

**Regular Board of Education Meeting
Wednesday, November 16, 2011 7:00 PM
Central Services**

I. Public Comment

II. Administrative Reports

A. Board Recognition Awards

Rationale: Mr. Heminway will present recognition awards on behalf of the Board of Education.

B. Superintendent's Announcements

Attachments:

Regional Common Calendar 2012-2013

3

Rationale: Mr. Addley will provide district updates.

C. Student Representative Reports

Rationale: Ms. Jennifer Lengvarsky and Mr. Sean Goodridge will report on activities taking place at the high school.

D. Business Manager's Report

Attachments:

October Statement of Accounts

8

Rationale: Mr. Harry Traver, Business Manager, will discuss the October Statement of Accounts with the Board.

E. Schools in the Spotlight

Rationale: Mr. Bob Gilbert and students from Kelly Lane Intermediate School will present information to the Board about their upcoming Blue Ribbon School Celebration Day on November 21, 2011.

III. Consent Agenda

A. Minutes

Attachments:

Approved Minutes 10-19-11

14

Rationale: The Board will approve/amend the minutes of the October 19, 2011 Board of Education meeting.

IV. Old Business

A. Early Childhood Feasibility Study

Attachments:

D&CP Review

18

Early Childhood Feasibility Study PowerPoint

20

Early Childhood Feasibility Study Report June 2011

42

Full-Day Kindergarten CMT Comparisons

97

Summary of Full-Day Kindergarten Exploration

98

Rationale: The Board will discuss the recommendations of the Curriculum Subcommittee to implement an integrated pre-school program as well as full-day kindergarten.

B. CPPAC

Rationale: The Board will discuss the recent CPPAC submission and the next meeting scheduled for November 21, 2011.

V. New Business

A. GEA Contract Ratification

Rationale: The Board will ratify the GEA Contract beginning July 1, 2012 through June 30, 2015.

B. Solar Energy Project

Rationale: The Board will discuss approving a contract for the installation of solar panels on the high school roof as well as a long-term (15-year) energy supply agreement.

C. First Reading of Revised Bullying Policy 5131.911

Attachments:

Draft Revised Bullying Policy 5131.911 99

Rationale: The Curriculum/Policy/Technology/Communication Subcommittee recommends revised Policy 5131.911, Bullying, to the Board for a first reading.

D. Emergency Days

Rationale: The Board will discuss the amount of emergency days used thus far this year and potential ways of making them up.

VI. Miscellaneous

A. Board Standing Committee Reports

1. Curriculum/Policy/Technology/Communication

Attachments:

Curriculum Subcommittee Minutes 9-20-11 123

2. Finance/Personnel/Facilities

Attachments:

Finance Subcommittee Minutes 10-19-11 124

B. Other Board-Related Reports

1. CPPAC

2. CREC/CABE

3. Granby Education Foundation

4. District Efficiency Initiatives

C. Calendar of Events

Attachments:

Calendar of Events 125

D. Board Member Announcements

Attachments:

Hartland BOE Meeting 11-14-11 126

NSBA Conference 128

VII. Executive Session/Non-Meeting

DRAFT
2012-2013
Regional Common Calendar for the Greater Hartford Region

AUGUST						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Important Dates

*First Day of School Aug. 29
 Labor Day Sept. 3
 Rosh Hashana
 (District Option) Sept. 17
 Yom Kippur
 (District Option) Sept. 26

SEPTEMBER						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Columbus Day Oct. 8
 *Election Day Nov. 6
 (Regional Professional Development, no
 school for students)
 Veterans Day Nov. 12
 (District Option)
 Thanksgiving Recess Nov. 22, 23

NOVEMBER						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Holiday Recess Dec. 24-Jan. 1
 (Includes Christmas & New Year's Day)
 Three Kings Day Jan. 7
 (District Option)
 Martin Luther King Day Jan. 21
 *Winter Vacation Feb. 18-22
 (Includes Presidents' Day on Feb. 18;
 Districts choose number of days)

JANUARY						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

CMT & CAPT Testing March
 Good Friday Mar. 29
 *Spring Vacation Apr. 15-19
 Memorial Day May 27
 Last Day of School (District Option)

MARCH						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
20	22	23	24	25	26	27
28	29	30				

MAY						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	9	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29/ 30

Red = Commonalities to all districts adopting the Regional Common Calendar.
 * = Decisions of the Common Calendar Work Group

Constant Contact Survey Results

Survey Name: Calendar Adoption Survey Aug 2011
Oct 11, 2011 11:54:16 AM

1. Do you agree in concept with the use of a regional common calendar?

	# of Response(s)	Response Ratio
Yes	12	92.3%
No	1	7.6%
No Responses	0	0.0%
Total	13	100%
0 Comment(s)		

2. Has your Board of Education adopted a school calendar for the 2012-2013 school year?

	# of Response(s)	Response Ratio
Yes	8	61.5%
No	5	38.4%
No Responses	0	0.0%
Total	13	100%
0 Comment(s)		

3. If your district has not yet adopted a calendar for SY 2012-2013, is it your intention to propose the adoption of the regional common calendar to your Board?

	# of Response(s)	Response Ratio
Yes	4	30.7%
No	9	69.2%
No Responses	0	0.0%
Total	13	100%
7 Comment(s)		

4. If your Board has already approved a 2012-2013 school calendar, would they be willing to revisit that decision to consider the regional common calendar as an alternative?

	# of Response(s)	Response Ratio
Yes	1	7.6%
No	4	30.7%
No Responses	8	61.5%
Total	13	100%
5 Comment(s)		

5. If your Board will not adopt the regional common calendar for SY 2012-2013, would they be willing to consider it for the following school year?

	# of Response(s)	Response Ratio
Yes	6	46.1%
No	3	23.0%
No Responses	4	30.7%
Total	13	100%
2 Comment(s)		

6. If your Board is not willing to adopt a regional common calendar, please tell us why.

	# of Response(s)	Response Ratio
Our Board has already adopted a school calendar.	3	37.5%
Our Board does not want to regionalize, but instead wants to	2	25.0%
Other, please elaborate in the comments section.	1	12.5%
Total	8	100%
4 Comment(s)		

7. Are there specific changes that, if incorporated into the regional common calendar, would increase the chances that your Board will adopt it?

	# of Response(s)	Response Ratio
Yes	3	23.0%
No	4	30.7%
No Responses	6	46.1%
Total	13	100%
6 Comment(s)		

Constant Contact Survey Results

Survey Name: Calendar Adoption Survey Aug 2011
Oct 11, 2011 11:54:16 AM

3. If your district has not yet adopted a calendar for SY 2012-2013, is it your intention to propose the adoption of the regional common calendar to your Board? - Comments

Answer

not necessarily

Ours is almost the exact calendar.

We will review it and consider it for Board approval.

Our district has adopted a calendar for 2012-13 and in comparing it to the regional calendar with the exception of some of the "district option" dates, we have the same vacation schedules.

I must follow BOE policy which restricts option.

We already adopted his calendar.

Plainville approved their 2012-13 calendar in March 2010. However, it is very similar to your proposed regional calendar other than the first day of school for students is Sept 1. All the vacations and election day PD line up at this point.

4. If your Board has already approved a 2012-2013 school calendar, would they be willing to revisit that decision to consider the regional common calendar as an alternative? - Comments

Answer

Maybe

See comment above.

We are already so closely aligned that it would be necessary

NA

not sure

5. If your Board will not adopt the regional common calendar for SY 2012-2013, would they be willing to consider it for the following school year? - Comments

Answer

Can not speak on behalf of the Board.
possibly if we have advance notice

6. If your Board is not willing to adopt a regional common calendar, please tell us why. - Comments

Answer

We are almost uniform to the common calendar. we adopt a three year calendar calendars. Regional school districts make good economic sense but limit creativity for progressive school districts unsure

7. Are there specific changes that, if incorporated into the regional common calendar, would increase the chances that your Board will adopt it? - Comments

Answer

Would like time to share this with our board for comments. We are experimenting this year with a shorter February Vacation. No school Friday (prior to vacation week as PD), Monday, Tuesday and back in session on Wednesday. No week long break in Feb. less than a full week of Feb break, which we have had for several years; the board does not support a full Feb week off.. This is a question of the Board. none that I can think of

8. Please include any additional comments: - Responses

Answer

South Windsor is already very closely aligned with the proposed calendar. I cannot speak to the Board's position on this matter as it has not been formally discussed. When we work on future calendars we will raise this issue to make the board aware of this initiative.

GRANBY PUBLIC SCH
 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	1,573,852	-	1,573,852
Regular Education	9,785,808	-	9,785,808
Special Education	1,285,028	-	1,285,028
Total	<u>12,644,688</u>	-	<u>12,644,688</u>
Substitute/Tutor/Support Salaries			
Substitutes	152,000	-	152,000
Sped Support (Speech, O.T. & P.T.)	262,988	-	262,988
Tech Support	180,981	-	180,981
Tutors - Regular Education	157,411	-	157,411
Tutors - Special Education	190,233	-	190,233
Total	<u>943,613</u>	-	<u>943,613</u>
Teaching Assistant Salaries:			
Regular Education	456,601	-	456,601
Special Education	910,337	-	910,337
Total	<u>1,366,938</u>	-	<u>1,366,938</u>
School Secretaries' Salaries	555,263	-	555,263
Central Office Salaries	347,764	-	347,764
Custodial & Maintenance Salaries	1,253,595	-	1,253,595
Purchased Services:			
Instructional	212,952	-	212,952
Administration	404,049	-	404,049
Maintenance	86,115	-	86,115
Total	<u>703,116</u>	-	<u>703,116</u>
Legal Services	65,000	-	65,000
Repairs & Maintenance:			
Instructional	87,050	-	87,050
Administration	8,500	-	8,500
Maintenance	245,710	-	245,710
Total	<u>341,260</u>	-	<u>341,260</u>
Transportation:			
Regular Education	783,341	-	783,341
Special Education	383,198	-	383,198
Vocational-Tech	48,125	-	48,125
Total	<u>1,214,664</u>	-	<u>1,214,664</u>

Insurance - Property & Liability	71,508	-	71,508
Communications	90,107	-	90,107
Tuition:			
Vocational	63,936	-	63,936
Special Education	729,728	-	729,728
Adult Education	9,000	-	9,000
Total	<u>802,664</u>	-	<u>802,664</u>
Conference & Travel Expense	56,425	-	56,425
General Supplies:			
Regular Education	287,180	-	287,180
Special Education	26,300	-	26,300
Administration	81,369	-	81,369
Maintenance	142,700	-	142,700
Total	<u>537,549</u>	-	<u>537,549</u>
Electricity	584,044	-	584,044
Fuel	318,952	-	318,952
Textbooks/Workbooks	170,679	-	170,679
Library/Media Center	53,330	-	53,330
Software	151,254	-	151,254
Dues & Fees	38,722	-	38,722
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>
Student Activities	575,345	-	575,345
Employee Benefits	4,086,021	-	4,086,021
	-	-	-
Total Budget calculated page totals:	26,983,001	-	26,983,001

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

I. Revenue	<u>FY2011-12 Budget</u>	<u>Currently Anticipated</u>	<u>Received To Date</u>
Reg. Tuition from other Towns	706,171	714,000	0
SPED Tuition from other Towns	110,500	110,500	0
SDE Excess Cost Reimbursement	148,364	148,364	0
Rental Fees	75,000	75,000	26,122
Pay for Participation	50,300	50,300	0
Sub Total	1,090,335	1,098,164	26,122

II. Expenditures	<u>FY2011-12 Adj Budget</u>	<u>Expended</u>	<u>Encumbered</u>
Legal Expense	50,000	0	8,200
Teacher Assistants	910,337	222,527	691,938
Special Education Tutors	190,233	54,460	109,452
Evaluation & Therapy Services	56,180	5,585	11,793
Special Ed Transportation	383,198	43,619	424,455
Tuition - High Schools	525,585	58,821	278,982
Tuition - PreK to Grade 8	204,143	40,146	203,895
Total Tuition	729,728	98,967	482,877
Total Expenditures	2,319,676	425,158	1,728,715

HOOLS

STATEMENT OF ACCOUNTS
2011 - OCTOBER 31, 2011

OCTOBER 31, 2011

<u>Expended</u>	<u>Encumbered</u>	<u>Balance</u>	<u>% Enc/ Exp</u>
584,231	993,192	(3,571)	100.2%
2,232,588	7,523,220	30,000	99.7%
301,951	983,077	-	100.0%
<u>3,118,770</u>	<u>9,215,281</u>	<u>26,429</u>	<u>99.8%</u>
34,194	-	117,806	22.5%
74,022	188,966	-	100.0%
70,064	110,917	-	100.0%
36,180	113,583	7,648	95.1%
54,460	109,452	26,321	86.2%
<u>268,920</u>	<u>537,535</u>	<u>151,775</u>	<u>83.9%</u>
104,539	333,801	18,261	96.0%
222,527	691,938	(4,128)	100.5%
<u>327,066</u>	<u>1,025,739</u>	<u>14,133</u>	<u>99.0%</u>
162,658	392,605	-	100.0%
116,903	230,861	-	100.0%
438,586	783,427	31,582	97.5%
31,936	98,921	82,095	61.4%
82,363	265,471	56,215	86.1%
20,180	53,563	12,372	85.6%
<u>134,479</u>	<u>417,955</u>	<u>150,682</u>	<u>78.6%</u>
1,790	27,411	35,799	44.9%
17,806	5,064	64,180	26.3%
-	-	8,500	0.0%
112,173	93,843	39,694	83.8%
<u>129,979</u>	<u>98,907</u>	<u>112,374</u>	<u>67.1%</u>
164,146	585,148	34,047	95.7%
43,619	424,455	(84,876)	122.1%
7,709	40,416	-	100.0%
<u>215,474</u>	<u>1,074,969</u>	<u>(50,829)</u>	<u>104.2%</u>

35,410	36,098	-	100.0%
28,858	38,470	22,779	74.7%
-	71,928	(7,992)	112.5%
98,967	482,877	147,884	79.7%
-	-	9,000	0.0%
<u>98,967</u>	<u>482,877</u>	<u>148,892</u>	81.5%
19,978	6,217	30,230	46.4%
160,802	55,967	70,411	75.5%
10,105	4,110	12,085	54.0%
15,245	19,032	47,092	42.1%
49,700	32,037	60,963	57.3%
<u>235,852</u>	<u>111,146</u>	<u>190,551</u>	64.6%
119,249	464,795	-	100.0%
3,182	315,770	-	100.0%
77,339	5,244	88,096	48.4%
22,374	5,172	25,784	51.7%
50,998	64,118	36,138	76.1%
33,833	260	4,629	88.0%
-	-	4,000	0.0%
-	-	2,500	0.0%
2,877	4,731	(3,608)	190.2%
<u>2,877</u>	<u>4,731</u>	<u>2,892</u>	72.5%
-	-	-	
-	1,694	(1,694)	
<u>-</u>	<u>1,694</u>	<u>(1,694)</u>	
61,133	241,303	272,909	52.6%
963,207	2,555,016	567,798	86.1%
-	-	-	
6,667,882	18,137,601	1,860,949	93.1%
6,667,882	17,836,153	1,860,949	
-	301,448		

**VB\$
vs. Frcst**

7,829

0

0

0

0

7,829

Balance

41,800

(4,128)

26,321

38,802

(84,876)

187,782

(39,898)

147,884

165,803

**Regular Board of Education Meeting – Approved Minutes
October 19, 2011, 7:00 p.m.
Central Services**

Attendance Taken at 6:50 p.m.:

Present Board Members:

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

Absent Board Members:

Marie Nicholls

Mr. Heminway called the meeting to order at 7:00 p.m. He stated that the Early Childhood Feasibility Study Update will be discussed at another meeting and the Board will only receive the recommendations from the Curriculum Subcommittee this evening.

I. Public Comment

There were no public comments this evening.

II. Administrative Reports

II.A. Superintendent's Announcements

- Welcome to teachers for schools in the spotlight
- Thank you for attending the community forum
- Will continue to meet with members of the community - next group is the clergy
- 4th annual teacher leadership academy began last week - building leaders throughout the district - 24 staff members participating. Conducted by administration on a monthly basis.
- Santi Camarotti, Director of Facilities, will be retiring next Friday - in district 8 years. We wish him much happiness and health in his retirement. Tom Steinke will be taking over the position on October 31st - congratulations to Tom.
- Homecoming - thank you to all volunteers for this an enjoyable event for the town.
- Wells Road harvest fair held inside today.
- CABA/CAPPS convention is around the corner - Sean will be attending.
- CABA application submitted for Level Two award.

II.B. Student Representative Reports

- Last week was spirit week and there was a pep rally on Friday for homecoming weekend
- Over 500 students attended the homecoming dance
- Field hockey won against Ellington, girls' soccer also beat Ellington and boys' soccer tied
- Cross country has an NCCC on Friday
- Sophomores and Juniors took the PSATs last Wednesday
- NHS induction ceremony is next Tuesday
- French and Spanish Honor Society induction next Wednesday
- There will be a badminton tournament on Friday, November 6th
- French exchange students arrived yesterday morning
- The college fair was held yesterday introducing juniors and seniors to available colleges

II.C. Business Manager's Report

Mr. Harry Traver, Business Manager, presented the September statement of accounts and stated that it is a bit early in the year to be making any calls. Salaries look to be \$30K favorable at this time of year. Late update on current outplacement costs - transportation is \$70K over budget and there is a net shortfall of \$25K for the year. The Finance Subcommittee reviewed this statement tonight with no issues.

II.D. Schools in the Spotlight

Mr. Paul Osypuk introduced Ellen Godiksen Drama Club Coach. Abby McMillan spoke about her experiences in drama at Granby public schools and the opportunities it has given her. Casey Stickel spoke about her experience in Drama coming from Wells Road to the middle school. Laura Snyder spoke about arts at the high school program. Ms. Godiksen stated that she has been involved in the drama club for 7 years and that there are many very talented students in this area.

II.E. Special Education Programmatic & Academic Performance

Aimee Martin, Director of Pupil Personnel Services, presented the programmatic and academic performance of special education students. Ms. Martin stated that although there is a slight increase in the percentage of special education students in Granby, Granby is still considerably low with regard to the state average. Ms. Martin discussed programmatic data for special education students such as athletic opportunities as well as honors and AP courses. She also discussed CMT and CAPT data for special education students. She also discussed achievement gap data comparing Granby students' scores compared to the average state score. The board inquired if the results are similar with DRG B districts and Ms. Martin stated that, yes, they are. Ms. Martin stated that the CCSS will help to align special education students to regular education students. Granby is developing a culture for special education students that "yes they can". Mr. Addley stated that Granby is on a journey tracking this data and the continuous issue is how do you make an already high-performing school system better and that is to make ALL students succeed.

II.F. Program & Academic Performance by Residence

Ms. Diane Dugas, Director of Curriculum, Teaching & Learning, presented the Programmatic and Academic Performance by residence which highlights students from Hartford and Hartland. Ms. Dugas stated that they are looking to expand the programmatic data across the board; however, after-school programs (clubs) are difficult to track. The board inquired about discipline referrals between the towns and Ms. Dugas stated that although the samples vary significantly due to a small amount of Hartford vs. Hartland students and also Granby students, students are receiving the same types of referrals: cutting class, inappropriate behavior and cell phone violations. Ms. Dugas stated that our data is not disaggregated by the state as we do not have more than 40 students in one group per NCLB state reporting requirements so we do not have to report this data, yet it is helpful to our district to analyze it. CMT, CAPT data and SAT scores for both Hartford and Hartland students were also shared with the Board as well as GPA averages, graduation data, college data, etc. Ms. Dugas stated that Granby will continue its efforts to embrace Hartford and Hartland students in the full life of the Granby learning community. Mr. Addley asked the Board if this information is helpful to them. The Board stated that, yes, it is; however, past years' data would be helpful.

III. Consent Agenda

III.A. Minutes

A motion was made by John O'Connor and seconded by Ed Ohannessian to adopt the consent agenda (one abstention Matt Wutka. This Motion passed unanimously at 8:12 p.m.

IV. Old Business

IV.A. Early Childhood Feasibility Study Update

The Curriculum Subcommittee held a special meeting on September 20th to discuss recommendations for the early childhood feasibility study. The subcommittee came up with two recommendations: 1) recommendation that the Board proceed with the integrated pre-school program for the 2012-2013 school year and 2) recommendation instituting full-day kindergarten at the earliest opportunity.

With regard to integrated pre-school, it was felt by the subcommittee that there would be a more efficient and higher quality education for special education students. With regard to the full-day kindergarten program, there was much more discussion among committee members. There was overwhelming support by administrators and the school community. The new common core standards tilted the discussion. The subcommittee understands there is a considerable cost to the district. The Board stated that the program was found to be a valuable program; however, the cost and implementation would be a challenge.

Mr. Addley inquired if the Board needs any further information before the next meeting. The Board said it would be helpful as to the fiscal feasibility with regard to the cost of the kindergarten program. The cost of the program is \$317K. Mr. Addley stated that D&CP reviewed both programs and provided feedback. The Board stated that their view of the program as well as costs would be valuable. The Board inquired about test scores between districts that have full-day vs. half-day programs. This was discussed at the subcommittee as our students currently do well with a half-day program; however, it was felt that with the new common core standards, there would not be enough time in the half-day program. The board inquired about Hartland and if they are considering a full-day program, as well as, how good or bad 55% of the students reaching benchmark are in Kindergarten.

IV.B. CPPAC

This discussion was deferred to the next board meeting.

V. New Business

V.A. Spanish After-School Program

Ms. Valorie Hollister and Ms. Danielle Sandridge presented an after-school Spanish program which is run by the Parks and Recreation Department. Mr. Addley stated that Valorie and Danielle have been a delight to work with and support world languages at the elementary level. Spanish Classes were offered immediately following the school day at all three elementary schools. GEF has awarded a grant to the program to help defer start-up costs. The classes at Kelly Lane filled up immediately last year and are now addressing students K-6 with all classes full. Two teachers at the high school help to teach classes. They are currently looking for more teachers and expect that classes will be full again in the winter and spring. Valorie thanked the board for including world languages in their budget discussions and how world languages fits into the mission and vision of having all students become 21st century learners. They asked what they can do to help the board move in the direction of implementing world languages at the elementary level. The Board suggested that parents and students should be speaking to board of finance, selectmen, education about the program. The board acknowledged that they have gained momentum and if the board could support this down the road that would be great. Ms. Sandridge concluded by saying that in the last 6-8 months, she has heard much discussion in the community about moving toward accepting world language into the budget.

V.B. Superintendent Goals

Mr. Addley presented his goals for the 2011-2012 school year and stated that they align to his evaluation and highlighted a few of the important goals in each category.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

This committee has not met.

VI.A.2. Finance/Personnel/Facilities

This committee met this evening. There was a recommendation for utility generation contracts - twice a year contest paid out in Jan and May and the Board will finance a social event such as ice cream or pizza for the students for which school has the highest percentage of efficiency. The Board is looking to save 5% additional to the current savings. A motion was made by Matt Wutka and seconded by Ed Ohannessian to finance a social event at one school twice a year to whatever school has the highest percentage of efficiency savings. This Motion passed

unanimously at 9:10 p.m. The subcommittee also discussed CPPAC; roofing update - \$24K cost to continue vinyl siding and should fix but will not know until spring; also discussed leak in art room in Building 1 - spending only \$7K vs. \$47K at this time; Kelly Lane will allocate \$2K for the blue ribbon celebration. A Motion was made by Matt Wutka and seconded by Ed Ohannessian to allocate \$2,000 for the Kelly Lane Blue Ribbon celebration. This Motion passed unanimously at 9:12 p.m.

VI.B. Other Board-Related Reports

VI.B.1. CPPAC

This committee will meet on November 9th.

VI.B.2. CREC/CABE

CREC Council met today. There was much disc about regionalization of activities that would save money and that if local districts take initiative there would be less pressure from the legislature, i.e., common school calendar and efficiency of bus transportation. This calendar will be distributed to the Board for their consideration.

VI.B.3. Granby Education Foundation

The GEF met on Monday but Messrs. Addley and Heminway did not attend due to negotiations.

VI.B.4. Energy-Saving Initiatives

Mr. Traver reported that he handed out 12 business cards to various vendors at the recent CCM Conference and has heard from two but one vendor is coming to visit to discuss solar photovoltaic cells.

VI.C. Calendar of Events

The calendar of events is as presented.

VI.D. Board Member Announcements

There were no board member announcements.

VII. Executive Session/Non-Meeting

Mr. Heminway entertained a motion that the Board adjourn the regular meeting and enter into a brief Executive Session to discuss a student discipline matter and then into a non-meeting to discuss negotiations. A motion was made by Matt Wutka and seconded by John O'Connor to adjourn the regular meeting. This Motion passed unanimously at 9:18 p.m.

Respectfully submitted,

Linda Powell
Board Recorder



Alan Addley
Superintendent
Granby Public Schools
15-B North Granby Road
Granby, CT 06035

November 4, 2011

Dear Alan,

At your request, District and Community Partners (DCP) reviewed the Early Childhood Feasibility Report dated June 2011 for the Granby Public Schools. This review was provided at no additional cost to the district. The report covered two topics, integrated preschool and full day kindergarten; as such we have organized our comments in the same two categories.

Integrated Preschool

The committee conducted a very thorough study including a review of the relevant literature, extensive interviewing of key stakeholders, site visits and financial modeling.

The study concludes that an integrated preschool would serve children well, both with and without special needs. It also concluded that it will fill a community need while not increasing costs to the district. In short, this is a win-win-win opportunity.

Based on the study and experience of like communities, we concur that having an integrated preschool is a sensible decision for the district.

If the district embarks on this plan, we share three lessons learned from like communities:

1. Develop clear leadership roles and responsibilities

An integrated preschool is by its nature a joint venture between special education and general education. This can lead to leadership ambiguity, which undermines the effective running of a program. For example, the building principal may have responsibility for day to day operations and the Director of Pupil Services may be responsible for specialized program content. Clearly delineating the tasks of hiring, supervising, recruiting non-disable peers and budget management is essential.

2. Minimize preschool only staff

Since the program is relatively small, potential diseconomies of scale can exist. If support staff serve both the preschool and K-2 students seamlessly, staffing efficiencies can be achieved.

3. Link tuition to the local market

The question of what tuition to charge is always vexing, and the hesitation to raise tuition over time can significantly impact the program's budget. Some districts have set their tuition based on an average of similar local tuitions and matched their annual increases. Tuition is typically adjusted for length of the program.

District and Community Partners

A Division of The District Management Council
70 Franklin St., Boston, Massachusetts 02110
Tel: 1-877-777-8263 | Fax: 617-322-7464 | www.districtandcommunitypartners.org

Full day kindergarten

The study group also conducted a very thorough review of the benefits of the district providing full day kindergarten. Like its counterpart, the full day kindergarten committee reviewed relevant resources, surveyed key stakeholders, visited similar programs and created a financial model. The committee concluded unanimously that full day kindergarten is better than half day kindergarten and that the district should offer full day programming.

Our review of the report and research suggest a more nuanced conclusion.

On the question of whether full day kindergarten is better than half day, we agree 100%. As standards have increased, there is more content and greater learning expectations in the kindergarten curriculum. The comments of the current teachers and the DRA II results confirm this point. The academic research is clear that struggling students and students of poverty seem to have lasting gains from full day kindergarten. The long term benefits for other children is less definitive.

The financial analysis, however, assumes that saving of \$247,343 from reducing three primary grade classrooms offset the added cost of extending kindergarten. This implies that the district couldn't or wouldn't reduce first and second grade sections based on declining enrollment unless kindergarten is extended to full day. The two decisions can be made independently, so the savings aren't strictly an offset.

The committee answered the question, "Is full day kindergarten good?" and the answer is certainly "yes". The additional question, "Is full day kindergarten the best use of \$300,000 for helping the children of Granby?" wasn't addressed. As the district faces declining enrollment and declining state and federal support, the issues of sustainability and crowding out both move to the fore. Can the district afford this new expense in the years to come and what won't the district be able to afford in the future?

Some districts have addressed the financing concerns by charging for the extended portion or providing extended kindergarten just to struggling students (with and without an IEP).

There is no obvious "right" answer. Like much in education, it is a tradeoff based on limited resources. If funds are available for this and other needed supports, full day is better than half day.

I hope you find these reflections helpful. Please call if you would like to discuss the matter further.

Sincerely,

Nathan Levenson
Managing Director

District and Community Partners

A Division of The District Management Council
70 Franklin Street, Boston, Massachusetts 02110

Tel: 1-877-777-8263 | Fax: 617-491-5266 | www.districtandcommunitypartners.org



Early Childhood Feasibility Study

Presented by Early Childhood Feasibility
Committee Members

Eileen F. Swan, parent

Amy Lupoli, parent

Alisa Ruggiero, Speech and Language Pathologist



Goal of the Study



To study the feasibility of an integrated preschool and full day kindergarten program for Granby Public Schools



Program Description

Integrated Preschool

An integrated preschool is a public preschool learning opportunity servicing special needs students integrated with non-disabled peer role models in a 50/50 enrollment model



Program Description



Full Day Kindergarten

A full day kindergarten experience is defined as one that meets for a full day to provide adequate time to educate the whole child socially, emotionally and academically



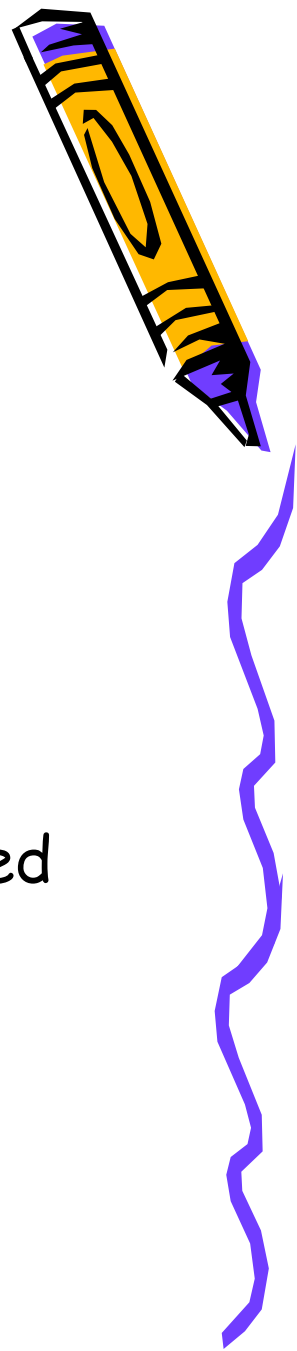
Process of the Study



- Two sub committees, integrated preschool and kindergarten
- Committee composition included: BOE, administrators, teachers, support staff, parents and community members
- A year long review of research, survey of families, interviewing of staff, program visitations
- Monthly meetings of committee
- Synthesis of findings, analysis of short and long term district impact, recommendations and alternatives for consideration



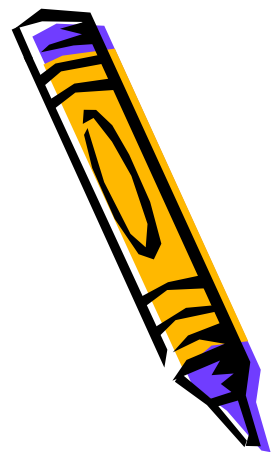
Synthesis of Findings: Integrated Preschool



- Research Results
 - Teacher quality
 - Curriculum, instruction and assessment
 - Alignment with Kindergarten expectations
 - Building administrative support
 - Benefits both special needs and non-disabled peers
 - Integration of related service staff
 - Tuition based for peers



Synthesis of Findings: Integrated Preschool



- Visitations
 - Avon, East Granby, Simsbury visitations
 - Taught by certified special education teachers
 - Integration of related service staff
 - Range from 3-5 day programs, 2.5 hour sessions
 - Time provided for team collaboration, PPT's, Child Find and evaluations
 - Tuition based for non-disabled peers
 - Use of CT Preschool Curriculum and Assessment Frameworks
 - Combination of 3 and 4 year olds serviced separately or in multi-aged classes



Synthesis of Findings: Integrated Preschool



- Survey and Interview Results
 - 91% of respondents would consider a Granby public preschool program
 - Majority would opt for a five day program
 - Tuition range \$1000 - \$3000 per year
 - Curriculum variance offered by private preschool options
 - Increased public school servicing to private preschools
 - Space limitations for servicing



Integrated Preschool Sub-Committee Recommendation



2012-2013 Implement a multi-
aged 3 and 4 year old
integrated preschool program

One A.M. and one P.M. session,
2.5 hours per session, 4 days
per week

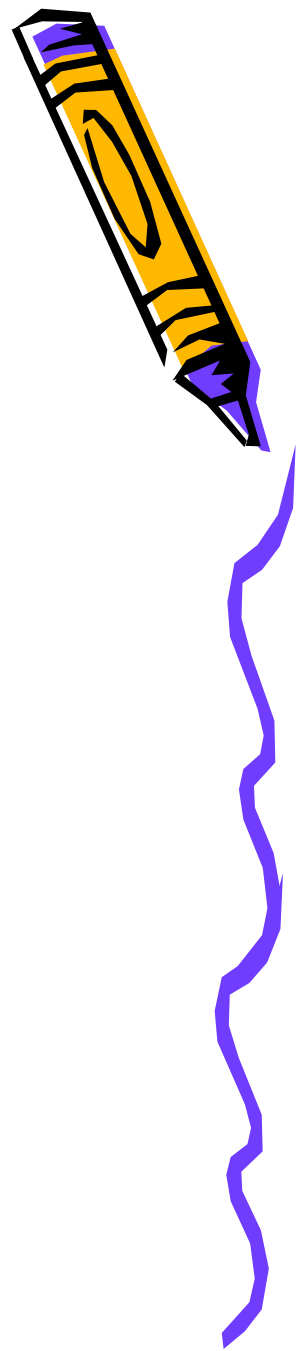
Day 5 TEAM Day

Maximum class size 15

Tuition \$1500 per year



Integrated Preschool Sub-Committee Recommendation



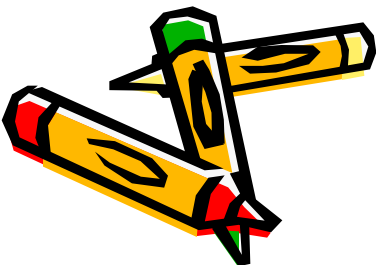
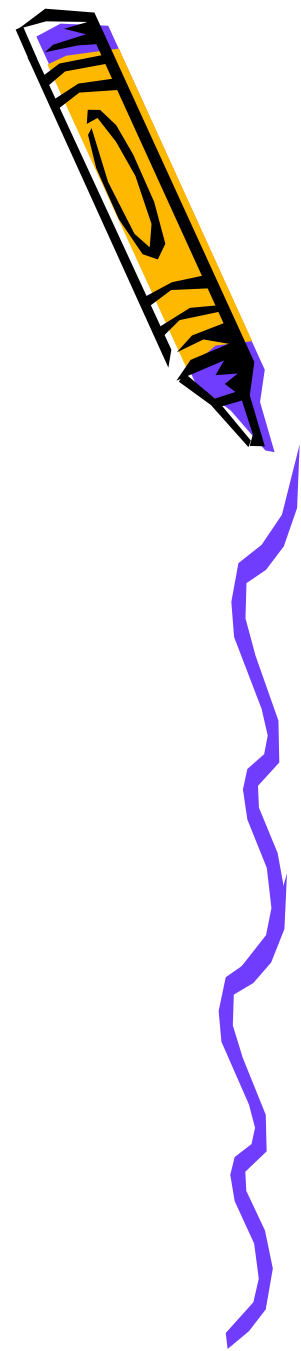
Staffing

- 1 dual certified teacher
- Support staff

Location: Kearns

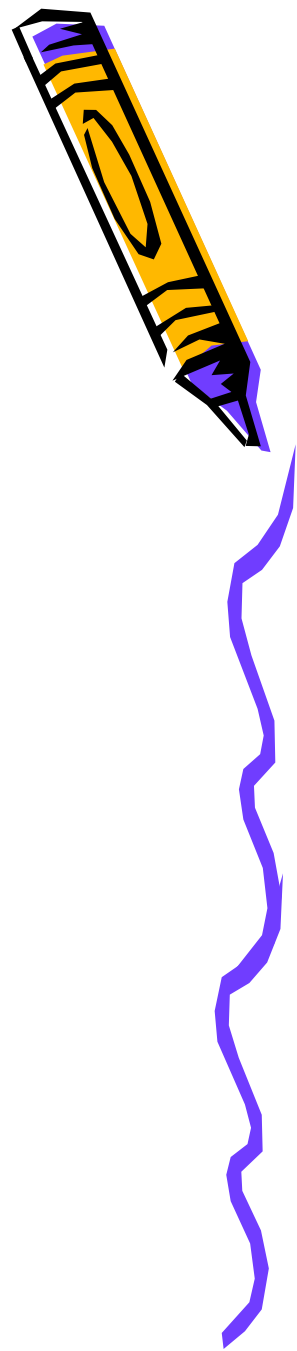


	FTE	Current Program (FY 2012-2013)	FTE	Proposed Program (FY 2012-13)	Cost Difference (FY 2012-2013)
Expenses:					
Tuition		\$33,981		0	(\$33,981)
Wintonbury Magnet Services		\$64,661		\$64,661	0
Transportation		\$32,104		\$32,104	0
Staffing (Salary and Benefits)					
Dual Certified Teacher		\$89,918	1.0	\$89,918	0
Paraprofessionals	1.6	\$24,509	2.0	\$34,688	\$10,179
Speech/Language	0.4	\$40,710	0.4	\$40,710	0
Occupational Therapist	0.1	\$ 8,295	0.1	\$ 8,295	0
Physical Therapist	0.1	\$ 9,124	0.1	\$ 9,124	0
Curriculum/PD		\$ 3,000		\$ 6,000	\$ 3,000*
Furniture		\$ 0		\$12,000	\$12,000*
Supplies		\$ 2,500		\$10,000	\$ 7,500*
Equipment					
Playground			0	\$10,000	\$10,000*
Fencing			0	\$ 3,848	\$ 3,848*
Labor			0	\$ 0	0
Facilities			0	\$ 8,500	\$ 8,500*
Subtotal		\$308,802		\$329,848	\$21,046
Revenue				(\$ 30,000)	(\$30,000)
Total net cost		\$308,802		\$299,848	(\$ 8,954)
*Start-up cost included above					(\$44,848)
Ongoing Annual Cost					(\$53,802)
*Net Savings					



Integrated Preschool Program Evaluation

- Develop and monitor Preschool benchmarks
- Analysis of student participation rates and waiting lists
- Analysis of qualitative program feedback



Synthesis of Findings: Full Day Kindergarten



- Research Results

- Greater reading and Math gains than half day programs
- Academically advantageous for at risk and low income children
- Earlier identification of learning needs, lower remediation rates
- Fewer behavioral problems, higher attendance rates
- Increased social/emotional development
- Increased teacher time one-on-one and in small group instruction



Synthesis of Findings: Full Day Kindergarten



- Survey and Interview Results
 - Approximately 80% of respondents would consider a full day kindergarten program
 - Over one quarter of respondent comments spoke in favor of full day kindergarten
 - Staff interviews identified instructional time, balance and student progress as concerns with the current half day structure in light of increased standards and expectations



Synthesis of Findings: Full Day Kindergarten



- Visitations
 - West Hartford and Windsor Locks visitations
 - Increased academic gains in reading and math district benchmarks
 - Increased stamina for academics
 - Ability to effectively teach all content areas
 - Ability to address the whole child
 - Increased parental relationships



Recommendation

2012-2013 Implement
Full Day Kindergarten
program for all

7 classrooms/7 full day
sessions

Class size 16



Recommendation

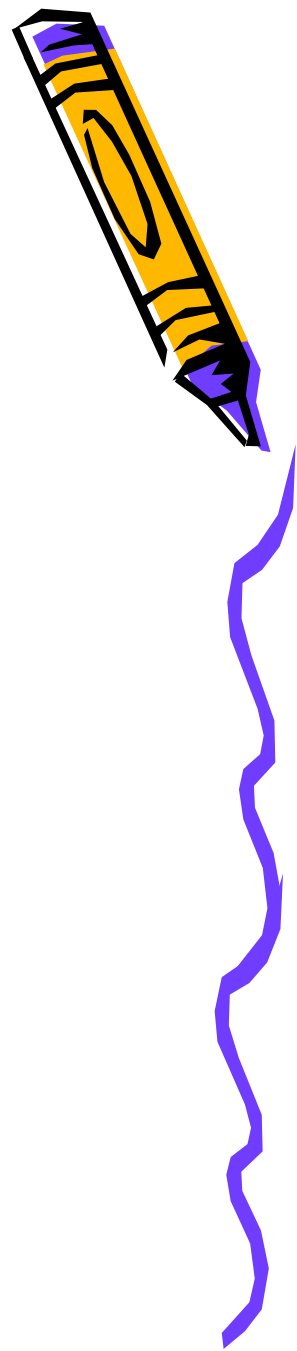


Staffing

- 7 certified teachers
- 7 Teaching Assistants

Location: Kearns





Full Day Kindergarten Cost Analysis

	FTE	FY 2012-2013 Current Program	FTE	FY 2012-2013 Proposed Program	FY 2012-2013 Cost Difference
Expenses					
Transportation		\$ 30,000		\$ 0	(\$ 30,000)
Staffing (Salary and benefits)					
Teachers	3.5	\$297,775	7.0	\$545,118	\$247,343
Teaching Assistants	3.5	\$ 86,888	7.0	\$143,687	\$ 56,799
Curriculum/PD		\$ 0		\$ 5,000	\$ 5,000
Furniture		\$ 0		\$ 0	0
Supplies					
Annual (ongoing est.)		\$ 8,750		\$ 17,500	\$ 8,750
One time (materials)		\$ 0		\$ 30,000	\$ 30,000
Equipment		\$ 0		\$ 0	\$ 0
Facilities		\$ 0		\$ 0	\$ 0
Total net cost		\$423,413		\$741,305	\$317,892
Start up cost included above					<u>(\$ 35,000)</u>
Ongoing annual cost					\$282,892
Reallocation due to reduction of classrooms					<u>(\$247,343)</u>
Net annual budget impact					\$ 35,549



Kindergarten Implementation Alternatives



- **Recommendation** - Full Day Kindergarten for all beginning 2012-2013
- **Alternative** - Partial Implementation of Full Day K in 2012-2013 followed by rolling implementation of classes until all classes are full day .

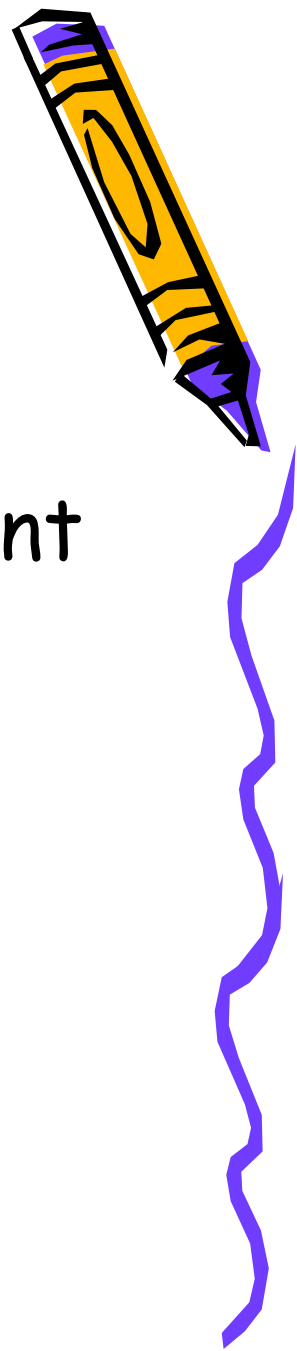
2012-2013 Add 1.5 Teachers and TA's
(3 full day and 4 half day sessions)

2013-2014 Add 1.0 Teacher and TA
(4 full day and 4 half day sessions)

2014-2015 Add 1.0 Teacher and TA
(7 full day sessions)



Full Day Kindergarten Program Evaluation

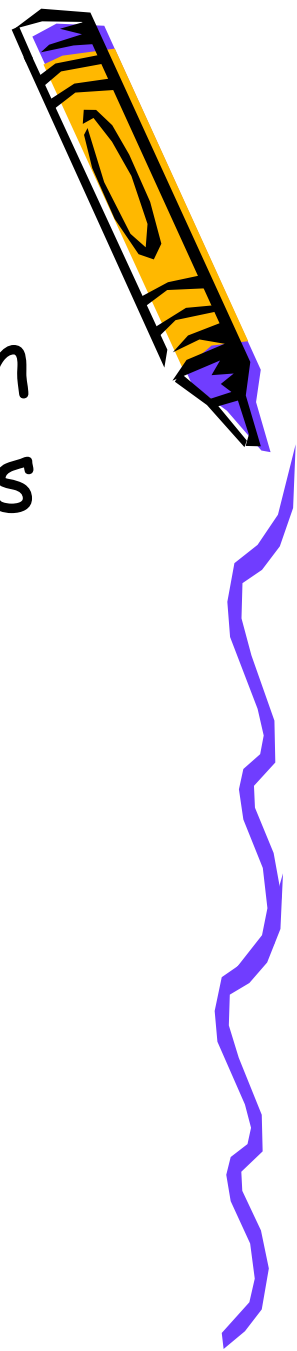


- Monitoring and Analysis of Kindergarten benchmark assessment results
- Monitoring and analysis of student intervention data
- Analysis of qualitative program feedback

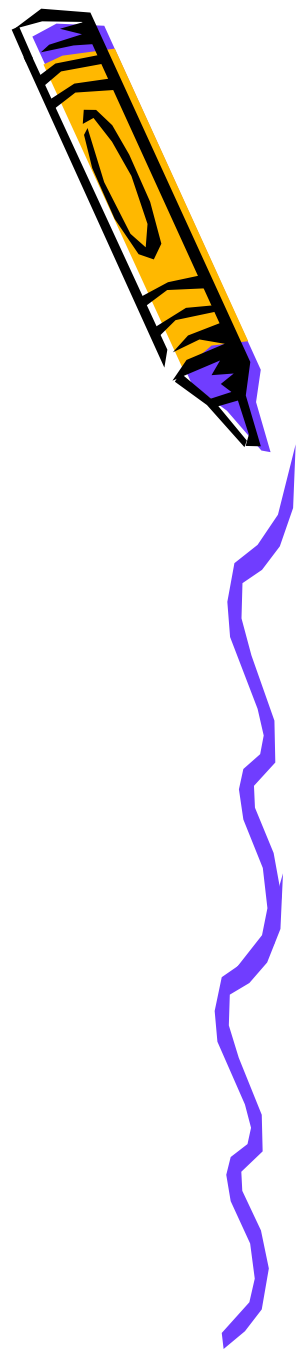


"There is always one moment in
childhood when the door opens
and lets the future in"

- Graham Greene



Questions





Granby Public Schools
Early Childhood Feasibility Report

June 2011

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Early Childhood Feasibility Report

I. Introduction

Goal

The Granby Public Schools Early Childhood Feasibility Study was commissioned by the Board of Education to study the feasibility of an integrated pre-school and a full-day kindergarten program to provide programmatic recommendations.

Program Descriptions:

An integrated preschool is defined as a peer learning opportunity by which students with special needs are integrated with non-disabled peer role models in a 50/50 ratio of enrollment.

A full day kindergarten experience is defined as one that meets for a regular full-day school schedule so as to provide adequate time to educate the whole child socially, emotionally and academically.

Process

In September 2010 the Board of Education commissioned an Early Childhood Feasibility Study incorporating two sub committees, an integrated preschool study group and a full day kindergarten study group. Each study group was comprised of representation from a variety of stakeholder groups, including: Granby Board of Education, administrators, teachers, support staff, parents and the greater community. The Early Childhood Feasibility Study was co-chaired by Diane Dugas, Director of Curriculum, Teaching and Learning who oversaw the work of the full-day kindergarten study group, and Aimee Martin, Director of Pupil Services, who oversaw the integrated preschool study group. Membership included the following people:

Early Childhood Feasibility Committee Members

<u>Integrated Preschool Study Group Members</u>	<u>Full Day Kindergarten Study Group Members</u>
Aimee Martin, Director Pupil Services John O'Connor, BOE Kim Dessert, Kearns Principal Linda Marshall, Preschool Spec. Ed. Teacher Beth Spellman, Kindergarten Teacher Alisa Ruggiero, Speech and Language Danielle Holt, Parent Kristine Roy, Parent Sheri Litchfield, Granby Early Childhood	Diane Dugas, Director of Curriculum Deb Torgersen, BOE Anna Forlenza-Bailey, Wells Principal Michael Dunn, K-12 Lang. Arts Supervisor Betsy Wilken, Kindergarten Teacher Kathi Kortis, First Grade Teacher Fran Frigon, Occupational Therapist Sarah Thrall, Parent Eileen Swan, Parent Amy Lupoli, Parent Heather Coxon, Parent Jacqui Maxon, Apple Tree Patrick Joy, Apple Tree

II. Integrated Preschool Report

Synthesis of Findings: Integrated Preschool

The Integrated Preschool sub-committee engaged in an examination of research, site visitations, and a survey of community members and staff. Following is a summary of the sub-committee's findings.

Research Review

Among the first steps the committee took to explore the topic of an integrated preschool was to research, read and review literature relevant from the field to explore the effects these programs have on the academic achievement and social development of students. Providing public preschool learning opportunities is gaining national attention and federal support, and the majority of towns within our District Reference Group (DRG) support integrated preschool programs. Research is rich in the benefits of universal preschool, educating all versus a select view, and most of the research the committee found focused on this concept.

Of the various factors cited as critical to a successful program, teacher quality ranks among the top. The level of education a teacher has attained, such as a Bachelors' degree with early childhood certification, significantly influences student achievement. Curriculum and instruction designed to motivate children to learn independently, as well as instruction focused on language skills, early literacy, math and health/nutrition, are also critical. Curriculum should be aligned with the K-3 grades and focus on the whole child in a safe, supportive and engaging learning environment. Assessment should be integrated with the curriculum to measure student growth and continuously evaluate the program. According to the research, this is best achieved through an effective and active administration, part of which, at least, is on site.

One of the jobs of the administration of the program is to stimulate parent involvement, also cited as key to a program's success. Outreach to parents in the community, creating opportunities for parent involvement and forging parent/teacher partnerships are all critical components of this work.

Much of the literature also identifies specific benefits of integrated preschool programs. For students with special needs, an integrated program provides greater opportunity to engage in higher level play, make significant gains in language and cognition, and develop better peer relationships with more appropriate social interactions. There is evidence that gains in intellectual, social and language skills are long-term.

Several advantages are also noted for the model peers in the program. In addition to improved communication with students with special needs, peer models tend to become more supportive and develop warm and caring friendships. They develop a sense of personal principles and an improved self-concept. Research also negates an unfounded common fear that students with disabilities in the classroom take away teacher attention from the other children. It is important to note that there is no detriment in developmental outcomes for peers in integrated programs versus children in non-integrated programs

Survey and Interview Results

In order to gather data and determine the community's level of interest and feasibility in offering an integrated preschool within the Granby Public Schools, the committee contracted with the Capital Region Education Council (CREC) to assist in the development, administration and analysis of a family survey. The survey was given out to and completed by Kearns families, grades K – 2, as they were considered to have the closest experiences with early childhood. Over 50% of families responded, an exceptionally high return rate for such a survey. Currently, most Granby parents (65%) who enroll their children in private preschools (versus in-home experiences) choose one of the five private preschool programs in town, while others choose a preschool/daycare provider in another town (perhaps to be closer to their employer). Special Education students with Individual Education Programs are currently provided (itinerant) services at Kearns and their local preschool by Granby related services staff. In addition, a special education teacher provides programming to the preschools and identified students with potential disabilities. Due to the fact that one teacher cannot provide services to all five preschools simultaneously, paraprofessionals implement much of the programming.

While most respondents expressed satisfaction with their preschool experience, 91% of respondents also indicated that they would consider a Granby public preschool option if offered. The majority of parents chose a program consisting of 5 days per week and more than 75% were willing to pay \$1000.00 per year fee, most willing to spend from \$1000.00 - \$3000.00 per year.

In addition to the survey, current Granby Public School staff including: kindergarten teachers, paraprofessionals, preschool staff (special education teacher, speech and language therapist), district-wide occupational therapist, physical therapist and the primary school principal were interviewed by a CREC Consultant. The results indicated considerable variance in the curriculum offered by the private program options. It was identified that staff resources spread across five town programs require travel time that decreases from service time. In addition, there has been an increase in the level of special services required. When a student requires one to one instruction it can be difficult to service a child in the private sector due to limited space. Granby professionals believe a Granby Public School program would provide an easier transition for children moving into Kindergarten, which is consistent with the research.

Preschool Visitations

During the winter months members of the preschool sub-committee conducted site visits to observe three public preschool programs in: Avon, East Granby and Simsbury all of which are housed in elementary schools. The committee members participating in the visits found that the integrated preschool classrooms were taught by certified special education teachers with integration of related service staff: Occupational Therapist, Physical Therapist, Speech and Language Pathologist including teaching assistants as needed. Time is allotted during the week for collaboration among team members for planning to meet the student's needs. Time is also provided for PPTs, Child Find obligations (the search for and identification of new students with special needs as federally mandated) and evaluations. In all programs the families of peer

models paid for the preschool program. In addition to collecting tuition data from the programs visited, all districts within Granby’s District Reference Group (DRG) and our Farmington Valley Director’s consortium were queried regarding their preschool programs. Sixteen of the surveyed towns provided some data, and several provided specific information relative to tuition. Three districts (Newtown, Plainville and Windsor Locks) do not charge tuition to any students, and therefore, are not included in the computed average. The average tuition cost of a 4 day program is \$1679.00. Tuitions vary in range as follows:

District Reference Group	4 day	Farmington Valley Directors Consortium	4 day
Madison (3 day)	\$2,400	East Granby (3 day)	\$1,150
Monroe	\$1,700	Canton	\$1,000
Simsbury	\$2,884	Southington	\$1,340
Avon	\$1,120	Region 10	\$1,440
Trumbull	\$2,270		
Fairfield	Sliding Scale		

The cost of a four-day program at private preschools in Granby ranges from \$1950.00 (three-day option only) to \$6600.00 per year.

All of the programs visited utilize research based curriculum which is aligned to the CT Preschool Curriculum Frameworks and CT Preschool Assessment. Two out of the three programs were integrated into the wider school community. As such, the student’s day allowed for physical education, music, library and art through support from district resources. This may be an area for further inquiry in relation to Granby’s programming needs.

While the staff at each of the schools recognized the optimum ratio for these classrooms as 50:50, (children with disabilities to peer models), the challenge all programs noted was that populations change throughout the school year, often shifting the balance towards the special education population. This is due to Child Find results, children who receive Birth to Three services (a detection of services federally mandated) entering throughout the school year. The length of these programs is typically 2.5 hours per session, with an extended day/full day option contingent upon the significance of the child’s needs. The programs varied by town. Two offered two separate sessions: a 3 year old session and 4 year old session and one offered only a multi-age session of 3 and 4 year olds together. Programs vary each year based on the student population and the specific needs of the 3 and 4 year olds identified at that time. Similar trends were noted in the towns queried within Granby’s district reference group.

Integrated Preschool Recommendations (including district considerations)

A high quality early childhood experience, a continuum of learning from PreK-grade 3, is a common approach to teaching and learning which allows young children to acquire the benefits of coordinated, high quality early education through the age of 8. A PreK-3 early childhood experience provides instructional consistency within grades, curriculum alignment between grades, and high quality classroom instruction that ultimately shows evidence of decreasing learning fade-out in later years.

Having considered the professional research, opinions shared by current primary school parents, and the observations and summations of other public preschools, the committee unanimously recommends the implementation of such programming for Granby's preschool population. While many programming options exist, the committee has outlined a program it feels best suits our current population and the needs of Granby's students with disabilities. Consideration has also been given to how any such program would potentially impact the implementation of full day Kindergarten.

It is recommended that three and four year olds be taught within the same classroom, as this has been noted to be advantageous to student success while at the same time allows us to maximize use of space. Two sessions of integrated preschool are recommended, a morning and an afternoon. Having two sessions will enable the district to maintain a lower than 50:50 ratio, thereby accommodating potential students with disabilities as they transfer in from Birth to 3 service, or are identified via Child Find through community preschools. Two sessions will also allow us to service students on the Autism spectrum with a full day program, an option endorsed by the State Department of Education for students who are significantly impacted by this disability.

Each session would be two and one-half hours, four days per week. The fifth day of the week would be dedicated to Planning and Placement Team Meetings, Child Find obligations and teacher planning and collaboration. Tuition for non-disabled peer models would be \$1500.00 per school year. The cost of tuition for students with special needs would be absorbed by the Granby Public Schools. Non-disabled candidates would be selected from a screening process, to identify appropriate peers, conducted by certified staff each spring. A lottery would be held to select from the final pool of appropriate peers. The maximum class size recommended is fifteen students. Currently Granby services five students with full Individualized Education Programs in town, while two additional students are serviced at Wintonbury Early Childhood Magnet School. Our district numbers fluctuate throughout the school year; currently in the 2010-2011FY we have nine local preschoolers and three Wintonbury preschoolers. The 2008-2011, four year trend, of preschool students requiring special needs programming yields an average of eleven students. We anticipate class sizes of ten non-disabled peer models and approximately five special needs students.

In planning for curriculum, national common core standards are currently being developed for preschool programs and it is expected that they will be ready for implementation in 2014. Given this timeline, the district will need to develop a curriculum based on the current Connecticut framework for preschools, which will require professional development and time for the actual

creation of the curriculum. Preschool staff would be incorporated into existing curriculum committees and supported by professional consultants as necessary.

We recommend that the preschool program be housed in the current shared related service room at Kearns Primary School. This room has a sink and an attached lavatory, both noted as essential by staff of visited preschools. The related service staff space would be relocated to a shared resource space.

The preschool program will be staffed by a dual certified (special education/regular education) teacher. Granby currently employs one dual certified, full-time special education preschool teacher, who services special needs students across the five community pre-schools. In implementing a district preschool program this teacher would now service our children in the public preschool program. To accommodate adequate programming support paraprofessional staffing would be increased from 1.6 FTE's to 2.0 FTE's. The district employs a full-time Occupational Therapist and a full-time Physical Therapist each who spend 10% of their service time with preschoolers. A Speech and Language Therapist is employed part-time to service only preschool students. These positions will remain the same. A comparison of the cost of current programming, versus what the committee recommends is presented below.

Preschool Implementation Recommendation

	Integrated Preschool Recommendation
Timeline for implementation	One (1) classroom, AM and PM sessions Begin FY 2012-2013
Staffing	1 Teacher, 2 Para-Professionals Maintain OT/PT/SPL staff
Facilities	1 classroom, Kearns (current OT/PT space) (Renovations summer 2012) Playground Equipment
Curriculum and PD	Develop preschool curriculum/assessment FY 2011-2012 and Summer 2012
Budget	\$299,848 Predicted Net Savings Year one \$8,954 Annual ongoing net savings \$53,802

	FTE	Current Model (FY2012-2013)	FTE	Proposed Model (FY2012-13)	Cost Difference (FY 2012-13)
Expenses:					
Tuition		\$33,981		0	(\$33,981)
Wintonbury Magnet Services		\$64,661		\$64,661	0
Transportation		\$32,104		\$32,104	0
Staffing (Salary and Benefits)					
Dual Certified Teacher		\$89,918	1.0	\$89,918	0
Paraprofessionals	1.6	\$24,509	2.0	\$34,688	\$10,179
Speech/Language	0.4	\$40,710	0.4	\$40,710	0
Occupational Therapist	0.1	\$ 8,295	0.1	\$ 8,295	0
Physical Therapist	0.1	\$ 9,124	0.1	\$ 9,124	0
Curriculum/PD		\$ 3,000		\$ 6,000	\$ 3,000*
Furniture		\$ 0		\$12,000	\$12,000*
Supplies		\$ 2,500		\$10,000	\$ 7,500*
Equipment					
Playground		0		\$10,000	\$10,000*
Fencing		0		\$ 3,848	\$ 3,848*
Labor		0		\$ 0	0
Facilities		0		\$ 8,500	\$ 8,500*
Subtotal		\$308,802		\$329,848	\$21,046
Revenue				(\$ 30,000)	(\$30,000)
Total net cost		\$308,802		\$299,848	(\$ 8,954)
*Start-up cost included above					(\$44,848)
Ongoing Annual Cost					(\$53,802)

Alternative Preschool Options and Implementation (Timeline, personnel, space, curriculum/PD, budget)

The Early Childhood Feasibility Committee did consider alternatives to our recommendation; however, the committee feels that the current recommendation stands as the best scenario for Granby at this point in time. To offer less than two classes could potentially increase the number of identified students in comparison to their non-disabled peers, deviating from the purpose of integration. Conversely, to suggest more than one classroom, is not supported by longitudinal enrollment trends of 10-11 students. It is possible that as the integrated preschool becomes a known entity, more parents may be inclined to seek out the public preschool option. Another unknown consideration at this time is the impact of Wintonbury Early Childhood Magnet School on enrollment as it has not been in existence long enough to project enrollment trends. One advantage Wintonbury does offer is an extended daycare option within their preschool facility. The timeline for implementation, staffing considerations, facilities, curriculum, professional development and budget are summarized below.

Integrated Preschool Evaluation Process

As we look at the necessary continuum of learning a strong early childhood program provides, we will develop an aligned Pre-k–3 program of curriculum, instruction and assessment. To evaluate the success of the integrated preschool, preschool benchmarks will be developed and monitored according to state recommended guidelines. Student participation rates and waiting lists will inform program need. Qualitative feedback on the program will be elicited from participants and staff after the first year of program implementation providing information that can be compared to our initial survey results. In addition a cost savings analysis will be conducted.

B. Synthesis of Findings: Full Day Kindergarten

The full-day kindergarten sub-committee engaged in an examination of research, site visitations, and a survey of community members and staff. Following is a summary of the sub-committee's findings.

Research Review

The committee conducted an examination of the current research on the benefits of full versus half-day kindergarten programs to explore what, if any, effects attending full-day kindergarten had on the academic achievement and social development of students. The research clearly revealed that children who attend full-day kindergarten made greater gains during the academic year in both reading and math than those who attended a half day program. Furthermore, at-risk and low income students who received full-day kindergarten made significantly greater progress than comparable children in half-day kindergarten with a correlated reduction in grade retention, special education placement, and drop-out rates, and an earlier identification of learning disabilities. In addition, the research indicated that students who attended full day kindergarten experience fewer behavioral problems, lower remediation rates, higher attendance rates and increased social and emotional development after attending full-day kindergarten. Moreover, the research showed that the benefits of a full day program were not limited to the impact on students alone, but also revealed a positive impact on teachers including, but not limited to, increased time spent with students individually and in small groups to assess and provide individualized instruction based on student needs, and increased opportunities to communicate with parents thereby enhancing crucial parental involvement. While some research suggested that the acceleration of gains realized during the year may fade by higher grades, the predominant theme in the wide array of educational research the committee studied is that full-day programs have shown clear benefits over half-day programs, and that full-day kindergarten does not, as some are concerned, lead to potential burnout in children. With fewer special education referrals, fewer remedial needs, improved quality of assessments as a result of increase of time spent with students and a more positive behavioral experience for students overall, the research presents a strong case for the implementation of full-day kindergarten programs.

Kindergarten Visitations

Members of the committee engaged in site visits to observe the operation of full-day kindergarten classes in Windsor Locks (North Street School) and West Hartford (Wolcott School). Within the twenty-one districts in our District Reference Group there are three districts with full day kindergarten programs, six with extended kindergarten and the remaining half day programs. Teachers and administrators at both visits stressed the overwhelming support in the community for full-day kindergarten, citing significant increases in student readiness for first grade, establishment of community norms in the classroom, increased stamina for academic work and independent reading, and decreased retention. Teachers and administrators in Windsor Locks cited drastic academic gains in their kindergarten students who reach district benchmarks in reading. These educators stated that 90% of their students are now leaving kindergarten reading at grade level expectations of Developmental Reading Assessment II (DRA II) whereas only 50% of students used to reach this level by the end of a half day kindergarten program. The extra time in a full day kindergarten program also affords teachers the ability to effectively implement the workshop model of instruction, wherein students are exposed to increased time engaged with authentic learning experiences. Teachers also shared they were able to build richer relationships with students and their parents by being able to focus on one classroom instead of two. Teachers in both schools were unanimous in their value to work only in a district that offers full day learning experiences. From a district perspective the cost savings of the mid day bus run was also identified as a positive factor.

Survey and Interview Results

In order to assess the level of community support, the committee contracted with the CREC to assist in the development, administration and analysis of a survey of primary school aged families. This included all of Kearns families as they were viewed as having the closest experiences to reflect upon. Over 50% of families responded, an exceptionally high return rate for such a survey. Of those who responded, 47% indicated having lived in Granby for more than eight years, suggesting a stable survey population. The results of the survey suggest that while 92% of respondents reported being satisfied with their child's kindergarten experience, 80% would consider a full day kindergarten program for their children. The survey also provided respondents with an opportunity to include a narrative comment. Of those who chose to write a comment over one quarter of the total number of comments spoke in support of full day kindergarten, providing evidence of the level of commitment for full day kindergarten. Both the Likert scale and narrative portions of the survey demonstrate that a majority of respondents support the initiation of a full day kindergarten program.

To complement the family survey, existing F.M Kearns staff were interviewed by an independent consultant from CREC, and as with the family survey, these staff interviews demonstrate significant support for the implementation of full day Kindergarten. Kindergarten staff identified concerns regarding time, balance, and progress in the current half day kindergarten program. The staff respondents currently feel rushed to meet the demands of a standards based curriculum and the individual needs of the students, while balancing the structured academics with developmentally appropriate nurturing of creative expression and

play. Moreover, the Connecticut State Department of Education reading benchmark for students exiting kindergarten is a Developmental Reading Assessment II (DRAII) score of 4. The teachers interviewed stated, and 2008-2011 district benchmark data supports, that only 50% of students exiting Kindergarten from the Granby Public School System meet that standard as evidenced by our DRA2 data, thus the remaining 50% fall below the grade-level expectations. Limited time constrains teachers from enhancing instruction with an integrated curriculum that includes state standards in math, science and social studies.

Kindergarten Recommendation

After a thorough review of research, visitations to full day kindergarten classrooms, and analysis of an early childhood survey regarding the attitudes and interest of school programs, the committee unanimously recommends the implementation of full day kindergarten program for all Granby students (see chart on page 15).

The benefits of full day kindergarten far out weigh those of our current half day structure. Developmentally students enter kindergarten at varying levels of readiness. A full day program allows teachers to educate the whole child by providing an increased amount of learning time for children to engage in standards, curriculum, and assessment that not only focus on academics but also social competence and self-discipline. A full day learning experience provides the time to build upon high quality language development, a foundational skill for future academic success. A full learning day for kindergarteners provides the time necessary for teachers to teach, and for students to master increased expectations from the common core state standards, as well as, providing adequate time for physical education, art and music, components of learning necessary for the development and application of critical thinking. As a system that prides itself on developing citizens prepared for the 21st century, establishing a solid foundation for future learning begins with the benefits of a full day kindergarten program. As identified in the survey provided to Granby early childhood families and interviews of staff, the greatest concerns were the ability to meet the needs of all children and ensure preparedness for future learning in a risk free learning environment. Of the near fifty percent of survey response rate 79.3% identified support of a full day kindergarten program and 100% of staff interviewed supported a full day program.

Our current half day structure staffs three full time kindergarten teachers, one halftime kindergarten teacher and one extended learning teacher who is grant funded. Each classroom is supported by a kindergarten Teaching Assistant for a total of 3.5. Implementing full day kindergarten for all students will require the reallocation of three classroom teachers and the addition of three kindergarten teaching assistants, hiring of a 3.5 teacher and a 3.5 teaching assistant, resulting in staffing for three and a half additional kindergarten classrooms. The reallocation of teachers versus additional teachers is the result of declining enrollment. In keeping with the philosophy of an early childhood continuum we recommend all kindergarten classes remain in the same building with the preschool program. As enrollment declines in 2012-2013 we anticipate at least three fewer classrooms between first and second grade allowing for the implementation of three additional kindergarten classrooms. Kindergarten classrooms

would be clustered within the current Kindergarten wing and accessible to proximity of a bathroom since not all classes have in-room facilities. The ideal classroom enrollment would consist of no more than an 18:1 ratio allowing each child to receive individual attention and foster strong relationships with adults in the school.

The first step in planning for a full day kindergarten is to prepare the instructional schedule. The success of the program lies with highly qualified staff. Professional development that includes a clear understanding of all standards, the development of pacing guides, curriculum, assessment and developmentally appropriate instruction in a full day model would be provided over the 2011-2012 year. Training in pedagogy and instructional support would be provided to Teaching Assistants as well. Parent communication and a redesign of kindergarten orientation will be addressed as a means to inform families of the benefits to full day.

While the addition of three classrooms may bear some initial cost to the district, the long term gains of a high quality program have potential cost savings by decreasing later interventions. The mid-day bus run will be eliminated resulting in a savings of approximately \$30,000. Since we are adding three new classrooms in an already established environment of classrooms we will only need to account for the variance in grade level materials, resources and necessary furniture to create an appropriate learning environment. The following chart summarizes the anticipated program costs:

Full Day Kindergarten Cost Analysis					
	FTE	FY 2012-2013 Current Program	FTE	FY 2012-2103 Proposed Program	FY 2012-2013 Cost Difference
Expenses					
Transportation		\$ 30,000		\$ 0	(\$ 30,000)
Staffing (Salary and benefits)					
Teachers	3.5	\$297,775	7.0	\$545,118	\$247,343
Teaching Assistants	3.5	\$ 86,888	7.0	\$143,687	\$ 56,799
Curriculum/PD		\$ 0		\$ 5,000	\$ 5,000
Furniture		\$ 0		\$ 0	0
Supplies					
Annual (ongoing est.)		\$ 8,750		\$ 17,500	\$ 8,750
One time (materials)		\$ 0		\$ 30,000	\$ 30,000
Equipment		\$ 0		\$ 0	\$ 0
Facilities		\$ 0		\$ 0	\$ 0
Total net cost		\$423,413		\$741,305	\$317,892
Start up cost included above					<u>(\$ 35,000)</u>
Ongoing annual cost					\$282,892
Reallocation due to reduction of classrooms (-3.0 FTE's)					<u>(\$247,343)</u>
Net annual budget impact					\$ 35,549

*See class size chart in appendices

Alternative Kindergarten Options and Implementation (Timeline, personnel, space, curriculum/PD, budget)

The Early Childhood Feasibility Committee recommends full day kindergarten for all children. The committee did consider extensive alternatives to our recommendation. We have provided one alternative below which phases in full day kindergarten over a three year period.

- The first year of implementation, 2012-2013, would add 1.5 FTE teachers for a total of five FTE teachers, three would teach full day kindergarten while two would remain half day for a total of 3 full day sessions and 4 half day sessions. Class sizes for both full day and half day based on projected enrollment would be approximately 16-17 students per classroom. In addition 1.5 FTE teaching assistants would be added.
- The second year of implementation, 2013-2014, would add an additional 1.0 FTE teacher and 1.0 FTE teaching assistant for a total of 6 teachers. We would increase the offering of full day sessions from 3 to four classes and maintain 4 half day sessions. Class size would be approximately 16 students for both full and half day.
- The third year of implementation, 2014-2015, would again add an additional 1.0 FTE teacher and 1.0 FTE teaching assistant for a total of 7 teachers and 7 teaching assistants in all. All classes would be full day, providing 7 full day sessions. Class size would be approximately 16 students per class.

The committee considered various pros and cons to a gradual implementation towards full day kindergarten. Most significantly the inequity of learning opportunity is the biggest disadvantage. There are a wide variety of gradual implementation options that could be considered from a two year implementation model up to a four year gradual implementation. Although the committee has only presented one in this report several others were considered. Due to the complexity of staffing implications the committee would require board direction for further investigation into cost analysis.

The timeline for implementation, staffing considerations, facilities, curriculum, professional development and budget for our recommendation and an alternative are summarized below.

Kindergarten Alternative Options

	Kindergarten Recommendation	Kindergarten Alternative A
Timeline for implementation	Full Day for all Begin FY 2012-2013	Partial Implementation Of Full Day Lottery System Rolling implementation to add a class per year (1.5 Teacher and TA year 1) 1.5 Teacher and 1.5 TA FY 2012-2013 1 Teacher and 1.5 TA FY 2013-2014 1 Teacher and 1.5 TA FY 2014 -2015
Personnel	7 teachers (3.5 to be added) (3.0 to be reallocated due to decrease of enrollment in grades one and two, .5 to be hired), 7 TA's (3.5 to be added)	7 teachers (3.0 to be reallocated due to decrease of enrollment in grades one and two, .5 to be hired) 7 TA's (3.5 to be added)
Facilities	The decrease of enrollment will enable current classrooms to be converted to Kindergarten classrooms	The decrease of enrollment enables current first and second grade classrooms to be converted to Kindergarten classrooms
Curriculum and PD	Develop full day pacing, revise curriculum and assessment. Provide professional development in full day implementation	Develop full day pacing, revise curriculum and assessment. Provide professional development in full day implementation
Budget	Net Annual Ongoing cost \$35,549	FY 2012-2013 (\$115,008) FY 2013-2014 \$53,221 FY 2014-2015 \$58,223 (excluding startup cost)

**Full Day Kindergarten Cost Analysis
Alternative A**

	FY 2012-2013		FY 2012-2013		FY 2012-2013
	FTE	Current Program	FTE	Proposed Program	Cost Difference
Expenses					
Transportation		\$ 30,000		\$ 30,000	\$ 0
Staffing (Salary and benefits)					
Teachers	3.5	\$297,775	5.0	\$400,344	\$102,569
Teaching Assistants	3.5	\$ 86,888	5.0	\$ 112,904	\$ 26,016
Curriculum/PD		\$ 0		\$ 5,000	\$ 5,000
Furniture		\$ 0		\$ 0	0
Supplies					
Annual (ongoing est.)		\$ 8,750		\$ 12,500	\$ 3,750
One time (materials)		\$ 0		\$ 30,000	\$ 30,000
Equipment		\$ 0		\$ 0	\$ 0
Facilities		\$ 0		\$ 0	\$ 0
Total net cost		\$423,413		\$590,748	\$167,335
Start-up cost included above					<u>(\$ 35,000)</u>
Ongoing annual cost					\$132,335
Reallocation due to reduction of classrooms					<u>(\$247,343)</u>
Net budget cost impact					(\$115,008)

	FY 2012-2013		FY 2013-2014		FY 2013-2014
	FTE	Proposed Program	FTE	Proposed Program	Cost Difference
Expenses					
Transportation		\$ 30,000		\$ 30,000	\$ 0
Staffing (Salary and benefits)					
Teachers	5.0	\$400,344	6.0	\$468,721	\$ 68,377
Teaching Assistants	5.0	\$112,904	6.0	\$130,248	\$ 17,344
Curriculum/PD		\$ 5,000		\$ 0	\$ (5,000)
Furniture		\$ 0		\$ 0	0
Supplies					
Annual (ongoing est.)		\$ 12,500		\$ 15,000	\$ 2,500
One time (materials)		\$ 30,000		\$	(\$ 30,000)
Equipment		\$ 0		\$ 0	\$ 0
Facilities		\$ 0		\$ 0	\$ 0
Total net cost		\$590,748		\$643,969	\$ 53,221
Ongoing annual cost					\$ 53,221

**Full Day Kindergarten Cost Analysis
Alternative A Budget Analysis**

	FY 2013-2014		FY 2014-2015		FY 2014-15
	FTE	Proposed Program	FTE	Proposed Program	Cost Difference
Expenses					
Transportation		\$ 30,000		\$ 0	(\$ 30,000)
Staffing (Salary and benefits)					
Teachers	6.0	\$468,721	7.0	\$537,100	\$ 68,379
Teaching Assistants	6.0	\$130,920	7.0	\$147,592	\$ 17,344
Curriculum/PD		\$ 0		\$ 0	\$ 0
Furniture		\$ 0		\$ 0	\$ 0
Supplies					
Annual (ongoing est.)		\$ 15,000		\$ 17,500	\$ 2,500
One time (materials)		\$ 0		\$ 0	\$ 0
Equipment		\$ 0		\$ 0	\$ 0
Facilities		\$ 0		\$ 0	\$ 0
Total net cost		\$643,969		\$702,192	\$ 58,223
Ongoing annual cost					\$ 58,223

*All salary and benefit costs are based on the FY 2012 numbers

Kindergarten Evaluation

The current Kindergarten program has established district learning benchmarks. Benchmark results in literacy and numeracy will be analyzed three times annually with comparative results viewed between half day and full day programs. The percentage rate of students referred for Tier 1 and 2 interventions will be monitored and compared, as will progress towards the District achievement goal. Like the preschool program evaluation, qualitative feedback on the program will be elicited from participants and staff after the first year of program implementation providing information that can be compared to our initial survey results.

Summary

In summary, after a rigorous year-long study, the Early Childhood Feasibility committee recommends the development and implementation of a cohesive early childhood program consisting of an integrated preschool and full day kindergarten to benefit the children and families of the Granby community. The implementation of a cohesive continuum of early learning supports our districts mission to provide the foundational building blocks to achieve our mission of graduating students prepared to be successful 21st century citizens. Research indicates a high quality early childhood experience, and a continuum of learning from Pre-K through grade 3, is the most successful approach to teaching and learning. These learning benefits were observed and identified in site visitations to both integrated preschool and full day kindergarten programs. In addition survey and interview results indicate strong support from the community and teachers for the recommendation of these programs.

Recognition

We would like to extend our sincere gratitude for the entire committee's time, energy and commitment to provide the Board of Education with valuable information and recommendations regarding Early Childhood programs in the Granby Public Schools in pursuit of our districts 21st century vision.

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APPENDIX



Granby Public Schools
Early Childhood Feasibility Committee
**CREC Survey and
Staff Interview Report**

Prepared by Tim Nee

Assistant Director,
CREC Institute for Teaching and Learning

March 2011

Granby Public Schools
CREC Early Childhood Survey and Interview Report

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Introduction

Granby Public Schools Early Childhood Feasibility Committee contacted CREC to assist with a sampling survey for feedback regarding the Granby preschool and kindergarten offerings available in the town, particularly at the public school level. Tim Nee, Assistant Director of the CREC Institute for Teaching and Learning, met with the committee in January 2011 to share survey options available through CREC that would best serve the committee needs. The committee along with Granby District Directors, Diane Dugas and Aimee Martin, provided an overview of the committee's goals and guidance regarding information they wished to gather. A draft of a survey was presented to the committee and the group provided feedback to add, edit or revise questions. It was determined that the survey would primarily be conducted electronically with paper copies also available.

The goal was to keep the survey brief (10 questions or less) and to keep the window of response time short so the results could be reviewed by the committee as soon as possible. Since families in the Kearns Primary School had or did recently have children in Granby Public Schools kindergarten program and there would be an immediate way to distribute information to these families, it was recommended to begin with this segment of the Granby population. Survey Monkey was chosen as the platform to conduct the electronic survey and paper copies would replicate the questions and survey format. A cover letter from the Granby Superintendent, the Director of Curriculum, Teaching and Learning and the Director of Special Services was composed to explain the purpose and process of the survey.

The survey was made available to all 363 families currently attending F.M. Kearns Primary School. Parents were provided a 16 day window to return the survey either electronically or using a return envelope provided. All returns were anonymous and confidential and received at a CREC web link or mailing address. Results from the survey were compiled by CREC and shared with the Granby Early Childhood Feasibility Committee through a power point presentation on February 24, 2011.

Additionally CREC consultant, Tim Nee, conducted focus group interviews with Granby Public Schools Early Childhood Staff. The focus groups included; kindergarten teachers, early childhood special education and support teachers, kindergarten classroom paraprofessionals and the Kearns building principal. The interviews took place on January 31 and the results of the compiled feedback were also shared with the Early Childhood Feasibility Committee on February 24.

The Survey Description

A letter introducing the survey was sent home on January 28 with all Kearns children. Parents and guardians were provided a Survey Monkey link to use if they wanted to respond using the internet. The letter and school email blast also informed parents that the survey was available in a paper format at the school office. Parents or guardians who had previously expressed that they would prefer paper communications over electronic communications were automatically sent a paper version via the school office.

There were eleven (two were embedded in one question) questions or completion statements on the survey and they were as follows:

- How long have you lived in Granby?
- I currently have a child at the following age levels:
- The annual gross income for our household is:
- Rate your satisfaction with each preschool setting that best describes your children's preschool experience.
- If a preschool program was available through the public school setting I would have sent my child to the program:
- If full day kindergarten was a choice for my child I would have chosen it as an option:
- If public preschool would have been available to you, indicate which factors would have been agreeable for you to have chosen Granby Public Preschool for your child:
- If the public preschool was available, as a half day program five days a week, what is the maximum annual amount you would have paid for your child to attend?
- Please indicate below where your child or children attended kindergarten:
- Rate various statements regarding your child's kindergarten experience:
- Please add comments from the questions above or additional comments, suggestions, or concerns related to preschool or kindergarten programs in Granby:

The closing date for the survey submission was Monday, February 14, 2011. 179 parents or guardians responded by this date; 167 responded electronically using the Survey Monkey link and 12 responded by mailing their anonymous survey response to CREC. This response represented a nearly 50% (49.3%) return rate; which is an impressive return for most surveys conducted. Generally a 25-30% return rate is considered good.

Survey Results

A complete analysis of each question can be found in this report appendix (see page 12). Also included in the report is a complete listing of comments for the final open ended survey item (see page 18). Names of people or places mentioned in the comments have been removed to keep comments anonymous and confidential.

All respondents did not answer all questions so there are varying response numbers for each question. The number responding to each question can be seen following the graphic and numerical responses for each question in the survey analysis.

The general findings shared with the Granby Early Childhood Feasibility Committee were as follows:

- Nearly 50% return rate, 179 responses of the 363 families attending F.M. Kearns Primary School
- Most all were electronic responses, 12 paper responses (these responses were entered electronically at CREC to count responses in the final analysis)
- 68% of respondents have lived in Granby for at least 5 years
- Over 79% reported gross incomes of \$80,000 or more
- 94% had children who attend(ed) Granby Kindergarten
- Highest return rate was from families who have children 9 years old or younger
- Generally families were pleased or very pleased with their children's preschool experience ranging from 3.25 to 4.32 with indicators using a 5 point scale
- 91.4% of respondents would have considered a Granby public preschool (combined yes or maybe responses)
- 79.3% of respondents would have considered a full day Granby kindergarten program (combined yes or maybe response)
- Factors that families would have found agreeable for a public preschool varied with a range of responses; however the highest was 60.7 % agreeable to a half day program
- Similarly there was variance about the maximum annual amount a family would pay for the public preschool experience; however, most fell in the middle range with 44.2% of the families indicating they would pay between \$2,000 and \$3,000 for a five day a week half day program
- Like preschool, most respondents were generally satisfied with their child's kindergarten experience ranging from 3.99 to 4.43 agreeing or strongly agreeing with the indicators using a 5 point scale
- 92 responses included comments; several comments were lengthy, multiple sentences

Comments from the last question were grouped by general topics. Each time a new comment was noted a new subcategory was created and for each similar comment from another respondent a tally system was created to indicate the number of times similar comments were made. In total 92 respondents wrote comments. Some responses may have included multiple comments while others may have only stated one. The table below highlights comments made more than once or twice.

Paraphrased Comments from #10 on Survey (Open Response)	# of Similar Comments
Support for full day K (or an option)	24
Kearns K teachers excellent or pleased with K program	16
(Granby community program) is an excellent preschool	15
Support public preschool	15
Half day K program is sufficient for this age group	10
Full day K or PreK should not be tax funded	9
Support public preschool with fee	8
Children should be 5 to enter K	6
Concerns about Hartford children attending Granby	4
Concerns about after care availability	4
Not enough time in the K program	4
Public PreK would hurt community based programs	3
If Granby does not offer full day K will choose magnet	3

Staff Focus Group Interviews

On Monday, January 31, CREC consultant, Tim Nee, conducted staff focus group interviews to gather confidential feedback regarding the preschool and kindergarten programs in the town of Granby. The interviews were scheduled meetings at the school. The only people present during the group interviews were the CREC consultant and the Granby staff who were grouped by similar roles. Four consecutive interviews were held during the morning and early afternoon. All staff were informed that their comments would remain confidential and would be grouped in general feedback results so to insure anonymity. Interviews were conducted with the kindergarten teachers, the kindergarten paraprofessionals (many of whom were also parents at one time or another of a kindergarten student at Kearns), the early childhood special education and support staff and finally the building principal. A total of 18 staff members were involved in the various focus groups. Each group interview lasted between 45 and 60 minutes.

A series of questions were posed and all participants were encouraged to respond. Each group appeared at ease to respond and shared in the discussion. Those interviewed appeared to be candid with the understanding they were being asked to offer honest feedback. A sample of the questions asked has been included in the appendix.

Interview Results

The following bulleted comments are summaries or generalizations based on multiple statements made during the focus group. Included comments are the result of more than a singular statement made during the focus groups and reflect consensus issues shared by many in a group or between the various groups interviewed.

Preschool Related Comments

- Delivery of state preschool curriculum in town preschool programs varies greatly
- Granby Public School Preschool Staff resources are spread out too much with much time spent traveling rather than servicing children
- There has been an increase in level of children's needs in Granby over time
- Communications about children are best when program staff are centrally located
- Staff believed the best delivery of services takes place at Kearns School
- There is an easier transition for children who do attend Kearns for preschool services

- Success with communication forms between community preschools and Kearns staff has been inconsistent
- Use of state Preschool Assessment Framework (PAF) is inconsistent in community preschools
- If public preschool existed, there would be a need for typical peers enrolled in the preschool setting

Kindergarten Related Comments

- Kindergarten teachers are regarded as a collaborative professional team
- Paraprofessionals are valued members of the kindergarten team
- All staff agreed the kindergarten instructional day was rushed and felt it is difficult to manage curriculum expectations and social needs of the students (stressful)
- Literacy instruction appears to be the primary focus of the kindergarten day
- Limited time was spent on mathematics and little time was available for other academic content such as science or social studies
- Activities that emphasize creative expression and play are not as currently visible in the kindergarten classroom as in the past
- Though more attention to literacy is evident, only 50% of exiting kindergarten students are meeting the Development Reading Assessment (DRA 2) goal of Level 4 or better
- All staff did not agree on the use of “pull out” or “push in” services for students at Tier 2 or Tier 3 level using a Scientific Research Based Intervention (SRBI) model
- There is a concern that the wide range of developmental needs of children may not be met in the current program and it is very difficult to differentiate for individual needs within the time restraints of the half day program

Conclusion

The response to both the survey and interview process was very positive. Both have yielded good quantitative and qualitative data for the Granby Early Childhood Feasibility Committee to consider. The Survey Monkey results are held in a CREC database and should further information from the survey be needed it may be possible to obtain, depending on the query. CREC has appreciated the opportunity to provide these services to Granby Public Schools. Should any further information or assistance be needed, CREC is poised to assist Granby in any way possible. We at CREC wish Granby Public Schools much success as it continues to explore the very best for the very youngest in their school community.

Appendix

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Granby Preschool and Kindergarten

1. Granby Public Schools Early Childhood Program Survey

Thank you for taking a few minutes to complete this survey electronically. Simply read each question and click on each appropriate answer. There is a space at the end for any comments you may wish to add. After you have completed the survey, click "done" and it will automatically be sent to Capitol Region Education Council (CREC).

1. How long have you lived in Granby?

- 1-2 years
- 2-5 years
- 5-8 years
- 8-10 years
- more than 10 years
- do not live in Granby

2. I currently have a child at the following age levels: (choose all that apply)

- Birth to 3 years old
- 4 to 6 years old
- 7 to 9 years old
- 10 to 12 years old
- 13 to 15 years old
- 16 to 18 years old
- older than 18 years old

3. The annual gross income for our household is:

- Under \$25,000
- \$25,001 - \$40,000
- \$40,001 - \$60,000
- \$60,001 - \$80,000
- \$80,001 - \$100,000
- \$100,001 - \$120,000
- \$120,001 - \$150,000
- Above \$150,000

Granby Preschool and Kindergarten

4. Rate your satisfaction with each preschool setting that best describes your children's preschool experience (you may rate all that applied to your family):

	Very Displeased	Displeased	Neutral	Pleased	Very Pleased
At home with a family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a home with a private child care provider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a Granby community preschool/daycare program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In another preschool/daycare program outside of Granby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please select:

	Yes	No	Maybe
If a preschool program was available through the public school setting I would have sent my child to the program:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If full day kindergarten was a choice for my child I would have chosen it as an option:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. If public preschool would have been available to you, indicate which factors would have been agreeable for you to have chosen Granby Public Preschool for your child: (choose all that apply)

- 5 days a week
- 3-4 days a week
- half day program
- full day program
- after school provided
- free program
- tuition based program
- integrated with special education students
- I would not have chosen a Granby public preschool option

Granby Preschool and Kindergarten

7. If the public preschool was available as a half day program, five days a week, what is the maximum annual amount you would have paid for your child to attend:

- No cost (\$0)
- \$500
- \$1,000
- \$2,000
- \$3,000
- \$4,000
- \$5,000
- More than \$5,000

8. Please indicate below where your child or children attended kindergarten (choose all that may apply):

- Granby Public School Kindergarten
- Granby Extended Day Kindergarten
- Magnet School Kindergarten
- Private Half Day Kindergarten
- Private Full Day Kindergarten

9. Rate each statement below using the scale provided:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My child was satisfied with their kindergarten program:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The kindergarten program met our needs for quality education:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The kindergarten program met our needs for quality child care:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The kindergarten program and staff work with strategies that support my child's educational and developmental needs:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Granby Preschool and Kindergarten

10. Please add below any comments from the questions above or additional comments, suggestions, or concerns related to preschool or kindergarten programs in Granby:



1. How long have you lived in Granby?

	Response Percent	Response Count
1-2 years	8.4%	15
2-5 years	21.8%	39
5-8 years	20.7%	37
8-10 years	14.5%	26
more than 10 years	33.5%	60
do not live in Granby	1.1%	2
answered question		179
skipped question		0

2. I currently have a child at the following age levels: (choose all that apply)

	Response Percent	Response Count
Birth to 3 years old	31.8%	57
4 to 6 years old	74.3%	133
7 to 9 years old	58.7%	105
10 to 12 years old	25.1%	45
13 to 15 years old	11.7%	21
16 to 18 years old	3.4%	6
older than 18 years old	0.6%	1
answered question		179
skipped question		0

3. The annual gross income for our household is:

	Response Percent	Response Count
Under \$25,000	1.7%	3
\$25,001 - \$40,000	2.3%	4
\$40,001 - \$60,000	4.7%	8
\$60,001 - \$80,000	11.6%	20
\$80,001 - \$100,000	16.3%	28
\$100,001 - \$120,000	13.4%	23
\$120,001 - \$150,000	24.4%	42
Above \$150,000	25.6%	44
	answered question	172
	skipped question	7

4. Rate your satisfaction with each preschool setting that best describes your children's preschool experience (you may rate all that applied to your family):

	Very Displeased	Displeased	Neutral	Pleased	Very Pleased	Rating Average	Response Count
At home with a family member	3.8% (2)	0.0% (0)	23.1% (12)	23.1% (12)	50.0% (26)	4.15	52
In a home with a private child care provider	5.6% (2)	2.8% (1)	27.8% (10)	36.1% (13)	27.8% (10)	3.78	36
In a Granby community preschool/daycare program	3.9% (5)	3.1% (4)	7.0% (9)	28.9% (37)	57.0% (73)	4.32	128
In another preschool/daycare program outside of Granby	2.9% (2)	4.4% (3)	13.2% (9)	35.3% (24)	44.1% (30)	4.13	68
Other	0.0% (0)	0.0% (0)	83.3% (10)	8.3% (1)	8.3% (1)	3.25	12
answered question							179
skipped question							0

5. Please select:

	Yes	No	Maybe	Response Count
If a preschool program was available through the public school setting I would have sent my child to the program:	48.0% (84)	8.6% (15)	43.4% (76)	175
If full day kindergarten was a choice for my child I would have chosen it as an option:	58.0% (101)	20.7% (36)	21.3% (37)	174
answered question				178
skipped question				1

6. If public preschool would have been available to you, indicate which factors would have been agreeable for you to have chosen Granby Public Preschool for your child: (choose all that apply)

	Response Percent	Response Count
5 days a week	46.1%	82
3-4 days a week	59.6%	106
half day program	60.7%	108
full day program	35.4%	63
after school provided	21.9%	39
free program	58.4%	104
tuition based program	37.1%	66
integrated with special education students	25.3%	45
I would not have chosen a Granby public preschool option	6.2%	11
	answered question	178
	skipped question	1

7. If the public preschool was available as a half day program, five days a week, what is the maximum annual amount you would have paid for your child to attend:

	Response Percent	Response Count
No cost (\$0)	17.2%	28
\$500	6.7%	11
\$1,000	15.3%	25
\$2,000	23.3%	38
\$3,000	20.9%	34
\$4,000	8.0%	13
\$5,000	7.4%	12
More than \$5,000	1.2%	2
answered question		163
skipped question		16

8. Please indicate below where your child or children attended kindergarten (choose all that may apply):

	Response Percent	Response Count
Granby Public School Kindergarten	94.2%	163
Granby Extended Day Kindergarten	9.8%	17
Magnet School Kindergarten	2.3%	4
Private Half Day Kindergarten	1.2%	2
Private Full Day Kindergarten	4.0%	7
answered question		173
skipped question		6

9. Rate each statement below using the scale provided:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
My child was satisfied with their kindergarten program:	2.3% (4)	0.6% (1)	4.5% (8)	37.3% (66)	55.4% (98)	4.43	177
The kindergarten program met our needs for quality education:	2.8% (5)	1.7% (3)	8.4% (15)	38.2% (68)	48.9% (87)	4.29	178
The kindergarten program met our needs for quality child care:	1.9% (3)	3.8% (6)	23.1% (37)	36.3% (58)	35.0% (56)	3.99	160
The kindergarten program and staff work with strategies that support my child's educational and developmental needs:	2.3% (4)	1.1% (2)	10.2% (18)	32.4% (57)	54.0% (95)	4.35	176
						answered question	178
						skipped question	1

10. Please add below any comments from the questions above or additional comments, suggestions, or concerns related to preschool or kindergarten programs in Granby:

	Response Count
	92
answered question	92
skipped question	87

Comments from Granby Early Childhood Feasibility Survey – Question #10

Names of staff or specific programs have been crossed out but otherwise the comments including content, spelling and grammar have not been edited from the respondent's original text.

I would like to see more individual attention paid to students who need more help with their studies as well as a program that can offer more challenges to those children who learn faster.

Felt like the Granby Extended Day Kindergarten could have been used as a better "enrichment" program. Seemed like it was more focused on disciplinary issues and little learning occurred from what we saw from work coming home and from talking with our child. I have not recommended the current Extended Day program to other families.

XXXXX Pre-School is exceptional as well as the Kindergarten teachers at Kearns.

I understand that many families look to school as a form of tax-paid child care, but that has never been the case in our family. We fiscally planned to enable one parent to care for our children without the assistance of outside help. Childhood is precious and all too fleeting. I think the push to make kindergarten an all-day program is NOT in the best interest of our society's 5 year-old children. They need time to rest, play, be with family and just be little. In cases where child care is needed by parents or guardians of financially disadvantaged standing, I would support public assistance.

We moved mid-year last year during my oldest child's year in Kindergarten. It was the best move we ever made! I would love it if the public school had a preschool program as there are not many options. The three options that are JUST preschool are XXXXXX,XXXXX and XXXXX. The last two are very expensive options. I would really enjoy it if it was being offered for the upcoming school year!

I would not want state, local or federal taxes to pay for a public pre-school program in Granby. I support pre-school with many various programs already available privately. A public offering would hurt enrollment at existing programs and increase our local taxes if not immediately within a couple years. I would also not support full day kindergarten. Kindergarten is perfect as a half-day offering. I would have the same concerns I have with a public pre-school offering and would not support it.

With the amount of learning that goes on in elementary school Granby NEEDS full day kindergarten at the least. A public pre-school option would be great as well.

Currently, my youngest son is attending a magnet school in Bloomfield where he has pre-school from 9-2 at no cost to me and I pay for afterschool care at the school. If by the time he is ready for Kindergarten, Granby is still only offering 1/2, I may decide to keep him at the Magnet school until 1st grade. The half day of kindergarten is just not very convenient for working parents, and I feel that most children these days are ready for a full day by that time, since most of them attend some sort of pre-school (not to mention day-care) before they are elementary school age. I am glad to see that there is interest in finding out how Granby parents feel about early education for our children. Thanks!

I believe preschool is important and should be part of public education. If preschool is part of public education but there is a cost to it, I would compare the public preschool (costs/quality) with the rest of the preschool providers just like I did to select our current preschool. I limited the amount I'd pay under question 5 above to \$500 because I believe my current preschool is around \$1,200 and I would likely choose it over a public option of \$1,000 or more. If preschool is part of public education but there is no cost, I would very likely send my children to the public preschool without comparing it to the private preschools. Thanks for considering this important issue.

Our daughter attended preschool 3 half days a week to socialize. We thought she was being taught a lot, turns out not. They told us to place our kid in school at 4! We said no. They said they can not meet her needs to send her she was ready. My child cried every time the teacher had eye contact with her, she wouldn't use the bathroom, she wouldn't eat snack, it was bad... all of this was over a three month span. The kicker is, because of preschool she knew 5 kids in her class! She still couldn't adjust. She was pushed into kindergarten unprepared. She is now suffering from lack of skills she should have been given. Children should be 5 to enter school!!!! I can't say that enough times!

I believe that a full day kindergarten program would have provided better education opportunities for my child. There are not enough reasonably priced daycare programs to complement the current half day kindergarten format. There is a lack of continuation of learning opportunities to reinforce the items covered in kindergarten. It feels like children are being rushed from one activity or another at school to "get it all in" in 3 hours instead of 6 and there is not enough time to explore the ideas and concepts learned in depth in a more fun and relaxed atmosphere (I do not mean lots of play time in public school just less rushing from one activity to next and more exploration which is how children learn best). There is inadequate transfer of knowledge and learning plans between school, daycare and parents to allow for daycares and parents to continue exploring the topics outside of school. If full day kindergarten is not feasible then perhaps other programs where there is more integration and sharing of lesson plans (continuation or transition information) with daycares and parents would be helpful to allow for current learning opportunities to continue outside of school in a more seamless fashion. The involvement thru the PTA programs such as exploring arts and party support, etc is nice but may not be for everyone (not everyone is comfortable making presentations to groups even of kids) but I think many parents would welcome more transition information to help them reinforce their kids learning at home. At kindergarten age many children are not very good at providing information about the concepts they learned at school so any learning and practicing we do at home with our children may not be related or reinforced by school topics. As to cost of preschool, half day 5 days per week I assumed that meant for a program following the school year and used that as basis of my financial consideration. I would be willing to pay the equivalent of what I pay for daycare now for half days for 9 months out of the year. I assumed that I would have to have additional daycare expenses for before and after school. For full day kindergarten I would also be willing to pay a tuition fee for a quality education that is in town rather than having to travel outside of town. I am very interested in how this project unfolds.

I think a full day of kindergarten is too long for 5 year olds.

My oldest child attended Kindergarten in another town and joined the Granby Schools in 1st grade. My second oldest child did very well in the Kindergarten program and we were very happy with her education and teacher. I like the extended day program for my second child b/c I was a working mother, however I didn't care for the teachers, yr. 08/09. I have an 18 month old and I am now a stay at home mom. I will be looking into pre-school at age 3, possibly a magnet school in Bloomfield. I would be interested in an all day Kindergarten and would be open to pre-school programs within the Granby School System. I did hear good things about XXXXX I chose the extended Kindergarten program.

Our children were in XXXXXX for both pre-school and kindergarten. We loved the school and the Montessori method -- particularly for pre-schoolers. That said, if Granby had a public pre-school option we probably would've have strongly considered it -- staying in our community is an important to us.

we love the kindergarten program as it is...no complains here and we have had 2 children go through the kindergarten program so far and 1 more to go...we would however be VERY interested in a preschool program...although we liked the one our other 2 children went to we would LOVE to have our 3rd be part of the granby public school preschool program...we are hoping the program will be up and running by the time he enters preschool either next year for a 3's program or the following year for a 4's program....Thanks so much for your time!

In regard to Question #4 - I had multiple experiences with pre-schools in Granby. I answered "pleased". My children went to 3 different preschools in town. Two I was pleased with, however, one I was "very displeased" with.

As a parent of a full day kindergartener, I have been very pleased with my child's development and eagerness to learn. The staff of Kearns appear to be very engaged with the children and show a sincere concern for the children. An area of concern that I do have is regarding the integration of urban students into the Granby education program. This proves to be a double edged sword for our children. On the positive it provides diversity, cultural insights as well as fosters a unique learning environment. However it also introduces elements to our children that they may not be emotionally mature enough to handle, such as other children living with relatives since their parents are incarcerated, profanity, lax morals, and lack of parental supervision. We chose to move to Granby and pay the higher taxes to have the benefits of a flagship school system in a suburban environment. On the focus of this survey, we currently have 2 children between the ages of Newborn and , (the survey did not facilitate for quantity of children only age) who are currently enrolled in a full time daycare / preschool in another town. If the Granby school system provided a daycare / preschool program we would definitely consider enrolling our children whether tuition based or free. I feel that an "in town" pre-school allows for developing local relationships with other children and fosters a sense of community.

Both of my children attended Granby kindergarten after attending full day preschool in a neighboring state that offered security, an excellent academic content, and nurturing social development. We were highly displeased with our first son's experience when attending Kearns primary school. Not only was he only given a half day kindergarten program, but the teacher was not suited to teaching to a variety of learners. The extended day program left a lot to be desired. The program was run by a tutor and a paraprofessional, instead of a certified teacher; the students were bused to a different location, and we had to pay for a program that was considered by the district as "non-academic". When we did voice our concerns, we were told we could "move to another district" or have our son "go to a private school." Upon entering kindergarten, our son was diagnosed with autism and we felt he should have had better support. Instead, we were told that we "coerced the diagnosis" and any issues our son had was due to our "parenting skills". After independent observation/monitoring by XXXX, as well as psychotherapists and our lawyer, our son was finally given the supports necessary for his academic and social success. Fortunately, two years later, our second son benefitted from a new principal. She made several positive changes: having the extended day site at Kearns primary school, and having it run by a certified teacher who taught academic skills. However, his education in both the regular and extended day kindergarten was impeded by the behavior of one child who attended from the school choice program. Several times, my son's entire class was removed from their classroom, interfering with their learning experiences. This was brought to the attention and the teachers, principals and school board but that particular child was allowed to continue to disrupt the classroom to the point of having all of the other classmates removed from their learning environment. As tax payers in this town, we wonder: 1) why do we have to pay for an extended day program when other towns that send their children are in the rear and 2) why the town/school choice program continues to accept behaviors? When considering a town run preschool and full-day kindergarten, we hope that these serious issues will be considered so that ALL children, are provided with a free and appropriate education.

I am not in favor of full day kindergarten or five day a week preschools. I think there is something to be said for a child being allowed to enjoy their early years in a home environment. My children attended XXXXXX which offered a half day program for 3 year olds on Tuesdays and Thursdays and a half day program for four year olds on Mondays, Wednesdays and Fridays. I feel that this a nice progression for the children as they enter a half day, five day a week kindergarten program. I would not enroll my child in a five day a week preschool or a full day preschool program, nor would I choose a full day kindergarten program. If half day kindergarten were not available in Granby, I would have to search for an alternative program in which to place my children.

I was honestly horrified to find absolutely no pre-school program in the town of Granby. Not even as part of a High School Child Education Program. The only one I could find was a co-op. I doubt we are the only working family in town. Having that be the only pre-school opportunity segregates the preschool experience, favoring Granby families well off enough to have a stay at home parent. I think I would've been much more satisfied with the preschool experience if my child had actually had an opportunity to prepare for "school" & make friends at the same age. I could not find another surrounding town that had no preschool offering. I was sick to discover this, particularly given the Granby tax rates that lead the Valley. My child is currently enrolled in Kindergarten. I realize that I say this before the year is over, however in my opinion I feel that full day kindergarten would have been much more beneficial for my child. Given the success of full day kindergarten programs in the region & surrounding towns I was quite dissatisfied to discover that Granby would be sticking with the half day program. The benefit of a smaller class size is cancelled out by less than 3 hours at school. Take away recess & "specials" & how much time is actually left for 1-on-1 classroom time? Half day kindergarten is robbing the children of getting a step up on education & preparedness for 1st grade & beyond. Granby's early intervention programs are incredible & even the smallest concern is addressed as soon as recognized & the difference in skill level has been extraordinary. Communication with them has been a joy & very comforting after communicating with the classroom teacher. On that note... I strongly recommend that teachers new to the school system should be thoroughly trained & screened in communication skills. These are young people just out of school, teaching children just entering school. Understanding of actual existing children & actual parenting in general (outside of text book education) is vital to the success of a parent/teacher relationship & is something painfully lacking. I have little confidence in the actual teacher, which only makes me more concerned about my child's readiness for 1st grade, but find the "specialists" in the school to be remarkable & am very thankful to have them as part of my child's education. We have been looking into CREC Magnet's in the area but have decided to wait until the next application period to give 1st grade a chance. Thank you Granby Schools, but really wishing you had done this a couple years ago.

I would be opposed to public funding for preschool or for full-day kindergarten at this time. It is not the Town of Granby's job to provide daycare for working parents. Besides, preschool children do not need to go to school every day... and few kindergartners can go all day without resting. If we have extra money in the school budget (ha!), I'd like to see it put toward introducing foreign language study at a younger age.

I feel that the half day kindergarten is enough educational time for the children...I don't believe the public schools should become day care providers, even though full day kindergarten would be convenient for dual-income families. We were thrilled with our pre-school experience at XXXXXX with all three of our children.

We have found that the principal and teacher try to push the child to the next grade level. Our child was advanced prematurely and is trying hard to play the catch up game. We wish that it would have been a requirement to be five years old on the first day of school .

My two older children went to Kindergarten in another town that had full day Kindergarten (one for a full year, one for half of the year). I can tell even now the difference that having the extra time in school for building that strong foundation made to my two older girls. I think the world of the Granby school system, it was the main reason I moved here, but I very strongly believe kids that have a full day Kindergarten program do much better well into their school years.

I have 3 children, but only one has gone to the kindergarten program. The others are older and we did not live in Granby at the time. I am very pleased with what I have experienced so far. If I had to do it all over again, I may send my child to a preschool.

Happy with the 1/2 day kindergarten program at Kearns Primary School. Only comment is we feel that the principal should be more visible to the children instead of in the office the majority of the time.

We are new to Granby. Our daughter did not attend kindergarten here.

Today's children are EXPECTED to attend pre-school, because there are certain things that they "must" know prior to entering Kindergarten. Unfortunately, this actually means that parents must pay for their child to attend a private pre-school. If the Town of Granby has expectations regarding what incoming kindergarteners SHOULD know, then by all means the Town of Granby SHOULD provide an opportunity for the children to attend PUBLIC preschool to ensure that they are "up to par." This public preschool should NOT be tuition-based at all... tuition based pre-school keeps the middle class at a disadvantage from the very beginning.

I would like to see broader screening and support services for children with behavioral/emotional needs such as anxiety, ADHD, OCD, SPD, et al and better understanding among teachers to recognize and work with/around such needs. I know several parents, including myself, who wished teachers were more collaborative and more willing to incorporate things done at home to alleviate a child's struggles with anxiety/sensory issues etc. (e.g. cognitive behavior therapy) instead of having a teacher convey the message that the child just needed to learn how to fit in. My children's preschool environments were far more supportive in this regard than their public kindergarten classrooms. Many resources are devoted to children with visible and/or learning disabilities (and rightly so). However, the support for elementary-aged children with psychological needs is lacking. It is thankfully better in the intermediate schools. But my experiences at Kearns have not been positive ones in this regard.

Full day kindergarten or transportation options to magnet schools would be very helpful.

Full day kindergarten or transportation options to magnet schools would be very helpful.

I've had two children go through Granby kindergarten. One was a great experience, the other was not.

I strongly believe all day kindergarten in Granby would benefit the children tremendously.

My child attend XXXXXX and we are extremely happy with their program. Regarding kindergarten, I would love to see Granby have a full day program. I think my child is ready for it. Our old district was full day and my other children got a lot more out of it. Regarding Granby's extended day program...I cannot find any information on it. It does not seem to be easily available. I have heard, however, that it is primarily for our Project Choice students. If that is true, I am not interested in sending my child there. This is why.....while we try to promote diversity in our school system, by bussing these students from Hartford, I don't feel it is having any positive effects. Many, not all, of these children have behavioral issues. My children have begun to associate 'brown skin' children with bad behavior because of what is seen in the classroom. Isn't that a shame? Isn't that exactly opposite of our intentions? These children are so far away, it is not feasible for them to have playdates together and socialize. They get on a separate bus than all the other children and I feel we have segregated these children by making them obviously different in our schools. Isn't that too opposite our intentions? Thank you for the opportunity to voice my opinion.

It is high time Granby moves to develop at least an all day kindergarten/preschool. We currently have one child in first grade but two others at a Magnet School because they offer all day preschool and kindergarten. We would very much like to send our two youngest to a Granby program if it was offered. We hope this comes to pass. Thanks

I am not interested in all day kindergarten/preschool options for my children. My concern regarding all day programs in Granby would be providing a high enough teacher/student ratio to ensure real education vs. daycare. I don't believe the ratios are there presently at Kearns, so I'm skeptical they would be for these proposed programs. I also do not believe it is the state or town's responsibility to provide preschool on a free basis. It's an additional tax burden we'll all pay for.

My youngest child starts kindergarten in Sept. As a working mother, half days pose a problem for us. I have my child go to XXXXX for a 1/2 day and pick up the bus there, and get dropped off there, which costs thousands of dollars per year. She has been there for 3 years, and is ready for a full day kindergarten. However, since this is my last child to go to kindergarten, if there's not a full-day kindergarten by this Sept, I don't want my taxes to go up to pay for future years. A bigger issue for parents who work is after school care that's cheaper than \$300/month per child for 1 hour of care per day. That's a lot to pay, plus summer camp is over \$2500 for the summer.

We had a great pre-school experience for all three of our kids through XXXXXX in Granby. If there was a fee associated with Granby Public School Pre-School we would have compared the program and chosen the best for our child. If Granby Public School Pre-School was free we would have had a harder time justifying paying for a private pre-school. An option to consider is making half day pre-schooling 'free' and require payment for after school care. This would ensure enrollment in a public program. Thanks!

Only one of my children has attended kindergarten in Granby and none attended pre-school in Granby, as we lived out of state at those times. I was happy with my child's kindergarten experience, but while he benefited greatly from the attention to developmental and social domains, we felt that his academic needs could have been better met. That said, we are very pleased with his academic and social experience in first grade here in Granby and with the Granby schools overall. In my recent search for a pre-school program for my youngest child (who will begin in the fall of 2011), I found the choices here in Granby to be limited. I will be sending him to a program out of town for pre-school and possibly for kindergarten. I think a public pre-school, including an integrated pre-school are ideas worth exploring here in Granby.

I am not clear on why in question #9 you ask if the kindergarten program met our needs for quality child care. A school is an institution for learning not for providing free day care. Caring for one's children falls on the responsibility of the parent not the tax payers. A full day Kindergarten program provides free day care for working parents. Working parents need to re-evaluate their priorities and stop putting financial gain in front of their children's needs. A half day Kindergarten program is a perfect match for a 5 year old. Our district has always been a half day Kindergarten program and our district continues to rate one of the top districts in the state. A full day kindergarten program would be more of a tax burden on the town and as our test scores reflect it is not a necessity.

I feel strongly that children are being pushed into academics at far too early an age and that inappropriate demands are being placed on them. While I do believe preschool is a wonderful thing, I feel it should be mostly social and teaching life skills rather than academics. In regards to kindergarten, I am not in favor of full day, but think that the current half-day is too short. I would be in favor of adding an extra hour or two to the current day, without increasing the demands of the curriculum. In my opinion, the fast pace of the schoolday and the lack of time our teachers have to expand upon subjects in different ways is detrimental to our children's learning experience. I would like to see a more relaxed and slower-paced environment in our schools.

I only have extremely positive things to say about the Granby School System. From the secretaries to the Superintendent, I find everyone putting forth 100% of their effort to make Granby's schools such high caliber. As far as preschool, money typically ranks among the top decision maker for us, and if Granby offered a public preschool for free or for a competitive price, that would have been where we put our kids. I believe that, barring any negative atmosphere, a child's experience is what he makes of it. That being said, our children's preschool experience at XXXXXX far exceeded our expectation and we are grateful to them for their dedication.

I have lived in the town for 2 years and I have loved Wells and the Middle School experience. I have been very disappointed with the quality and attentiveness of our kindergarten experience at Kearns.

☐ We were impressed with the kindergarten program at F.M. Kearns Primary school last year. We have been even more pleased with the first grade experience through Kearns. XXXXXXXX comprehensive approach to reading works better for our child than the XXXXXXXX approach last year. We have been pleased with the mathematics curriculum and the seamless integration of learning through games. Most children treasure the additional story time that they enjoy at school, in these early grades. Our child, in particular, loves the stories read, and learning about reading and writing skills through story telling. Also, we all love the two outdoor recess times each day, and PE twice a week! We look forward to seeing how geography/history are added to the curriculum.

☐ We would have sent our kindergartner to an all day program if Granby offered one and considered other options outside of Granby for full day kindergarten, before settling on Granby's half day program. With another child still to attend kindergarten in Granby, we will likely weigh all of our options again. As secondary school teachers, we run into problems with before school care and/or transportation to kindergarten programs, even full day, so we would love to see a full array of options. In addition, for the right program cost would not be a consideration. If the program does not meet all of our needs, then we then need to conduct our own cost-benefit analysis and ultimately make the decision which is most developmentally appropriate for our child, while meeting the constraints we have as a working family with two educators.

☐ We've been very pleased with this school system. I have one child with special needs and the care has been top notch! I would like all day kindergarten though. Half day really seems like its just way too short an amount of time for these kids and teachers to get everything done.

☐ We have 2 children aged 4 and 5 and would greatly approve of both the school based preschool and full day kindergarten. We feel that it is important to start a quality education when they are young. Although we were pleased with the private preschool, we both feel that a school based program would've offered a higher quality program. We also feel that there is not enough time during 1/2 day kindergarten for children to learn everything they need to know. They are not in the classroom that long (with recess, snack time, gym, music, library, etc.), snow days :). Thank you.

☐ I feel a full day kindergarten program is beneficial to the kids... 1/2 seems as though not enough time for educations when snack & recess are included.

☐ I was very pleased with XXXXXX as an option and therefore, not sure if I would use a public preschool option for my next child. However, I do believe having the option would be nice. As far as Kindergarten, I was pleased with Granby public Kindergarten and would really like it if a full-day option was available.

☐ My 2nd grader attended full-day kindergarten in XXXXX. We then moved to Granby for the start of 1st grade. The most unattractive quality I found when we were exploring moving to Granby was the lack of full-day kindergarten for my second child who will start in the Fall 2011. Although I still very much wish that full-day kindergarten was available, we are extremely fortunate to have the kids in a wonderful preschool/ before and after care program XXXXXXXX.

☐ I strongly believe that Granby public Schools should have a preschool program because much is expected of kindergartners these days. Granby needs a program that parents with low incomes can send there children to for preschool. Many parents are unable to afford the cost of private preschool therefore are unable to give their children the same advantage of having a preschool experience getting them ready for kindergarten. I

☐ I feel that my son would have benefitted from a full day kindergarten program, not an extended day program. I feel like the reading demands for the kindergarten curriculum would be better completed with a full day program. Many other towns already have full day kindergarten programs in place, I feel that our children would benefit from the time in school. The reading expectations for kindergartners seems to have increased, as to keep up with the no child left behind mandates, to the point where our preschoolers need to enter kindergarten with the ability to read already or they are behind. The kindergartners need to be reading on a first grade level by the end of the year with out the time commitment from our district. If we expect so much from them, we need to give them the best amount of time to achieve these goals. The kindergarten teachers do as much as possible to complete their goals with the limited amount of time given to them.

We really like the Extended day option for Kindergarten as a half day would not have been challenging enough for our daughter or convenient in terms of other responsibilities. Our daughter attended XXXXXX (3 half days/week) and a day care (2 full days/week) prior to Kindergarten and was well prepared. Given the recent news/focus on Magnet schools and their curriculums, it would be helpful to have more information about the Granby schools' focus - it's hard to make a comparison and wondering if we're short-changing our child or if the difference is really the specialization focus which seems career oriented in the Magnet schools, but the basic skills/learning are the same?

With regards to the 3rd statement under question 9, I never thought of kindergarten as a child care program and don't prefer to at this point either.

I believe that Granby provides an excellent kindergarten program. A preschool program would be a huge benefit to Granby, but I don't believe that it is the public school responsibility to provide a childcare option for parents. That the wrong focus of effort and tax dollars.

People have many reasons why full-day kindergarten and public pre-school would be their choice. My concern is that the kindergarten day is so rushed. My son's #1 complaint was there was no time to play. Otherwise, the program was perfect. I don't think that the full day program is advisable for the younger student. I would strongly consider changing the cut-off date for turning 5 to September 1st. Otherwise, naps become mandatory and the long day might be a struggle for younger children who have trouble focusing. I feel also that children are pushed into school at such a young age that we are losing focus on what kindergarten is all about. If the kindergarten day turned to full day, I would really stress the need for free play times. These moments are invaluable to practice social skills, to make friends and to focus on a choice that they have made themselves. Thanks!

I feel preschool is necessary these days, as children are expected to have many of the basic skills before entering kindergarten, and certainly before first grade. I have noticed a big difference in the expectations of first and second graders in the 4 years between when my oldest was in elementary grades and now, with my youngest. They both attended VPS, which was fabulous, but only for one year, b/c of the expense. I would have liked more hrs. / week.

The concern I have about full day kindergarten is that some families may send their children to school for the "free" or "reduced" day care costs and not because they are ready for school. I think adding full day kindergarten without changing the cut off date (eg. turning 5 prior to Sept. 1) for entering kindergarten would be a mistake.

Thank you for the opportunity to voice an opinion. I would like to suggest that the schools also take a survey for afterschool programs for children from the age of 9 to 12. Reason being is that most daycare centers either are not licensed for or do not have the room for children between the age of 9 and 12. An afterschool program for kids in this age group would be wonderful. Thank you.

Kindergarten is NOT child care, it is school and should be treated as such. Pre-school is an option and should not be part of the Granby School system. If it were it would be taken advantage of by parents who do not want to pay for their child's care. It will also make it more difficult for teachers to teach as parents will send children that are too young. Until the Kindergarten cut-off age is fixed in this state, we will always have an issue of people sending their kids to Kindergarten when the child is not ready. It's not fair to that child or to the other children who are ready. As a parent who paid for private pre-school and daycare for 2 children, I would be very upset if my taxes were raised to fund a public pre-school and all-day kindergarten. It wasn't easy to pay for my children's preschool but as parents we make sacrifices and do what is best for our children. I don't expect the town to take care of my children for me.

My younger children have not started kindergarten yet, I really would like a full day program put in place. My older children did full day kindergarten and it made a big difference in the education aspect of things.

Having 3 children in or have gone through the kindergarten program and having experience with three different teachers- I noticed variations with the basic fundamentals with each teacher. I would have preferred more standardized teaching philosophies.

Full day kindergarten is too much for the 5-6 year old age. It is argued that children attend full day daycare or preschool so why not kindergarten? In the day care or preschool it is much more understood that these children need some down time and some break time. They are not going to focus on schoolwork all day. I'm sure that this would NOT be recognized in kindergarten because I have witnessed the trend towards trying to cram more and more into each grade at an earlier age than ever before. My 3 children span a 7 year spread. What I saw when my youngest child went to kindergarten in 2008 was a far cry from what my oldest did there in 2001. More pushing, more testing, much much less creative time. Thank goodness it was only a half day. They are only 5-6 years old!

A concern is that many other districts have started all day kindergarten. How is Granby suppose to keep up? Class rooms are getting too big w/more to teach and less staff to get it done.

Full day kindergarten should definitely become an option for homes where both mom and dad HAVE to work. Half day programs just become a burden both mentally and financially for parents to figure out what to do with their child at the end of the day when school is over.

If full day kindergarten was an option afterschool care would be a benefit so the child does not have to change locations for working parents.

We have some excellent pre-school options in Granby which we should continue to support and keep viable.

Both our children attended XXXXXXX. We are strong believers in the Montessori philosophy and would have loved to have been able to keep the children in Granby if a similar experience were available. Please consider adding a Montessori-style option, even if tuition based, to the Granby School System.

I didn't mind half-day kindergarten if it meant savings in the budget. It was a bit of a transition from full-day Pre-K (in another state), but it certainly was manageable. I did feel for the teacher who was trying to keep track of 40+ total students. She did a great job at it, but I don't think it's ideal.

We have thoroughly enjoyed our experience with the Kearns. XXXXX and XXXXX have been wonderful teachers and very responsive to our bright and energetic little girl. Very happy with the attention and guidance she, and we, have received. That said, we are more interested in a full-day Kindergarten program than public pre-school. XXXXXX is just too terrific.

more communication of what goes on during the day at school, or even lesson plans would be beneficial and very helpful.

If children from outside of Granby attend either pre-school or full day kindergarten, will their educational cost, full or partial, be borne by the residents of Granby through higher taxes? It seems unfair that children attending Magnet and Charter schools are fully funded through the state of CT (Hartford students) but Open Choice student's educational costs are only funded a third by the state, the rest of that costs being provided by Granby taxpayers.

The staff at Kearns have been very attentive when working with my daughter as she has needed extra help in her development. Not that it should be mandatory, it might be beneficial for children such as my daughter to have an option for a full day of Kindergarten.

Please provide a public preschool program for Granby residents!

Due to the fact that Granby still does not a full day kindergarten program and the fact that full day is an outrageous amount to pay for, my children will be staying in the magnet pre-school for "free" full day kindergarten instead of attending Granby. It saddens me because Granby does provide a quality education (as does the current magnet school they attend) and it would be easier on our family transportation wise, however half day is condusive no working parent schdule and the cost of either paying for the other half of the day or paying for afterschool care is too much in these tough economic times.

I believe that all children in Granby would benefit from a more widely available preschool program that works closely with or is integrated in the public schools. I believe it is important for children to learn about people and their differences, therefore a program that integrates typically developing children with atypically developing children would be high on my list. I also believe that Granby schools and community would highly benefit from a full day kindergarten program, as many children who go to preschool and/or daycare are used to at least a half day program already, and many are on a full day schedule when in daycare. A kindergarten program that is full day would also be taken more seriously by parents. Children would arrive in first grade better prepared for the social, emotional and academic challenges that await them. I also believe adding full day kindergarten programs in all towns that do not currently have them would stimulate our economy by providing employment for the additional teachers that would be necessary to accommodate all the children for a full day. However, my only concern would be the additional cost to taxpayers to add additional classrooms and teachers. This would have to be planned carefully not to strain the budgets of the families in the Granby community with a tax increase.

We are parents who work full-time and our preschool program decision was strongly influenced by how each option aligned with our child's daycare needs. We ultimately chose a daycare center that offers preschool and kindergarten classes. If Granby had a public preschool option we would have been interested only if the program had been full day and there had also been reliable care available (at least) after school. Even if those criteria were met, we would still have had concerns about how to keep our child learning and stimulated during the summer. We have been very pleased with the summer "camp" program at his current center. Thank you for soliciting our opinions.

1.- I moved to Granby specifically for the quality of the schools when my oldest child reached school age 4.- I have sent children to 3 different preschool programs; 2 in Granby and have been happy/satisfied with both. I do think it's important to have options as it forces the programs to remain competitive. 5.1 - I was happy with the program my child(ren) were in and likely would not have sent to a public option. 5.2 - depending on the amount of time my child was in school (8 hours vs. 5 or 6 hours, with a preference for a shorter day), I would have chosen to attend full day. Also, it would depend greatly on which child you were talking about. My oldest would have gone full day, my second (who has a late birthday) I would not have sent 8 hours. 7. - Does the fee include transportation to school? 9.3 - I was not sending my child to kindergarten for childcare nor do I see that as the role of a public school program. 9.4 - I think we are very lucky to have such a wonderful and dedicated kindergarten team. I do not believe that full day kindergarten is the way to go, but I do think a longer day (maybe until 1:00) would benefit both children and teachers.

I believe the Kindergarten team works very well together. You can't go wrong with any of the teacher in the team. I do believe that the starting age should be changed to age 5 by October 1st. Granby should offer a good Pre-K program so more parents don't place their children in Kindergarten, then have to face the decision of holding them back in Kindergarten for a second year. This would allow the Pre-K teachers to work in conjunction with the Kindergarten team. This type of program would allow the younger students to gain the maturity they will need in future grades. The pre-k students could also take the bus which would help parents out. I do like the extended day program option because it is the parents choice if they want their child going all day. This program is a nice extension of the regular Kindergarten program, and allows for more maturity. It was worth the added cost for our child and we like that is it at Kearns. This program does prepare our child for first grade, by going all day. I am not sure if all day kindergarten is right for all 4/5 year olds. Some kids may get too tired by the end of the day.

My child attended XXXXXX and we were thoroughly happy with the experience. I worry that integrating a preschool program into the public schools will force several of the quality preschools currently running in Granby out of business. That would be a tragedy. I also don't think that at age 5 students are ready for a full day in school, even if it is broken up by play and rest time. Most of a daycare day is focused on play, not learning, and that is the way it should be. We need to allow our kids to be kids for as long as possible.

More hands-on learning activities, especially for boys who are often more active and less prepared to "settle down",

My son attended Pre-school and Kindergarten in Massachusetts. We moved to Granby the summer before he started first grade. He attended 3 years of pre-school, due to the cut-off age for Kindergarten. The first year was two days a week for half a day and the following two years he attended four days a week for half a day. He attended an extended day Literacy program during his last year. His Kindergarten program was full day for all children.

Question 7-if full day offered I would consider pay a small fee. Question 8-Hartford full day kindergarten.

We would have loved to have full-day Kindergarten available for our older children and hope maybe it will be available by the time our youngest gets there in 2 years. Many schools around the country already have it, including where I was raised and where we moved from.

A public preschool program that is a full day would have worked best for my family (working parents). I currently pay close to \$10k/year for a private preschool daycare. My son attended the extended day program which enabled us to take him out of a private daycare setting & provided additional kindergarten skills after his kindergarten day was done.

I have chosen a tuition amount based on the assumption that a half day preschool program would follow the school calendar and at least the AM kindergarten hours. Other factors would alter my decision either higher or lower. I am extremely interested in this option as our private preschool has become too expensive for us to utilize again for our third child, and magnet school placement is based on luck.

We were thrilled with the experiences both of our sons had in kindergarten. They were so lucky to have had XXXXX as their teacher. I wouldn't have changed a thing!

Both of my kids have attended XXXXXX, and both have had wonderful experiences. I think a public program would assist some families that maybe can't afford preschool otherwise, but please also consider that you would be putting several local preschools out of business.

My child is generally very happy with kindergarten Granby. I strongly agree that kindergarten should not have homework - kids need to play to grow up with creative minds. I do think, however, that the kids could be doing more in school. My child often comes home saying he is bored in school which tells me that the pace might be too slow. In general, we are very happy.

We do NOT want mandatory full day kindergarten. In our opinion the children are too young for this to be necessary. School should be about education, not child care. We also do NOT want the town using tax dollars to provide preschool. The programs around are more than adequate and the money it would take to build and staff and keep it running would be obscene and unnecessary.

Any type of preschool program or full day kindergarten would have been beneficial. But most without children are not keen on paying for it through higher taxes. It's fair for the individuals who use it, pay for it. Question 5-A: Cost?-Maybe Question 5-B: No Cost-Yes

We were in afternoon kindergarten and it was very hectic scheduling and did not have a good flow through the day for our child. I would very much prefer a full day option. Our child did well in school, no problems. However, our second is about to enter kindergarten and I am quite concerned as he will most likely be afternoon and he will not adjust to the change in his day well. This puts him at a significant disadvantage from those children who attend AM. If ALL children went full day, they could be taught consistently and measured consistently regardless of time of day they attend school.

Granby Staff Focus Group Interview Questions

Kindergarten Teachers

1. How long have each of you worked in the Granby K?
2. What is the basic curriculum used in the K program? Language arts, math, social curriculum?
3. What kind of assessments are you using?
4. Describe a typical daily schedule?
5. What kind of time do you have for differentiation with students?
6. Do you have data team meetings or how do you review program and student goals?
7. What kind of information do you get about incoming preschoolers?
8. How do you communicate with parents? What other ways are parents involved in the K program?
9. How do you think the program would differ if it were a full day rather than a half day program?
10. What do you believe is the strength of your K program?
11. If you could change or improve the program, what would you do?

Paraprofessionals

1. How long have each of you worked in the Granby K?
2. Describe a typical daily schedule?
3. What kind of time do you have for differentiation with students?
4. How do you think the program would differ if it were a full day rather than a half day program?
5. What do you believe is the strength of your K program?
6. If you could change or improve the program, what would you do?

Support and Special Services Team

1. How long have each of you worked in the Granby K and or Pre K?
2. Describe your roles?
3. How well do you believe teachers are able to differentiate instruction for students?
4. Do you have data team meetings or how do you review program and student goals?
5. How do you think the program would differ if it were a full day rather than a half day program?
6. What do you believe is the strength of your K program?
7. What kind of communications takes place about preschoolers entering K?
8. If you could change or improve the program, what would you do?
9. How many programs do you visit or serve?
10. What do you feel are the strengths of the community programs you serve?
11. Do you believe preschool students' needs are best met through the current delivery of services?
12. What would be the advantages or disadvantages of having your own Granby Public Schools preschool program?

Administrator

1. How long have each of you worked in the Granby?
2. What is the basic curriculum used in the K program? Language arts, math, social curriculum?
3. What kind of assessments are you using?
4. How much do the K teachers differentiate instruction with students?
5. Do you have data team meetings or how do you review program and student goals?

6. How do you communicate with parents? What other ways are parents involved in the K program?
7. How do you think the program would differ if it were a full day rather than a half day program?
8. What do you believe is the strength of your K program?
9. If you could change or improve the program, what would you do?
10. What kind of information do you get about incoming preschoolers?
11. What do you feel are the strengths of the community programs you serve?
12. Do you believe preschool students' needs are best met through the current delivery of services?
13. What would be the advantages or disadvantages of having your own Granby Public Schools preschool program?

For additional information or questions please contact:

Tim Nee

Assistant Director, CREC Institute of Teaching and Learning

111 Charter Oak Avenue

Hartford, CT 06106

860-509-3650

tnee@crec.org

Kindergarten Options with Enrollment Projections

Recommended Option:

	Kindergarten	Grade 1	Grade 2
2010-2011	3.5 teachers/114 students (7 sessions) class size 16-17	8 classes/156 students class 19-20	7 classes/152 students class size 21-22
2012-2013	7 classes/111 students class size 15-16	6 classes/132 students class size 22	6 classes/123 students class size 22
2013-2014	7 classes/126 students Class size 18	6 classes/120 students class size 20	6 classes/133 student class size 22
	Increase 3.5 teachers Increase 3.5 TA's	Decrease 2.0 teachers	Decrease 1.0 teachers

Alternative A Partial Full Day Implementation Lottery Selection

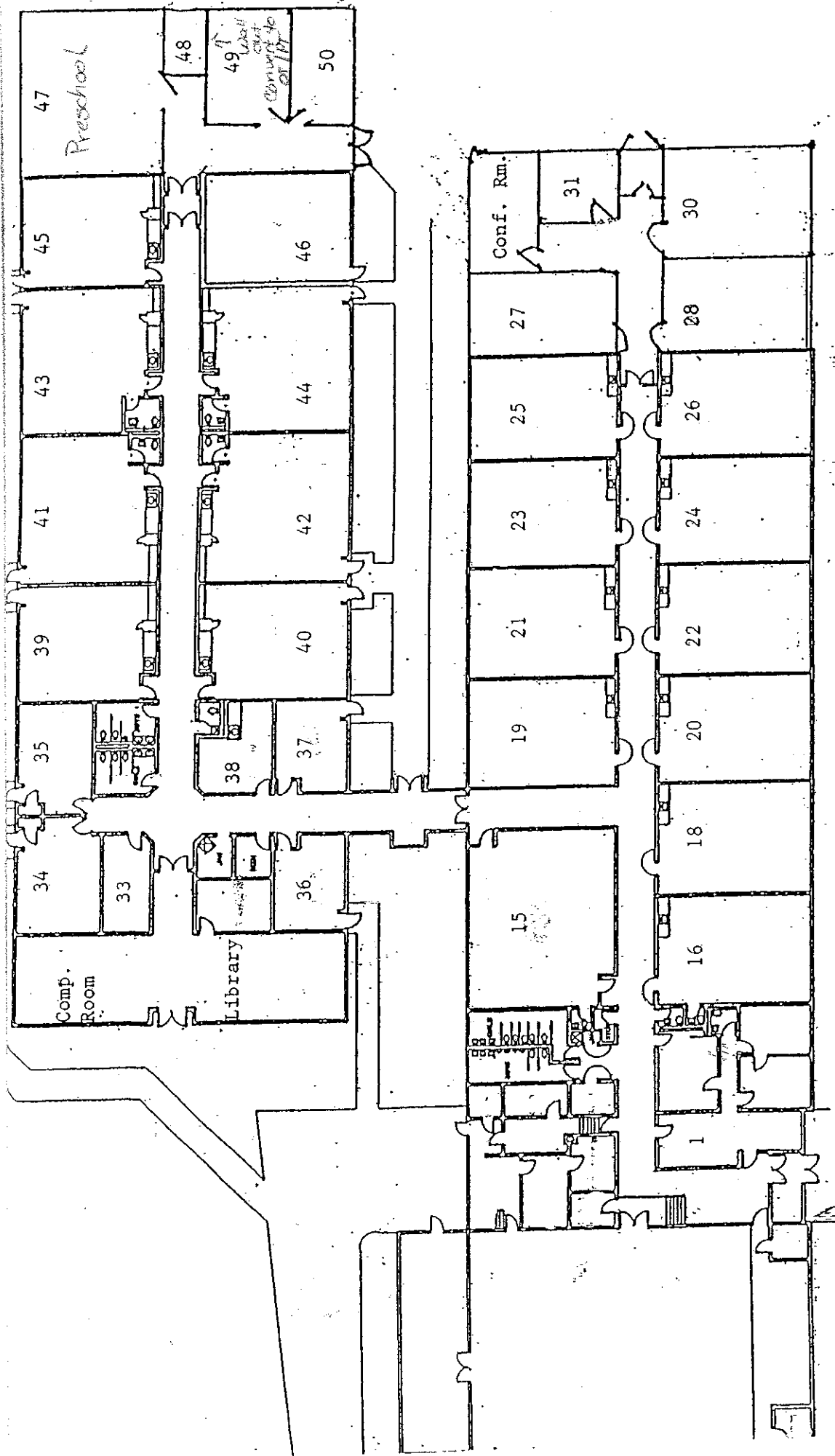
	Kindergarten	Grade 1	Grade 2
2010-2012	3.5 teachers /114 students (7 sessions) class size 16-17	8 classes/156 students class 19-20	7 classes/152 students class size 21-22
2012-2013	+1.5 teachers for a total of 5 teachers 3 full day teachers (3 full day sessions) 2 half day teachers (4 half day sessions) 111 students HD-16 students per class FD- 16 students per class	6 classes/132 students class size 22	6 classes/123 students class size 20
	Increase 1.5 teachers Increase 1.5 TA's	Decrease 2.0 teachers	Decrease 1.0 teachers
2013-2014	+1.0 teacher for a total of 6 teachers 4 full day teachers (4 full day sessions) 2 half day teachers (4 half day sessions) 126 students	6 classes/120 students class size of 20	6 classes/133 students class size of 22

HD – 16 students per class
FD – 16 students per class

Increase 1.0 teachers
Increase 1.0 TA

2014-2015	+1.0 teacher for a total of 7 teachers (7 full day sessions) 113 students FD – 16 students per class	6 classes/135 students class size of 22	6 classes/121 students class size of 20
	Increase 1.0 teachers Increase 1.0 TA		

Alternative B
Implement One Full Day
Followed by Alternative B-1, B-2 or B-3



F M KEARNS

5 Canton Rd.

Full Day Kindergarten CMT Comparison

District	DRG	Year Full Day Kindergarten Implemented	CMT Analysis
Darien	A	2009-2010	<ul style="list-style-type: none"> • Darien's grade 3 reading scores are higher than Granby's (+2.7%)
Easton	A	15+ years	<ul style="list-style-type: none"> • Easton's grade 3 reading scores have improved 11.7% from 2006 to 2011 • Granby's grade 3 reading scores represent the same number in 2006 and 2011 • Easton's grade 3 reading scores are above Granby's (+9.2%)
Redding	A	2011-2012	<ul style="list-style-type: none"> • Granby's grade 3 reading scores are slightly higher than Redding's (+0.8%)
Greenwich	B	1970's	<ul style="list-style-type: none"> • Greenwich's grade 3 reading scores are slightly below Granby's (-6.9%) • Greenwich's grade 3 reading scores have decreased from 2006 to 2011 (-3.1%)
New Canaan	A	2008-2009	<ul style="list-style-type: none"> • New Canaan's grade 3 reading scores are above Granby's (+11.9%)
Ridgefield	A	2010-2011	<ul style="list-style-type: none"> • Granby's (79%) and Ridgefield's (79.5%) grade 3 reading scores are comparable
West Hartford	B	1999-2000	<ul style="list-style-type: none"> • Granby's grade 3 reading scores are higher than West Hartford's (+7.5%) • Granby's grade 3 reading scores are the same 2006 and 2011 • West Hartford's grade 3 reading scores have improved from 2006 to 2011 (+11%)
Weston	A	10+ years	<ul style="list-style-type: none"> • Granby's grade 3 reading scores are slightly below Weston's (-3.1%) • Granby's 2006 and 2011 grade 3 reading scores are the same • Weston's grade 3 reading scores show a +.8% difference between 2006 and 2011 results
Woodbridge	B	1980's	<ul style="list-style-type: none"> • Granby's grade 3 reading scores are higher than Woodbridge (+6.8%) • Granby's grade 3 reading scores are the same in 2006 and 2011 • Woodbridge's grade 3 reading scores show a -2.0% difference from 2006 to 2011

Summary of random school sampling of Full Day K Exploration

Town	Would or have you considered full day?	Other comments/info.
Brookfield	Not currently - Has space	2 extended days
New Fairfield	Creative budgeting Parental support, those not in support pick up children after lunch	Instituted full day K fall 2011 Dismiss K at 1:00 for K teacher PD, next year will do week 1 only
Avon	Yes	Budget constraint
Hartland	No discussions Space is not an issue	Have used extended day for some children in need With increased academic expectations time would allow for developmental delivery
Region 15	Yes in process of discussing	Looking at creative ways to leverage budget
Farmington	Yes – previously run pilot, space is an issue	Watching declining enrollment to see if they can manage full day in the near future
Cheshire	Yes – District completed a study and found a lack of parental interest Space is an obstacle	Changing demands of instruction may change the sentiment
Madison	Yes – Completed a study for full day K in 2008, space and finances were an issue in 2009, with declining enrollment space is no longer an obstacle, continued conversations and planning taking place.	Using a community conversation grant to address full day kindergarten. Growing demands of new standards impact first grade inability to address previous K items not addressed in half day program.
South Windsor	Developing a full day K proposal for BOE for 2013-2014 school year, parents are very much in favor. Declining enrollment and school structure considerations are a factor in the proposal	CREC is building a magnet in SW that will house full day preschool and full day K.

Students

Bullying

The Granby Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the District Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, “Bullying” means the repeated use by one or more students of a written, verbal or electronic communication directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) causes physical or emotional harm to such student or damage to such student’s property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

Students

Bullying

Bullying shall include, but not be limited to, repeated use by one or more students of written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, electronic communication ("Cyberbullying") means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the Granby Board of Education authorizes the Superintendent or his/her designee(s), along with the District Safe School Climate Coordinator, to be responsible for developing and implementing a District Safe School Climate Plan in furtherance of this policy. As provided by state law, such District Safe School Climate Plan shall include, but not be limited to provisions which:

- 1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- 2) enable the parents or guardians of students to file written reports of suspected bullying;
- 3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- 4) require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- 5) require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

Students

Bullying

- 6) include a prevention and intervention strategy for school employees to deal with bullying;
- 7) provide for the inclusion of language in student codes of conduct concerning bullying;
- 8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- 9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
- 10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school; maintain a list of the number of verified acts of bullying in such school; make such list available for public inspection; and, annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- 11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- 12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- 13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- 14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

Students

Bullying

- 15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- 16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- 17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying District Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

Not later than January 1, 2012, the Granby Board of Education shall approve the District Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the District Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Students

Bullying

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

Original Policy Adopted: 1/8/03

Revisions Adopted: 11/15/06, 2/18/09, _____

GRANBY PUBLIC SCHOOLS

Granby, Connecticut

Students

Bullying

District Safe School Climate Plan

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following District Safe School Climate Plan, consistent with state law and Board Policy. This plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

- A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of Board Policy and the District Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

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Bullying

II. Definition of Bullying

- A. **"Bullying"** means the repeated use by one or more students of written, verbal or electronic communication, or a physical act or gesture directed at another student attending school in the same district that:
1. causes physical or emotional harm to such student or damage to such student's property;
 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 3. creates a hostile environment at school for such student;
 4. infringes on the rights of such student at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

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- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

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- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

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Bullying

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the District Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

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Bullying

- D. Not later than January 1, 2012, the Board of Education shall approve the District Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's website and ensure that the District Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous complaint.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

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Bullying

- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate.

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Bullying

Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a written student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

Students

Bullying

VIII. Documentation and Maintenance of Log

- A. Each school shall maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

Students

Bullying

IX. Other Prevention and Intervention Strategies

- A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

- C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying:
 - i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

Students

Bullying

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;

Students

Bullying

- c. Encouragement of student to seek help when victimized or witnessing victimization;
 - d. Peer mediation or other forms of mediation, where appropriate;
 - e. Student Safety Support plan; and
 - f. Restitution and/or restorative interventions.
- iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

Students

Bullying

- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

Students

Bullying

XII. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

7/25/11

**GRANBY PUBLIC SCHOOLS
Report of Suspected Bullying**

School _____ Date _____

Location(s) _____ Time _____

Reporter Information:

Student report _____ Name _____

Anonymous student report _____

Parent report _____ Name _____

Anonymous parent report _____

Staff Member report _____ Name _____

Name of Student Committing Act(s): _____

Name of Student(s) Against Whom Act was Directed: _____

Potential Witnesses: _____

Description of Act(s): _____

Action of Reporter: _____

Bullying Report Form Completed by:

Signature

Date

This report should be promptly completed and given to a building administrator.

Granby Public Schools
Report of Suspected Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A complaint of bullying has been filed on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the complaint, the Granby Public Schools may need to disclose the name of your child and/or other information which may otherwise disclose your child's identify.

(Please check one):

_____ I hereby give permission for the Granby Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such complaint, to third parties contacted by the district as part of its investigation.

_____ I do **NOT** give permission for the Granby Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such complaint, to third parties contacted by the district as part of its investigation.

Signature of Parent/Guardian

Date

Name (Please print)

GRANBY PUBLIC SCHOOLS
Administrative Investigation Summary of Bullying Complaint

School _____ **Date** _____

Location(s) _____

Reporter Information:

Student report	_____	Name	_____
Anonymous student report	_____		
Parent report	_____	Name	_____
Anonymous parent report	_____		
Staff Member report	_____	Name	_____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Administrative Investigation Notes *(use separate sheet if necessary):*

Bullying Verified? Yes _____ No _____

Remedial Action(s) Taken: _____

If bullying verified, has notification been made to parents of students involved? Yes___ No___

Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____

If bullying verified, have invitation to meetings been sent to parents of students involved?
Yes___ No___

Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____

Date of Meetings: _____

Meeting Summaries:

If bullying verified, has school developed student safety support/intervention plan?

Yes___ No___

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, invitations to parent meetings, records of parent meetings).

**Special Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes
September 20, 2011
5:30 p.m.**

Attendance:

Ronald Walther – Present
Rosemarie Weber – Present
John O'Connor - Present

Alan Addley - Present
Diane Dugas - Present
Aimee Martin - Present

Meeting commenced at: 5:35 p.m.

Meeting adjourned at: 7:00 p.m.

1. Early Childhood Recommendations –

- A. Reviewed background material supported by Ms. Martin and Ms. Dugas for pre-kindergarten.
- B. Consensus to recommend that BOE proceed with integrated pre-school program for 2012-2013 school year.
- C. Reviewed background material supported by Ms. Martin and Ms. Dugas for full-day kindergarten.
- D. Recommend that the BOE pursue full-day kindergarten at earliest opportunity.

Finance/Personnel/Facilities Subcommittee Meeting Minutes
October 19, 2011
5:30 p.m.

Attendance:

Matt Wutka	Present	Alan Addley	Present
Ed Ohannessian	Present	Harry Traver	Present
Marie Nicholls	Absent		

Meeting commenced at: 5:40 p.m.

Meeting adjourned at: 6:55 p.m.

1. September Statements of Accounts – No issues at this time. Special education transportation and tuition could be \$25-\$50K – looking into.
2. Utility Savings Incentives – (Estimates) 2 times per year (Jan./May) social event for school with largest percentage reduction in electricity usage.
3. Electricity Generation Bid Status – Goes to late November.
4. CPPAC Submission – Discussion on several options for CPPAC submission. Will discuss further before November 9th meeting.
5. Roofing Update - \$4900 to cover the front to verify that is source of leak. If identified, spend \$24K for vinyl siding to fix. Leak over art room in building #1, estimate of \$47K to fix 364 feet – will repair 50 feet for \$7400 at this time.
6. Other –
 - New bus still waiting inspection (IStarcraft model).
 - Allocate \$2K for Kelly Lane to celebrate National Blue Ribbon School.

November 14-18	American Education Week		
November 16	Early Release – Secondary Only Parent Conferences		Middle/High School
November 16	Curriculum Subcommittee Mtg. BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
November 17	Evening Parent Conferences – Secondary Only		Middle./High School
November 18-19	CABE/CAPSS Convention		Mystic, Connecticut
November 18-19	HS Drama Play – A Christmas Carol	7 pm 11/18 2 & 7 pm 11/19	HS Auditorium
November 18-22	Early Release – Elementary Only Parent Conferences		
November 23	Early Release – All Schools		
November 24-25	Thanksgiving Holiday Recess		Offices Closed
November 28	Parents' Sport Night for Winter Sports	7:00 p.m.	HS Auditorium
November 30	Family Connections Night	5:30-7:30 p.m.	MS Cafeteria
December 1	Financial Aid Night	6:30 p.m.	HS Auditorium
December 2	GMMS Spotlight Show	7-9 p.m.	GMMS Cafeteria
December 3	Holly Ball	7-10 p.m.	HS Community Gym
December 7	Holiday Shopping Night/Athletic Boosters	5:30-8 p.m.	
December 7	Curriculum Subcommittee Mtg. BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
December 10	Holly Ball (Snow Date)	7-10 p.m.	HS Community Gym

N.B.

**Bring Policies
#5131.9 & #5131**

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

1. Call to Order – Staci Hastey – Vice Chair
2. Hartland Board of Education Mission Statement
3. Approval of Minutes – October 17, 2011 & November 8, 2011
4. Communications
 - Public Comment on Agenda Items
 - Gilbert Board of Education Report – Philip Groth
 - Hartland School Report – Elise Lindgren and Chad Lillestolen
 - Granby High School Report – Meghan Blasig
5. Curriculum Report -- Laura H. Hollingsworth
 - Math Intervention Program
6. Chair Report – Staci Hastey
 - BOE Organizational Meeting – December 12, 2011
 - Election of Officers
 - BOE Meeting dates for 2012
 - Schedule of regular meetings from January 2012 – January 2013
 - Day/Date
 - Time
 - Place
7. Superintendent Report – Robert V. Fish
 - Storm Alfred
 - Change in School Calendar
 - Staff Professional Development Day
 - Veterans Day
 - Voucher/Designated High School Update
 - Senior Luncheon – Monday December 12, 2011 at noon
 - Roof replacement/Solar Progress Report

8. Principal Report – Laura H. Hollingsworth
 - Evening of High School Exploration
 - School Events
9. Committee & Liaison Reports
 - Board of Finance – Robert V. Fish
10. New Business
 - Oct. Bills & Statement – Robert V. Fish
 - Policy Review – Robert V. Fish
 - Policy #5131.9 Bullying/Safe School Climate Plan
 - Policy #5131 Student Code of Conduct/Discipline Code
11. Public Comments on Agenda Items
12. Future Agenda
 - Policy Review
 - Curriculum Reports
 - Committee Reports
 - December BOE – Monday, December 12, 2011 7:00 pm (Organizational Mtg.)
 - Voucher/Designated School Report

Adjournment

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

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SAL KHAN
Founder & Executive Director, Khan Academy
Mr. Khan left his job in the world of finance to start Khan Academy, a not-for-profit online education resource offering a free world-class education to anyone anywhere.



GEOFFREY CANADA
President & CEO, Harlem Children's Zone, Inc.
In his 20 years with HCZ, Mr. Canada has created a national model for urban education reform and has been featured on *60 Minutes*, *The Oprah Winfrey Show*, and *The Today Show*.



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Registration Opens: September 20, 2011
Housing Opens: November 1, 2011
Early Bird Registration Deadline: December 29, 2011
Details and registration coming soon at
WWW.NSBA.ORG/CONFERENCE



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Alexandria, VA 22314

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Mr. Alan Addley
Superintendent
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