

Curriculum Subcommittee Meeting
Wednesday, November 28, 2012 5:30 PM
Eastern

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

- I. PLC Time
- II. Curriculum Director's Monthly Report
- III. Textbooks
- IV. Intermediate School Update
- V. Policies
- VI. Other

Monthly Curriculum Sub Committee Report

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

Date: November 7, 2012

Professional Development:

- School Improvement Network with the Center for School Change – Teacher Supervision, Building System Coherence for Instructional Leadership (Bob Gilbert, Ann Forlenza-Bailey, Diane)
- Leadership and Learning Design Institute with Alan November (4 Sessions) – Designing Instruction to Facilitate Student Engagement (Four Media Specialists K-8 and Diane)
- Held Teacher Leadership Academy I and II – Teacher Leadership Academy is a learning opportunity for aspiring leaders to understand the leadership roles in instruction and school improvement as a part of a system. Each Cohort meets once per month. Cohort I is facilitated by a different administrator monthly, while cohort two is facilitated by Alan and Diane.

Curriculum:

Each of the core curriculum committees will meet for three full days during the 2012-2013 school year beginning in late October, followed by our three day summer curriculum writing institute in June. Simultaneous to committee work which will emphasize unit writing literacy specialists are working with Mike Dunn, Language Arts Supervisor to create a scope and sequence of study skills and writing conventions by grade level to be incorporated into the curriculum work this year. The Math/Science specialists are working to align EDM lessons to identified math units of instruction by grade level for teachers, allowing us to identify where we have gaps in resources for instruction given the new common core expectations.

- Language Arts 9-12 – Met for two days with an emphasis on English 11 units of instruction, assessment and rubrics.
- Math K-12 – Are working on alignment of resources to CCSS units for recommendation to the Board for approval and K-6 Math Specialists worked for three days on alignment of EDM resources to units of instruction.

Intervention Implementation Update:

- Professional Development – Informal and ongoing
- Communication – Implementation meetings are being held with principals and central services staff, facilitated by Aimee Martin to review implementation progress of three year plans. Recommendations are being considered through the initial budget process for both staffing and intervention resources.

Other Committee Work:

- Teacher Supervision and Evaluation Committee met for one day and completed revisions to a draft rubric to guide the observation portion of the evidence collection and feedback. The rubric was created making connections to Granby's guiding documents and other pertinent state resources. The committee will reconvene on November 27th to finalize the lesson plans staff review and input which are scheduled to take place during the December and January faculty

meetings and January half day PD time. Next steps engage the group in writing policy development regarding implementation of the plan.

Other:

- Ongoing with SERC to implement the strategic plan and professional development activities and timeline related to cultural competence and equitable practices
- Held Math/Science Specialists, LA Supervisor goal setting meetings
- Attended Annual TEAM District Facilitators meeting
- Collaborated with Principals on budget planning and process, development of curriculum budget
- Participation in research, planning and various meetings related to the reconfiguration of the intermediate schools
- Revised Elementary progress reports to include world language and made revisions to math based on new CCSS expectations being taught, created preschool progress report.
- Ongoing collaborative work with Ed Lyman and Julie Bragg to customize Naviance to our Student Success Plan model and roll out the implementation of SSP's 6-8.

Monthly Meetings:

- District Ad Council – Continued exploration and development of a district writing action plan (with the inclusion of key literacy leaders); initiated the beginning stages of administrative evaluation development process.
- Elementary Ad Council Meetings – Interventions, benchmark data, professional development and teacher evaluation, DAG.
- K-12 Coaching Meetings- Meetings are structured with a three tiered focus: building capacity to change practice; address district level work such as visualizing the learning principles and providing a scope and sequence for study skills; content specific work in literacy and math/science. These meetings occur one day per month from 8-3 and include the literacy specialists, math/science specialists and special education consulting teachers.
- Established monthly meetings with Media Specialists and technology department to fulfill goals identified in our Technology plan regarding changing roles and responsibilities
- Walkthrough's- Collaborate with principals on the planning and implementation of their walkthrough's based on their theory of action and problems of practice. Kearns and Kelly Lane both had walkthrough's in October.
- PLC Team meetings – As appropriate.
- Superintendent meetings – Ongoing daily communication and district level planning
- BOE meetings- Presentations of District level achievement and continuous improvement plan

Community Relations

Communications with the Public Parent Involvement

Aligned with our district mission to foster effective collaboration, the Granby Board of Education believes that improved student achievement is the shared responsibility and goal of parents, teachers, the school system and the community at large. Research supports our belief that the education of our children must be a collaborative effort between families and school, and that meaningful cooperation and effective communication between home and school improve the quality of education significantly. Consistent and two-way communication and cooperation between teachers and parents, including guardians and other family members involved in supervising children's education, improves student behavior and attendance and, ultimately, achievement.

Therefore, all parents, guardians and care-givers of students in our schools are encouraged to take an active role in the education of their children, and school personnel will ensure a variety of opportunities for parents to participate in the life of the school community. Each school will develop an annual plan to foster opportunities for parent and family involvement and participation, including such steps as ensuring that:

- Parents are welcome in every school and their support, assistance and input is sought in assisting student learning.
- Communication between home and school is regular, two-way, meaningful and consistent, and reflects updated and accurate information.
- Systems of communication are developed and refined to meet the needs of all our families including those from other communities.
- Conference schedules respect the needs of working families.
- Community resources are made available to strengthen school programs and student learning.
- Opportunities are provided for parents to give input regarding decisions affecting children and families.
- Opportunities for parent and community involvement foster shared responsibility for student learning.

The Superintendent will report to the Board of Education annually on parent involvement opportunities.

Legal Reference: Connecticut General Statutes
10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A, 10-111, An Act Concerning Education Reform in Connecticut

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

Instruction

Individualized Education Program/Special Education Program

Information and Resources Relating to Individualized Education Programs

Pursuant to Connecticut law, the Granby Board of Education must provide parents of students eligible for special education and related services with information and resources, created by the Connecticut State Department of Education (the “Department”), relating to individualized education programs (“IEPs”). In accordance with this requirement, the Board provides the following list of information and resources to assist parents.

- Bureau of Special Education Resources,
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730>
- A Parent’s Guide to Special Education in Connecticut,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf
- Individualized Education Program (IEP) Forms,
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322680#IEP>
- A Tool to Assist PPTs in Addressing the Unique Communication Needs of Students Who are Deaf or Hard of Hearing, Language and Communication Plan,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Language_Communication_Plan.pdf
- Promoting School Success for Children with Disabilities:
 - Least Restrictive Environment,
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/LRE.pdf>
 - PPT 101, <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/PPT101.pdf>
 - PPT Process, http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/PPT_Process.pdf
- Secondary Transition, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322676>
- Helpful CT Resources for Families,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf

Instruction

Individualized Education Program/Special Education Program (Cont'd)

Legal Reference: Connecticut General Statutes

- 10-76a. Definitions.
- 10-76b. State supervision of special education programs and services. Regulations.
- 10-76d. Duties and powers of boards of education to provide special education programs and services.
- 10-76g. State aid for special education.
- 10-76ff. Procedures for determining if a child requires special education.
- 10-76h. Special education hearing and review procedure.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations

- 34 C.F.R. 300 et seq. Assistance to States for Education of Children with Disabilities.
- 300.22. Individualized education program.
- 300.502. Independent educational evaluation.
- 300.533. Placement during appeals.
- 300.114-120. Least restrictive environment.

P.L. 108-446. The Individuals with Disabilities Education Improvement Act of 2004

PA 12-173. An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, Connecticut