

**Regular Board Meeting
Tuesday, November 17, 2009 7:00 PM
Regular Board Meeting**

I. Consent Agenda

II. Minutes

Attachments:

Draft Minutes 11-4-09 3

Rationale: The Board will amend/approve the Board minutes of the November 4, 2009 meeting.

III. Biennial Organization Meeting - Election of Officers

IV. Public Comment

V. Administrative Reports

A. Superintendent's Announcements

Rationale: Mr. Mark Winzler, Interim Superintendent, will provide district updates.

B. Student Representative Reports

Rationale: Ms. Sara Miltenberger and Mr. Raymond Haack will report on activities taking place at the high school.

C. School Improvement Plan

Attachments:

Kearns School Improvement Plan 8

Kearns SMART Goal 16

Rationale: Ms. Kimberly Dessert, Principal, will present the school improvement plan for Kearns Primary School to the Board.

VI. Consent Agenda

A. Minutes

Attachments:

Draft Minutes 11-4-09 18

Rationale: The Board will amend/approve the Board minutes of 11/4/09.

VII. Old Business

A. Second Reading of Policies: 4112.5/4212.5 Security Check/Fingerprinting and 6121 Nondiscrimination in the Instructional Program

Attachments:

Proposed Policy 4112.5/4212.5 Security Check/Fingerprinting 23

Proposed Policy 6121 Nondiscrimination in the Instructional Program 26

Rationale: The Board will vote to adopt these policies as presented.

B. Youth Services Bureau Survey

Rationale: As a result of the Community Forum held last Monday evening, the Board will have a follow-up discussion and examine possible future action.

VIII. New Business

A. NEAS&C Two-Year Report

Attachments:

NEAS&C 2-year BOE summary 27

Rationale: Mr. James Bowe, Principal of Granby Memorial High School, will present a summary of the NEAS&C two-year report to the Board.

B. GEA Contract Ratification

Rationale: The Board will ratify the GEA Contract beginning July 1, 2010 through June 30, 2012.

IX. Miscellaneous

A. Board Standing Committee Reports

1. Curriculum/Policy/Technology/Communication

2. Finance/Personnel/Facilities

Attachments:

Finance-Personnel-Facilities Subcommittee Minutes 11-4-09

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B. Other Board-Related Reports

1. CPPAC

2. CREC/CABE

3. Granby Education Foundation

4. Energy-Saving Initiatives

C. Open Items

1. Items for follow-up

Rationale: 1) Standardized test data; 2) Test data for Choice/Hartland students; 3) Calendar. Action pending Alan Addley's return from medical leave.

D. Calendar of Events

Attachments:

Calendar of Events

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E. Board Member Announcements

Attachments:

Hartford BOE Letter

63

X. Executive Session/Non-Meeting

Regular Board Meeting

November 4, 2009, 7:00 p.m.

Regular Board Meeting

Attendance Taken at 6:54 PM:

Present Board Members:

Cal Heminway
Marie Nicholls
John O'Connor
Edward Ohannessian
Deborah Torgersen
Ronald Walther
Matthew Wutka

Mr. Heminway called the meeting to order at 6:58 p.m. Mr. Heminway extended congratulations to Deb Torgersen, John O'Connor and Matt Wutka on being re-elected to the Board.

I. Public Comment

There were no public comments this evening.

II. Administrative Reports

II.A. Superintendent's Announcements

- Mr. Winzler welcomed Kelly Lane staff and students as well as parent volunteer, Lisa Zawlinski, for tonight's School in the Spotlight presentation.
- Mr. Winzler stated that the H1N1 vaccination survey results have been filed with the Farmington Valley Health District and, to his knowledge, the vaccine has been ordered.
- We are continuing to monitor absentee rates. Absentee rates thus far have not warranted school closings, but we will use the SchoolMessenger Emergency Phone System to communicate if necessary.
- Grades closed on Monday. Parent conferences are coming up November 18-19 for secondary schools and November 20, 23 and 24 for elementary schools.
- Professional development around the district on Tuesday focused on PLC team work at the high school and middle school, workshops on writing at Kelly and Wells and portfolio acquisition at Kearns.
- Congratulations to the Board of Education for receiving the CAFE Board of Distinction – Level II Award. The Board will be recognized at a reception at the CAFE/CAPSS Convention on Friday, November 20th.
- Congratulations to the high school girls' cross country team for winning the state tournament.
- A reminder that the CAFE/CAPSS Convention will be held November 20-21 at the Mystic Marriott Hotel in Groton. Three students from the high school will be attending this conference on Saturday: Sara Miltenberger, Carolyn Rau, and Nick Moon.
- Congratulations to Kelly Lane who has student teams in 2nd place and 9th place in their age group in the Hartford Courant Stock Market Game.
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- The next regularly scheduled BOE meeting is scheduled for Wednesday, November, 18th. Mr. Winzler stated that, unfortunately, he is not available on that date; however, Monday, November 16th or Tuesday, November 17th is open for him. The Board agreed to reschedule the next meeting to Tuesday Nov. 17th.

Mr. Heminway commented that he learned of some concern regarding the H1N1 immunizations. Mr. Heminway clarified that the school district is acting in a coordinating role and that the immunizations are provided by FVHD. The Board is not involved in the decision-making process – parents must accompany their children to the clinic in order for them to be vaccinated.

II.B. Student Representative Reports

- Quarter 2 began today - some students have new classes.
- Veterans Day – the high school will be sending packages to recent graduates overseas as a surprise.
- French week is next week - various activities are planned.
- There is an upcoming French/Spanish trip to New York Museum of Art and authentic restaurant.
- The Model UN Club will be going to New York tomorrow to speak with Iranian and Turkish diplomats to prepare for upcoming debate in February.
- There will be a cancer fundraiser this weekend. Students will walk for 7 hours consecutively – part of a senior project.
- Senior day for most sports this week. Cross country ended with a great season – the girls were undefeated and won the state tournament. The football team is having a great season as well.

II.C. Schools in the Spotlight

Ms. Lisa Zawlinski and a few students from Kelly Lane presented information regarding a blogging project last year at Kelly Lane. Ms. Zawlinski stated that blogging helps students practice communication skills. Students wrote messages to 1st grade partners, shared their projects about the country they were studying with their partners, and were able to answer questions from the first graders about the countries they had studied. They demonstrated videoconferencing with a 2nd grade student in New York who was a 1st grade partner last year. Mr. Heminway asked how much time they spent blogging on this project. Ms. Zawlinski stated that one response per week is required but most do 8 responses per week which is approximately 10 minutes per day.

II.D. Business Manager's Report

Mr. Traver reported on the statement of accounts for the month of October. Mr. Traver stated that the only significant change was additional special education outplacement \$113,000 favorable down to \$78,000. Mr. Traver stated that the statement of accounts is 99% of what the Board is used to seeing with the new software system.

II.D. School Improvement Plan

Mr. Gilbert presented the school improvement plan for Kelly Lane School. Mr. Gilbert spoke about the long-term goals for 2006-2009 as well as the smart goals for 2008-2009. Kelly Lane focused on reading as their primary target and math as their secondary target. Kelly Lane attained goal in reading and math but did not attain goal in writing. Mr. Gilbert stated that this is Kelly Lane's primary area of focus this year and they have already started to do that by beginning to use the 6+1 writing traits strategies which they had professional development on this past week. Long-term goals for 2009-2012 are to increase the number of students scoring at/above proficient in reading/math to 100% and increase the number of students scoring at/above goals in reading, writing and math to 90%. Kelly Lane is monitoring and evaluating on writing as follows: DRP, DIBELS, Walkthroughs focused on writing, and writing prompts. Mr. Wutka asked how monitoring and evaluating is different from past years and that there shouldn't be a surprise if there is a dip in writing. Mr. Gilbert stated that what was not a surprise was the growth in reading and he did not believe

Kelly Lane was sacrificing writing time from that but taking a more aggressive approach to look at writing in walkthrough aspects. Mr. Gilbert stated that the key is for teachers to hone in on reading and writing skills in the language arts block. Mr. O'Connor asked Mr. Gilbert to describe activities for continuity between the school improvement plans for Kelly Lane and Wells Road. Mr. Gilbert stated that both schools analyze student data, align school grade level and teacher goals, and, have the same professional development and curriculum mapping. Ms. Torgersen stated that they should not lose ground in math. Mr. Ohannessian inquired that Kelly Lane wanted to increase the number of students to 3% and 5% on this year's scores – he questioned 3% and 5% of what? Mr. Gilbert stated 3% and 5% on top of the scores for 2009. Mr. Ohannessian asked Mr. Gilbert if his target will move every year. Mr. Ohannessian feels that Kelly and Wells are inconsistent with their targeted growth rates and he thinks the Board feels they should be the same goals and would like to see same data for Wells Road. Mr. Walther asked if Kelly Lane's action plan is on course. Mr. Gilbert stated that all of his action plan items are in place and he hopes to see some improvement. Mr. Wutka suggested that there be one page for CMT and CAPT stating here is where we are and here is where we want to get to. Mr. Heminway suggested that we revisit and inject BOE into some kind of targets that we can look at on a year-to-year basis. Mr. Gilbert agreed to aim for meaningful targets that we can achieve - a building-wide target.

III. Consent Agenda

III.A. Minutes

The Board approved the minutes from October 21, 2009. Moved by Deb Torgersen and seconded by Ron Walther. Passed unanimously at 8:17 p.m. (one abstention – Marie Nicholls).

IV. Old Business

IV.A. Youth Services Bureau Report

Patricia Law, Director of Secondary Education, discussed the aspects of the Youth Services survey with the Board. Mr. Heminway asked where the data comes from. Dr. Law stated that the data comes from the group that did the survey but that the national data comes from many sources. Mr. O'Connor inquired about the data points with regard to school communities, etc. Dr. Law stated that the national data is from the search institute and all the schools that took this survey nation-wide. Mr. Ohannessian asked where Dr. Law got the data. Dr. Law stated that she found the data on the Search Institute's website but that you can only find information on external and internal assets. Drug and alcohol statistics were from another national source called Monitoring the Future. Dr. Law provided information for the Board to compare the assets of Granby students nationally which were all results from the Youth Services Search Institute Survey. Dr. Law said she could not find the data for the risk-taking behaviors on the search institute survey. Mr. Winzler stated that questions on the survey do not talk about risk-taking behaviors that take place during the school day (in totality - 24/7) and that we need to be careful and not take the statistics on where they just go on during the school day. Mr. Heminway stated that the Board needs to understand what we are getting and less concerned about percentages as opposed to where the data is coming from. Information in the PowerPoint will be information from the Search Institute only and any national data would be cited. Mr. Heminway inquired as to what the Board should be thinking about - actions we should take - to move the ball ahead. Dr. Law stated that the only way to build assets is to have complete representation from the community and the Board of Education should lead the way and develop a strategic plan. Dr. Law went on to say that the programs in schools, i.e. Bridges Program, Kelly Kids Care etc., these programs help build assets for students as well as school psychologists, club advisors, etc. who help to engage students in school. Questions will have to come back to the Youth Services Bureau from a representative group of people. Mr. Ohannessian stated that 28 of 160 questions related to school and asked if Dr. Law can e-mail which questions specifically relate to school. Dr. Law stated that she absolutely would do that.

V. New Business

V.A. First Reading of New Board Policies

Mr. Walther stated that Granby subscribes to the CABA Board Policy Audit Review and just completed a policy audit review. One thing that came out of this audit was how many policies are missing and are required by state statute. Two of these policies are being brought to the Board this evening. Policy 6121 is a very broad policy as written. The second policy is a fingerprinting/security check policy along with administrative regulations. Mr. Walther stated that fingerprinting for contracted services personnel would be a new feature. Mr. Heminway suggested that the first sentence of the policy be omitted.

V.B. Strategic School Profiles (SSP)

By state mandate at the first Board meeting after the SSPs are released, the superintendent is required to present the SSPs. Mr. Mark Winzler highlighted data from the district profile and stated that being an outsider and reading this profile he is duly impressed and noted that the system deserves a "congratulations". Of note in special education, Mr. Winzler stated that Granby does not over-identify students who get services and that the role is taken very seriously. With regard to CMT scores, with the exception of writing, scores in every grade level improved as well as in CAPT. Mr. Winzler stated that in speaking with Mr. Addley, he would like to see more students taking the SAT and he will be looking at that. Mr. Winzler noted that the dropout rate is very low and that the district is making a commitment to ensure students graduate from high school. Mr. Wutka asked why we are looking at more students taking the SAT. Mr. Winzler stated that other districts are doing this and that students should take the test even though they do not feel they are going to college as they may change their mind. Mr. Winzler also noted that Granby's per pupil cost is about \$1300 less than all other districts and that teachers are doing a great job in the district using the resources they have. He also noted that 93% of special education students graduate with a diploma which is a very commendable statistic.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

VI.A.1. Curriculum/Policy/Technology/Communication

This committee has not met.

VI.A.2. Finance/Personnel/Facilities

This committee met this evening. We reviewed facilities fees; received an update from Santi with regard to Civil Rights Compliance – we are on track for the amount that was encumbered; we discussed the hvac; also discussed where we should be and where we can spend the ARRA funds.

VI.B. Other Board-Related Reports

VI.B.1. CPPAC

This committee will possibly meet in January or February. Ed specs will be worked on next month.

VI.B.2. CREC/CABA

Mr. Heminway announced that Sheff discussions will take place at the delegate assembly at the CABA/CAPSS convention. Granby received a letter from Superintendent Adamowski stated that Hartford was significantly under-funded and that the state approved \$12,000 compared to \$13,000 tuition. Mr. Heminway stated that he will keep the Board informed.

VI.B.3. Granby Education Foundation

There was a grants meeting last night and they voted to approve a significant amount of grant numbers mostly for the school district. Fred Wilhelm and Friends will be performing on December 4th in the High School Auditorium.

VI.B.4. Energy-Saving Initiatives

Mr. Traver stated that a meeting was held with our HVAC contractor and facilities director. A few decisions were made to move night heat back to 60 degrees and boiler temperature down 20 degrees. Reviewed CO2 sensor purposes and we will monitor when CO2 is below a certain level which reduces the amount of fresh air coming in the building. Mr. Traver stated that they will review all of our large space (auditorium/ gyms/cafes) occupancy rates this month. Mr. Heminway mentioned the school facilities conference on December 4 and that people from the clean energy fund and a few attorneys with regard to ARRA funding will be presented. Mr. Traver stated that he would be attending.

VI.C. Board Member Announcements

Ms. Torgersen stated that she attended the French/Spanish National Honor Society induction and that there were between 10-15 French and 25-30 Spanish inductees. She said it was a very nice ceremony.

Mr. Ohannessian stated that he would like to start maintaining a list of open items - items needing follow-up. He stated that many times items are discussed items and we don't follow up as much as we should. Mr. Heminway said that we would do that and administration would maintain the list.

Mr. Heminway asked the Board if anyone would be interested in volunteering to be the liaison for the mission statement work and he would love to hear from any Board members interested. Ms. Torgersen agreed to be the Board liaison.

Mr. Heminway stated that there would be an organizational meeting at the next session on November 17th with regard to what committees Board members are currently on and what would Board members like to do.

Additionally, Mr. Heminway extended congratulations to Marie Nicholls on 10 years of service with the Board of Education. Marie will be recognized at the CABA/CAPSS Convention.

VI.D. Calendar of Events

VII. Executive Session/Non-Meeting

A motion was made to adjourn to a non-meeting. Moved by John O'Connor and seconded by Matt Wutka at 9:13 p.m.

Respectfully submitted,

Linda Powell
Recording Secretary

Marie Nicholls
Board Secretary



F.M. Kearns Primary School

School Improvement Plan

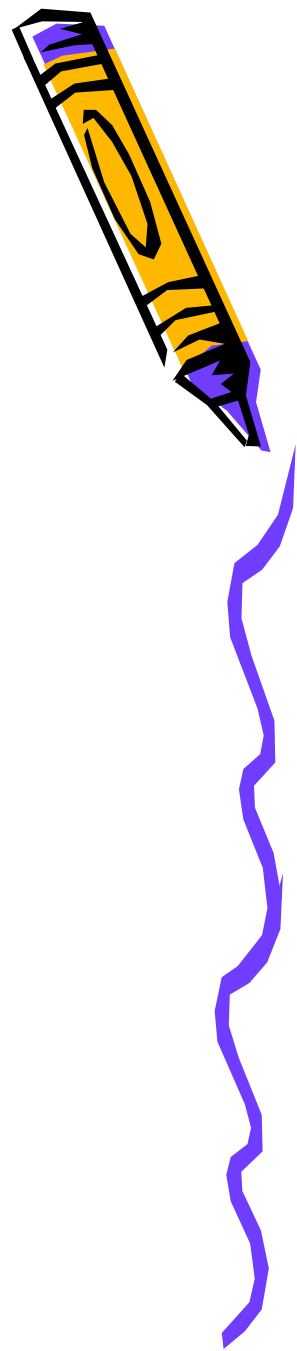


Goals from 2008-2009 SIP

- Every student will read independently at a level considered proficient for their current grade level placement.



Progress made towards goals



January DRA results

- K 47% at benchmark level 2
- Gr. 1 39% at benchmark level 12
- Gr. 2 66% at benchmark level 24

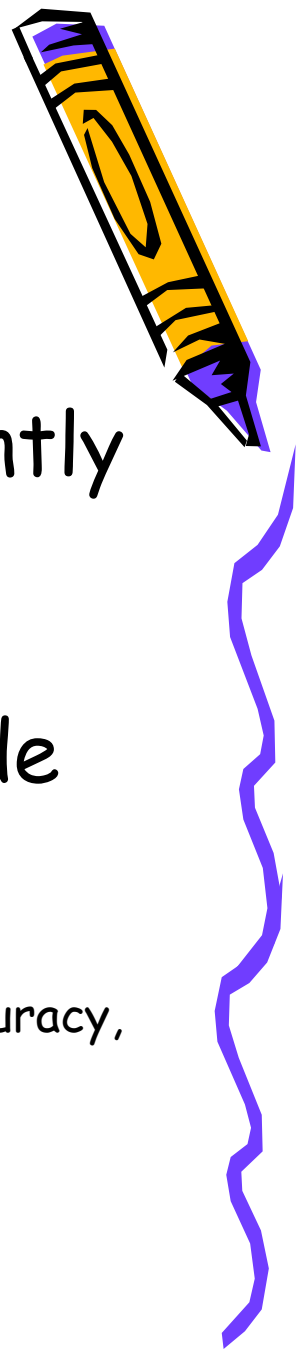
May DRA results

- K 41% at benchmark level 4
- Gr. 1 74% at benchmark level 18
- Gr. 2 94% at benchmark level 28



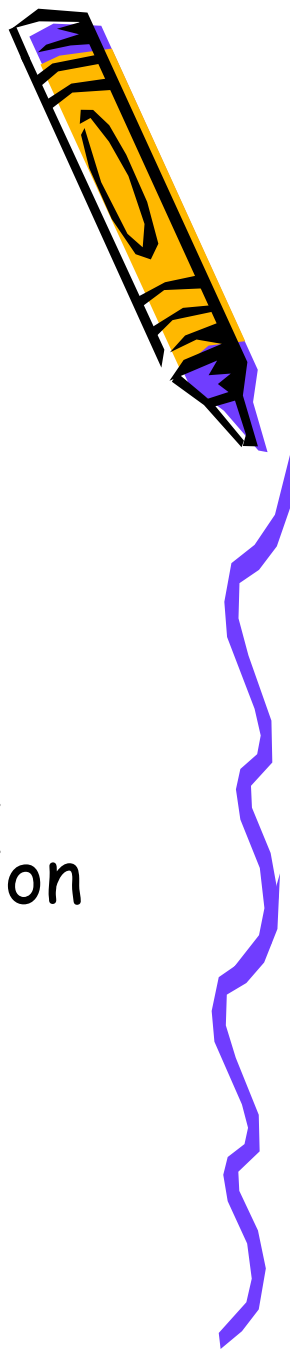
2009-2010 Goal

- Every student will read independently at a level considered proficient by the Developmental Reading Assessment for their current grade placement.
- This assessment measures students reading engagement, accuracy, oral reading fluency and comprehension.



Data used to determine SMART goal

- DRA2
- Teacher created common formative assessments in area of comprehension



Action Plan

- Faculty book group: Reading with Meaning: Teaching Comprehension in the Primary Grades
- Job embedded professional development on the gradual release of responsibility instructional model
- Peer sharing of instructional practice
- Team SMART goals aligned with school goal and development, administering and data analysis of common assessments for reading comprehension
- Provide effective and timely interventions for students at risk



Team SMART goals

Kindergarten

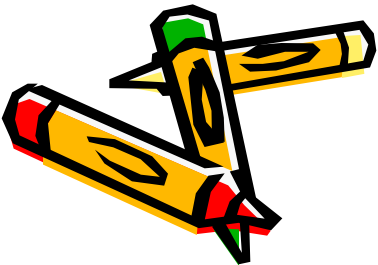
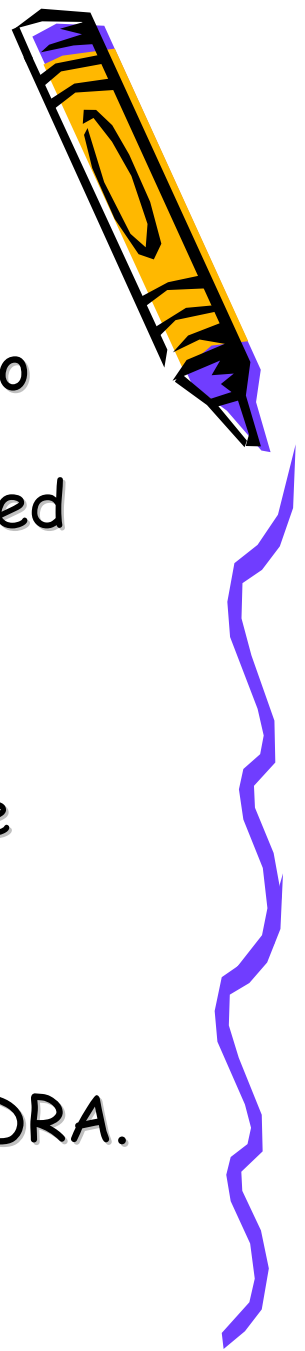
Increase by 10% the number of students who will be reading a DRA 4 by May 2010. All students will demonstrate growth as measured by the DRA.

Grade 1

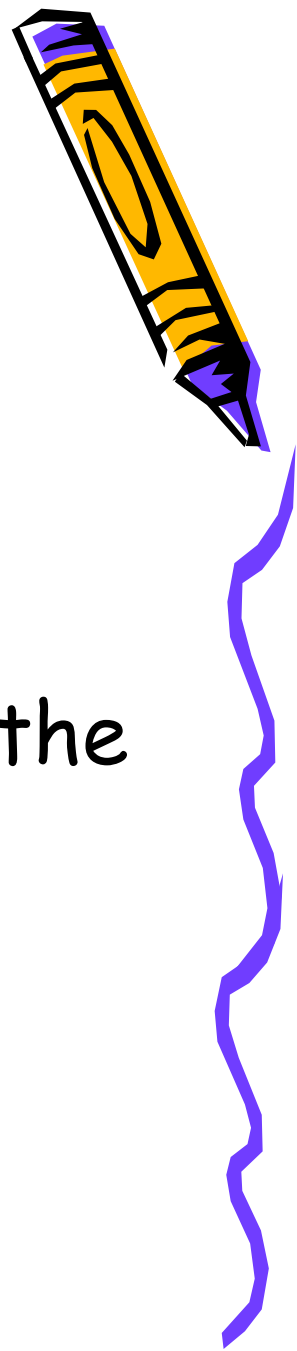
The percentage of first graders scoring proficient or higher on the DRA will increase from 47% to 77% by May of 2010.

Grade 2

By May of 2010 97% of second graders will achieve grade level expectation on the May DRA.



Next Steps at Kearns



- Continue to work on reading curriculum and expectations for instruction.
- Begin professional development in the area of writing.
- Map out for the year writing expectations for each grade level.



**F.M. Kearns Primary School
School Improvement Plan SMART goal
2009-2010**

District Achievement Goal: Systemically improve student’s ability to analyze and synthesize information, solve problems and articulate/defend a position.

Our reality: 2008-2009: Kindergarten- 41% of our students reading a DRA benchmark, Grade 1-74% of our students reading at DRA benchmark, and Grade 2-94% of our students reading at DRA benchmark.

Identify a Student Achievement SMART goal for your school: Every student will read independently at a level considered proficient by the Developmental Reading Assessment for the current grade placement.

<u>Action Steps</u>	<u>Designation</u>	<u>Timeframe</u>	<u>Resources</u>	<u>Measureable Outcomes</u>
What steps/activities will be initiated to achieve this goal? What products will be created?	Who will be responsible for initiating or sustaining the action steps?	What is a realistic timeframe for each phase of the activity?	What resources will be needed for each phase of the action step?	What evidence will you present that you are making progress toward your goal?
Faculty Book groups: <u>Reading with Meaning: Teaching Comprehension in the Primary Grades</u>	Administration Reading Team Teachers	Monthly: Oct.- Jan.	<u>Reading with Meaning</u> by Debbie Miller Time during faculty meeting	Classroom reading comprehension instruction Data from DRA scores in Sept., Jan., and May
Nancy Boyles job embedded professional development on gradual release on responsibility instructional model	Administration Literacy Consulting teacher Teachers	October 2009	<u>That’s A Great Answer</u> by Nancy Boyles CMT strands	Walkthrough data
Peer sharing of instructional practices	Teachers	Once prior to Dec. 31 and once prior to May 30	Time for teachers to observe in classrooms	Teachers reflection
Collaborative grade level teams to be driven by a reading SMART goal and to develop, administer and analyze data of 8 common formative assessments and determine essential outcomes for literacy	Teachers	weekly	Time for teachers to meet as a team	Team SMART goals PLC notebooks CFA data analysis Data from DRA scores in Sept., Jan., and May
Provide effective and timely interventions for students at risk	Reading Team Teachers Reading Tutors	On going throughout the year	Professional development opportunities for Reading Team	RTI DIBELS DRA CFA

Regular Board Meeting

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IV. Old Business

IV.A. Youth Services Bureau Report

Patricia Law, Director of Secondary Education, discussed the aspects of the Youth Services survey with the Board. Mr. Heminway asked where the data comes from. Dr. Law stated that the data comes from the group that did the survey but that the national data comes from many sources. Mr. O'Connor inquired about the data points with regard to school communities, etc. Dr. Law stated that the national data is from the search institute and all the schools that took this survey nation-wide. Mr. Ohannessian asked where Dr. Law got the data. Dr. Law stated that she found the data on the Search Institute's website but that you can only find information on external and internal assets. Drug and alcohol statistics were from another national source called Monitoring the Future. Dr. Law provided information for the Board to compare the assets of Granby students nationally which were all results from the Youth Services Search Institute Survey. Dr. Law said she could not find the data for the risk-taking behaviors on the search institute survey. Mr. Winzler stated that questions on the survey do not talk about risk-taking behaviors that take place during the school day (in totality - 24/7) and that we need to be careful and not take the statistics on where they just go on during the school day. Mr. Heminway stated that the Board needs to understand what we are getting and less concerned about percentages as opposed to where the data is coming from. Information in the PowerPoint will be information from the Search Institute only and any national data would be cited. Mr. Heminway inquired as to what the Board should be thinking about - actions we should take - to move the ball ahead. Dr. Law stated that the only way to build assets is to have complete representation from the community and the Board of Education should lead the way and develop a strategic plan. Dr. Law went on to say that the programs in schools, i.e. Bridges Program, Kelly Kids Care etc., these programs help build assets for students as well as school psychologists, club advisors, etc. who help to engage students in school. Questions will have to come back to the Youth Services Bureau from a representative group of people. Mr. Ohannessian stated that 28 of 160 questions related to school and asked if Dr. Law can e-mail which questions specifically relate to school. Dr. Law stated that she absolutely would do that.

V. New Business

V.A. First Reading of New Board Policies

Mr. Walther stated that Granby subscribes to the CABA Board Policy Audit Review and just completed a policy audit review. One thing that came out of this audit was how many policies are missing and are required by state statute. Two of these policies are being brought to the Board this evening. Policy 6121 is a very broad policy as written. The second policy is a fingerprinting/security check policy along with administrative regulations. Mr. Walther stated that fingerprinting for contracted services personnel would be a new feature. Mr. Heminway suggested that the first sentence of the policy be omitted.

V.B. Strategic School Profiles (SSP)

By state mandate at the first Board meeting after the SSPs are released, the superintendent is required to present the SSPs. Mr. Mark Winzler highlighted data from the district profile and stated that being an outsider and reading this profile he is duly impressed and noted that the system deserves a "congratulations". Of note in special education, Mr. Winzler stated that Granby does not over-identify students who get services and that the role is taken very seriously. With regard to CMT scores, with the exception of writing, scores in every grade level improved as well as in CAPT. Mr. Winzler stated that in speaking with Mr. Addley, he would like to see more students taking the SAT and he will be looking at that. Mr. Winzler noted that the dropout rate is very low and that the district is making a commitment to ensure students graduate from high school. Mr. Wutka asked why we are looking at more students taking the SAT. Mr. Winzler stated that other districts are doing this and that students should take the test even though they do not feel they are going to college as they may change their mind. Mr. Winzler also noted that Granby's per pupil cost is about \$1300 less than all other districts and that teachers are doing a great job in the district using the resources they have. He also noted that 93% of special education students graduate with a diploma which is a very commendable statistic.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

VI.A.1. Curriculum/Policy/Technology/Communication

This committee has not met.

VI.A.2. Finance/Personnel/Facilities

This committee met this evening. We reviewed facilities fees; received an update from Santi with regard to Civil Rights Compliance – we are on track for the amount that was encumbered; we discussed the hvac; also discussed where we should be and where we can spend the ARRA funds.

VI.B. Other Board-Related Reports

VI.B.1. CPPAC

This committee will possibly meet in January or February. Ed specs will be worked on next month.

VI.B.2. CREC/CABA

Mr. Heminway announced that Sheff discussions will take place at the delegate assembly at the CABA/CAPSS convention. Granby received a letter from Superintendent Adamowski stated that Hartford was significantly under-funded and that the state approved \$12,000 compared to \$13,000 tuition. Mr. Heminway stated that he will keep the Board informed.

VI.B.3. Granby Education Foundation

There was a grants meeting last night and they voted to approve a significant amount of grant numbers mostly for the school district. Fred Wilhelm and Friends will be performing on December 4th in the High School Auditorium.

VI.B.4. Energy-Saving Initiatives

Mr. Traver stated that a meeting was held with our HVAC contractor and facilities director. A few decisions were made to move night heat back to 60 degrees and boiler temperature down 20 degrees. Reviewed CO2 sensor purposes and we will monitor when CO2 is below a certain level which reduces the amount of fresh air coming in the building. Mr. Traver stated that they will review all of our large space (auditorium/ gyms/cafes) occupancy rates this month. Mr. Heminway mentioned the school facilities conference on December 4 and that people from the clean energy fund and a few attorneys with regard to ARRA funding will be presented. Mr. Traver stated that he would be attending.

VI.C. Board Member Announcements

Ms. Torgersen stated that she attended the French/Spanish National Honor Society induction and that there were between 10-15 French and 25-30 Spanish inductees. She said it was a very nice ceremony.

Mr. Ohannessian stated that he would like to start maintaining a list of open items - items needing follow-up. He stated that many times items are discussed items and we don't follow up as much as we should. Mr. Heminway said that we would do that and administration would maintain the list.

Mr. Heminway asked the Board if anyone would be interested in volunteering to be the liaison for the mission statement work and he would love to hear from any Board members interested. Ms. Torgersen agreed to be the Board liaison.

Mr. Heminway stated that there would be an organizational meeting at the next session on November 17th with regard to what committees Board members are currently on and what would Board members like to do.

Additionally, Mr. Heminway extended congratulations to Marie Nicholls on 10 years of service with the Board of Education. Marie will be recognized at the CABA/CAPSS Convention.

VI.D. Calendar of Events

VII. Executive Session/Non-Meeting

A motion was made to adjourn to a non-meeting. Moved by John O'Connor and seconded by Matt Wutka at 9:13 p.m.

Respectfully submitted,

Linda Powell
Recording Secretary

Marie Nicholls
Board Secretary

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

District employees shall within 14 days after they are hired submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

Upon bidding for contracted services such as food service personnel, specifications must include assurance, in writing, that state and national criminal checks have been initiated and will be completed on all their personnel. Each contracted worker who performs a service involving direct student contact shall also be required to submit to state and national criminal record checks within thirty (30) days from the date such worker begins to perform such service.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to Connecticut General Statutes 29-17a.

This policy shall not apply to an operator of a school transportation vehicle who is already required to submit to a criminal history records check pursuant to Connecticut General Statutes 14-44(d). Contractors for school transportation services will forward driver clearance letters issued by the State of Connecticut to Granby Public Schools upon request.

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173 and PA 04-181)

29-17a Criminal history checks. Procedure. Fees.

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, CT

Personnel – Certified/Non-Certified

Security Check/Fingerprinting

Each applicant for a position within the public school system shall be asked whether he/she has ever been convicted of a crime and whether there are any criminal charges pending against him/her at the time of application. Each person hired by the school system shall be required to submit to state and national criminal record checks. In order to process such record checks, the following procedure will be followed:

1. No later than ten calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or his/her designee will supply the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the Regional Service Center or local police department. This packet shall also contain all documents and materials necessary (omit-for the Regional Service Center) to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks.
2. No later than ten calendar days after the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted. Failure of the applicant to have his/her fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks.
4. Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal record check.
5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including, but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting (continued)

6. Adult education teachers and substitute teachers, if they are continuously employed by the district, do not have to be refingerprinted after fulfilling the initial requirement.

School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.).

7. Any employee, including those hired through contracted services, who discontinues his/her service in the Granby Public Schools and is absent for more than one year, will be considered a new employee upon return, and will be required to go through the fingerprinting security check.

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173 and PA 04-181)

29-17a Criminal history checks. Procedure. Fees.

Instruction

Nondiscrimination in the Instructional Program

This school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

1. Equal rights and opportunities for students and staff members in the school community.
2. Equal opportunity for all students to participate in the total school program of the schools.
3. Training opportunities for improving staff ability and responsiveness to educational and social needs.
4. Opportunities in educational programs which are broadly available to all students.
5. An appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Each student, at the time s/he becomes eligible for participation, will be advised of his/her right to an equal opportunity to participate in school programs without discrimination of any kind.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public school prohibited.

10-18a Contents of textbooks and other general instructional materials.

10-226a Pupils of racial minorities.

10-145a(b) Certificates of qualification for teachers; Intergroup relations programs.

10-220 Duties of boards of education, as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.

Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq.
Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, CT

Granby Memorial High School NEAS&C Two Year Report Update

BOE Meeting – November 17, 2009

Background: Visit was conducted May 2007

Report of the Visiting Committee: 42 Commendations

29 Recommendations – 10 Highlighted

Standard	Number of Recommendations	Progress Toward Recommendations	Highlights
Mission & Expectations for Student Learning	2	1 –In progress 1- Planned for future	-CEMA -Developmental Guidance Program -Freshman Orientation
Curriculum	6	3- In progress 3- Completed	-Teachers' summer curriculum writing -Peer sharing -MS/HS articulation meetings -New classes – Senior Project, Brit Lit , PFM, ...
Instruction	4	2- In progress 2- Completed	-Marzano's BIP's -Teachers facilitating staff development -Peer Sharing -Teacher objectives aligned w/ PLC, department, SIP an DAG
Assessment of Student Learning	5	3- In progress 2- Completed	-Academic and Civic expectations on report cards -Learning goals incorporated into CEMA and syllabi -PLC teams
Leadership and Organization	3	2- In progress 1- Completed	-Liaison for Choice students -Bridges workshops for students and staff -Freshman Orientation -PLC group leaders
School Resources for Learning	3	2- In progress 1- Completed	-LMS works collaborates w/ all departments -Actively updating print and non-print materials -203 new titles + 24 DVD's added to collection
Community Resources for Learning	6	3- In progress 2- Completed 1- Planned for future	-Every classroom equipped w/ a Mimio Board -Computers added to electronics lab, math lab, reading lab, student support center and College and Career Center, upgrades in CAD, science, and resource rooms -GAFLAC
Total	29		

Two-Year Progress Report of Granby Memorial High School October 1, 2009

Section I - Detailed Responses to Highlighted Recommendations

- 1. Ensure the written curriculum is aligned with the academic expectations in the mission and clearly indicates assessment strategies to be used with the expectations.**

Classification: In Progress

Response: As a result of the NEASC accreditation process, the visiting team and our own faculty recognized areas of concern involving curriculum alignment and assessment strategies in relation to the academic expectations. Through the work of our NEASC follow-up team, Content Areas Specialists and the teaching staff, we have improved our alignment and assessment strategies.

Over the course of the 2007-2008 and 2008-2009 school years, our teachers have worked both individually and in course alike groups to add to and update CEMA (a curriculum template) by unit. This is an ongoing process that changes in response to data and student needs. The information they enter into CEMA is aligned with the academic expectations and also includes the specific assessment strategies used to measure performance. Teachers have been given time during their weekly PLC meeting time as well as department meeting time to collaborate on updating CEMA.

Teachers have also been given time in faculty and staff development meetings to work on alignment as part of our School Improvement Plan. The School Improvement Plan is aligned with the mission expectations as well. In 2007-2008 the entire teaching faculty researched, discussed, and decided upon specific instructional strategies (from Marzano's Best Instructional Practices) that they would implement in the 2008-2011 school years to positively impact student learning and performance. All of the subject area departments chose three instructional strategies to implement. Over the course of 2008-2009, each department reported back to the faculty on their data and findings regarding the impact of these strategies. Initial results are positive and we will continue as a faculty to implement, discuss, evaluate

and modify these strategies as dictated by student need. Assessment strategies include 8 common assessments per year for each course- alike class.

2. Increase formal and informal efforts to integrate the curriculum in order to help students make connections across the content areas.

Classification: In Progress

Response: Our faculty has made a concerted effort to increase formal and informal methods of curriculum integration in order to help students make connections across the content areas. We added a class to our master schedule called Senior Project in which students spend a semester researching, developing, and “implementing” a business plan or product of some sort that is of interest to them such as: writing, directing and producing a movie, opening a restaurant, organizing a fundraiser, writing a short story or novella, installing audio systems, and myriad other ideas that span all interests and many subject areas. This class helps to integrate curriculum such as math, science, food sciences, manufacturing technologies, English, Business, and others as students draw on their knowledge from these various subjects in order to create and complete their projects. This class is quite popular and students willingly share that they learn a great deal about their project and themselves and use an “integrated” curriculum to make this happen.

Our teachers continue to align their curriculum by course (horizontal), department (vertical) and through exploration of natural connections in the various subject areas. This is accomplished using state standards, CEMA, PLC meetings and vertical alignment with the middle school as well as through peer sharing.

Peer sharing was implemented interdepartmentally in 2007-2008. In 2008 – 2009 it was modified and 1st semester all teachers participated in departmental peer sharing and 2nd semester in interdepartmental peer sharing. Surveys of and discussions with teachers indicate that our teachers overwhelmingly believe that peer sharing, particularly interdepartmental peer sharing has been extremely productive as a means for individual

instructional improvement as well as interdepartmental discussions and establishing a knowledge base of natural connections across subject areas. We will continue with our Peer Sharing Program during the 2009-2010 school year.

All of our departments integrate with our Media Center regarding technology and research based projects. English, Health and Wellness, and Family and Consumer Science have all worked collaboratively with the Media Center in embedding information and technology skills class projects. Numerous departments are in discussion as to opportunities for curriculum integration. Our Family and Consumer Science department worked with our Science department this year with the “Agro-to-table” series where both departments participated in a lecture series and resultant food production / luncheons using sustainable agriculture and in conjunction with Bloomfield High School. Students in our Short Story class recently collaborated with a science teacher to write scenarios regarding sexually transmitted diseases. The teacher used these stories to present scientific information to her classes. The Unified Arts department will be developing a “business” class hopefully to be approved and put into the master schedule by 2011- 2012 that will involve elements of other UA classes such as marketing, accounting, graphic design, manufacturing technology, and FACS and produce authentic products that incorporate / integrate the above mentioned areas. The Unified Arts Department developed a writing rubric in conjunction with the English Department to use in all of its UA classes. They not only required students to write (and form connections across content areas) as part of their class experience, but all of the UA teachers used the same rubric to assess their students’ writing.

The Eating Disorders unit has been placed into the Health classes and is delivered by counselors so that students understand the importance of this information, how it crosses over subject areas, and additional adult resources available to them. Also, the Health and Wellness teachers are currently working with our Media Center staff on their 9th and 10th grade research based projects. This department is also working with the English Department on a common writing rubric as well as teaching students how to read for information (CAPT) as well as writing a CAPT Action Plan with the assistance of the Reading Department.

The Media Center, along with the English and Science classes worked together on a research project. The French classes have created a unit on the French Revolution that is taught at the same time as the French Revolution is taught in the World Civilization (social studies) classes.

The Social Studies Department is in the beginning stages of creating an American Studies Class which would integrate US History and American Literature. If the curriculum is approved and supported, this class could be up and running by 2010-2011. In the meantime, the master schedule for the 2009-2010 school year was arranged so that a teacher of the US History class and a teacher of an English 11 class could work on collaborative instruction. As of fall 2009, we have a district achievement goal which states that we will: Systemically improve students' ability to analyze and synthesize information, solve problems and articulate/defend a position as measured by CMT & CAPT strands, and common formative and summative assessments. Each team's SMART goal must align with the school improvement goals which must align with the district achievement goal.

- 3. Ensure teachers clarify for students the relevant school-wide academic expectations and learning goals that will be assessed for each learning activity.**

Classification: In Progress

Response: We continue to move forward on this initiative. All departments are using CEMA to include learning expectations and goals. We have added a section to CEMA for Assessment Of Academic Expectations for each course. This software has proven to be cumbersome and time consuming, so this is taking us longer than we had hoped. Nonetheless we provide teachers some time during PLC meetings, department meetings and staff development time to work on this. At this time, not all classes and expectations have been entered on CEMA, but our staff is committed to completing this endeavor. We will continue to work on this through 2009-2010 and 2010-2011.

- 4. Increase efforts to review student work for the purpose of improving teaching and learning**

Classification: Completed

Response: We continue to operate as a Professional Learning Community as a means for improved student learning and achievement through improved adult learning. Each PLC group (whether course alike or subject alike) meets once a week for one hour to discuss and review student work in order to

inform and or modify instruction and to improve teaching and learning. Each PLC group has created 8 common formative assessments to be given over the course of the year. The results of these completed student assessments are discussed, analyzed and evaluated in each PLC group throughout the year in order to inform instruction and increase student learning and achievement. Teachers are still developing processes to collect and use this data to modify instruction. This work is ongoing. Teachers have also been given faculty meeting time and professional development time to review student work and share the results with the faculty. Numerous departments are using common rubrics for reading, writing, and research across the curriculum.

5. Report progress on school's effort's to completely revise all curriculum for all content areas using the newly developed common template.

Classification: In Progress

Response: We continue to move forward on this initiative. All departments are using CEMA to include learning expectations and goals. This software has proven to be cumbersome and time consuming, so this is taking us longer then we had hoped. Nonetheless we provide teachers some time during PLC meetings, department meetings and staff development time to work on this. At this time, not all classes and expectations have been entered on CEMA, but our staff is committed to completing this endeavor. We will continue to work on this through 2009-2010 and 2010-2011 or until completion, whichever comes first. The district is also working on developing a curriculum revision timeline which articulates processes and dates for full-scale curriculum renewal and revision.

6. Develop and implement a process to communicate school-wide achievement of the academic, civic, and social expectations to the greater community at large.

Classification: In Progress

Response: Publication of our academic, civic, and social expectations exist in our student handbooks and are also referenced when appropriate in our

newsletters home. Our efforts to communicate school wide achievement regarding academic, civic, and social expectations have not come to fruition at this point in time. As the new Principal, starting my 2nd year, I am aware that this is an area we need to address and do so over the next two years; especially to the greater community at large as opposed to only those families with children currently attending our schools. The information regarding each students' academic expectations in Literacy, Numeracy, Science, Technology, The Arts, Health and Wellness, Global Awareness, and Civic Expectations is printed on the back of the report cards and graded on a rubric from 1 – 5 for students and parents to see. Exceptional student accomplishments in any of these areas are shared at BOE meetings which are televised on the local town cable channel.

7. Increase formal opportunities for teachers to provide leadership essential to the improvement of the school in order to build capacity.

Classification: Completed

Response: Numerous opportunities now exist in which teachers take on leadership roles in order to build capacity. We just completed our 2nd year with the School Leadership Council. This council is comprised of teachers, parents, and the administrative team. Teachers chosen for this team work with parents and administration in helping to shape philosophical and operational initiatives. Teachers on this team are also instrumental in supporting the school's mission, examining and improving school climate, supporting 21st Century Skills, and establishing next steps for increased teacher involvement and leadership in our capacity building efforts. This past year teachers, counselors, and aspiring administrators participated monthly in the District Leadership Academy. We had five teachers / counselors from our building participate this year. This Academy was facilitated by the superintendent and the curriculum director as well as presentations given each month by the various school principals and assistant principals. The teachers were active participants in the monthly meetings which explored the many facets of leadership in schools, capacity building, theory, and practice. They engaged in substantive discussion, sharing of ideas, experiences, and opinions and problem solving. This academy provided the teachers and counselors with an overview of leadership, its many forms, and their role in leadership and capacity building within their buildings and the district. We also had 4 teachers from our

building as representatives to the District Technology Committee this year. This committee is instrumental in determining the technology needs and a roll out plan for the entire district for the next three years. Our Senior Project teacher served as a representative at the state level this year. Two of our Business teachers served as representatives at the CREC Round Table Conference this year. We have several other teachers who serve on school and district committees be they Safety / Crisis, Drug and Alcohol Prevention, Wellness and others. We emphasize to each and every teacher and counselor that we expect them to take leadership roles be they in PLC groups, departments, or faculty meetings. Teachers are also required to present to the staff at faculty meetings as well. Numerous teachers have also been trained in prejudice reduction workshops and student capacity building (as have students) and are responsible for helping the students facilitate programs, discussion and events centered on these areas. Dozens of our teachers are serving as club advisors and coaches. We also supported the formation of the teacher led Faculty Advisory Committee this year that discussed and dealt with issues particular to the faculty that were brought up by the faculty. This committee serves as a sounding board, resource, discussion center, and barometer as well as a liaison between the faculty and the administration.

8. Integrate the library/information services program into the school's curriculum and instructional program

Classification: Completed

Response: Historically, Library Media Services has been involved in many areas of GMHS curriculum and instruction. What was lacking in the past was documentation and evidence of involvement and collaboration. Our Library Media Specialist has been involved with many teachers and departments in collaborations which range from providing support materials to providing direct instruction, Technology and Information Literacy Skills, and designing collaborative units. All of our departments integrate with our Media Center regarding technology and research based projects. English, Health and Wellness, Family and Consumer Science, Social Studies, and Science have all worked collaboratively with the Media Center in embedding information and technology skills into class projects, research projects and other assignments. The integration includes, but is not limited to: purchasing of videos for classroom instruction on logarithms, crime

scene investigation using mathematics, 9th grade research project in science, 10th grade genetics research, and Environmental Science projects, 9th grade PSA's, 10th grade Wellness Plan, embedding technology skills in core curriculum of English, Social Studies, Science, and Wellness, books and materials being ordered specifically to support curriculum, priority given to teacher requests when funds permit, a preview system designed for teachers for evaluating support materials prior to purchase, and the daily use of the Media Center Computer lab for classes in all subject areas.

9. Provide additional technology, including computers, to support the integration of technology into instructional practices.

Classification: Completed

Response: There has been significant improvement in this area over the past two years as well as numerous projects scheduled in our 2009-2012 District Technology Plan. Installation of SMART Boards in every classroom was completed in 2008-2009. Some of our teachers have incorporated podcasts into their instruction. We placed a full time technology person at the high school. This person is available to problem solve, troubleshoot and repair our computer and technology needs. We completed installation of interactive whiteboards in every classroom in the high school. Our high school is now connected to the CT Education Network (CEN). We implemented a web-based program, Powerschool, which allows both students and parents 24 hour access to grades and attendance in order to be active participants in the students' education and progress. Special Education IEP software was upgraded to a web-based system as well. We enacted a new technology work order system that allows for centralized work order and technology requests which directly impact instruction. A Distance Learning lab was installed in 2007-2008 which has been used for multi-district SAT prep classes, as well as educational webinars, and professional development. All of the computers in the Business and Programming Labs have been replaced. For the past two years, numerous computers throughout the building have been replaced and or upgraded in the Engineering Lab, Science wing, and Media Center Lab. FlexCams have been implemented in the science classes. The Social Studies department will be implementing the Student Response System (eclickers) technology beginning this year as our Science department continue to add more of these in their classrooms. Numerous teachers in our English Department are having students use wikis in their classes. Additional DVD burners were installed in the multimedia lab and new equipment was

purchased last year for the news broadcasting class. Vision classroom management software has been installed in all of the computer labs. Computers have been added to the math and reading classrooms. Our AutoCad software was also updated this year. We purchased and are in the process of installing a ShopBot , a computer controlled router, in our manufacturing lab. A large format printer was also added to the Tech Ed department to increase printing capability in our CAD and graphic Design classes. The TI Navigator System (Math), Minitab (English) and Student Response System (Science) have all been purchased, installed and implemented over the past two years. We have also implemented a program alled SchoolDude. It is a work order tracking system that allows staff to enter any orders or repairs they need . This is a centralized system that provides repair of technology, software, etc. within twenty four hours so that technology necessary for class instruction is up and running in a very short period of time. All of our teachers have created and maintain websites for both student and parent access. Some of the information on these sites include class assignments, homework assignments, expectations, policies, links to other sites for information, research, forums, blogs, and e-portfolios. Numerous staff trainings have been offered to accompany all of these new programs and systems. Also, staff members have been able to voluntarily sign up for various technology workshops (after school) in order to meet their specific needs and or interests for use of technology in instruction. Servers, switches, and cabling have been upgraded across the district and in our school. Some plans for the next three years include continued computer and software upgrades, additional student response systems for classrooms, and teacher and administrator computer replacements and upgrades.

10. Ensure handicap accessibility in science classrooms and to athletic facilities.

Classification: In Progress

Response: Although we do provide handicap access to lab tables in the science rooms, we do not at this time have that access at every lab table in each science classroom. The district was waiting for the Office of Civil Rights visit findings before moving ahead piecemeal with various modifications and accommodations including access to the athletic fields. The OCR unfortunately took two years to send us the report. Our district received the report from the OCR in the late fall this year. At this time any additional modifications and accommodations requested by the OCR are on

hold while the district's legal counsel ascertains the extent and proposed timeline of our fiduciary responsibility as presented in the report.

Two – Year Progress Report of Granby Memorial High School October 1, 2009

Section II – Evaluation Report Recommendations

STANDARD FOR ACCREDITATION: Mission and Expectations for Student Learning

- 1. Utilize existing structures and initiatives to broaden the implementation and understanding of the academic, social, and civic learning expectations so that they become more embedded within the culture of the school.**

Classification: In Progress

Response: After the completion of the accreditation visit, we recognized the need to continue to utilize existing structures and initiatives to broaden the implementation and understanding of the academic, social, and civic learning expectations in order that they become embedded within the culture of the school. To that end we have continued to embed these expectations in our existing structures as evidenced by our departments using the CEMA software. Our plan is to have these expectations completely embedded in CEMA by the end of 2010-2011. Our teachers have also addressed these expectations in their class syllabi. We also include discussion and monitoring of these expectations through our weekly Advisory period. Additionally, our Guidance Department implemented a Developmental Guidance program this year where counselors make multiple class visits as well as grade level meetings throughout the year where these expectations are discussed.. The principal also addresses these expectations in September class assemblies the first week of school. This will be our 2nd year

implementing the Freshman Orientation Day (prior to school opening) that is used to transition students from the middle school to the high school. These same expectations are addressed on this day as well.

- 2. Establish a procedure to review and revise the school-wide rubrics to ensure they are useful to teachers and students.**

Classification: Planned for Future

Response: At this time, we have not created a plan to review and revise school-wide rubrics to ensure their usefulness to students and teachers. This topic has been discussed at CAS meetings and by the administration. Our goal is to create and implement a plan by late spring of the 2009 – 2010 school year.

STANDARD FOR ACCREDITATION: Curriculum

- 1. Complete the curriculum revision for all subject areas.**

Classification: In Progress

Response: In response to the recommendation, we have been utilizing a common curriculum revision template and are currently in process of revision for all of our subject areas with the goal of having this completed by 2012. Teachers are also paid to write curriculum over the summer which supports this effort as well as district professional development time given to teachers for the same purpose.

- 2. Develop a formal curriculum cycle which ensures the regular review, evaluation, and revision of the curriculum. Make provisions for a formal ongoing plan to develop, evaluate, and revise curriculum.**

Classification: In Progress

Response: We are currently utilizing a curriculum revision template provided to us by our district's Director of Elementary Instruction (formerly, the Director of Curriculum and Instruction, now divided into two positions, Dir. Of Elementary and Dir. Of Secondary) we work through the

process. We intend to have a draft for multi - year curriculum revision template by spring of 2010.

3. Integrate curriculum across the disciplines.

Classification: Completed

Response: See highlighted recommendation # 2. Also, we instituted a Peer Sharing program in 2007-2008 and just completed our 2nd year of this job-embedded professional development program in 2008-2009. Through this program, teachers are scheduled to observe their colleagues while they are teaching. After these observations, the teachers engage each other in discussion, questions, and validation in response to what they experienced. From this experience, teachers then try out ideas, strategies, and procedures they feel will help their instruction. Numerous teachers have been able to integrate across the curriculum as a direct result of this peer sharing. Teachers also received professional development on curriculum mapping in 2007-2008. Curriculum mapping has continued informally in various subject areas in order to begin to create a formal process for curriculum integration. Teachers have also integrated curriculum in respect to Veteran's Day, where various reading, writing, and fine arts lessons across the disciplines take place. This also occurs throughout February in celebration of Black History Month.

4. Increase articulation between the middle and high school.

Classification: Completed

Response: GMHS counselors and assistant principals meet each year with school counselors, department heads, and the principal from the sending schools to discuss curriculum alignment, expectations, and transition. The school counselors from the high school also meet with all of the incoming 9th grade students in the spring of their eighth grade year to discuss course selection, expectations, school involvement, etc. The high school and the middle school have also made the commitment to meet departmentally three times per year to discuss articulation issues between the two schools. This has resulted in improved curriculum and expectations alignment between the two levels in Math, Science, English, Social Studies and World Language including the Algebra 1, French1, English 9, Science 9, and Social Studies 9 courses. The administration from both the middle and

high school meet monthly to discuss issues important to both levels and to increase articulation between the two levels. The CAS members from both the middle and high school serve together on the District Leadership Team which addresses , among many things, articulation between the middle and high school. Each month we hold an administrative council meeting to discuss philosophical, procedural, and operational issues that involve elementary, middle, and high school levels.

5. Provide sufficient resources for the development, evaluation, and revision of the curriculum.

Classification: Completed

Response: We do recognize the need for obtaining mapping software and additional professional development time to create connections across the curriculum. We do continue to provide the necessary resources for curriculum development, evaluation, and revision of the curriculum through budget allocation dollars (added Senior Project, British Literature, Personal Financial Management, Marketing, Introduction to Production Technology, Environmental Science, and Mandarin Chinese) to our program of studies as well as reworked our Math curriculum, refined and added two classes in our Fine Arts program, wrote curriculum for future adoption in Business (Introduction to Business) and are writing curriculum for Social Studies / English (American Studies). The Superintendent has also realigned administrative positions to maximize curriculum support by taking the Director of Curriculum and Instruction for the district and dividing the position in two. We now have a Director of Elementary Education and a Director of Secondary Education. This allows for more specialized, efficient and productive use of staff to support building administration and teachers in dealing with all aspects of curriculum while helping to ensure adherence to the district mission as it relates to curriculum.

STANDARD FOR ACCREDITATION: Instruction

1. Ensure that professional development activities incorporate time for planning of interdisciplinary instruction.

Classification: In Progress

Response: Although there has been informal planning of interdisciplinary instruction between various departments, and limited interdisciplinary planning for Veteran's Day and Black History Month across the curriculum, we have not been able to provide professional development time to address this directly. We are currently in the process of formulating and aligning district professional development which will include time to plan interdisciplinary instruction. It is possible that there will be some professional development time allocated this year.

2. Expand the role of faculty in the planning and implementation of professional development so that the instructional needs of all teachers are met.

Classification: In Progress

Response: For the past two years, the faculty has relayed through their CAS members what specific professional development they need in order to meet their instructional needs. This information was shared with building administration who in turn worked with the teachers to develop a plan of action both individually and departmentally as needed for appropriate professional development including outside (regional and national) workshops and conferences, district and building staff development training, and professional development specific to mutually agreed upon needs as determined by teacher request and administrator evaluations. We have also administered yearly Peer Sharing surveys to the teachers to solicit their input on the effectiveness of peer sharing as well as specific needs they have regarding instructional development as a result of the Peer Sharing experience. This information is used to inform future staff development. The Director of Secondary Instruction has arranged for teachers to facilitate staff development on the use of data for our November professional development day. We had a number of teachers who presented their findings last year on our May 26th professional development day.

3. Ensure that professional development practices are implemented school-wide.

Classification: Completed

Response: In the 2007-2008 school year, the faculty researched Marzano's Best Instructional Practices and each department agreed to implement three of these practices department wide with the goal of improved student learning and performance in the 2008-2009 school year. These practices became part of the four year School Improvement Plan (2007-2011). Teachers spent the 2008-2009 school year collecting and evaluating initial data on the effectiveness of these strategies. Weekly PLC meetings as well as faculty meeting and other professional development time was used to carry this out. Departments reported back to and shared their findings and results in all three of these venues. As part of our Teacher Evaluation Process, teachers are required to align their yearly objectives and goals with the PLC goals, department goals, School Improvement Plan goals, and the district goals. This alignment helps to ensure school-wide implementation of professional development practices.

4. Ensure that all teachers utilize instructional strategies that engage students as active learners and emphasize higher order thinking skills.

Classification: Completed

Response: See #3 above. Also, utilization of best instructional strategies and emphasis on higher order thinking skills was the focus of administration for both formal and informal teacher observations this year. Again, the School Improvement Plan required and addressed these strategies and the Peer Sharing program provided all teachers with the opportunity to see how their peers implemented these strategies in the classroom and to discuss how they might use this information in their classrooms. In addition to the formal and informal classroom observations, we also conduct walkthroughs on a frequent basis. These walkthroughs occurred in small group and individual capacities and teachers receive feedback based upon these walkthroughs.

STANDARD FOR ACCREDITATION:

Assessment

- 1. Implement a process to assess and report school-wide progress in achieving the school's academic expectations.**

Classification: In Progress

Response: Although not new, we have developed a process to assess school-wide progress in achieving academic expectations. The information regarding each students' academic expectations in Literacy, Numeracy, Science, Technology, The Arts, Health and Wellness, Global Awareness, and Civic Expectations is printed on the back of the report cards and graded on a rubric from 1 – 5 for students and parents to see.

- 2. Evaluate and revise the rubric used to assess the school's progress in achieving its social expectations regarding respect and integrity so that its results better reflect the behaviors that are being measured.**

Classification: In Progress

Response: Over the next few months we will be evaluating the data collected over the past two years to determine the school's progress in achieving its social expectations as evidenced by the results of staff and student surveys. This will be shared with the staff and students by late spring of 2010.

- 3. Implement a process to establish a clear connection between course-specific learning goals and the school-wide rubrics for academic expectations for student learning.**

Classification: In Progress

Response: Over the past two years teachers have been entering their course-specific goals which are supposed to be aligned with the school-wide rubrics for academic expectations into CEMA for each of their classes. Teachers are also required to include their learning goals in the syllabus for each class they teach. As a school, we will continue to work

on solidifying the connections between the goals in CEMA and the school-wide expectations rubrics.

- 4. Provide formal opportunities specifically for teachers to review student work for the purpose of improving curriculum, instruction, and assessment.**

Classification: Completed

Response: We have been a professional learning community since 2003. As such, an integral part of what we do is to have teachers collectively review (in their PLC groups) student work with the purpose of improving curriculum, instruction, and assessment. Each PLC group sets yearly goals to address these. Teachers use the results of the student work to inform and modify instruction. These weekly meetings provide teachers the opportunity to discuss and act upon improving all three areas including common formative and summative assessments, instructional practice and curriculum revision based upon student needs. Again, teachers also had dedicated faculty meeting time as well as department meeting time to review student work for the purpose of improvement.

- 5. Provide professional development for teachers to collaborate in developing a broad range of student assessment strategies.**

Classification: Completed

Response: Our yearly professional development plan provides teachers the opportunity to collaborate in developing a broad range of student assessment strategies. This occurs through the weekly PLC meetings, multiple peer sharing experiences throughout the year, and dedicated professional development days scheduled throughout the year that address these issues.

STANDARD FOR ASSESSMENT: Leadership

- 1. Ensure that diverse student groups become fully integrated in the Granby school community.**

Classification: In Progress

Response: A number of programs have been instituted to help ensure that diverse student groups become fully integrated into the school community. These include: CREC Workshop (August 2007), Sylena Ellison, our CREC Liaison who meets with our CHOICE students weekly, an orientation program specifically for our CHOICE (Hartford) students, student and teacher participation in the Bridges as well as Prejudice Reduction workshops and conferences, additional afterschool and evening bus transportation provided specifically for our Hartford students so that they can further enmesh themselves in our school community by having the opportunity to participate in after school clubs, sports, and activities, and dances. We also provide additional transportation for our Hartford students so that they can participate in our Freshman Orientation Program in late August prior to school starting. We are also currently looking at achievement gap data in order to analyze and evaluate what we are doing well and what we need to improve upon in order to best serve our diverse student groups and help to close the achievement gap. This will be an ongoing process. We are not satisfied with the participation rates of our minority students in Advanced Placement and honors classes as well as extra-curriculars. We have initiated discussion and are intentionally moving forward to put processes in to place such as counseling these students into higher level classes, providing the necessary financial and transportation support, and actively recruiting them for various involvements, clubs, and sports to increase these participation rates. The SAFE (School-wide Acceptance for Everyone) club is a group of students committed to ensuring the safety of all students regardless of sexual orientation. These students provide education to the school community and attend workshops and conferences in the area to meet with like-minded students and adults and share ideas and experiences.

2. Increase the opportunities for teacher leadership and involvement in shared decision-making.

Classification: Completed

Response: In our efforts to increase teacher leadership a building Leadership Team was formed in 2007-2008. This team is composed of teachers, parents and building administration. This council, which meets quarterly is responsible for helping to move the high school forward philosophically and operationally. Members of this council provide direction and input into decision making regarding curriculum, school climate, school mission, community partnerships and other issues that directly affect the school and community. The council just completed its second year and we are looking forward to year three in 2009-2010. We also started a Faculty Advisory Committee composed entirely of teachers. This committee serves as a resource and sometimes liaison between the administration and the faculty on school related issues . They consult the faculty as well as administration on any issues that are of concern regardless of who generates / expresses the concern. They provide leadership in the form of discussion, guidance, and problem – solving as well as assisting with action planning and implementation of appropriate ideas and programs. In 2008-2009 the principal implemented the Faculty Forum. This forum meets monthly and is open to all teachers. This forum provides updates to teachers as to issues being addressed and undertaken in the building as well as providing teachers the opportunity to comment on these undertakings. The teachers also have this opportunity to bring up areas of concern, actions they would like to see put into place, and philosophical and operational issues they would like addressed and eventually acted upon. We also urge teachers to serve as leaders on building, district , and regional committees, which many have or are currently doing. We also have teachers demonstrate their leadership by presenting at faculty meetings, conducting professional development for their peers, and serving as PLC leaders as well as Content Area Specialists for each department.

3. Provide a means for interdepartmental collaboration.

Classification: In Progress

Response: As mentioned earlier in a number of standards, interdepartmental collaboration is encouraged and implemented. We have had both a ninth and tenth grade team in place to discuss issues pertinent to those grade levels as well as serving as an intervention tool for students at risk in those grade levels. These teams are composed of

teachers from most subject areas as well as guidance, nurse's office, and administration. We also have a CAS (Content Area Specialist) team which meets every other week for 2 hours to discuss student, departmental, curricular and other school issues. This team has representation from every department in our building. Again, we have all teachers participating in peer sharing which is another form of interdepartmental collaboration. This coming school year we will have an RTI (Response to Intervention) team which will replace the 9th and 10th grade teams. Representation from the various departments will deal with issues, concerns, and interventions for 9th – 12th grade students and guide teachers in their instruction, assessment, relationships with and reactions to our students and their academics and behavior.

STANDARD FOR ACCREDITATION:

School Resources

1. Provide formal opportunities for the library media specialist to be involved in curriculum development and revision.

Classification: Completed

Response: See highlighted recommendations #2 and #8. Also, the library media specialist was instrumental in working with other teachers to eliminate the former stand- alone Information Management class and instead, transfer that curriculum and layer it into the various subject areas across the curriculum. The Library Media Specialist also works with faculty members in selecting appropriate subject databases for subscription and actively promotes their use to students for research. The LMS also worked closely with faculty and students to help create lists and reviews of recommended book titles in response to the English Department introducing a new reading component in freshman English courses (later expanded to sophomores). Based on this collaboration and supported by building administration allocating an additional \$2000 for this, many new titles were purchased. We added a Forensics (science) class last year. In preparation for that new class, the LMS worked with

the classroom teacher to select and purchase appropriate support materials to support the new curriculum.

2. Develop a plan for updating the print and non-print library collection.

Classification: In Progress

Response: Updating the collection includes purchasing new, current materials and withdrawing outdated materials. Both the middle and high school LMS's are discussing the possibility of creating a district policy for this as we do not have one at this time. Nonetheless, the high school LMS has been actively updating the print and non-print collection. New books are purchased annually. The LMS submits annual budget requests which have been historically well-funded. A special administrative funding allocation in spring 2009 permitted investment in an extensive E-Book collection (Gale) of reference books which users will be able to access from remote locations. For many years we have subscribed to NewsBank, Infoweb, ELibrary, and SIRS Knowledge Source as comprehensive databases, as well as one subject specific database (American History). For 2009-2010, the Media Center has been funded to add EScience and Modern World History to our database subscription. We also have access to iconn.org (provided by the state) which includes many databases, both subject specific and comprehensive. Our LMS initiated a student community service project in which book titles well-reviewed and recommended by students during summer reading reports were added to the collection and or put in the purchase consideration file. Also, students are surveyed (formally or informally) as to what they would like to see added to the collection. As a result of this, subscriptions were added for such titles as Teen Vogue, Dance, and BMX Plus. Most non-print materials (primarily DVD's) are selected by teachers. The LMC provides a preview service for teachers for non-print sources and purchases only after teachers personally evaluate the source according to established criteria. During collaborative planning with teachers and interactions with students, the library media staff take note of strengths and weaknesses in the collection supporting the subject being researched. Files are kept regarding topics for which additional resources should be included in future orders. Also, a collection assessment tool (Follett Title-

Wave) has been used on several occasions to identify areas of the collection that need augmentation or updating. Results have been used to support budget requests.

3. Develop a plan for the removal of outdated library materials.

Classification: In Progress

Response: The GMHS Media Center's statistical records indicate that print and non-print materials are withdrawn continuously as part of a routine procedure. Non-print formats no longer in use such as filmstrips and multi-media slide/filmstrip have been removed from the collection. Video materials are now purchased in DVD format. In 2009, with the help of a qualified volunteer, a special emphasis was placed on weeding out the non-fiction collection. This will continue until completed. It should be noted that many of the "out-of-date" materials retained in the collection are retained for historical purposes or per the professional judgment of the LMS due to usefulness in support of specific projects. Although the presence of "out-of-date" materials on the shelves may influence the casual observer's perception of the currency of the collection, they serve a purpose and are generally augmented by more current sources available through library on-line subscriptions, see # 2 above. Statistics indicate that 203 book titles (some are multi-volume sets and do not include the volumes in the E – Book collection) and 24 DVD's were purchased for the 2009-2010 year. 152 books were withdrawn from the collection.

STANDARD FOR ACCREDITATION: Community Resources

1. Provide storage space throughout the building that secures equipment and materials and that address safety issues.

Classification: In Progress

Response: The visiting committee correctly identified that we had a storage issue in our school. Items were being improperly stored under the rotunda stairs in the main lobby. Items were also being improperly stored in the alcove in building two. We have moved those materials to appropriate and secure storage closets and rooms throughout the building.

Both the Rotunda and alcove areas are now clear. In 2008-2009, additional storage was also created in both the Community Gym and the Main Gym. The storage bay doors in the Community Gym have been reinforced and new locks placed on them for security. There has also been shelving placed in there and the bay has been cleaned out to allow for storage of physical education equipment, student government equipment and supplies, and the mats for the wrestling team. Storage has been reallocated in the Main Gym as well. The room behind the bleaches has been cleaned out and turned into three separate zones. The first zone provides storage for basketballs, racks, chairs, etc. The 2nd zone is now an internal cage where uniforms, helmets, cleats, etc are kept in a secure location. The third zone is an additional area for storage of physical education equipment for the classes held in the Main Gym. New locks have been placed on the doors to this storage area as well. Shelving has been put in the storage room of 1307 (Art). Both portable and wall mounted shelving have been installed which allows for greater storage of supplies and projects. The potter's wheel is now located in the storage room and not in the classroom. There has been some "weeding out" of the performing arts storage room in order to allow for better and safer storage.

2. Evaluate the traffic patterns in the area of the rotunda and the stairwell in building one closest to the rotunda.

Classification: In Progress

Response: We recognize that the rotunda and the stairwell closest to building one, due to inherent design, cause congestion in student traffic. We do not have the resources to redesign and architecturally or structurally change these areas. We are in the process of attempting to formalize a plan to ease the congestion, though we have not reached completion on this. A significant change might be possible through creative scheduling, but that is yet to be discussed at any length as any creative scheduling that is implemented in the future is for the purpose of increased student learning and achievement and not for traffic flow resolution. In the meantime , we are unofficially addressing this issue through announcements to the students to use both the east and west stairwells in building one (east staircase is the 1st choice of students) as well as positioning staff (teachers, admin, hall monitor) in the rotunda to keep traffic moving as opposed to a central school congregation point.

3. Increase access to more computers for class instruction.

Classification: Completed

Response: It can be argued that we have reallocated access to computers for class instruction. Due to the need for additional courses in our Unified Arts program, we turned a common use computer lab into an Electronics computer lab. We also dedicated what was at one time a common use computer lab into an Architecture / Engineering computer lab. This was due to student need and our preparing students for 21st Century Skills. Although this increased computers for class instruction, it was in one department. That being said, the electronics lab is periodically still used as a common lab when the Electronics class is not using the computers in there. Our plan to increase the number of computers available throughout the building is being addressed through our Technology Budget. In the 2007-2008 school year, 12 computers were added in the electronics lab. In 2008-2009 we installed 47 new computers in science rooms, installed 23 new computers in the CAD Lab, and 21 new computers in the special education resource rooms. Four computers were deployed to the math learning lab, one to the Media Center, four to the reading lab, four to the student support center and two to the College and Career Center. To date, we now have 325 computers at the high school. We continue each year to include technology purchases in our school budgeting. Every classroom in the building is now equipped with a Mimio board (smart board). We would like to establish another common use computer lab in addition to the existing labs, but with the state of the economy and budget reductions, that plan has been placed on hold. Also, see response to Highlighted Recommendation #9.

4. Implement all physical plant recommendations to meet standards for handicapped accessibility.

Classification: Planned for Future

Response: The district was waiting for the Office of Civil Rights visit findings before moving ahead piecemeal with various modifications and accommodations including access to the athletic fields. Due to internal

issues at the OCR , they unfortunately took two years to send us the report. Our district received the report from the OCR in the late fall this past year. At this time any additional modifications and accommodations (which are extensive and extremely costly) requested by the OCR are pending while the district's legal counsel ascertains the extent and proposed timeline of our fiduciary responsibility as presented in the report.

5. Create an action plan that permanently addresses athletic facilities and field space.

Classification: Completed

Response: In response to the need for a permanent action plan to address athletic facilities and field space, the district created GAFLAC (Granby Athletic Field Long Range Acquisition Committee) in the 2007-2008 school year. This committee is composed of one BOE member, one member from the Board of Selectmen and five community members. Only the community members had voting rights. They have met 20 times over the past two years to create a 5 - 10 year plan to address both short-term and long-term solutions to our athletic facilities and field space. Detailed and progressive plans have been developed by the committee to upgrade current facilities and secure additional facilities to accommodate continued student growth and program additions, expansions. This plan does include continued cooperation with the town to creatively share the town field space and facilities. The plan also calls for redesign and expansion of existing school fields in order to maximize space utilization and for purchase of additional land elsewhere in town. All of this is obviously dependent on financial resources, agreements between multiple agencies, and environmental feasibility.

6. Develop a plan to increase the number of computers throughout the school.

Classification: In Progress

Response: Our plan to increase the number of computers throughout the school is being addressed through our Technology Budget. In the 2007-2008 school year, 12 computers were added in the electronics lab. In

2008-2009 we installed 47 new computers in science rooms, installed 23 new computers in the CAD Lab, and 21 new computers in the special education resource rooms. Four computers were added to the math learning lab, one to the Media Center, four to the reading lab, four to the student support center and two to the College and Career Center. To date, we now have 325 computers at the high school. We continue each year to include technology purchases in our school budgeting. Also, see response for Standard For Accreditation #3 Community Resources as well as response to Highlighted Recommendation #9.

III. Mission Statement Attached

IV. Substantive Changes

A few substantive changes have occurred since the site visit. Our budget for 2009-2010 was cut from 1.9% to 1% and the Board of Finance model for the next three years is projected at - 0.75 %, 2% and 2%. These obviously impact resource allocation and new program implementation over the next few years, but have yet to be determined specifically as the budget planning is still in progress. Also there has been change in the leadership recently. Last year we hired a new District Superintendent (Alan Addley) and a new High School Principal (me). This year we hired a new Assistant Principal at the high school. There was other district-wide reorganization this year including elimination of a Director of Curriculum and Instruction and replacing that position with a Director of Elementary Education and a Director of Secondary Education.

V. Strengths / Achievements

As a school we have worked diligently to improve our teacher and student performance. As our teachers continue to examine data, discuss in their PLC groups, and modify instruction when necessary they also improve their own practice and student performance. Our CAPT scores on the 2009 test were impressive. Our scores went up across the board in Reading, Writing, Math, and Science. Math placed first in our DRG and 7th in the state this year. Science placed 2nd in our DRG and 6th in the state. Reading placed 6th in our DRG and 16th in the state and Writing placed 6th in our DRG and 17th in the state. 97.4% of our students tested at Proficient in Math, 93.4% in Science, 96.3% in Reading, and 96.4 % in

Writing. In 2008 Connecticut Magazine ranked Granby Memorial High School as the number two small school in the state of Connecticut. In June of 2009, Hartford Magazine rated GMHS 6th out of all 32 high schools in Hartford County (which includes the large, medium, and small schools together). We continue to function as a PLC philosophically, culturally, and operationally. In doing so, we recognize and celebrate our achievements but we are always in a state of improvement. We know there is always room for improvement and we accept this attitude and belief system. Perhaps that is why we see much of what we do as “in progress” rather than “completed.”

VI. Restructuring or other Reform Initiatives

Our reform initiatives center on interventions for students. Beginning in 2007-2008 we now have a drug and alcohol counselor working with our students one day per week in house. As of fall 2008, we also have a CREC/Choice liaison one day per week in house to work with our Choice students as well as staff regarding transition, academic, social and other issues. In an effort to address poor student performance based upon not turning in homework, we started the after school Homework Club in 2007-2008. Students who have been identified by teachers, counselors, and assistant principals as needing support and intervention in this area are assigned to the Homework Club after school (one hour) in an effort for them to make up or complete missing assignments. This is supervised each day and the supervisor then submits the completed work to the appropriate teacher's mailbox. This club is also available for any student who would like to attend voluntarily. This provided an environment for them to do their homework as they may not have a quiet location or the time to do this at home.

Beginning with the 2009-2010 school year we as a school have gone from intervention by invitation to directive intervention. Students are no longer “invited” to participate in our interventions available to them. If any student has less than a C- in any subject area, they are required to attend a structured study hall where they are required to work on current or past assignments. Teachers in these study halls work with these students to make sure they are appropriately engaged and can have the student access their grades portal at that moment. Then the teacher and student can see exactly what needs to be completed and what the student needs to work on. If students are still falling behind with this

intervention, then they are referred to their counselor and AP who then review the specifics and often assign these students for one week at a time to our Student Support Center where they work either individually or in small groups with two teachers assigned to the Center. They are assisted with organizational skills, note taking, research (four computers in the SSC) and they are also required to complete their missing work and submit it to one of the teachers in the center by the end of the week. If they do not complete this, they are assigned for a second week. This cycle continues until the students complete and submit their work. In conjunction with this is the earning or revocation of privileges. Any 11th or 12th grader who is not earning at least a C- in every class loses their Commons SDA (open study hall no work required) privilege and is assigned to a structured study hall where they are required to complete assignments or study. They can earn their way in or out every quarter, dependent upon their grades. For those 11th or 12th graders that have late arrival or early dismissal privileges, the same rules apply. Anything less than a C- and these privileges are revoked one quarter at a time. For our 9th and 10th graders, nothing less than a C- allows them to stay home one hour later during PLC meeting time on Thursday mornings. If they have less than a C- in any subject, they are required to attend school on time on Thursdays where they will be assigned to a Directed Study Hall to make up assignments and or study to improve their grades. This particular intervention begins quarter two of 2009-2010.

We are no longer allowing students to *not* do their work. Whether or not they get credit for the late assignments is up to the teacher. Nonetheless, the students are required to complete the assignments. We believe they will figure out in short order that it is easier and more productive to do the work correctly, the first time, on time. This will lead to a greatly reduced number of students who are failing not due to lack of mastery, but due to lack of turning in assignments. We are holding ourselves more accountable to make students more accountable. Also, as a result of moving from the Learning Center located in the Media Center to a Student Support Center located in a classroom, the entire second floor in the Media Center is now available for student and staff use. This helps to address the NEAS&C recommendation for increased space in the Media Center for students and staff.

Follow-up program at Granby Memorial High School

Our follow-up program involves all of our staff members. The recommendations were addressed to the staff through faculty meetings, department meetings, PLC meetings and written communications by the Principal. Our NEAS&C follow-up committee has met several times over the past two years to address the recommendations and serve as a liaison between the administration and the staff regarding structures, practices, and programs put into place as a response to the recommendations. Due to our locating the Student Support Center into a classroom, the second floor of the Media Center is now available for student and staff use, addressing the NEAS&C recommendation for increased space for Media Center use. This same follow-up committee also contributed to the coordination, editing, and completion of this two-year report. Release time was allocated for the committee and professional development time was allocated with consistency over the past two years in order for the teachers and staff to address the recommendations of NEAS&C and the follow-up committee. Student involvement continues to increase with our Bridges Program (shared earlier in the report) and our Freshman Orientation Programs which both utilize students to help and involve other students culturally and academically at the high school. The members of the follow-up committee are as follows:

Dr. Kim Calcasola,	Assistant Principal
Constant Jakoboski,	Science
Karen Kudish – McManus,	English
Dr. Pat Law,	Director of Secondary Education
Jaime Rechenberg,	Science
Trish Roberts,	French
Rodney Scudder,	Social Studies
Colleen Nisbet,	School Counselor

Granby Public Schools

Vision

Every student educated in the Granby Public Schools will graduate on time prepared for 21st Century Citizenship.

Mission

All students become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

STATISTICAL DATA SHEET

School: Granby Memorial High School **Principal:** James Bowe

City, State: Granby, CT **School Telephone:** 860-844-3014

E - MAIL Address: bowej@granby.k12.ct.us **FAX Number:** 860-844-3026

Dates of Accreditation Visit: March 26 – March 29 2007

Grades: 9-12 **School Enrollment:** 692 at time of the evaluation

Grades: 9-12 **School Enrollment:** 752 at present time

Based upon the state's definition of a dropout, indicate the dropout rate for the most recently completed school year as well as for the preceding two years:

.1% 2009

.1% 2008

.4% 2007

DISPOSITION OF VISITING COMMITTEE REPORT RECOMMENDATIONS

*

	Number	Percentage
COMPLETED	11	39 %
IN PROGRESS	15	54%
PLANNED FOR THE FUTURE	2	7%
REJECTED	0	
NO ACTION	0	
TOTAL	28	100%

* Do not include highlighted recommendations in this tally

Electronic Signature of

Principal/Headmaster____James Bowe,
Principal_____

Electronic Signature of Chair

of Follow-Up Committee____Dr. Pat Law
Secondary Education_____

Position_AP/ now Director of

Date Progress Report Submitted____9/29/09_____

Finance/Personnel/Facilities Subcommittee Meeting
Subcommittee Meeting Minutes
November 4, 2009
5:30 p.m.

Attendance:

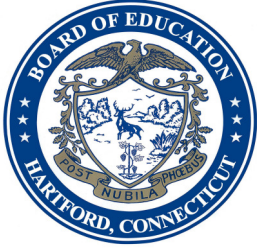
Matt Wutka	Present
Marie Nicholls	Present
Ed Ohannessian	Present
Mark Winzler	Present
Harry Traver	Present
Santi Camarotti	Present

Meeting commenced at: 5:45 p.m. Meeting adjourned at: 6:40 p.m.

1. Statement of Accounts – Reviewed October statement. Approximately \$78K favorable.
2. Use of Facilities Fees – Reviewed various activities and rents that should be charged. Looking into condominium associations and for profit usage of facilities.
3. Civil Rights Compliance Status – Continued progress on compliance list. Amount encumbered still looks adequate.
4. HVAC Settings Review – Lowered some evening settings to 50°F. Looking at air flow in large spaces at all buildings.
5. ARRA Plans – Special Education - \$400,000 grant – still looking at where we should and can spend the money.
6. ARRA Plans – ECS Replacement Grant - \$770K from state for ECS. We need to track as a special report.
7. Other

cc: BOE Members

November 17 (Date Change)	Curriculum/Policy/Technology/ –Communication Subcommittee Mtg. BOE Meeting	Moved to Dec. 2 7:00 p.m.	Central Services Central Services
November 18	Early Release Parent Conferences (Secondary)		Middle School High School
November 19	Evening Parent Conferences (Secondary)		Middle School High School
November 20, November 23-24	Early Release Parent Conferences (Elementary)		Kearns, Kelly & Wells
November 25-27	Thanksgiving Recess		Offices Closed
December 2	Curriculum/Policy/Technology Communication Subcommittee Mtg. Finance/Facilities/Personnel Subcommittee Meeting BOE Meeting	5:30 p.m. 5:30 p.m. 7:00 p.m.	Central Services Central Services Central Services
December 4	GEF Event Fred Wilhelm & Friends	7:00 p.m.	HS Auditorium



BOARD OF EDUCATION for HARTFORD PUBLIC SCHOOLS

960 Main Street, 8th Floor, Hartford, Connecticut 06103

Telephone (860) 695-8870 * Fax (860) 722-8650

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November 13, 2009

Mr. Cal Hemingway, Chairperson
GRANBY BOARD OF EDUCATION
15-B North Granby Rd
Granby, CT 06035

Dear Mr. Heminway:

The purpose of this letter is to inform you of an upcoming decision the Hartford Board of Education is facing at its next business meeting on Tuesday, November 17, regarding ending transportation services for the students in your district attending Hartford Host Magnet schools under the *Sheff v. O'Neill* mandate.

Due to the State's insufficient allocation of funds for the transportation of these students, Hartford Public Schools, at this time has no option but to end the transportation contract for suburban students attending our Host Magnet Schools to avoid incurring into a budget deficit. Based on the allocated funds, we estimate we can pay transportation only until late December.

In a letter dated November 2, the Hartford Public Schools superintendent, Dr. Steven Adamowski, explained to the 44 superintendents in the districts impacted by this situation:

“The State budget as adopted provides only one half of the cost of transporting students from 52 towns in the region to Hartford to attend host-magnet schools. Average cost is approximately \$3,000 per student; \$1,400 per pupil has been appropriated leaving an audited shortfall of approximately \$3.3M per year. By our calculation, enough funds have been appropriated for 2009-10 to continue transportation of your students to Hartford until late December, 2009 or approximately eight more weeks.”

“Moreover, your budgets as well as Hartford’s have already been fully committed for the 2009-10 school year and any attempt to cover a shortfall of State funding for suburban student transportation with local funds could potentially result in illegal deficit spending for most districts. I know that Commissioner McQuillan is working to avert this crisis and that we will be receiving an advisement from him in the near future on this matter.”

Even as I write this letter, we continue working with the State Department of Education in an effort to bring a positive solution to this impending transportation crisis. At this time, we do not know if or how the State will resolve this problem. However, you and your Board need to be aware of this situation. I know you share our concern about the effect of an interruption of transportation on the attendance and learning of students from your town.

Our Greater Hartford Magnet Schools are very proud of their role in providing the education of 2,200 students from other communities, and we will continue our commitment to doing so to the extent made possible by the resources available. Please join us in encouraging the efforts of the State *Sheff* defendants to fully and equitably fund suburban students in magnet schools and ensure their continuing transportation to these schools.

Cordially,

A handwritten signature in black ink, appearing to read 'Ada M. Miranda', with a large, stylized initial 'A'.

Ada M. Miranda, Chair
Hartford Board of Education

Cc: Board Members
Superintendent