

**Regular Board of Education Meeting
Wednesday, January 26, 2011 7:00 PM
Central Services**

I. Public Comment

II. Administrative Reports

A. Superintendent's Announcements

Rationale: Mr. Addley will provide district updates.

B. Student Representative Reports

Rationale: Ms. Sara Miltenberger and Ms. Jennifer Lengvarsky will report on activities taking place at the high school.

C. FY12 Athletic Presentation

Attachments:

BOE Athletic Budget Presentation 3

Rationale: Mr. Walt Zalaski, Student Activities' Coordinator, will present the athletic opportunities for FY12.

D. Teaching & Learning

Attachments:

T&L Presentation 1-26-11 13

Rationale: Diane Dugas, Director of Curriculum, Teaching & Learning, and Aimee Martin, Director of Pupil Services, will share with the Board the delivery of an Individualized Education Plan (IEP).

III. Consent Agenda

A. Minutes

Attachments:

Draft Minutes Large Capital Budget Workshop 1-17-11 18

Draft Minutes Regular BOE Meeting 1-5-11 21

Draft Minutes Special Meeting 1-5-11 25

Rationale: The Board will approve/amend the minutes of the January 5, 2011 Special Meeting, the January 5, 2011 Regular Board of Education Meeting and the January 17, 2011 Large Capital Budget Workshop.

IV. Old Business

A. FY12 Budget Update

Rationale: Mr. Addley will give an update on the FY12 budget process.

B. Legislative Issues

Attachments:

Legislative Priorities 28

Rationale: The Board will discuss the CAFE legislative agenda and pertinent funding issues.

C. District & Community Partners

Attachments:

D&CP Cost Proposal 30

Rationale: The Board will discuss the funding proposal for the special education review.

V. New Business

A. Quality & Diversity Budget

Attachments:

FY12 Q&D Budget Memo

33

Rationale: Mr. Alan Addley and Mr. Harry Traver will present the FY12 quality and diversity budget to the Board.

VI. Miscellaneous

A. Board Standing Committee Reports

1. Curriculum/Policy/Technology/Communication

2. Finance/Personnel/Facilities

B. Other Board-Related Reports

1. CPPAC

2. CREC/CABE

3. Granby Education Foundation

4. District Efficiency Initiatives

C. Calendar of Events

Attachments:

Calendar of Events

41

D. Board Member Announcements

VII. Executive Session/Non-Meeting

VIII. Other

Board of Education January 2011



Annual Administrative Recommendation for the
Addition & Deletion of HS Sports

Fall Sports

Girls

Varsity Field Hockey

JV Field Hockey

Fr Field Hockey

Varsity Soccer

JV Soccer

Fr Soccer

Cross Country

Varsity Volleyball

JV Volleyball

Boys

Varsity Soccer

JV Soccer

Fr Soccer

Cross Country

Varsity Football

JV Football



Winter Sports

Girls

Varsity Basketball

JV Basketball

Cheerleading (Co-ed)

Indoor Track (Co-ed)

Swimming (Varsity Coed)

Boys

Varsity Basketball

JV Basketball

Freshmen Basketball

Cheerleading (Co-ed)

Wrestling

Ice Hockey (Co-op)

Indoor Track (Co-ed)

Swimming (Varsity Coed)



Spring Sports

Girls

Varsity Softball

JV Softball

Track

Tennis

Golf

Varsity Lacrosse

JV Lacrosse



Boys

Varsity Baseball

JV Baseball

Track

Tennis

Golf

Varsity Lacrosse

JV Lacrosse

Most Recent Participation Numbers

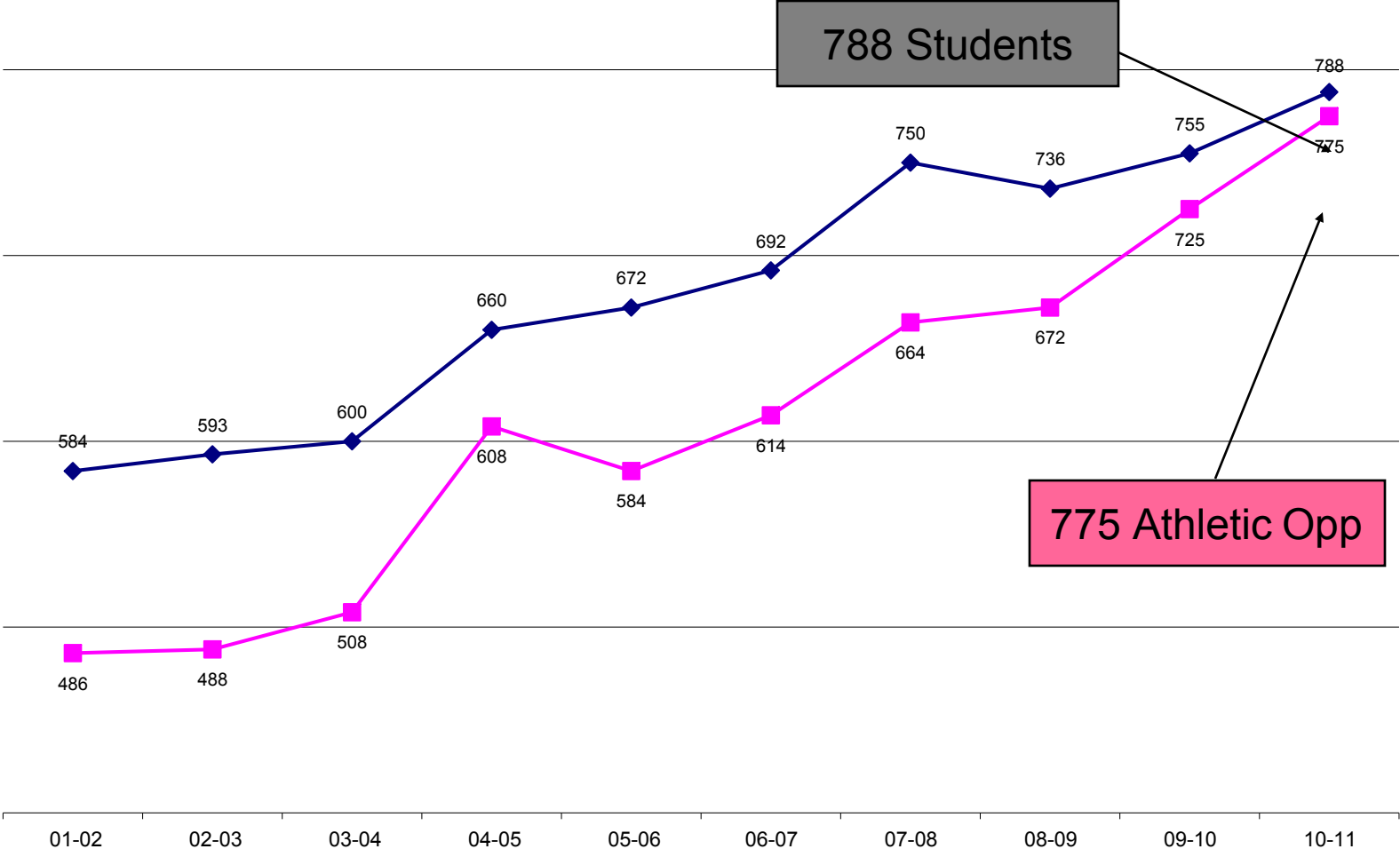
Spring 2010 & Fall/Winter 2010-2011

| Fall - Girls | Total |
|----------------------|-------|
| Cross Country | 26 |
| Field Hockey | 55 |
| Soccer | 55 |
| Volleyball | 25 |
| Winter – Girls | Total |
| Basketball | 24 |
| Cheerleading (Co-ed) | 20 |
| Swimming (Coed) | 19 |
| Indoor Track (Coed) | 19 |
| Spring – Girls | Total |
| Track | 32 |
| Softball | 28 |
| Tennis | 22 |
| Lacrosse | 42 |



| Fall - Boys | Total |
|----------------------|-------|
| Soccer | 71 |
| Cross Country | 32 |
| Football | 46 |
| Winter – Boys | Total |
| Basketball | 33 |
| Wrestling | 13 |
| Cheerleading (Co-ed) | 1 |
| Indoor Track (Coed) | 26 |
| Swimming (Coed) | 2 |
| Ice Hockey | 9 |
| Spring – Boys | Total |
| Baseball | 29 |
| Golf | 21 |
| Lacrosse | 45 |
| Tennis | 25 |
| Volleyball | 0 |
| Track | 55 |

Opportunities/Enrollment



Year

Sports Survey for 2011-2012

| Fall - Girls | 10-12 | 9 | Total |
|-----------------------|--------------|----------|--------------|
| Cross Country | 11 | 6 | 17 |
| Field Hockey | 31 | 5 | 36 |
| Soccer | 26 | 14 | 40 |
| Volleyball | 19 | 10 | 29 |
| Winter - Girls | 10-12 | 9 | Total |
| Basketball | 19 | 10 | 29 |
| Cheerleading (Co-ed) | 11 | 5 | 16 |
| Swimming (Coed) | 8 | 5 | 13 |
| Indoor Track (Coed) | 13 | 7 | 20 |
| Spring - Girls | 10-12 | 9 | Total |
| Track | 19 | 8 | 27 |
| Softball | 22 | 6 | 28 |
| Golf | 1 | 0 | 1 |
| Tennis | 18 | 6 | 24 |
| Lacrosse | 35 | 12 | 47 |

| Fall - Boys | 10-12 | 9 | Total |
|----------------------|--------------|----------|--------------|
| Cross Country | 13 | 7 | 20 |
| Football | 27 | 8 | 35 |
| Soccer | 38 | 9 | 47 |
| Winter - Boys | 10-12 | 9 | Total |
| Basketball | 24 | 15 | 39 |
| Wrestling | 9 | 3 | 12 |
| Ice Hockey | 8 | 4 | 12 |
| Swimming (Coed) | 3 | 0 | 3 |
| Cheer. (Co-ed) | | | 0 |
| Indoor Tr. (Coed) | 12 | 5 | 17 |
| Spring - Boys | 10-12 | 9 | Total |
| Track | 27 | 4 | 31 |
| Baseball | 19 | 16 | 35 |
| Volleyball | 1 | 1 | 2 |
| Golf | 11 | 1 | 12 |
| Tennis | 12 | 1 | 13 |
| Lacrosse | 26 | 7 | 33 |

Sports/Teams

| 2009-2010 | | | 2010-2011 | |
|-----------|--------|-------|-----------|-------|
| | Sports | Teams | Sports | Teams |
| Boys | 14 | 20 | 14 | 21 |
| Girls | 12/1 | 19/1 | 13 | 21 |

Athletic Budget

| | | |
|--------------------------------|------------------|-------------------------|
| 2006-2007 (actual) | \$289,455 | PFP (\$24,000) |
| 2007-2008 (actual) | \$328,358 | PFP (\$27,000) |
| 2008-2009 (actual) | \$355,801 | PFP (\$33,815) |
| 2009-2010 (actual) | \$345,029 | PFP (\$50,550) |
| 2010-2011 (actual/est.) | \$352,192 | PFP (\$51,175) |
| 2011-2012 (budgeted) | \$362,379 | PFP (\$ 51,175) |

Recommendations

Elevate Volleyball to a varsity sport

The final implementation of any or new athletic program is always ultimately determined by the operating budget.

Special Education In Granby

A DAY IN THE LIFE

BOE Presentation

January 26, 2011



Scientifically Based Research Interventions (SRBI)

- Proactive process of identifying student's individual learning needs through the use of authentic work samples and assessments
- Uses classroom interventions and strategies and to address all students needs
- Granby Individual Student Success Plans (GISSP)
- Documents effectiveness of interventions and dictates when an evaluation for special education may be in order

Beyond SRBI

- Planning and Placement Team (PPT) requirements
- The Individualized Education Plan (IEP)
- Goals and Objectives: moving towards **standards based IEPs**
- Annual Reviews and Re-evaluations
- Least Restrictive Environment: **Inclusion!**



A “typical” day...



- One to one intervention
- Planning (instruction, intervention, goals)
- Push-in services
- PLC meetings
- SRBI meetings
- SRBI interventions: small group
- Parent communication
- Teacher consult
- Child Study Team meetings and PPTs
- Teaching Assistant Instruction and coordination

| | Monday |
|-------------|--|
| 8:30-9:15 | 8:30-8:45 Billy Spelling 8:45-9:15 Plan/phone calls |
| 9:15-10:15 | Math Team Teaching with Faber |
| 10:15-11:25 | Humanities Team Teaching (Z/B) LA PLC (5/6) 10:30-11:30 |
| 11:25-11:55 | MOD with Tim (Intervention) |
| 11:55-12:20 | Lunch |
| 12:20-12:45 | SRBI or Planning |
| 12:45-1:45 | Math Small group |
| 1:45-2:45 | Math Push in |
| 2:45-3:00 | |

Related

Services:

Occupational Therapy

Physical Therapy

Speech and Language
Therapy

Counseling

Push in versus pull out



Large Capital Budget Meeting – Draft Minutes
January 17, 2011, 7:00 p.m.
Central Services

Attendance Taken at 6:58 p.m.:

Present Board Members:

Cal Heminway
John O'Connor
Edward Ohannessian
Ronald Walther
Matthew Wutka

Absent Board Members:

Marie Nicholls
Deb Torgersen

Mr. Heminway called the meeting to order at 7:00 p.m.

1. Large Capital Budget Workshop

Mr. Heminway stated that the objective of this meeting was to talk about the district's priorities and how we want to present and stage the two major projects: the sport/athletic facility and the maintenance and facilities building. Mr. Addley told the Board that he has taken the specifications for these two projects as far as he can. He stated that a cost analysis was done a few years back and inquired if we should fine tune what has been done by securing outside services. He stated that we need to resolve the parking situation and if the maintenance building should be on the same facility as the athletic fields. He stated that the maintenance building was also set apart and priced separately. Mr. Addley stated that he is looking for consensus from Board with regard to guiding principles. Mr. O'Connor stated that recognizing the economic situation we are in, he wanted to clarify that some of these projects may be put on hold for a while and inquired what the purpose of tonight's meeting would be. Mr. Heminway stated that it is to the district's advantage to get the projects "in the mill" for CPPAC in order to get them to be considered.

Mr. Addley then went over the guiding principles. Mr. Addley stated that we are simply running out of space on campus and there is no space for additional sports. Mr. Heminway asked the Board if they feel we have run out of space. Mr. Wutka stated that he felt that space constraints would be alleviated if we go to artificial turf and lights. Mr. Heminway stated that there is still a problem with parking, the maintenance facility and field house. Mr. Heminway asked again if the Board is comfortable saying we are out of space. Mr. Wutka said he feels that we can use the land we currently have for field space and the land at Wells Road for the maintenance building and that parking would have to be figured out. The Board also discussed purchasing land adjacent to the high school/middle school site as an option. Mr. O'Connor and Mr. Walther agreed that the complex is not big enough as it is configured right now. Mr. Addley then inquired about the remaining principles. The Board agreed to meet the standards of CIAC; varsity programs should be kept on campus; continue off-campus for a few sports; the new facility must have associated support facilities; and, incorporate synthetic fields, one with lights, as part of new facility (The Board discussed the fact of two synthetic fields to possibly make as many fields as possible); to maintain the character of the high school/middle school complex; and, land acquisition should be as centrally

located as possible to the high school/middle school campus. The Board agreed to all of the above guiding principles.

The Board then discussed the guiding principles for the maintenance/facilities building: Need to garage all vehicles (it was decided that this should be a specification not a guiding principle); inclusion of adequate storage space; centralized storage facility; and, adequate working space. Mr. Heminway inquired if the maintenance/facilities building should be close to the high school/middle school campus. Mr. Ohannessian inquired why it needs to be near the high school/middle school. Mr. Addley stated because that is where the majority of the work needs to be done. Mr. Ohannessian then inquired about land where Central Services is located. Mr. Traver stated that there is a corn field behind Central Services but he is not sure if it is for sale. Mr. Ohannessian inquired if it was ever considered to be a combined facility with the town facility. Mr. Heminway stated that he believes GAFLAC did look at that and it was determined that it was not big enough to do so.

Mr. Addley then discussed the questions: How do we resolve the question whether or not new athletic facility should be on campus? Mr. Ohannessian stated that perhaps waiting for land may not be the most optimal thing to do. Mr. Heminway spoke about the football program and how they are meant to be off-campus until we resolve space and how would we be able to house football on campus if we didn't acquire more land. Mr. Ohannessian stated that we should change the guiding principal to say that all sports (not just varsity) will be kept on campus. Mr. Heminway stated that we should be telling the town we need a serious investigation for high school/middle school use as soon as possible...sooner rather than later and knowing if we can or cannot get land, will give us another set of alternatives. Mr. O'Connor stated that synthetic fields solve more efficient use of space but does not solve parking, buildings, etc. Mr. Ohannessian stated he is ok with doing a land search but that a time limit should be set. Mr. Heminway stated that land for the maintenance/facility building would most likely be on the Route 10 corridor and that sufficient land for everything could possibly be the Evonsion farm land but that is far away. Mr. Heminway said that he is looking for the Board to come up with something that meets our requirements. Mr. Addley stated that 10+ acres are needed. Mr. Ohannessian asked how much land is currently on the campus. It was determined that there is half the space of what is needed to house everything. Mr. Heminway inquired how does the Board want to package and present this to the town. Mr. Addley stated that the facilities, the way they are currently, are embarrassing and not what we are about. The Board completely agreed with that statement. Mr. Addley also stated that he believes there is support in the town for these projects. Mr. Wutka stated that he believes it would pass this year even given the economic times we are in. Mr. Heminway inquired how the Board should package the project and said it looks like we should ask for contiguous land with buildings on it, parking, etc. Mr. O'Connor stated that for him, it's a combination of land acquisition and facilities on the land. Mr. Wutka inquired if anyone in our area has locker facilities where they play (instead of being in a high school building). Mr. Heminway stated that could be taken out of the specifications if need be. Mr. Heminway inquired if the field house should ideally be located adjacent to a varsity sport. Mr. Wutka stated that it should be near the track and that it is necessary for track and football. Mr. Heminway said that the Board should inquire with the town that we need land as close as possible and see what they come up with. Mr. Wutka stated that 10 acres close to the property or 15 acres somewhere else would be good. Mr. Traver stated that Ahrens field is 14 acres and Ahrens Park is 43 acres. Mr. Heminway stated we need to put together two projects which would preface a need for land and the advantages/disadvantages of having them in close proximity to the high school/middle school as well as the advantage of having the athletic/maintenance buildings as part of the complex (but this does not have to be a requirement). Mr. Ohannessian inquired who would "knock on doors" so to speak to inquire about property. Mr. Heminway stated that the Board of Selectmen would do that.

The Board then discussed if the project should be phased in or not. Mr. Heminway asked Dr. Law, High School Principal, which is more important and has greater impact on the student – the athletic facility or the maintenance facility (storage). Mr. Ohannessian inquired if there are any other programs that would have a requirement for land. Dr. Law stated that space is needed for the robotics club and that there currently is not adequate space for the growing program. The Board agreed that athletics is the priority. Mr. Addley stated again to the Board that he has taken this as far as he can and asked what the next phase would be. Mr. Heminway stated that athletics has a requirement for a certain amount of land and that is priority one and the second priority is a maintenance facility on a piece of land as centrally located as possible with a footnote that if land can be acquired for both that would be great. Mr. Addley inquired if new estimates would be required. The Board agreed that they would not be necessary.

The Board then discussed the technology lab and electronics upgrade. Mr. Addley stated that we do not currently have enough space for the current courses at the high school. Dr. Law has visited a few schools in the area with teachers from tech department and has met with entire department with regard to how it will look with new curriculum. She stated that it would meet the needs of students who would go on to other programs and would make it more competitive for students. She stated that the department is on board and would like to move ahead with it. Mr. Wutka asked what was required – a little bit of construction and a little bit of equipment. Dr. Law stated yes. Mr. Heminway asked the Board if they should package the electronics lab, technology upgrade and Wells Road field space and give to it to the Board of Selectmen. Mr. Addley stated that the technology upgrade is mostly wireless technology for all schools because we have run out of access in many of the schools and that students are using more and more handheld, wireless devices. Mr. Ohannessian inquired if this is a good number and if it had been spec'd out. Mr. Addley stated that, yes, it was. Mr. Walther inquired about the Wells Road playing field and if it was just a matter of improving the land. Mr. Addley stated that, yes, it is a matter of cutting down some trees and making pathways. Mr. Wutka inquired about the technology upgrade and asked how many years would it last for and should be a small cap item. Mr. Addley stated that the small cap budget cannot support this item. Mr. Wutka stated that he is ok with technology upgrade and the electronics lab but not ok with Wells Road field upgrade due to the fact that we have poor field conditions at the high school. He suggested putting the \$7,500 in the athletic field study. Mr. Addley stated that from the standpoint that the land was donated, it perhaps should be done. Mr. Wutka inquired if the land can be considered for the maintenance building. Mr. Ohannessian stated that the Board should move ahead with technology upgrade and electronics lab. Mr. O'Connor inquired if we would do anything with the land would if wasn't donated. Mr. Heminway stated that the Board of Education endorsed the purchase of land (28 acres) and it was rejected by the Board of Selectmen and purchased by Mr. Janeski who now has donated 7 acres back to us knowing that we wanted to put in a playing field. He said it would be a minimal cost of cutting down trees and getting access to it for the students. It was decided by the Board that the Wells Road playing field will not be part of the package going to the Board of Selectmen - just the technology upgrade and the electronics lab. Mr. Ohannessian inquired if there are any upgrades needed in the cafeteria. Mr. Addley stated that, yes, there were. He said that the high school and Kearns have requested an entire cafeteria and both are included in the projects listed. A motion was made by Matt Wutka and seconded by John O'Connor to adjourn the meeting. The motion was passed unanimously at 8:35 p.m.

Respectfully submitted,

Linda Powell
Board Recorder

Regular Board of Education Meeting – Draft Minutes
January 5, 2011 7:00PM
Central Services

Attendance Taken at 6:58 PM:

Present Board Members:

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

Absent Board Members:

Marie Nicholls

I. Public Comment

Mr. Terry Wright, 83 Northwoods Road. Mr. Wright stated that it has been one year since he has contacted the Board Chair in writing and requested specific information which he has steadfastly refused to share with him. Mr. Wright stated that tonight the Board will vote to remove one of the regulations that the administrators violated - the obligation that they call the police department to report suspected or actual child abuse. He stated that if Board members do not want to hold faithful to their oath and enforce the laws and regulations that exist then they should resign. Mr. Heminway stated that the invitation is still open for Mr. Wright to meet with him. Mr. Wright stated that he will meet with the Board Chair if he is given the information he has requested – who his daughter was with, how long she was with them and what questions she was asked.

II. Administrative Reports

II.A. Superintendent's Announcements

- Mr. Addley welcomed everyone back to families and students and wished them a happy and prosperous New Year.
- He extended a warm welcome to Kearns school and students from Jessica Landolfi's classroom.
- Granby forum taped a program on Granby Public Schools and some of the challenges we face can be found on our website as well as GCTV's website.
- Congratulations to Kelly Lane School on obtaining second place in the Connecticut Stock Market Game. They will attend an award assembly in the spring.
- Early Childhood Feasibility Study – the next meeting will be held Jan. 13th at Wells Road
- There will be concerts held next week and the week after for Kelly Lane, Wells Road and the Middle School – visit the website for the details.
- CREC magnet school fair will be held Wednesday, January 12th 5:30-8 in the High School commons.
- There will be no school on January 17th.
- Reminder to board members – thank you for accommodating your schedules to meet at 5:00 tonight and there will be a large capital budget meeting next week.
- Also a reminder that documents presented at tonight's meetings are posted on-line.

II.B. Student Representative Reports

- Students are getting ready for midterms to be held in a couple of weeks.
- The taping of cool schools was very successful. Students showed a lot of support. The broadcast can be seen on the high school website. Students were able to watch the taping in advisory.
- A SERC meeting was held and students discussed changes they want to make in the school and the community. Right now they are planning a mentoring program at the middle school.
- On December 23rd PSAT results were given out. Now juniors are planning for the SATs.
- Chorus and band performed for the whole school and was enjoyed by everyone.
- The boys' basketball team has won 2 games and lost 3 games so far this season.
- There will be a 10th grade math CAPT simulation tomorrow.
- New Club – Granby Rotary Club based on contribution to charities and the community.
- Kate Wolfe sports equipment drive to donate to the YMCA for kids in the inner city.

II.C. Schools in the Spotlight

Ms. Kimberly Dessert introduced Colby, Rhys and Sophie from Ms. Landolfi's 2nd grade class. The students spoke about the exploring arts program at Kearns School. Students shared their love of exploring arts and shared their nutcracker drawings. They stated that this year they will be putting their art on display to raise money to help clean up the oil spill. Students then performed their nutcracker presentation to music. Ms. Kimberly Dessert stated that the PTO has been very supportive of the exploring arts program. Mr. Addley asked when the art show will take place. Ms. Landolfi stated that she is hoping for this April. She also said that they did two projects last year and will work on two projects this year as well.

III. Consent Agenda

III.A. Minutes

III.B. Retirements

A motion was made to approve the consent agenda by John O'Connor and seconded by Matt Wutka. The motion was passed unanimously at 7:17 p.m.

IV. Old Business

IV.A. Third Reading of Policy #1411, Community Relations

Ron Walther stated that this is the third reading with no questions or suggested changes so he stated that he would like to make a motion to accept the policy as written. Deb Torgersen seconded the motion at 7:18 p.m. Mr. Terry Wright, 83 Northwoods Road, expressed concern with citation of illegal coercion in the policy and wanted to know if this is a problem and, if so, with whom. He stated that this is a change and why was this revision made. Mr. Walther stated that this particular policy was part of ongoing policy revisions. Mr. Wright inquired if illegal coercion has been a problem in the past. Mr. Walther stated that this policy has been revised based on problems with the policy is not accuracy in this case and that the verbiage in the policy is a result of legal counsel offering policy changes. Mr. Walther stated that he cannot say that the inclusion of those words had anything to do with any specific incident. Mr. Heminway stated that policies are in place in case there is an issue -- not as a result of an issue. Mr. Addley stated that the administrative regulations are attached to this policy and normally are not brought to the Board. He stated that the administrative regulations for this particular policy had conflicting language to the child abuse policy and the language has been aligned, reviewed and updated accordingly. This motion passed unanimously at 7:24 p.m.

V. New Business

V.A. Plus One Budget

Mr. Addley stated that his administrative staff and teacher content area specialists have been very involved in the budget process this year and he thanked his business manager and assistant for putting it together. He stated that a lot of time has been spent this year preparing this plus one budget and that it is very close to what the actual budget will look like. He stated that it includes the operating budget as well as the large capital budget. Mr. Addley stated that there are four main points he would like to make: 1) There is a 1.8% increase next year which is a shortfall of \$468,000. He stated that in the summer it was a bit higher and since then some cost savings with regard to staffing have been brought forward; 2) There is a one-time savings of Edjobs of \$350,000 which intends to be used. If we use these funds, we will be approximately \$153,000 short. He stated that there will be \$900,000 shortfall in 2013 and combined with the \$350,000, this will bring us up to a \$1 million shortfall; 3) World language advocacy and the guidance counselor (6-12) needed for high school reform which has been pushed out; and, 4) In FY13 we will probably lose some revenue through church funds. He said that we are not spending a lot on maintenance and furniture, fixtures and equipment (FF&E). The small cap model suggests that we will get \$600,000 which will have to be discussed.

Mr. Addley stated that the message from the Board of Finance is that we should expect a 0% budget. Built in to the budget is 9% for health benefits, three retirements, oil prices, and electricity prices. Additionally, enrollment is dropping and will continue to drop over the next decade in all areas. The trend is reducing but sometimes not at the case that we think it is. With regard to personnel, Mr. Addley stated that anything in the budget for next year is under the assumption that we will do so under the current operating budget. He stated that we are losing a social worker through ARRA funds and that Special Services will have to find a way to do that through their operating budget. He stated that there will be no additional staff added next year and that no new clubs or activities are in the operating budget. Mr. Addley said that the new text budget figure is below the new text figure last year but it is to support new courses approved this year. He said that any new programs have been pushed out to 2013. Mr. Addley stated that early childhood is not currently part of the model. Ms. Torgersen inquired if the 1.8% increase is with zero staff additions. Mr. Addley stated that, yes, it was. With regard to maintenance and FF&E, he stated that we are running over this year on maintenance and that most items needing replacement are due to safety issues, i.e., cracks in tennis courts, leaky roofs, cables and pulleys for basketball hoops, and bleachers. Mr. Addley stated that technology purchases of \$185,000 include network management upgrades, wireless microphones for all principals for open houses, reconfiguration of media center space, data drops, etc. With regard to transportation, Mr. Addley stated that we will be purchasing three new replacement buses - two buses are going into their 13th year and one in the 12th year and that we must move ahead with the plan in place to keep students safe. Mr. Addley informed the Board that a list of unfunded items will give them an idea of what administrators have asked for which are not included. He stated that five retirees were built into the original budget but we have now decreased that to three and that the Board approved one retirement this evening. Mr. Addley concluded by saying that administration has worked the problem significantly and some decisions must be made strategically for this year and next year. Mr. Ohannessian inquired when the first budget workshop would be held. Mr. Heminway stated the first Wednesday in March - March 2nd. Mr. Addley informed the Board of the three-board meeting on January 18th. He inquired if he should share this Plus One budget with Board of Finance. Mr. Heminway stated that, yes, he should forward to the Board of Finance. Mr. Addley reminded the Board that there will be a Large Capital Workshop next week on January 12th at 7:00 p.m. at Central Services.

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 has not met.

VI.B. Other Board-Related Reports

VI.B.1. CPPAC

This committee has not met.

VI.B.2. CREC/CABE

Mr. Heminway stated that he will be attending a press conference tomorrow in Hartford on putting together a presentation that has been shared with CAPSS and CASBO looking at the impact of losing stimulus money out of ECS.

VI.B.3. Granby Education Foundation

Mr. Heminway stated that he and Alan Addley have met with a subcommittee looking at the to talk about the “next big idea” and their desire to continue to move forward and be creative looking at world studies kind of assistance that might help focus the district and the public in that area. We should have something to report at the next board meeting.

VI.B.4. District Efficiency Initiatives

Mr. Addley asked if it was the pleasure of the Board to solicit a formal proposal from District & Community Partners. The Board agreed to this.

VI.C. Calendar of Events

Correction noted that there is no Curriculum Subcommittee or Board Meeting on January 18th.

VI.D. Board Member Announcements

Mr. Heminway stated that Marie Nicholls is still at the facility in Bloomfield and would love to hear from people.

VII. Executive Session/Non-Meeting

A Motion was made by Deb Torgersen and seconded by John O’Connor to move into executive session for a student discipline matter. The motion was passed unanimously at 7:50 p.m.

The executive session adjourned at approximately 8:15 p.m.

Respectfully submitted,

Linda M. Powell
Board Recorder

Special Board of Education Meeting – Draft Minutes
January 5, 2011, 5:00 p.m.
Central Services

Attendance Taken at 4:58 p.m.:

Present Board Members:

John O'Connor
Edward Ohannessian
Deborah Torgersen
Ronald Walther
Matthew Wutka

Absent Board Members:

Marie Nicholls

Mr. Heminway called the meeting to order at 5:00 p.m.

I. District & Community Partners

Cal introduced Mr. Nate Levinson from District & Community Partners (DC&P) who discussed the special education review. Mr. Levinson explained the process and what DC&P has set out to do. He stated that it is important to define where you are and where will you go next. He said there are three goals: to raise student achievement, efficiency of staff and to do this as cost-effectively as possible. DC&P tries very hard to understand the district, its history and their strategy and asks what things have the greatest impact on students, staff and the budget. The process is very comprehensive...there are face-to-face interviews, classroom visitations, and on-line surveys. He stated that they spoke to the superintendent, classroom teachers and parents. Data is then collected as well as academic achievement data, staffing data, etc. Mr. Levinson stated that they also look at comparative data and have a library of resources that have worked well in other districts.

Mr. Levinson informed the Board of the things that are going great for Granby: staff members demonstrate a passion and commitment to students; that the district values parent involvement; school psychologists provide an unusually high level of parent interaction and support; the K-2 reading program embraces many best practices; bold, proactive leadership, vision, and drive from the superintendent; and, that general education embraces inclusion and, as a result, an above average number of students are supported without an IEP. Mr. Levinson stated that these commendations are much less common among other districts and said that Granby will be able to do anything they can set their mind to.

Mr. Levinson then informed the Board of what might come next:

1) Create a more robust cost and workload tracking system in partnership with the business office to manage staffing and expenses. The current system currently in place is inadequate to optimize special education resources. Additionally, more data should be collected to make better decisions with regard to staffing. Mr. Heminway inquired how much of this data is being gathered now. Mr. Levinson stated that a fair amount was gathered by hand and that somebody knows all the data but it is just not organized. Much of what Granby needs is not readily available but he believes it can all be streamlined and gathered.

2) Increase academic achievement of all struggling students, with and without a IEP, by identifying and sharing effective practices. How well are kids doing in the district who are struggling? Mr. Levinson stated that it is not easy to find that information. Key steps to raise student achievement are to identify what is already working in the district, share it and spread it. Additionally, there should be a theory of action put in place as to what should drive the district. Mr. Levinson stated that it is time for the district to create a theory action.

3) Rethink the role and schedule of paraprofessionals as part of a comprehensive theory of action for helping students achieve academically and gain independence. Mr. Levinson stated that Granby has a large number of paraprofessionals and more than other districts. Paraprofessionals do play an important part for some students but if a student is struggling in a certain subject, a teacher will most likely be more helpful to that student. Granby should look at what drives student learning and where paraprofessionals fit in. You should then ask the question, how can success be measured?

4) Create an organizational structure that supports student achievement and cost management. Mr. Levinson stated that there is an opportunity to see what needs to be done and what skill set is needed to do so.

Mr. Levinson then asked the Board if they had any questions. Mr. O'Connor inquired the normal ratio was for paraprofessionals in a district our size. Mr. Levinson stated that a lot depends on your strategy and that a majority of the paraprofessionals are in academic support roles which include paraprofessionals for non-special education students as well. Mr. Levinson stated that the more important question is what the research says is the optimum. He stated that districts that have significantly closed the achievement gap have very few paraprofessionals. Granby has more than double as a nationwide average. Mr. Wutka inquired how often IEPs are set. Mr. Levinson stated that IEPs are set every year and that every three years there is a major review. Mr. Wutka then inquired what level the IEP brings the student to. Mr. Levinson stated that the law is to get the student to grade level. Mr. Wutka inquired if we want to raise student achievement, are we then satisfied once the student gets to goal. Mr. Levinson stated that once a student has an IEP they have it the duration they are in the district. Conversely, if you try to help a student who is not a special education student, that student can be helped quicker and be back into the system. Mr. Heminway inquired if two students enter Kindergarten with the same needs and one is identified under the system, can they exit at the same time? Mr. Levinson stated that, yes, they can with this theory of action if it is put in place. Mr. Walther inquired why we can't tell how the struggling students are doing with all the data collected especially within the district. Mr. Addley stated this is the first year we have done our own presentation with our own data and we are going down that path. Mr. Walther also commented that paraprofessionals are tied to students with special needs and those students get less of the teacher's time. He stated that implies that if the paraprofessional was not there that the teacher would be spending more time with the student and less with the class. Mr. Levinson stated, for example, a reading teacher would come in to work with a student who needs help with reading. You would be adding staff but a different kind of staff and there would be a shift from quantity to quality and a more targeted skill.

Mr. Levinson then stated, how do you get there? He stated that you need to keep in mind the following: that you cannot legislate this and you need to get a very wide passionate group of people who want to go there (parents and teachers) and believe that change is needed and will be beneficial. He stated that there is a learning process and you have to know what has worked elsewhere and what is working here and what is not. People need to believe in a theory of action, they have to help build it, and think about it...you need to get the buy-in. He stated that perhaps classrooms should be visited that have vastly few paraprofessionals and see how they work. He said that in making these types of decisions and changes, with

regard to paraprofessionals, DC&P will actually interview each paraprofessional. He stated that you only get one chance with this...if you start to implement this and do it poorly, people will lose faith and say that it is too complicated. He stated that there is also a cross-departmental nature to this (general education, special education, business office, central office) - everyone has to be at the table. He stated that people who are in the middle of it think they have changed a lot but have actually only changed about 5% - it just feels very different. If you tweak around the edges, you will not get the big changes in academic achievement or cost savings. DC&P believes that what they have suggested is very doable; however, on the flip side, it is not going to be easy - it is going to take time and you can't afford to get it wrong.

Mr. Wutka inquired what the typical timetable is to see a change. Mr. Levinson stated that you will see significant changes in about a year and most of it up and running in 2 years and that it takes about 3 years for it to become imbedded. Mr. Wutka also inquired how parents' apprehensions are handled for those who have special needs' children. Mr. Levinson stated that they have to believe that anything we are doing will help students achieve at a higher level. If they are part of the process, they have been some of the greatest drivers and supporters of this. If you do this right, they will be the ones pushing you to roll it out faster and not slower. Mr. Addley inquired about the two ways to implement this plan: a do-it-yourself approach or receive help from your organization and also inquired about the general parameters around the cost. Mr. Levinson spoke about the benefits of getting help – that there would be a laser-like focus on this moving forward. He stated that from a project management point of view, DC&P could get things done much quicker and that the level of detail will take someone a lot of time to collect the data and will take an enormous amount of manpower. He stated that DC&P has done this a whole bunch of times, they know the areas that parents and special education teachers care about and they have a very substantial research arm and base of what is happening in districts across the country. DC&P has more at stake and your people would thrive if asked to do this where they can't fail. Special education is the most difficult part of an education system to change. Mr. Levinson stated that with every bit spent with DC&P the district should save at least that annually. You will spend some money to save some money but will also increase academic achievement. Ms. Torgersen inquired about their success in other districts. Mr. Levinson stated that they have full implementation in Simsbury and Montville, New Jersey and that both will tell you that it has been very favorable and very positive. He stated that DC&P have had success; otherwise, would not be making the assurances that they do. Mr. Wutka inquired if there were some situations where you have not had success and what was the major cause. Mr. Levinson stated that there will be some point in the process where some group will say i don't like this and then it starts to get watered down. Mr. Wutka also inquired how many years DC&P has been doing this. Mr. Levinson stated that the company that deals with special education specifically about 5 years and the company dealing with change management 7 years.

The Board thanked Mr. Levinson for his presentation and his time.

Respectfully submitted,

Linda Powell
Board Recorder

For over a century CAFE has been the collective voice of more than 1,300 board of education members across the State. As CAFE has grown, so has our prominence as a leader in shaping public education programs — helping Connecticut prepare for the increasingly competitive 21st century.

CAFE's positions reflect the commitment of board of education members to promote public participation through local lay control of public education, to promote equal opportunity and a high quality education for all Connecticut's public school children, and increase public awareness of education issues.

Student picture is courtesy of the Plymouth School District. The students are listening to the teacher as they review for an upcoming test.

Save the Date and
Plan on Attending

CAFE's
Day on the Hill
March 3, 2010
8:30 a.m.
The Bushnell, Hartford

Briefings
Legislative Leaders
Education Rally
Lobbying
Reception

For more information,
contact Gail Heath at
860-571-7446;
email gheath@cafe.org



Connecticut Association of
Boards of Education
81 Wolcott Hill Road
Wethersfield, CT 06109
Phone: 860-571-7446
800-317-0033
Fax: 860-571-7452
Email: admin@cafe.org
www.cafe.org

January 7, 2010

2010 LEGISLATIVE PRIORITIES



CONNECTICUT ASSOCIATION OF BOARDS OF EDUCATION

2010

LEGISLATIVE PRIORITIES

All levels of government in Connecticut currently face serious fiscal challenges. This is particularly true for K-12 public education, since it has no power to levy taxes to fund its operations. Each of the 166 Connecticut districts relies upon the State to achieve its shared goal to continue to improve student achievement.

Strong urban school districts are critical to Connecticut's economic future. Each child must have equal access to effective free public education.

CABE urges Legislators to analyze each piece of legislation by asking "How will this legislation promote student achievement?" and "What is the fiscal and administrative impact on local communities?"

FUNDING

- Provide an equitable share of local education expenses
- Develop a comprehensive, fair funding formula for Open Choice, Magnet and Charter Schools
- Fully fund the special education excess cost sharing grant at four-and-a-half times the average per pupil cost
- Develop a strategy to address the expiration of federal stimulus funding for education

MANDATES

- Phase in secondary school reform only when federal, state and local resources become available

MANAGEMENT OPTIONS

- Raise the dollar threshold for construction projects subject to prevailing wage
 - Shift the burden of proof in special education due process hearings to the party challenging the placement
 - Include performance based pay in the Teachers Retirement Board calculation for purposes of retirement
 - Allow two or more boards of education or municipalities to jointly purchase employee health insurance
 - Enhance local capacity to manage labor expense through modification of collective bargaining statutes
-

**District & Community Partners Cost Proposal
for Special Education Review**

Pricing

The individual fees for each recommendation are detailed below, as well as a combined price for all three projects, which reflects the reduced costs and economies of scale of having one team conduct three projects at once.

Fees

| | |
|--|------------------|
| Create an effective, easy to use, special education cost and workload tracking system in partnership with the business office to better manage staffing and expenses. | \$125,000 |
| Increase achievement of students with special needs by creating a common “theory of action” for remediation and intervention. This includes creating a student achievement data system to identify and share best practices and monitor success of the new theory of action. | \$110,000 |
| Rethink the role and schedule of paraprofessionals to improve achievement and increase student independence in a more cost-effective manner. | \$150,000 |
| Sub total | \$385,000 |
| Savings from three projects at the same time | (\$45,000) |
| Total cost | \$340,000 |

Payment terms

| | |
|--------------|------------------|
| FY11 | \$120,000 |
| FY12 | \$186,000 |
| FY13 | \$34,000 |
| | |
| Total | \$340,000 |

Contingent on academic achievement goals

Balance will be due on July 1, 2012 (the start of FY13)

The non-financial benefit of this work includes:

- Greater student independence.
- More effective programs and higher achievement for struggling students, without additional spending.
- Better systems and procedures to track expenditures, manage the budget, and allocate resources.

Performance assurance

Based on the research conducted during the Special Education Opportunities Review, we are confident that significant savings can be achieved without sacrificing student achievement or student success. In fact, all three projects are beneficial to students.

District and Community Partners backs up this assurance with the commitment that if we cannot develop a credible, specific plan to save an amount equal to our fees, then we will continue to work for up to 12 months at no additional cost until such a plan is provided. If a contract is executed, we will establish mutually agreed upon baseline data for calculating the savings.

If all three projects are selected, District and Community Partners will develop a credible, specific plan which include will provide at least \$340,000 in **annual** savings, once implemented. It is important to note that in most cases these savings will be reaped each year into the future.

Funding Proposal

District & Community Partners Payment Plan

| | FY11 Surplus | ARRA IDEA 611 | IDEA 611 | FY13 Expense | Total |
|------|-------------------------|--------------------------|-----------------|-------------------------|--------------|
| FY11 | 206,000 | 54,000 | - | - | 260,000 |
| FY12 | - | - | 16,000 | - | 16,000 |
| FY13 | - | - | 34,000 | 30,000 | 64,000 |
| | 206,000 | 54,000 | 50,000 | 30,000 | 340,000 |

Contingency Plan: If FY11 surplus falls short, any difference will be paid in July, 2012 from savings implemented for FY13

To: Granby Board of Education
From: Alan Addley, Superintendent of Schools
Date: January 26, 2011
Re: FY12 Quality and Diversity Plan

Board of Education Goal for Quality and Diversity:

To provide funding and support for local students to attend quality educational programs in areas of specialization not available locally, and/or new and existing programs in Granby that provide quality learning opportunities within a more diverse student population.

FY12 Guiding Principles/Recommendations:

1. Q&D programming should support the District mission and the Board's goals and beliefs for quality and diversity.
2. Maintain a conservative funding model that protects the Board's and town's liability for unanticipated magnet school tuition and possible changes in state legislation and funding
3. Provide funding that will ensure students' completion of their magnet school experience.
4. Continue to cap enrollment eight (8) Choice students annually at kindergarten at a level that we can support with class sizes along with administrative discretion to replace Hartford students that withdraw from Granby.
5. Begin to develop a tentative spending plan for future funds that would only be enacted if additional funds from the state are realized.
6. Revisit the plan on an annual basis.

Possible use of additional funds:

- Support for Mandarin Chinese II
- Increased professional development opportunities for staff
- Expansion of summer school to include more enrichment opportunities
- Support for extracurricular clubs
- An instructional coach that assists teachers in meeting the needs of our most talented students
- Expansion of kindergarten
- Support services for all students (tutors, teaching assistants)
- Intervention/behavioral specialist for primary school
- Reallocation of funds for future capital purchases and/or operating expenses

Open Choice Program Enrollment

| | FY06 | FY07 | FY08 | FY09 | FY10 | Proj. FY11 | Actual FY11 | Proj. FY12 | FY13 | FY14 |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| K | 6 | 8 | 9 | 9 | 7 | 8 | 8 | 8 | 8 | 8 |
| 1 | 6 | 7 | 7 | 7 | 8 | 8 | 6 | 8 | 8 | 8 |
| 2 | 0 | 4 | 5 | 5 | 7 | 9 | 9 | 6 | 8 | 8 |
| 3 | 0 | 0 | 7 | 6 | 5 | 7 | 8 | 9 | 6 | 8 |
| 4 | 0 | 8 | 8 | 5 | 6 | 5 | 4 | 8 | 9 | 6 |
| 5 | 0 | 0 | 8 | 8 | 5 | 7 | 6 | 4 | 8 | 9 |
| 6 | 0 | 0 | 0 | 7 | 7 | 5 | 5 | 6 | 4 | 8 |
| 7 | 9 | 4 | 6 | 4 | 7 | 7 | 7 | 5 | 6 | 4 |
| 8 | 4 | 7 | 4 | 6 | 4 | 7 | 6 | 7 | 5 | 6 |
| 9 | 8 | 4 | 7 | 4 | 4 | 4 | 4 | 6 | 7 | 5 |
| 10 | 1 | 3 | 4 | 8 | 3 | 4 | 4 | 4 | 6 | 7 |
| 11 | 8 | 4 | 3 | 4 | 7 | 3 | 2 | 4 | 4 | 6 |
| 12 | 1 | 3 | 4 | 3 | 4 | 7 | 7 | 2 | 4 | 4 |
| Total | 43 | 52 | 72 | 76 | 74 | 81 | 76 | 77 | 83 | 87 |
| % | 1.9% | 2.3% | 3.1% | 3.4% | 3.3% | 3.6% | 3.4% | 3.5% | 3.9% | 4.1% |

Magnet School/Out-of-District Student Enrollment

| | FY07 | FY08 | FY09 | FY10 | Actual FY11 | Proj. FY12 | FY13 | FY14 |
|-------------------------------------|------|------|------|------------------|-------------|------------|------|------|
| Inter-District (CREC) | | | | | | | | |
| GHAA (9-12) | 5 | 7 | 9 | 15 (1 F/T) | 10 | 12 | 12 | 12 |
| GHAMAS (9-12) | 10 | 13 | 11 | 9 | 10 | 12 | 12 | 12 |
| Great Path Academy (10-12) | 5 | 1 | 3 | 2 | 2 | 2 | 4 | 4 |
| Metropolitan Learning Center | 0 | 0 | 1 | 2 | 1 | 2 | 2 | 2 |
| Public Safety Academy | | | | 1 | 3 | 4 | 5 | 5 |
| Reggio Magnet | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| Others (CREC) | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 |
| Inter-District (Bloomfield) | | | | | | | | |
| Big Picture (9-12) | 4 | 4 | 1 | 2 | 0 | 2 | 2 | 2 |
| Wintonbury Early Childhood (PK-K) | | | | 26 | 31 | 36 | 36 | 36 |
| Hartford Host Magnet Schools | | | | | | | | |
| Classical Magnet School (6-12) | 0 | 0 | 1 | 2 | 2 | 2 | 2 | 2 |
| Hartford Middle Magnet (6-8) | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Hartford Montessori Magnet (PK-3) | - | - | 1 | 1 | 2 | 1 | 1 | 1 |
| Pathways to Technology | | | | 1 | 0 | 1 | 1 | 1 |
| RJ Kinsella Magnet School (PK-8) | - | - | 1 | 4 | 1 | 3 | 3 | 3 |
| Sports & Medical Sciences (7-12) | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 |
| University HS of Sci. & Eng. (9-12) | 4 | 2 | 2 | 2 | 1 | 2 | 2 | 2 |
| Agricultural/Vocational | | | | | | | | |
| Oliver Wolcott Tech HS (9-12) | 8 | 11 | 8 | 7 | 8 | 8 | 8 | 8 |
| Suffield VoAg (9-12) | 17 | 11 | 11 | 10 | 12 | 12 | 12 | 12 |
| Bloomfield Harris Agriscience | | | | | | 1 | 1 | 1 |
| Other | | | | | | | | |
| Asnuntuck Comm. College (9-12) | 12 | 11 | 6 | 8 | 12 | 14 | 14 | 14 |

Funding

Inter-district Magnet Schools – CREC

| | FY11 | FY12 |
|---|-----------------|-----------------|
| GHAA – Greater Hartford Academy of the Arts (Full-Time) | \$4,043/student | \$4,447/student |
| GHAMAS – Greater Hartford Academy of Math & Science | \$4,440/student | \$4,884/student |
| Great Path Academy @ MCC | \$3,300/student | \$3,630/student |
| Metropolitan Learning Center | \$3,057/student | \$3,363/student |
| Public Safety Academy | \$4,750/student | \$5,225/student |

Inter-district Magnet Schools – Bloomfield

| | | |
|----------------------------|----------------|----------------|
| Big Picture School | No Cost | No Cost |
| Wintonbury Early Childhood | | |

Hartford Host Magnet Schools

| | | |
|--|----------------|----------------|
| Breakthrough Academy | No Cost | No Cost |
| Classical Magnet School | | |
| Hartford Middle Magnet School | | |
| Hartford Montessori Magnet School | | |
| RJ Kinsella Magnet School of Performing Arts | | |
| Sports & Medical Sciences | | |
| University High School for Science & Engineering | | |

Agricultural/Vocational Schools

| | | |
|--|---|--|
| Oliver Wolcott Vocational Technical School | Included in Operational Budget | |
| Agriscience Center at Suffield High School | No Cost for Tuition plus Transportation | |
| Bloomfield Harris Agriscience | \$7,992/student plus Transportation | |
| | \$2,900/student plus Transportation | |

Other

| | | |
|---|-----------------|-----------------|
| Asnuntuck Community College–College Connections | FY11 | FY12 |
| | \$1,850/student | \$2,035/student |

Choice

Participating districts currently receive a base grant of \$2,500 for each OPEN Choice student. In addition, \$500,000 is prorated to those districts where at least ten Choice students attend the same school. Granby’s FY11 allocation is \$29,232.

| | FY11 | FY12 |
|----------------|-------------|-------------|
| Choice Tuition | \$2,500 | \$2,500 |
| Choice Bonus | \$30,000 | \$30,000 |

Choice Academic and Social Support Grant (Not part of the Q&D budget)

Districts with student enrollment greater than or equal to 3% or greater of the district’s enrollment receive were eligible to receive \$115,000 plus a per pupil award of \$575 per student (Grades K-5) and \$1,900 per student (Grades 6-12). Granby’s FY12 allocation is \$170,325. To-date the following resources have been supported by this grant:

- An intervention specialist (social worker) who provides student support, family outreach, and coordination between agencies/district. The position will serve four schools, Grades K-8.
- After-school homework club serving Grades 3-6. Provides academic tutoring, homework support, enrichment projects/activities as well as social/affective goals for student community and team building.
- Professional development and training for staff and students. Ongoing staff and student training will be provided by State Educational Resource Center in the area of diversity and equity.

Cost Commitment with Current & Projected Enrollment

| | FY09 | FY10 | FY11 | FY12 | FY13 | FY14 |
|-----------------------|-----------------|------------------|------------------|------------------|------------------|------------------|
| GHAMAS | \$39,633 | \$53,280 | \$44,400 | \$48,840 | \$53,724 | \$59,096 |
| GHAA | \$33,075 | \$48,513 | \$40,430 | \$44,473 | \$48,920 | \$53,812 |
| Great Path | \$5,200 | \$9,900 | \$6,600 | \$7,260 | \$15,972 | \$17,569 |
| Asnuntuck | \$10,200 | \$20,400 | \$22,200 | \$28,490 | \$31,339 | \$34,473 |
| Met. Learning Ctr. | \$0 | \$3,057 | \$3,057 | \$6,725 | \$7,398 | \$8,138 |
| Reggio Magnet | \$3,603 | \$3,057 | \$0 | \$0 | \$0 | \$0 |
| Public Safety | \$0 | \$9,500 | \$14,250 | \$20,900 | \$28,738 | \$31,611 |
| Others | \$0 | \$0 | \$0 | \$10,088 | \$11,097 | \$12,207 |
| Total Cost | \$91,711 | \$147,707 | \$130,937 | \$166,776 | \$197,188 | \$216,906 |
| Run-out Costs* | | \$285,150 | \$172,203 | \$312,271 | \$369,519 | \$332,578 |

* With Inflation

Budget Projections:

| | FY09 | FY10 | FY11 | FY12 | FY13 | FY14 |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Total Expenditures | \$224,476 | \$259,965 | \$365,060 | \$363,386 | \$399,606 | \$425,307 |
| Total Revenues | \$303,478 | \$325,631 | \$324,663 | \$316,814 | \$332,537 | \$343,281 |
| Beginning Balance | \$217,606 | \$296,608 | \$362,274 | \$321,877 | \$275,306 | \$208,237 |
| Ending Balance | \$296,608 | \$362,274 | \$321,877 | \$275,306 | \$208,237 | \$126,211 |

Granby Public Schools
Quality & Diversity Fund
3 Year Projection

| | Actual FY10 | Budget FY11 | Projection FY12 | Projection FY13 | Projection FY14 |
|---|----------------|----------------|--------------------|--------------------|--------------------|
| Tuition - Learning Corridor | 102,823 | 111,102 | 93,313 | 102,644 | 112,909 |
| Tuition - College Connections | 12,750 | 22,440 | 28,490 | 31,339 | 34,473 |
| Tuition - Manchester Great Path Academy | 4,750 | 14,520 | 7,260 | 15,972 | 17,569 |
| Tuition- Other | 6,464 | 35,851 | 37,714 | 47,232 | 51,956 |
| Subtotal Tuition | 126,787 | 183,913 | 166,777 | 197,188 | 216,906 |
| Transportation - Learning Corridor | 22,966 | 23,381 | 24,082 | 24,805 | 25,549 |
| Kindergarten Extended Day | 37,446 | 46,196 | 38,569 | 39,726 | 40,918 |
| Summer School | 3,024 | 30,766 | 31,000 | 31,930 | 32,888 |
| Chinese Language Teacher | 14,000 | 14,420 | 30,900 | 31,827 | 32,782 |
| International Ed & Diversity Training | 2,350 | 3,090 | 3,000 | 3,000 | 3,000 |
| Enrichment Clubs | 1,592 | 9,270 | 9,004 | 9,274 | 9,552 |
| Subtotal Enrichment Items | 58,412 | 103,742 | 112,473 | 115,758 | 119,140 |
| District Outreach Coordinator | 24,381 | 29,664 | 30,554 | 31,471 | 32,415 |
| Choice Student Support | 17,419 | 12,000 | 19,500 | 20,085 | 20,688 |
| Choice Intervention Specialist | 10,000 | 12,360 | 10,000 | 10,300 | 10,609 |
| Subtotal Choice Support | 51,800 | 54,024 | 60,054 | 61,856 | 63,711 |
| Total Expenditures | 259,965 | 365,060 | 363,386 | 399,606 | 425,307 |
| # Choice Students | 76 | 81 | 77 | 83 | 87 |
| Choice Stipend | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| <u>Forecasted Revenues</u> | | | | | |
| Choice Early Beginnings | 31,425 | 28,800 | 32,000 | 32,000 | 32,000 |
| Choice Bonus | 29,232 | 29,232 | 29,232 | 29,232 | 29,232 |
| Choice Tuition | 190,000 | 202,500 | 192,500 | 207,500 | 217,500 |
| Learning Corridor Transportation | 21,850 | 23,381 | 24,082 | 24,805 | 25,549 |
| Summer School Tuition | 29,535 | 16,000 | 15,000 | 15,000 | 15,000 |
| Extended Kindergarten Tuition | 23,589 | 24,750 | 24,000 | 24,000 | 24,000 |
| Other | - | - | - | - | - |
| Total Revenues | 325,631 | 324,663 | 316,814 | 332,537 | 343,281 |
| Beginning Balance | 296,608 | 362,274 | 321,877 | 275,306 | 208,237 |
| Ending Balance | 362,274 | 321,877 | 275,306 | 208,237 | 126,211 |
| Run out with inflation | | | 312,271 | 369,519 | 332,578 |

Quality and Diversity Line Items

Tuition Support (*Learning Corridor & Great Path Academy*)

Inter-district Magnet Partnerships (Learning Corridor & Great Path Academy)

Granby partners with inter-district magnet schools operated by the Capitol Region Education Council. This line item covers tuition for students attending the Hartford Academy of the Arts, Greater Hartford Academy of Math and Science, and students at the Great Path Academy at Manchester Community College.

College Connections

Granby supports student participation in a College Connections Manufacturing program at Asnuntuck Community College. This line item funds fourteen students (up two students from FY11).

Other

This line item provides funding for Granby students to attend other magnet schools in the region.

Transportation

Magnet School Transportation-Learning Corridor

Magnet school transportation varies by school. This line item covers transportation to the Learning Corridor in Hartford. Granby receives grant reimbursement for this expense which is deposited back into the Quality and Diversity Fund.

Extended Day Kindergarten Program

Extended Day Kindergarten

A full-day program is required in order for Hartford students to attend Granby kindergarten. This line item funds tuition for eight choice students to attend an afternoon extended day program. Funds are reimbursed to Granby through the CT Early Beginnings Program. Eight Granby students also attend this program on a tuition basis. Revenue projections include this amount.

Academic Support

Summer School Academic Support

Granby offers a four week summer school program for elementary and middle students. The program is designed to reinforce basic skill development. Program costs are partially offset by tuition ranging \$50-\$100 per student (approximately \$15,000).

School Year Academic Support

Tutor and teaching assistant support provide for specified periods of time to support students who need these services. These are not regular positions held by district personnel.

Student/Family Support

Choice Intervention Specialist - Secondary

In collaboration with neighboring districts, Granby receives matching funds from the CT State Department of Education for a secondary intervention specialist position. This line item represents an estimate of Granby's contribution to this program.

Choice Intervention Specialist - Elementary

Limited intervention services are provided by the Capitol Region Education Council. Local funds help access these services, provide coordination within the district and support Hartford and host families. Funds from this line item are used to provide financial support to students for expenses such as field trips. It also provides funding for special transportation needs.

Choice Student Support

Funds from this line are used to provide support to students as need for expenses such as field trips for those in financial need, funding for transportation needs, after school supervision, academic support, etc.

District Outreach Coordinator

The District Outreach Coordinator position is the main liaison between Project Choice and the school district. The position provides support services to administrators related to Project Choice (transportation, SDE, and CREC Choice offices, student and family issues, diversity training). This part-time position also serves as a liaison and resource on Quality and Diversity Programs, International Education partnership programs, The Granby Education Foundation, and other community organization and projects.

International Education

Diversity Training

Costs related to student, teacher and parent diversity training are covered by this account. Some of these services are offered at no cost through the Choice Program.

International Education Program Development

This funds Granby has global mission and this line items supports initiatives such as our sister school partnership in China and strategic planning in World Languages, Partnership Programs, and 21st Century Skills.

Mandarin Chinese Language Course

Granby offers an elective course in Mandarin Chinese I during the school day at the Granby Memorial High School. This line item supports all costs for contracting with the Chinese Language School for twelve students in a year-long course, and adds one section of Mandarin Chinese II is included in this line item for FY12.

Enrichment

Enrichment Activities

Funds from this line item support new clubs with a focus on extension activities after the regular school day. Funds are used to provide after-school supervision for Hartford students at the middle and high school. The FY12 budget provides for one advisor stipend for the Angel Horses club and two advisors for the Robotics Club. \$2000 is designated for Robotics supplies.

| | | | |
|----------------|---|------------------------|--|
| January 24 | Early Release HS Only – Exams | | |
| January 26 | Curriculum Subcommittee Meeting Regular BOE Meeting | 5:30 p.m. 7:00 p.m. | Central Services Central Services |
| January 27 | Judy Buch Ventriloquist | 10:30-1:30 | Kearns School |
| January 27 | Junior Planning Night | 7:00 p.m. | HS Auditorium |
| January 30 | Granby's Got Talent | 2:00 p.m. | HS Auditorium |
| February 2 | Finance Subcommittee Meeting Regular BOE Meeting | 5:30 p.m. 7:00 p.m. | Central Services Central Services |
| February 3 | 8 th Grade Parents' Night | 7:00 p.m. | HS Auditorium |
| February 11 | 1 st Grade Music Programs | 10 & 1:30 | Kearns Gym |
| February 16 | Curriculum Subcommittee Meeting Regular BOE Meeting | 5:30 p.m. 7:00 p.m. | Central Services Central Services |
| February 21-22 | February Break – No School | | Offices closed Feb. 21 st only |
| February 26 | Granby Stands Up to Cancer Variety Show and Battle of the Bands | 7:00 p.m. | HS Auditorium |