

Regular Board of Education Meeting
Wednesday, September 15, 2010 7:00 PM
Eastern

Regular Board of Education 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.	Business Manager's Report
II.D.	Schools in the Spotlight
II.E.	High School CAPT/SAT/AP Report
II.F.	High School School Improvement Plan
II.G.	Middle School School Improvement Plan
III.	Consent Agenda
III.A.	Minutes
III.B.	International Field Trips
IV.	Old Business
IV.A.	Second Reading of Policy 4212.42, Drug & Alcohol Testing for School Bus Drivers
IV.B.	CABE Board Recognition Awards
V.	New Business
V.A.	First Reading of Policy 1330, Use of Facilities
V.B.	Middle School HVAC Motor Bid Award
V.C.	Board of Education Goals
V.D.	Superintendent's Goals
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.	Calendar of Events

VI.D. Board Member Announcements

VII. Executive Session/Non-Meeting

**GRANBY PUBLIC SCHOOLS
 FY 2009-10 FINANCIAL STATEMENT
 FOR PERIOD JULY 1, 2009**

<u>Description</u>	<u>Original Budget</u>	<u>Net Budget Transfers</u>	<u>Revised Budget</u>
Certified Salaries:			
Administration	1,505,921	-	1,505,921
Regular Education	9,917,578	-	9,917,578
Special Education	1,457,666	(141,454)	1,316,212
Total	<u>12,881,165</u>	<u>(141,454)</u>	<u>12,739,711</u>
Substitute/Tutor/Support Salaries			
Substitutes	126,994	-	126,994
Sped Support (O.T. & P.T.)	112,755	141,454	254,209
Tech Support	196,481	(21,538)	174,943
Tutors - Regular Education	128,693	25,854	154,547
Tutors - Special Education	193,652	-	193,652
Total	<u>758,575</u>	<u>145,770</u>	<u>904,345</u>
Teaching Assistant Salaries:			
Regular Education	466,148	-	466,148
Special Education	818,396	-	818,396
Total	<u>1,284,544</u>	<u>-</u>	<u>1,284,544</u>
School Secretaries' Salaries	521,360	-	521,360
Central Office Salaries	324,479	2,100	326,579
Custodial & Maintenance Salaries	1,198,855	-	1,198,855
Purchased Services:			
Instructional	259,465	(16,185)	243,280
Administration	366,320	3,100	369,420
Maintenance	100,185	(13,750)	86,435
Total	<u>725,970</u>	<u>(26,835)</u>	<u>699,135</u>
Legal Services	65,000	-	65,000
Repairs & Maintenance:			
Instructional	63,900	21,009	84,909
Administration	8,500	-	8,500
Maintenance	213,693	11,400	225,093
Total	<u>286,093</u>	<u>32,409</u>	<u>318,502</u>
Transportation:			

Regular Education	744,515	-	744,515
Special Education	351,249	-	351,249
Vocational-Tech	41,178	-	41,178
Total	<u>1,136,942</u>	<u>-</u>	<u>1,136,942</u>
Insurance - Property & Liability	92,672	-	92,672
Communications	128,115	(12,500)	115,615
Tuition:			
Vocational	72,165	-	72,165
Special Education	738,951	(3,563)	735,388
Adult Education	9,000	-	9,000
Total	<u>820,116</u>	<u>(3,563)</u>	<u>816,553</u>
Conference & Travel Expense	55,315	500	55,815
General Supplies:			
Regular Education	302,355	529	302,884
Special Education	26,300	-	26,300
Administration	77,330	164	77,494
Maintenance	148,500	-	148,500
Total	<u>554,485</u>	<u>693</u>	<u>555,178</u>
Electricity	615,000	-	615,000
Fuel	313,460	-	313,460
Textbooks/Workbooks	202,970	(2,017)	200,953
Library/Media Center	66,966	-	66,966
Software	114,963	-	114,963
Dues & Fees	35,394	-	35,394
Replacement Equipment:			
Instructional	4,000	-	4,000
Administration	2,500	-	2,500
Maintenance	4,000	-	4,000
Total	<u>10,500</u>	<u>-</u>	<u>10,500</u>
New Equipment:			
Instructional	-	-	-
Administration	-	-	-
Maintenance	-	-	-
Total	<u>-</u>	<u>-</u>	<u>-</u>
Student Activities	556,194	4,648	560,842

Employee Benefits	3,918,461	-	3,918,461
Miscellaneous	-	249	249
Total Budget	26,667,594	-	26,667,594

**GRANBY BOARD OF EDUCATION
FINANCIAL STATEMENT OF ACCOUNTS
FOR PERIOD JULY 1, 2009-JUNE 30, 2010
Selected Revenue and Special Education Accounts**

I. Revenue	<u>FY2009-10 Budget</u>	<u>Currently Anticipated</u>	<u>Received To Date</u>
Reg. Tuition from other Towns	627,298	630,787	630,787
SPED Tuition from other Towns	63,500	151,945	151,945
SDE Excess Cost Reimbursement	362,058	90,753	103,511
Rental Fees	80,000	75,091	75,091
Pay for Participation	48,500	47,700	47,700
Sub Total	1,181,356	996,276	1,009,034

II. Expenditures	<u>FY2009-10 Adj Budget</u>	<u>Expended</u>	<u>Encumbered</u>
Legal Expense	50,000	26,745	13,900
Teacher Assistants	818,396	847,424	0
Special Education Tutors	193,652	150,442	0

Evaluation & Therapy Services	79,580	40,039	3,714
Special Ed Transportation	351,249	258,114	0
Tuition -Private Schools	405,288	214,999	17,305
Tuition - Public Schools	<u>330,100</u>	<u>415,903</u>	<u>10,837</u>
Total Tuition	735,388	630,902	28,142
Total Above	2,228,265	1,953,666	45,756

**GRANBY PUBLIC SCHOOLS
FY 2009-10 FINANCIAL STATEMENT
FOR PERIOD JULY 1, 2009**

<u>Description</u>	<u>Original Budget</u>	<u>Net Budget Transfers</u>	<u>Revised Budget</u>
Certified Salaries:			
Administration	1,505,921	60,568	1,566,489
Regular Education	9,917,578	-	9,917,578
Special Education	<u>1,457,666</u>	<u>(141,454)</u>	<u>1,316,212</u>
Total	12,881,165	(80,886)	12,800,279
Substitute/Tutor/Support Salaries			
Substitutes	126,994	21,265	148,259
Sped Support (O.T. & P.T.)	112,755	149,774	262,529
Tech Support	196,481	(21,182)	175,299
Tutors - Regular Education	128,693	33,848	162,541
Tutors - Special Education	<u>193,652</u>	<u>(43,210)</u>	<u>150,442</u>
Total	758,575	140,495	899,070
Teaching Assistant Salaries:			
Regular Education	466,148	(24,143)	442,005
Special Education	<u>818,396</u>	<u>29,028</u>	<u>847,424</u>
Total	1,284,544	4,885	1,289,429
School Secretaries' Salaries	521,360	-	521,360
Central Office Salaries	324,479	19,484	343,963
Custodial & Maintenance Salaries	1,198,855	(32,955)	1,165,900
Purchased Services:			
Instructional	259,465	(16,185)	243,280

Administration	366,320	3,100	369,420
Maintenance	100,185	(3,754)	96,431
Total	<u>725,970</u>	<u>(16,839)</u>	<u>709,131</u>
Legal Services	65,000	(8,060)	56,940
Repairs & Maintenance:			
Instructional	63,900	26,781	90,681
Administration	8,500	-	8,500
Maintenance	213,693	43,417	257,110
Total	<u>286,093</u>	<u>70,198</u>	<u>356,291</u>
Transportation:			
Regular Education	744,515	15,505	760,020
Special Education	351,249	-	351,249
Vocational-Tech	41,178	-	41,178
Total	<u>1,136,942</u>	<u>15,505</u>	<u>1,152,447</u>
Insurance - Property & Liability	92,672	-	92,672
Communications	128,115	(37,889)	90,226
Tuition:			
Vocational	72,165	-	72,165
Special Education	738,951	(3,563)	735,388
Adult Education	9,000	-	9,000
Total	<u>820,116</u>	<u>(3,563)</u>	<u>816,553</u>
Conference & Travel Expense	55,315	(13,782)	41,533
General Supplies:			
Regular Education	302,355	529	302,884
Special Education	26,300	-	26,300
Administration	77,330	164	77,494
Maintenance	148,500	8,742	157,242
Total	<u>554,485</u>	<u>9,435</u>	<u>563,920</u>
Electricity	615,000	(34,883)	580,117
Fuel	313,460	(99,369)	214,091
Textbooks/Workbooks	202,970	(2,017)	200,953
Library/Media Center	66,966	(3,104)	63,862
Software	114,963	12,004	126,967
Dues & Fees	35,394	-	35,394

**SCHOOLS
MENT OF ACCOUNTS
- JUNE 30, 2010**

**June 30, 2010
Before Year End Transfers
and ECS Adjustments**

<u>Expended</u>	<u>Encumbered</u>	<u>Balance</u>	<u>Balance%</u>
1,566,489	-	(60,568)	-4.0%
9,832,713	-	84,865	0.9%
1,309,071	-	7,141	0.5%
<u>12,708,273</u>	<u>-</u>	<u>31,438</u>	<u>0.2%</u>
148,259	-	(21,265)	-16.7%
262,529	-	(8,320)	-3.3%
175,299	-	(356)	-0.2%
162,541	-	(7,994)	-5.2%
150,442	-	43,210	22.3%
<u>899,070</u>	<u>-</u>	<u>5,275</u>	<u>0.6%</u>
442,005	-	24,143	5.2%
847,424	-	(29,028)	-3.5%
<u>1,289,429</u>	<u>-</u>	<u>(4,885)</u>	<u>-0.4%</u>
520,935	-	425	0.1%
343,963	-	(17,384)	-5.3%
1,165,900	-	32,955	2.7%
199,887	4,708	38,685	15.9%
360,540	7,300	1,580	0.4%
76,460	19,971	(9,996)	-11.6%
<u>636,887</u>	<u>31,979</u>	<u>30,269</u>	<u>4.3%</u>
55,451	1,428	8,121	12.5%
85,824	4,857	(5,772)	-6.8%
5,698	-	2,802	33.0%
239,129	17,981	(32,017)	-14.2%
<u>330,651</u>	<u>22,838</u>	<u>(34,987)</u>	<u>-11.0%</u>

760,020	-	(15,505)	-2.1%
258,114	-	93,135	26.5%
40,035	-	1,143	2.8%
<u>1,058,169</u>	<u>-</u>	<u>78,773</u>	<u>6.9%</u>
92,208	-	464	0.5%
82,119	8,107	25,389	22.0%
55,944	-	16,221	22.5%
630,902	28,142	76,344	10.4%
8,355	-	645	7.2%
<u>695,201</u>	<u>28,142</u>	<u>93,210</u>	<u>11.4%</u>
38,710	2,823	14,282	25.6%
296,959	4,756	1,169	0.4%
24,943	735	622	2.4%
74,743	1,395	1,356	1.7%
157,242	-	(8,742)	-5.9%
<u>553,887</u>	<u>6,886</u>	<u>(5,595)</u>	<u>-1.0%</u>
580,117	-	34,883	5.7%
214,091	-	99,369	31.7%
190,301	10,272	380	0.2%
61,071	2,791	3,104	4.6%
126,361	606	(12,004)	-10.4%
33,753	-	1,641	4.6%
4,794	-	(794)	-19.9%
1,856	-	644	25.8%
51,377	-	(47,377)	-100+%
<u>58,027</u>	<u>-</u>	<u>(47,527)</u>	<u>-452.6%</u>
-	-	-	
-	-	-	
676	-	(676)	
<u>676</u>	<u>-</u>	<u>(676)</u>	
540,989	12,561	7,292	1.3%

3,921,702	5,000	(8,241)	-0.2%
(1,958)	-	2,207	
26,195,983	133,433	338,178	1.3%

VB\$
vs. Frcst

3,489

88,445

(271,305)

(4,909)

(800)

(185,080)

Balance

9,355

(29,028)

43,210

35,827	
93,135	
172,984	
<u>(96,640)</u>	
76,344	
228,843	-

**SCHOOLS
STATEMENT OF ACCOUNTS
- JUNE 30, 2010**

**June 30, 2010
With Year End Transfers
and ECS Adjustments**

<u>Expended</u>	<u>Encumbered</u>	<u>Balance</u>	<u>Balance%</u>
1,566,489	-	-	0.0%
9,207,808	-	709,770	7.2%
<u>1,309,071</u>	<u>-</u>	<u>7,141</u>	<u>0.5%</u>
12,083,368	-	716,911	5.6%
148,259	-	-	0.0%
262,529	-	-	0.0%
175,299	-	-	0.0%
162,541	-	-	0.0%
<u>150,442</u>	<u>-</u>	<u>-</u>	<u>0.0%</u>
899,070	-	-	0.0%
442,005	-	-	0.0%
<u>847,424</u>	<u>-</u>	<u>-</u>	<u>0.0%</u>
1,289,429	-	-	0.0%
520,935	-	425	0.1%
343,963	-	-	0.0%
1,165,900	-	-	0.0%
199,887	4,708	38,685	15.9%

360,540	7,300	1,580	0.4%
76,460	19,971	-	0.0%
<u>636,887</u>	<u>31,979</u>	<u>40,265</u>	<u>5.7%</u>
55,451	1,428	61	0.1%
85,824	4,857	-	0.0%
5,698	-	2,802	33.0%
239,129	17,981	-	0.0%
<u>330,651</u>	<u>22,838</u>	<u>2,802</u>	<u>0.8%</u>
760,020	-	-	0.0%
258,114	-	93,135	26.5%
40,035	-	1,143	2.8%
<u>1,058,169</u>	<u>-</u>	<u>94,278</u>	<u>8.2%</u>
92,208	-	464	0.5%
82,119	8,107	-	0.0%
55,944	-	16,221	22.5%
630,902	28,142	76,344	10.4%
8,355	-	645	7.2%
<u>695,201</u>	<u>28,142</u>	<u>93,210</u>	<u>11.4%</u>
38,710	2,823	-	0.0%
296,959	4,756	1,169	0.4%
24,943	735	622	2.4%
74,743	1,395	1,356	1.7%
157,242	-	-	0.0%
<u>553,887</u>	<u>6,886</u>	<u>3,147</u>	<u>0.6%</u>
580,117	-	-	0.0%
214,091	-	-	0.0%
190,301	10,272	380	0.2%
61,071	2,791	-	0.0%
126,361	606	-	0.0%
33,753	-	1,641	4.6%

4,794	-	-	0.0%
1,856	-	-	0.0%
51,377	-	-	-100+%
<u>58,027</u>	<u>-</u>	<u>-</u>	<u>0.0%</u>
-	-	-	
-	-	-	
676	-	-	
<u>676</u>	<u>-</u>	<u>-</u>	<u>-</u>
540,989	12,561	7,292	1.3%
3,777,033	5,000	144,669	3.7%
(1,958)	-	2,207	
25,426,409	133,433	1,107,752	4.2%



Cooperative Work Education Programs



Granby Memorial High School

"Home of the Bears"

315 Salmon Brook Street
Granby, CT USA 06035
860.844.3014

"A Professional Learning Community"

Gregory A. O'Neil
CWE Coordinator

CWE Program Vision

Every GMHS student will participate in one of our Cooperative Work Education Programs in preparation for 21st Century Citizenship.



Cooperative Work Education Programs Mission



Cooperative Work Education programs in Granby are designed to prepare students for postsecondary education and/or entry into the workforce. Career guidance plays an important role in connecting the elements of cooperative work education with student transition plans onto higher education and/or employment. All students, regardless of their career or educational aspirations, benefit from the types of skills offered through these programs as they develop into contributing, successful members of the future workforce.



Cooperative Work Education Programs



- 1. School-To-Career**
- 2. Internships**
- 3. Mentors**
- 4. Job Shadow**

Gregory A. O'Neil
CWE Coordinator

Granby Memorial High School's CWE programs are State Certified

**Must have Instructor's Endorsements:
CWE #104:**

**State Dept of Labor / State Dept of Ed
Supervised Paid / unpaid Positions**

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Division of Teaching, Learning and Instructional Leadership
Career and Technical Education Unit

Cooperative Work Education Application

Cooperative Work Education

Cooperative Work Experience (CWE) is a school business partnership that integrates school-based instruction with worksite experience. Students are supervised by the CWE coordinator working under a training agreement and a training plan developed by the coordinator and the employer. This is normally a paid experience and the recommended hours may range from 12-20 hours per week. A CWE student usually receives one credit for work experience.

School District: Gregory A. O'Neil
School Name: Granby Memorial High School
Address: 315 Salmon Brook Street
Granby, CT. 06035

Name(s) of Co-op
Instructor/Coordinator: Gregory A. O'Neil
Phone Number: (860)-844-3014 Fax: (860)-844-3026
E-Mail Address: oneils@granby.k12.ct.us
Instructor's Endorsements: CWE #104: (X) Yes 0 No

Other Endorsements: Business Education _____

No. of classroom credits 1/2 No. of worksite credits 1/2 No. of required work hours 12-20 hours

Cooperative Work Education Opportunities

Please check:

Cooperative Work Education Experiences	Paid		Worksite Mentor		Teacher Monitored		Credit	
	Yes	No	Yes	No	Yes	No	Yes	No
Structured Work Experience/Paid Internship*	X		X		X		X	

Students are involved in career exploration/career development and have a portfolio: Yes X No ___

Teacher has release time to monitor students on the job: Yes X No ___

* Employment Partnership Agreement and structured training plans are utilized for each student and are on file: Yes X No ___

Students have completed the state's "Work Safe!" worksite safety curriculum: Yes X No ___

School-To-Career

(Grade 11-12)

1/2 credit classroom

1/2 credit paid work experience

This program is for juniors and seniors interested in learning by the practical application of their skills in the most realistic of settings, the workplace. After a scheduled day of classes, their school day continues at work with employer-teacher supervision.

Students who participate in the work portion of the program must also be enrolled in the School-to-Career course.

Internship

(Grade 9-12)

1/2 credit

College Preparatory/Academic

This program is for students who would like the opportunity to investigate a career or occupation that fits their talents, interest, and abilities. Structured work-site experience provides a unique, though unpaid, learning opportunity. Students attend their internship placement after school, weekends and during their summer break.

Internship

- **The Granby Drummer**
- **Valley Brook Community Church**
- **Granby Camera Club (Peer Mentoring)**
- **Granby School System**
- **T J Maxx**
- **Mary's Kitty Korner**

Mentor

(Grade 9-12)

1/4 credit

College Preparatory/Academic

All students are eligible to participate in this Work Based Learning program. Volunteers from organizations act as mentors, spending one hour a week with a student at a work site doing career related activities. Transportation is provided by the school district. Students attend their mentoring placement in lieu of a double period SDA.

Mentors

- **Town Garage**
- **Salmon Brook Ecology Center**
- **Walgreens (Simsbury)**
- **Granby Technology Dept. (Tech Crew)**
- **Daycare**
- **Granby Schools Facilities Dept.**

National Job Shadow Day

(Grade 9-12)

No credit

Career Preparatory

Each year students will be offered the opportunity to go out into the community and job shadow a career they are interested in pursuing. To prepare for the job shadow experience, students must fill out an application and a permission slip and return to Mr. O'Neil. Students are required to prepare a resume and research the career of their choice. Students will then participate in a day-long first hand view of their chosen field and actively engage in job shadowing activities.

National Job Shadow Day

- **Health Care**
- **Engineering**
- **Technology**
- **Transportation**
- **Education**
- **Criminal Justice**
- **Communications**
- **Over 43 different fields of interest**

College/Career Center



Jennifer Phillips CCC Coordinator

College/Career Center

Central location for post-graduation planning providing support to both the guidance & business departments

Center resources and assistance with:

Naviance

Collegeboard

College Application process

Career discovery & research

Resume building

Part-time job opportunities

Community service opportunities

College Information Sessions

College admission rep. gives an informational session on his college and allows for Q&A

20 visits scheduled to date



Cooperative Work Education Programs



**Thank
You**

2010 High School Testing Report



GRADE 10 CAPT
ACT
ADVANCED PLACEMENT
SAT

*“HARTFORD MAGAZINE RECOGNIZED GMHS AS
THE FOURTH RANKING HS IN HARTFORD
COUNTY.”*

CAPT



GRANBY MEMORIAL HIGH SCHOOL 2010

Test Composition



- **Mathematics –**
 - Algebraic Reasoning; Numerical and Proportional Reasoning; Geometry and Measurement; Working with Data
- **Science –**
 - Energy and Transformation; Chemical Structures; and Properties; Global Interdependence; Cell Chemistry and Biotechnology; Genetics, Evolution and Biodiversity

Test Composition



- Reading Across the Disciplines
 - Response to Literature
 - Reading for Information

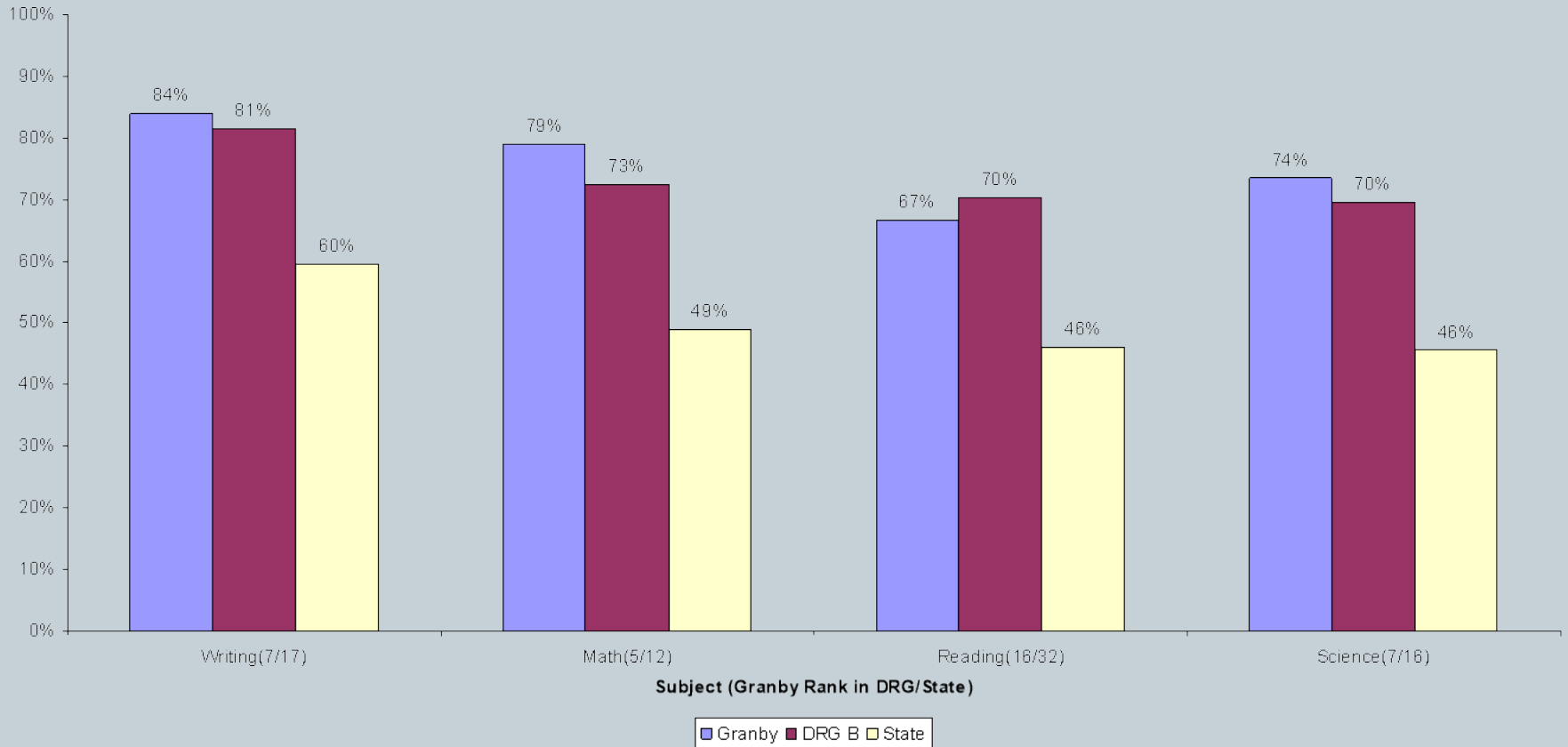
Writing Across the Disciplines

- Interdisciplinary Writing I & II – persuasive
- Editing and Revising – 18 multiple choice

State and DRG Comparisons



CAPT 2010: % Students Goal or Above



DRG and State Rankings



	Math	Reading	Writing	Science
DRG	5th	16th	7th	7th
State	12th	32nd	17th	16th

Math Cohort Analysis



- 2007-2008 grade 8 CMT to 2009-2010 CAPT
 - 3 student were at basic
 - ✦ 1 student remained at basic, 2 moved to proficient
 - 8 students were at proficient
 - ✦ 7 remained proficient; 1 moved to basic
 - 52 students were at goal
 - ✦ 30 remained at goal; 2 moved to basic; 18 moved proficient; 3 moved to advanced
 - 97 students were at advanced
 - ✦ 75 remained at advanced; 22 moved to goal

Reading Cohort Analysis



- 2007-2008 grade 8 CMT to 2009-2010 CAPT
 - 1 student was at below basic
 - ✦ 1 student moved to proficient
 - 2 students were at basic
 - ✦ 2 students moved to proficient
 - 13 students were at proficient
 - ✦ 8 students remained at proficient; 1 student moved to basic; 3 students moved to goal; 1 student moved to advanced
 - 70 students were at goal
 - ✦ 29 students remained at goal; 3 students moved to basic; 29 students moved to proficient; 9 students moved to advanced
 - 76 students were at goal
 - ✦ 47 students remained at advanced; 6 students moved to proficient; 23 students moved to goal

Writing Cohort Analysis



- 2007-2008 grade 8 CMT to 2009-2010 CAPT
 - 1 student was at below basic
 - ✦ 1 student remained at below basic
 - 3 students were at basic
 - ✦ 1 student remained at basic; 2 students moved to proficient
 - 10 students were at proficient
 - ✦ 6 remained at proficient; 4 students moved to goal
 - 58 students were at goal
 - ✦ 37 students remained at goal; 9 students moved to proficient; 12 students moved to advanced
 - 90 students were at advanced
 - ✦ 65 students remained at advanced; 1 students moved to proficient; 24 students moved to goal

Science Cohort Analysis



- 2007-2008 grade 8 CMT to 2009-2010 CAPT
 - 2 students were at basic
 - ✦ 7 students moved to proficient; 1 student moved to goal
 - 7 students were at proficient
 - ✦ 7 remained at proficient
 - 84 students were at goal
 - ✦ 28 students remained at goal; 24 students moved to proficient; 32 students moved to advanced
 - 65 students were at advanced
 - ✦ 58 students remained at advanced; 1 student moved to basic; 6 students moved to goal

How do we define success?



- NCLB – 100% proficient by 2014 and Annual Yearly Progress (AYP)

	Math	Reading	Graduation Rate	Participation Rate
• State	80%	81%	85%	95%
• Granby	100%	100%	100%	100%

- Steady and incremental progress
- Students moving up in bands (proficient to goal; goal to advanced)
- Student success on departmental formative and summative assessments (standards based)

What is working?



- Interventions based on data:
 - Reading and Math interventions – assess and target specific skills and strategies students need to master
 - Writing tutor
 - CAPT intervention plans
- PLC Team goals aligned with SIP and based in data
- Collecting and utilizing student data to inform instruction
- Discussing, demonstrating and sharing of *Effective Instructional Strategies* through peer sharing opportunities; faculty meetings, PLC time
- Development and delivery of standards based curriculum

Next Steps



- Embedded skill work in reading and writing across the content
- Revamped CAPT simulations and timely use of data for all areas
- PLC team goals tightly aligned to formative and summative data and interventions/enrichments
- Increased use of district data resources – SIMS; mastery manager; power school
- Development of systematic response to interventions
- Director of Curriculum Teaching and Learning to work with teams on data use, goal setting, interventions, curriculum assessments and pacing.

SAT



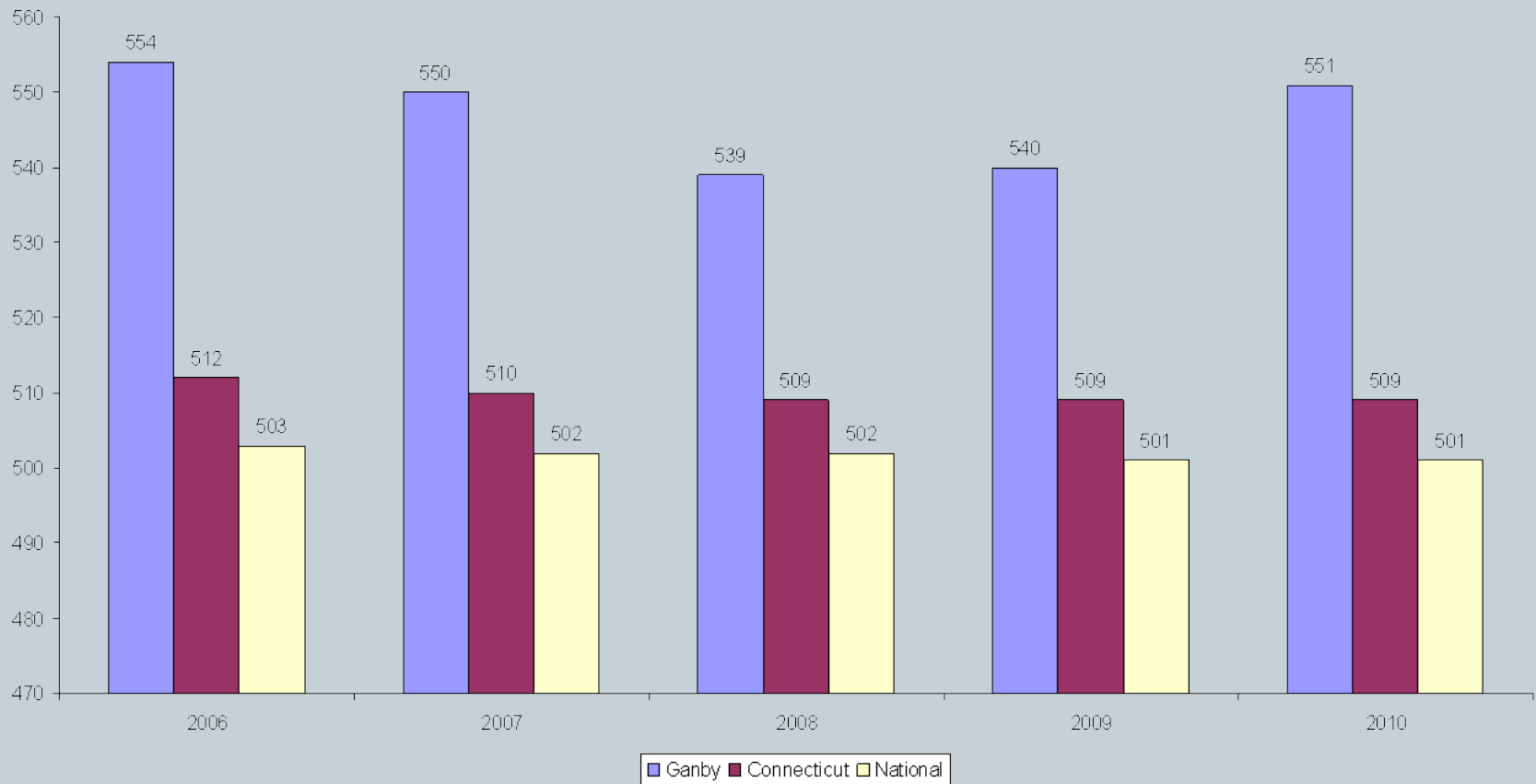
GRANBY MEMORIAL HIGH SCHOOL

2010

SAT Trends: Reading



Average Reading SAT Scores by Graduating Class



SAT Trends: Math



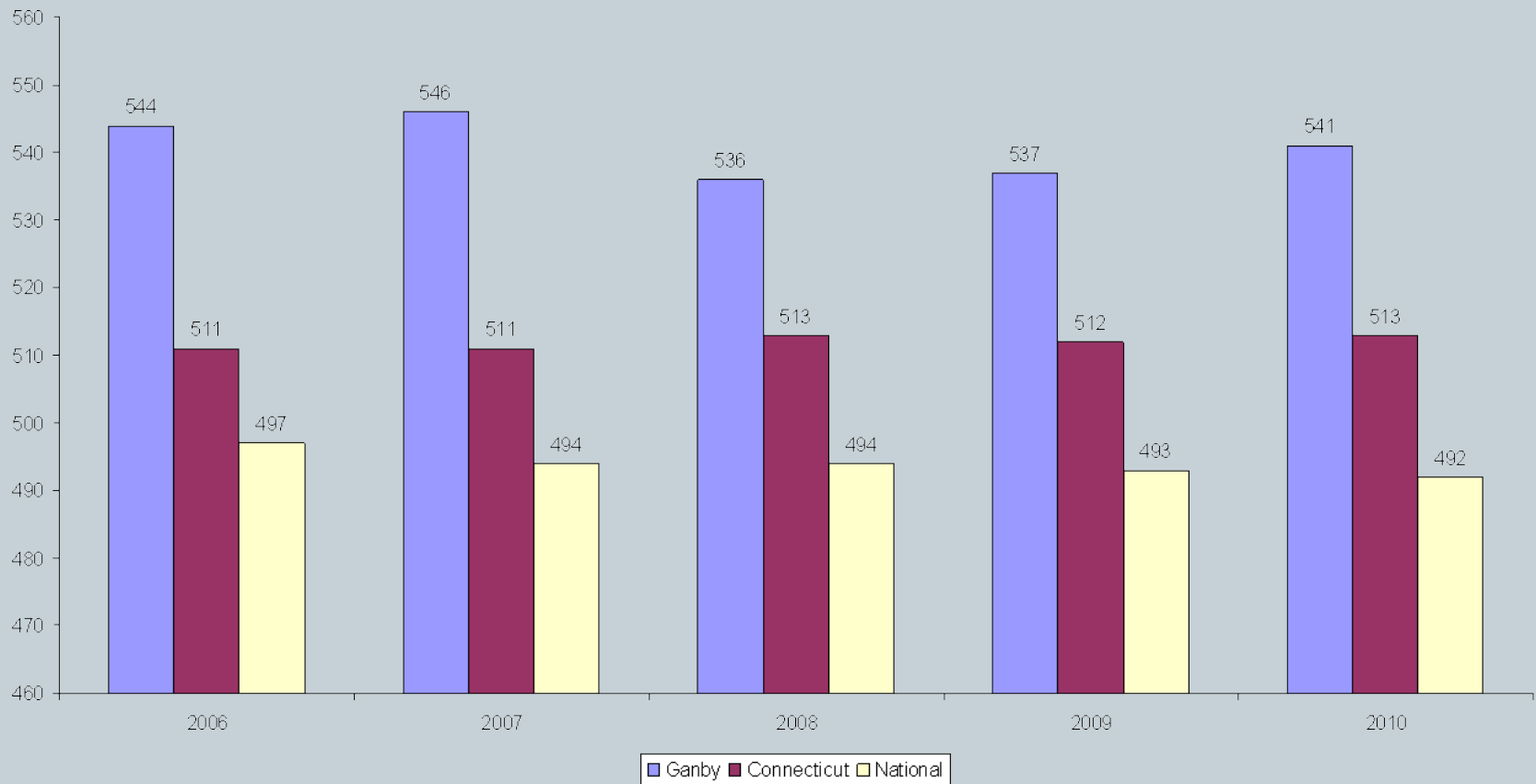
Average Math SAT Scores by Graduating Class



SAT Trends: Writing



Average Writing SAT Scores by Graduating Class



SAT Participation



- In October 2010, all 10th grade students will be given the opportunity to take the PSAT at GMHS as part a third year school wide initiative to increase student participation and success on the SAT.
- 81.5% of 2010 graduates at GMHS took the SAT last year.

SAT Achievement



- Critical Reading

- ✦ Mean score – 551 best score – 554
- ✦ Last year – 540 best score- 552
- ✦ CT mean – 509

- Math

- ✦ Mean Score – 559 best score - 560
- ✦ Last year – 535 best score - 548
- ✦ CT mean - 514

- Writing

- ✦ Mean Score – 541 best score - 550
- ✦ Last Year – 537 best score - 548
- ✦ CT mean - 513

ACT



GRANBY MEMORIAL HIGH SCHOOL
2010

Overview



- Curriculum based measure of college readiness
 - Benchmark score tied to chance of obtaining grade of “c” or better in corresponding credit-bearing college courses
- Tests academic achievement
 - Math, English, reading, science, writing(optional)
- Compiles high school grade and course information
- Student profile created
- Career Interest Inventory

ACT Achievement



- At GMHS, 15 students took the ACT in 2010
 - Decrease from 23 in 2009
- Students ready for College level course work
 - English – 87%
 - Math – 80%
 - Social Science – 73%
 - Science – 60%
 - Percent of students meeting all four levels - 53%

Advanced Placement



GRANBY MEMORIAL HIGH SCHOOL

2010

Overview



- Supports culture of high expectations and challenging students to reach fullest potential
- Offering 17 AP courses at GMHS in variety of disciplines: Art, Social Studies, Math, Science, World Languages and Music
- AP offerings supported by magnet schools
- Opportunity to earn college credit

AP Achievement



- Enrollment in AP classes has been steady over the past three years (percentage of students graduating with at least 1 AP course):
 - 2010 – 61%
 - 2009 – 55%
 - 2008 – 53%
- Students tested in 19 different exams
- The number of AP tests administered in 2010 was 266 of which 219 students had a passing score of 3 or better

Next Steps



- Strive for equity of outcomes for all students
- Develop structures to position all students for the possibility to experience post-secondary educational opportunities
- Increase enrollment in honors/AP/college-credit bearing courses
- Use NEAS&C, HS Reform and PLC expectations to align the high school structures and processes to embed the analysis and progress monitoring of data to create individual student success plans.

To: Granby Board of Education
From: Diane Dugas
Date: September 10, 2010
Re: 2010 CAPT/ACT/SAT/AP report

CAPT Background:

In March 2010, 189 students in grade 10 participated in the Connecticut Academic Performance Tests (CAPT) as required by the State Department of Education. This was the fourth year of the 3rd generation CAPT test. CAPT is comprised of four sections: Mathematics, Science, Reading Across the Disciplines and Writing Across the disciplines. Performance on CAPT is linked to student standards for graduation at the high school with students needing to score a 3 (proficient) or better in science, math and reading or writing or meet our graduation standards. For federal AYP/NCLB, student success is measured by students at or above proficient (bands 3, 4 or 5).

Statewide CAPT Trends:

Across the state, Grade 10 student scores remained steady or slightly improved. 65.4% of students scored at or above proficient in all four subtests in 2009 compared to 66.6% in 2010. Participation rates for the state remained at about 94% for the third year in a row. The state experienced slight overall decreases in scores in the advanced and goal levels of math and science. Reading scores at the proficient level decreased but increased at the goal and advanced levels. Writing scores increased at the proficient and advanced levels, yet decreased at the goal level.

Performance of boys continued to outperform girls on math and science and girls continue to outscore boys in reading and writing. Performance of minority students still lags behind non-minority students.

Granby CAPT Trends:

Granby continues to outperform state averages in all areas. Science has remained an area of strength with a comparable number of students at or above goal by (-0.8% from 2009 to 2010). Granby ranked seventh in the DRG and sixteenth in the state in science. This was the second year the students who began Everyday Math in elementary school had taken the CAPT test. Math scores this year remained comparable to last year 79.5% at goal in 2009 to 79% at goal this year. Granby is ranked fifth in our DRG for math performance and twelfth in the state. Reading scores took a significant dip from 73.3% at goal or above in 2009 to 66.5% at goal or above in 2010. This is an academic area we are delving deeply into curriculum, instruction, assessment and monitoring of. Writing scores continued to increase after a period of decline over the past several years. Students at or above goal in writing increased by 4.5% placing us 7th in the DRG.

	At or above goal 2010	At or above goal 2009	Difference	DRG	State
Math	79.0%	79.5%	-0.5	5	12
Science	73.5%	74.3%	-0.8	7	16
Reading	66.5%	73.3%	-6.8	16	32
Writing	84.0%	79.5%	4.5	7	17

	Advanced 2010	Advanced 2009	Difference
Math	46.2%	38.2%	8.0
Science	51.9%	48.7%	3.2
Reading	33.5%	42.4%	-8.9
Writing	46.8%	39.0%	7.8

Students scoring in the advanced bands in math, science and writing all increased in 2010. The percentage of students in the advanced band in reading decreased from 42.4% in 2009 to 33.5% in 2010.

Next Steps for CAPT:

Granby continues to move students from proficient to goal and from goal to advanced as seen in this year's scores. Efforts at the high school to use 8th grade CMT and 10th grade CAPT data to individualize student learning goals continues to be a focus for teachers and administrators at the high school. Other processes and supports that have been utilized are:

- Developing a school climate of success and high expectations for all students (doing whatever it takes for students to be successful, recognition of successes, celebration of accomplishments)
- Impact of Professional Learning Communities (common curriculum, common outcomes and assessments, collegial sharing, data analysis)
- Alignment of Algebra practices and expectations between the middle school and high school
- Math Workshop class (provides support for classroom instruction and CAPT preparation for students in need of additional help)
- Departmental CAPT action plans
- Timely interventions based on departmental assessments and standardized test scores
- Professional development opportunities focusing on Effective Teaching Strategies, interventions, and goal setting
- Curriculum review and revision process (connections to state standards, differentiation, updated materials and technology, use of released CMT and CAPT materials) with specific emphasis on a K-12 language arts curriculum and five year achievement goal.
- Use of data collection and analysis tools to facilitate team discussions about student success and interventions

SAT Background:

The SAT test is regularly taken by students during their junior year and often the fall of their senior year in high school as an objective measure of student's college readiness in the areas of math, critical reading and writing. During the 2009-2010 school year, Granby Memorial High School provided the opportunity for all 10th grade students to take the PSAT's. GMHS plans to continue to offer this preparation activity and strives to have all students participate.

State and Granby SAT Trends:

Granby has steadily increased their SAT participation rate over the past three years. Over the past few years, national and state scores on critical reading and math have remained flat. Students in Granby score significantly above student averages in the state and nation.

	Granby 2010	State 2010	Nation 2010
Math	559	514	516
Critical Reading	551	509	501
Writing	541	513	492

ACT Background:

The ACT is a curriculum based measure of college readiness with tests in the areas of math, English, reading, science and writing (optional). This is an alternative test to the SAT and provides students and schools with additional information related to career interest inventories and a comprehensive student profile. Although this test is utilized more by mid-west colleges, it does provide an additional source of college readiness information.

Granby ACT Trends:

In 2010, 15 students took the ACT test, down from 23 students in 2009. In 2008, 18 students took the ACT, and in 2007, 9 students took the ACT. 87% of Granby students taking the ACT met the benchmark in English, 80% in math, 73% in social science, and 60% in science. All of these scores are ahead of the state averages for the ACT and show an increase for Granby students compared with 2009.

AP Background:

Advanced placement classes offer students the ability to take a highly challenging and rigorous course with the possibility of earning college credit. The AP program offers 37 courses in 20 different subject areas. Granby offered 17 AP courses during 2009-2010 school year and had students who took tests in 21 different areas. In order to meet the various academic needs of students, some students took AP classes at magnet schools and then participated in the AP testing process.

Granby AP Trends:

The enrollment rate for AP classes at GMHS has steadily increased over the past three years (2008=54%, 2009=56%, 2010=59%). In 2010 there were 266 AP tests administered to Granby students. Of those tests, 219 had passing scores of a three or better. In 2009, of the 235 tests taken, 177 scored with a 3 or better.

Summary:

The data examined above provides a positive picture of Granby Memorial High School's ongoing focus to ensure all students reach their full potential and graduate prepared for 21st century citizenship. Granby was recognized by Hartford Magazine as the fourth ranked High School in the Hartford county based on academic results and commitment to education. Consistent efforts have been made to meet the needs of all students during their high school career by examining and modifying practices and structures in the areas of curriculum, lesson delivery, data use, interventions and collaboration.

Next Steps:

- Ensure that all students are positioned to take advantage of taking at least one AP class prior to graduation.
- Increase enrollment in AP, honors and college credit-bearing courses over the next few years.
- GMHS will also increase the number of students taking SAT and ACT exams in order to increase post secondary options.
- GMHS will continue to strive for equity of outcomes for all students by examining the rigor of the student course selection process and course sequencing.

Granby Memorial High School



5 Year School Improvement Plan
2010-2015

5 Year District Student Achievement Goal

*By 2015, enable students to demonstrate
powerful thinking by systemically solving
problems through analyzing and synthesizing
information and articulating/defending a
position*

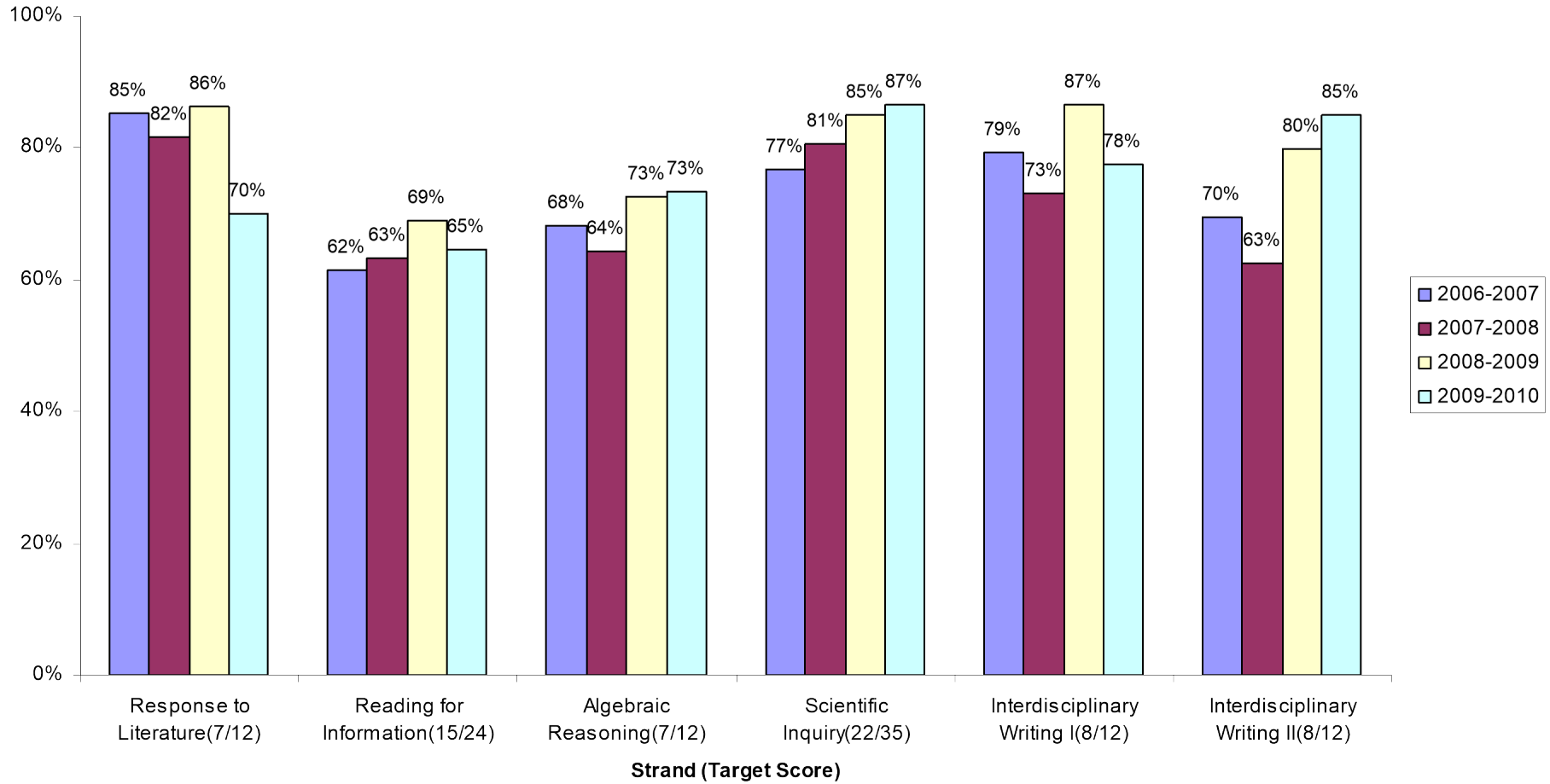
*As measured by:
Standardize Achievement Data
District Designed Assessments*

Connections Between CAPT Data, District Based Measures and District Student Achievement Goal

		Our Reality	Our goal, by 2015
CAPT Strands	Response to Literature Reading for Information Algebraic Reasoning Scientific Inquiry Interdisc Writing I Interdisc Writing II	Grade 10 : 70% at goal of 7/12 Grade 10 : 65% at goal of 15/24 Grade 10 : 73% at goal of 7/12 Grade 10: 87% at goal of 22/35 Grade 10: 78% at goal of 8/12 Grade 10: 85% at goal of 8/12	100% at goal of 7/12 100% at goal of 15/24 100% at goal of 7/12 100% at goal of 22/35 100% at goal of 8/12 100% at goal of 8/12
Other District Measures		No district measures currently identified or developed	Year 1: Rubrics Year 2: Gap analysis Year 3: Develop Assessments Year 4: Pilot Assessments Year 5: Report data

District Achievement Goal – Our Reality

CAPT Strands: % Students Above Target Score



5 Year GMHS School Improvement Plan Goal

*By 2015, enable students to demonstrate **powerful thinking** by systemically solving problems through analyzing and synthesizing information and articulating/defending a position*

*As measured by indicated Goal Levels On:
Standardize Achievement Data
District Designed Assessments*

2009-2010 GMHS School Improvement Plan

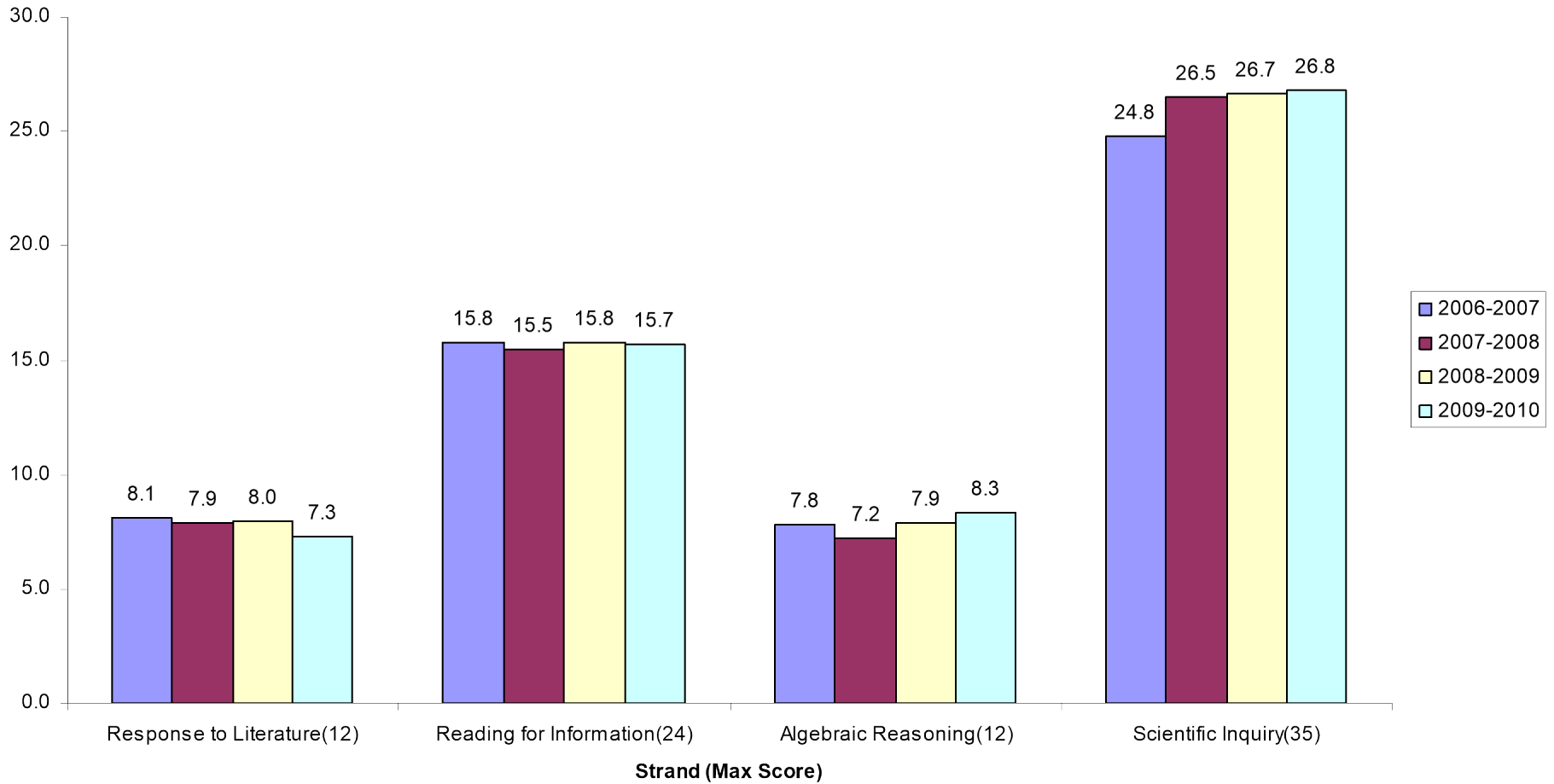
Over a four year period, students will demonstrate increased achievement in their ability to analyze and synthesize information, solve problems, and articulate and defend a position as evidenced by performance on various internal and external measurements as a result of the implementation of agreed upon best instructional practices. In 2009-2010 this will be evidenced by data collected by PLC teams and individual teachers.

Our Reality – Over the past three years , student scores on CAPT have remained static. Student formative scores on analyzing and synthesizing information have not been summarized formally by teams:

- Response to literature (avg. raw score 8.1, 7.9, 8.0 out of 12)
- Reading for information (avg. raw score 15.8, 15.5, 15.8 out of 24)
- Algebraic reasoning (mean raw score 7.8, 7.2, 7.9 out of 12)

Our School's Reality – CAPT

CAPT Average Raw Score



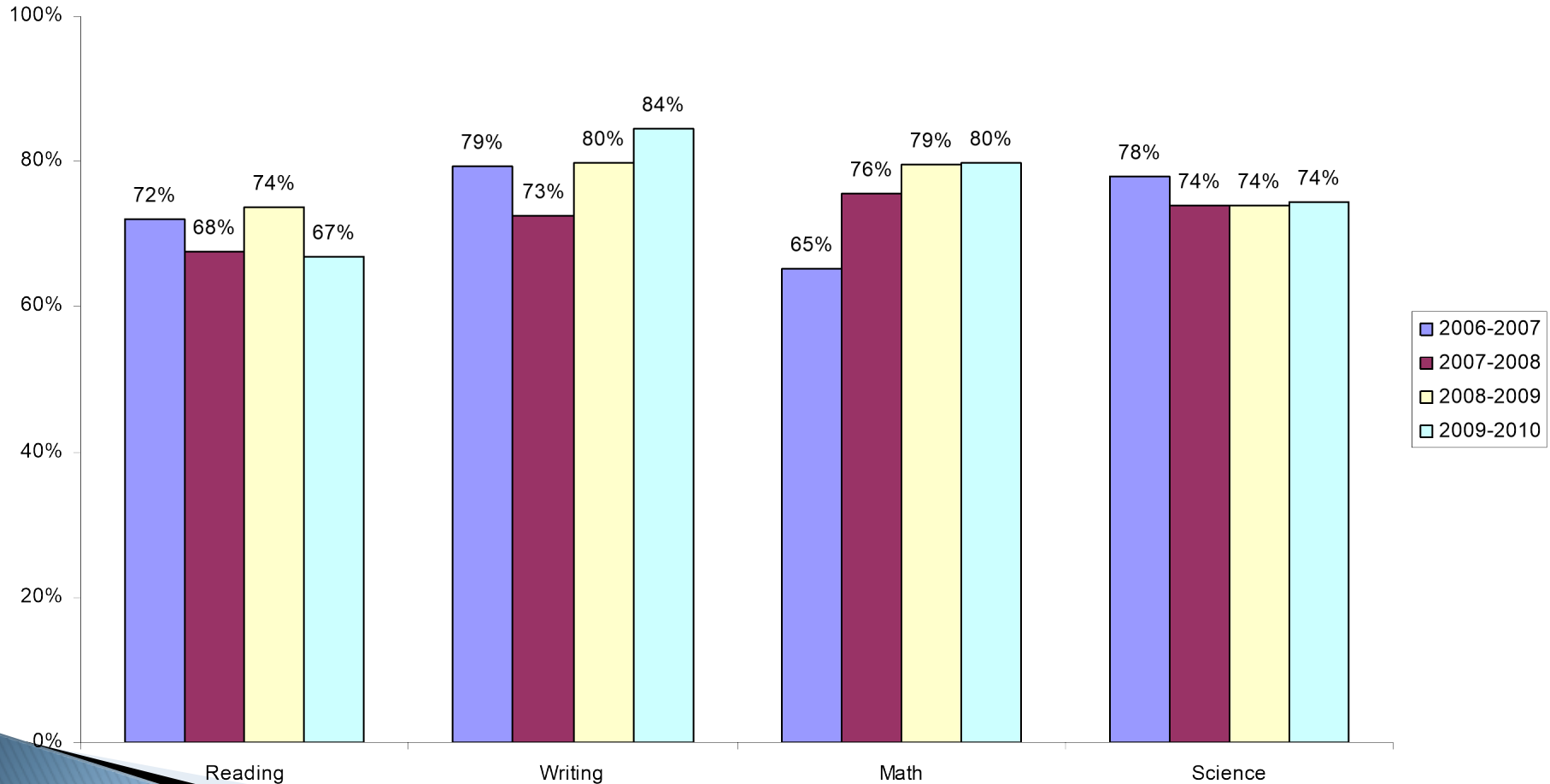
Progress Made Toward School Goal

Grade 10 Average Raw Score

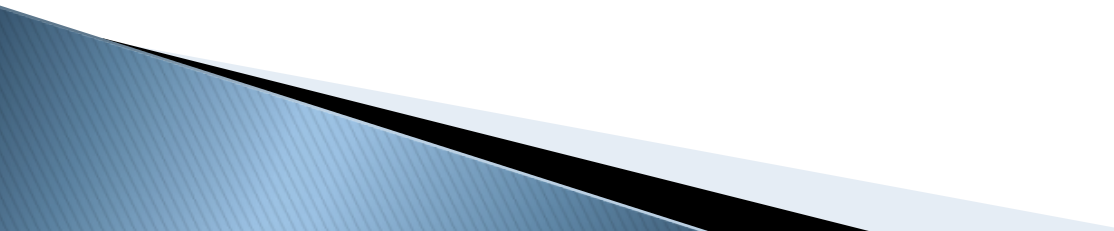
Strand	2006-2007	2007-2008	2008-2009	2009-2010	Goal
Response to Literature	8.1	7.9	8.0	7.3	9.0 avg. raw score
Reading for Information	15.8	15.5	15.8	15.7	17 avg. raw score
Algebraic Reasoning	7.8	7.2	7.9	8.3	9.0 avg. raw score

Our School's Reality – Overall CAPT Scores

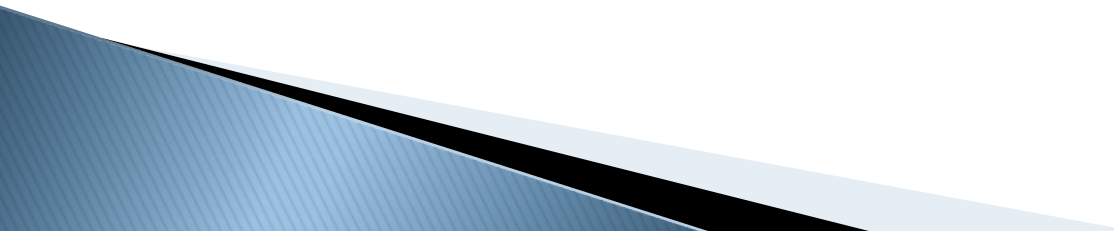
CAPT: % Students At/Above Goal



Action Plan

- ▶ Review data for all areas of CAPT and Interventions
 - ▶ Identify areas of low performance (Reading – Response to Literature); create action plan to address with Reading Consultant
 - ▶ Review curriculum and standards related to identified areas of need
 - ▶ Revise curriculum and develop site based assessments for areas of need
 - ▶ On-going assessments and conversations with PLC team leaders and CAS
 - ▶ Integrate identified skills into other content areas when possible
 - ▶ Administrative Theory of Action to support SIP
- 

Monitoring and evaluation

- ▶ CAS data updates three times during the year
 - ▶ Quarterly meetings with PLC team leaders
 - ▶ Weekly attendance at PLC meetings by administration with feedback to teams
 - ▶ On-going sharing and communication about goals during faculty meetings and PD time
 - ▶ Utilize Student Intervention Team process to support students
 - ▶ Focused District Walkthroughs on SIP
- 

Effective Collaborator

- ▶ Clubs and extra-curricular
 - Designing and creating seasonal gifts
 - Veterans collections
 - Coffee House and Concert of Hope
 - BRIDGES
 - Art Show
- ▶ Peer Tutoring (formal and informal)
- ▶ Peer Mediation
- ▶ Teamwork with roles in classrooms
 - Debating
 - Project based assessments
 - Laboratory groups and problem solving
 - On-line blogging and peer editing
 - Reaching consensus/ brainstorming/setting expectations
- ▶ PE leadership
- ▶ Senior Project
- ▶ Bloomfield Agriculture Experience

Compassionate Contributor

- ▶ Academic Connections
 - Senior Project
 - Disability Awareness Activities
 - Culinary Arts Outreach
 - Students teaching at Wells and Nursing Home
 - Veterans Day
- ▶ Clubs and Extra-curricular (Student Government, etc.)
 - Food Drives
 - Empty Bowls
 - Concert of Hope
 - Pi Day
 - Book Drive for CCMC
- ▶ Peer Mentor
- ▶ Advisory
- ▶ Best Buddies
- ▶ Host Families
- ▶ Internships/Mentoring/Job Shadowing
- ▶ Community Service
- ▶ Exchange Programs

Other important school initiatives

- ▶ Develop plans and timelines to align GMHS practices to new High School Reform expectation
- ▶ Develop processes to address the Achievement Gaps at GMHS
- ▶ Expand collaborative culture of PLCs through peer sharing, faculty presentations, and celebrations
- ▶ Develop systematic responses for struggling students – SBRI/RTI
- ▶ Work toward completing NEAS&C recommendations for 5 year report (due March 1, 2012)
- ▶ Increase parent and community involvement

Granby Memorial Middle School

5 Year School Improvement Plan

2010-2015

5 Year District Student Achievement Goal

*By 2015, enable students to demonstrate **powerful thinking** by systemically solving problems through analyzing and synthesizing information and articulating/defending a position*

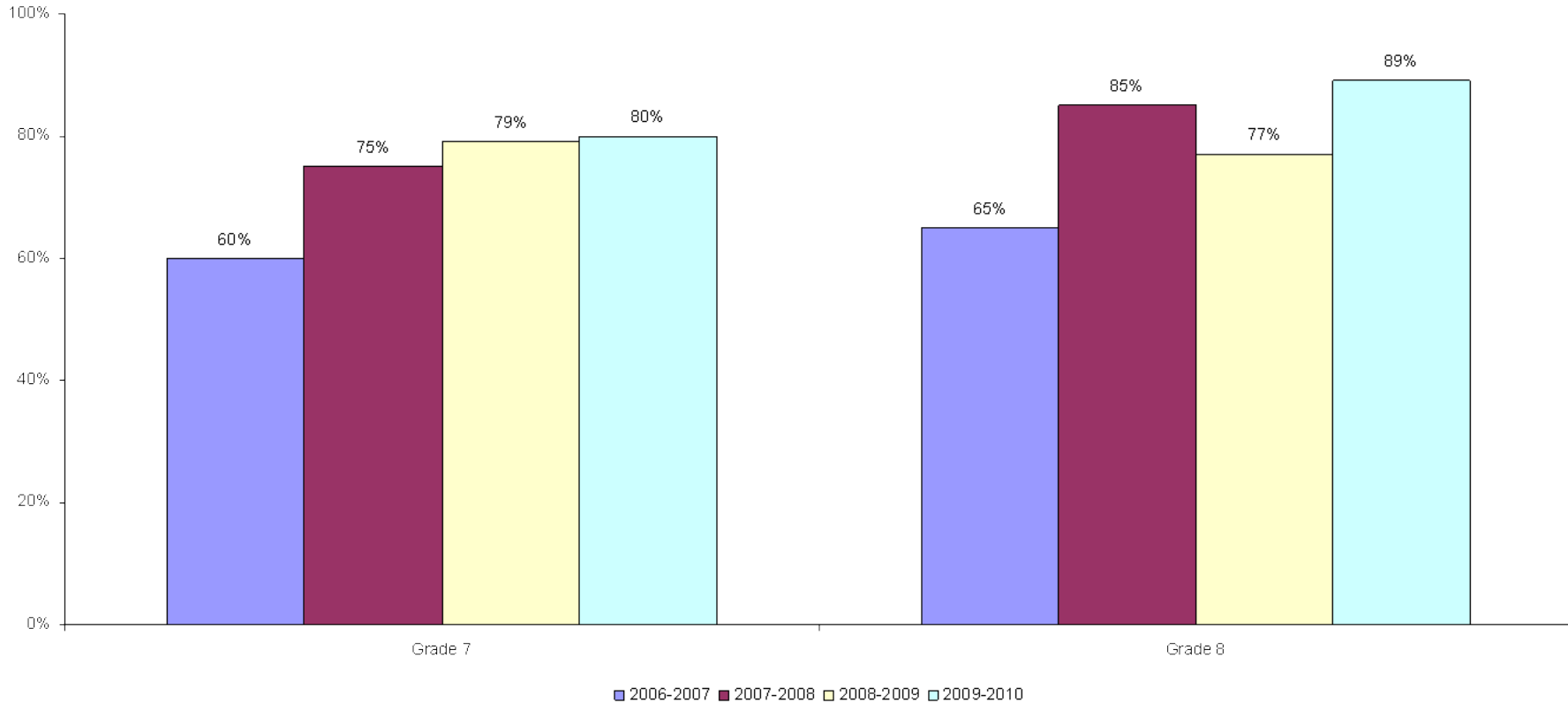
*As measured by:
Standardize Achievement Data
District Designed Assessments*

Connections Between CMT Data, District Based Measures and District Student Achievement Goal

		Our Reality		Our goal, by 2015
CMT Strands	Reader/ Text Connection Content and Structure Math Application Estimating Solutions to Problems Scientific Inquiry	Grade 7: 80% Grade 7: 97% Grade 7: 77% Grade 7: 85% Grade 7: n/a	Grade 8: 89% Grade 8: 94% Grade 8: 65% Grade 8: 77% Grade 8: 81%	100% at goal 100% at goal 100% at goal 100% at goal 100% at 14 or above
Other District Measures		No district measures currently identified or developed		Year 1: Rubrics Year 2: Gap analysis Year 3: Develop Assessments Year 4: Pilot Assessments Year 5: Report data

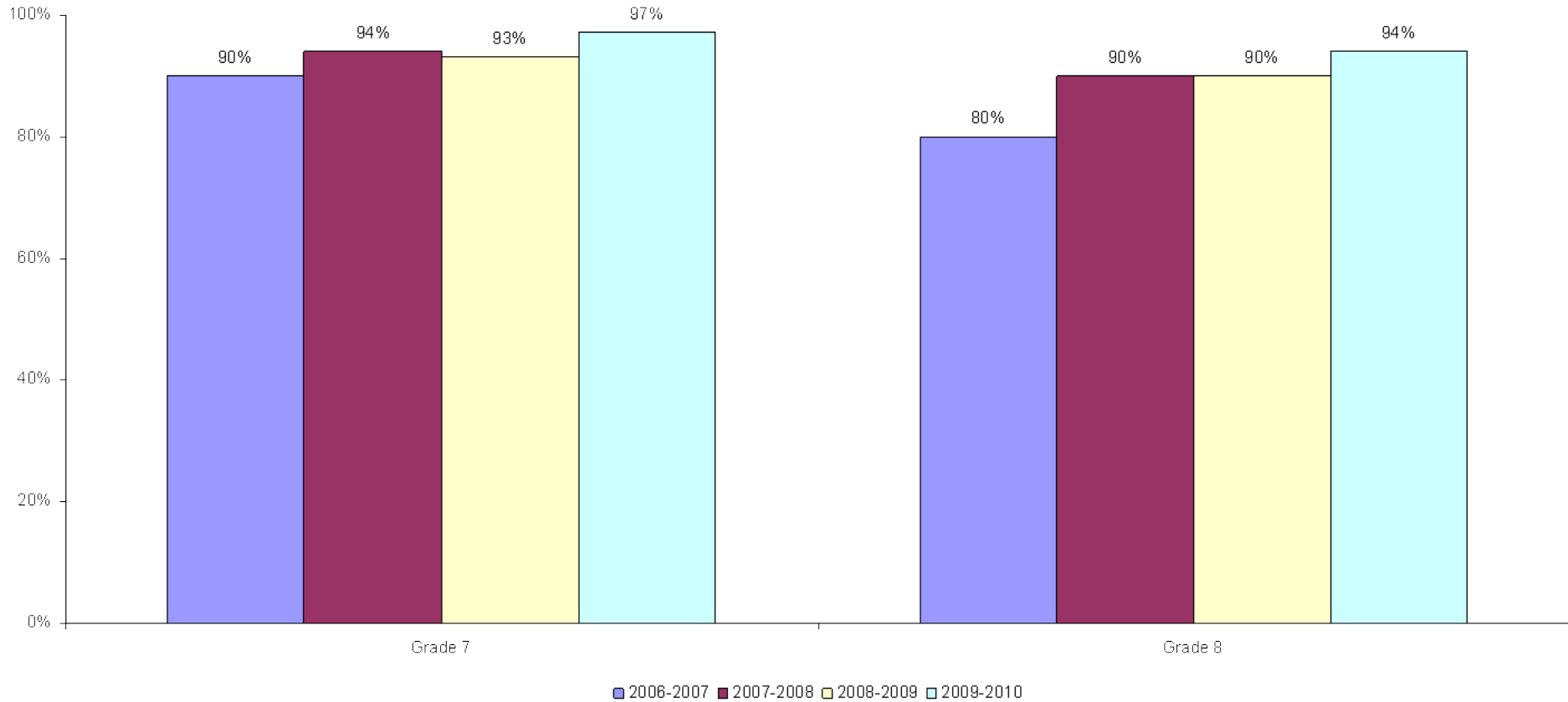
District Achievement Goal – Our Reality

Making Reader/Text Connections: % Students @ Goal



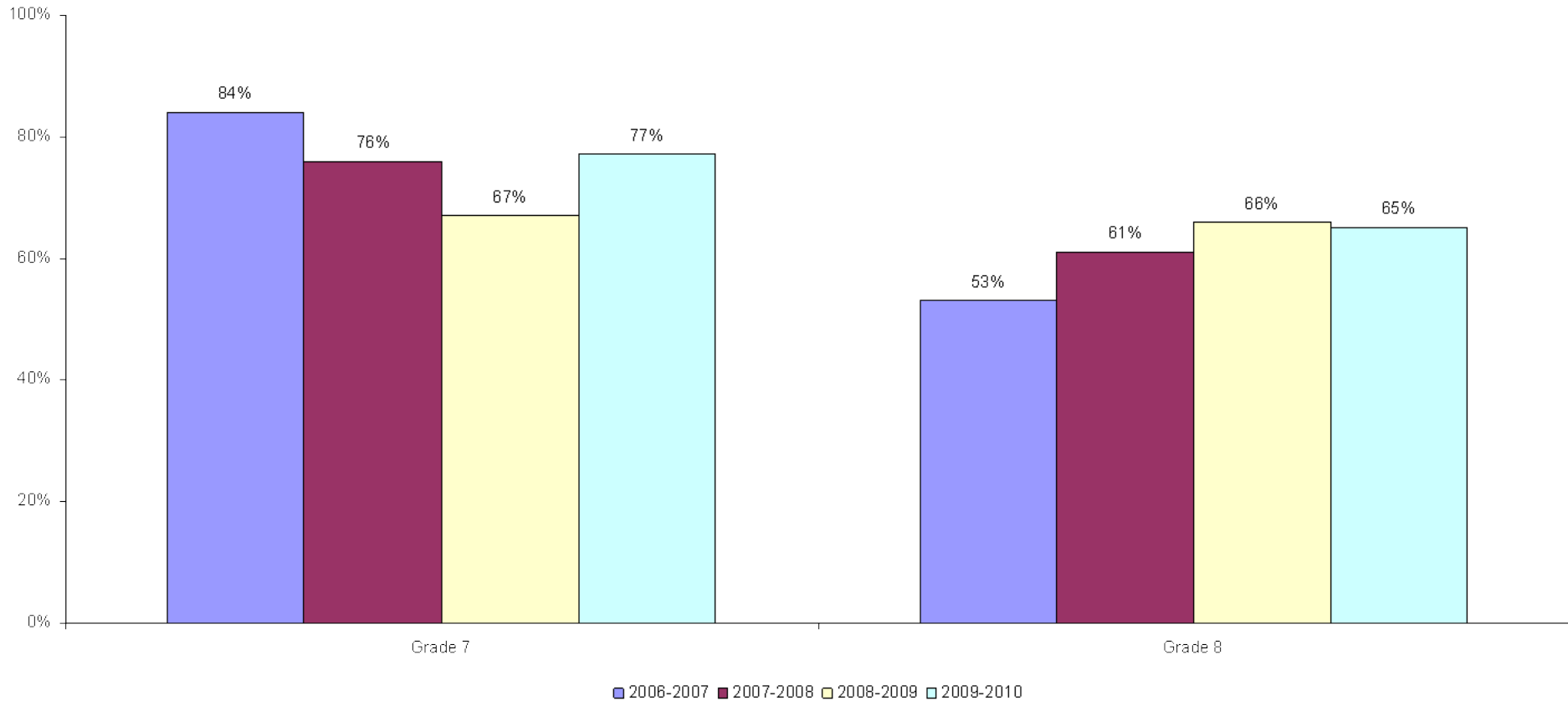
District Achievement Goal – Our Reality

Examining Content and Structure: % Students @ Goal



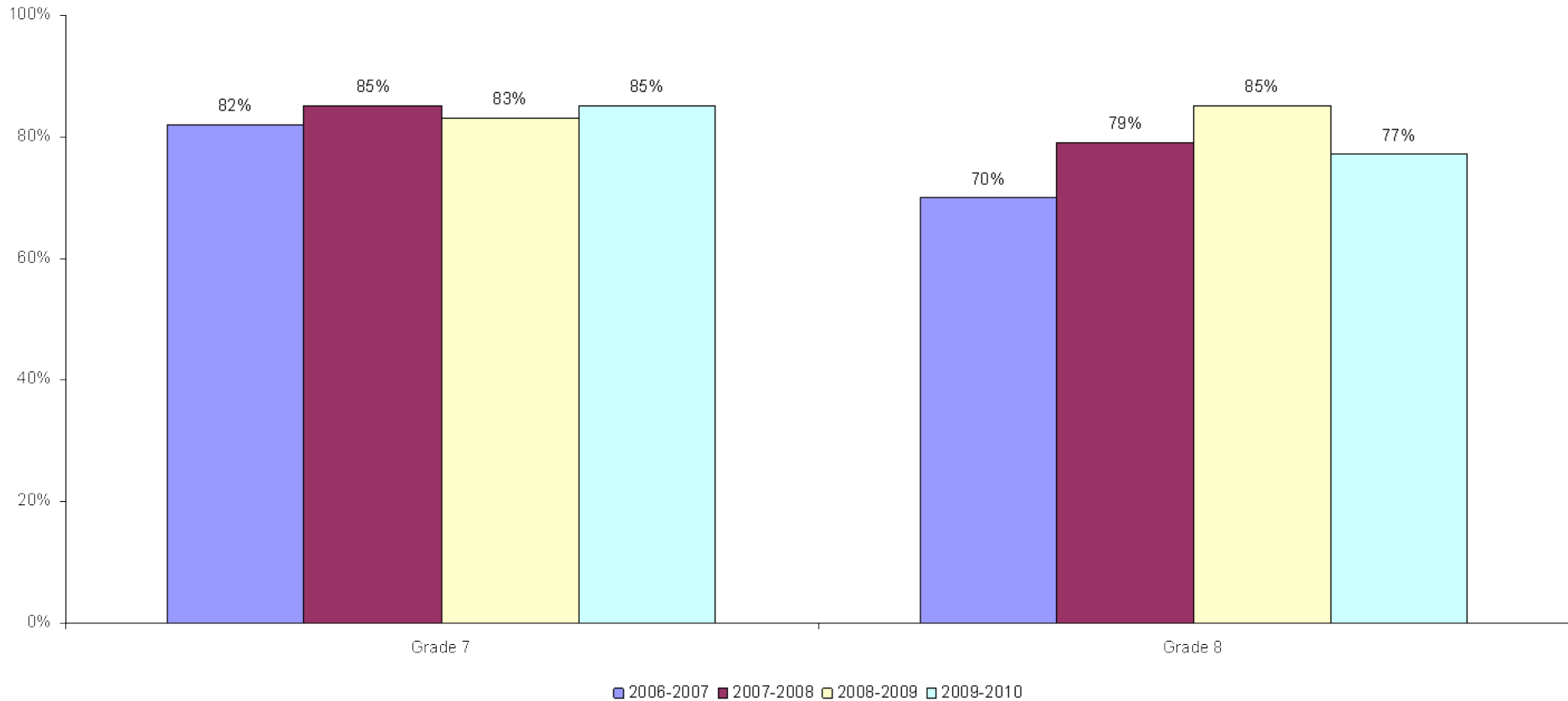
District Achievement Goal – Our Reality

Mathematical Applications: % Students @ Goal



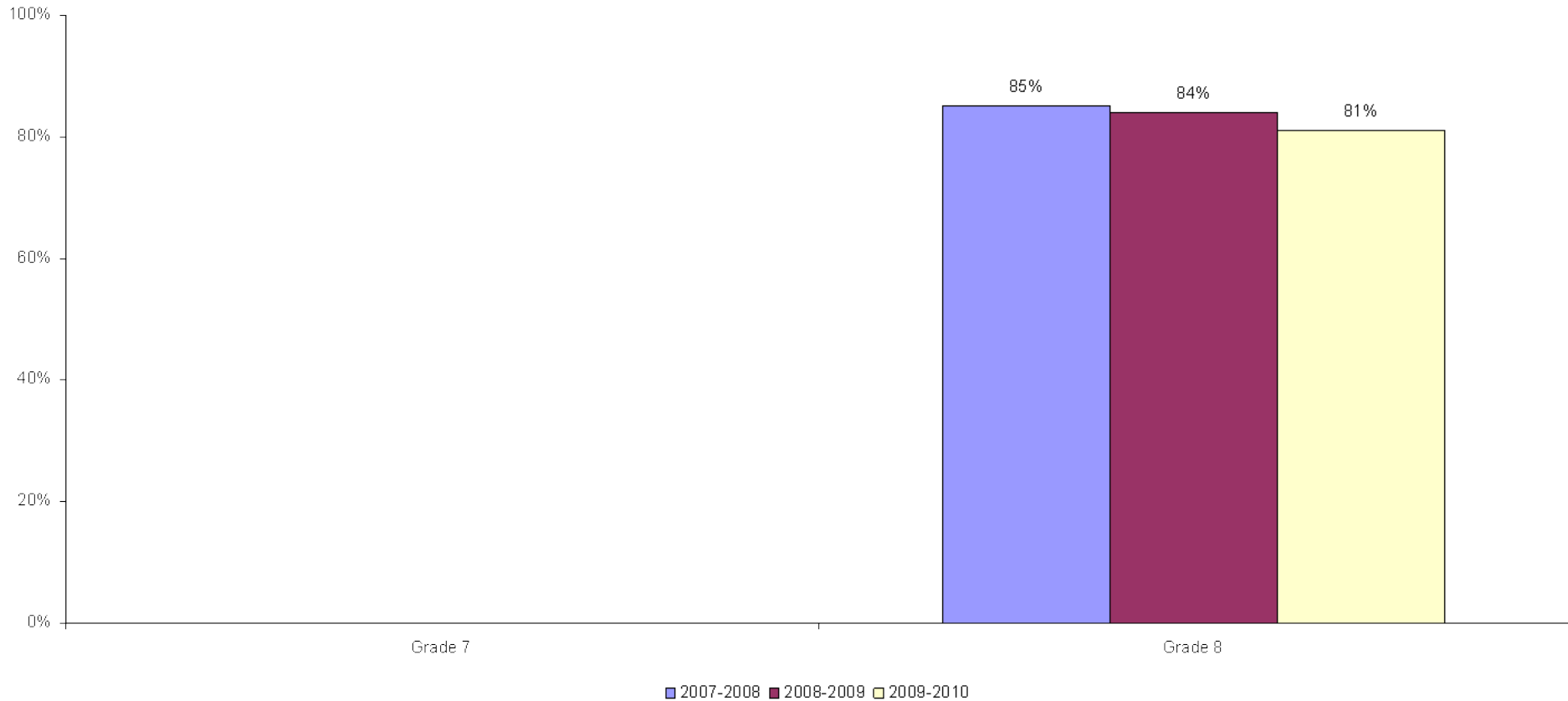
District Achievement Goal – Our Reality

Estimating Solutions to Problems: % Students @ Goal



District Achievement Goal – Our Reality

Scientific Inquiry: % Students Scoring 14 or Above
(Max Score = 21)



5 Year GMMS School Improvement Plan Goal

*By 2015, enable students to demonstrate **powerful thinking** by systemically solving problems through analyzing and synthesizing information and articulating/defending a position*

As measured by indicated Goal Levels On:

Standardize Achievement Data

District Designed Assessments

2009-2010 GMMS

School Improvement Plan

Improve student's ability to analyze and synthesize information, solve problems and defend a position in all academic classes through the process of writing as measured by mastery on agreed upon common outcomes and assessments in all subject areas.

7th grade students will increase from:

67% to 71% mastery on math applications

79% to 83% mastery on reader/text connections,

87% to 91% mastery in editing.

8th grade students will increase from:

66% to 70% mastery on math applications,

77% to 81% mastery on reader/text connections,

74% to 78% mastery in editing.

Progress Made Toward School Goal

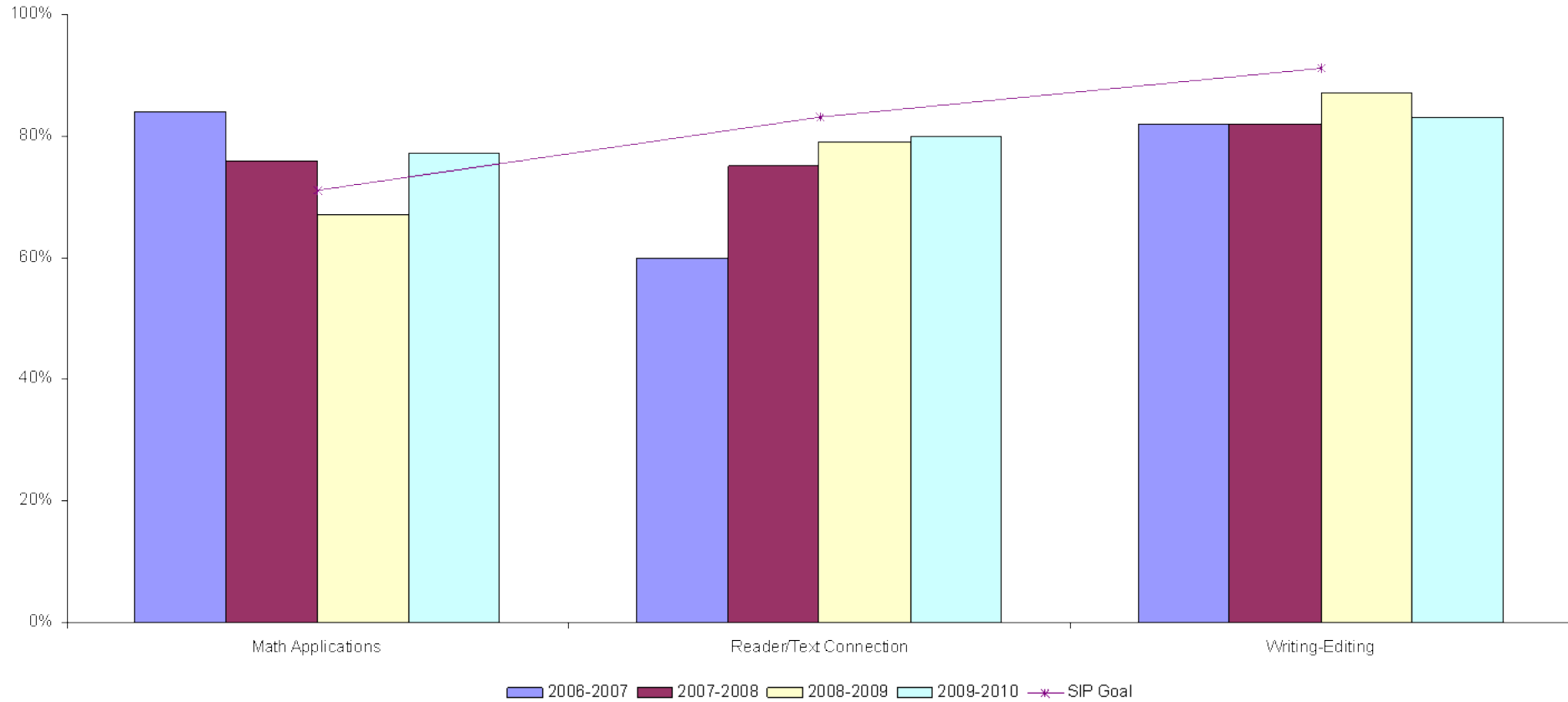
Grade 7 % at goal or above

Strand	2006-2007	2007-2008	2008-2009	2009-2010	SIP Goal
Math applications	84%	76%	67%	77%	71%
Reader/Text Connection	60%	75%	79%	80%	83%
Writing-editing	82%	82%	87%	83%	91%

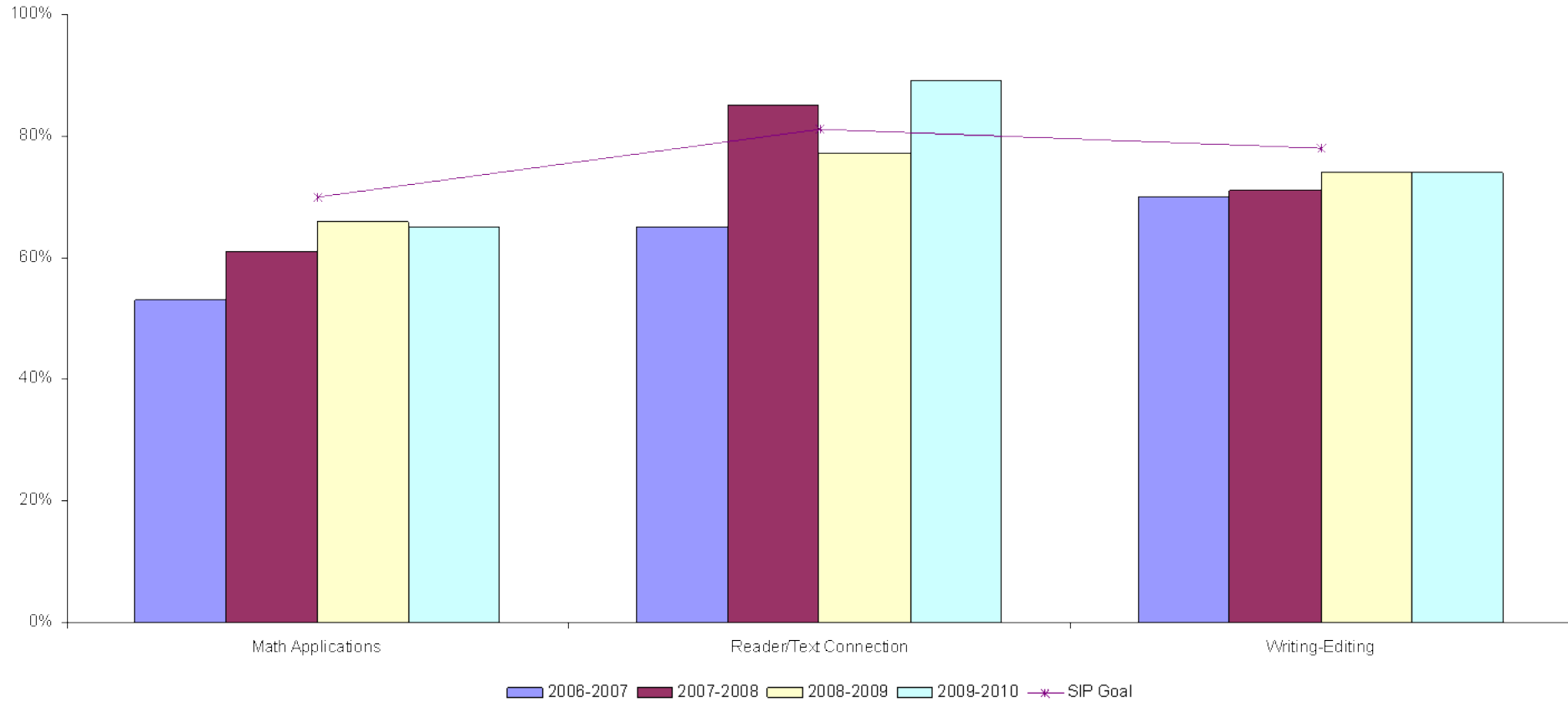
Grade 8 % at Goal or Above

Strand	2006-2007	2007-2008	2008-2009	2009-2010	SIP Goal
Math applications	53%	61%	66%	65%	70%
Reader/Text Connections	65%	85%	77%	89%	81%
Writing-editing	70%	71%	74%	74%	78%

7th grade strand history

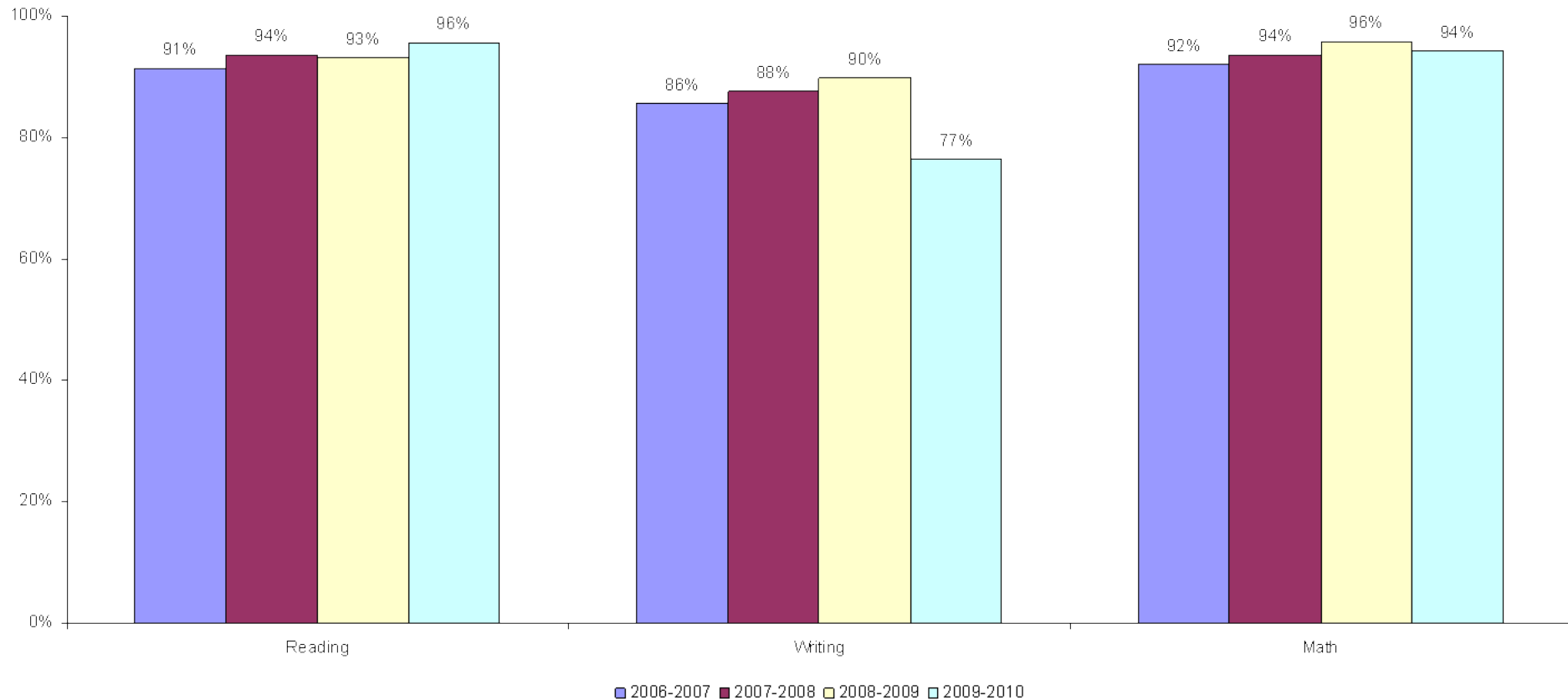


8th grade strand history



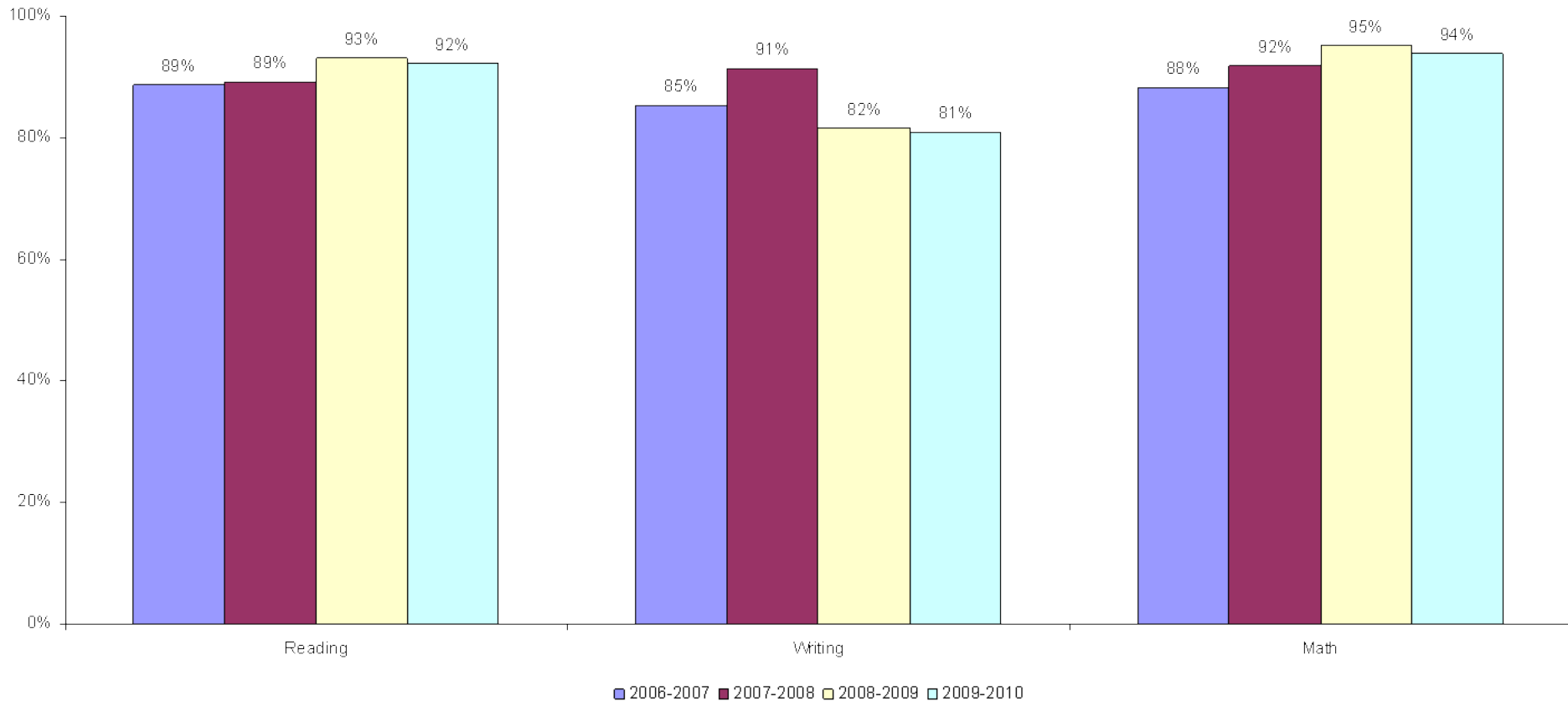
Our School's Reality – CMT

Grade 7: % At/Above Goal



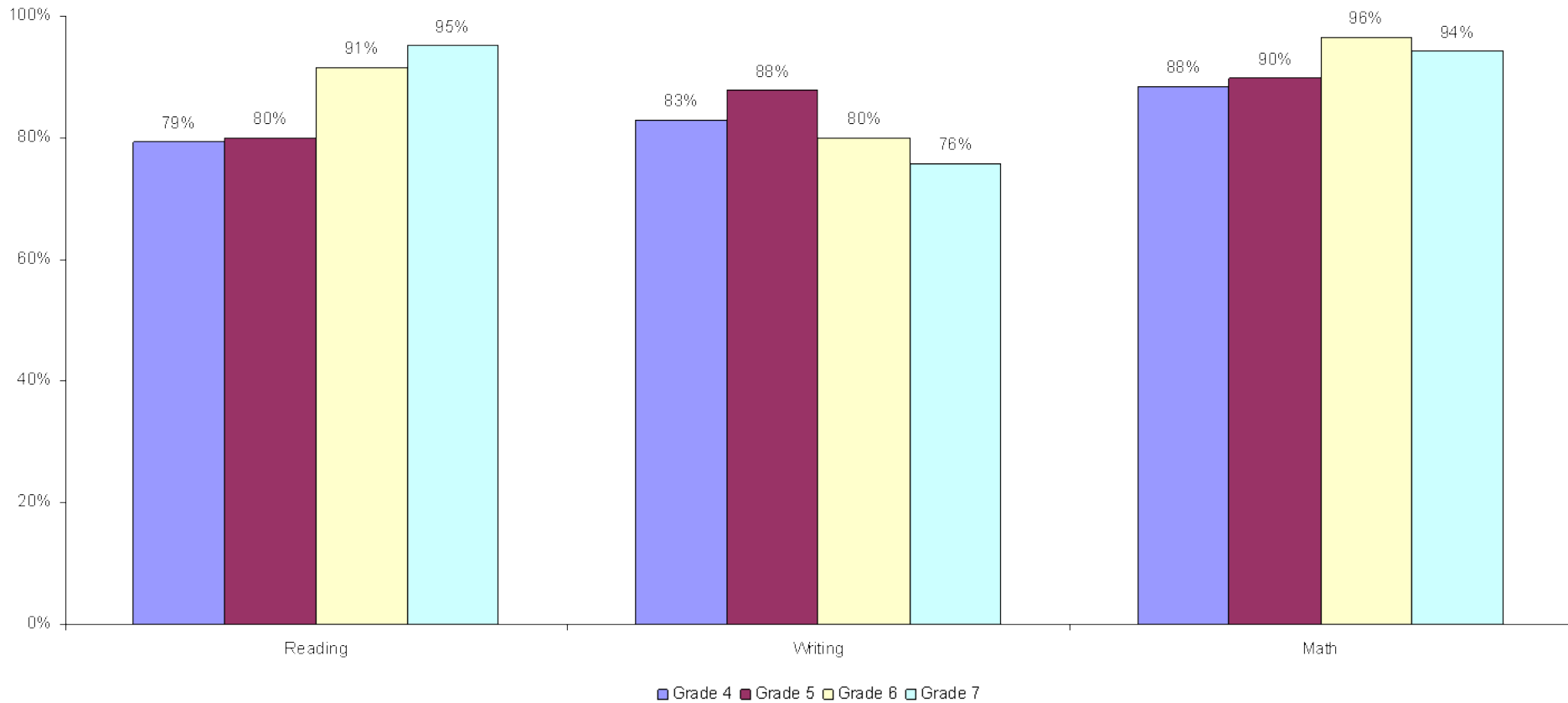
Our School's Reality – CMT

Grade 8: % At/Above Goal



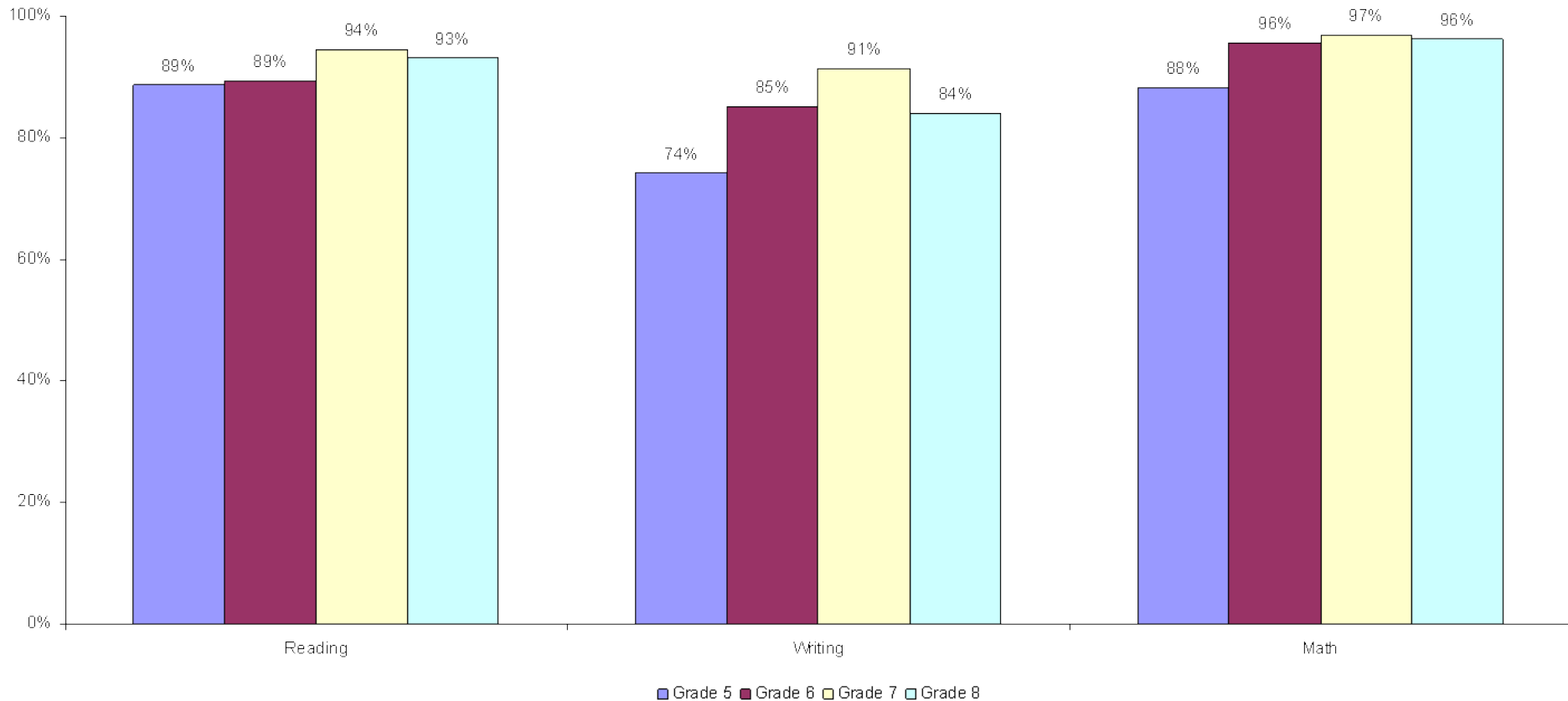
Our School's Reality – CMT

Grade 7 Matched Cohort Data



Our School's Reality – CMT

Grade 8 Matched Cohort Data



Action Plan

- Examine CMT strand data to identify areas of low performance
- Review curriculum pacing guides and revise curriculum to include goals and objectives related to areas of low performance and connections to district student achievement goal
- Develop formative assessments to provide on-going feedback about student progress in identified areas
- Review and revise (as needed) district benchmark assessments for connectivity to areas of low performance and district student achievement goal
- Utilize RTI process to meet the needs of struggling students

Monitoring and evaluation

- District benchmark writing prompt and editing and revising assessments given three times a year
- On-going formative assessments in reading, writing and math
- Monitoring of effectiveness of RTI interventions
- Annual sharing of PLC team data with faculty

Effective Collaborator

- Meaningful group work involving analyzing information and defending positions based on authentic tasks
- School event planning – collective process

Compassionate Contributor

- Utilizing existing programs such as Student Union and Character Inc. to promote a climate of respect for others
- Enhance community connections/responding to current events and social issues

Granby Stands Up to Cancer

February 2011

Other important school initiatives

- Develop processes to address the Achievement Gaps at GMMS
- Expand collaborative culture of PLCs through peer sharing, faculty presentations, and celebrations
- Develop systematic responses for struggling students – RTI

**Special Board Meeting – Approved Minutes
September 1, 2010 7:00PM
Central Services**

Attendance Taken at 6:58 PM:

Present Board Members:

Cal Heminway
Marie Nicholls
Edward Ohannessian
Deborah Torgersen
Ronald Walther
Matthew Wutka

Absent Board Members:

John O'Connor

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

I. Public Comment

Mr. Terry Wright, 83 Northwoods Road, North Granby. Mr. Wright stated that he is still waiting to get a report he requested a year ago. Mr. Wright stated that he has brought in proof that school policies have been violated and that state laws have possibly been violated. He stated that no one called DCF or the police as was required by school policy at the time. He also stated that the State Board of Education was not notified. Mr. Wright said that he has not received anything in writing from the Board. He said he would like to know when he will see this report as to what transpired on that day and why school policy/laws were violated and nothing was done about it. Mr. Heminway reiterated the chair's continued offer to sit and meet with Mr. Wright.

II. Administrative Reports

II.A. Superintendent's Announcements

- Welcome back to our returning families and our students and to any new families attending Granby Public Schools.
- We extend a warm welcome to new and returning families and students to Granby Public Schools as well as to 21 new teachers and 10 new support staff. Also we officially welcome Diane Dugas, our new Director of Curriculum, Teaching & Learning.
- We start the year with the middle school being recognized as a 2010-2011 middle school of the year and the high school ranked 4th amongst Hartford area schools in the achievement category and joint first in the commitment category according to *Hartford Magazine*.
- Sadly we extend our condolences to Suffield High School on the loss of one of their students in a car accident last week. Coincidentally, to share information with the Board, Donna Hayward, Principal at Suffield High School, who is Mr. Addley's intern, may attend future board meetings.
- Opening day for teachers last Monday went extremely well – there seems to be a lot of enthusiasm across the district for the new school year. A lot of PD is going on this week – some of the topics: School Improvement Planning; PLC Goals and Outcomes; K-12 Curriculum Articulation; and Technology (mini-workshops taught by staff members).
- New Teacher Orientation was held for two days on August 19 and 20 and went very well.

- Welcome back to the students and staff. It has been a hot one. We have tried to take precautions, using air conditioned spaces when possible, running air exchangers very early in the morning, and cancelling after-school activities.
- Enrollment is slightly below the projected figure of 2,239 students. Six students below the projected, 2,233 students.
- We have 36 students attending magnet schools (47 projected) and 77 choice students enrolled (81 projected). This figure is lower to due to lower kindergarten enrollment.
- We have posted a K-12 Language Arts Supervisor position. Mr. Addley invited a board member to be on the committee.
- We learned this week that Granby is the recipient of \$315,000 through the Educations Jobs Program. This topic is up for discussion and is on the agenda this evening.
- The sidewalk at the high school on the Route 189 side was finished today. The sidewalk on the Route 10 side has not started yet.
- Mr. Addley stated that he met with the superintendents in East Granby and Hartland with regard to the pooling of health benefits and busses.
- Open houses are coming up this month and are listed on the website.
- A reminder that documents discussed at tonight's meeting are available on-line. A link is available from our website to CABA.
- The CABA/CAPPS convention will be held November 19 and 20 in Mystic, CT.
- There will be no school on Monday, September 6th and Thursday, September 9th in observance of Labor Day and Rosh Hashanah.

II.B. Student Representative Report

- New school year – so much going on. Freshmen orientation was held last week. Bridges has been very involved in freshmen orientation, clubs and activities and benefits to have freshmen get involved. They had activities in their advisory groups, got to go to their classes and meet their teachers.
- Bridges more involved with the school this year now that we have this new focus of students becoming compassionate contributors to our school system and our community, we have changed some advisories around so that advisories are focusing on goals that the students creates themselves. They are planning a multi-cultural day focusing on students' own cultures and not tolerating but respecting different cultures.
- Seniors are starting to feel the benefits of the college career center. NYU and BU is coming to visit.

II.C. Business Manager's Report

This item will go to next meeting in September as it has not gone through the subcommittee yet. There are no surprises.

II.D. Summer College Experience

Julie Bragg, Guidance Counselor and Director of Guidance at GMHS, presented the College Exploration Summer Seminar. A total of 58 students have completed the program and five have completed the program 3 times. The purpose of the program is to expose students to different types of colleges and universities. They visit 8 schools in five days totaling 50 hours of visits, travel and instruction. 22 students completed the program this year from Grades 10-12. Students Dan Chapple and Angelo Burgos shared their experiences and told the Board how much they enjoyed it. They said that they look forward to another trip next year and also look forward to almost 50 colleges to visit the career center

this year. Mr. Ohannessian inquired if there has been any thought given to running this program in December. Ms. Bragg stated that there are benefits and drawbacks to visiting during the school year and one drawback is that admission representatives are not available. Ms. Bragg stated that the high school is starting to run more field trips during the year, i.e., the Young Educators' Society.

II.E. Summer School

Jen Kirk, Literacy coach at Wells Road, presented on summer school for special education students. This program is offered for students who, at the annual PPT, it is felt would regress, attends this program. It's an individualized program. 90 students were serviced this past summer. The largest number of students seems to be at the intermediate grade level. Mr. Ohannessian inquired if most of the students who are recommended to attend do attend. Ms. Kirk stated that only about 3 families turned down services mostly due to scheduling issues. Mr. Wutka inquired how many weeks does the program run. Ms. Kirk stated that it varies depending on the students. She stated that the program starts right after the 4th of July holiday.

Kate Dumas, teacher at Kearns School, presented on regular education summer school. New this year, a nurse was provided and also a physical education was added to the program. Additionally, a social worker was on site. Ms. Dumas stated that 27 choice students took advantage of the transportation. Class sizes were difficult this year so high school students were brought in for community service in addition to teacher assistants. Ms. Dumas stated that middle school numbers have doubled from 2006 to 2010. Ms. Torgersen inquired what other communities charge for summer school and suggested we might want to look into that.

III. Consent Agenda

III.A. Minutes

Deb Torgersen made a motion to split up the consent agenda.

Minutes from 6/16/10 – A motion made by Ron Walther and seconded by Matt Wutka. Abstentions: Marie Nicholls, Ed Ohannessian, and Deb Torgersen. Motion passed at 6:58 p.m.

Minutes from 7/13/10 – A motion made by Ron Walther and seconded by Matt Wutka. Passed unanimously at 6:58 p.m.

Minutes from 8/10/10 – A motion made by Ron Walther and seconded by Matt Wutka. Abstentions: Ed Ohannessian and Marie Nicholls. Motion passed at 6:59 p.m.

IV. Old Business

There was no old business to report.

V. New Business

V.A. First Reading of Policy 4212.42, Drug & Alcohol Testing for School Bus Drivers

Mr. Walther stated that this is one of the policies that we were lacking per the CAFE policy audit conducted a year ago. He stated that the Curriculum Subcommittee has reviewed and approved this policy. Mr. Ohannessian inquired who audits the bus company for following through on policies. Mr. Traver stated that this policy calls for us to audit the company for adherence to these requirements but all of our contracts have that same language stating that they have to meet all state and federal requirements which is what this policy is saying that we have to do. Mr. Wutka inquired if there was an issue with a driver who was drinking would we be covered. Mr. Heminway stated that, yes, we would.

Mr. Ohannessian inquired if that language is currently in the contract that they will do drug testing. Mr. Traver stated that the contract requires bus drivers to meet all federal and state legal requirements, not drug and alcohol testing per se, but the company does perform drug testing – bus drivers cannot get hired without it. Mr. Traver stated that the next time we have a contract we will make sure to write in this language to be double safe.

V.B. CABE Board Recognition Awards

Mr. Heminway asked the Board if they want to do this again and if so discuss what it means from a Board perspective. He stated that there are some things we do well and there are some things we don't do at all that are prerequisites. Mr. Addley stated that the two that come to mind and are hard to attest to are #2 and #5 (Level 2). Mr. Heminway stated that he thinks we clearly qualify for Level #1. He stated that Level #2 requires further commitment on our part to tackle some of these areas. Mr. Ohannessian stated that last year we spoke about having workshops in Granby and asked if that is still an option. Mr. Heminway stated, yes, and that we had Patrice Rasmussen and Tom Mooney at the Board Retreat and it is possible to continue that. Ms. Torgersen stated that she thinks we should strive for Level #2. Mr. Ohannessian requested that this item be on the next board agenda to give the Board more time to think about it individually.

V.C. Student Achievement Report for the Connecticut Mastery Test (CMT)

Diane Dugas, Director of Curriculum, Teaching & Learning, shared the results of the CMT scores for Granby. She stated that results will be mailed out to parents on Tuesday next week. Mr. Ohannessian stated that it would be helpful to look back another 2 years at least to see the different strands and asked if this could be done and sent to the Board. Ms. Dugas stated that, yes, it could be done. Mr. Ohannessian inquired if it fair to say that we will focus on writing this year. Mr. Addley stated that this is an area that we have identified and, yes, we are focusing on this in many different ways, i.e., hiring a K-12 Language Arts Supervisor to address the issue. Ms. Dugas stated that writing scores in grades 3, 7 and 8 were significantly lower and that math scores in grades 4, 6, 7, and 8 are above 90% of students reaching goal or advanced. With regard reading scores, Ms. Dugas stated that we struggle with the reading text connections strand and that this will be a focus of conversation for us as we move through the year. Mr. Wutka asked if other towns in our DERG break it down to those same buckets. Ms. Dugas stated that within their districts they do – everyone looks at it differently. She stated that the reading text connection is the weakest area out of the four strands across the state. Mr. Ohannessian inquired if 60% could be considered a successful score across the state and asked if Ms. Dugas knew that information. Ms. Dugas said that she does not know that information but can get it for him. Mr. Wutka stated that he would like to see where are other towns in the DERG placed on the reading strand trend 3-8 chart. Mr. Ohannessian inquired if there was a big variance between top scores and lowest scores. Ms. Dugas stated that there are very few, if any, students in below or basic and that we are on the higher end.

V.D. Education Jobs Fund Program (Ed Jobs)

Mr. Traver stated that the funds for this program and can be used for retention of jobs in FY11 or FY12. Mr. Heminway stated that there is a reasonable level of skepticism as to what this does to resolve the problem. He also stated that having a budget and staff to meet that budget then there is no rational approach than to bank it for next year. Mr. Ohannessian inquired if this item will be put on the finance committee. Mr. Heminway stated that there is a list of grants through the state which seems to favor us a little bit. Ms. Torgersen inquired if this money is banked in the town. Mr. Heminway stated that it is not totally clear and that there is talk about dribbling it out on a monthly basis. Mr. Traver stated that districts cannot get the money ahead of time – they would need to file a report and get the money at that time.

V.E. FY12 Budget

Mr. Addley presented a preliminary look at the FY12 budget. He stated that in preparation for the upcoming budget season he has prepared a 2% budget, 0% budget and -2% budget and that it is considered a very preliminary plus one budget. Mr. Addley spoke about some preliminary assumptions for this year and stated that we are forecasting 5 retirees, kwh and heating fuel oil. Mr. Addley stated that he cannot see saving much more than \$50,000 in line item accounts. He stated that for a 2% budget we would need to still make up a \$228,000 deficit which would mean a reduction of 0-5 teachers; for a 0% budget, a \$762,000 deficit meaning a reduction of 11-16 teachers; and for a -2% budget, a \$1,044,000 deficit meaning a reduction of 22-28 teachers which, Mr. Addley stated, would decimate the district and would be a negative impact on the district mission.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

Met this evening - reviewed curriculum report; updated the Granby Prevention Council; classroom technology and electronics lab - will go across both subcommittees - disc about what we might want to do with it by end of 2010; policy 1330 - use of facilities - will come to board for first reading next meeting; community relations policy - we are working on it; review policy audit - will go back to look at policies that need work - have completed many policies that were missing.

VI.A.II. Finance/Personnel/Facilities

Have not met but we did walk all of the schools last week - compliments to Santi and his crew as well as all of the principals - nice job! Meet in two weeks.

VI.B. Other Board-Related Reports

VI.B.I. CPPAC

VI.B.II. CREC/CABE

Mr. Heminway stated that he attended the CREC convocation at the Bushnell auditorium. With regard to CABE, Mr. Heminway stated that there is nothing to report. He said there is a meeting next week for the State Board of Education and hopes to bring information back from that meeting. He also stated that the Commissioner is taking a stand with regard to RTTT similar to Granby's about viability of the program.

VI.B.III. Granby Education Foundation

Mr. Heminway stated that there will be an activity this fall involving a number of speakers.

VI.B.IV. Energy-Saving Initiatives

Mr. Traver stated that there is a bid for HVAC motors for the middle school which will come to the Board at the next meeting.

VI.C. Calendar of Events

Mr. Heminway stated that the calendar of events is as you see it.

VI.D. Board Member Announcements

VII. Executive Session/Non-Meeting

A motion was made to adjourn the meeting by Matt Wutka and seconded by Ron Walther. Passed unanimously at 9:12 p.m.

Respectfully submitted,

Linda Powell
Board Recorder

GMHS International Field Trip to France

Dates: April 14 to April 23, 2011

Details: The trip is a combination of a home-stay exchange with our sister school in Digne, France and an educational tour of Paris and the south of France.

Advisor: Karen Richmond-Godard, French Teacher

Students: 15-20

GMHS International Field Trip to Canada

Dates: TBD (March) 2011 (3-4 nights)

Details: The trip is with the GMHS AFS Club to Montreal, Canada. Students will embrace the cultural experience that Montreal has to offer. The itinerary includes site-seeing, the Montreal Museum of Decorative Arts, Montreal Science Centre, guided tours, Marie-Reine-Du-Monde Cathedral, Holocaust Museum and shopping.

Advisor: Jean Alvarez-Calderon, AFS Advisor

Students: 20

GMHS International Field Trip to Spain

Dates: April 14 – 22, 2011

Details: The purpose of the trip is to bring the World Language National Standards to life. (Communicate, Connect, Compare, Culture and Community = 5Cs). Students will practice their Spanish skills in an authentic environment. They will learn Spanish history, art, cuisine and other cultural differences.

Advisor: Laura Iapichino

Students: 10-20

Personnel -- Non-Certified

Drug and Alcohol Testing for School Bus Drivers

The Granby Public School district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA) and C.G.S.14-276a and any other applicable state statutes pertaining to pre-employment and random drug testing of school bus drivers. The District shall adhere to federal and state law and regulations requiring a school bus driver's drug and alcohol testing program.

Contracts for transportation approved by this District shall contain assurance that the contractor will establish a drug and alcohol-testing program that meets the requirements of federal regulations, state statutes and this policy and will actively enforce the regulations of this policy as well as federal and state requirements.

This policy applies to all drivers and applicants for driver positions for the District who must have a Commercial Drivers License (CDL) to operate school vehicles.

Legal Reference: United States Code, Title 49

2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)

Code of Federal Regulations, Title 49

40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs

382 Controlled Substance and Alcohol Use and Testing

395 Hours of Service Drivers

Holiday v. City of Modesto (1991) 229 Cal. App. 3d. 528, 540

International Brotherhood of Teamsters v. Department of Transportation

932 F. 2d 1292 (1991)

American Trucking Association, Inc. v. Federal Highway Administration, (1995) WL 136022 (4th circuit)

Personnel -- Non-Certified

Drug and Alcohol Testing For School Bus Drivers

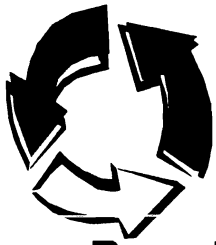
Connecticut General Statutes

14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics and forklift operators

14-276a Regulations re school bus operators and operators of student transportation vehicles; qualifications; training. Pre-employment drug test required for operators

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, CT



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as "teams." The **CABE Board Recognition Awards** are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 34 Level One criteria, including a minimum of three in each area, will earn the Level One **CABE Board Leadership Award**.

In order to appropriately recognize those Boards which are truly exemplary, CABE has now established a second level of awards, the **Board of Distinction Award**. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the Board of Distinction Award. Boards must achieve at least two Level Two items in each Level Two category to receive this award.

All awards are presented at the CABE/CAPSS Convention.

Please respond to the criteria requested on this form and send your information, with supporting data, to CABE when you believe your Board has earned a Leadership Award or a Board of Distinction Award. If you have any questions, need further information, or require help in satisfying any of the criteria, please contact us for assistance.

REQUIRED CRITERIA

1. Board Leadership/Student Achievement

Level One (minimum of three)

- A. The Board has developed district goals for this year. (*send copy of goals*)
- B. The Board has conducted a self-evaluation and developed plan for improvement in the past 12 months. (*send copy of plan*)
- C. The Board has conducted a superintendent evaluation in past 12 months.
- D. The Board monitors its performance against a Board of Education code of conduct. (*send copy of code*)
- E. The Board has conducted meetings pursuant to Board policy.
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. (*send copy of meeting calendar*)
- G. The Board conducts orientation for new Board members.

Level Two (minimum of two)

- A. The Board of Education works to improve student achievement. (describe)
- B. The Board relates the mission statement and goals to agenda items. (give examples).
- C. The Board supports the appropriate use of technology in educational programming. (give examples).
- D. The Board uses data to make informed decisions regarding student achievement. (give examples)

2. Board Member Professional Development

Level One (minimum of three)

- A. A majority of Board members have taken part in workshops or other in-service training during the last year.
- B. The Board provides adequate funds to permit Board members to take part in training.
- C. A majority of the Board attended the CABE/CAPSS Convention in last 12 months.
- D. A majority of the Board participated in the CABE Board Member Academy in last 12 months.
- E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months.
- F. New Board members are provided orientation, including attending CABE New Board Member Orientation.
- G. At least one Board member has participated in the CABE Leadership Academy during this year.



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

Level Two (*minimum of two*)

- A. The Board has developed district goals and reviews them on a regular basis. (include examples)
- B. At least 2 members of the Board have participated in the CABE Leadership Institute.
- C. The Board has incorporated Board professional development into policy? (provide examples)
- D. The Board holds a retreat outside of a regular meeting with a component offering professional development. (include copy of agendas)

3. Policy

Level One (minimum of three)

- A. The Board has developed and adhered to procedure for policy review. (*send procedure*)
- B. The Board has reviewed all policies over the last three years.
- C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- D. The Board has adopted all required policies.
- E. The Board has reviewed appropriate policies as law and regulations have changed.
- F. The Board relies on policies as "living documents," by referring to them at Board meetings or in Board agendas.
- G. The Board provides the district policy manual in a searchable online version.

Level Two (*minimum of two*)

- A. The Board relates all agenda items to appropriate policies. (show sample agendas that show this practice)
- B. Policy discussions are a regular part of Board meetings. (include agendas where this takes place)

4. Community Relations

Level One (minimum of three)

- A. The Board has clear, written policies on Community-Board Relations. (*send copy*)
- B. The Board provides opportunities for appropriate participation at meetings by members of the community. (*send copies of two recent agendas*)
- C. The Board seeks active community involvement with the schools.
- D. The Board demonstrates cooperation with news media.
- E. The Board promotes the school system to the public. (*send copies of information disseminated*)
- F. The Board disseminates information to the public on its decisions in unified, timely manner. (*send copy of information provided*)

Level Two (*minimum of two*)

- A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, etc.) during the past year. (show agenda and report the end results of the program).
- B. The Board has successfully worked with other community leaders. (include description and/or supporting documentation).
- C. The Board works with the community's local cable access channel. (describe)
- D. The Board works with other Boards of Education. (describe)

5. Related Organizational Leadership

Level One (minimum of three)

- A. A Board member serves on the CABE Board of Directors.
- B. One or more Board members are active participants in the Convention Committee, CABE Government Relations Committee, Resolutions Committee or Federal Relations Network.
- C. One or more Board members actively serves on a RESC Board.



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

- D. One or more Board members participated in NSBA Convention, CUBE or other NSBA-sponsored activity in last 12 months.
- E. One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in last 12 months.
- F. The Board has submitted a resolution to CABE for consideration by the CABE Delegate Assembly in last two years.
- G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CABE's Negotiations Service.

Level Two (minimum of two)

- A. Representatives of the Board presented a workshop related to a district initiative at the annual CABE/CAPSS Convention or NSBA Convention. (attach a copy of any handouts and presentation materials)
- B. The Board has sponsored a Legislative Breakfast or some other legislative event.
- C. The Board works closely with its local legislative delegation to improve the schools. (describe)
- D. The Board sponsors an annual area meeting.

Optional Question:

Level One

Please tell us what, in your opinion, makes your Board's leadership especially effective.

Feel free to provide any information that other Boards would find beneficial in learning about your Board's leadership.

Level Two

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

Board Chair

Date

Superintendent

Date



CABE Board Recognition Awards Board of Distinction Award (Level Two)

To be eligible for the Board of Distinction Award, all Board members must sign the application

<i>Board Member</i>	<i>Date</i>
<i>Board Member</i>	<i>Date</i>
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Connecticut Association of Boards of Education
81 Wolcott Hill Road • Wethersfield, CT 06109
860-571-7446 • 800-317-0033 • 860-571-7452 (fax) • www.cabe.org

Community Relations

Use of School Facilities by Outside Organizations

The Board of Education shall grant the use of school facilities for activities of educational, cultural, civic, and other non-commercial uses consistent with the public interest when such use does not interfere with the school program or school sponsored activities as permitted under law. The use of school facilities for school purposes has precedent over all other purposes.

The Superintendent shall draw up rules, rates, and procedures for event-based building use. These shall be submitted to the Board for approval and upon such approval becomes part of the administrative regulations. Designation of areas to which any group is assigned is at the discretion of the Superintendent of Schools, who will consider the needs of the group and the interests of the public schools.

The Board of Education may enter into long-term building use agreements with outside organizations. Long-term agreements will be governed by an individual written agreement between the Board and the organization rather than administrative regulations for this policy. Long-term agreements will be at the discretion of the Board based on prior experience with the organization, amount of income, and compatibility with school activities.

Types of Activities Which Will Not be Permitted

1. Any purpose in conflict with school activities.
2. Commercial advertising.
3. Fund-raising campaigns except as permitted by Board of Education policy or by special action of the Board of Education.
4. Any activity which may be injurious to the buildings, grounds or equipment of the schools.

Consistent with this policy the Superintendent shall approve and schedule the use of school facilities by individuals or groups and shall develop guidelines for community use of the schools.

Legal Reference: Connecticut General Statutes

10-239 Use of school facilities for other purposes.
P.A. 97-270 an Act Enhancing Educational Choices and Opportunities
Equal Access Act, 20 U.S.C.ss 4071-4074
Good News Club v. Milford Central School, Sup.Ct, 6-11-01

Policy adopted: October 15, 1997
Revisions – First reading: May 1, 2002
Adopted: May 15, 2002
Revision: First reading: July 21, 2004
Adopted: September 1, 2004

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

Use of School Facilities by Outside Organizations

Eligibility

1. At the discretion of the Superintendent, use of school facilities is open to all local organizations and organizations operating in the local interest subject to listed rates and regulations except as noted herein.
2. The following types of organizations are permitted use of school facilities without rental charges:
 - A. Granby School Organizations
 - B. Granby Town government functions
 - C. Granby Parent-Teacher Organizations
 - D. Granby Non-Profit Seeking Organizations

In order to qualify for the free rental use of school facilities, at least fifty (50) percent of the participants of a Granby non-profit seeking organization must reside in Granby.

3. Outside group use initiated by the district will not require separate facility use charges. The Superintendent will ensure that any charges made by the user to its members or clients will be net of any facility use consideration.
4. Outside group planned facility use for a consideration (e.g. admission fee, collection or donation, barter) will incur charges as described in the administrative regulations.
5. Groups that plan to use facilities for no consideration may be liable for the cost of event custodial services as described in the administrative regulations.

Scheduling

1. The Superintendent of Schools is responsible for scheduling the use of all school facilities.
2. All applications for use of school facilities shall be submitted to the Building Principal and forwarded to the Superintendent of Schools at least ten (10) days in advance of the date covered by the application. The application will be signed by a qualified adult who will accept responsibility for supervising the group submitting the request. The person responsible for supervision shall see to it that all persons in the building observe proper rules of conduct and shall take the necessary precautions to prevent damage to persons or property.
3. No reservation shall be considered complete until the applicant shall have received written notice from the office of the Superintendent of Schools. All applicants will be provided with a copy of the policy and administrative regulations annually or upon request.

Use of School Facilities by Outside Organizations

Scheduling (Cont'd)

4. No outside use of school facilities shall commence until written notification has been received by all parties concerned from the office of the Superintendent of Schools. Priority for use of school facilities shall be in the following order:
 - A. School Function
 - B. Government Function (In an emergency declared by the First Selectman, government function can supersede school functions)
 - C. Other local groups on a "first come, first served basis."
5. The Board will not make buildings or other facilities available to individuals, nor shall the Board lend portable equipment to organizations for out-of-town use or to individuals for use anywhere.
6. The Superintendent shall have the right to refuse to approve any application and to revoke any application, and further reserves the right to require a bond or bonds to cover the repair of any damages to the premises.
7. The assignment of the facility to be used is at the discretion of the Superintendent of Schools.
9. Outside security may be required for outside and inside use of school facilities at the discretion of the Superintendent of Schools. If required, principal approval of security arrangements must be obtained in advance.
10. The scheduling of facilities shall take into consideration capacities of the various auditoriums, gymnasiums and Commons.
11. The Superintendent will make every attempt to accommodate requests for periodic or regular use of facilities. However, groups headquartered within Granby will be given priority over non-Granby groups in cases where requests for access may conflict.

Use of School Facilities by Outside Organizations

Charges – Building Use (three hour minimum)

1. The following rates will be charged for building use. There will be a three-hour minimum for all charges. Rates will be evaluated and adjusted annually.

High School Auditorium	\$175.00 per hour
High School Gymnasium	\$150.00 per hour
High School Community Gymnasium	\$150.00 per hour
High School Commons	\$75.00 per hour
High School Media Center	\$70.00 per hour
Elementary & Middle School Gymnasium	\$100.00 per hour
Elementary & Middle School Cafeteria	\$50.00 per hour
Elementary & Middle School Kitchen	\$60.00 per hour
Kearns All-Purpose Rooms	\$40.00 per hour
Non-academic classrooms	\$25.00 per hour
Chorus/Band Rooms	\$75.00 per hour

2. The Superintendent has the discretion to accept in-kind services in lieu of partial payment of these fees.

Charges - Personnel

1. Event monitors are required for recreational use of school facilities. If a monitor fails to appear, the event will be cancelled. Please note that all monitors must be at least eighteen years of age. Monitors are expected to regularly patrol the hallways as well as the gymnasium. Expectations for monitors and event custodians are clearly outlined on the Building Condition Checklist. Rules for building use will be posted in the schools as well as on the building condition checklist. It is essential that these rules are consistently enforced by the event monitor and that problems are immediately reported.
2. Use of the kitchen for cooking requires the service and payment of Food Service Personnel. The charge will be established annually.
3. Use of the auditorium requires the service and payment of a school stage/lighting manager. The charge will be \$30.00 per hour.
4. Custodial Fees will be charged at a two hour minimum as follows:

Custodial Charges @ \$45.00 per hour
Sundays/Holidays @ \$65.00 per hour
Custodial services after 10 p.m. will be charged a two hour minimum at the applicable rate.

**Administrative Regulations
1330(d)**

Use of School Facilities by Outside Organizations

5. An event custodian is a school employee who is hired by the district to cover a specific event. The charges will be established annually based on Board contractual obligations. Event custodians are required as follows:

*** WHEN SCHOOL IS NOT IN SESSION (E.G. VACATIONS, HOLIDAYS, WEEKENDS, SNOW DAYS) CUSTODIAL FEES WILL BE CHARGED.**

School Events		
Monday – Friday (before 10 p.m.)	Unpaid events Paid events – students only Paid events – open to public	Not required - no charge* Not required – no charge* Required – no charge
Monday – Friday (after 10 p.m.)	All events after 10 p.m.	Minimum - 2 hours at overtime rate charged to activity
Saturdays	Practice/rehearsal Public event	Not required for authorized users Required two hour minimum at overtime rate
Sundays and holidays	Practice/rehearsal Public event	Not required Required two hour minimum at double time rate
Town & local non-profit organization		
Monday – Friday (before 10 p.m.)	Regular events Special events	Not required - no charge* Required – overtime rate
Monday – Friday (after 10 p.m.)	All events after 10 p.m.	Minimum charge - 2 hours at overtime rate
Saturdays		Required 2 hour minimum at overtime rate
Sundays and holidays		Required – minimum of 2 hours at double time rate
Outside Events –Profit		
Monday – Friday	Building Use Fee	Required 2 hour minimum at overtime rate
Saturdays	Building Use Fee	Required 2 hour minimum at overtime rate
Sundays and holidays	Building Use Fee	Required – minimum of 2 hours at double time rate

Administrative Regulations 1330(e)

Use of School Facilities by Outside Organizations

Building Use Guidelines

When a custodian is required for an event:

- ◆ Complete application for building use through facilities department
- ◆ Identify monitor by name on application.
- ◆ Monitor and event custodian meet at main entry fifteen minutes prior to the start of the event.
- ◆ Both the monitor and the event custodian complete the building condition checklist at the beginning and end of the event.

When a custodian is not required for an event (Town & outside organizations):

- ◆ Complete application for building use through facilities department
- ◆ Identify monitor by name on application.
- ◆ Evening custodian will check condition at end of shift

Procedures for non-compliance

Every attempt will be made to resolve differences at the time of the event. If building conditions are not in acceptable condition at the close of the event or if building use rules are not enforced, the following procedures will be followed:

1. Documentation on Building Condition Checklist signed by custodian and monitor
2. Verification by Building Administrator or supervisory personnel
3. Implementation of Penalty System:
 - ◆ First Offense: Written warning to organization sponsoring event
 - ◆ Second Offense: Meeting with officials/ Boards from sponsoring organization and school department. The BOE may require an additional adult monitor.
 - ◆ Third Offense: Loss of facilities use for one calendar year

Use of School Facilities by Outside Organizations

Payments

1. The Superintendent is responsible for the collection of all fees in connection with the rental of school facilities.
 - A. A statement will be mailed from the office of the Superintendent of Schools to the sponsoring organization.
 - B. Checks should be made payable to: GRANBY PUBLIC SCHOOLS, 15-B North Granby Road, Granby, Connecticut 06035.
 - C. Payment must be made within thirty (30) days of receipt of statement. Total or partial payment of fees may be required in advance at the discretion of the Superintendent of Schools.
2. Failure to comply with the above provisions may result in an organization being deprived use of school facilities.
3. Payment of Federal and State Amusement Taxes and other applicable fees is the responsibility of the sponsoring organization.
4. Funds received for building use and custodial fees shall be deposited into the Granby Public Schools account. This account is reported to the Town and subject to an annual outside audit.

Services Rendered

1. The event monitor must contact the custodian when entering building and also on leaving. Access to authorized areas is permitted 15 minutes prior to the event. Adult supervision is required at all activities. The event monitor will ensure the group vacates property within 30 minutes of the conclusion of the event.
2. The group granted the use of any school property shall assume full liability for any torts resulting from their activity. Liability insurance is required.
3. Gymnasium and auditoriums may be used by groups only under the direct management of persons qualified to use and care for any equipment of apparatus contained therein. No unsupervised participants are allowed in the balcony area of the high school gymnasium.
4. Participants in athletic games on gymnasium floors shall wear sneakers. Regular outdoor balls (baseball, softball, lacrosse, field hockey, soccer) and bats (metal and wood) are not permitted in gymnasiums. Substitutions must be approved in advance by the Athletic Director. No hockey pucks are allowed in gymnasiums. Hockey sticks must have protective covers.

Use of School Facilities by Outside Organizations

Service Rendered (Cont'd)

6. All events and meetings shall be confined to the part of the building reserved.
7. There shall be no alcoholic beverages brought to or consumed in the buildings or on the grounds. No smoking is permitted in any school building or on any school property.
8. The use of foul or abusive language will not be tolerated.
9. Putting up decorations or scenery or moving furniture is prohibited without permission of the school principal.
10. Under no circumstances shall property and equipment of outside organizations be stored in the school building without permission of the school principal.
11. The reserving organization is responsible for the preservation of order at all times.
12. Any damage must be reported to the event monitor or school representative immediately.
13. The facility used will be examined carefully after use and the reserving party will make good promptly any loss or damage occurring during applicant's use of said facility. The decision as to responsibility shall rest with the Superintendent of Schools.
14. No remuneration shall pass directly from the reserving organization to school employees.
15. No food, gum, candy or beverages other than bottled water will be allowed in gymnasiums. Bottled water may be consumed on sidelines or bleachers areas only. A designated area will be established for refreshments.
16. Equipment used must be left in good order and returned to proper place.
17. Changing of clothes in gymnasiums or all-purpose rooms is prohibited.
18. Violation of any of the regulations may deprive any organization of use of school facilities.
19. School phones shall not be used except in an emergency.
20. No school equipment or material shall be disturbed except that essential to the activity taking place and reserved.
21. Facilities shall be left in the same condition in which they were found.
22. Blackboards shall be cleared of any material placed there by the using organization. Material left on the boards by the regular classroom teacher shall not be disturbed.

**Administrative Regulations
1330(h)**

Use of School Facilities by Outside Organizations

General Rules (Cont'd)

23. Reservations of a regular, recurring basis shall not exceed one year in length from initial function. Organizations must reapply each using year, at which time the Board will review the application.

Rules for Use of Auditorium

1. The sound room is off-limits without a trained representative designated by the High School Principal or his/her designee.
2. No one is allowed on the catwalk unless accompanied by personnel designated by the High School Principal or his/her designee.
3. No one will be allowed to use the auditorium lift without prior training.
4. The High School Principal or his/her designee will schedule periodic training session for use of auditorium equipment.

Regulation approved: October 15, 1997

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

Regulations Adopted: May 15, 2002

Regulations Revised: May 14, 2008

TO: Granby Board of Education
FR: Alan Addley, Superintendent
DT: September 15, 2010
RE: FY11 BOE Goals

Each year the Board of Education adopts goals to guide its work throughout the year. The following goals are for consideration for 2010-2011:

- Develop district values;
- Provide resources and support for the advancement of professional learning communities across the district;
- Submit educational specifications for a storage facility and athletic fields to CPPAC;
- Conduct feasibility study for an integrated pre-school program and full-day kindergarten;
- Continue to realize energy savings and develop a budget that is reflective of the economic climate and that meets the essential needs of the district; and,
- Increase participation in professional development activities and opportunities to influence legislation and advance public education.

TO: Granby Board of Education
FR: Alan Addley
DT: September 14, 2010
RE: Annual Goals & Objectives

STUDENT ACHIEVEMENT

- Advance the work of the district's mission and achievement goal;
- Continue to increase student participation (PSAT, SAT and AP) and achievement across the district on standardized testing;
- Make progress towards the academic achievement goal;
- Maintain a focus on student learning through clearly defining the work of the professional learning communities teams; and,
- Implement expectations, support (reciprocity principle) and supervision that hold principals accountable for student learning.

PROFESSIONAL/PERSONAL LEADERSHIP

- Model the moral and ethical leadership for the district;
- Continue to foster positive staff morale and provide opportunities to build the capacity of teacher leaders;
- Serve as a mentor for the UCONN's Executive Leadership Committee;
- Attend at least one regional or national professional development conference;
- Serve as a Solution Tree Associate Consultant for professional development; and,
- Continue doctoral studies at the University of Connecticut.

BOARD & COMMUNITY RELATIONS

- Assist the Board in establishing written values for the district;
- Maintain high levels of communication with the Board, town officials and the community;
- Continue to address the district priorities established by the community as part of the entry plan;
- Serve as a resource for Board outreach to neighboring local boards of education;
- Finalize and forward to CPPAC specifications for a storage facility, athletic fields and energy savings;
- Develop a set of recommendations for an integrated pre-school program and a full-day kindergarten program; and
- Actively seek constructive feedback and provide differing opinions.

EDUCATIONAL LEADERSHIP (INSTRUCTIONAL & CURRICULUM)

- Maintain high level of visibility within schools and classrooms on a weekly basis;
- Plan for a successful spring visit to Granby by the CT Center for School Change Instructional Leadership Network;
- Advance the work of the professional learning community teams across the district while limiting new initiatives;
- Increase the interventions and enrichment opportunities across the district for all students;
- Advance and expand the influence of the administrative Classroom Walkthroughs;
- Ensure the successful transition of the new administrators to the district;
- Implement the next steps in the Instructional Plan;
- Initiate the process to update the Teacher Evaluation and Professional Development Plan; and,
- Develop a 5-year curriculum review plan.

BUSINESS MATTERS

- Increase the quality of services provided to principals by Central Services;
- Provide a budget that is reflective of the economic climate and responsive to the community;
- Seek regionalizing opportunities with neighboring towns;
- Implement an ongoing plan to continue to realize energy savings; and,
- Manage the budget to continue to realize savings to the town.

Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes

September 1, 2010

5:30 p.m.

Attendance:

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

Meeting commenced at: 5:26 p.m.

Meeting adjourned at: 6:55 p.m.

1. Elementary and Secondary Education Reports – Please see the attached reports.
2. Brief Review of Curriculum Report – Reviewed curriculum report previously presented to the Board as a whole.
3. Update on Granby Prevention Council – Officially recognized by Board of Selectmen. There will be a speaker, M. Pritchard on October 29th. The committee has completed gathering stakeholders including school district (Diane Dugas).
4. New English Text – The Alchemist – This book will be reviewed by the committee for approval for next year.
5. Classroom Technology and Electronics Lab – Next Steps – Need a vision by the end of 2010. Will revisit next month.
6. Policy 1330, Use of Facilities – Administrative Regulations – Some edits of this policy were suggested. It will go to the Board for a first reading on September 15th.
7. Discussion of Policy 1411, Community Relations – Reviewed administrative regulations. The committee will review a new policy next month.
8. Update on Special Education Report – This report will be delivered by the end of September.
9. Other:
 - SERC – State Education Research Council – Plan to raise racial cultural awareness
 - Discovery Center – Reviewed program proposal
 - Policy Review – Subcommittee will review audit for next steps

Monthly Elementary Curriculum Sub-committee Report

From: Patricia Law, Director of Secondary Education

Date: June 2010

Professional Development:

- Planning June 21st Professional Development Day topics with K-6 principals – common goals and outcomes established
- Completed planning 2010 PD for teachers
- Completed planning New Teacher Orientation for August 2010

Curriculum:

- Planning for curriculum work for Summer 2010 – curriculum work from March articulation meeting used a source for next steps in curriculum work
- Planning K-6 LA summer curriculum project

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 mailed and results ordering completed for Kelly Lane and Wells Road
- Completed reports for of Title I,II, III, IV grant monies
- SPED PD planning with Aimee Martin
- Weekly meetings with Consulting Teachers – sharing of instructional strategies; clarifying expectations
- On-going support for summer school program implementation
- Attended K-8 staffing meetings
- Placement of 2010-2011 student teachers
- Reading Teacher observations and summative reports
- Full day Cultural Competence Walkthroughs at Kelly Lane and Wells Road with SERC – Jun 4th
- Strategic Planning with SERC for 2010-2011 school year
- Attended Calvin Terrell Community Night presentation May 27th
- Retiree Luncheon

Monthly Meetings:

- Elementary Ad Council Meetings –topics: June 21st PD planning, curriculum expectations, culturally competent curriculum
- 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: June 2010

Professional Development:

- Planning of June 21st PD with MS and HS principals – common goals and outcomes established for all schools
- Completed planning August 2010 PD
- Outlined Teacher Orientation for August
- Completed planning Technology workshops for August PD with Carolyn DeiDolori
- Attending Workshop on New Common Core State Standards – June 17

Curriculum:

- Sent out 78 teacher contracts for summer curriculum work for K-12

Committee Work:

- Met with SERC as part of Cultural Walkthroughs and Strategic Planning for Culturally Responsive Classrooms
- Attending bi-weekly meeting of Local Prevention Committee- developing mission, vision and goals related to Asset Survey; Connection to Calvin Terrell performance
- Completed Teacher of the Year Selection Process
- Held end of Year TCC/Mentor/Mentee Meeting
- Submitted TCC three year Strategic Plan to State of Connecticut for TEAM
- Completed TOY application and selection process

Other:

- Ongoing SMART goal work with building principals and PLC teams
- Met with Guidance, Greg O'Neil and Jen Mitchell to plan for spending of Innovation grant
- Met with Sue Clark about NOCTI scores and Innovation Grant spending
- Ongoing planning with Santi and Jon Lambert to do planning for summer work related to Choice and Innovation Grants at HS and Kearns
- Observed reading teachers as part of Teacher Evaluation Plan process; had end of year summative meetings
- Bi weekly meetings with all administrators
- Submission of Title III and Title I grant expenditures
- SIP planning and revision process
- Reviewing and approving PD for K-12 Teachers
- HS hiring process
- Submitted 2010-2011 Choice Grant
- Met with HS Social Studies Department about new ECE course proposal – coming in the fall
- 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 and implement programs for students and teachers

- Following up with NCAA about course eligibility for Journalism and Film as Text-one course approved/one denied
- Attended end of year Leadership Academy celebration
- Met with Sonja Kunkel – CREC consultant- for guidance with high school RTI processes- universal screening, progress monitoring, structures, etc (will continue to use a resource for 2010-2011 school year).
- On-going work with Alan and Ed Lyman on SIP and DAG

Monthly Meetings:

- District Ad Council – Topics: PLC team goals
- District Walkthroughs – MS lesson design
- End of year Teacher Leadership Academy – Cohort I Year 2,
- Principals Seminar – Impact of leadership supports
- DLT (District Leadership Team) – DAG
- 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

September 13	Kindergarten Open House	7-8 p.m.	Kearns
September 14	Middle School Open House	6:45 p.m.	GMMS
September 15	Facilities Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
September 20	Grades 3 & 4 Open House	7:00 p.m.	Kelly/Wells
September 21	Grades 5 & 6 Open House	7:00 p.m.	Kelly/Wells
September 23	High School Open House	6:40 p.m.	High School
September 30	Middle School of the Year Assembly	9:15 a.m.	HS Auditorium
September 30	Senior Parents' Night	7:00 p.m.	HS Auditorium
October 1	GEF Event – Steve Rushin (Author)	7:00 p.m.	HS Auditorium
October 1	Middle School Fall Parents' Day	7:35 a.m.	
October 5	Early Release All Schools – Prof Dev		
October 6	Curriculum Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
October 14	Tony Abbott (Author) to visit Kelly Lane, Wells Road & MS	During the day	
October 14	Book signing by Tony Abbott	3:00 p.m.	Senior/Youth Ctr.
October 29	GEF Event – David Grann (Author)	7:00 p.m.	HS Auditorium