

**Curriculum/Policy/Technology/Communication Subcommittee Meeting
Wednesday, November 3, 2010 5:30 PM
Curriculum/Policy/Technology/Communication Subcommittee Meeting**

I. Discussion of AP/ECE Classes

**II. New Course Proposals: AP European History; AP/ECE English; ECE American Studies;
Accounting I & II**

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III. New Texts: AP European History and ECE American Studies

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VIII. Priority of Policies

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New Course Proposal - FY12

Name of Course(s):	ACCOUNTING 1 – Semester 1 AND ACCOUNTING 1 – Semester 2
Level:	(Grades 10 - 12)
Credits:	1/2 credit - One Semester
Prerequisite(s):	ACCOUNTING 1 – Semester 1 - none ACCOUNTING 1 – Semester 2 - ACCOUNTING 1 – Semester 1

Rationale for the course:

Currently Accounting 1 is a full year 1 credit course, this proposal is intended to revise this existing course structure of Accounting 1, from a full-year, 1 credit course, into a into two semester ½ credit courses:

- 1) **Accounting 1 – semester 1** (½ credit)
- 2) **Accounting 1 – Semester 2** (½ credit).

Accounting is an essential aspect of every business institution and organization. As future workers, small business owners, and entrepreneurs, students who understand basic accounting principles will be equipped with the knowledge to manage their companies' financial resources. Students will be better prepared to make economic decisions that will affect their communities and their own economic future.

The revision of Accounting 1 into a two semesters course structure,(Accounting 1–semester 1 & Accounting 1–semester 2) in place of its current full year course structure, will expose additional students to Accounting concepts as more students will have the opportunity to fit the course(s) into their schedules.

Course description(s) and brief outline(s):

Accounting 1 – Semester 1 – ½ Credit

The first semester of Accounting presents the principles of double-entry accounting. Students learn the skill of preparing and interpreting accounting records for a service business organized as a proprietorship. The accounting cycle and preparation of financial records are prepared.

ACCOUNTING FOR A SERVICE BUSINESS ORGANIZED AS A PROPRIETORSHIP

1. Starting a Proprietorship: Changes that Affect the Accounting Equation.
2. Analyzing Transactions into Debit and Credit Parts.
3. Recording Transactions in a General Journal.
4. Posting from a General Journal to a General Ledger.
5. Cash Control Systems.
6. Work Sheet for a Service Business.
7. Financial Statements for a Proprietorship.
8. Recording Adjusting and Closing Entries for a Service Business.

Accounting 1 – Semester 2 – ½ Credit

The second semester of Accounting I continues to develop knowledge and skills of journalizing and posting business transactions. A complete accounting cycle is covered for a merchandising business organized as a corporation. Computer applications are provided to give the student experience in an automated environment.

ACCOUNTING CYCLE FOR A MERCHANDISING BUSINESS ORGANIZED AS A CORPORATION.

1. Journalizing Purchases and Cash Payments.
2. Journalizing Sales and Cash Receipts.
3. Posting to General and Subsidiary Ledgers.
4. Preparing Payroll Records.
5. Payroll Accounting, Taxes, and Reports.
6. Work Sheet for a Merchandising Business.

7. Financial Statements for a Corporation.
8. Recording Adjusting and Closing Entries for a Corporation.
9. Accounting for Uncollectible Accounts Receivable.
10. Accounting for Plant Assets and Depreciation.
11. Accounting for Inventory.
12. Accounting for Notes and Interest.
13. Accounting for Accrued Revenue and Expenses.
14. End-of-Fiscal-Period Work for a Corporation.

Projected costs: None

Text needed? Recommended text? - None

Resources needed? - None

Existing or new staffing needed? - None

CAS signature _____

Administrator signature _____

Date submitted _____

New Course Proposal FY11

Name of Course:

AP European History

Level/Grade(s):

This course offers some flexibility in who it can be offered to depending on class sizes and demand.

Option 1. AP European History can be offered to sophomores in lieu of World Civilizations 10.

Option 2. AP European History can be offered as an elective to juniors and seniors.

Credits: One full credit. AP European History is a full year course.

Prerequisite(s):

Option 1. World Civilizations 9

Option 2. World Civilizations 9 and World Civilizations 10

Rationale for the course:

Offering AP European History falls in line with our goal of having each student take a college level course by expanding the range of courses available. The Social Studies department currently only offers one actual college level history course, US History. AP European History will give students an additional opportunity to study history at a deeper level of understanding. The curriculum for AP European History emphasizes analyzing and interpreting evidence, and expressing understanding in writing. So while the content may be looking back to the past, the skills learned and practiced are ones to be used in the 21st Century. The curriculum will also give students in depth exposure to modern themes like the extension and limitations of rights and liberties; urbanization; shifting social structures; changing attitudes toward social groups, classes, races and ethnicities; gender roles and their influence on work and social structure, and the changing role of technology. As the description below describes, AP European History will give students the tools to understand and evaluate the society they live in today.

Course description and brief outline:

AP European History is the study of European history since 1450. The course introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in

present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. (Taken from College Board description)(Outline of topics attached)

Projected costs:

Recommended text- *A History of Western Society: Since 1300*, John P. McKay – price depends on availability on Internet sources. We have been able to get other AP texts in the range of \$25-30 per copy.

Resources needed- Attendance at summer training.

Existing or new staffing needed- Option 1, providing the course for sophomores should not impact existing staff. Students taking AP European History as sophomores would reduce the numbers from other World Civilizations 10 classes.

Option 2 could depend more on enrollment.

CAS signature _____

Administrator signature _____

Date submitted _____ Sept. 21, 2010 _____

New Course Proposal FY10

Name of Course: American Studies

Level/Grade(s):
Grade 11

Credits:
1 GMHS credit toward graduation /3 UCONN ECE Program credits

Prerequisite(s):
World Civilizations 1 and 2

Rationale for the course:
This full year interdisciplinary course will blend American History, Literature and culture. The interdisciplinary approach promotes individual inquiry, nurtures critical thinking skills, allows a more thematic approach to the American experience, and offers greater opportunities to focus on the analysis of events, movements, groups and individuals who have shaped American culture and history. The UCONN ECE program affiliation offers juniors a chance to earn 3 transferable UCONN credits.

Course description and brief outline:
This full year course will provide an interdisciplinary framework for the study of history, literature, and culture of the United States. The overarching question for the course will be "What has shaped American character, culture, and values?" This chronological course will be centered by four essential questions:

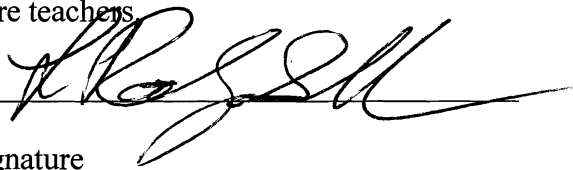
- How have philosophies defined American character and values?
- How have inequalities regarding race, gender, and class tested American values?
- How has the rise of a consumer culture affected American society and economy?
- How has America's involvement in world politics shaped our self concept and our role in the world?

Sources will include fiction and nonfiction, field studies and interviews, primary and secondary sources, art and music.

Projected costs:
Text needed? Student purchased (used editions readily available)
Recommended text? *American Ways: A History of American Cultures*
Current US history texts:
American Pageant – Kennedy, Cohen, and Bailey
A History of the United States -- Boorstin and Kelly
America: Pathways to the Present – Cayton, Perry, Reed and Winkler

Resources needed?
Existing or new staffing needed? This course will replace the current Honors US History course, which is generally 2 or 3 sections each year. One or two history teachers must be certified to teach in the UCONN Program. If we have more than one teacher engaged, we will need common planning time. We will not need more teachers.

CAS signature _____



Administrator signature _____

Date submitted 10/2/10

Granby Public Schools - Curriculum Report

American Studies (Social Studies): Last Update 2010/07/19

This full year course will provide an interdisciplinary framework for the study of history, literature, and culture of the United States. The overarching question for the course will be "What has shaped American character, culture, and values?" Sources will include fiction and nonfiction, field studies and interviews, primary and secondary sources, art and music.

Prerequisites

World Civilizations 9 and World Civilizations 10

Grade Level(s)

11

Contributors

Joyce Stashenko and Amanda Dauphinais

Goals

Essential Questions:

How have philosophies defined American character and values?

How have inequalities regarding race, gender, and class tested American values?

How has the rise of a consumer culture affected American society and economics?

How has America's involvement in world politics shaped our self-concept and our role in the world?

Topical Outline

Knowledge, Skills, Concepts, and Experiences

Resources

Assessments

Academic Expectations Assessments

Resources (internal)

INSTRUCTIONAL UNIT

Early America: 6 Weeks

Essential Questions/Topical Outline

Philosophy -

What are the basic ideas that frame American political beliefs?

Inequalities -

How was early American society structured?

What was life like in the agrarian American world?

Materialism -

How did the quest for material success affect early America?

World Politics -

How did Americans rewrite the rules of the Old World?

Instructional Strategies

Knowledge, Skills, Concepts and Experiences

Philosophy -
Declaration of Independence
Common Sense
U.S. Constitution
Bill of Rights
Federalists vs. Anti-Federalists
Thomas Jefferson
Alexander Hamilton
Federalism vs. Confederation

Inequalities -
"Noble Savage"
Slavery vs. Indentured Servants
"Civilized" vs. Native
Slave Trade

Materialism -
Ben Franklin
Thomas Jefferson
George Washington
Agrarian Lifestyle
American Aristocracy

World Politics -
Boston Massacre
Townsend Acts
Intolerable Acts
Declaration of Independence
King George III
American Revolution
Neutrality
Alien & Sedition Acts
French Revolution
War of 1812
Monroe Doctrine

Resources

Philosophy -
Declaration of Independence
U.S. Constitution
Federalist Papers

Inequalities -
Alexander Falconbridge - The African Slave Trade
Thomas Jefferson - Notes on the State of Virginia (Natives/Race)
Ads for Runaway Servants and Slaves

Anne Hutchinson vs. Mass Bay
Abigail Adams on Women's Rights
Anne Bradstreet

Materialism
Virtual Jamestown

Ben Franklin - Autobiography
Furniture (Highboy. Watercolor National Gallery) Lots of drawers and lots of stuff
Yale Painting - Berkeley and His Entourage
Monticello/Mt. Vernon

World Politics
Dickinson vs. Adams on Independence
Washington Crossing the Delaware
Viewpoints on Boston Massacre
Thomas Paine - Common Sense / The Crisis
Monroe Doctrine

Assessments

Standards

INSTRUCTIONAL UNIT

3 Americas: 6 weeks

Essential Questions/Topical Outline

Philosophy -
when the states feel that the federal government no longer advocates for the healthy thing
how does this period represent a battle between the federal system and states rights?

How did Manifest Destiny impact American dominance of the Western Hemisphere?
entitlement

Inequalities -
How does the South's dependence on slavery call into question the future of slavery in America?

Materialism -
How much "better" were conditions in the North than in the South?
How legitimate was the South's charge that northern workers were wage slaves?
How did the North and South interdependent despite their difference?

Politics -
How does increased suffrage affect the American political system?
How does the notion of popular sovereignty serve as a catalyst for the Civil War?

Instructional Strategies

Knowledge, Skills, Concepts and Experiences

Philosophy -
American System
Manifest Destiny
States Rights
Popular Sovereignty
Secession
Nullification

Inequalities -
Cotton Kingdom
Race Slavery
Wage Slavery

Lowell, MA
Seneca Falls
Reform
Cherokee Removal

Materialism -
Interchangeable Parts
Walden & Thoreau
Factory System

Politics -
Increased Suffrage
King Andrew I
Gag Rule
States' Rights
Civil War

Resources

Philosophy -
Lincoln-Douglas Debates
Thoreau - Civil Disobedience

Inequalities -
Frederick Douglass
David Walker
Cherokee Removal
Life of Black Hawk/Tecumseh
Back of the Big House (Art Exhibition)

Sojourner Truth
Seneca Falls
Catherine Beecher

Materialism
Transcendentalists - Emerson and Thoreau
Southern critique of Northern Society (wage slavery)

Politics - Widening Suffrage
Boorstin - The New Politics (p. 226 - p. 230)

Assessments

Standards

INSTRUCTIONAL UNIT

The Forging of Modern America: 8 Weeks

Essential Questions/Topical Outline

Philosophy -
How was the business of America business?
How did the Progressive movement strengthen the federal government and initiate reform?
How did Nativism attempt to redefine who would be an American?

Inequalities -
How did the failure of Reconstruction continue to foster racial inequality in the south?
Native Americans/Death of the West

Materialism -
How does technology change America and Americans?

World Politics -
How did America's foray into imperialism challenge American values?
How did World War I affect American life?

Instructional Strategies

Knowledge, Skills, Concepts and Experiences

Philosophy -
Capitalism
Big Business
Gospel of Wealth
Progressive Reform
Nativism
Failure of Reconstruction

Inequalities -
Sharecropping/Tenant Farming
Jim Crow Laws
Plessy vs. Ferguson
Reservation/Assimilation of Native Americans
Harlem Renaissance

Materialism -
Effects of Urbanization and Immigration
Robber Barons vs. Captains of Industry
Monopoly
2nd Industrial Revolution
Oil and Steel
Labor Unions
Transportation Revolution
Gilded Age
Catalogues and Department Stores
Jazz Age
Credit
Speculation
Prohibition
Flappers

World Politics
Imperialism
Militarism
Alliances
Nationalism
Teddy Roosevelt
Woodrow Wilson
World War I

Resources

Philosophy -
Thomas Nast Political Cartoon
Yanik

TR - American Ideals "True Americanism"

Inequalities -

Frederick Jackson Turner - Significance of the Frontier

Jacob Riis - How the Other Half Lives

Drop Kick Murphys - Worker's Song

Mark Twain - Gilded Age

Far and Away - Land Grab

Harlem Renaissance - Langston Hughes

WEB DuBois / Booker T. Washington

Materialism -

There Will Be Blood

Edith Wharton

Modern Times

Spoon River Anthology

Amusement Parks - Cheap Amusements

Jazz Age

World Politics -

Viewpoints on Imperialism

Mark Twain

Assessments

Standards

INSTRUCTIONAL UNIT

The Greatest Generation: 5 Weeks

Essential Questions/Topical Outline

Philosophy -

How did the New Deal transform the relationship between the federal government and the American people?

Inequalities -

How does the Great Depression highlight the importance of economic stability over social justice?

Materialism -

How does the Great Depression raise questions about America's devotion to capitalism?

World Politics -

How did America's participation in World War II contribute to its dominance in world affairs?

How did U.S. participation in World War II reflect the character of America?

Instructional Strategies

Knowledge, Skills, Concepts and Experiences

Philosophy -

New Deal

Franklin D. Roosevelt

Herbert Hoover

Social Welfare

Role of Government

Inequalities -
Those left out of the New Deal
Japanese Internment
Rosie the Riveter

Materialism -
subsistence living
hobo/migrant lifestyle
Dust Bowl
Escapist Entertainment - Radio/Movies/Contests
Rationing
Collective Responsibility

World Politics -
World War II
Totalitarianism
Neutrality
Lend-Lease
Internment
genocide

Resources

Philosophy -
Letter to FDR
Historian Pro/Con on Success of the New Deal
Superman
Thomas Hart Benton

Inequalities -
Labors perspective on New Deal
African American perspective on New Deal

Materialism -
Dorthea Lange / Depression Era Photography
Woodie Guthrie
Hobo / Migrant Lifestyle

World Politics -
Studs Terkel - The Good War
Dr. Seuss Goes to War

Assessments

Standards

INSTRUCTIONAL UNIT

Modern America 2.0: 8 Weeks

Essential Questions/Topical Outline

Philosophy -
How did the communist threat lead to a reaffirmation of the capitalist system?
How did the Baby Boom generation affect America?

Inequalities -
How did the Civil Rights movement break race barriers in American society?

Materialism -
Why did Americans embrace a competitively materialistic society after World War II?

World Politics
In what ways was the cold war a war of economic ideologies?

Instructional Strategies

Knowledge, Skills, Concepts and Experiences

Philosophy -
Capitalism
Communism
Socialism
Private Ownership
Equality of opportunity vs. equality of outcome
Baby Boom
McCarthyism
Red Scare

Inequalities -
Civil Right Movement
desegregation vs integration
Feminism
Youth Revolt

Materialism -
Levittown
"Keeping up with the Jones"
TV
Fads

World Politics -
Atomic Bomb
Arms Race
United Nations
Space Race
Oil Cartels
Globalization
Cold War
Korea/Cuba/Vietnam

Resources

Philosophy -
Kitchen Debate Khrushchev vs. Nixon
McCarthyism
Shirley Jackson - The Lottery
Film Noir - The Third Man
Twilight Zone

Inequalities -
Bradbury - Martian Chronicles
Martin Luther King vs. Malcolm X

Eyes on the Prize
The Lesson - Toni Cade Bambara
Michael S. Harper - Poems
Billy Holiday - Strange Fruit
Lucille Clifton
Why I Want/Need A Wife (Essay)

Materialism -
Vintage Advertisements
Role of Women - Mechanical Brides
1950s TV - Lucy, Leave it to Beaver

World Politics - Emerged for Cold War as the World's leader, a role we neither wanted nor can abdicate
Vietnam Readings
Kennedy vs. Khrushchev and U.S./Cuba today
Reagan vs. "Evil Empire"
Popular Protest Music

Assessments

Standards

INSTRUCTIONAL UNIT

Living History: 2 Weeks

Essential Questions/Topical Outline

Instructional Strategies

Knowledge, Skills, Concepts and Experiences

Resources

Assessments

Standards

GRANBY PUBLIC SCHOOLS
GRANBY, CONNECTICUT

RECOMMENDATION FOR A NEW TEXTBOOK
BOE CURRICULUM SUBCOMMITTEE

Page 1: overview

Course: AP European History

Title of Book: A History of Western Society Since 1300

Publisher: Houghton Mifflin Author(s): John McKay, Bennet Hill, and John Buckler

Copyright date: 2007 Edition 8th

Cost per student edition: Dependent on internet price. We will try to get used editions at a discounted price.

Budgeted item? Not sure

Text nominated/evaluated by: Phil Livsey

Other texts reviewed:

Title	Publisher	Copyright
<u>A History of the Modern World</u>	<u>Knopf</u>	<u>10th edition</u>
<u>The Western Heritage</u>	<u>Prentice Hall</u>	<u>8th edition</u>
<u>Western Civilization: Sources, Images, and Interpretations, McGraw-Hill, 4th edition</u>		

Text being replaced: Not applicable

(include title and copyright)

Reason a new text is being requested: New Course

Unique features of text selected: This text emphasizes the role of culture, gender, and social conditions on the transformation of European history and society from the Renaissance to the present. The authors tie these ideas and themes to how they relate to the modern world today making the text more interesting and relevant for students.

Page 2: rating

	0 (low)	5 (high)
Textbook focus on major objectives of course	0 1 2 3 4	5
Text reflects key concepts/big ideas from CT Frameworks/ curriculum	0 1 2 3 4	5
Subject matter geared to interest, ability, needs of students	0 1 2 3 4	5
Text utilizes grade appropriate ideas, concepts, skills, vocabulary	0 1 2 3 4	5
Critical thinking and problem solving strategies are evident	0 1 2 3 4	5
Suggests a variety of activities for multiple intelligences/ learning styles	0 1 2 3	4 5
Suggested activities inspire creativity & extension where possible	0 1 2 3	4 5

Suggested activities encourage collaboration with other students	0 1 2 3 4 5

Allows for ancillary exercises to develop mastery of concepts/ skills	0 1 2 3 4 5
Text, or support materials, includes suggestions for both remediation and enrichment	0 1 2 3 4 5
Text features improve and enhance clarity	0 1 2 3 4 5
Text includes useful supports for students in appendix, glossary, resource section	0 1 2 3 4 5

Incorporates the use of technology for extension	0 1 2 3 4 5
Written and pictorial content reflect the pluralistic, multi-ethnic nature of our society , both past and present	0 1 2 3 4 5
Gender equity is evident	0 1 2 3 4 5
Content is relevant over a period of years (not quickly outdated)	0 1 2 3 4 5
<hr/>	
Overall rating	0 1 2 3 4 5

GRANBY PUBLIC SCHOOLS
GRANBY, CT

Date _____

This text _____

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

(course title, grade, or subject).

Director Of Teaching and Learning

Date _____

Chair of the Curriculum Subcommittee

Date _____

Chair of the Board of Education (final approval)

Date _____

GRANBY PUBLIC SCHOOLS
GRANBY, CONNECTICUT

RECOMMENDATION FOR A NEW TEXTBOOK
BOE CURRICULUM SUBCOMMITTEE

Page 1: overview

Course: American Studies

Title of Book: American Ways: A History of American Culture V. I + V. II

Publisher: Thomson Wadsworth Author(s): Benjamin Rader

Copyright date: 2006 Edition: 2nd.

Cost per student edition: New editions \$30^{ea} used editions \$10^{ea} (per amazon.com)

Budgeted item? _____

Text nominated/evaluated by: Joyce Stashenko / Amanda Dauphinais

Other texts reviewed:

Title	Publisher	Copyright
<u>Voices of the American Past V. I + V. II</u>	<u>Thomson Wadsworth</u>	<u>2005</u>
<u>Speaking of America V. I + V. II</u>	<u>Thomson Wadsworth</u>	<u>2005</u>
<u>Norton Anthology: American Lit.</u>	<u>Norton</u>	<u>2007</u>

Text being replaced: None

(include title and copyright)

Reason a new text is being requested: New Course offering. These texts are intended to be readers that correspond to the scope and sequence of the course.

Unique features of text selected: Broken into thematic readings with a cultural focus. This reader will augment a traditional U.S. History textbook already in use in GMHS history classes.

Page 2: rating

	0 (low)	5 (high)
Textbook focus on major objectives of course	0 1 2 3 4	5
Text reflects key concepts/big ideas from CT Frameworks/ curriculum	0 1 2 3 4	5

Subject matter geared to interest, ability, needs of students	0 1 2 3 4	5
Text utilizes grade appropriate ideas, concepts, skills, vocabulary	0 1 2 3 4	5
Critical thinking and problem solving strategies are evident	0 1 2 3 4	5
Suggests a variety of activities for multiple intelligences/ learning styles	0 1 2 3 4 5	
Suggested activities inspire creativity & extension where possible	0 1 2 3 4 5	
Suggested activities encourage collaboration with other students	0 1 2 3 4 5	

Allows for ancillary exercises to develop mastery of concepts/ skills	0 1 2 3 4	5

This text is a reader

Text, or support materials, includes suggestions for both remediation and enrichment

0 1 2 3 4 5

Text features improve and enhance clarity

0 1 2 3 4 5

Text includes useful supports for students in appendix, glossary, resource section

0 1 2 3 4 5

Incorporates the use of technology for extension

0 1 2 3 4 5

Written and pictorial content reflect the pluralistic, multi-ethnic nature of our society , both past and present

0 1 2 3 4 5

Gender equity is evident

0 1 2 3 4 5

Content is relevant over a period of years (not quickly outdated)

0 1 2 3 4 5

Overall rating

0 1 2 3 4 5

GRANBY PUBLIC SCHOOLS
GRANBY, CT

APPROVAL OF A NEW TEXT

Date _____

Form approved for use 12/03

This text _____

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

(course title, grade, or subject).

Director Of Teaching and Learning

Date _____

Chair of the Curriculum Subcommittee

Date _____

Chair of the Board of Education (final approval)

Date _____

Monthly Curriculum Sub Committee Report

From: Diane Dugas, Director of Curriculum, Teaching and Learning

Date: November 3, 2010

Professional Development:

- Worked with K-6 reading specialists on the development reading and writing units with key teacher representatives from across the grades
- Worked with administrators in supporting their needs for the development of the November 2 PD day.

Curriculum:

- Worked with K-6 Language Arts curriculum committee on the continued development of curriculum maps for K-6 reader workshop
- Developed and distributed for feedback to DLT a curriculum progress monitoring tool to establish specifically where each content curriculum is in development to plan for future steps.

Committee Work:

- Established the Early Childhood Feasibility Study Committee in collaboration with Aimee Martin, Director of Pupil Services conducting our first meeting on October 28th.
- Attended Prevention Council Committee meeting

Other:

- Conducted K-12 MS Language Arts Consultant Interviews
- As an action step in our SERC strategic Plan for equity I collaborated with MS and HS administrators in planning and coordinating presentations by Calvin Terrell.
- Continued work on local and state budgeting including grants
- Working with Holcomb Farm leaders on development of next Link and Learn cycle
- Met individually with CAS leaders and reading specialists for goal setting
- Weekly meetings with new ELL Tutor to establish student enrollment, scheduling and appropriate service model
- Collaborated with Ed Lyman on data analysis of student learning.
- Worked collaboratively with colleagues to identify focus of and places for site visits that represent model technology learning.
- Supported various PLC teams (and administrators) across the levels with implementation of SMART goals.
- Review and approve PD for teachers
- Held initial meeting with new teachers and their mentors explaining the new TEAM system
- As district Facilitator of TEAM (New Teacher Induction) facilitated and communicated new systems based on state requirements.

- Continued collaboration with administrators and District Outreach worker, Ruth Ann Lobo, to implement timeline and activities for building background knowledge in exploration of a possible future partnership with Discovery Camp.
- Meet weekly with two consulting teachers, Mia Porter and Deb Pattison on issues and topics to move the district forward with curriculum, assessment and delivery of content
- Participated in discussions relating to the debriefing and review of the District Community Partnership report (DC&P).
- Established on going communications and visits with Michael Dunn our new Language Arts Supervisor who will be starting November 8th.
- Participated in a brainstorming/planning session for the districts focus on Global Studies
- Attended a workshop on Content Literacy Strategies, bringing back strategies to be shared with curriculum leaders and teachers.

Monthly Meetings:

- District Ad Council – Focused on Response to Intervention, gathering current reality and gap analysis
- Elementary Ad Council Meetings – Ongoing dialogue regarding LA curriculum and instruction using the workshop model, assessments and PLC
- Secondary Ad Council Meetings – Held ongoing conversations regarding the implementation of instructional and social equity.
- Principals Seminar – Implemented our focus of *feedback* applying protocols to viewing, discussing and reflecting on various products.
- Monthly Walkthrough's – Serve as facilitator, meet with administrator in advance to review problem of practice and coordinate data gathering and reflection focus.
- Bi Monthly building Administrator meetings – Discussions around PLC, SMART Goals and feedback to teams; budget; programs and curriculum.
- District Leadership Team meeting – Presented an overview of common core standards, introduced the concept of learning principles and meaningful work.
- K-12 Language Arts meetings-Established focus areas for discussion and outcomes desired for year, address coaching issues in enhancing teacher capacity, address unique student needs; shared for implementation the concept of coaching logs as a tool to monitor impact of their interactions.
- PLC Team meetings – Worked with teams in assisting reflection on SMART goals, delving deeper into analysis of data and strategies to implement with students, as well as, specific assessment conversations,
- Superintendent meetings – Ongoing daily communication and district level planning
- BOE meetings- Presentations of District level achievement

Granby Memorial High School Technology Classroom Upgrade Proposal November 2010 Update

Proposal:

- Create classroom and laboratory environment which will engage learners and keep students engaged in their educational experiences by providing them with stimulating, interesting, and meaningful learning opportunities and environments.
- Increase student enrollment in technology/engineering courses and develop engineering career pathways which better prepare students for post-secondary schooling and career choices.

Reasoning:

- Safety – Current lab/classroom equipment is unsafe;
- High School Reform – Supports the requirement for STEM course and Career and Life Skills electives credits and Student Success Plans which include Career Pathway articulation; enhance the ability to develop post-secondary and community partnerships
- Students are using dated technology, curriculum and equipment which does not prepare them adequately for post-secondary school program and/or career choices; need to prepare students to graduate with 21st Century skills and application of those skills
- NEAS&C – Develop and implement interdisciplinary units of study
- Increased enrollment of electronics/engineering classes in technology department;

Implementation Plan

Implementation Timeframe	Facilities	Curriculum
September 2010 – November 2010	October – Identification of three facilities: South Windsor High School, Hall High School in West Hartford and Manchester Community College. Identified questions in relation to facilities, program, curriculum and resources to ask. Visits are being scheduled prior to Thanks giving.	Identify career pathways as guide for curriculum review.
December 2010	Develop a plan of action for the implementation of a revised technology focus including facility technology needs. Submit for 2011-2012 budget consideration. Facilities costs added to small cap budget.	Establish curriculum committee to begin review of new curriculum standards and competencies; evaluate current curriculum for connections to determined pathways. Explore curriculum resources needs.
January 2011 – May 2011	Further planning as necessary	Develop program curriculum
May 2011		Curriculum Subcommittee Update about initial programmatic changes; Share plans for curriculum revisions and future cost analysis related to text or curriculum and instruction.
September 2011- November 2011		Proposed new curriculum to BOE subcommittee;

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 serious 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 serious pain inflicted upon either participant.

Event	Suggested Action
Vandalism, Breaking, Entering, etc.	Police should be notified immediately. (cf. 5131.5 - Vandalism)
Alcohol, Drugs, etc.	<u>Police should be notified immediately.</u> The suspected drug or alcohol should be secured by the building administrator and given directly to the responding police officer. <u>All illegal drugs confiscated by an administrator must be given to the police within 24 hours.</u> 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)

Event	Suggested Action
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 <u>serious</u> pain has been inflicted upon another should be reported <u>immediately</u> 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, <u>gravity knives</u> , 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. Some 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 <u>and superintendent (or his/her designee)</u> . A building <u>The</u> administrator will notify the superintendent of his/her decision.

Community Relations

Relations With Law Enforcement Agencies

School Police Cooperation (continued)

Event	Suggested Action
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 (<u>or legal guardian</u>) 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 17 6 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 <u>Mandated reporters</u> will notify the Department of Children and Families <u>and principals</u> and the police of suspected child abuse cases. <u>Other school employees shall report any such suspicion to the superintendent or his/her designee, e.g. building principal.</u> If staff members <u>mandated reporters</u> have reasonable cause to suspect <u>or believe</u> that a child has been abused by a school employee, they must <u>also</u> report the abuse to the superintendent, who will notify the DCF and police. <u>When the superintendent is notified of suspected abuse by a school employee/ he/she shall notify the parents of the suspected victim as required by law. In any event, the superintendent may notify the police of such allegations as he/she deems appropriate in any such case.</u> (cf. 5141.4 - Reporting of Child Abuse/Neglect)

Community Relations

Relations With Law Enforcement Agencies

School Police Cooperation (continued)

Event	Suggested Action
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 [Conn. Gen. Stat. Section 10-233h 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 [seventeen \(17\) 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.
 [10-233h, Arrested students.](#)
 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

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

1411

Community Relations

Law Enforcement Officials

Schools are responsible for students during school hours. This responsibility includes protecting each student's constitutional rights, assuring due process in questioning and arrest, and protecting students from any form of illegal coercion. Because of the many support services that local law enforcement agencies provide to the schools, staff, and students, the State Board of Education supports the best possible relationship with those agencies consistent with the system's responsibilities to protect legal rights of staff and students.

This policy 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.

Interview of Students

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 may cooperate. When the interview involves a juvenile, a parent must be 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, a member of the school staff should be present.

When police are investigating possible criminal acts which occurred, or may have occurred, on school property, or while under the jurisdiction of the school district, they may question students at school when the following procedures are observed:

1. Students will be questioned as confidentially and inconspicuously as possible.
2. An attempt will be made to notify the student's parents so that they may be present during the questioning. The school Principal, or his/her designee, will be present.
3. Preferably, the officer doing the questioning will wear civilian clothes.

When investigating a possible criminal violation occurring off school grounds or not part of a school program, police will be encouraged to question students in their homes; however, they may be permitted to question students in the schools when the procedures outlined in 1-3 above are observed. Police will make every attempt to minimize distractions or disruption of school routines during the performance of their duties.

Arrest of Students

The decision to call police and request an arrest is within the discretion of the building administrator. The Principal may request the arrest of a student or there are times in which the police may request to pick up a student due to a warrant being issued for his/her arrest. If the school Principal agrees to assist in the arrest of 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.

Weapons

In cases where a student is suspected of carrying a dangerous weapon and there is a safety issue inherent in the search process, the student should be secured in a private area and the police should be contacted to conduct the search.

If a search is conducted by a school official and a weapon is found, weapons that are illegal should be turned over to the police immediately by the school official. Illegal weapons include knives with over a four-inch blade, dirk knives, switchblade knives, martial arts weapons and firearms. Ammunition should also be immediately turned over to the police. Weapons that are not illegal but are a violation of school policy may be retained by the Principal.

Designation of Authority

The Superintendent is authorized to develop procedures regarding this policy, including a process to ensure that appropriate staff has been informed, and to establish lines of communication with local law enforcement agencies to effect necessary cooperation toward ensuring the security of the school facilities, and the safety of students and staff.

(cf. 5145.12 Search/Seizure)

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules

53a-185 Loitering in or about school grounds: Class C Misdemeanor

54-76j Disposition upon adjudication as youthful offender

Policy adopted:

Board Policies

Series 1000 - Community Relations

- #1112.5 – Media Access to Students
- #1322 – Contests for Students

Series 2000 – Administration

- #2001.1 – Board-Superintendent Relationship
- #2112 – Professional Development
- #2120 – Organization Chart
- #2131 – Job Description of the Superintendent of Schools
- #2300 – Code of Ethics
- #2400 – Evaluation of Administrators and Administration

Series 3000 – Business & Non-Instructional Operations

- #3281 – School Fund Raisers
- #3326 – Paying for Goods and Services
- #3511 – Compliance with 504 Regulations
- #3513.1 – Energy Conservation
- #3516.4 – Sex Offender Notification
- #3520.1 – Data Security in Schools
- #3520.11 – Electronic Information Security
- #3526.3 – Board of Education Credit Card
- #3542.31 – Food Service – Free and Reduced Price Lunches
- #3542.34 – Nutrition Program
- #3543.31 – Retention of Electronic Records

Series 4000 – Personnel

- #4112 – Appointment and Conditions of Appointment
- #4112.51/4212.51 – Reference Checks
- #4112.61/4212.61 – Use and Disclosure of Employee Medical Information (HIPAA)
- #4112.8 – Nepotism
- #4115/4215 – Evaluation/Supervision
- #4118.13/4218.13 – Conflict of Interest
- #4118.21 – Academic Freedom
- #4118.211 – Retaliation and Whistle-Blowing
- #4118.24/4218.24 – Staff/Student Relations
- #4118.5/4218.5 – Acceptable Computer Network Use (social networking)
- #4118.51/4218.51 – Acceptable Computer Network Use (Employee Use of Technology)
- #4134 – Tutoring
- #4147.1/4247.1 – Bloodborne Pathogens
- #4217.4 – Suspension/Dismissal of Non-Certified Staff
- #4222 – Title I Paraprofessionals
- #4222.1 – Teacher Aides/Paraprofessionals

Series 5000 – Students

- #5114.12 – Student Handbooks
- #5117.2 – Inter-district Choice
- #5125.11 – Health/Medical Records (HIPAA)
- #5131.9 – Gang Activity or Association
- #5131.913 – Cyberbullying
- #5136 – Foreign Students Attending Schools
- #5141.6 – Crisis Management

- #5142 – Student Safety
- #5145.11 – Questioning and Apprehension (Police in Schools)

Series 6000 – Instruction

- #6120 – Objectives of the Instructional Program
- #6141.21 – Religion in the Public Schools
- #6142.1 – Family Life and Sex Education
- #6145.3 – Review of Student Publications
- #6146.2 – Statewide Proficiency/Mastery Examinations
- #6159.1 – Teacher Aides/Paraprofessionals
- #6172.3 – Homeschooling
- #6171.6 – Virtual/Online Courses
- #6177 – Use of Commercially-Produced Video Recordings
- #6180 – Evaluation of the Instructional Program
- #6200 – Adult/Continuing Education

Series 7000 – New Construction

- #7221 – Site Selection
- #7203.2 – Indoor Air Quality
- #7230.3 – Acoustics

Series 9000 – Bylaws of the Board

- #9240 – Board Member Development
- #9400 – Board Self-Evaluation

Priority of “Good Practice” Policies

#5131.913 – Cyberbullying

#4118.5/4218.5 – Acceptable Computer Network Use (social networking)

#4118.51/4218.51 – Acceptable Computer Network Use (Employee Use of Technology)

#5141.6 – Crisis Management

#3543.31 – Retention of Electronic Records

#3511 – Compliance with 504 Regulations

#2120 – Organization Chart

#5142 – Student Safety

#1112.5 – Media Access to Students

#6120 – Objectives of the Instructional Program

#1322 – Contests for Students

#2001.1 – Board-Superintendent Relationship

#2400 – Evaluation of Administrators and Administration

#3281 – School Fund Raisers

#3520.1 – Data Security in Schools

#3520.11 – Electronic Information Security

#3526.3 – Board of Education Credit Card

#3542.31 – Food Service – Free and Reduced Price Lunches

#4112 – Appointment and Conditions of Appointment

#4112.51/4212.51 – Reference Checks

#4112.8 – Nepotism

#4115/4215 – Evaluation/Supervision

#4118.13/4218.13 – Conflict of Interest

#4134 – Tutoring

#4217.4 – Suspension/Dismissal of Non-Certified Staff

#4222.1 – Teacher Aides/Paraprofessionals

#5114.12 – Student Handbooks

#5117.2 – Inter-district Choice

#6159.1 – Teacher Aides/Paraprofessionals

#6172.3 – Homeschooling

#6171.6 – Virtual/Online Courses

#6180 – Evaluation of the Instructional Program

#9240 – Board Member Development

#9400 – Board Self-Evaluation