

**Regular Board of Education Meeting**  
**Wednesday, June 7, 2023, 7:00 PM**  
**Town Hall Meeting Room**

**I. Administrative Reports**

Goal

Attachment

Recommended Motion

**A. Chairman's Corner (5 min.)**

Goal

Attachment

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

Recommended Motion

**B. Superintendent's Announcements (5 min.)**

Goal

Attachment

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

Recommended Motion

**C. Assistant Superintendent's Report (5 min.)**

Goal

Attachment

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

Recommended Motion

**D. Student Representative Reports (5 min.)**

Goal

Attachment

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

Recommended Motion

**E. Annual Technology Report (15 min.)**

Goal

Attachment

**Rationale:** Mr. Jon Lambert, Director of Technology, will present the Annual Technology Report to the Board.

Recommended Motion

**II. Public Comment (20 min.)**

Goal

Attachment

**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.

Recommended Motion

### **III. Consent Agenda (5 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

#### **A. Minutes**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** The Board will approve/amend the minutes of the May 17, 2023 Board of Education meeting.

**{{RecommendedMotion}}**

### **IV. Old Business**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

#### **A. Second Reading and Approval of Policy 6159 - Individual Education Plan (5 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** The Curriculum/Policy/Technology/Communications Subcommittee recommends Revised Policy 6159, Individualized Education Plan, to the Board for a second reading and approval.

**{{RecommendedMotion}}**

#### **B. Second Reading and Approval of New Policy 6172.21 - Gifted and Talented Students Program (5 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** The Curriculum/Policy/Technology/Communications Subcommittee recommends new Policy 6172.21, Gifted and Talented Students Program, to the Board for a second reading and approval.

**{{RecommendedMotion}}**

### **V. New Business**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

#### **A. Superintendent's Annual Report (20 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** Dr. Jordan Grossman will present his annual report to the Board.

**{{RecommendedMotion}}**

### **VI. Miscellaneous (20 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

#### **A. Board Standing Committee Reports**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

##### **1. Curriculum/Policy/Technology/Communication**

**{{Goal-}}**

*Attachment:*

RecommendedMotion

**2. Finance/Personnel/Facilities**

Goal-

*Attachment:*

RecommendedMotion

**B. Other Board-Related Reports**

Goal-

*Attachment:*

RecommendedMotion

**1. CREC/CABE**

Goal-

*Attachment:*

RecommendedMotion

**2. Granby Education Foundation**

Goal-

*Attachment:*

RecommendedMotion

**C. Calendar of Events**

Goal-

*Attachment:*

RecommendedMotion

**D. Board Member Announcements**

Goal-

*Attachment:*

RecommendedMotion

**E. Action Items**

Goal-

*Attachment:*

RecommendedMotion

**VII. Adjournment**

Goal-

*Attachment:*

RecommendedMotion

## **Instruction**

### **Individualized Education Program/Special Education Program**

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 22 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22<sup>nd</sup> birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 45 school days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45-school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

### **Planning and Placement Team or Individualized Education Program Team**

The term "individualized education program team" or "IEP Team" means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who –

## **Instruction**

### **Individualized Education Program/Special Education Program (IEP)**

#### **Planning and Placement Team or Individualized Education Program Team (Cont'd)**

- (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
- (II) is knowledgeable about the general education curriculum; and
- (III) is knowledgeable about the availability of resources of the local educational agency;
  
- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- (vii) the school paraprofessional, if any, assigned to such child when requested by the parent/guardian, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

## **Instruction**

### **Individualized Education Program/Special Education Program (IEP) (Cont'd)**

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

- (1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including –

## **Instruction**

### **Individualized Education Program/Special Education Program (IEP) (Cont'd)**

- (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
  - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -
- (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
  - (ii) Meeting each of the child's other educational needs that result from the child's disability; and
  - (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

#### ***Alternate Assessments***

- (iv) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
- (i) To advance appropriately toward attaining the annual goals;
  - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
  - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.

## **Instruction**

### **Individualized Education Program/Special Education Program (Cont'd)**

- (4) A school must offer an IEP that is “reasonable calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The child’s educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child’s:
- Previous rate or academic growth,
  - Progress towards achieving or exceeding grade-level proficiency,
  - Behaviors, if any, interfering with the child’s progress, and
  - Parent’s input and any additional information provided by such parents.
- The U.S. Supreme Court, in the *Endrew F* decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)
- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
- (8) A statement of
- (i) How the child’s progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
  - (ii) How the child’s parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children’s progress, of
    - (A) Their child’s progress toward the annual goals; and
    - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
- (9) Reevaluation of a student’s progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

## **Instruction**

### **Individualized Education Program/Special Education Program (Cont'd)**

**Note:** In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

- (b) **Transition services.**
- (1) The IEP must include
    - (i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.
    - (ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
  - (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.
- (c) **Transfer of rights.** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m).
- (d) **Students with disabilities convicted as adults and incarcerated in adult prisons.** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.
- (e) **Students with disabilities identified as deaf or hearing impaired.** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address
- (i) the child's primary language or mode of communication;

## **Instruction**

### **Individualized Education Program/Special Education Program (Cont'd)**

- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
- (vi) Assistive devices and services for the child;
- (vii) Communication and physical environment accommodations for the child; and
- (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

## **Transfers**

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

## **Instruction**

### **Individualized Education Program/Special Education Program (Cont'd)**

#### **Independent Educational Assessment**

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes  
10-76a Definitions (as amended by PA 06-18)  
10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)  
10-76d Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Sec. 277 and PA 19-49 and PA 21-46 and PA 21-144)  
10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)  
10-76g State aid for special education.  
10-76h Special education hearing and review procedure.  
10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)  
10-76q Special education at technical education and career schools (as amended by PA 21-144)  
SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018  
State Board of Education Regulations  
34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.  
300.14 Special education definitions.  
300.340-349 Individualized education programs.  
300.503 Independent educational assessment.  
300.533 Placement procedures.  
300.550-556 Least restrictive environment.  
P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004  
*Rowley v. Board of Education*, 485 U.S.-176 (1982)  
*Andrew F. v. Douglas County School District RE-1*, 15-827 U.S. (2017)  
*A.M. v. N.Y. City Department of Education*, 845F.3d 523, 541 (2d Cir.1997)  
*Mrs. B., v. Milford Board of Education* 103 F. 3d 1114, 1121 (2d Cir. 1997)  
*A.R. v. Connecticut State Board of Education*, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

**Policy 6159  
Notice  
Form No. 1**

**NOTICE TO PARENTS UPON INITIAL REFERRAL IN COMPLIANCE WITH  
PUBLIC ACT 12-173 - INFORMATION ABOUT MEETING; EVALUATIONS; AND  
IEPs**

*[Under Conn. Gen. Stat. §10-76d, upon request by a parent/guardian, school districts must provide an opportunity for the parent/guardian to meet with a member of the PPT prior to the referral PPT to discuss the PPT process. Parents/guardians may also request that copies of assessments and evaluations be provided to them at least three (3) days before the initial eligibility PPT meeting. Upon finding a student eligible for special education, and at each PPT for the student, school districts are also required to provide parents/guardians with information and resources relating to IEPs created by the State Department of Education. To comply with these requirements, we recommend sending this notice to parents along with the initial notice of referral. Districts should also document at the PPT whether: 1) the parent requested a pre-PPT meeting and if this meeting was held; 2) the parent requested and received evaluations prior the eligibility PPT; and 3) the district provided the information regarding IEPs. We have developed a second notice which can be provided to parents at subsequent PPTs to comply with additional requirements under state law.]*

**[Board of Education/School Letterhead]**

Dear [PARENT/GUARDIAN/SURROGATE PARENT]:

Your child, [NAME], has been referred to a planning and placement team (“PPT”) for consideration of eligibility for special education services. Attached please find the referral form and invitation for a PPT meeting to discuss the referral. If you are unable to attend this meeting at this time/date, please contact my office to reschedule as soon as possible.

Please know that, under Connecticut law, you have the right to request a meeting with a member of the PPT designated by the school district prior to the actual referral PPT in order to discuss the PPT process and/or any concerns that you might have regarding your child. If you would like to schedule a meeting for this purpose, please contact **[PUPIL SERVICES/SPECIAL EDUCATION SUPERVISOR or OTHER CONTACT]** at **[TEL #]**. To ensure that we are able to schedule this meeting at a time that is mutually convenient, if you plan to request a meeting prior to the PPT, we kindly ask that you contact us as soon as possible.

In addition, at the initial referral PPT meeting, the team may discuss whether formal evaluations and/or assessments may be needed to determine your child’s eligibility for special education. Should the team recommend initial evaluations/assessments, the school district will convene another PPT meeting to review the results of those evaluations/assessments. Under state law, you have the right to request that the school district provide you with the results of these initial assessments and evaluations at least three (3) school days before the PPT meeting at which these evaluations will be discussed for the first time. Therefore, in the event the PPT recommends formal evaluations/assessments, please notify **[PUPIL PERSONNEL OFFICE]** and/or the PPT team if you would like to receive the results of any such evaluations/assessments prior the follow up PPT.

**Policy 6159  
Notice  
Form No. 1**

Finally, Connecticut law also requires that school districts provide parents of students found eligible for special education and related services with information and resources, created by the Connecticut State Department of Education (the “Department”), relating to individualized education programs (“IEPs”). Although your child has not yet been determined eligible for special education, the following list of links to information and resources may be helpful in understanding special education and the PPT process. If you are unable to access these websites, or require a hardcopy of either “A Parent’s Guide to Special Education in Connecticut” or the “IEP Manual and Forms,” please contact [**PUPIL SERVICES/SPECIAL EDUCATION SUPERVISOR or OTHER APPROPRIATE CONTACT**] at [TEL #] to request a copy at the upcoming PPT meeting.

- Bureau of Special Education Resources,  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730>
- A Parent’s Guide to Special Education in Connecticut,  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents\\_Guide\\_SE.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf)
- IEP Manual and Forms (Third Revision October 2010),  
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>
- A Tool to Assist PPTs in Addressing the Unique Communication Needs of Students Who are Deaf or Hard of Hearing, Language and Communication Plan,  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Language\\_Communication\\_Plan.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Language_Communication_Plan.pdf)
- Secondary Transition (Including Building a Bridge: A Transition Manual for Students),  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322676>
- Helpful CT Resources for Families,  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources\\_Families.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf)

If you have any questions, you may contact my office. Thank you.

Sincerely,

[APPROPRIATE SPECIAL EDUCATION ADMINISTRATOR]

**NOTICE OF PARENT RIGHTS AND INFORMATION RELATED TO SPECIAL  
EDUCATION**

*[Conn. Gen. Stat. §10-76d was recently amended by Public Act 15-209 and Section 277 of Special Session Public Act 15-5 to expand the scope of a school district's obligation to provide notice to parents of children found eligible for special education of certain rights and other information related to special education. This notice must be provided "immediately upon the formal identification of any child requiring special education and at each planning and placement team meeting for the child." To comply with this revised law, we recommend that this notice be provided 1) at the initial eligibility PPT if the student is found eligible for special education; and 2) at each subsequent PPT. While the law provides that the notice must be provided "at each PPT," we believe that providing the notice with an invitation to subsequent PPTs will satisfy the intent of the law, which is to give parents ample notice of their rights, which now includes the right to have their child's paraprofessional at the PPT. If the notice is provided prior to the PPT, the team should document that it was sent to the parent in advance of the meeting. Likewise, if the notice is provided at the PPT, the IEP should document that notice was provided at the meeting. If the parent/guardian/surrogate does not attend the PPT, the notice should be mailed with the IEP.]*

**[Board of Education/School Letterhead]**

**NOTICE OF PARENT RIGHTS**

State law (Section 10-76d(a)(8) of the Connecticut General Statutes) requires that upon the formal identification of a child as a student requiring special education, and at each planning and placement ("PPT") meeting for such child, school districts must provide notice to the parents/guardians/surrogate parent of certain rights and other information/resources related to their child's special education program. In compliance with this law, please be informed of the following:

1. Information about the laws relating to special education and your rights under such laws is available through the Connecticut State Department of Education's website at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730#Legal>. The Procedural Safeguards in Special Education developed by the State Department of Education are also available online at: <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Prosaf.pdf>.
2. You have the right to have an advisor of your own choosing and at your own expense be present at and to participate in all portions of the PPT meeting at which an educational program for your child is developed, reviewed or revised. If you plan to bring an advisor to a PPT, the district kindly requests that you notify the district at least five (5) school days prior to the PPT of who you plan to bring to the meeting and what his/her role will be (e.g. advocate, friend, relative, attorney etc.)

**Policy 6159  
Notice  
Form No. 2**

3. You have the right to have the school paraprofessional assigned to your child, if any, be present at and to participate in all portions of the PPT meeting in which an educational program for your child is developed, reviewed or revised. A request to have your child's paraprofessional attend the PPT must be made at least five (5) school days in advance of the PPT meeting.
4. If your child is of kindergarten age, you have the right under Section 10-184 of the Connecticut General Statutes not to enroll your child in kindergarten. Specifically, Section 10-184 of the Connecticut General Statutes states: "The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system." Preschool-age children with an individualized education program (IEP) are already enrolled in the public school and are receiving a free appropriate public education (FAPE). Therefore, five and/or six-year-old children with an IEP whose parents exercise their option of not enrolling their child in kindergarten at their public school, will not be eligible to continue to receive special education and related services because the child is no longer enrolled in a public school.
5. Connecticut law requires that districts provide parents/guardians/surrogate parents with information and resources, created by the Connecticut State Department of Education, relating to IEPs, including information relating to transition resources and services for high school students. The following list of information and resources may be helpful in understanding special education and the PPT process.
  - Bureau of Special Education Resources,  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730>
  - A Parent's Guide to Special Education in Connecticut,  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents\\_Guide\\_SE.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf)
  - IEP Manual and Forms (Third Revision October 2010),  
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>
  - A Tool to Assist PPTs in Addressing the Unique Communication Needs of Students Who are Deaf or Hard of Hearing, Language and Communication Plan,  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Language\\_Communication\\_Plan.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Language_Communication_Plan.pdf)
  - Secondary Transition (Including Building a Bridge: A Transition Manual for Students), <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322676>
  - Helpful CT Resources for Families,  
[http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources\\_Families.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf)

If you have any questions about the above information, or if you are unable to access any of the websites listed above and/or require a hardcopy of the Procedural Safeguards in Special Education, A Parent's Guide to Special Education in Connecticut or the IEP Manual and Forms, please contact **[PUPIL SERVICES/SPECIAL EDUCATION SUPERVISOR or OTHER APPROPRIATE CONTACT]** at **[TEL #]**.

## **Instruction**

### **Gifted and Talented Students Program**

The District recognizes its responsibility to identify gifted and talented students within the school district. The District is committed to providing identification and assessment which is responsive to students' economic conditions, gender, developmental differences, disabling conditions and cultural diversity.

For purposes of this policy, "gifted and talented students" means a child identified by the Planning and Placement Team (PPT) as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

For purposes of this policy "outstanding talent in the creative arts" means a child identified by the Planning and Placement Team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

The Superintendent or his/her designee will develop procedures for an ongoing kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area.

Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendations; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans (IEP) or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be done by a PPT. Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs.

## **Instruction**

### **Gifted and Talented Students Program**

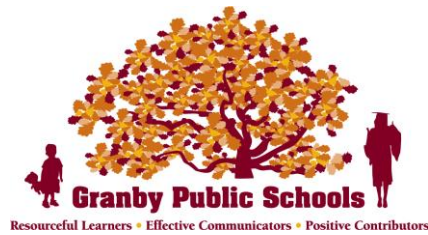
Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and/or talented;
2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

The school district, should it decide to offer services to the gifted and talented, shall utilize the guidelines, developed and promulgated by the State Department of Education (SDE), for providing services to those students. The guidelines include best practices for the district to consider for (1) addressing the intellectual, social and emotional needs of gifted and talented students in schools and (2) providing teacher training and professional development on gifted and talented students.

Legal Reference: Connecticut General Statutes  
10-76a-(e) Definitions.  
10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.  
Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.  
P.A. 19-184 An Act Concerning the Provision of Special Education.  
Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.  
P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.



## Memorandum

**Date:** June 7, 2023  
**To:** Granby Board of Education  
**From:** Jordan E. Grossman, Ed.D., Superintendent of Schools  
**Subject:** Superintendent Annual Report: 2022-2023 School Year

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This Superintendent Annual Report is an executive summary of the major accomplishments and progress made on Superintendent Goals for the 2022-2023 school year. Accomplishments and progress are only made possible with the efforts of the entire school community.

### **BOE GOAL AREA: STUDENT LEARNING AND ACHIEVEMENT**

#### **Superintendent-Specific Goals:**

1. Continue to implement new data driven decision making processes across the district. (Strategic Initiatives 1I, 1J)
2. Continue to improve English/Language Arts and Math Student Achievement across all grade levels. (Strategic Initiative 1D)
3. Implement and use a data system that can store and collect formal and informal assessment information in an easy-to-view format and analyze multiple data points across time and subjects. (Strategic Initiatives 1I, 1J)
4. Continue to develop assessment practices with administrators which produce meaningful data that can inform instruction and intervention. (Strategic Initiatives 1B, 1D, 1J)
5. Support the transition to the new CT-SEDS IEP program and work with aligning student goals to standards in a continuum of development. (Strategic Initiatives 1B, 1C)
6. Conduct Learning Walks three (3) times throughout the year to assess alignment between the professional work and practice. (Strategic Initiative 1B)

#### **Superintendent-Specific Results:**

1. Administrative team worked together to develop best practices for use during data centered professional conversations, including the use of protocols shared by the Great Schools Partnership. Administrators developed a calendar of data centered conversations for the year and carried through these calendars with their school leadership teams.
2. In collaboration with consultants from Teachers College (ELA) and CREC (Math), teachers and staff in Grades K-8 worked to unpack curriculum, study best instructional practices and implement small group instruction informed by data. A refinement of assessment tools and the use of small group learning walks in specific content areas supported growth in student achievement as well. While not specific to ELA and Math, the continued practice of K-12 vertical teams promoted collegial conversations rooted in standards and best practices in the content areas.
3. After several months of researching and vetting a handful of data systems, the EduClimber product through Illuminate/Renaissance was selected and purchased as the electronic web-based software that can house historic and current data and analyze as student, class and grade level data. Additionally, the EduClimber platform provides the ability to integrate academic, behavioral and social/emotional data and track interventions provided through the MTSS (Multi-Tiered Systems of Support) process to ensure smooth transitions from grade-to-grade and the ability to monitor progress over time and embed meeting notes.

4. Work continues to evolve around grading practices related to standards and core expectations. As we move into year three with the Elements of Effective Instruction, we will begin to explore “Practice and Feedback,” which will naturally lead into assessment conversations. The administration of STAR, DIBELS, Acadience, Smarter Balanced Interim Assessments, and PSAT continue to be standardized and refined to provide the best results for student achievement conversations and progress monitoring.
5. Completed the migration from prior vendor to CT-SEDS over the course of this school year for all students on Individualized Education Plans (IEPs). This included full implementation of the Referral and Evaluations and IEP Process Modules. Implemented the Section 504 Module, which has supported a consistent and streamlined process across the district. Full implementation of the Parent Portal in CT-SEDS, which allows parents to digitally sign documents and access their child's current plan at any time. Development of goals and objectives in CT-SEDS have improved in their measurability and alignment to standards.
6. All three Learning Walks were conducted this year with over 30 individuals participating and close to 600 classroom walkthroughs which focused on noting practices observed in relation to the first two Elements of Effective Instruction, learning environment and clear shared outcomes. Feedback was compiled for each building at the conclusion of each Learning Walk and provided to each building to be used for school improvement efforts.

### **BOE GOAL AREA: COMMUNITY ENGAGEMENT**

#### **Superintendent-Specific Goals:**

1. Continue work with the Granby Public Schools' community on the implementation of the new Granby Public Schools' Strategic Plan and Vision of a Graduate. (All Strategic Initiatives)
2. Investigate the possibility of forming a Granby Memorial High School Alumni Association. (Strategic Initiative 2D)
3. Expand opportunities for Granby Board of Education members to be more visible in the schools and the community. (Strategic Initiative 2A)
4. Grow the School-to-Career Program to develop relationships with community businesses that could provide mentoring, internships and shadowing experiences to students. (Strategic Initiative 2G)
5. Maintain a high level of communication and visibility within the community. (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, political leaders, police, and other community leaders to promote the success of Granby Public Schools. (Strategic Initiative 2A)

#### **Superintendent-Specific Results:**

1. The *Granby Public Schools' Moving Forward Together Strategic Plan 2021-2025* was adopted in the fall of 2021. All school and departmental Continuous Improvement Plans, as well as the 2022-2023 budget are aligned with this plan.
2. Collaborated with Granby Memorial High School graduates on the possibility of forming a Granby Memorial High School Alumni Association. Will work with the incoming Superintendent of Schools to establish relationships with these graduates in the development of the association with scheduled meetings beginning in the fall.
3. Granby Board of Education members were invited into schools for Learning Walks and after the presentations of each school's Continuous Improvement Plan.
4. The School-to-Career Program at Granby Memorial High School ran two community meetings this year and continued to build relationships with our partner in the Perkins Grant, Canton Public Schools, and across our own community. Students experienced their first Career Day and work has begun to look at aligning course progressions to pathways for college and career. A new hire in the College and Career Center as well as in the Career and Technical Education role that oversees internships, externships and mentoring will allow for additional growth in this area in the years to come.

5. 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 continued to grow and prosper this school year.
6. 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. Coordinate community engagement forums that focus on technology, safety and social and emotional learning. (Strategic Initiatives 3A, 3B)
2. Require all school leaders to have well-developed, effective strategies to promote positive and productive school climates and integrate restorative practices where appropriate. (Strategic Initiative 3C)
3. Continue to implement and revise the new Granby Public Schools' Emergency Operations Plan. (Strategic Initiative 3G)

**Superintendent-Specific Results:**

1. Granby partnered with East Granby and Farmington Valley Health District (FVHD) this year to hold a series of Community Conversations around safe use of technology, trends in drug use and prevention strategies, Community Mental Health First Aid, and suicide prevention. Additionally, Granby has assisted the FVHD in creating a series of videos that can be used on continual education in secondary schools across the valley. FVHD consultants provided staff trainings in the areas of suicide prevention, trauma informed care and knowing one's own triggers and self-coping skills.
2. Each school and program embedded social/emotional goals into their Continuous Improvement Plans. A district-wide Social/Emotional Learning Committee developed an action plan based on the five pillars of well-being as established by CASEL which outlined items that should be happening across the district such as school-based expectations for conduct in key school spaces; the implementation of whole class lessons on self-management; and, regulation and the establishment of school-based teams.
3. The Granby Public Schools' Emergency Operations Plan was submitted and approved by the State of Connecticut in the fall. The plan meets and exceeds guidelines established by the State. The District Safety Committee met on a monthly basis to discuss overall school safety and review incidents that took place during the school year. The Regional School Safety Coordinator for the Connecticut Center for Schools was invited into the district to tour the schools and provide feedback on overall school safety.

**BOE GOAL AREA: BUDGET DEVELOPMENT AND FISCAL MANAGEMENT**

**Superintendent-Specific Goals:**

1. Continue to investigate the possibility of creating an alternative school within the Granby Public Schools. (Strategic Initiative 4F)
2. Work with consultants to perform a deep analysis of future enrollment for the Granby Public Schools. (Strategic Initiative 4E)
3. Research and develop a leadership structure that most effectively and efficiently creates point people for each content area across multiple grades so that leadership can be provided in PLC meetings, curriculum development, resource selection, as well as in supporting teacher development. (Strategic Initiative 6G)
4. Work with the Business Manager to obtain all state and federal grants that are offered to the Granby Public Schools. (Strategic Initiative 4G)
5. Work with the town on planning for large capital projects. (Strategic Initiatives 4D, 4I)
6. Develop a budget that supports the Board's Strategic Plan and is reflective of the economic climate and grounded in data. (Strategic Initiatives 4E, 4F, 4G, 4I)

7. Work with the Building Committee on bonded projects. (Strategic Initiative 4I)
8. Work with the Board of Education on beginning contract negotiations for the Granby Education Association. (Strategic Initiative 4B)
9. 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, met this school year with the charge of making recommendations for possible alternative programming. The committee will make a recommendation to the incoming Superintendent in the fall of 2023. The Granby Public Schools Transition Program for 18- to 22-year-old students was presented to the Board of Education and approved to start at the YMCA in the 2023-2024 school year.
2. Worked with NESDEC and Peter Prowda to conduct a deep analysis on future enrollment for the Granby Public Schools. Mr. Prowda presented to the Granby Board of Education in the fall. Both enrollment reports provided to the administration gave a better understanding of future projections and more aligned with one another.
3. A major focus of the District Leadership Team this year was to build the structures and skills needed to lead teams. In FY23, a Math Department Head was added to the high school, a 6-12 Special Education Department Head was implemented and a fourth Elementary Instruction Coach was added, specifically for Kelly Lane Literacy. In FY24, an English Department Head will join the high school staff and an additional Content Area Specialist position for Elementary Literacy will be added, as well as an Early Intervention Specialist at Kelly Lane for behavioral support and intervention coordination. Additional work needs to happen in the coming years to look at leadership in the World Language and Unified Arts areas and to extend intervention structures to the secondary schools as well as explore a 6-12 leadership role in comparison to the two (2) Grades 6-8 & 9-12 roles in our current structure.
4. Worked with the Business Manager to obtain all grants from the State of Connecticut and Federal Government to assist the Granby Public Schools. Finished the implementation of the \$100,000 grant from the Granby Education Foundation for a video production studio at Granby Memorial High School.
5. Managed Fiscal Year Budget 2022-2023 with rising special education expenditures and the Board of Finance approved a special appropriation to cover the overage of expenditures in the area of special education. Successful adoption of a 5.08% Fiscal Year 2023-2024 Budget.
6. 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 band room, choir room, technology wing, and new kitchen within the cafeteria. The culinary room project is almost complete and the replacement roof at Granby Memorial High School is scheduled to begin on June 15.
7. Worked with the Town on allocating the American Rescue Plan funds to upgrade the HVAC system at Wells Road Intermediate School and upgrade the HVAC system at Granby Memorial High School. Work to begin this summer. Worked with the Town to implement a shared Technician/Communication Specialist for both the town and school district.

### **BOE GOAL AREA: EMBRACING DIVERSITY**

#### **Superintendent-Specific Goals:**

1. Continue to implement and monitor the Granby Public Schools' Anti-Bias/Anti-Racism Plan. (Strategic Initiative 5A)
2. Continue to develop and support professional development sessions around equity for staff, including utilizing the Family Engagement Specialist to support sessions with non-certified staff members. (Strategic Initiative 5E)
3. Continue to support minority teacher recruitment by collaborating with CREC on the Teacher In-Service Program. (Strategic Initiative 5A)

### **Superintendent-Specific Results:**

1. The Granby Public Schools' Anti-Bias/Anti-Racism Plan continues to evolve each year and was fully implemented this year in several structures including the Granby Equity Team, school-based teams, the administrative team, and in student-led groups in conjunction with Partners for Educational Leadership.
2. School-based equity sessions were held this year that allowed for network conversations and the replication of E3s, or Experiences for Educational Equity. Additional sessions were offered during the choice blocks of professional learning and continued to develop culturally competent practices. The Family Engagement Specialist continued to build relationships with students and families and will continue to support professional learning as we move into a new school year.
3. At the conclusion of the 2022-23 school year, we will have one Teacher in Residence completing his first successful year of teaching in his own classroom, one Teacher in Residence completing her last summer of classwork before moving into her own classroom and a third resident beginning classwork and looking forward to being placed with a Special Education Teacher in the fall.

### **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 of the CAPSS Early Childhood State Committee. (Strategic Initiative 6I)
3. Chair of the Capitol Region PK-12 Safety and Emergency Management Committee. (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. Continued to empower our new administrative team.
2. Throughout the year, chaired the CAPSS Early Childhood State Committee Meetings with a focus on preparing for early childhood education and necessary components.
3. Attended and chaired Capitol Regions PK -12 Safety and Emergency Management Committee with a focus on safety and communication, identifying individuals with social/emotional problems and after-action plans for school districts following a tragedy.
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.

**Finance Subcommittee Meeting – Approved Minutes**  
**Wednesday, April 19, 2023, 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 5:35 p.m. Meeting adjourned at 6:45 p.m.

- 1. Public Comment:** N/A
- 2. Approve Minutes from the March 15, 2023 Finance Subcommittee Meeting:** A motion was made by Monica Logan and seconded by Donna Nolan that the Finance Subcommittee approve the minutes from the March 15, 2023 Finance Subcommittee Meeting. Motion passed.
- 3. March Statement of Accounts:** Reviewed and accepted.
- 4. Capital Projects:** Discussion of priority of projects and where money comes from for 1) middle school boiler; b) Wells Road roof; and, c) Kelly Lane roof.
- 5. Year-End Assessments:** See #4 above.
- 6. Healthy Food Certification:** Moved to the full Board for vote at the next Board Meeting.
- 7. Food Service Agreement/Amendment:** Reviewed agreement and potential costs.
- 8. Building Committee Update:** Upcoming meeting to go over bids for roof project.
- 9. Other:** N/A

A motion was made by Donna Nolan and seconded by Monica Logan to adjourn the meeting. This motion passed at 6:45 p.m.



## UPCOMING DISTRICT EVENTS

June 2	Underclassmen Awards Ceremony	1:00-2:30 p.m.	HS Auditorium
June 2	MS Drama Club Performance	4:00-6:00 p.m.	MS Cafeteria
June 6	MS Spring Band Concert	7:00-8:00 p.m.	HS Auditorium
June 7	Retiree/25-Year Luncheon	12:30-2:30	Holcomb Farm
June 7	Curriculum Subcommittee Meeting	5:30 p.m.	Central Services
	Board of Education Meeting	7:30 p.m.	Town Hall Meeting Room
June 7	MS Spring Chorus Concert	7:00 p.m.	HS Auditorium
June 8	Top Scholar Luncheon	12:00-2:30 p.m.	Hopmeadow Country Club
June 8	8 <sup>th</sup> Grade Moving-Up Ceremony	6:00-7:00 p.m.	HS Auditorium
June 9	High School Graduation	5:30 p.m.	HS Stadium Field
June 12-14	Early Release – All Schools		
June 13	Closing Ceremonies	1:30 p.m.	HS Auditorium
June 14	Last Day of School		
June 20-22	College Explorations Summer Seminar		
June 21	Finance Subcommittee Meeting	5:30 p.m.	Central Services
	Board of Education Meeting	7:30 p.m.	Town Hall Meeting Room