

Curriculum Subcommittee Meeting
Wednesday, April 13, 2011 5:30 PM Eastern

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

- I. Curriculum Director's Report
- II. Breathalyzers
- III. NEAS&C Update
- IV. Calendar Guidelines
- V. Review Draft Policy 9240, Board Member Development and Policy 9400, Self-Evaluation
- VI. New Draft Policies: 5131.913, Cyberbullying and 6120, Objectives/Priorities of the Instructional Program
- VII. June Vision Supplement
- VIII. Race to Nowhere
- IX. Other

Monthly Curriculum Sub Committee Report

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

Date: March, 2011

Professional Development:

- Supported facilitation of reading specialists professional development in coaching through collaborative planning with consultant and LA supervisor.
- Facilitated focus of performance assessment PD to Language Arts curriculum committee
- Held four PD sessions on Learning Principles
- Ongoing work to inform a long range PD calendar
- Acquired new knowledge to support district planning through my own participation in ASCD Annual conference, San Francisco, California.

Curriculum:

- Worked with K-8 Language Arts curriculum committee on the continued development of curriculum maps for K-8 reader workshop, specific focus was placed on the development of performance assessments. With the broadening of the committee to include grades 7 and 8 a focus on identifying essential standards was provided for 7/8.

Committee Work:

- Began district-wide SRBI committee holding first meeting: provided overview, established expectations and outcomes.
- Facilitated monthly meetings with the Early Childhood Feasibility Study Committee –Began drafting report
- Granby Prevention Council Executive Board – Grant planning and development of community partnerships
- Chair of Teacher of the Year committee – facilitated timeline, established committee, disseminated packets.

Other:

- District Test coordinator for CMT and CAPT
- Review of GEF Technology grants
- Interviewing and communication of Summer School opportunities including both regular summer school and the new Global Studies Summer School program.
- Presented Summer school options to PTO evening night for parents regarding summer learning programs.
- Manage grants, grant reporting, spending

- Review and approve PD for teachers
- Facilitate and monitor the implementation of the new TEAM (new teacher induction) process: Held one TCC meeting to review status of first year teachers and develop full induction.
- Participated in various meetings regarding the District Community Partnership plan.
- Participation in district book club on culturally responsive schools (representation from all five schools and central services participate in the reading and discussion).
- Facilitation of implementation and training for new CEU system
- Participated in meetings regarding cafeteria audit, established plans to reinstate Wellness committee
- Dialogue and discussion between Julie Bragg, HS Guidance, Pat Law and myself regarding developmental guidance needs, NEASC and next steps in developing student success plans.

Monthly Meetings:

- District Ad Council – Focused on deeper understanding of Learning Principles
- Elementary Ad and secondary Council Meetings – Discussion and planning for summer school, various end of the year transitions and programming
- Principals Seminar – Engaged in our focus of effective *feedback* to teachers regarding PLC work, specifically looking at 21st century skills and equity
- Bi Monthly building Administrator meetings – Targeted discussion around moving the work of buildings forward, guided by Principal needs.
- Monthly Walkthrough meetings with principals conducting the months walkthrough to facilitate learning target, data collection and next steps.
- District Leadership Team meetings – Continuation of developing Learning Principals
- K-12 Language Arts meetings Emphasis on coaching and implementation of data driven conversations
- Weekly meetings with K-12 LA supervisor – focus on establishing K-12 priorities in regards to curriculum, instruction, assessment, PLC and SRBI.
- PLC Team meetings – Support PLC teams in data driven decision making delving deeper into analysis of data and strategies to implement with students.
- Superintendent meetings – Ongoing daily communication and district level planning
- BOE meetings-Development of Learning Principles presentation
- ELL meetings – weekly meetings with ELL tutor, school visitations, collaborative networking, establishment of consistent and documented ELL procedures.
- Co- facilitates the Executive Leadership Academy with Superintendent– Emphasis on developing the groups understanding of theories of action and problem of practice; participants are developing their own problems of practice.

**NEAS&C Recommendations Review
April 2011
BOE Curriculum Subcommittee**

Process Utilized to Respond to Recommendations:

1. Developed NEAS&C Follow-up Committee
 - a. Committee has met three times this year
 - b. Two more meetings scheduled this school year
 - c. Provides guidance to process to complete recommendation
 - d. Progress is charted on spreadsheet and reported regularly to faculty
2. Use District Vision, Mission, Goals and Learning Principles (when developed) as well as beliefs of PLCs as a lens to do the work and respond to the recommendations
3. Develop and provide alignment and continuity for school to district expectations and NEAS&C standards
4. Use new NEAS&C standards to guide recommendation process and as a lens for future high school decision making

Recommendation Category	Number in Original Report	Current Number Still needed to Complete	Proposed Timeline to Complete
Highlighted	10	6	January 2012
Mission	2	2	December 2011
Curriculum	5	2	December 2011
Instruction	4	2	June 2011
Assessment	5	3	January 2012
Leadership	3	2	September 2011
School Resources	3	2	November 2011
Community Resources	6	4	January 2012?
Total	38	23	January 2012

Significant Information:

1. Three principals in four years
2. Budget constraints
3. New Standards for next visit
4. Secondary School Reform

Five Year Report Due Date: March 1, 2012 (NEAS&C expectation that all incomplete recommendations will be completed by the five year report)

Next Visitation Date: May 2017 (will be tied to new standards)

**GRANBY PUBLIC SCHOOLS
2012-2013 PRELIMINARY SCHOOL CALENDAR**

AUG/SEPT (18 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
27PD	28PD	29PD	30PD	31
3H	4*	5	6	7
10	11	12	13	14
17H	18	19	20	21
24	25	26	27	28

JANUARY (21 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
	1H	2	3	4
7	8	9	10	11
14	15	16	17	18
21H	22	23	24	25
28	29	30	31	

MAY (21 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27H	28PD	29	30	31

OCTOBER (22 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
1	2*	3	4	5
8H	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY (18 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
				1
4	5	6	7	8
11	12	13	14	15
18H	19V	20	21	22
25	26	27	28	

JUNE (9 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
3	4	5	6	7*
10*	11*	12*	13*⊕	14+
17+	18+	19+	20+	21
24	25	26	27	28

NOVEMBER (19 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
			1	2
5	6PD	7	8	9
12	13	14	15	16
19	20	21*	22H	23H
26	27	28	29	30

MARCH (20 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29H

LEGEND:

- ⊕ First/Last Day of School
- H Holiday - No School
- PD Prof. Dev. - No School
- V Vacation - No School
- ◆ HS PLC late arrival
- * Early Release - All Schools
- EE Early dismissal elementary only
- ES Early dismissal secondary only
- EX Early Release - HS Exams
- GS Grades Close - Secondary
- + Emergency Days

DECEMBER (15 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24V	25V	26V	27V	28V
31V				

APRIL (17 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
1	2	3	4	5
8	9	10	11	12
15V	16V	17V	18V	19V
22	23	24	25	26
29	30			

VACATIONS: DEC. 24, 2012 – JAN. 1, 2013 FEBRUARY 18-19, 2013 APRIL 15-19, 2013

KINDERGARTEN PARENTS PLEASE NOTE – If school is released early due to weather, afternoon kindergarten will automatically be cancelled and morning kindergarten will be shortened to 10:20 a.m.

High School graduation will take place no later than the 185th day of school. The date will be confirmed at the first BOE meeting following April 1.

SCHOOL HOURS	STUDENT REGULAR HOURS	TEACHER REGULAR HOURS	EARLY RELEASE	DELAYED OPENING
Middle School/High School	7:35 - 2:20	7:30 - 2:45	7:35 - 12:00	9:10 - 2:20
Kelly Lane & Wells Road	8:20 - 3:05	8:05 - 3:20	8:20 - 12:45	9:50 - 3:05
Kearns Primary School	8:35 - 3:20	8:20 - 3:35	8:35 - 1:00	10:05 - 3:20
Kindergarten a.m.	8:35 - 11:30		8:35 - 10:20	10:05 - 11:50
Kindergarten p.m.	12:25 - 3:20		11:00 - 1:00	12:25 - 3:20

Calendar Guidelines

1. Always start school on a Tuesday no later than September 5th
2. End school by June 15th (not including snow days)
3. The school calendar, policies and practices will be respectful of religious holidays
4. Design a calendar that supports the academic program
5. Have a mid-winter break
6. Maintain an April break
7. Consider designing the calendar task to the Board Policy subcommittee
8. Recommend the adoption of a two-year calendar

<u>M</u>	<u>T</u>	<u>W</u>	<u>Th</u>	<u>F</u>	<u>Sat</u>	<u>Sun</u>
29	30	31	1	2	3	4
30	31	1	2	3	4	5
31	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10

By-Laws of the Board

Board Member Development

The Board of Education places a high priority on the importance of a planned and continuing program of in-service education for its members. The central purpose of the program is to enhance the quality and effectiveness of public school governance in our community. The Board shall plan specific in-service activities designed to assist Board members in their efforts to improve their skills as members of the policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of the local schools; and to deepen their insights into the nature of leadership in a modern democratic society.

Funds may/shall be budgeted annually to support the program. The Board, as a whole, shall retain the authority to approve or disapprove the participation of members in planned activities. The public shall be kept informed about the Board's continuing in-service education and about the program's anticipated short and long range benefits to our schools.

The Board regards the following as kinds of activities and services appropriate for implementing this policy:

1. Participation in school board conferences, workshops and conventions held by CAFE and NSBA.
2. District-sponsored training sessions for Board members.
3. Subscriptions to publications addressed to the concerns of Board members.

In order to control the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidelines:

1. The Superintendent shall maintain a calendar of school board conferences, conventions and workshops. The Board will periodically decide which meetings appear to be most promising in terms of producing benefits to the District.
2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the Board will designate which of its members would be the most appropriate to participate at a given meeting.

By-Laws of the Board

Board Member Development

3. Board members will be reimbursed for their travel expenses.
4. When a convention, conference or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.
5. To provide such development, the Board shall annually provide membership in the Connecticut Association of Boards of Education.

Board members are encouraged to attend workshops presented by CAFE and NSBA.

Professional journals and books in school professional libraries shall be made available to all Board members.

(cf. 1100 - Communication with the Public)
(cf. 4133 - Travel Reimbursement)

Policy adopted:

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**

By-Laws of the Board

Self-Evaluation

The Board of Education is made up of duly elected individuals to oversee the Public Schools of the community. This very responsible and complex job requires that the Board blend its diverse opinion into a common purpose which will give direction to the school system. The local community looks to its Board of Education to provide leadership for the school system. The success of the system depends on how well that role is carried out.

Therefore, it shall be the policy of the Board of Education that there shall be an annual program of self-evaluation in which each member shall participate.

Annually, the Board will schedule dates to conduct its self-evaluation. The evaluation will include, but not be limited to, the following areas: student achievement, community relations, educational policy, planning and setting goals, allocating resources, selecting and/or evaluating the Superintendent, promoting good employee relations, Board governance, and Board member professional development.

Policy Review and Evaluation

The Board shall follow through the policies it has formulated. It shall evaluate how the policies have been executed by the school staff, and shall weigh the results. The Board shall rely on the school staff, students, and the community to provide evidence of the effect of the policies which it has adopted.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

Policy adopted:

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**

Students

Bullying

Cyberbullying

The Granby Board of Education provides computers as learning tools to enhance education. The Granby Public School District's computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly referred to as cyberbullying, are unacceptable and viewed as a violation of this policy and the district's acceptable computer use policy and procedures.

Malicious use of the District's computer system to develop programs or to institute practices that harass other users or gain unauthorized access to any entity on the system and/or damage the components of an entity on the network is prohibited. Users are responsible for the appropriateness of the material they transmit over the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs. It is also recognized that the author (poster or sender) of the inappropriate material is often disguised (logged on) as someone else.

Students and community members who believe they have been the victims of such misuses of technology, as described in this policy, should not erase the offending material from the system. The material should be printed and brought to the attention of the school principal.

The administration shall fully investigate all reports of cyberbullying. In situations in which the cyberbullying originated from a non-school computer, but brought to the attention of school officials, any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes the day-to-day operations of a school. In addition, such conduct must also be violative of a publicized school policy. Such conduct includes, but is not limited to, threats or making a threat off school grounds, or to kill or hurt a teacher or student.

Students

Bullying

Cyberbullying

Disciplinary actions may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion for verified perpetrators of cyberbullying. In addition, when any kind of threat is communicated or when a hate crime is committed, the incident(s) shall be reported to local law officials.

(cf. 0521 – Nondiscrimination)
(cf. 5114 – Suspension and Expulsion/Due Process)
(cf. 5131 – Conduct)
(cf. 5131.21 – Threats or Acts of Violence)

(cf. 5131.8 – Off School Grounds Misconduct)
(cf. 5131.912 – Aggressive Behavior)
(cf. 5131.911 – Bullying)
(cf. 5144 – Discipline/Punishment)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.51 – Peer Sexual Harassment)

Legal Reference: Connecticut General Statutes
PA 02-119, An Act Concerning Bullying Behavior in Schools and
Concerning the Pledge of Allegiance

*Kyle P. Packer PPA Jane Packer v. Thomaston Board of
Education. (SC 15862)*

Policy adopted:

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**

Instruction

Objectives/Priorities of the Instructional Program

The premise of the Granby instructional program is to support the actualization of the Granby vision and mission:

Vision

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

Mission

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

To produce 21st century citizens who are powerful thinkers, effective collaborators and compassionate contributors all students must have access to engaging, standards based curriculum, instruction and assessment that is clearly articulated and aligned K-12, scaffolding opportunities for deep application, reflection and transfer of learning. Our standards based instructional program is predicated on our belief that all students can learn at high levels given the right access, resources and support. To guide our instructional program all stakeholders: students, teachers, parents, administration and community members must demonstrate the core belief that student effort and effective instruction create achievement. As a result our instructional program is guided by the following professional learning community questions:

- What is it we want our students to know and be able to do? Aligned K-12 standards based curriculum and instruction.
- How will we know when our students reach their learning goal? Clearly articulated and aligned summative, benchmark and formative assessments.
- What will we do when our students don't understand or have not mastered the content? A comprehensive response to intervention that includes timely and effective interventions.
- What will we do when our students have already mastered the content? A comprehensive response to intervention that includes timely and effective interventions.

Instruction

Objectives/Priorities of the Instructional Program

The Granby Board of Education is committed to developing the whole child. Therefore the Granby instructional program establishes high expectations in all content areas through the identification and scaffolding of rigorous learning targets, big ideas and essential questions to guide all curricular implementation. It is our belief that students learn best when they can apply their critical thinking, problem solving and inquiry skills in collaboration with others through authentic performance based learning assessments as evidenced by our guiding learning principles.

An underlying assumption of the Granby instructional program is the powerful impact highly skilled teachers and administrators have on the success of students. Teachers and administrators deep knowledge of content, standards and ability to make personal connections positively impact student achievement; therefore an integral part of our instructional program is the ongoing professional development and coaching of educators in highly effective curriculum, instruction and implementation methods for all learners.

Policy adopted:

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**