

**Regular Board of Education Meeting
Wednesday, May 4, 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. CAFE Student Leadership Awards (10 min.)

Rationale: The Board will recognize CAFE Student Leader Award recipients Jalisa Matthews and Zainab Zafar, Grade 8 students at Granby Memorial Middle School, as well as Tess Bajek, Junior, and Maeve Dingley, Senior, at Granby Memorial High School.

D. 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.

E. 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.

II. Public Comment

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.

Rationale: The Board will approve/amend the minutes of the April 20, 2022 Board of Education meeting.

B. 2022-2023 International Field Trips

Attachments:

2022-2023 International Field Trips

4

Rationale: The Board will consider approval of the 2022-2023 International field trips.

IV. Old Business

A. Continuous Improvement Plan Update for Granby Memorial High School (20 min.)	
Attachments:	
GMHS 2021-22 SIP	18
GMHS CIP 2021-22 Spring BOE Update	28
Rationale: Mike Dunn, Principal, will provide an update to the Board on the Continuous Improvement Plan for Granby Memorial High School.	
B. Town of Granby Strategic Plan	
<i>Goals: Community Engagement: Enhance communication and build trusting relationships with all stakeholders.</i>	
Attachments:	
BOE Draft Goals for Town of Granby Strategic Plan	37
Rationale: The Board will continue to discuss and approve the BOE goals to be included in the Town of Granby Strategic Plan,	
C. Second Reading and Approval of Revised Policy 5113 - Attendance-Excuses-Dismissal (5 min.)	
Attachments:	
Granby 5113 Attendance-Excuses-Dismissal (Rev. April 2022)	38
Rationale: The Curriculum/Policy/Technology Subcommittee recommends revised Policy 5113, Attendance-Excuses-Dismissal, to the Board for a second reading and approval.	
D. Second Reading and Approval of Revised Policy 5113.2 - Truancy (5 min.)	
Attachments:	
Granby 5113.2 Truancy (Rev. April 2022)	43
Rationale: The Curriculum/Policy/Technology recommends revised Policy 5113.2, Truancy, to the Board for a second reading and approval.	
E. Second Reading and Approval of Revised Policy 5141 - Student Health Services (5 min.)	
Attachments:	
Granby 5141 Student Health Services (Rev. 1-22)	47
Rationale: The Curriculum/Policy/Technology Subcommittee recommends revised Policy 5141, Student Health Services, for a second reading and approval.	
F. Second Reading and Approval of Revised Policy 6146 - Graduation Requirements (5 min.)	
Attachments:	
Granby 6146 - Graduation Requirements (Revised April 2022)	56
Rationale: The Curriculum/Policy/Technology Subcommittee recommends revised Policy 6146, Graduation Requirements, to the Board for a second reading and approval.	
V. New Business	
A. Approval of Healthy Food Certification 2022-2023 (5 min.)	
Attachments:	
HFC 2022-23	63
Rationale: The Board will discuss and consider the approval of the Healthy Food Certification for the 2022-2023 school year.	
B. Approval of Healthy Food Certification - Exemption of Food and Beverages (5 min.)	
Rationale: The Board will discuss and consider the approval of the Healthy Food Certification Exemption of Food and Beverages.	

C. Superintendent's Annual Report 2021-2022 (15 min.)

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

Attachments:

Annual Report 2021-2022

67

Rationale: Dr. Grossman will present his Annual Report to the Board for the 2021-2022 school year.

VI. Miscellaneous (20 min.)

A. Board Standing Committee Reports

1. Curriculum/Policy/Technology/Communication

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.

2. Finance/Personnel/Facilities

Attachments:

Approved Finance SC Minutes 3-16-22

72

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

73

D. Board Member Announcements

E. Action Items

VII. Executive Session/Non-Meeting

GMHS International Field Trip Proposal [QUEBEC CITY, CANADA](#)

Dates: February 16-20, 2023

Cost: \$825./student to \$1180./student (depending on number of students)

Company: Jumpstreet Tours

Details: 4 days in Quebec City learning about the history of the land and its people, using French language skills and learning about the culture of our closest French-speaking neighbors.

Advisor: Karen Richmond-Godard, Content Area Specialist, World Languages, GMHS

Grades: 9-12

Students: 20-40

Chaperones: one per 10 students;

This includes optional cancellation insurance that assures reimbursement for up to 75% of the cost of the trip should we cancel within 48 before departure. While it is optional for the tour company, I firmly believe that we need to make it mandatory for all participants.

Behold! Your Tour Proposal from Jumpstreet Tours



Granby Memorial HS
4 Days Quebec City
February 16 to 19, 2023

Included:

- A detailed itinerary tailored to your needs;
- A price sheet with details about what's included;
- Information about options, insurance, and health & safety;
- A link to our full Terms & Conditions.

Peace of mind must be at the core of what we offer. Jumpstreet uses the services of **Crisis24** to understand the world around us when it comes to travel risk management and making safe decisions for our groups. Meanwhile our **Doctors on Call** program offers real time medical consultation while on tour.

You can also help ease the decision-making process with our **Insurance Plan including a Cancel For Any Reason Waiver (CFAR)**, which your school can purchase to cancel your trip for whatever reason and get a 75% refund.

Now that you know you'll be well taken care of, let's turn our focus to the fantastic world of educational touring.

Livia Laverdure



"I very much appreciate the ease with which I received my refund and the communication throughout (COVID-19); I am dealing with other tour companies who are completely refusing to refund me for another school trip, and I believe in saying thanks when things go right!"

- Anna, high school teacher



Thursday, February 16, 2023

- 07:00 AM The day has arrived! The trip you've been waiting for is finally here!! Hop aboard your locally chartered luxury motorcoach, get comfortable and get ready for your adventure!
- Stops and lunch en route (at individual expense).
- 03:30 PM Hooray! You've arrived in Quebec City! Meet your tour leader and check in to the hotel to relax and unwind before dinner. The fun starts now :)
- 04:30 PM Check out the beautiful view of the mighty Fleuve St-Laurent and look out for the famous Pont de Québec, the longest cantilever bridge span in the world, as you drive along Boulevard Champlain and make your way to...
- 05:00 PM For tonight's dinner, let's discover a lovely "bistro français" on Rue St-Jean, le Bistro Les Trois Garçons! À table!
- 07:00 PM Let's go tobogganing by the Château Frontenac on the world famous Terrasse Dufferin wooden toboggan run, and then warm up with a cup of hot chocolate.
- 08:00 PM Departure for the hotel.
- 08:30 PM Arrive at the hotel for a good night's rest. Hang in there a few more minutes as your tour leader gives you instructions for proper hotel conduct and for the next day full of exciting activities!
- Spend the night at the Hotel Quartier
2955 Laurier Blvd, Quebec QC
PH: (418) 650-1616
- (Or equivalent pending availability upon receipt of deposit.)

Friday, February 17, 2023

- 08:00 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- 08:30 AM Begin your day with croissants and a bowl of chocolat chaud at le Café Paillard, a delicious bakery in the middle of the Old Walled City.
- 09:30 AM Visit the Upper Town with your tour leader to see the St-Louis Gate, the Château Frontenac, the Dufferin Terrasse, the Cathedral of the Holy Trinity and more.
- 10:30 AM Put on your thinking caps! You're about to embark on our legendary Fact Finding Mission in Old Quebec. It's like a scavenger hunt on steroids, where your history, language and cardio skills are put to the test.
- 11:30 AM Time for lunch and to explore in Old Quebec! Hang out with your friends, grab some food (at individual expense) and practice your conversational French. Your tour leader will give you a meeting place and time.
- 02:15 PM All aboard! Next stop: Valcartier!
- 03:00 PM Are you ready to visit one of the world's coolest hotels? See how guests stay warm in the themed suites of the Hotel de Glace de Québec during your guided tour of this hotel made out of snow and ice!
- 04:00 PM Some say it's worth learning French grammar in exchange for an inner tubing ride, so today, we're going to try out all of the fun slides at the Village Vacances Valcartier! The Himalaya, the Everest, the Avalanche, and so many more. Let's gooooooo! (Inner tube rental is included.)
- 06:00 PM Take a break from outside and fill up on energy with a delicious meal that has been prepared just for you by the Village Vacances Valcartier. Bon appétit!
- 09:00 PM Departure for the hotel.

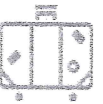
Saturday, February 18, 2023



- 07:45 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- 08:00 AM You know what they say: Eat breakfast like Kings and Queens. This morning, you're going to do exactly that at Chez Cora. This local chain is both delicious and inspiring, a true French Canadian business success story!
- 09:00 AM All aboard! It's time to head off to Wendake!
- 09:30 AM Time for your guided visit of the Huron-Wendat Museum, an institution created to preserve and promote the heritage of the Wendat. Your visit will also include the national Ekionkiestha' longhouse of the Huron-Wendake people.
- 11:00 AM Let's go to the mall, the Galeries de la Capitale! This is an awesome place to practice your French. You'll explore, order lunch, maybe buy a souvenir or three... there's even a brand new indoor amusement park to try out! (Attractions and meal are at individual expense.)
- 12:30 PM The Côte-de-Beaupré, also referred to as Québec's breadbasket, has deep agricultural roots running back to the First Nations and New France's earliest settlers. Time to discover another part of Quebec and head out there for your next activity!
- 01:15 PM Observe beautiful mosaics and a replica of Michelangelo's Pieta during your self-guided visit of the Ste-Anne de Beaupré shrine.
- 02:45 PM The Montmorency Falls is a true Quebec icon. They're the tallest waterfalls in the Province, the site of historic battles and legends, and John Keats even references them in his poetry. Keats! Plus, there's also a sweet suspended bridge that spans the top and you're about to walk across it. Acrophobics: prepare to conquer your fear!
- 03:45 PM All aboard! Next stop: the SUGAR SHACK!
Discover how the people of Quebec managed to brave the difficult winters through the tradition of maple syrup production as your tour leader shares their Sugar Shack story.
- 04:30 PM Dogsledding is an important part of our French Canadian culture and industry. In the depths of winter it can be a principal means of transportation in the more remote parts of the Province. Today you're getting a shot at driving your own dogsledding team as you and your friends go cruising through the maple groves at Chenil La Poursuite.
- 05:30 PM Get ready to party like it's 1699! At Érablière du Cap, an authentic French Canadian cabane à sucre, you're going to feast on a 17th Century meal and get down to traditional songs and dances. You'll even break a sweat attempting to make your own maple butter. Don't forget to add some syrup to your pea soup (we're not kidding).
- 08:00 PM Departure for the hotel.

Sunday, February 19, 2023

- 08:00 AM Breakfast and orientation at the hotel with your tour leader.
- 09:30 AM You won't believe it, but the time has come...for your last day of this fantastic journey! Time to leave the hotel with your luggage and take advantage of today to say goodbye to these foreign lands.
- 10:00 AM Québec City got its name from "Kébec", a Franco-Algonquin term that roughly translates to "where the river narrows". You're going to learn why it earned this name on your ferry ride across the St. Lawrence River, where you'll get not only a spectacular view of the Château Frontenac but also a glimpse of neighbouring Lévis.
- 10:45 AM Time on your own to explore in Place Royale and le Quartier du Petit Champlain. Will you find the secret passageway?!
- 11:45 AM Strike a pose! Take a group photo in front of the Château Frontenac. Don't forget your cameras!
- 12:00 PM Time for lunch and to explore in Old Quebec! Hang out with your friends, grab some food (at individual expense) and practice your conversational French. Your tour leader will give you a meeting place and time.
- 01:30 PM It's already time to say "au revoir" to Quebec City. You've seen and done so much, yet you've only scratched the surface. This is definitely a city that's best experienced over many, many visits. Until next time!
- Stops and dinner en route (at individual expense).



10:00 PM This is when you're expected to arrive back at your school, where your family and friends will be eager to hear all about your adventure!



Insurance Plan Including a Cancel For Any Reason Waiver (CFAR)

Cancel Your Trip for Any Reason and Get 75% of the Total Trip Price Back!

Here's how it works:

- » Plan must be purchased within 10 days of the initial trip payment
- » A school can purchase the insurance plan for the whole group
- » 75% of the total trip price is reimbursed if dropping out at least 48 hours from departure
- » Cost of the plan is not reimbursed
- » Does not cover penalties associated with travel arrangements not provided by Jumpstreet
- » Price of the trip won't go up for the remaining participants due to reduced numbers

SCHEDULE OF BENEFITS	BASIC PLAN	DELUXE PLUS PLAN
Cancel For Any Reason Waiver	Not Included	<ul style="list-style-type: none"> • Covers 75% of the Total Trip Price • Cancellation must occur at least 48 hours from departure
Trip Cancellation	Trip Cost	Trip Cost
Trip Interruption	150% of Trip Cost	150% of Trip Cost
Missed Connection	\$750	\$1,500
Travel Delay	\$1,000/\$200 per day	\$4,200/\$300 per day
Medical Expense	\$50,000	\$50,000
Evacuation / Repatriation	\$500,000	\$500,000
Accidental Death & Dismemberment	\$25,000	\$25,000
Baggage & Personal Effects	\$1,000	\$1,500
Baggage Delay	\$500 (up to \$250 per day)	\$750 (up to \$250 per day)
View Full Plan	View Policy (by State of departure)	View Policy (by State of departure)

Prices are subject to change without notice until time of purchase.

CLICK HERE FOR PRICES



Jumpstreet Travel Requirements

The safety and security of our participants is, and always will be, our highest priority. To support travel in this new environment, Jumpstreet has been reviewing every aspect of our programs—from pre-departure all the way to a program's return home—to help mitigate the risks associated with COVID-19.

Our Health & Safety team continues to closely monitor the situation and will adjust our protocols as needed. All protocols are guided by current recommendations from the CDC and our Medical Director, Dr. Neal Sikka. As your program approaches, you will receive additional information related to your program and will be informed of any changes.

As we proceed with your travel plans and itinerary, please review the below travel requirements for your program and the Jumpstreet COVID-19 Advisory.

Travel Requirements

- **Pre-departure Testing** – Participants must schedule a COVID-19 PCR test taken within 3 days OR an antigen test taken within 24 hours of trip departure and submit test results to their Program Leader.
 - Testing requirements may vary based on destination.
 - Anyone receiving a positive test result will not be able to participate on the program. In this circumstance, they should not take a second test, since only the first result will be accepted.
- **Additional destination requirements** – If there are additional destination requirements, Jumpstreet will provide specific guidance based on our program destination(s) in the coming weeks.
- **Testing exception for participants who have recovered** – If a participant has been diagnosed with and recovered from COVID-19 within 90 days of departure, they may provide documentation of recovery (proof of their positive test and a letter from a healthcare provider or a public health official stating that they are cleared to travel) in lieu of a negative test result. **At least 10 days must have passed since the positive test and the date of departure to participate on the program.** This is in line with CDC guidance that individuals should avoid travel until a full 10 days after their symptoms started or the date of their positive test if they had no symptoms.
- **Close contacts** - If a participant has been in close contact with someone who tested positive for COVID-19 within 14 days of the program start date, they will not be able to participate and should stay home unless they meet an exception (e.g., fully vaccinated and have tested negative at least 5 days after exposure and are not experiencing symptoms; or recently recovered from COVID in the last 90 days).

Program Protocols

Pre-departure

- **Limit exposure to others** – Participants are asked to limit time outside their home in the days leading up to travel, with the exception of going to school or work or engaging in other essential activities. Please strictly observe COVID-19 safety protocols (masking, social distancing, and hand washing) and avoid large gatherings and crowded spaces.

On-program

- **Daily symptom checks** – Participants will be asked several questions about how they are feeling to monitor for COVID-19 symptoms.



Tour Price (including taxes)

Complimentary chaperones Double Occupancy	Paying students Quad Occupancy	Per student
4	40	US\$755.00
4	35	US\$809.00
3	30	US\$859.00
3	25	US\$945.00
2	20	US\$1075.00

825
+ 74
105

\$1180

✔ WHAT IS INCLUDED

- 1 Tour Leader(s) with your group, 24/7, to bring your tour to life!
- Online individual payment and registration platform
- 24/7 tour support, with a direct patch to our senior staff
- All programming, reservations and itinerary items
- Bracelets featuring our 24/7 emergency toll-free line
- Early warning service for disruptions or global threats to avoid or minimize risks to travel security
- Hotel and restaurants as per itinerary (or equivalent depending on availability when trip is confirmed)
- Access to George Washington University doctors on call 24/7
- Virtual parent meeting (by request and pending availability)
- Your money placed in a bonded trust account
- \$25M in liability protection for teachers and chaperones
- Educational resources and online quizzes
- Roundtrip transportation via luxury motorcoach(es)
- All fees related to road, bridge, tunnel and parking tolls
- Private security guard (per coach) to monitor the hallways at night

TR MEALS

- 3 breakfasts
- 3 dinners

🚶 ACTIVITIES

- Le Musée Huron-Wendat - Guided Visit
- Sanctuaire de Sainte-Anne-de-Beaupré - Self-guided Tour
- Village Vacances Valcartier - Winter Playground day Pass
- Au 1884 Inc. - 3 Slides & Hot Chocolate
- Société des Traversiers - Ferry Quebec-Levis (2 ways)
- Chenil La Poursuite - Dog Sledding (Jumpstreet Package)
- Parc de la Chute Montmorency - Admission / Parking
- Fact Finding Mission - Quebec
- Village Vacances Valcartier - Hôtel de Glace - Guided Visit (COMBO)



TO CONFIRM YOUR TRIP

The contents of the proposed itinerary are subject to availability. As soon as you sign below and return a copy of this page to me, I will book your coach and hotel. I will then activate your online portal which will give you access to planning resources, a preliminary itinerary and the payment schedule. An initial payment of \$100 per paying participant is due 30 days following the signing of this contract (\$350 for trips including flights) which enables me to begin reserving your entire proposed itinerary and guarantee your trip price.

CLASSROOM TRAVEL RESOURCES

Our classroom travel resources will help you and your community stay organized and energized as you prepare for your adventure.

INSURANCE

By law, we are required to inform you of the insurance plans available to your group. I have sent you information about comprehensive coverage. Please distribute this information to your group as insurance must be purchased at the same time as the initial payment.

TERMS AND CONDITIONS

Please read our complete terms and conditions. The following sections are particularly helpful:

- Trip price
- Cancellation policy: group cancellation
- Cancellation policy: individual cancellation
- Exchange rates

By signing below you are confirming:

- That you agree with the itinerary and price
- That you agree with the payment schedule
- That you have distributed our travel insurance options to your group
- That you have read and accepted our terms and conditions

Client signature

Date

Portal activation will act as your electronic signature in case we do not receive this signed proposal.



- **Mask requirement** – Masks will be required throughout the duration of the trip in all indoor spaces and on the motorcoach, **regardless of vaccination status**. Participants may remove their masks when engaging in outdoor activities where social distancing from others not with the group can be maintained, provided that state, local, or venue requirements are met. For maximum protection, the CDC is now recommending the use of either a KN95 mask (or equivalent such as FFP2 or KF94) or double mask, preferably a disposable surgical mask with a cloth mask.
- **Illness on-program** – If a participant exhibits symptoms of COVID-19, WorldStrides will help them get tested and safely separate from the rest of the group while awaiting the results. The Program Leader will be in contact with you as they work with WorldStrides to make arrangements for the participant's care plan. WorldStrides will make every effort to secure quarantine/isolation accommodations in the same location as the group, although this may not always be possible. The participant's testing and medical expenses should be covered by insurance. As a reminder, WorldStrides recommends that all participants bring a copy of their insurance card and use their insurance as primary. WorldStrides will cover the participant's lodging and meal expenses during the quarantine/isolation period. If the diagnosed participant is a minor, WorldStrides will arrange and cover the cost of a flight for a parent/guardian to join their student at the program location.
- **Contact Tracing, Testing and Quarantine** – In the event a participant experiences symptoms of COVID-19, WorldStrides working with their Doctors on Call or local health officials will provide guidance to the group to reduce the risk of additional exposure. Everyone's cooperation will be appreciated under these circumstances. The Program Leader will work with WorldStrides to identify the roommates of the participant experiencing symptoms and any others within the group who may have been in close contact with the participant.

Per CDC guidelines:

- Participants who are not fully vaccinated will be required to take a COVID-19 test and quarantine even if the test result is negative and they are not experiencing any symptoms.
- Fully vaccinated participants* identified as close contacts will not be required to quarantine IF:
 - they are 5-17 years old and have completed the primary series of COVID-19 vaccines
 - they are 18 years and older and have received all recommended vaccine doses, including boosters
- Participants who have recovered from COVID-19 within the last 90 days will not need to quarantine.

WorldStrides will help coordinate testing of any additional participants as needed, and the Program Leader will be in contact with you if your participant is impacted. If the close contacts' quarantine will end after the program end date, they may be able to complete their quarantine at home if a guardian or another responsible adult can drive to pick them up.

***What does it mean to be fully vaccinated?**

According to the CDC, in general, people are considered fully vaccinated:

- 2 weeks after their second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, or
- 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine

If you don't meet these requirements, you are NOT fully vaccinated. For more information, visit the CDC's website [here](#).

GMHS International Field Trip Proposal - GMHS Costa Rica Science Trip

Dates: 2023 - April 9 - April 16

Cost: approximately \$3722/student

This package is based on 16-25 students with a 7:1 teacher ratio

Company: Grand Classroom

Details: See brochure

Advisor: Leeayn Burke

Grades: 9-12

Students: estimated 8-10

- **can certainly accommodate more if the interest is there**
- **will need to coordinate with at least one other school to meet the 16 minimum**



Costa Rica Adventure

Grand Classroom is a full-service educational travel provider offering teacher-led student trips to national parks, historic U.S. cities, and international destinations.

Inclusions:

- All transportation
- 24/7 Local Guides - bilingual
- All meals
- All lodging
- Full accounting services with custom payment schedule
- All activity fees
- 24/7 Emergency support
- Expert tour planning
- Promotional materials
- Medical, dental, and liability insurance
- Customized private tour group
- Personalized web page
- On-Call, On-Site, Local Grand Classroom Travel Consultant and Experiential Education Specialist

Just the facts

Who: Granby Memorial High School

What: Costa Rica Adventure

When: Spring/Summer 2022

All-Inclusive Price: \$3,499

(Based on 20 students)

Chaperone Ratio: 1:7

Tour Director: Leeayn Burke

Travel Refund Program Protections:

TRP = \$315 TRP+ = \$665

TRP+ included in trip package = \$539

Day 1

- Arrive in San Jose, Costa Rica
- Meet your Grand Classroom guides at Baggage Claim
- Tour the historic city of San Juan
- Welcome dinner as a group
- Overnight in family owned lodge

Day 2

- Travel to Veragua Rainforest
- Visit local schools en route with a chance to meet local students, have lunch, help support teachers, and volunteer community service as needed
- Guided tour of Veragua Research Center with biologists - live exhibits include rainforest reptiles, tree frogs, and Butterfly Garden
- Dinner and research program orientation
- Night walk to observe nocturnal insects and mammals of the rainforest
- Overnight in Veragua Research Dorms

Day 3

- Spend the day with resident biologists working on tree frog monitoring project
- Habitat restoration service project
- Dinner as a group
- Night walk recording songs of tree frogs and identifying species for research project
- Overnight in Veragua Research Dorms

Day 4

- Pack up gear and prepare for whitewater adventure - Class II and III rapids
- Raft through the rainforest to Pacuare River Canyon
- Riverside lunch
- Hike to a beautiful eco-lodge
- Dinner as a group
- Overnight in lodge at Pacuare

Day 5

- Spend the day enjoying adventure activities at Pacuare Outdoor center including a Zipline Canopy Adventure, Tarzan Swing, swimming, and guided nature hikes
- Dinner as a group
- Overnight at eco-lodge at Pacuare

Day 6

- Travel to Arenal region
- Visit to Asis Wildlife Rescue Center
- Tour the Arenal region and learn about the history of the volcano
- Evening soak in the volcanic hot springs
- Dinner and free time
- Overnight in hotel

Day 7

- Explore Arenal Volcano National Park with guided hikes based on group interest
- Free time exploring town and shopping in local markets
- Visit Vida Campesina organic farm and learn about conservation efforts in the region
- Help harvest and prepare an authentic local dinner
- Evening reflection time on your adventure
- Overnight in hotel

Day 8

- Morning travel back to San Jose with stops and sights en route
- Say goodbye to your Grand Classroom guides
- Afternoon flight back to the U.S.A



Grand Classroom Travel Protection Program 2022 - 2023

During the registration process parents will have the opportunity to protect their trip investment by choosing from one of the three options listed below. They will have 30 days from the registration date to opt for a different program. After 30 days, their decision will be binding.

Travel Refund Program (TRP PLUS): For your convenience and protection we offer the Travel Refund Program PLUS. This program offers cancellation for any reason, including Acts of God such as pandemics. The additional fee for the program will be added to the trip price when you register. Participation in this program is optional and you have 30 days from the date of registration to opt in or opt out before your decision becomes binding. The program protects your payments and provides a refund minus the TRP PLUS fee and non-refundable deposit if you cancel up to 24 hours before departure. Returned check fees, late fees, handling fees, credit card processing fees, and fundraising monies are not refundable, nor the cost of the program itself. Airline tickets already purchased for a group are non-refundable. Late payment(s) may void the benefits provided by the program. Cancellations must be made in writing to help@grandclassroom.com outside of 24 hours of departure to be valid. Please include the date, student name and school name.

The cost of TRP Plus is approximately 19% of the trip price.

Travel Refund Program (TRP): For your convenience and protection we offer the Travel Refund Program. This program offers cancellation for any reason, except Acts of God, war, terrorist activities, incidents of politically motivated violence, outbreak of illness or quarantine, strikes or government restrictions. The additional fee for the program will be added to the trip price when you register. Participation in this program is optional and you have 30 days from the date of registration to opt in or opt out before your decision becomes binding. The program protects your payments and provides a refund minus the TRP fee and non-refundable deposit if you cancel up to 7 days before departure. Returned check fees, late fees, handling fees, credit card processing fees, and fundraising monies are not refundable, nor are specialized plane tickets purchased for individuals or the cost of the program itself. Airline tickets already purchased for a group are non-refundable. Late payment(s) may void the benefits provided by the program. Cancellations must be made in writing to help@grandclassroom.com outside of 7 days of departure to be valid. Please include the date, student name and school name.

The cost of the TRP is approximately 9% of the trip price.



Cancellation policy with no trip protection: The company incurs booking and administrative costs as soon as a registration comes in. For those who do not participate in the Travel Refund Program Plus or the Travel Refund Program, the policy is as follows. All cancellations must be made in writing to help@grandclassroom.com . Please include the date, student name and school name. Cancellations with no trip protection are determined solely by the date of cancellation with respect to the departure date, regardless of the reason. The policy applies to each individual registration as follows: 95 days or more prior to departure: Grand Classroom will retain 35% of the trip cost - 94-46 days prior to departure - Grand Classroom will retain 60% of the trip cost. 45 days or less: We regret that no refund will be issued. Cancellation due to rescheduling: In the event the departure date needs to be rescheduled for any reason, the standard cancellation charges are based on the original dates unless otherwise specified. Trip funds are not transferable to other participants.



Granby Memorial High School

Continuous Improvement Plan 2021-2022

Table of Contents

Vision of the Graduate	2
Board Goal #1: Student Learning and Achievement	3
Board Goal #2: Community Engagement	5
Board Goal #3: Safety and Social Emotional Well-Being	6
Board Goal #4: Budget Development and Fiscal Management	7
Board Goal #5: Embracing Diversity	8
Board Goal #6: Professional Learning	9

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.

GMHS Goal:

1. Opportunity goal - Every student enrolls in at least one college credit-bearing course (Advanced Placement, Early College Experience, College Career Pathways) while in high school.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Explicitly encourage enrolling in at least one college-credit bearing course while at GMHS	Administration, teachers, counselors	Ongoing	Support for AP, ECE and CCP certification	Increased enrollment
2. Review AP Instructional Planning Report to determine and implement instructional priorities	AP Teachers and academic leaders	Ongoing	AP Report, meeting time	Instructional strategies
3. Expand use of AP Boost Boot Camp	AP Teachers	Ongoing and summer 2022	Funding for AP Boost	Increased enrollment

GMHS Goal:

2. Achievement goal - Increase by 7% 11th grade students meeting benchmark on Math and Evidence-Based Reading and Writing (ERW) sections of PSAT/SAT between the fall 2021 PSAT and spring 2022 CT SAT

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Engage English, Math, Social Studies and Science teachers in using College Board Growth and Instructional Planning Reports to target student growth goals	Teachers, coaches	November and ongoing	College Board resources, meeting times	PLC reviews of practice related to data
2. Establish departmental goals to measure growth in P/SAT-assessed standards	Department leaders, coaches	Fall	Meeting times	Departmental and PLC data
3. Establish dedicated opportunities including through Academic/Learning Centers for students to review College Board instructional focus areas	Teachers, coaches	November and December	Meeting time to train teachers	Student goals
4. Expand use of Khan Academy resources	Teachers	Ongoing	Time for training	Increased % of linked accounts

Board Goal #2: Community Engagement

Enhance communication and build trusting relationships with all stakeholders.

GMHS Goal:

1. Improve frequency and effectiveness of communication that captures and celebrates our school through a variety of communication platforms.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Increase regular communication including through digital media to share celebrations in addition to information	Principal, departments and teachers	Ongoing	Time, technology	Teacher & school strategies for proactively reaching out to/engaging with families
2. Increase opportunities for family and staff input and feedback through surveys, Faculty Forms, PAC, SEPTO, social media, etc.	Administration, PAC, SEPTO	Ongoing	Meeting time, technology	Survey responses
3. Develop Broadcast Club as a venue for showcasing examples of our Core Values and Vision of the Graduate in action	Advisors	Ongoing	Stipends, meeting time, project resources	Functioning club
4. Grow the School to Career program by increasing collaboration with community businesses through our Career and Technology Education (CTE) Advisory Board	CTE advisor, CTE teachers, community partners	Fall and Spring meetings	Meeting times	Action planning

Board Goal #3: Safety and Social Emotional Well-Being
Foster a safe and positive social emotional environment for everyone.

GMHS Goal:

1. Increase staff capacity to create trauma-informed and socially-emotionally responsive classrooms and school environment using the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Provide training for staff on CASEL Framework and restorative practices	District/school support staff, administration	October and November PD	PD resources, planning time, consultancy	Improved strategies, survey responses
2. Develop surveys and other measures for increased opportunities for student feedback	Administration and support staff	Ongoing	Survey measures	Survey results
3. Implement Advisory best practices from the GSP summit	Advisory Planning Team	Summer and ongoing	GSP resources, meeting time	Revised Advisory, survey results
4. Engage Bridges and Student Government in celebrations, planning and committees	Bridges/Student Gov. advisors and admins	Ongoing	Meeting time	Committee representation
5. Address NEASC highlighted need to reduce inconsistencies in grading practices including clarifying expectations for habits of work	Inclusive committee	November through March	Meeting time, research, best practices	Revised and consistent practices

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.

GMHS Goal:

1. Manage the budget process to maximize efficiencies while increasing needed supports for students who struggle academically and socially/emotionally

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Collaborate with district colleagues to explore models including alternative school structures to address SEL needs	District and school administration	Fall budget process	TBD	Proposals
2. Monitor class sizes to ensure appropriate learning environments and staffing and create alternative year cycles of offerings	Administration, department leaders	Fall budget through winter scheduling	Meeting time, Program of Studies	Efficient staffing, alternate year course cycles
3. Develop replacement cycles for textbooks, uniforms, musical instruments, furniture, and technology to allow for predictable expenses and develop a cycle to dispose of items that are outdated or no longer needed	Administration, Assistant Superintendent, Business Manager	Fall budget cycle	Time	Revised cycles

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.

GMHS Goal:

1. Continue to improve systems and practices to maximize equitable opportunities for all students.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Partner with CT Center for School Change and GMHS Granby Equity Team network to embed consciousness-building Experiences to Explore Equity (E3s) into meetings and professional learning in order to increase cultural proficiency/uncover bias	CCSC, district and school admin, GMHS GET network	Ongoing	PD sessions with CCSC, Meeting time	E3s, Survey results
2. Continue to build staff capacity to approach conversations around equity with students during Advisory	Administration, Advisory teachers	Ongoing	Meeting time	Planned conversations and feedback forms
3. Enlist Student Government and Bridges in establishing a regular schedule of messaging to celebrate cultural diversity	Administration, advisors, student leaders	Ongoing	Meeting time	Scheduled celebrations and messaging
4. Develop a Black and Latino Studies Social Studies elective course	Social Studies department, Assistant Superintendent	Course approval, preparation ongoing, development summer 2022	PD resources, paid curriculum writing time	New Course

Board Goal #6: Professional Learning

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

GMHS Goal:

1. Improve staff capacity to clarify outcomes and use data protocols to inform instruction.

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Engage teachers and teams in developing 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. Establish strategies to clarify intended outcomes around standards-aligned learning targets linked to the Vision of the Graduate	Teachers, department leaders, coaches, administrators	Fall, January and May Goal meetings and ongoing	Meeting times, observation cycles	Survey responses around explaining how learning connects to intended outcomes
3. Use and model protocols to increase the efficiency and effectiveness of team meetings	Administration, leadership team	Fall and ongoing	Time, School Reform Initiative resources	Improved use of protocols
4. Increase professional development opportunities to focus on vertical K-12 and 6-12 alignment	Assistant Superintendent, coaches	Spring PD	Spring PD time	Vertical articulations

Granby Memorial High School

Continuous Improvement Plan 2021-2022



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.

1.1 - Opportunity goal - Every student enrolls in at least one college credit-bearing course (Advanced Placement, Early College Experience, College Career Pathways) while in high school.

- Explicit messaging, teacher recommendation process and counselor conversations during scheduling
- Utilized College Board AP Potential reports *in conjunction with* teacher recommendations
- Revised graduation expectations to promote college courses
- Planning a second AP Boost Camp for this summer
- Planning return to College Explorations this summer

Granby Memorial High School

Highlights:

- Growth in 9th grade math
- Growth in 11th grade math, on track for higher performance than previous class in ERW
- School counselors supported accessing scores and linking to Khan Academy
- Departments have action steps to increase PSAT-aligned practice

Areas for Growth:

- Maintaining 9th grade levels through to 10th grade
- Focusing on students within 100 points of SAT benchmark

Literacy (2021 - 78%)			
Grade	Prev. Year	Fall Baseline	Spring Goal
9 (PSAT ERW)	76% SBAC	79% (+3%pt.)	
10 (PSAT ERW)	80% <small>April PSAT</small>	76% (-4%pt.)	
11 (PSAT ERW)	76% <small>October PSAT</small>	83% (+7%pt.)	90% (+7%)

Numeracy (2021 - 60%)			
Grade	Prev. Year	Fall Baseline	Spring Goal
9 (PSAT Math)	33% SBAC	43% (+10%pt.)	
10 (PSAT Math)	49% <small>April PSAT</small>	41% (-8%pt.)	
11 (PSAT Math)	38% <small>October PSAT</small>	51% (+13%pt.)	58% (+7%)

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.

1.2 Achievement goal - Increase by 7% 11th grade students meeting benchmark on Math and Evidence-Based Reading and Writing (ERW) sections of PSAT/SAT between the fall 2021 PSAT and spring 2022 Connecticut School Day SAT

- Established departmental goals and measures to support growth in P/SAT-assessed standards and skills including embedding SAT-like assessment questions
- Established first ever “Khan-test” initiative to link College Board and Khan Academy Accounts and promote targeted practice (messaging, structure of support, etc.)
- School counselor sessions to support accessing scores and linking
- SAT Prep courses in fall and spring, as well as individualized coaching with students
- Progress on data team practices and protocols including through Great Schools Partnership work and instructional coaches modeling protocols

Board Goal #2: Community Engagement

Enhance communication and build trusting relationships with all stakeholders.

Improve frequency and effectiveness of communication that captures and celebrates our school through a variety of communication platforms.

- CTE Advisory Board fall and spring meetings
- Weekly eblasts to families on upcoming events and important updates including building project progress
- Digital media including through athletics and clubs
- Ongoing work to develop and support live-streaming and new Broadcast club, including new Broadcast space

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

Foster a safe and positive social emotional environment for everyone.

Increase staff capacity to create trauma-informed and socially-emotionally responsive classrooms and school environment using the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework

- Partnered with FVHD to provide training on trauma-informed strategies, QPR Suicide Prevention and teacher and team goal-setting
- Partnered with district SEL committee around developing a framework and aligning efforts going forward
- Partnered with Student Government around events including Homecoming, Spring spirit week and Pep Rally and morning messages
- Participated in state's Voice4Change Initiative both proposals accepted!
- Launching collaborative action teams to address consistency in grading practices

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.

Manage the budget process to maximize efficiencies while increasing needed supports for students who struggle academically and socially/emotionally

- Collaborative effort to develop responsive and responsible school budget request including scheduling process
- Partnership with Building Committee, Business and Facilities offices on GMHS building project timeline, communication and management
- Partnership with district committee to explore alternative educational models including implementation of co-teaching for next year
- Continued management of replacement cycles

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.

Continue to improve systems and practices to maximize equitable opportunities for all students.

- Continuing to hone examination of achievement, participation and discipline through an equity lens
- Collaborative celebrations of cultural heritage including Black History, engaging student voices in morning announcements, etc.
- Collaboration with Partners for Educational Leadership through professional learning, administrative community of practice and individual coaching
- Staff and student participation in Granby Equity Team
- Planned for new Black and Latino Studies elective for next year

Board Goal #6: Professional Learning

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

Improve staff capacity to clarify outcomes and use data protocols to inform instruction.

- Collaborated with Great Schools Partnership on Elements of Effective Instruction (Learning Environment and Clear Shared Outcomes) and data protocols
- Modeling of data protocols with teams (Leadership Team, PLCs)
- Departmental work on Standards-Aligned Curriculum (Social Studies, Health, Math) and Equity
- Fostering opportunities for vertical alignment in departmental professional learning



May 4, 2022

Below are the BOE draft goals to be considered for submission to the Town of Granby for their Strategic Plan:

- Collaborate with the Board of Selectmen, Board of Finance and Board of Education to identify and prioritize large capital projects.
- Foster and maintain open communication between town agencies while working toward the integration of resources to support all stakeholders including parents/guardians, children and the Granby community.

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. ~~they present a statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child; or~~ enrolled in kindergarten through twelfth grade on or before April 28, 2021 and whose parents/guardians had presented a religious exemption written request before April 28, 2021 will be permitted continued use of the exemption even if such child transfers to another school in Connecticut.

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

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

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

Health Assessments/Interscholastic Sports Programs

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

Students

Student Health Services

Health Assessments/Interscholastic Sports Programs (continued)

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

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

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

Student Medical Care at School

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

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

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

Students

Student Health Services (continued)

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

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

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

Instruction

Graduation Requirements

Graduation from our public schools implies (1) that students satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits.

Graduation Credit Requirements

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

Graduation Year	2023, 2024, 2025
Academic Achievement in the Humanities	11 total credits <ul style="list-style-type: none">• Four (4) credits in English, including composition• Three (3) credits in Social Studies• One half (.5) credit in Civics• One (1) credit in Fine Arts• One half (.5) credit in Humanities elective• Two (2) credits in World Language
Academic Achievement in Science, Technology, Engineering and Math	11 total credits <ul style="list-style-type: none">• Four (4) credits in Math• Three (3) credits in Science (including (1) life science and (1) physical science)• One half (.5) credit in Personal Finance• One and one half (1.5) credits STEM elective• Two (2) credits Wellness (including one (1) physical education, and one (1) health and safety education)
Vision of the Graduate	<ul style="list-style-type: none">• One (1) Credit Capstone• Two (2) Credits Electives

Graduation Credit Requirements (cont.)

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

Graduation Performance Standards

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

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

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

Demonstrate fulfilment of the Vision of a Graduate by:
<ul style="list-style-type: none">• Successfully completing fifteen (15) hours of community service in an approved program. Suggestions and recommendations for various programs and placements are available in the guidance office. Official documentation and a reflection paper must be submitted to high school administration upon completion of the community service. The SDE will grant a community service recognition award if a student earns at least 50 hours of community service and meets statutory criteria to earn one-half credit toward graduation.

Support and Remedial Services

In addition, the District will provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, (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

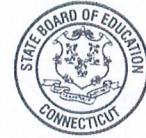
GRANBY PUBLIC SCHOOLS

**Revisions adopted: 6/20/07
11/5/14
4/20/16
2/20/19
4/6/22**


Granby, CT



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Sponsors of the National School Lunch Program

FROM: John D. Frassinelli, Division Director 
School Health, Nutrition, Family Services and Adult Education

DATE: February 15, 2022

SUBJECT: Operational Memorandum No. 05-22
Requirements for Submitting the Healthy Food Certification (HFC) Statement for
School Year 2022-23

The Healthy Food Certification (HFC) statute (C.G.S. Section 10-215f) requires that **each** local board of education or governing authority (BOE) for public schools¹ participating in the National School Lunch Program (NSLP) **each year must certify** whether all food items sold to students (separately from reimbursable meals) **will or will not** meet the Connecticut Nutrition Standards (CNS). This memo provides the **required BOE motion language** and instructions for the HFC application process for school year (SY) 2022-23.

HFC Eligibility Requirements for BOEs opting to implement HFC

The BOE must complete a vote on the required motion language in this memo by **July 1, 2022**, or the BOE will not be eligible for HFC during SY 2022-23 (July 1, 2022, through June 30, 2023). Each BOE must choose one of the two options below to satisfy this requirement and be eligible for HFC.

- **Option 1:** Using the **exact language** included in this memo, the BOE conducts three votes: 1) whether the district will **participate** in the healthy food option; 2) whether the district will allow **food exemptions**; and 3) whether the district will allow **beverage exemptions**.
- **Option 2:** Using the **exact language** included in this memo, the BOE conducts two votes: 1) whether the district will **participate** in the healthy food option; and 2) whether the district will allow **food and beverage exemptions**.

Required healthy food option vote for all BOEs

The BOE must vote “yes” or “no” for implementing the healthy food option of C.G.S. Section 10-215f. The motion and board-approved meeting minutes **must include the exact language below**:

Motion language for healthy food option: Pursuant to C.G.S. Section 10-215f, the board of education or governing authority certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2022, through June 30, 2023. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school

¹ Public schools include all public schools, regional educational service centers, the Connecticut Technical Education and Career System (CTECS), charter schools, interdistrict magnet schools, and endowed academies.

cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

Required vote for food exemptions for BOEs opting to implement HFC

If the BOE votes “yes” for implementing the healthy food option, the board-approved meeting minutes and motion must reflect a “yes” or “no” vote on the *exact language below*.

Motion language for food exemptions: The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food sales.

Note: If the BOE votes “no” for the healthy food option, a vote on whether to allow food exemptions is **not** required.

Optional vote for beverage exemptions for all BOEs

The state beverage requirements (C.G.S. Section 10-221q) apply to all public schools, regardless of whether the district participates in the NSLP or certifies for the healthy food option of HFC. If the BOE does not have a beverage exemption in place, the BOE’s schools can **never** sell noncompliant beverages to students. **If the BOE chooses to allow beverage exemptions**, the motion and board-approved meeting minutes **must include the exact language** below:

Motion language for beverage exemptions: The board of education or governing authority will allow the sale to students of beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the beverages are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting or extracurricular activity. The “school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the beverage sales.

Option to combine food and beverage exemptions

Instead of two separate food and beverage motions, the district may choose to combine food and beverage exemptions into one motion by using the exact language below:

Motion language for combined food and beverage exemptions: The board of education or governing authority will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with

an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

HFC Application Process for SY 2022-23

All public school sponsors of the NSLP applying for HFC for SY 2022-23 must complete the three steps below to meet the HFC application deadline of **July 1, 2022**.

1. Schedule the two required votes (healthy food option and food exemptions) at a BOE meeting **before June 30, 2022**. If the district chooses to allow beverage exemptions, the CSDE recommends that the BOE conduct the vote on beverage exemptions at the **same time** as the HFC votes.
2. Maintain a copy of the board-approved meeting minutes indicating the results of the HFC votes. Do not submit these minutes until requested (see step 3).
3. **May 2022:** Complete the online HFC application module in the CSDE’s Connecticut Online Application and Claiming System for Child Nutrition Programs (CNP System). Upload the board-approved meeting minutes indicating the results of the HFC votes for the healthy food option and food exemptions (and the vote for beverage exemptions, if applicable). **Note:** The CSDE will notify sponsors when the HFC application module and instructions are available. Do **not** access the CNP System prior to receiving this notification.

For additional guidance on the HFC application process, review the CSDE’s presentation, Application Procedures for HFC, and visit the “Apply” section of the CSDE’s HFC webpage.

Refer to Appendix A for a list of resources with the requirements that schools must follow to ensure HFC compliance. For questions or additional information, please contact Susan Fiore at 860-807-2075 or susan.fiore@ct.gov or Teri Dandeneau at 860-807-2079 or teri.dandeneau@ct.gov.

JDF:sff

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain for future reference. All CSDE operational memoranda are posted on the CSDE’s Operational Memoranda for School Nutrition Programs webpage.

Appendix A

This appendix accompanies the Connecticut State Department of Education's (CSDE) Operational Memorandum No. 05-22: *Requirements for Submitting the Healthy Food Certification (HFC) Statement for School Year 2022-23*. It includes CSDE resources and websites that provide guidance on meeting the federal and state requirements for foods and beverages in HFC public schools. For a comprehensive list of resources, refer to the CSDE's document, *Resources for Meeting the Federal and State Requirements for Competitive Foods in Schools*.

- Allowable Beverages in Connecticut Public Schools
- Beverage Requirements (CSDE webpage)
- Connecticut Nutrition Standards (CSDE webpage)
- Ensuring District Compliance with HFC
- Evaluating Foods for Compliance with the Connecticut Nutrition Standards (“How To” section of CSDE’s Connecticut Nutrition Standards webpage)
- Guidance on Evaluating Recipes for Compliance with the Connecticut Nutrition Standards
- Guide to Competitive Foods in HFC Public Schools
- Healthy Food Certification (CSDE webpage)
- How to Evaluate Foods Made from Scratch for Compliance with the CNS
- How to Evaluate Purchased Foods for Compliance with the CNS
- List of Acceptable Foods and Beverages (CSDE webpage)
- Overview of Connecticut Competitive Foods Regulations
- Presentation: Beverage Requirements for Connecticut Public Schools
- Presentation: Complying with Healthy Food Certification
- Presentation: Connecticut Nutrition Standards
- Presentation: Healthy Food Certification Fundraiser Requirements
- Questions and Answers on Connecticut Statutes for School Food and Beverages
- Requirements for Competitive Foods in HFC Public Schools
- Requirements for Food and Beverage Fundraisers in HFC Public Schools
- Requirements for Foods and Beverages in Culinary Programs in HFC Public Schools
- Requirements for Foods and Beverages in School Stores in HFC Public Schools
- Requirements for Foods and Beverages in Vending Machines in HFC Public Schools
- Summary Chart: Federal and State Requirements for Competitive Foods in HFC Public Schools
- Summary of Connecticut Nutrition Standards



Memorandum

Date: May 4, 2022
To: Granby Board of Education
From: Jordan E. Grossman, Ed.D., Superintendent of Schools
Subject: Superintendent Annual Report: 2021-2022 School Year

This Superintendent Annual Report is an executive summary of the major accomplishments and progress made on Superintendent Goals for the 2021-2022 school year. Accomplishments and progress are only made possible with the efforts of the entire school community. This school year will always be remembered as how our school system moved forward together during a world-wide pandemic.

BOE GOAL AREA: STUDENT LEARNING AND ACHIEVEMENT

Superintendent-Specific Goals:

1. Implement new data driven decision making processes across the district. (Strategic Initiatives 1I, J)
2. Work to improve English/Language Arts and Math Student Achievement across all grade levels. (Strategic Initiative 1D)
3. Continue to assess current and future practices in the area of special education services. (Strategic Initiative 1E)
4. Continue to focus on learning recovery and learning acceleration for all students. (Strategic Initiative 1E)
5. Partner with the Great Schools Partnership to bring the Elements of Effective Instruction to our staff as a model for lesson design and to create a common language for instructional conversations. (Strategic Initiative 1A)
6. Work with the staff to implement the new Vision of a Graduate (VOG) in daily practice including curriculum development, student tasks and assignment and teacher planning processes. (Strategic Initiative 1L)

Superintendent-Specific Results:

1. Administrators have worked through administrative Community of Practice meetings to build tools to facilitate data conversations in their respective buildings with their staff. With support from the Great Schools Partnership, administrators and their school-based leadership teams are developing the spaces and structures to support these data conversations on a regular basis to drill down to individual student data. Instructional Coaches and Content Area Specialists are integral in working with teachers during this process.
2. In addition to a renewed focus on data conversations and instructional strategies, consultant support has helped to reinforce best practices in the areas of Reading, Writing and Math as teachers implement the Teachers College and Illustrative Mathematics resources. The addition of the DIBELS/Acadience skills-based assessments in Grades K-3, the alignment of the PSAT/SAT assessments in Grades 8-11 and the implementation of systemic Smarter Balanced Interim Assessments and test preparation units have all supported student growth and achievement. Additionally, schools have been working to refine their intervention processes for supporting students needing additional support both in and out of the classroom. The WIN (What I Need) time at the elementary schools and academic enrichment time at the middle school are forums for this support. As reported in February in the Student Achievement Presentation, we have seen incremental student achievement growth during this school year.

3. Special education services address many areas of functioning through a multidisciplinary team approach. Examining the continuum of special education services currently utilized to provide the very best education to our students across these areas of functioning is a focus this school year. Based on this examination, staff have engaged in a variety of professional learning opportunities to increase their capacity to meet student needs in numerous areas, such as, dyslexia interventions, autism supports and mental health. Special education achievement data continues to be examined with an emphasis on individual student progress. Collaboration with families remains at the heart of the work in special education. Continuing to build and grow these relationships is an ongoing focus for the department.
4. Teachers and school-based teams have spent time reviewing curriculum and adjusting instructional planning in real time to support the needs of all learners based on their present levels of performance. Tutors were employed at Granby Memorial Middle School, Wells Road Intermediate School and Kelly Lane Primary School to support student learning based on assessment results. New math resources and an accelerated course of study were implemented at the Grade 6-8 levels and new resources piloted were trialed in the elementary grades. Students are also being provided extended day opportunities for extra support.
5. Staff worked this year to develop a shared understanding of the Elements of Effective Instruction with an emphasis on the Learning Environment and Clear Shared Outcomes. Staff shared best practices in these areas and Content Area Specialists and Administrators discussed how to support development of these elements through professional learning. Three learning walks were completed and staff will reassess via a survey in May to determine next steps for staff development. Moving forward, revised teacher evaluation, planning and curriculum documents will begin to reflect these elements as well.
6. The Vision of a Graduate (VOG) was adopted by the Board of Education in September 2021 and the District has since been working to engrain the vision into our communications. Teacher teams have discussed how the VOG will integrate with our current curriculum writing and assignment development. A next focus is developing rubrics for each indicator and reviewing the connection between the VOG and the Capstone experiences across the district. The new 6th Grade Success course at the middle school was designed around the VOG.

BOE GOAL AREA: COMMUNITY ENGAGEMENT

Superintendent-Specific Goals:

1. Work with the Granby Public School community on the implementation of the new Granby Public Schools' Strategic Plan and Vision of a Graduate. (All Strategic Initiatives)
2. Work with the new Town Manager to continue collaboration with the town. (Strategic Initiative 2A)
3. Enhance the climate and culture across the District by building positive relationships and increasing presence in the schools. (Strategic Initiative 2A)
4. Maintain a high level of communication and visibility within the community. (Strategic Initiative 2A)
5. Maintain the Board of Education policies and develop new ones that align with local, state and federal guidelines. (Strategic Initiative 2A)
6. Continue to develop a clear understanding of responsibilities, expectations and communication systems to promote an effective Superintendent of Schools/Board of Education working relationship. (Strategic Initiative 2A)
7. Meet with business leaders, civic leaders, faith leaders, political leaders, police, and other community leaders to promote the success of Granby Public Schools. (Strategic Initiative 2A)

Superintendent-Specific Results:

1. The new *Granby Public Schools Moving Forward Together Strategic Plan 2021-2025* was adopted in the fall. All school and departmental Continuous Improvement Plans, as well as the 2022-2023 budget are aligned with this plan. This plan has been shared with the community and has set forth our VOG for the next 4 years.

2. Met monthly with the new Town Manager to discuss collaborative efforts. A newly developed Technician/Communication Specialist will be shared between the town and school district. Worked collaboratively with the Town Manager on IBAC to discuss the use of American Rescue Plan funds and worked with the Town Manager to reconvene the Long-Range Capital Committee. Developing a wonderful collegial relationship with the Town Manager.
3. Maintained regular levels of communication with the Board of Education, town officials and the community through publications, surveys, weekly communication, as well as, attendance at meetings, Superintendent Community Conversations, and school and town events. Respectful and trustful relationships between the Superintendent of Schools and the Granby community continues to grow and prosper.
4. Celebrated student and staff accomplishments through participation in/attendance at recognition ceremonies, events, and presentations at Board Meetings.

BOE GOAL AREA: SAFETY AND SOCIAL EMOTIONAL WELL-BEING

Superintendent-Specific Goals:

1. Implement the Stronger Together: A Working Plan for the Granby Public Schools. (Strategic Initiatives 3A, C, G)
2. Implement the new Granby Public Schools' Emergency Operations Plan. (Strategic Initiative 3G)

Superintendent-Specific Results:

1. The Stronger Together Plan was implemented to safely open the schools, updated as required to reflect changes in the State-directed policy, and communicated out to the school community. A planful approach, coupled with regular communication, allowed the Granby Public Schools to weather the Omicron surge and recuperate to transition to a mask optional environment in February. This plan exemplifies a cohesive, collaborative approach across all members of the Granby school community as well as regional and state-based services.
2. The new Granby Public Schools Emergency Operations Plan was submitted and approved by the state in the fall. A District Safety Committee was formed this year which meets on a monthly basis to discuss overall school safety.

BOE GOAL AREA: BUDGET DEVELOPMENT AND FISCAL MANAGEMENT

Superintendent-Specific Goals:

1. Investigate the possibility of creating an alternative school within the Granby Public Schools. (Strategic Initiative 4F)
2. Work with the Business Manager to obtain all state and federal grants that are offered to the Granby Public Schools. (Strategic Initiative 4G)
3. Review financial projections, allocations and the process used to develop the annual budget. (Strategic Initiatives 4E, F, G)
4. Develop a budget that supports the Board's Strategic Plan and is reflective of the economic climate. (Strategic Initiatives 4E, F, G, I)
5. Work with Building Committee on bonded projects. (Strategic Initiative 4I)
6. Work with Board of Education on contract negotiations. (Strategic Initiative 4B)
7. Work with the Business Manager on the negotiations of school bus contract. (Strategic Initiative 4F)
8. Work collaboratively with the Town Manager to discuss shared services. (Strategic Initiative 4F)

Superintendent-Specific Results

1. A district committee made up of parents, teachers, administrators, Board of Education member, students, and led by our Director of Pupil Services and Granby Memorial Middle School Assistant Principal has been meeting with the charge of making recommendations for possible alternative programming within the Granby Public Schools for the 2023-2024 school year.
2. Worked with the Business Manager to obtain all grants from the State of Connecticut and Federal Government to assist the Granby Public Schools. Secured \$100,000 from the Granby Education Foundation for a video production studio at Granby Memorial High School.

3. Managed Fiscal Year Budget 2020-2021 with rising special education expenditures. Successful adoption of a 3.69% Fiscal Year 2022-2023 Budget.
4. Worked with the Building Committee and the State of Connecticut to develop and approve educational specifications for the remaining bonded projects. Successful completion of the high school staircase project and construction has started at the high school for the new band room, new choir room, new technology wing, and new kitchen within the cafeteria.
5. Worked collaboratively with the Business Manager and Board of Education Finance Subcommittee to extend our bus contract with CREC for an additional 5 years. Assisted the Board in successfully negotiating with the administrator and secretarial bargaining groups.
6. Worked with the new Town Manager on allocating the American Rescue Plan funds with possible use of funds to upgrade the HVAC system at Wells Road Intermediate School and upgrade the HVAC system at Granby Memorial High School. Worked with the Town Manager to establish a shared Technician/Communication Specialist for both the town and school district.

BOE GOAL AREA: EMBRACING DIVERSITY

Superintendent-Specific Goals:

1. Continue to implement the Granby Public Schools' Anti-Bias/Anti-Racism Plan. (Strategic Initiative 5A)
2. Continue to support minority recruitment by collaborating with CREC on the Teacher In-Service Program. (Strategic Initiatives 4B, 5A)
3. Continue the development of a teacher minority recruitment program with current students enrolled in the Granby Public Schools. (Strategic Initiative 5C)

Superintendent-Specific Results:

1. Through a multifaceted approach, teachers and administrators of the Granby Public Schools have participated in over 8 hours of equity-based training this year and the Granby Equity Team has met six times to monitor the implementation of the Anti-Bias/Anti-Racism Plan and make suggestions for the work moving forward while developing their own consciousness and responsive techniques for equity related topics. Work this year to highlight includes the collaboration with the Granby Racial Reconciliation Team, increased communication with families around equity topics, a resurgence of the Bridges Program and acknowledgment of cultural heritage months across all of the schools.
2. The Teacher in Residence Program places a minority pre-service teacher candidate with a Granby teacher mentor while he or she pursues course work for certification and then completes student teaching requirements. Our first resident teacher is currently completing his coursework and student teaching and is interviewing for a classroom position at Wells Road Intermediate School. Granby Public Schools has applied for a second resident for the 2022-23 school year to be placed at Kelly Lane Primary School.
3. The partnership with the University of St. Joseph's School of Education Department continued for current Granby Public School students who are interested in a career in teaching. A program was held on April 28th for students in Grades 10-12 with key leaders from the University to educate our current Granby Memorial High School students on a possible career in education.

BOE GOAL AREA: PROFESSIONAL LEARNING

Superintendent-Specific Goals:

1. Mentor and model professional leadership for our new administrative team members. (Strategic Initiative 6A)
2. Chair CAPSS Early Childhood State Committee. (Strategic Initiative 6I)
3. Participate in CAPSS Early Career Advanced Leadership Program. (Strategic Initiative 6I)
4. Participate by State Senate appointment in the Commission on Women, Children, Seniors, Equity, and Opportunity and Chair Commission on Children. (Strategic Initiative 6I)

Superintendent-Specific Results:

1. Successfully on-boarded a new Director of Pupil Services and continued to empower our second year Principal of Granby Memorial Middle School Principal, second year Assistant Principal of Granby Memorial Middle, second year Principal of Kelly Lane Primary School, and second year Assistant Superintendent of Schools.
2. Throughout the year, chaired the CAPSS Early Childhood State Committee Meetings with a focus on preparing Superintendents for the possibility of universal pre-school programs.
3. Participated in CAPSS Early Career Advanced Leadership Program with focused discussions on strategic and district goal development, budget development, Superintendent/Board of Education relationships and future ready school districts.
4. Attended and chaired monthly State of Connecticut Commission on Women, Children, Seniors, Equity and Opportunity meetings and acted as strategic partner in key legislative priorities during this year's session (an act on minority teacher recruitment & retention, an act concerning childhood mental and physical health services in schools, and an act on social and emotional services).

Finance Subcommittee Meeting – Approved Minutes
March 16, 2022, 5:30 p.m.
Central Services

Attendance:

Rosemarie Weber	Present	Jordan Grossman	Present
Monica Logan	Present	Anna Robbins	Present
Donna Nolan	Present		
Sarah Thrall	Present		

Meeting commenced at 5:30 p.m. Meeting adjourned at 6:35 p.m.

1. Public Comment: None

2. Approve Minutes from the February 16, 2022 Meeting: A motion was made by Donna Nolan and seconded by Monica Logan to approve the minutes from the February 16, 2022 Finance Subcommittee Meeting. Motion passed.

3. February 2022 Statement of Accounts: Reviewed and accepted.

4. Building Committee Update: The project was approved and is out to bid. There will be a building walkthrough for potential vendors on 3/17/22 and the selection process will occur on 4/1/22. The project entails a new band room, choral room, technology education classrooms, commons, and a kitchen.

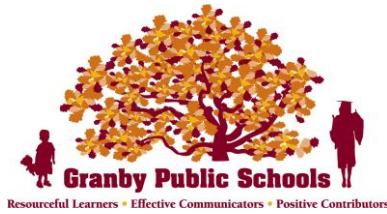
5. Contract Negotiations Update: Status update received.

6. FY23 Leave-of-Absence Requests: Requests were made for two leaves-of-absence. A motion was made by Donna Nolan and seconded by Monica Logan to approve both leaves-of-absence.

7. Other:

- a) The transportation contract extension is complete and signed by all parties; and
- b) The Healthy Food Certification approval will be on the next Finance Subcommittee agenda

Monica Logan moved and Donna Nolan seconded adjournment at 6:35 p.m.



UPCOMING DISTRICT EVENTS

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 6	MS Spring Fling School Dance	6:00-8:00 p.m.	MS Gymnasium
May 12	Kindergarten Workshop	6:00-7:00 p.m.	Kelly Lane Cafetorium
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	5:30 p.m.	Kelly Lane Media Center
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
June 1	Retirement/25-Year Luncheon	12:45 p.m.	Holcomb Farm