

**Curriculum Subcommittee Meeting**  
**Wednesday, December 6, 2023, 5:30 PM**  
**High School Auditorium**

**I. Public Comment**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**II. Coaching Report**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**III. Approve Minutes from the November 1, 2023 Curriculum Subcommittee Meeting**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**IV. Assistant Superintendent's Report**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**V. Policies:**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:**

- Draft Policy 6141.51 - Advanced Courses or Programs, Eligibility Criteria for Enrollment
- Draft Policy 6141.52 - Challenging Curriculum

**{{RecommendedMotion}}**

**VI. Other**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

# The Coaching Report

Granby Board of Education Curriculum Sub-committee  
December 6, 2023

*“Schools have reached a **critical period of need**. Faced with the demand to provide accelerated learning, differentiation, and social-emotional learning supports after years of pandemic learning, teachers (and school leaders) need more support than ever.*

*Numerous schools have experienced unprecedented turnover, resulting in a much **higher percentage of new teachers to support** than in the past. Although many midcareer and veteran teachers have persevered through this period of their careers, they are seeking **professional invigoration and more agency** regarding their professional learning and teaching practice. Supporting these teacher leaders in ways that help them continue to grow, while also being respected for the important contributions they make, is essential.*

*With so much variation in needs, traditional approaches to professional learning and support yield limited results. **One of the best methods for supporting these various needs is through sustained, personalized, and collaborative partnerships between teachers and instructional coaches** (McKee 2022).”*



*“ Instructional coaching occurs during classroom instruction where instructional coaches observe teachers, model teach, provide feedback, and engage in meaningful discussion with teachers about their lessons and student learning. Instructional coaches can provide support in lesson planning and facilitate collaboration among teachers. The integration of coaching activities in a teacher’s day-to-day activities at the campus is much more effective than traditional PD workshop sessions (Hoover 2020).”*



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## 7 Core Practices for Student-Centered Coaching



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## Coaching Menu

### STARTERS

#### Coplan a lesson

Coplan a lesson

#### Mini Coaching Cycle

Over 1-2 weeks focus on a narrow goal or learning target

#### Routines and Structures

Develop or tweak classroom structures or routines to increase instructional time

#### Data Driven

Look at benchmark or other data to determine next instructional steps for students

#### Teaming Up

Coplan and co-teach a few lessons together

#### Lesson Plan Feedback

Determine what you'd like feedback on and coach will help brainstorm strategies and provide suggestions

#### Data Collection

Classroom or small group data collection types and strategies (example: small group notes, confering, small group goal and data tracking)

### MAIN COURSE

#### Student Centered Coaching Cycle

Based in a unit of study of your choice (usually 4-6 weeks) use pre assessment data to determine goals for your students and determine learning objectives and lessons by collaborating weekly with a coach

#### Coplanning a unit

Work side by side with a coach to plan a unit, one week at a time

#### I Do, We Do, You Do

Watch the coach model lesson plan together for upcoming lessons, co-teach and then plan for independent lessons and gather feedback

#### Small group instruction

Develop and implement small group instruction based on students data and progress monitor for success

#### SLO Coaching

A coaching cycle tailored to your SLO

### MAKE YOUR OWN

We are willing to collaboratively create a new item as needed

### SIDES

#### Reflection Conversation

Reflect on student learning in your classroom through conversation

#### Brainstorming Session

Collaboratively bounce ideas off of each other for upcoming classroom lessons, issues, etc

#### Personalized Assessments

Learn how to create personalized assessments with ESCI and use the data to drive instruction (whole class or small group)

#### The Long and Short

Create and embed short and long term learning outcomes into your instruction

### DESSERTS

#### Video Tape

Video tape a lesson, decide what you'd like feedback on then watch and debrief with coach

#### Sort Student Work

Use student work to determine next teaching points

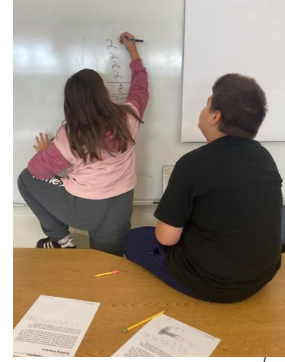
#### Intervention Support

Help designing interventions to meet the needs of specific students

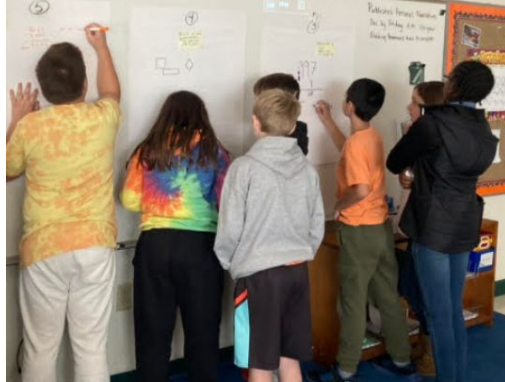
#### Instructional Rounds

Coach will cover your class so you may observe a colleague, then debrief about what you saw and what you'd like to implement

Kelly Lane Primary



<b>ELA Vertical Team Agenda for 5/26/23</b> <b>Location: GMHS Library 10:15-12:15</b>	
<b>Time:</b>	<b>Task/Topic: Writing through the Standards</b>
5 minutes	<b>Review and Establish Norms</b>
10 minutes	<b>Icebreaker- Phone Photo share</b>
55 minutes	<b>ELA Vertical Articulation of W1 Standards</b> <i>*Sit in mixed groups (Please have at least one member of each school at each table.)</i> <ol style="list-style-type: none"> <li>Review the W.1 standard <u>ELA Standards</u> (starting on page 19) Notice how the standard develops across the grades. (15 mins)</li> <li>As a group, look at student work against the standard. Highlight/analyze what evidence of the standards is/is not reflected using post-its (20 mins) <b>Please note: Student work will be provided.</b></li> <li>As a group, discuss the big shifts within the standard. "Are these shifts reflected in the work samples? If yes, where? If not, what more is needed?" What does teaching of these standards look like in your classroom/grade? (20 mins)</li> <li><u>Notes</u></li> </ol>
10 minutes	<b>Break</b>
15 minutes	<b>Key Takeaways from today (Sit with your school)</b> <ol style="list-style-type: none"> <li>What did you learn about the standards across the grades?</li> <li>How does this impact your planning of this standard in your classroom?</li> </ol>
15 minutes	<b>Share out- one representative per table</b> <b>Next Steps for ELA</b>



For reference:  
 November Agenda  
 March Agenda  
 ELA Standards



**SIMS**-This is where you can access your BAS levels from last spring. Once you are signed in, please make sure Test Year is set to 2022-2023, Subject is Reading, Assessment is BAS New, and Test Date is Spring.

**Assessment Calendar Link** This can be found on the GPS Shared Drive. If you do not have access to this, please let me know.

**Pacing Guides:**

- [Pacing Guide Grade 3](#)
- [Pacing Guide Grade 4](#)
- [Pacing Guide Grade 5](#)

**All things Beginning of the Year ELA...**

**Heinemann Website**-Here you can find online resources such as charts, progressions, and assessments for each reading and writing unit of study. Just go to the website and make an account. You will need the unit book associated with the unit you are trying to register the very first time you log in. Registering the writing units can be tricky. Let Courtney know if you need assistance. This is a great resource!

**Teachers College Reading and Writing Project Website**-Here you can find supplemental materials for each unit AND test prep materials. This is the old "Treasure Chest." I will print all the supplemental materials for each of you, but this website will be very important during test prep. All accounts have been set up so please let Courtney know if you can't locate your account or are having trouble signing in.

**Spelling Inventory** (a class set will be placed in your mailbox)

- [Word List](#)
- [Directions](#)
- [Scoring Sheet](#)

**Teachers College Link for Running Records** 4th and 5th Grade (Click on Running Record, Student Copy. This is just one type of running record. You can also use in book assessments, which they also have a copy of on the website or other forms that you are familiar with.) One class set will be placed in your mailbox.

**On Demand Directions-Narrative**

**Writing Rubrics-**

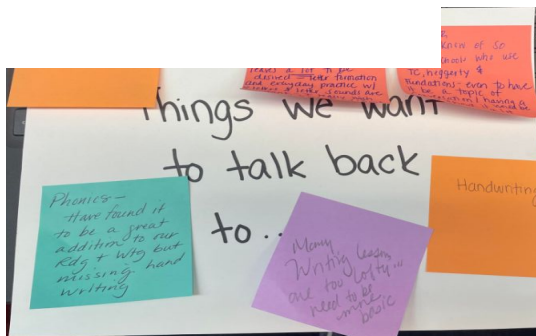
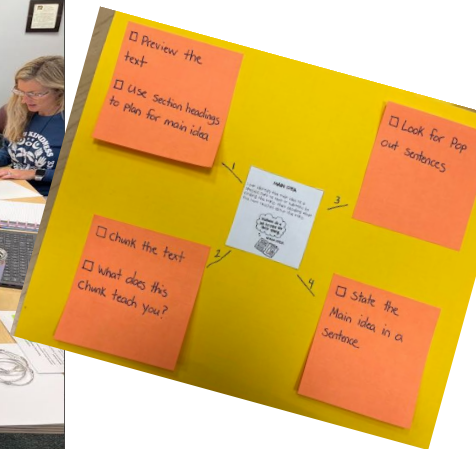
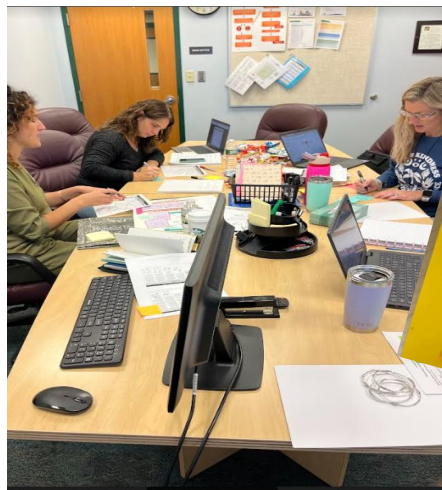
- [Grade 3](#)
- [Grade 4](#)
- [Grade 5](#)

**Math curriculum resource website:**

**Illustrative Math- Kendall Hunt** You will need to register for access if you are new to this- top right corner "Educator Log in."

**Radience Math** FYI just in case you want to learn more about what we do with this information.

**Fact programs:**



## DnA Reference Links

[Delete student assessment](#) - if you need to delete a student's attempt at an assessment and start over

[Hide assessment results](#) - hide and unhide results so students & parents see/do not see in the portal

[Item Types Info](#) - has an overview and best practices for all item types

[Online testing options](#) - testing in portal vs testing with quick code  
Testing in portal you can have more control over the administration settings  
Testing with quick code you can give to anyone and it is open for one week

Partial credit - only multi-select questions are automatically scored with partial credit, other constructed response or evidence-based selected response questions can be scored manually and given partial credit

[Student log in](#) - directions to log in to student portal to see results or take assessment  
Start at [granbyschools.illuminateHC.com](https://granbyschools.illuminateHC.com)

[Student Experience Video](#) - describes how to take an assessment and review results, including correct/incorrect answers and any teacher comments



D Math Grade 1 Fall AQD (Advanced Quality Discrimination)	D Math Grade 1 Fall NIF (Number Identification Fluency)	D Math Grade 1 Fall NNF (Next Number Fluency)	D Math Grade 1 Fall MNF (Missing Number Fluency)	D Math Grade 1 Computation	Composite Score
12	39	27	6	4	190
0	0	0	0	1	4
9	20	17	3	4	120
10	34	13	5	4	134
18	49	19	7	6	201
21	46	17	5	6	188
9	15	9	3	0	75
19	32	14	6	6	166
12	41	13	6	6	158
14	41	13	6	6	162
6	17	5	2	3	66
9	37	9	3	2	105
14	24	15	6	5	147
16	41	16	3	6	160
12	30	13	4	4	129
5	7	9	3	0	59
14	42	11	7	5	158
10	33	10	5	0	108
10	12	11	11	6	11
56%	67%	61%	61%	33%	61%

Icon	Target Level	Description
+	Better than performance on the test as a whole	This target is a relative strength. The group of students performed better on items from this target than they did on the test as a whole.
▬	Similar to performance on the test as a whole	This target is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this target as they did on the test as a whole.
-	Worse than performance on the test as a whole	This target is a relative weakness. The group of students did not perform as well on items from this target as they did on the test as a whole.
*	Insufficient Information	Not enough information is available to determine whether this target is a relative strength or weakness.

Relative to Overall Performance - how did students do compared to how they were expected to perform

Icon	Target Level	Description
✓	Performance is above the Proficiency Standard	The target performance is above the proficiency standard. The group of students performed above the proficiency standard on this target.
○	Performance is at/near the Proficiency Standard	The target performance is at/near the proficiency standard. The group of students performed at/near the proficiency standard on this target.
✗	Performance is below the Proficiency Standard	The target performance is below the proficiency standard. The group of students performed below the proficiency standard on this target.
*	Insufficient Information	Not enough information is available to determine whether the performance on this target is above, near, or below the proficiency standard.

Relative to Minimum Proficiency - compared to hypothetical student scoring lowest 3

## Data Placemat Star Math / Reading Fall

### Questions:

What do I see in this data?

What patterns am I noticing?

Who surprised me?

Who do I need more information on?

Based on this data, I will...

### DIBELS

28	23.5%	34%
13	11%	
37	31.5%	66%
41	34.5%	

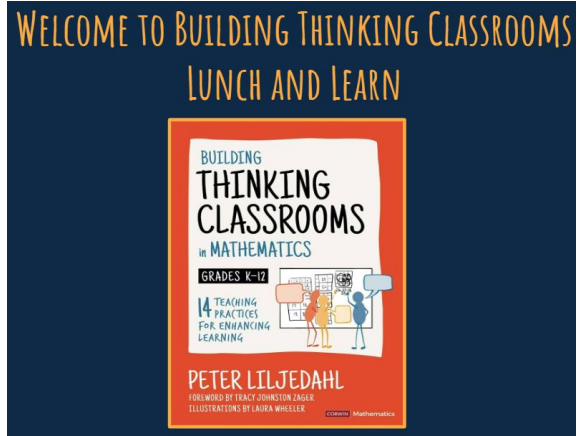
### Grade 2 Reading STAR

34	30%	50%
23	20%	
27	23%	50%
31	27%	

### BAS

24	21%	31%
11	9%	
66	57%	70%
17	13%	





## Vertical Math Learning Walks 23-24

The Math Vertical Team will be participating in three learning walks during the 23-24 school year. We will be looking at how the IM program and math practices grow across our schools. Please consider participating!

This form is automatically collecting emails from all respondents. [Change settings](#)

The first learning walk is Tuesday, November 14th and consists of the math leaders - Amy, Kristin, Dawn & Elyse.

Having visitors in my room on 11/14 works for me.

TRUE

FALSE

I would be interested in joining a math learning walk later this year. Please choose a preferred time.

WINTER

SPRING

NOT THIS YEAR





Kindergarten PLC Goal

NWF CLS

102/128 80% below benchmark

Red	Yellow	Green	Blue
89	12	15	12
69%	11%	12%	9%

100 % of students will grow in the area of NWF CLS

43 of 89 will move from low red to high red

45 of 89 will move from red to yellow

4 of 12 yellow will move from low yellow to high yellow

8 of 12 yellow will move from yellow to green

9 of 15 green will move from low green to high green

6 of 15 green will move to blue

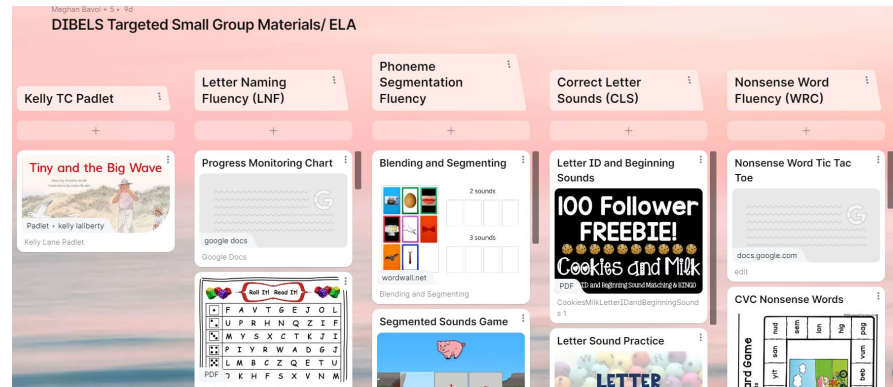
12 of 12 blue will maintain blue and increase raw score

100 % of students will grow in the area of NWF CLS



## 23.24 Grade 1 Tier 1 Acadience Ideas for Teachers and TA's

Number Identification Fluency	Advanced Quantity Discrimination	Missing Number Fluency	Computation
<p>Teach the numbers 10, 20, 30, 30c. Have the student put them in order one under the other in a vertical line. Have students close their eyes, and take one away. Can they figure out what number is missing by looking at the rest of the numbers? Use <a href="#">Hide Zero</a> cards</p>	<p>Use the number cards and play like "war" but the student who has the higher number keeps the cards. Begin with numbers 1-20 and move up as they are able to read and tell which number is larger. They must SAY the number that is higher, not just point or take card. The link and directions are <a href="#">PDF linked here</a> called Number cards</p>	<p>Teach: How to count by tens, ones, and fives (orally to hear pattern) write out as students say it so they see the pattern repeating</p> <p>Practice: Use practice sheets for missing number fluency from Acadience for <a href="#">Advanced Quantity Discrimination</a></p>	<p>Teach: That you can skip around and answer problems in any order</p> <p>Practice: Play <a href="#">beat</a> the teacher. Set a timer for one minute- Student tries to accurately complete more than the teacher. Use the computation sheets.</p>
<p><a href="#">Roll to 100</a>- Use two dice and 2 counters. Teachers and students play against each other. First person rolls two dice and moves that number. He/She must correctly read the number they land on or they must go back to the number they were on before. The first person to the end wins. ***optional- as they read the word, they can write it on their number sheet.</p>	<p>Snake Game-Student and teacher play against each other. Put the pile of cards (1-100) upside down in the middle of you. Each takes a turn and puts the card right side up in front of you. Take turns and flip the next card. If that card is larger than the last one, place it next to it (like building a row). If it is smaller than the first card they both go into the discard pile. Keep building the row if numbers keep getting</p>	<p>Teach: How to count by tens, ones and fives (using a hundred's grid to help see where numbers are and what comes next)</p> <p>Practice: Use Missing Number Cards with a <a href="#">blank game</a> board and play against student to see who reaches the end first. Flip a card and tell the missing number. If correct, roll die and move that many places. If not correct, stay in spot.</p>	<p>Teach: Count on from larger number</p> <p>Practice: Using any of the roll and race add and subtract pages that you wish.</p>





Each school has at least 5 teachers who are new staff or new to the grade level or course they teach this year.



"A mentor is not someone who walks ahead of you to show you how they did it. A mentor walks alongside you to show you what you can do."



In Granby, our coaches wear many hats!

Questions???



**Curriculum Subcommittee Meeting - Draft Minutes  
November 1, 2023, 5:30 p.m.  
Central Services**

Present:

David Peling  
Kristina Gilton  
Whitney Sanzo  
Rosemarie Weber

Absent:

Cheri Burke  
Jennifer Parsons

Member of the Public: N/A

Meeting commenced at: 5:30 p.m.

Meeting adjourned at: 6:50 p.m.

1. Public Comment: N/A
2. Approve Minutes from the October 4, 2023 Curriculum Subcommittee Meeting: A motion was made by David Peling and seconded by Whitney Sanzo to approve the minutes from the October 4, 2023 Curriculum Subcommittee Meeting. This motion passed.
3. Assistant Superintendent's Monthly Report: Met with the principals; met with the State regarding the K-3 reading waiver; reviewed data platform and coaching cycles; curriculum work with Dept. chair; held first learning walk; met with FVHD on mental health; SEL Committee met and planned for DESSA administration; Wellness Committee had their first meeting; hired Middle School Assistant Principal; met with CREC Open Choice coaches; and Granby Equity Team met.
4. New Course Proposal: Strength and Conditioning and Human Performance: Approved.
5. Curriculum Cycle Overview: Received a curriculum cycle overview and plans going forward. There will be a 5-year curriculum program review.
6. Kindergarten Age Adjustment Requirement: Discussed the Kindergarten age adjustment requirement and reviewed documentation regarding legislation on moving the cutoff date to enroll in Kindergarten from January 1 to September 1.
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.

## **Instruction**

### **Advanced Courses or Programs, Eligibility Criteria for Enrollment**

#### **Purpose**

The District believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. The Board supports advanced courses and programs that promote academic acceleration. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

The District encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, and advanced placement classes. Information will be communicated about advanced courses or programs to students and parents; district-wide counseling will be offered to students about the benefits of advanced level courses and programs; and information will be reported annually on District progress toward increasing students' readiness and participation for advanced courses or programs.

#### **Procedures/Criteria/Guiding Principles**

The Board is aware that certain subgroups of students, including minority students, are chronically underrepresented in advanced level high school courses and programs of similar rigor. Low awareness of advanced courses and programs, insufficient preparation, and fear of social isolation can prevent low-income and minority students from enrolling in such courses or programs. Further, other barriers to participation include the failure to identify students with potential, insufficient motivation and incentives on behalf of teachers and/or students, and funding.

An emphasis on equity must include a focus on increasing student's access to rigorous learning opportunities to assist all students to be prepared for success after high school. The following District and school-level principles will contribute to fostering greater equity in student participation in advanced courses or programs:

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students, that makes later advanced coursework a viable option;
2. Create multiple access points to advanced courses and programs, allowing students to access these programs at various points of their high-school experience;
3. Use only enrollment access criteria that are educationally necessary;
4. Use multiple methods by which a student may satisfy eligibility criteria for enrollment, including but not limited to:
  - a. Recommendations from teachers, administrators, school counselors, or other school personnel;
  - b. Criteria not exclusively based on a student's prior academic performance;
  - c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program;
  - d. GPA improvement over time;
  - e. Scoring near benchmark on local assessments;
  - f. Student interests and persistence.

5. Offer a robust set of student supports, which can include tutoring, access to technology, and support from school counselors, that help all students succeed in advanced courses or programs; and
6. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and make these materials available in multiple languages.

In order to access advanced courses or programs students need to complete sufficiently difficult coursework at the middle school level. This equitable course enrollment policy is based on rigorous learning opportunities for all students in elementary and middle grades.

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the guidance counselor.

District administrators and guidance counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation. Teachers shall also encourage students to take challenging courses.

The District seeks an equitable course enrollment policy that limits prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation. Advanced courses or programs must comply with applicable District policies and state standards and this policy must be in accordance with SDE promulgated guidance.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations and criteria for continuation in advanced courses or programs, and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

### **Evaluation**

The Board will review annually data on student participation in advanced courses or programs, the data shall be disaggregated by gender, ethnicity, and free/reduced lunch participation. Such data will be used during the planning process for course and program offerings in the upcoming school year.

**Definitions**

An "**advanced course or program**" is defined as an honors class, advanced placement class, International Baccalaureate program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board of Education in grades 9-12, inclusive.

**"Prior academic performance"** means the course or courses that a student has taken, the grades received for each course, and a student's grade point average.

(cf. 6141.4 - Independent Study)

(cf. 6141.5 - Advanced College Placement)

(cf. [6172.1](#) - Gifted and Talented Students)

([6141.52](#) - Challenging Curriculum Policy)

(cf. 6141.7 - Honors Programs)

(cf. [6172.6](#) - Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 3

[10-221r](#) Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

**Policy adopted:**

## **Instruction**

### **Challenging Curriculum Policy (Criteria for Identification of Eligible Grade 8, 9 Students)**

The District believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The District recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptations and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so (in grades 8 and 9) in accordance with established district protocols and their individualized academic plans. Priority placement will be given to students identified as gifted, as per Policy #[6172.1](#), "Gifted and Talented Students."

An "**advanced course or program**" as defined in this policy means an honors class, advanced placement class, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program in order to meet the needs of District students.

The District's goal is to create a culture of deliberate excellence through its commitment to all students who have the capability, potential, or motivation to access advanced academic curriculum and instruction. The District desires to nurture potential in all students and to challenge students with advanced capabilities through differentiation and responsive instruction. The needs of advanced and high potential learners will be equitably addressed across all populations.

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

## **Criteria**

For purposes of this policy these are students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the District and who would benefit from advanced courses or programs in order to achieve in accordance with their capabilities.

The Superintendent or his/her designee will develop procedures for an ongoing identification process that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The purposes of identification are to find students who display characteristics which make them eligible for the taking of advanced courses or programs, as defined; to assess the aptitudes, attributes, and behaviors of each student; and to evaluate each student for the purposes of placement. Student aptitudes, attributes and academic behaviors will be identified, assessed and reviewed through a multistep, multimodal, and multidimensional identification system.

Students who experience success in advanced courses or programs typically exhibit the following characteristics: reading at or above grade level; strong study skills and self-motivation; proficient oral and written communication skills; self-discipline to plan, organize, and carry out tasks to completion; and interest and self-directedness in the particular subject.

Such students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations of students with disabilities.

### **Identification Process**

Identification is a multistep process, which shall consist of screening and referral, assessment of eligibility and placement/enrollment. The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in grades 8 and 9, indicating content, process, products and learning environments.

The identification process shall include the following: Identification of students with superior cognitive ability, specific academic ability in one or more of the following content areas; math, science, language arts, social studies, creative thinking ability; and giftedness. Methods may include recommendations/referrals from parents, students and teachers and placement tests if available. Parental approval for enrollment is required.

Detailed information will be made available on the District website regarding this policy and the procedures used to identify students who would benefit from enrollment in advanced courses or programs, and the required academic plan.

### **Academic Plan**

Each identified student shall develop an academic plan for the period grade 8 through high school. The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage while working toward the fulfillment of graduation requirements.

The academic plan must be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

The academic plan enables a student to take a deeper look into what the high school years and beyond will look like. The student needs to be honest about himself/herself and consider their interests, strengths, likes, dislikes, as well as who they aspire to be as an individual. The plan should be updated as necessary and at a minimum, at least once a year.

Wherever possible, students shall be encouraged and offered opportunities to take college courses simultaneously for high school graduation and college degree credit (dual enrollment) upon approval of the Principal prior to such participation, the willingness of the college to accept the student for admission to the course or courses.

**Policy  
6141.52(c)**

(cf. 6141.4 - Independent Study)  
(cf. 6141.5 - Advanced College Placement)  
(cf. 6141.51 - Advanced Courses or Programs-Eligibility Criteria for Enrollment)  
(cf. 6141.7 - Honors Programs)  
(cf. [6172.1](#) - Gifted and Talented Students)  
(cf. [6172.6](#) - Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

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