

Curriculum Subcommittee Meeting
Wednesday, January 3, 2024, 5:30 PM
Central Services

I. Public Comment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

II. Approve the December 6, 2023 Curriculum Subcommittee Meeting Minutes

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

III. Assistant Superintendent's Monthly Report

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

IV. Policies

{{Goal-}}

{{Attachment:}}

Rationale:

- Draft Policy 5131.911 - School Climate
- Revised Policy 6142 - Graduation Requirements

{{RecommendedMotion}}

V. Other

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**Curriculum Subcommittee Meeting - Draft Minutes
December 6, 2023, 5:30 p.m.
Central Services**

Present:

David Peling
Liz Barlow
Monica Logan
Whitney Sanzo
Cheri Burke
Jennifer Parsons

Megan Bavol
Amy Lupoli
Dawn Olsen
Courtney Piotrowski
Kristin Rice

Absent:

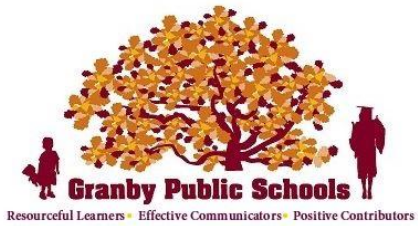
Member of the Public: N/A

Meeting commenced at: 5:30 p.m.

Meeting adjourned at: 6:45 p.m.

1. Public Comment: N/A
2. Coaching Report: Instructional Coaches explained the various ways that they support our teachers in teaching and learning.
3. Approve Minutes from the November 1, 2023 Curriculum Subcommittee Meeting: A motion was made by David Peling and seconded by Whitney Sanzo to approve the minutes from the November 1, 2023 Curriculum Subcommittee Meeting. This motion passed.
4. Assistant Superintendent's Monthly Report: Discussed reading waiver; new high school Department Chair starting curriculum revisions; World Language planning curriculum revisions; Kindergarten age change; DESSA results; threat assessment training; completion of grants; stipend committee; Granby Equity Team meeting; enrichment programs for Open Choice students; election day professional development; Educator Development Program on Teacher Evaluation; and, collaborating with Avon for K-5 Illustrative Math program
5. Policies:
 - Draft Policy 6141.51 – Advanced Courses or Programs, Eligibility Criteria for Enrollment: Will go to the Board for a first reading on December 20, 2023.
 - Draft Policy 6141.52 – Challenging Curriculum: Will go to the Board for a first reading on December 20, 2023.
6. Other: N/A

A motion was made by David Peling and seconded by Whitney Sanzo to adjourn the meeting. This motion passed unanimously at 6:45 p.m.



ASSISTANT SUPERINTENDENT'S MONTHLY REPORT – JANUARY 2024

Student Learning and Achievement	<ul style="list-style-type: none"> ● Facilitated training for 6-12 department leaders on use of the DNA assessment platform ● Explored a response to K-3 Reading Waiver results and began to plan with the reading team for next steps
Community Engagement	<ul style="list-style-type: none"> ● Attended Trooper White presentation on online safety at GMMS and began to plan for parent series of events
Safety and Social Emotional Well-Being	<ul style="list-style-type: none"> ● Continued discussions around impact of mental health needs on staffing and budget
Budget Development and Fiscal Management	<ul style="list-style-type: none"> ● Held work group meetings as co-chair of stipend work group and submitted proposals and recommendations to the team along with financial impact documents ● Worked with Central Services team to finetune the budget proposal and answer budget questions
Embracing Diversity	
Professional Learning	<ul style="list-style-type: none"> ● Co-facilitated the District Leadership Team meeting with a focus on sharing best practices district wide for practice and feedback ● Facilitated the Administrative Council meeting with a focus on mental health ● Planned for mid-year new teacher check-in and a secondary orientation for new staff

NARRATIVES – POLICY UPDATE 1

December 8, 2023

Connecticut School Climate Policy

This Connecticut School Climate Policy was developed by the Connecticut Association of Boards of Education (CABE) with technical and substantive guidance from the Commission on Women, Children, Seniors, Equity & Opportunity (CWCSEO) and other members of the statewide Social Emotional Learning and School Climate Collaborative.¹

The policy was developed to provide districts guidance on recent revisions to Connecticut’s school climate law, Public Act 23-167. In accordance with [Public Act 23-167, An Act Concerning Transparency in Education](#), for the school years commencing July 1, 2023, and July 1, 2024, each local and regional board of education **may adopt** and implement the Connecticut School Climate Policy, in lieu of implementing the provisions of sections 10-222d, 10-222g to 10-222i, inclusive, 10-222k and 10-222p of the general statutes.

For the school year commencing July 1, 2025, and each school year thereafter, **each local and regional board of education shall adopt** and implement the Connecticut School Climate Policy.

This policy **does not modify or eliminate** any rights or obligations under state and federal laws, including any constitutional and civil rights protections or any other applicable policies and procedures or collective bargaining agreements.

See Policy 5131.911

Policy for Educator and Leader Evaluation and Support

In Connecticut, the State Board of Education adopted its “Flexibility to Guidelines for Educator Evaluation” on February 6, 2014, in accordance with the Every Student Succeeds Act. Over the past several years, with the loosening or added flexibilities to the plan, local districts were provided greater autonomy and encouraged to devote their efforts towards improving the model and directing energy towards improving instruction through more thoughtful and collaborative discourse among teachers and leaders. The pandemic provided an opportunity for greater reflection resulting in an effort to develop a new educator and leader evaluation plan, informed by lessons learned over the past ten years while examining best practices.

¹ Chapter 170 – Boards of Education (ct.gov)

Districts now have the opportunity to delve deeply into improving teaching and leadership, to build trusted and constructive professional relationships between evaluators and evaluatees while referencing state and national models to inform and support professional practice, and to move away from the notion that assessments should be used to hold educators accountable rather than as tools to inform more effective instruction.

Sections 24 through 27 of Public Act 23-159 make significant changes to the Evaluation Guidelines, which were recently adopted by the State Board of Education. Most notably, the new guidelines include removing the four performance evaluation designators for teachers and removing references to teacher evaluation scoring systems to determine those ratings.

Aligning itself to the recently released *Connecticut Guidelines for Educator and Leader and Support*, CAFE's policy department has included in its bank of policies, a model policy (4115) to assist districts as they prepare to adopt new practices related to evaluating and supporting certified educators and leaders.

Public Act 23-159 (An Act Concerning Teachers and Paraeducators)

See Policy 4115

[Link to Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 \(CT Guidelines 2023\)](#)

Exit Interviews

CAFE has updated policy 4117.6 to align with Public Act 23-159 (An Act Concerning Teachers and Paraeducators), § 6-7 Exit Survey for Teachers Leaving the Profession and Teacher Attrition Rates, which requires school boards to (1) develop and conduct exit surveys of teachers voluntarily leaving employment with the board and (2) add teacher attrition rates to their strategic school profile report:

Key Points:

- Must be in place no later than January 1, 2024
- Must be completed by a teacher employed by the board and voluntarily ceases employment
- Must include questions relating to the reason why the teacher left, if the teacher is leaving the profession, the demographics of the teacher, and the subject area in which the teacher taught.

Public Act 23-159, §6 (An Act Concerning Teachers and Paraeducators)

See Policy 4117.6

Graduation Requirements

CABE has updated the Graduation Requirements policy to include key updates in Public Act 23-21 (An Act Concerning Financial Literacy Instruction).

Key Points:

- The Board of Education **may** adopt in its policy the requirement of a one-credit mastery-based diploma assessment for students to graduate or be granted a diploma. Prior to Public Act 23-21, it was required.
- Commencing with classes graduating in 2027, and each graduating class thereafter, students are required to have earned a one-half credit in personal financial management and financial literacy.
- This one-half credit can be applied to either humanities or as an elective credit.

See Policy 6146

Cheating/Plagiarism/Academic Dishonesty

CABE has updated the policy narrative to provide boards with more relevant background information on this topic for its consideration. With the advent of AI (artificial intelligence) and more sophisticated technologies, language was added to the policy requiring teachers to instruct students in research and study skills to ensure all students feel comfortable knowing that if they prepare, they can succeed without cheating or plagiarizing.

In addition, “materials generated by artificial intelligence” was added to “another person’s original ideas/work” as material requiring annotation or citation.

Supportive administrative regulations have been updated and added as well.

See Policy & Regulation 5121.3

Construction of the Agenda

CABE has updated Bylaw 9323 by adding language adopted in Public Act 23-160 §6 (An Act Concerning Mandate Relief and Other Technical and Assorted Revisions to the Education and Early Childhood Education Statutes).

Key Language to Add:

- In addition to posting Board of Education meeting agendas on its website 24 hours prior to the meeting, **any associated documents** that may be reviewed by members of the board at such meeting will be made available on the board’s website prior to the meeting.

See Bylaw 9323

POLICY UPDATE SUMMARY

PAGE 1

UPDATE #1

DECEMBER 8, 2023

The following chart has been developed and summarized for your convenience. Please note that this does not represent all of what is required in your policy manual, and although some sections in this update may not require policy language, they may be procedural and/or recommended.

Update Section	Subject	Policy Number(s) Impacted	Policy Topic	Is Policy Language Required?
A.	The Connecticut School Climate Policy	5131.911	Connecticut School Climate Policy	Yes CABE's mandated sample policy provided.
B.	An Act Concerning Teachers and Paraeducators	4115	Educator and Leader Evaluation and Support	No CABE's recommended sample policy and appendix provided.
C.	An Act Concerning Teachers and Paraeducators	4117.6	Exit Survey/ Interviews	No A sample policy provided.
D.	An Act Concerning Financial Literacy Instruction	6146	Graduation Requirements	No CABE's recommended sample policy is provided.
E.	Cheating/Plagiarism/ Academic Dishonesty	5121.3	Academic Dishonesty: Cheating/Plagiarism	No CABE's recommended sample policy and regulation is provided.
F.	An Act Concerning Mandate Relief and Other Technical and Assorted Revisions to the Education and Early Childhood Education Statutes	9323	Construction of the Agenda	No A sample bylaw provided.
		9324	Advance Delivery of Meeting Materials	No A sample bylaw provided.
G.	An Act Making Certain Revisions to the Education Statutes	5142.4	School Resource Officer	No CABE's recommended sample policy and regulation is provided.

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The District recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Granby School District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (Cont'd)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

Students

Connecticut School Climate Policy

Definitions (Cont'd)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (Cont'd)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

Students

Connecticut School Climate Policy (Cont'd)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (Cont'd)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (Cont'd)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (Cont'd)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

¹ School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

² School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

³ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (Cont'd)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁴ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

⁴ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

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.

(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

P.A. 21-199 Section 5

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

District Guidance for Developing an Advanced Course Participation Policy

Policy Adopted:

GRANBY PUBLIC SCHOOLS