

**Curriculum Subcommittee Meeting
Wednesday, February 5, 2020 5:30 PM
Central Services**

I. Public Comment

II. Assistant Superintendent's Monthly Report

Attachments:

BOE February 2020 Monthly Report 2

III. Revised Policy 5114 - Student Discipline

Attachments:

Policy 5114 (Excerpt due to minimal changes) 3

IV. School Counseling Update

V. Internal Review Board for AP Capstone

VI. New Text Approvals:

Attachments:

New Text - Comprehensive Vocabulary Program 4-12+ 4

New Text - Bien Dit 3 7

Rationale:

- Comprehensive Vocabulary Program 4-12+ (English 9-12, AP12)
- Bien Dit 3 (French 4H)

VII. Other



<p>Provide a rigorous and diverse 21st Century Curriculum</p>	<ul style="list-style-type: none"> • Continued work with high school Wellness staff to support curriculum development. • Began planning for summer curriculum work with a focus on math development and revision. • Monitored implementation of new ELA curricula through the GPS Teacher Evaluation and Growth Continuum. • Co-facilitated STEAM and worked in subgroups to explore learning clusters and college and career pathways. • Supported presentation and strategic planning efforts for school counseling programming. • Met with middle school teachers interested in incorporating the school garden in curriculum and enrichment clusters.
<p>Invest in the professional capital of the staff</p>	<ul style="list-style-type: none"> • Coordinated ReVision Learning professional development for administrators to calibrate and improve administrator feedback to teachers regarding high-quality instruction. • Attended and presented district work at the regular meeting of the CREC minority teacher recruitment organization. • Facilitated District Leadership Team meeting focused on <i>Clarity for Learning</i>, making connections between learning intentions and success criteria for students. • Participated in SIIP network and attended a presentation on High Quality Instruction Labs (HQIs) facilitated by the Milford Public Schools. • Attended regular SRBI meetings across the district to monitor implementation of our new SRBI handbook. • Met with new teachers along with GEA President for a midyear check-in and reflections on new teacher orientation. • Worked collaboratively with CT Center for School Change to plan Community of Practice for administrators focused on equitable instructional practices.
<p>Influence local and state educational policy</p>	<ul style="list-style-type: none"> • Participated in meeting of CAPSS Assessment and Accountability subcommittee with members of the CSDE. • Represented executive leaders on the CAPSS Board of Directors.
<p>Promote positive engagement and communication with the community</p>	<ul style="list-style-type: none"> • Planning for Summer Enrichment Academy to provide learning opportunities for students connected to academic skills. • Granby Equity Team met and focused on supporting 2018-2019 recommendations. • Began planning for 2020 Panorama survey administration.
<p>Explore opportunities for alternate revenue sources</p>	<ul style="list-style-type: none"> • Provided oversight for Federal Grant implementation.

Students

Discipline: Suspension/Expulsion

All school district employees share responsibility for supervising the behavior of students to help them meet standards of conduct established by the Board of Education or the school administration. In working with the students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

I. Definitions

- A. **Emergency** means a situation in which the continued presence of the student in school or school sponsored activities poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- B. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- C. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days, but not in excess of the number of days in one school year. ~~The expulsion period may not extend beyond one (1) calendar year. An expulsion may extend to the school year following the school year in which the expulsion was imposed, but may not exceed one calendar year. To be expelled, the student's conduct must be found to be both in violation of a Board policy and either seriously disruptive of the educational process or endangering persons or property.~~
- D. **In-School Suspension** means an exclusion from regular classroom activity for no more than **ten (10)** consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- E. **Removal** is the exclusion of a student for a class period of ninety (90) minutes or less. The reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.
- F. **School Days** shall mean days when school is in session for students.
- G. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- H. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.



**GRANBY PUBLIC SCHOOLS
GRANBY, CONNECTICUT**
RECOMMENDATION FOR A NEW TEXTBOOK
BOE CURRICULUM SUBCOMMITTEE

Page 1: overview

Course:	English 9-11, AP 12		
Title of Book:	Townsend Press Comprehensive Vocabulary Program 4-12+		
Publisher:	Townsend Press	Author(s):	ELiza Comodromos, Paul Langan
Copyright date:	2019	Edition:	5th Edition
Cost per student edition:	\$4935.1 year site license	Quantity:	470
Cost per teacher edition:	N/A	Quantity:	Included w/site license
Budgeted item:	Will replace <i>Power Plus for College & Career Readiness</i> vocab program		
Staff Endorsements: :	Linda Touchette, John Crand, Lauren Shafer, Kim Quinn		

Other texts reviewed:

Title	Publisher	Copyright
PowerPlus for College & Career Readiness	Prestwick House	2014
Vocabulary from Latin & Greek Roots	PH	2018
Vocabulary Workshop	Sadlier	2018

Reason a new text is requested: PP for CCR, has become outmoded and does NOT offer-Townsend

Press' web-based program offers differentiated instruction and practice for every student and aligns

Perfectly w/vocabulary in text reading and comprehension found in PSAT and SAT tests. The program allows for co-teaching and furnished in-depth data regarding student work, success, struggles. TP's

Program nearly eliminates the need for special education teachers to modify vocab assignments; as students work at their own pace and level.

Reasons for this text selection: See above. As well, included in the program is student and teacher access to traditional e-book, additional practices, teachers editions, powerpoint presentations for instruction.

It also offers pre-post-tests which provides appropriate challenge for strongest vocab students. It may be necessary for request access code. Please note attached documents for review.

	0	1	2	3	4	5
To what extent do you agree with the following statements?						
Text focuses 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 is geared to interest, ability, and needs of students.	0	1	2	3	4	5
Text utilizes grade appropriate ideas, concepts, skills, and vocabulary.	0	1	2	3	4	5
Critical thinking and problem solving strategies are evident.	0	1	2	3	4	5
Text 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, include 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, or 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 or our society, both past and present.	0	1	2	3	4	5
Diversity and equity are represented throughout the text.	0	1	2	3	4	5
Content is relevant over a period of years (not quickly outdated).	0	1	2	3	4	5
Overall, this text will serve as a valuable resource to teachers and students.	0	1	2	3	4	5

GRANBY PUBLIC SCHOOLS
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)

Assistant Superintendent 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: FRENCH 4H

Title of Book: Bien Dit 3

Publisher: HOUGHTON MIFFLIN HARCOURT Author(s): J. DEMADO, et al

Copyright date: 2018 Edition: 1st

Cost per student edition: 39.⁶⁰ Number needed: ~ 30

Cost per teacher edition: 140.³⁰ Number needed: 1

Budgeted item: _____

Text nominated/evaluated by: Karen R. Poland + Kate Guyett

Other texts reviewed:

Title	Publisher	Copyright
<u>T'es branché</u>	<u>EMC</u>	<u>2019</u>

Reason a new text is requested: It's the continuation of the level 1+2 book used in French 1, 2+3 - aligns perfectly with ACTFL standards + the French 4Honor curriculum.

Reasons for this text selection: Assessments aligned with AAPPL, test used for Seal of Biliteracy which juniors take. Also is a pre-AP book.

BOE Subcommittee Review

Page 2: Rating

	0	1	2	3	4	5
	(Disagree)					(Agree)
To what extent do you agree with the following statements?						
Text focuses on major objectives of course.	0	1	2	3	4	5
Text reflects key concepts/big ideas from CT Frameworks/Curriculum. <i>ACTFL</i>	0	1	2	3	4	5
Subject matter is geared to interest, ability, and needs of students.	0	1	2	3	4	5
Text utilizes grade appropriate ideas, concepts, skills, and vocabulary.	0	1	2	3	4	5
Critical thinking and problem solving strategies are evident.	0	1	2	3	4	5
Text 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, include 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, or resource section.	0	1	2	3	4	5
Incorporates the use of technology for extension. <i>!! Very well!</i>	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
Diversity and equity are represented throughout the text.	0	1	2	3	4	5
Content is relevant over a period of years (not quickly outdated).	0	1	2	3	4	5
Overall, this text will serve as a valuable resource to teachers and students.	0	1	2	3	4	5

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Date _____

Chair of the Curriculum Subcommittee

Date _____

Chair of the Board of Education (final approval)

Date _____