

**Curriculum Subcommittee Meeting
Thursday, January 2, 2020 5:30 PM
Central Services**

I. Public Comment

II. Assistant Superintendent's Monthly Report

Attachments:

BOE January 2020 Monthly Report 2

III. Revised Course: AP Capstone for English Credit

Attachments:

Course Proposal Request Form - AP Capstone Seminar for English Credit 3

IV. Revised Policy 4131 - Staff Development

Attachments:

Granby 4131 - Staff Development (Rev. Dec. 2019) 6

V. New Text Approvals:

Attachments:

New Text - Comprehensive Vocabulary Program 4-12+ 11

New Text - Bien Dit 3 14

Rationale:

- Comprehensive Vocabulary Program 4-12+ (English 9-12, AP 12)
- Bien Dit 3 (French 4H)

VI. School Counseling Review Update

Attachments:

School Counseling Document Review 17

VII. Google Classroom Update

VIII. Other



<p>Provide a rigorous and diverse 21st Century Curriculum</p>	<ul style="list-style-type: none"> • Worked with Farmington Valley Assistant Superintendents Network to examine practices across districts related to teaching and learning. • Supported high school administration with new course planning, course implementation, and curriculum development. • Continued work with high school team to find a consultant to support district work with designing learning pathways, college/career readiness, and Vision of the Graduate. • Supported development of FY 21 budget.
<p>Invest in the professional capital of the staff</p>	<ul style="list-style-type: none"> • Facilitated evaluation calibration practices for administrators in partnership with ReVision Learning and district-based Community of Practice. • STEAM Committee moved forward with Collaborative Action Teams to work with the district regarding college and career learning pathways. • Attended Teacher of the Year Ceremony at the Bushnell in recognition of Granby's 2020 Teacher of the Year, Heidi MacDonald. • Attended CAPSS Roundtable discussion on Social Emotional Learning. • Collaborated with CT Assistant Superintendents through SIIP, examining high leverage strategies to support systemic change. • Attended CREC's Minority Teacher Recruitment meeting to support district efforts to increase and retain a diverse teacher workforce. • Elected to CAPSS as an area chair of the Executive Board of Directors
<p>Influence local and state educational policy</p>	<ul style="list-style-type: none"> • Participated in meeting of CAPSS Assessment and Accountability subcommittee with members of the CSDE. • Attended a HOT Schools Think Tank to offer insight in program transitions at the state level.
<p>Promote positive engagement and communication with the community</p>	<ul style="list-style-type: none"> • Continued to develop a strategic plan for the Granby Equity Team with co-chair Jacky Paton. • Administrators participated in an Open Choice informational meeting for current parents of program participants at the Open Choice Office in Hartford. • Explored educational partnerships with community farms through the Wellness Committee.
<p>Explore opportunities for alternate revenue sources</p>	<ul style="list-style-type: none"> • Monitored implementation of federal and local grants.

Communication Checklist:

- Department/CAS Leader
- Principal
- Assistant Superintendent
- Curriculum Committee
- Assistant Superintendent/BOE Curriculum Sub Committee



Granby Public Schools Change in Program of Study

Purpose of Proposal:

- New Course
- Revision of a course (not offered for 2 or more years, change in credit, level, alignment to standards, etc.)
- Course elimination
- Course level change
- Impact on Graduation Requirements

Date Submitted: 12/12/19 Teacher Touchette/Dunn Department/School English

Course Information: AP Capstone Seminar

Course Title: AP Capstone Seminar

Grade(s) and level (AP, honors, academic): AP

Number of credits: 1.0

Prerequisites: none

Background/Course History:

The Board approved AP Capstone Seminar in 2017, and this is our second year of running this class (see Program of Studies description under Curriculum below).

Rationale for recommendation: (Vision, mission, standard, enrollment)

Board approval of this special AP offering indicates our ongoing commitment to offer opportunities to our students to engage in college level work while in high school, a commitment that aligns with our equity-based goal to maximize such opportunities for students. AP Capstone Seminar is unique in that it combines college-level literacy skills of close analytical reading and writing with research, demanding students' utilization and development of close reading, writing, and communications skills, aligned with ELA standards 9-12, particularly in the areas of research, writing, reading of nonfiction, communication and use of technology skills, warranting the offering of English credit for students in grades 10 or 11. Schools that offer AP Capstone

Sem commonly award English or Social Studies Credit, increasing the benefit and opportunity for students to select this valuable offering. Given our implementation of Pre-AP in 9th grade and intention to offer that in 10th as well in FY22, AP Capstone Seminar would be a logical option for sophomores who wish to continue their literacy work at the AP level. Given the course's similarity to AP English Language and Composition in its focus on close analytical reading and synthesis of non-fiction prose text, Seminar would be a viable option for juniors as well. Students who take Seminar in either 10th or 11th for English credit would then have the option of continuing on to AP Capstone Research to both fulfill our GMHS Capstone requirement as well as potentially earn an AP Capstone Diploma (if they have also successfully completed 4 other AP courses while in high school).

Curriculum: (Alignment to Standards, common core expectations), integration of other content area standards, performance assessment, rubrics)

AP Capstone Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn how to investigate real world and academic topics from multiple perspectives through extensive readings from a variety of sources, gather and analyze information, develop credible and valid evidence-based arguments, conduct research and evaluate evidence, write extensive and lengthy thesis-driven research papers, collaborate in teams and use appropriate media to communicate during debates, speeches, and presentations. AP Capstone widens the array of college course offerings for our students, equipping them with independent research, collaborative teamwork and communication skills valued by colleges and universities, and allowing our students to demonstrate our district Mission and 21st Century Learning Expectations. In this yearlong course, students develop and strengthen analytic and inquiry skills, exploring two to four relevant issues chosen by the student and/or teacher. Students might explore the question of whether national security is more important than a citizen's right to privacy, or whether genetic engineering is a benefit to society. Using an inquiry framework, students practice reading and analyzing articles; research studies; foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions in addition to honing their ability to question, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. After successfully completing AP Capstone Seminar, students will have the opportunity to further hone their inquiry and analytical writing skills in AP Capstone Research. The course demands students' utilization and development of close reading, writing, and communications skills; skill attainment aligns with ELA standards 9-12, particularly in the areas of research, writing, reading of nonfiction, communication and use of technology skills.

How will the content of this course be delivered?

No change to current previously-approved course.

Timelines for consideration (significant dates/deadlines/professional development/curriculum writing):

Approval for Program of Studies (January) and Course Registration process (February)

Budget Implications (textbooks, supplemental resources, staffing, scheduling, professional development training, and curriculum writing):

This column to be checked by Assistant Superintendent	Budget Need Area	Yes/No: Complete for each area listed	Amount Needed	Purpose-Why??
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		

Other:

FOR OFFICE USE ONLY:

Date BOE sub-committee reviewed: _____

Action: _____ **Approved** _____ **Not Approved**

Personnel — Certified

Staff Development

Staff development, herein referred to as professional development, is viewed by the Granby Board of Education (Board) as a continuous systematic effort to improve educational practices in the school district through (1) educator (certified teachers and administrators) involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning. We believe that building the capacity of educators to deliver high quality instruction leads to high levels of student achievement. As a Professional Learning Community, our professional development activities support three main ideas: 1) Ensuring that all students learn; 2) Fostering a culture of collaboration and embedded professional learning; and, 3) Focusing on results.

Each educator, shall annually participate in a program of professional development, of not fewer than eighteen hours in length, of which a preponderance is in a small group or individual instructional setting. The professional development program shall:

1. be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge and achievement;
2. focus on refining and improving various effective teaching methods that are shared between and among educators;
3. foster collective responsibility for improved student performance; ~~and~~
4. be comprised of professional learning that is aligned with state and local student academic achievement standards, conducted at the school among educators and facilitated by principals, coaches, mentors and other appropriate teachers, occurs frequently on an individual basis or among groups of teachers and includes a repository of best practices for teaching methods developed by educators within each school; ~~and-~~
- 4.5. include training in culturally responsive pedagogy and practice.

Professional development experiences (workshops, embedded professional development, on-line learning, etc.), made available by the Board shall be guided by activities designed to:

1. improve the integration of reading instruction, literacy and numeracy enhancement and cultural awareness into instructional practice;
2. include strategies to improve English language learner instruction into instructional practice,
3. improve educator practice based on general results and findings from educator evaluations reported by the Superintendent or his/her designee;
4. be comprehensive, sustained, and intensive enough to improve educator effectiveness in raising student performance;
5. be aligned with state and local student academic achievement standards; and,
6. foster collective responsibility for improved student performance.

Personnel -- Certified

Staff Development (Cont'd)

In order to determine its professional development program, the Board (through its curriculum subcommittee), seeks the advice and assistance of educators and establishes, through the Superintendent, a professional development and evaluation committee, consisting of educators, including representatives of the exclusive bargaining representative for such educators, and other school personnel the Board deems appropriate. The duties of the committee shall include, but are not limited to, participation in the development of a teacher evaluation and support program for the District and the development, evaluation and annual updating of a comprehensive local professional development plan. Such plan shall (1) be directly related to the educational goals proposed by the Board (2) be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) provide for the ongoing and systematic assessment and improvement of both teacher evaluation and professional development of the Board's educators. This professional development plan shall include personnel management and evaluation training or experiences for administrators and support to regular and special student needs. It may include provisions concerning career incentives and parent involvement.

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups.

Staff development activities should respond directly to the educational needs of the student body, including, (a) content subject areas (ex: Language Arts, math, etc.) (b) methodological areas (ex. motivation, teaching techniques, use of technology in the classroom) and (c) affective areas (ex. interpersonal relations of students and faculty, student growth and development) the in-service program shall fulfill all applicable statutory requirements.

The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics in Section A, 1-10 and Section B of Connecticut General Statutes 10-220a.

The District, will participate in compliance audits of the professional development program, as required and conducted by the State Department of Education.

Personnel -- Certified

Staff Development (Cont'd)

The Superintendent, or his/her designee, is to report annually to the Board on the professional development program and its effect with recommendations for changes as needed.

Professional Development Pertaining to Teacher Evaluation and Support Program

The Board shall provide regular training for all evaluators and required orientation to all certified District employees relating to the provisions of such teacher evaluation and support program. Training shall include instruction to evaluators in how to conduct proper performance evaluations prior to the use of any new evaluation and support program. Orientation shall be completed by all certified personnel, below the rank of Superintendent, before the certified employee receives an evaluation under the teacher evaluation and support program by their evaluator.

(cf. 4115 - Evaluation)

Legal Reference: Connecticut General Statutes
10-27 Exchange of professional personnel and students.
10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19
Special Session, Public Act 09-1 and PA 10-91 and PA 12-116, [PA 13-145, PA
15-215, PA 17-37 and PA 19-100](#)) ~~An Act Concerning Educational Reform and
PA 13-145, An Act Concerning Revision to the Education Reform Act of 2012~~.
10-153b Selection of teachers' representatives.
10-226f Coordinator of intergroup relations.
10-226g Intergroup relations training for teachers.
10-145b Teaching certificates (as amended by PA 01-173)
[10-148a Professional development \(as amended by PA 17-37 and PA 19-100\)](#);
10-151(b) Employment of teachers. Definitions. Tenure, etc. ~~(as amended by
P.A. 12-116, An Act Concerning Educational Reform)~~.
[PA 17-37 An Act Implementing the Recommendations of the Task Force on
Professional Development and Inservice Training Requirements for Educations](#)

Policy Adopted by BOE: May 21, 2014

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

Connecticut General Statutes 10-220a - In-service Training

A. Required In-service Offerings for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to, the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases (including HIV-infection and AIDS), violence, teen dating, domestic violence, child abuse, and youth suicide.
3. Growth and development of exceptional children, including handicapped and gifted and talented children including, but not limited to, children with attention deficit hyperactivity disorder or learning disabilities who may require special education, and methods for identifying, planning and working effectively with special needs children in a regular classroom, including, but not limited to, implementation of student individualized education programs.
4. School violence prevention and conflict resolution and the prevention of and response to youth suicide.
5. Identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on prevention of bullying.)
6. Cardiopulmonary resuscitation and other emergency lifesaving procedures.
7. Computer and other information technology as applied to student learning and classroom instruction, communications and data management.
8. Teaching of the language arts, reading and reading readiness for teachers in grades kindergarten to three, inclusive.
9. Second language acquisition in districts required to provide a program of bilingual education pursuant to C.G.S. 10-17f.
10. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
11. Training in the evaluation of teachers for superintendents and those employees employed in positions requiring an intermediate administrator or supervisory certificate whose duties equal at least 50% of the assigned time (15 hours every 5 years).
12. Training in the teacher evaluation and support program adopted pursuant to subsection (b) of Connecticut General Statute 10-151b, as amended.
13. Certified staff with an endorsement in special education, holding a position requiring such endorsement shall have at least ten hours of training every five years in the implementation of student individualized education programs (IEPs) and the communication of IEP procedures to parents/guardians of students who require special education or related services.

Connecticut General Statutes 10-220a - In-service Training

B. Optional In-Service Topics for Certified Personnel

- Holocaust and genocide education and awareness
- African-American History
- Puerto Rican History
- Native American History
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Domestic violence and teen dating violence
- Mental health first aid training



**GRANBY PUBLIC SCHOOLS
GRANBY, CONNECTICUT**
RECOMMENDATION FOR A NEW TEXTBOOK
BOE CURRICULUM SUBCOMMITTEE

Page 1: overview

Course:	English 9-11, AP 12		
Title of Book:	Townsend Press Comprehensive Vocabulary Program 4-12+		
Publisher:	Townsend Press	Author(s):	ELiza Comodromos, Paul Langan
Copyright date:	2019	Edition:	5th Edition
Cost per student edition:	\$4935.1 year site license	Quantity:	470
Cost per teacher edition:	N/A	Quantity:	Included w/site license
Budgeted item:	Will replace <i>Power Plus for College & Career Readiness</i> vocab program		
Staff Endorsements: :	Linda Touchette, John Crand, Lauren Shafer, Kim Quinn		

Other texts reviewed:

Title	Publisher	Copyright
PowerPlus for College & Career Readiness	Prestwick House	2014
Vocabulary from Latin & Greek Roots	PH	2018
Vocabulary Workshop	Sadlier	2018

Reason a new text is requested: PP for CCR, has become outmoded and does NOT offer-Townsend

Press' web-based program offers differentiated instruction and practice for every student and aligns

Perfectly w/vocabulary in text reading and comprehension found in PSAT and SAT tests. The program allows for co-teaching and furnished in-depth data regarding student work, success, struggles. TP's

Program nearly eliminates the need for special education teachers to modify vocab assignments; as students work at their own pace and level.

Reasons for this text selection: See above. As well, included in the program is student and teacher access to traditional e-book, additional practices, teachers editions, powerpoint presentations for instruction.

It also offers pre-post-tests which provides appropriate challenge for strongest vocab students. It may be necessary for request access code. Please note attached documents for review.

	0	1	2	3	4	5
To what extent do you agree with the following statements?						
Text focuses on major objectives of course.	0	1	2	3	4	5
Text reflects key concepts/big ideas from CT Frameworks/Curriculum.	0	1	2	3	4	5
Subject matter is geared to interest, ability, and needs of students.	0	1	2	3	4	5
Text utilizes grade appropriate ideas, concepts, skills, and vocabulary.	0	1	2	3	4	5
Critical thinking and problem solving strategies are evident.	0	1	2	3	4	5
Text suggests a variety of activities for multiple intelligences/learning styles	0	1	2	3	4	5
Suggested activities inspire creativity & extension where possible	0	1	2	3	4	5
Suggested activities encourage collaboration with other students.	0	1	2	3	4	5
Allows for ancillary exercises to develop mastery of concepts/skills.	0	1	2	3	4	5
Text, or support materials, include suggestions for both remediation and enrichment.	0	1	2	3	4	5
Text features improve and enhance clarity.	0	1	2	3	4	5
Text includes useful supports for students in appendix, glossary, or resource section.	0	1	2	3	4	5
Incorporates the use of technology for extension.	0	1	2	3	4	5
Written and pictorial content reflect the pluralistic, multi-ethnic nature or our society, both past and present.	0	1	2	3	4	5
Diversity and equity are represented throughout the text.	0	1	2	3	4	5
Content is relevant over a period of years (not quickly outdated).	0	1	2	3	4	5
Overall, this text will serve as a valuable resource to teachers and students.	0	1	2	3	4	5

GRANBY PUBLIC SCHOOLS
GRANBY, CT

APPROVAL OF A NEW TEXT

Date _____

This text _____
Has been authorized by the parties who have signed below to be used in

(Course title, grade, or subject)

Assistant Superintendent Date _____

Chair of the Curriculum Subcommittee Date _____

Chair of the Board of Education (final approval) Date _____



GRANBY PUBLIC SCHOOLS GRANBY, CONNECTICUT

RECOMMENDATION FOR A NEW TEXTBOOK BOE CURRICULUM SUBCOMMITTEE

Page 1: Overview

Course: FRENCH 4H

Title of Book: Bien Dit 3

Publisher: HOUGHTON MIFFLIN HARCOURT Author(s): J. DEMADO, et al

Copyright date: 2018 Edition: 1st

Cost per student edition: 39.⁶⁰ Number needed: ~ 30

Cost per teacher edition: 140.³⁰ Number needed: 1

Budgeted item: _____

Text nominated/evaluated by: Karen R. Poland + Kate Guyett

Other texts reviewed:

Title	Publisher	Copyright
<u>T'es branché</u>	<u>EMC</u>	<u>2019</u>

Reason a new text is requested: It's the continuation of the level 1+2 book used in French 1, 2+3 - aligns perfectly with ACTFL standards + the French 4Honor curriculum.

Reasons for this text selection: Assessments aligned with AAPPL, test used for Seal of Biliteracy which juniors take. Also is a pre-AP book.

BOE Subcommittee Review

Page 2: Rating

	0	1	2	3	4	5
	(Disagree)					(Agree)
To what extent do you agree with the following statements?						
Text focuses on major objectives of course.	0	1	2	3	4	5
Text reflects key concepts/big ideas from CT Frameworks/Curriculum. <i>ACTFL</i>	0	1	2	3	4	5
Subject matter is geared to interest, ability, and needs of students.	0	1	2	3	4	5
Text utilizes grade appropriate ideas, concepts, skills, and vocabulary.	0	1	2	3	4	5
Critical thinking and problem solving strategies are evident.	0	1	2	3	4	5
Text suggests a variety of activities for multiple intelligences/learning styles.	0	1	2	3	4	5
Suggested activities inspire creativity & extension where possible.	0	1	2	3	4	5
Suggested activities encourage collaboration with other students.	0	1	2	3	4	5
Allows for ancillary exercises to develop mastery of concepts/skills.	0	1	2	3	4	5
Text, or support materials, include suggestions for both remediation and enrichment.	0	1	2	3	4	5
Text features improve and enhance clarity.	0	1	2	3	4	5
Text includes useful supports for students in appendix, glossary, or resource section.	0	1	2	3	4	5
Incorporates the use of technology for extension. <i>!! Very well!</i>	0	1	2	3	4	5
Written and pictorial content reflect the pluralistic, multi-ethnic nature of our society, both past and present.	0	1	2	3	4	5
Diversity and equity are represented throughout the text.	0	1	2	3	4	5
Content is relevant over a period of years (not quickly outdated).	0	1	2	3	4	5
Overall, this text will serve as a valuable resource to teachers and students.	0	1	2	3	4	5

GRANBY PUBLIC SCHOOLS
GRANBY, CT

APPROVAL OF A NEW TEXT

Date _____

This text _____
has been authorized by the parties who have signed below to be used in

(course title, grade, or subject)

Assistant Superintendent

Date _____

Chair of the Curriculum Subcommittee

Date _____

Chair of the Board of Education (final approval)

Date _____

12.18.2019

Memo

To:

Granby Public Schools
Board of Education
Curriculum
Subcommittee

To better address the needs of students, the Granby Public Schools Board of Education Curriculum Subcommittee engaged administration in a review of current practices in the school counseling program. To guide the process, the subcommittee will participate in a scope and sequence document review of services along with sample lessons.

From:

Christopher Tranberg
Assistant Superintendent

Re:

School Counseling
Document Review

To support the review, the subcommittee will generate questions and feedback using the three broad areas of academic development, career development, and personal/social development as a framework. These areas serve as the core of the Connecticut Comprehensive School Counseling guiding documents and standards.

CC:

Mark Winzler, Interim
Superintendent

Mike Dunn, GMHS
Principal

Julie Groene, GMHS
Assistant Principal &
Director of School
Counseling

Academic Development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.

Career Development goals guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work and from job to job across the life span. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

Personal/Social Development goals guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.

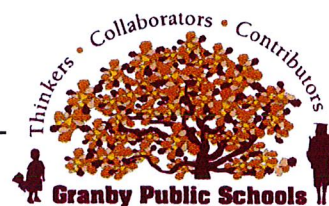
Following the document review, feedback will be shared with building administration. Through a previously scheduled presentation to the Board in February, initial questions will be addressed and also serve as a guide in the curriculum revision/development process. This review will culminate in a strategic plan to address student needs through comprehensive school counseling program improvement.

Granby Public Schools

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**PLEASE COMPLETE
ELECTRONICALLY**

	Areas of Strength	Areas of Concern
Middle School Academic Development		
Middle School Career Development		
Middle School Personal/Social Development		
High School Academic Development		
High School Career Development		
High School Personal/Social Development		

Granby Memorial Middle School

Grade 5-Transition Activities

Grade 6

September: Classroom visits first week of school and small group meetings during X block.
Introduction to the role of the

November : Learning Style Lessons (educationplanner.org) (A)

December: Suicide Lesson (SOS) with peer support tips (P/S)

April: Recognizing and understanding how emotions develop (2nd Step Lesson) (P/S)

Grade 7

October: Reconnect with students through individual/small group meetings Goal Setting (P/S/A)

November: Suicide lesson with peer support tips (SOS Lesson) (P/S)

December: Follow up on Goal Setting Lesson

January/Feb: Managing Stress and (P/S)

April: Drug Awareness Lesson (P/S)

Grade 8

October: Connecting school effort/performance to high school recommendations. Introduction to high school options. (A)

December: High School options presentations: Oliver Wolcott Technical High School, Suffield Vo-Technical High School, Suffield Vo-

January: GMHS Electives Fair Presentation (A)

February: 8th Grade Parent Information Meeting (A)

February: Naviance Career Cluster Inventory (C)

March: Grade 8 high school course selection meetings (A)

June: Transition to HS presentation by GMHS students (P/S/A)

A=Academic

C=Career

P/S=Personal/Social

SOS Guidance Lesson Overview

Lesson Format:

1. Read intro
2. Show SOS video
3. If time allows, Post-test out loud (in SOS Booklet)/Discussion
4. Facilitate discussion with guiding questions
5. Pass out exit tickets and other materials (i.e. preventsuicidect.org brochures)

Intro: Today our school is participating in the SOS Middle School Program. Our goal today is to help you recognize the symptoms of depression and/or suicide in yourselves, your friends or your loved ones. The purpose of this program is not to tell whether you are suffering from depression, but rather to tell if you or a friend of yours may have symptoms that indicate a need for further help. This can be an uncomfortable topic, **if anyone feels the need to leave the room, please let me know.**

Today's program will include the following:

- A video about depression, the signs of suicide and the steps to take if you feel a friend or loved one is at risk.
- A post-test to determine what you have learned and follow up discussion.
- Information for getting further help for yourself or a friend if necessary.

Handout w/Questions, take notes as you watch

- Pause at 2:19 - Turn and talk on questions. Use talking points on p. 44
- Sisters Pause at 5:00 (at end of scene): **Ask whole class - What was "wrong" about the first response?** Then turn and talk on questions. Review together talking points on p.44/45
- Review difference between sadness and depression - feelings are fluid, it's normal to have changing feelings and to sometimes feel sad, it's when feelings are not changing that we start to worry
- Angry Boy Pause at 9:35 (at end of scene): **Ask whole class - What was "wrong" about first response?"** Turn and talk on questions. Review

talking points p.45, you might have issues and arguments with friends, that's normal. It's not normal to have issues with all of your friends at once and feel suicidal about it.

- Pause at 12:25 - Discuss - Won't my friends be angry if I tell? Maybe at first but they will be safe and hopefully over time be ok with it. How do drugs and alcohol have an impact? Depressant, can lead to bad decisions and risk taking, interfere with medication What should I do if I am feeling depressed? Talk to someone right away.
- Girls in Bathroom Pause at 15:07 (at end of scene): Ask whole class - What was "wrong" about first response? Turn and talk on questions. Review talking points on p.45/46
- Pause at 16:14 - review self-injury and what to do

Close: Either handout hardcopy of true/false questions OR orally review. Leave time for exit ticket!

Period 1 - 9:18, Period 2 - 10:10 Period 5 - 12:36 (Lunch) Period 6 - 1:56

Guiding Questions: - Depending on time, many are review of discussion during video

1. Where would you go if you were concerned about the safety of a friend or your own safety: At school? Outside of the building? (parent, clergy, coach), in your family?
2. How do you know who is a trusted adult? - maybe you hardly know your counselors, it's about knowing they will try to help
3. What are the signs when someone is in trouble or at risk?
4. How do you know when it is OK to break the confidence of a friend (to tell someone)? *only if you we haven't previously discussed
5. Do you think a friend will be mad if you tell? How do you think this would/could play out? What if the adult decides to help in a way that your or your friend doesn't want? Will the counselor be able to tell you what they did to help your friend? No, it is confidential
6. What if your friend comes back and says the adult didn't do anything? Help takes time, it is ongoing.
7. What if you think your friend is just trying to get attention? You still need to ACT - maybe your friend actually needs attention! The best kind of attention is supportive that you and trusted adults can offer.

Learning Style Lesson-6th Grade 2019

List Expectations on the Board:

- When I am talking, you should not be.
- Be Engaged and Participate. Should be easy because it's about you today!
- Raise Your Hand Please!

Objective: Students will determine their preferred learning style and study strategies that will likely work best for them based on how they learn best.

1. Discuss the purpose of guidance lessons...
 - a. To be a better student - how to play to your strengths and address the areas you could do better with to make you more successful!
 - b. To be a better classmate - you work with partners and groups regularly. Knowing this will make you a better

2. Talk with students about how they have done in the first quarter of the school year. Raise your hand if it was a perfect 100% in every class? No? So you all could do better? Raise your hand if you have some ideas right now about how to improve? Here's a way to do that!!

In a survey that was completed during our small group introductions at the start of the school year, more than 90% of you indicated that you were not familiar with your preferred learning style.

1. What is a learning style? - The way that you learn best.
 - a. Most of us learn best by seeing, hearing, or doing.
 - b. Do a short test/example of this learning process (see script). Skip for 2019 to get to get groups at end?
2. Why is it important to know your learning style?
 - a. To know how to study to remember more.
 - b. To know what questions to ask when you need help.
 - c. To know what areas of weakness require more effort.

Now, let's do an assessment to help you learn more about yourself. This assessment does not have any right or wrong answers so please take your time and answer the questions that best describe you.

See attached for procedure - Google Classroom, etc.

When finished, group students together based on their results (Auditory in one, Visual in one and Tactile in one). Have them choose a spokesperson who will share what you've learned.

Have groups share out if time.

Close: If you would like to have a list of the possible study strategies that came from your assessment, feel free to take one of these packets - it shows the same thing you got on your submission form.

So what does all of this show?

- It will help you be more successful as a student by understanding how you learn best, and what specific things you can do when you are in class, when you are talking to your teachers and classmates, when you are doing your homework and when you are studying.

Granby Memorial High School		
Grade 9	Grade 10	Grade 11
September/October: Freshmen Introductions in the School Counseling Office	September PSAT Info in Advisory	September: PSAT Info in Advisory
October: 9 Lesson-Naviance refresher, Getting Involved in School, 9th grade Transition Survey, Transcript 101 (Career, Academic), Accessing your School Counselor (A, P/S)	October: College /Career Fair with guided questions (C) February: Wellness 10 Lesson Naviance "Do What You Are" (Career Inventory) and Career Interest Profiler (Interest Inventory) Resume function-2 lessons (C)	October: College /Career Fair with guided questions (C) September: Senior College Planning: A.M. PLC or Evening Program (A,C)
January: Course Registration Principal's Chat (A)	January: Course Registration Principal's Chat (A)	December: US History--PSAT 11 score reports and linking with Khan Academy (A/C)
Feb/March Individual course registration meeting (A)	January: Course Registration Principal's Chat (A) February/March Individual Course Registration meeting (A)	October: College/Career Fair with guided questions (A,C)
	March: SOS-Signs of Suicide Lesson in Wellness 10 (P/S) World Civilization-PSAT School reporting and link to Khan Academy (A)	October: Optional College Essay Lesson in English October: Financial Aid Evening Presentation
A=Academic C=Career P/S=Personal/Social		April: Advisory Lesson SOS Transition Lesson (Social Emotional) *New lesson 19/20 (P/S)
		Individual Junior Planning Meeting (April, May) (A/C)

Granby Public Schools
Comprehensive School Counseling Program

Grade 9 Title of Lesson: Freshman Transition
 Target Month of Delivery: October/November (Wellness)

Academic X Career/Vocational X Personal/Social: _____

Student Competencies Addressed:

Students will:

- Learn what a transcript is, the purpose of a transcript, and what it is used for
- Understand how final grades are calculated using each marking period and mid-term and final exams
- Understand the long- and short-term effects of good vs. bad grades in any one given marking period
- Understand both graduation credit and course requirements, as well as knowledge of Graduation Performance Standards
- Understand how to access school counselor, resources in counseling department
- Discuss and understand getting involved in high school and intro to the resume

Lesson Plans:

- Distribute mock transcript and explain all of the information on the transcript
- Review grade calculations and final averages using different scenarios of passing or failing marking periods or exams
- Distribute copies of graduation credit requirements, graduation course requirements, and Graduation Performance Standards to each student
- Explain the requirements for graduation, as well as delineating what can occur if a requirement is not met, or a course is not passed
- Distribute handout re: support available at high school

Materials Needed:

- Mock transcript
- Program of Studies guide, or handouts of credit and course requirements and Graduation Performance Standards
- Resources handout
- Survey

Evaluation Method:

- Student will describe how final grades are calculated, the nature of what appears on a transcript, and what the transcript is used for
- Student will describe the implications of good and/or poor marking period or exam grades, and understand the long-term effects of academic diligence
- Students will understand graduation requirements
- Students will know who their counselor is, how to access their counselor, services provided in our department

Grade 10 Wellness Lesson – Signs of Suicide (SOS)

Learning Target: I will identify the signs of suicide and identify two adults that I would share concerns on behalf of myself or a friend.

Lesson timeframe: Spring, during Wellness (looking to tie in with a relevant lesson)

Length of lesson: one hour (part of the double period)

Learning Target: I will identify the signs of suicide and identify two adults that I would share concerns on behalf of myself or a friend.

Lesson Format:

1. Pretest (in SOS booklet)
2. Show SOS video
3. Post-test
4. Facilitate discussion with guiding questions
5. Pass out exit tickets and other materials (i.e. preventsuicidect.org brochures)

Guiding Questions:

1. Using the post test, what question(s) did you get wrong that surprised you?
2. Where would you go if you were concerned about suicide of a friend or for yourself: At school? Outside of the building? (parent, clergy, coach), in your family?
3. Which of the scenarios seemed the most realistic or impactful to you? Which were not?
4. What are the signs when someone is in trouble or at risk?
5. How do you know when to break the confidence of a friend to tell a trusted adult?
6. In the video, the counselor says that a friend won't be mad if you tell. Is this true? How do you think this would/could play out?

Granby Public Schools
Comprehensive School Counseling Program

Grade 10 Title of Lesson: Naviance/Career/Goal Setting
Target month of Delivery: February (Wellness 10)

Academic _____ Career/Vocational X Personal/Social X

Student Competencies Addressed:
Students Will:

- Complete the Do What You Are career inventory on Naviance
- Learn valuable information about their personal strengths
- Complete the Career Interest Profiler (Naviance)
- Begin to research various careers

Lesson Plans:

- Students will use the Career Planning section of Naviance to complete the Do What You Are career inventory
- Discussion of what the results mean (description of how the Myers-Briggs indicator works)
- Students will complete the Career Interest Profiler
- Students will compare/contrast results of both inventories
- Students will discuss how to begin to learn more about different career fields (i.e. shadowing, mentoring, internships, school-to-career, summer opportunities) based on skills, inventory results, and interests

Materials Needed:

- Chromebooks
- Naviance – Do What You Are and Career Interest Profiler

Evaluation Method:

- Counselors will have access to students' survey results in Naviance
- Students will complete an exit survey

Grade 12 Advisory Lesson – Signs of Suicide

Learning Target: (Previous Grades) I will identify the signs of suicide and identify two adults that I would share concerns on behalf of myself or a friend.

(Grade 12) I will identify support structures available as is relates to my post-secondary plans: support on a college campus, support in a work setting, support in the military, seeking adult, community-based supports.

Lesson Timeframe: Spring of senior year

Length of lesson: Advisory period (approximately 30 minutes); spread out over two weeks so that the groups can be smaller (7 support staff each take one Advisory group per week).

Lesson Format:

1. Show SOS video for Next Steps
2. Small group discussion using guiding questions

Guiding Questions:

1. As seniors, what are your stressors in particular (graduation status, moving away from home, going into the military, being unsure of your future, what will college be like, how will my relationships with friends/family change, etc.)?
2. What are some of the big life changes coming up?
3. Where would you seek help once you are out of high school?
 - a. Who would you see on a college campus? (campus counseling services, resident advisor in dorm)
 - b. Who would you seek out if you're at work? (EAP, physician)
 - c. Who could you talk to if you are at home? (friends, parents, 211, clergy, physician, can always come back here)
 - d. Who would help you if you were in the military? (clergy,
4. What are some of the fears/misconceptions about receiving mental health treatment?
5. What were some of the constructive ways people in the video combatted depression and anxiety?

Based on the video and the SOS program I feel.....

_____ I need to talk to someone

_____ I do NOT need to talk to someone

ABOUT MYSELF OR A FRIEND

Name_____

Grade_____

If you wish to speak with someone, you will be contacted during school within 24 hours.

If you wish to speak with someone else, please approach guidance staff immediately.

Based on the video and the SOS program I feel.....

_____ I need to talk to someone

_____ I do NOT need to talk to someone

ABOUT MYSELF OR A FRIEND

Name_____

Grade_____

If you wish to speak with someone, you will be contacted during school within 24 hours.

If you wish to speak with someone else, please approach guidance staff immediately.