

**Regular Board of Education Meeting**  
**Wednesday, September 18, 2024, 7:00 PM**  
**Town Hall Meeting Room**

**I. Call to Order and Welcome**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**II. Chairperson's Report (5 min.)**

{{Goal-}}

{{Attachment:}}

**Rationale:** Ms. Monica Logan, Board Chair, will share remarks.

{{RecommendedMotion}}

**III. Awards and Recognition**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**IV. District Threat Assessment Protocols**

{{Goal-}}

{{Attachment:}}

**Rationale:** Superintendent Burke will review threat assessment protocols for the district along with Granby Police Chief, Scott Sansom.

{{RecommendedMotion}}

**V. Public Comment**

{{Goal-}}

{{Attachment:}}

**Rationale:** Granby community engagement and attendance at Board of Education public meetings is welcomed and encouraged. As is our custom, the Board views Public Comment as an opportunity for members of the public to share their comments and concerns with the Board, and Board members will not be responding to comments or engaging in a dialog. As it deems appropriate, the Board may place such matters on the agenda for future meetings for discussion in accordance with the Freedom of Information Act.

Procedurally, public remarks will be limited to 5 minutes and speakers will be asked to identify themselves by name and address. We expect comments to be respectful and civil in tone, and we do not permit name-calling, raised voices, personal attacks or vulgarity.

Lastly, we note that the Superintendent is responsible for student and personnel matters. No speaker will be permitted to use public comment to bring complaints against any teacher, student or staff member or to discuss student matters, which are confidential. Therefore, the use of student, teacher or staff names is not permitted. Any such complaints or concerns should be directed to the Superintendent and her team.

{{RecommendedMotion}}

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

{{Goal-}}

{{Attachment:}}

**Rationale:** Ms. Katie O'Neill and Ms. Sofia Brenson, Student Representatives, will report on activities taking place at the high school.

{{RecommendedMotion}}

## **VII. Business Requiring Action (5 min.)**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

### **A. Minutes**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Board will approve/amend the minutes of the August 13, 2024 Board of Education Retreat and the September 4, 2024 Board of Education meeting.

{{RecommendedMotion}}

### **B. Second Reading and Approval of New Policy 3171.1 - Non-Lapsing Education Fund**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Curriculum/Policy/Technology/Communications Subcommittee recommends new Policy 3171.1, Non-Lapsing Education Fund, to the Board for a second reading and approval.

{{RecommendedMotion}}

## **VIII. Reports and Discussion (45 min.)**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

### **A. Director of Finance & Operations Report / FY24 Year-End Budget Transfers**

{{Goal-}}

{{Attachment:}}

**Rationale:** Ms. Nickie Stevenson, Director of Operations & Finance, will present the FY24 Year-End Update to the Board and the Board will consider the approval of FY24 year-end budget transfers as recommended by the Director of Finance & Operations and Finance/Personnel/Facilities Subcommittee.

{{RecommendedMotion}}

### **B. Summative Testing Report**

{{Goal-}}

{{Attachment:}}

**Rationale:** Ms. Jennifer Parsons, Assistant Superintendent, will share the summative testing results with the Board.

{{RecommendedMotion}}

### **C. First Reading of Revised Policy 3541 - Transportation**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Curriculum/Policy/Technology/Communications Subcommittee recommends revised Policy 3541, Transportation, to the Board for a first reading.

{{RecommendedMotion}}

### **D. First Reading of Revised Policy 6146 - Graduation Requirements**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Curriculum/Policy/Technology/Communications Subcommittee recommends revised Policy 6146, Graduation Requirements, to the Board for a first reading.

{{RecommendedMotion}}

**IX. Committee Reports (20 min.)**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**A. Board Standing Committee Reports**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

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

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**2. Finance/Personnel/Facilities**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**B. Other Board-Related Reports**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**1. CREC/CABE**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**2. Granby Education Foundation**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**C. Calendar of Events**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**D. Board Member Announcements**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**E. Action Items**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**X. Superintendent's Report (5 min.)**

{{Goal-}}

{{Attachment:}}

**Rationale:** Superintendent Burke will provide district updates.

{{RecommendedMotion}}

## **XI. Adjournment**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**Board of Education Retreat- Draft Minutes**  
**August 13, 2024, 4:00 p.m.**  
**Central Office Meeting Room**

Attendees: Liz Barlow, Heather Lombardo, Monica Logan, David Peling, Karen Richmond-Godard, Cheri Burke, and Mary Broderick (from the Connecticut Association of Boards of Education)

Absent Board Members: Donna Nolan, Ali Zafar

**I. Call to Order and Welcome**

Board Chair, Monica Logan, called the meeting to order at 4:12 pm

**II. Superintendent's Report**

Superintendent Cheri Burke welcomed everyone and shared summer updates. She described a continued focus on achievement and plans to continue with the same communication goals.

**III. Board Self-Evaluation**

Board members reviewed the results of the board self-evaluation survey.

**IV. Book Discussion/Dinner**

Board members and Superintendent Burke discussed the book "The Anxious Generation" and the topic of internet/social media use by children.

**V. Professional Development Session**

Led by Mary Broderick from CAFE, board members engaged in collaborative team-building and cohesion activities.

The Board Retreat adjourned at approximately 8:15 pm.

Respectfully submitted,

Elizabeth H. Barlow  
Board Secretary

**Regular Board of Education Meeting – Draft Minutes  
Wednesday, September 4, 2024, 7:00 p.m.  
Town Hall Meeting Room**

Present Board Members: Liz Barlow, Heather Lombardo, Monica Logan, Donna Nolan, David Peling, Karen Richmond-Godard, Ali Zafar, and Katie O’Neill (Student Representative)

Absent Board Members: N/A

**I. Call to Order and Welcome**

Board Chair, Monica Logan, called the meeting to order at 7:00 p.m. and welcomed everyone in attendance as well as online this evening.

**II. Chairperson's Report**

Board Chair, Monica Logan, stated it was a wonderful start to school last week. She announced over the summer Board Member, Rosemarie Weber, stepped down from the Board after 12 years of service and that Ali Zafar was appointed for the remainder of her term by the Board of Selectmen. Ms. Logan shared that Governor Ned Lamont issued a statement promoting the elimination of cell phones in schools due to their high level of distraction. The BOE fully acknowledges this distraction and negative impact on students and purposefully read the book, *The Anxious Generation*, to understand the data behind cell phone use and its generational impact on learning. She went on to state that cell phones are permitted at the middle school either in backpacks or in pockets to be used only before and after school hours and the high school has a bell-to-bell policy that cell phones cannot be used during class periods. Ms. Logan admitted that in the past, policies at both schools were not consistently enforced. There are no changes to practices at this time and schools are working to be consistent in enforcement of the policies. This information was shared with all parents and students by administration. She stated the Board, administration and staff will be working together to see what can be done long-term and that any changes made must be done with the support of the community and the stakeholders. She shared that discussions will be facilitated with the community for long-term workable solutions.

Additionally, Ms. Logan stated there are detrimental impacts of social media negatively impacting staff, board members and students. Appropriate staff or BOE members should be contacted to address any issues. Communicating directly to the Superintendent, school principal, Board member or teacher regarding issues will get you closer to an accurate and appropriate answer. Ms. Logan went on to state that there were concerns around a return to a pre-COVID practice at the middle school of using lockers. Since school began, all students were provided with locks and are doing a great job thus far.

Ms. Logan announced Sofia Brenson, Junior at GMHS, as the new BOE Student representative. Unfortunately, Sofia could not be in attendance this evening but she read a short bio about her. She also acknowledged Katie O’Neill who is returning to the Board as a Senior Student Representative this year.

**III. Public Comment**

Nick Faraco, 10 Fawn Drive in Granby, stated he is a former teacher and guidance counselor and shared his concern about a survey that was distributed to students and finds, in his opinion, inappropriate for the educational setting and has nothing to do with education. It is his hope that Granby reconsiders this line of thinking and he asked the Board to educate themselves about the gender transitioning of students.

Mike Kramarenko, 150 Notch Road, Granby, complained about the meeting held on Tuesday, June 18<sup>th</sup> (instead of on Wednesday, June 19<sup>th</sup> (Juneteenth holiday)) and stated there was no communication about the date being changed. He also shared that he called the Superintendent’s office regarding the survey given to students and was not able to speak to the Superintendent but only to the Assistant Superintendent. He also stated that he feels teachers should not ask students about their activities outside of school.

Susan Regan, Hungary Hill Road, Granby, shared the following concerns: 1) Test scores notably disappointing with minimal improvement; 2) Current direction not is not beneficial to our student’s welfare - DEI and BLM are taking time from education; 3) Cell phones 100% not in school or locked up in cell phone pockets; 4) Sexually oriented questions without authority to do so; and 5) Transgendering and how to address students – what is this about – it is not helping students. Ms. Regan extended her congratulations to Ali Zafar’s daughter Zainab Zafar on being appointed as a Student Representative on the Board of Selectmen.

A motion was made by Donna Nolan and seconded by Heather Lombardo to move Item VIII. Superintendent's Report to Item IV. This motion passed unanimously at 7:33 p.m. On a motion by Heather Lombardo and Donna Nolan the agenda was amended. This motion passed unanimously at 7:34 p.m.

#### **IV. Superintendent's Report**

- Superintendent Burke stated there was an outstanding opening to school and ongoing work throughout the summer to prepare was very purposeful. Convocation was very well received by staff and she thanked the many individuals across the district such as office, custodial and IT staff, teachers and teaching assistants, and bus drivers for a tremendous amount of effort to open on the first day.
- New teachers were welcomed to the district with 2 days of professional development and time was also spent over the summer with the leadership team to plan for the year.
- The theme for the year was unveiled: Connect. Believe. Achieve. The theme identifies our ultimate goal around student achievement.
- There will be a SEPTO Meeting on Sept. 9<sup>th</sup> at 6 pm and middle school PAC Meeting at 9 am on Sept. 20<sup>th</sup>.
- The middle school open house is on September 10<sup>th</sup> followed by the high school open house on September 12<sup>th</sup>. Curriculum nights will be held later in the month at the elementary schools.
- Sue Henneberry began this week as an Interim Assistant Principal at the high school. Sue was formerly Principal of the middle school. Interviews are underway with a very strong pool of candidates. Additionally, Shannon Sullivan stepped down from his position as the Director of Facilities and that position is posted.
- The district is in Year 2 of the Communications Plan promoting information as a two-way opportunity. This year to improve upon that, a flowchart was created to address school concerns. Superintendent Burke stated that the district is aware of some recent issues. She spoke about the flow chart, *Addressing School Concerns*, that was created in order to help community members identify the appropriate person to contact when an issue arises and stated to please reference this flow chart which can be found on the website.
- Lastly, with regard to student surveys, it is her wish for parents to have full transparency and understanding when dealing with surveys. The definition of survey is around official capacity, i.e., climate and culture surveys. mental health surveys or federally/state funded surveys. Parents can opt out of these types of surveys and the district supports that. Google forms or questions to students at the start of the year are commonplace and ways for teachers to get to know students. Last year, it was directed that questions must be optional and this did not happen. Two or three teachers sent out surveys and included a variety of questions. The district is committed to students feeling included and celebrated going forward and we take feedback and learn and grow from it. Superintendent Burke emphasized that picking up the phone and directly speaking to the right staff member is essential and stated she wanted to address these concerns early in the meeting.

#### **V. Student Representative Reports**

- Katie O'Neill stated it was unfortunately foggy for the senior sunrise but it was still nice to be together.
- Freshman orientation was held the day before school started. Student Government members gave tours.
- Drama auditions for *Twisted Tales of Poe* are currently being held.
- Jazz band and chamber singer tryouts will be held soon.
- NHS held their first meeting and members are looking forward to the induction ceremony in October.
- Open House for the high school will be held on September 12<sup>th</sup>.
- Sports are just gearing up with many teams holding scrimmages and their first games.

#### **VI. Reports and Discussion**

##### **VI.A. Summer Programming Report**

Jennifer Parsons, Assistant Superintendent, presented on recent summer enrichment programming and stated ESY (Extended School Year) Services for individualized tutoring are based on a student's goals and objectives in their Individual Education Plans. Camp Kelly is a pre-school service structure which runs for 20 days of in-person instruction consisting of 11 students. Additionally, secondary vocation program services are held for individualized in-person academic, social and vocational instruction. A total of 11 students participated in this service. Jennifer Miller ran this program and stated it was a very productive summer.

Katie Busbey joined Mrs. Parsons to discuss Enrichment Programming. 139 students participated which was an increase of 29 registrations, which enabled more programs to run in science and art. Classes are held for Grades 1-3 and 4-6. She discussed two other areas which are part of the enrichment programming which are Credit Recovery and RAMP Intervention. The RAMP program is invite-only (38 students this year). One hour is spent on reading/writing and one hour on math. The program runs for 15 days total (3 weeks, 5 days/week). Ms.

Parsons stated an additional enrichment activity was provided in the Open Choice Grant for Open Choice students to attend the Salmon Brook Park Camp. Four (4) students participated from the middle school and 8 students participated in the grade level camps at the elementary level.

Additionally, 26 high school students who will be taking their first AP course this school year, participated in a one-week program over the summer to boost skills for AP courses. Activities included study skills, note-taking skills, support for summer assignments, and team-building/collaboration. The College Exploration Summer Seminar also ran this summer. 29 students attended who are entering grades 10-12. Students visited Trinity College, UConn, Worcester Polytechnic Institute, Assumption University, Bryant University, and the University of Rhode Island. There was a video to share but, unfortunately, the video did not work but can be seen in the presentation listed in the online agenda.

Ms. Parsons stated professional learning for staff also happened over the summer. Lunch and Learn sessions occurred over the summer; staff worked on implementing and operationalizing the new teacher evaluation plan; and, teachers spent time writing curriculum over the summer. She shared that 18 new staff were hired this year and attended New Teacher Orientation in August.

Questions were raised by the Board. Monica Logan inquired if there was anything needed or in demand for the summer enrichment programming and Katie Busbey stated she has tried in the past to do sports, etc. but so many students enjoy science and art; however, she mentioned creative writing and keeping ELA skills fresh over the summer might be ideas. Donna Nolan inquired if there is a cap on attendance for students with IEPs and Ms. Parsons stated that there is no cap Jennifer Miller puts together a matrix as to what PPT teams have determined students need over the summer. Parents are able to decline if they want to; however, the need is met for all families. Liz Barlow inquired about the RAMP Program and if it was for students receiving intervention through MTSS but are not necessarily special education students. Ms. Parsons stated, yes, students who may not have an IEP but need to maintain growth over the year can take part in this program. Lastly, Heather Lombardo inquired about the fee for the enrichment programming. Ms. Parsons stated the fee is \$80/week for the enrichment fee, credit recovery is \$200/course and college explorations is self-funding and costs \$250 for 3 days (including lunch and transportation).

#### **VI.B. Superintendent's 2024-2025 Annual Goals**

Superintendent Burke presented her goals for the 2024-2025 school year to the Board and stated there are two primary goals again this year: 1) To improve student achievement, academic performance and opportunity at all grade levels; and, 2) To enhance communication and build trusting relationships. She stated the district is in Year 2 of its Communications Plan. She explained the achievement goal is the same goal as last year because the district is not there yet. Last budget season, the BOE approved the addition of a Math Intervention Teacher at the MS – purposeful planning in terms of assessments. The focus is to move each individual child in their growth in mathematics. Superintendent Burke reviewed some of the ways that the achievement goal will be accomplished for the 2024-2025 school year, such as, expanding the use of vertical surfaces and Building Thinking Classroom strategies; utilize EduClimber to better analyze data and monitor progress; and integrate small group instruction for deficit areas across all grade levels to name a few.

Superintendent Burke reviewed the second goal of communication around community engagement and discussed the Addressing School Concerns chart recently sent to parents and published in *The Granby Drummer*. She shared that this summer, administrators were engaged in professional learning around communications. Parents are inundated with emails, newsletters, etc. and the district needs to ensure we are communicating the right way. She stated she is looking forward to continuing the review of our practices. Superintendent Burke concluded by stating that certainly all six (6) Board of Education goals are in place all year, however, the two goals presented this evening will be a focus for the district this year.

#### **VI.C. First Reading of New Policy 3171.1, Non-Lapsing Education Fund**

The Curriculum/Policy/Technology/Communications Subcommittee recommended new Policy 3171.1, Non-Lapsing Education Fund, for a first reading. Nickie Stevenson, Director of Finance and Operations, stated this is a fund for the BOE and an opportunity to put up to 2% of unspent monies of the previous year for expenditures or emergencies. Funds are suggested by the Superintendent and approved by the BOE, as are any expenditures. Monica Logan stated this policy was reviewed in the Curriculum Subcommittee this evening, will go to the Finance Subcommittee September 18<sup>th</sup> and to the Board at the next meeting for a second reading and approval.

## **VII. Business Requiring Action**

### **VII.A. Minutes**

A motion was made by Donna Nolan and seconded by Karen Richmond-Godard that the Granby Board of Education adopt the minutes of the June 18, 2024 Board of Education Meeting. This motion passed unanimously at 8:13 p.m. with one abstention (Ali Zafar).

### **VII.B. Approval of Granby Memorial High School Roof Replacement Project**

The Board considered the approval of the Granby Memorial High School roof replacement project as complete. A motion was made by Donna Nolan and seconded by Heather Lombardo that the Granby Board of Education accept the Granby Memorial High School Roof Replacement, State Project No. 056-0053 RR, as complete as recommended by the School Projects Building Committee. Donna Nolan stated this motion is made this evening in order that the district can be reimbursed by the State. Superintendent Burke shared her gratitude to Donna Nolan and the Building Committee as well as to district leadership stating the roof currently meets the expectations and she is happy to present this to the Board this evening for approval to request reimbursement. This motion passed unanimously at 8:18 p.m.

## **VIII. Committee Reports**

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

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

Karen Richmond Godard stated this subcommittee met this evening to discuss the Assistant Superintendent's report including professional learning, hiring and staffing. The Director of Finance & Operations shared information about the Non-Lapsing Education Fund Policy. Two policy revisions were also reviewed and approved to go forward to the Board for approval. Summative Assessments were also discussed and there will be a presentation to the Board at the next meeting. And, lastly, an update was given on the Scheduling Committee to optimize instruction in the middle and high school schedules.

#### **VIII.A.2. Finance/Personnel/Facilities**

This Subcommittee did not meet this evening. Approved minutes from the last meeting are in the Board packet.

### **VIII.B. Other Board-Related Reports**

#### **VIII.B.1. CREC/CABE**

Monica Logan stated a representative is still needed for CREC/CABE. Board members should let her know if interested.

#### **VIII.B.2. Granby Education Foundation**

Liz Barlow stated grants were awarded as follows: \$16,000 to the high school Drama Program to purchase new wireless mics and related equipment; \$200 for a Wells Road graphic novel unit in 4th Grade; and a \$400 grant to the middle school for baskets and discs to play to start up a new disc golf program. She also shared that Lynn Guelzow of the GEF stated she loves to see creative and interesting ways how Granby staff and teachers use GEF funds to support schools and students., and that new members to GEF are welcome.

### **VIII.C. Calendar of Events**

Monica Logan stated the calendar of events is as reported.

### **VIII.D. Board Member Announcements**

Monica Logan shared a new column will be in *The Granby Drummer* concerning Board issues going forward.

### **VIII.E. Action Items**

There were no action items this evening.

## **IX. Adjournment**

A motion was made by Donna Nolan and seconded by David Peling that the Granby Board of Education adjourn the regular Board of Education Meeting. This motion passed unanimously at 8:22 p.m.

Respectfully submitted,

Elizabeth H. Barlow  
Board Secretary

**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**

# GRANBY PUBLIC SCHOOLS

## BUSINESS OFFICE

15-B North Granby Road  
Granby, CT 06035  
(860) 844-5253

*stevensonn@granbyschools.org*

To: Cheri P. Burke, Superintendent of Schools

From: Nickie Stevenson, Director of Finance & Operations

Re: FY 2024 Yearend Update

Date: September 10, 2024

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The FY 2024 approved BOE budget was \$36,155,291 and had expenditures totaling \$35,920,021.14, leaving \$235,269.86 in unexpended funds.

### **FY24 Yearend Budget Transfers**

Throughout the course of a school year expenditures are constantly fluctuating and may be more or less than originally budgeted. For reference, the general fund consists of over 600 expenditure accounts. If expenses are more than budgeted in an account it creates a negative balance, whereas if expenditures are less than budgeted it creates an available balance. As in years past and as a matter of formality, the Board must approve for funds to be transferred from those accounts with positive balances to alleviate negative balances in others. As reported throughout the year, the largest negative balances included items such as substitutes, purchased/contracted services, repairs and maintenance, special education tuition, and electricity. As the overall budget had unexpended funds remaining, all transfers from accounts with available balances will cover all negative account balances in full.

### **Quality and Diversity Fund**

The Q&D fund ended with a positive balance of \$95,335.

### **Revenue to the Town**

The Town received a total of \$2,261,633.10 in revenue from various sources. Such revenue sources included regular and special education tuition from other towns, pay for participation fees and the state funded excess cost grant.

### **Non-Lapsing Education Fund Request**

If approved by the Board of Education at the September 18, 2024 meeting for the implementation of a Non-Lapsing Education Fund Policy, it is requested that \$35,269.86 of the unexpended FY 2024 funds be deposited into this fund allowing for \$200,000 to be returned to the Town.

# Granby Summative State Testing Report 2023-24

Presented to the Granby Board of Education  
September 18, 2024

# Summative State Tests

## Useful for these Purposes:

- Accurately describe **student achievement and growth over time** as part of program evaluation and school, district, and state **accountability systems**
- Provide **valid, reliable, and fair** measures of students' progress/attainment of the knowledge and skills required to be college- and career-ready at the end of Grade 12
- Provide an **annual snapshot** of student achievement that should be used along with other sources of data, such as classwork and other tests, when making educational decisions
- Fulfill a **legal** requirement

# School-Day SAT

- Summative state assessment for Grade 11 as well as college-entrance
- Part of a larger assessment suite including PSAT and SAT
- Redesigned in 2016 to be achievement test, not aptitude test
- Move for accessible preparation materials for all learners
- Evidence-Based Reading and Writing (ERW) focuses on gathering evidence from text including the meaning of key words and phrases
- Passages are narrative, informational and subject specific (social studies and science)
- Math focus on the “Heart of Algebra” and data analysis and problem solving
- Raw score in both ERW and Math that combine to total out of possible 1600 points
- Proficiency is meeting or exceeding the state benchmarks (ERW = 480, Math = 530)

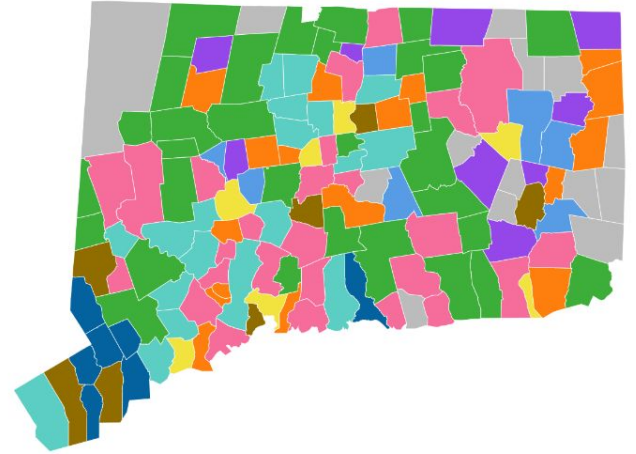
# Updated Demographic Reference Groups

The CSDE used seven variables to determine the original DRGs in 2006, with each variable being based on families with children attending public school. The School and State Finance Project used the same variables — updated with the most recent available data — to determine the updated 2023 DRGs. These variables include:

- **Income** - Median Household Income
- **Education** - Percentage of parents with a bachelor's degree or higher
- **Occupation** - Percentage of students with parents aged 16 or older, employed, and holding jobs in executive, managerial, and professional specialty occupations
- **Family Structure** - Percentage of students living with families without a wife or husband present or in non-family households
- **Poverty** - Percentage of students from families with incomes eligible to receive free or reduced-price meals
- **Home Language** - Percentage of students whose families speak a language other than English at home
- **District Enrollment** - Gross enrollment for the local public school district

# DRG C

- ❖ Bolton
- ❖ Colchester
- ❖ East Granby
- ❖ East Lyme
- ❖ Ellington
- ❖ Granby
- ❖ Litchfield
- ❖ New Fairfield
- ❖ Newtown
- ❖ North Haven
- ❖ Orange
- ❖ Regions 6-10, 13-14, 17-18
- ❖ Salem
- ❖ Sherman
- ❖ Somers
- ❖ Southington
- ❖ Stonington
- ❖ Suffield
- ❖ Tolland
- ❖ Wethersfield
- ❖ Woodstock



# School-Day SAT Results

Percentage of students in each grade scoring proficient or higher

	ELA		Math		
	Proficiency	Score	Proficiency	Score	Class of
<b>2016-17</b>	90%	585	57%	549	2018
<b>2017-18</b>	83%	561	57%	549	2019
<b>2018-19</b>	84%	570	62%	551	2020
<b>2020-21</b>	78%	553	60%	551	2022
<b>2021-22</b>	78%	549	47%	532	2023
<b>2022-23</b>	77%	542	56%	534	2024
<b>2023-24</b>	83%	562	50%	526	2025

Note: 2019-2020 Average scores were 576 ELA and 558 Math for students that chose to test

Comparison for SAT

District	ERW Proficiency	ERW Average	Math Proficiency	Math Average
Avon (B)	85%	575	60%	555
Canton (B)	81%	550	60%	555
East Granby (C)	*	538	*	509
Farmington (B)	78%	568	55%	547
<b>Granby (C)</b>	<b>83% (3rd)</b>	<b>562</b>	<b>50% (7th)</b>	<b>526</b>
Region 7 (C)	66%	517	35%	493
Simsbury (B)	85%	574	60%	555
South Windsor (B)	72%	545	51%	540
Suffield (C)	72%	539	41%	509
West Hartford (B)	75%	555	52%	534
<b>State of Connecticut</b>	<b>55%</b>	<b>491</b>	<b>30%</b>	<b>471</b>
<b>DRG C</b>	<b>3rd of 24</b>	<b>555</b>	<b>4th of 22</b>	<b>512</b>

# SAT Highlights and Next Steps

- ELA proficiency is highest in many years, 3rd in area/DRG
  - Maintaining 20-30 percentage points over the state averages
  - Math data is tracking with DRG C
- 
- Use P/SAT to analyze results of shift in math programming
  - Aligning instruction with major concepts from SAT
  - Intervention strategies for students not yet hitting proficiency

# Smarter Balanced Assessment

- Administered in the last 12 weeks of school to students in Grades 3-8
- Aligned to the Connecticut Core Standards for English Language Arts and Mathematics
- Dynamic, adaptive test delivered electronically
- Produces a scaled score from 2000 to 3000 that can be used like a “ruler” to measure progress over time and allow for growth analysis
- Scaled scores can be broken down into four achievement levels

Level 1 = Does not meet the achievement standard

Level 2 = Approaching the achievement standard

Level 3 = Meets the achievement standard

Level 4 = Exceeds the achievement standard

# ELA Grade Level Smarter Balanced Results

Percentage of students in each grade scoring proficient or higher

Tested Grade	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	Current Grade/ Class of
3-8 Overall	78%	74%	73%	76%	62%	64%	66%	66% (0)	
3 SBA	73%	63%	69%	75%	44%	60%	63%	52%	4 <sup>th</sup> /2033
4 SBA	82%	68%	74%	71%	66%	58%	72%	71% (+8)	5 <sup>th</sup> /2032
5 SBA	78%	80%	74%	75%	72%	71%	65%	76% (+4)	6 <sup>th</sup> /2031
6 SBA	83%	75%	74%	78%	53%	63%	63%	56% (-9)	7 <sup>th</sup> /2030
7 SBA	73%	82%	74%	77%	65%	65%	66%	71% (+8)	8 <sup>th</sup> /2029
8 SBA	76%	72%	76%	81%	76%	66%	65%	69% (+3)	9 <sup>th</sup> /2028

# ELA Highlights and Next Steps

- Maintained proficiency standard (as did state as a whole)
  - Three grades were in the 70's for proficiency
  - Solid growth exhibited in 2nd and 3rd years in each school
- 
- Identify supports for current Grade 4
  - Examine structures and schedules in transition grades

# Math Grade Level Smarter Balanced Results

Percentage of students in each grade scoring proficient or higher

Tested Grade	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	Current Grade/ Class of
<b>3-8 Overall</b>	<b>64%</b>	<b>63%</b>	<b>62%</b>	<b>63%</b>	<b>43%</b>	<b>50%</b>	<b>53%</b>	<b>54% (+1)</b>	
<b>3 SBA</b>	67%	61%	61%	68%	52%	63%	67%	58%	4 <sup>th</sup> /2033
<b>4 SBA</b>	67%	62%	68%	65%	50%	49%	66%	59% (-8)	5 <sup>th</sup> /2032
<b>5 SBA</b>	65%	61%	56%	63%	47%	47%	44%	52% (-14)	6 <sup>th</sup> /2031
<b>6 SBA</b>	69%	65%	64%	56%	30%	54%	37%	36% (-8)	7 <sup>th</sup> /2030
<b>7 SBA</b>	62%	66%	60%	71%	48%	45%	65%	59% (+22%)	8 <sup>th</sup> /2029
<b>8 SBA</b>	57%	61%	66%	53%	33%	44%	44%	65% (0)	9 <sup>th</sup> /2028

# Math Highlights and Next Steps

- Continued positive growth in proficiency (state declined 2%)
  - 7th Grade rebounded and grew
  - 8th Grade maintained proficiency for highest achievement since 2017
- 
- Identify supports for current Grade 7 utilizing the Math Interventionist
  - Examine structures and schedules in transition grades
  - Lack of consistency indicates a need to examine practices and accountability

Comparison for Smarter Balanced

District	ELA Proficiency 3-8	Math Proficiency 3-8
Avon (B)	73%	66%
Canton (B)	62%	61%
East Granby (C)	69%	56%
Farmington (B)	75%	72%
<b>Granby (C)</b>	<b>66% (6th)</b>	<b>54% (9th)</b>
Simsbury (B)	76%	71%
South Windsor (B)	71%	68%
Suffield (C)	62%	61%
West Hartford (B)	65%	62%
<b>State of Connecticut</b>	<b>49%</b>	<b>41%</b>
<b>DRG C</b>	<b>11th of 28</b>	<b>20th of 28</b>

# Next Generation Science Standards Assessment

- Administered in the last 12 weeks of school to students in Grades 5, 8, & 11
- Aligned to the Next Generation Science Standards
- Dynamic test delivered electronically
- Scaled scores can be broken down into four achievement levels

Level 1 = Does not meet the achievement standard

Level 2 = Approaching the achievement standard

Level 3 = Meets the achievement standard

Level 4 = Exceeds the achievement standard

# Science Grade Level NGSS Results

Percentage of students in each grade scoring proficient or higher

<b>Tested Grade</b>	<b>2018-19</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>Current Grade/ Class of</b>
<b>5</b>	74%	73%	80%	66%	76%	6 <sup>th</sup> /2031
<b>8</b>	71%	64%	71%	63%	74%	9 <sup>th</sup> /2028
<b>11</b>	81%	79%	77%	83%	76%	12 <sup>th</sup> /2025
<b>Overall</b>	76%	72%	76%	71%	75%	

Comparison for NGSS

District	NGSS Proficiency 3, 5, & 8
Avon (B)	64%
Canton (B)	73%
East Granby (C)	75%
Farmington (B)	75%
<b>Granby (C)</b>	75% (tied 3rd)
Simsbury (B)	77%
South Windsor (B)	77%
Suffield (C)	67%
West Hartford (B)	66%
<b>State of Connecticut</b>	<b>49%</b>
<b>DRG C</b>	<b>3rd of 28</b>

# Science Highlights and Next Steps

- Tied for 3rd in our area/DRG
  - Most consistent scores to date
  - Alignment with English Language Arts scores
  - Success maintained over time
- 
- Continue to refine units to align with NGSS practices and an inquiry model
  - Increased focus on data literacy (charts and graphs) at the high school level

# Overall Instructional Movement

- ❖ Connect instructional framework to teacher evaluation rubric and model
- ❖ Promote cross classroom observations where there are pockets of success
- ❖ Conduct building level walkthroughs
- ❖ Engage in scheduling study with a focus on intervention and support structures
- ❖ Utilize data to inform small group instruction and differentiation
- ❖ Refocus on supporting learners through Multi-Tiered Systems of Support
- ❖ Implement data warehouse and analytics tool - EduClimber
- ❖ Support teacher leaders and coaches in leading teams in the work



**Date:** September 18, 2024

**To:** Granby Board of Education

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

**Subject:** Summative State Testing Report Summary

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### **Background Information**

Each spring, in compliance with state and federal requirements, Granby Public Schools administers summative state assessments to measure student proficiency in relation to grade level standards in English Language Arts (ELA), mathematics and science. These assessments, the Smarter Balanced Assessment for students in grades 3-8, the School Day SAT for grade 11, and the Next Generation Science for grades 5, 8, and 11, provide an annual snapshot of student achievement and a way to monitor growth over time that is used alongside curriculum based data by our educators to inform instruction.

In looking at the results of these assessments, we analyze the data at the district, school, grade, teacher, and student levels through a variety of lenses. We also compare our district results with the trends of the total state population and to other districts in the area. In 2023, the state revised their Demographic Reference Groups (DRGs). In this revision, Granby was reclassified as a DRG C district. Other area districts within the 28 identified as DRG C are East Granby, Suffield, Tolland, Region 7, and Region 10.

### **School Day SAT (Grade 11)**

All high school students participate in one state funded administration of the School Day SAT in March of their junior year. Scores for additional administrations of this test that students may opt to participate in outside of school are not included in this data. The School Day SAT is a computer-based assessment that was recently revised to reflect achievement over aptitude. Students receive scores in Evidence-Based Reading and Writing (ERW) and Math. Each area has a maximum of 800 points (1600 total). The proficiency benchmarks identified by the state, and noted in our graduation requirements, are 480 in ERW and 530 in Math.

In 2024, 83% of Granby students were proficient in ERW, with an average score of 562. This is up 6 percentage points from the previous year and reflects a rebound to proficiency levels from 2017. These scores are significantly higher than the state average of 55% proficiency (491) and rank 3rd within DRG C. 50% of students scored in the proficient range on the math section of the assessment and had an average score of 526. This proficiency level is down from the 2023 administration but maintains a significant gap above the state average of 30% proficiency (471) and correlates with the 4th highest math scores in DRG C.

While we celebrate the high level of proficiency and growth in regards to English, we acknowledge the need to create action steps around our Math achievement. The high school will be working with students to utilize the PSAT scores this fall at a student level and align instruction with the SAT in our newly revised math courses.

## **Smarter Balanced Assessments (Grades 3-8)**

Students at Wells Road and Granby Memorial Middle School participate in both the English Language Arts and Math Smarter Balanced Assessments in April and May. There are 3 sections of this assessment, one in ELA that encompasses reading, writing, and listening skills, and two in math. Math includes one section of shorter discrete problems and one extended performance task focused on multi-step problem solving. All sections are administered electronically and are adaptive at times, adjusting the difficulty of the problems based on student performance on prior questions. Students receive a scaled score between 2000-3000 on each content area as well as a proficiency level between 1 and 4. Levels 3 and 4 are considered proficient and student scaled scores can be compared over the six years of administration to measure individual growth.

In 2024, 66% of students in grades 3-8 were proficient in ELA, indicating that the proficiency level was maintained from the previous year. Three grade levels (4th, 5th and 7th) scored above 70% proficiency with grade 8 coming in at 69%. There is a need to review the scores for the entry level grades at each school as these grades had the lowest proficiency levels. Granby's scores are significantly higher than the state at 49% and we ranked in the top half of DRG C districts, 11th out of 28. In the area of Math, 54% of students in grades 3-8 were proficient, up slightly from the previous year and moving in a positive direction as the state average decreased from the prior administration (41%). These scores result in placement at 20th of the 28 DRG C districts. A highlight of the math results is the 22% growth in grade 7 and maintenance in grade 8 at 65%. Focus will be given to assessing instructional practices and intervention support in the area of mathematics to ensure more positive and consistent results.

## **Next Generation Science Assessment (Grades 5, 8, 11)**

The Next Generation Science Assessment is administered and scored very similarly to the Smarter Balanced Assessment. There is a high level of literacy embedded in the assessment that includes both science content and overall application of science practices and concepts. Granby students historically score very high on this assessment and maintained an overall proficiency level of 75% in 2024. This level of proficiency results in the 3rd highest scores of the 28 districts in our DRG and is significantly above the state average of 49%.

## **Summary**

In comparing the 2024 proficiency levels on summative state assessments to the Superintendent's Goals of 80% in ELA and Science and 70% in Math, there is room for continued improvement, especially in the area of mathematics. Granby consistently scores higher than the state average and falls in the upper half districts within DRG C with the exception of math in grades 3-8. Specific math-based strategies are listed in the Superintendent's Goals.

Additionally, work will be done with all staff to connect our instructional practices to the new teacher growth and evaluation model to promote increased teacher feedback and performance. Staff will engage in peer observations and conduct building level walkthroughs in addition to analyzing student level data in professional meetings using our new analytics tool, EduClimber. These practices are aimed to improve achievement globally.

At the student level, work will involve goal setting and an analysis of intervention supports and structures available for individual student acceleration. Instructional specialists are revamping the Multi-Tiered Systems of Support (MTSS) identification criteria and support model to ensure we are optimally supporting each student's growth. Classroom teachers are increasing their use of targeted small group instruction. We expect that the scheduling study being conducted at the secondary level will also result in implications for maximizing instructional minutes and provide recommendations for student support structures.

## **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. Elementary Walking Distance – All students from grades K through 5 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.
2. Secondary Walking Distance – All students from grades 6 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.
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.
4. Drop-Off Areas – When a student is dropped off, it is the parent's responsibility to ensure the child's safety.
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**

**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 fulfillment of the Vision of a Graduate by:

- 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.

**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**

**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:

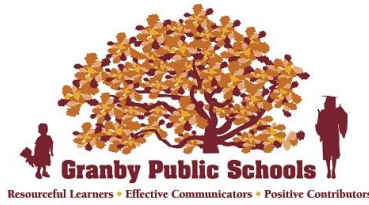
David Peling

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



## UPCOMING DISTRICT EVENTS

September 16	GEF Meeting	7:00 p.m.	Central Office
September 17	Grade 3 Curriculum Night	6:00-7:15 p.m.	
September 19	Senior College Planning Meeting (AM) Senior College Planning Meeting (PM)	7:30-8:30 a.m. 6:30-7:30 p.m.	HS Auditorium Virtual
September 18	Finance Subcommittee Meeting Board of Education Meeting	5:00 p.m. 7:00 p.m.	Central Office Town Hall Meeting Room
September 19	Grade 4/Grade 5 Curriculum Night	6:00-7:15 p.m.	
September 20	MS PAC Meeting	9-10:00 a.m.	MS Media Center
September 24	Kindergarten/Grade 2 Curriculum Night	6:00-7:15 p.m.	
September 25	Early Release (All Schools) Professional Development		
September 26	PreK/Grade 1 Curriculum Night	6:00-7:15 p.m.	
October 3	Holiday – No School		
October 9	College Fair	1-2:15 p.m.	HS Community Gym
October 11	Blood Drive	7:30am-1pm	HS Community Gym
October 14	Holiday – No School		
October 16	Finance Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Office Town Hall Meeting Room
October 17	GMMS Trivia Night	6:00-7:30 pm	MS Cafeteria
October 18	HS Fall Dance	7-10 p.m.	HS Community Gym
October 21	Financial Aid Night	6:30-8:30 pm	HS Auditorium
October 23	PSAT Day		
October 23	NHS Induction Ceremony	7:00 p.m.	HS Auditorium