

Special Board of Education Meeting  
Wednesday, January 9, 2013 7:00 PM Eastern

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

Jenny Emery: Absent  
Lynn Guelzow: Present  
Cal Heminway: Present  
Edward Ohannessian: Present  
Benjamin Perron: Present  
Ronald Walther: Present  
Rosemarie Weber: Present  
Present: 6, Absent: 1.

- I. Second Reading of Policy 1110.1 Community Relations; Policy 4118.11 Personnel - Non-Discrimination; and, 5145.4 Students - Non-Discrimination
- II. 1-to-1 Computing

## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement**

Aligned with our district mission to foster effective collaboration, the Granby Board of Education (BOE) believes that improved student achievement is the shared responsibility and goal of the BOE, 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. The opportunities provided by each school are in no way a limit on the ways in which parents can and should be involved in their child's education. Each school will develop an annual plan to foster opportunities for parent and family involvement and participation including, but not limited to, such steps as ensuring that:

- Parents and guardians 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, ancestry, genetic information, 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.

Draft

***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 recurrence 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](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/)

**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/)

Draft

# DRAFT Science Curriculum Unit Template

Grade: Second

Unit Title: *The Changing Earth*

Duration of Unit- (# of weeks): 6 Weeks

School Year: 2012-2013

Date Revised: June 20, 2012

<b>I – Desired Results</b>	
<p style="text-align: center;"><b>Essential Learning</b> – What is it we want all students to know and be able to do?</p>	
<p><b>Identified Priority Standards for all students to master:</b>                      Earth materials have varied physical properties that make them useful in different ways.</p>	
<p><b>Supporting Standards:</b>                      Soils can be described by their color, texture and capacity to retain water.                      Soils support the growth of many kinds of plants, including those in our food supply.</p>	
<p><b>Integrated Standards:</b> (ie: technology, etc.)  <u>2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section</u>  <u>2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)</u>                      • Implied use of technology to gather information and write online                      • Implied use of technology to share research &amp; collaborate.</p>	
<p><b>Foundational Standards:</b></p>	
<p><b>Big Ideas/Understanding(s):</b>  <i>Soil has different properties that make them useful in different ways.</i>   <i>Different soils affect organisms in different ways.</i></p>	<p><b>Essential Questions:</b>  <i>How do materials cycle through the earth's systems?</i>   <i>How can soil be classified?</i>   <i>What is the importance of soil to organisms?</i></p>
<p><b>Skills (Verbs- What students need to be able to do)</b></p> <ul style="list-style-type: none"> <li>• Use</li> <li>• Separate</li> <li>• Classify</li> </ul>	<p><b>Knowledge: (Concepts, nouns – what students need to know about)</b></p> <ul style="list-style-type: none"> <li>• Senses and simple tools</li> <li>• Soil into components such as rock fragments, water, air, and plant remains</li> <li>• Soils by properties such as color, particle size (sand, silt, clay) or amount of organic material (loam)</li> </ul>

<ul style="list-style-type: none"> <li>• Explain</li> <li>• Evaluate</li>   <li>• Conduct</li> <li>• Investigate</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of soil to plants, animals, and people.</li> <li>• Quality of different soils in terms of observable presence of air, water, living things, and plant remains.</li> <li>• Fair tests</li> <li>• How different soil types affect plant growth</li> <li>• Conclusions supported by evidence</li> </ul>
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## II – Evidence of Learning

Assessment Package – How will I assess mastery of essential learning?

### Performance Assessment:

S – Situation: You work for the Department of Environmental Protection as an advertiser. Your job is to help citizens understand the importance of soil and the need to protect it.

C – Challenge: Develop an informative brochure about soil to help U.S. citizens understand the importance of soil. These brochures will be distributed across the country.

R – Role: Advertiser

A – Audience: U.S. citizens

P – Product or Performance: Create an informative brochure about soil with non-fiction text features that includes: what soil is, the different types of soil, and how soil affects plants, animals, and people.

Rubric Criteria: (based on anchor sets)

### Other Evidence of Learning:

- Common Formative Assessment
- Summative Assessment
- Student Self-Assessment
- Other

Soil Notebook that aligns with Performance Tasks

*implied this would be a computer generated brochure presentation expectations.*

## III – Learning Plan

Anchor Performance Tasks – How do we equip students to perform the assessment?

### Anchor Activities/Performance Tasks:

Task 1- What is soil made of?  
Dig up soil and observe it. Sort and classify things found into the soil as living or non-living. Record

### Resources:

Consumable Materials:  
\*Soil: clay, sand, loam  
\*Earthworms

*to 1 technology allows scientists to complete work in the field, recording data in real-time*

conclusions as to what is found in soil.

**Task 2 – What are the different types of soil?  
What are the properties of the different types of soil?**

Explore soil (clay, sand, loam) with magnifying glasses. Record observations.

**Task 3 – How do different soils affect water absorption?**

Pour ¼ water into each bottle filled with a different type of soil (sand, loam, clay) and time how long it takes for water to absorb into soil. Record hypotheses and observations.

**Task 4- How does soil affect earthworms and how do earthworms affect the soil?**

Observe the body parts of an earthworm. Set up an "Earthworm View". Record observations of earthworms as they move through soil. Draw conclusions.

**Task 5- How does soil affect people and how do people affect the soil?**

People fertilize the soil by composting. What foods do you compost? How does composting enrich the soil? Build your own compost heap. Draw conclusions about the benefits of composting and how it affects people and organisms.

**Task 6 – How do different soils affect plants?**

Plant grass seed in sand, loam, clay, and compost. Observe and draw conclusions about how different soils affect plants and which soil plants prefer.

Differentiation:

Identified effective teaching strategies:

- \*Grass seed
- \*Backyard soil
- \*Shredded paper
- \*Paper towels
- \*Plastic water bottles (3 pint sized)

**Non-Consumable Materials:**

- \*Foil trays (6)
- \*Plastic spoons, clear small plastic cups, magnifying glasses and rulers (1 per student)
- \*Build your Own Compost Heap  
[http://www.bbc.co.uk/gardening/htbg/module7/making\\_your\\_own\\_compost1.shtml](http://www.bbc.co.uk/gardening/htbg/module7/making_your_own_compost1.shtml)
- \*Book Resources  
Worms Eat Our Garbage by Katie Sharp  
Diary of a Worm by Doreen Cronan  
An Earthworm's Life by John Himmelmann

Key Vocabulary

soil, property, classify, mixture, particle, humus, sand, silt, clay, texture, nutrients



Name \_\_\_\_\_

Date \_\_\_\_\_

## The Changing Earth Performance Assessment

**Situation:** You work for the Department of Environmental Protection as an advertiser. Your job is to help citizens understand the importance of soil and the need to protect it.

**Challenge:** Develop an informative brochure about soil to help U.S. citizens understand the importance of soil. These brochures will be distributed across the country.

**Role:** Advertiser

**Audience:** U.S. citizens

**Product or Performance:** Create an informative brochure about soil with non-fiction text features that includes the following:

- What soil is
- The different types of soil and their properties
- How soil affects plants and animals
- How soil affect people

# DRAFT Science Curriculum Unit Template

Grade: Sixth

Unit Title: *Matter and Energy in Ecosystems*

Duration of Unit- (12 of weeks):

School Year: 2012-2013

Date Revised: June 20, 2012

## I – Desired Results

**Essential Learning** – What is it we want all students to know and be able to do?

**Identified Priority Standards for all students to master:**

**6.2** *An ecosystem is composed of all the populations that are living in a certain space and the physical factors with which they interact.*

**6.2.a** Populations in ecosystems are affected by biotic factors, such as other populations, and abiotic factors, such as soil and water supply

**6.2.b** Populations in ecosystems can be categorized as producers, consumers and decomposers of organic matter.

**Supporting Standards:**

**C4** Describe how abiotic factors (temperature, water, and sunlight) affect the ability of plants to create their own food through photosynthesis.

**C5** Explain how populations are affected by predator-prey relationships.

**C6** Describe common food webs in different Connecticut ecosystems.

**Integrated Standards:** (i.e.: technology, etc.)

<u>Technology</u>	Reading	Listening
<u>Speaking</u>	Research	Writing
<u>Group skills</u>	Organization	

**Inquiry Standards:**

**C INQ 2** Read, interpret, and examine the credibility of scientific claims in different sources of information.

**C INQ 5** Use appropriate tools and techniques to make observations and gather data.

**C INQ 9** Provide explanations to investigated problems or questions.

**C INQ 10** Communicate about science in different formats, using relevant science vocabulary, supporting evidence, and clear logic.

**Big Ideas/Understanding(s):**

Energy is cycled by living things.

**Essential Questions:**

*How do matter and energy flow through ecosystems?*

**Skills (Verbs- What students need to be able to do)**

Describe	Research	Organize
Explain	Apply	
Present	Write	

**Knowledge: (Concepts, nouns – what students need to know about)**

- how abiotic factors affect plants' ability to make food through photosynthesis
- the effect of predator/prey relationship on

	populations <ul style="list-style-type: none"> <li>▪ common food webs in different Connecticut ecosystems</li> </ul>
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## II – Evidence of Learning

Assessment Package – How will I assess mastery of essential learning?

<p><b><u>Performance Assessment</u></b></p> <p><b>G – Goal</b> The effect of the flow of energy within ecosystems and populations.</p> <p><b>R – Role</b> ecologist/curator</p> <p><b>A – Audience</b> Philanthropist who wants to donate ecological exhibit to Ct. Science Museum (classmates)</p> <p><b>S – Situation</b> Develop an instructive model of an ecosystem that emphasizes the interaction of abiotic and biotic factors.</p> <p><b>P - Performance</b> <u>Develop a computer-generated model of a New England ecosystem that would benefit the populations of endangered species.</u></p> <p><b>S – Standards</b> 6.2</p> <p><b><u>Rubric Criteria:</u></b> (based on anchor set)</p> <p><b><u>Rubric--Ecology.docx</u></b></p>	<p><b><u>Other Evidence of Learning:</u></b></p> <p><u>    </u> Common Formative Assessment</p> <p><u>    </u> Summative Assessment</p> <p><u>    </u> Student Self-Assessment</p> <p><u>    </u> Other</p>
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## III – Learning Plan

Anchor Performance Tasks – How do we equip students to perform the assessment?

<p><b><u>Anchor Activities/Performance Tasks:</u></b></p> <p>Task 1 – Abiotic factors and plant growth (Fastplants)</p> <p>Task 2- Wolf Pack Game – Models populations</p> <p>Task 3 – Owl Pellets-food chain and food web in a forest ecosystem</p> <p>Task 4 – Ecopods-interactive wetland and aquatic communities</p> <p>Task 5 – <u>Endangered Animal Research and presentation</u></p> <p>Task 6 – <u>Write a persuasive essay defending the need to save an endangered species.</u></p> <p><b><u>Differentiation:</u></b></p>	<p><b><u>Resources:</u></b></p> <p><b>Text:</b> Holt, Rinehart and Winston, <u>Environmental Sciences</u></p> <p><b>Links</b> <a href="http://www.ct.gov/dep/cwp/view/asp">www.ct.gov/dep/cwp/view/asp</a></p>
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*implies use of technology*

<p><b><u>Identified effective teaching strategies:</u></b></p> <p><b>Hands-on activities</b> -- measurement, observation</p>	<p><b><u>Key Vocabulary</u></b></p> <p>ecosystem, interdependence, biodiversity, organism, population, biotic factor, abiotic factor, food chain,</p>
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and recording data, analysis, construction of models, provide appropriate environment for living organisms (plant and animal)  
**Research using texts and technology**  
**Vocabulary development**  
**Persuasive writing and editing**

photosynthesis, producer, consumer, herbivore, carnivore, omnivore, food web, predator, prey

**Unit Reflection (To be completed by the team after completion of the unit)**

Unit: \_\_\_\_\_

Date: \_\_\_\_\_

1. What worked to support student learning?
2. What did not work as well as anticipated and why?
3. What needs to be revised for next time?
4. Collect and list samples of student work we have for each performance task and performance assessment at both the proficient and mastery level.

5. Other comments to facilitate future implementation of this unit, performance tasks and performance assessment

**6.2 An ecosystem is composed of all the populations that are living in a certain space and the physical factors with which they interact.**

6.2.a. Populations in ecosystems are affected by biotic factors, such as other populations, and abiotic factors such as soil and water supply.

6.2.b. Populations in ecosystems can be categorized as producers, consumers and decomposers of organic matter.

**Performance Task:** Your team has received a call from the Connecticut Science Museum. A philanthropist wants to donate a display that illustrates the interactions between abiotic and biotic factors within a New England ecosystem. Your team is needed to prepare a presentation of the ecosystem needed for your previously-researched endangered species. It must include an effective computer-generated model and oral presentation to convince the donor to subsidize the project.

Standard	Exceeds Standards	Meets Standards	Near Standards	Below Standards	Comment [GJ1]:	Comment [GJ2]:
<p>Populations in ecosystems are affected by biotic factors such as other populations and abiotic factors such as soil and water supply.</p>	<p>The presentation demonstrates the integration of abiotic factors (such as water, sunlight, and temperature) and photosynthesis to explain Connecticut ecosystems.</p> <p>The presentation demonstrates the integration of biotic factors and populations within an ecosystem.</p>	<p>The presentation makes meaningful links relating different populations within an ecosystem to abiotic factors (such as water, sunlight, and temperature) affect the ability of plants to create their own food through photosynthesis.</p> <p>The presentation makes meaningful links relating different populations within an ecosystem to biotic factors.</p>	<p>The presentation makes links between one or more organisms to abiotic factors (such as water, sunlight and temperature) and photosynthesis.</p> <p>The presentation makes links between one or more organisms and some biotic factors.</p>	<p>The presentation makes limited links between organisms and abiotic factors (such as water, sunlight and temperature) of the ecosystem.</p> <p>The presentation makes limited links between organisms and biotic factors and/or photosynthesis of the ecosystem.</p>		

**Evidence of Performance Level:**

- C INQ.2 Read, interpret and examine the credibility of scientific claims in different sources of information.
- C INQ.5 Use appropriate tools and techniques to make observations and gather data.
- C INQ.9 Provide explanations to investigated problems or questions.
- C INQ.10 Communicate about science in different formats, using relevant science vocabulary, supporting evidence, and clear logic.

Comment [CJ3]:

Standard	Exceeds Standards	Meets Standards	Near Standards	Below Standards
Populations in ecosystems can be categorized as producers, consumers and decomposers of organic matter.	The presentation includes recommendations to balance the predator-prey relationships within an ecosystem.	The presentation explains how populations are affected by predator-prey relationships.  The presentation describes common food web(s) in different Connecticut ecosystems.	The presentation partially explains predator-prey relationships.  The presentation creates a partial food web.	Displays limited understanding of predator-prey relationships.  The presentation creates a food chain(s).
<b>Evidence of Performance Level:</b>				
<b>C INQ.2</b>	Read, interpret and examine the credibility of scientific claims in different sources of information.			
<b>C INQ.5</b>	Use appropriate tools and techniques to make observations and gather data.			
<b>C INQ.9</b>	Provide explanations to investigated problems or questions.			
<b>C INQ.10</b>	Communicate about science in different formats, using relevant science vocabulary, supporting evidence, and clear logic.			
<b>C INQ.10</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Near Standards</b>	<b>Below Standards</b>
<b>Scientific Vocabulary</b>	Presenter uses precise and accurate scientific vocabulary.	Presenter uses a mix of general and scientific vocabulary.	Presenter uses general and non-specific vocabulary.	Presenter uses vague and/or inaccurate scientific vocabulary.
<b>C INQ.10</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Near Standards</b>	<b>Below Standards</b>
Communicate about science in different formats, using relevant science vocabulary, supporting evidence, and clear logic.	Models the role of ecologist/curator in a clear, logical, and convincing manner.	Models the role of ecologist/curator in a clear and logical manner.	Models the role of ecologist or curator in a clear and logical manner.	Minimally presents the information.
<b>Presentation</b>				

**Evidence of Performance Level:**

# ELA Curriculum Unit Template

Grade/Course: 7<sup>th</sup> Grade English

Unit Title: Research-Based Argument Essays

Duration of Unit- (# of weeks): 12 weeks (combined with reading unit)

School Year: 2012-2013

Date Revised: December 19, 2012

## I – Desired Results

Essential Learning – What is it we want all students to know and be able to do?

Identified Priority Standards for all students to master:

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1d Establish and maintain a formal style.
- W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

### Supporting Standards:

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.\*

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.\*

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

\*Need to explore opportunities to incorporate these standards into Social Studies content or other disciplines

ESS

required  
use of  
evidence  
& opposing  
claims  
...  
need to  
access  
real time int  
(multimedia  
resources)  
critique  
them &  
approp. use  
in claims.

CCSS have a really low level on line  
composing expectations.

implied: feedback & collaboration  
real time feedback expected via online  
tools.

CCSS

Integrated Standards: (ie: technology, etc.) *To be completed.*

**Big Ideas/Understanding(s):**

- Writers make choices to defend their positions and convince their audiences.

**Essential Questions:**

- What do effective writers do "on purpose" and how do the choices they make help them articulate and defend their ideas?

**Skills (Verbs- What students need to be able to do)**

- Write *understood in our curriculum work, this has to include on line, ps well as paper pencil.*
- Support
- Introduce
- Acknowledge
- Organize
- Demonstrate
- Use
- Clarify
- Establish and maintain
- Provide
- Produce
- Develop and strengthen
- Focus

**Knowledge: (Concepts, nouns – what students need to know about)**

- Arguments
- Claims (clear reasons and relevant evidence) *from multiple resources.*
- Claim(s)
- Alternate or opposing claims
- Reasons and evidence logically
- Understanding of topic or text
- Words, phrases, and clauses to create cohesion
- Relationships among claim(s), reasons, and evidence
- Formal style
- Concluding statement or section
- Clear and coherent writing (development, organization, style are appropriate to task, purpose and audience)
- Writing (planning, revising, editing, rewriting, or trying a new approach) *independ + collabor. requiring tools for communication*
- Addressing purpose and audience

## II – Evidence of Learning

Assessment Package – How will I assess mastery of essential learning?

**Performance Assessment:** Process Piece –  
Argument Essay

**S (Situation)** - You are a reporter for your school television station. You have been presented with the opportunity to develop a segment around a issue of significance to you personally (Who do you want to persuade and about what?). One reporter will win the opportunity to present their segment live on NBC Connecticut News. Your task is to persuade the television station producer to select your proposal.

**C (Challenge)** – You need to develop an argument and provide clear and coherent evidence that supports your position.

**R (Role)** – Reporter developing an argument on a controversial issue for submittal into a contest to create a television segment on the issue.

**A (Audience)** – Television station producer, as well as the television audience

**P (Product or Performance)** – 1-2 page argumentative essay that demonstrates your understanding of argumentative writing, as well as task, purpose and audience.

**Rubric Criteria:** (based on anchor sets)

- Smarter Balanced Argument Writing Rubric Grades 6-11
- GMMS Persuasive Writing Rubric

**Other Evidence of Learning:**

- Common Formative Assessment
- Summative Assessment
- Student Self-Assessment
- Other

rom  
nuti-  
media  
Sources

## III – Learning Plan

Anchor Performance Tasks – How do we equip students to perform the assessment?

**Anchor Activities/Performance Tasks:**

**Task 1** – Students will plan and organize their argumentative topic in a manner that addresses audience, as well as their supports for their claims.

**Task 2** – Students will draft an argumentative essay that introduces and supports claims, as well as addresses appropriate audience.

**Resources:**

- Mentor Texts
- Document Camera (to display student writing and analyze)
- Argument Writing Rubrics (Smarter Balanced, GMMS Persuasive Rubric)

– other forms of necessary technology

**Task 3** – Students will engage in the revision process of their argumentative draft. During the revision process, students will focus on the clarity and cohesion of their written piece.

understood this will/can be done both in class & out of class, via online tools for collaboration, feedback & sharing

**Differentiation:**

**Identified Effective Teaching Strategies:**

- Graphic Organizers
- Note Taking

**Key Vocabulary:**

- Claim/argument
- Opposing/Counter Argument
- Logic
- Cohesion
- Style
- Conclusion
- Purpose
- Audience

**Unit Reflection (To be completed by the team after completion of the unit)**

Unit: \_\_\_\_\_ Date: \_\_\_\_\_

1. What worked to support student learning?

2. What did not work as well as anticipated and why?

3. What needs to be revised for next time?

4. Collect and list samples of student work we have for each performance task and performance assessment at both the proficient and mastery level.

5. Other comments to facilitate future implementation of this unit, performance tasks and performance assessment

# Granby: 21<sup>st</sup> Century Citizenship

To prepare every student for College, Career and Life Learning with *One-to-One Computing*



# Guiding Questions

- How does curriculum engage students in one-to-one computing?
- How does one-to-one computing improve efficiencies for staff and students?
- What are the policy implications if we proceed/do not proceed?

# Assumptions

1. Some students/staff are using now (pilots, classes, independently).
2. We agree that one-to-one computing will happen eventually.
3. It is a matter of time as to when and how we get there.
4. Secondary schools are ready for implementation.
5. 2015 New State Assessment – requirement.
6. It is a part of life.

# Status

- Elements of the Three-Year Technology Plan implementation
- MS/HS Wireless project complete
- Safety and Security measures are in place
- Professional Development
- Instructional Design and Curriculum Integration



# Curriculum Driving Forces

- Media Literacy Standards require 8<sup>th</sup> grade competencies
- 2015 SMARTER BALANCE requires on-line assessment
- Required college, career and life skills (CCSS) to access information, analyze, respond and problem solve using technology as a tool.
- CCSS demands access to multi media resources and collaboration
- Secondary School Reform

# Staff and Student Efficiencies

- Increased time on task
- Real time access to information and data
- Real time feedback
- Increased collaboration

# Common Core Standards

- Grade 6, Standards 4C – Consult reference materials, **both print and digital**, to find pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Grade 6, Standard 6 – **Use technology, including the internet, to produce and publish** writing as well as to **interact and collaborate** with others; demonstrate sufficient command of **keyboard**ing skills to type a **minimum of three pages** in a single sitting.

# Common Core Standards

- Grade 6, Standard 7 – Integrate information presented in **different media or formats** (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Grade 6, Standard 8 – Gather relevant information from **multiple print and digital sources**; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

# Writing Standards for Literacy in History/Social Studies, Science and the Technical Subjects Grades 6-8

- Standard 6 – Use **technology, including the internet**, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- Standard 8 – Gather relevant information from **multiple print and digital resources**, using search terms effectively; assess credibility and accuracy of each source; and quote or paraphrase data/conclusions of others while avoiding plagiarism and following standard citation

# Curriculum Design and Instruction



District/DRG	DRG	Device	Grades	BYOD	BOE Funded 1 to 1
Glastonbury	B	iPads	Staff and Grades 9 - 12		Pending Board Approval - \$420,000 1 <sup>st</sup> year teachers and freshman then \$220,000 for incoming freshman Staff receives iPads & PD 12-13
New Canaan	A		9-12	x	No BYOD mandate, student optional use, flexible curriculum integration
Simsbury	B		K-12	x	BYOD allowed, not required, laptop carts available if required
Avon	B		7-12	x	Computer lab and media center available for those without
Cheshire	B		Piloting at High School, considering K-12	x	Will supplement
Suffield	C		Piloting 9-12 in January preparing infrastructure, pilot will drive supplemental purchase decisions	x	Computer lab and media center available for those without
Region 12	C		9-12	x	Some supplemental devices and labs
Wallingford	D		7-12	x	Surveying parents regarding need for supplemental
East Granby	D		6-12 and supplemental mobile labs	x	
Newington	D		9-12 Several 1:1 pilots at Elementary, and in 2 HS Math courses (flip the CR model). iPad carts for grade level sharing at Elementary.	x	Supplemental in media for check out
Wethersfield	D		9-12	x	
Plainville	F		Board considering K-12 Pilot	x	Supplemental mobile labs
Bloomfield	G		9-12	x	

# Hardware Guidelines

- (Wi-Fi) capable PC or Apple Laptop, Google Chromebook, or Netbook
- (Wi-Fi) capable Android or Apple based Tablet with optional wired or wireless keyboard, minimum 10 inch screen
- Headphones

Recommended Device for Board Purchase  
Google Chromebook

Link to Google Chromebook specifications:

<http://www.google.com/intl/en/chrome/education/devices/index.html#device-samsung>

# Survey Conclusions



- 70% of all students have access to a device that meets our guideline.
- 9% of all students currently bring a device to school that meets our guideline.
- 5% of the students have no access to devices.

# Time-Line

	Within one semester Spring 2013	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016
Student Technology	BOE implementation decisions  Criteria: min. 10 in screen, wireless, standard browser	One-to-One computing 7-12  Grades 7-12 use F/R lunch numbers to purchase for equity	One-to-one computing 5-6  Grades 3-6 use F/R lunch numbers to purchase for equity	One-to-one computing 3-4 K-2 TBD Grades K-2 use F/R lunch numbers to purchase for equity
Teacher Technology		Replace desktops w/laptops within replacement cycle	Replace desktops w/laptops within replacement cycle	Replace desktops w/laptops within replacement cycle
Infrastructure (Wiring & Access Points)	HS/MS Wireless complete	Wire Kelly/Wells Cost= \$69,000 (small cap)	Wire Kearns Cost= \$46,000 (small cap)	
Policy	Dec/Jan – Revise Acceptable Use Policy Cell Phone Policy Social Media Policy Responsible Use Brochure  March – Present to BOE sub-committee  April/May – BOE readings	Annual Review of Policies	Annual Review of Policies	Annual Review of Policies

	Within one semester Spring 2013	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016
Parent Communication	<p>January Superintendent Forum</p> <p>February MS/HS PAC Meetings</p> <p>February Vision Article</p> <p>February Website Communication</p> <p>March Newsletter to Parents</p> <p>April – Informational meeting on insurance</p>	<p>Incorporate parent communication into parent nights and open houses, handbooks</p> <p>Fall Superintendent forum for intermediate parents</p> <p>Fall PTO meeting</p> <p>Fall Vision Article</p> <p>Winter – Website communication and informational sessions on insurance</p>	<p>Incorporate parent communication into parent nights and open houses, handbooks</p> <p>Fall Superintendent forum for primary parents</p> <p>Fall PTO meeting</p> <p>Fall Vision Article</p> <p>Winter – Website communication and informational sessions on insurance</p>	<p>Incorporate parent communication into parent nights and open houses, handbooks</p>
Professional Development	<p>August – Policy, technology, instructional design</p> <p>Summer Technology Institute</p> <p>Instructional design and integration of standards (Ongoing)</p>	<p>August PD – Policy, technology, instructional design</p> <p>Job embedded PD – Media Specialists and coaches</p> <p>Summer Technology Institute</p> <p>Curriculum integration of the ML standards</p>	<p>August PD – Policy, technology, instructional design</p> <p>Job embedded PD – Media Specialists and coaches</p> <p>Summer Technology Institute</p> <p>Curriculum integration of the ML standards</p>	<p>August PD – Policy, technology, instructional design</p> <p>Job embedded PD – Media Specialists and coaches</p> <p>Summer Technology Institute</p> <p>Curriculum integration of the ML standards</p>

# 1-to-1 Computing Cost Five-Year BOE Estimate

	GRANBY PURCHASES DEVICES FOR ALL	BRING YOUR OWN DEVICE PROGRAM
<b>Student Technology</b>	<ul style="list-style-type: none"> <li>Purchase devices @ \$280 per student. Devices would be on a 4-year replacement cycle. Based on current enrollment numbers the total initial investment to equip all students with a device is estimated at \$533,400</li> <li>Cost estimates broken down by year/rollout of the plan:            Year 1 FY14 Grades 7-12 = \$298,200            Year 2 FY15 Grades 5-6 = \$77,280            Year 3 FY16 Grades 3-4 = \$73,920            Year 4 FY17 Grades K-2 = \$84,000            Year 5 FY18 Grades 7-12 replacement = \$300,000</li> <li>Hire 1 additional in-house technician needed to maintain software, repairs, warranty service (\$40-50K annual salary)</li> <li>Information Sessions</li> </ul>	<ul style="list-style-type: none"> <li>Purchase devices for students who cannot afford a device based on free and reduced lunch counts @ \$280 per device</li> <li>Devices would need to be put on a 4 year replacement cycle.</li> <li>Cost estimates broken down by year/rollout of the plan:            Year 1 FY14 Grades 7-12 86 devices = \$24,080            Year 2 FY15 Grades 5-6 = 33 devices = \$9,240            Year 3 FY16 Grades 3-4 = 34 devices = \$9,520            Year 4 FY17 Grades K-2 = 27 devices = \$7,560            Year 5 FY18 Grades 7-12 replacement = \$24,080</li> <li>Information Sessions</li> </ul>
<b>Mobile Teacher Technology</b>	<p>Start to upgrade teacher computers to laptops via existing district hardware replacement schedule at an increased cost of \$400 per device. Adjust schedule for 4 year replacement vs. current 5 year replacement.</p>	<p>Start to upgrade teacher computers to laptops via existing district hardware replacement schedule at an increased cost of \$400 per device. Adjust schedule for 4 year replacement vs. current 5 year replacement.</p>
<b>Wireless Infrastructure</b>	<p>K-12 Wireless Project</p> <p>Cost = \$90,000 – Hardware (Kelly, Wells, Kearns)            Cost = \$25,000 Wiring and Network switches</p> <p>Wireless Management Software renewal or hardware replacement 5 years from date of purchase</p>	<p>K-12 Wireless Project</p> <p>Cost = \$90,000 – Hardware (Kelly, Wells, Kearns)            Cost = \$25,000 Wiring and Network switches</p> <p>Wireless Management Software renewal or hardware replacement 5 years from date of purchase</p>
<b>Professional Development &amp; Curriculum Integration</b>	<ul style="list-style-type: none"> <li>PD on policy, Media tech and Information Literacy Standards            Job embedded PD on standards, curriculum integration and technical use</li> <li>Summer technology institute</li> <li>Curriculum integration of the media literacy standards</li> </ul>	<ul style="list-style-type: none"> <li>PD on policy, Media tech and Information Literacy Standards            Job embedded PD on standards, curriculum integration and technical use</li> <li>Summer technology institute</li> <li>Curriculum integration of the media literacy standards</li> </ul>

# BYOD Considerations

- Personalization for learning - BYOD allows students to take ownership for their own equipment choices and to customize their own work environments to meet their individual needs;
- Unclear if students can use BYOD for FY15 Smarter Balanced Assessments;
- Ownership and customization facilitates deepening student engagement;
- Cost effectiveness;
- A variety of devices; and,
- Enables funding for other technology needs.

# District-Owned Considerations

- Planning for upgrades of technology;
- Potential lack of responsibility and ownership for devices;
- Restricts funding for other technology needs; and,
- Requires additional technology support staff (technician).

## **Granby Public Schools One-to-One Computing Questions and Answers**

**1. What will we do for students who can't afford to bring their own devices?**

We will use the Free and Reduced lunch numbers as our calculation for those who may not be able to afford their own device. There are a total of 86 students in grades 7-12 in 2013-2014 who our records indicate will receive free and reduced lunch. Using the cost range of \$280 per device the total for cost for 86 devices to ensure all students had access to a device would total \$24,080.

Grade for 2013-2014	Number of Free/Reduced
7	20
8	20
9	10
10	10
11	14
12	12
Total	86

**2. How will risks be managed?**

Granby will focus students on responsible use of devices through explicit instruction. In addition students will be guided by the acceptable use policy for computer and network use. All use is tracked and logged on the centralized management software. Users are protected by a firewall and the wireless software both of which are overseen by the technology department.

**3. How will internet safety be upheld?**

Students will continue to have the same filtered wired and wireless internet access currently provided to them while at school. Granby schools filter their network and internet service as required by federal law (Hippa, etc.) This measure helps to protect users from access to inappropriate websites and security threats.

**4. What are the risks if students bring their own devices in to school?**

We risk the fact that students could incur loss, theft or damage. Students will be responsible for their own devices. Parents can explore purchasing additional insurance or add devices onto their home owners insurance to cover the devices. Granby will provide information to parents regarding optional theft, loss and damage insurance coverage at the parent's expense.

(Example – Accidental damage policy on a Chromebook = \$62 per year with \$25 deductible.)

**5. Under BYOD, who will be responsible for maintenance of student devices?**

Students will be responsible for the care and maintenance of their own devices.

**6. How will instruction be directive versus permissive?**

Instruction will be guided by the design of curriculum and the integration of 21<sup>st</sup> century skills expected to be incorporated at each grade level, specifically demonstrated in the performance assessments and performance tasks. Teachers will receive job embedded professional development in the implementation of the meaningful instructional use of technology as a tool in the teaching and learning process.

**7. What is the benefit of BYOD versus the cost?**

- BYOD allows students to take ownership for their own equipment choices and to customize their own work environments to meet their individual needs;
- Ownership and customization facilitates deepening student engagement;
- The ability to develop 21<sup>st</sup> century skills in students that will help them succeed in life and work beyond school;
- As a district whose vision is to prepare students for 21<sup>st</sup> century citizenship the benefits are long term in comparison to the cost.

**8. How much do the standards and state assessments drive an increase in use versus what we are currently doing?**

The new common core state standards for college and career readiness plays a significant role in driving the increased use of technology by requiring students to:

**CCRS-Reading 7.** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**CCWS-Writing 6.** Use technology, including the internet to produce and publish writing and to interact and collaborate with others

**CCWS – Writing 7-9. 7.** Conduct...sustained research projects... **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Mathematical Practices 5.** Use appropriate tools strategically.

The new state and federal assessments for 2015 will require students to be assessed on line, access multiple resources, compose and revise on line, and manipulate on line tools.

The federal and state technology goals require districts to write plans addressing the following questions:

1. What will your district do over the life of this local educational tech plan to ensure that learning experiences are empowering, engaging, and supported by digital tools?
2. What will your district do over the life of this local educational technology plan to ensure that technology is used for assessment?

3. What will your district do over the life of this local educational tech plan to ensure that educators are prepared to teach 21<sup>st</sup> century learners and are connected to technology resources that support teaching and learning?
4. What will your district do over the life of this local educational tech plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?
5. What will your district do over the life of this local education tech plan to maintain or redesign processes and structures to take advantage of the power of technology to improve teaching and learning while maintaining efficiency?

**9. Where is the pressure coming from to increase the use of technology?**

Granby's 21st century vision and mission are the initial driving force in initiating one-to-one computing followed by 21<sup>st</sup> Century demands, federal and state standards and curriculum.

*“We live in a world that depends on digital content and resources as the primary tools for learning and work.”* Costa, Jonathan; Digital Learning, 2012, pg. xv.

**10. What grade levels (schools) is it beneficial to implement a BYOD/technology?**

It is beneficial to implement a one to one device at all grade levels K-12. There is evidence to suggest a 21<sup>st</sup> century skill gap already exists between those that have technology and those that do not (Gutnuck, Robb, Takeuchi, & Kotler, 2010, p 22) Therefore, providing access to the time with the tools in school is essential. In regards to bring your own device, versus a district provided one to one strategy, it is a district by district decision.

**11. How will technology be used in each classroom every day?**

- Technology will be used responsibly;
- Technology will be used as a tool for students to access and become consumers of information, producers of knowledge, collaborators and problem solvers;
- Technology will be used as a communication tool;
- Technology will be used as a tool to foster critical thinking;
- Technology will be used for assessing student growth.

**12. What will we require for devices?**

The district is *recommending* a Wi-Fi capable PC or Apple laptop, Google Chromebook, netbook or tablet (minimum 10 inch screen) with wireless keyboard and headphones.

- Other devices would be allowed, but are not recommended.

**13. How do we support everyone with the same basic package?**

As long as the device has an internet browser connection and access to Google Apps, students will have equal access to required school needs.

**14. How do we support the infrastructure for technology?**

We currently have a five to seven year replacement cycle (small cap) for all technology. Our operating budget includes a repair and maintenance account which covers building systems and maintenance.

**15. How do we ensure we have the right tools?**

It is not the device that matters, an effective one to one program can be built around internet access and a web browser, two resources which are connectable to any device with the appropriate hardware.

**16. Under BYOD, how do we guarantee the technology that we have asked parents to spend money on is being used in school?**

It is the responsibility of the administration to ensure that the curriculum is delivered with fidelity. Through formal and informal classroom walkthrough's, observations, coaching sessions, and curriculum review process classroom work, student and teacher reflections should all show evidence of practice.

**17. What is the cost savings down the road with e-books, etc...?**

At the current time, it is too early to calculate savings. As textbook recommendations are brought forth e-books will be considered.

**18. If we don't go with BYOD, then what is the alternative and what is the cost?**

If we do not go with BYOD we have two alternatives. One is to provide a one to one device for every student at the Board's expense. The other is to add additional computers per classroom (up to 10 in some cases) and continue the replacement cycle of labs, adding additional mobile labs to schools. The estimated cost breakdown is as follows for alternative option one.

The cost to buy one-to-one devices for all students over a 4 year period at \$280 is \$533,400

- Purchase devices @ \$280 per student. Devices would be on a 4-year replacement cycle. Based on current enrollment numbers the total initial investment to equip all students with a device is estimated at \$533,400
- Cost estimates broken down by year/rollout of the plan:
  - Year 1 FY14 Grades 7-12 = \$298,200
  - Year 2 FY15 Grades 5-6 = \$ 77,280
  - Year 3 FY16 Grades 3-4 = \$ 73,920
  - Year 4 FY17 Grades K-2 = \$ 84,000
  - Year 5 FY18 Grades 7-12 replacement = \$300,000
- Hire 1 additional in-house technician needed to maintain software, repairs, warrantee service (\$40-50K annual salary)

**19. What will the communication and roll out look like for one-to-one computing?**

- Opening Professional Development with Teachers
- PTO/PAC parent presentations
- Open House Communication
- Parent/Community informational meetings to be held at each school of implementation

See PowerPoint for details

**20. What personal electronic devices do students currently have access to?**

<b>Access to a Device (Does not meet recommendation)</b>	<b>ALL</b>	<b>Kelly</b>	<b>Wells</b>	<b>GMMS</b>	<b>GMHS</b>
Android Tablet less than 10"screen size	4.2%	4.5%	3.8%	3.0%	4.7%
iPad mini	5.6%	7.2%	5.9%	5.9%	4.6%
Microsoft Tablet less than 10" screen size	1.4%	1.0%	0.7%	0.3%	2.4%
Nook	10.7%	12.0%	15.0%	12.2%	7.6%
Kindle	15.2%	19.2%	16.0%	15.8%	12.9%
Kindle Fire	17.5%	27.1%	22.3%	17.8%	11.3%
iPhone with wifi	35.5%	29.8%	23.0%	30.0%	45.6%
iPod	64.2%	68.5%	62.4%	60.7%	64.7%
Android smartphone with wifi and web browser	11.4%	6.5%	8.7%	12.2%	14.2%
Other type of smartphone with wifi and internet access	7.3%	7.9%	7.0%	7.9%	7.0%

<b>Access to a Device (Meets recommendation)</b>	<b>ALL</b>	<b>Kelly</b>	<b>Wells</b>	<b>GMMS</b>	<b>GMHS</b>
Laptop with Windows, Apple, or Linux	59.2%	49.0%	53.0%	50.8%	70.1%
Netbook with Windows, Apple, or Linux	6.0%	4.8%	4.9%	5.3%	7.4%
Google Chromebook	6.1%	4.5%	7.3%	3.6%	7.4%
Android Tablet 10" screen size or larger	3.8%	2.7%	6.3%	3.6%	3.3%
Full size iPad 10" class screen size	25.3%	32.5%	29.6%	22.8%	21.5%
Microsoft Tablet 10" screen size or larger	1.9%	1.4%	2.1%	0.0%	2.8%

<b>Access to Device</b>	<b>ALL</b>	<b>Kelly</b>	<b>Wells</b>	<b>GMMS</b>	<b>GMHS</b>
Does not meet recommendation	88.2%	89.4%	83.3%	88.1%	89.9%
Meets recommendation	70.2%	62.7%	69.7%	64.4%	76.3%
None	5.3%	5.8%	7.7%	5.9%	3.9%

**21. What device do you currently bring to school?**

<b>Bring Device to School (Does not meet recommendation)</b>	<b>ALL</b>	<b>Kelly</b>	<b>Wells</b>	<b>GMMS</b>	<b>GMHS</b>
Android Tablet less than 10"screen size	1.8%	1.7%	1.0%	1.0%	2.5%
iPad mini	1.7%	0.3%	1.4%	2.3%	2.1%
Microsoft Tablet less than 10" screen size	0.6%	0.0%	0.3%	0.0%	1.3%
Nook	4.3%	2.4%	7.3%	6.9%	2.7%
Kindle	4.4%	7.5%	3.5%	6.9%	2.4%
Kindle Fire	6.2%	11.0%	9.4%	5.9%	2.8%
iPhone with wifi	25.9%	5.5%	5.6%	26.1%	43.3%
iPod	35.5%	26.0%	27.2%	34.7%	43.6%
Android smartphone with wifi and web browser	8.7%	1.7%	2.1%	11.2%	13.5%
Other type of smartphone with wifi and internet access	4.6%	1.7%	1.4%	7.6%	5.8%

<b>Bring Device to School (Meets recommendation)</b>	<b>ALL</b>	<b>Kelly</b>	<b>Wells</b>	<b>GMMS</b>	<b>GMHS</b>
Laptop with Windows, Apple, or Linux	4.4%	0.3%	2.1%	1.7%	8.3%
Netbook with Windows, Apple, or Linux	1.1%	0.3%	1.0%	0.0%	1.9%
Google Chromebook	0.9%	0.0%	1.4%	0.7%	1.2%
Android Tablet 10" screen size or larger	1.6%	0.3%	1.7%	1.7%	2.1%
Full size iPad 10" class screen size	3.7%	2.1%	2.8%	6.3%	3.7%
Microsoft Tablet 10" screen size or larger	0.8%	0.3%	0.3%	0.0%	1.5%

<b>Device</b>	<b>ALL</b>	<b>Kelly</b>	<b>Wells</b>	<b>GMMS</b>	<b>GMHS</b>
Does not meet recommendation	69.5%	47.6%	45.6%	77.2%	85.6%
Meets recommendation	8.7%	3.1%	5.2%	9.9%	12.0%
None	27.7%	51.0%	53.7%	18.5%	10.8%

**22. What percentages of students have access to the internet at home?**

Almost 100% of the students have access to the internet at home

<b>Cohort</b>	<b>Home Internet</b>
1. All Responses	95.8%
2. Kelly Lane	97.3%
3. Wells Road	97.6%
4. GMMS	95.4%
5. GMHS	94.7%

**23. How are students and teachers currently using one to one computing?**

One-to-one computing is used daily by some teachers who are most proficient and by many students daily in a variety of ways included but not limited to: accessing e-mail, Google accounts, conducting research, producing projects, power-points, engaging in blogs, wiki’s, completing performance assessments, participating in pilots, working with devices provided by the Granby Education Foundation, media center, pupil services department (assistive technology) or personal devices.

**24. What are other districts doing in regards to BYOD? The following chart is a sampling of what some surrounding towns are implementing.**

District/DRG	DRG	Device	Grades	BYOD	BOE Funded 1 to 1
Glastonbury	B	iPads	Staff and Grades 9 - 12		Pending Board Approval - \$420,000 1 <sup>st</sup> year teachers and freshman then \$220,000 for incoming freshman Staff receives iPads & PD 12-13
New Canaan	A		9-12	x	No BYOD mandate, student optional use, flexible curriculum integration
Simsbury	B		K-12	x	BYOD allowed, not required, laptop carts available if required
Avon	B		7-12	x	Computer lab and media center available for those without
Cheshire	B		Piloting at High School, considering K-12	x	Will supplement
Suffield	C		Piloting 9-12 in January preparing infrastructure, pilot will drive supplemental purchase decisions	x	Computer lab and media center available for those without
Region 12	C		9-12	x	Some supplemental devices and labs
Wallingford	D		7-12	x	Surveying parents regarding need for supplemental
East Granby	D		6-12 and supplemental mobile labs	x	
Newington	D		9-12 Several 1:1 pilots at Elementary, and in 2 HS Math courses (flip the CR model). iPad carts for grade level sharing at Elementary.	x	Supplemental in media for check out
Wethersfield	D		9-12	x	
Plainville	F		Board considering K-12 Pilot	x	Supplemental mobile labs
Bloomfield	G		9-12	x	

**25. Will technology increase achievement?**

Granby is not instituting a one-to-one computing initiative to improve student achievement. “Promoting 1:1 based on its potential to improve test scores rather than focusing on what other behaviors and skills transition to technology hopes to create a mistake,” (pg. 118, J. Costa, Digital Learning For All, Corwin Press, 2012). Technology is a tool that aids students in powerful thinking. Fundamentally, one-to-one computing allows students to assume more ownership for their learning.

“America will not memorize our way back to the top of the world order...we are going to have to out-think, out-invent and out-create the competition. Technology serves as a tool by which we transition to engaging students in high standards and rigor.” (Thomas Friedman, 2011, pg. 119, Digital Learning For All, Corwin Press, 2012).

**26. What is the legal liability for Granby Public Schools if we ask parents to buy a device and a student then misuses the device to bully or inappropriately interact with another student or adult on or off campus?**

There is no legal liability.

**27. How will we maximize our investment?**

We will maximize the technology investment through curriculum integration and increased access to digital resources through the full utilization of our wireless network and free state-provided internet service. We will protect our investment through regular proactive systems maintenance, comprehensive security policies, and the technology small capital lease and hardware replacement schedule.

**28. For the last three months please provide a listing of the top 10 websites accessed through the school wireless and hardware system. Please include the amount of "hits" for each of the top 10 websites.**

We could not accurately answer the "Hits" question. The top 10 websites are:

microsoft.com

granby.K12.ct.us

mimio.com

Finalsite.com

Youtube.com

Google.com

Icloud.com

Dropbox.com

Surveymonkey.com

Discoveryeducation.com

**29. What does BYOD mean to the district?**

Bring your own device means that students will be able to take more ownership for their learning, by utilizing their own personal tools to research, access information and solve problem when appropriate.

**30. What grades are actively using BYOD in their curriculum?**

Although we do not currently have an acceptable BYOD policy students do bring devices to school across grades 7-12. The amount they are used for learning purposes directly related to curriculum varies by course, content and teacher.

**31. What is the number of devices needed to purchase for students of need and the percentage?**

86 (8%) based on the number of students receiving free and reduced meals in FY14.

**32. Based on the state technology report, what percentage of faculty was technology illiterate in each district?**

This information is not public information by district. Within Granby 91 out of 199 teachers or 46% who took the survey considered themselves not technology literate based on the survey questions. It should be noted that some of our most expert technology users (i.e., some of our media specialists) fell into this category making us question the fidelity of survey we used.

**33. What is the actual cost of acquiring a system based on the guidelines?**

	<b>GRANBY PURCHASES DEVICES FOR ALL</b>	<b>BRING YOUR OWN DEVICE PROGRAM</b>
<b>Student Technology</b>	<ul style="list-style-type: none"> <li>• Purchase devices @ \$280 per student. Devices would be on a 4-year replacement cycle. Based on current enrollment numbers the total initial investment to equip all students with a device is estimated at \$533,400</li> <li>• Cost estimates broken down by year/rollout of the plan:               <ul style="list-style-type: none"> <li>Year 1 FY14 Grades 7-12 = \$298,200</li> <li>Year 2 FY15 Grades 5-6 = \$77,280</li> <li>Year 3 FY16 Grades 3-4 = \$73,920</li> <li>Year 4 FY17 Grades K-2 = \$84,000</li> <li>Year 5 FY18 Grades 7-12 = \$300,000 (replacement)</li> </ul> </li> <li>• Hire 1 additional in-house technician needed to maintain software, repairs, warrantee service (\$40-50K annual salary)</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase devices for students who cannot afford a device based on free and reduced lunch counts @ \$280 per device</li> <li>• Devices would need to be put on a 4 year replacement cycle.</li> <li>• Cost estimates broken down by year/rollout of the plan:               <ul style="list-style-type: none"> <li>Year 1 FY14 Grades 7-12 86 devices = \$24,080</li> <li>Year 2 FY15 Grades 5-6 = 33 devices = \$9,240</li> <li>Year 3 FY16 Grades 3-4 = 34 devices = \$9,520</li> <li>Year 4 FY17 Grades K-2 = 27 devices = \$7,560</li> <li>Year 5 FY18 Grades 7-12 = \$24,080 (replacement)</li> </ul> </li> </ul>

**34. What is the device that will be purchased for those who cannot afford one?**

We are looking at the Google Chrome Laptop which has a 10” screen and web browser. The device weighs 2.4 pounds and has a battery life of 6.5 hours. The cost is \$250.00 per device with the inclusion of management software the cost the total is 280.00 per device.

**35. Will teachers and administrators be required to purchase their own hardware device? If not, please elaborate as to why?**

No, teachers and administrators will not be required to purchase their own devices. Currently each teacher and administrator has a district purchased device to perform their work. As part of the 5 year replacement cycle current desk tops will be replaced with mobile devices. This cost is already calculated into the long term district budgeting process.

**36. Will the same use of technology be required in each class of the same course even if they are taught by different teachers? Be specific as to how this will be accomplished since currently the instructional quality can and does differ.**

It is not the device that matters but rather what the task is that the students are asked to perform. All students are engaged in common learning experiences as designed through the curriculum that will not be device driven but standards driven. Certain content areas use technology that require students to use school provided technology tools based on their capacity to produce certain specific work that BYOD devices may not have the capacity to do. If the BOE purchases the devices, it is expected that nearly all students will use the same device.

**37. How will the curriculum be designed to complement 1 to 1? What courses would be first to adopt? How much time is required for faculty to redesign their course?**

The curriculum is being designed to use multiple media sources for research and information gathering in the grade levels where the standards identify its use. In addition teachers at all grade levels are designing performance assessments, performance tasks or instructional lessons that will engage students in the learning process through the use of technology. (see examples provided) There is not one particular course for which we are seeking to adopt but rather through all content and curriculum revision work using the standards to drive our decision making. A significant amount of time is required for teachers to redesign lesson delivery and effectively use technology where and when appropriate.

**38. How will technology literacy be evaluated during interviews for new hires?**

Currently questions related to technology are included in the interview process. Hiring technology savvy teachers with a vision for effective use is a goal. Unless an assessment is provided knowing the exact depth of literacy proficiency is difficult. This is a question to further explore. Our Technology Director and Director of Curriculum can inquire with surrounding districts to explore and gather effective interview strategies.

**39. Will students be able to use their own devices for the SMARTER BALANCE Assessment?**

At this time we do not have definitive answer as to whether students will be able to use their own personal devices. We have been given specification guidelines only.

**40. What is the plan to standardize devices across classrooms?**

The district has identified a *recommended* device for student use. This does not prohibit the need for student access to school provided devices to accomplish certain tasks that may be required by the specific curriculum.

**41. What is the plan to restrict access to unwanted websites?**

It is the responsibility of teachers to teach responsible use. The district also has a responsible use policy that all students are held accountable to. Students will continue to have the same filtered wired and wireless internet access currently provided to them while at school. Granby schools filter

their network and internet service as required by federal law (Hippa, etc.) This measure helps to protect users from access to inappropriate websites and security threats.

**42. What is the plan for district access to academically approved, scholastically verified websites? Does this drive cost to the district? Where do we teach students to be critical of information they from websites?**

Students are taught how to decipher appropriate websites as a part of their media tech instruction beginning in the intermediate grades. This skill is fostered and reinforced throughout classroom instruction. There is no additional cost to the district to access scholastically verified websites.

**43. What if a student's device does not work in class, will we provide a replacement?**

If a student's device does not work in class they will be required to share with a peer, utilize a school device such as one that was purchased for a student that might not have had one, or use one from a mobile cart.

**44. What happens if a students' device crashes?**

Students work will be stored on Google Apps which is cloud based. As a result all data is stored with real time backup. Should a computer break or malfunction a student may pick up any other computer and pick up right where they left off. Replacement under BYOD will be a student's responsibility. Under Board purchased, it will be the district's responsibility to replace the device.

**45. What safe guards do we have against cheating with technology?**

There are no full proof safe guards just as there are none with paper and pencil. Currently, students use software such as Turnitin.com to submit papers. Students will receive ongoing expectations and education about access integrity and the acceptable use policy.

**46. Do we believe student's access to multimedia social websites will be non-existent?**

No, however, just as with any tool well designed lessons that engage students to use the tool with a meaningful purpose and explicit instruction of how and when it is appropriate to use and when it needs to be put away is good teaching that is expected to be applied. Designing lessons that engage students in social media for learning is one means to address this issue.

## **Personnel - Certified-Non-Certified**

### **Rights, Responsibilities and Duties**

#### **Acceptable Computer Network Use**

The Board of Education provides computers, networks, and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

Employees are to utilize the district's computers, networks, email system and Internet services for school-related purposes and performance of job duties. Limited incidental personal use of district computers, networks, email systems and Internet services is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations or other system users. "Limited incidental personal use" is defined as use by an individual employee for appropriate, lawful, brief and occasional personal purposes. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures and rules.

Employees shall be notified that computer files and electronic communications, including email and voice mail, are not private. Technological resources shall not be used to transmit confidential information about students, employees, or district operations without authority. The systems' security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, employees must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the district's computer systems, including any incidental personal use permitted in accordance with this policy and applicable regulations.

#### **Online/Internet Services**

The school district will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Additionally, the school district will implement a technology protection attempting to block or filter Internet access to visual depictions that are obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students.

**Policy  
4118.5(b)/  
4218.5**

Any employee who violates this policy and/or any rules governing use of the district's computers will be subject to disciplinary action, up to and including discharge. Illegal uses of the school district's computers will also result in referral to law enforcement authorities.

All District computers remain under the control, custody and supervision of the school district. The school unit reserves the right to monitor all computer and Internet activity by employees. Employees have no expectation of privacy in their use of school technology.

The Superintendent or his/her designee shall be responsible for overseeing the implementation of this policy and the accompanying rules for advising the Board of the need for any future amendments or revisions to the policy/regulations. The Superintendent or his/her designee may develop additional administrative procedures/rules governing the day-to-day management and operations of the school district's computer system as long as they are consistent with the Board's policy/rules. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

(cf. 6141.321 - Student Use of the Internet)  
(cf. 6141.322 - Web Sites/Pages)

Legal References: Connecticut General Statutes  
The Freedom of Information Act  
31-48d Employers engaged in electronic monitoring required to give prior notice to employees. Exceptions. Civil penalty.  
53a-182 Disorderly conduct; Class C misdemeanor  
53a-182b Harassment in the first degree.  
53a-183 Harassment in the second degree  
53a-250 Computer-related Offenses: Definitions  
Electronics Communication Privacy Act, 28 U.S.C. §2510 through 2520

**Policy adopted: March 23, 2011**

**GRANBY PUBLIC SCHOOLS  
GRANBY, CT**

## Personnel — Certified and Non-Certified

### Instruction

#### Use of Social Media

The Granby Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. However, the Board will regulate the use of social media by employees including employees' personal use of social media, when such use:

- 1) Interferes or disrupts the work of the school district
- 2) Is used to harass coworkers or other members of the school community
- 3) Creates a hostile work environment
- 4) Breaches confidentiality obligations of school district employees
- 5) Harms the goodwill and reputation of the school district in the community
- 6) Violates the law, board policies, or other school rules and regulations

The Board of Education therefore adopts the following guidelines for the use of social media by Board of Education employees.

#### **Definitions:**

**Social Media**, includes, but is not limited to, social networking websites, such as Twitter, Facebook, LinkedIn, YouTube, MySpace, and other internet/web-related technologies.

**Board of Education** includes all names, logos, buildings, images and entities under the authority of the Granby Public Schools Board of Education.

#### **Rules Concerning Personal Social Media Activity**

1. An employee may not mention, discuss, or reference the Board of Education, the school district, individual schools, programs, or teams on personal social networking sites unless the employee also states that the post is the personal communication of the employee of the school district and that the views posted are the employee's alone and do not represent the views of the school district or the Board of Education.

2. Employees must refrain from mentioning other Board of Education employees or other members of the school community (*e.g.*, parents or others) on personal social networking sites, without such individuals' express consent unless the employee is addressing an issue of public concern and the employee's speech falls under applicable constitutional protections pertaining to the same.

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3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues.
4. It is not appropriate for an employee to "friend" or communicate with a student or otherwise establish special relationships with selected students through personal social media. It is not appropriate for an employee to give students access to personal postings unrelated to school.
5. Employee email communications with students should be through a district-approved email system not through personal email accounts.
6. Unless given written consent, employees may not use the Board of Education's logo or trademarks on their personal posts. Please note this prohibition extends to the use of logos and/or trademarks associated with individual schools, programs, or teams of the school district.
7. Employees are required to use appropriately respectful speech in their personal social media posts; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Such posts reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.
8. Employees are individually responsible for their personal posts on social media websites. Employees may be sued by other employees, parents or others, and any individual that views an employee's social media posts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. Such activities are outside the scope of employment. Employees may be held personally liable for such claims.
9. All posts on personal social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.
10. An employee may not link a personal social media site or webpage to the Board of Education's website or the websites of individual schools, programs or teams; or post Board of Education material on a social media site or webpage without written permission of his/her supervisor.

11. Employees are required to comply with all Board of Education policies and regulations with respect to the acceptable use of computer equipment, networks, and electronic devices when accessing the Internet. Use of technology must not interfere with an employee's duties at work.

12. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices. An employee should have no expectation of personal privacy in any communication or post on any web site while using district computers, cellular telephones or other electronic devices.

13. All Board of Education policies regulating off-duty conduct apply to social media activity including, but not limited to, policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

#### **Rules Concerning District-Sponsored Social Media Activity**

An employee who seeks to use social media sites and related interactive technologies as an educational tool or in relation to extracurricular activities or programs of the school district may do so provided that the procedures below are followed and that the employee obtains the permission of his/her supervisor prior to setting up the site. The employee's supervisor will also be provided access to any site that is established.

1. Use will be limited to specific academic and/or school-related purposes. Sites used for these purposes must be closed in that the employee must set up password-protected access for the students and staff involved. Sites may not be publicly available. Site activity must be moderated, monitored and supervised by the employee(s) who set(s) up the site.

2. Employees are required to use appropriately respectful speech on district-sponsored sites; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Proper professional boundaries must be recognized at all times and all content and communication should be related to the educational purposes for which the site was established. Communication that is sensitive or personal in nature is to be avoided. Employees must supervise student speech to ensure that it complies with the criteria above.

3. Employees are required to comply with all Board of Education policies and procedures including applicable laws with respect to the acceptable use of computer equipment, networks or devices when accessing district-sponsored sites. Employees must also supervise students use to ensure compliance.

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4. The Board of Education reserves the right to monitor all employee and student use of district technology. An employee should have no expectation of personal privacy in any communication or post while using district computers, cellular telephones, or other data devices.

5. All content and posts on district-sponsored sites must comply with the Board of Education's policies pertaining to confidentiality including the confidentiality of student information. If an employee is unsure about the confidential nature of information being considered for posting by him/her or by students, the employee shall consult with his/her supervisor prior to making the post.

6. An employee may not link a district-sponsored site or webpage to any personal social media sites or sites not sponsored by the school district. They will also inform students about the prohibited linking.

7. An employee may not use district-sponsored sites for private financial gain, political, commercial, advertisement, proselytizing, or solicitation purpose. They must also supervise student use to ensure that it complies.

8. An employee may not use district-sponsored sites in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such. They must also supervise student use to ensure that it complies.

**Disciplinary Consequences**

Violation of this policy may lead to discipline up to and including the termination of employment consistent with state and federal law.

**Legal References:**

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d Conn. Gen. Stat. § 31-51q Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250 Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

**Policy adopted: March 23, 2011**

**GRANBY PUBLIC SCHOOLS  
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## **Students**

### **Possession Of beepers, Paging Devices/Cellular Telephones & Laser Pointers**

Students shall not possess or use a remotely activated paging device, beeper, or laser pointer while on school property, or while attending a school-sponsored activity on or off school property. These items will be confiscated and the administration will contact the parents.

The principal may grant written permission for possession and use of such electronic devices by a student if the student or his parent or guardian establishes to the satisfaction of the principal that a reasonable basis exists for the possession of such a device.

Students may possess cell phones during the day or at after school activities. The use of cell phones during the academic day disrupts and interferes with the educational process. Cellular phones must be concealed and turned off during school hours. While students may possess camera cell phones, they may never be used to take photographs without administrative approval. Students will be subject to disciplinary procedures and phones will be confiscated if they are visible, on, or used during regular school hours.

Students found to be using any electronic communications device to send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to disciplinary and/or academic consequences and the device shall be confiscated and not returned until a parent conference has been held.

Refusal to adhere to this policy or repeated violation of the policy will result in disciplinary action, up to and including expulsion.

### **Cameras And Camcorders**

Students may not possess or use cameras or camcorders, while on school property without administrative approval. Students must obtain teacher permission if such device is being used for a school project and then must obtain administrative approval. While students may possess camera cell phones (in compliance with the cell phone policy), they may never be visible or used during the school day, and they may never be used to take any kind of photos without administrative approval.

Refusal to adhere to this policy or repeated violation of the policy will result in disciplinary action, up to and including expulsion. Inappropriate use of such devices will result in their confiscation. They will only be returned after a parent conference has been held.

**Students**

**Possession Of beepers, Paging Devices/Cellular Telephones & Laser Pointers**

Legal Reference: PA 95-304 An Act Concerning School Safety

PA 96-108 An Act Concerning Student Use of Telecommunication  
Devices and the Establishment of Graduation Dates

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