

GRANBY PUBLIC SCHOOLS

DELIVERY OF INSTRUCTIONAL SERVICES

BACKGROUND

The Granby Public Schools are dedicated to meeting the learning needs of all students. Our belief system aligns with the district mission and supports an inclusive instructional services model. This model:

- ✓ Provides a variety of instructional enhancements (depth of study)
- ✓ Provides a variety of educational experiences (breadth of study)
- ✓ Measures student achievement through multiple sources
- ✓ Encourages students to utilize potential by connecting ability & level of achievement
- ✓ Teaches students to self-reflect and advocate for their own learning interests
- ✓ Uses multiple assessments to inform curriculum & instructional decision making and design
- ✓ Uses an inclusive setting within the school environment to meet the needs of students
- ✓ Provides a school environment where social, emotional, and behavioral expectations are nurtured
- ✓ Celebrates academic achievement and success

With the elimination of two teaching positions assigned to our gifted and talented program, we are no longer able to provide direct services to selected groups of students during the school day. To address this need, we are continuing our focus on providing a broader range and greater depth of learning activities within the regular classroom.

IDENTIFICATION OF GIFTED STUDENTS

Connecticut law requires the identification of gifted and talented students on an ongoing basis. It is recommended that multiple criteria be used and that, if direct services are provided, they be linked to the identification criteria. In order to meet this requirement, the following procedures will be used for Granby students in the third and fifth grades.

1. Identification of students will be completed by March 15th of each school year based on standard criteria:
 - Composite score of 130+ on the most recent Cognitive Abilities Test or 135+ on a COGAT sub-test, **AND**
 - Score at or above goal on all three areas (Reading, Writing, Math) on the most recent Connecticut Mastery Tests
2. Teacher referrals may be considered for students who meet one of these criteria and score 90 points or above on the EBY Gifted Behavior Index
3. Equivalent measures may be used for students who transfer into the Granby Public Schools.

Identification will be made by the Building Principal or designee. Parents of students who have met the district criteria will receive a letter of notification. These scores will also be available to classroom teachers to help inform instruction. Principals and/or guidance will monitor discrepancies between ability and performance.

SUPPORT SERVICES

Support services are currently available through guidance counselors, school psychologists, and a school social worker. Each school also has a Child Study Team available to help evaluate and recommend interventions for students who are struggling for academic, emotional and/or social reasons. Parents are encouraged to communicate regularly with their child's classroom teacher(s) about remedial and extension activities appropriate for their child.

DIFFERENTIATED CURRICULUM

During the school day, students are given opportunities to work at their own level through multiple approaches including flexible grouping, guided reading, independent projects, learning centers, "never ending projects" and enrichment activities taught by members of the faculty and staff. Teachers participate in a variety of professional development activities including assessment and differentiation of instruction. Curriculum is evaluated and modified on an ongoing basis in order to challenge students at an appropriate level. Additional support is provided to teachers and students by consulting teachers and support staff.

ACCELERATION

Decisions about student placement are made on an individual basis by the building principal using multiple criteria. Procedures for retention are outlined in Administrative Regulations for BOE Policy #5119. Criteria may include educational placement assessments, standardized achievement and ability tests, unit tests, teacher prepared assessments, Connecticut Mastery Tests and documented observations of student performance. Implications on class size, scheduling, and the overall educational program of the student will also be considered.

High school students are encouraged to enroll in advanced placement and college courses as appropriate. Additional opportunities are available to High School students through the **Virtual High School program**.

ENRICHMENT

Parents are encouraged to provide opportunities for enrichment for their children outside of the school day. Information about enrichment opportunities will be made available to parents.

ACADEMIC CLUBS AND COMPETITIONS

The opportunity to participate in academic clubs is available to all interested students. These clubs may also include academic competitions that include a competitive selection process for participation in the actual event or events.

The intermediate and middle schools offer students opportunities to participate in academic clubs and competitions each year. Additional opportunities are available at the High School. Clubs are led by qualified school personnel who receive stipends for organizing sessions outside the school day. Parent partners may be invited to assist in academic clubs and competitions.

OUTREACH

The Granby Schools are committed to working with parents to help maximize student achievement. Workshops will be offered to parents around instructional practices. When appropriate, parents may be invited to attend outside conferences as a member of a district team.