

Curriculum Subcommittee Meeting
Wednesday, October 12, 2022, 5:00 PM
Central Services

I. Public Comment

{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

II. Approve Minutes from the September 7, 2022 Curriculum Subcommittee Meeting

{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

III. Assistant Superintendent's Monthly Report

{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

IV. Teachers College Reading and Writing Project

{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

V. Policies

{{Goal-}}
{{Attachment:}}

Rationale:

- New Policy 4113.12, Minimum Duty-Free Periods for Teachers
- Revised Policy 5113.2, Truancy
- Revised Policy 5141.4, Report of Child Abuse, Neglect and Sexual Assault
- Revised Policy 5144.4, Physical Exercise and Discipline of Students
- New Policy 5145.511, Sexual Abuse Prevention and Education Program

{{RecommendedMotion}}

VI. GMMS Data Conversation

{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

VII. Other

{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

**Curriculum Subcommittee Meeting - Draft Minutes
September 7, 2022, 5:30 p.m.
Central Services**

Present:

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

Absent:

Member of the Public: N/A

Meeting commenced at: 5:45 p.m.

Meeting adjourned at: 6:50 p.m.

1. Public Comment: N/A
2. Approve Minutes from the June 1, 2022 Curriculum Subcommittee Meeting: A motion was made by David Peling and seconded by Whitney Sanzo to approve the minutes from the June 1, 2022 Curriculum Subcommittee Meeting. This motion passed at 5:46 p.m.
3. Assistant Superintendent's Monthly Report: Reviewed the professional development plan for 2022-2023; summer programming; legislative updates; attendance codes; data platforms; Illustrative Math training; and, new teacher in residence.
4. Summer Curriculum Writing Update: No new curriculum for review at this time. World Language and Wellness – scope and sequence and curriculum mapping.
5. Annual Policy Update: Fourteen (14) policies need to be updated reflecting new state legislation.
6. Assessment Update: ELA scores improved; Math scores were mixed; and, Science scores coming in as some of the best in the state.
7. Other: N/A

A motion was made by David Peling and seconded by Kristina Gilton to adjourn the meeting. This motion passed unanimously at 6:50 p.m.



ASSISTANT SUPERINTENDENT'S MONTHLY REPORT – OCTOBER 2022

<p>Student Learning and Achievement</p>	<ul style="list-style-type: none"> ● Launched a new Coaching Meeting structure to allow for conversation across both content areas and grade levels ● Planned for a pilot of Teachers College Grade 3 Phonics Program ● Supported development of Continuous Improvement Plans for secondary schools ● Continued to work with coaches and department leadership to support shift in middle and high school math progression ● Explored implications of recently released K-3 Reading
<p>Community Engagement</p>	<ul style="list-style-type: none"> ● Planned a Family Partnership event at the Hartford Athletics game with the Family Engagement Specialist ● Met with Town Officials to review the Composting Proposal for Kelly Lane Primary School ● Collaborated with East Granby Public Schools and Farmington Valley Health District on series of community conversations called Resilient Families Community Conversations ● Supported planning of fall flu and COVID-19 booster shot clinics
<p>Safety and Social Emotional Well-Being</p>	<ul style="list-style-type: none"> ● Continued meeting with CSDE and DPH around monitoring the impact of the COVID-19 pandemic on education ● Co-facilitated the first District Wide Social Emotional Learning Committee Meeting of the year ● Worked with District Implementation Team to plan for the work of the DESSA - Cohort 3 screening
<p>Budget Development and Fiscal Management</p>	<ul style="list-style-type: none"> ● Wrote and submitted the Title III and Title IV and Open Choice Academic and Social Support Enhancement Grants ● Solicited course proposals and new textbook requests from department leads ● Worked with high school on projecting forward sections and enrollment to complete staffing budget ● Continue to support staffing and recruiting efforts
<p>Embracing Diversity</p>	<ul style="list-style-type: none"> ● Held the first Granby Equity Team Meeting of the year with a focus on “Representation Matters” ● Appointed a Granby Equity Team Facilitator ● Joined the Partners in Educational Leadership’s Equity Leadership Network ● Attended Teacher in Residence District Orientation ● Registered for RSCO and Open Choice Fairs
<p>Professional Learning</p>	<ul style="list-style-type: none"> ● Built and launched teacher evaluation system and forms in Talent Ed Perform platform ● Facilitated Administrative Council with a focus on integrating all strategic initiatives in school planning ● Developed year long goals with Great Schools Partnership for work with with District Leadership Team ● Joined CAPSS Teaching and Learning Committee

Personnel -- Certified

Minimum Duty-Free Lunch Periods for Teachers

The District, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

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 pursuant to C.G.S 10-198b. ~~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 enrolled in grades one through eight, inclusive, 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-nine 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)

98. 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.
109. Provide coordination of services and refer “truants” to community agencies which provide child and family services.
110. 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 making any additional recommendations 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. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy, and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups

such as race, ethnicity for free and reduced prices lunches, students whose primary language is no English, and student with disabilities. ~~-(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.

**Policy
5113.2(d)**

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).
PA 22-47 An Act Concerning Children's Mental Health
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: 5-4-22

**GRANBY PUBLIC SCHOOLS
Granby, CT**

Students

Truancy

Notification

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 this 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.

Information about the absences may be included in the letter e.g. attendance patterns on specific times of the year or days of the week, awareness of "extenuating circumstances, attendance patterns different from other years, etc.)

Sample Letter

Dear Parent/Guardian:

The Granby Public School System strongly encourages students to be in school. By law, students must be enrolled and regularly attend an educational setting approved by the local Board of Education. If a child does not attend, or has four (4) unexcused absences in a month or ten (10) unexcused absences in one year, he or she is "truant". The Board of Education Attendance Policy 5113 states the following:

The Board of Education recognizes that regular attendance in school is fundamental to a child's achievement. Instructional experiences that occur in school are meaningful and essential components of the learning process. Time lost from class is irretrievable. The Granby Public Schools require regular, daily attendance of all classes unless an appropriate excuse is received from parent or health care provider.

It is the responsibility of parents or guardians of all children between the ages of 5 - 18 (unless the parent has withheld their child from entry until age 6 or 7) to cause their children to attend school regularly and on time. School personnel shall act cooperatively with parents or guardians to support and assist them in this effort. The schools will make all reasonable efforts to keep parents and students informed as to attendance problems and will make all reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

I am writing to you because we are concerned with your child's absences. Your child _____ has been absent _____ days since the beginning of the school year. Please let us know of any extenuating circumstances and/or ways in which we can support better school attendance. If you have any questions regarding this matter, please feel free to call me at _____.

Sincerely,

**ADMINISTRATIVE REGULATIONS
5113.2(a)**

Students

Truancy

Sample Letter (Cont'd)

I am writing to you because we are concerned with your child's absences. Your child _____ has been absent _____ days since the beginning of the school year. Please let us know of any extenuating circumstances and/or ways in which we can support better school attendance. If you have any questions regarding this matter, please feel free to call me at _____.

Sincerely,

Regulation Adopted: 3/18/15

**GRANBY PUBLIC SCHOOLS
Granby, CT**

Students

Reporting of Child Abuse, Neglect and Sexual Assault

The District recognizes its legal and ethical obligations in the reporting of suspected child abuse, neglect and sexual assault. Any person applying for employment with the District shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired. Mandated reporters include all school employees, specifically Superintendent, administrators, teachers, substitute teachers, guidance counselors, school counselors, paraprofessionals, coaches of intramural and interscholastic athletics, as well as licensed nurses, physicians, psychologists and social workers and licensed behavior analysts either employed by the District or working in one of the District schools, or any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in District schools. Such individual(s) who have reasonable cause to suspect or believe that a child has been abused, neglected, placed in imminent risk of serious harm, or sexually assaulted by a school employee is required to report such abuse, neglect or risk and/or sexual assault.

The District shall annually distribute the mandated reporter policy electronically to all school employees. The Board shall annually distribute electronically, to all school employees, Board members, and parents and guardians of enrolled students, (1) guidelines on identifying and reporting child sexual abuse, starting in the 202-23 school year, and (2) information on DCF's sexual abuse and assault awareness and prevention program.

A mandated reporter's suspicions may be based on factors including, but not limited to, observations, allegations, facts by a child, victim or third party. Suspicion or belief does not require certainty or probable cause.

Furthermore, the District requires all personnel who have reasonable cause to suspect or believe that a child, under the age of eighteen (18), except in the case of sexual assault by a school employee, has been abused, neglected, has had non-accidental physical injury, or injury which is at variance with the history given of such injury, is placed in imminent danger of serious harm or has been sexually abused by a school employee to report such cases in accordance with the law, Board policy and administrative regulations. The mandatory reporting requirement regarding the sexual assault of a student by a school employee applies based on the person's status as a student, rather than his or her age.

A mandated reporter shall make an oral report, by telephone or in person, to the Commissioner of Children and Families or a law enforcement agency as soon as possible, but not later than twelve (12) hours after the mandated reporter has reasonable cause to suspect or believe that a child has been abused, neglected or placed in imminent risk of serious harm.

Students

Reporting of Child Abuse, Neglect and Sexual Assault (continued)

In addition, the mandated reporter shall inform the building principal or his/her designee that he/she will be making such a report. Not later than forty-eight hours of making the oral report, the mandated reporter shall file a written or electronic report with the Commissioner of Children and Families or his/her designee. (The Department of Children and Families has established a 24-hour Child Abuse and Neglect Hotline, "Careline" at 1-800-842-2288 for the purpose of making such oral reports.)

A mandated reporter may make the required oral report electronically in the manner prescribed by the Commissioner of Children and Families. An employee making an electronic report shall respond to further inquiries from the Commissioner of Children and Families or designee made within twenty-four hours. Such employee shall inform the Superintendent or his/her designee as soon as possible as to the nature of the further communication with the Commissioner or designee.

Online reports may be made to the Careline by mandated reporters if the report is of a non-emergent nature. A non-emergent situation is one in which a report is mandated but the child is not in immediate risk. (*Note: Mandated reporters reporting electronically when they reasonably suspect that a child has been abused, neglected or placed at risk of imminent harm in a "non-emergent" situation, can do so without risk that they will be subject to a failure to report finding and subsequent penalties.*)

The oral and written reports shall include, if known: (1) the names and addresses of the child and his/her parents/guardians or other persons responsible for his/her care; (2) the child's age; (3) the child's gender; (4) the nature and extent of the child's injury or injuries, maltreatment or neglect; (5) the approximate date and time the injury or injuries, maltreatment or neglect occurred; (6) information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings; (7) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter; (8) the name of the person(s) suspected to be responsible for causing such injury or injuries, maltreatment or neglect; (9) the reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect; (10) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and (11) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child. (For purposes of this section pertaining to the required reporting, a child includes any victim under eighteen years of age educated in a technical high school or District school. Any person who intentionally and unreasonably interferes with or prevents the making of the required report or attempts to conspire to do so shall be guilty of a class D felony, unless such individual is under eighteen years of age or educated in the technical high school system or in a District school, other than part of an adult education program.)

If the report of abuse, neglect or sexual assault involves an employee of the District as the perpetrator, the District may conduct its own investigation into the allegation, provided that such investigation shall not interfere with or impede any investigation conducted by the Department of Children and Families or by a law enforcement agency.

Students

Reporting of Child Abuse, Neglect and Sexual Assault (continued)

The District recognizes that the Department of Children and Families is required to disclose records to the Superintendent of Schools in response to a mandated reporter's written or oral report of abuse or neglect or if the Commissioner of Children and Families has reasonable belief that a school employee abused or neglected a student. Not later than five (5) working days after an investigation of child abuse or neglect by a school employee has been completed, DCF is required to notify the school employee and the Superintendent and the Commissioner of Education of the investigation's results. If DCF has reasonable cause, and recommends the employee be placed on DCF's Child Abuse and Neglect Registry, the Superintendent shall suspend such employee.

The District, recognizing its responsibilities to protect children and in compliance with its statutory obligations, shall provide to each employee in-service training regarding the requirements and obligations of mandated reporters. District employees shall also participate in training offered by the Department of Children and Families. Each school employee is required to complete a refresher training program, not later than three years after completion of the initial training program and shall thereafter retake such refresher training course at least once every three years.

The Principal of each school in the district shall annually certify to the Superintendent that each school employee working at such school has completed the required initial training and the refresher training.

State law prohibits retaliation against a mandated reporter for fulfilling his/her obligations to report suspected child abuse or neglect. The Board shall not retaliate against any mandated reporter for his/her compliance with the law and Board policy pertaining to the reporting of suspected child abuse and neglect.

In accordance with the mandates of the law and consistent with its philosophy, the Board in establishing this policy directs the Superintendent of Schools to develop and formalize the necessary rules and regulations to comply fully with the intent of the law.

Students

Reporting of Child Abuse, Neglect, and Sexual Assault (continued)

This policy will be distributed annually to all employees. Documentation shall be maintained that all employees have, in fact, received the written policy and completed the required initial and refresher training related to mandated reporting of child abuse and neglect as required by law.

The District will post the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in each District school in a conspicuous location frequented by students. Such posting shall be in various languages most appropriate for the students enrolled in the school.

Establishment of the Confidential Rapid Response Team

The District shall establish a confidential rapid response team to coordinate with DCF to (1) ensure prompt reporting of suspected child abuse or neglect; or 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student not enrolled in adult education by a school employee and (2) provide immediate access to information and individuals relevant to DCF's investigation of such cases.

The confidential rapid response team shall consist of (1) a local teacher and the Superintendent, (2) a local police officer, and (3) any other person the Board of Education deems appropriate.

DCF, along with a multidisciplinary team, is required to take immediate action to investigate and address each report of child abuse, neglect or sexual abuse in any school.

Hiring Prohibitions

The District will not employ anyone who was terminated or resigned after a suspension based on DCF's investigation, if he or she has been convicted of (1) child abuse or neglect or (2) 1st, 2nd, 3rd, or 4th degree sexual assault; 1st degree aggravated sexual assault; or 3rd degree sexual assault with a firearm of a student who is not enrolled in adult education.

The District will not employ an individual who was terminated or resigned, if he or she (1) failed to report the suspicion of such crimes when required to do so or (2) intentionally and unreasonably interfered with or prevented a mandated reporter from carrying out this obligation or conspired or attempted to do so. This applies regardless of whether an allegation of abuse, neglect, or sexual assault has been substantiated.

(cf. 4112.6/4212.6 – Personnel Records)

(cf. 5145.511 – Sexual Abuse Prevention and Education Program)

Students

Reporting of Child Abuse, Neglect, and Sexual Assault

Legal Reference: Connecticut General Statutes

10-220a Inservice training. Professional development committees. Institutes for educators. Cooperating teacher program, regulations.

10-221d Criminal history records check of school personnel. Fingerprinting. Termination or dismissal.

10-221s Investigations of child abuse and neglect. Disciplinary action.

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedure for aggrieved persons. Regulations.

17a-101 Protection of children from abuse. Mandated reporters. Educational and training program. Model mandated reporting policy.

17a-101a Report of abuse, neglect by or injury of child or imminent risk of serious harm to the child. Penalty for failure to report. Notification of Chief State's Attorney.

17a-101b Report by mandated reporters. Notification of law enforcement agency when allegation of sexual abuse or serious physical abuse. Notification of person in charge of institution, facility or school when a staff member suspected of abuse or neglect.

17a-101c Written or electronic report by mandated reporter.

17a-101d Contents of reports.

17a-101e Employer prohibited from discriminating or retaliating against employee who makes a good faith report or testifies re child abuse or neglect. Immunity from civil or criminal liability. False report of child abuse. Referral to Office of the Chief State's Attorney. Penalty.

17a-101g Classification and evaluation of reports. Determination of abuse or neglect of child. Investigation. Notice, entry of recommended finding. Referral to local law enforcement authority. Home visit. Removal of child in imminent risk of harm. Family assessment response program. Development of service plans and plans of care. Monitoring. Disclosure of information to community providers. Annual report.

Students

Reporting of Child Abuse, Neglect, and Sexual Assault

Legal Reference: Connecticut General Statutes (continued)

17a-101i Abuse or neglect by school employees or staff member of public or private institution or facility providing care for children. Notice. Adoption of policy. Employee training program.

17a-101o School employee failure or delay in reporting child abuse or neglect. Policy re delayed report by mandated reporters.

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

10-151 Teacher Tenure Act.

DCF Policy 22-1-3 Mandated Reporter's Failure to Report.

PA 22-87 An Act Concerning the Identification and Prevention of an Response to Adult Sexual Misconduct Against Children

Students

Discipline

Physical Exercise and Discipline of Students

~~For the purpose of this policy, “school employee” means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board. “Regular school day” means the regular school hours for students that are defined for each school.~~

The ~~Granby Board of Education~~District (Board) recognizes that a positive approach toward exercise and physical activity is important to the health and well-being of students. The District requires that each student in elementary school shall have not less than twenty minutes daily in total devoted to physical exercise, except that a Planning and Placement Team may alter such schedule for a child requiring special education and related services. Further, the District permits, in its elementary schools, including an additional amount of time, beyond the required twenty minutes for physical exercise, devoted to undirected play during the regular school day, subject to the approval of the building administration.

All aspects of the school experience should encourage students to have a healthy attitude toward exercise and promote the life-long enjoyment of physical activity. Therefore, when school employees impose disciplinary consequences for student misconduct during the regular school day, the following restrictions shall apply:

1. Loss of Recess as Disciplinary Consequence

Except as provided below, school employees may NOT prevent a student in elementary school from participating in the entire time devoted to physical exercise or undirected play in the regular school day as a form of discipline. ~~recess or in other sustained opportunities for physical activity during classroom learning as a form of discipline and/or as a consequence for incomplete school work.~~ Recess and other physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled school wide routines and events that engage students in physical activity. For the district’s elementary schools, each regular school day shall have at least 20 minutes devoted to physical exercise.

~~Loss of recess or other physically active learning opportunities as a form of discipline may be permitted on a case-by-case basis if approved in writing by the building administration prior to the imposition of the discipline. Such approval may be granted for safety reasons, as a last resort before in-school suspension, or in extraordinary situations when alternative strategies to address student misconduct have been ineffective.~~

The restrictions in this section do not apply to students who are receiving in-school suspension.

School employees may prevent or restrict recess when:

- a. a student poses a danger to the health and safety of other students or school personnel or
- b. it is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.

Recess prevention or restriction may be imposed only once during a school week, unless the student is a danger to the health or safety of other students or school personnel. Recess prevention or restriction is not allowed for a student's failure to complete their work on time or for the student's academic performance. Discipline may be imposed before recess begins and/or imposed during recess. Appropriate interventions shall be used to redirect a student's behavior during recess.

2. Physical Activity as Punishment

School employees may NOT require students enrolled in grades PK-12, inclusive, to engage in physical activity as a form of discipline during the regular school day.

**Policy
5144.4(b)**

Students

Discipline

Physical Exercise and Discipline of Students (Cont'd)

3. Wellness and Physical Education Instruction

School employees shall not prevent students in grades PK-12 from participating in physical exercise during wellness instruction as a form of discipline.

The restrictions in this section do not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

At no time shall an entire class in grades PK-12 be prevented from participating in wellness instruction or physical exercise activity as a disciplinary consequence.

The restrictions in this section do not apply to brief periods of respite/time-outs, referrals to the building administrator, or for safety reasons.

Nothing in this policy shall prevent a school employee from acting in accordance with an Individualized Education Plan (IEP) developed by the student's Planning and Placement Team (PPT).

For the purpose of this policy, “school employee” means a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to, or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.

Any employee who fails to comply with this policy will be subject to discipline, up to and including termination of employment. Any contracted individual who provides services to or on behalf of District students and who fails to comply with the requirements of this policy may be subject to having his/her contract for services suspended by the District.

(cf. 6142.10 – Health Education Program)

(cf. 6142.101 – Wellness)

(cf. 6142.61 – Physical Activity)

(cf. 6142.6 – Physical Education)

Legal Reference: Connecticut General Statutes

10-221o Lunch periods. Recess ~~(as amended by P.A. 12-116, An Act Concerning Educational Reform, and P.A. 13-173, An Act Concerning Childhood Obesity and Physical Exercise in Schools)~~

10-221u Boards to adopt policies addressing the use of physical activity as discipline.

PA 22-81 An Act Expanding Preschool and Mental and Behavioral Services for Children.

Policy Adopted: September 17, 2014

GRANBY PUBLIC SCHOOLS
GRANBY, CT

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (*Version #1*)

Definitions

Sexual violence is a multi-layered oppression that occurs at the societal and individual level and is connected to and influenced by other forms of oppression, in particular, sexism, racism and heterosexism. On the societal level, it is the preponderance of attitudes, actions, social norms that perpetuate and sustain environments and behaviors that promote a cultural tolerance, acceptance, and denial of sexual assault and abuse. On an individual level, sexual violence is a wide range of sexual acts and behaviors that are unwanted, coerced, committed without consent, or forced either by physical means or through threats.

Sexual abuse refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Most victims know their perpetrators. Perpetrators are usually older than their victims and may trick or force them into gradually doing the sexual behavior. The sexual behavior may not be violent and may even be pleasurable to the child, who doesn't necessarily know it is wrong. Perpetrators of ongoing sexual abuse control the child/youth through secrecy, shame, or threats. Children cannot consent to sexual contact with adults or older youth, and sexual contact is considered abuse, regardless of whether it includes touching or not.

Sexual assault usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim's will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The offender usually takes advantage of the victim's vulnerability. Anyone can perpetrate this type of abuse – a trusted friend or family member, a stranger, a casual acquaintance, or an intimate partner.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (*Version #1*) (continued)

Program

The Granby Public Schools shall implement the Sexual Abuse and Assault Awareness and Prevention Program identified or developed, in compliance with C.G.S 17a-101q, by the Department of Children and Families, in collaboration with the Department of Education and other assisting entities, with the goal of informing students and staff about child sexual abuse and assault awareness and available resources. The District's implementation of the Sexual Abuse and Assault Awareness and Prevention Program, per statute, shall be not later than October 1, 2016. The program, for students in Grades K-12, inclusive, shall include, but not be limited to:

1. Providing mandatory training to all District staff to ensure they are fully informed on:
 - a. The warning signs of sexual abuse and sexual misconduct involving a child, including recognizing and reporting child sexual abuse,
 - b. Mandatory reporting requirements,
 - c. School District policies pertaining to sexual abuse and sexual misconduct,
 - d. Establishing and maintaining professional relationships with students,
 - e. Available resources for children affected by sexual abuse or misconduct, and
 - f. Appropriate follow-up and care for abused students as they return to the classroom setting.

2. Providing students age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to:
 - a. The skills to recognize:
 - i. Child sexual abuse and assault,
 - ii. Boundary violations and unwanted forms of touching and contact, and
 - iii. Ways offenders groom or desensitize victims.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (continued)

- b. Strategies to promote disclosure, reduce self-blame and mobilize bystanders.
- c. Actions that child victims of sexual abuse and assault may take to obtain assistance.
- d. Intervention and counseling options for child victims of sexual abuse and assault.
- e. Access to educational resources to enable child victims of sexual abuse and assault to succeed in school.
- f. Uniform procedures for reporting instances of child sexual abuse and assault to school staff members.

The lessons should be evidence-informed, developmentally and age appropriate and informed by the required curricula standards and performance indicators contained in the SDE Guidelines (Section Three).

[Note: Above items a, b, c, d, e, and f are required per P.A. 14-196.]

- 3. Implementing a child sexual abuse curriculum to provide age-appropriate information to teach students the difference between appropriate and inappropriate conduct in situations where child sexual abuse or sexual assault could occur, and to identify actions a child may take to prevent and report sexual abuse or sexual assault. Students will be:
 - a. Provided with resources and referrals to handle these potentially dangerous situations.
 - b. Provided access to available counseling and educational support.

The Board of Education directs the Superintendent develop administrative regulations to address the issues of students obtaining assistance, intervention and counseling options, access to educational resources and procedures for reporting instances of child sexual abuse and assault.

A student shall be excused from participating in the sexual abuse, assault awareness and prevention program offered within the school, in its entirety or any part thereof, upon receipt by the Principal or his/her designee, of a written request from the student's parent/guardian.

Any student exempted from the sexual abuse and assault awareness and prevention program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work.

Students shall be encouraged to disclose abuse to a trusted adult member of the staff, including, but not limited to, teachers, administrators, nurses, coaches, and counselors. Child abuse reporting procedures will be followed for all acts of violence and sexual abuse against children as delineated in policy #5141.4, "Reporting of Suspected Child Abuse," and its accompanying regulations.

Students

Exploitation; Sexual Harassment

Sexual Abuse Prevention and Education Program (Version #1) (continued)

Reporting Child Sexual Abuse and Assault

Connecticut General Statutes §17a-101, as amended, requires all school employees including the Superintendent of Schools, school teachers, substitute teachers, administrators, school guidance counselors, school paraprofessionals, licensed nurses, physicians, psychologists, social workers, coaches of intramural or interscholastic athletics, or any other person, who in the performance of his/her duties, has regular contact with students and who provides services to District students, who have reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent risk of serious harm to report such abuse and/or neglect in compliance with applicable state statutes.

An oral report by telephone or in person shall be made as soon as possible but no later than 12 hours to the Commissioner of Children and Families and to the Superintendent of Schools or his/her designee followed within 48 hours by a written report to the Department of Children and Families.

Reporting suspected abuse and/or neglect of children, in addition to the requirements pertaining to staff training, record keeping and dissemination of this policy, shall be in accordance with the procedures established and set forth in the Administrative Regulation #5141.4.

(cf. 5131.911 – Bullying)

(cf. 5141.4 – Reporting of Suspected Child Abuse)

(cf. 5145.5 – Sexual Harassment)

Legal Reference: Connecticut General Statutes
17a-101q Statewide sexual abuse and assault awareness and prevention program
A Statewide K-12 Sexual Assault and Abuse Prevention and Awareness Program developed by DCF, SDE, and Connecticut Alliance (The Alliance) to End Sexual Violence.
PA 22-87 An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children