

Curriculum Subcommittee Meeting  
Wednesday, December 5, 2012 5:30 PM  
Eastern

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

- I. Policies
- II. Monthly Curriculum Director's Report
- III. New Texts
- IV. Other

## **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

## **Personnel – Certified/Non-Certified**

### **Nondiscrimination**

The Granby Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability, pregnancy, genetic information, or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Granby Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, or gender identity or expression is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

### **Legal References:**

- Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*
- Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*
- Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
- Age Discrimination in Employment Act, 29 U.S.C. § 621
- Americans with Disabilities Act, 42 U.S.C. § 12101
- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
- Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42 USC 2000ff; 34 CFR 1635
- Connecticut General Statutes § 10-153. Discrimination on basis of marital status

**Personnel – Certified/Non-Certified**

**Nondiscrimination (Cont'd)**

Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60

Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions

Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.

Policy adopted:

GRANBY PUBLIC SCHOOLS  
Granby, Connecticut

Draft

## **Students**

### **Nondiscrimination**

The Granby Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy or gender identity or expression is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability, pregnancy, gender identity or expression.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

#### **Legal References:**

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*  
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*  
Americans with Disabilities Act, 42 U.S.C. § 12101, *et seq.*  
Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.* - Discrimination on  
basis of sexual orientation  
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq.*

Policy adopted:

GRANBY PUBLIC SCHOOLS  
Granby, Connecticut

## **Students**

### **Nondiscrimination**

Students, parents, employees, applicants for positions and other third parties may not be denied the right to participate in a publically funded educational setting based on the following protected classes: race, color, religion, sex, gender identification or expression, national origin, age, disability, marital status, pregnancy, and/or genetic information.

If you are a STUDENT, you may not be discriminated against based on the above categories, including in the following areas:

- Admission
- Use of School Facilities
- Vocational Education
- Competitive Activities
- Student Rules, Regulations and Benefits
- Financial Assistance
- School-Sponsored Extracurricular Activities
- Enrollment in Courses
- Counseling and Guidance
- Physical Education
- Graduation Requirements
- Treatment as a Married and/or Pregnant Student
- Health Services
- Most Other Aid, Benefits or Services

If you are an EMPLOYEE, you may not be discriminated against based on the above categories, including in the following areas:

- Hiring and Promotion
- Compensation
- Job Assignments
- Leave of Absence
- Fringe Benefits
- Labor Organization
- Contracts or Professional Agreements

The purpose of this procedure is to secure, at the lowest possible administrative level, timely equitable solutions to problems which may arise concerning claims of discrimination on the above bases. If you believe that you have been discriminated against, or witnessed discrimination in regard to any of the preceding policies, you may file a grievance regarding any rights believed to have been denied or violated. A report of complaint should be made within 180 days of the alleged discrimination. Grievance Forms are available from Human Resources, Compliance Coordinators, The Director of Pupil Personnel Services, Building Principals/ Administrators, and Guidance Offices. Forms may also be found on the Granby Public Schools website [www.granby.k12.ct.us](http://www.granby.k12.ct.us). If needed, assistance will be provided when filing a complaint.

## **Students**

### **Nondiscrimination (Cont'd)**

Any individual who wishes to inquire or to register a complaint concerning alleged discrimination in the Granby Public Schools shall have an opportunity to bring such concerns to the attention of the Compliance Coordinator (s) who are the Human Resources Coordinator, the Title IX Coordinators, the Director of Pupil Personnel, the Building Principal/Administrator, or the Superintendent who have the authority to resolve such complaints.

- **For Student/Parent-Guardian/Employee/Applicant Complaints Involving Alleged Discrimination on the Basis of Gender [Title IX] Contact the following Compliance Coordinators:**

**Jessica Beecher**

Primary Level  
FM Kearns Primary  
860.844.3044  
beecherj@granby.k12.ct.us  
macdonaldh@granby.k12.ct.us

**Heidi MacDonald**

Intermediate Level  
Wells Road Intermediate  
860.844.3048

**Sue Vacek**

Middle School Level  
Granby Memorial Middle School  
860.844.3029  
vaceks@granby.k12.ct.us

**Sheri Barnett**

High School Level  
Granby Memorial High School  
860.844.3014  
barnetts@granby.k12.ct.us

- **For Student/Parent-Guardian/Employee/Applicant Incidents Involving Discrimination on the Basis of a Disability [Section 504] Contact:**

**Aimee Martin**

Director of Pupil Personnel Services  
Granby Board of Education Central Office  
860.844.5255  
martinad@granby.k12.ct.us

- **For Employer/Employee Incidents Involving Discrimination on the Basis of all other Protected classes, Contact:**

Karen Walther  
Human Resources Coordinator  
Granby Board of Education Central Office  
860.844.5264  
waltherk@granby.k12.ct.us

## Administrative Regulations 5145.4(c)

### Students

#### Nondiscrimination (Cont'd)

- **For Student Incidents Involving Discrimination on the Basis of all other Protected classes, Contact:**

Building Principal

While complaints are being investigated, the safety of all parties will be ensured. Once a complaint has been received, interim measures such as counseling, stay away mechanisms, and/or academic adjustments may be utilized. All proceedings shall be kept confidential as is appropriate and if discrimination is found, steps will be taken to promptly and effectively end the discrimination, prevent its reoccurrence, and remedy its effects. In determining if discrimination occurred, a preponderance of evidence will be used. All parties will be notified of the outcome of the investigation subject to the District's legal responsibilities to comply with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. Evidence of reprisal or retaliation against any party shall be viewed as an infraction of the policy and will not be tolerated.

In compliance with regulations of Title VI, Title VII of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the Civil Rights act of 1987, the Granby Board of Education adopts the following Equal Employment Opportunity and Equal Educational Opportunity Policies.

The following grievance procedure shall be utilized by any student, parent/guardian, employee, or applicant in making a complaint or inquiry.

#### **Level I: Early Complaint Resolution [*Informal Resolution Mechanism*]**

Early Complaint Resolution allows the parties (the complainant and the individual who caused the alleged discrimination) an opportunity to resolve the alleged discrimination quickly. If both parties are willing to try this approach, and if the Compliance Coordinator(s) determines that Early Complaint Resolution is appropriate, the Compliance Coordinator will facilitate settlement discussions between the parties and work with the parties to help them understand the legal standards and possible remedies. The Compliance Coordinator(s) will attempt to resolve the complaint within 5 school days. Any time during Early Complaint Resolution, either party can opt to move to Level II. Throughout the process, building administrator(s) will be kept apprised of developments.

Early Complaint Resolution is not appropriate in cases of sexual violence, if multiple complaints have been lodged against the same alleged discriminator, or if either party opts out of Level I in lieu of moving to Level II.

## **Students**

### **Nondiscrimination (Cont'd)**

#### **Level II: Formal Complaint**

The complainant shall, within 180 days of the alleged incident, on forms provided, put the complaint in writing and file it with the Compliance Coordinator(s). The Complainant may file the complaint orally and the Coordinator will reduce it to writing. The following are the steps involved in investigating a complaint:

- 1) The Coordinator will interview the complainant and, if different, the student victim within two school days following receipt of the complaint.
- 2) If applicable, steps will be taken to protect the complainant/victim, including developing an interim safety plan, pending the final outcome of the investigation.
- 3) After gathering information from the complainant/victim, the Coordinator will inform the accused of the charges and interview the accused within two school days following receipt of the complaint.
- 4) The Coordinator will investigate and resolve the complaint within five school days if possible, but within no more than ten school days following receipt of the complaint.
- 5) During the investigation, the Coordinator is a neutral fact-finder. Techniques used during the investigation will include reviewing documentary evidence and conducting witness interviews.
- 6) The Coordinator will use the preponderance of the evidence standard to determine whether discrimination occurred.
- 7) The Coordinator will document all efforts to gather evidence and summarize the underlying evidence in an investigative report, which will include a description of relevant facts and analysis under the appropriate legal standard(s) as well as a description of the actions to remedy harm to the victim and school community, if any.
- 8) At the end of the investigation, parties will be notified of the outcome of the complaint subject to the District's legal responsibilities to comply with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. If it is found that discrimination occurred steps will be taken to end the discrimination, prevent its reoccurrence and remedy its effects on those impacted.
- 9) In the case of harassment, appropriate steps to end discriminatory harassment will be taken. This may include separating the victim and harasser, providing counseling for the victim and/or harasser, and/or taking disciplinary action against the harasser. Strategies to eliminate any hostile environment will be identified and implemented. These steps should not penalize the victim. If needed, a final safety plan will be implemented for the victim.

**Students**

**Nondiscrimination (Cont'd)**

**Level III: Appeal**

Within ten school days of receiving the Coordinator's decision, either party may appeal the findings to the Superintendent. In the appeal, the party must explain why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied and how this would change the District's determination in the case. The Superintendent, upon receiving a written appeal, will have ten school days to resolve the appeal of the complaint.

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***Granby Public Schools  
Discrimination Grievance Form***

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against or witnessed the discrimination of another student, parent/guardian, employee, or employment applicant on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or genetic information** may discuss and/or file a grievance with the assistance of one of the individuals listed below.

**For a Student or Employee who believes that he or she has been discriminated against:**

**TO BE COMPLETED BY COMPLAINANT AND/OR COMPLIANCE COORDINATOR**

Name of Complainant \_\_\_\_\_

STUDENT \_\_\_\_ PARENT/GUARDIAN \_\_\_\_ EMPLOYEE \_\_\_\_ APPLICANT \_\_\_\_

HOME ADDRESS \_\_\_\_\_

PHONE \_\_\_\_\_ DATE OF CLAIM \_\_\_\_\_ DATE OF ALLEGED INCIDENT \_\_\_\_\_

Statement of Incident: *Describe the incident(s) as clearly as possible. Include when and where the incident(s) occurred, and list any witnesses present.*

This complaint is filed based on my honest belief that \_\_\_\_\_ (person who discriminated) has unlawfully discriminated against another. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

Complainant Signature \_\_\_\_\_ Date \_\_\_\_\_

Please attach any additional information/documentation necessary.

SIGNATURE OF COMPLAINANT \_\_\_\_\_

SIGNATURE OF COMPLIANCE COORDINATOR \_\_\_\_\_

DATE RECEIVED \_\_\_\_\_

## TO BE COMPLETED BY COMPLIANCE COORDINATOR

### **LEVEL I: Early Complaint Resolution [*Informal Resolution Mechanism*]**

Early Complaint Resolution allows the parties (the complainant and the individual who caused the alleged discrimination) an opportunity to resolve the alleged discrimination quickly. If both parties are willing to try this approach, **and** if the Compliance Coordinator(s) determines that Early Complaint Resolution is appropriate, the Compliance Coordinator will facilitate settlement discussions between the parties and work with the parties to help them understand the legal standards and possible remedies. The Compliance Coordinator(s) will attempt to resolve the complaint within 5 school days. Any time during Early Complaint Resolution, either party can opt to move to Level II. Throughout the process, building administrator(s) will be kept apprised of developments.

**Early Complaint Resolution is not appropriate in cases of sexual violence, if multiple complaints have been lodged against the same alleged discriminator, or if either party opts out of Level I in lieu of moving to Level II.**

1. Name of person Filing this Complaint: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

2. Name of Person Discriminated Against (if other than person filing): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

3. Granby Public Schools enforces prohibiting discrimination on the basis of race, creed, color, religion, gender, gender identification or expression, national origin, age, disability, marital status, pregnancy, genetic information, or retaliation. Please indicate the basis of the complaint.

Discrimination **based on race (specify):** \_\_\_\_\_

Discrimination **based on color (specify):** \_\_\_\_\_

Discrimination **based on religion (specify):** \_\_\_\_\_

- Discrimination **based on sex (specify):** \_\_\_\_\_
- Discrimination **based on gender identification or expression (specify):** \_\_\_\_\_
- Discrimination **based on national origin (specify):** \_\_\_\_\_
- Discrimination **based on age (specify):** \_\_\_\_\_
- Discrimination **based on disability (specify):** \_\_\_\_\_
- Discrimination **based on marital status (specify):** \_\_\_\_\_
- Discrimination **based on pregnancy (specify):** \_\_\_\_\_
- Discrimination **based on genetic information (specify):** \_\_\_\_\_
- Retaliation because you filed a complaint or asserted your rights (specify):** \_\_\_\_\_

4. Please describe each alleged discriminatory incident as clearly as possible. Include when and where the incident occurred, and list any witnesses present.

**Action Taken:**

\_\_\_\_\_ **The investigator believes the complainant is *satisfied* with the action taken.**

\_\_\_\_\_ **Resolution was *unsatisfactory* and a Level II complaint was filed with Compliance Coordinator.**

\_\_\_\_\_  
**Signature of Compliance Coordinator(s) or Administrative Supervisor** \_\_\_\_\_ **Date**

**LEVEL II** *The complainant shall, within 180 days of the alleged incident, on forms provided, put the complaint in writing and file it with the Compliance Coordinator(s). The Complainant may file the complaint orally and the Coordinator will reduce it to writing.*

- 1) The Coordinator will interview the complainant and, if different, the student victim within two school days following receipt of the complaint.
- 2) If applicable, steps will be taken to protect the complainant/victim, including developing an interim safety plan, pending the final outcome of the investigation.
- 3) After gathering information from the complainant/victim, the Coordinator will inform the accused of the charges and interview the accused within two school days following receipt of the complaint.
- 4) The Coordinator will investigate and resolve the complaint within five school days if possible, but within no more than ten school days following receipt of the complaint.
- 5) During the investigation, the Coordinator is a neutral fact-finder. Techniques used during the investigation will include reviewing documentary evidence and conducting witness interviews.
- 6) The Coordinator will use the preponderance of the evidence standard to determine whether discrimination occurred.
- 7) The Coordinator will document all efforts to gather evidence and summarize the underlying evidence in an investigative report, which will include a description of relevant facts and analysis under the appropriate legal standard(s) as well as a description of actions to remedy harm to the victim and school community, if any.
- 8) At the end of the investigation, parties will be notified of the outcome of the complaint. If it is found that discrimination occurred steps will be taken to end the discrimination, prevent its reoccurrence and remedy its effects on those impacted. In instances where it has been determined that harassment occurred [this is essentially the same thing], action will be taken to stop any harassment, prevent its recurrence, and remedy its effects on those impacted.
- 9) In the case of harassment, appropriate steps to end discriminatory harassment will be taken. This may include separating the victim and harasser, providing counseling for the victim and/or harasser, and/or taking disciplinary action against the harasser. Strategies to eliminate any hostile environment will be identified and implemented. These steps should not penalize the victim. If needed, a final safety plan will be implemented for the victim.
- 10) Within ten school days of receiving the Coordinator's decision, either party may appeal the findings to the Superintendent. In the appeal, the party must explain why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied and how this would change the District's determination in the case.
- 11) The Superintendent, upon receiving a written appeal, will have ten school days to resolve the appeal of the complaint.

**Action Taken:**

\_\_\_\_\_ **The investigator believes the complainant is *satisfied* with the action taken.**

\_\_\_\_\_ **Resolution was *unsatisfactory* and a Level III complaint was filed with the Superintendent.**

\_\_\_\_\_  
**Signature of Compliance Coordinator**

\_\_\_\_\_  
**Date**

**LEVEL III** Within ten school days of receiving the Coordinator's decision, either party may appeal the findings to the Superintendent. In the appeal, the party must explain why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied and how this would change the District's determination in the case. The Superintendent, upon receiving a written appeal, will have ten school days to resolve the appeal of the complaint.

**ACTION TAKEN:**

\_\_\_\_\_ **The investigator believes the complainant is *satisfied* with the action taken.**

\_\_\_\_\_ **Resolution was *unsatisfactory* and a level IV complaint was filed with the Board of Education.**

\_\_\_\_\_  
**Signature of Superintendent**

\_\_\_\_\_  
**Date**

**LEVEL IV** *The Board of Education, Superintendent and the Compliance Coordinator(s) shall proceed in accordance with appropriate state statutes.*

**ACTION TAKEN**

\_\_\_\_\_ **The investigator(s) believe the complainant is *satisfied* with the action taken.**

\_\_\_\_\_ **Resolution was *unsatisfactory* and a Level V complaint was filed with**  
\_\_\_\_\_.

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**Signature of BOE Designee**

**Date**

**LEVEL V** *If the complainant wishes to pursue the grievance, he/she shall proceed in accordance with appropriate state statutes. Contact information is as follows:*

Boston Office of Civil Rights  
US Department of Education, 8<sup>th</sup> Floor  
5 Post Office Square  
Boston, MA 02109  
617-289-01111  
OCR.Boston@ed.gov  
www.ed.gov/about/offices/list/ocr/know.html

State Title IX Compliance  
Dr. William A. Howe  
Bureau of Accountability and Improvement  
165 Capitol Avenue, Room 227  
Hartford, CT 06106  
860-713-6752  
william.howe@ct.gov

The Commission on Human Rights and Opportunities (CHRO)  
25 Sigourney Street  
Hartford, CT 06106  
860-541-3400  
www.state.ct.us/chro/

**Right to File a Separate Court Action**

The complainant may have the right to file suit in Federal court, regardless of the school districts findings. Granby Public Schools does not represent the complainant in case processing, so if the complainant wishes to file a court action, he or she must do so through his or her own attorney or on his or her own through the court's pro se clerk's office. If a complainant alleges discrimination prohibited by the Age Discrimination Act of 1975, a civil action in Federal court can be filed only after the complainant has exhausted administrative remedies. Administrative remedies are exhausted when either of the following has occurred: 1) 180 days have elapsed since the complainant filed the complaint with Granby Public Schools and Granby Public Schools has made no finding; or 2) Granby Public Schools issues a finding in favor of the recipient. If this occurs, Granby Public Schools will promptly notify the complainant and will provide additional information about the right to file for injunctive relief.

*Additional information may also be obtained by contacting:*

Boston Office of Civil Rights  
US Department of Education, 8<sup>th</sup> Floor  
5 Post Office Square  
Boston, MA 02109  
617-289-01111  
OCR.Boston@ed.gov  
[www.ed.gov/about/offices/list/ocr/know.html](http://www.ed.gov/about/offices/list/ocr/know.html)

State Title IX Compliance  
Dr. William A. Howe  
Bureau of Accountability and Improvement  
165 Capitol Avenue, Room 227  
Hartford, CT 06106  
860-713-6752  
[william.howe@ct.gov](mailto:william.howe@ct.gov)

The Commission on Human Rights and Opportunities (CHRO)  
25 Sigourney Street  
Hartford, CT 06106  
860-541-3400  
[www.state.ct.us/chro/](http://www.state.ct.us/chro/)

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## **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](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](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](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](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

## Monthly Curriculum Sub Committee Report

From: Diane Dugas, Director of Curriculum, Teaching and Learning  
Date: December 5, 2012

### Professional Development:

- November 6<sup>th</sup> District-wide PD – High School and Middle Schools – Positive School Climate; Kearns, Kelly and Wells – Title IX and School Ethics
- Naviance training 6-12 school psychologists (Naviance is the online tool that is being utilized for the Student Success Plan work).
- School Improvement Network with the Center for School Change – Teacher Supervision, Building System Coherence for Instructional Leadership and adaptive change (Bob Gilbert, Ann Forlenza-Bailey, Diane)
- Leadership and Learning Design Institute with Alan November (second of five 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 (November was Paul Osypuk – the topic was The Pathways to Leadership), while cohort two is facilitated by Alan and Diane (the topic was on Leadership and Teams).
- The first of five new teacher and mentor professional development meetings was held as a part of Granby's new teacher induction process. The focus was on creating professional habits of mind regarding reflection in our practice.
- Two day Leveled Literacy Intervention training occurred as part of our intervention plan for 20+ K-6 professionals
- Teacher and Administrative Evaluation Professional Development
- Writing Review Analysis and review (research and best practice for literacy specialists and administration)

### 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.

- Math K-12 – completed alignment of resources to CCSS units for recommendation to the Board for approval

- Developmental Guidance – To support the implementation of Student Success Plans Developmental Guidance curriculum is being reviewed and paced K-12, one meeting was held.

#### **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 lesson plans to roll out the draft growth continuum to guide the observation portion of the evidence collection and feedback. In addition the group began to look at developing the guidelines for the 40% portion of the evaluation process which includes the observations.
- TEAM Coordinating Committee – This year the TCC committee is charged with revising our three year plan. State updates were shared; new training requirements and support meetings for the year were addressed.

#### **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 goal setting meetings
- Ongoing Collaboration with Principals, business department and Superintendent on budget planning and process.
- Participation in research, planning and various meetings related to the reconfiguration of the intermediate schools
- 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.
- Ongoing work with Ed Lyman regarding the online work of curriculum
- Collaboration with Pat Law on Secondary School Reform Planning.
- District-wide Writing folder review process

#### **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. Wells Road had a walkthrough in November.
- PLC Team meetings – As appropriate.
- Superintendent meetings – Ongoing daily communication and district level planning
- BOE meetings
- Granby Prevention Council – Facilitation of Strategic Planning Action Step Process.