



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**. Boards must achieve at least two Level Two items in each Level Two category to receive this award.

All awards are presented at the CABE/CAPSS Convention.

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 4, 2019**.

REQUIRED CRITERIA

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

- A. The Board has developed district goals for this year. *(provide copy of goals)*
- B. The Board has conducted a self-evaluation and developed a plan for improvement in the past 12 months. *(provide copy of plan or descriptive narrative)*
- C. The Board has conducted a superintendent evaluation in past 12 months.
- D. The Board monitors its performance against a Board of Education code of conduct. *(provide copy of code)*
- E. The Board has conducted meetings pursuant to Board policy.
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. *(provide copy of meeting calendar)*
- G. The Board ensures that student voice is part of its decision-making process. *(provide bylaws that allow for student voice)*
- H. The Board models civil discourse while conducting Board business. *(provide examples)*
- I. The Board conducts orientation for new Board members. *(provide agenda or bylaws)*

Level Two (minimum of two)

- A. The Board of Education works to improve student achievement. *(provide description)*
- B. The Board relates the mission statement and goals to agenda items. *(provide examples)*

- C. The Board supports the appropriate use of technology in educational programming. *(provide examples)*
- D. The Board uses data to make informed decisions regarding student achievement. *(provide examples)*

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

- A. A majority of Board members have taken part in workshops or other in-service training during the last year. *(provide list of workshops and/or in-service training)*
- B. The Board provides adequate funds to permit Board members to take part in training. *(provide budget or listing for Board professional development)*
- C. A majority of the Board attended the CABE/CAPSS Convention in the last 12 months. *(provide list of Convention participants)*
- D. A majority of the Board participated in the CABE Board Member Academy in the last 12 months. *(provide list of programs and board members who attended)*
- E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months. *(provide agenda)*
- F. New Board members are provided orientation, including attending CABE New Board Member Orientation. *(provide list of 2017-2018 participants)*
- G. At least one Board member has participated in the CABE Leadership Institute during this year. *(provide names of participants)*



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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)*

Level Two (minimum of two)

- 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)*

4. Community Relations

Level One (minimum of three)

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

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)*



CAFE Board Recognition Awards

Board of Distinction Award (Level Two)

To be eligible for the Board of Distinction Award, all Board members must sign the application

<i>Julissa Mason</i>	9/4/2019
Board Member	Date
<i>Mr. [Signature]</i>	9/4/2019
Board Member	Date
<i>Bh. Walt</i>	9/4/2019
Board Member	Date
<i>[Signature]</i>	9/4/2019
Board Member	Date
<i>[Signature]</i>	9/4/2019
Board Member	Date
<i>Sarah Angell</i>	9/4/19
Board Member	Date
<i>[Signature]</i>	9/16/2019
Board Member	Date
Board Member	Date
Board Member	Date
Board Member	Date
Board Member	Date
Board Member	Date
Board Member	Date
Board Member	Date



Connecticut Association of Boards of Education

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**CABE Board Recognition Awards – Level Two
2018-2019**

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 district goals, a district vision, mission statement, district student achievement goal, articulated core values, and a Board of Education 2020 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. The Board also established a priority to address the needs of its highest performing students and included an Enrichment Coach in the FY19 budget for the middle school and received an update on enrichment activities at a Board Meeting. 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. 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, i.e., Pre-AP Pilot Program instituted this year for 9th Grade English, Math and Art classes (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 latest state-of-the-art technology to promote teaching and learning. Teachers were trained over the past two years to support transition to the Google Education Suite. Approximately \$309,000 was added to the budget this year through capital funding to support new technologies. Examples of the recent expansion of technology includes the addition of mobile i-pad carts for our primary school; i-pads and a 3-D printer for the intermediate school; the expansion of makerspaces, assistive technology for special education; on-line learning and progress monitoring opportunities applications to support instruction (ex: Schoology, Read 180, Edgenuity, Star Reading and Math, Renaissance Reading and Math) and software to support operations (Zippslip). STOPit!, an on-line software package added last year, 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. In addition, new last year, was the introduction of a hybrid on-line Social Studies Course where students attend class twice a week and work remotely three days a week. A new website was launched over the summer which contains a mobile app to enhance communication with a user-friendly platform. (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 in the fall. 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. 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 focused on school writing performance (underperformance in language arts); the completion of a three-year special education review and strategic planning process (special education students underperforming); 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 (ex: performance of 3rd graders); a curriculum audit of the math program; and, the use of student achievement data to inform negotiated contracts with teachers, administrators, etc. (See attachments.)

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 primary responsibility for the Board Goals is designated to the respective subcommittees. The superintendent's goals also align and support the Board's goals and are evaluated each year. Additionally, in the fall of 2018, an article was written in the *Vision* reporting on the progress of the Board goals over the past decade. (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, provide testimony through the Superintendent, and regularly participate in the annual CABE/CAPSS Convention. (See attachments).

2.D. The Board holds a retreat outside of a regular meeting with a component offering professional development. (Include copy of agendas)

Annually the Board participates in a summer retreat that typically includes some professional development type activities. In August 2018, Attorney Tom Mooney (Shipman & Goodwin) facilitated the workshop on recently enacted legislation, impact bargaining. The Board also engaged in a self-evaluation process and review of governance practices. (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 policies for reports of suspected abuse, live animals in the classroom and individualized education program. 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).

Last year, the Board aligned all Board meeting agendas to their Board goals using the Goals tool in e-Meeting. (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.)

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 2017-2018, Granby Public Schools received a generous grant from the Graustein Memorial Fund in partnership with the Connecticut Center for School Change to help systemically address challenges with equity and the achievement gap. The awarding of this grant resulted in the establishment of the Granby Equity Taskforce comprised of teachers, administrators, parents, community members, students, and a representative from the Board of Education. There is no longer grant funding for this work; however, the District is providing funding from another source to continue this important work.

Announcements have been made in articles to *The Granby Drummer* for Superintendent Community Forums regarding the FY20 Budget as well as a School Start Time Study. The Board and superintendent continue to work closely with the Town Youth Center, Social Services, business organizations, Police Department, and local churches. (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 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.

A Farm-to-School Grant was received by the District in 2018-2019 and one of the objectives is to complete a feasibility study and use results to develop a plan for school community gardens across the district.

A new mentoring program, in its second year, called "*Generations*", reaches out to the community for mentors to work with our youngest students up through their high school years and provides a layer of support for students who may benefit from additional positive adult relationships.

The STEAM Committee held a STEAM Day at the middle school where members of the community and local businesses share STEAM-related career pathways with middle school students. (See attachments).

Additionally, the Board solicits feedback from the community on its performance through an on-line annual performance survey administered to the entire school community. (See attachments).

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

The Board of Education Meetings were permanently relocated to the Town Hall Meeting Room to provide live streaming of BOE meetings. Periodically, the Superintendent conducts interviews with the local cable channel.

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. 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). This year, Granby has also transitioned from the CREC

Consortium to a partnership with East Granby where Granby serves as the fiduciary for the Perkins Grant.

Granby has been designated as a sending district for the Hartland Public Schools. Students in Grades 9-12 attend Granby Public Schools. A Hartland Board member is also encouraged to attend curriculum subcommittee meetings and the curriculum directors/Assistant Superintendent from both districts meet regularly to collaborate on curriculum issues.

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. One of the Board's five-year goals affirms the Board's commitment to leadership and policy advocacy work. The goal is to influence local and state education policy. The Board's Student Representatives met with all three legislators and the CSDE Commissioner during the CAFE's Day on the Hill. 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 projects include a Solar Array and school improvement projects. 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. (See attachments.)

CABE Board Recognition Awards

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

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

Item 1.A..... Board of Education Core Values

Item 1.A.....2017-2018 District Equity Report

Item 1.A..... BOE Schools in the Spotlight Enrichment Report

Item 1.A..... Wells Road Intermediate School - School Improvement Plan

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

Item 1.B.....October 2018 Assistant Superintendent's Monthly Report

Item 1.B.....April 2019 Assistant Superintendent's Monthly Report

Item 1.B..... Curriculum and College Board Courses Article, April 2019 *Vision*

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

Item 1.C..... 2019 Technology Report

Item 1.C..... FY20 Technology Budget Book Pages

Item 1.C..... November 7, 2018 Agenda and Blended Learning Presentation to BOE

Item 1.C.....New Website with Mobile App

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

Item 1.D.....October 17, 2019 Board of Education Agenda

Item 1.D.....2017-2018 Testing Report Narrative

Item 1.D.....2018 Testing Report

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

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

Item 2.A.....Board of Education Strategic Goals 2020

Item 2.A.....October 17, 2018 Superintendent's Annual Goals for 2018-2019

Item 2.A.....June 19, 2019 Superintendent's Report on Annual Goals

Item 2.A..... Board of Education Goals 2020, Fall 2018 Article in *Vision*

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

Item 2.C..... Policy 9230 - Orientation of Board Members

Item 2.C..... Policy 9240 - Board Member Development

Item 2.C..... Policy 9400 – Self-Evaluation

2.D. The Board holds a retreat outside of a regular meeting with a component offering professional development.

Item 2.D..... August 27, 2018 Board of Education Retreat Agenda

Item 2.D.....BOE Self-Evaluation Survey

3. Policy-Level Two (minimum of two)

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

Item 3.A.November 7 and March 6, 2018 Board of Education Meeting Agendas

Item 3.A. May 15, 2019 Board of Education Meeting Agenda

Item 3.A..... June 5, 2018 Board of Education Meeting Agenda

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

Item 3.B.....October 3, 2018 Curriculum Subcommittee Meeting Agenda

Item 3.B.Policy Review Memo to the Curriculum Subcommittee

Item 3.B.October 3, 2018 & June 5, 2019 Board Meeting Minutes

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

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

Item 4.A.....Fall 2018 *Vision* Front Page Announcing Superintendent Forum

Item 4.A.Changing School Start Times Article in Fall 2018 *Vision*

Item 4.A..... Start Time Taskforce Community Forum Flyer

Item 4.A..... Board Goal #4

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

Item 4.B..... Town/School Technology Collaboration

Item 4.B.October 3, 2018 Farm-to-School Presentation to the BOE

Item 4.B..... December 5, 2018 Generations Mentoring Program Update

Item 4.B..... January 2, 2019 STEAM Presentation to the BOE

Item 4.B.....Panorama On-line Survey to Parents

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

Item 4.D..... October 17, 2018 Finance Subcommittee Meeting Minutes

Item 4.D..... Added Population Study for Granby Memorial High School

Item 4.D..... June 2019 Assistant Superintendent's Monthly Report

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. Board Goal #6

Item 5.B. February 6, 2019 Board of Education Agenda

Item 5.B. February 6, 2019 Board of Education Minutes

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

Item 5.C. Town of Granby Statement of Commitment

Item 5.C. Town of Granby Statement of Intent

Item 5.C. Town of Granby Capital Program Priority Advisory Committee MOU

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.

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 2020 Goals, a 21st century district vision, 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 has also exhibited 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. 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 Equity Task Force, its focus on social emotion 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.