacob Scotto.
- Also, congratulations to the Wells Road Drama Club on their performance of *You're A Good Man, Charlie Brown*.
- On-line Kindergarten registration began on February 1st and, thus far, 83 students are registered which includes our current PK students.
- Spring conferences were well attended for both elementary and secondary (in-person and virtual).
- A combined PTO/PAC Meeting was held Monday night via Zoom to discuss the budget.
- A Superintendent's Community Conversation will be held on Tuesday, April 19th from 10-11 a.m. via Zoom to discuss the budget and other educational issues.
- The budget edition of the *Vision* will be delivered to all town residents this week prior to the public hearing on the budget on April 11th.
- I wish all of our staff, students and family a wonderful break next week.
- The next regularly scheduled Board Meeting will be held on Wednesday, April 20th.

Rosemarie Weber inquired if there was an increase in parent/teacher conference participation with the virtual aspect. Jennifer Parsons stated she will get that information. Dr. Grossman stated he will include this information in his weekly Board report.

I.C. Department Spotlight

Ms. Elizabeth David, Resource Teacher, and some high school students highlighted the Best Buddies Program at Granby Memorial High School. Chelsea Newton, senior, informed the Board of the Best Buddies Mission and shared a history on the program stating the high school had a Best Buddies Club; however, this year created a Best Buddies Chapter with the international organization. Natalie Kalva shared that at the Best Buddies Ball on Sunday, new friends were made and that is what she likes best about the program. Chelsea described all of the groups they work with including Leo Club, Cheerleading and Unified Basketball. Amelia Davis shared that one of the first activities this year was Apple Picking. A Halloween Party, Friendsgiving celebration; Chapter Holiday Party; Leo Club Holiday Party; and, a St. Patrick's Day Party were also held. Additionally, Best Buddies went bowling and had a Best Buddies Friendship Ball held at the Aqua Turf in Southington, CT. This past Tuesday, an Easter Egg Hunt was

held at the high school. Future events were shared as follows: Annual Friendship Walk Fundraiser at Dunkin' Donuts Park on May 1st; End of Year Celebration at Antonio's on May 15th; and, a Best Buddies Meet and Greet with incoming buddies on May 17th. Maeve Dingley shared future goals and next steps to recruit more underclassmen to the club as peer buddies and spread the message about the chapter in the school community. Sarah Thrall inquired what the BOE can do to support the Best Buddies Program. Liz David stated she cannot do anything without the help of the students and the major goal for Best Buddies in the next year is to grow the chapter and inform families and students about who they are what they do. She also shared that students do not need to have a disability to be involved and can be a peer mentor. Ms. David stated she has been involved with Best Buddies for about 8 years and it is the best part of her teaching career and she cannot wait to do more events in the future and Board members are welcome to stop by anytime. Ms. Thrall also inquired how many students are in the program and Liz stated there are 13 peer mentors and 4-5 buddies. Monica Logan inquired how frequently does the club meet. Chelsea Newton stated the club meets the first Thursday of the month. Rosemarie Weber suggested having a joint event with another organization in the high school (i.e., NHS). Ms. Thrall thanked Ms. David for her passion and her leadership and thanked everyone for participating. Angela Ehrenwerth also thanked Ms. David and the students for their leadership of this program as well as to Anna Robbins, Business Manager, for her assistance with events.

I.D. Assistant Superintendent's Report

Ms. Jennifer Parsons, Assistant Superintendent, stated end-of-year summative testing is well underway. She stated the district is awaiting SAT results; 4th and 8th graders took the NAEP (National Assessment of Educational Progress); and, Science and Smarter Balanced assessments are in process. Summer curriculum work and planning for professional development next year is also well underway. Ms. Parsons shared there were 50 nominations this year for Teacher of the Year. Next steps are nominated teachers can apply and then the committee decides on the 2023 Teacher of the Year. Donna Nolan inquired if there was any feedback on students who took the SAT online. Ms. Parsons stated she is in process of soliciting information on this. Mike Dunn, Principal, shared he did speak to students after the test and there were mixed reactions from students. Sarah Thrall inquired about the Granby Equity Team meeting last week. Ms. Parsons stated the Team met last week and continued discussion around ways individuals are recognizing women in history as well as power (who holds power, how do you gain power, shifts in power). Also discussed the survey administrated last year talking about experiences in school and what additional information we want to gather and put together at our last meeting for our action plan. Rosemarie Weber inquired about the participation in the survey and Ms. Parsons stated there was over 80% participation from students. The results of the survey will provide what the implications are for the Team's work going forward.

I.E. Student Representative Reports

- Jacob stated spring sports have begun. Boys' lacrosse has a record of 0-2; girls' lacrosse 2-0; baseball 0-1. Boys' and girls' tennis have their first matches over the April break; golf has their first match on April 19th; girls' and boys' track on Friday.
- The first ever spring pep rally will be held this Friday.
- All-state for musicians was held this past weekend.
- The NHS Volleyball Tournament was a great success as well as the NHS Empty Bowls fundraiser, raising over \$4,000 for the Granby and Hartland Food Banks.
- There will be an NHS FUNdrive for clothes and soft donations (sheets, pillowcases, etc.) starting April 11th and running until April 24th aiming to fill up 100 trash bags for donation.
- The GMHS Blood Drive was on Monday.
- Robotics had a competition on March 19th and there is another competition this weekend.
- A Spring Coffeehouse will be held on April 30th in the High School Commons.
- Spirit Week was this week as follows: Met Gala Monday; Tropical Tuesday; Western Wednesday; Character Thursday; and, class colors/sports jerseys for pep rally.

Donna Nolan inquired how donations should be made for the FUNdrive. Jacob Scotto stated donations can be brought into the school and NHS will package up for donation.

II. Public Comment

There were no public comments this evening.

III. Consent Agenda

III.A. Minutes

A motion was made by Donna Nolan and seconded by Kristina Gilton to adopt the consent agenda. This motion passed unanimously at 7:39 p.m.

IV. Old Business

IV.A. Pupil Services Department Continuous Improvement Plan Update

Ms. Angela Ehrenwerth, Director of Pupil Personnel Services, provided an update to her Continuous Improvement Plan for the Board. She reviewed her goals as follows: *Goal 1: Student Learning and Achievement* that students with special needs show measurable gains in academic achievement when provided effective core instruction by supporting data conversations through work with special education leadership; using mid-year conferences to discuss student performance data; revisiting previous district work on priority standards; and, instructional coaching with an emphasis on literacy at the PK-5 level. She shared data highlights as well and Grade 2 is on track to meet the literacy goal and Grades 3-5 are on track to meet numeracy goals. Data was shared for PSATs for Grades 9-11 and 11th graders are on track to meet evidenced based reading and writing goal; current 10th graders are showing stronger literacy skills and current 9th graders are showing stronger numeracy skills. *Goal 2: Community Engagement* to partner with families to support engagement, ongoing communication and collaboration between staff and families by holding regular SEPTO (Special Education Parent Teacher Organization) meetings; provide a monthly newsletter; and ongoing communication with families. *Goal 3: Social and Emotional Well-Being* to support social/emotional/ behavioral learning of students and staff to foster a positive learning environment that is responsive and encourage by engaging in a review and revise process for behavioral assessments; expanding the role of the BCBA to provide broader supports across grade levels and schools; and, the SEL Committee assessing current practices in each building. *Goal 4: Budget Development and Fiscal Management* to aim to be fiscally responsible through careful identification of needs and appropriate spending to support student learning and growth by ongoing examination of special education programming needs PK12; initiating an Alternative Education Programming Committee to explore Grades 6-12 programming; and, monthly collaboration and discussions with Farmington Valley Directors about shared programming possibilities. *Goal 5: Embracing Diversity* to support the implementation of the Granby Public Schools' Anti-Bias/Anti-Racism Plan by promoting equitable practices and outcomes for all students, particularly those with identified special needs, through specialized instruction and programming by an active and growing Best Buddies Chapter and successful Unified Sports basketball season; supporting professional growth opportunities for staff to increase differentiated instruction; and, exploring ways at the building level to best collect routine data on goals and objectives. *Goal 6: Professional Development* to provide meaningful professional learning opportunities to enhance practice and increase learning outcomes for students by continuing to participate alongside general education colleagues; participating in weekly IEP Preview Sessions offered by the state; and supporting staff in participating in discipline-specific professional development.

Rosemarie Weber inquired if PSAT data for identified students is individual or by group. Ms. Ehrenwerth stated they are students identified with an IEP. As of October 1st, there were 291 special education students throughout the district. Ms. Weber inquired if they are broken down by grade and further by literacy, etc. and Ms. Ehrenwerth stated data can be looked at in a variety of ways including grade level and individual scores. Whitney Sanzo inquired if instructional coaches advise Resource Teachers. Ms. Ehrenwerth stated a new position or a PK-5 Special Education Instructional Coach will meet with the special education case manager and help to look at data, etc. and will interface with other coaches (math/literacy coaches). Co-teaching was brought up and Dr. Grossman stated Granby did not have co-teaching before his arrival. Ms. Ehrenwerth stated teachers co-plan and are equal partners in the classroom which allows for flexibility and opportunities for some groups to work more intensely. The administrative team will do training to best understand the models of co-teaching. Sarah Thrall inquired about the work of the Alternative Education Program Committee. Ms. Ehrenwerth stated there has been one meeting so far and the charge of the Committee was presented and the Committee is ready to move ahead with some planning. Ms. Weber inquired if there is an identified student population for this program. Ms. Ehrenwerth stated the population may be students struggling with their learning or attendance and can be general and regular education. Dr. Grossman stated it will be very important for this program to have stakeholder feedback and support so it will have a solid foundation. Ms. Thrall thanked Ms. Ehrenwerth for her monthly newsletter and her leadership with SEPTO.

IV.B. Town of Granby Strategic Plan

The Board discussed the BOE goals to be included in the Town of Granby Strategic Plan. Sarah Thrall stated Erica Robertson and Mark Fiorentino came to a Board Meeting in February regarding the development of a Town Strategic Plan. The BOE was charged with developing goals for this plan and what may be helpful in working with the town. She stated under Goal #4 - Budget Development and Fiscal Management to use strategic initiative 4.I. which is to continue to work with the Board of Selectmen and Board of Finance on large capital projects. The Board agreed to move this goal forward. Kristina Gilton stated communication within the Boards and out to the community should be one consistent message. Rosemarie Weber stated she would phrase a different way stating, to continue to look for ways to integrate goals in order that all resources become available to make that goal happen. Whitney Sanzo stated a goal integrating town services with students would also be good. Jennifer Parsons stated a way to connect what Whitney Sanzo stated can be found in Goal I.H. and 2.G. Dr. Grossman stated he will go back and write a goal to ensure it is measurable and come up with a sentence specifically regarding communication. Sarah Thrall stated the Board will review and approve the goals at the May 4th BOE Meeting.

V. New Business

There was no New Business to report.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

VI.A.1. Curriculum/Policy/Technology/Communication

David Peling reported this Subcommittee met this evening to discuss the Assistant Superintendent's Monthly Report. Bringing forward two policies regarding attendance to include a definition of mental health days and updating the definition of remote learning and how it relates to attendance. A third policy regarding student health will also be brought forward removing the religious exemption for vaccinations. Medical exemptions will be grandfathered if prior to April 21st prior to entering Kindergarten. This is state-mandated legislation. A revised policy was also discussed regarding graduation requirements from 2023 to 2025 to new requirements in 2026 as well as student performance. Sarah Thrall stated these policies will be on the next agenda to review with approval at the following meeting.

VI.A.2. Finance/Personnel/Facilities

This Subcommittee has not met.

VI.B. Other Board-Related Reports

VI.B.1. CREC/CABE

Sarah Thrall stated there was nothing to report.

VI.B.2. Granby Education Foundation

Whitney Sanzo stated GranBee is coming April 22nd.

VI.C. Calendar of Events

Sarah Thrall stated to mark your calendars of events. The Town Hearing is on April 11th and spring break next week.

VI.D. Board Member Announcements

There were no Board member announcements this evening.

VI.E. Action Items

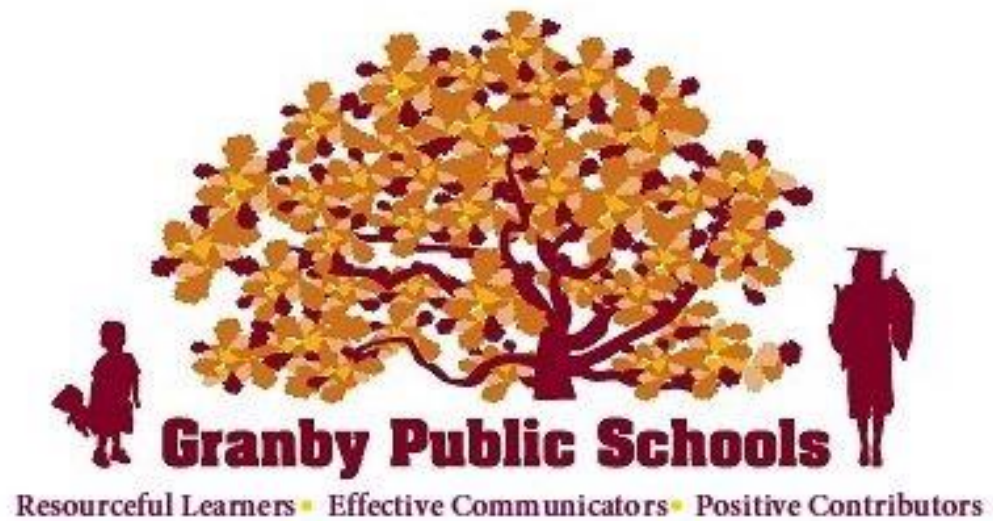
1) Information on donations for clothing drive; and, 2) Work on smart goal for Town Strategic Plan

VII. Executive Session/Non-Meeting

A motion was made by Kristina Gilton and seconded by Monica Logan to enter into an Executive Session to discuss a collective bargaining agreement. This motion passed unanimously at 8:37 p.m. The Executive Session adjourned at 9:04 p.m.

Respectfully submitted,

Donna Nolan
Board Secretary



Kelly Lane Primary School

Continuous Improvement Plan 2021-2022

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GRANBY PUBLIC SCHOOLS

Vision of a Graduate

All Granby Public Schools students will become resourceful learners and effective communicators who positively contribute at the local, national and global levels.

Resourceful Learners	<ul style="list-style-type: none">❖ Ask questions and identify problems or challenges❖ Identify strategies and methods for personal success❖ Explore and connect areas of interest❖ Set goals and persist in achieving these goals❖ Gather and evaluate a variety of sources and perspectives❖ Synthesize information and create solutions❖ Solve complex problems by applying approaches from multiple disciplines
Effective Communicators	<ul style="list-style-type: none">❖ Listen closely and respectfully participate in discourse❖ Value diverse voices and viewpoints❖ Prepare a message for an identified purpose and audience❖ Express ideas clearly in a variety of ways❖ Support arguments with evidence❖ Adapt and adjust thinking based on feedback and new learning❖ Use tools and technology flexibly and strategically
Positive Contributors	<ul style="list-style-type: none">❖ Develop meaningful connections with others❖ Collaborate for a common goal❖ Exhibit compassion and empathy❖ Make healthy and responsible decisions❖ Use personal talents and knowledge to contribute to society❖ Demonstrate civic responsibility❖ Understand that actions have impact on the local community, the country and our global society

Board Goal #1: Student Learning and Achievement

Improve student achievement, academic performance, and opportunity at all grade levels and for all ability levels and decrease achievement gaps on the path to college and career readiness.

Kelly Lane Goal:

1.1 Achievement Goal - Increase reading and math achievement scores based on fall assessment data on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-2) and STAR (Grade 2) scores by spring 2022. (Strategic Initiatives 1-D, 1-E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Increase students achieving benchmark scores in literacy based on DIBELS in each grade level by May 2022.	Principal, Teachers, Coaches, All Staff	October - May	DIBELS Administration Training/ Progress Monitoring Tools	<u>Reading: DIBELS</u> Kindergarten: 29%-70% First Grade: 37%-70% Second Grade: 50%-75%
Increase students achieving benchmark scores based on DIBELS Math in kindergarten and first grade by May 2022.	Principal, Teachers, Coaches, All Staff	September, January, May	DIBEL Administration Training/ Progress Monitoring Tools	<u>Math: DIBELS</u> Kindergarten: 54% to 75% First Grade: 38% to 70%
Increase student's achievement on benchmark scores in second grade on STAR.	Principal, Teachers, Coaches, All Staff	September, January, May	Progress Monitoring Tools	<u>Second Grade: STAR</u> Reading - 53% to 70% Math - 47% to 75%

1. Explicitly review whole grade data - discuss opportunities for growth and develop next steps	Teachers, coaches, interventionists	October - May	Data Meetings; intervention schedule	Intervention schedule and progress notes
2. Work with the intervention team to provide push-in support for students with a Tier 1 Support	Interventionists, Coaches	October-May	Intervention Support	Classroom Push in schedule; progress notes
3. Establishing an intervention block for small-group instruction focus	Principal, coaches, teachers	October	Meeting time to train teachers	Classroom Schedules; observations
4. Dedicated professional learning community time for coaches to have achievement and instruction conversations	Principals, teachers, coaches	Weekly Coaching Meetings	Grade Level Meeting Time	Professional Learning Conversations (PLC) agendas and notes for coaching PLC

<p>5. Provide all teaching assistants with professional development on small group instructional strategies and data collection strategies.</p>	<p>Interventionists, Coaches</p>	<p>3 times for the 2021-2022 school year</p>	<p>Professional Development time</p>	<p>Implementation of small groups with teaching assistants</p>
<p>6. Continue to build teacher capacity with the Teachers College Workshop Program for reading, writing, and phonics.</p>	<p>Literacy Consultant, Principal, Literacy Coach, and Teachers</p>	<p>Monthly professional development; PLC meetings</p>	<p>Literacy Consultant, meeting times</p>	<p>Curriculum Pacing calendar, classroom walkthroughs, observations, and PLC agenda/notes</p>

Kelly Lane Goal:

1.2 Achievement Goal: Develop a culture of data in which teachers gather and analyze a variety of data sources to inform instruction for their class as a whole as well as individual students. (Strategic Initiatives 1-I, 1-J)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Data is shared across groups, with scheduled meetings to identify needs.	Principals, Coaches, Interventionists	Fall, Winter, Spring	Data Collection Resources, ESGI (Educational Software for Guiding Instruction), Time	Data Review Documents
2. Explicitly review whole grade data and discuss opportunities for growth	Coaches, Teachers	Ongoing	Meeting Times, Data	Meeting agenda/notes
3. Create schedules to provide time for groups to plan, monitor, and articulate goals	Principal, SIT team, teachers	Ongoing	Data, SIT team monthly meetings	Schedule
4. SIT (School Improvement Team) uses universal data (DIBELS/STAR) to identify trends and communicate information to staff	Principal, SIT Team	Fall, Winter, Spring	Meeting time	Monthly meetings agenda/notes
5. Develop a common understanding of data and use collaborative team time to focus on student data and student work.	Principal, Coaches, Teachers	Ongoing	Coaches Meeting with Principal	Faculty Meetings and PLC meetings
6. Continue to investigate data collection tools	Principal, Coaches	Ongoing	Online data sources	Review of data collection tools

Board Goal #2: Community Engagement

Enhance communication and build trusting relationships with all stakeholders.

Kelly Lane Goal:

Kelly Lane will work collaboratively to create an atmosphere of mutual trust and respect to ensure effective communication in schools and enhanced engagement with families. (Strategic Initiatives 2-A, 2-E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Create opportunities for formal and informal communication between home and school	Teachers, Principal	Weekly and Monthly	Provide strategies for proactively engaging with families	Teacher eblasts, newsletters, surveys, and conference sign up
2. Increase regular communication including digital media to share celebrations and success in addition to informational communication.	Principal	Ongoing	Social Media Platforms	Live Feed schedule, Facebook posts
3. Create opportunities for families to connect with the school through scheduled events and curriculum-based events (Literacy and Math).	Teachers, Principal	Ongoing	Scheduled events	Attendance to events, parent feedback
4. Continue to work collaboratively with Parent Teacher Organization	Principal	Ongoing	PTO meetings/events	PTO Meetings/Events

Board Goal #3: Safety and Social-Emotional Well-Being

Foster a safe and positive social-emotional environment for everyone.

Kelly Lane Goal:

Through school-wide SEL alignment, we will create an equitable learning environment that empowers all students to achieve their potential and build a growth mindset for both social and academic relationships. (Strategic Initiatives 3-A, 3-C, 3-D)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Provide all staff with ongoing professional learning opportunities which focus on student social and emotional well-being with a focus on Equity, Learning Environment, and Social-Emotional Learning (SEL) practices.	District/school support staff, administration	October and November Professional Development (PD)	PD resources, planning time, consultancy	Improved strategies, survey responses
2. Create a crosswalk between programs currently in use (Responsive Classroom, Second Step, and School-wide Language)	SIT Team, Principal, and support staff	By June 2022	Time	Crosswalk document
3. Review the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework and embed the goals in school-wide work	SIT Team, Principal, and support staff	Ongoing	GSP resources, meeting time	SEL lessons to support current practices
4. Connect student social-emotional learning to their academic work and establish positive learning habits using growth mindset resources.	SIT Team, teachers	Monthly Staff Meetings	Meeting time, growth mindset resources for elementary	Resources
5. Create recognition opportunities for celebrations and success.	Principal, teachers	Weekly, Monthly	Referral procedures; recognition items	Student and staff referrals

Board Goal #4: Budget Development and Fiscal Management

Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments.

Kelly Lane Goal:

Continue to create a long-term financial plan which aligns with the vision of the Board of Finance. (Strategic Initiative 4-E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Work with all stakeholders within Granby Public Schools to ensure an up-to-date Small-Cap Budget that reflects the current needs of the elementary school	Principal, CAS (Content Area Specialists), and Teachers	2021-2022 school year	Time	Submission of 22-23 school-based budget, small caps and plus one budget
2. Monitor class sizes to ensure appropriate learning environments and staffing	Principal	2021-2022 school year		Observation of appropriate class size and staffing needs
3. Review Kelly Lane structures and staffing to ensure a supportive environment for students and staff	Principal, Instructional Coaches, CAS Leaders, and Teachers	2021-2022 school year		Summary of review discussed with the Superintendent and/or Assistant Superintendent

Board Goal #5: Embracing Diversity

Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

Kelly Lane Goal:

Ensure system-wide practices are in place to support the implementation of the Granby Public Schools Anti-Bias/Anti-Racism Plan. (Strategic Initiatives 5-A, 5-B, 5-E, 5-G, 5-H)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Continue to build the Kelly Lane Equity Team network to embed consciousness-building Experiences to Explore Equity (E3s) into meetings and professional learning	Kelly Lane Equity Team	Ongoing	Monthly meeting times	Schedule of meeting times, professional development and E3 activities
2. Continue to build staff capacity to approach conversations during the academic day	Administration, KL Equity Team	Ongoing	Meeting time	Activities and lessons on culturally responsive teaching
3. Kelly Lane Library Media Specialist and Kelly Lane Equity team will collaboratively work to establish and maintain a book distribution network for diverse literature.	Equity Team, Library Media Specialist	October - May	Diverse Book Collection	Curated book collection, distribution schedule
4. Establish a collaboration with the high school art department and high school students to celebrate and create art to celebrate diversity and display on the walls.	Principal, Equity Team	Ongoing	Time, art supplies	Completed murals, art projects displayed in the school
5. Research and share articles to support activities, books to build teacher capacity	Principal	Ongoing	Time	Articles distributed to staff
6. Work with the CREC Early Childhood Liaison to embed diverse read-aloud books and activities with Kindergarten and First Grade students.	Teachers, CREC liaison, Principal	Weekly, every Friday	Dedicated classroom time	
7. Build a budget to support increasing diverse books in each elementary classroom.	Principal, Equity Team, Literacy Coach, TC staff Developer	Ongoing	Diverse Literature Book Lists, Time, Budget	Suggested book list to purchase

Board Goal #6: Professional Learning

Develop the instructional skills and strategies of our teaching staff through ongoing, meaningful, and systemic professional learning opportunities.

Kelly Lane Goal:

Improve staff capacity to clarify outcomes and use data protocols to inform instruction. (Strategic Initiatives 6-D, 6-E, 6-H, 6-I)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Engage teachers and teams in developing the capacity to use data to inform instructional decisions and interventions	Administration, DLT, GSP Consultant, Coaches	Fall and ongoing	PD, meeting times	Increased teacher capacity, reviews of practice
2. Continue to work with the Great School Partnership (GSP) to align practices focusing on Learning Environment and Shared Outcomes	GSP Consultant, DLT, teachers	October, November, February, March	Great Schools Partnership PD	Professional Development work
3. Build capacity for small group instructional strategies and data collection with all staff	Interventionists, Coaches, Teachers	Ongoing	Professional Development time	Ongoing collaboration
4. Continue collaborative partnership with Teachers College Staff Developer	Principal, Literacy Coach, TC Staff Developer	Monthly from September - May	Professional Development time for teachers	Agendas/Notes
5. Utilize the reading and math coaches for job-embedded curriculum strategies and instructional support.	Instructional Coaches, Principal, Teachers	Weekly	Time	Agendas/Notes

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.
- 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.
- 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
Policy Revised:

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.

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.

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, 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
Policy Revised:

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. 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.

Students

Student Health Services

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.

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)

Students

Student Health Services (continued)

(cf. 5141.5 - Suicide Prevention)
(cf. 6142.1 - Family Life and Sex Education)
(cf. 6145.2 - Interscholastic/Intramural Athletics)
(cf. 6171 - Special Education)

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

Policy Revised

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, (3) 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
4/6/22**

Granby, CT

Curriculum Subcommittee Meeting – Approved Minutes

March 2, 2022, 5:30 p.m.

Central Services

Present:

David Peling
Kristina Gilton
Whitney Sanzo
Sarah Thrall

Jennifer Parsons
Amy Lupoli
Dawn Olsen
Kristin Rice

Absent:

Member of the Public:

Meeting commenced at: 5:34 p.m.

Meeting adjourned at: 6:52 p.m.

1. Public Comment: N/A
2. Math Update: Received an update on the Illustrative Math Program resource from Math Coaches Amy Lupoli (K-2), Kristen Rice (3-5) and Dawn Olsen (6-12). Discussed the work of 2021-2022 regarding updates on math curriculum writing. Math Coaches gave updates as follows:

Grades K-2: Amy Lupoli stated Grade 2 piloted the Illustrative Math resource in the fall. Grades K-1 will pilot a unit this spring and continue with another if they agree as a team.

Grades 3-5: Kristin Rice stated the Illustrative Math resource was rolled out in Grades 3-5 and teachers opted to continue with the resource all year. Teachers' PLC meetings focus on Illustrative Math and coaches are troubleshooting. There is online support for this resource. Coaches have identified both challenges and successes.

Grades 6-12: Dawn Olsen stated Grades 6-12 are in full implementation and that it has been the most challenging shift for 8th graders. Monthly professional development is given by certified trainers. Students are placed well in courses; however, it is a challenge to differentiate homework/activities.

The plan going forward is to implement the Illustrative Math Program Grades K-8 and consider resources for Grade 9 Algebra and Geometry.

3. Approve Minutes from the January 5, 2022 Curriculum Subcommittee Meeting: A motion was made by David Peling and seconded by Whitney Sanzo to approve the minutes from the January 5, 2022 Curriculum Subcommittee Meeting. This motion passed at 6:50 p.m.
4. Assistant Superintendent's Monthly Report: Tabled; however, it was agreed to have the next meeting begin at 5:00 p.m.
5. Policies:
 - Revised Policy 5113 – Attendance/Excuses/Dismissal: Tabled
 - Revised Policy 5113.2 – Truancy: Tabled
 - Revised Policy 5141 – Student Health Services: Tabled
 - Revised Policy 6146 – Graduation Requirements: Tabled
6. Other: The subcommittee decided to begin the next meeting on April 6th at 5:00 p.m.

A motion was made by David Peling and seconded by Kristina Gilton to adjourn the meeting. This motion passed unanimously at 6:52 p.m.



UPCOMING DISTRICT EVENTS

April 19	Superintendent's Community Conversation	10-11 a.m.	Via Zoom
April 20	Finance Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room
April 21	French Movie Night	2:30-4:30 pm	HS Auditorium
April 22	GranBee	6:30 p.m.	HS Auditorium
April 25	Town-Wide Vote on FY23 Budget	12-8 p.m.	Town Hall Meeting Room
April 30	Spring Coffeehouse	7-9 p.m.	HS Auditorium
May 2-6	Teacher Appreciation Week		
May 4	Curriculum Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room
May 5	HS Band Concert	8:00-9:00 p.m.	HS Auditorium
May 12	Kindergarten Parent Night	6:00-7:00 p.m.	
May 12	5 th Grade Spring Concert	7:00-8:00 p.m.	HS Auditorium
May 13	World Language Culinary Night	5:00-8:00 p.m.	HS Commons
May 18	Underclassmen Awards Ceremony	1:00-2:25 p.m.	HS Auditorium
May 18	Finance Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room
May 19	STEAM Night at Kelly Lane		
May 19	Arts Expo	7:00-9:00 p.m.	Aud./Commons Hallway
May 19	HS Choral Concert	8:00-9:00 p.m.	HS Auditorium
May 20	HS Prom	5-10:00 p.m.	The Riverview, Simsbury
May 21	MS Drama Play, <i>Fractured Fairytales</i>	6:00-8:00 p.m.	HS Auditorium
May 24	MS Band Concert	7:00-8:00 p.m.	HS Auditorium
May 25	Sr. Scholarships & Awards Ceremony	6:30-8:30 p.m.	HS Auditorium
May 26	3 rd /4 th Grade Spring Concert	7:00-8:00 p.m.	HS Auditorium
May 26	Nature's Classroom – Grade 5		
May 26	Senior Outing		Boulder Ridge, Barkhamsted
May 27	No School – Professional Development		
May 30	Holiday – No School		Offices Closed