

**Curriculum/Policy/Technology/Communication Subcommittee Meeting  
Wednesday, September 1, 2010 5:30 PM  
Curriculum/Policy/Technology/Communication Subcommittee Meeting**

**I. Elementary and Secondary Education Monthly Reports**

**Attachments:**

Elementary Curriculum Report - June

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Secondary Curriculum Report - June

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**II. Brief Review of Curriculum Report**

**III. Update on Granby Prevention Council**

**IV. New English 10 Text - The Alchemist**

**Attachments:**

New English 10 Text - The Alchemist

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**V. Classroom Technology & Electronics Lab - Next Steps**

**VI. Policy 1330, Use of Facilities - Administrative Regulations**

**VII. Discussion of Policy 1411, Community Relations**

**Attachments:**

Policy 1411, Relations with Law Enforcement Agencies

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**VIII. Update on Special Education Report**

**IX. Other**

## Monthly Elementary Curriculum Sub-committee Report

From: Patricia Law, Director of Secondary Education

Date: June 2010

### Professional Development:

- Planning June 21<sup>st</sup> Professional Development Day topics with K-6 principals – common goals and outcomes established
- Completed planning 2010 PD for teachers
- Completed planning New Teacher Orientation for August 2010

### Curriculum:

- Planning for curriculum work for Summer 2010 – curriculum work from March articulation meeting used a source for next steps in curriculum work
- Planning K-6 LA summer curriculum project

### Committee Work:

- **See Secondary report**

### Other:

- Ongoing SMART goal work with building principals and PLC teams
- Observed reading teachers as part of Teacher Evaluation Plan process
- COGAT mailed and results ordering completed for Kelly Lane and Wells Road
- Completed reports for of Title I,II, III, IV grant monies
- SPED PD planning with Aimee Martin
- Weekly meetings with Consulting Teachers – sharing of instructional strategies; clarifying expectations
- On-going support for summer school program implementation
- Attended K-8 staffing meetings
- Placement of 2010-2011 student teachers
- Reading Teacher observations and summative reports
- Full day Cultural Competence Walkthroughs at Kelly Lane and Wells Road with SERC – Jun 4<sup>th</sup>
- Strategic Planning with SERC for 2010-2011 school year
- Attended Calvin Terrell Community Night presentation May 27<sup>th</sup>
- Retiree Luncheon

### Monthly Meetings:

- Elementary Ad Council Meetings –topics: June 21<sup>st</sup> PD planning, curriculum expectations, culturally competent curriculum
- Bi monthly building admin meetings – support of building level needs
- 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: June 2010

### Professional Development:

- Planning of June 21<sup>st</sup> PD with MS and HS principals – common goals and outcomes established for all schools
- Completed planning August 2010 PD
- Outlined Teacher Orientation for August
- Completed planning Technology workshops for August PD with Carolyn DeiDolori
- Attending Workshop on New Common Core State Standards – June 17

### Curriculum:

- Sent out 78 teacher contracts for summer curriculum work for K-12

### Committee Work:

- Met with SERC as part of Cultural Walkthroughs and Strategic Planning for Culturally Responsive Classrooms
- Attending bi-weekly meeting of Local Prevention Committee- developing mission, vision and goals related to Asset Survey; Connection to Calvin Terrell performance
- Completed Teacher of the Year Selection Process
- Held end of Year TCC/Mentor/Mentee Meeting
- Submitted TCC three year Strategic Plan to State of Connecticut for TEAM
- Completed TOY application and selection process

### Other:

- Ongoing SMART goal work with building principals and PLC teams
- Met with Guidance, Greg O'Neil and Jen Mitchell to plan for spending of Innovation grant
- Met with Sue Clark about NOCTI scores and Innovation Grant spending
- Ongoing planning with Santi and Jon Lambert to do planning for summer work related to Choice and Innovation Grants at HS and Kearns
- Observed reading teachers as part of Teacher Evaluation Plan process; had end of year summative meetings
- Bi weekly meetings with all administrators
- Submission of Title III and Title I grant expenditures
- SIP planning and revision process
- Reviewing and approving PD for K-12 Teachers
- HS hiring process
- Submitted 2010-2011 Choice Grant
- Met with HS Social Studies Department about new ECE course proposal – coming in the fall
- Met with Choice grant coordinator and Ruth Ann Lobo - Choice grant planning and implementation
- Working with SERC to develop strategic plan for response to achievement gap and implement programs for students and teachers

- Following up with NCAA about course eligibility for Journalism and Film as Text-one course approved/one denied
- Attended end of year Leadership Academy celebration
- Met with Sonja Kunkel – CREC consultant- for guidance with high school RTI processes- universal screening, progress monitoring, structures, etc (will continue to use a resource for 2010-2011 school year).
- On-going work with Alan and Ed Lyman on SIP and DAG

### **Monthly Meetings:**

- District Ad Council – Topics: PLC team goals
- District Walkthroughs – MS lesson design
- End of year Teacher Leadership Academy – Cohort I Year 2,
- Principals Seminar – Impact of leadership supports
- DLT (District Leadership Team) – DAG
- 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) – Data collection, reflection on year

**GRANBY PUBLIC SCHOOLS**  
**GRANBY, CONNECTICUT**

**RECOMMENDATION FOR A NEW TEXTBOOK**  
**BOE CURRICULUM SUBCOMMITTEE**

Page 1: overview

Course: English 10: Archetypes in World Literature

Title of Book: The Alchemist

Publisher: Harper One (Harper Collins) Author(s): Paulo Coelho

Copyright date: 1988 Edition: 1998 HarperOne edition

Cost per student edition: \$14.99

Budgeted item? If approved, will be part of New Text budget 2011-2012

Text nominated/evaluated by: Linda Touchette, Caroline Wizeman

Other texts reviewed:

Title	Publisher	Copyright
<u>n/a</u>	<u>n/a</u>	<u>n/a</u>

Text being replaced: n/a

(include title and copyright)

Reason a new text is being requested: \_\_\_\_\_

- The setting of this novel is largely in the Middle East and presents a number of fine opportunities for research and for interdisciplinary studies, CAPT Reading Across the Disciplines studies.
- The novel presents a number of archetypes taught in the 10<sup>th</sup> grade; particularly the journey tale and the mentor.
- The novel offers excellent opportunities for differentiated learning and non-fiction enrichment, and research.
- The novel is an excellent follow-up to the 9<sup>th</sup> grade reading of Homer's Odyssey, and the 10<sup>th</sup> grade history's summer reading assignment of Hesse's Siddhartha.
- The addition of an award-winning Brazilian author, particularly one as prominent and as accessible to younger readers as Paolo Coelho, to our 10<sup>th</sup> grade world literature offerings is important.
- Based on the premise that all of us must seek our "Personal Legend", this inspirational allegorical novel addresses faint but recurring rumblings from the community regarding "not enough positive, inspirational literature" featured in our curriculum.

Unique features of text selected: \_\_\_\_\_

\_\_\_\_\_ Offers a Reader's Guide and map as well as the novel \_\_\_\_\_ -

		0 (low)	1	2	3	4	5 (high)
Textbook focus on major objectives of course	5	0	1	2	3	4	5
Text reflects key concepts/big ideas from CT Frameworks/ curriculum	5	0	1	2	3	4	5
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Subject matter geared to interest, ability, needs of students	5	0	1	2	3	4	5
Text utilizes grade appropriate ideas, concepts, skills, vocabulary	5	0	1	2	3	4	5
Critical thinking and problem solving strategies are evident	n/a	0	1	2	3	4	5
Suggests a variety of activities for multiple intelligences/ learning styles	n/a	0	1	2	3	4	5
Suggested activities inspire creativity & extension where possible	n/a	0	1	2	3	4	5
Suggested activities encourage collaboration with other students	n/a	0	1	2	3	4	5
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Allows for ancillary exercises to develop mastery of concepts/ Skills n/a		0	1	2	3	4	5
Text, or support materials, includes suggestions for both remediation and enrichment n/a		0	1	2	3	4	5
Text features improve and enhance clarity n/a		0	1	2	3	4	5
Text includes useful supports for students in appendix, glossary, resource section n/a		0	1	2	3	4	5
Incorporates the use of technology for extension n/a		0	1	2	3	4	5
Written and pictorial content reflect the pluralistic, multi-ethnic nature of our society , both past and present 5		0	1	2	3	4	5
Gender equity is evident 5		0	1	2	3	4	5
Content is relevant over a period of years (not quickly outdated) 5		0	1	2	3	4	5
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Overall rating 5		0	1	2	3	4	5

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GRANBY, CT

APPROVAL OF A NEW TEXT

Date \_\_\_\_\_

This text \_\_\_\_\_

has been authorized by the parties who have signed below to be used in

\_\_\_\_\_  
(course title, grade, or subject).

\_\_\_\_\_  
Susan Domanico Director of Elementary Education Date \_\_\_\_\_

\_\_\_\_\_  
Patricia Law, Director of Secondary Education Date: \_\_\_\_\_

\_\_\_\_\_  
Ben Perron Date \_\_\_\_\_  
Chair of the Curriculum Subcommittee

\_\_\_\_\_  
Cal Heminway Date \_\_\_\_\_  
Chair of the Board of Education (final approval)

## **Community Relations**

### **Relations With Law Enforcement Agencies**

#### **School Police Cooperation**

This regulation is intended to balance the needs of school and police officials. The reduction of ambiguity and confusion in how these officials interact will provide an optimal environment for education while ensuring that the public safety needs of the school and community are adequately met.

Generally, police should be notified immediately of any crime. Police will make every attempt to minimize distractions or disruption of school routines during the performance of their duties. There may be instances where the transgression is so slight that the school administrator can resolve the issue himself/herself. Examples of crimes that fall into this category are theft of pocket change, minor vandalism, or minor physical altercations in which there is no injury or pain inflicted upon either participant.

<b>Event</b>	<b>Suggested Action</b>
Vandalism, Breaking, Entering, etc.	Police should be notified immediately. (cf. 5131.5 - Vandalism)
Alcohol, Drugs, etc.	The suspected drug or alcohol should be secured by the building administrator and given directly to the responding police officer. The police officer will sign a receipt and give it to the building administrator. Prescription drugs out of the container should be seized and the prescription confirmed via the subscribing doctor. If the prescription is not valid the drug should be seized and the police notified. (cf. 5131.6 - Alcohol, Drugs and Tobacco)
Loitering	As long as the school grounds are posted, "no trespassing", warnings prior to arrest are not required. Notification of police and requests for arrest are within the discretion of the building administrator.

## **Community Relations**

### **Relations With Law Enforcement Agencies**

#### **School Police Cooperation (continued)**

<b>Event</b>	<b>Suggested Action</b>
Confrontations	Confrontations where students become involved in loud tumultuous behavior but do not assault another is a violation of the law and police can arrest for this behavior. The decision to call police and request an arrest is within the discretion of the building administrator.
Assaults	Physical altercations in which students are injured or pain has been inflicted upon another should be reported to the police as soon as practicable.
Weapons	Confiscated weapons that are illegal in themselves should be turned over to the police department immediately by the school official who seized same. This category of weapons includes knives with over a four inch blade, dirk knives, switch blade knives, martial arts weapons and guns. Ammunition should also be immediately turned over to the police. Any evidence or information relative to firearms in the school should be immediately relayed to the police. Weapons that are not illegal in themselves but are a violation of school policy. Police notification in these instances are within the discretion of the school administrator. (cf. 5131.7 - Weapons and Dangerous Instruments)
Bomb Scare Suspect Devices	Do not handle suspected devices. Notify superintendent's office and police. Police will notify the Fire Department. A building check will be completed by custodial staff. The building administrator will decide whether or not to evacuate following discussions with the police and fire officials. The administrator will notify the superintendent of his/her decision.

## **Community Relations**

### **Relations With Law Enforcement Agencies**

#### **School Police Cooperation** (continued)

<b>Event</b>	<b>Suggested Action</b>
Civil Disobedience	When known about in advance, school and police should plan beforehand. Picketing is legal whereas blocking traffic, etc., is illegal.
Motor Vehicles, Parking Lots	Police routinely patrol parking lots and may arrest or summon individuals in said lots. Students involved in motor vehicle accidents in parking lots that result in personal injury or over \$400.00 in damages are required to report same. (cf. 5131.3 - Student Driving/Parking)
Police Interviews	Generally will not take place on school grounds. However, if the police do indicate that an interview on school grounds is necessary, school authorities shall cooperate.
Police Interviews of Juveniles	When the interview involves a juvenile, the police will usually arrange to have a parent present. The exceptions to this rule are (a) if the student is being interviewed as a victim and/or (b) if there is an overriding immediate public safety concern. If a student under the age of 16 is being interviewed by the police and the parent/guardian cannot be present, the student may at his/her request, have a member of the school staff present.
Child Abuse	School officials will notify the Department of Children and Families and the police of suspected child abuse cases. If staff members have reasonable cause to suspect that a child has been abused by a school employee, they must report the abuse to the superintendent who will notify the DCF and police. (cf. 5141.4 - Reporting of Child Abuse/Neglect)

## **Community Relations**

### **Relations With Law Enforcement Agencies**

#### **School Police Cooperation (continued)**

<b>Event</b>	<b>Suggested Action</b>
Extracurricular Activities	Police assigned on site have communications if additional police resources are needed. Police officials assigned to extracurricular activities shall report to the school administrator to discuss appropriate monitoring procedures.
Arrest Warrants	There are times in which the police may decide to pick up a student due to the Warrant being issued for his/her arrest. Once notified of an outstanding Arrest Warrant for a student, the student should be escorted from class by school personnel and remain in a secured office until the police arrive. The arrested student will be removed from the school in a way that minimizes embarrassment to the student and any disruption of the school routine.
Confidential Police Records	Police officials are prohibited by state and federal law from disclosing confidential juvenile arrest information or using the police computer network to obtain information relative to registration numbers, home addresses, etc.
Search of Students	School officials may search students, bookbags, lockers, desks, etc., using the established "reasonable suspicion" standard. In cases where a student is suspected of carrying a dangerous weapon and there is a safety issue inherent in the search process itself, the police should conduct the search after the student is secured in an office. (cf. 5145.12 - Search and Seizure)

## **Community Relations**

### **Relations With Law Enforcement Agencies**

#### **Notification of a Student's Arrest**

Pursuant to the requirements of PA 94-221, whenever the superintendent receives oral or written notification from the local police department or state police that a student was arrested, he/she shall maintain the written report in a secure location and the information in the report shall be maintained as confidential in accordance with section 46b-124. The superintendent may disclose such information only to the principal of the school in which the student is enrolled or the supervisory agent of any other school in which the student is enrolled.

The principal or supervisory agent may disclose such information only to special service staff or a consultant, such as a psychiatrist, psychologist or social worker, for the purposes of assessing the risk of danger posed by the person, other student school employees or property and effectuating an appropriate modification of such person's educational plan or placement for disciplinary purposes. Such information with respect to a child under sixteen years of age shall be confidential in accordance with 46b-124 and shall only be disclosed as provided in this section and shall not be further disclosed.

Legal Reference: Connecticut General Statutes  
10-221 Boards of education to prescribe rules.  
10-233g(b) Boards to report school violence.  
17a-101 Protection of children from abuse.  
17a-102 Report of danger of abuse.  
53a-185 Loitering in or about school grounds: Class C Misdemeanor.  
Reports of principals to police authority.  
*New Jersey v T.L.O.*, 53 U.S.L.W. 4083 (1988), 469 U.S. 325; 105 S.Ct 733.  
PA 94-221 An Act Concerning School Discipline and Security.

Regulation approved: October 15, 1997

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