



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as “teams.” The **CABE Board Recognition Awards** are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 34 Level One criteria, including a minimum of three in each area, will earn the Level One **CABE Board Leadership Award**.

In order to appropriately recognize those Boards which are truly exemplary, CABE has now established a second level of awards, the **Board of Distinction Award**. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the **Board of Distinction Award**.

Please respond to the criteria requested on this form and send your information, with supporting data, to CABE when you believe your Board has earned a Leadership Award or a Board of Distinction Award. If you have any questions, need further information, or require help in satisfying any of the criteria, please contact us for assistance.

Deadline for submission is: **October 1, 2021** (*this date changes annually*)

REQUIRED CRITERIA

1. Board Leadership/Student Achievement

Level One (minimum of three)

- | | |
|--|---|
| <input type="checkbox"/> A. The Board has developed district goals for this year. (<i>provide copy of goals</i>) | <input checked="" type="checkbox"/> C. The Board supports the appropriate use of technology in educational programming. (<i>provide examples</i>) |
| <input type="checkbox"/> B. The Board has conducted a self-evaluation and developed a plan for improvement in the past 12 months. (<i>provide copy of plan or descriptive narrative</i>) | <input checked="" type="checkbox"/> D. The Board uses data to make informed decisions regarding student achievement. (<i>provide examples</i>) |
| <input type="checkbox"/> C. The Board has conducted a superintendent evaluation in past 12 months. | <input checked="" type="checkbox"/> E. The Board addresses issues of diversity, equity, and inclusion. (<i>provide examples</i>) |
| <input type="checkbox"/> D. The Board monitors its performance against a Board of Education code of conduct. (<i>provide copy of code</i>) | |
| <input type="checkbox"/> E. The Board has conducted meetings pursuant to Board policy. | |
| <input type="checkbox"/> F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. (<i>provide copy of meeting calendar</i>) | |
| <input type="checkbox"/> G. The Board ensures that student voice is part of its decision-making process. (<i>provide bylaws that allow for student voice</i>) | |
| <input type="checkbox"/> H. The Board models civil discourse while conducting Board business. (<i>provide examples</i>) | |
| <input type="checkbox"/> I. The Board conducts orientation for new Board members. (<i>provide agenda or bylaws</i>) | |

2. Board Member Professional Development Level One (minimum of three)

- | |
|---|
| <input type="checkbox"/> A. A majority of Board members have taken part in workshops or other in-service training during the last year. (<i>provide list of workshops and/or in-service training</i>) |
| <input type="checkbox"/> B. The Board provides adequate funds to permit Board members to take part in training. (<i>provide budget or listing for Board professional development</i>) |
| <input type="checkbox"/> C. A majority of the Board attended the CABE/CAPSS Convention in the last 12 months. (<i>provide list of Convention participants</i>) |
| <input type="checkbox"/> D. A majority of the Board participated in the CABE Board Member Academy in the last 12 months. (<i>provide list of programs and board members who attended</i>) |
| <input type="checkbox"/> E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months. (<i>provide agenda</i>) |
| <input type="checkbox"/> F. New Board members are provided orientation, including attending CABE New Board Member Orientation. (<i>provide list of 2019-2020 participants</i>) |

Level Two (minimum of three)

- | |
|---|
| <input checked="" type="checkbox"/> A. The Board of Education works to improve student achievement. (<i>provide description</i>) |
| <input checked="" type="checkbox"/> B. The Board relates the mission statement and goals to agenda items. (<i>provide examples</i>) |



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- G. At least one Board member has participated in the CABE Leadership Institute. ~~during this year.~~ *(provide names of participants)*
- H. The Board has participated in professional development about issues of diversity, equity and inclusion. *(provide a list of workshops and provider)*
- B. The Board provides opportunities for appropriate participation at meetings by members of the community. *(provide copies of two recent agendas)*
- C. The Board seeks active community involvement with the schools. *(provide examples)*
- D. The Board demonstrates cooperation with news media. *(describe)*
- E. The Board promotes the school system to the public. *(provide copies of information disseminated)*
- F. The Board disseminates information to the public on its decisions in a unified, timely manner. *(provide copy of information provided)*

Level Two (minimum of two)

- A. The Board has developed district goals and reviews them on a regular basis. *(provide examples)*
- B. At least 2 members of the Board have participated in the CABE Leadership Institute. *(provide names of participants)*
- C. The Board has incorporated Board professional development into policy. *(provide examples)*
- D. The Board holds a retreat outside of a regular meeting with a component offering professional development. *(provide copy of agendas)*

3. Policy

Level One (minimum of three)

- A. The Board has developed and adhered to procedure for policy review. *(provide procedure)*
- B. The Board has a regular process for reviewing policies every three years.
- C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- D. The Board has adopted all required policies.
- E. The Board has reviewed appropriate policies as law and regulations have changed.
- F. The Board relies on policies as "living documents," by referring to them at Board meetings or in Board agendas.
- G. The Board provides the district policy manual in a searchable online version. *(provide URL)*
- H. The Board has a Code of Ethics. *(provide Code of Ethics)*

Level Two (minimum of three)

- A. The Board relates applicable agenda items to appropriate policies. *(provide sample agendas that show this practice)*
- B. Policy discussions are a regular part of Board meetings. *(provide agendas where this takes place)*
- C. The Board has adopted a policy addressing diversity equity, and inclusion. *(provide policy)*
- D. The Board has adopted a policy on civility. *(provide policy)*

4. Community Relations

Level One (minimum of three)

- A. The Board has clear, written policies on Community-Board Relations. *(provide copy)*

Level Two (minimum of two)

- A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, CABE Equity Toolkit, etc.) during the past year. *(provide agenda and report the end results of the program)*
- B. The Board has successfully worked with other community leaders. *(provide description and/or supporting documentation)*
- C. The Board works with the community's local cable access channel. *(provide description)*
- D. The Board works with other Boards of Education. *(provide description)*

5. Related Organizational Leadership

Level One (minimum of three)

- A. A Board member serves on the CABE Board of Directors. *(provide name)*
- B. One or more Board members are active participants in the Convention Committee, CABE Government Relations Committee, Resolutions Committee or Federal Relations Network. *(provide name(s))*
- C. One or more Board members actively serve on a RESC Board. *(provide name(s) and RESC)*
- D. One or more Board members participated in the NSBA Convention, CUBE or other NSBA-sponsored activity in the last 12 months. *(provide name(s))*
- E. One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in last 12 months. *(provide name(s))*
- F. The Board has submitted a resolution to CABE for consideration by the CABE Delegate Assembly in last two years. *(provide resolution(s))*
- G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CABE's Negotiations Service. *(provide date information sent)*



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Level Two *(minimum of two)*

- A. Representatives of the Board presented a workshop related to a district initiative at the annual CABE/CAPSS Convention or NSBA Convention. *(provide a copy of any handouts and presentation materials)*
- B. The Board has sponsored a Legislative Breakfast or some other legislative event. *(provide invitation or agenda)*
- C. The Board works closely with its local legislative delegation to improve the schools. *(provide description)*
- D. The Board sponsors an annual area meeting. *(provide agenda)*

Optional Question:

Level One

Please tell us what, in your opinion, makes your Board's leadership especially effective.
Feel free to provide any information that other Boards would find beneficial in learning about your Board's leadership.

Level Two

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

Please see attached.



CABE Board Recognition Awards

Board of Distinction Award (Level Two)

To be eligible for the Board of Distinction Award, a motion must be made at a board meeting to approve the application. If the majority votes in favor, the Board Chair and Superintendent should sign below (*please attach minutes*).

_____	_____
Board Chair	Date
_____	_____
Superintendent	Date



CABE Board Recognition Awards – 2021-2022

1. Board Leadership/Student Achievement-Level Two (minimum of three)

1.A. The Board of Education works to improve student achievement.

Item 1.A..... Board of Education Goals

Item 1.A..... Vision of the Graduate

Item 1.A..... June 16, 2021 Board of Education Agenda

Item 1.A..... Elementary & Secondary School Improvement Plan Updates 2021-2022

1.B. The Board relates the mission statement and goals to agenda items.

Item 1.B..... May 5, 2021 Board of Education Agenda

Item 1.B..... Superintendent’s Annual Report

Item 1.B..... May 2021 Assistant Superintendent’s Monthly Report

Item 1.B..... June 2021 Assistant Superintendent’s Monthly Report

1.C. The Board supports the appropriate use of technology in educational programming.

Item 1.C..... June 16, 2021 Board of Education Agenda

Item 1.C..... 2021 Technology Report Presentation to the Board of Education

Item 1.C..... May 5, 2021 Board of Education Agenda

Item 1.C..... TV Production Studio Presentation to the Board of Education

Item 1.C..... May 5, 2021 Approved Board of Education Meeting Minutes

1.D. The Board uses data to make informed decisions regarding student achievement.

Item 1.D..... September 15, 2021 Board of Education Agenda

Item 1.D..... 2021 Testing Report Presentation to the Board of Education

Item 1.D..... May, 5, 2021 K-12 Math Presentation to the Board of Education

1.E. The Board addresses issues of diversity, equity and inclusion.

Item 1.E..... 2020-2021 Anti-Bias/Anti-Racism Action Plan

Item 1.E..... June 2, 2021 Board of Education Meeting Agenda

Item 1.E..... June 2, 2021 Approved Board of Education Meeting Minutes

Item 1.E..... Participation in the CREC CT Teacher Residence Program

2. Board Member Professional Development-Level Two (minimum of two)

2.A. The Board has developed district goals and reviews them on a regular basis.

Item 2.A..... August 25, 2021 Board Retreat Agenda

Item 2.A..... 2021-2025 Draft Strategic Plan

Item 2.A..... September 1, 2021 Board of Education Meeting Agenda

Item 2.A..... September 1, 2021 Approved Board of Education Meeting Minutes

2.C. The Board has incorporated Board professional development into policy.

- Item 2.CPolicy 9230 - Orientation of Board Members
- Item 2.C Policy 9240 - Board Member Development
- Item 2.C..... Policy 9400 – Self-Evaluation

3. Policy-Level Two (minimum of three)

3.A. The Board relates applicable agenda items to appropriate policies.

- Item 3.A March 3, 2021 Approved Board of Education Meeting Minutes
- Item 3.A.....April 21, 2021 Board of Education Meeting Agenda

3.B. Policy discussions are a regular part of Board meetings.

- Item 3.B March 3, 2021 Curriculum Subcommittee Agenda
- Item 3.B Policy Review Update Memo 2021-2022
- Item 3.BSeptember 1, 2021 Curriculum Subcommittee Agenda

3.C. The Board has adopted a policy addressing diversity, equity and inclusion.

- Item 3.C..... Policy 4111/4211

4. Community Relations- Level Two (minimum of two)

4.A. The Board sponsored a community-wide discussion of issues (courageous conversations community conversation, CAFE Equity Toolkit, etc.) during the past year.

- Item 4.A April 5, 2021 Letter for Granby Equity Team’s Spring Book Club
- Item 4.AParticipation Form for the Granby Equity Team’s Spring Book Club
- Item 4.A Anti-Bias and Anti-Racism Action Plan 2020-2022

4.B. The Board has successfully worked with other community leaders.

- Item 4.B January 20, 2021 Finance Subcommittee Agenda
- Item 4.BJanuary 20, 2021 Approved Finance Subcommittee Meeting Minutes
- Item 4.B..... 2021 Technology Report

4.C. The Board works with the community’s local cable access channel.

- Item 4.C..... May 13, 2021 Email Confirming August 19, 2021 Interview with CTVV
- Item 4.C August 23, 2021 Email sending link to CTVV Interview
- Item 4.C..... Granby Public Schools’ webpage showing broadcast of CTVV Interview

4.D. The Board works with other Boards of Education.

- Item 4.D March 17, 2021 Board of Education Meeting Agenda
- Item 4.D March 17, 2021 Approved Board of Education Meeting Minutes
- Item 4.D Agreement between the Granby Board of Education & Hartland Board of Education
- Item 4.D May 5, 2021 Approved Board of Education Meeting Minutes

5. Related Organizational Leadership- Level Two (minimum of two)

5.B. The Board has sponsored a Legislative Breakfast or some other legislative event.

Item 5.B.....February 17, 2021 Board of Education Meeting Agenda

Item 5.B..... February 17, 2021 Approved Board of Education Meeting Minutes

Item 5.B.....January 22, 2021 Email to CABA Confirming Attendance for the Legislative Breakfast

Item 5.B..... June 16, 2021 Approved Board of Education Minutes – Board Participation on CREC Council

5.C. The Board works closely with its local legislative delegation to improve the schools.

Item 5.C.....April 21, 2021 Finance Subcommittee Meeting Approved Minutes

Item 5.C..... June 16, 2021 Finance Subcommittee Meeting Agenda

Item 5.C..... September 2, 2021 School Projects Building Committee Meeting Minutes

Item 5.C.....September 14, 2021 School Projects Building Committee Meeting Agenda

**CABE Board Recognition Awards – Level Two
2021-2022**

1. Board Leadership/Student Achievement

1.A. The Board of Education works to improve student achievement. (Describe)

The Board has focused its efforts on student learning and student achievement through the development of new Board of Education goals, mission statement, district student achievement goal, a newly adopted Vision of the Graduate, and is currently working on a Board of Education Strategic Plan. The Board also annually analyzes the equity of outcomes for ALL students (achievement gaps) in the district including special education students, Hartland students and students that attend school through the Open Choice Program. An annual programmatic and achievement equity audit is presented to the Board. All school improvement plans that are presented to the Board include student achievement goals and student achievement is regularly discussed as a Board agenda item. School Improvement Teams were added to the budget this year at Kelly Lane and Wells Road to identify the schools' efforts to improve student performance and reach the educational goals. The annual budget supports student achievement initiatives and programs. (See attachments.)

1.B The Board relates the mission statement and goals to agenda items.

The Board strategically ties the agendas of its working subcommittees as well as its Board meetings to the Board goals. Board goals that support the district mission statement are also regularly discussed as part of the Board's work. The Assistant Superintendent's Monthly Report to the Curriculum Subcommittee is organized by Board Goals. Additionally, Board-adopted programs and practices are regularly guided by the district's mission statement and newly drafted Strategic Plan. (see attachments).

1.C. The Board supports the appropriate use of technology in educational programming. (Give examples)

All classrooms throughout the district have access to the latest state-of-the-art technology to promote teaching and learning. Teachers were trained to support transition to the Google Education Suite which was extensively used during remote learning. Approximately \$304,000 was added to the budget this year through capital funding to support new technologies. Examples of the recent expansion of technology includes the 3-D printers for the High School Technology Education Program; tablet computers for the High School Math Department; assistive technology for special education; on-line learning and progress monitoring opportunities applications to support instruction (i.e., IXL, Gizmos, Flocabulary, Lexia, WeVideo, Tinker for Coding, Edgenuity, Star Reading and Math, Renaissance Reading and Math) and software to support operations (Zippslip). STOPit!, an on-line software package added a few years ago, is an anonymous student on-line anti-bullying reporting system. An annual technology report is given to the Board and technology resources are reflected in the annual budget. This year, a mobile app was launched to enhance communication with a user-friendly platform. In addition, the district recently received a grant through the Granby Education Foundation to fund a TV Production Studio at the high school to be used at both the club and classroom levels to produce a school news channel as well as custom productions to support other classes, clubs and students as well as the community at large. (See attachments.)

1.D. The Board uses data to make informed decisions regarding student achievement. (Give examples)

Presentations with regard to student achievement (SBAC, NGSS SCI, SAT, AP) are given to the Board annually. Data is tracked by the district's technology consultant and district administrators using a custom database where data can be drilled down to the classroom level and student level. Annually, the Board tracks student performance on standardized achievement tests and measures student performance in realizing the district achievement goal. The Annual Testing Report was recently presented to the Board. All district administrators report to the Board on their school's student achievement and use the data to inform their school improvement plans. These presentations provide the Board and Superintendent with the information to make informed decisions. Program effectiveness is often monitored by the Curriculum Subcommittee. Examples of such informed decisions include the establishment of the district achievement goal, monthly progress monitoring principal meetings; an Equity Audit Report presented to the Board (evidence of achievement gaps); the implementation of an integrated pre-school; establishment of elementary languages and full-day kindergarten; a curriculum audit of the math program; and, the use of student achievement data to inform negotiated contracts with teachers, administrators, etc. (See attachments.)

1.E. The Board addresses issues of diversity, equity, and inclusion. (Provide examples)

Granby is dedicated to reducing the achievement gap and providing equitable access to learning for all students. Granby is entering its fourth year of systemic learning with the Granby Equity Team and recently developed a comprehensive Anti-Bias and Anti-Racism Action Plan to ensure the work of the Equity Team permeates through networks. Additionally, this school year, Granby is participating in the Connecticut Teacher Residency Program where a minority teacher candidate will spend 18 months completing classwork to obtain teacher certification while working with a Granby Teacher in a classroom for the full 2021-2022 school year.

2. Board Member Professional Development

2.A. The Board has developed district goals and reviews them on a regular basis. (Include examples)

The Board discusses the development and progress towards its goals periodically throughout the year and, annually, at its summer retreat. Surveys are given to teachers and non-certified staff. The Superintendent's goals align and support the Board's goals and are evaluated each year. Additionally, in August 2021, the Board reviewed a draft Strategic Plan which incorporates the new goals (adopted October 2020) at their annual retreat. The Strategic Plan will go to the Board for final approval in October. (See attachments.)

2.C. The Board has incorporated Board professional development into policy. (Provide examples)

See attached policies Bylaw 9230 and Bylaw 9250 wherein it is stated that, "Each incoming member may attend, at district expense, workshops for newly elected members as approved by the Board." The Board also has a Professional Development Policy (9240) and a specific goal to *Influence Local and State Educational Policy*. Board members work closely with legislators and regularly participates in the annual CREC Legislative Breakfast, *CABE A Day on the Hill*, and the CABE/CAPSS Convention. (See attachments).

3. Policy

3.A. The Board relates all agenda items to appropriate policies. (Show sample agendas that show this practice)

Policy revision and adoption is a regular Board agenda item. Recent examples include revised policies for online distance learning, individualized education programming, Title IX, and alcohol, drugs and tobacco policies for staff and students. Regularly, issues are raised at Board meetings by Board members or members of the public. As a matter of practice, these issues are referred back to the policy committee for discussion, guidance, revision, and resolution.

Additionally, any agenda item is covered by one or more of the categories of Board policies (mission, community relations, administration, business, personnel, students, instruction, construction, and Board bylaws). The Board agenda and work of the Board is largely guided by and conducted in two work committees designed around Board policies. Board Policy always guides decision-making. (The Curriculum/Policy/Technology/ Communications Subcommittee and the Finance/Personnel/Technology Subcommittee).

The Board regularly utilizes the *Goals* feature in e-Meeting to align all Board meeting agendas to their Board goals. (See attachments.)

3.B. Policy discussions are a regular part of Board meetings. (Include agendas where this takes place.)

A policy and curriculum subcommittee facilitates the regular ongoing review of policies. CABE's Policy audit for the school system has provided a blueprint and model for the district to annually and systematically review and revise policies. The Board continues to review prioritized policies that are required by legislation or recommended as best practices. Granby also subscribes to the CABE Policy Service that provides regular policy updates to the Board through the superintendent. These policies are subsequently presented to the Board for approval. Annually, a list of policies to be reviewed for the year are presented to the Curriculum Subcommittee in the fall. (See attachments.)

3.C. The Board has adopted a policy addressing diversity, equity and inclusion.

Policy 4111/4211 adopted by the Granby Board of Education in 2014 and revised in 2019 states, "The District believes that a skillful and diverse staff contributes significantly to high quality, engaging learning environments, predicated on a climate of inclusion. To this end, the District directs the Superintendent to enact a planning process for the recruitment of a diverse staff." (See attachment.)

4. Community Relations

4.A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, etc.) during the past year. (Show agenda and report the end results of the program).

In 2020-2021, Granby Public Schools through the Granby Equity Team sponsored a virtual discussion with Debby Irving, author of "*Waking Up White*" for an evening of building consciousness around race and equity issues. This event was open to staff, parents and Board members. Additionally, this spring, Granby Public Schools partnered with The Granby Public Library for a community conversation and book discussion on "*Stamped! Racism, AntiRacism, and You*".

Announcements have been made in articles to *The Granby Drummer* for Superintendent Community Forums regarding the FY22 Budget and the discussion of educational issues. The Board and superintendent continue to work closely with the Town Youth Center, Social Services, business organizations, Police Department, and local churches. Additionally, the Board is represented at school and community events and meetings. (See attachments).

4.B. The Board has successfully worked with other community leaders. (Include description and/or supporting documentation.)

The Board has worked collaboratively with Board of Finance and Board of Selectmen to discuss opportunities for regionalization of town/Board of Education Departments. This has resulted in the establishment of an Intra-Board Advisory Committee and in a memorandum of agreement between the town and school system on shared services to realize efficiencies and improvements between town and school departments. Areas of focus include the use of technology, human resources, shared maintenance, fuel oil, and custodial services and the use of solar energy. The town and Board have entered into a joint fuel oil purchasing arrangement and specific recommendations for shared services in technology have been presented to the town.

The Board has worked tirelessly on a Building Committee with the Town to complete building projects including renovations to the high school and new roofs for the middle school and high school.

This past summer, the Board re-established a Reopening Task Force which was open to staff, parents, community members, town officials, and Board members. This Task Force assisted in updating the *Stronger Together Plan* to open the Granby Public Schools for full in-person learning once again in August.

The Board also continues to work closely with the town's Youth Services to address the social and behavioral needs of students through the provision of programs and clinical services. The Board also works closely with the town Recreational Department to coordinate summer opportunities for students and families. (See attachments).

4.C. The Board works with the community's local cable access channel. (Describe)

Board of Education Meetings this year are being held both virtually and in-person in the High School Auditorium with the ability to provide live streaming of BOE meetings via Zoom. The Superintendent periodically conducts interviews with a local cable channel with regard to the opening of Granby Public Schools as well as the budget.

4.D. The Board works with other Boards of Education. (Describe)

The Board of Education regularly works with other town Boards of Education. In previous years, the Board has explored regionalization opportunities with East Granby, Winchester, and Hartland. In 2018-2019, Granby had specific conversations with East Granby Public Schools with regard to regionalization opportunities for their high school students and commissioned a report for an "Added Population Study" for the high school. In 2020-2021, Granby collaborated with East Granby Public Schools to pilot a food service program to East Granby students. East Granby did not have a food service program. This partnership continued this year. Additionally, Granby entered into an extended agreement with Hartland Public Schools to name Granby Memorial High School as the designated high school for Hartland students.

Granby is also a member of an Educational Resource Collaborative (ERC) with several other districts where we share purchasing agreements and copier contracts for copiers. As an ERC member, we also share membership and governance control over the Farmington Valley Diagnostic Center (short-term outplacement facility in Avon). Additionally, along with Board members from other towns, Granby's Board of Education is represented on the CREC Council. Granby has been actively involved in CAFE for many years. (See attachments.)

5. Related Organizational Leadership

5.B. The Board has sponsored a Legislative Breakfast or some other legislative event. (Describe)

The Superintendent and Board members annually attend CAFE's Day on the Hill as well as CREC's legislative breakfast. Additionally, the Board invited local legislators to a meeting to discuss legislative issues as they relate to education. (See attached agenda and minutes).

5.C. The Board works closely with its local legislative delegation to improve the schools. (Describe)

The Board worked closely with Town officials in 2018-2019 and entered into a Statement of Commitment, Statement of Intent and, eventually, a Memorandum of Understanding with regard to large capital projects for the district. These documents provide support by all Boards and Commissions, particularly Selectmen, Education and Finance, to provide the guidance and discipline needed to allow Granby to proceed in a manner consistent with financial planning objects. These projects include school improvement projects and new roofs for the middle school and high school. A School Projects Building Committee was formed in 2020 and is comprised of school and town officials as well as Board members. This Committee meets weekly to guide these projects. The Board is also in close communication with town officials and legislators during the budget season. (See attachments.)

CABE Board Recognition Awards

Level Two

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

The Board of Education of the Granby Public Schools has been extremely supportive of public education both within the state and the local community. Granby's school system and the community have benefitted from strong and consistent Board leadership and decision-making over a period of many years. The Board has exhibited a unique ability to work collaboratively and supportively with the community and town officials in a non-partisan fashion as strong advocates for students and education. As an example, the Board made a decision for Granby Public Schools to strive for in-person learning this past fall. The *Stronger Together Plan* for reopening the Granby Public Schools was developed through a Reopening Task Force of which the Board was very involved, along with staff members, teachers, parents, community members, and town officials. This Plan was chosen as one of the CABE Communication Awards which will be presented to the Board in November.

The Board of Education exhibits excellent governance practices through the structure of productive subcommittees, school visits and attendance at school events, community forums and retreats. The Board has also developed close, trusting and collaborative relationships with the Superintendent of Schools and models an excellent understanding of each other's roles and responsibilities in support of the district mission.

Despite some of the lowest spending per student as compared to other schools, Granby graduates academically perform at a high level and the town receives a tremendous return on its educational investment. Over the years, recognitions include Granby Memorial High School as a high-performing Connecticut Vanguard School; Granby Memorial Middle School as a Connecticut Association of Schools' Middle School of the Year; Kelly Lane Intermediate School as a Federal Blue Ribbon School; and, Wells Road Intermediate School as a Connecticut School for Exemplary Climate Practices by the Connecticut Association of Schools.

Board of Education Goals, a recently adopted a Vision of the Graduate and a mission and achievement goal have provided the Superintendent and Schools with a clear expectation for student achievement and expectations for the Granby graduate. The Board exhibits a strong commitment to equity through its long-standing participation in the Open Choice Program and its work on equity with the Connecticut Center for School Change and Granby Equity Team. The Board also implements innovative practices as reflected in its early childhood education programs, K-12 languages and district strings program, enrichment programming, professional learning communities, reconfiguration of schools and, most recently, its consideration to alter school start times.

The Board's ability to function at an extremely high level in the support of ALL students is exemplified by the addition of an enrichment program at the middle school, its participation in a College Board Pilot for Pre-AP courses in English, Algebra and Art, the creation of a very active Granby Equity Team, its focus on social emotional learning through Collaborative Proactive Solutions, high return on educational investment, annually adopted budgets, policy advocacy, active participation in CREC and CABE, and collaboration with the community are only some of the attributes that make the Board worthy of such recognition.