

Regular Board Meeting
Wednesday, May 19, 2010 7:00 PM Eastern

Regular Meeting
15-B North Granby Road
Granby, CT 06035

Jenny Emery: Present
Lynn Guelzow: Absent
Cal Heminway: Present
John O'Connor: Present
Edward Ohannessian: Present
Deborah Torgersen: Present
Matthew Wutka: Present
Present: 6, Absent: 1.

- I. Public Comment
- II. Administrative Reports
 - II.A. Superintendent's Announcements
 - II.B. Student Representative Reports
 - II.C. Schools in the Spotlight
 - II.D. Annual Technology Report
- III. Consent Agenda
 - III.A. Minutes
- IV. Old Business
 - IV.A. Third Reading of Policy 5141.4, Reports of Suspected Abuse or Neglect of Children
 - IV.B. Race to the Top
- V. New Business
 - V.A. First Reading of Policy 6141.312, Migrant Students
 - V.B. Boardwalk, BOE Summer Schedule and FY11 Meeting Schedule
- VI. Miscellaneous
 - VI.A. Board Standing Committee Reports
 - VI.A.1. Curriculum/Policy/Technology/Communication
 - VI.A.2. Finance/Personnel/Facilities
 - VI.B. Other Board-Related Reports
 - VI.B.1. CPPAC
 - VI.B.2. CREC/CABE
 - VI.B.3. Granby Education Foundation
 - VI.B.4. Energy-Saving Initiatives
 - VI.C. Board Member Announcements
 - VI.D. Calendar of Events
- VII. Executive Session/Non-Meeting

Granby Public Schools Technology Report

May 2010

Objective

The mission of the technology department is to enhance teaching and learning through the use of technology. The primary focus of the department is to support the operational, organizational, and academic objectives of our professional learning community.

“Keep moving forward. Get excited about the future!”

Technology - Areas

1. Technology Infrastructure – Security, Operations, Core Administrative Systems
2. Instructional Technology –
BOE, Curriculum, Technology departments
Tech Curriculum, Academic Support, Staff PD
3. Information Management
Interoperability, Data Management, Analysis, Assessment
4. Assistive Technology (Special Services)

Funding Sources

- Operating Budget
(Personnel, Software, Supplies)
- Small Capitol Lease
(Hardware Replacement Cycle)
- E-rate
- Grants
- Community Organizations
- Donations

Environment, Infrastructure, Network

- Approximately 2,600 end users
- Windows Servers / Active Directory / Exchange / File & Print Servers
- 5 Terabytes of data
- High Speed Internet - Connecticut Education Network (CEN)
- Wide Area Network
 - BOE/TOWN Private Municipal Area Fiber Optic Network
 - DATA CENTER at Board of Education Building

Local Area Networks

Town Complex, Pub Works, GMHS, GMMS,/Eco Center, Kelly Lane, Wells Road, Kearns, Ambulance Assoc., Lost Acres FD

- Direct fiber connected via 36 managed gigabyte and power-over-ethernet switches (phones/cameras/WAPs/other devices)
- 27 Servers, Computers 900, Network Printers, Copiers, Cameras, Msc. peripherals
- Wireless LANs all buildings 80211 B/G/some N
- 1GB+ WAN speed to CEN Internet (3-5MBPS) 1 to 2GB speeds between buildings
- Telephones – Mixed Systems: Analog, Digital, VOIP
- School IP Security Camera Network
- HVAC Automation Systems
- Video Distribution Schools– Cable Networks, VBRICK, Live Streaming, Video/Voice Conferencing, News Studios
- Auditorium Systems, PAs, Clocks, Bells, Paging
- Interactive whiteboards / Classroom TV sets

Hardware & Software Deployment

A focused approach to integration.....

Put technology in the right places. Implement technologies that meet specific needs producing measurable results

- At least 1 computer in every classroom –more than 1 in many
- Multiple computers in pupil services classrooms
- Media Centers – The “Hub” of the school
- Computer Labs, Wireless, Mobile technologies
- Used to enhance curriculum across all subject areas (Pupil Services, Reading, English, Math, Science, Social Studies, Business, Unified Arts)
- Common areas/ Teacher areas
- Wireless Networks
- Utilization of current technologies and/or expansion of technology into academic areas whenever possible
- Continuous improvement and preparation for future growth (Wireless)

District – Software Overview

- Security / Firewall / VPN / SPAM / Antivirus / Remote Access
- Student Information System
- Network Management / Phones / Cameras
- Website management
- Work Order System (Facilities/Technology)
- Event Scheduling (Facilities)
- Library automation
- Food Service
- Nursing
- Email
- Accounting
- Busing
- Curriculum / Assessments / Reporting / CEU
- Emergency Notification
- Imaging/Computer Management
- MS School Agreement - Windows XP, MS Office
- IEP & Assistive Technology (Pupil Services)
- State Reporting

District – Software

Goals

- ✓ Will work in our environment
- ✓ Ease of use
- ✓ Automate processes when possible
- ✓ Standardization & Interoperability (Sharing of data between programs)
- ✓ Collaborative purchasing (RESCS \ State contracts)

Academic–Software Overview

Base Software

- Web Browser / Internet Access, Web 2.0 various online subscriptions/free resources
- Network – Home folder on server, Access to shared drives, printing
- Media Distribution – Access to cable networks, Discovery Education / Vbrick / News Programs
- Windows XP, MS Office 2003, 07
- MS Digital Image Suite
- Windows Movie Maker
- McAfee Virus software
- Adobe Reader
- Adobe Master Collection
- Flash /Shockwave
- QuickTime Real Alternative/Media Player / DVD Player
- CD/DVD Burning
- Front Page MS Producer ,Visual Studio MS Works
- WinDVD
- Audacity (Audio recording)

Specialized Classroom Technologies

Software

- School Computer Labs
 - GMHS - Engineering, Business, Programming Lab, Media Lab
- Media Centers
- Departments / Classrooms (Math, Science, English, Social Studies)
- Pupil Services (Lexia, Kurzweil, Word Q, Speak Q, Dragon Speak)

Hardware

- Student response systems (Clickers)
- Pupil Services Laptops (Staff and Students)
- FlipCams
- Digital Cameras, Camcorders, Document Cameras, Scanners
- Mimio tablets
- Digital microscopes

Other

- Departments/Educators are sharing techniques and implementing their own technology ideas to assist with curriculums/daily instruction. (Examples– podcasting, social studies archive, science equipment, english Google Apps, Math TI Navigators)

Technology – Integration & Support

The central services technology department staff work continuously and collaboratively across the district with the administration, departments, teams, and staff members to implement solutions that are in line with the district's goals addressing specific operational and/or academic goals. Fact-based decision making, training, and ongoing support services are critical components of the technology integration process promoting 21st century skills. Practice makes perfect. Successful integration is when the technology in use becomes part of the everyday routine. We need to provide the tools to make that happen.

Technology Support Staff

- ❖ Jon Lambert (FT) Manager
- ❖ Trainer, Website, SIS Admin, Instructional Software - Carolyn Deidolori (4 days per week)
- ❖ Data Management, IS Consultant- Ed Lyman (2 days per week)
- ❖ Technician GMHS/GMMS/District Mike Welcome(FT)
- ❖ Supplemental Outsourcing / CREC
(Engineering, Techsupport, Training/PD)
- ❖ MC Specialists, Tech TAs, Technology Teachers
- ❖ Budgeted positions removed

Areas of Support

- Administration, Infrastructure, Business Systems, Network
- Student Information System
- Building-level hardware support
- Building-level software support
- Assistive Technology
- Curriculum
- PD and Training
- Staff / Instructional support

Support Systems

- The right mix of hands-on help, outsourcing, and automation to support our infrastructure, operations, and academic campuses
- How our system works / work orders
- Support requests from staff tracked since September 09 total over 3,200
- Actual support requests “UNKNOWN”

Year in review - highlights

Technology Infrastructure – Security, Operations, Core Administrative Systems

- Doorway entry systems installed - put into use
- Wiring/switch replacement various buildings
- Financial system online
- Replacement cycle PCs Middle School

Instructional Technology

- Adding information to teacher grade books to enhance parent portal
- Staff training website software/ Teacher Websites
- New website live August

Data Management

- PowerSchool .. gave HS students their own logins so they can complete their course requests for scheduling
- SIMS - assessment tracking tool expanded to HS and MS administrative staff available to all schools
- assessment information available: CMT, COGAT, CAPT, PSAT, SAT, elementary language arts and math assessments, grade distribution for HS and MS

Assistive Technology

- Lexia web version upgrade. CREC SPED specialist in district trained staff on use of different assistive tech software
- Read Naturally Program Kearns

Support

- Tech Aide left did not hire new tech approved in 09-10 budget for k-6
- District technician resigned, Increased outsourcing, hired new district technician (HS/MS)

Year in review – highlights

- Flip cameras –used in schools for student projects. Teachers in Kearns use the cameras and show the video on white board and post on their website. Students in grades 3-12 film group projects, edit in Windows Moviemaker and present for grading. Projects include acting our vocabulary words to acting out part of a Shakespeare play to conducting student-led interviews. Each school has 10-20 cameras that are in constant use... and not one camera has been sent out for repair.
- Teachers greatly increased the use of web 2.0 technologies - blogs, wikis and podcasting for student learning. Ongoing after-school workshops for teachers in all schools on 21st Century topics. One on one in-house training sessions. Additional PoweSchool reporting enhancements. CREC came into the district for 20 days providing all-day in-services to teachers on wikis, moviemaker, Google Apps, Discovery Education and interactive whiteboard training.
- Staff members are updating the new website. Office staff members update each school's main site and 'fill' the digital backpack with handouts. Teachers update their website with daily homework, upcoming class events and pictures/video of classroom activities.
- HS students completed course requests using the Student Information Portal. 85% of students inputted requests in the week the request screen was available.. good percentage for the first year of use.
- News program implemented at high school

FY 10-11 Initiatives

- BOE/Town financial system upgrades ongoing
- Financial security audit compliance initiatives
- Upgrade computer deployment software/remote help desk for Windows 7
- Servers - Software upgrades and virtualization
- Email - server and client upgrades
- Updated software images (District)
- Client computer OS and office upgrades
- Replacement Cycle & Small Cap initiatives (Wells Road School computers, MS Tech Ed Lab memory upgrade, Additional scanners for each building)
- Grants Awards (8 PCs Kearns Kindergarten, 8PCs GMHS Career Center, Mobile Lab – GMHS Tech Ed/Business Dept.
- Data Management – continue to implement information gathering and reporting systems / interoperability
- Pilots - desktop virtualization, net-computing, thin client technologies, net books/tablet technology
- Google Apps for Education at High School - Each student and teacher will have Google email addresses and use of Google docs for academic purposes. Objective is to have the tool available to all students grades 3-12 by the end of the 2010-2011 school year.
- PowerSchool, our student information system is releasing a major upgrade of their elementary grading system. Standards-based grading calculation will be available to elementary teachers for the first time. Currently, teachers use PowerTeacher to input their grades but cannot tie assignments to specific standards. The new grade book will be a welcome addition. Training will be provided to teachers during grade-level meetings.
- Addition to the Student Information Portal – the ability for parents to update demographic information. This will save hours of administrative time inputting changes that parents send in at the beginning of the school year.
- Opening PD days will offer teachers a ½ day of technology choices. Classes will be held on 21st century skills that run in parallel with the district's technology plan.

Technology

Around the district

- Increase in website use/traffic
- Internet access is essential
- Significant increase in technology use both staff and students throughout district
- Less in-house technology staff, outsourced hardware/software support K-6
- Increase in use of 21st century skills in daily routine/practice
- Decreases in hardware costs, increases in software costs

Objectives

- Maintain current funding levels – software budget and hardware replacement cycle
- Maintain in-house staffing level. Keep the right balance of resources
- Continued to support/integrate. In-house training/PD, workshops, CREC
- Ongoing improvement of infrastructure and support systems
- Improve network reliability and student to computer ratio wherever possible (Redeployments / Grants)
- Improve, documentation, security, compliance check
- Continue centralized purchasing efforts
- Continued teamwork, collaboration with town, community

The state of our district technology is excellent. The department is continuously improving and moving forward. Technology is truly working for us in the Granby schools.

We remain committed to:

- Supporting our operations and technological infrastructure
- Our PLC - continue process improvements assist in collaborative efforts
- Focusing on tools that enhance the learning process
- Acting ethically and responsibly - protecting users, data, assets
- Customer Service

Tough, but exciting times ahead.....

Thank you to Superintendent Addley, The Granby Board of Education, The Town of Granby, and the Granby Community for supporting the technology in our schools. The difference it makes is critical to the success of our organization, staff, and students.

Regular Board Meeting – Approved Minutes
April 28, 2010, 7:00 p.m.
Central Services

Attendance Taken at 7:00 p.m.:

Present Board Members:

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

Absent Board Members:

Marie Nicholls

Mr. Heminway called the meeting to order at 7:03 p.m. and thanked those who were able to attend the budget town meeting on Monday night. He also thanked the staff, administration and the superintendent for their efforts in putting together a budget that the public was seeking.

I. Public Comment

Mr. Terry Wright, 83 Northwoods Road, North Granby. Mr. Wright had a comment specifically about the Community Relations Policy #1411. With regard to child abuse, this policy stated that school officials will contact the Department of Children and Families as well as the police of suspected child abuse cases. He stated that on July 17, 2009 apparently the school through questioning found out that supposedly his daughter had been abused and possibly neglected. He stated that the school did not notify the police and he would like to know why. Mr. Wright stated that at the last meeting it was stated that the Board was going to do away with this policy or at least that was his understanding. He said that he certainly hopes this does not happen and that it is very important that police get notified in a timely manner when criminal acts take place. He stated that there is no excuse not to do this and no excuse to do away with this policy. He quoted from a state document entitled *Code of Professional Responsibility for School Administrators* which stated that administrators shall "...obey local, state and national laws and implement the governing board's policies and administrative regulations." He stated that clearly a violation occurred here and nothing has been done. Mr. Wright stated that he was calling for the immediate dismissal of Kim Dessert from the Kearns School. He also stated that if he has any questions to feel free to contact him.

II. Administrative Reports

II.A. Superintendent's Announcements

- Mr. Addley stated that it has been a quiet and short two weeks with vacation last week.
- Unfortunately, the French trip was cancelled due to the volcano in Iceland. I am happy to say that parents did receive almost all of their money back. Thank you to Gina Magennis and Karen Richmond Goddard for their hard work in organizing this trip. Thanks also to the parents and students for their patience and understanding. The French students and teachers are looking forward to coming to Granby in October 2010 and are looking forward to welcoming our students next spring.
- Mr. Addley extended a warm welcome to Mr. Stephen Paine, a new parent in town who relocated from Hong Kong.
- With regard to the graduation date change to June 18th, Mr. Addley stated that he did receive a few parental concerns about the date change as well as concerns from the safe graduation party committee.
- Congratulations to the middle school for being a finalist for the CAS Middle School of the Year award. The school will host a site visit in a few weeks.

- Congratulations to Wells Road and the high school for being 2 of 22 schools recognized for the Governor's Summer Reading Challenge. Both schools visited the State Capitol and met with Governor Rell today.
- The Board Chair and Mr. Addley have had meetings with the superintendents and board chairs in Hartland and East Granby to continue to discuss collaboration of resources.
- District and Community Partners, consultants who will be conducting a special education review, will be on-site to meet with various personnel and board members on May 12th and 13th and will also meet with parents and the community.
- Spring Parents' Day will be held at the middle school this Friday.
- The Wells Road choral concert will be held tomorrow night at 7:00 p.m. the band concert will be held next Tuesday, May 4th at 7:00 p.m. as well.
- There will be a blood drive in the high school main gym on Tuesday, May 4th.
- The high school band concert will be held on Thursday, May 6th at 7:30 p.m. in the high school auditorium and the Concert of Hope will be held on Friday, May 7th at 7:00 p.m. in the auditorium as well.
- The high school principal search has been re-opened.
- Dr. Anna Forlenza-Bailey has been appointed as the new principal for the Wells Road Intermediate School. Dr. Forlenza-Bailey is currently an Assistant Principal at Avon Middle School.
- A reminder that there will be a Board meeting next week on May 5th with the Finance subcommittee meeting as well.

II.B. Student Representative Reports

There were no student representative reports this evening.

II.C. Teaching & Learning

Dr. Patricia Law, Director of Secondary Education, presented Teacher Leadership Academy to the Board. The Teacher Leadership Academy builds the capacity of teachers so they can understand what leadership is all about. The academy began in October 2008 and approximately 20 teachers attended in the first year and 15 in the second year. Ms. Gina Magennis, high school world language teacher and a student of Cohort I, spoke about the academy. She stated that it was a refreshing change for her to be with teachers of all levels - elementary, middle school and high school. She stated by promoting teacher leaders it reflects on the entire school community and it transfers to the students and shows them that effective change can take place from their doing. Ms. Magennis also stated that it is really important that we promote that culture that improvement comes from us and it is not something that is mandated onto you. She also stated that this was a big part of what PLC was all about. Jaime Rechenberg, another student of Cohort I and science teacher, is a graduate student and explained how the academy has helped her and has given her the perspective of administrators who have diverse levels of experience. Dr. Law stated that the district will continue to review the process to assess the needs of the district and the teachers. Mr. Heminway inquired if there will be a steady flow of attendance and if mostly new teachers are attending. Dr. Law stated that a variety of teachers and backgrounds attend the academy. Mr. Addley stated this was an experiment to promote leadership throughout the district. He also stated that several if not many of the teachers in the first cohort have moved into leadership roles in the district and outside the district. He also stated that feedback from the teachers will be taken into consideration and modifications will be made where necessary. Mr. Heminway asked if Ms. Magennis could explain further the PLC connection. Mr. Magennis stated that the program is aligned hand-in-hand with PLC in that it has the same philosophy and creates change, solution and effectiveness in the district.

III. Consent Agenda

III.A. Minutes

Deb Torgersen inquired if a correction could be made to the minutes. She stated that she opposed the graduation date change to June 18th.

Primary Motion Passed: That the Granby Board of Education adopt the consent agenda. Passed with a motion by Matthew Wutka and a second by Ronald Walther at 7:30 p.m.

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

IV. Old Business

IV.A. Third Reading of Policy 5145.6, Student Grievance Procedures

Mr. Walther stated that this policy was changed as noted at the last meeting and is now presented as a final version of the policy for the Board's acceptance.

Primary Motion Passed: That the Granby Board of Education adopt the changes to the aforementioned policy as recommended. Passed with a motion by Ronald Walther and a second by Deborah Torgersen at 7:32 p.m.

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

IV.B. Second Reading of Policy 5141.4, Reports of Suspected Abuse or Neglect of Children

Mr. Addley stated that per Mr. Wright's request and the Board's decision to take under consideration the statute, 17a-106, which was brought before the Board at the last meeting in terms of how this policy aligns to the statute. Mr. Addley stated that he took under legal counsel to make sure our policy is correct. He stated that some of the feedback we received is that particular statute talks to collaboration between and cooperation between agencies and not necessarily reporting. Mr. Addley stated that under counsel it was shared with us that it should not and need not be read to require the reporting of abuse allegations to the police in every case. The statute has been included by reference and has been reviewed by our attorneys who are confident that this statute is incorporated in the policy and legal reference. This policy will be brought forward for a third and final reading at the next meeting. Mr. Wright stated that if it is not proper to notify police in the cases of child abuse, then he would like this rationale explained to him. He stated that in the proposed policy, the only thing changed was the citation to the statute 17a-106. Mr. Wright stated that it seems fairly clear to him that the police should be notified. He also stated that in the language of the proposed policy it states to notify the DCF or police. He stated that he has a major issue with reporting and investigating by school personnel and that you must coordinate investigative activities so that children are not traumatized unnecessarily – everyone needs to be notified right off the bat. He asked if the Board could please take another look at this policy. He also stated that no one has gotten back to him with regard to Policy 1411 and how is it going to be affected by this new standard and whether or not it will be phased out conclusively. Mr. Heminway stated that we do lend quite a bit of credence to what is provided to us by CAGE and sample policies that they provide for us and also by our board attorney whom has reviewed this for us repeatedly partially at Mr. Wright's request. Mr. Heminway stated that he would be happy to sit down and share information that our attorneys have provided to us and hopefully come to a better understanding amongst us as to what is happening and why it is happening. Mr. Heminway stated again that he would invite Mr. Wright to discuss this at some future date that could hopefully be arranged. Mr. Wright stated that he is not familiar with CAGE but that these regulations come from state statutes; however, state statutes are a minimum standard. He also stated that there is no reason why you can't exceed the requirements of the state statute within the law. Mr. Wright stated that he is asking for a solid mandate for school employees

where there is a case of abuse to call police so that the children are not traumatized by multiple interviews. Mr. Heminway stated that CABE provides us model policies which are reviewed with counsel as a standard practice and that we have what we think is a pretty good approach to go through this with you and to do a better job to make you aware of the lengths to which we have gone. Mr. Heminway stated that he again invites Mr. Wright to sit down with him at a convenient time for both of them. Mr. Wright stated that he appreciates the offer. Mr. Addley stated that there is a distinction between “alleged” and “suspected” and the reason for the difference. Mr. Addley stated that the administrative regulations, Mr. Wright is correct, that the most recent policy contradicts with the older administrative regulations and these administrative regulations will be brought to the Board to align the language.

IV.C. Race to the Top

Mr. Heminway stated that he sent the Board a letter from the Commissioner dated April 16th and that there is really no further information to report. He said that the state is trying to “sweeten the pot” for those who have not signed on. Mr. Heminway also stated that he has not seen the memorandum of understanding but assumes it is similar in content to the first one in that it would be binding and we would need to come up with a plan in a 90-day period. Mr. Heminway asked the Board where they stood on this issue. Mr. O’Connor stated that he needs more details but if it is the same as Phase 1 with regard to mandates, etc., he would not be in favor of it. Mr. Ohannessian stated that it smells and looks like an unfunded mandate and that we need to understand what our costs are. He stated that until we know more he has a hard time supporting it. Ms. Torgersen stated that she agreed with Mr. Ohannessian’s statement. Mr. Heminway stated that we can wait or just ignore it at this point. The Board agreed not to sign on to this grant. Mr. Addley said he feels that it is not enough to fund initiatives but that it is still a chunk of change.

IV.D. FY12 Preliminary Calendar

Primary Motion Passed: That the Board of Education adopt the FY12 preliminary calendar for the second year as recommended. Passed with a motion by Ronald Walther and a second by John O’Connor at 8:00 p.m.

Cal Heminway	Yes
Marie Nicholls	Absent
John O’Connor	Yes
Edward Ohannessian	Yes
Deborah Torgersen	Yes
Ronald Walther	Yes
Matthew Wutka	No

Mr. Heminway stated that the FY12 preliminary calendar is on the agenda to approve it as part of a two-year calendar. Mr. Walther stated that the calendar was put together consistent with the approved guidelines and offers a start date on August 30th; includes a religious holiday on 9/29; a half day before Thanksgiving; a 2-day February break; April break; and a release date of June 9th. Mr. Ohannessian stated that at the last Board meeting we spoke about moving the April vacation up to the last week in March. Mr. Wutka inquired what percentage of students take make-ups the last week of March. Mr. O’Connor said that the value of 2-year calendar is to ensure consistency and that if we are approving the calendar as-is he is in approval but if we would be modifying the calendar, he would not support it. Ms. Torgersen stated that she agrees that consistency is important and this follows the guidelines. Mr. Addley stated that he received a strong recommendation from his administrative team that the last week in March would not work.

IV.E. Update on the Mission Statement and Achievement Goal

Mr. Addley stated that there has been a lot of energy and excitement around the development of the mission statement and achievement goal. He stated that he has met with the PTO, church leaders, etc. and has a few meetings to go with Youth Services and the Chamber of Commerce. Mr. Addley stated that he will bring all of the feedback on the new mission statement and achievement goal to the Board the last week in May or the first week in June.

IV.F. FY11 Budget

This item was not discussed as the budget was passed on April 26th.

V. New Business

There was no new business to report.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

Mr. Walther stated that the curriculum reports were discussed at tonight's meeting. He also stated that high school course updates on NCAA course requirements on title changes within the high school arena were discussed. Additionally, the committee went through three new policies, one of which will come to the Board for a first reading at the next meeting. The other two policies will go back to the subcommittee for more work. The subcommittee also reviewed the student grievance policy and the policy on the reporting of suspected abuse as discussed earlier. Mr. Walther stated that a grading policy survey was completed by Mr. Osypuk and discussed. Additionally, the School Improvement Plan that was presented to the Board several weeks ago was discussed at a recent administrators' meeting and was accepted. He stated that we will hear more about this at a future meeting.

VI.A.2. Finance/Personnel/Facilities

This committee has not met.

VI.B. Other Board-Related Reports

VI.B.1. CPPAC

This committee has not met.

VI.B.2. CREC/CABE

There was no news to report.

VI.B.3. Granby Education Foundation

There was nothing to report.

VI.B.4. Energy-Saving Initiatives

There was nothing to report.

VI.C. Board Member Announcements

Mr. Heminway stated that he was considering canceling next week's meeting given the proximity of the two meetings. The Board agreed. The next meeting will be on Wednesday, May 19th.

VI.D. Calendar of Events

The calendar of events was as shown.

VII. Executive Session/Non-Meeting

A motion was made by John O'Connor and second by Matt Wutka to adjourn the meeting and go into executive session. This motion passed unanimously at 8:10 p.m.

Executive Session ended at approximately 9:00 p.m.

Respectfully submitted,

Linda Powell
Recording Secretary

Reports of Suspected Abuse or Neglect of Children

Connecticut General Statutes Section 17a-101 et seq. requires certain educational personnel (school teachers, school administrators, school superintendents, school guidance counselors, school coaches and paraprofessionals) as well as registered and licensed practical nurses, psychologists, social workers, mental health professionals, physical therapists and certain professional counselors who have reasonable cause to suspect or believe that a child has been abused or neglected to report such abuse and/or neglect. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, in accordance with the procedures set forth below. For purposes of this policy, school employees also include any person who, under a contract with the Board, and 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.

1. Scope of Policy

This policy applies not only to employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. In the public school context, the term "statutory mandated reporter" includes teachers, school administrators, school superintendents, school guidance counselors, school coaches, paraprofessionals, registered and licensed practical nurses,

psychologists, social workers, mental health professionals, certified alcohol and drug counselors, physical therapists and any other licensed professional counselor.

3. What Must Be Reported

A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that a child under the age of eighteen:

- a) has been abused or neglected;
- b) has had non-accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or
- c) is placed at imminent risk of serious harm.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board of Education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.

- (1) The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent danger of serious harm, notify the Building Principal or his/her designee.
- (2) The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency.

**Policy
5141.4 (c)**

- (3) The Building Principal or his/her designee shall make an oral report as soon as practicable to the Superintendent or the Superintendent's designee.
- (4) In cases involving suspected or believed abuse or neglect by a school employee, the Superintendent or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.
- (5) Within 48 hours of making an oral report the employee shall submit a written report to the Commissioner of Children and Families or his/her representative containing all of the required information.
- (6) The employee shall immediately submit a copy of the written report to the Superintendent or the Superintendent's designee.
- (7) If the report concerns suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education or his/her representative.

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

- a) When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.
 - (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee (Building Principal), to be followed by an immediate written report to the Superintendent or his/her designee.

- (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters.
- b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families.

6. Contents of Reports

Any oral or written report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child and his/her parents or other person responsible for his/her care;
- b) the age of the child;
- c) the gender of the child;
- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and
- i) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

7. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report. Recognizing the fact that the Department of Children and Families (“DCF”) is the lead agency for the investigation of child abuse and neglect reports, the Superintendent's investigation shall be coordinated with DCF and/or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child to an interview with a child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators of the alleged abuse, or where DCF has indicated that obtaining such consent will interfere with its investigation.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

- a) Evidence of Abuse by a School Employee Holding a Certificate, Authorization or Permit Issued by the State Department of Education

If, upon completion of the investigation by the Commissioner of Children and Families (“Commissioner”), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that a child has been abused by a school employee who holds a certificate, permit, or authorization issued by the State Department of Education, and that the Commissioner has recommended that such employee be placed on the child abuse and neglect registry, the Superintendent shall make a written request to the Commissioner that he or she provide all records, whether or not created by DCF, concerning such investigation to the

Superintendent. In addition, the Superintendent shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits.

**Policy
5141.4 (f)**

Within seventy-two (72) hours after such suspension the Superintendent shall notify the Board of Education and the Commissioner of Education, or his or her representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose records received from DCF to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization. For certified personnel, such suspension shall remain in effect until the Board of Education acts pursuant to the provisions of Conn. Gen. Stat. Section 10-151.

Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused by a school staff member who holds a certificate, permit or authorization issued by the State Department of Education.

If the contract of employment of such certified school employee is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his or her representative, within seventy-two (72) hours after such termination.

b) Evidence of Abuse by Other School Staff

If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused by a non-certified school staff member, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

8. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

**Policy
5141.4 (g)**

9. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 10 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

10. Non-discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

Legal References:

Connecticut General Statutes:

Section 10-151

Section 17a-101 et seq.

Section 17a-103

Section 17a-106

Public Act 09-242, "An Act Concerning Sexual Activity between School Workers and Students and Including School Superintendents as Mandated Reporters of Child Abuse or Neglect"

Policy Adopted:

**GRANBY PUBLIC SCHOOLS
Granby, CT**



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



May 4, 2010

Dear Colleagues,

As you are aware, in order to be a strong competitor for the Race to the Top (RTTT) grant in Phase II, Connecticut is asking **all** superintendents, board of education chairs, and local union presidents, that elect to implement all or significantly all of the State's RTTT plan, to once again formally sign a Memorandum of Understanding (MOU) outlining the Local Education Agency's (LEAs) commitment to implement the State's plan.

This memorandum serves to provide you with the MOU for RTTT Phase II, along with the details for the required initiatives within the MOU. **Importantly, we will also provide you with further details regarding the State's reform plan within the RTTT Phase II Application shortly.**

Please note, the MOU **must** be signed by the superintendent and, if possible, the president of the local school board and the leader of the local teacher's union. The more signatures we receive, the more competitive we are in our application. This was clearly confirmed by the winners of RTTT in Phase I, who obtained **over 90 percent support** from their LEAs, including signatures of all three stakeholders: superintendents, board of education chairs, and local union presidents.

In order for Connecticut to submit an application to the U.S. Department of Education on June 1, 2010, **LEAs must submit signed MOUs to the Connecticut State Department of Education (CSDE) no later than May 19, 2010.** Signed MOUs should be faxed or e-mailed to Jessica Andrews at 860-713-7004 or jessica.andrews@ct.gov.

Also, as noted in the memorandum dated April 30th, in order to provide guidance and answer any questions LEAs may have about the RTTT Phase II Application and the MOU content, the CSDE will be **conducting a series of conference calls** on the following dates and times:

Monday, May 10, 2010 at 2:00 p.m.

Tuesday, May 18, 2010 at 2:30 p.m.

Friday, May 21, 2010 at 10:00 a.m.

The call-in information for these calls is as follows:

- **Call: 877-674-2487**
- **Enter pass code: 221757#**

If you have any questions, please contact Ms. Jessica Andrews, CSDE's ARRA Coordinator, at 860-713-6582 or via email at jessica.andrews@ct.gov.

Your involvement and support is greatly appreciated and we look forward to working together on this very important initiative.

Sincerely yours,

A handwritten signature in cursive script that reads "Mark K. McQuillan".

Mark K. McQuillan
Commissioner of Education

Connecticut State Department of Education (CSDE)
Connecticut's Race to the Top (RTTT) Phase II Reform Plan
Details for Required Initiatives within the Local Education Agency (LEA)
Memorandum of Understanding (MOU)

Goal 1: Standards and Assessments

1. Support the transition to and implementation of national common standards and high-quality assessments.
 - Adopt the new Connecticut standards for mathematics and language arts, based on the Common Core State Standards (CCSS).
 - Local boards of education adopt the new Connecticut standards based on the CCSS.
 - Incorporate the new Connecticut Standards for mathematics and language arts into district curricula.
2. Participate in state-sponsored professional development activities designed to assist districts in aligning local standards to the CCSS and implementing high-quality systems of curriculum, instruction and assessment.

CSDE, working with partners such as the Regional Educational Service Centers (RESA) Alliance, will provide professional development programs to support the varied districts needs. Professional development topics will include, but are not limited to:

 - Scientific Research-Based Intervention (SRBI);
 - Connecticut Benchmark Assessment System (CBAS) and formative assessments;
 - Growth models based on the Connecticut Mastery Test (CMT) vertical scales; and
 - The *Connecticut Education Research and Data* (CEDaR) Web site – a resource for teachers and parents.
3. Collaborate with the CSBE to design and provide input on initiatives concerning high school, college, and workforce transitions.
 - Provide input to the *High School, College, Workforce Committee* on initiatives that would support improved transitions for students moving from high school into the workforce.
 - Assist the *High School, College, Workforce Committee* in the design of dual enrollment and developmental programs for students in grades 10-14, to ensure successful transitions between high school, community college and the workforce.
4. **Optional:** Participate in the pilot of *Board Examination Systems*.
 - Volunteering districts will participate in CSDE organizational activities to implement Board Examination systems.

Goal 2: Data Systems to Support Instruction

1. Participate in the expansion of the state longitudinal data system (SLDS) to include student schedule and staff modules to capture transcript data and link students to teachers.
 - As a pilot, link mathematics and reading teachers to the students they teach in the local student information system.

- After CSDE develops the student schedule and staff modules, districts incorporate the modules into their local student information system.
2. Provide data to support the state and federal research and program evaluation of the RTTT initiatives and the on-going development of the CEDaR as it is integrated into the PK – 16 SLDS.
 - Participate in the research and evaluation activities for the Connecticut RTTT initiatives.
 - Upload local data, through CEDaR, to increase the utility of the PK – 16 SLDS.
 3. Integrate the CMT vertical scale results into the local accountability system to measure student growth.
 - Attend professional development training sessions to learn to use the CMT vertical scales and other appropriate measures to capture student growth.
 4. Participate in professional development to more effectively use data to improve instruction.
 - Attend training sessions, which will be partnered with the Connecticut Benchmark Assessment System (CBAS), the Connecticut Accountability for Learning Initiative (CALI) and science, technology, engineering and mathematics (STEM) training, to effectively use CSDE analytic tools and other data tools.
 5. Make available appropriate data for research and program evaluation
 - Ensure that any data from local instructional improvement systems are made available upon request.

Goal 3: Great Teachers and Leaders

21st Century Teaching, Learning and Assessment

1. Implement the following aspects of the Connecticut Eight-Year Plan for Secondary School Reform (CT Plan):
 - Utilize new model curricula (or align district curricula to model curricula) in English grades 6-10, Algebra I and II, Geometry, Statistics and Probability, Biological Sciences and/or BIO21, American History;
 - Pilot End-of-Course assessments for model curricula developed;
 - Build and implement student/family support systems for grades 6-12;
 - Adopt graduation requirements on or before June 2014, as outlined in the CT Plan for the graduating class of 2018;
 - Phase-in implementation of Student Success Plan system; and
 - Develop plan to provide new/additional mathematics and science courses (staffing, online courses, other) as needed to meet CT Plan graduation requirements.
2. Expand Advanced Placement course offerings.
 - Participate in initiatives to increase student participation and success in Advanced Placement courses.
3. Participate in projects promoting innovative teaching and learning of STEM.
 - Options for participation in a variety of professional development and student-centered initiatives designed to increase student interest, engagement, and achievement in STEM subjects.
4. Participate in projects and professional development programs to enhance parental and community involvement in promoting strong school cultures, improve instruction and engage in activities around student learning.

- Attend training sessions related to parent engagement, such as the School-Family-Community Partnership trainings, to develop the knowledge and skills necessary to collaborate with all parents to support student success.
 - Implement strategies, such as the School Action Plans, for family engagement that align with school improvement plans.
5. Participate in professional development programs that foster equity, diversity, and respect for individual differences as integral components of effective classroom instruction and school culture.
- Attend training sessions related to diversity, equity and respect for individual differences, such as *Courageous Conversations on Race*.
 - Utilize data related to race, ethnicity, gender, special needs and other diversities to develop appropriate strategies that inform and improve instruction and overall school climate.

Supervision and Evaluation

6. Implement a new, comprehensive system for supporting, supervising and evaluating teachers and principals, to be developed by CSDE in collaboration with external partners and LEAs, based on:
- *The Common Core of Teaching*;
 - *Connecticut's Guidelines for Teacher Evaluation and Professional Development*;
 - *The Common Core of Leading*;
 - Multiple indicators of student academic growth;
 - Current best practices in Connecticut;
 - Statewide report indicators required by RTTT; and
 - The Teacher Education and Mentoring program (T.E.A.M.).
7. Utilize the new evaluation system developed to conduct annual evaluations that will inform professional development and decisions around compensation, promotion, retention, tenure and removal.

Equitable Distribution of Effective Teachers and Principals

8. Collaborate with CSDE to ensure equitable distribution of effective teachers and principals via competitive grants and state-sponsored incentive programs. Grants will assist districts in recruiting, hiring, and retaining highly effective teachers and principals in shortage areas and disadvantaged communities (*LEAs must apply for these incentive funds from CSDE*).

The Connecticut Accountability for Learning Initiative (CALI)

9. Implement over a period of four years, the core CALI modules, Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies, Common Formative Assessments and School Climate to Support Student Achievement.
10. Develop a measurable district improvement plan and school improvement plans with limited focus and annual targets for improvement student achievement.
11. Implement a three-tiered system of accountability through district, school and instructional data teams.

Goal 4: Turning Around the Lowest Achieving Schools

For the eligible schools in the following Districts: Bridgeport, Hartford, New Britain, New Haven, Windham and Stamford Academy:

1. Implement all requirements of the Title I g Section 1003 School Improvement Grant (SIG). For each approved school implement all the federal requirements for one of four reform models: Turn-around, Transformational, Restart and Closure.
2. Principals of SIG schools will participate in a Professional Learning Community with the State Department of Education.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)
CONNECTICUT’S RACE TO THE TOP (RTTT) PHASE II
PARTICIPATING LOCAL EDUCATION AGENCY (LEA)
MEMORANDUM OF UNDERSTANDING (MOU)**

This Memorandum of Understanding (“MOU”) is entered into by and between The Connecticut State Board of Education (hereafter, CSBE), 165 Capitol Avenue, Hartford, CT, and _____ (“Participating LEA”). This agreement serves to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top (RTTT) grant project.

I. PRELIMINARY SCOPE OF WORK

The LEA hereby agrees to implement all or significant portions of the State’s Plan in each of the areas identified below.

GOAL ONE: STANDARDS AND ASSESSMENTS

1. Support the transition to and implementation of national common standards and high-quality assessments.
2. Participate in state-sponsored professional development activities designed to assist districts in aligning local standards to the Common Core State Standards and implementing high-quality systems of curriculum, instruction and assessment.
3. Collaborate with the CSBE to design and provide input on initiatives concerning high school, college, and workforce transitions.
4. **Optional:** Participate in the pilot of *Board Examination Systems*.

GOAL TWO: DATA SYSTEMS TO SUPPORT INSTRUCTION

1. Participate in the expansion of the state longitudinal data system (SLDS) to include student schedule and staff modules to capture transcript data and link students to teachers.
2. Provide data to support the state and federal research and program evaluation of the RTTT initiatives and the on-going development of the *Connecticut Education Data and Research* (CEDaR) as it is integrated into the PK – 16 SLDS.
3. Integrate the Connecticut Mastery Test (CMT) vertical scale results into the local accountability system to measure student growth.
4. Participate in professional development to more effectively use data to improve instruction.
5. Make available appropriate data for research and program evaluation.

GOAL THREE: GREAT TEACHERS AND LEADERS

21st Century Teaching, Learning and Assessment

1. Implement aspects of the *Connecticut Eight-Year Plan for Secondary School Reform* (CT Plan).
2. Expand Advanced Placement course offerings.
3. Participate in projects promoting innovative teaching and learning of science, technology, engineering and mathematics (STEM).
4. Participate in projects that enhance parental and community involvement in building strong school cultures, improve instruction and engage in activities around student learning.
5. Participate in programs that foster equity, diversity, and respect for individual differences as integral components of effective classroom instruction and school culture.

Supervision and Evaluation

6. Implement a new, comprehensive system for supporting, supervising and evaluating teachers and principals, to be developed by CSBE in collaboration with external partners and LEAs.
7. Utilize the new evaluation system developed to conduct annual evaluations that will inform professional development and decisions around compensation, promotion, retention, tenure and removal.

Equitable Distribution of Effective Teachers and Principals

8. Collaborate with CSBE to ensure equitable distribution of effective teachers and principals via competitive grants and state-sponsored incentive programs. Grants will assist districts in recruiting, hiring, and retaining highly effective teachers and principals in shortage areas and disadvantaged communities (*LEAs must apply for these incentive funds from CSBE*).

The Connecticut Accountability for Learning Initiative (CALI)

9. Implement over a period of four years, the core CALI modules, Data Driven Decision Making, Making Standards Work, Effective Teaching Strategies, Common Formative Assessments and School Climate to Support Student Achievement.
10. Develop a measurable district improvement plan and school improvement plans with limited focus and annual targets for improvement student achievement.
11. Implement a three tiered system of accountability through district, school and instructional data teams.

GOAL FOUR: TURNING AROUND THE LOWEST ACHIEVING SCHOOLS

For the eligible schools in the following Districts: Bridgeport, Hartford, New Britain, New Haven, Windham and Stamford Academy:

1. Implement all requirements of the Title I g Section 1003 School Improvement Grant (SIG). For each approved school implement all the federal requirements for one of four reform models: Turn-around, Transformational, Restart and Closure.
2. Principals of SIG schools will participate in a professional learning community with the State Department of Education.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the CSBE in implementing the tasks and activities described in the State's RTTT application, the Participating LEA will:

- 1) Implement the LEA RTTT plan as approved by the CSBE (and as identified in Section I of this MOU);
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the CSBE or by the U.S. Department of Education ("ED");
- 3) Post to any Web site specified by the CSBE or ED, in a timely manner, all nonproprietary products and lessons learned developed using funds associated with the RTTT grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the CSBE or ED;
- 5) Provide to CSBE or ED, upon request, information including, but not limited to, the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- 6) Participate in meetings and telephone conferences with the CSBE to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c)

plans for subsequent years of the RTTT grant period, and (d) other matters related to the RTTT grant and associated plans.

B. CSBE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's RTTT application, the CSBE will:

- 1) Work collaboratively with and support the Participating LEA in carrying out the approved LEA RTTT Plan as identified in Section I of this MOU;
- 2) Distribute the LEA's portion of RTTT grant funds during the course of the project period in a timely manner and in accordance with the approved LEA RTTT Plan;
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, project plans and products; and
- 4) Identify sources of technical assistance for the project and provide technical assistance in a timely manner.

C. JOINT RESPONSIBILITIES

- 1) The CSBE and the Participating LEA will each appoint a key contact person for the RTTT grant.
- 2) These key contacts from the CSBE and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) The CSBE and the Participating LEA grant personnel will jointly determine appropriate timelines for project updates and status reports throughout the entire grant period.
- 4) The CSBE and the Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's RTTT grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the CSBE determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the CSBE will take appropriate enforcement action, which could include a collaborative process between the CSBE and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's RTTT grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to implement those portions of the State Plan indicated in Section I of this MOU, if the State application is funded;
- 4) Will provide a Final Scope of Work to be attached to this MOU as Attachment 1 only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Attachment 1 the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Section I) and with the State Plan;
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99); and
- 6) Shall execute "savings clause" with the appropriate collective bargaining unit, attached hereto as Addendum.

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent, if applicable):

Signature/Date

Print Name/Title

Local Teachers' Union Leader (if applicable):

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

ADDENDUM

I. SAVINGS CLAUSE

The _____ Board of Education has agreed to be a Participating LEA in the State of Connecticut's Race to the Top ("RTTT") grant project. If the application is funded, the signatories below agree to work together in good faith to implement those areas of Connecticut's RTTT Plan set forth in the Preliminary Scope of Work in the Memorandum of Understanding attached hereto. Provided, however, that nothing in the attached MOU shall be construed to waive or to override any rights or duties as provided by the Teachers' Negotiation Act (Connecticut General Statutes sections 10-153a through n) or any federal or state statutes or regulations or collective bargaining agreements. Nor shall this MOU be construed to require a re-opening of the collective bargaining agreement. Those areas subject to collective bargaining shall be implemented only upon the written agreement of the LEA and the local bargaining agent.

II. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

Chairperson of Local School Board (or equivalent, if applicable):

Signature/Date

Print Name/Title

Local Teachers' Union Leader (if applicable):

Signature/Date

Print Name/Title

Instruction

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Migratory Child/Student Definition

A. A “migratory child” means a child who:

(1) is a migratory agricultural worker or a migratory fisher; or

(2) in the preceding 36 months, in order to accompany a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher who --

(i) Has moved from one school district to another; or

(ii) As the child of a migratory fisher, resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

B. Move or Moved means a change from one residence to another residence that occurs due to economic necessity.

C. Migratory Agricultural Worker means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

D. Migratory Fisher means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq., 34 C.F.R. §200.40 - 200.45.

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, CT

Programs for Migrant Students - Family Interview Form

To be completed by Building Principal or designee: (please print)

Child 1 Name	Birth Date	Grade	School
Child 2 Name	Birth Date	Grade	School
Child 3 Name	Birth Date	Grade	School

Name of Parent/Guardian	Language(s)
-------------------------	-------------

Telephone Number or other contact information	Today's Date
---	--------------

Needs Assessment

Please check response

1. Do any of your children have health problems that interfere with their ability to learn? Explain: Yes No Don't Know _____

2. In what areas might your child(ren) need additional help in school?

	Reading	Math	Language	Other (specify)
Child 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

3. Are your child(rens)' immunizations up to date? Yes No Don't know

4. Do you have immunization records? Yes No Don't know

5. Have you established a source of primary healthcare? Yes No Don't know

If not, would you be interested in information on primary healthcare? Yes No Don't know

Resources and Referrals

Please circle/check response

1. Would you be interested in information on:

Town Preschools

Yes No Enrolled

GED/ESL Classes

Yes No Enrolled

2. Would you be interested in information on:

Public/County Health Dept.

Yes No

Division of Family Services

Yes No

3. May we share your name and address
with these agencies?

Yes No

4. When is the best time to reach you at home?

AM PM

Days of the week:

Monday Tuesday Wednesday Thursday Friday

Name of Person Completing Form

Name of Person Being Interviewed and
His/Her Relationship to Family/Children

2010-2011
Granby Board of Education Meeting Schedule

Following is a schedule of the Board of Education meetings for 2010-2011.
All meetings will begin at 7:00 p.m. unless noted otherwise and will take place in the large meeting room at Central Services.

August 25, 2010 (Facilities Tour & BOE Meeting)
September 15, 2010
October 6, 2010
October 20, 2010
November 3, 2010
November 17, 2010
December 15, 2010
January 5, 2011
January 19, 2011
February 2, 2011
February 16, 2011
March 2, 2011
March 9, 2011 (Budget Workshop)
March 16, 2011 (Budget Workshop)
March 23, 2011 (Budget Workshop – If necessary)
April 6, 2011
May 4, 2011
May 18, 2011
June 1, 2011 (Boardwalk and Retiree Luncheon)
June 15, 2011
July 6, 2011

The Finance/Personnel/Facilities Subcommittee meets on the 1st Wednesday of every month at 5:30 p.m. in the Library at Central Services.

The Curriculum/Policy/Technology/Communication Subcommittee will meet on the 3rd Wednesday of every month at 5:30 p.m. in the Library at Central Services.

Draft Boardwalk Agenda
June 2, 2010

8:15-8:40 a.m.	Breakfast at Central Services
8:50-9:20	Kearns
9:30-10:00	High School
10:10-10:40	Middle School
10:50-11:20	Wells Road
11:30-12:00	Kelly Lane
12:45-2:45	Retiree Luncheon – Senior Center
5:30-6:45	Finance Subcommittee Meeting
7:00 p.m.	Board Meeting

Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes

April 28, 2010

5:30 p.m.

Attendance:

Ronald Walther	Present	Alan Addley	Present
Deb Torgersen	Present	Pat Law	Present
John O'Connor	Present		

Meeting commenced at: 5:30 p.m.

Meeting adjourned at: 6:50 p.m.

1. Elementary and Secondary Education Reports (Attached) – Discussion on student response to district mission statement.
2. High School Course Updates – NCAA course requirements require some minor title changes to correspond to standards. The art curriculum changes will be going to the subcommittee meeting in May.
3. New Policies: Policy 6161.3 (Comparability of Services), 6141.312 (Migrant Students) and 4212.42 (Drug & Alcohol Testing for Bus Drivers – The policy for drug and alcohol testing for bus drivers is OK as presented; the policy for migrant students needs definition and will be brought back to the committee before board submittal; and, the comparability of services policy needs the wording changed in #3 and #4.
4. Update on Policy 5145.6 (Student Grievance Procedures) and Policy 5141.4 (Reports of Suspected Abuse or Neglect of Children). The student grievance procedures policy has been changed per request for consistency of language. With regard to Policy 5141.4, Alan Addley consulted with counsel and the statute 17a-106 was added as a legal reference.
5. Update on Middle School Grading Policy – Reviewed results of the middle school grading policy survey.
6. Other – School Improvement Plans – Discussed recent administrators' review and acceptance of the school improvement plan format. Further information will be provided at a future Board Meeting.

Monthly Elementary Curriculum Sub-committee Report

From: Patricia Law, Director of Secondary Education

Date: April 2010

Professional Development:

- Planning June 21st Professional Development Day topics with K-6 principals – common goals and outcomes established
- Observe consulting teachers and provide feedback

Curriculum:

- Planning for curriculum work for Summer 2010 – curriculum work from March articulation meeting used a source for next steps in curriculum work
- Developing curriculum review and revision process
- Providing full day curriculum work for art department K-12 – May 18 – guiding process of mapping curriculum, removing overlaps, identifying grade level learning outcomes and assessments
- Held grade 3 and 4 math department meeting to discuss assessment and recording of math facts
- Met with CREC curriculum consultant to plan for K-6 Language arts summer curriculum project
- Solicited teachers to work on K-6 LA summer curriculum project
- Participated in embedded writing workshop PD for elementary schools – 2 days – background, modeling, feedback

Committee Work:

- **See Secondary report**

Other:

- Ongoing SMART goal work with building principals and PLC teams
- Observed reading teachers as part of Teacher Evaluation Plan process
- COGAT test preparation for Kelly Lane and Wells Road
- Submission of Title III grant expenditures
- On-going planning meetings with Aimee Martin
- Weekly meetings with Consulting Teachers – sharing of instructional strategies; clarifying expectations
- Planning for COGAT testing
- On-going support for summer school program implementation
- Attended K-8 staffing meetings
- Title I – expenditure of funds, work with tutor, parent support plan, supplies, workshops
- Placement of 2010-2011 student teachers
- Attended TEAM update meeting – communicating with TEAM mentor and teachers

Monthly Meetings:

- Elementary Ad Council Meetings –topics: Current professional articles, feedback on Tony Wagner PD, end of year planning, etc
- Bi monthly building admin meetings – support of building level needs
- Ongoing PLC team meetings at Kearns, Kelly Lane and Wells Road
- Elementary Department meetings as needed (regular ed. and SPED)

Monthly Secondary Curriculum Sub-committee Report

From: Patricia Law, Director of Secondary Education

Date: April 2010

Professional Development:

- Planning of June 21st PD with MS and HS principals – common goals and outcomes established for all schools

Curriculum:

- Planning for curriculum work for Summer 2010 - curriculum work from March articulation meeting used a source for next steps in curriculum work
- Developing curriculum review and revision process
- Providing full day curriculum work for art department K-12 – May 18 – guiding process of mapping curriculum, removing overlaps, identifying grade level learning outcomes and assessments
- Worked with CREC consultant Peg Neal and MS math teachers on PLC team goals and outcomes, differentiation, Algebra I curriculum, small group instruction, technology to support instruction
- Planned day for Peg Neal to work with HS math department – see MS agenda

Committee Work:

- Developing on-going plans for district to address Achievement Gap with SERC and other district personnel
- Attending bi-weekly meeting of Local Prevention Committee- developing mission, vision and goals related to Asset Survey
- Met with Superintendent to complete TEAM TCC selection process
- Shared Crisis Intervention Plan with Superintendent – next step: town coordination
- Followed up on Teacher of The Year process – nominations close April 5th
- On-going meetings and work with Granby Prevention Council
- Oversight of Teacher of the Year process – nominations closed, applications sent and due April 27
- Participated in HS principal search committee and interviews

Other:

- Leading PPTs as needed for HS and MS; oversight of out placed students and students at out of district magnet programs
- Ongoing SMART goal work with building principals and PLC teams
- Observed reading teachers as part of Teacher Evaluation Plan process
- Submission of Title III grant expenditures
- On-going meetings with Aimee Martin
- Gathered feedback from HS students about new district mission
- Attend and participate in CAPSS meetings and sub-committee groups
- Perkins curriculum work
- NOCTI testing
- SIP planning and revision process
- Reviewing and approving PD for K-12 Teachers
- Attended town school budget meetings
- Met with Jonathan Costas – District Achievement Goal
- Met with Choice grant coordinator and Ruth Ann Lobo - Choice grant planning and implementation
- Working with SERC to develop strategic plan for response to achievement gap
- Attended Saint Joseph College teacher interview process – April 6th – brought back recommendations to building principals

- Participated in HS Science PLC presentation of curriculum revision suggestions for biology curriculum – Washington University project for Anne Puzzo and Joy Auclair
- Attending Symposium on Race and Education on April 30th – community participation by Becca Polglase (YMCA)

Monthly Meetings:

- Curriculum Council at CREC
- MS/HS Ad Council Meetings –topics: School Improvement plans, technology plan, Asset Survey school based responses, curriculum needs
- District Ad Council – Topics: PLC team goals
- District Walkthroughs – Wells Road
- Teacher Leadership Academy – Cohort I Year 2,
- Principals Seminar
- DLT (District Leadership Team) – CCT and RTI
- Wellness Committee – next meeting May 17
- Attend HS and MS faculty meetings
- Bi monthly building admin meetings
- Ongoing PLC team meetings at MS and HS
- CAS meetings at HS and MS
- HS and MS department meetings as needed (regular ed. and SPED)
- Superintendent Meeting
- BOE
- CST meetings at MS (weekly) – Data collection, reflection on year

Finance/Personnel/Facilities Subcommittee Meeting Minutes – April 14, 2010, 5:30 p.m.

Attendance:

Matt Wutka	Present	Alan Addley	Present
Marie Nicholls	Present	Harry Traver	Present
Ed Ohannessian	Present	Santi Camarotti	Present

Meeting commenced at: 5:38 p.m.

Meeting adjourned at: 6:45 p.m.

1. March Statement of Accounts – Current favorable \$171K. Full year still looks to hold these gains.
2. Increase in Use of Facility Rates – Review⁴ed proposed increase in fees and clarification of groups who pay and who do not pay.
3. Donation of High School Athletic Field Fence – This item was taken off of the agenda.
4. Heating Oil/Diesel Fuel Purchase – $\$2.47/\2.50 and $\$2.50/\$2.59 = \$6,300$ savings
5. Healthy Food Certification Statement – Decline the healthy food demand. Currently serve healthy choices, and allow bake sales.
6. Lunch Service Bid Announcement – Regulations have changes so we need to go back out to bid. Currently in year two of a five-year contract
7. Bus Bid Award – Requested bids from 5 companies, received one reply. \$79,931 + \$4,864 Wheelchair.
8. Special Education Opportunities Review – Use ARRA funding for \$50,000 study of Special Education review.
9. Other – Hanover Group to review purchase vs. lease options on technology. IT staffing requirements. \$7,500 (IDEA Grant).

April 26	Town-Wide Budget Vote	7:00 p.m.	HS Auditorium
April 28	Curriculum/Policy/Technology/Comm Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
April 29	Wells Road Choral Concert	7:00 p.m.	Cafetorium
April 30	Spring Parents' Day		Middle School
May 4	Blood Drive		HS Main Gym
May 4	Wells Road Band Concert	7:00 p.m.	Cafetorium
May 5	Finance/Personnel/Facilities Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
May 7	Concert of Hope	7:00 p.m.	HS Auditorium
May 14	Second Grade Music Program	10:00 & 1:30	Kearns
May 19	Curriculum/Policy/Technology/Comm. Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
May 20	Kelly Lane Art Show and Band/Chorus Concert	6:30 p.m.	Cafetorium
May 21	Senior Prom	6-11 p.m.	Riverview
May 31	Memorial Day – No School		Offices Closed
June 1	Full Day of School for Students		
June 2	Boardwalk and Retirement Luncheon		
June 17	Moving Up Ceremony	5:00 p.m.	HS Auditorium
June 18	Graduation	5:00 p.m.	HS Grounds
July 12	Board Retreat		Central Services