

Curriculum Subcommittee Meeting  
Wednesday, May 4, 2011 5:30 PM Eastern

Central Services  
15-B North Granby Road  
Granby, CT 06035

- I. Curriculum Director's Report
- II. Update on the following draft policies: Policy 6120, Objectives of the Instructional Program; Policy 9240, Board Member Development; and, Policy 9400 Self-Evaluation
- III. Early Childhood Feasibility Study Update
- IV. High School Electronics Lab Update
- V. Other

## Monthly Curriculum Sub Committee Report

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

Date: April, 2011

### Professional Development:

- Supported facilitation of reading specialists professional development in coaching through collaborative planning with consultant and LA supervisor.
- Mapped outcomes for 2 hour PD sessions across grades K-6 for reader/writer workshop
- Attended a one day session of PD on differentiation with administrators and teachers from across the district with Carol Ann Tomlinson.

### Curriculum:

- Support curriculum writing for Global Learning Summer Academy through facilitation and sharing of processes and formatting.

### Committee Work:

- Began district-wide SRBI committee holding second meeting: Begin looking at best practice, universal and progress monitoring screenings.
- Facilitated monthly meetings with the Early Childhood Feasibility Study Committee –Completed report and BOE presentation
- 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, began review process.
- Reestablished Wellness Committee

### Other:

- Participated in first and second round interviews of MS Literacy Specialist position
- Conducted several observations of first year teachers, including pre and post conferences.
- Manage grants, grant reporting, spending; complete year end reports and evaluations of grants
- Review and approve PD for teachers
- Facilitate and monitor the implementation of the new TEAM (new teacher induction) process: Facilitated year end recognition of new teachers and mentors.
- Participated in various meetings regarding the District Community Partnership plan.
- Facilitation of implementation and training for new CEU system, planning June roll out
- Met with *Link and Learn* representatives to discuss future partnerships for learning

- Began review of Granby Public Schools DRAFT Crisis Plan for feedback to revisions and alignment to community plan.
- Monitoring of summer school planning with summer school directors.
- Collaborative work with HS Principal, Pat Law, Practical Arts Department (Tim Barnett and Sue Clark), Jon Lambert and Santi Camarotti on HS Tech Lab.

#### **Monthly Meetings:**

- District Ad Council
- Elementary and Secondary Ad. Council Meetings – Discussion and planning for various end of the year transitions and programming, PD, etc.
- Principals Seminar – Engaged in our continued focus of effective *feedback* to teachers regarding PLC work, specifically looking at 21<sup>st</sup> 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-preparation of TEAM overview for BOE and Early Childhood Feasibility presentation
- ELL meetings – weekly meetings with ELL tutor, specific focus on year end annual assessment using the LAS Links.
- Co- facilitates the Executive Leadership Academy with Superintendent– Emphasis on developing the groups understanding of problem of practice; participants are developing their own problems of practice, facilitation of peer observation for group and final celebration of leadership learning.

## **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 21<sup>st</sup> 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 21<sup>st</sup> 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**

## **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**



## Early Childhood Feasibility Recommendations

Integrated Preschool Option A	Integrated Preschool Option B	Kindergarten Option A	Kindergarten Option B	Kindergarten Option C
One (1) Classroom of integrated preschool	Two (2) integrated preschool classes	Full Day Kindergarten for all	Partial Implementation of Full Day Kindergarten (Lottery system)	Implement one (1) full day classroom Initially followed by either option A or B.
To begin 2012- 2013 school year	Phase in: 1 class in 2012- 2013  Phase in second class in 2013-2014	To begin 2012-2013 school year	To begin 2012-2013 school year	Implement (1) class 2012- 2013  Implement option A or B 2013-2014

### Overview of Report Format

Program Description  
     Goals  
     Process  
 Synthesis of Findings  
     Recommendations  
 District Considerations  
 Program options for implementation  
 (Timeline, space, personnel, curriculum and PD, cost)  
     Evaluation