

Curriculum/Policy/Technology/Communi
cation Subcommittee Meeting
Wednesday, December 2, 2009 5:30 PM
Eastern

Curriculum/Policy/Technology/Communication
Subcommittee Meeting
15-B North Granby Road
Granby, CT 06035

- I. Curriculum Directors' Updates
- II. Updated Course Proposal for Study Skills 9 and 10
- III. Response to Questions for Marketing Text and Course
- IV. Naviance Roll-Out Plan
- V. New Policies
- VI. Other

Monthly Elementary Education Report: November 2009

Professional Development activities planned and implemented:

- Assistive Technology contract: planning with CREC consultant, two sessions (November 6 & 13) held with teachers (use existing programs and hardware)
- Book Share training for Reading and Special Ed staff (for reading disabilities)
- Lexia (reading software) training (follow up November 11)
- Crisis Prevention Institute (CPI) training and follow up (November 3 & 9) for all elementary SpEd staff (verbal and physical response to escalating behaviors)
- Implementing the New Learning Disabilities Guidelines for SpEd staff
- November 3 PD day: writing training and portfolio time

Grant activity

- \$192,000 Choice Academic & Social Support grant awarded—planning for implementation with administrators
- \$15,000 Enhancing Education Through Technology Request for services grant awarded--planning for implementation with administrators
- ESEA Consolidated grant submitted and awarded (Title II-\$26,000, Title III-\$900, CREC consortium, Title IV-\$3700)--planning for implementation with administrators
- Title I Evaluation Report submitted
- CSDE required Title I narrative revisions
- Link and Learn grant management

Support of District Improvement Strategic Plan:

- Prepared materials and co-facilitated Teaching and Learning section of Admin Council to reach consensus on areas including PLC teams, Common Outcomes, Common Assessments
- Developed materials to support mission statement to share with PTO
- Met with PLC teams to share information and consensus on implementation strategies

Other:

- Complete goal setting meetings with staff
- Teaching and learning presentation for Cohort 2 of Teacher Leadership Academy
- Co-facilitate Cohort 1 of Teacher Leadership Academy (beliefs, theory of action)

- Attend elementary PPTs as needed
- Interview and hire preschool Teacher Assistants for incoming students from Birth to 3
- Post and hire Summer School Directors
- Meetings with UCONN professor on cultural competence training, research
- Provide meeting minutes, notes, resources to admin team on meeting attended

Meetings:

- ConnCASE Leadership Conference on SRBI
- National Council for Multicultural Education conference
- Farmington Valley (Special Ed) Directors meeting
- Choice Program Conversations @CREC
- Assistive Technology Consortium meeting @CREC
- Principals' Seminar (focus topic: budget)
- Special Ed Diagnostic Team monthly meeting
- Conn CASE monthly meeting
- Special Ed Legal Update @ CAPSS
- Classroom Walkthrough at Wells Rd
- CAPSS Assistant Superintendents' Roundtable
- District and Elementary Level Admin Council monthly meetings
- Youth Services Bureau survey report meeting
- PTO monthly meeting
- CREC Curriculum Council—brief presentation on Granby's SRBI program

Monthly Curriculum Sub-committee Report

From: Patricia Law, Director of Secondary Education

Date: November 2009

Professional Development:

- Full day PD day for district on November 3rd – MS and HS teachers focused on School Improvement Plan work by developing curriculum pacing guides, determining common outcomes related to SMART goals, developing common assessments, and reviewing student data related to SMART goals during the morning session; afternoon focused on use of technology tied to SMART goal for HS and continued work on SMART goals at MS
- Assistive Technology training with outside trainer for MS and HS resource teachers Nov 6, 13, 20 (arranged by Sue Domanico)
- Planning with Sue Domanico for vertical articulation meetings for grades 6 and 7 in December
- Secured Peg Neal (CREC) to continue work with MS and HS math teachers on differentiating instruction, pacing, and determining outcomes

Curriculum:

- Ongoing work on curriculum audit for HS Business and Social Studies departments based on new SS standards and Perkins grant requirements
- Received feedback from CAS at MS and HS related to curriculum overview
- Oversight of District student achievement goal and instructional plan
- Ongoing work with Ms and HS departments to develop pacing guides for courses

Committee Work:

- Attended regular and extra H1N1 committee meetings to assess school and district needs
- Attending Emergency Planning for Schools 2 day training
- Creating draft of District Emergency Plan
- Overseeing ID badge and security updates for buildings – Badges to be distributed and worn beginning Nov 18
- Continued work with Robotics Club
- Scheduled Wellness Committee meeting for November 30
- Worked with Ruth Ann Lobo and CHOICE committee to develop professional development related to achievement gap

Other:

- Monitoring ELL progress, programming and testing
- Completion and submission of Title III portion of Consolidated Grant
- Leading PPTs as needed; oversight of out placed students
- Ongoing SMART goal work with building principals and PLC teams
- Participation in 2nd Marzano webinar to support current HS and MS work with common formative assessments and PLC team SMART goals (Oct 27)
- Helped lead district Ad Council discussion about PLC team SMART goals and common formative assessments
- Meeting with Year 1 and 2 new teachers about BEST/TEAM model and changes to process
- Attend CREC meeting about TEAM model
- Assigned to be District TEAM Facilitator under new TEAM model
- District representative at Saint Joseph College Employee Panel discussion
- Meeting with TAs at HS and MS to assess needs
- Hiring of new MS TA
- FY 11 budget development

Monthly Meetings:

- Diagnostic Team (SPED)
- Curriculum Council at CREC
- MS/HS Ad Council Meetings
- District Ad Council
- District Walkthroughs
- Teacher Leadership Academy – Cohort I Year 2, second meeting on Theories of Action
- Principals Seminar – Problems of Practice for Administrators in PLC
- DLT (District Leadership Team) – Focus on new mission and Instructional Plan
- 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
- Guidance meetings at HS related Naviance and Developmental Guidance
- BOE (discuss YSB Asset Survey)
- YSB asset survey meetings

New Course Proposal FY11

Name of Course: Study Skills 10

Level/Grade(s): 10

Credits: Students scheduled for resource 4 times per week = full year class worth ½ credit

Students scheduled for resource 2 times per week = half year class worth ¼ credit

Prerequisite(s): recommendation of resource teacher/counselor; completion of grade 9 study skills

Rationale for the course:

This class was developed to be a proactive approach to skill development for special education and 504 students. Based on input from special education and regular education teachers, there was a need to teach explicit learning skills to students in order to increase their success in the classroom. The curriculum provides students with the lessons in the skills and attitudes necessary to be active learners, while increasing their independence and responsibility for learning. The course was developed from the CRISS and the University of Kansas programs which are research proven programs. This course is meant to be the second step in a continuum of learning beginning in grade 9 and continuing through grade 12 which includes transitional planning for after high school. This curriculum is currently being taught by the resource room teachers and we are requesting that students now receive credit for completing this curriculum.

Course description and brief outline:

Students receive specific instruction on skills outlined in the curriculum (see attached curriculum outline) during the first half of the class. Students then apply the learning to their current course work with support from the special education teacher for the remainder of the resource period.

Students will receive letter grades for their work in the class. Students will take a midterm and final that are application based and reflective of the student's learning. Student note books will follow the student through all four years as a resource and documentation of learning.

Projected costs:

Text needed? None Recommended text?

Resources needed? Copier paper, Post its, notebook dividers \$300.00

Existing or new staffing needed? Existing staff

CAS signature _____

Administrator signature _____

Date submitted _____

New Course Proposal FY11

Name of Course: Study Skills 9

Level/Grade(s): 9

Credits: Students scheduled for resource 4 times per week = full year class worth ½ credit

Students scheduled for resource 2 times per week = half year class worth ¼ credit

Prerequisite(s): recommendation of resource teacher

Rationale for the course:

This class was developed to be a proactive approach to skill development for special education and 504 students. Based on input from special education and regular education teachers, there was a need to teach explicit learning skills to students in order to increase their success in the classroom. The curriculum provides students with the lessons in the skills and attitudes necessary to be active learners, while increasing their independence and responsibility for learning. The course was developed from the CRISS and the University of Kansas programs which are research proven programs. This course is meant to be the first step in a continuum of learning beginning in grade 9 and continuing through grade 12 which includes transitional planning for after high school. This curriculum is currently being taught by the resource room teachers and we are requesting that students now receive credit for completing this curriculum.

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Projected costs:

Text needed? None Recommended text?

Resources needed? 9th grade student notebooks and dividers; index cards; post-its; colored copier paper (\$300.00)

Possible CRISS training for 1-2 teachers

Existing or new staffing needed? Existing staff

CAS signature _____

Administrator signature _____

Date submitted _____

Marketing Course and Text Follow Up
BOE Curriculum Sub Committee
November 17, 2009

1) The case studies in the book will be supplemented by current case studies using the most up-to-date information in the Marketing field. Examples of internet sites that would be utilized include:

American Marketing Association <http://www.marketingpower.com/Pages/default.aspx>
Entrepreneur.com - Advertising <http://www.entrepreneur.com/advertising/index.html>
Entrepreneur.com - Marketing

These sites will be used to provide students with real world, current marketing trends and examples. Additionally, the textbook will be supplemented with webquests, and online activities supported by GlenCoe.

2) The DECA connection is prominent in every book that we evaluated. Once the course is up and running, I envision, that GMHS will have the interest to start a DECA club. We will gauge student interest and move forward in bringing the club to GMHS and integrating it into the Marketing curriculum. As you know the Perkins grant stipulated that GMHS have a CTSO club. Hal Kolding has taken the initiative in creating a TSA club. If there is significant student interest, GMHS will establish 2 CTSO clubs. (TSA and DECA)

Finally, this course affords us the opportunity to explore various ways to run a school based enterprise and incorporate these learning strategies into our Marketing course.

Naviance Roll-out Plan

Julie Bragg, School Counselor (Naviance Site Manager)

What is Naviance?

Naviance is currently the country's leading web-based management system for post-secondary planning and advising. The counseling office's side of the system allows us to manage college applications. It also provides a store house for historical data pertaining to GMHS student application outcomes. Family Connections is the student/parent side of Naviance, which allows students to learn about themselves, their personalities, and possible careers which match their interests. The basic Family Connections service allows students to research careers, majors, and colleges. Perhaps one of the most exciting features Naviance provides is the capability for the counseling office to view and share historical data pertaining to recent GMHS graduates' admissions decisions. This information is portrayed in graph form. "Scattergrams" for all colleges and universities where GMHS graduates have applied can be viewed while plotting a prospective student on the graph to gain perspective of the likelihood of a candidate's admission to a particular institution.

New features

We are currently in the process of upgrading our Naviance account. The SAT prep program will allow all students to have access to an online interactive SAT preparation program. Additionally, we are purchasing the Learning Style Inventory program. Special Education teachers will be able to use this with students on their caseloads for transition planning.

2008-2009 Accomplishments

- Trained counselors and secretarial staff on Naviance.
- Began using application manager as database for processing school materials for applications.
- Technical support staff assisted with uploading historical admissions decisions data for recent graduates from the classes of 2007 and 2008.
- All students enrolled in Personal Finance Management and School-to-Career classes used the career planning features on Naviance (personality type indicator and career interest inventory).
- The Naviance program received publicity in the community through GMHS newsletters, the Granby Drummer, Sophomore Parent Night, and Junior Planning Night.
- Approximately 80% of juniors (current seniors, class of 2010) were trained on Naviance through small group tutorials during scheduled meetings held on PLC mornings.

Challenges met in 2008-2009

- Accessing juniors and sophomores for Naviance training sessions was problematic. For example, PLC morning meetings for sophomores had been scheduled and announced, however, they had to be rescheduled due to conflicts with band and chorus rehearsals. Although we advertised for follow-up parent and student training meetings during the spring, we had a low attendance rate of 30 percent. Additional follow up involved sending individual account information and instructions home with fourth quarter report cards in July.
- Admissions decisions data for the classes of 2007 and 2008 had to be reviewed carefully for accuracy since the upload was mismatched colleges. Also, UConn acceptance records were not differentiated by campus. This delayed the launch of the use of Scattergrams.

Roll-out Plan for 2009-2010

- Continue to publicize Naviance and its capabilities to the community (i.e. **October** GMHS Newsletter and Graby Drummer article)
- Professional Development time for counselors (i.e. **October** 6, 2009 PD session)
- Request support from administration to access students for group meetings during the school day for Naviance training
- Use Naviance with **seniors** during individual post-secondary planning meetings (**October, November, December**)
- Meet with CAS members for English and Math in **November** to discuss introducing the SAT prep program through classrooms.
- During PSAT returns in **December**, show **sophomores** and **juniors** how to use Naviance SAT prep program.
- Special Education teachers are currently using Naviance with juniors and seniors in the Resource Room.
- High School SPED Staff will receive Naviance training through PLC time in **January**. This will include instruction on using the Learning Styles Inventory.
- Currently working with Dean of Enrollment at UConn to receive accurate admissions decisions for past graduates. This will allow us to move forward with the plan to go live with Scattergrams on Family Connection. Target date for going live with Scattergrams is **January**.
- Include brief demonstration of Naviance at **Junior** Planning Night in **January**.
- Invite **parents of juniors** to attend a PLC morning training session for Naviance in the spring.
- Create and send parent accounts. Distribute via e-mail just before parent training session.
- **Junior** meetings will be held during the school day for Naviance training during the month of **February**.
- Counselors will be integrating Naviance into the **sophomore** Wellness curriculum (Part of joint departmental PLC goal) Lessons are planned for early **February**

Future Plans for Naviance

Electronic of Submission of School Materials to Colleges and Universities

One main focus of the 2009 Naviance Summer Institute was the electronic submission of school materials in the college application process. There are more than 1,000 high schools across the nation that are already submitting documents electronically and this is expected to be the way of the future. In the coming years, we will be able to electronically transmit transcripts, profiles, secondary school reports, counselor and teacher recommendations, and report cards. While most of our area colleges are not yet receiving documents electronically, we are preparing for the conversion. Filing school documents online will save staff time and money. Last year, in order to send colleges required school documents we spent approximately \$1,000 on postage alone. This expense can be eliminated with electronic submission.

Explore Using Naviance to Create a Post-graduate Survey

We have the capability to create a post-graduate survey to assess retention rates in college, as well as transfer rates and graduation rates. This is an initiative that we can explore further during professional development time.

Students/Personnel-Certified

Psychotropic Drug Use

The Board of Education prohibits all school personnel from recommending the use of psychotropic drugs for any student enrolled within the school system. For purposes of this policy, the term “recommend” shall mean to directly or indirectly suggest that a child use psychotropic drugs.

Psychotropic drugs are defined as prescription medications for behavioral or social-emotional concerns, such as attentional deficits, impulsivity, anxiety, depression and thought disorders and includes, but is not limited to stimulant medications and anti-depressants.

However, school health or mental health personnel, including school nurses or nurse practitioners, the District’s Medical Advisor, school psychologists, school social workers, and school counselors (*note: The Board may also include other school personnel it has identified as the person responsible for communication with a parent or guardian about a child’s need for medical evaluation, such as the district’s director of special services/special education.*) may recommend that a student be evaluated by an appropriate medical practitioner.

Procedures shall be established by the Superintendent of Schools or his/her designee (or Director of Special Education) delineating the manner in which school personnel and school health and mental health personnel shall communicate with each other regarding children who may need to be recommended for a medical evaluation. Such procedures shall also include how school health and mental health personnel should communicate the need for a medical evaluation to the child’s parents/guardians. Such procedures shall be consistent with all mandatory and existing procedures and due process safeguards governing assessment and diagnosis.

Further, upon the consent of the student’s parents or guardian, obtained, in writing, through the Planning and Placement Team process, school personnel may consult with the medical practitioner regarding such use.

In addition, the Planning and Placement Team (PPT) may recommend a medical evaluation as part of an initial evaluation or reevaluation, as needed to determine either a child’s eligibility for special education and related services, or educational needs for an individualized education program (IEP).

The Superintendent of Schools or his/her designee shall promulgate this policy to district staff and parents/guardians of students annually and upon the registration of new students.

(cf. 5141.4 - Reporting of Child Abuse and Neglect)

Students/Personnel-Certified

Psychotropic Drug Use (Cont'd)

Legal Reference: Connecticut General Statutes
10-212b Policies prohibiting the recommendation of psychotropic drugs by school personnel. (as amended by PA 03-211)
46b-120. Definitions
10-76a Definitions. (as amended by PA 00-48)
10-76b State supervision of special education programs and services.
10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114 and PA 00-48)
10-76h Special education hearing and review procedure. Mediation of disputes. (as amended by PA 00-48)
State Board of Education Regulations.
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.

Policy adopted:

Students/Personnel - Certified

Psychotropic Drug Use

In order to properly implement the Board policy prohibiting school personnel from recommending the use of psychotropic drugs for any child, the following administrative regulations are hereby established:

1. Psychotropic drugs are defined as prescription medications for behavioral or social-emotional concerns, such as attention deficits, impulsivity, anxiety, depression and thought disorders.
2. Psychotropic drugs include, but are not limited to, Ritalin, Adderal, Dexedrine and other stimulant medication, and anti-depressants.
3. All school personnel, including teachers and administrators are prohibited from any communications, both oral and written, to the parents and/or guardians of a child in which the use of psychotropic drugs is recommended.
4. School health or mental health personnel which includes school nurses or nurse practitioners, the District Medical Advisor, school psychologists, school social workers, and school counselors is permitted to discuss with parents and/or guardians of a child the advisability of a medical evaluation by an appropriate medical practitioner when there are behaviors or concerns that may be indicative of medication considerations.
5. School personnel, through the Planning and Placement Team referral process, shall communicate to the school medical staff about a child's behavior that may indicate the need for an evaluation.
6. The Planning and Placement Team (PPT) has the authority and responsibility to recommend a medical evaluation as part of an initial evaluation or reevaluation as needed to determine a child's eligibility for special education and related services, or educational needs for a child's individualized education program (IEP).
7. As required, the District may seek remedy through the due process provisions allowed under the Individuals with Disabilities Educational Act (IDEA) if a parent and/or guardian refuses consent for a reevaluation.

Students/Personnel - Certified

Psychotropic Drug Use (Cont'd)

8. Appropriate medical practitioners, such as a psychiatric consultant or physician, with whom the District contracts for services to students or to whom the District makes a referral for an evaluation may recommend such medications.
9. School personnel may consult with the medical practitioner performing the evaluation with the informed consent of the parent or guardian of the child. The purposes of such communication include the following:
 - a. Conveying concerns or observations of a child, both prior to and following a medical evaluation;
 - b. Requesting health records and other educationally relevant medical evaluations;
 - c. Providing school records to medical practitioners upon request;
 - d. Providing information on school performance to help a medical practitioner monitor and evaluate the effectiveness of psychotropic drugs and/or other medical interventions and/or treatment;
 - e. Discussing with medical practitioners appropriate and necessary nursing or health care in schools to ensure student safety;
 - f. Disclosure of educationally relevant information by the medical practitioner to school personnel.
10. The Department of Children and Families (DCF) is limited by this legislation to take a child into custody solely on the refusal of a parent or guardian to administer or consent to the administration of any psychotropic drug. However, a PPT meeting may be convened if the child is eligible or may be eligible for special education or making a referral to the Department of Children and Families if there are concerns about a child's safety and possible abuse or neglect.

(cf. 5141.4 - Reporting of Child Abuse and Neglect)

Regulation approved: