

Regular Board of Education Meeting

Wednesday, November 18, 2020 7:00 PM

Via Zoom Videoconference* *Please see details on the agenda on the Granby Public Schools' website.

I. Administrative Reports

A. Chairman's Corner (5 min.)

Goals: Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

Rationale: Ms. Melissa Migliaccio, Board Chair, will share opening remarks.

B. Superintendent's Announcements (5 min.)

Goals: Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

Rationale: Dr. Jordan Grossman, Superintendent, will provide district updates.

C. Schools in the Spotlight (15 min.)

Goals: Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

Attachments:

Wells in the Spotlight 11.18.20

4

Rationale:

Wells Road Intermediate School distance learning teachers, Mrs. Bovol, Mrs. Proto, Mrs. Lagano, Mrs. Martin, and Mrs. Clough, along with several distance learning students will share with the Board what distance learning looks like for students in Grades 3-5 and how it has developed since the start of the school year.

D. Assistant Superintendent's Report (5 min.)

Goals: Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

Rationale: Ms. Jennifer Parsons, Assistant Superintendent, will provide updates from the Assistant Superintendent's office.

E. Student Representative Reports (5 min.)

Goals: Community Engagement: Enhance communication and build trusting relationships with all stakeholders.

Rationale: Mr. Jack DeGray and Mr. Jacob Scotto, Student Representatives, will report on activities taking place at the high school.

F. Business Manager's Report (5 min.)

Goals: Budget Development and Fiscal Management: Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments.

Attachments:

October 2020 Statement of Accounts

14

Rationale: Ms. Anna Robbins, Business Manager, will present the October statement of accounts.

II. Public Comment

Rationale: Granby community engagement and attendance at BOE public meetings is welcomed. The Public Comment segment of the meeting agenda is set aside so the BOE may receive public comments. Procedurally, public remarks will be limited to about 5 minutes and citizens will be asked to identify themselves. Because the BOE is limited by the Freedom of Information Act to discussing only matters on the agenda, the BOE is not permitted to engage in a discussion of the comments

presented.

III. Consent Agenda (5 min.)

Goals: *Community Engagement: Enhance communication and build trusting relationships with all stakeholders.*

A. Minutes

Goals: *Community Engagement: Enhance communication and build trusting relationships with all stakeholders.*

Attachments:

Approved Minutes 11-4-20 20

Rationale: The Board will approve/amend the minutes of the November 4, 2020 Board of Education meeting.

IV. Old Business

A. Draft 2021-2022 School Calendar (5 min.)

Goals: *Community Engagement: Enhance communication and build trusting relationships with all stakeholders.*

Attachments:

Draft 2021-2022 Calendar 24

Rationale: The Board will continue to discuss and consider the approval of the 2021-2022 School Calendar.

V. New Business

A. Pupil Services Department Improvement Plan (15 min.)

Goals: *Student Achievement: Improve student achievement, academic performance and opportunity at all grade levels and for all ability levels and decrease achievement gaps on the path to college and career readiness., Community Engagement: Enhance communication and build trusting relationships with all stakeholders., Safety and Social Emotional Well-Being: Foster a safe and positive social emotional environment for everyone.*

Attachments:

Pupil Services Department Improvement Plan FY21 25

Rationale: Ms. Aimee Martin, Director of Pupil Services, will present the Pupil Services Department Improvement Plan for the 2020-2021 school year.

B. First Reading of Draft Policy 4000.1 - Title IX - Personnel (5 min.)

Attachments:

Draft Policy 4000.1 - Title IX - Personnel 30

Rationale: The Curriculum/Policy/Technology/Communications Subcommittee recommends draft Policy 4000.1, Title IX - Personnel, to the Board for a first reading.

C. First Reading of Draft Policy 5145.44 - Title IX - Students (5 min.)

Attachments:

Draft Policy 5145.44 - Title IX - Students 34

Rationale: The Curriculum/Policy/Technology/Communications Subcommittee recommends draft Policy 5145.44, Title IX - Students, to the Board for a first reading.

VI. Miscellaneous (20 min.)

A. Board Standing Committee Reports

1. Curriculum/Policy/Technology/Communication

2. Finance/Personnel/Facilities

B. Other Board-Related Reports

1. CREC/CABE

2. Granby Education Foundation

C. Calendar of Events

Attachments:

Calendar of Events

37

D. Board Member Announcements

E. Action Items

VII. Executive Session/Non-Meeting



Wells in the Spotlight: Distance Learning Classes

November 18, 2020





Distance Learning Teachers:



Grade 3: Meghan Bavol

Grade 4: Megan Proto

Grade 5: Melissa Lagano (*Math,
Science*)

Grade 5: Caroline Martin (*Language
Arts and Social Studies*)

Grades 3-5: Briana Clough
(*Resource Teacher*)

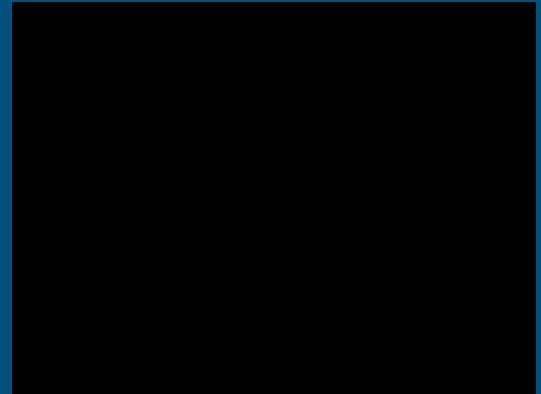


Grade 3 Goal: To create an online learning community that continues to inspire lifelong learners.

- Break out rooms for snack and transitions
- Ms. Greer's morning greeting
- Birthday dance parties
- Google Meets with other grade 3 and grade 5 classes to celebrate writing and connect



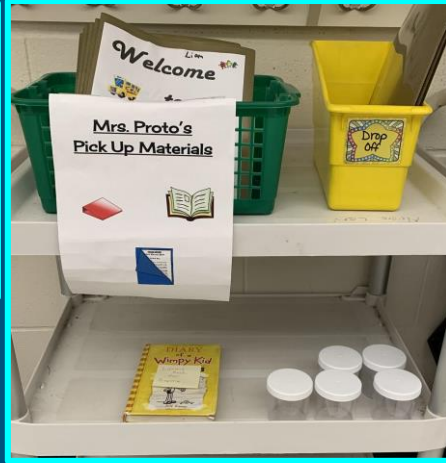
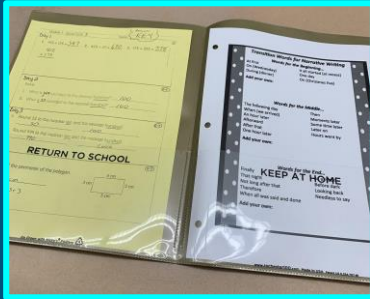
Pumpkin Book Project



***Respect * Confidence *Safety* Exploration* Growth**

Grade 4

Fridays are drop off/pick up days to return work and gather materials.



Our **Kami** math lessons done together turn into resources in Google Classroom to help with classwork.

8.
$$\begin{array}{r} 97 \\ 123 \\ -121 \\ \hline 2889 \end{array}$$

| | | | | | |
|-----|-----|-----|------|-------|--------|
| HTH | TTH | TH | H | T | O |
| • | •• | ••• | •••• | ••••• | •••••• |

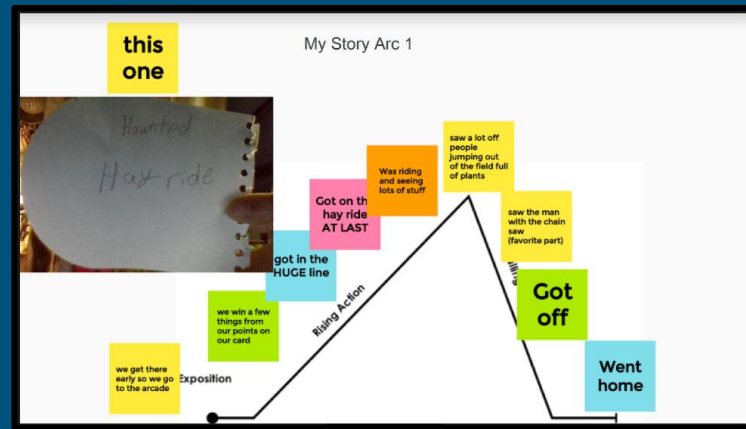
Draw a **tape diagram** to represent each problem. Use numbers to **solve**, and write your **answer as a statement**. Check your answers.

2. There are 86,400 seconds in one day. If Mr. Liegel is at work for 28,800 seconds a day, **how many seconds a day is he away from work?**

86,400 seconds A = 86,400 - 28,800

| | |
|------------|---|
| 28,800 sec | A |
|------------|---|

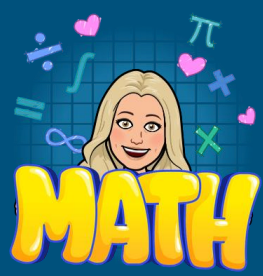
at work A = seconds AWAY from work

$$\begin{array}{r} 1514 \\ 86400 \\ -28800 \\ \hline \end{array}$$


We planned out stories on **Jamboard** story arcs.

We did science lab stations on our decks & in our backyards using **breakout rooms** with parent volunteers.



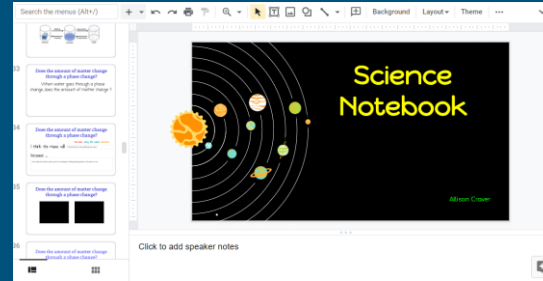


Grade 5 Math and Science



Students keep an online showcasing scientific evidence learned and needed for CERs and scientific models.

Students attend live instruction and work on practice problems collaboratively in breakout rooms. They show their understanding of the daily math objectives through interactive exit tickets on Peardeck.



3) Subtract:
 $7 - 0.35 = 6.65$

Audio Included

| hundred thousands | ten thousands | thousands | hundreds | tens | ones | $\frac{1}{10}$ | $\frac{1}{100}$ | $\frac{1}{1000}$ |
|-------------------|---------------|-----------|----------|------|--------------|----------------|-----------------|------------------|
| | | | | | | tenths | hundredths | thousandths |
| 100,000 | 10,000 | 1,000 | 100 | 10 | 6 | 9 | 10 | .001 |
| | | | | | 0 | 10 | 10 | |
| | | | | | - | 3 | 5 | |
| | | | | | 6 | 6 | 5 | |

Just like students in the classroom, at-home learners participate in hands-on experiments using the scientific method!

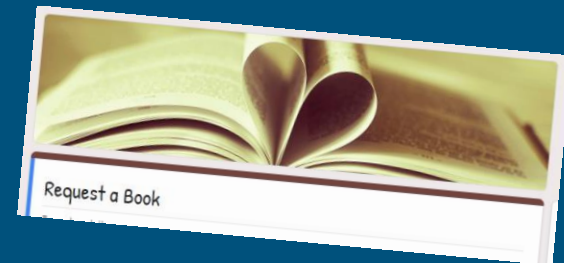


Students, draw anywhere on this slide!

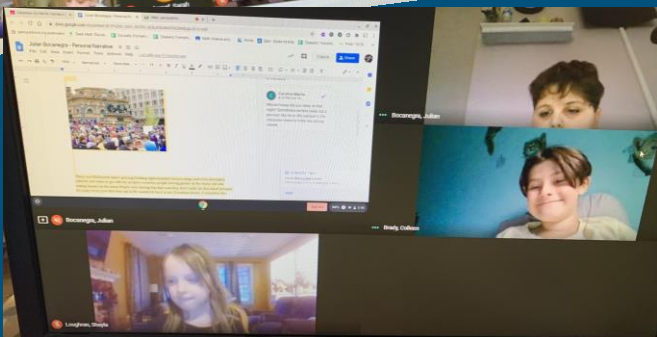
Pear Deck Interactive Slide

Grade 5 - English Language Arts

5th and 3rd grade writers share writing virtually



Students use Jamboard to assess reading work and set a reading goal



Level 3

"Roars, Snorts and . . . Infrasounds?" is about how studying elephants is hard work. Scientists have to count the elephants. They use ARUs to study the sounds they make underground.



- I wrote about the main idea(s).
- I wrote about the important details.

Level 4

"Roars, Snorts and . . . Infrasounds?" is about how studying elephants is hard work. First, scientists have to cross muddy fields and stand on hot platforms to count them. Then they also use ARUs to track sounds elephants make underground. Sometimes there are even gunshots.

I think it's a lot of work and scary, to study elephants!

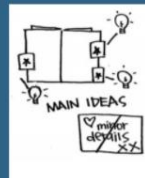


- I wrote about the main idea(s).
- I included a few carefully selected details that link to the main idea.

Level 5

"Roars, Snorts and . . . Infrasounds?" teaches that studying elephants is hard work. Scientists had to cross swamps and muddy clearings to get to the elephants. They couldn't hear the infrasounds the elephants made, so they had to use tools like ARUs to study them.

Readers also learn that elephants face huge problems. They are being killed by humans. The article says, "Humans are currently the number one threat to forest elephants." Luckily, the research the scientists are doing is helping.







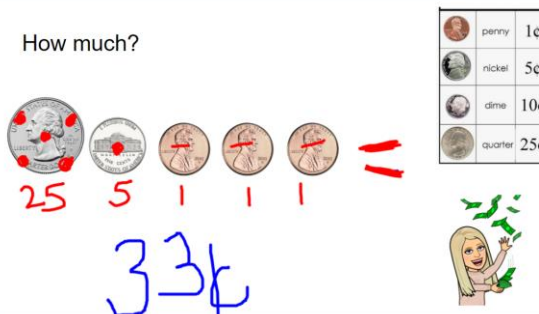
- I wrote about more than one main idea.
- I included carefully selected details that support each main idea.

Special Education

<https://shorts.flipgrid.com/watch/13950293765521774>

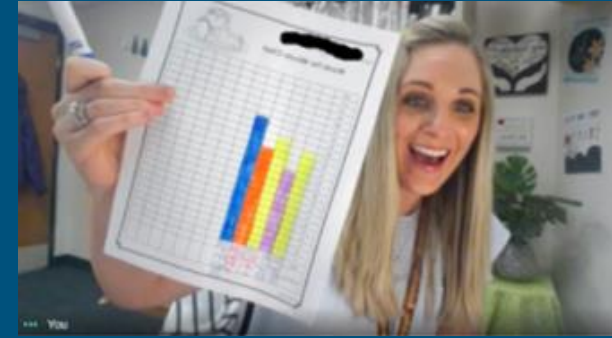

How much?

| | | |
|---|---------|-----|
|  | penny | 1¢ |
|  | nickel | 5¢ |
|  | dime | 10¢ |
|  | quarter | 25¢ |



1. Use the place value chart to show how the value of each digit changes. Then write the product on the line.

a. $2.1 \times 100 =$



Main Idea Coldest Continent

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was 20 minutes ago

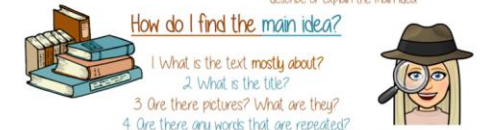
Main Idea and Key Details

Main Idea
What the text is mostly about.

Key Details
Sentences that tell more about, describe or explain the main idea.

How do I find the main idea?

1. What is the text mostly about?
2. What is the title?
3. Are there pictures? What are they?
4. Are there any words that are repeated?
5. Look at the first or last sentence in the text, these sentences sometimes state the main idea.




Matching Game

Background Clear frame

Open on a Jamboard

| 1st Syllable | 2nd Syllable |
|--------------|--------------|
| rel | net |
| ton | et |
| buck | ish |
| con | test |
| in | ic |
| mag | sult |



See what people are saying...



👏 Starring 👏



Mrs. Sweeney



Maxwell F



Ms. Greer



Evelyn B



Sophia and Beth



Isabella S



Maxx G



Sarah V



Mrs. Bavol



Eena J



Henry W



Connor M



Avery P.

In summary...

- “Distance Learning can be done!”
- “It is difficult, but we can do it.”
- “We manage to do so much with kids over a computer screen...I never would have thought it was possible.”

Jordan E. Grossman, Ed.D.
Superintendent of Schools



Jennifer M. Parsons
Assistant Superintendent

Aimee D. Martin
Director of Pupil Personnel Services

Anna M. Robbins, SFO
Business Manager

To: Granby Board of Education
From: Anna Robbins, Business Manager
Date: November 18, 2020
Re: October 2020 Statement of Accounts

The October 2020 statement of accounts reflects the forecast of the cost of reopening schools with protocols and materials that support a safe learning environment during the current pandemic. The forecast also projects the receipt of the Elementary and Secondary School Emergency Relief Fund (ESSER) grant and Coronavirus Relief Funds (CRF). The district received grant confirmation for both of these grants and will proceed to draw down these funds appropriately.

After receipt of grant funds, the general fund forecast is negative \$202K. Special education is over-budget \$171K and regular education is over-budget \$31K. Line items that contribute to the over-budget conditions are Regular Ed Teaching Assistants, (\$30K), Custodial & Maintenance Salaries (\$150K), Bus Monitors (\$90K), and Unemployment (\$20K). These items are offset by favorable projections in Certified Salaries (\$161K), Transportation (\$21K) and General Supplies (\$55K).

The balance in the Quality & Diversity Fund is forecasted to be higher than budgeted (\$22K). Expenses are projected to be \$96K lower. The reduction is due to restrictions resulting from the pandemic. Savings are realized in the summer school program and related expenses, staff turnover and reduction in afterschool activities. Revenues are projected to be lower than budgeted due to lack of summer school revenue and a reduction in pre-school enrollment.

The overall projection for revenue to the town is unfavorable \$94K. Although special education revenue from other towns has a positive forecast, all other categories are unfavorable at this time. The forecast for the Excess Cost Grant is better than projected last month but continues to fluctuate.

**Granby Board of Education
FY 2020-2021
Statement of Accounts
for the period ended
October 31, 2020**

| Description | Budget | Expended | Encumbered | Expended & Encumbered | Balance | % Enc/Exp | October Forecast | Change from Last Month Forecast | ESSER Grant | CRF Grant | October Forecast after Grants |
|---|-------------------|------------------|-------------------|--------------------------|----------------|---------------|---------------------|--|-------------|-----------|-------------------------------------|
| Certified Salaries: | | | | | | | | | | | |
| Administration | 1,725,527 | 588,057 | 1,120,449 | 1,708,506 | 17,021 | 99.01% | 17,021 | 0 | | | 17,021 |
| Regular Education | 10,843,343 | 2,093,139 | 8,451,948 | 10,545,087 | 298,256 | 97.25% | 139,643 | 24,961 | (4,725) | | 144,368 |
| Special Education | 1,817,977 | 422,079 | 1,458,858 | 1,880,937 | (62,960) | 103.46% | (63,191) | (47,104) | | | (63,191) |
| Total | 14,386,846 | 3,103,275 | 11,031,255 | 14,134,530 | 252,316 | 98.25% | 93,473 | (22,144) | | | 98,198 |
| Substitute/Tutor/Support Salaries | | | | | | | | | | | |
| Substitutes | 8,000 | 247 | 0 | 247 | 7,753 | 3.08% | (246) | (246) | | | (246) |
| Sped Support (Speech, O.T. & P.T.) | 446,287 | 103,021 | 334,815 | 437,836 | 8,451 | 98.11% | 8,451 | 5,088 | | | 8,451 |
| Tech Support | 243,417 | 80,782 | 162,694 | 243,477 | (60) | 100.02% | 0 | 842 | | | 0 |
| Tutors - Regular Education | 36,329 | 3,793 | 17,296 | 21,089 | 15,240 | 58.05% | 2,103 | 2,103 | | | 2,103 |
| Tutors - Special Education | 21,583 | 17,984 | 0 | 17,984 | 3,599 | 83.32% | (5,166) | 1,096 | | | (5,166) |
| Total | 755,616 | 205,827 | 514,806 | 720,632 | 34,984 | 95.37% | 5,142 | 8,883 | | | 5,142 |
| Teaching Assistant Salaries: | | | | | | | | | | | |
| Regular Education TA | 303,433 | 54,700 | 270,698 | 325,399 | (21,966) | 107.24% | (29,529) | 11,294 | | | (29,529) |
| Special Education TA | 1,158,928 | 154,292 | 925,129 | 1,079,422 | 79,506 | 93.14% | 28,412 | 0 | | | 28,412 |
| Total | 1,462,361 | 208,993 | 1,195,828 | 1,404,820 | 57,540 | 96.07% | (1,117) | 11,294 | | | (1,117) |
| School Secretaries' Salaries | 638,886 | 173,199 | 460,909 | 634,108 | 4,778 | 99.25% | (1,737) | (335) | | | (1,737) |
| Central Office Salaries | 556,894 | 175,084 | 386,104 | 561,188 | (4,294) | 100.77% | (6,789) | (3,409) | | | (6,789) |
| Custodial & Maintenance Salaries | 1,319,033 | 453,108 | 973,365 | 1,426,473 | (107,439) | 108.15% | (254,911) | 5,812 | | (105,410) | (149,501) |
| Bus Monitors | 0 | 25,137 | 151,263 | 176,400 | (176,400) | | (180,000) | 112 | | (90,038) | (89,962) |
| Total Salaries | 19,119,636 | 4,344,623 | 14,713,528 | 19,058,151 | 61,485 | 99.68% | (345,939) | 213 | | | (145,766) |
| Employee Benefits | 5,296,197 | 1,515,554 | 3,757,711 | 5,273,265 | 22,932 | 99.57% | (20,000) | (20,000) | | | (20,000) |
| Total Salaries & Employee Benefits | 24,415,833 | 5,860,177 | 18,471,240 | 24,331,417 | 84,416 | 99.65% | (365,939) | (19,787) | | | (165,766) |

**Granby Board of Education
FY 2020-2021
Statement of Accounts
for the period ended
October 31, 2020**

| Description | Budget | Expended | Encumbered | Expended & Encumbered | Balance | % Enc/Exp | October Forecast | Change from Last Month Forecast | ESSER Grant | CRF Grant | October Forecast after Grants |
|--------------------------------------|------------------|----------------|------------------|--------------------------|-----------------|----------------|---------------------|--|-------------|-----------|-------------------------------------|
| Purchased Services: | | | | | | | | | | | |
| Instructional Purchased Service | 552,019 | 96,743 | 326,159 | 422,902 | 129,117 | 76.61% | 0 | 0 | | | 0 |
| Administration Purchased Service | 439,293 | 103,881 | 321,463 | 425,344 | 13,949 | 96.82% | 0 | 0 | (3,000) | | 3,000 |
| Maintenance Purchased Service | 101,483 | 18,211 | 46,060 | 64,271 | 37,212 | 63.33% | 0 | 0 | | | 0 |
| Total | 1,092,794 | 218,836 | 693,681 | 912,517 | 180,278 | 83.50% | 0 | 0 | | | 3,000 |
| Legal Services | 55,000 | 16,666 | 38,334 | 55,000 | 0 | 100.00% | 0 | 0 | | | 0 |
| Repairs & Maintenance: | | | | | | | | | | | |
| Instructional Repairs & Maintenance | 74,599 | 30,741 | 17,090 | 47,831 | 26,768 | 64.12% | 0 | 0 | | | 0 |
| Administration Repairs & Maintenance | 8,500 | 0 | 0 | 0 | 8,500 | 0.00% | 0 | 0 | | | 0 |
| Maintenance Repairs & Maintenance | 434,698 | 197,682 | 127,847 | 325,529 | 109,169 | 74.89% | 0 | 0 | (8,910) | (3,346) | 12,256 |
| Total | 517,797 | 228,423 | 144,937 | 373,360 | 144,437 | 72.11% | 0 | 0 | | | 12,256 |
| Transportation: | | | | | | | | | | | |
| Transportation Regular Education | 907,393 | 106,643 | 796,577 | 903,220 | 4,173 | 99.54% | (2,138) | 0 | | (12,844) | 10,706 |
| Transportation Special Education | 704,616 | 0 | 635,631 | 635,631 | 68,985 | 90.21% | (610) | (49,472) | | (38,585) | 37,975 |
| Transportation Vocational Tech | 89,268 | 8,765 | 72,907 | 81,672 | 7,596 | 91.49% | 10,818 | 0 | | | 10,818 |
| Total | 1,701,276 | 115,408 | 1,505,115 | 1,620,523 | 80,753 | 95.25% | 8,070 | (49,472) | | | 59,499 |
| Insurance Property & Liability | 102,700 | 48,660 | 48,320 | 96,979 | 5,721 | 94.43% | 0 | 0 | | | 0 |
| Communications | 91,781 | 27,684 | 40,813 | 68,497 | 23,284 | 74.63% | 0 | 0 | | | 0 |
| Tuition: | | | | | | | | | | | |
| Tuition Special Education | 1,469,896 | 150,155 | 1,397,157 | 1,547,312 | (77,417) | 105.27% | (177,440) | (36,450) | | | (177,440) |
| Tuition Adult Education | 11,967 | 0 | 8,397 | 8,397 | 3,570 | 70.17% | 3,570 | 3,570 | | | 3,570 |
| Total | 1,481,863 | 150,155 | 1,405,554 | 1,555,709 | (73,847) | 104.98% | (173,870) | (32,880) | | | (173,870) |
| Conference & Travel Expense | 73,131 | 6,075 | 3,497 | 9,572 | 63,559 | 13.09% | 5,000 | 0 | | | 5,000 |
| General Supplies: | | | | | | | | | | | |
| General Supplies Regular Education | 317,570 | 97,749 | 68,497 | 166,246 | 151,324 | 52.35% | 0 | 0 | | (34,469) | 34,469 |
| General Supplies Special Education | 27,316 | 5,920 | 7,105 | 13,026 | 14,290 | 47.68% | 0 | 0 | | | 0 |
| General Supplies Administration | 80,976 | 33,667 | 24,006 | 57,673 | 23,303 | 71.22% | 0 | 0 | | (21,160) | 21,160 |
| General Supplies Maintenance | 141,372 | 97,289 | 36,674 | 133,963 | 7,409 | 94.76% | (245,968) | 22,599 | | (245,968) | 0 |
| Total | 567,234 | 234,626 | 136,282 | 370,908 | 196,326 | 65.39% | (245,968) | 22,599 | | | 55,629 |

**Granby Board of Education
FY 2020-2021
Statement of Accounts
for the period ended
October 31, 2020**

| Description | Budget | Expended | Encumbered | Expended & Encumbered | Balance | % Enc/Exp | October Forecast | Change from Last Month Forecast | ESSER Grant | CRF Grant | October Forecast after Grants |
|----------------------------------|-------------------|------------------|-------------------|-----------------------|------------------|---------------|------------------|---------------------------------|-----------------|------------------|-------------------------------|
| Electricity | 409,049 | 86,607 | 301,798 | 388,405 | 20,644 | 94.95% | 15,000 | 15,000 | | | 15,000 |
| Fuel/Natural Gas | 156,352 | 8,279 | 160,201 | 168,480 | (12,128) | 107.76% | (13,000) | (13,000) | | | (13,000) |
| Textbooks/Workbooks | 140,217 | 48,926 | 33,711 | 82,636 | 57,581 | 58.93% | 0 | 0 | | | 0 |
| Library/Media Center | 63,336 | 25,026 | 4,586 | 29,612 | 33,724 | 46.75% | 0 | 0 | | | 0 |
| Software | 321,922 | 238,874 | 21,274 | 260,149 | 61,773 | 80.81% | (30,000) | 0 | (30,587) | | 587 |
| Dues & Fees | 50,446 | 31,617 | 2,809 | 34,426 | 16,020 | 68.24% | 0 | 0 | | | 0 |
| Replacement Equipment: | | | | | | | | | | | |
| Replacement Equip Instructional | 2,500 | 67 | 0 | 67 | 2,433 | 0.00% | 0 | 0 | | | 0 |
| Replacement Equip Administration | 6,000 | 0 | 0 | 0 | 6,000 | 0.00% | 0 | 0 | | | 0 |
| Total | 8,500 | 67 | 0 | 67 | 8,433 | 0.79% | 0 | 0 | | | 0 |
| Student Activities | 794,519 | 58,375 | 344,537 | 402,913 | 391,607 | 50.71% | 0 | 0 | | | 0 |
| Total General Fund | 32,043,750 | 7,404,480 | 23,356,689 | 30,761,169 | 1,282,581 | 96.00% | (800,707) | (77,540) | (47,222) | (551,820) | (201,665) |
| | SPED | 5,729,962 | | | | | SPED | (209,544) | | | (170,959) |
| | GEN ED | 26,313,788 | | | | | GEN ED | (591,162) | | | (30,706) |
| Quality & Diversity | 982,910 | 324,733 | 493,191 | 817,924 | 164,986 | 83.21% | 22,394 | 12,394 | | | |

**Granby Board of Education
FY 2020-2021
Statement of Accounts
for the period ending
October 31, 2020
For Selected Special Education Accounts**

| II. Expenditures | FY20-21Budget | Expended | Encumbered | Expended & Encumbered | Balance | October 2020 Forecast | Change from Last Month Forecast |
|--|------------------|----------------|------------------|--------------------------|---------------|--------------------------|---------------------------------------|
| Legal Expense | 27,500 | 2,245 | 25,255 | 27,500 | 0 | 0 | 0 |
| Special Education Certified Staff | 1,817,977 | 422,079 | 1,458,858 | 1,880,937 | (62,960) | (63,191) | (47,104) |
| Teacher Assistants | 1,158,928 | 154,292 | 925,129 | 1,079,422 | 79,506 | 28,412 | 0 |
| Special Education Tutors | 21,583 | 17,984 | 0 | 17,984 | 3,599 | (5,166) | 1,096 |
| Evaluation, Therapy & Contracted Services | 83,176 | 4,014 | 33,581 | 37,595 | 45,581 | 0 | 0 |
| Sped Support (Speech, O.T., & P.T.) | 446,287 | 103,021 | 334,815 | 437,836 | 8,451 | 8,451 | 5,088 |
| Special Ed Transportation | 704,616 | 0 | 635,631 | 635,631 | 68,985 | (610) | (49,472) |
| Out of District Tuition | 1,469,896 | 150,155 | 1,397,157 | 1,547,312 | (77,417) | (177,440) | (36,450) |
| Total Selected Special Education Accounts | <u>5,729,962</u> | <u>853,790</u> | <u>4,810,427</u> | <u>5,664,217</u> | <u>65,745</u> | <u>(209,544)</u> | <u>(126,843)</u> |

**Granby Board of Education
 FY 2020-2021
 Statement of Accounts
 for the period ending October 31, 2020**

| I. Revenue | FY 2020-2021 Budget | Currently Anticipated | Received To Date | Full Year Forecast October | Changes from Last Month Forecast |
|-------------------------------|--------------------------------|----------------------------------|-----------------------------|---------------------------------------|---|
| Reg. Tuition from other Towns | 600,769 | 587,742 | 0 | (13,027) | (13,027) |
| SPED Tuition from other Towns | 413,079 | 456,273 | 0 | 43,194 | 43,194 |
| SDE Excess Cost Reimbursement | 503,911 | 428,369 | 0 | (75,542) | 28,414 |
| Rental Fees | 14,745 | 0 | 0 | (14,745) | 0 |
| Pay for Participation | 54,000 | 19,901 | 12,871 | (34,099) | (0) |
| Sub Total | 1,586,504 | 1,492,285 | 12,871 | (94,219) | 58,581 |

**Regular Board of Education Meeting – Approved Minutes
November 4, 2020, 7:00 p.m.
High School Auditorium**

Present Board Members: Mark Fiorentino, Melissa Migliaccio, David Peling, Sarah Thrall, Rosemarie Weber, and Jacob Scotto (Student Representative)

Absent Board Members: Jenny Emery, Brandon Webster and Jack DeGray (Student Representative)

Melissa Migliaccio called the meeting to order at 7:00 p.m.

I. Administrative Reports

I.A. Chairman's Corner

Melissa Migliaccio, Board Chair, shared opening remarks stating she did not have not much to share except to give continued thanks and gratitude to all employees for running our school district. It is nice to be back in school for some sense of normalcy.

I.B. Superintendent's Announcements

- Dr. Grossman stated we are in our 7th full week of school and everything is going extremely well. The attendance average is consistently in the mid-90% range for both in-person and remote learning.
- Professional development went very well yesterday and focused on online learning, remote teaching strategies, social/emotional learning, and report cards and essential learnings.
- The Granby Equity Team met last week to discuss goal areas and implementation of the Anti-Bias/Anti-Racism Plan.
- Next Monday, the Part One discussion of the book, Waking Up White will be held on Monday, November 9th, 5:00 p.m. at Central Services. Board members Mark Fiorentino and Brandon Webster will be part of the discussion.
- Veterans' day celebrations will look a little different this year but schools will find ways to continue the tradition of honoring our veterans.
- Continue to meet with the Farmington Valley Health District and medical team advisor to discuss the current rates within the Hartford County, Farmington Valley and local Granby area. Positivity rates are still in the range for full in-person learning.
- Guidance was received from the Commissioner of Education's office regarding closings for inclement weather. Dr. Grossman stated this does not mean every snow day will be a remote learning day. It is a superintendent's judgement call to cancel or have a late arrival, early dismissal or remote learning day and will do his best to let the community know as soon as he can.
- Still waiting for information from the CIAC and DPH regarding winter athletics and will let the Board and community know as soon as possible.
- FY22 budgets are underway. Meetings with administrators will conclude by the Thanksgiving break.
- The Building Committee continues to meet on the high school commons and media center projects. The next meeting is November 19th at 5:30 p.m.
- The next regularly scheduled Board Meeting is on November 18th. This meeting will be held virtually via Zoom because Wells Road will be sharing remote learning for Schools in the Spotlight and this meeting will be better served with remote teachers giving examples and showing how they are doing things with students remotely.

Sarah Thrall inquired if the Building Committee is solely focusing on the commons project. Dr. Grossman stated the Committee is focused on the commons and media center; however, meetings are being conducted with music staff and tech staff because that is area. Ms. Thrall inquired if there is an overall timeline. Dr. Grossman stated this is just in the discussion phase right now and the Building Committee is looking for an exact timeline from the architects. They presented a rough draft of the timeline at the last meeting. Melissa Migliaccio inquired if there is a timeline to expend the funds since this was a bonded project. Dr. Grossman stated there is no timeline regarding this.

I.C. Student Representative Report

- Jacob Scotto stated for Veterans' Day, in lieu of an assembly, high school students will be doing interviews with WWII veterans as well as faculty members. Interviews will be played on Wednesday, November 11th, during Advisory which will be a nice way to spread information about veterans in our town and in our community.
- Northern Regional auditions for choir and band will occur on November 21st Students are preparing for those by working with faculty to practice their audition pieces.

Melissa Migliaccio stated she would be remiss not to thank Board Member Rosemarie Weber for her service.

I.D. Elementary School Improvement Plans

Ms. Pauline Greer, Wells Road Intermediate School Principal, and Ms. Colleen Bava, Kelly Lane Primary School Principal, presented their respective School Improvement Plans to the Board. Ms. Greer presented highlights of her plan and reviewed the three specific goal areas: *Vision, Mission, District Achievement Goal*: Wells Road will enhance the school culture by focusing on building positive relationships for all students, staff and families and develop opportunities to create diverse experiences through literature. This year data is being tracked for students who are "flagging" in areas such as academics, social behavior, etc. and determining next steps. *Student Achievement Goal*: Through the STAR assessment, at least 80% of students will make an average growth 40-60 percentile in reading and math. This year data will be looked at for students actually making the growth marker in reading and math. Rosemarie Weber inquired if it is known where students are currently regarding what percent of students is meeting the growth marker goal. Ms. Greer stated she does know but does not have that information with her. *Instruction Goal*: Ensure students apply their learning to real-world and authentic projects. Melissa Migliaccio inquired what would be Wells Road's biggest remediation need when we are back to normal. Ms. Greer stated the district really did a good job last spring. Students are spending a lot of time with books and literature and are very excited to be back and doing the work. As students are getting tested there is some slide; however, there is definitely a solid foundation for next steps.

Ms. Colleen presented highlights of her School Improvement Plan and also reviewed the three specific goal areas: *Vision, Mission and District Achievement Goal*: To support a positive, safe and collaborative environment by focusing on building and maintaining positive relationships with staff, students and families. Ms. Bava stated every month they have community kindness to see the acts in motion (i.e., acts of kindness, food drive for the food bank, PJ day, etc.). *Student Achievement Goal*: By June all students will increase achievement in literacy and numeracy standards across all disciplines. Kelly Lane is taking a look at what is currently place, what needs to be adjusted and what can move forward so all students achieve. There needs to be a collective understanding as to where the data is but are still awaiting a few more data points. *Instruction Goal*: Teachers will increase opportunities for students to take ownership of their learning in order to foster an environment of independence and engagement. Kelly Lane is working with teachers in professional development as well as working with coaches on goal-setting for students. Mark Fiorentino inquired how the first goal, culture, is measured. Ms. Bava stated it is getting a pulse of the building to see how students and staff feel; feedback from teachers; and, feedback from the families. Melissa Migliaccio inquired how K-2 students take ownership of their learning. Ms. Bava stated teachers have developed goal-setting folders, teachers model strategies and students pick a strategy.

I.E. AP/SAT Testing Report

Mr. Michael Dunn, High School Principal, and Ms. Julie Groene, Assistant High School Principal and Director of Guidance, presented the AP/SAT Testing Report for the 2019-2020 school year. Mr. Dunn stated this is the time of year that SBAC scores would also be presented; however, tonight only AP/SAT scores are being presented. He stated this year was very different as there would have been a spring SAT day but that was cancelled. 76% (114/150) of the current senior class tested in the fall which was an optional test for students. He stated most post-secondary schools have moved to testing as optional for this year. With regard to AP testing, the spring testing was truncated and offered online. Mr. Dunn

presented the mean SAT scores for GMHS, State, National, as well as benchmark scores. Granby's mean score of 576 in Reading & Writing and 558 in Math both scored above all of the other mean scores listed. He then presented Granby's SAT "Best Score"/Superscore for combined reading and math. Regionally, Granby scored a little above last year. For the SAT CT Test Day in the spring for Grade 11 which was taken this past September, the scores were very strong. With regard to AP, Mr. Dunn stated there are 22 AP classes offered at the high school combined with ECE and college and career pathways, there are upwards of 30 classes at the high school. The total number of AP students who scored a 3 or higher for the Class of 2020 was 156 or 81.3%. AP Computer Science Principles and AP Computer Science A were added this year. Mr. Dunn reviewed AP awards for 2020 and two Granby scholars earned national AP scholar recognition. Moving forward, PSATs will be taken Grades 8-11; curriculum alignment will be examined; and, and linked individualized practice through Khan Academy will be promoted. With regard to AP moving forward, there will be a deep data dive at class levels; Pre-AP implementation will be monitored; fall enrollment for testing will be reviewed; and, an AP boot-camp proposed. Melissa Migliaccio inquired when the SDE will revisit District Reference Groups (DRGs). Dr. Grossman stated the SDE may say the DRG is out of date. He has not seen anything recently from the SDE so that is why he asked Jennifer Parsons, Assistant Superintendent, to look at Granby compared to schools in the Farmington Valley. Dr. Grossman stated he will have Ms. Parsons speak to the Curriculum Subcommittee to see how the Board would like the data reported. Sarah Thrall inquired if there was any data on how many students apply AP credit for college. Julie Groene stated she does not have a percentage but there is much dialogue around AP credit. The high school informs parents and students to ask colleges what they are looking for with regard to AP credit. Ms. Groene stated approximately 80-85% of students use their AP credits in college. Mark Fiorentino inquired if specific goals have been set for AP participation so they can be measured to what that goal is. Mr. Dunn stated AP participation, the way that College Board sees it, looks specifically at test participation. The high school is looking to expand those numbers.

II. Public Comment

There were no public comments this evening.

III. Consent Agenda

III.A. Minutes

A motion was made by Rosemarie Weber and seconded by Sarah Thrall to adopt the consent agenda. This motion passed unanimously at 8:10 p.m.

IV. Old Business

IV.A. Second Reading and Approval of Revised Policy 6159, Individualized Education Program

The Curriculum/Policy/Technology/Communications Subcommittee recommended revised Policy 6159, Individualized Education Program, to the Board for a second reading and approval. A motion was made by Melissa Migliaccio and seconded by Sarah Thrall that the Granby Board of Education adopt revised Policy 6159, Individualized Education Program, as recommended by the Curriculum/Policy/Technology/Communications Subcommittee. Ms. Thrall stated there was a very simple change to this policy and she did not receive any comments. This motion passed unanimously at 8:11 p.m.

V. New Business

V.A. Draft 2021-2022 School Calendar

The Board reviewed and discussed the draft 2021-2022 school calendar. The calendar will be presented for approval at the next Board Meeting on November 18th. Dr. Grossman stated this calendar mirrors this year's calendar. School would end on June 7th with a possible graduation. He will come to the Board at the next meeting to set the graduation date. He noted that a change was made to conferences in November for elementary and secondary conferences. They will not be on the same day due to trimesters vs. semesters. The first day of school is Thursday, August 26th and school would end on June 7th; however, this will not necessarily be the date of graduation. This calendar will be brought to the Board at the next meeting with graduation not proposed for June 7th as the Board can set that date sometime next year.

V.B. Granby Education Association Contract Ratification

The Board discussed ratification of the Granby Education Association Contract effective July 1, 2021 through June 30, 2024. A motion was made by Melissa Migliaccio and seconded by David Peling that the Granby Board of Education ratify the Granby Education Association Contract effective July 1, 2021 through June 30, 2024. Mark Fiorentino thanked the negotiating team, especially the teachers, stating there were some difficult challenges, continued state mandates and some uncertain economic times. The negotiation teams worked on some components to set foundations and structures in place to educate our children but also to achieve some long-range goals. He stated is proud to support and approve this contract. Ms. Migliaccio stated service on the Negotiations Committee does not go unnoticed. This motion passed unanimously at 8:17 p.m.

V.C. Superintendent's Goals

Dr. Jordan Grossman presented his goals for the 2020-2021 school year. Melissa Migliaccio stated Dr. Grossman is new to Granby and has experienced many issues since being hired last January from budgeting, to hiring a new administrative staff, to handing out state championship jackets, to COVID, to remote learning, and to being one of the few districts in session full time. She stated she views written goals with two components: as-written and in operation. She stated she has taken time to read the goals and appreciates that the first goal is student achievement and has every confidence the goals will be supported by the Board and also achieved by Dr. Grossman and his team. Dr. Grossman presented a few highlights to the Board and stated teachers, staff and administration are doing a tremendous job. He stated there are things that need to be worked on, such as, achievement gaps; schedule at the middle school; sequencing of world language; strategic plan; vision of the graduate; continue to develop relationships with the community; social/emotional well-being implementation in the Stronger Together Plan; emergency operations plan; and, IBAC. Dr. Grossman stated one area he is very excited about is embracing diversity and going one step further to focus on students, particularly, minority students who may want to be teachers. Students would come back to the Granby Public Schools for potential employment. Ms. Migliaccio stated the Board looks forward to supporting him on these goals.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

Sarah Thrall reported the Subcommittee meeting scheduled for this evening was cancelled.

VI.B. Other Board-Related Reports

VI.B.1. CREC/CABE

Mark Fiorentino reported that CREC has not met since last meeting.

VI.B.2. Granby Education Foundation

Dr. Grossman stated the GEF has not met since the last meeting.

VI.C. Calendar of Events

The calendar of events is as presented.

VI.D. Board Member Announcements

Sarah Thrall inquired what World Kindness Day at Kelly Lane is about. Dr. Grossman stated he will put this in his weekly update to the Board.

VI.E. Action Items

There were no action items this evening.

VII. Executive Session/Non-Meeting

A motion was made by Melissa Migliaccio and seconded by Rosemarie Weber to adjourn the regular meeting and enter into an Executive Session to discuss a collective bargaining matter. This motion passed unanimously at 8:24 p.m. The Executive Session adjourned at approximately 8:35 p.m.

Respectfully submitted,

Rosemarie Weber
Board Secretary

| AUGUST (4 days) | | | | |
|------------------|------------------|------------------|-----|----|
| M | T | W | T | F |
| | | | | |
| 16 | 17 | 18 | 19 | 20 |
| 23 ^{PD} | 24 ^{PD} | 25 ^{PD} | 26* | 27 |
| 30 | 31 | | | |

| SEPTEMBER (20 days) | | | | |
|---------------------|----|----|-----------------|----|
| M | T | W | T | F |
| | | 1 | 2♦ | 3 |
| 6 ^H | 7 | 8 | 9♦ | 10 |
| 13 | 14 | 15 | 16 ^H | 17 |
| 20 | 21 | 22 | 23♦ | 24 |
| 27 | 28 | 29 | 30♦ | |

| OCTOBER (19 days) | | | | |
|-------------------|------------------|----|-----|----|
| M | T | W | T | F |
| | | | | 1 |
| 4 | 5 | 6 | 7♦ | 8 |
| 11 ^H | 12 ^{PD} | 13 | 14♦ | 15 |
| 18 | 19 | 20 | 21♦ | 22 |
| 25 | 26 | 27 | 28♦ | 29 |

| NOVEMBER (19 days) | | | | |
|--------------------|-----------------|----|------------------|-----------------|
| M | T | W | T | F |
| 1 | 2 ^{PD} | 3 | 4♦ | 5 |
| 8 | 9 | 10 | 11♦ | 12 |
| 15 | 16 | 17 | 18 ^{ES} | 19 |
| 22 | 23 | 24 | 25 ^H | 26 ^V |
| 29 | 30 | | | |

| DECEMBER (16 days) | | | | |
|--------------------|-----------------|-----------------|-----------------|-----------------|
| M | T | W | T | F |
| | | 1 | 2♦ | 3 |
| 6 ^{EE} | 7 ^{EE} | 8 ^{EE} | 9♦ | 10 |
| 13 | 14 | 15 | 16♦ | 17 |
| 20 | 21 | 22 | 23 ^V | 24 ^V |
| 27 ^V | 28 ^V | 29 ^V | 30 ^V | 31 ^V |

| JANUARY (20 days) | | | | |
|-------------------|----|----|-----|----|
| M | T | W | T | F |
| 3 | 4 | 5 | 6♦ | 7 |
| 10 | 11 | 12 | 13♦ | 14 |
| 17 ^H | 18 | 19 | 20♦ | 21 |
| 24 | 25 | 26 | 27♦ | 28 |
| 31 | | | | |

| FEBRUARY (18 days) | | | | |
|--------------------|-----------------|----|-----|----|
| M | T | W | T | F |
| | 1 | 2 | 3♦ | 4 |
| 7 | 8 | 9 | 10♦ | 11 |
| 14 | 15 | 16 | 17♦ | 18 |
| 21 ^H | 22 ^V | 23 | 24♦ | 25 |
| 28 | | | | |

| MARCH (23 days) | | | | |
|-----------------|------------------|------------------|-----|----|
| M | T | W | T | F |
| | 1 | 2 | 3♦ | 4 |
| 7 | 8 | 9 | 10♦ | 11 |
| 14 | 15 | 16 | 17♦ | 18 |
| 21 | 22 ^{EE} | 23 ^{EE} | 24 | 25 |
| 28 | 29 | 30 | 31♦ | |

| APRIL (16 days) | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| M | T | W | T | F |
| | | | | 1 |
| 4 | 5 | 6 | 7♦ | 8 |
| 11 ^V | 12 ^V | 13 ^V | 14 ^V | 15 ^H |
| 18 | 19 | 20 | 21♦ | 22 |
| 25 | 26 | 27 | 28♦ | 29 |

| MAY (20 days) | | | | |
|-----------------|----|----|-----|------------------|
| M | T | W | T | F |
| 2 | 3 | 4 | 5♦ | 6 |
| 9 | 10 | 11 | 12♦ | 13 |
| 16 | 17 | 18 | 19♦ | 20 |
| 23 | 24 | 25 | 26♦ | 27 ^{PD} |
| 30 ^H | 31 | | | |

| JUNE (5 days) | | | | |
|---------------|-----|----|----|-----|
| M | T | W | T | F |
| | | 1 | 2 | 3 |
| 6 | 7* | 8+ | 9+ | 10+ |
| 13+ | 14+ | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

- * First/Last Day of School
- Holiday/Vacation/PD - No School
- ♦ HS PLC Late Arrival
- / Early Release All Schools
- EE Early Dismissal Elementary Only
- ES Early Dismissal Secondary Only
- + Emergency Days

School Breaks: Dec. 23, 2021-Dec.31, 2021 ♦ February 21-22, 2022 ♦ April 11-15, 2022

Kelly Lane Primary School

- Aug. 25 PK-Grade 2 Meet & Greet
- Sept. 7 Grade 1 Curriculum Night
- Sept. 9 Grade 2 Curriculum Night
- Sept. 13 Pre-K/K Curriculum Night
- Dec. 6-8 Early Release (Conf.)
- Dec. 6 Evening Conferences
- Jan. 10 Early Release (Prof. Dev.)
- Mar. 21-23 Early Release (Conf.)
- Mar. 21 Evening Conferences
- Mar. 24 Early Release (Prof. Dev.)

Wells Road Intermediate School

- Aug. 25 Grades 3-5 Meet & Greet
- Sept. 20 Grade 3 Curriculum Night
- Sept. 21 Grade 4 Curriculum Night
- Sept. 23 Grade 5 Curriculum Night
- Dec. 6-8 Early Release (Conf.)
- Dec. 7 Evening Conferences
- Jan. 10 Early Release (Prof. Dev.)
- Mar. 21-23 Early Release (Conf.)
- Mar. 22 Evening Conferences
- Mar. 24 Early Release (Prof. Dev.)

Granby Memorial Middle School

- Aug. 25 Grade 6 Meet & Greet
- Sept. 14 Curriculum Night
- Nov. 18 Early Release (Conf.)
- Nov. 18 Afternoon/Evening Conf.
- Jan. 10 Early Release (Prof. Dev.)
- Mar. 21 Early Release (Conf.)
- Mar. 24 Early Release (Prof. Dev.)
- June 6 Gr. 8 Moving Up Ceremony

Granby Memorial High School

- Aug. 25 Freshman Orientation
- Sept. 2 Curriculum Night
- Nov. 18 Early Release (Conf.)
- Nov. 18 Afternoon/Evening Conf.
- Jan. 10 Early Release/Prof. Dev.
- Mar. 21 Early Release (Conf.)
- Mar. 24 Early Release (Prof. Dev.)
- June 7 Graduation



Pupil Personnel Services

Department Improvement Plan 2020-2021



Granby Public Schools

Vision, Mission, Achievement Goal, Learning Principles, Theory of Action



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

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

Achievement Goal:

Students will demonstrate powerful thinking by systemically solving problems through analyzing and synthesizing information and articulating/defending a position.

Learning Principles:

Reflect our district's beliefs and values and describe the non-negotiable conditions required in every learning environment that are a guaranteed right for every student. These conditions constitute effective teaching and serve as guiding principles to which staff and students are held accountable.

Students learn best when teachers provide opportunities for them to:

- Contribute to the creation of a positive, safe and supportive learning environment that personalizes learning, celebrates growth and fosters risk-taking, collaboration, discourse, and questioning;
- Take ownership and responsibility for their learning by setting and accomplishing personal learning goals and monitoring their growth by self-assessing, reflecting and applying meaningful and timely feedback;
- Have choices, engage in exploration and practice and demonstrate perseverance;
- Engage in authentic, real-world and relevant tasks that challenge them to demonstrate their understanding in varied and meaningful ways;
- Build upon prior knowledge, make connections and transfer learning to new situations; and,
- Understand clearly defined learning objectives that represent big ideas and that teachers model and structure to foster independence.

Theory of Action:

We know teacher quality has the greatest impact on increasing student learning.

Therefore, if students are provided access to highly effective teachers who also develop caring responsive relationships, *AND* if the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of:

- standards-based curriculum,
- data driven decision making
- effective teaching strategies,
- ongoing monitoring, and
- flexible time for struggling learners,

THEN we will meet the needs of all learners and all students will achieve at high levels.

2014-2019 Board of Education Goals

The 2014-2019 five-year Board of Education goals to support the district's vision, mission and achievement goal:

1. *Provide a rigorous and diverse 21st Century Curriculum.*
2. *Invest in the professional capital of the staff.*
3. *Develop an operational plan that ensures continued success in an environment of declining enrollment.*
4. *Promote positive engagement and communication with the community.*
5. *Explore opportunities for alternative revenue sources.*
6. *Influence local and state educational policy.*

Vision, Mission & District Achievement Goal

Goal: Develop channels for collaboration to promote equitable outcomes for all students, regardless of disability.

| Action Steps | Person(s) Responsible | Timeline | Resources/Finances | Evidence/Measurements |
|--|--|------------------|---|---|
| 1. Work with general education teachers and coaches to determine the priority standards in each content area to allow for differentiation for learners. | Instructional Coaches, PPS professionals, general education teachers | Ongoing | Scheduled and dedicated collaborative time within PLCs, team meetings and curriculum revision work. | Special education teachers will be able to target (progress monitor) lagging foundational skills with specialized instruction and through the content curriculum as well. |
| 2. Target students with disabilities for increased participation in high-level courses and extra-curricular activities. | Special education teachers and service providers | Ongoing | Awareness of student strengths and school based opportunities for enrichment | Increase in the number of students with special needs participating in high-level courses and extracurricular activities. |
| 3. Partner with newly formed Special Education Parent Teacher Organization (SEPTO) to foster relationships and improve communication between professionals and families. | Pupil Services Director and members of the Special Ed department. | Monthly meetings | Willingness of staff to volunteer their time outside of the school day. | Improve the level of understanding, empathy and share knowledge of best practice. |
| 4. Work with principals, teachers and specialists to develop preventative models of social and emotional learning and discipline that will increase staff understanding of the mental health and behavioral needs of their students. | District Administrative team, teachers | Ongoing | Dedicated goals and time for professional development. | Less discipline problems, improved attitudes toward school, less out of district placements for mental health reasons. |

Student Achievement

Goal: Students with disabilities will progress through the curriculum in accordance with their neuro-typical peers

| Action Steps | Person(s) Responsible | Timeline | Resources/Finances | Evidence/Measurements |
|---|--|---|--|---|
| <p>1. Special education teachers need to be made aware of the critical skills that need to be mastered at each grade/content level in order for their students to keep pace with the curriculum. Similarly, they need to know what is NON-essential in a grade level or what will be revisited elsewhere in the curriculum.</p> | <p>Coaches, teachers, building-based instructional leaders</p> | <p>Ongoing</p> | <p>Prioritizing collaborative time between coaches, general ed and special ed teachers</p> | <p>Diminished need for “substantially separate programming” and more students on grade level at every transition. Faster recovery from “COVID slide”.</p> |
| <p>2. Use a state-approved dyslexia screener at the K-3 level in order to identify students with early, significant indicators of potential reading disability</p> | <p>Administration, special ed and general ed teachers</p> | <p>Ongoing</p> | <p>Create a plan for the systematic assessment, scoring and processing of data from the screener</p> | <p>Students who are at risk for significant reading disability will be identified earlier and will therefore have a better chance for earlier positive outcome and less negative impact of their education.</p> |
| <p>3. Increase the capacity of special educators to provide robust specialized instruction to their students, consistent with current best practices.</p> | <p>Administrative oversight, educator initiative</p> | <p>Ongoing: each educator should seek out at least one professional development goal every year</p> | <p>Time, access to PD funds, substitutes</p> | <p>More students will advance in their IEP goals at a faster rate.</p> |

Instruction

Goal: Discover and adopt new, research-based best practices by investigating and evaluating programs and teaching tools

| Action Steps | Person(s) Responsible | Timeline | Resources/Finances | Evidence/Measurements |
|---|---|---|--|---|
| <ol style="list-style-type: none"> 1. Evaluate current practices and new programs or instructional techniques that will elevate our teaching and improve student outcomes. 2. Provide teachers with the opportunity to write more effective Individual Education Programs (IEPs) that utilize the student's strengths to mitigate areas of concern. 3. Review current progress monitoring tools to determine whether we are measuring what is most important in providing formative feedback on which to base instruction. | <p>Pupil personnel department; CAS</p> <p>Special education Content Area Specialists (CAS), related services professionals</p> <p>Pupil personnel department, CAS</p> | <p>FY21 monthly department meetings</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Free resources from the CT Special Education Resource Center: IEP Rubric, meeting time.</p> <p>Department meeting time</p> <p>Department meeting time</p> | <p>Teachers and service providers will be able to score and calibrate their own and their colleague's IEPs with the scoring rubric.</p> <p>New programs and practices shared with the department</p> <p>Progress made on IEP goals and objectives</p> |

Personnel -- Certified/Non-Certified

Title IX

The District prohibits any form of sex discrimination or sexual harassment in the District's education programs and activities, whether by students, District employees or third parties subject to substantial control by the District. It is the policy of the District to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex that has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

The District does not discriminate on the basis of sex in the education programs or activities that it operates and the District is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") not to discriminate in such a manner. Students, District employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of all parties. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from District property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the District; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the District. Conduct that does not meet these requirements still may constitute a violation of another District policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the "Administrative Regulations").

Sex discrimination occurs when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination also occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the District to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The District directs its employees to respond to such complaints in a prompt and equitable manner.

Violations of this Policy by employees will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

Any District employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Granby Public Schools administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations). Such training will include information on the definition of sex discrimination and sexual harassment, the scope of the District's education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the District's website. The Administration shall also periodically

**Policy
4000.1(c)**

provide training to all District employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the District's website to promote an environment free of sex discrimination and sexual harassment.

The District's Title IX Coordinator is the Assistant Superintendent. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple points of contact:

15-B North Granby Rd, Granby, CT
assistantsuperintendent@granbyschools.org
(860) 844-5261

Any individual may also make a report of sexual harassment and/or sexual discrimination to the U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: 617-289-0111).

Employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-514-3400).

Legal References:

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).

Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.

Title IX of the Education Amendments of 1972, 34 CFR § 106, et seq.

Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)

Conn. Gen. Stat. § 46a-54 - Commission powers Connecticut

Conn. Gen. Stat. § 46a-60 - Discriminatory employment practices prohibited.

**Policy
4000.1(d)**

Conn. Gen. Stat. § 46a-81c - Sexual orientation discrimination:
Employment

Conn. Gen. Stat. § 10-153 - Discrimination on the basis of sex, gender
identity or expression or marital status prohibited

Conn. Agencies Regs. §§ 46a-54-200 through § 46a-54-207

ADOPTED: _____

REVISED: _____

Students -- Certified/Non-Certified

Title IX

The District prohibits any form of sex discrimination or sexual harassment in the District's education programs and activities, whether by students, District employees or third parties subject to substantial control by the District. The District does not discriminate on the basis of sex in the education programs or activities that it operates and the District is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") not to discriminate in such a manner. Students, District employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate this Policy, the conduct must have occurred in an education program or activity of the District; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the District. Conduct that does not meet these requirements still may constitute a violation of another District policy.

The Superintendent of Schools shall develop Administrative Regulations implementing this Policy and in accordance with Title IX (the "Administrative Regulations").

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the District conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (*i.e.*, *quid pro quo*);
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

**Policy
5145.44(b)**

Reporting Sex Discrimination or Sexual Harassment

It is the express policy of the District to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The District directs its employees to respond to such complaints in a prompt and equitable manner. The District further directs its employees to maintain confidentiality to the extent appropriate and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any District employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Granby Public Schools administration (the “Administration”) shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations) on the definitions of sex discrimination and sexual harassment, the scope of the District’s education program and activity, how to conduct an investigation and grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The Administration shall make the training materials used to provide these trainings publicly available on the District’s website. The Administration shall also periodically provide training to all District employees on the topic of sex discrimination and sexual harassment under Title IX, which shall include but not be limited to when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to staff, students and parents and legal guardians and make the Policy and the Administrative Regulations available on the District’s website to promote an environment free of sex discrimination and sexual harassment.

The Board’s Title IX Coordinator is the Assistant Superintendent. Any individual may make a report of sex discrimination and/or sexual harassment directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

15-B North Granby Road, Granby, Connecticut 06035
assistantsuperintendent@granbyschools.org
(860) 844-5261

Any individual may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

**Policy
5145.44(c)**

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.
Title IX of the Education Amendments of 1972, 34 C.F.R § 106.1, et seq.
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999)

ADOPTED: _____
REVISED: _____



UPCOMING DISTRICT EVENTS

| | | | |
|----------------|---|------------------------|--------------------------------------|
| November 18 | Finance Subcommittee Meeting Board of Education Meeting | 5:30 p.m. 7:00 p.m. | Central Services Via Zoom |
| November 21 | Coffeehouse | 7-9 p.m. | Livestreamed |
| November 23 | NHS Induction Ceremony | 6:00 p.m. | Livestreamed |
| November 25 | Early Release – All Schools | | |
| November 26-27 | Thanksgiving Recess | | |
| November 30 | Early Release – All Schools (Conferences) Evening Conferences for Kelly Lane | 5-7 p.m. | Virtual Virtual |
| December 1 | Early Release Elementary Only (Conf.) Evening Conferences for Wells Road | 5-7 p.m. | Virtual Virtual |
| December 2 | Early Release Elementary Only (Conf.) | | Virtual |
| December 2 | MS/HS Evening Conferences | 5:30-8 p.m. | Virtual |
| December 2 | Curriculum Subcommittee Meeting Board of Education Meeting | 5:30 p.m. 7:00 p.m. | Central Services HS Auditorium |
| December 16 | Finance Subcommittee Meeting Board of Education Meeting | 5:30 p.m. 7:00 p.m. | Central Services HS Auditorium |
| December 23 | Early Release (All Schools) | | |
| December 24-31 | No School – Winter Break | | |