

Curriculum/Policy/Technology/Communication Subcommittee Meeting
Wednesday, October 6, 2010 5:30 PM Eastern

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

- I. Director of Curriculum Monthly Report
- II. New Texts for AP Chemistry and Culinary Arts
- III. Electronics Lab
- IV. Review Draft Policy 1411 and Administrative Regulations
- V. Review Draft of New Mandated Policy #0200, Vision-Mission-Goals
- VI. CAFE Policy Review
- VII. Early Childhood Study
- VIII. Updates on SERC & Discovery Plans
- IX. Other

Monthly Curriculum Subcommittee Report

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

Date: October 6, 2010

Professional Development:

- Worked with K-6 reading specialists on the development of the October 5th workshop.
- Worked in collaboration with HS and MS Principals to plan October 5 workshop.
- Prepared an online master calendar to track district professional development.
- Worked in collaboration with Aimee Martin, Director of Pupil Services to prepare an annual series of professional development for teaching assistants.

Curriculum:

- Worked with K-6 Language Arts curriculum committee on the continued development of curriculum maps for K-6 reader workshop.
- Began review of curriculum in CEMA.

Committee Work:

- Attended Prevention Council Committee Meeting – welcomed new members, reviewed strategic plan, discussed upcoming events, sub-committee work.

Other:

- K-12 Language Arts Supervisor Interviews.
- Worked with SERC to revise the strategic plan and professional development activities and timeline related to cultural competence and equitable practices.
- Began work on budgeting including the development of Consolidated Grants.
- Scheduled individual meetings with CAS leaders and reading specialists for goal setting
- Weekly meetings with new ELL Tutor to establish student enrollment, scheduling and appropriate service model.
- Supported Principals in the development and presentation of School Improvement Plans.
- Supported various PLC teams (and administrators) across the levels in reflection and revision of SMART goals.
- Review and approve PD for teachers.
- Identified teacher mentors and planned a series of meetings for new teacher and mentors as a part of year-long orientation.
- Collaborated with intermediate administrators and District Outreach Coordinator, RuthAnn Lobo, to establish a timeline and activities for building background knowledge in exploration of a possible future partnership with Discovery Camp.
- Established weekly meetings with two consulting teachers, Mia Porter and Deb Pattison.

Monthly Meetings:

District Ad Council – Focused on PLC indicators, protocols and feedback of processes to-date.

Elementary Ad Council Meetings – Reviewed SIP plans, BOE presentations, Benchmark assessment calendar, pacing and instruction of math and language arts, discussed Responsive Classroom implementation.

Secondary Ad Council Meetings –Reviewed SIP plans, BOE presentations, updates on Asset Plans, data discussion.

Principals Seminar – Determined focus of *feedback* for initial conversations and work.

Bi-Monthly Building Administrator Meetings – Discussions around SMART Goals and feedback to teams

District Leadership Team meetings – Individual meetings to establish goals and review content curriculum progress.

K-12 Language Arts Meetings-Establish focus areas for discussion and outcomes desired for year, address coaching issues in enhancing teacher capacity, address unique student needs.

PLC Team Meetings – Worked with teams in assisting reflection on SMART goals, delving deeper into analysis of data and strategies to implement with students.

Superintendent Meetings – Ongoing daily communication and district level planning.

BOE Meetings- Presentations of district level achievement and continuous improvement plans.

GRANBY PUBLIC SCHOOLS
GRANBY, CONNECTICUT

RECOMMENDATION FOR A NEW TEXTBOOK
BOE CURRICULUM SUBCOMMITTEE

Page 1: overview

Course: AP Chemistry

Title of Book: Chemistry The Central Science AP Edition

Publisher: Pearson Prentice Hall

Author(s): Brown, Lemay, Bursten, Murphy

Copyright date: 2009 Edition: 11th AP Edition

Cost per student edition: 129.97

Budgeted item? No

Text nominated/evaluated by: Jacky Paton

Other texts reviewed:

| Title | Publisher | Copyright |
|-------|-----------|-----------|
|-------|-----------|-----------|

| | | |
|------------------|----------------|--|
| <u>Chemistry</u> | <u>Zumdahl</u> | |
|------------------|----------------|--|

| | | |
|------------------|--------------|--|
| <u>Chemistry</u> | <u>Chang</u> | |
|------------------|--------------|--|

Text being replaced: Chemistry - Chang copyright 1984

(include title and copyright)

Reason a new text is being requested: New teacher, antiquated text, digital ancillaries, growth of AP program.

Unique features of text selected: Mastering Chemistry – online resource, strong laboratory program and ancillaries

| | 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)

Overall rating

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).

Director Of Teaching and Learning

Date _____

Chair of the Curriculum Subcommittee

Date _____

Chair of the Board of Education (final approval)

Date _____

Enter Title or ISBN

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GRANBY PUBLIC SCHOOLS
GRANBY, CONNECTICUT

RECOMMENDATION FOR A NEW TEXTBOOK
BOE CURRICULUM SUBCOMMITTEE

Overview

Course: Culinary Arts / Bake Shop

Title of Book: Professional Baking

Publisher: Wiley Author(s): Wayne Gisslen

Copyright date: 2009 Edition: 5th Edition

Cost per student edition: \$96.95

Budgeted item? _____

Text nominated/evaluated by: Deborah Jacques

Other texts reviewed:

| Title | Publisher | Copyright |
|-------|-----------|-----------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Text being replaced (include title and copyright):

Exploring Professional Cooking - 1996
will still be used in conjunction with
Baking book.

Reason a new text is being requested:

We would like to adopt the Baking
book so that we may articulate our program
with Manchester Community College.

Unique features of text selected:

This is the book that mcc currently uses
for their baking program so we would be
able to give our students a similar experience

Rating

| | 0 (low) | 5 (high) |
|--|-----------|----------|
| Textbook 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 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 and 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, and 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 |

APPROVAL OF A NEW TEXT FOR USE IN GRANBY PUBLIC SCHOOLS

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 Curriculum

Date _____

Ronald Walther
Chair of the Curriculum Subcommittee

Date _____

Cal Heminway
Chair of the Board of Education (final approval)

Date _____

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[Wayne Gisslen](#) (Author)

(17 customer reviews)

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Price For All Three: \$91.82

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- [Study Guide to Accompany Professional Baking](#) by Wayne Gisslen Paperback \$21.68
- [How Baking Works: Exploring the Fundamentals of Baking Science](#) by Paula I. Figon Paperback \$34.39

Professional Baking, College Version with CD-ROM, 5th Edition



 **TEXTBOOK**

Professional Baking, College Version with CD-ROM, 5th Edition

Wayne Gisslen (Long Lake, Minnesota)

May 2008, ©2009

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Wayne Gisslen's *Professional Baking* and *Professional Cooking* textbooks have educated hundreds of thousands of students and professional chefs—with clear, detailed instructions in the theory and techniques necessary to meet the demands of the professional kitchen. Packed with close to 900 recipes, this new *Fifth Edition* of *Professional Baking* continues to comprehensively cover baking basics while also offering enhanced coverage of higher-level techniques such as pastry, chocolate, and sugar work. Balancing theory and practice, *Professional Baking* gives students both the understanding and performance abilities they need to progress and develop in a successful baking career.



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Table of Contents

Recipe Contents.

About Le Cordon Bleu.

Foreword.

Preface.

Chapter 1. The Baking Profession.

Chapter 2. Basic professional Skills: Bakeshop Math and Sanitation.

Chapter 3. Baking and Pastry Equipment.

Chapter 4. Ingredients.

Chapter 5. Basic Baking Principles.

Chapter 6. Understanding Yeast Doughs.

Chapter 7. Understanding Artisan Breads.

Chapter 8. Lean Yeast Doughs.

Chapter 9. Rich Yeast Doughs.

Chapter 10. Quick Breads.

Chapter 11. Doughnuts, Fritters, Pancakes, and Waffles.

Chapter 12. Basic Syrups, Creams, and Sauces.

Chapter 13. Pies.

Chapter 14. Pastry Basics.

Chapter 15. Tarts and Special Pastries.

Chapter 16. Cake Mixing and Baking.

Chapter 17. Assembling and Decorating Cakes.

Chapter 18. Specialty Cakes, Gâteaux, and Torten.

Chapter 19. Cookies.

Chapter 20. Custards Puddings, Mousses, and Soufflés.

Chapter 21. Frozen Desserts.

Chapter 22. Fruit Desserts.

Chapter 3. Dessert Presentation.

Chapter 24. Chocolate.

Chapter 25. Marzipan, Nouogatine, and Pastillage.

Chapter 26. Sugar Techniques.

Chapter 27. Baking for Special Diets.

Appendix 1. Large-Quantity Measurements.

Appendix 2. Metric Conversion Factors.

Appendix 3. Decimal Equivalents of Common Fractions.

Appendix 4. Approximate Volume Equivalents of Common Fractions.

Appendix 4. Approximate Volume Equivalents of Dry Foods.

Appendix 5. Temperature Calculations for Yeast Doughs.

Appendix 6. Eggs and Safety.

Glossary.

Bibliography.

Recipe Index.

Subject Index.

Excerpts

- [Read Excerpt: Chapter \(PDF\)](#)
- [Read Excerpt: Table of Contents \(PDF\)](#)

- [Read Excerpt: Index \(PDF\)](#)

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Author Information

Wayne Gisslen is the IACP award-winning author of the bestselling series of culinary books that includes Professional Cooking, Professional Baking, Essentials of Professional Cooking, Advanced Professional Cooking, and The Chef's Art: Secrets of Four-Star Cooking at Home, all published by Wiley. A graduate of the Culinary Institute of America, he has written and worked extensively in the field of culinary arts, with experience as a restaurant chef, test kitchen supervisor, and food and beverage consultant.


New To This Edition


- Includes 24 completely new recipes - dozens more have been revised and improved
- Includes a new chapter on baking for special diets, including low-fat, low-sugar, gluten-free, and dairy-free diets
- Features 105 new photographs of finished dishes, techniques and product identification.
- More detailed information on controlling gluten development, the baking process, and basic yeast dough techniques
- Each copy of the text includes a new recipe management software program, **Wiley CulinarE-Companion™**, features user-friendly navigation, flexibility, and robust content—which means no special training necessary!
- This edition can be packaged with new method cards featuring step-by-step instructions of the key methods used in creating yeast doughs, quick breads, cakes and cookies
- Includes new sidebars explaining the history and cultural background of various bakery products, as well as details concerning specialty equipment, ingredients, nutrition, and other topics of interest

Hallmark Features

- The most widely used textbook for the introductory baking course
- Includes close to 900 recipes
- Offers complete, step-by-step instruction in the art of making delicious pastries, cakes, desserts, and artisan breads
- Covers advanced pastry work including special pastries, specialty cakes, frozen desserts, sugar work and show pieces, dessert presentation, and chocolate work
- Its comprehensiveness is unmatched in the market and its clear and technically accurate content provide readers with the base of knowledge that they need to further their skills
- Provides comprehensive coverage of the basics (bread making and cake mixing) and enhanced coverage of higher level techniques (pastry, chocolate, sugar work), which are becoming increasingly common in the introductory course

Available Versions

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Instructor Companion Site features password protected instructor resources.

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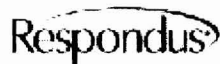
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Granby Memorial High School Technology Classroom Upgrade Proposal September 2010

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 – December 2010 | Identify and visit other STEM programs and labs high school and post-secondary institutions; | Review new curriculum standards and competencies; evaluate current curriculum for consistencies and revision needs |
| August 2010 - December 2010 | | Begin Curriculum revision; working with math and science departments to develop interdisciplinary units and connections to existing curriculum and equipment |
| January 2011 – May 2011 | Develop draft plan and cost analysis of facility needs and changes based on visit information and curriculum alignment and revisions | Continued curriculum review and revision work by department |
| May 2011 | Curriculum Subcommittee Update about programmatic changes; Share facilities plan and cost analysis plans for space, equipment and curriculum revisions | Curriculum Subcommittee Update about initial programmatic changes; Share plans for curriculum revisions and cost analysis |
| September 2011- November 2011 | Facilities changes added to small cap budget | 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. | Police should be notified immediately. The suspected drug or alcohol should be secured by the building administrator and given directly to the responding police officer. All illegal drugs confiscated by an administrator must be given to the police within 24 hours. 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 (Cont'd)

| 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 serious pain has been inflicted upon another should be reported immediately to the police. |
| 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 <i>knives</i> , <i>gravity knives</i> , 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 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, fire officials and superintendent (or his/her designee). A building administrator will notify the superintendent of his/her decision. |

Community Relations

Relations with Law Enforcement Agencies

School Police Cooperation (Cont'd)

| 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 damages are required to report same. (cf. 5131.3 - Student Driving/Parking) |
| Police Interviews | 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 (or legal guardian) 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 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 | <u>*Awaiting language from Attorney Mooney that ties practice back to reporting Child Abuse Policy 5141.4</u> |

Community Relations

Relations with Law Enforcement Agencies

School Police Cooperation (Cont'd)

| 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*, 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) 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.

Regulation approved: October 15, 1997

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

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 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 should 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 or legal guardian must be present. The exceptions to this rule (when the police can interview a student without adult presence) 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 is being interviewed by the police and the parent/guardian cannot be present, a member of the school staff should be present except in extenuating circumstances as defined by the police.

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. Again, the exceptions to this procedure are if the student is being interviewed as a victim and/or there is an overriding immediate public safety concern.
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 or at the police station; however, they may be permitted to question students in the schools when the procedures outlined in 1-2 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. Weapons include, but are not limited to, the objects that are defined in 18 USC S 921(a) and CGS 53a-3. Illegal weapons include knives with over a four-inch blade, gravity knife, billy, blackjack, bludgeon, metal knuckles, 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 and may result in disciplinary action.

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.

18 USC S 921(a)

(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:

Granby Public Schools
Granby, CT

Vision-Mission-Goals

The Board of Education believes that the effectiveness of the educational program of the district depends fundamentally upon an acceptable philosophic base that is guided by an agreed vision, mission, achievement goal and values. Developing coherence and alignment of programs and instructional practices around these guiding documents provides the best conditions and opportunities for continuous district improvement. To guide the efforts of the superintendent, administrators, teachers, and staff, the Board has adopted the following:

Vision

Every student educated in the Granby Public Schools will graduate on time, prepared for 21st century citizenship.

Mission

All students become powerful thinkers, effective collaborators and compassionate contributors in preparation for success in a dynamic, interdependent world.

District Achievement Goal

By 2015, enable students to demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

Values

Presently being developed.

The Board of Education also develops annual goals to guide and focus the work of district improvement and annual budget goals to guide the development of the education budget.

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, Connecticut



Early Childhood Feasibility Study

Committee: 2 BOE member, Director of Pupil Services, Director of Curriculum, Teaching and Learning, K-12 LA Supervisor, 2 Principals, 4 Teachers, 4 ECC, 2 Related Service Personnel, 4 Parents

| Integrated Pre School Study Group | Full Day Kindergarten Study Group |
|---------------------------------------|-----------------------------------|
| Aimee Martin | Diane Dugas |
| Kim Dessert | Kim Dessert |
| Linda Marshall (Preschool Sped) | Other Principal |
| Gen Ed K | K-12 LA Supervisor |
| M. Lewis (Psych) or Jess Beecher (CT) | 2 teachers (K and/or 1) |
| 2 Parents | Alisa Ruggiero (Speech) |
| 1 ECC | 2 Parents |
| 1 BOE | 1 ECC |
| | 1 BOE |

Timeline:

| | |
|---|--------------------|
| Provide overview to Study Group | October 28 |
| Convene Dual Study Groups | October 28 |
| Complete initial activities | November – January |
| Present Interim Report to BOE Curriculum Sub-committee | February 10 |
| Present study group reports to whole group | April 14 |
| Revise reports as needed | |
| Review Draft of recommendations | May |
| Present Recommendations to BOE Curriculum Sub-committee | June |
| Present findings and recommendations to BOE | June |

Proposed Meeting Dates 6:30-8:00 at a location TBD:

October 28, November 18, December 9, January 13, February 10, March 17, April 14.

(Binders for each participant will include: Agendas, Notes, Articles/Research, Resources)

Discovery Center/ Granby- Proposed 3 Year Transition

Year 2010 – 2011

Fall 2010

Wells Rd School & Kelly Lane School

- Share with Granby Board of Education
- Meet with teachers and get feed back
- Assign sister schools (Noah Webster & Rawson are possibilities)
- Meet with PTO Groups
- Commitment letter from schools
- Agree on Student Fees
- Plan for fundraising efforts throughout town

Spring 2011

Wells Rd School & Kelly Lane School

- Meetings with Parents
- Leadership Workshop for teachers
- Leadership Workshops for students
- Start fundraising efforts (DC)
- Pick dates for the schools

Year 2011 – 2012

Fall 2011

Wells Rd School & Sister School (TBA)

- Students receive Registration Forms
- DC staff Meets with teachers- at school
- Student Orientation- counselors visit students at school
- Parent Night- at school
- Open House Dates- at camp
- Collect registration forms
- 4th Grade- Day visit to camp

Kelly Lane School & Sister School (TBA)

- 4th Grade- Exchange pen-pal letters

Spring 2012

Kelly Lane School & Sister School (TBA)

- Students receive Registration Forms
- DC staff Meets with teachers- at school
- Student Orientation- counselors visit students at school
- Parent Night- at school
- Open House Dates- at camp
- Collect registration forms
- 4th Grade- Day visit to camp

- 5th Grade- 5 day residential program

Wells Rd School & Sister School (TBA)

- 4th Grade- Exchange pen-pal letters and shares a fieldtrip

Year 2012 – 2013

Fall 2012

Wells Rd School & Sister School (TBA)

- Students receive Registration Forms
- DC staff Meets with teachers- at school
- Student Orientation- counselors visit students at school
- Parent Night- at school
- Open House Dates- at camp
- Collect registration forms
- 4th Grade- Day visit to camp
- 5th Grade- 5 day residential program

Kelly Lane School & Sister School (TBA)

- 4th Grade- Exchange pen-pal letters and shares a fieldtrip
- 5th Grade- Exchange pen-pal letters and shares a fieldtrip
- 6th Grade- Exchange pen-pal letters

Spring 2013

Kelly Lane School & Sister School (TBA)

- Students receive Registration Forms
- DC staff Meets with teachers- at school
- Student Orientation- counselors visit students at school
- Parent Night- at school
- Open House Dates- at camp
- Collect registration forms
- 4th Grade- Day visit to camp
- 5th Grade- 5 day residential program

Wells Rd School & Sister School (TBA)

- 4th Grade- Exchange pen-pal letters and shares a fieldtrip
- 5th Grade- Exchange pen-pal letters and shares a fieldtrip
- 6th Grade- Exchange pen-pal letters and shares a fieldtrip

**SERC-Granby Collaboration
Year-at-a-Glance
2010-2011**

October

- 4 – Administrators – Technical Assistance Meeting #1
- 29 – Students (Groups 1 & 2) – Cultural Competence Training

November

- 3 – Students – Calvin Terrell Follow-up Day 1*
- 3 – Community – Community Night #2*
- 4 – Students – Calvin Terrell Follow-up Day 2*
- 30 – Teachers Group 2 – Cultural Competence & CRP Training, Day 1

December

- 8 – Support Staff (Secs & TAs) Group 1 – Cultural Competence & CRP Training
- 9 – Support Staff (Secs & TAs) Group 2 – Cultural Competence & CRP Training
- 21 – Teachers Group 2 – Cultural Competence & CRP Training, Day 2
- 22 – Students (Groups 1 & 2) – Cultural Competence Technical Assistance Meeting #1

April

- 7 – Teachers (both Groups 1 & 2) – CRP Technical Assistance (Day 3 for both groups)
- 27 – Students (Groups 1 & 2) – Cultural Competence Technical Assistance Meeting #2

May

- 31 – Support Staff (Secs & TAs) Group 3 – Cultural Competence & CRP Training

DATES/MEETINGS STILL TO BE DETERMINED:

- Middle School Equity Walk-through Visit (2 hours) – Oct/Nov date?
- Administrators – Technical Assistance Meeting #2
- Administrators – Technical Assistance Meeting #3
- Administrators – Technical Assistance Meeting #4