

**Curriculum/Policy/Technology/Communication Subcommittee Mtg.
Wednesday, March 17, 2010 5:30 PM
Curriculum/Policy/Technology/Communication Subcommittee Meeting**

I. Elementary and Secondary Education Reports

Attachments:

Elementary Education Report - March	2
Secondary Education Report - March	3

II. Calendar

Attachments:

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III. Policies

Attachments:

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IV. Other

Attachments:

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Monthly Elementary Curriculum Sub-committee Report

From: Patricia Law, Director of Secondary Education

Date: March 2010

Professional Development:

- Planning June 1st Professional Development Day topics with K-6 principals
- Arranged for 4 Kelly Lane, 4 Wells Road and 4 Kearns teachers (as well as Kim Dessert, Ginny Austin and Bob Gilbert) to attend Tony Wagner Conference on April 8, 2010; Topic: Learning, Leading and Teaching for the 21st Century (connects to Mission, vision and District Student Achievement Goal)

Curriculum:

- Began planning for curriculum work for Summer 2010
- Developing curriculum review and revision process
- Planned and implemented March 10 K-12 Department Articulation Meetings – focus: discussion and recording of grade level skills and content for all subject areas; sharing of student work related to skills and content discussed

Committee Work:

- **See Secondary report**

Other:

- Attended 504 meetings related to tutoring needs
- Ongoing SMART goal work with building principals and PLC teams
- Observed SPED and reading teachers as part of Teacher Evaluation Plan process
- Oversight of CMT testing at Kelly Lane and Wells Road
- Submission of Title III grant expenditures
- Transition meetings with Aimee Martin
- Weekly meetings with Consulting Teachers – goal setting and expectations
- Planning for COGAT testing
- Interviewing and Hiring Director of Summer School
- Attended K-8 staffing meetings
- Title I meeting @ Kearns

Monthly Meetings:

- Elementary Ad Council Meetings –topics: curriculum needs and audit, COGAT, June 1 PD
- Attended Kearns faculty meetings
- Bi monthly building admin meetings
- Ongoing PLC team meetings at Kearns, Kelly Lane and Wells Road
- Elementary Department meetings as needed (regular ed. and SPED)

Monthly Secondary Curriculum Sub-committee Report

From: Patricia Law, Director of Secondary Education

Date: March 2010

Professional Development:

- March 9th PD ½ day – joint presentation for MS and HS on embedding literacy strategies in all content areas; presented by Deb Dussault and Helen Evans and guest author
- Arranged for 4 MS, Paul Osypuk and 4 HS teachers to attend Tony Wagner Conference on April 8, 2010; Topic: Learning, Leading and Teaching for the 21st Century (connects to Mission, vision and District Student Achievement Goal)
- Planning of June 1st PD with MS and HS principals

Curriculum:

- Began planning for curriculum work for Summer 2010
- Developing curriculum review and revision process
- Planned and implemented March 10 K-12 Department Articulation Meetings – focus: discussion and recording of grade level skills and content for all subject areas; sharing of student work related to skills and content discussed

Committee Work:

- Developing on-going plans for district to address Achievement Gap with SERC and other district personnel
- Attending bi-weekly meeting of Local Prevention Committee- developing mission, vision and goals related to Asset Survey
- Met with Superintendent to complete TEAM TCC selection process
- Shared Crisis Intervention Plan with Superintendent – next step: town coordination
- Followed up on Teacher of The Year process – nominations close April 5th

Other:

- Leading PPTs as needed for HS and MS; oversight of out placed students and students at out of district magnet programs
- Attended 504 meetings related to tutoring needs
- Ongoing SMART goal work with building principals and PLC teams
- Observed SPED and reading teachers as part of Teacher Evaluation Plan process
- Oversight of CAPT testing at HS;
- Submission of Title III grant expenditures
- Transition meetings with Aimee Martin
- Gathered feedback from HS students about new district mission
- Attend and participate in CAPSS meetings and sub-committee groups
- Attending CREC Perkins Assessment meeting – March 23
- Attended MS PAC meeting – grading policy
- SIP planning and revision process
- Followed up with MS and HS administration about Technology Plan expectations
- Reviewing and approving PD for K-12 Teachers

Monthly Meetings:

- Diagnostic Team (SPED)
- Curriculum Council at CREC
- MS/HS Ad Council Meetings –topics: School Improvement plans, technology plan, Asset Survey school based responses, curriculum needs
- District Ad Council – Topics: transition, PLC next steps

- District Walkthroughs - Kearns
- Teacher Leadership Academy – Cohort I Year 2,
- Principals Seminar
- DLT (District Leadership Team) – RTI in the classroom
- Wellness Committee – next meeting March
- Attend HS and MS faculty meetings
- Bi monthly building admin meetings
- Ongoing PLC team meetings at MS and HS
- CAS meetings at HS and MS
- HS and MS department meetings as needed (regular ed. and SPED)
- Superintendent Meeting
- BOE
- CST meetings at MS (weekly) – Sharing of HS study skills curriculum

Granby School Calendar Guidelines

PROPOSAL

1. School calendar design will support the academic program
2. School year will begin on a **Tuesday** no later than September 6th
3. School year will end by **June 15th** (not including snow days)
4. School calendar, policies and practices will be respectful of religious holidays
5. Schedule a mid-winter break (duration TBD)
6. Maintain a Spring vacation consistent with host student and hosted student district schedules
7. Adopt a two year calendar with projected third year
8. School calendar will be developed by Curriculum/Policy/Technology SC and brought to the BOE for approval

School Year Start Date Projection

									Labor Day	
	School Year	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue
K	2010 - 2011	30	31	1	2	3	4	5	6	7
1	2011 - 2012		30	31	1	2	3	4	5	6
2	2012 - 2013				30	31	1	2	3	4
3	2013 - 2014					30	31	1	2	3
4	2014 - 2015						30	31	1	2
5	2015 - 2016	31	1	2	3	4	5	6	7	8
6	2016 - 2017		30	31	1	2	3	4	5	6
7	2017 - 2018			30	31	1	2	3	4	5
8	2018 - 2019				30	31	1	2	3	4
9	2019 - 2020					30	31	1	2	3
10	2020 - 2021	31	1	2	3	4	5	6	7	8
11	2021 - 2022	30	31	1	2	3	4	5	6	7
12	2022 - 2023		30	31	1	2	3	4	5	6
	2023 - 2024			30	31	1	2	3	4	5
	2024 - 2025					30	31	1	2	3
	2025 - 2026						30	31	1	2



**Series 4000
Personnel**

REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN

Conn. Gen. Stat. Section 17a-101 et seq. requires certain educational personnel (school teachers, school administrators, school superintendents, school guidance counselors, school coaches and paraprofessionals) as well as registered and licensed practical nurses, psychologists, social workers, mental health professionals, physical therapists and certain professional counselors who have reasonable cause to suspect or believe that a child has been abused or neglected to report such abuse and/or neglect. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, in accordance with the procedures set forth below. For purposes of this policy, school employees also include any person who, under a contract with the Board, and in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school.

1. Scope of Policy

This policy applies not only to employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. In the public school context, the term "statutory mandated reporter" includes teachers, school administrators, school superintendents, school guidance counselors, school coaches, paraprofessionals, registered and licensed practical nurses, psychologists, social workers, mental health professionals, certified alcohol and drug counselors, physical therapists and any other licensed professional counselor.

3. What Must Be Reported

A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that a child under the age of eighteen:

- a) has been abused or neglected;
- b) has had nonaccidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or
- c) is placed at imminent risk of serious harm.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board of Education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.

- (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency.
- (2) The employee shall also make an oral report as soon as practicable to the Superintendent or the Superintendent's designee.
- (3) In cases involving suspected or believed abuse or neglect by a school employee, the Superintendent or his/her designee shall

immediately notify the child's parent or guardian that such a report has been made.

- (4) Within 48 hours of making an oral report the employee shall submit a written report to the Commissioner of Children and Families or his/her representative containing all of the required information.
- (5) The employee shall immediately submit a copy of the written report to the Superintendent or the Superintendent's designee.
- (6) If the report concerns suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education or his/her representative.

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

- a) When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.
 - (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.
 - (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters.
- b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families.

6. Contents of Reports

Any oral or written report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child and his/her parents or other person responsible for his/her care;
- b) the age of the child;
- c) the gender of the child;
- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and
- i) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

7. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report. Recognizing the fact that the Department of Children and Families (“DCF”) is the lead agency for the investigation of child abuse and neglect reports, the Superintendent's investigation shall be coordinated with DCF and/or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child to an interview with a child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators of the

alleged abuse, or where DCF has indicated that obtaining such consent will interfere with its investigation.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

a) Evidence of Abuse by a School Employee Holding a Certificate, Authorization or Permit Issued by the State Department of Education

If, upon completion of the investigation by the Commissioner of Children and Families (“Commissioner”), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that a child has been abused by a school employee who holds a certificate, permit, or authorization issued by the State Department of Education, and that the Commissioner has recommended that such employee be placed on the child abuse and neglect registry, the Superintendent shall make a written request to the Commissioner that he or she provide all records, whether or not created by DCF, concerning such investigation to the Superintendent. In addition, the Superintendent shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits.

Within seventy-two (72) hours after such suspension the Superintendent shall notify the Board of Education and the Commissioner of Education, or his or her representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose records received from DCF to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization. For certified personnel, such suspension shall remain in effect until the Board of Education acts pursuant to the provisions of Conn. Gen. Stat. Section 10-151.

Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused by a school staff member who holds a certificate, permit or authorization issued by the State Department of Education.

If the contract of employment of such certified school employee is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his or her representative, within seventy-two (72) hours after such termination.

b) Evidence of Abuse by Other School Staff

If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused by a non-certified school staff member, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

8. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

9. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 10 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

10. Non-discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

Legal References:

Connecticut General Statutes:

Section 10-151

Section 17a-101 et seq.

Section 17a-103

Public Act 09-242, "An Act Concerning Sexual Activity between School Workers and Students and Including School Superintendents as Mandated Reporters of Child Abuse or Neglect"

ADOPTED: _____

REVISED: _____

2/15/10

Students

Reporting of Child Abuse and Neglect

The Board of Education realizes the importance and legal responsibility of mandated reporters in identifying students who may be suffering from abuse and neglect. Mandated reporters are those school employees, as defined by the State of Connecticut (Connecticut General Statute 17a-101, as amended), who are required to report if they suspect or believe that a child has been abused (CSG 17a-101) or may be abused (CGS 17a-102). The district shall not discharge in any manner or discriminate or retaliate against any mandated school employee who in good faith makes a report pursuant to CGS 17a-101 or involvement in any proceedings pertaining to the alleged child abuse or neglect.

The Superintendent of Schools is directed to develop and implement regulations to enforce this policy and to ensure compliance with all applicable state statutes, including those statutes that specifically define who are mandated reporters.

Legal Reference: Connecticut General Statutes

17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surroundings without court order. (as amended by PA 96-246, PA 00-220, PA 02-106 and PA 03-168)

17a-101a Report of abuse or neglect by mandated reporters (as amended by PA 02-106)

17a-102 Report of danger of abuse.

17a-106 Cooperation in relation to prevention, identification and treatment of child abuse/neglect.

PA 96-246 An Act Concerning the Reporting, Investigation and Prosecution of Child Abuse and the Termination of Parental Rights

10-151 Teacher Tenure Act

**Policy Adopted: 9/4/02
11/5/03**

**GRANBY PUBLIC SCHOOLS
Granby, CT**

Administrative Regulations
5141.4(a)

Students - Reporting of Child Abuse/Neglect

Pursuant to Connecticut General Statutes 17a-101, as amended, any certified personnel, paraprofessional, social worker, coach of intramural or interscholastic athletics, and/or school nurse in the school system is a mandated reporter.

a. What Must be Reported

A report must be made when any mandated reporter of the Board of Education, in his/her professional capacity, has reasonable cause to suspect or to believe that a child under the age of eighteen:

1. Is in danger of being abused;
2. Has had non-accidental physical injuries or physical injuries which are at variance with the history given for them, inflicted by a person responsible for the child's health, welfare or care, or by a person given access to such child by a responsible person;
3. Has been neglected; or
4. Has been placed in imminent risk of serious harm.

b. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

1. When an employee of the Board of Education suspects or believes that a child has been abused, neglected, or has been placed in imminent risk of serious harm, the following steps shall be taken:
 - (a) The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent danger of serious harm, notify the Building Principal or his/her designee.
 - (b) The employee shall also immediately, and in no case later than twelve (12) hours after having such a suspicion or belief, make an oral report by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency.

Students - Reporting of Child Abuse/Neglect

b. Reporting Procedures for Statutory Mandated Reporters (continued)

- (c) The Building Principal or his/her designee shall notify the Superintendent of Schools
- (d) If a report prepared in accordance with Section (a) above concerns suspected abuse or neglect by a school employee, the Superintendent or his/her designee, shall immediately notify the child's parent or guardian that such a report has been made.
- (e) Within 48 hours of making an oral report, the employee shall submit a written report to the Commissioner of Children and Families, or his/her representative, containing all of the required information.
- (f) The employee shall immediately, submit a written report to the Superintendent or the Superintendent's designee.
- (g) If a report prepared in accordance with Section (d) above, concerns suspected abuse or neglect by a school employee who possesses a certificate, permit or authorization issued by the State Board of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education, or his/her representative.

c. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

1. When an employee who is not a statutory mandated reporter suspects or believes that a child has been abused, neglected, or placed in imminent danger of serious harm, the following steps shall be taken:
 - (a) The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent danger of serious harm, and in no case later than 12 hours after having such a suspicion or belief, make an oral report by telephone or in person to the Building Principal or Director of Special Services, to be followed by an immediate written report to the Superintendent, or his/her designee.

Administrative Regulations
5141.4(c)

Students - Reporting of Child Abuse/Neglect (continued)

- (b) The Superintendent, or his/her designee, shall immediately, upon suspecting or believing that a child has been abused, neglected, or placed in imminent risk of serious harm, and in no case later than 12 hours after having such a suspicion or belief, make an oral report by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency.
- (c) In cases involving suspected abuse or neglect by a school employee, the Superintendent, or his/her designee, shall immediately notify the child's parent or guardian that such a report has been made.
- (d) Within 48 hours of making an oral report, the Superintendent, or his/her designee, shall submit a copy of the written report to the Commissioner of Children and Families, or his/her representative, containing all of the required information.
- (e) If a report, prepared in accordance with section (c) above, concerns suspected abuse or neglect by a school employee possessing a State Board of Education issued certificate, permit or authorization, the Superintendent shall submit a written report to the Commissioner of Education, or his/her representative.

d. Contents of Reports

Any report made pursuant to this policy shall contain the following information, if known:

1. The names and addresses of the child and his/her parents or other persons responsible for his/her care;
2. The age of the child;
3. The gender of the child;
4. The nature and the extent of the child's injury or injuries, maltreatment or neglect;
5. The approximate date and time the injury or injuries, maltreatment or neglect occurred;
6. Information concerning any previous injury or injuries to, or maltreatment or neglect of, the child or his/her siblings;

Administrative Regulations

5141.4(d)

Students - Reporting of Child Abuse/Neglect (continued)

d. Contents of Reports (continued)

7. The circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
8. The name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and
9. Whatever action, if any, was taken to treat, provide shelter or otherwise assist, the child.

e. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report. To the extent feasible, this investigation shall be coordinated with the Commissioner of Children and Families or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child, to interview the child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators or the alleged abusers.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay pending the outcome of the investigation.

1. **Evidence of Abuse by Certain School Employees.** After an investigation has been completed, if the Commissioner of Children and Families, based upon the results of such investigation, has reasonable cause to believe that a child has been abused by an employee in a position requiring a certificate, permit or authorization issued by the State Board of Education, the Commissioner shall notify the Superintendent of such finding and shall provide records, whether or not created by the Department of Children and Families, concerning such investigation to the Superintendent, who shall suspend the employee, if not previously suspended, with pay and without

Students - Reporting of Child Abuse/Neglect (continued)

e. Investigation of the Report (continued)

Diminution or termination of benefits. Within 72 hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or his/her representative, of the reasons for the conditions of suspension. The Superintendent shall disclose records received from the Department of Children and Families to the Commissioner of Education and the Board of Education, or its attorney, for the purposes of review of employment status, ~~or~~ certification, permit or authorization. Any decision of the Superintendent concerning such suspension shall remain in effect until the Board of Education acts, pursuant to the provisions of Connecticut General Statutes.

Regardless of the outcome of any investigation by DCF and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused by a certified, permit or authorized school staff member.

If the contract of employment of a school employee holding a certificate, permit or authorization issued by the State Board of Education is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his/her representative, within 72 hours of such termination.

2. **Evidence of Abuse by Other School Staff.** If the investigation by the Superintendent and/or Commissioner of Children and Families did produce evidence that a child has been abused by a non-certified school staff member the Superintendent and/or the Board, as appropriate, may take disciplinary action up to and including termination of employment.

- f. Delegation of Authority by Superintendent.** The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

Students - Reporting of Child Abuse/Neglect (continued)

g. Special Reporting Procedures Concerning Suspected Abuse or Neglect of Mentally Retarded Persons.

In addition to the reporting procedures set forth above, Connecticut General Statutes require that certain school personnel, including teachers, licensed nurses, psychologists and social workers, report any suspected abuse or neglect of mentally retarded persons over the age of 18. It is policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to comply with the following procedures in connection with the suspected abuse or neglect, as defined below, of any mentally retarded person over the age of 18.

1. Definitions. For the purposes of this policy:

“**Abuse**” means the willful infliction of physical pain or injury or willful deprivation by a caretaker of services which are necessary to the person’s Health of safety.

“**Neglect**” means a situation where a mentally retarded person is either living alone or is not able to provide for him/herself the services which are necessary to maintain his/her physical and mental health, or is not receiving such necessary services from the caretaker.

2. Reporting Procedures. If an employee has reasonable cause to suspect that a mentally retarded person has been abused or neglected, he/she shall, within five calendar days, make an oral report to the Director of the Office of Protection and Advocacy for Persons with Disabilities, to be followed by a written report within five additional calendar days, or shall immediately notify the Superintendent in order for the Superintendent to make such oral and written reports to the Office of Protection and Advocacy. In the event that an employee makes a report to the Office of Protection and Advocacy, the employee shall immediately notify the Superintendent.

**Administrative Regulations
5141.4(g)**

Students - Reporting of Child Abuse/Neglect (continued)

3. **Contents of Report.** Any such report shall contain the following information:
- (a) The name and address of the allegedly abused or neglected person;
 - (b) A statement from the reporter indicating a belief that the person is mentally retarded, together with information indicating that the person is unable to protect himself or herself from abuse or neglect;
 - (c) Information concerning the nature and extent of the abuse or neglect; and
 - (d) Any additional information, which the reporter believes, would be helpful in investigating the report or in protecting the mentally retarded person.

4. **Investigation of Report.** If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report following the procedures regarding the investigation of reports of child abuse set forth in paragraph (e) above.

If the investigation by the Superintendent and/or the Office of Protection and Advocacy produces evidence that a mentally retarded person has been abused by a school employee, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

- h. Disciplinary Action for Failure to Follow Policy.** Any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.
- i. Non-Discrimination Policy.** The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith, makes a report pursuant to this policy or testifies or is about to testify in any proceeding involving abuse or neglect.

Regulations Approved: November 6, 2003

**Granby Public Schools
Granby, CT**

Students

Indicators of Abuse/Neglect

Indicators of Physical Abuse

HISTORICAL

- Delay in seeking appropriate care after injury
- No witnesses
- Inconsistent or changing descriptions of accident by child and/or parent
- Child's developmental level inconsistent with history
- History of prior "accidents"
- Absence of parental concern
- Child handicapped (physically, mentally, developmentally) or otherwise perceived as "different" by parent
- Unexplained school absenteeism
- History of precipitating crisis

PHYSICAL

- Soft tissue injuries on face, lips, mouth, back, buttocks, thighs or large areas of the torso
- Clusters of skin lesions; regular patterns consistent with an implement
- Shape of lesions inconsistent with accidental bruise
- Bruises/welts in various stages of healing
- Burns; pattern consistent with an implement on soles, palms, back, buttocks and genitalia; symmetrical and/or sharply demarcated edges
- Fractures/dislocations inconsistent with history
- Laceration of mouth, lips, gums or eyes
- Bald patches on scalp
- Abdominal swelling or vomiting
- Adult-size human bite mark(s)
- Fading cutaneous lesions noted after weekends or absences
- Rope marks

BEHAVIORAL

- Wary of physical contact with adults
- Affection inappropriate for age
- Extremes in behavior, aggressiveness/withdrawal
- Expresses fear of parents
- Reports injury by parent
- Reluctance to go home
- Feels responsible (punishment "deserved")
- Poor self-esteem
- Clothing covers arms and legs even in hot weather

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Students

Indicators of Abuse/Neglect

Indicators of Sexual Abuse

HISTORICAL

- Vague somatic complaints
- Excessive school absence
- Inadequate supervision at home
- History of urinary tract infection or vaginitis
- Complaint of pain; genital, anal or lower back/abdominal
- Complain of genital itching
- Any disclosure of sexual activity, even if contradictory

PHYSICAL

- Discomfort in walking, sitting
- Evidence of trauma or lesions in and around mouth
- Vaginal discharge/vaginitis
- Vaginal or rectal bleeding
- Bruises, swelling or lacerations around genitalia, inner thighs
- Dysuria
- Vulvitis
- Any other signs or symptoms of sexually transmitted disease
- Pregnancy

BEHAVIORAL

- Low self-esteem
- Change in eating patterns
- Unusual new fears
- Regressive behaviors
- Personality changes (hostile/aggressive or extreme compliance)
- Depression
- Decline in school achievement
- Social withdrawal; poor peer relationships
- Indicates sophisticated or unusual sexual knowledge for age
- Seductive behavior, promiscuity or prostitution
- Substance abuse
- Suicide ideation or attempt
- Runaway

Students

Indicators of Abuse/Neglect

Indicators of Emotional Abuse

HISTORICAL

- Parent ignores/isolates/belittles/rejects/scapegoats child
- Parent's expectations inappropriate to child's development
- Prior episode(s) of physical abuse
- Parent perceives child as "different"

PHYSICAL

- (Frequently none)
- Failure to thrive
- Speech disorder
- Lag in physical development
- Signs/symptoms of physical abuse

BEHAVIORAL

- Poor self-esteem
- Regressive behavior (sucking, rocking, enuresis)
- Sleep disorders
- Adult behaviors (parenting siblings)
- Antisocial behaviors
- Emotional or cognitive developmental delay
- Extremes in behavior - overly aggressive/compliant
- Depression
- Suicide ideation/attempt

Compiled from several sources and clinical experience. Reprinted with permission, copyright 1989, School Nurse.

Students

Indicators of Abuse/Neglect

Indicators of Neglect

HISTORICAL

- High rate of school absenteeism
- Frequent visits to school nurse with nonspecific complaints
- Inadequate supervision, especially for long periods and for dangerous activities
- Child frequently unattended; locked out of house
- Parental inattention to recommended medical care
- No food intake for 24 hours
- Home substandard (no windows, doors, heat); dirty, infested, obvious hazards
- Family member addicted to drugs/alcohol

PHYSICAL

- Hunger, dehydration
- Poor personal hygiene, unkempt, dirty
- Dental caries/poor oral hygiene
- Inappropriate clothing for weather/size of child, clothing dirty; wears same clothes day after day
- Constant fatigue or listlessness
- Unattended physical or health care needs
- Infestations
- Multiple skin lesions/sores from infection

BEHAVIORAL

- Comes to school early, leaves late
- Frequent sleeping in class
- Begging for/stealing food
- Adult behavior/maturity (parenting siblings)
- Delinquent behaviors
- Drug/alcohol use/abuse

Granby Memorial Middle School

5 Year School Improvement Plan
2010-2015

5 Year District Student Achievement Goal

By 2015, systemically improve student's ability to analyze and synthesize information, solve problems and articulate/defend a position

As measured by:

CAPT and CMT strands

Formative and Common Assessments

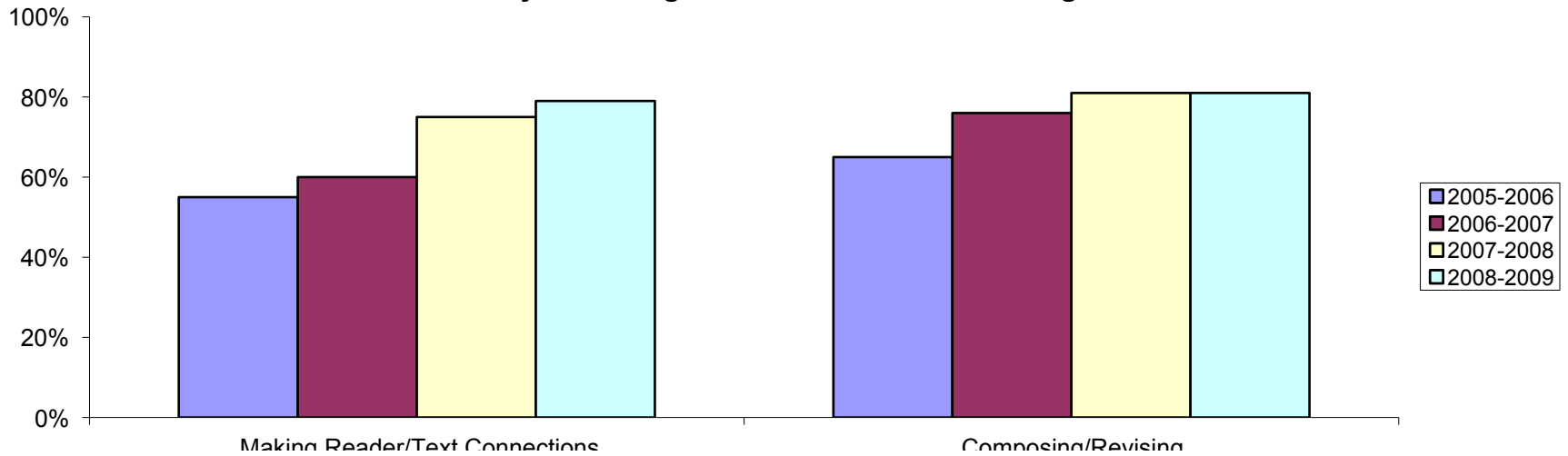
Various District Benchmark Assessments

Connections Between CMT and District Student Achievement Goal

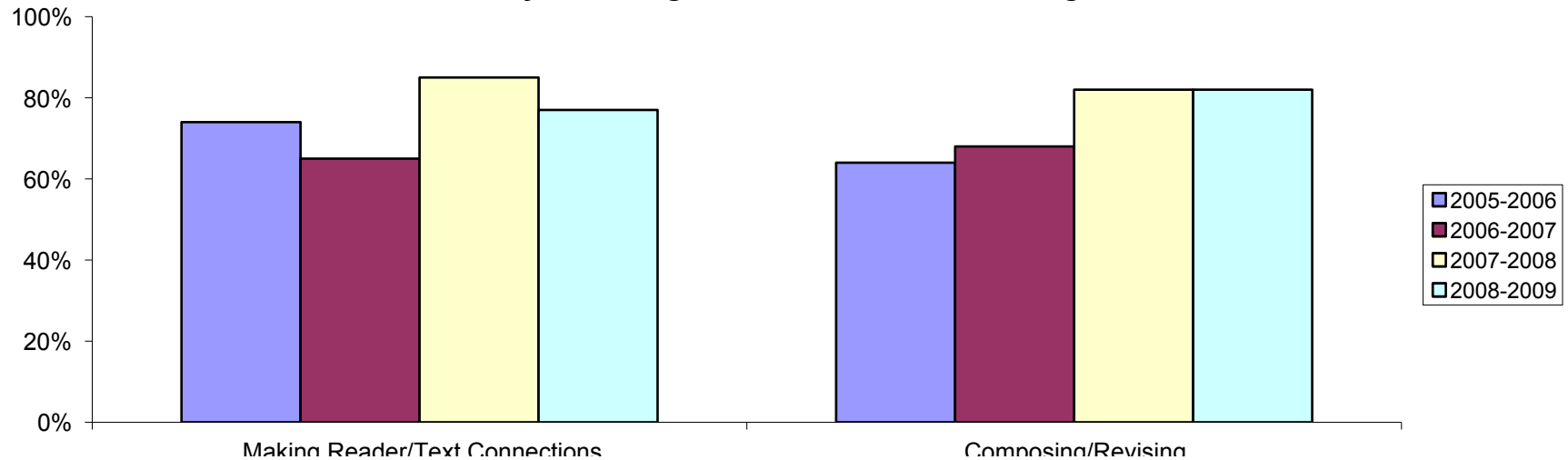
Analyze & Synthesize Information		Our Reality	Our goal
CMT Strands	% students mastering: Making Reader/Text Connections Composing/Revising	See following graphs	
Benchmark Data	CBAS District End of Year Portfolio		
Solve Problems			
CMT Strands	% students mastering: Customary and Metric Measures Mathematical Applications	See following Graphs	
Benchmark Data	CBAS District Benchmark Math Test		
Articulate/Defend a Position			
CMT Strands	% students mastering: Composing/Revising Making Reader Text Connections Customary and Metric Measures Math Applications	See following graphs	
Other Measures	District Writing Prompt		

District Achievement Goal – Our Reality

Grade 7: Synthesizing Information and Articulating a Position

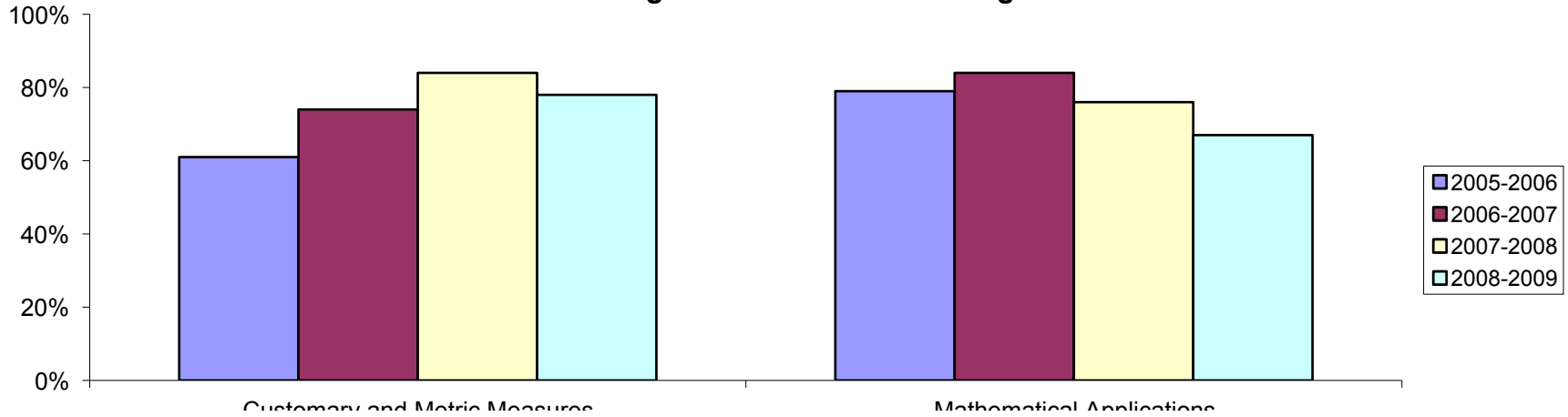


Grade 8: Synthesizing Information and Articulating a Position

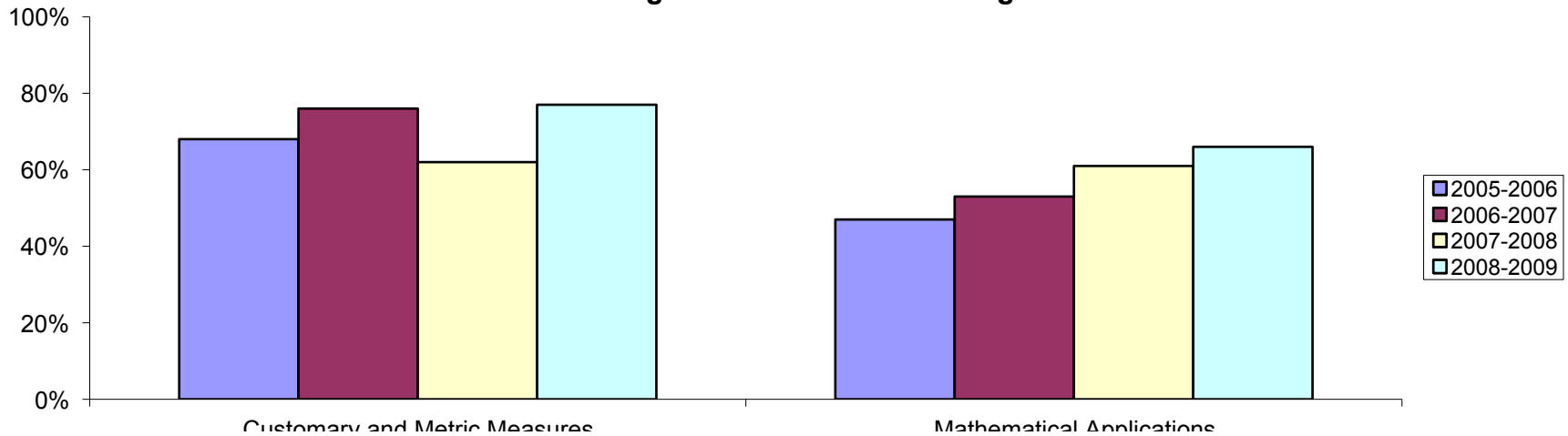


District Achievement Goal – Our Reality

Grade 7: Solving Problems and Defending a Position



Grade 8: Solving Problems and Defending a Position



5 Year GMMS School Improvement Plan Goal

By 2015, All student's will demonstrate the ability to analyze and synthesize information, solve problems and defend a position in all academic classes through the process of writing as measured by:

Indicated Goal Levels On:

CAPT and CMT strands

Formative and Common Assessments

Various District Benchmark Assessments

2009-2010 GMMS

School Improvement Plan

Improve student's ability to analyze and synthesize information, solve problems and defend a position in all academic classes through the process of writing as measured by mastery on agreed upon common outcomes and assessments in all subject areas.

7th grade students will increase from:

*66% to 70% mastery on math applications,
77% to 81% mastery on reader/text connections,
74% to 78% mastery in editing.*

8th grade students will increase from:

*67% to 71% mastery on math applications
79% to 83% mastery on reader/text connections,
87% to 91% mastery in editing.*

Progress Made Toward School Goal

Grade 7 % at goal or above

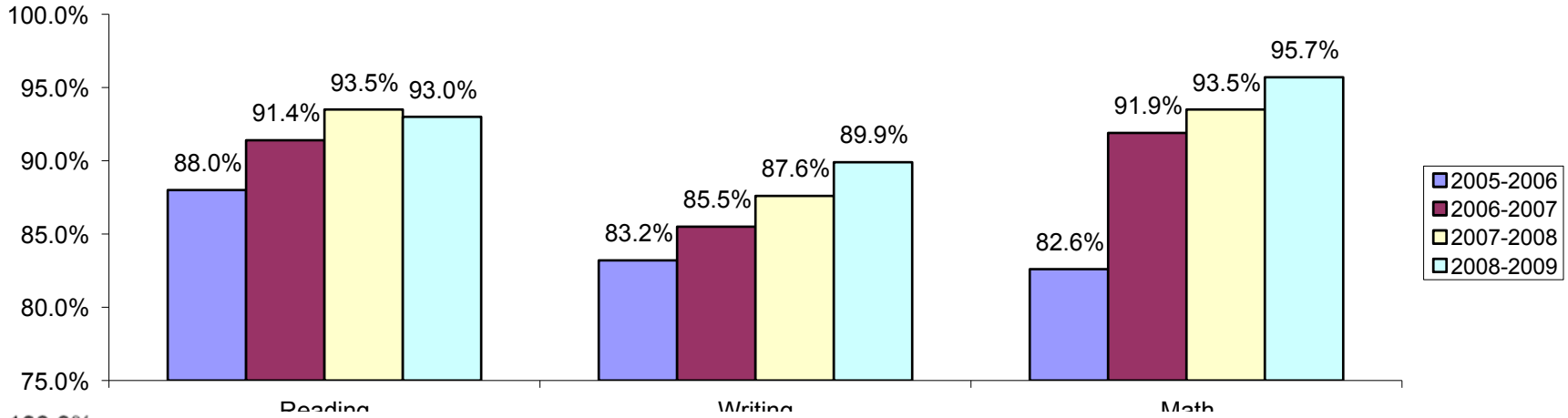
Strand	2006-2007	2007-2008	2008-2009	2009-2010	SIP Goal
Math applications	53%	61%	66%		70%
Reader/Text Connection	65%	85%	77%		81%
Writing-editing	69%	71%	74%		78%

Grade 8 % at Goal or Above

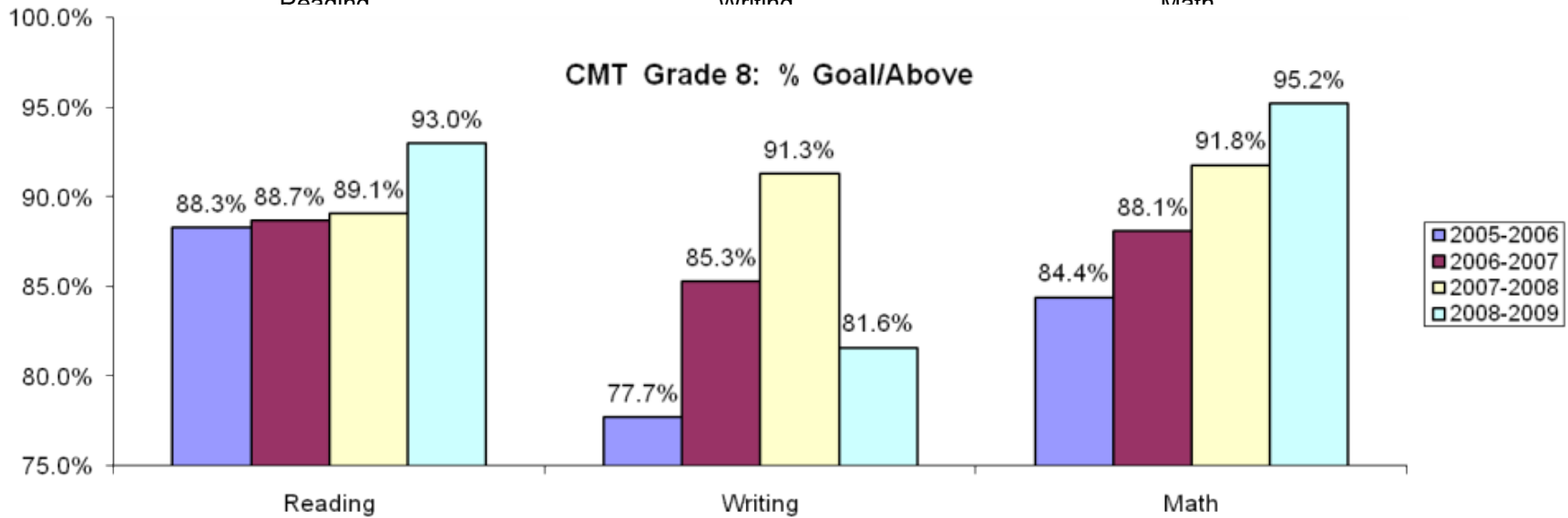
Strand	2006-2007	2007-2008	2008-2009	2009-2010	Goal
Math applications	84%	76%	67%		71%
Reader/Text Connections	60%	75%	79%		83%
Writing-editing	82%	82%	87%		91%

Our School's Reality

CMT Grade 7: % Goal/Above

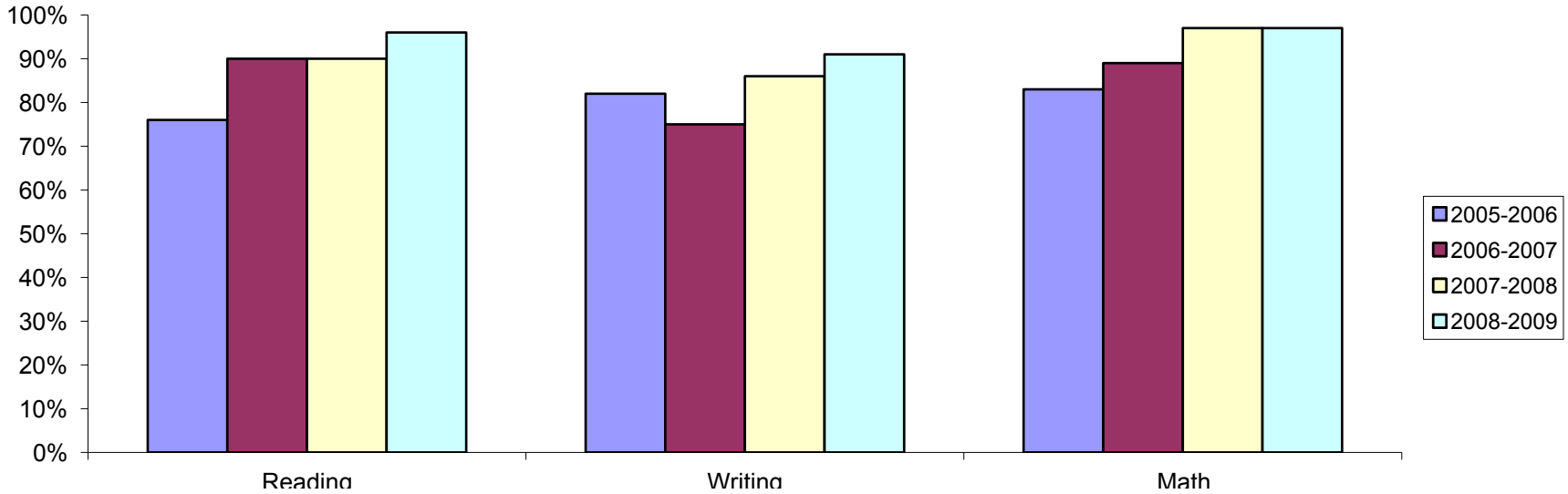


CMT Grade 8: % Goal/Above

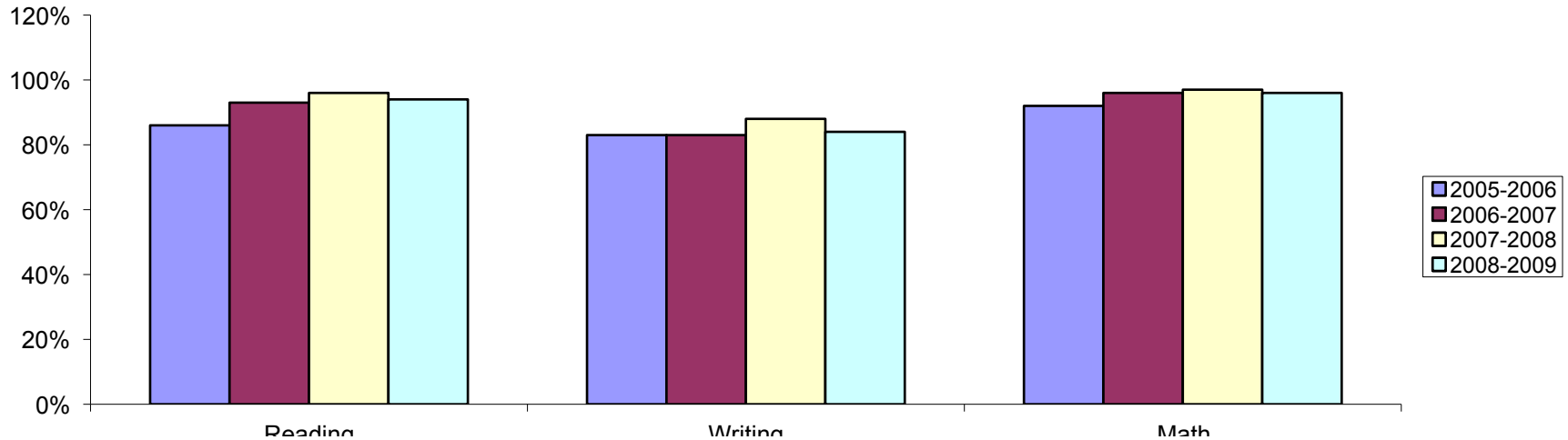


Our School's Reality

Grade 7 Cohort Data



Grade 8 Cohort



Action Plan

- *Examine CMT strand data to identify areas of low performance*
- *Examine CMT data to identify areas which target skills measured by District Student Achievement Goal*
- *Review curriculum pacing guides and revise curriculum to include goals and objectives related to areas of low performance and connections to district student achievement goal*
- *Develop formative assessments to provide on-going feedback about student progress in identified areas*
- *Review and revise (as needed) district benchmark assessments for connectivity to areas of low performance and district student achievement goal*
- *Utilize RTI process to meet the needs of struggling students*

Monitoring and evaluation

- *District benchmark writing prompt give three times a year*
- *District benchmark math assessment or Connecticut Benchmark Assessment give three times a year*
- *District benchmark reading assessment give twice a year*
- *On-going formative assessments in reading, writing and math*
- *Monitoring of effectiveness of RTI interventions*
- *Annual sharing of PLC team data with faculty*

Other important school initiatives

- *Develop processes to address the Achievement Gap at GMMS*
- *Expand collaborative culture of PLCs through peer sharing, faculty presentations, and celebrations*
- *Develop systematic responses for struggling students – RTI*
- *Mission*