

**Regular Board of Education Meeting
Wednesday, February 16, 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. Business Manager's Report

Attachments:

Statement of Accounts January & February FY11 3

Rationale: Mr. Harry Traver, Business Manager, will present the December and January statements of accounts.

D. Schools in the Spotlight

Attachments:

Broadcast Program PowerPoint 12

Rationale: Sue Clark, high school teacher, along with some students from the high school will present the Broadcasting Program at GMHS. They will feature what the process is for developing a news show, show a broadcast and have students speak about what they learned from the experience.

E. Annual Facilities Report

Attachments:

Facilities Report 2011 20

Rationale: Mr. Santi Camarotti, Director of Facilities, will present his annual report on the Facilities Department.

III. Consent Agenda

A. Minutes

Attachments:

Approved Minutes 1-26-11 22

Rationale: The Board will approve/amend the minutes of the January 26, 2011 Board of Education meeting.

IV. Old Business

A. Update on Kelly Lane and Wells Road Building Projects

Rationale: Mr. Addley will update the Board on the Kelly Lane and Wells Road building projects.

V. New Business

A. Granby Prevention Council

Attachments:

Granby Prevention Council Update 27

Rationale: Ms. Diane Dugas, Director of Curriculum, Teaching & Learning, will give an update on the Granby Prevention Council to the Board.

B. First Reading of the following policies: Policy 2120 - Organization Chart; Policy 3511 - Compliance with 504 Regulations; Policy 4118.5/4218.5 - Acceptable Computer Network Use; and Policy 4118.51/4218.51 - Use of Social Media

Attachments:

Draft Policy 2120 - Organization Chart	39
Draft Policy 3511 - 504 Compliance	41
Draft Policy 4118.5 - Staff Technology Acceptable Use Policy	50
Draft Policy 4118.51 - Staff Social Networking Policy	52

Rationale: The Curriculum/Policy/Technology/Communication Subcommittee recommends the above-mentioned policies to the Board for a first reading.

C. Hartland Designated School Agreement

Attachments:

Hartland Agreement	56
--------------------	----

Rationale: Mr. Cal Heminway, Board Chairman, will review terms of a new Agreement between the Granby Board of Education and the Hartland Board of Education.

D. Pay-for-Participation

Attachments:

P-f-P Admin Recommendations 2011	58
----------------------------------	----

Rationale: The Board will discuss a pay-for-participation option as part of the FY12 budget process.

VI. Miscellaneous

A. Board Standing Committee Reports

1. Curriculum/Policy/Technology/Communication

Attachments:

Curriculum Subcommittee Minutes 1-26-11	62
Monthly Curriculum Subcommittee Report - December 2010	63

2. Finance/Personnel/Facilities

B. Other Board-Related Reports

Attachments:

Governor's Proposed Budget Summary 2011	65
Hartland BOE Meeting 2-14-11	67
NSBA Issue Brief - Childhood Nutrition Reauth.	68
NSBA Issue Brief - Reauth of Elem & Sec Act	70

1. CPPAC

2. CREC/CABE

3. Granby Education Foundation

4. District Efficiency Initiatives

C. Calendar of Events

Attachments:

Calendar of Events	73
--------------------	----

D. Board Member Announcements

VII. Executive Session/Non-Meeting

GRANBY PUBLIC SC
FY 2010-11 FINANCIAL
FOR PERIOD JULY 1,

<u>Description</u>	<u>Original Budget</u>	<u>Net Budget Transfers</u>	<u>Revised Budget</u>
Certified Salaries:			
Administration	1,535,270	-	1,535,270
Regular Education	9,690,946	-	9,690,946
Special Education	1,456,814	(148,976)	1,307,838
Total	<u>12,683,030</u>	<u>(148,976)</u>	<u>12,534,054</u>
Substitute/Tutor/Support Salaries			
Substitutes	139,864	-	139,864
Sped Support (Speech, O.T. & P.T.)	114,113	148,976	263,089
Tech Support	177,575	-	177,575
Tutors - Regular Education	157,089	-	157,089
Tutors - Special Education	187,521	-	187,521
Total	<u>776,162</u>	<u>148,976</u>	<u>925,138</u>
Teaching Assistant Salaries:			
Regular Education	478,867	-	478,867
Special Education	907,311	-	907,311
Total	<u>1,386,178</u>	<u>-</u>	<u>1,386,178</u>
School Secretaries' Salaries	540,873	-	540,873
Central Office Salaries	331,458	-	331,458
Custodial & Maintenance Salaries	1,207,927	-	1,207,927
Purchased Services:			
Instructional	244,837	(800)	244,037
Administration	385,320	1,600	386,920
Maintenance	95,285	(10,000)	85,285
Total	<u>725,442</u>	<u>(9,200)</u>	<u>716,242</u>
Legal Services	65,000	-	65,000
Repairs & Maintenance:			
Instructional	86,438	-	86,438
Administration	8,500	-	8,500
Maintenance	213,693	10,000	223,693
Total	<u>308,631</u>	<u>10,000</u>	<u>318,631</u>
Transportation:			

Regular Education	741,835	-	741,835
Special Education	332,979	-	332,979
Vocational-Tech	43,591	-	43,591
Total	<u>1,118,405</u>	-	<u>1,118,405</u>
Insurance - Property & Liability	95,452	-	95,452
Communications	103,696	(500)	103,196
Tuition:			
Vocational	47,952	-	47,952
Special Education	627,000	-	627,000
Adult Education	9,000	-	9,000
Total	<u>683,952</u>	-	<u>683,952</u>
Conference & Travel Expense	56,015	500	56,515
General Supplies:			
Regular Education	302,355	(3,875)	298,480
Special Education	26,300	-	26,300
Administration	77,330	4,039	81,369
Maintenance	142,700	-	142,700
Total	<u>548,685</u>	<u>164</u>	<u>548,849</u>
Electricity	641,066	-	641,066
Fuel	314,325	-	314,325
Textbooks/Workbooks	176,826	(964)	175,862
Library/Media Center	56,282	-	56,282
Software	139,179	-	139,179
Dues & Fees	36,216	-	36,216
Replacement Equipment:			
Instructional	4,000	-	4,000
Administration	2,500	-	2,500
Maintenance	4,000	-	4,000
Total	<u>10,500</u>	-	<u>10,500</u>
New Equipment:			
Instructional	-	-	-
Administration	-	-	-
Maintenance	-	-	-
Total	<u>-</u>	<u>-</u>	<u>-</u>
Student Activities	566,703	-	566,703

Employee Benefits	4,095,591	-	4,095,591
Total Budget	26,667,594	-	26,667,594

GRANBY BOARD OF EDUCATION
FINANCIAL STATEMENT OF ACCOUNTS
FOR PERIOD JULY 1, 2010 - DECEMBER 31, 2010
Selected Revenue and Special Education Accounts

<u>I. Revenue</u>	<u>FY2010-11 Budget</u>	<u>Currently Anticipated</u>	<u>Received To Date</u>
Reg. Tuition from other Towns	776,295 7	783,900	-
SPED Tuition from other Towns	100,500 5	115,000	-
SDE Excess Cost Reimbursement (90%)	140,795 3	194,450	-
Rental Fees	75,000 1	75,000	43,354
Pay for Participation	50,300 0	50,300	21,920
Sub Total	1,142,890 5	1,218,650	65,274

<u>II. Expenditures</u>	<u>FY2010-11 Adj Budget</u>	<u>Expended</u>	<u>Encumbered</u>
Legal Expense	50,000	4,515	-
Teacher Assistants	907,311	400,789	501,253
Special Education Tutors	187,521	84,438	80,583
Evaluation & Therapy Services	76,150	9,772	12,610
Special Ed Transportation	332,979	146,694	266,818
Tuition -Private Schools	287,602	124,271	172,132

Tuition - Public Schools	<u>339,398</u>	<u>26,565</u>	<u>311,032</u>
Total Tuition	627,000	150,836	483,164
Total Expenditures	2,180,961	797,044	1,344,428

HOOLS
AL STATEMENT OF ACCOUNTS DEC. 31, 2010
, 2010 - DECEMBER 31, 2010

<u>Expended</u>	<u>Encumbered</u>	<u>Balance</u>	<u>%Balance</u>	<u>Frcst Fav/(unfav)</u>
761,479	708,325	65,466	4.3%	65,000 -
3,680,419	5,830,527	180,000	1.9%	180,000 -
507,192	748,373	52,273	4.0%	55,000
<u>4,949,090</u>	<u>7,287,225</u>	<u>297,739</u>	<u>2.4%</u>	
62,382	-	77,482	55.4%	(6,000)
110,213	151,980	896	0.3%	
91,228	82,049	4,298	2.4%	
62,933	83,524	10,632	6.8%	
84,438	80,583	22,500	12.0%	
<u>411,194</u>	<u>398,136</u>	<u>115,808</u>	<u>12.5%</u>	
200,679	267,901	10,287	2.1%	
400,789	501,253	5,269	0.6%	
<u>601,468</u>	<u>769,154</u>	<u>15,556</u>	<u>1.1%</u>	
249,233	283,851	7,789	1.4%	7,789
172,853	180,605	(22,000)	-6.6%	(22,000)
609,749	555,605	42,573	3.5%	
71,891	67,855	104,291	42.7%	
146,898	212,659	27,363	7.1%	
38,256	37,073	9,956	11.7%	
<u>257,045</u>	<u>317,587</u>	<u>141,610</u>	<u>19.8%</u>	
11,799	20,000	33,201	51.1%	
26,903	18,097	41,438	47.9%	
-	-	8,500	100.0%	
171,434	73,250	(20,991)	-9.4%	(33,000)
<u>198,337</u>	<u>91,347</u>	<u>28,947</u>	<u>9.1%</u>	

310,834	424,204	6,797	0.9%	
146,694	266,818	(80,533)	-24.2%	(80,533)
14,764	21,306	7,521	17.3%	
<u>472,292</u>	<u>712,328</u>	<u>(66,215)</u>	<u>-5.9%</u>	
52,861	17,517	25,074	26.3%	25,074
36,124	46,744	20,328	19.7%	
-	55,944	(7,992)	-16.7%	(7,992)
150,836	483,164	(7,000)	-1.1%	(7,000)
-	-	9,000	100.0%	
<u>150,836</u>	<u>539,108</u>	<u>(5,992)</u>	<u>-0.9%</u>	
13,516	8,144	34,855	61.7%	
177,677	62,913	57,890	19.4%	
10,953	3,013	12,334	46.9%	
24,216	17,352	39,801	48.9%	
58,038	29,131	55,531	38.9%	
<u>270,884</u>	<u>112,409</u>	<u>165,556</u>	<u>30.2%</u>	
230,088	388,021	22,957	3.6%	(15,000)
26,942	50,454	236,929	75.4%	48,000
89,723	23,790	62,349	35.5%	25,000
24,161	12,612	19,509	34.7%	
76,594	35,446	27,139	19.5%	(6,500)
35,633	707	(124)	-0.3%	(124)
1,410	-	2,590	64.8%	
-	-	2,500	100.0%	
-	-	4,000	100.0%	
<u>1,410</u>	<u>-</u>	<u>9,090</u>	<u>86.6%</u>	
-	-	-		
-	-	-		
-	-	-		
<u>-</u>	<u>-</u>	<u>-</u>		
163,669	259,345	143,689	25.4%	

1,655,696	2,367,381	72,514	1.8%	35,000
10,761,197	14,477,516	1,428,881	5.4%	262,714

**VB\$
vs. Frcst**

7,605

14,500

53,655

-

-

75,760

Balance

45,485

5,269

22,500

53,768

(80,533)

(8,801)

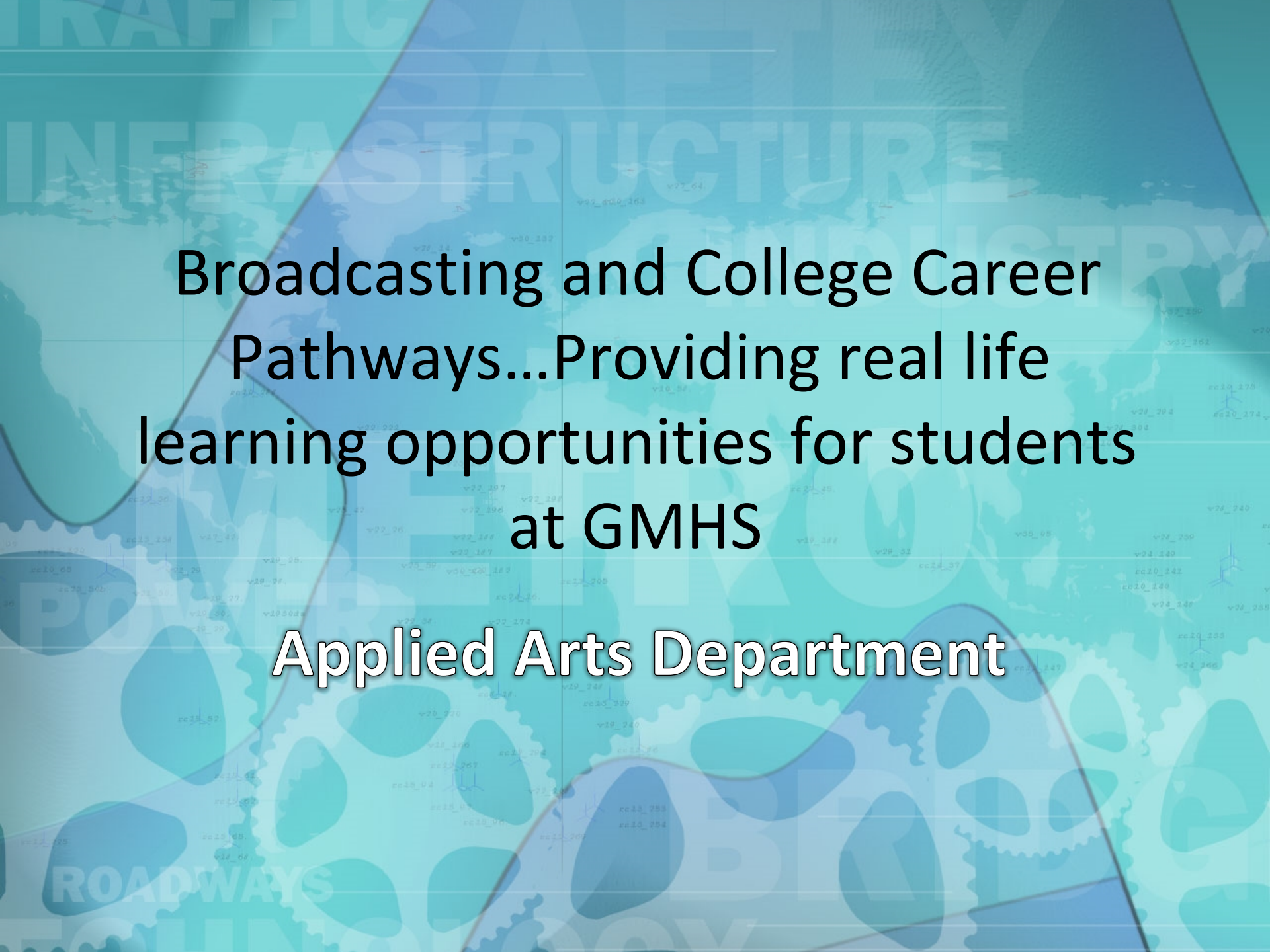
1,801
(7,000)

39,489

GRANBY BOARD OF EDUCATION
FINANCIAL STATEMENT OF ACCOUNTS
FOR PERIOD JULY 1, 2010 - JANUARY 31, 2011
Selected Revenue and Special Education Accounts

<u>I. Revenue</u>	<u>FY2010-11 Budget</u>	<u>Currently Anticipated</u>	<u>Received To Date</u>	<u>VB\$ vs. Frcst</u>
Reg. Tuition from other Towns	776,295 7	774,410	396,305	(1,885)
SPED Tuition from other Towns	100,500 5	115,200	26,808	14,700
SDE Excess Cost Reimbursement (90%)	140,795 3	212,868	-	72,073
Rental Fees	75,000 1	75,000	43,354	-
Pay for Participation	50,300 0	50,300	21,920	-
Sub Total	1,142,890 3	1,227,778	488,387	84,888

<u>II. Expenditures</u>	<u>FY2010-11 Adj Budget</u>	<u>Expended</u>	<u>Encumbered</u>	<u>Balance</u>
Legal Expense	50,000	5,416	-	44,584
Teacher Assistants	907,311	453,720	434,558	19,033
Special Education Tutors	187,521	93,027	69,948	24,546
Evaluation & Therapy Services	76,150	12,684	10,498	52,968
Special Ed Transportation	332,979	183,842	229,207	(80,070)
Tuition -Private Schools	287,602	104,812	119,782	63,008
Tuition - Public Schools	339,398	88,602	322,282	(71,486)
Total Tuition	627,000	193,414	442,064	(8,478)
Total Expenditures	2,180,961	942,103	1,186,275	52,583

The background is a light blue and teal gradient with various technical and infrastructure-related terms like 'TRAFFIC', 'INFRASTRUCTURE', 'ROADWAYS', and 'TECHNOLOGY' faintly visible. There are also several gear icons and abstract geometric shapes scattered throughout.

**Broadcasting and College Career
Pathways...Providing real life
learning opportunities for students
at GMHS**

Applied Arts Department

Present Classes in AV and Graphic Design

- Audio/Video Communications
 - Students in Visual and Audio Communications will have an opportunity to learn how we use some of today's new technology to communicate. Areas of study will include continuous tone photography, audio production, and video editing.
- Graphic Design
 - Emphasis will be placed upon the graphic design areas of: desktop publishing, web page design, photo editing, and visual presentations. Students will also have an opportunity to apply their knowledge in the production of graphical designed projects that use the technology to communicate their own ideas.

- **Advanced Com Tech/Broadcasting**

- The class covers the developing and broadcasting of news events or other information. Students will have opportunities to develop news features for use in future school wide broadcasts, do live broadcasts and learn how to put a show together.

Broadcast Example on Hunger



Broadcast on Technology



Articulation Opportunities

- Presently the Applied Arts Department has begun working with Asnuntuck
- ACC will not work with one semester classes
 - However, they are willing to pair up classes
 - For example, Intro to Business and Marketing
 - Also Intro to Business and Personal Financing
- These classes have presently been articulated with ACC's Intro to Business course

Articulation Opportunities

- ACC is interested in looking to expand their offerings
- We are presently working with them to provide more offerings
- In the areas of; Computer Programming, Audio -Video Communication and Graphic Design.

Articulation Opportunities

- We have provided them with:
 - Textbooks used
 - Exams
 - Major projects
 - Web sites
 - For them to review.
- Julie Cotnoir, the College Career Pathways Coordinator at Asnuntuck Community College was at our 2/9/2011 department meeting

February 16, 2011

Mr. Alan Addley, Superintendent of Schools
Mr. Harry Traver, Business Manager
Granby Board of Education

2011 Annual Facilities Report

The annual facilities report will be presented at the February 16 BOE meeting.

During the 2009/2010 year the custodial department made the change over to green cleaning products. All schools in Connecticut are required to make the change by July 1, 2011 and the Granby Public Schools are well ahead of the curve. The custodial department is also in the process of testing 5 different green certified floor waxes which will be used starting this summer. A selection will be made based on appearance and durability. The department will be sharing their findings with the Connecticut School Buildings and Grounds Association membership.

The maintenance department is presently minus one person who transferred to the head custodian position at the Middle School. We are currently looking to fill a maintenance II position which will include a certification or license in HVAC. This position will better fill the needs of the department by giving us two people with these qualifications. The maintenance department purchased a 2011 Ford F450 dump truck in the fall. This truck will be used for plowing and also for delivering mulch, woodchips, and top soil in the district.

The department worked on several small capital projects throughout the year and during the summer recess. At F. M. Kearns School all the carpeting in the hallways was removed and replaced with vinyl composite tile. The main office area had new furniture and carpeting installed. This area was in much need of a face lift and well appreciated by the staff. New shades were also installed in the all-purpose room. At the High School roof repairs were completed on the rotunda metal roof system. In addition the stage floor of the auditorium was refinished. A new gym floor was installed in the Community Gymnasium due to the flooding that took place when a frozen sprinkler line broke. Four additional entrance doors to the High School were modified to adapt to the existing fob system.

Work has continued on the Civil Rights Compliance Review at the High School. During the summer modifications were made to the hand railings throughout the school. A seating section in the front center location of the auditorium was removed to accommodate additional wheelchair accessibility. The area of refuge panel was modified to call a phone in the main office letting them know that the panel has been activated. Additional signage was added and modified in accordance with the compliance review recommendations. Modifications were also made to the boy's and girl's handicap showers this past December. Remaining work includes accessible work stations in the science and chemistry classrooms, resolution to bleacher modifications in the main and community gyms, curb ramps to the tennis courts, stair riser modifications in building 1, and wheelchair accessibility for the athletic fields.

Storage space remains a constant challenge throughout the district. Construction of maintenance and facilities building would alleviate much of the problem for the schools and centralize equipment and supplies. The facilities department currently rents space for the maintenance department and storage. The 2007 NEEAS&C High School Accreditation recommendations call for the provision of storage space

that secures equipment and materials and that permanently addresses safety issues. A facilities building would address these safety concerns.

The department has several projects underway and being considered during 2011. At the Middle School a new burner has been ordered for one of the two boilers. These boilers are obsolete and parts are no longer available. Once the new burner is installed parts from the old burner will be used to make repairs on the remaining burner. New high efficiency motors are being installed at the Middle School which operates the air handling units. Some window repairs are needed at Wells Road School to address flashing issues. We also have some flashing issues with the siding at the Kelly Lane School. There will likely be roof repairs needed this spring considering the amount of snow we have had and the removal of snow from school roofs. A detailed inspection by a roofing contractor will be conducted at all the schools.

I am appreciative of the continued support the department receives from the BOE, superintendent, administrators, and school staff. I take pride in the awards the High School and Middle School have received and the Blue Ribbon nomination of Kelly Lane School this year. I look forward to another successful year for the department.

Santi Camarotti
Director of Facilities

**Regular Board of Education Meeting – Approved Minutes
January 26, 2011, 7:00 p.m.
Central Services**

Attendance Taken at 6:53 p.m.:

Present Board Members:

Cal Heminway
John O'Connor
Ronald Walther
Matthew Wutka

Absent Board Members:

Marie Nicholls
Edward Ohannessian
Deborah Torgersen

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

I. Public Comment

There were no public comments this evening.

II. Administrative Reports

II.A. Superintendent's Announcements

- Mr. Addley stated that it has been an interesting couple of weeks with late arrivals, snow days, etc. He stated that graduation will be no later than June 16th and in the event we have to use more than 5 days, May 31st will be a full day of school (with teachers doing their professional development on June 17th). Any additional days needed would then be taken from April vacation beginning with April 18th.
- Mr. Addley extended his thanks and appreciation to the maintenance/custodial staff as well as the public works for getting the schools/roads ready on the 90-minute delay days.
- The CREC magnet school fair for students of Granby and surrounding towns was well attended.
- The Early Childhood Feasibility Study Committee has been looking at pre-school and full-day kindergarten. A survey, in collaboration with CREC, will be sent out this Friday to all primary parents.
- The high school has been selected by PISA for field testing in the spring.
- The next Board of Education meeting will be held next Wednesday and the Finance Subcommittee will also meet at 5:30 p.m.

II.B. Student Representative Reports

- Sara Miltenberger said thank you to Mr. Addley for snow days which she was relaying from students as they had more time to study for exams.
- Course selection is currently going on. Students are excited about new courses being offered such as new the AP class and UConn course.
- The hypnotist show on Saturday night was a huge success. Psychology students attended and said it was great as they were able to relay it to their class and that it was well planned for what they are currently studying.
- Seniors are ordering their gowns for graduation.
- Seniors are getting acceptances for college.

- Seniors planned a senior snowman competition. They went out to the soccer field to build snowmen during advisory.
- Mid-terms are finally over – excited to move into new semester.
- A Teen Battle Chef competition will be held this Saturday, January 29th. It will be a televised event at Simsbury High School at 1:00.

II.C. FY12 Athletic Presentation

Mr. Walt Zalaski, Athletic Director, thanked the Board for everything that they do especially in these difficult times. He stated that all contests in the fall and winter are heavily attended and thanked the staff and administrators that attend the events. Mr. Zalaski also thanked CREC for providing transportation for four Hartford students who played sports this fall and stated there are four more this winter playing sports. He stated that CREC also assists with transportation to dances. Mr. Zalaski stated there are 15 teams involved in fall sports and that soccer under the lights this past fall was well attended. He said that winter sports are going on now and that the cheerleading squad has grown from 12 to 19 and indoor track from 24 to 40. He also stated that swimming has 19 members and has a regular schedule which is very competitive. Mr. O'Connor inquired about our participation rate in sports compared to Simsbury. Mr. Zalaski stated he thinks they would have high numbers as well with regard to participation and that ours are just as high if not higher. Mr. Zalaski informed the Board that the survey with regard to participation was previously done by handing out a form to high school and middle school students. This year an electronic survey was created. Parents and students were asked to respond and over 350 responses were gathered and that the numbers this year were pretty representative of actual participation numbers. Mr. Zalaski stated that the budget this year is at \$362,379 which reflects transportation, officials, coaching, etc. He stated that his only recommendation is to elevate the volleyball team to a varsity sport which will incur no extra cost. Mr. Addley inquired what the challenges are for the athletic program. Mr. Zalaski stated that he can foresee needing an Assistant Lacrosse coach for boys. He stated that there are 45 boys currently in the program and that there is a JV coach and an unpaid assistant. Mr. Addley asked the Board if they would be willing to vote tonight to elevate volleyball to a varsity sport. The Board agreed to do so. A motion was made by Matt Wutka and seconded by John O'Connor to elevate volleyball to a varsity sport. This motion passed unanimously at 7:30 p.m.

II.D. Teaching & Learning

Mr. Addley introduced Aimee Martin, Director of Pupil Personnel Services, who gave a presentation on the day in the life as a special education teacher. Ms. Martin stated that she wanted to give the Board a little bit of a foundation on special education. She spoke about Scientifically Based Research Interventions (SRBI) where teachers are identifying students' individual needs throughout the school year. She stated that all students benefit from SRBI. Students who continue to experience difficulty are then discussed about possibly receiving special education services and, if so, might need an evaluation for an individual education plan (IEP) where goals and objectives are designed around the student's needs. Annual reviews and PPT meetings are held throughout the year for students on an IEP. Ms. Martin stated that Granby values the inclusion model and a least-restrictive environment which is a classroom. She then spoke about a typical day for a special education teacher which involves: one-on-one instruction with students; planning/instruction intervention; SRBI meetings; PLC meetings; parent communication; teacher consultations, etc. Ms. Martin discussed the related services (Occupational Therapy, Physical Therapy, Speech & Language, and Counseling) which all work with students and pitch in to help when necessary. Mr. Wutka inquired if a majority of special education students start out as special education students. Ms. Martin stated that, no, not with the SRBI model - every child gets support and it is decided after this intervention if special education is necessary or not.

III. Consent Agenda

III.A. Minutes

A motion was made by John O'Connor and seconded by Ron Walther to approve the consent agenda. This motion passed unanimously at 7:45 p.m.

IV. Old Business

IV.A. FY12 Budget Update

Mr. Addley stated that the budget update is good news. The initial budget deficit of \$468,000, which is a 1.8% increase, may be lowered by \$140,000 to \$329,000, a 1.2% increase, due to a savings realized with benefits. Mr. Addley stated this is a positive step and pretty much completes the picture at this point. Mr. Addley stated that the next Board of Finance meeting is slated to be on Feb. 7th and that there is no guideline set at this point.

IV.B. Legislative Issues

Mr. Heminway stated that the legislative priorities are mainly money-related. He stated that there will be a meeting at CABE on Friday to look at the pros and cons of creating a consortium of Sheff suburban districts to submit a request to the court to be associated with the Sheff suit in order to have a say at the table as to what is going on. Mr. Heminway spoke about a mandate of districts having to pay for early childhood magnet schools even when the child is not a special education student (which is what the mandate is supposed to be). He stated that legislators need to hear from board members with regard to state support for municipalities. Mr. Addley stated that his legislative priorities are the choice/magnet school funding model and burden of proof for special education because those things cost the district money. Mr. Heminway urged board members to be involved.

IV.C. District & Community Partners

Mr. Addley spoke about an article that Nate Levinson from District & Community Partners (D&CP) wrote which was in the School Administrator magazine. He then discussed the D&CP cost proposal. He said that Mr. Levinson is the consultant who would work with us and that the total cost of the proposal is \$340,000 over a three-year period. He stated that payment terms are somewhat flexible and that the balance is due on July 12, 2012. With regard to performance assurances, Mr. Addley stated that Mr. Levinson will stay with us until completion no matter how long it takes. He also stated that a reserve will be kept (\$34,000) until we realize that all special education students have increased performance. Mr. Addley informed the Board that we are guaranteed to get \$340,000 back every year and would realize savings in FY13. Mr. O'Connor inquired if the cost of this will pay for itself over time. Mr. Addley stated that we will realize savings in the second year and then every year thereafter. Mr. Wutka inquired if a baseline will need to be established, which has not been done yet. Mr. Addley stated that, yes, baselines will be established - utilization of staff for example. He stated that additionally, management systems will be able to track class sizes to staff more efficiently. Mr. Addley stated that he spoke to six superintendents - three in Connecticut, one in New Jersey, one in Oregon, and one in Massachusetts. Mr. Addley stated that they are all in different stages and he received glowing recommendations from the company and for Mr. Levinson in particular quoting a statement, "Incredibly competent and honorable." Mr. Addley stated that he does not think he has the capacity to pull this off without assistance and that we want to look at how we can make programs more efficient. Mr. Wutka asked the Board if they would like to make a motion tonight. The Board agreed to make a motion. A motion was made by Mr. Wutka and seconded by John O'Connor to move ahead with the proposal as outlined. The motion passed unanimously at 8:05 p.m. Mr. Heminway stated that the Board needs to speak to the Board of Finance with regard to this proposal.

V. New Business

V.A. Quality & Diversity Budget

Mr. Addley stated that the Quality & Diversity budget was set up over 10 years ago to provide funding and support for local students to attend quality education 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. Mr. Addley stated that the money taken in is used for those students and that the Board revisits this budget on an annual basis. He stated that we projected 81 students for this year but the actual number is 76 and that we have basically been following the model of receiving 8 kindergarten students every year. Mr. Addley stated that he projected 40 students would attend magnet schools but we currently have about 26 attending magnet schools. He stated that looking at past numbers, it has consistently been about 26 students. Mr. Addley informed the Board that he has developed a conservative model for next year at 37 students and that it's a "best guess". He stated that a new program has been added, the Bloomfield Harris Agriculture, which we used to have a partnership with and that the difference between Bloomfield and Suffield is that Bloomfield is a half-day program. Mr. Addley stated he has raised the Asnuntuck number from 12 to 14 and advocates that we support 14 students to go there. Mr. Addley then spoke about the Choice grant and that the FY12 allocation looks to be around \$170,000 which supports such things like an intervention specialist, after-school homework club and professional development and training for staff and students. Mr. Heminway stated that there was a proposal to increase choice funding for next year so there may be some more money but budgeting \$2,500 is the most realistic and conservative approach at this point. Mr. Addley stated that he has built in a stipend for the Angel Horses Club, two stipends for the Robotics Club as well as \$2,000 for supplies for the Robotics Club. He also stated that Chinese II is also in this budget. Mr. Addley stated that the expenditures are outrunning the ending balance. Mr. Heminway stated that we need to keep an eye on the declining balance situation and thanked Mr. Addley for a very comprehensive report. Mr. Wutka stated that he would like to be a little less accommodating for sales pitches to magnet schools. Mr. Heminway stated that we need to keep in mind a) numbers are constant over the year and b) there needs to be a significant commitment on behalf of the student to leave town. Mr. Addley stated that while we are advocating for magnet schools, we are also at the table asking for more funding.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

Mr. Walther stated that this committee met this evening. The Curriculum Director gave her monthly report and gave an update on the early childhood feasibility study which meets monthly. Mr. Walther stated that pre-kindergarten and kindergarten site visits are ongoing and that a survey to will be sent to K-2 parents on Friday, January 28th to get a feel for various questions regarding all-day kindergarten and pre-kindergarten. Mr. Walther also stated that new texts for AP Early European History and the ECE American Studies courses were approved. A team of teachers and administrators visited electronics labs in South Windsor, Manchester Community College and West Hartford to look at their facilities. Mr. Walther stated that a facility plan will be reviewed at a future curriculum subcommittee meeting, maybe next month, as far as plans for the high school. Mr. Walther stated that new policies were also discussed and they will come to the Board for first reading next meeting. With regard to the parent survey, Mr. Wutka inquired why are only K-2 parents given the survey and not all parents. Mr. O'Connor stated that Mr. Wutka had a good point and that the committee felt they wanted a more focused approach. He said he was not sure about plans to expand the survey. Mr. Walther stated that Diane Dugas mentioned that K-2 parents may also have students coming into these programs. Mr. Wutka stated that receiving more feedback from other parents who have been through the program to say that it worked or that it would be nice to have might be helpful. Mr. Wutka also stated that he would like to see a question on the survey regarding single or double income family and that he thinks the response

would be different depending if it were a single or double income family. Mr. Walther stated that was a good point and that we should talk to Ms. Dugas to see if that could be added. Additionally, Mr. Wutka stated that the maximum amount spent should be correlated to the type of pre-school program (i.e., 2, 3 or 5 day program). Mr. Addley stated that he will specify this.

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 there was a CREC Council meeting last week.

VI.B.3. Granby Education Foundation

Mr. Heminway stated that the Granbee is in early April. Mr. Addley stated that the GEF has supported the Next Big Idea and they are moving forward with the proposal.

VI.B.4. District Efficiency Initiatives

Mr. Heminway stated that the Board has already spoke district efficiency initiatives with regard to the special education review. He stated that he has learned about using ARRA funds for photovoltaic panels which Mr. Traver will be looking into.

VI.C. Calendar of Events

The calendar of events is as you see it.

VI.D. Board Member Announcements

A motion was made to adjourn the regular meeting and go into a very brief executive session regarding a personnel matter by Ron Walther and seconded by Matt Wutka. This Motion passed unanimously at 8:37 p.m.

VII. Executive Session/Non-Meeting

The executive session adjourned at 8:46 p.m.

VIII. Other

Respectfully submitted,

Linda Powell
Board Recorder

Granby Prevention Council



GPC Vision

All Granby youth will attain the life skills and access the support systems necessary to feel valued and be empowered to grow into healthy, productive adults.

GPC Mission

The Granby Prevention Council is a community coalition whose mission is to actively engage the youth and adults of Granby in developing and implementing initiatives to increase thriving indicators and decrease substance abuse and other risky behaviors among youth.

GPC Strategic Plan 2010-2012

Goals:

1. Engage the youth and adults of Granby in a community wide effort to build youth developmental assets
2. Using the 40 youth developmental asset model, advance the number of Granby youth reporting increases in developmental assets and thriving indicators as well as decrease risky behavior

**Positively
Impact
Attitude
& Behavior**



**Increase
Number
of **Assets****



**① Increase
Thriving Indicators**

**② Decrease **Risk
Taking Behaviors****

Committee Structure

- Executive Board
- Governance
- Development
- Marketing
- Events

GPC Key Theories

- The more assets a child has
- The more assets a child has
- The more assets a child has
- Healthier behavior and attitudes are shown
- The greater number of thriving indicators a child has
- The lower the number of risk-taking behaviors

Indicators

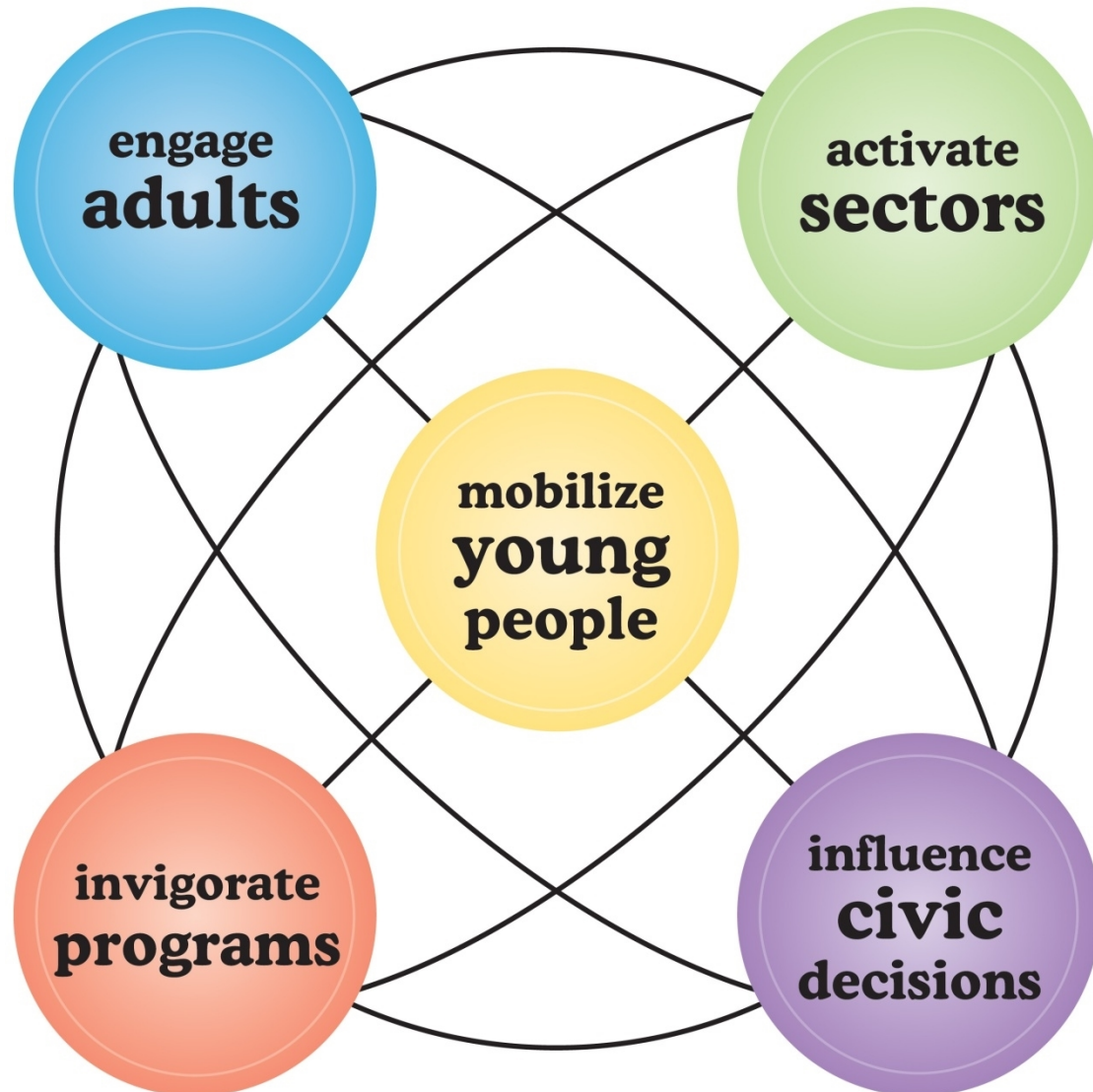
Thriving indicators:

- Succeeding in school
- Valuing Diversity
- Showing Leadership
- Delaying Gratification
- Helping Others
- Taking Care of one's Health
- Resisting Danger
- Overcoming Diversity

Risk-taking Indicators:

- Drug and Alcohol Use
- Antisocial Behaviors
- School Truancy
- Eating Disorders
- Attempted Suicide
- Driving under the Influence
- Early Sexual Activity
- Committing Violence
- Gambling
- Depression

The Five Action Strategies



Funding

Drug Free Community Grant

\$500,000.00

Over 4 years

Key components of Grant:

Youth Service Position

Creation of Youth Coalition

Public Relations/Events

Search Institute's Profiles of Student Life: Attitude and Behavior Survey

- Used as Baseline data for grant evaluation
- Will be able to progress monitor the health of the community through the implementation of the grant
- Data assists GPC in identifying the best way to:
 - Target resources/apply funding
- Explore new partnerships based on youth needs

“Increasing our youth’s developmental assets increases our strength as a community”



Administration

Organization Chart

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on the district organization chart.

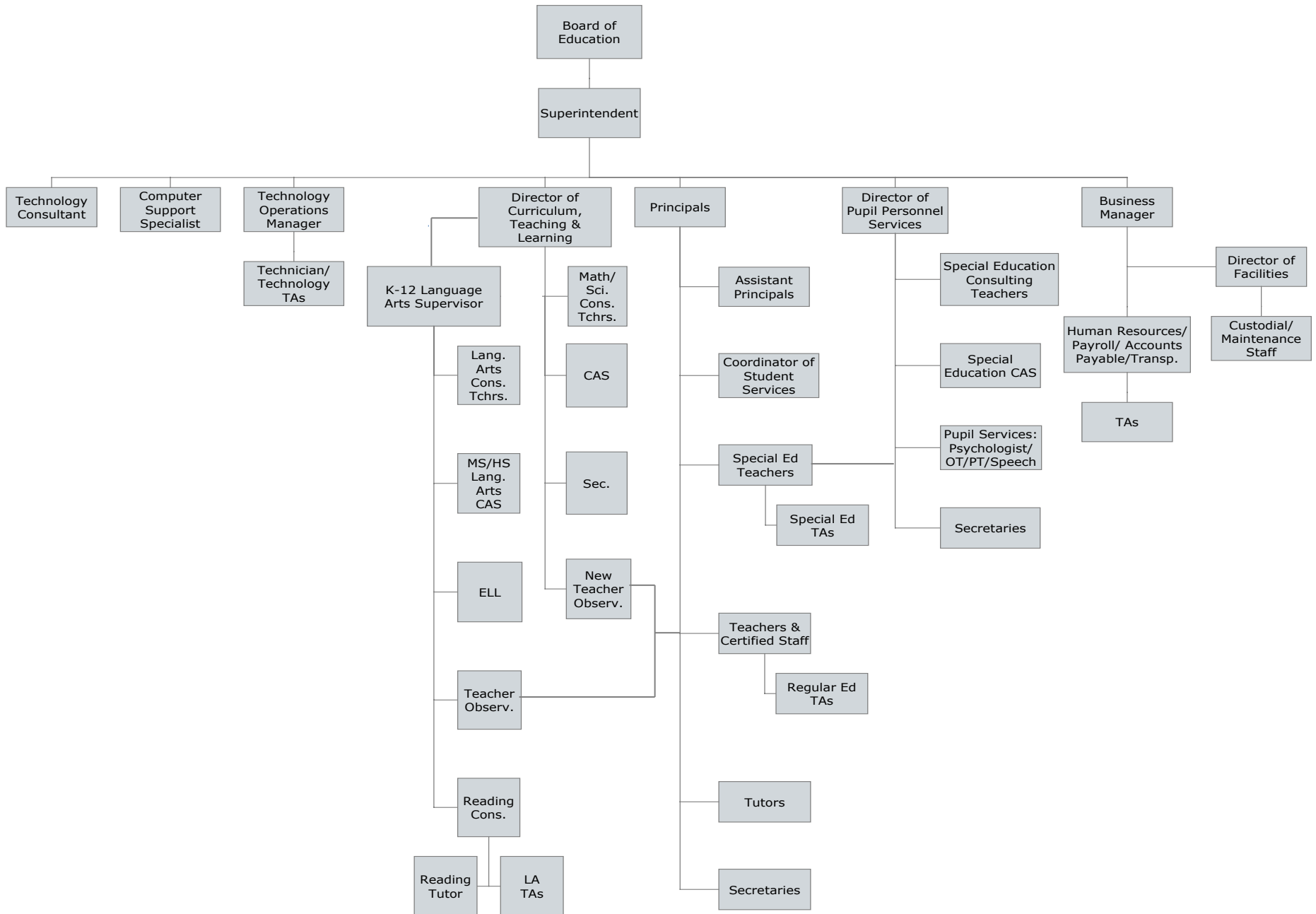
The district organization chart will be prepared by the Superintendent and shared with the Board. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain “staff” (as opposed to “line”) relationships.

The Superintendent will keep the administrative structure up-to-date with the needs for supervision and accountability in the school system. Therefore, he/she may, from time to time, share with the Board changes in the district organization chart.

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

Granby Public Schools
2010-2011 Organizational Chart



Business/Non-Instructional Operations

Compliance with 504 Regulations

Policy:

It is the policy of the Granby Public School System to comply with all aspects of the Section 504 regulations of the Rehabilitation Act of 1973. Section 504 prevents discrimination against otherwise qualified individuals with disabilities in programs and activities operated by the school system.

No otherwise qualified individual with disabilities shall, solely by reason of her or his disability, as defined in Section 706(8) of the Rehabilitation Act, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the Granby Public School System.

The district has a responsibility to follow the procedural requirements of Section 504 to afford each student a free, appropriate education, which includes procedures for pre-placement evaluation, placement procedures and procedural safeguards. Additionally, Section 504 addresses placement in the LRE for both academic and nonacademic settings. The district also recognizes that there may be some impaired students who are not eligible for Special Education services under IDEA but who have documented disabilities and eligible for services and protection from discrimination under the Section 504 definitions and regulations.

In order to ensure that the Granby Public School System does not discriminate in providing equal access to programs and services on the basis of disability, the following definitions, requirements and procedures are provided.

Definitions:

Disability means limitation in performance from a physiological (physical or mental) abnormality which substantially limits one or more major life activity, has a record of such impairment, is regarded as having such impairment.

Physical or Mental Impairment means (i) any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more body system; (ii) any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities.

Major Life Activity means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Appropriate Education means the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of people with disabilities as adequately as the needs of non-disabled persons. Implementation of an individualized education plan developed in accordance with the Individuals with Disabilities Act is one means of meeting this standard.

Business/Non-Instructional Operations

Compliance with 504 Regulations (continued)

Committee of Knowledgeable People means persons knowledgeable about the child, the meaning of evaluation data, and programming options. (A properly constituted Planning and Placement Team or Student Assistance Team would meet this definition.)

Requirements:

1. Notification of the school system's legal requirements is provided to persons with disabilities and their parents or guardians.
2. Provision of educational services in a setting with persons who are not disabled, to the maximum extent appropriate to the needs of the student's with disabilities. The school system shall make reasonable accommodations to allow a disabled student placed in the regular education environment unless it is demonstrated that the education of the person in the regular environment with the use of supplementary aids and services, cannot be achieved satisfactorily.
3. Provide pre-placement evaluation consistent with that required under IDEA.
4. Ensure that placement decisions are carefully considered by a group of persons knowledgeable about the child, the meaning of the evaluation data and program options.
5. Provide periodic reevaluation of students found eligible for services.
6. Develop procedural safeguards consistent with that required under IDEA.
7. Ensure access to non-academic and extracurricular services and activities in such a manner as to afford students with disabilities an opportunity for participation in such services and activities. The "Committee of Knowledgeable People", e.g. Planning and Placement Team (PPT) shall consider the impact of any modifications on other non-disabled classmates.
8. Ensure the availability of procedures for filing a grievance with the school district over an alleged violation of Section 504 regulations.
9. Identify at least one person to coordinate compliance and identification procedures.

Business/Non-Instructional Operations

Compliance with 504 Regulations (continued)

Procedures:

1. **Identification and Notification:** The Office of Pupil Services annually conducts child find activities to identify any person between the ages of 0-21 who is, or may be in need of special services. (See Policy 3511, Appendix #1)
2. **Least Restrictive Environment:** Each committee of knowledgeable people (Student Assistance Team, Planning and Placement Team or other appropriate group) is aware of the district practice to ensure students are educated with their non-disabled peers as often as possible and in the most appropriate way. All programs are developed with this requirement in mind.
3. **Evaluation:** Referrals for initial evaluation are made by the Planning and Placement Team (PPT). All statutory requirements for evaluation are adhered to closely. The evaluation period will be the same as for referrals under IDEA (60 calendar days).
4. **Placement/Program Development:** Each PPT will reconvene at the conclusion of the evaluation to consider evaluation results, determine eligibility and develop appropriate programming. A written service plan is developed and maintained by the primary service provider. The plan is reviewed and/or updated throughout the school year as the child's needs warrant. All students who have undergone special education evaluations are automatically considered for eligibility under Section 504, i.e. for students who are not eligible for Special Education under IDEA, the PPT may consider eligibility under Section 504. Discussions of eligibility must be included in the record of the PPT meeting, including clearly delineated recommendations.
5. **Periodic Reevaluation:** All students receiving services under Section 504 are reevaluated at least every three years following procedures promulgated under IDEA and covered in this manual Special Services.
6. The Director of Pupil Services will be identified as the 504 Coordinator for the Granby School System. This individual will convene a Committee of Knowledgeable People to address 504 referrals.

Business/Non-Instructional Operations

Compliance with 504 Regulations (continued)

7. **Grievance Procedures:** Students, parents or other individuals in the school district may register complaints regarding accessibility and other 504 regulations through the district grievance procedures. (Policy 5145.6)

(cf. - 5145 - Statement of Non-Discrimination)

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public schools prohibited

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

NOTE: Forms relative to this Policy are available at:

1. Superintendent's Office
2. Principal's Office
3. Pupil Services Office

Policy adopted:

GRANBY PUBLIC SCHOOLS
GRANBY, CT

Business/Non-Instructional Operations

Compliance with 504 Regulations

Parents/Students Notification

Section 504 Parent/Student Rights in Identification, Evaluation & Placement (Section 504 of the Rehabilitation Act of 1973)

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as “Section 504”) is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination on the basis of disability and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

For the purposes of Section 504, the term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment. “Major life activities” include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the Granby School District’s education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified with respect to the Section 504 identification, evaluation, and educational placement of your child;
5. To have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;

6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education. This includes the right to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school and school-related activities;
7. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
8. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
9. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
10. To obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
11. To request changes in the educational program of your child;
12. To an impartial hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.
13. To file a court action if you are dissatisfied with the impartial hearing officer's decision or to request attorney's fees related to securing your child's rights under Section 504.
14. To file a local grievance with the designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of your child.
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

Should you wish a more detailed explanation of these rights or disagree with the proposed action, please contact:

Aimee Martin
Section 504 Compliance Coordinator
Granby Public Schools
Special Services Department
15-b North Granby Road
Granby, CT 06035
(860) 844-5257

The Granby Public School system does not discriminate on the basis of disability with regard to admission, access to services, treatment, or employment in its programs or activities.

Business/Non-Instructional Operations

Compliance with 504 Regulations

GRANBY PUBLIC SCHOOLS
GRANBY, CT

Notice of 504 Meeting

Date:

Student:

Dear

The Section 504 School Team will be meeting regarding your child. You are invited to attend this meeting on:

As you are an important member of the team we very much look forward to your attendance and participation.

The purpose of this meeting is to:

- _____ 1. Discuss referral concerns and potential evaluations.
- _____ 2. Discuss evaluations and potential programming accommodations.
- _____ 3. Review and assess the existing 504 accommodations plan and make any appropriate modifications.

The following staff members have also been invited to attend:

For your information, please read the enclosed information regarding Section 504 and parental rights. Should you have any questions concerning this process please don't hesitate to contact your school principal.

Sincerely,

Business/Non-Instructional Operations

Compliance with 504 Regulations

**Granby Public Schools
504 Accommodation Plan**

Student's Name: _____ Date of Birth: _____

Grade: _____ School: _____ Case Manager: _____

Review Date: _____ Implementation Date: _____

Disability: _____

Evidence of
Disability: _____

How disability affects major life activity:

Accommodation Plan Descriptions

Classroom / School Environment / Organization & Management:

Modification for instruction/assessment: _____

Modifications for materials: none _____

Communication to Parent / Staff / Outside Personnel: _____

Climate / Medication / Equipment: N/A _____

Transportation: N/A _____

Personnel - Certified-Non-Certified

Rights, Responsibilities and Duties

Acceptable Computer Network Use

The Board of Education provides computers, networks, and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

Employees are to utilize the district's computers, networks, email system and Internet services for school-related purposes and performance of job duties. Limited incidental personal use of district computers, networks, email systems and Internet services is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations or other system users. "Limited incidental personal use" is defined as use by an individual employee for appropriate, lawful, brief and occasional personal purposes. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures and rules.

Employees shall be notified that computer files and electronic communications, including email and voice mail, are not private. Technological resources shall not be used to transmit confidential information about students, employees, or district operations without authority. The systems' security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, employees must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the district's computer systems, including any incidental personal use permitted in accordance with this policy and applicable regulations.

Online/Internet Services

The school district will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Additionally, the school district will implement a technology protection attempting to block or filter Internet access to visual depictions that are obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students.

**Policy
4118.5(b)/
4218.5**

Any employee who violates this policy and/or any rules governing use of the district's computers will be subject to disciplinary action, up to and including discharge. Illegal uses of the school district's computers will also result in referral to law enforcement authorities.

All District computers remain under the control, custody and supervision of the school district. The school unit reserves the right to monitor all computer and Internet activity by employees. Employees have no expectation of privacy in their use of school technology.

The Superintendent or his/her designee shall be responsible for overseeing the implementation of this policy and the accompanying rules for advising the Board of the need for any future amendments or revisions to the policy/regulations. The Superintendent or his/her designee may develop additional administrative procedures/rules governing the day-to-day management and operations of the school district's computer system as long as they are consistent with the Board's policy/rules. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

(cf. 6141.321 - Student Use of the Internet)
(cf. 6141.322 - Web Sites/Pages)

Legal References: Connecticut General Statutes
The Freedom of Information Act
31-48d Employers engaged in electronic monitoring required to give prior notice to employees. Exceptions. Civil penalty.
53a-182 Disorderly conduct; Class C misdemeanor
53a-182b Harassment in the first degree.
53a-183 Harassment in the second degree
53a-250 Computer-related Offenses: Definitions
Electronics Communication Privacy Act, 28 U.S.C. §2510 through 2520

Policy adopted:

GRANBY PUBLIC SCHOOLS
GRANBY, CT

Personnel — Certified and Non-Certified

Instruction

Use of Social Media

The Granby Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. However, the Board will regulate the use of social media by employees including employees' personal use of social media, when such use:

- 1) Interferes or disrupts the work of the school district
- 2) Is used to harass coworkers or other members of the school community
- 3) Creates a hostile work environment
- 4) Breaches confidentiality obligations of school district employees
- 5) Harms the goodwill and reputation of the school district in the community
- 6) Violates the law, board policies, or other school rules and regulations

The Board of Education therefore adopts the following guidelines for the use of social media by Board of Education employees.

Definitions:

Social Media, includes, but is not limited to, social networking websites, such as Twitter, Facebook, LinkedIn, YouTube, MySpace, and other internet/web-related technologies.

Board of Education includes all names, logos, buildings, images and entities under the authority of the Granby Public Schools Board of Education.

Rules Concerning Personal Social Media Activity

1. An employee may not mention, discuss, or reference the Board of Education, the school district, individual schools, programs, or teams on personal social networking sites unless the employee also states that the post is the personal communication of the employee of the school district and that the views posted are the employee's alone and do not represent the views of the school district or the Board of Education.
2. Employees must refrain from mentioning other Board of Education employees or other members of the school community (*e.g.*, parents or others) on personal social networking sites, without such individuals' express consent unless the employee is addressing an issue of public concern and the employee's speech falls under applicable constitutional protections pertaining to the same.

**Policy
4118.51(b)/
4218.51**

3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues.

4. It is not appropriate for an employee to "friend" or communicate with a student or otherwise establish special relationships with selected students through personal social media. It is not appropriate for an employee to give students access to personal postings unrelated to school.

5. Employee email communications with students should be through a district-approved email system not through personal email accounts.

6. Unless given written consent, employees may not use the Board of Education's logo or trademarks on their personal posts. Please note this prohibition extends to the use of logos and/or trademarks associated with individual schools, programs, or teams of the school district.

7. Employees are required to use appropriately respectful speech in their personal social media posts; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Such posts reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.

8. Employees are individually responsible for their personal posts on social media websites. Employees may be sued by other employees, parents or others, and any individual that views an employee's social media posts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. Such activities are outside the scope of employment. Employees may be held personally liable for such claims.

9. All posts on personal social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.

10. An employee may not link a personal social media site or webpage to the Board of Education's website or the websites of individual schools, programs or teams; or post Board of Education material on a social media site or webpage without written permission of his/her supervisor.

11. Employees are required to comply with all Board of Education policies and regulations with respect to the acceptable use of computer equipment, networks, and electronic devices when accessing the Internet. Use of technology must not interfere with an employee's duties at work.

12. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices. An employee should have no expectation of personal privacy in any communication or post on any web site while using district computers, cellular telephones or other electronic devices.

13. All Board of Education policies regulating off-duty conduct apply to social media activity including, but not limited to, policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

Rules Concerning District-Sponsored Social Media Activity

An employee who seeks to use social media sites and related interactive technologies as an educational tool or in relation to extracurricular activities or programs of the school district may do so provided that the procedures below are followed and that the employee obtains the permission of his/her supervisor prior to setting up the site. The employee's supervisor will also be provided access to any site that is established.

1. Use will be limited to specific academic and/or school-related purposes. Sites used for these purposes must be closed in that the employee must set up password-protected access for the students and staff involved. Sites may not be publicly available. Site activity must be moderated, monitored and supervised by the employee(s) who set(s) up the site.

2. Employees are required to use appropriately respectful speech on district-sponsored sites; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Proper professional boundaries must be recognized at all times and all content and communication should be related to the educational purposes for which the site was established. Communication that is sensitive or personal in nature is to be avoided. Employees must supervise student speech to ensure that it complies with the criteria above.

3. Employees are required to comply with all Board of Education policies and procedures including applicable laws with respect to the acceptable use of computer equipment, networks or devices when accessing district-sponsored sites. Employees must also supervise students use to ensure compliance.

**Policy
4118.51(d)/
4218.51**

4. The Board of Education reserves the right to monitor all employee and student use of district technology. An employee should have no expectation of personal privacy in any communication or post while using district computers, cellular telephones, or other data devices.

5. All content and posts on district-sponsored sites must comply with the Board of Education's policies pertaining to confidentiality including the confidentiality of student information. If an employee is unsure about the confidential nature of information being considered for posting by him/her or by students, the employee shall consult with his/her supervisor prior to making the post.

6. An employee may not link a district-sponsored site or webpage to any personal social media sites or sites not sponsored by the school district. They will also inform students about the prohibited linking.

7. An employee may not use district-sponsored sites for private financial gain, political, commercial, advertisement, proselytizing, or solicitation purpose. They must also supervise student use to ensure that it complies.

8. An employee may not use district-sponsored sites in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such. They must also supervise student use to ensure that it complies.

Disciplinary Consequences

Violation of this policy may lead to discipline up to and including the termination of employment consistent with state and federal law.

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d Conn. Gen. Stat. § 31-51q Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250 Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

Policy adopted:

GRANBY PUBLIC SCHOOLS
GRANBY, CT

**AGREEMENT BETWEEN
THE GRANBY BOARD OF EDUCATION
AND
THE HARTLAND BOARD OF EDUCATION**

THIS AGREEMENT, made and entered into as of the ____ day of _____ 2011 between the BOARD OF EDUCATION OF THE TOWN OF GRANBY hereinafter referred to as "Granby", and the BOARD OF EDUCATION OF THE TOWN OF HARTLAND hereinafter referred to as "Hartland", both parties acting pursuant to powers vested in them by Section 10-220, as amended, of the Connecticut General Statutes.

Pursuant to C.G.S. §10-33, Hartland agrees to designate and Granby agrees to accept such designation of Granby Memorial High School as a designated high school for the instruction of Hartland students in Grades 9 through 12, inclusive, subject to all the requirements, privileges, restrictions, and awards accorded to Granby's student body. It is specifically understood that Granby shall have responsibility for the discipline of all students pursuant to the Connecticut General Statutes.

Hartland will provide Granby with preliminary enrollment figures by December 15th of each year for the following school year with confirmation of enrollment figures no later than January 15th for the following school year. Once enrolled, Hartland students will be permitted to remain in Granby through high school graduation.

Hartland promises and agrees with Granby that it will pay Granby tuition for each student enrolled hereunder. The annual per pupil tuition fee for regular classroom instruction shall be the per pupil net current expenditure for the preceding year. The amount of such tuition will be completed based upon the actual days of membership of students in Granby programs, prorated by semester.

Hartland will be responsible for reimbursing Granby for actual costs of programming for Hartland students who receive special education and/or related services. Hartland representatives are responsible for chairing Pupil Personnel Team meetings of Hartland students prior to their enrollment in Granby.

Tuition bills will be submitted by Granby to Hartland by October 15th of each year for 50% of the estimated tuition based upon the October 1st membership of Hartland students and by February 1st for the remaining 50% of tuition. Payment will be made within thirty (30) days of receipt of the invoice. Granby will pay tuition for Hartland students selected under Granby Board policy to attend half-day magnet programs.

Hartland shall be responsible for the transportation to and from Granby Memorial High School of all Hartland students covered by this Agreement. The school calendar and Granby Memorial High School arrival and departure times of such students shall be set

by Granby and shall be consistent with those set by Granby for its own students. Hartland students shall follow the school cancellation, delayed opening and early release schedules that are set by the Granby Schools.

Hartland is urged to participate as a full member of Granby's Curriculum and Policy Standing Committee on all curriculum matters relevant to present or future students. It is understood that this committee acts in an advisory capacity to Granby's Board as a whole. A Hartland Board Member may serve as a liaison in attending Granby Board Meetings.

Term. This Agreement shall remain in full force and effective for a period of five (5) years, commencing on July 1, 2013 and ending on June 30, 2018, provided, however, that on or before April 15, 2016, representatives of the parties shall meet to discuss a successor agreement with a decision rendered by June 30, 2016. The parties may meet at any time by mutual agreement to review this Agreement with the possibility of adjustment or extension.

This Agreement shall be binding upon and inure to the benefit of the parties hereto, and their successors. In the event that a provision(s) of this Agreement is ruled invalid, the remainder shall be in full force and effect.

IN WITNESS WHEREOF, the parties hereto have duly executed the Agreement on the _____ day of _____, 2011.

WITNESS

GRANBY BOARD OF EDUCATION

HARTLAND BOARD OF EDUCATION

Granby Public Schools

Granby, CT

To: Board of Education
From: Administration
Date: February 15, 2011
Re: Pay-for-Participation

Background

The Board requested to discuss the raising of Pay-for Participation (P-f-P) funds as part of the BOE FY12 budget. A variety of P-f-P options were considered by the middle school administration, high school administration and the superintendent. These included the raising of fees just for athletes at the high school, the implementation of fees for intramurals and/or extracurricular activities (HS/MS,) charging for co-curricular activities, the adoption of fees for athletic teams at the middle school, an activity fee assessed to all students, and an assessment of fees for specific clubs/activities that might require transportation.

Granby's Current Policy and Practice

The P-f-P practice was amended by the Board in the fall of 2009 by raising fees on athletes by 50%. By policy, all classifications of sports are/should be charged the P-f-P fee.

Middle School

No fees charged for sports, intramurals or extracurricular activities.

High School

\$75 per student per sport per year.

\$150 individual maximum per year.

\$300 family maximum per year.

Standards and Recommendations

A variety of professional standards and publications (*Breaking Ranks, Turning Points 2000, Strategies for Leading Middle Level Reform, NEAS&C Standards, CIAC, & the National Association of Secondary Principals*) make recommendations promoting student activities and practices that personalize the school environment by providing inclusive opportunities for all students that support and extend academic learning.

The Connecticut Association of Schools, Administrators of Health and Physical Education, the Connecticut Association of Athletic Directors (CAAD), and the National Association of Secondary School Principals all support the practice of funding sports and activities through local Boards of Education operating budgets. They oppose the use of pay-for-participation fees for athletics and extracurricular activities.

The recommendation from the 2003 P-f-P Study Group and the subsequent Board policy that was developed did not include fees for extra-curricular activities. The policy does state that, "The Board may charge a participation fee for co-curricular activities."

Data

In 2009, CAAD conducted a state-wide pay-to-play survey. One hundred sixty-nine (169) schools responded of which only 33 (20%) had a service fee. The following survey results reflect how those thirty-three schools operate their “pay-to-participate” programs.

User Fee

Under \$50	5 schools (15%)
\$50 -\$100	16 schools (49%)
\$100 - \$150	7 schools (21%)
Over \$150	5 schools (15%)

High school and middle school data from NCCC and other local school districts was collected last year and updated for the current year. The data shows a variety of practices. Nine of twelve NCCC high schools do have “pay-to-participate” fees and six out of twelve middle schools have “pay-to-participate” fees. The high school fees range from \$25 to \$175 (except in football, crew, hockey, lacrosse, and golf where they are considerably higher). Only three high schools charge an individual maximum per person and these run from \$150 to \$300. Six schools have a family maximum ranging from \$250 to \$700. On the middle school level, six of the twelve schools have “pay-to-participate” with costs that range from \$20 to \$120. Only one school has an individual maximum of \$200 and the remaining schools do not have an individual maximum. Two of the thirteen schools have a family maximum, one at \$250 and the other at \$400. No high schools or middle schools charge for extra-curricular activities (except for one transportation fee).

Administrative Recommendation

It is the administrative recommendation that the current fee structure for P-f-P should remain at the current level and that no additional fees should be incurred for high school or middle school sports, clubs, intramurals, or extracurricular activities. Rationale for this recommendation includes the following:

- 1) A fundamental belief that athletics, intramurals, co-curricular, and extracurricular activities are integral components of a free public school education. We do not wish to expand the practice or burden of paying for these activities;
- 2) Limiting undue additional costs on selected members of the community;
- 3) A concern that additional fees would compromise the goal of having all middle school and high school students involved in at least one school offering (sport, club intramural, extracurricular activity). Increases and expansion of fees increase the likelihood of excluding more students based on their ability to pay (contrary to Board Policy 3211); and,
- 4) The acquisition of such funds to replace other revenue sources (contrary to Board policy 3211).

Regardless of this administrative recommendation, the Board may still wish to raise additional funds through P-f-P. If it is the desire of the Board to raise additional funds, the administration recommends **including middle school sports (basketball, cross country & field hockey) in the fee structure (\$25.00 individual; \$ 30.00 ind. max per year) and increasing HS fees to be more in line with other NCCC schools (\$100 individual; \$175 ind. max. per year; \$325 family max).** Revenue generated by this levy would be approximately \$16,500. Additional revenue would result from higher fees that might be assessed.

Reasoning for MS recommendation:

1. Families currently pay fees for sports participation throughout a child's career in sports (town, premier, travel, high school).
2. Sports naturally incur expenses such as officials, transportation, coaches, maintenance and fees (we used this as our criteria for charging a fee).
3. Coaching fees for MS and HS sports are more expensive than intramural coaching fees.
4. Most MS students participate in intramurals at some time during the school year which is an essential part of their successful transition to MS.
5. No other schools in the NCCC group charge for extra-curricular activities; 6 of 12 charge middle school students for sports.
6. Differentiated funding structure based on fewer games played at the middle school level.

NCCC QUESTIONNAIRE 2010-11

HIGH SCHOOL

TOWN	PAY FOR PLAY	COST	INDIV. MAX	FAMILY MAX	X-CURR	INTRAMURALS	NOTES
Avon	Yes	\$175 \$250 for crew	\$300	\$700	No		
Bolton	Yes	\$50	n/a	\$250	No		\$50 parking fee
Canton	Yes	Yes \$225 for football	Yes	Yes			
Coventry	Yes	\$25 for transportation \$150 for football \$1,100-\$2,000 hockey	n/a n/a n/a	n/a n/a n/a	Exceptions	n/a	The \$25 transportation fee applies to any group or athletic team that travels 5 or more times
East Granby	No	n/a	n/a	n/a	No	n/a	Recently eliminated fees
East Windsor	No	\$100 per athlete per year	n/a	n/a	No	n/a	\$100 parking
Enfield	Yes	\$100 for all athletes \$100 additional for golf \$500 additional for hockey \$100 for cheerleading for 1 or 2 seasons	\$200*	\$400*	No	No	* additional fees for hockey & golf are required and are not exempt First year with fees Free lunch - fee waived Reduced lunch \$40
Ellington	Yes	\$60 for all BOE funded \$500 for football \$1,800 for hockey \$100 - \$200 for lax, cheerleading, dance, tennis	n/a	\$300	No	n/a	
Somers	Yes	\$50	n/a	\$250	No	n/a	waive fee for football(\$500); hockey (\$1800); swimming (\$600)
Stafford	Yes	\$30	\$150	n/a	No	n/a	Pay-for-play is called transportation
Suffield	No	n/a	n/a	n/a	No	n/a	hockey fee only
Windsor Locks	No	n/a	n/a	n/a	No		

MIDDLE SCHOOL

TOWN	PAY FOR PLAY	COST	INDIV. MAX	FAMILY MAX	X-CURR	INTRAMURALS	NOTES
Avon	Yes	\$120	n/a	n/a	No		Offer Xcountry, field hockey and track
Bolton	Yes	\$50	n/a	\$250	No		
Canton	No	n/a	n/a	n/a	n/a		
Coventry	Yes	\$25 for transportation \$150 for football \$1,100-\$2,000 hockey	n/a n/a n/a	n/a n/a n/a	Exceptions	n/a	The \$25 transportation fee applies to any group or athletic team that travels 5 or more times
East Granby	No	n/a	n/a	n/a	No	n/a	
East Windsor	No	n/a	n/a	n/a	No	n/a	
Enfield	Yes	\$100 for all athletes \$100 additional for golf \$500 additional for hockey \$100 for cheerleading for 1 or 2 seasons	\$200	\$400	No	Yes	* additional fees for hockey & golf are required and are not exempt First year with fees
Ellington	Yes	\$30	n/a	n/a	No	Yes	Intramural run thru after school \$30.00 for 1st activity; \$15.00 for 2nd activity
Somers	No	n/a	n/a	n/a	No	n/a	
Stafford	Yes	\$20	n/a	n/a	No	n/a	Pay-for-play is called transportation
Suffield	No	n/a	n/a	n/a	No	n/a	
Windsor Locks	No	n/a	n/a	n/a	No		

Revised 2/3/11

**Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes
January 26, 2011
5:30 p.m.**

Attendance:

Ronald Walther	Present	Alan Addley	Present
Deb Torgersen	Absent	Diane Dugas	Present
John O'Connor	Present		

Meeting commenced at: 5:50 p.m.

Meeting adjourned at: 6:45 p.m.

1. Curriculum Director's Report – Please see the attached report for December 2010.
2. Update on Early Childhood Feasibility Study – Pre-kindergarten and all-day kindergarten site visits ongoing. Survey of -2 parents to be released Friday, January 28th.
3. Feedback on New Texts – Approved AP Early European History Text and ECE American Studies Text.
4. Update on Electronics Lab Visitations – South Windsor, Manchester Community College and West Hartford visits completed. Facility plan to be reviewed at future curriculum subcommittee meeting.
5. New Policies: Policy 2120 – Organization Chart; Policy 3511 – Compliance with 504 Regulations; Policy 4118.5/4218.5 – Acceptable Computer Network Use; and, Policy 4118.51/4218.51 – Use of Social Media – Reviewed new policies. All policies will go to the Board for first reading.
6. Update on Homework Policy – Reviewed policy. Administrative regulations to be updated and reviewed at next curriculum subcommittee meeting.

Monthly Curriculum Sub Committee Report

From: Diane Dugas, Director of Curriculum, Teaching and Learning

Date: December 10, 2010

Professional Development:

- Facilitated support for the November district-wide PD day
- Supported training of 20 teachers in a two day and approximately 50 TA's and secretaries in a one day training on cultural competency and equitable practices.

Curriculum:

- Worked with K-6 Language Arts curriculum committee on the continued development of curriculum maps for K-6 reader workshop
- Established a curriculum review process to identify where we are and where we need to address curriculum at each content and level.
- Facilitated the beginning development of a district-wide assessment colander.
- Worked collaboratively with Mia porter to understand the implementation and data results of key math and science work completed by teachers.

Committee Work:

- In process of establishing a K-12 curriculum committee structure for continuous curriculum writing and revision purposes.
- Participated as a member of the state leadership standards committee
- Facilitated monthly meetings with the Early Childhood Feasibility Study Committee

Other:

- K-12 Language Arts Supervisor welcome and induction to Granby
- Reviewed gifted and talented identification criteria and selection process
- Participated in Cultural competence training with High School Students provided by SERC, participated in debriefing and planning of action steps regarding the HS/MS plans.
- Conducted interviews for MS Language Arts position
- Weekly meetings with new ELL Tutor to monitor student enrollment, progress and appropriate service model
- Supported Principals in the monitoring and implantation of PLC's, SRBI and other initiatives
- Review and approve PD for teachers
- Facilitate and monitor the implantation of the new TEAM (new teacher induction) process.
- Carry out with intermediate administrators and District Outreach worker, Ruth Ann Lobo, the established activities for building background knowledge in exploration of a possible future partnership with Discovery Camp.
- Met with and supported the grant writing process in conjunction with "Link and Learn".

Monthly Meetings:

District Ad Council – Focused on schools SRBI models.

Elementary Ad Council Meetings – Discussed process and identification for gifted and talented, afterschool homework club and curriculum development

Secondary Ad Council Meetings –Reviewed and solidified transition plans

Principals Seminar – Engaged in our focus of *feedback* to teachers regarding effective teaching practices.

Bi Monthly building Administrator meetings – Targeted discussion around moving the work of buildings forward, guided by Principal needs.

District Leadership Team meetings – Began the process of developing Learning Principals

K-12 Language Arts meetings-Establish focus areas for discussion and outcomes desired for year, address coaching issues in enhancing teacher capacity, address unique student needs.

PLC Team meetings – Support PLC teams in data driven decision making delving deeper into analysis of data and strategies to implement with students.

Superintendent meetings – Ongoing daily communication and district level planning

BOE meetings- Presentations of District Language Arts program in collaboration with Deb Pattison

FY 2012 – 2013 Governor's Proposed Budget

- The recommended General Fund base budget of \$17.94 billion for fiscal year 2012 and \$18.37 billion for fiscal year 2013 is balanced
- FY 2012 budget cuts \$1.76 billion from the "current services" spending level, the spending level necessary to maintain services at FY 2011 levels
- The base budget is below FY 2011 spending in the General Fund
- Federal revenue maximization increases spending by \$327 million, to secure a net benefit of \$150 million
- The budget is \$406.4 million and \$57.4 million below the spending cap for FY 2012 and FY 2013, respectively

Summary of Expenditure Growth

(in millions)

Fiscal Year 2012

	Estimated Expenditures FY 2011	Net Adjustments FY 2012	Recommended Appropriation FY 2012	% Growth over FY 2011	% Growth Excl. Provider Tax Spending
General Fund	\$ 17,945.0	\$ 323.1	\$ 18,268.1	1.8%	0.0%
Special Transportation Fund	1,173.1	130.7	1,303.8	11.1%	
Mashantucket Pequot & Mohegan Fund	61.8	-	61.8	0.0%	
All Other Funds	104.4	0.1	104.5	0.1%	
Total	\$ 19,284.3	\$ 453.9	\$ 19,738.2	2.4%	0.7%

Fiscal Year 2013

	Recommended Appropriation FY 2012	Net Adjustments	Recommended Appropriation FY 2013	% Growth over FY 2012	% Growth Excl. Provider Tax Spending
General Fund	\$ 18,268.1	\$ 441.5	\$ 18,709.6	2.4%	2.3%
Special Transportation Fund	1,303.8	31.7	1,335.5	2.4%	
Mashantucket Pequot & Mohegan Fund	61.8	-	61.8	0.0%	
All Other Funds	104.5	(5.2)	99.3	-5.0%	
Total	\$ 19,738.2	\$ 468.1	\$ 20,206.3	2.4%	2.3%

Responsible Budgeting

- Funds operating expenses with on-going revenue streams; no reliance on borrowing or one-time revenues; limits debt to long-term capital investments
- Establishes the commitment to Generally Accepted Accounting Principles
- No early retirement program, no securitization, no deferred pension contributions
- Reduces the number of separately budgeted state agencies from the current 81 to 57, a 30% reduction
- Initiates budget reform, including managing future surpluses, expanding rescission and transfer authority, and expanding the state's financial systems to all areas of state government
- Aggressive maximization of federal reimbursement

Focus on Jobs

- Establishes "First Five" Program to provide incentives for up to five business development projects that commit to creating not less than 200 new jobs
- Capital investments to provide short and long term job benefits
- Provides significant capital investments in the state's transportation infrastructure; \$572.3 million and \$515.2 million in FY 2012 and FY 2013, respectively
- \$260 million in capital funding for economic development programs
- Funds critical Clean Water infrastructure projects
- Funds \$130 million for supportive and affordable housing development and rehabilitation projects
- Provides \$15 million each year for statewide tourism marketing

Preserving the Safety Net

- Funds caseload growth and utilization in DSS, DCF, DDS, and DMHAS
- Supports expansion of community care through Money Follows the Person (MFP) to reduce costs while improving quality of life for seniors and disabled
- Supports nursing homes
- Adds smoking cessation to Medicaid for all Medicaid Recipients in addition to pregnant women currently covered
- Avoids major service reductions

Protecting Local Services

- Overall cities and towns will have more revenue, helping to avoid property tax increases
- Level funding is provided for the Education Cost Sharing grant and many other municipal grants
- A portion of revenue estimated at \$24 million from the state sales tax will be shared with towns based on local sales
- New local revenues from real estate conveyances, hotels, rental cars, cabarets, boats and airplanes
- New incentives will be provided for voluntary Regional Planning Agency consolidation

Shared Sacrifice

- \$1.5 billion in taxes of which 81% will be paid by individuals; 19% by businesses
- \$1 billion in concessions and savings from state employees; discussions are underway
- \$758 million in spending reductions will entail sacrifice by all who use state services

Highlighted Tax Changes

- Earned income tax credit @ 30% of Federal EITC: -\$108 million
- Progressive Income Tax with 8 brackets: \$495 million
- Eliminate Property Tax Credit: \$365 million Sales Tax Changes: \$461 million
- Extend Corporate Tax Surcharge: \$25 million

Highlighted Spending Cuts

- Convert to ASO in Medicaid: \$41 million (\$86 million in year two)
- Medicaid prescription drugs: \$79 million
- Cut payments for uncompensated care: \$83 million
- Reduce prison population
- Cut Higher Ed Block Grants

Agenda
Hartland Board of Education
Monday – February 14, 2011
Conference Room~Hartland School
7:00 PM

1. Call to Order – Amy Bourque-Chairperson
2. Hartland Board of Education Mission Statement
3. Approval of Minutes – January 10, 2011
4. Communications
 - Public Comment on Agenda Items
5. New Business
 - Superintendent Proposed Budget for 2011/2012 School Year – Robert V. Fish
 - January Bills & Statement – Robert V. Fish
 - Gilbert Contract – Amy Bourque
 - Granby Contract – Amy Bourque
 - Winter Weather – Robert V. Fish
 - 2011/2012 School Calendar
6. Public Comment on Agenda Items
7. Adjournment

Copies of this agenda are available at the office of the Superintendent of Schools,
Hartland Elementary School.



ISSUE BRIEF

CHILDHOOD NUTRITION REAUTHORIZATION: KEY PROVISIONS

Background: Healthy Hunger-Free Kids Act Becomes Law

The Healthy, Hunger-Free Kids Act (HHFK) was signed by President Obama on December 13, 2010. It reauthorizes six major nutrition programs—including school breakfast and lunch—for five years. This coincides with the President's goal to end childhood hunger in the U.S. by 2015.

Implementation of the reauthorization is the responsibility of the Secretary of Agriculture and there are many questions to be answered through guidance, regulations, and other policy statements.

NSBA has urged the Administration to involve school boards and school governance representatives in the design and policy for implementation. Below are key provisions of the bill of interest to school boards due to their financial or operational impact on school districts.

Key Provisions of the Healthy, Hunger-Free Kids Act

Updated standards for free and reduced price breakfast and lunch—The Secretary of Agriculture is authorized to increase reimbursement by six cents per school lunch that complies with updated standards issued by the department. For many school districts the increase will not be sufficient to cover the actual cost of meeting the higher standards. Compliance with the new standards is *voluntary*, although districts will be under pressure to raise their standards for school meals due to the mandatory standards for non-program foods described below.

Standards for food sold outside the subsidized school meal programs—The HHFK requires the Secretary of Agriculture to issue *mandatory* national standards for all foods sold, (1) outside the school meal program, (2) on the school campus, and (3) at anytime during the school day. Many school districts rely on revenue from vending machines, school stores, a la carte lines, bake sales, etc., and may need to alter their offerings or fundraising strategy to meet the new standards. The Secretary has up to one year to issue draft standards, which may include exemptions for infrequent, school-approved fundraisers.

Indirect costs—The bill gives the Secretary of Agriculture authority to regulate the indirect costs school districts may attribute to school meal operations. Indirect costs are those costs necessary for the general operation of the program such as operating and maintaining buildings and equipment, administrative salaries, and costs for general travel. Within six months, the Secretary is required to issue guidance on the types of costs that are reasonable and necessary to provide school meals. The Secretary is also required to conduct a study of indirect costs in the school meal programs and the Secretary can issue additional new regulations.

Paid meal pricing—The HHFK regulates the price schools charge for un-subsidized (paid) meals. Effective July 2011, schools are required to charge students for paid meals at a price that is on average equal to the

difference between free meal reimbursement and paid meal reimbursement. In short, if it appears that schools charge a paid meal price that is artificially low, they must either (1) increase the price of that meal or (2) cover the difference with non-Federal funds. The price of paid meals is both an access issue and a local control issue. School districts may try to keep the price of meals low in order to assure that low-income families that don't qualify for subsidized meals can still afford a school lunch.

Local school wellness policies (LSWP)—School districts will be required to comply with new regulations for wellness plans that include periodic measurement and assessment of implementation and comparison to model programs identified by the Secretary. School districts will also have to report this information to the state and the general public.

School nutrition environment—School districts will also have to meet new reporting requirements established by the Secretary on inspections, policies, school meal program participation, and nutritional quality of program meals.

Training and certification requirements—School districts will have to comply with a new program of required education, training, and certification for all school food service directors. School districts will also have to meet new requirements established by the Secretary for training and certification for all school food services personnel.

Following the bill signing of the child nutrition re-authorization, the National School Boards Association's (NSBA) Executive Director Anne L. Bryant issued this statement:

“The National School Boards Association (NSBA) applauds President Barack Obama's recognition that schools are a vital partner in child nutrition; however it is disappointing that the child nutrition act does not provide adequate funding for local school districts to comply with the new requirements. This new law will challenge schools' ability to provide school nutrition by adding a new funding burden for schools at a time when there are critical budget shortfalls. It is imperative that the Obama administration work closely with school district representatives to implement the new child nutrition regulations to mitigate the negative consequences for students and schools.”

For additional information, please contact Lucy Gettman, director of federal programs at the National School Boards Association, at 703-838-6763, or by e-mail at lgettman@nsba.org.



ISSUE BRIEF

REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT

BACKGROUND

The *Elementary and Secondary Education Act* (ESEA), last reauthorized on January 8, 2002 as the *No Child Left Behind (NCLB) Act*, is the major federal law supporting K-12 public education in America. Originally enacted in 1965, the law established federal policy and authorized federal funding to assist states and local school districts to improve the academic performance of all students enrolled in public schools regardless of economic status, race, ethnicity, proficiency in English or disability. NCLB was scheduled to be reauthorized in 2008. However, the provisions of the law continue to be extended through the congressional appropriations process – including its many flaws.

The *No Child Left Behind (NCLB) Act* requires states to:

- Establish rigorous academic standards.
- Conduct annual assessments at specific grade levels with at least a 95 percent participation rate.
- Implement a comprehensive accountability system that includes extensive data collection and public reporting on student and school performance.
- Direct formal sanctions against Title I schools and their school districts for failing to meet proficiency targets in reading and math.
- Establish new qualification requirements for teachers and paraprofessionals beyond the standards previously established by many states.

Although the intent of Congress was to improve academic achievement by all students, with particular emphasis on English language learners (ELL), students in poverty and students with disabilities, the design of the current accountability framework is seriously flawed. Unfortunately, what has evolved is a measurement framework that bases its assessment of school quality on a student's performance only on a *single assessment*, (an invalid standard for measuring student progress), and mandates a series of overbroad sanctions that have not proven to have significant impact on improving student or school performance compared to other options.

THE OBAMA ADMINISTRATION AND THE 111TH CONGRESS

On March 29, 2010 the U.S. Secretary of Education released the U.S. Department of Education's *Blueprint for the Reauthorization of ESEA*, outlining in very broad terms proposed changes to the current law. The *Blueprint* provided a comprehensive set of initiatives by which the federal government intends to support local school districts to raise student performance and close the achievement gap for academically-struggling students in our public schools. Additionally the *Blueprint*, which would shift in emphasis from being more punitive to more supportive, is indeed a more constructive shift. Furthermore, the renewed emphasis on all students graduating from high school college and career-ready is welcomed.

OFFICE OF ADVOCACY

NSBA voiced support for the overall concept and recognition of the need to overhaul the current law but opposes some of the more specific recommendations. For example, NSBA opposes recommendations in the *Blueprint* that: 1) place greater emphasis on competitive grants while level funding Title I formula-based grants; 2) condition Title I funding (or any major federal funding) to the adoption of state common core standards; 3) mandate specific models to turnaround performing schools that are not evidenced-based; 4) expand the overemphasis on charter schools; and 5) continue the overemphasis on standardized tests.

In our view, these White House and Congressional actions have resulted in unprecedented federal investments in public education, but also have resulted in new and proposed federal eligibility requirements that create new expectations on the part of states and local school districts.

Additionally, the Senate Committee on Health, Education, Labor and Pensions and the House Committee on Education and the Workforce held hearings on major areas of the federal law, and committee staff members began bipartisan discussions regarding draft language on selected provisions. However, the realities of pending legislation and limited remaining floor time resulted in the deferral of ESEA reauthorization to the 112th Congress.

NSBA POSITION

In March 2010, NSBA developed a comprehensive, strategic framework for reauthorizing ESEA that would improve the quality of educational services while ensuring maximum authority and flexibility to local school districts that provide such services. This effort resulted in the development of nearly forty specific recommendations (www.nsba.org/ESEARRecommendations.pdf). Congressional adoption of our recommendations would:

- Ensure states and local school districts have greater overall flexibility to make educationally sound decisions, and be free of mandates that unnecessarily or counterproductively hinder school districts from achieving their goals (e.g. mandating the expansion of charter schools and standardized tests as a measure of accountability; and conditioning federal funding on the adoption of state-led common core standards).
- Ensure high-quality, valid and reliable assessments for all students, including English language learners and students with disabilities.
- Support the use of multiple measures of academic achievement that will more accurately determine students' knowledge and performance that reflect the kind of well-rounded education necessary to be successful in the 21st Century economy, as opposed to judging success on their performance on a single assessment.
- Permit the use of growth models and other measures of student achievement that more accurately reflect student and school performance.
- Facilitate strategic interventions that are designed at the local or state level and are targeted to students and schools most in need, rather than impose ineffective and costly sanctions.
- Provide states and school districts support and ensure flexibility to establish programs to enhance teacher/principal quality focusing on preparation, recruitment, retention and evaluation.
- Support efforts by school districts, through a separate funding stream, to develop, expand, coordinate and enhance the quality and availability of voluntary preschool programs for all 3- and 4-year old children.
- Fully fund the law, along with other federal assistance programs that are critical to successfully achieving the goals of the new law, and limit the expansion of competitive grants where such expansion would result in level funding of formula-based grants so critical to students in poverty.

NSBA's recommendations are expected to be well-received during the 112th Congress. With newly elected members in the Republican-controlled United States House of Representatives and nearly one-third of the Democratic-controlled United States Senators in their first term, NSBA will lobby for congressional support with the strong engagement of our local school board members in their respective states and congressional districts. Additionally, NSBA will lobby House and Senate education committee members who have primary jurisdiction over education legislation and maintain our presence before House and Senate education committee formal hearings on various issues under ESEA. Therefore, local school board members urge Congress to:

- Reauthorize ESEA incorporating the recommendations offered by local school board members that would improve the quality and delivery of educational services while maintaining maximum flexibility to schools and school districts in addressing their unique circumstances.
- Conduct formal oversight hearings regarding significant federal regulations/policies, such as the Supplemental Priorities for Competitive Grant Programs, impacting K-12 education to ensure that actions by the Executive Branch are within its authority.
- Enact legislation or request the U.S. Secretary of Education to modify regulations that would provide temporary relief to local school districts from implementing costly restructuring sanctions if ESEA reauthorization is not completed by June 2011.

For further information, contact Reginald M. Felton, director of federal relations at 703-838-6782, or by e-mail at rfelton@nsba.org.

February 16	Finance 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 23	Three-Board Meeting	7:30 p.m.	Senior Center
February 26	Granby Stands Up to Cancer Variety Show and Battle of the Bands	7:00 p.m.	HS Auditorium
March 2	Finance Subcommittee Meeting Regular BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
March 4	Early Release All Schools Professional Development		
March 9	Budget Workshop	7:00 p.m.	Central Services
March 10	Early Release – Secondary Only - Conferences		
March 16	Curriculum Subcommittee Meeting Regular BOE Meeting/Workshop	5:30 p.m. 7:00 p.m.	Central Services Central Services
March 22-25	Early Release – Elementary Only - Conferences		
March 23	Budget Workshop (if needed)	7:00 p.m.	Central Services
March 28	Board of Finance Budget Hearing	7:00 p.m.	Community Room at Police Station
April 6	Grandparents'/Senior Citizens' Day	12:30-2:00 pm	GMMS
April 6	Finance Subcommittee Meeting Regular BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
April 11	Town of Granby Budget Hearing	7:00 p.m.	HS Auditorium
April 12	Spring Parents' Day	7:30-9:15 a.m.	GMMS
April 25	Annual Town Meeting	7:00 p.m.	HS Auditorium