

**Curriculum Subcommittee Meeting**  
**Wednesday, September 4, 2024, 5:30 PM**  
**Central Office**

**I. Public Comment**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**II. Approve Minutes from the June 5, 2024 Curriculum Subcommittee Meeting**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**III. Assistant Superintendent's Report**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**IV. Policies:**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:**

- New Policy 3171.1, Non-Lapsing Education Fund
- Revised Policy 3541, Transportation
- Revised Policy 6146 Graduation Requirements

**{{RecommendedMotion}}**

**V. Summative Assessment Data**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**VI. Scheduling Committee Update**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**VII. Other**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**Curriculum Subcommittee Meeting - Draft Minutes**  
**June 5, 2024, 5:30 p.m.**  
**Central Services**

Present:

Liz Barlow  
Monica Logan  
Karen Richmond-Godard  
Jennifer Parsons  
Cheri Burke

Absent:

David Peling

Member of the Public: N/A

Meeting commenced at: 5:42 p.m.

Meeting adjourned at: 6:49 p.m.

1. **Public Comment:** N/A
2. **Approve Minutes from the May 1, 2024 Curriculum Subcommittee Meeting:** A motion was made by Karen Richmond-Godard and seconded by Liz Bombard to approve the minutes from the May 1, 2024 Curriculum Subcommittee Meeting. This motion passed.
3. **Assistant Superintendent's Monthly Report:**
  - New teacher celebration - some teachers were celebrating finishing TEAM.
  - Much coordination with schedules across schools 2024-25, Language Arts pilot teachers need the same schedule for collaboration.
  - Attended a communications conference, reflected on communication tools and how to use AI. Will inform the subcommittee of planning moving forward.
  - District leaders met to discuss accomplishments and how to move forward - same with coaches.
  - Had professional development day on May 24<sup>th</sup> focused on vertical teams and choice sessions run by teachers. Kristen LaFlamme was announced as Teacher of the Year.
  - May bring composting to the middle school next year. Used grant funding for materials and it is \$170-\$190 to pick it up. Legislation may require composting by 2028 but at this point only doing it at the middle school, then those trained kids will move up to the high school
  - End-of-year meetings with those teachers that Jenn supervises.
4. **Student Achievement Update:** Up to 75 students enrolled in 3 weeks of summer enrichment classes for regular education students. This is a good increase in enrollment and a great was to engage students (art, music, strings, science, STEM, physical ed options) at Kelly Lane. Free for ESY (Extended School Year) students (Quality & Diversity and grant funds pay for this). ESY is all students K-11 and includes credit recovery. Intervention is Grades 1-5, as is the enrichment.
5. **Summer Curriculum Work:** By the fall the curriculum cycle will be set up. A lot of teachers have signed up to do curriculum work this summer. More information will be provided in the fall.
6. **Other:** N/A



**Date:** September 4, 2024

**To:** Curriculum/Policy/Technology/Communications Subcommittee of the Granby Board of Education

**From:** Jennifer M. Parsons, Assistant Superintendent of Schools

**Subject:** September Monthly Update

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### **Academic Achievement and Instruction**

Summative assessment results are officially in for the 2024 testing window. Schools received a sneak peek over the summer but all results statewide are now verified and staff is working to analyze student performance at the student, class and grade level. A comprehensive report will be provided to the full Board on September 18th and individual parent reports will be sent home to families following curriculum nights on September 20th. Superintendent Burke and I will be meeting with each building principal in the coming weeks to review their full analysis and action steps for the year.

### **Curriculum**

This summer teachers volunteered to participate in over 1,000 hours of curriculum updates alongside their department chairs, content area specialists and coaches. These updates entail fine tuning assessments, aligning standards, reviewing core learning experiences and documenting the work for others to access. I am currently meeting with teams to review their work. This year I will share with you a curriculum review cycle that will utilize the K-12 vertical teams to prepare and present to you on the status of various content areas on a rotating basis over several years. This year will have an unofficial English focus with the 9th and 10th grade English curriculum revisions being presented in November and the proposed K-3 Reading Program being reviewed in December.

### **Learning Environment**

Our new teacher evaluation plan and rubric will be a tool to leverage the work we have done the past few years around creating physically, socially and emotionally safe learning environments where students feel safe to take risks and positive teacher to student and student to student interactions are encouraged. Additionally, this school year as we shift to incorporating restorative approaches into our work we have three goals. These goals are to have our Student Support and Social Emotional Learning Team create a training plan for all staff that will begin in the winter; for teachers to strengthen their relationships with students; and for students to feel an increased sense of belonging in school.

### **Professional Learning**

This summer we held three “retreat” days for administrative planning and collaboration to prepare for the upcoming school year. Some of the work completed in those meetings involved planning for leadership teams and committee work to support achievement and communication goals. Central Office also hosted three “Lunch and Learns” for twelve month staff around the topics of communications, human resources and supporting student behaviors. New teachers joined for two days of orientation before school started including a review of Board goals, a bus tour of our beautiful town and a panel presentation from last year’s new teachers. Lastly, all district staff gathered for convocation to celebrate our theme of “Connect. Believe. Achieve.” and hear remarks that brought this theme to life by our Superintendent, Board Chair, GEA President, GEF President and our Teacher of the Year.

### **Policy and Legislation**

Policy implications from the last legislative session are currently being reviewed and the annual policy memo will be shared in November. Of note this year are revisions needed to Title IX, technology and disciplinary practices including bullying and restorative approaches. We welcomed 84 Kindergarten students this past week. With the shift in entry age to September 2nd instead of December 31st, we had about 10 students apply for early entry to Kindergarten and all students were approved. Teachers worked this summer to create forms and documents for operationalizing the new Educator Evaluation and Growth Plan the Board approved last spring in accordance with state legislation. Teachers received an orientation to this plan on September 4th.

### **Hiring and Staffing**

This summer we were engaged in several hiring processes. We welcomed eighteen new certified teaching staff to the district. Of those 18, three are officially 1st year teachers however all of these educators have previously worked for us in the district as teaching assistants! Additionally we saw several grade or building transfers throughout the district and have a few experienced teachers trying out new content areas. We also welcomed many new non-certified staff and our new Dean of Students at the high school. We are in the final stages of hiring for the open Assistant Principal position at the high school and have two certified openings remaining in middle school French and secondary Special Education.

**GRANBY PUBLIC SCHOOLS**  
**BUSINESS OFFICE**  
**15-B North Granby Road**  
**Granby, CT 06035**  
**(860) 844-5253**

*stevensonn@granbyschools.org*

To: Cheri Burke, Superintendent of Schools

From: Nickie Stevenson, Director of Finance & Operations

Re: Non-Lapsing Education Fund/Policy

Date: July 18, 2024

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Please accept this memo requesting the establishment of a non-lapsing education fund for the Granby Board of Education (BOE), per Section 7 of Public Act 24-25. The establishment of this fund allows local boards of education to deposit unspent education funds, up to 2% of the previous fiscal year's budget appropriation for education, into a non-lapsing account.

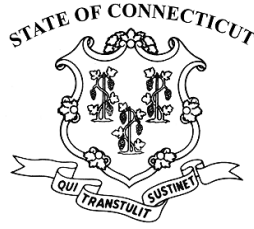
**History**

The creation of this type of fund is not recent however, previous law allowed a town board of finance, board of selectman or other appropriating authority for a school district to deposit the unspent funds into a non-lapsing account. Beginning in FY24, the act instead allows the local board of education to make this deposit for education purposes only, repealing language that limited fund expenditures to certain capital projects and equipment purchases.

**Expenditures**

Per policy, expenditures will be authorized solely by the BOE and will be for educational purposes only. Intended expenditures will be largely one-time non-recurring expenditures, typically not budgeted for, being extraordinary or emergency in nature. Examples of such expenditures could be significant overages in special education due to this particular budget being volatile in nature, consulting services required in an effort to create future efficiencies, creation of new programs, emergency services or improvements due to various unforeseen circumstances, etc. With the budget building process commencing approximately nine months prior to approval/appropriation, it is to be expected unknown needs may arise over the course of a school year which may not be feasible for the general fund and/or grant funds to absorb. Additionally, it is not expected for this fund to have expenditures every year, just as the requested deposit amount will also fluctuate year-to-year.

This fund will provide the BOE with some financial flexibility, but more importantly will further enhance Granby's commitment to public education, while simultaneously expanding our commitment to fiscal responsibility.



**Substitute House Bill No. 5437**

**Public Act No. 24-45**

**AN ACT CONCERNING EDUCATION MANDATE RELIEF, SCHOOL DISCIPLINE AND DISCONNECTED YOUTH.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. (NEW) (*Effective July 1, 2024*) (a) There is established the Education Mandate Review Advisory Council. The council shall advise and provide annual reports to the joint standing committee of the General Assembly having cognizance of matters relating to education on the cost and implementation of existing education mandates on local and regional boards of education, as well as the impact of any proposals relating to additions or revisions to such education mandates. Such annual reports may include, but need not be limited to, (1) a review of education mandates on local and regional boards of education in the general statutes and the regulations of Connecticut state agencies for the purpose of identifying those mandates that may be burdensome or have the effect of limiting or restricting the provision of instruction or services to students, including a detailed analysis of each such mandate so identified, the specific statutory or regulation citation for such mandate and how such mandate is imposed on a board of education, and (2) any recommendations regarding the repeal of or amendment to any such sections of the general statutes or regulations of Connecticut state agencies.

**Substitute House Bill No. 5437**

source-separated organic material composting facility that has available capacity and that will accept such source-separated organic material. For the purposes of this section "institution" means any establishment engaged in providing hospitality, entertainment or rehabilitation and health care services, and any hospital, public or [private educational] independent institution of higher education building or facility or correctional facility.

(5) On and after July 1, 2026, each public or nonpublic school building or educational facility in which students in grades kindergarten to twelve, inclusive, or any combination thereof, are enrolled, that is located not more than twenty miles from either an authorized source-separated organic material composting facility and that generates an average projected volume of not less than twenty-six tons per year of source-separated organic materials shall: (A) Separate such source-separated organic materials from other solid waste; and (B) ensure that such source-separated organic materials are recycled at any authorized source-separated organic material composting facility that has available capacity and that will accept such source-separated organic material.

Sec. 7. Section 10-248a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

For the fiscal year ending June 30, [2020] 2024, and each fiscal year thereafter, notwithstanding any provision of the general statutes or any special act, municipal charter, home rule ordinance or other ordinance, [the board of finance in each town having a board of finance, the board of selectmen in each town having no board of finance or the authority making appropriations for the school district for each town] a local board of education may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education, [for the town,] provided (1) such deposited amount does not exceed two per cent of the total budgeted appropriation for education for such prior fiscal year, (2) each

**Substitute House Bill No. 5437**

expenditure from such account shall be made only for educational purposes, and (3) each such expenditure shall be authorized by the local board of education for such town.

Sec. 8. Subdivision (2) of subsection (d) of section 10-51 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective from passage*):

(2) [On and after June 7, 2006] For the fiscal year ending June 30, 2024, and each fiscal year thereafter, a regional board of education, by a majority vote of its members, may create a reserve fund for [capital and nonrecurring] educational expenditures. Such fund shall thereafter be termed ["reserve fund for capital and nonrecurring expenditures"] "reserve fund for educational expenditures". The aggregate amount of annual and supplemental appropriations by a district to such fund shall not exceed two per cent of the annual district budget for such fiscal year. Annual appropriations to such fund shall be included in the share of net expenses to be paid by each member town. Supplemental appropriations to such fund may be made from estimated fiscal year end surplus in operating funds. Interest and investment earnings received with respect to amounts held in the fund shall be credited to such fund. The board shall annually submit a complete and detailed report of the condition of such fund to the member towns. Upon the recommendation and approval by the regional board of education, any part or the whole of such fund may be used for [capital and nonrecurring] educational expenditures, [ but such use shall be restricted to the funding of all or part of the planning, construction, reconstruction or acquisition of any specific capital improvement or the acquisition of any specific item of equipment.] Upon the approval of any such expenditure an appropriation shall be set up, plainly designated for the [project or acquisition] educational expenditure for which it has been authorized. [ and such unexpended appropriation may be continued until such project or acquisition is completed.] Any

**Business**

**Non-Lapsing Education Fund**

The Superintendent may request the Board of Education (Board) to approve a deposit into a non-lapsing account (named “Fund for Educational Expenditures”) of some portion of any unexpended funds from the Board’s prior fiscal year general operating budget, provided such deposited amount does not exceed two percent (2%) of the total budget appropriation for education for such prior fiscal year.

Any expenditure from the Fund for Educational Expenditures shall be authorized solely by the Board of Education. Expenditures from the Fund shall be made only for educational purposes, generally on one-time non-recurring expenditures, such as capital expenditures, extraordinary expenditures, or emergency expenditures, which may be necessary, but not otherwise budgeted for.

The Board shall create the Fund for Educational Expenditures and be responsible for the accounting of the funds in accordance with Governmental Accounting Standards and Generally Accepted Principles (GAAP). The Fund shall be subject to annual audit as required by State statute. The Board shall review the fund balance on an annual basis.

Legal References: Connecticut General Statutes

[10-222](#) Appropriations and budget

[10-248a](#) Unexpended education funds accounts (as amended by PA 24-45 Section 7)

**Policy adopted:**

**GRANBY PUBLIC SCHOOLS**

**Granby, Connecticut**

## **Business and Non-Instructional Operations**

### **Transportation**

#### **Purpose**

The Board of Education will provide transportation, under provisions of state law and regulation for all students who qualify for such service, either by contracting with a private carrier or by the use of district-owned transportation vehicles.

The superintendent/designee shall administer the operation so as to:

1. Provide for maximum safety of students.
2. Provide for an efficient, cost-effective operation.
3. Assist handicapped students appropriately.
4. Enrich the instructional program.
5. Provide for the scheduling and supervision of transportation service for athletic trips, activity buses, special education transportation, and career education transportation.

Under extraordinary circumstances and with the superintendent's approval, parents may be reimbursed for transportation of eligible students whenever such practice is more economical.

#### **Federal Compliance**

Transportation will be provided for homeless students to and from the school of origin as required by the No Child Left Behind Act. These services shall be provided throughout the regularly scheduled school year and day as determined by the Board.

Transportation will be provided for an eligible student who attends a district school out of the student's attendance area because the home school has been identified as in need of improvement, the student is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends, or the student attends a school identified as persistently dangerous.

Transportation may be provided to eligible students who transfer from a district school to an out-of-district school under a cooperative agreement because their home school has been identified as in need of improvement under the No Child Left Behind Act.

**Business and Non-Instructional Operations**

**Transportation**

**Definitions**

1. “School transportation” means the procedure, program, or fully effective and implemented plan by which students are conveyed to and/or from school from their residence or pick-up areas at public expense, whether by use of publicly owned equipment or by contract. Such transportation shall be over public roads approved by the municipality or private roads approved pursuant to Connecticut General Statutes Section 10-220c.
2. “Walking distance” means the linear measure of a prescribed or authorized pedestrian route between the student’s residence or pick-up area and school from a point at the curb or edge of a public or private road nearest the pupil’s residence to the closest edge of the school grounds reflected in the architectural site plans which include the walkways adjacent to the driveways and access walkways from the public streets.
3. “One mile walking distance” means a reasonable measurement of a route to be traversed extending from the point of measurement at least 5,280 feet, but not more than 5,380 feet.
4. “One half mile walking distance” means a reasonable measurement of a route to be traversed extending from the point of measurement at least 2,640 feet, but not more than 2,740 feet.
5. “One quarter mile walking distance” means a reasonable measurement of a route to be traversed extending from the point of measurement at least 1,320 feet, but not more than 1,420 feet.
6. “Grade K” means kindergarten, or a school program appropriate to a beginning student.
7. “Hazard” means a thing or condition that affects the safety of students walking to and from school and/or designated bus pick-up area. Conditions or circumstances related only to a specific student’s needs would not constitute a hazard. For example, if a parent has always walked a student to a bus stop but can no longer do so, that circumstance does not create a hazardous condition.
8. “Sidewalk” means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any white line safety markings along the street pavement.
9. “Raised walk area” means a portion of the landscape right of way approximately three feet wide, usually parallel to the traffic lanes which may be paved or unpaved, distinguished by some elevation above the street pavement level and marked by curbing, drainage ditch, grass area or fencing; apart from and independent of any painted safety markings along the street pavement.
10. “Eligible Student” is defined as any individual of school age enrolled in the Granby Public School System.

## Business and Non-Instructional Operations

### Transportation

#### Regular Routes and Services - Transportation

Transportation will be provided only to Granby Public Schools and other educational facilities where the student has been placed by proper authorities. It is the responsibility of the Superintendent, or his/her designee, prior to the start of each school year, to establish bus routes throughout the community to provide for the transportation of children to and from school safely, efficiently, and economically. The following guidelines are to be considered in the establishment of bus stops:

~~1. Kindergarten – Mid day Kindergarten drop offs and pick ups will be at students' homes, if possible. A.M. Pick ups and P.M. drop offs will be within ¼ mile of their homes.~~

~~2.1. Elementary Walking Distance – All students from grades K through 6 living less than one-quarter mile (by the shortest route) from a school will not be entitled to transportation service if safe sidewalks are available for the walk to school. A one-quarter mile walking distance from a child's home to a pick-up area shall be considered reasonable.~~

~~3.2. Secondary Walking Distance – All students from grades 7 through 12 living less than one-half mile (by the shortest route) from a school will not be entitled to transportation service if safe sidewalks are available for the walk to school. A one-half mile walking distance from a child's home to a pick-up area shall be considered reasonable.~~

~~4.3. Pick-up Areas – The determination of specific pick-up and drop-off areas shall be an administrative decision subject to review by the Board of Education or an appointed sub-committee upon written appeal by a citizen or a group of citizens. Written appeals for change in a bus pick-up area for reasons of student safety shall be reviewed by the police department prior to consideration by the Board of Education.~~

~~5.4. Drop-Off Areas – When a student is dropped off, it is the parent's responsibility to ensure the child's safety.~~

~~6.5. Exceptions to the provision of the above sections may be made by the superintendent/designee when such changes are in the best interest of safety or health of the children made for the reasons listed in policy 3541.12.~~

## **Business and Non-Instructional Operations**

### **Transportation**

#### **Riding Other Than Assigned Bus**

School bus transportation is provided from the assigned pick up point to school and from school back to the assigned drop-off area. A student may be granted the privilege of riding a bus other than the one he/she is assigned to under the following conditions:

1. Students will be bussed from one address, morning or afternoon, on a full week basis.
2. A change in address within the town may necessitate a change in school assignment.
3. Permanent changes in transportation must be requested, in writing, at least forty-eight hours in advance. Completion of a new transportation request form will be required.
4. The bus assignment for students in Day Care will be based on the Day Care address except in cases of enrollment imbalances.

#### **Guidelines for Extending Transportation to Students for Reasons of Health and Safety**

##### **Health Considerations**

1. The Granby Public School system may provide transportation to a student who has a disability or illness which could be aggravated if the student walked the required distance set forth in the policy.
2. Each request shall be filed with the school nurse and shall be accompanied by any medical record, certificate, evaluation, recommendation, etc., deemed sufficient to determine the medical status of the student.
3. The school nurse shall review all information and forward a recommendation to the superintendent/designee.
4. The superintendent/designee shall make a decision and notify the interested parties, including the Bus Manager, that transportation be provided for the interested student for a specified period of time.
5. Transportation will be arranged within five school days after the decision is made.

## **Business and Non-Instructional Operations**

### **Transportation**

#### **Safety Hazards**

The Granby Public Schools may provide pick up/drop off areas for students at less than the established distance from home where a hazardous condition exists according to the following standards:

1. A roadway having an adjacent or parallel sidewalk or raised walk area shall be deemed hazardous when any roadway with speed limits in excess of thirty-five miles per hour which do not have pedestrian crossing lights or crossing guards or other safety provisions at points where students must cross in going to and from school.
2. Roadways in residential sections in which the use primarily serves the needs of the people living in those areas shall not be considered hazardous unless otherwise determined by the Granby Police Department. Specified roadways which have no adjacent or parallel sidewalks or raised walk area shall be deemed hazardous for students. A list of such roadways will be maintained by regulation.
3. A lake, pond, stream, or waterway adjacent to the roadway may be deemed a hazard in the absence of a fence or other suitable barrier fixed between the student and the water.
4. The school administration, in consultation with the Granby Police Department may grant an exception to any provision of this guideline where in the judgment of the school administration a unique condition or combination of conditions creates a hazard.

#### **Special Transportation for Students with Special Needs**

1. Transportation shall be provided for students with special needs as required by law or policy.
2. When a student has a handicap which requires special transportation arrangements, these will be provided as specified by general statutes.
3. Upon proper presentation of required documents, the superintendent/designee is authorized to provide transportation in accordance with this regulation.

## **Business and Non-Instructional Operations**

### **Transportation**

#### **Transportation Appeals**

Appeals of any administrative decision concerning school transportation shall be made in the following manner:

1. Discuss the matter with the business manager.
2. If no resolution is reached under (1) above, discuss the matter with the superintendent.
3. If no resolution is reached under (2) above, discuss the matter with an ad-hoc Board subcommittee.

#### **Appeals of School Accommodations**

Only matters of denial of school accommodations are eligible for Board review. Any parent/guardian or student at majority, or officer whose duty it is to compel the observance of attendance laws who believes that the superintendent/designee is not furnishing school accommodations, by transportation or otherwise, in a manner consistent with the laws of the State of Connecticut, request a hearing before the Board to demonstrate the manner in which the superintendent/designee has allegedly failed to furnish such required accommodations.

The Board shall hold a hearing within ten (10) days following receipt of such request. The hearing before the Board will be in compliance with the provisions of Section 4-177 to 4-180 inclusive of the Connecticut General Statutes.

A stenographic record or tape recording shall be made of such hearing.

#### **Transportation Safety Complaints**

All complaints concerning school transportation safety shall be made in writing to the office of the business manager. The business manager shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations. Appeals of decisions by the business manager may be made to the superintendent. The superintendent/ designee shall provide the Commissioner of Motor Vehicles with a copy of the written record of complaints within thirty days of the end of the school year.

#### **Drug and Alcohol Testing for Bus Drivers**

The Granby Public School district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee testing Act of 1991 (OTETA) and applicable state statutes pertaining to pre-employment and random drug testing of school bus drivers. The district shall adhere to federal and state regulations requiring a school bus driver's drug and alcohol testing program.

## **Business and Non-Instructional Operations**

### **Transportation**

Legal Reference: Connecticut General Statutes

- 10-186 Duties of local and regional Boards of Education
- 10-187 Appeal from finding of hearing Board.
- 10-220 Duties of Boards of Education
  - 10-220c Transportation of children over private roads. Immunity from liability
- 10-221 Development of policy for reporting complaints re school transportation safety. Reporting of accidents at school bus stops.
- 10-273a et seq. Reimbursement for transportation to and from elementary and secondary schools
- 14-275 Equipment and color of school buses.
  - 14-275a Use of standard school bus required.
  - 14-275b. Transportation of handicapped students.
  - 14-275c Regulations re school buses and motor vehicles
  - 14-276a Regulations re school bus operators and operators of student transportation vehicles; qualifications; training. Pre- employment drug test required for operators.
- 14-280 Letters and signals to be concealed when not used in transporting children.
- 10-280a Transportation for students in non-profit private schools outside school district.
  - 10-281 Transportation for students in non-profit private schools within school district
- Chapter 248 Vehicle Highway Use used to transport special education students.

Appeals to State Board. Establishment of hearing Board  
20 U.S.C. NCLB Act of 2001, P.L. 107-110, Title I, Section 116  
McKinney-Vento Homeless Education Assistance Act of 2001, P.L. 107-110,  
42 U.S.C., Sections 11431-11435

United States Code, Title 49, Code of Federal Regulations, Title 49  
2717 Alcohol and controlled substances testing (Omnibus Transportation Employees testing  
Act of 1991)

**Original Policy adopted:** 11/5/97; 6/15/05  
**Revisions Adopted:** 1/9/08

**GRANBY PUBLIC SCHOOLS**  
Granby, Connecticut



## **Business and Non-Instructional Operations**

### **Transportation**

#### **Parent's/Guardian's Responsibility**

- A. Parents/guardians should make sure that children reach the school pick-up area promptly according to the published schedule.
- B. Parents/guardians should accompany younger children to the pick-up area.
- C. Parents/guardians should instruct children in traffic safety, including, but not limited to:
  - 1. To look both ways before crossing the street, even when the bus is stopped and waiting.
  - 2. To wait off the street, whenever possible.
- E. Parents should at all times set a good example by observing traffic rules and regulations.
- F. It is recommended that, when a student is dropped off at his/her home, parents/guardians or older siblings of students in grades K-2 be present and visible at the time of student drop-off. If a parent/guardian is not visible, the driver may keep the student on the bus and return to the school or central office, unless prior arrangements have been made. The parent/guardian will then be notified and requested to come to the school or central office to transport the child.
- G. If a student misses a bus, the parent/guardian must provide transportation.
- H. If a student misbehaves at the pick up or drop off site or while on a bus, an administrator/designee may suspend bus privileges, and the parent will be responsible for providing transportation during the period of bus privilege suspension.

## **Business and Non-Instructional Operations**

### **Transportation**

#### **Regular Routes and Services - Transportation**

1. Cul-de-sacs and *Do Not Use/Enter Streets*

Consistent with State of Connecticut Regulation Section 14-275C-18, entitled “Operation of School Buses”, backing of the school bus shall be avoided, whenever possible. When backing maneuvers cannot be avoided, children shall be retained inside the bus. If there are children outside the bus, no backing maneuvers shall be made unless a competent adult observer is on hand to direct the maneuver from a point behind the driver’s side of the bus and clearly visible in the driver’s mirror.

When a school bus enters a cul-de-sac, children will be picked up (before the turn is made) on the boarding side of the bus, on the way into the cul-de-sac, and dropped off (after the bus has maneuvered the turn) on the opposite side of the street.

Certain streets within the town may be designated *Do Not Use/Enter Streets* because factors including lack of necessary space to turn around, topography, street width, and industrial activity make access unsafe. These streets will not be entered, even for mid-day kindergarten.

2. Hazardous Highways and Streets:

The following streets are judged to have traffic conditions that require stops at less than the established maximum distances from home:

Barndoor Hills Rd, Bushy Hill Rd, Buttles Rd  
Canal Rd, Canton Rd, Case Street, Cooley Rd, Copper Hill Rd, Creamery Hill Rd  
Day St, Donahue Rd, East Street  
Firetown Rd, Floydville Rd  
Griffin Rd  
Hartland Rd, Higley Rd, Hungary Rd/ Quarry Rd  
Kelly Lane Rd  
Loomis St, Lost Acres Rd  
Meadowbrook Rd, Mechanicsville Rd, Mountain Rd,  
North Rd, Northwoods Rd, Notch Rd  
Old Stagecoach Rd  
Peterson Rd  
Route 10, Route 189/ North Granby Rd/ Granville Rd/ Hartford Ave.,  
Route 20/ W. Granby Rd/ E. Granby Rd/ Hartland Rd, Route 219/ Barkhamstead Rd  
Silky Rd, Silver St, Simsbury Rd  
Vining Hill Rd  
Wells Rd.

3. Day Care Centers

The Board of Education will pick up students from licensed day care centers within the guidelines of this Transportation policy and regulations.

**Regulation  
3541(c)**

**Business and Non-Instructional Operations**

**Transportation Hearing – Opening Statement**

The hearing will please come to order. My name is \_\_\_\_\_, Chairperson of the Granby Board of Education. We are here today to hear, the request/complaint of \_\_\_\_\_ Complainant(s), from the actions of this Board of Education regarding the provision of school accommodations, by transportation or otherwise, in accordance with Section 10-186 of the Connecticut General Statutes. Pursuant to Section 10-186, any town or regional Board of Education shall give a parent/guardian a hearing within ten days after receipt of the written request, shall make a stenographic record or tape recording of such hearing and shall make a finding within ten days after such hearing. This hearing shall be held in accordance with the provisions of Sections 4-177 to 4-180, inclusive, of the Connecticut General Statutes.

The purpose of this hearing is to obtain as many facts as possible and to give all officially interested persons an opportunity to speak. We shall hear first from the Complainant and later from the representatives of the Board of Education. All persons giving testimony will be asked to do so under oath or affirmation. If necessary, the Board of Education shall go over the route(s) involved, and visit the sites and at that time invite a representative of both parties to accompany us. I will now ask everyone here who expects to speak to stand, and take the oath or affirmation, so that we can save time during the proceedings.

Please raise your right hand.

DO YOU SOLEMNLY SWEAR THAT THE EVIDENCE YOU ARE TO PRESENT CONCERNING THE CASE IN QUESTION SHALL BE THE TRUTH, THE WHOLE TRUTH, AND NOTHING BUT THE TRUTH, SO HELP YOU GOD?

**DO YOU SOLEMNLY SWEAR AND SINCERELY AFFIRM AND DECLARE, THAT THE EVIDENCE YOU ARE TO PRESENT CONCERNING THE CASE IN QUESTIONS SHALL BE THE TRUTH, THE WHOLE TRUTH, AND NOTHING BUT THE TRUTH, UPON THE PAINS AND PENALTIES OF PERJURY OR FALSE STATEMENT?**

Please say, "I do". Please be seated.

I will ask that you identify yourself by name and speak clearly in order that your statements may be recorded. In order to maintain an orderly proceeding, I request that all parties present refrain from speaking out of turn **unless** the party is objecting to evidence offered into the record or the party has been given permission to speak from this chair. Anyone speaking out of turn **may be ruled out of order.**

As stated previously, we shall hear first from the Complainant. I understand that \_\_\_\_\_ will be spokesperson(s) for \_\_\_\_\_. You may proceed.

Before closing, I would like to state that should the complainants be aggrieved by the findings of this Board of Education, which shall be made in writing within ten (10) days, an appeal may be made to the State Board of Education. The hearing is now closed.

\_\_\_\_\_  
\_\_\_\_\_ Transportation Hearing  
\_\_\_\_\_ Date

PLEASE PRINT

NAME

POSITION

Approved: \_\_\_\_\_

**Regulation 3541  
Form #4**

**Transportation – Worksheet Notes**

Transportation Hearing in the Town of Granby

Date \_\_\_\_\_

Petitioner \_\_\_\_\_

1. Approximate number of children walking route \_\_\_\_\_ 2. Ages of children \_\_\_\_\_

3. Grades of children \_\_\_\_\_ 4. Number going to school simultaneously \_\_\_\_\_

5. Time of day \_\_\_\_\_, Amount of traffic per time period \_\_\_\_\_

6. Topography (Describe in express terms \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Dead ends \_\_\_\_\_ hidden drives \_\_\_\_\_ blind entrances \_\_\_\_\_  
Visibility restrictions \_\_\_\_\_  
Other \_\_\_\_\_

8. Description of walkways and/or path widths) \_\_\_\_\_

9. Description of sidewalks \_\_\_\_\_

10. Width of traveled highway \_\_\_\_\_ width of shoulders \_\_\_\_\_

11. Description of walkways/sidewalks in snow/rain  
\_\_\_\_\_  
\_\_\_\_\_

12. Measure of distance (how measured)  
\_\_\_\_\_

13. Alternate routes or short cuts  
\_\_\_\_\_

14. Speed of traffic \_\_\_\_\_

15. Regulatory signs (number and placement) \_\_\_\_\_  
traffic lights \_\_\_\_\_

16. Crossing guards \_\_\_\_\_ business along route \_\_\_\_\_  
\_\_\_\_\_ industry \_\_\_\_\_ trucking \_\_\_\_\_

17. Walking instructions to children by school designated walking routes \_\_\_\_\_

18. Current school board policy \_\_\_\_\_  
\_\_\_\_\_

Appraisals by other town or state agencies \_\_\_\_\_

**Instruction**

**Graduation Requirements**

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

**Graduation Credit Requirements**

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

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

**Instruction**

**Graduation Requirements**

**Graduation Credit Requirements (Cont'd)**

<b>Graduation Year</b>	<b>2026 and beyond</b>
Academic Achievement in the Humanities	<p>11 total credits</p> <ul style="list-style-type: none"> <li>• Four (4) credits in English</li> <li>• Three (3) credits in Social Studies, including one half (.5) credit in Civics and one (1) credit in US History</li> <li>• One (1) credit in Fine Arts</li> <li>• One (1) credit in World Language, (3 highly recommended)</li> <li>• Two (2) credits in Humanities electives</li> </ul>
Academic Achievement in Science, Technology, Engineering and Math	<p>10.5 total credits</p> <ul style="list-style-type: none"> <li>• Three (3) credits in Math (through Algebra II or equivalent, 4 highly recommended)</li> <li>• Three (3) credits in Science (including 2 lab sciences)</li> <li>• Two (2) credits in Wellness (including one (1) physical education, and one (1) health and safety education)</li> <li>• Two and one half (2.5) credits in STEM electives</li> </ul>
Vision of the Graduate	<p>3.5 total credits</p> <ul style="list-style-type: none"> <li>• One half (.5) credit in Financial Literacy</li> <li>• One (1) Credit in Capstone</li> <li>• Two (2.0) Credits in Electives</li> <li>•</li> <li>• Participation in one of the following College and Career Pathways which consists of two (2) successfully completed courses that are either: <ul style="list-style-type: none"> <li>▪ college credit bearing</li> <li>▪ in an established Career and Technical Education pathway</li> <li>▪ workplace experience</li> </ul> </li> </ul>

**Instruction**

**Graduation Requirements**

**Graduation Performance Standards**

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

Demonstrate Academic Achievement in the Humanities by meeting the performance standard in <u>one</u> of following ways:
<ul style="list-style-type: none"><li>• Meeting the College and Career Benchmark on the Evidence Based Reading and Writing SAT (480)</li></ul>
<ul style="list-style-type: none"><li>• Achieving a combined average of at least a C for three or more English classes through the first semester of senior year</li></ul>
<ul style="list-style-type: none"><li>• Satisfying the requirements as designated on the IEP for qualifying students</li></ul>
<ul style="list-style-type: none"><li>• A student proposal approved by the principal</li></ul>
Demonstrate Academic Achievement in Science, Technology, Engineering and Mathematics (STEM) by meeting the performance standard in <u>one</u> of following ways:
<ul style="list-style-type: none"><li>• Meeting the College and Career Benchmark on the Math SAT (530)</li></ul>
<ul style="list-style-type: none"><li>• Achieving a combined average of at least a C for three or more Math classes through the first semester of senior year</li></ul>
<ul style="list-style-type: none"><li>• Satisfying the requirements as designated on the IEP for qualifying students</li></ul>
<ul style="list-style-type: none"><li>• A student proposal approved by the principal</li></ul>

**Instruction**

**Graduation Requirements**

**Graduation Performance Standards (Cont'd)**

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

**Support and Remedial Services**

In addition, the District will provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

**Credits**

A credit defined as the equivalent of one forty-minute class period for each day of a school year. One-half credit is given for courses that compile work in one semester. If physical education is not taken because of medical excuse, another subject may be substituted.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy this graduation requirement except that a student may be granted credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through education experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with state-wide subject matter standards; (2) for the successful completion of

## **Instruction**

### **Graduation Requirements**

#### **Credits (Cont'd)**

coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, shall equal one-half high school credit. (3) A student may also be granted credit toward meeting a specified course requirement in grades seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive.

A credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must be approved by the guidance department.

#### **Student Success Plans**

The District shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a students' career and academic choices in grades six to twelve, inclusive. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade including, but not limited to, careers in manufacturing. The District shall utilize the Department of Education's issued and revised guidance regarding changes to such student's success plans. In creating such student success plans, consideration shall be given to career and academic choices in computer science, science, technology, engineering and mathematics.

The student success plans shall be created, if possible, in collaboration with each student and the student's parent/guardian and shall, to the extent it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the District's challenging curriculum policy.

#### **Award of High School Diplomas**

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
2. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941 through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years.

## **Instruction**

### **Graduation Requirements**

#### **Award of High School Diplomas (Cont'd)**

Students meeting these requirements and wishing to graduate at the end of any semester other than their second semester in the twelfth grade may do so after submitting a letter of request to the high school.

Students receiving special education who do not successfully complete a prescribed program shall be granted a certificate of attendance at the completion of the school year following their ~~22nd~~<sup>21st</sup> birthday.

#### **Academic Advancement Program**

The District permits students in grades eleven and twelve to substitute (1) achievement of a passing score on an existing national examination, as determined by the State Department of Education, or series of examinations approved by the State Board of Education, (2) a cumulative grade point average determined by the State Board of Education and (3) at least three letters of recommendation from school professionals (defined in 10-66dd), for the required high school graduation requirement. The State Board of Education will issue an Academic Advancement Program Certificate to any student successfully completing such program. The Academic Advancement Program Certificate shall be considered in the same manner as a high school diploma for purposes of determining eligibility of a student for enrollment at a Connecticut public institution of higher education.

The District shall permit a student to graduate from high school upon the successful completion of the above described academic advancement program.

Legal Reference: Connecticut General Statutes

[10-5c](#) Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

[10-14n](#) State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

[10-16\(l\)](#) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

[10-221a](#) High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 135, An Act Concerning Implementation Dates for Secondary School Reform, P.A.13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the

**Instruction**

**Graduation Requirements**

Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation. and PA 17-42 and P.A. 19-58, An Act Promoting Careers in Manufacturing to Public School Students and P.A. 21-199 Section 4, An Act Concerning Various Revisions to the Education Statutes.)

10-233(a) Promotion and graduation policies.

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools

P.A. 13-247 An Act Implementing Provisions of the State Budget

P.A. 15-237 An Act Concerning High School Graduation.

P.A. 16-44(SS) (Section 310)

**Policy adopted:** 9/97 revised 6/01

**Revisions adopted:** 6/20/07

11/5/14

4/20/16

2/20/19

5/4/22

2/7/24

**Granby Public Schools  
Granby, CT**