

Regular Board of Education Meeting  
Wednesday, October 20, 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. Guest Legislators
  - II.F. Pupil Services Programmatic & Academic Performance
  - II.G. Program and Academic Performance by Residence
- III. Consent Agenda
  - III.A. Minutes
- IV. Old Business
  - IV.A. Third Reading of Policy #1330, Use of Facilities
- V. New Business
  - V.A. First Reading of Policy #0200, Vision, Mission and 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

# RANBY MEMORIAL MIDDLE SCHOOL

**GMMS**

We are here  
to help you  
make your  
dreams  
come true.



# Granby Memorial Middle School Students

Powerful thinkers

Compassionate contributors

Effective collaborators

How do we achieve this?



- Setting high expectations
- Giving one clear message K-12
- Working together
- Supporting learning in the classroom
- Empower students to be active in their education
- Explain the district mission, vision, and goals



# We want students to ask questions



- *What am I learning?*
- *Why am I learning this and how will I apply this in the real world?*
- *How do I know I am doing good work?*
- *Where can I go if I need help?*

# Granby Public Schools

## ***VISION***

- *Every student educated in the Granby Public Schools will graduate on time, prepared for 21<sup>st</sup> century citizenship*

## ***Mission***

- *All students become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world*

## ***District Achievement Goal***

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

# We begin by asking students What does it mean to be a..

- Powerful thinker
  - Compassionate Contributor
  - Effective Collaborator
- 
- Set personal goals around these three concepts



# In their own words...



# Powerful Thinker

- “To work outside the box and work super hard in school”



“To achieve excellence in academics and make the high honor roll”





“Work hard at everything given to me, and think hard about what it would be like to make honor roll”

“Go to a division one college”



“To get a 10 on a writing prompt”



# How will I do this?

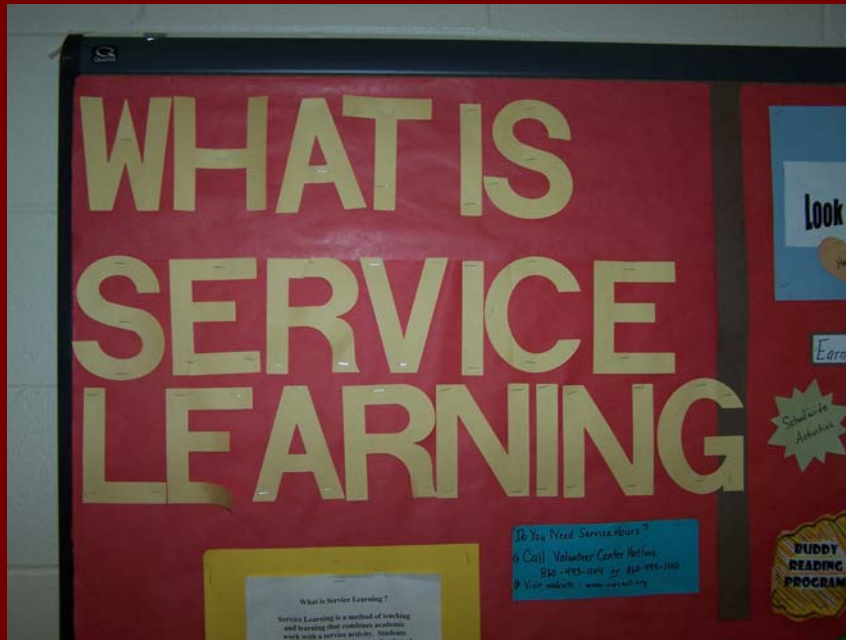
- Ask for help
- Stay after school
- Listen better
- Work hard
- Check my work
- Study better for tests/quizzes
- Ask questions
- Stay organized

# Compassionate Contributor

- “Give help to others by participating in fundraisers”
- “Getting involved, school & community”
- “Not be selfish”



# “Think of others”



- “Help out my friends”
- “Make friends”
- “Knit toy squirrels for children in the hospital”
- “Run a book drive”
- “Perform in the Granby Stands Up to Cancer Variety Show”

“Be a tutor to friends who need help in school”



# "Make our school happy for everyone"

- Be nice and friendly to everyone
- Ask if anyone ever needs help with homework or fundraisers
- Do good things without being asked
- Study with friends
- Respect others
- Donate my time
- Start a knitting club
- Listen to what people are asking me to do
- Stick up for people I don't know
- Make new friends



# Effective Collaborator

- Listen to different opinions and thoughts
- Working together
- Ask for others opinions
- Problem Solve
- Don't boss kids around in groups-listen
- Help everyone in a group
- Be a role model to others
- Diversity
- Give someone a hand
- Support my team
- Run hard
- Become a better runner
- Ask teachers to join
- Encourage others



# Two heads are better than one

- Join the basketball team
- Join a new club
- Get involved, I won't sit on the sideline
- Ask a friend to work with me
- Get others involved in activities



# Student Opportunities

- Leadership Academy
- Student Union/Student Government
- Career & Wellness Day
- Strategy Fair
- Character Inc.
- Clubs
- Intramurals
- Music
- Drama
- Technology
- Lego-Robotics
- Dances-Game Nights
- Afternoon at the Movies
- Academic Support & Enrichment

## ■ Team Building Day



# Service Learning Projects



# More...

- Book, clothing & food drives
- Halloween walk for cancer
- Granby Stands Up to Cancer Variety Show
- Holiday Store
- Pennies for Patients
- Flowers for a healthy heart
- Guidance Curriculum-lessons
- Positive school climate....



# What goes around comes around

- Former GMMS student, now a financial planner, collaborating with the math department and students on the Stock Market Game



The Granby Board of Education and boards of finance and Selectmen are extremely disappointed with the sitting legislature's record. It has painted the state into a fiscal corner through inaction, additional unfunded mandates, and use of one time revenues to address a structural deficit. This has significant potential impact upon our ability to deliver services locally. We're interested in learning your vision to address these issues.

### ***Questions for our legislators***

The bulk of the funds appropriated to balance the 2009, 2010, and 2011 Connecticut State budgets with their annual structural deficits of approximately \$1 Billion came from one time sources (e.g., securitization, outright borrowing, use of state rainy day savings, diversion of federal stimulus dollars, employee concessions, unspecified cuts to anticipated departmental revenues) There were few program expenditure cuts nor were there and significant tax increases. Did/do you support this approach? Where would you head for the future?

Municipal "aid" (local share of state collected sales and income tax revenues) has held flat or declined slightly over the past three budget years. What is your funding plan for the next Biennium.

Connecticut lost its bid for Race to the Top dollars. The Legislature passed PA10-111 but without any funding. What is your plan?

Granby's operating budgets have held essentially flat for the past two years. Most employees have already or are expected to make wage concessions. Some services or programs have been cut or scaled back. What do you plan to do help Granby beyond promises for possibly more flat funding of state revenues?

Despite direction from the Connecticut Supreme court and recommendations from a State task force, the Legislature has done nothing to address the funding inequities in magnet tuitions and Project Choice reimbursements. What is your position on this?



# Special Education Programmatic and Academic Performance

October, 2010

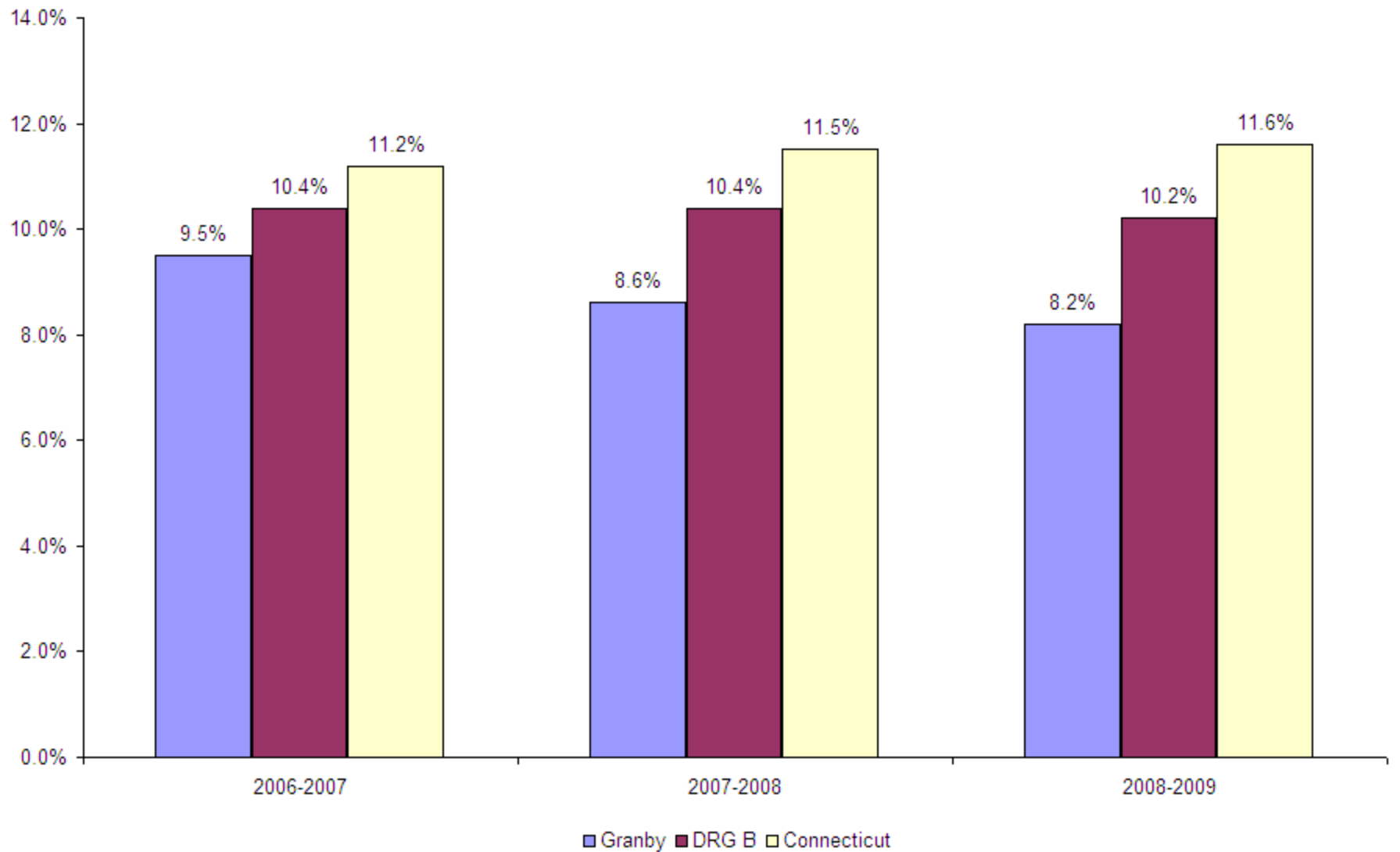
# Guiding Principles

- Inclusion
- Early Intervention
- Highly trained staff
- One District, One Vision

# Enrollment History

| School Year | District Population | Special Education Students | Percentage of Special Education Students |
|-------------|---------------------|----------------------------|--|
| 2006-2007   | 2278                | 217                        | 9.5                                      |
| 2007-2008   | 2324                | 197                        | 8.5                                      |
| 2008-2009   | 2270                | 183                        | 8.1                                      |
| 2009-2010   | 2275                | 191                        | 8.4                                      |

### % Students Enrolled in Special Ed



## Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities

| Disability               | Count      | District Percent | DRG Percent | State Percent |
|--------------------------|------------|------------------|-------------|---------------|
| Autism                   | 10         | 0.4              | 1.0         | 0.8           |
| Learning Disability      | 73         | 3.3              | 3.5         | 3.9           |
| Intellectual Disability  | 9          | 0.4              | 0.3         | 0.5           |
| Emotional Disturbance    | 11         | 0.5              | 0.6         | 1.0           |
| Speech Impairment        | 40         | 1.8              | 2.1         | 2.3           |
| Other Health Impairment* | 33         | 1.5              | 2.1         | 2.1           |
| Other Disabilities**     | 7          | 0.3              | 0.7         | 0.9           |
| <b>Total</b>             | <b>183</b> | <b>8.2</b>       | <b>10.2</b> | <b>11.6</b>   |

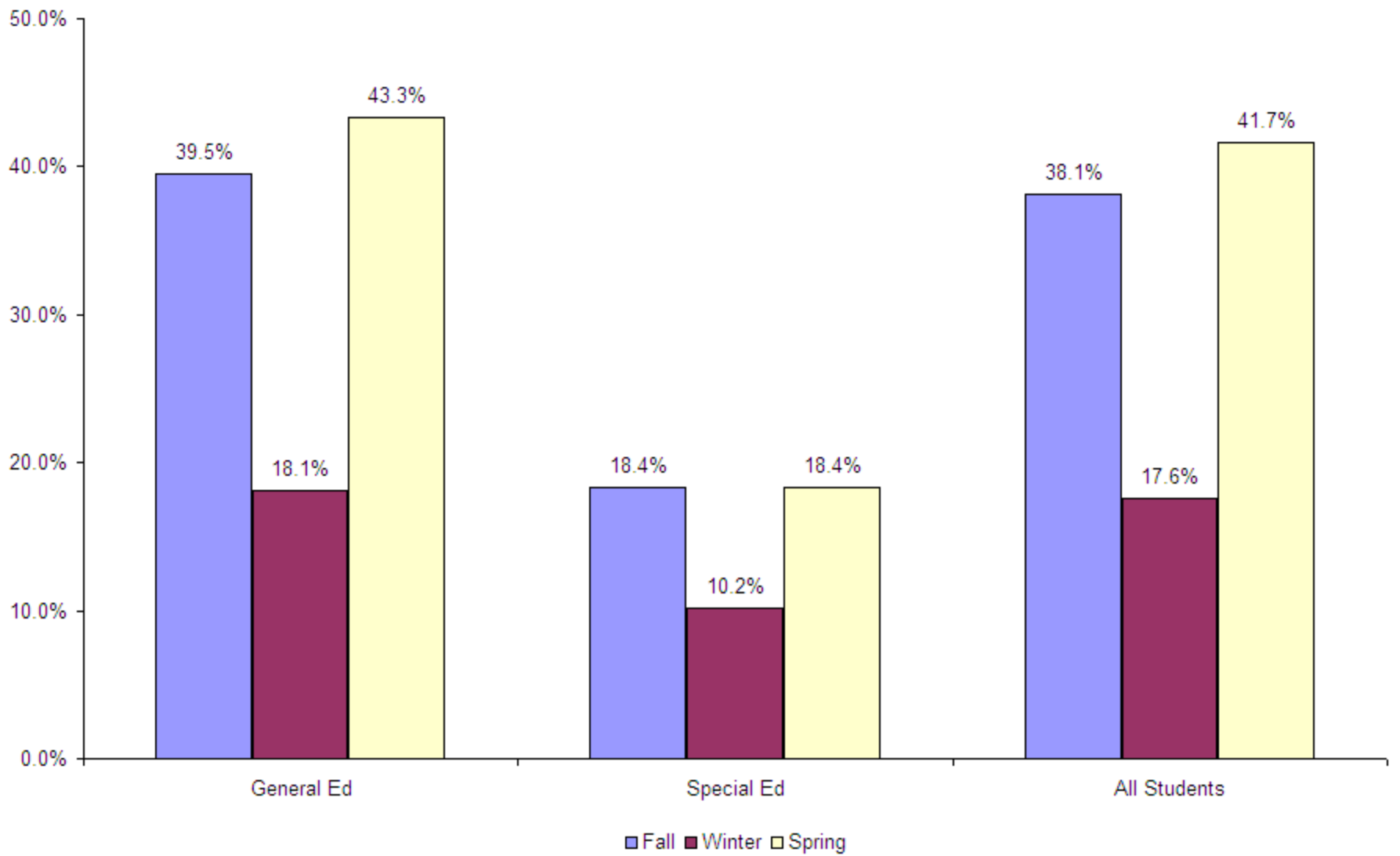
\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes traumatic brain injury, hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, developmental delay

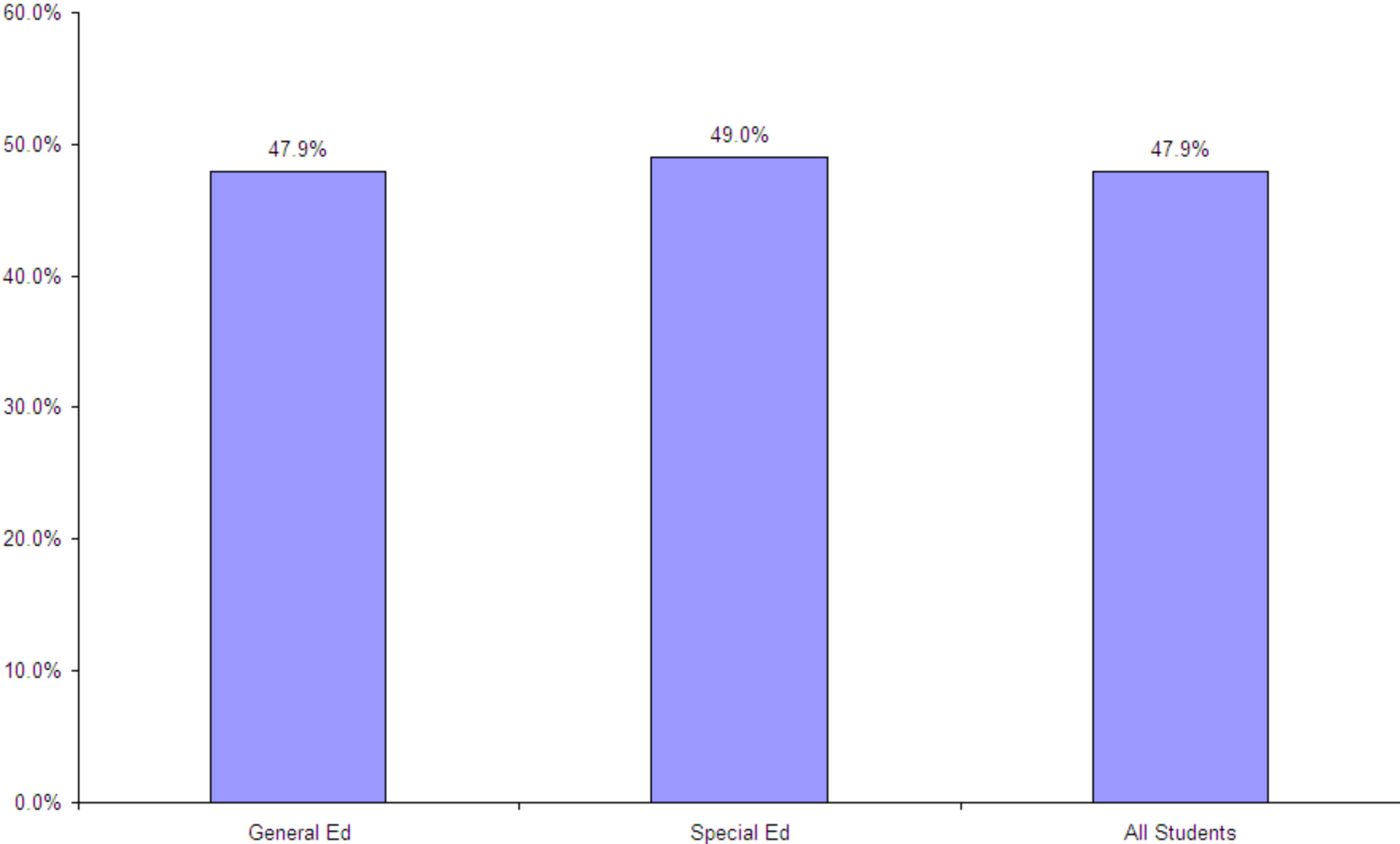
# Programmatic Data 2009-2010

|                      | <b>% General Education Students</b>           | <b>% Special Education Students</b>           | <b>Difference</b>                            |
|----------------------|---|---|--|
| Athletics            | Fall: 39.5%<br>Winter: 18.1%<br>Spring: 43.3% | Fall: 18.4%<br>Winter: 10.2%<br>Spring: 18.4% | Fall: -21.1<br>Winter: -7.9<br>Spring: -24.9 |
| Discipline Referrals | 47.9%   | 49.0%   | +1.1   |
| AP Courses           | 26.3%   | 6.1%  | -20.2  |
| Honors Courses       | 64.6%   | 10.2%   | -54.4  |

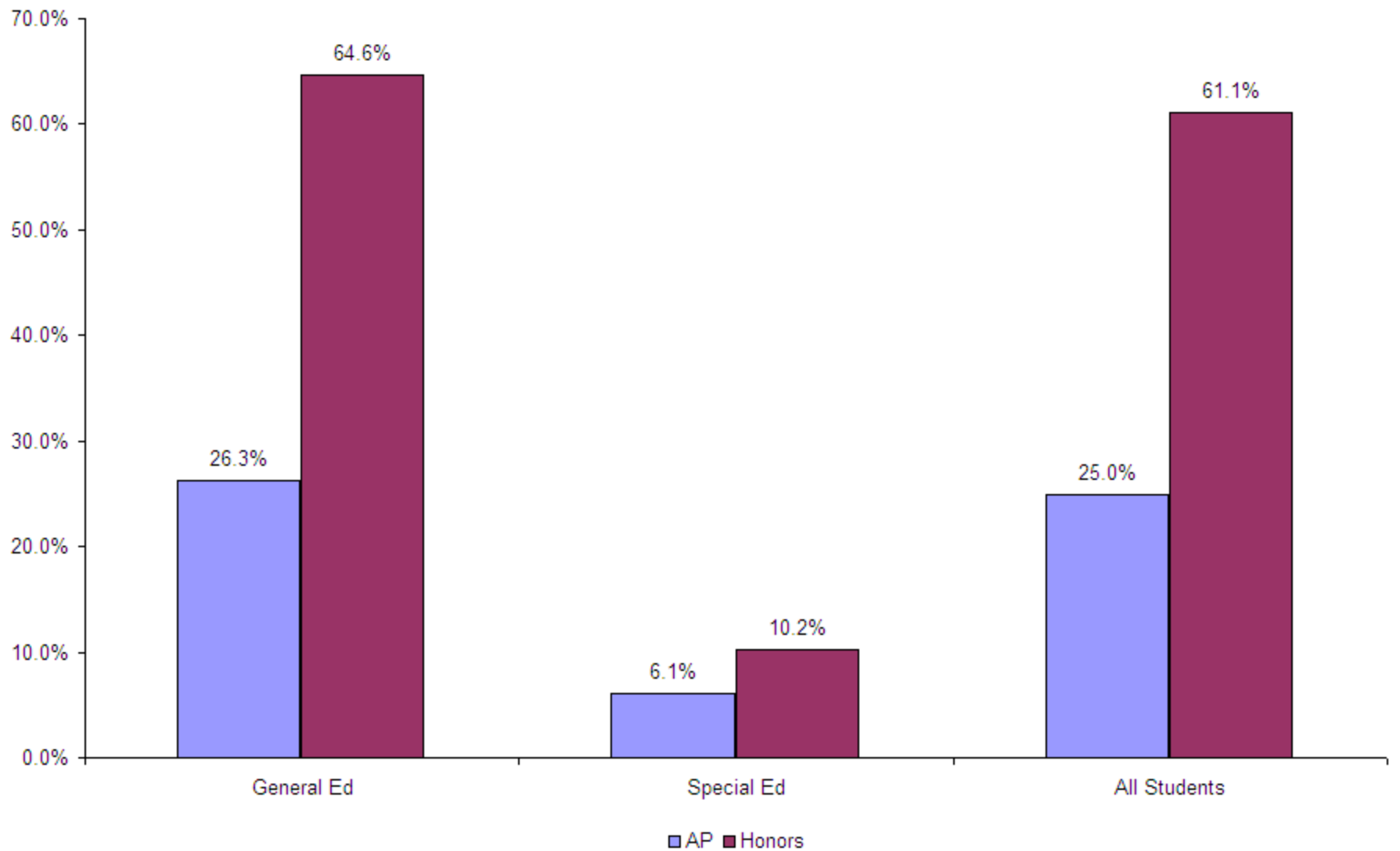
### Athletics 2009-2010



**Discipline (at least one referral 2009-2010)**

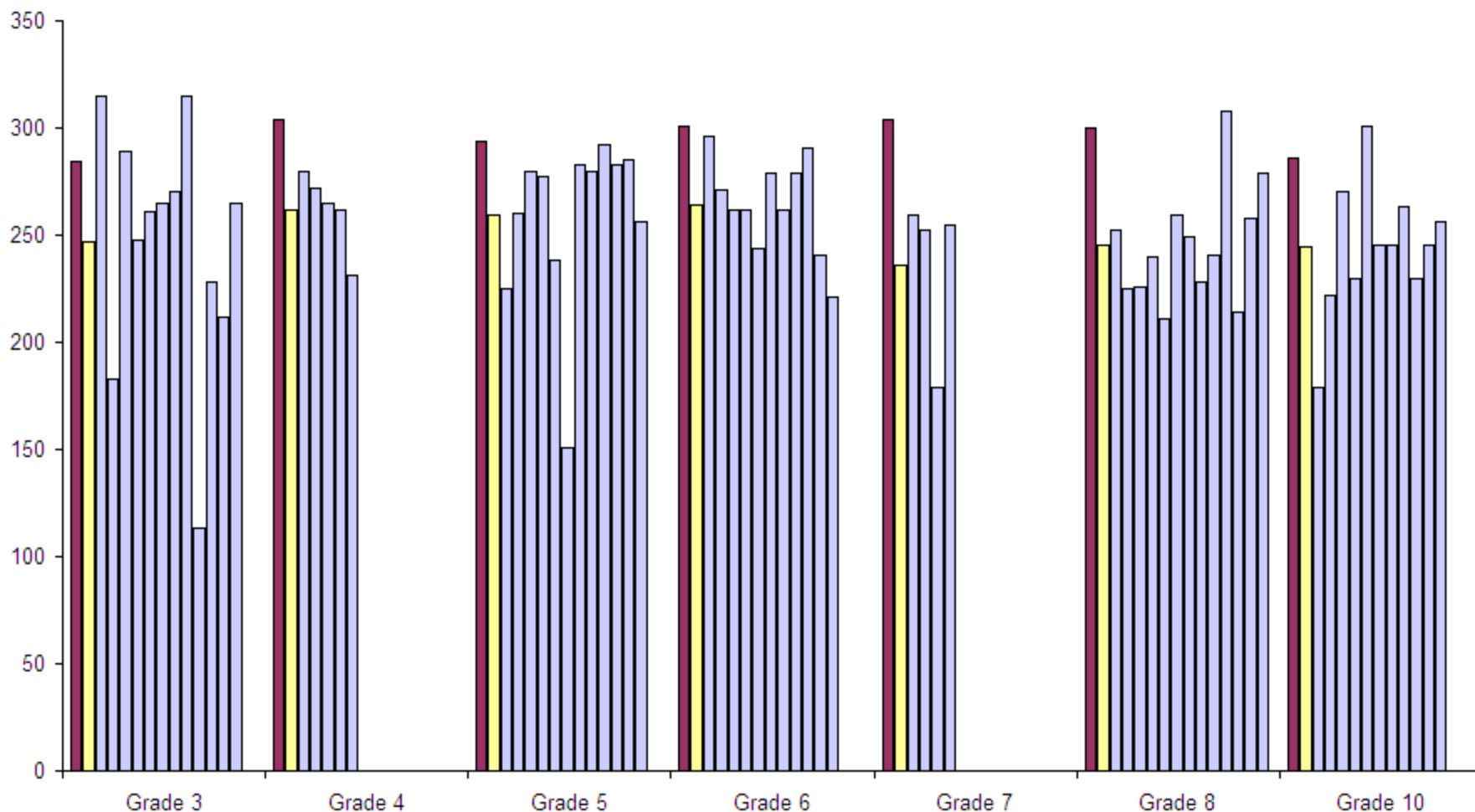


### Honors & AP Enrollment 2009-2010



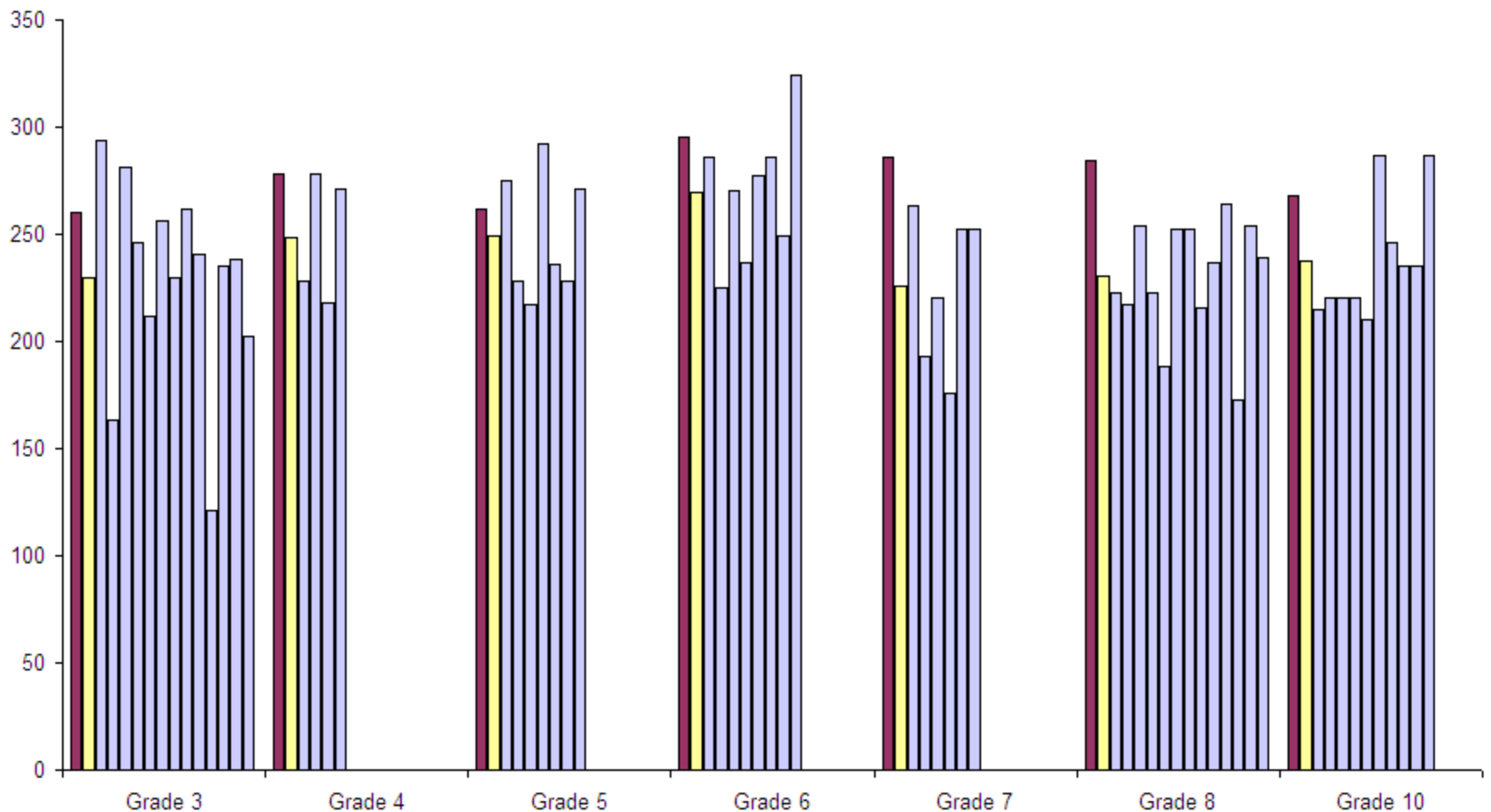
## 2009-2010 CMT/CAPT Math

1st bar in each series shows General Ed average, 2nd bar is the Special Ed average, followed by Special Ed Students' Scores



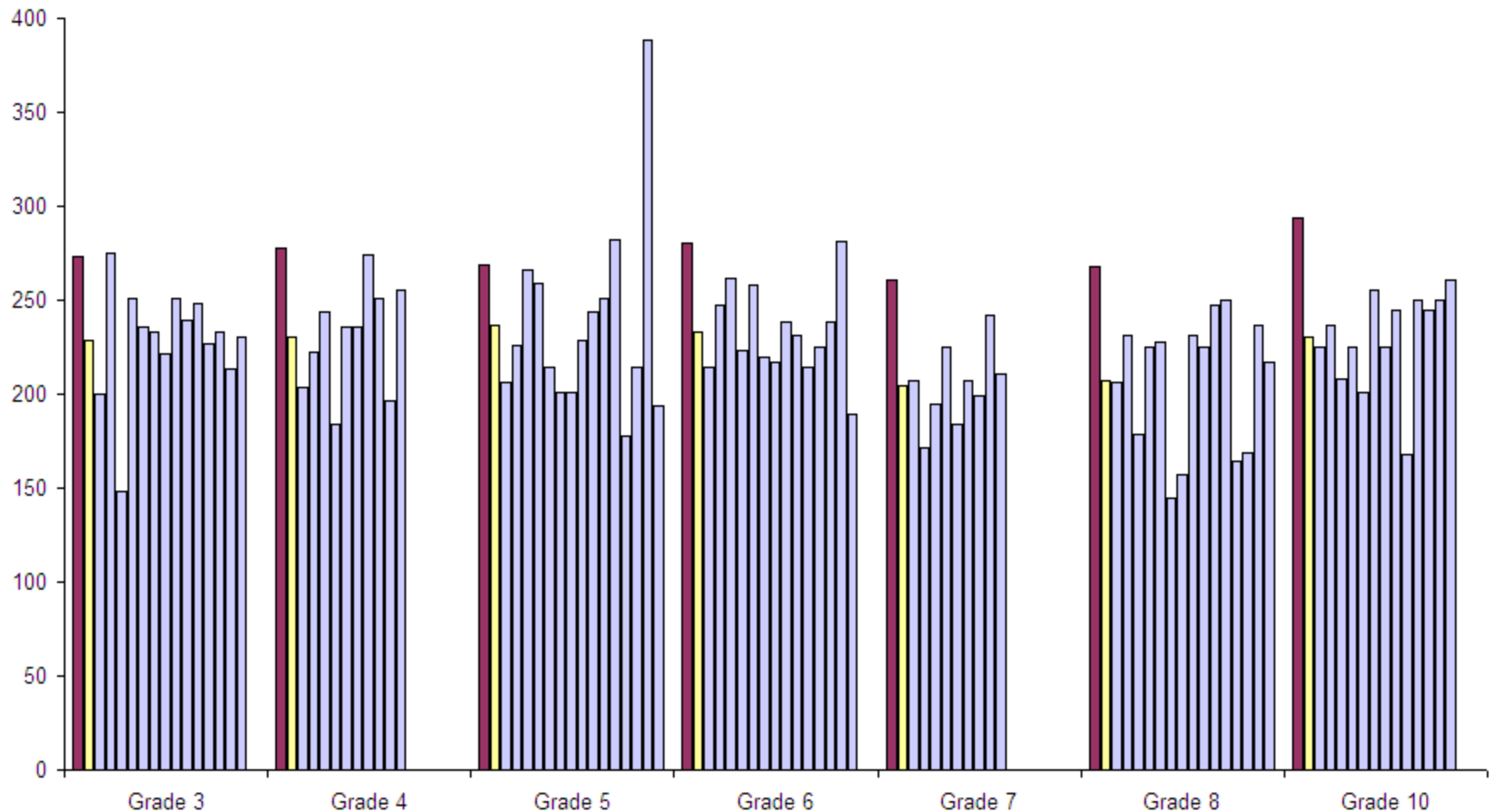
## 2009-2010 CMT/CAPT Reading

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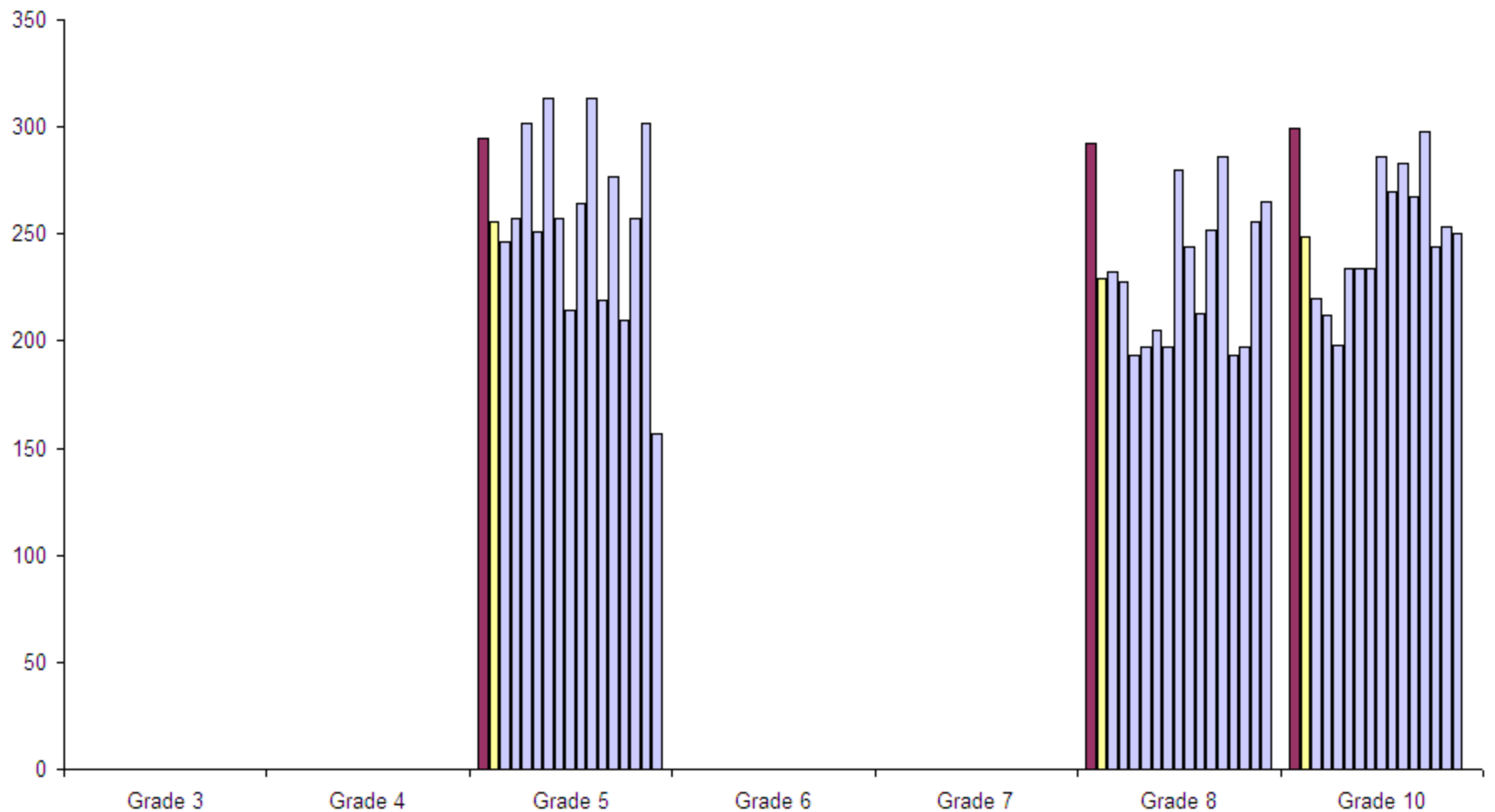
## 2009-2010 CMT/CAPT Writing

1st bar in each series shows General Ed average, 2nd bar is the Special Ed average, followed by Special Ed Students' Scores



## 2009-2010 CMT/CAPT Science

1st bar in each series shows General Ed average, 2nd bar is the Special Ed average, followed by Special Ed Students' Scores



# Achievement Gap

|         |            | Students Meeting Goal<br>2008-2009 |                   |                 |
|---------|------------|------------------------------------|-------------------|-----------------|
|         | Grade span | All students                       | Special Education | Achievement Gap |
| Reading | 3-8        | 87.8%                              | 60.4%             | 27 points       |
| Writing | 3-8        | 81.7%                              | 37.5%             | 44 points       |
| Math    | 3-8        | 90.9%                              | 64.6%             | 26 points       |
| Science | 5, 8       | 87.2%                              | 48.1%             | 39 points       |

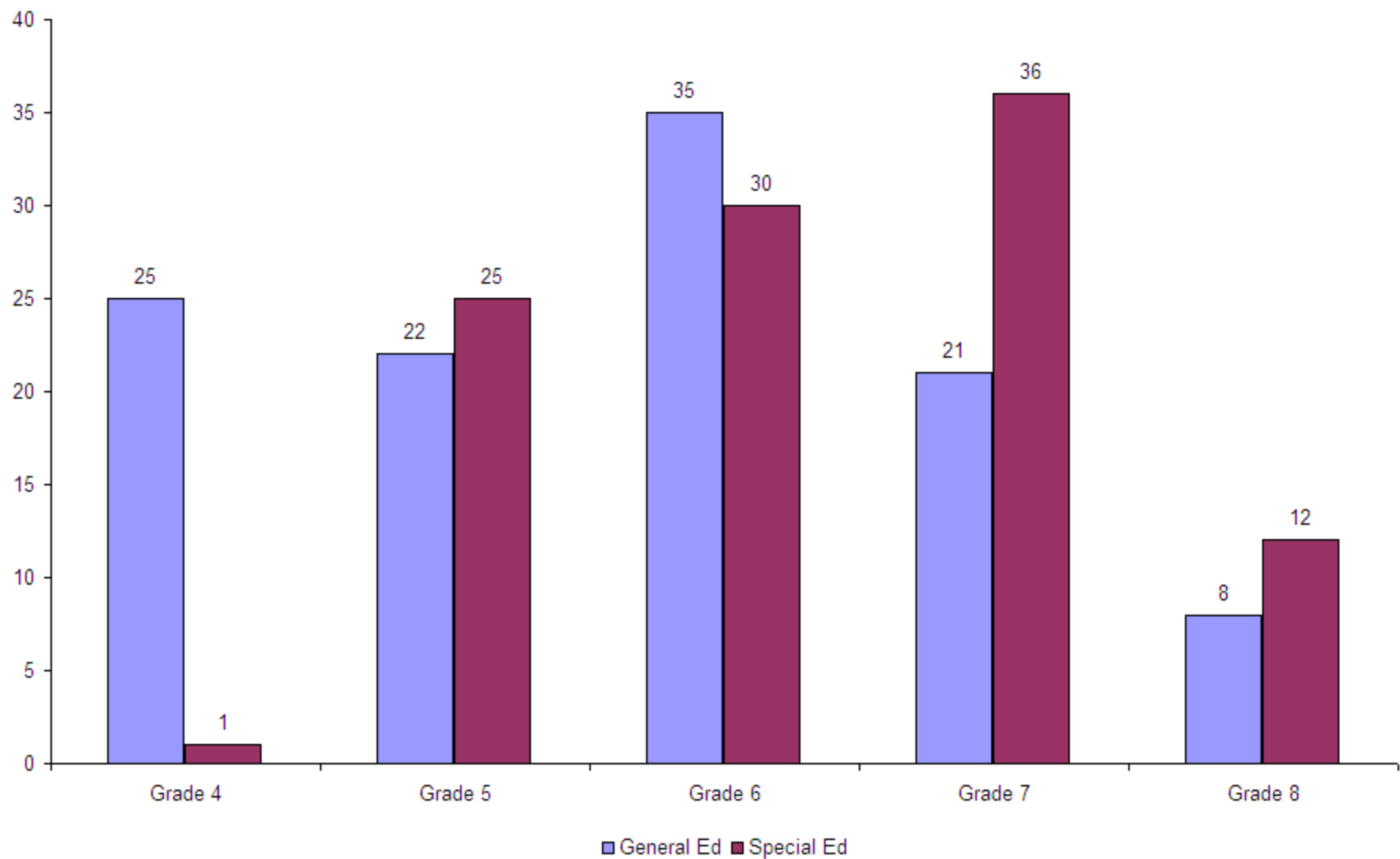
# Achievement Gap

|         |            | Students Meeting Goal<br>2009-2010 |                   |                 |
|---------|------------|------------------------------------|-------------------|-----------------|
|         | Grade span | All students                       | Special Education | Achievement Gap |
| Reading | 3-8        | 88.5%                              | 60.8%             | 28 points       |
| Writing | 3-8        | 81.1%                              | 31.2%             | 50 points       |
| Math    | 3-8        | 91.4%                              | 68.4%             | 23 points       |
| Science | 5, 8       | 86.5%                              | 53.3%             | 33 points       |

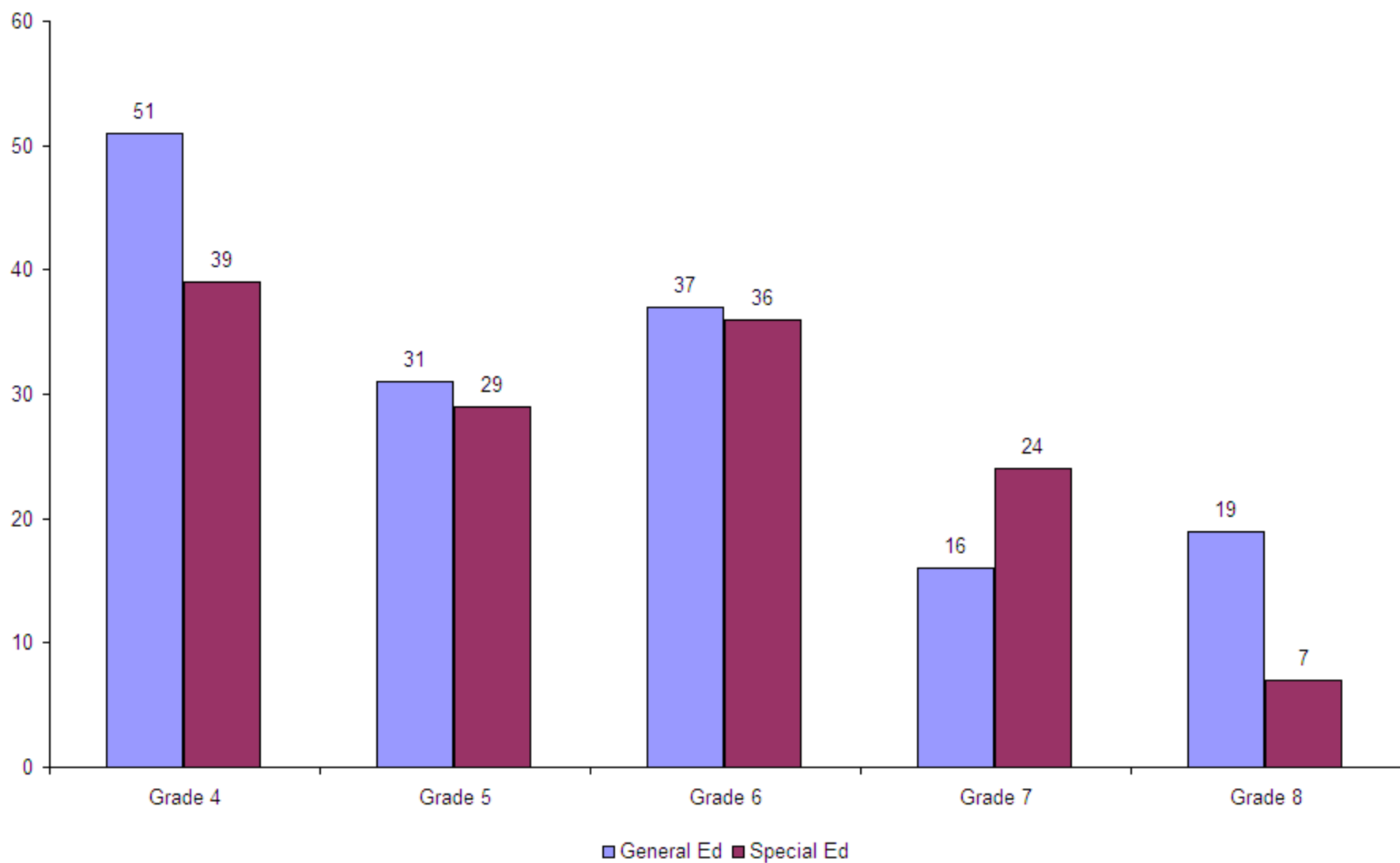
# Achievement Gap Granby vs. State

|         | Achievement Gap<br>2008-2009 |           |            |
|---------|------------------------------|-----------|------------|
|         | State                        | District  | Comparison |
| Reading | 36 points                    | 27 points | (8) points |
| Writing | 45                           | 44        | 0          |
| Math    | 35                           | 26        | (9)        |
| Science | 36                           | 39        | 4          |

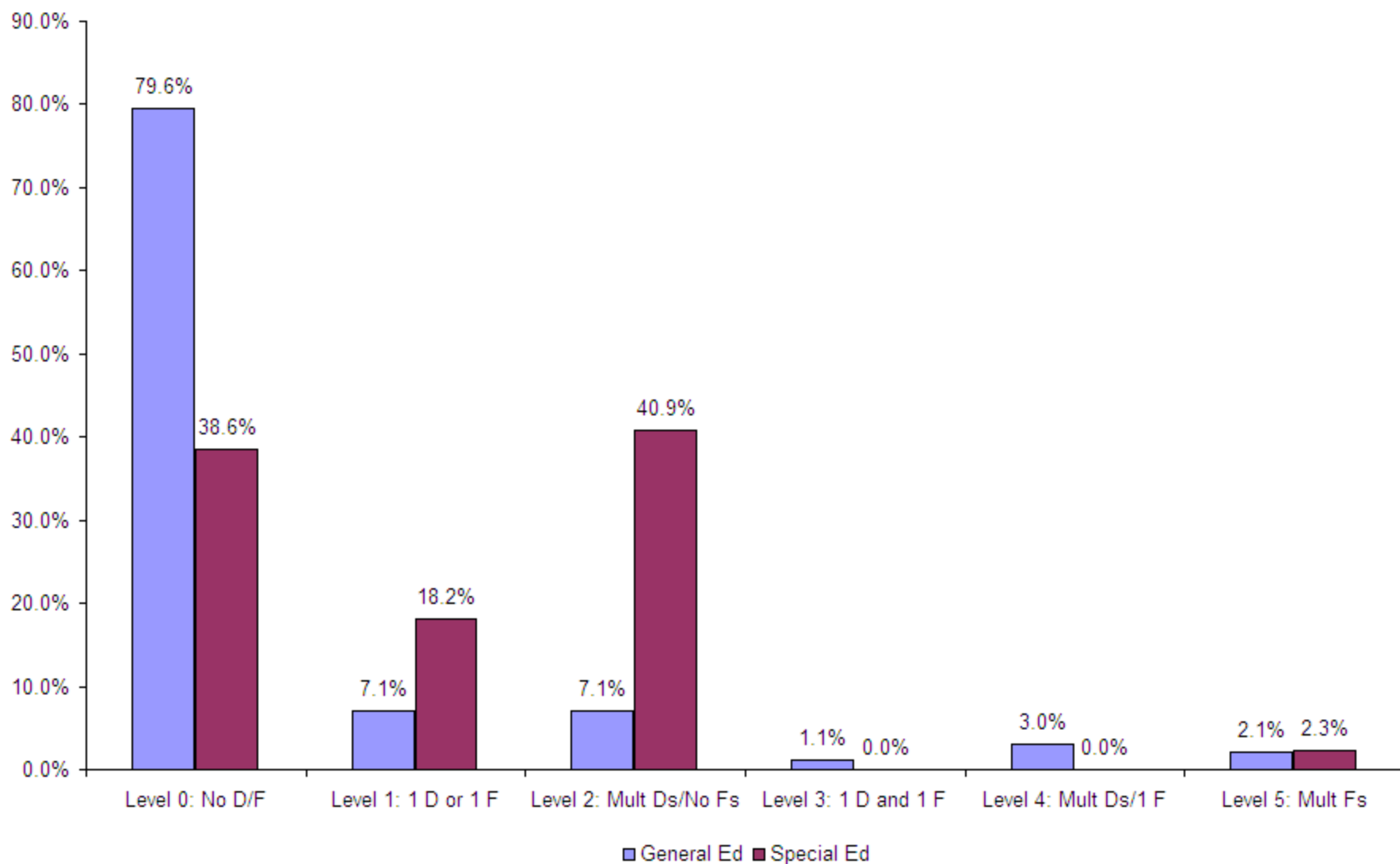
CMT Reading Vertical Scale: Cohort Growth 08-09 to 09-10



CMT Math Vertical Scale: Cohort Growth 08-09 to 09-10

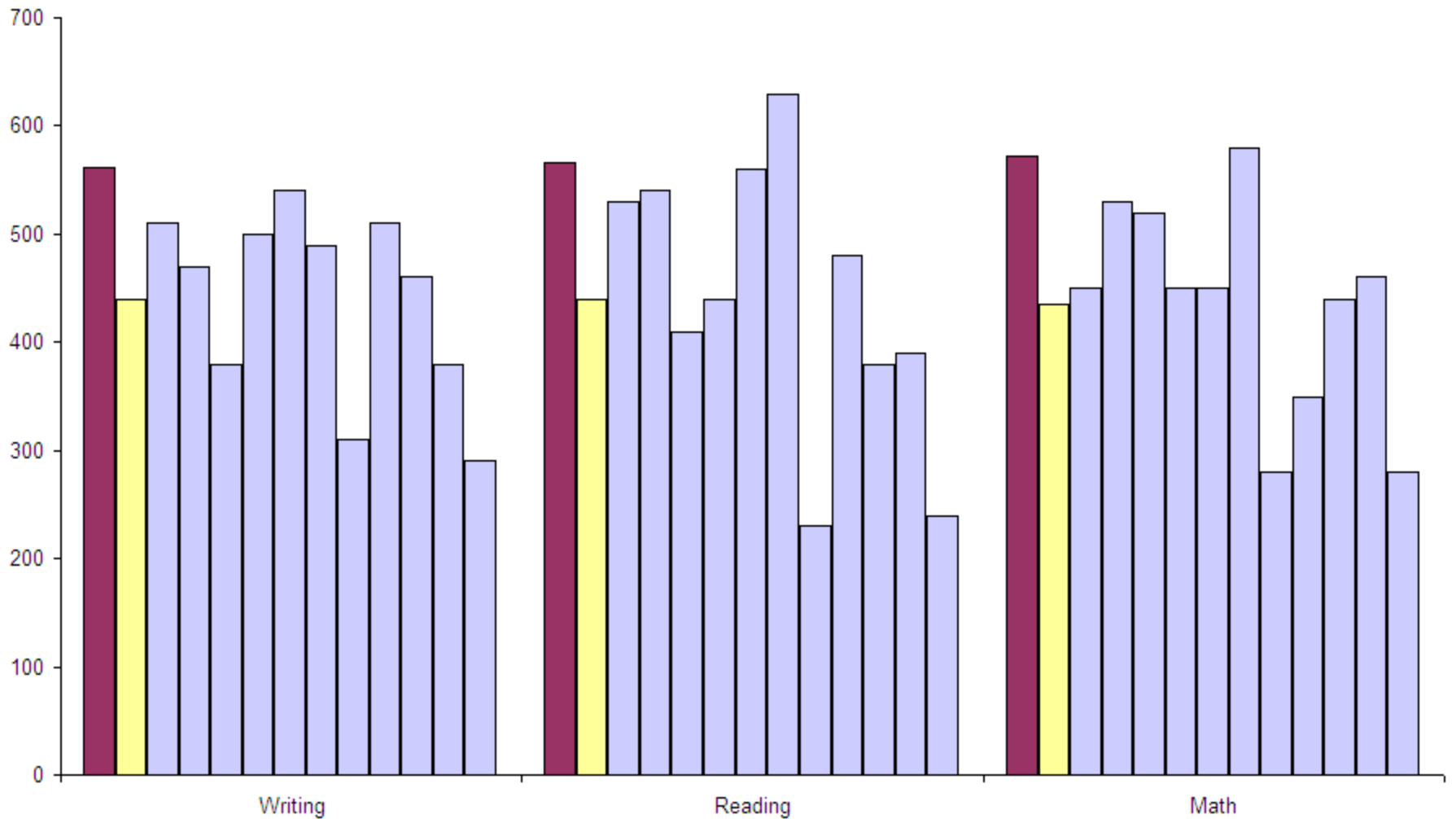


### GMHS Final Grades 2009-2010



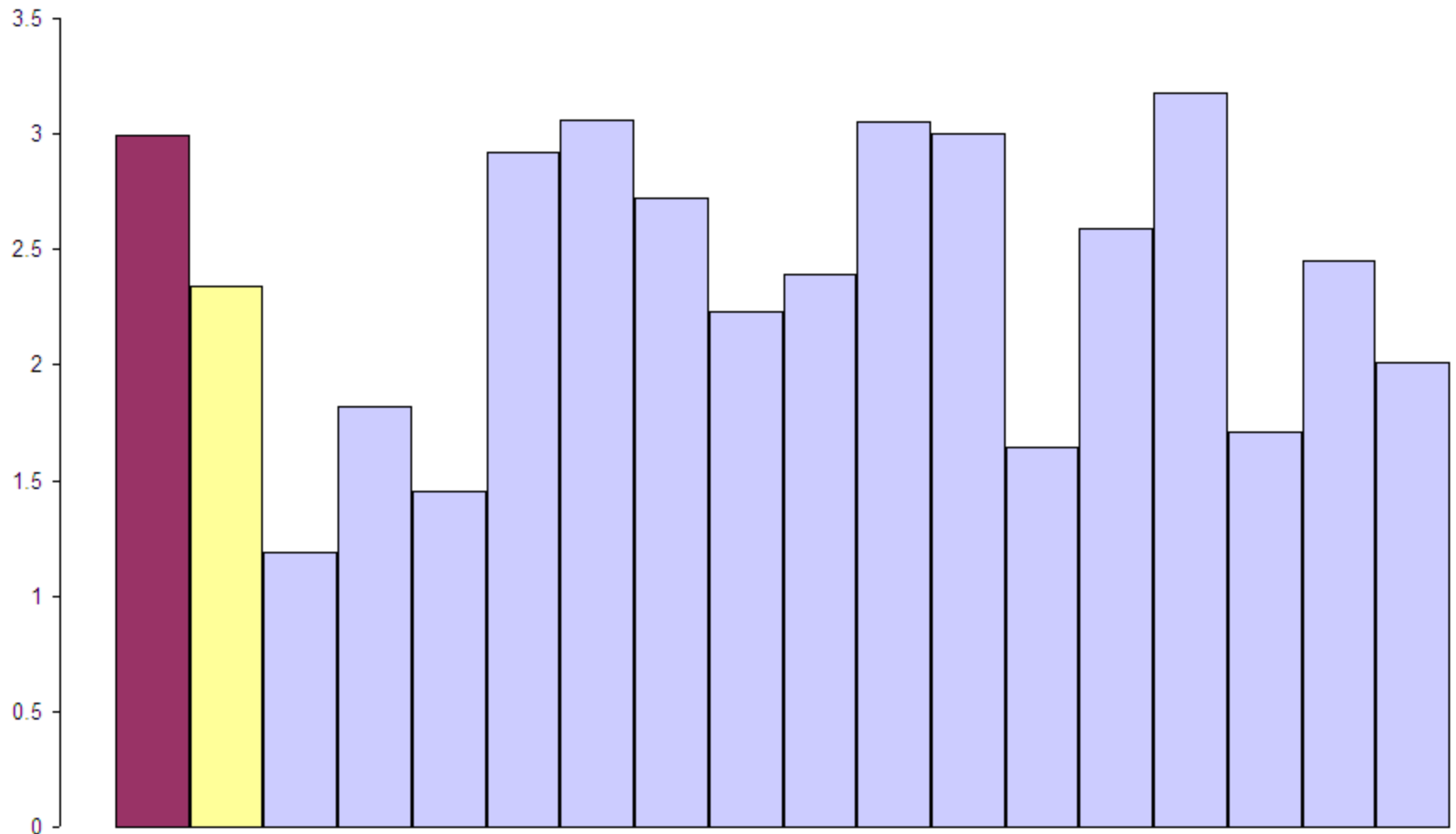
### Class of 2010 SAT Scores

1st bar in each series shows General Ed average, 2nd bar is the Special Ed average, followed by individual SE Students' Scores



## Class of 2010 GPA

1st bar in each series shows General Ed average, 2nd bar is the Special Ed average, followed by individual SE Students' GPAs



# CURRENT FOCUS

- Scientific Research-Based Interventions (Response to Intervention)
- Early Childhood Feasibility Study
- Special Education Opportunities Review

# *Granby Public Schools*

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*Granby, CT*

To: Board of Education  
From: Aimee Martin, Director of Pupil Personnel Services  
Date: October 20, 2010  
Re: Granby Pupil Services Programmatic and Academic Performance

This report provides programmatic and achievement data for Granby students with special needs. The data is reported from the past four years. In addition to enrollment and performance data, a brief review of Special Education historical practices and the general trends and focus for the future are included.

The programmatic data that is analyzed includes percentage rates of Special Education students identified in Granby, compared to the state and District Reference Group percentages. Connecticut Mastery Scores and Connecticut Academic Performance Test Scores are also compared to non-disabled peers within the systems.

## **Guiding Principles**

Granby has long held the philosophy that children with disabilities should be educated in the least restrictive environment, a concept that is also targeted by the state in its monitoring of special education practices. Educational research has shown that when a student with disabilities is educated with his or her peers the learning of all students is increased. Modeling and peer tutoring are two such opportunities that can be benefits in such a system.

Early intervention has also been a hallmark of Granby practice, where all students benefit from the support of specialized staff, prior to being classified as in need of special education. It is our practice to provide services to students before and during the evaluation process, as we determine what every child may need to be successful.

As a community, Granby administrators value professional learning, whether that is attendance at a workshop or conference, bringing highly acclaimed practitioners to the district, or providing the time for teachers to share their knowledge with their peers.

These guiding principles will continue as we move forward in our district mission. The Granby Pupil Services Department shares the same Vision, Mission and Academic Achievement goals that are endorsed by all of our schools.

## **Enrollment**

The majority of Special Education students continue to be those diagnosed with a Specific Learning Disability in Reading, Writing or Math; Students with Speech and Language Impairments are next, followed by Other Health Impairment (primarily Attention Deficit Hyperactivity Disorder) and Autism.

| <b>Year</b> | <b>District Population</b> | <b>Special Ed Enrollment</b> | <b>% Enrolled in Special Ed</b> |
|-------------|----------------------------|------------------------------|---------------------------------|
| 2006-2007   | 2,278                      | 217                          | 9.5%                            |
| 2007-2008   | 2,324                      | 197                          | 8.5%                            |
| 2008-2009   | 2,270                      | 183                          | 8.1%                            |
| 2009-2010   | 2,275                      | 191                          | 8.4%                            |

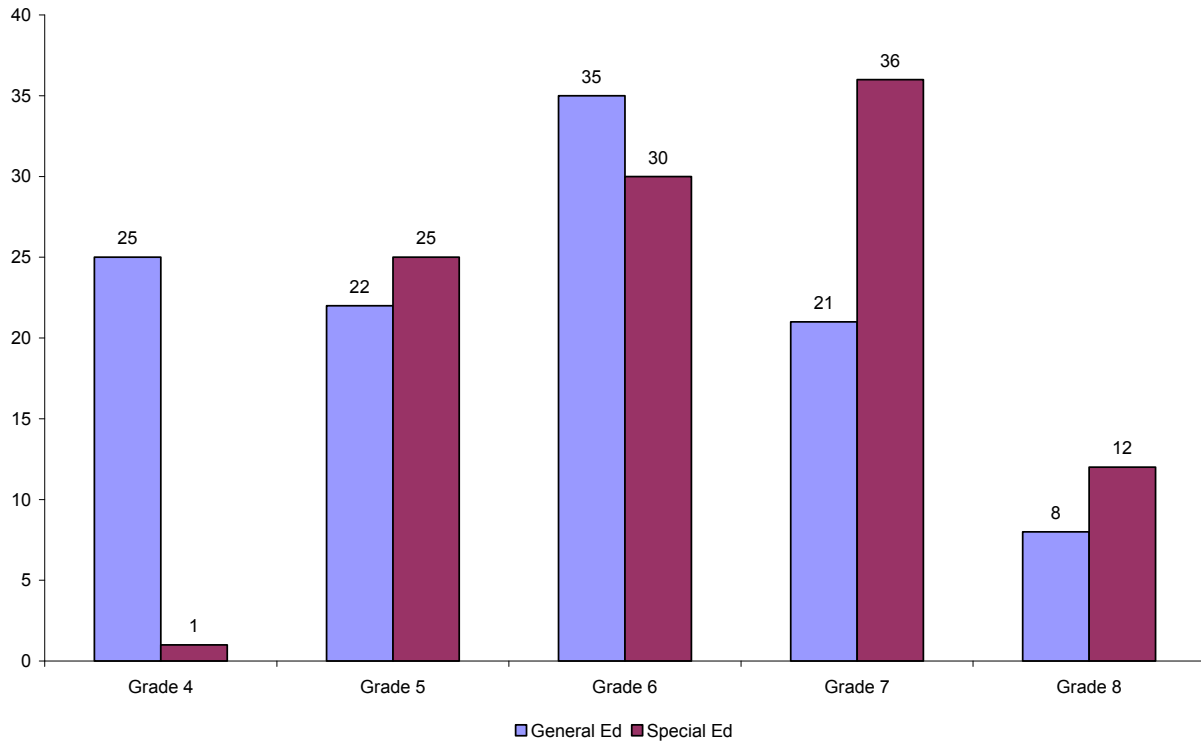
### **Programmatic Data**

Most of our students in special education participate in the state mandated assessments, Connecticut Mastery Test and CT Academic Performance Test, with their non-disabled peers. Typically, the only difference will be where the test is administered, such as in a small group setting, and with extra time allowed. There are a small number of students with more significant intellectual or learning disabilities, who take a modified version of some tests. As the following data graphs suggest, there continue to be gaps between the scores of disabled versus non-disabled peers on these assessments. However, it is exciting to note that the recent cohort growth on CMT reading scales is higher for special education students in every grade except fourth. In math, general education students appear to be growing at a faster rate than special education students in all grades (three thru eighth) except seventh. This achievement gap is also evident in tenth grade CAPT results and SAT scores, across all subject areas assessed.

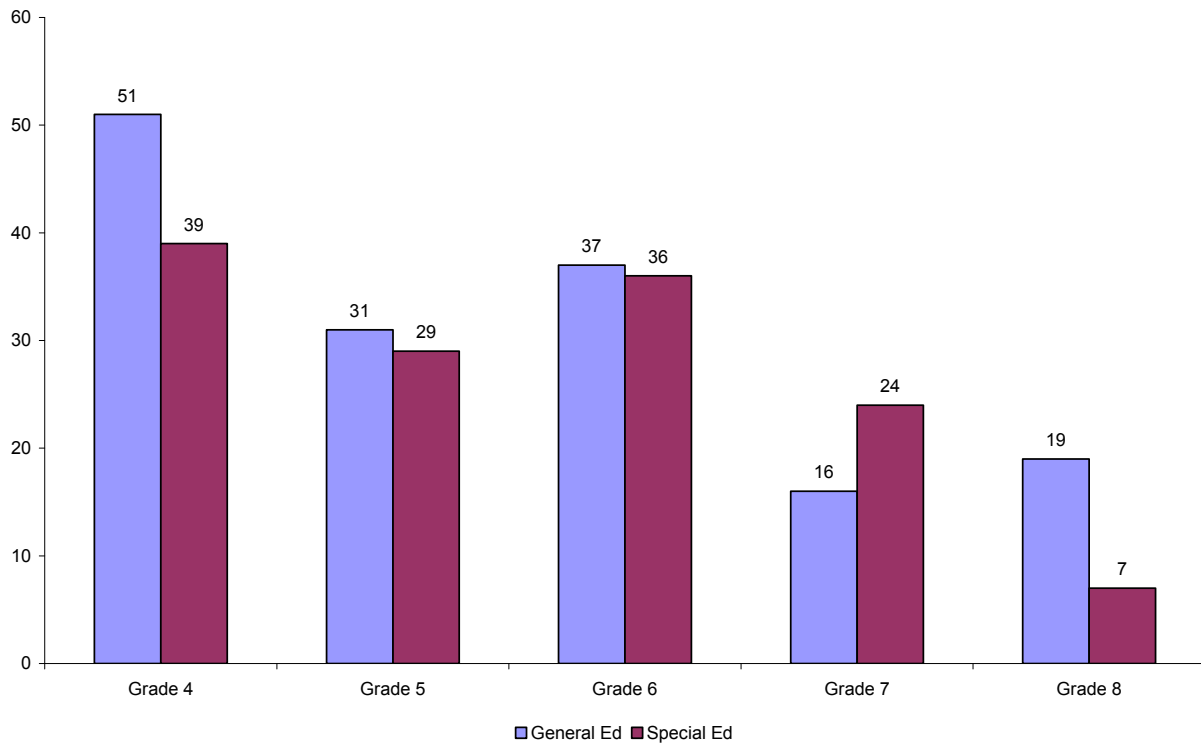
Perhaps the greatest achievement discrepancy appears for disabled students when analyzing final grades. Special education students at the high school are almost six times as likely to have multiple “D”s on their report cards than are general education students. Students with disabilities are also twice as likely to receive a “D” or an “F” final grade than are their non-disabled peers. Approximately eighty percent of the general education population receive no final grades of “D” or “F”, as opposed to approximately thirty-nine percent of students in special education.

|                      | <b>% General Ed Students</b>                  | <b>% Special Ed Students</b>                  | <b>Difference</b>                            |
|----------------------|---|---|--|
| Athletics            | Fall: 39.5%<br>Winter: 18.1%<br>Spring: 43.3% | Fall: 18.4%<br>Winter: 10.2%<br>Spring: 18.4% | Fall: -21.1<br>Winter: -7.9<br>Spring: -24.9 |
| Discipline Referrals | 47.9%   | 49.0%   | +1.1   |
| AP Courses           | 26.3%   | 6.1%  | -20.2  |
| Honors Courses       | 64.6%   | 10.2%   | -54.4  |

**CMT Reading Vertical Scale: Cohort Growth 08-09 to 09-10**

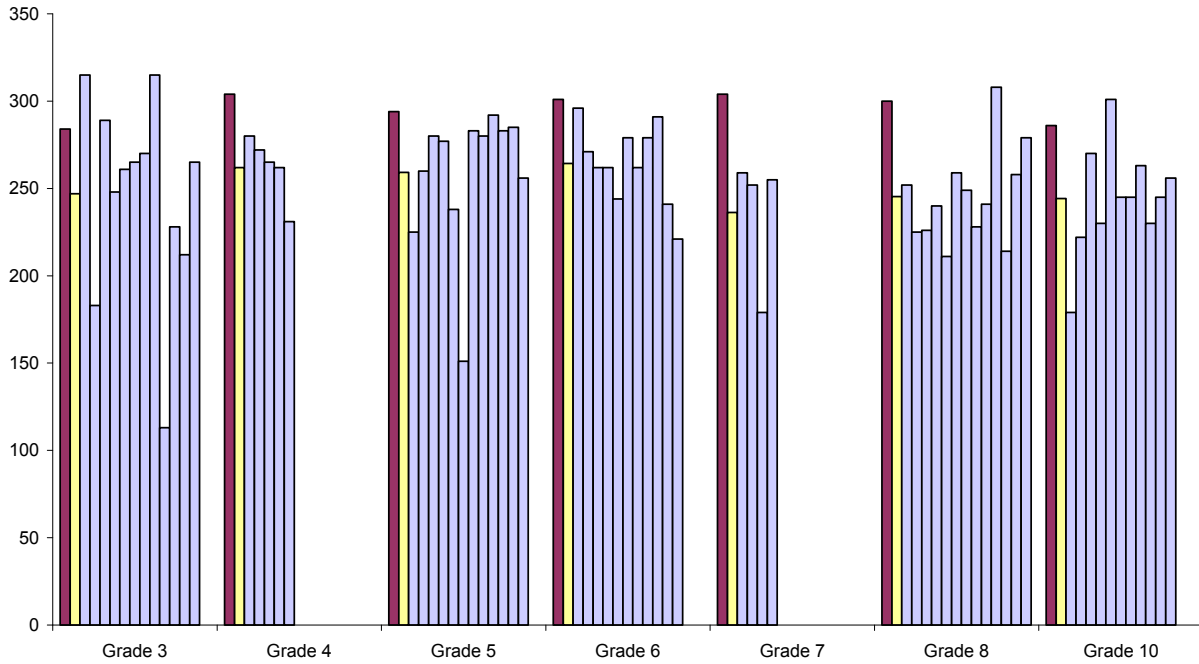


**CMT Math Vertical Scale: Cohort Growth 08-09 to 09-10**



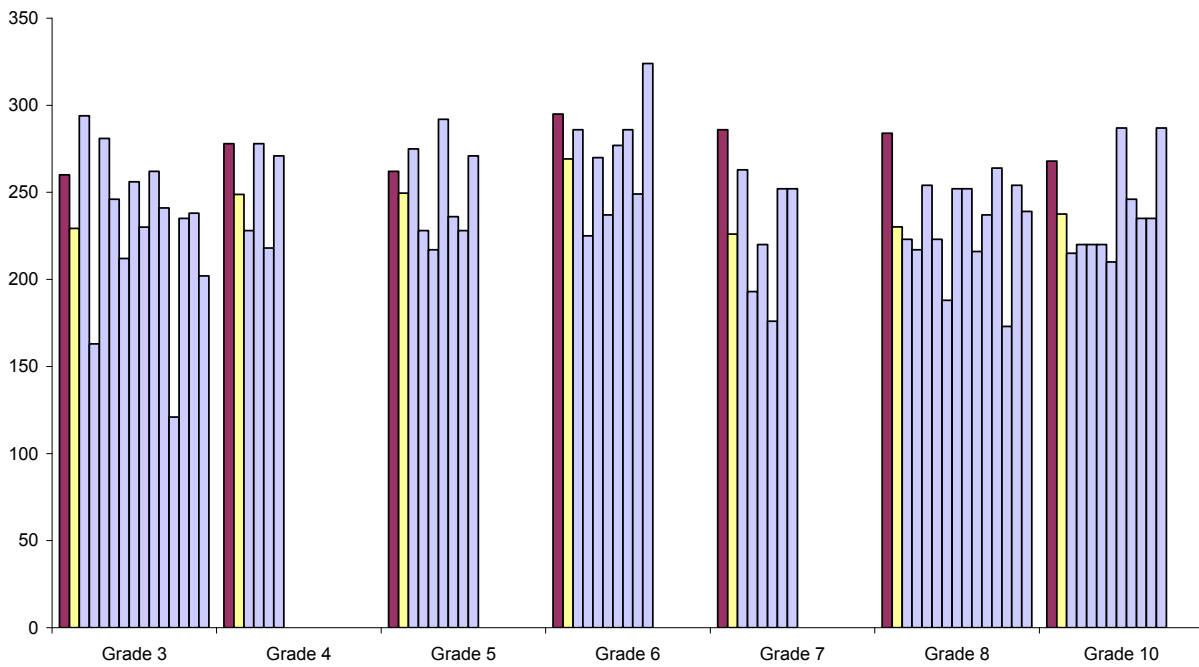
### 2009-2010 CMT/CAPT Math

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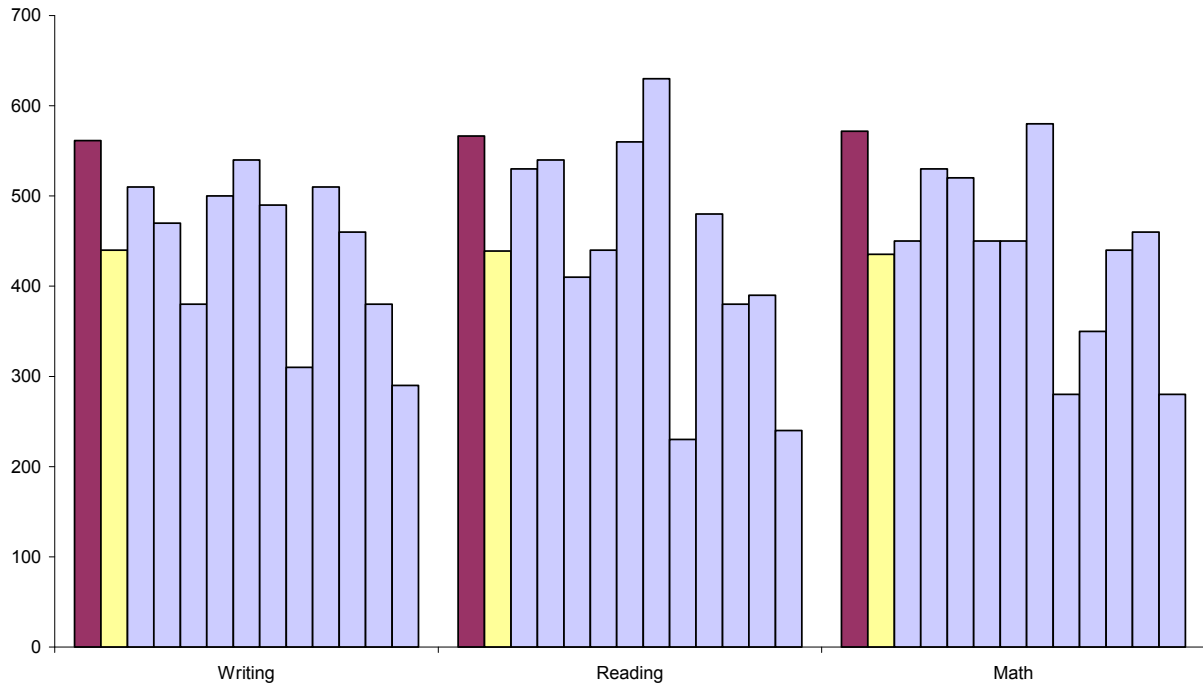
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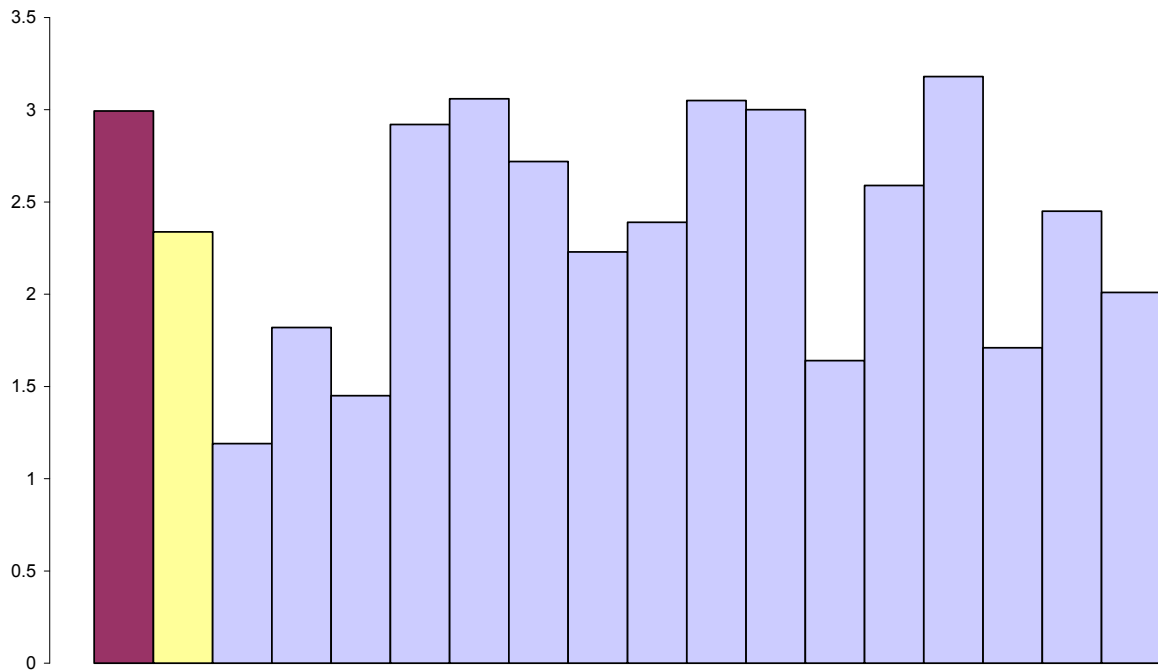




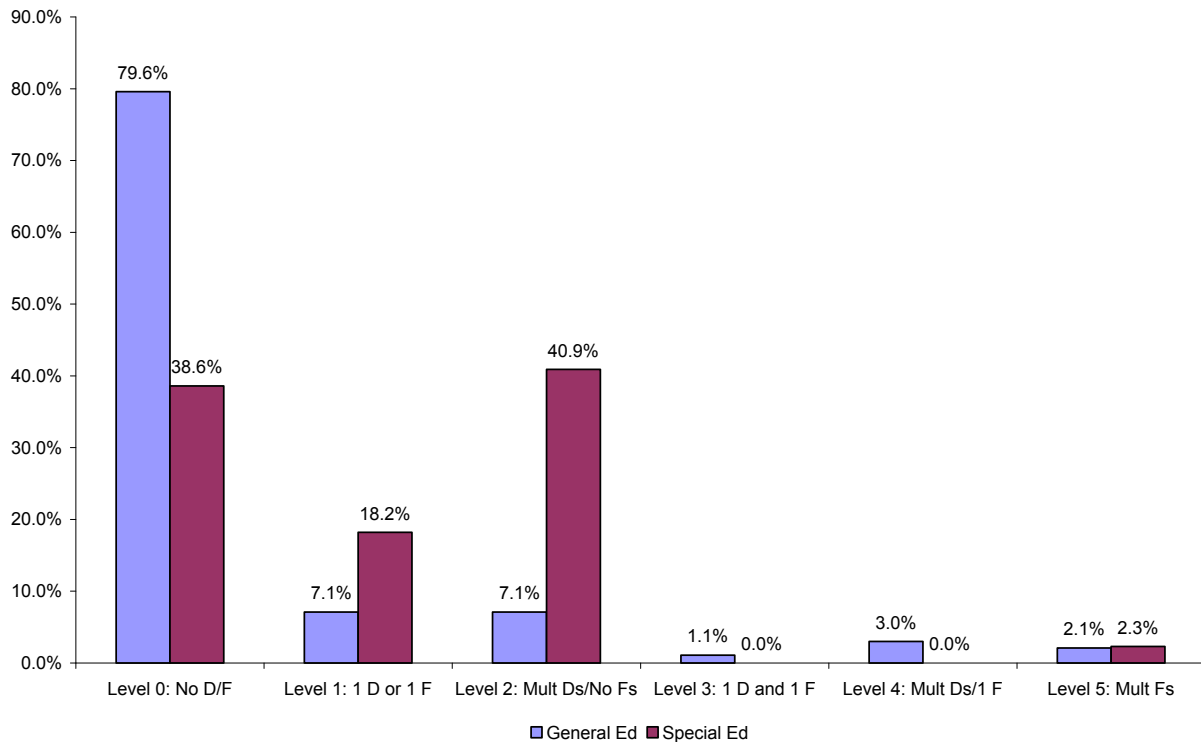
**Class of 2010 SAT Scores**  
 1st bar in each series shows General Ed average, 2nd bar is the Special Ed average,  
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**Class of 2010 GPA**  
 1st bar in each series shows General Ed average, 2nd bar is the Special Ed average,  
 followed by individual SE Students' GPAs



### GMHS Final Grades 2009-2010



### Current Focus

Response to Intervention is the general education initiative that has changed the way children are identified as in need of special education. When Congress reauthorized IDEA, they changed the law about identifying children with specific learning disabilities. Schools will “not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability ...” (Section 1414(b)); this new practice fits nicely into our philosophy of early intervention. Using interventions that are based on valid research, teachers are expected to identify students who are struggling and create classroom interventions before recommending a student for evaluation. This may mean that the road to identification may be a bit longer, but it also ensures that students get help immediately, and every step of the way;

As you know, the district is currently in the process of conducting a study on the feasibility of an integrated preschool and an extended day Kindergarten. The district already has a financial responsibility to pay for support services that special needs’ pre-school students receive in local private pre-schools. It may well be more cost efficient for the district to run its own integrated pre-school. The topic of providing full-day kindergarten has also been discussed in Granby for some time. The increasing requirements of the state standards for grades K-2 and the interest of parents and staff make this worthy of investigation.

The Special Education Opportunities Review, commenced last spring with District and Community Partners of Boston, has presented a draft of their findings and has scheduled visits with the groups that they visited in May, to follow up on themes discussed and get input regarding the validity of their data; once that is completed, the consultants will meet with our administrative team to discuss the full report and determine which, if any, opportunities we wish to pursue with their guidance.

# Programmatic and Academic Performance by Residence

October, 2010

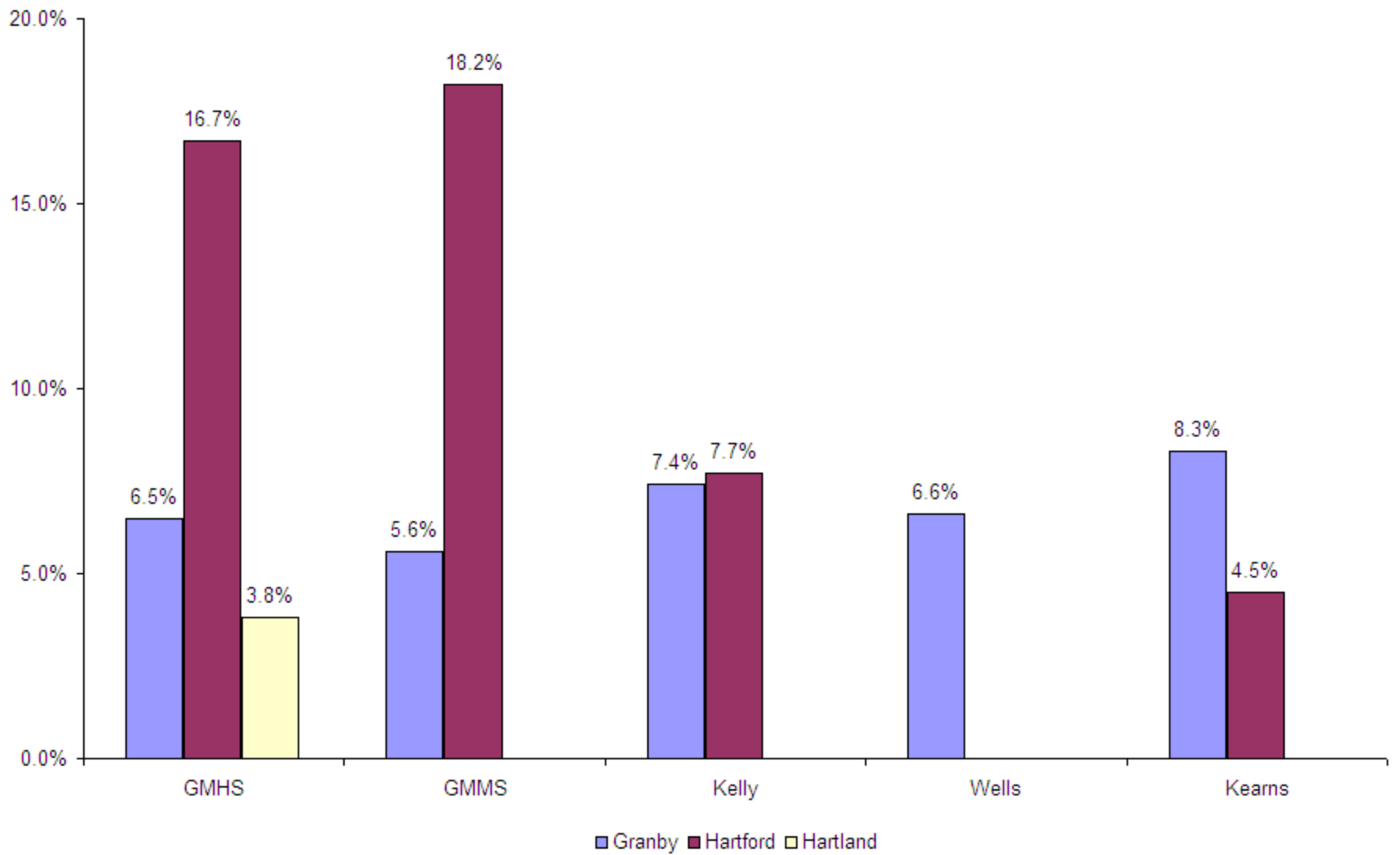
# Enrollment History

|           | <b>District<br/>Population</b> | <b>Hartford<br/>Enrollment</b> | <b>GMHS<br/>Population</b> | <b>Hartland<br/>Enrollment</b> |
|-----------|--------------------------------|--------------------------------|----------------------------|--------------------------------|
| 2002-2003 | 2,155                          | 29                             | 594                        | 11                             |
| 2003-2004 | 2,198                          | 34                             | 601                        | 27                             |
| 2004-2005 | 2,222                          | 32                             | 666                        | 33                             |
| 2005-2006 | 2,261                          | 43                             | 674                        | 41                             |
| 2006-2007 | 2,278                          | 52                             | 687                        | 44                             |
| 2007-2008 | 2,324                          | 72                             | 750                        | 50                             |
| 2008-2009 | 2,270                          | 75                             | 736                        | 57                             |
| 2009-2010 | 2,275                          | 74                             | 753                        | 54                             |
| 2010-2011 | 2,237                          | 76                             | 787                        | 65                             |

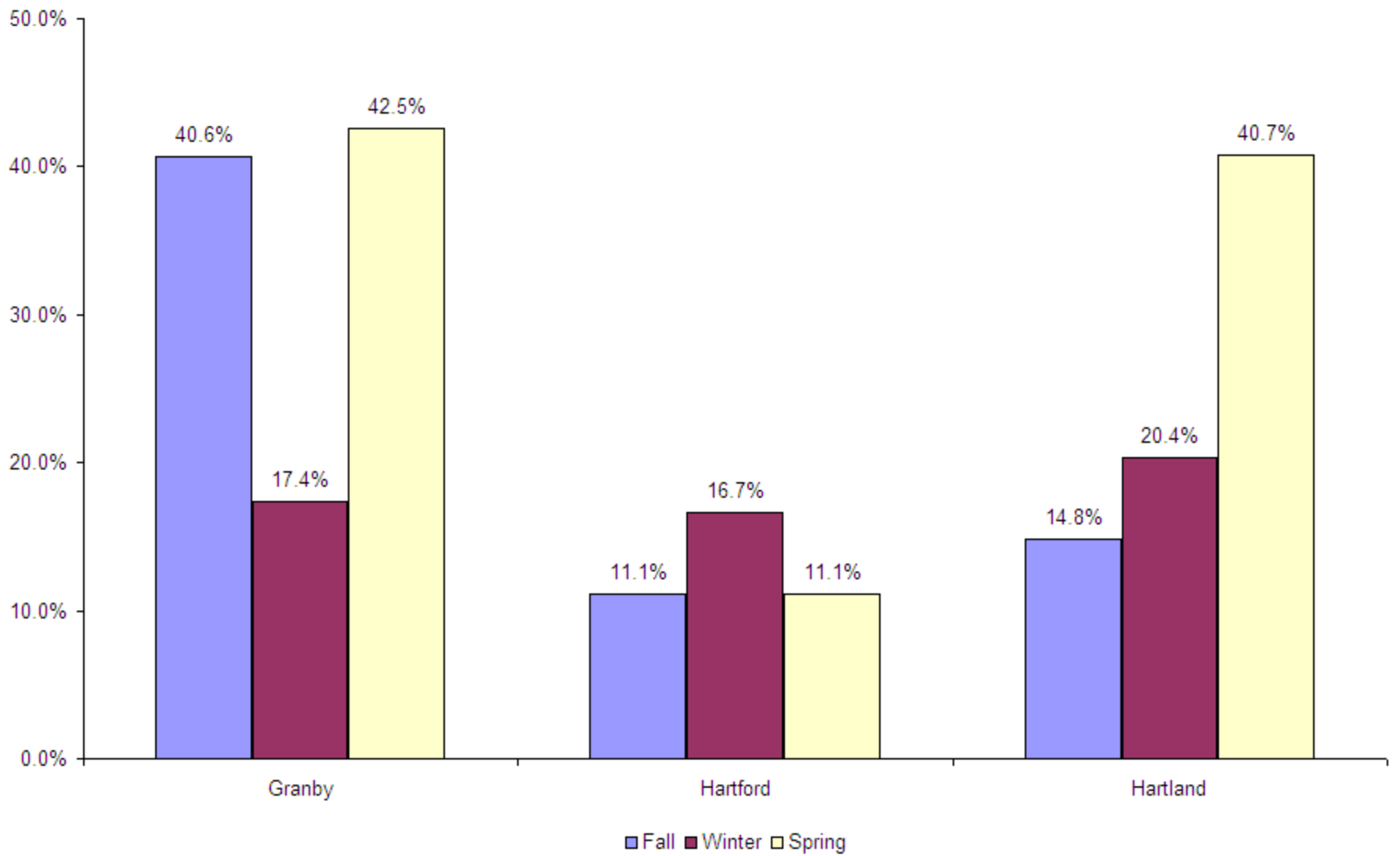
# Programmatic Data 2009-2010

|                         | <b>% Granby<br/>Population</b>                | <b>% Hartford<br/>Students</b>                | <b>Difference<br/>Hartford</b>             | <b>% Hartland<br/>Students</b>                | <b>Difference<br/>Hartland</b>             |
|-------------------------|---|---|--|---|--|
| Special<br>Education    | 6.8%  | 9.6%  | 2.8  | 3.6%  | -3.2                                       |
| Athletics               | Fall: 40.6%<br>Winter: 17.4%<br>Spring: 42.5% | Fall: 11.1%<br>Winter: 16.7%<br>Spring: 11.1% | Fall: 29.5<br>Winter: -0.7<br>Spring: 31.4 | Fall: 14.8%<br>Winter: 20.4%<br>Spring: 40.7% | Fall: -25.8<br>Winter: 3.0<br>Spring: -1.8 |
| Discipline<br>Referrals | 47.9%   | 44.4%   | -3.5                                       | 49.1%   | 1.2  |
| AP<br>Enrollment        | 27.0%   | 5.6%  | -21.4                                      | 5.7%  | -21.3                                      |
| Honors<br>Courses       | 63.0%   | 27.8%   | -35.2                                      | 47.2%   | -15.8                                      |

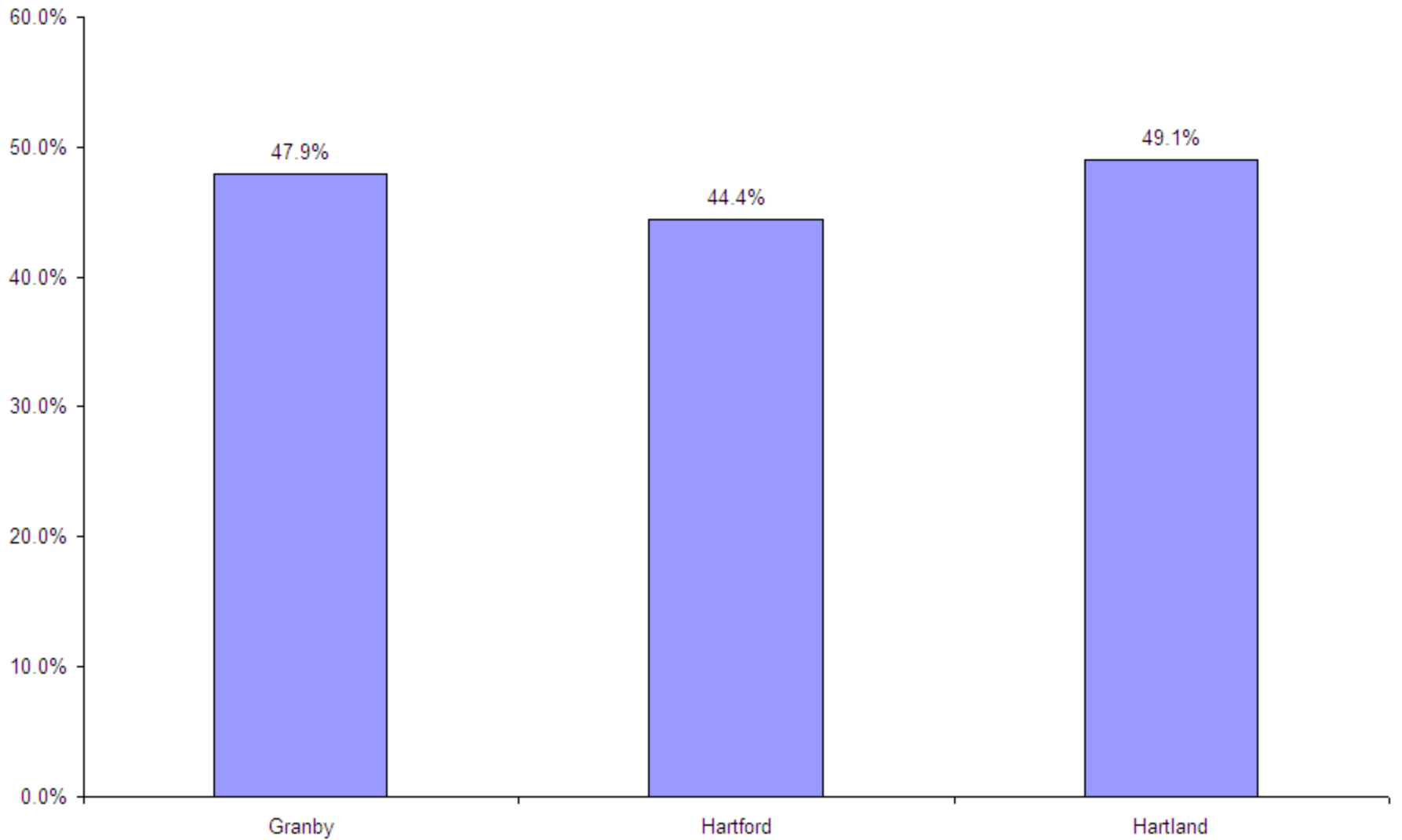
### Special Education (2009-2010)



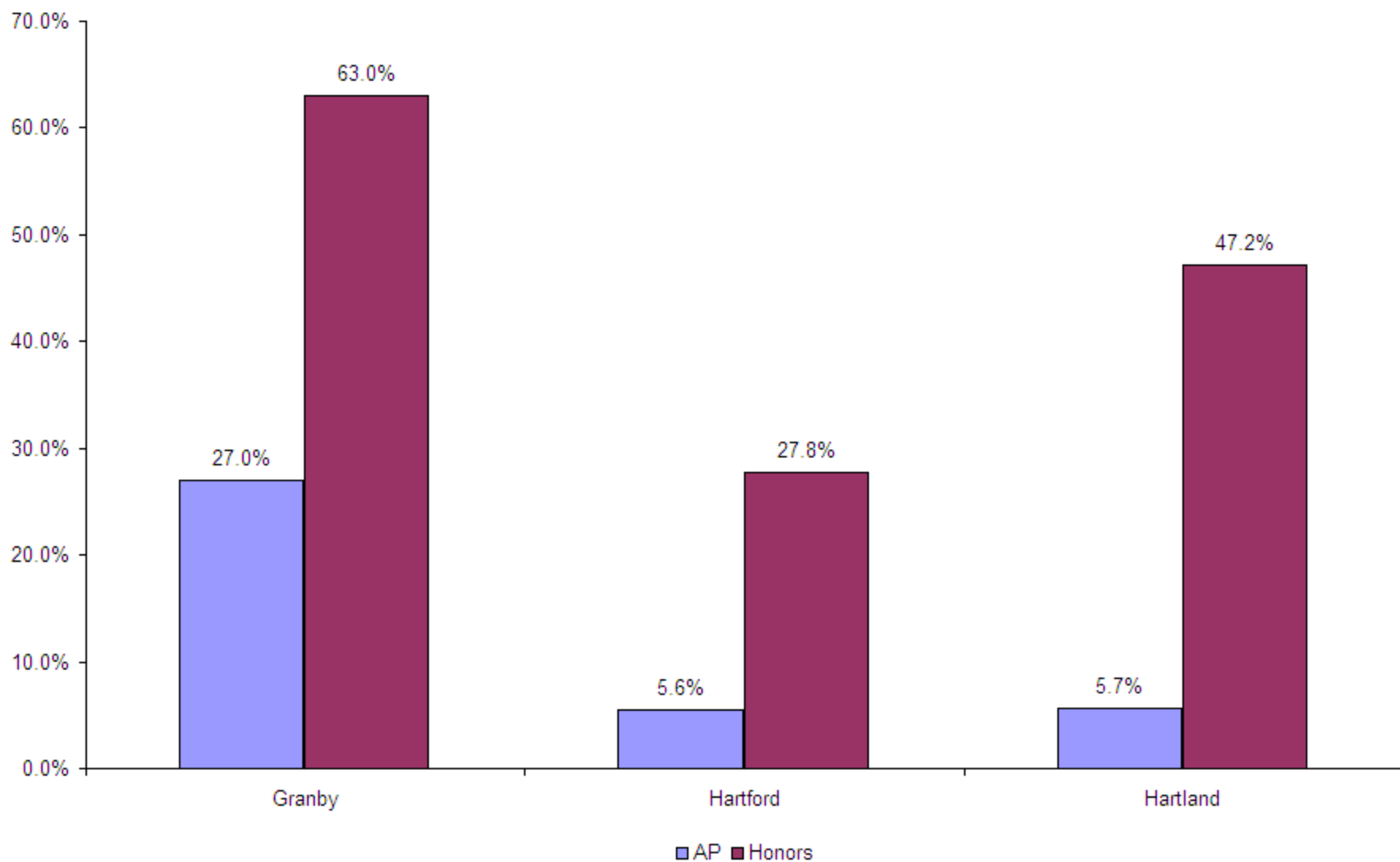
### GMHS Athletics 2009-2010



### GMHS Discipline (at least one referral 2009-2010)

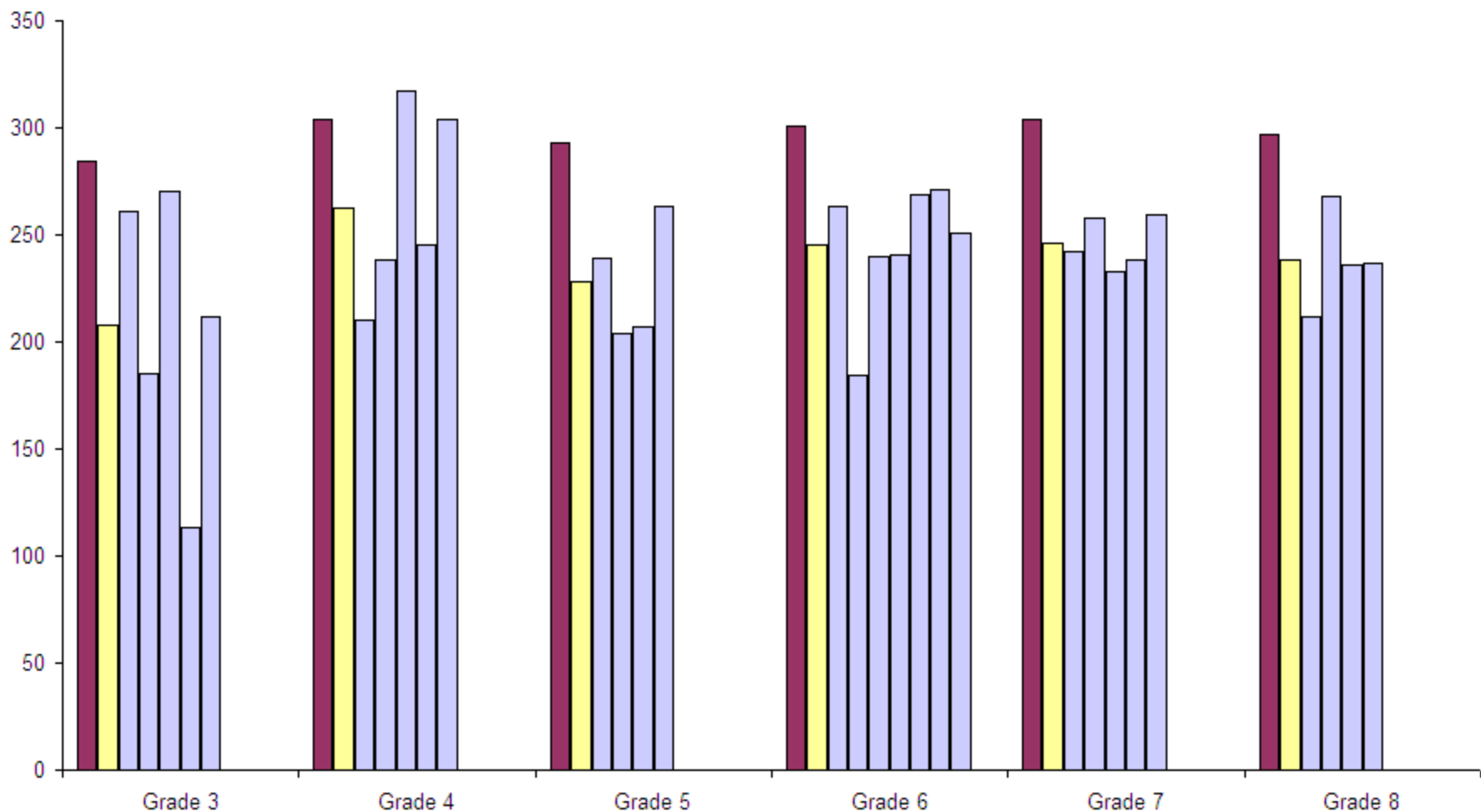


### GMHS Honors & AP Enrollment 2009-2010



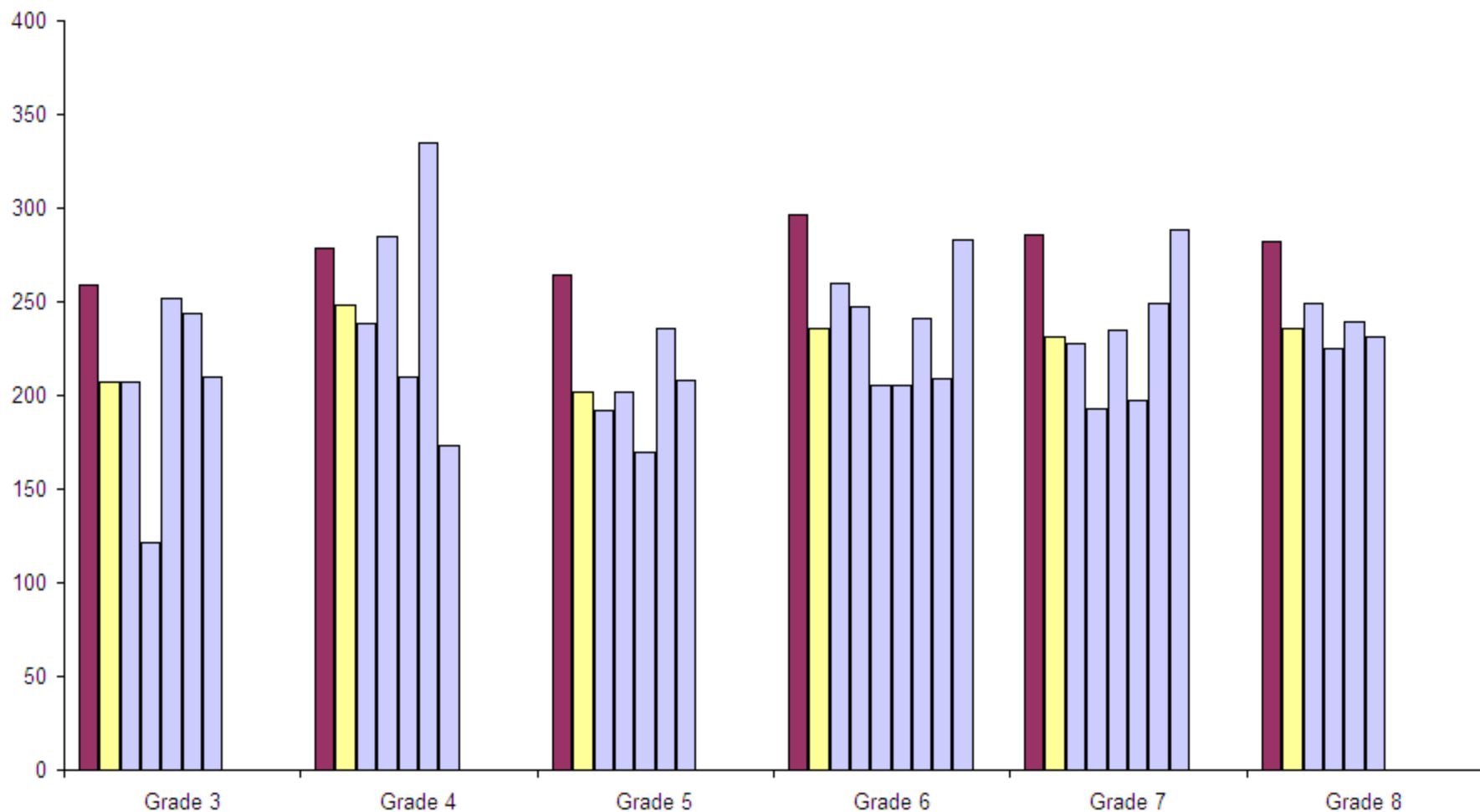
## 2009-2010 CMT Math

1st bar in each series shows Granby average, 2nd bar is the Hartford Students' average, followed by Hartford Students' Scores



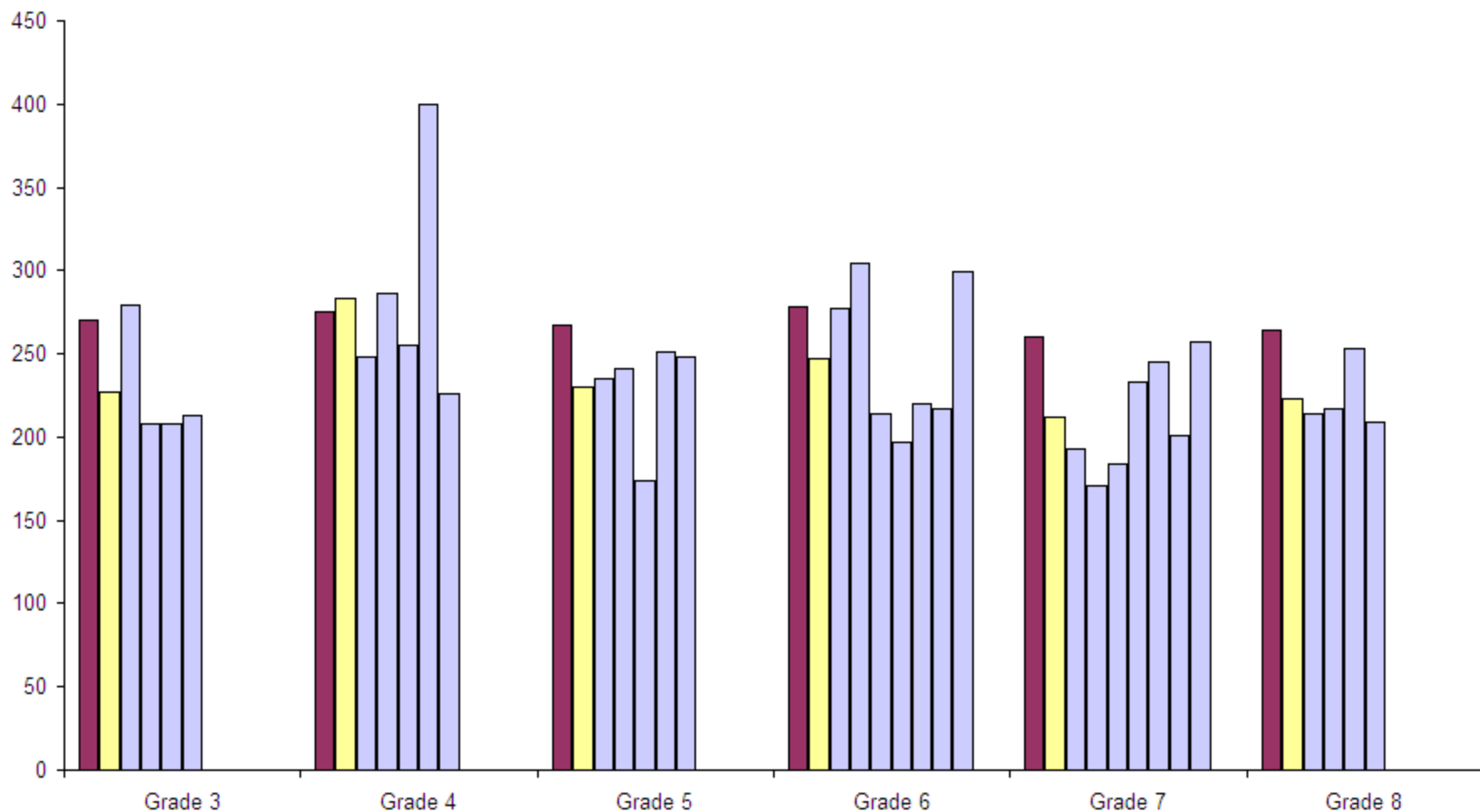
## 2009-2010 CMT Reading

1st bar in each series shows Granby average, 2nd bar is the Hartford Students' average, followed by Hartford Students' Scores



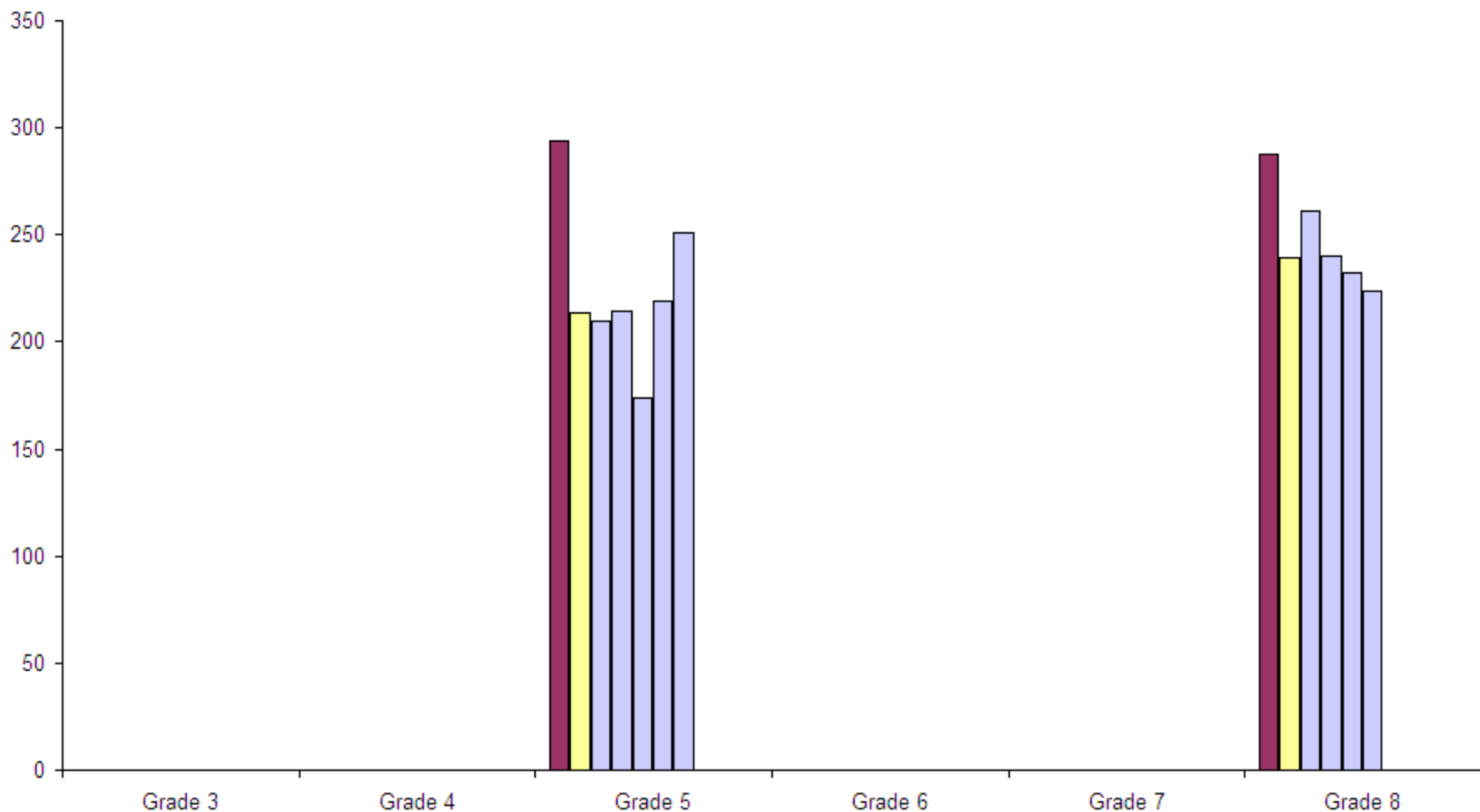
## 2009-2010 CMT Writing

1st bar in each series shows Granby average, 2nd bar is the Hartford Students' average, followed by Hartford Students' Scores

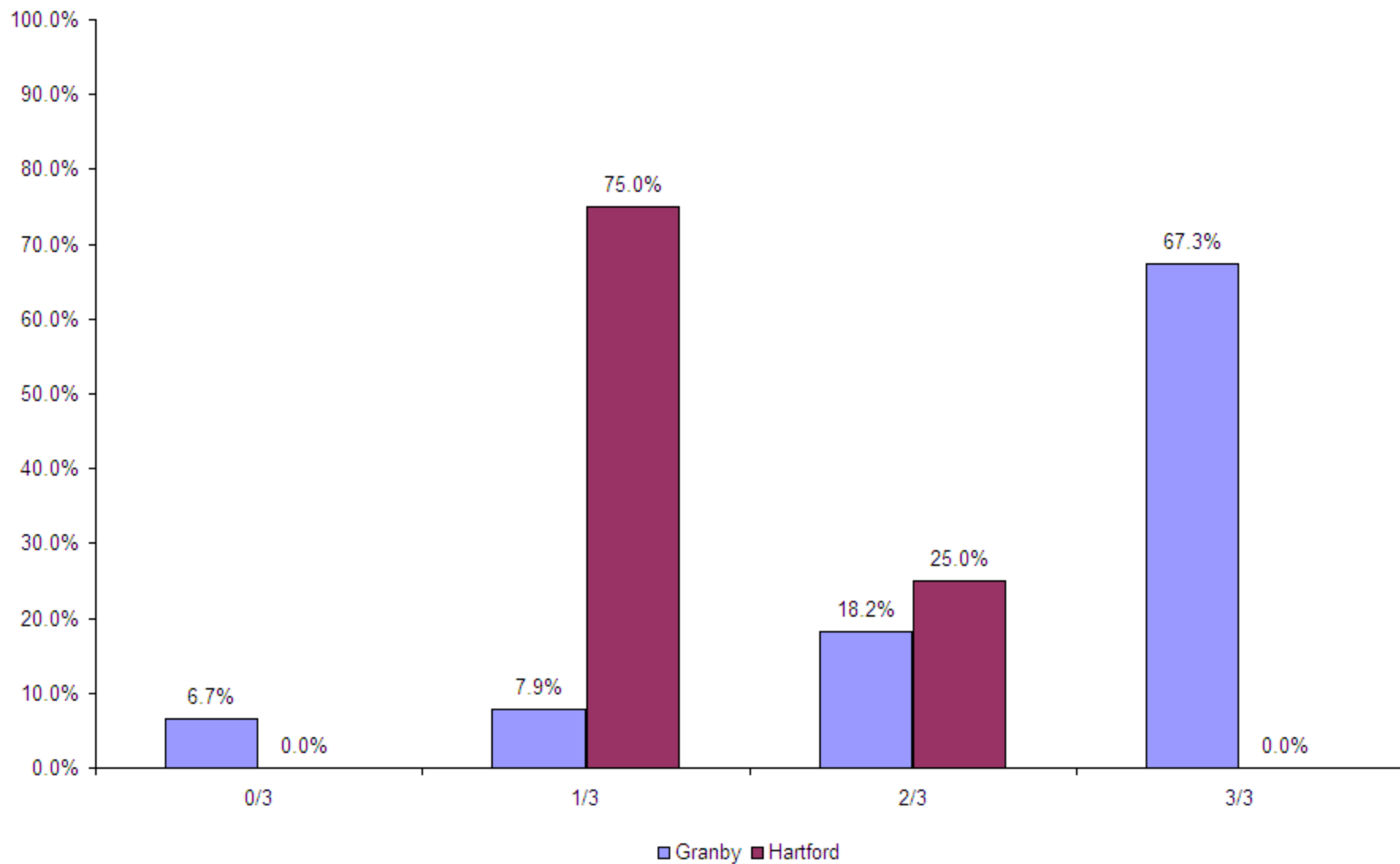


## 2009-2010 CMT Science

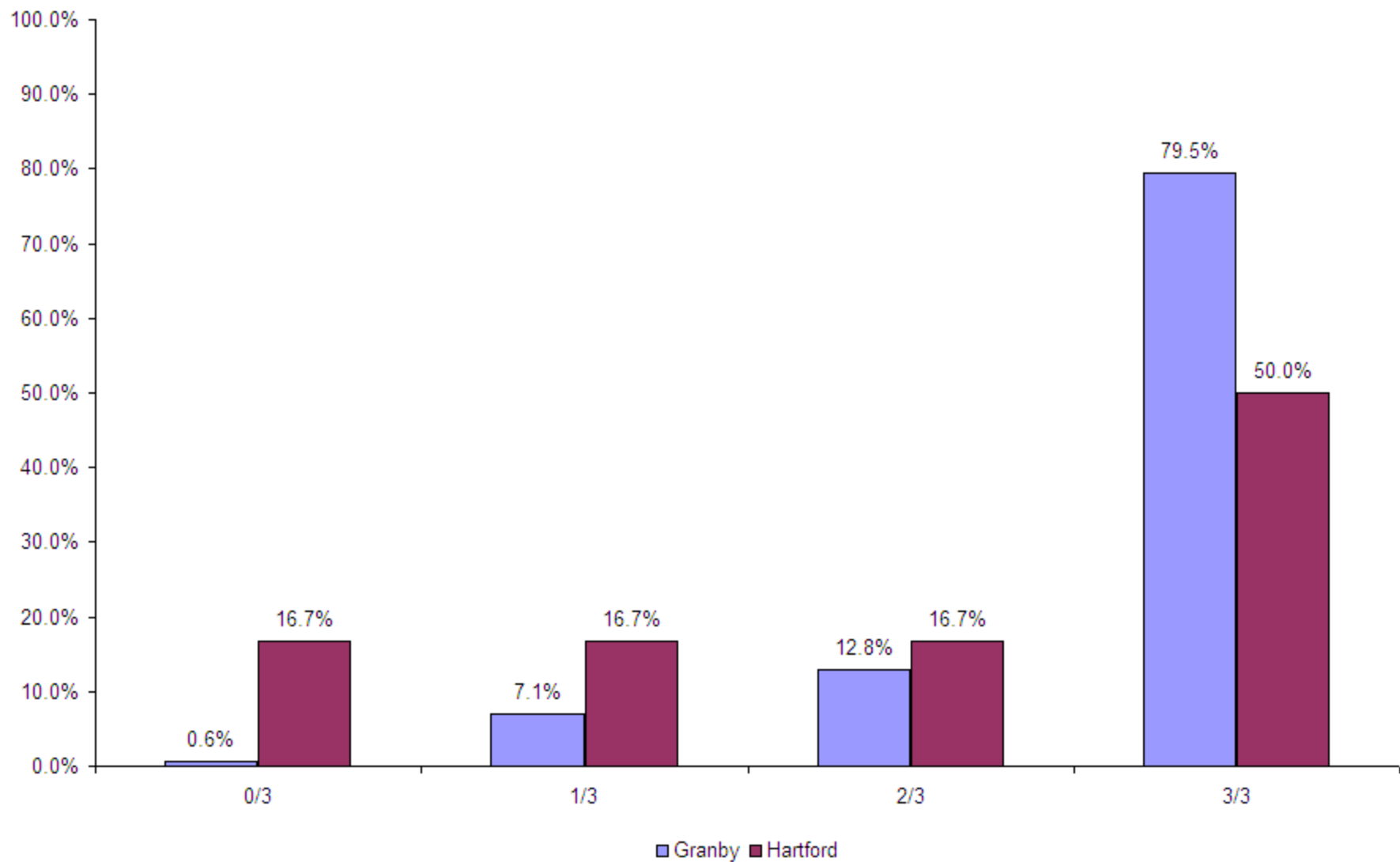
1st bar in each series shows Granby average, 2nd bar is the Hartford Students' average, followed by Hartford Students' Scores



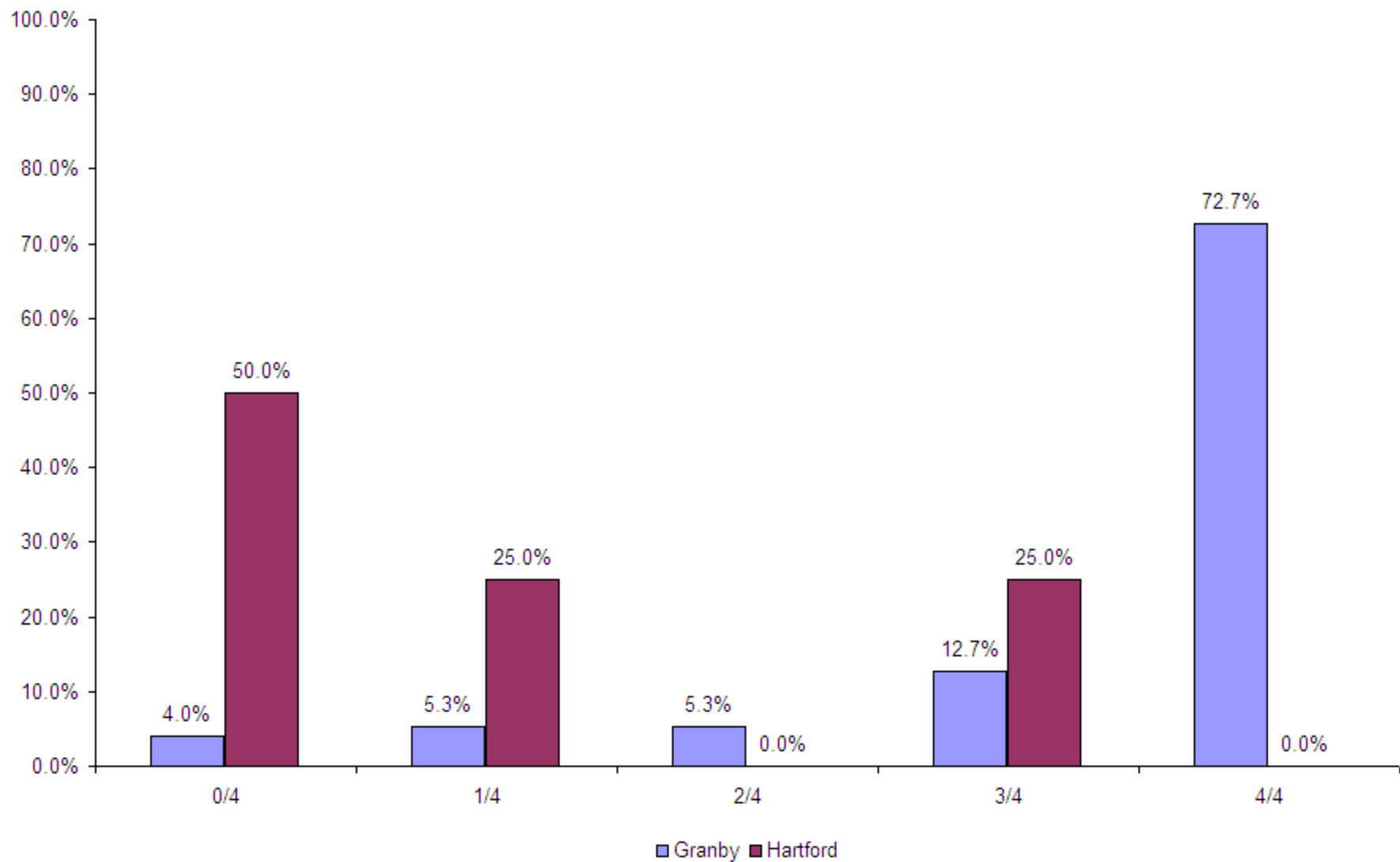
### CMT Grade 3 Subjects @ Goal 2009-2010



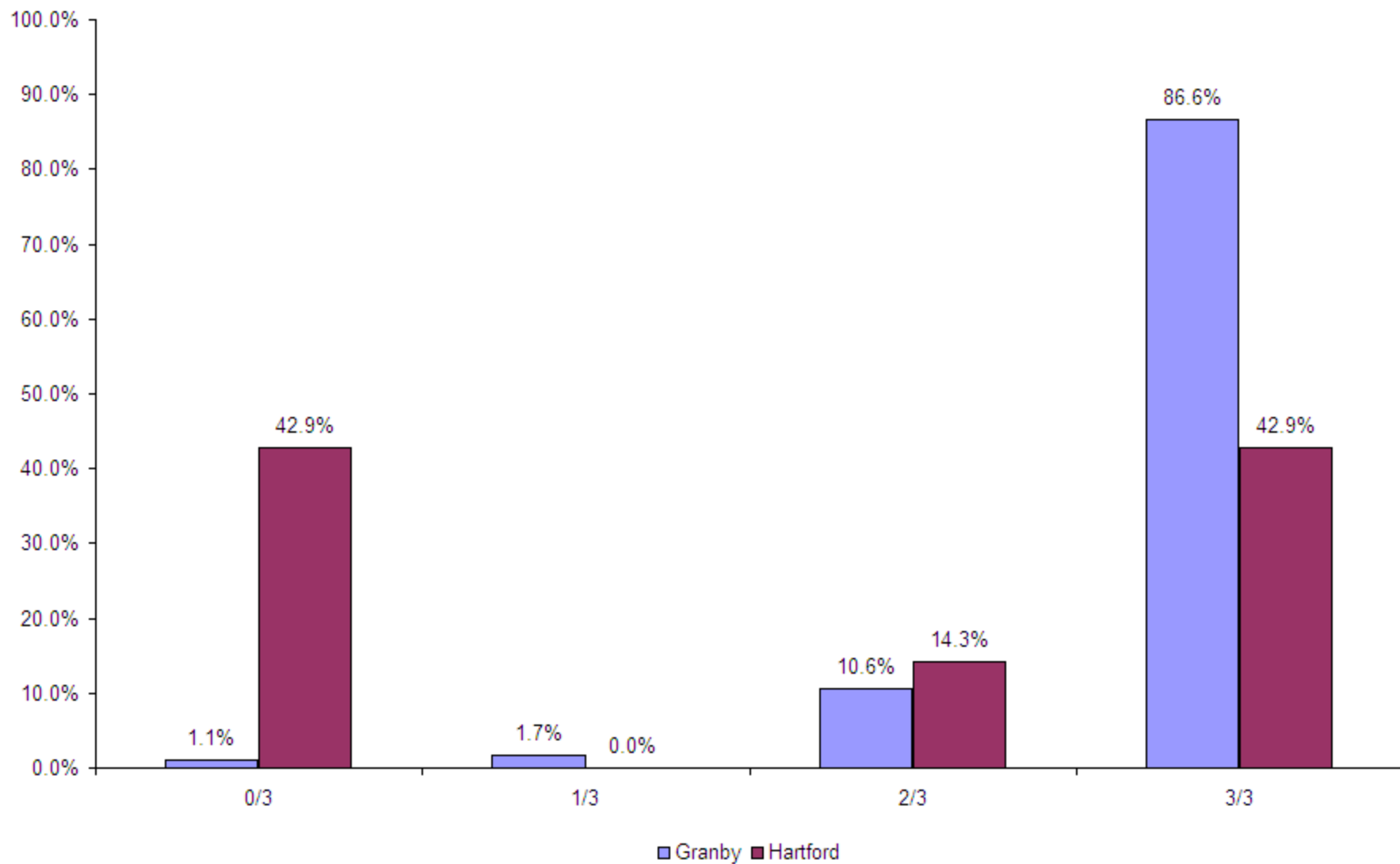
### CMT Grade 4 Subjects @ Goal 2009-2010



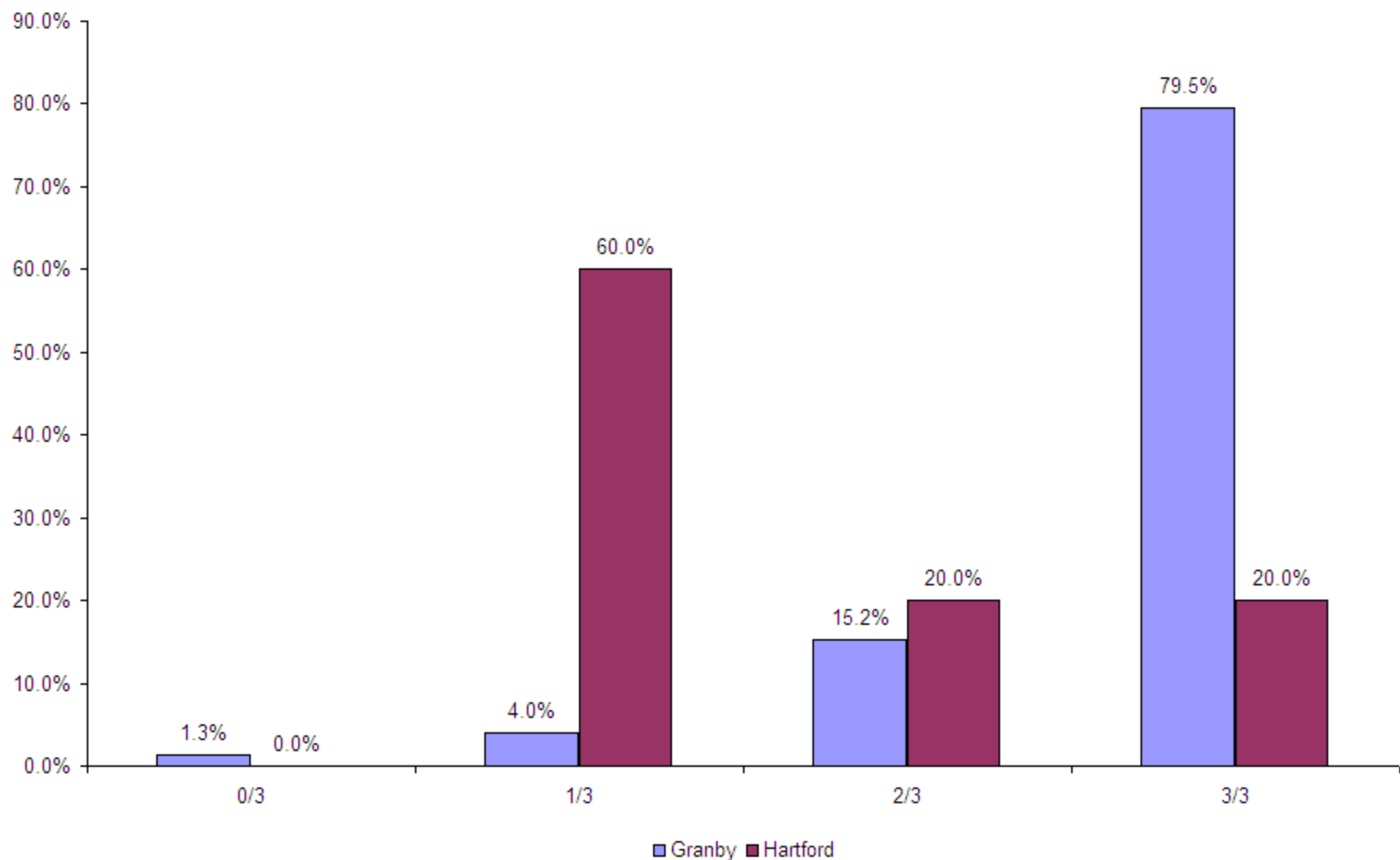
### CMT Grade 5 Subjects @ Goal 2009-2010



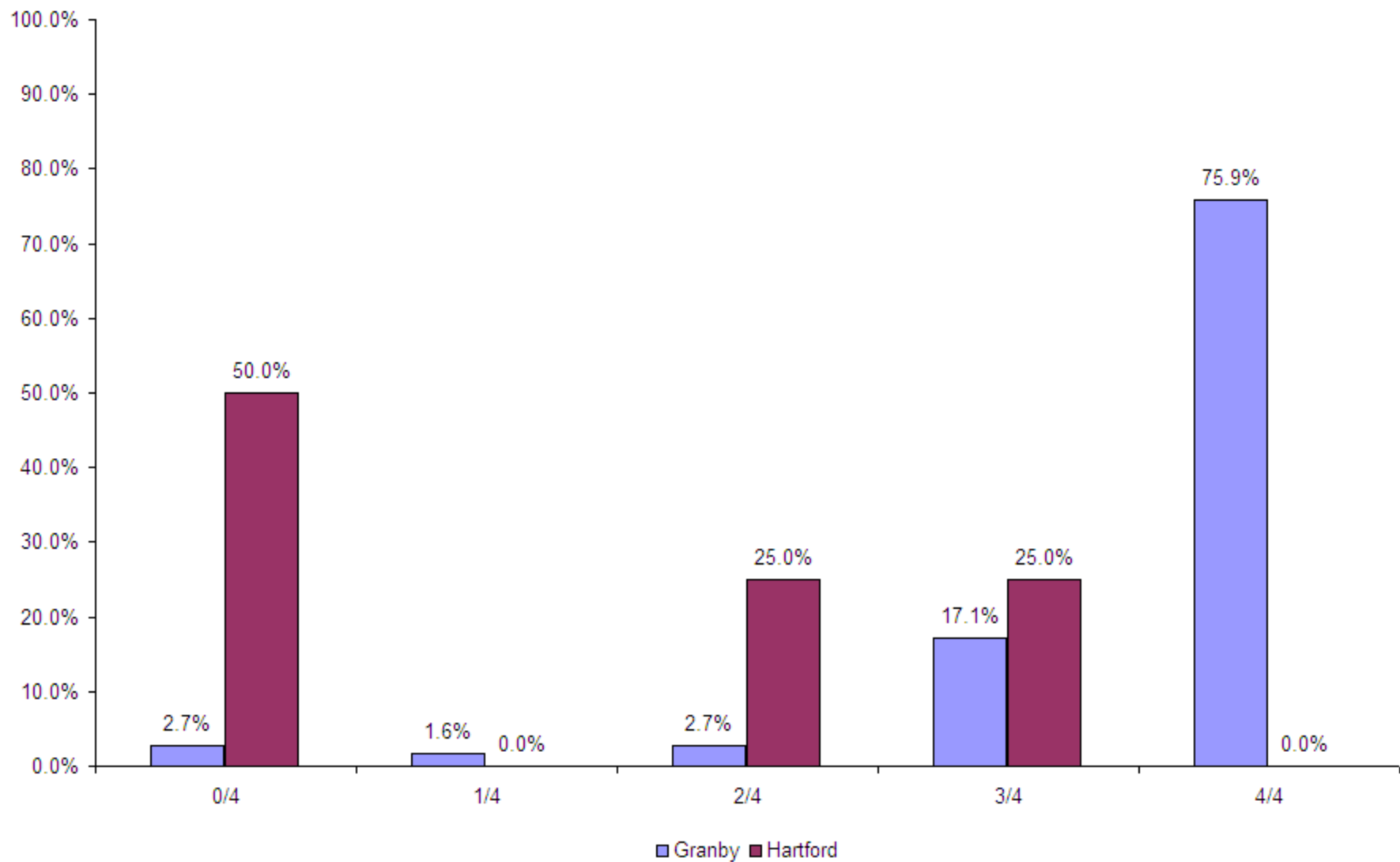
### CMT Grade 6 Subjects @ Goal 2009-2010



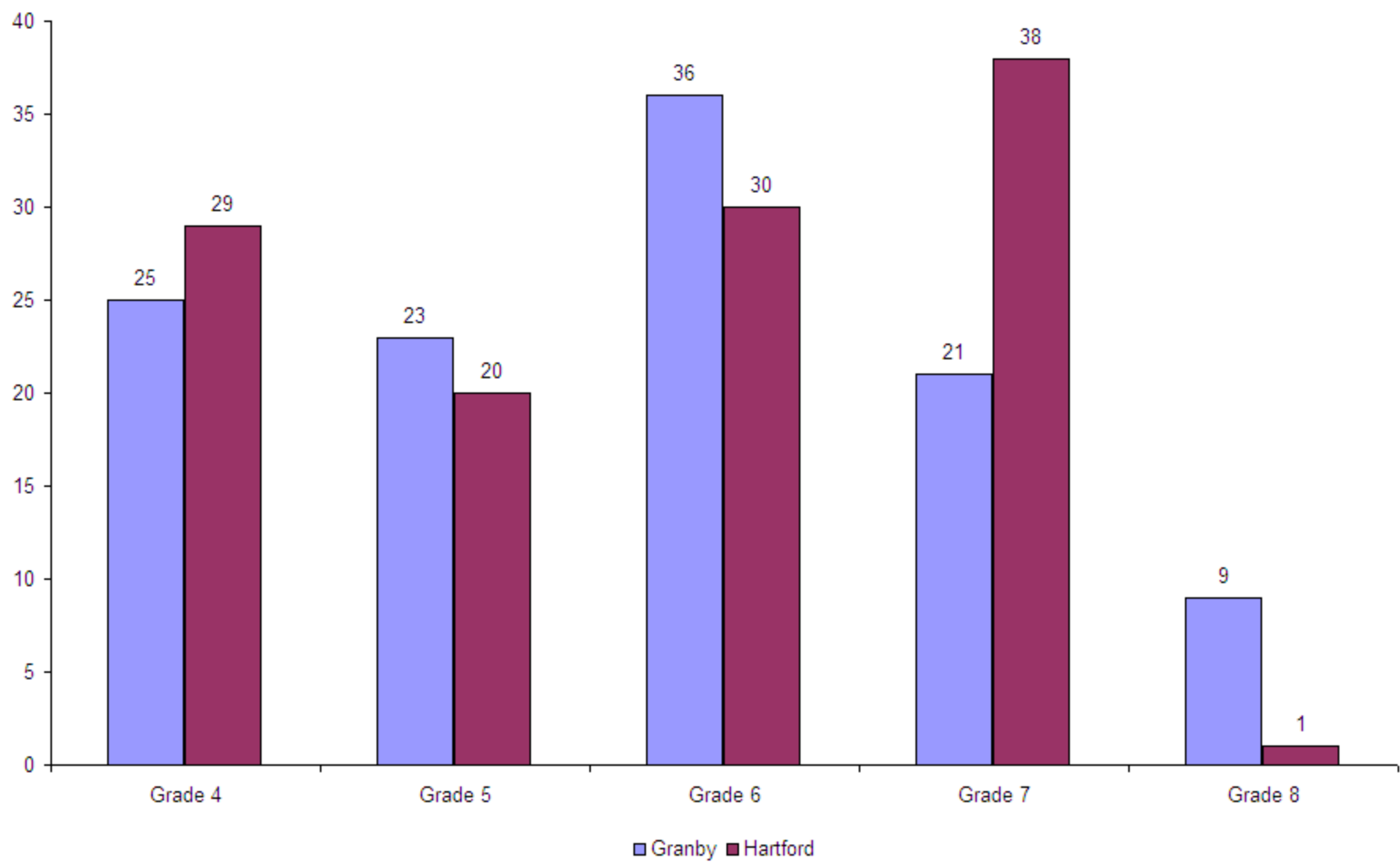
### CMT Grade 7 Subjects @ Goal 2009-2010



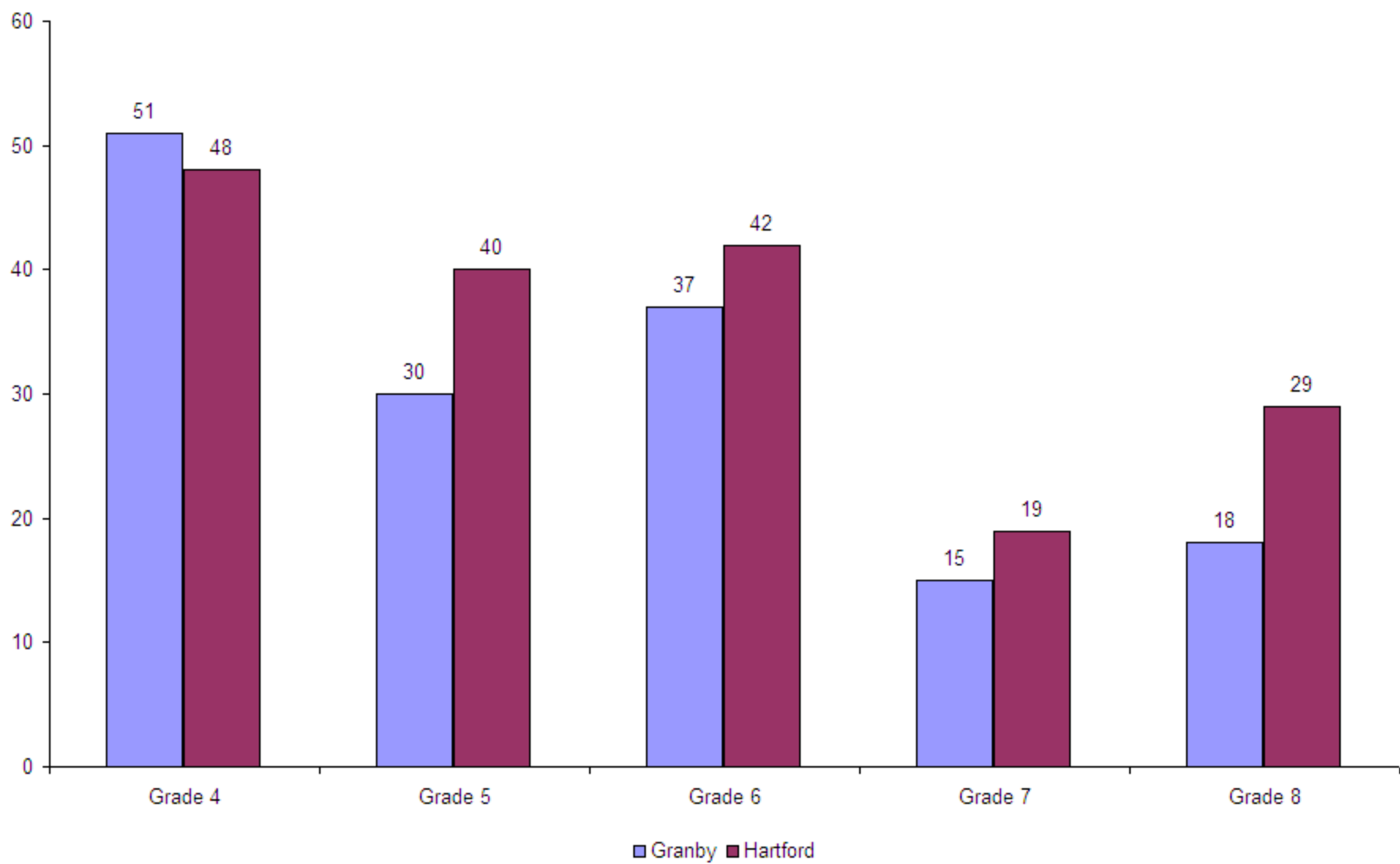
### CMT Grade 8 Subjects @ Goal 2009-2010



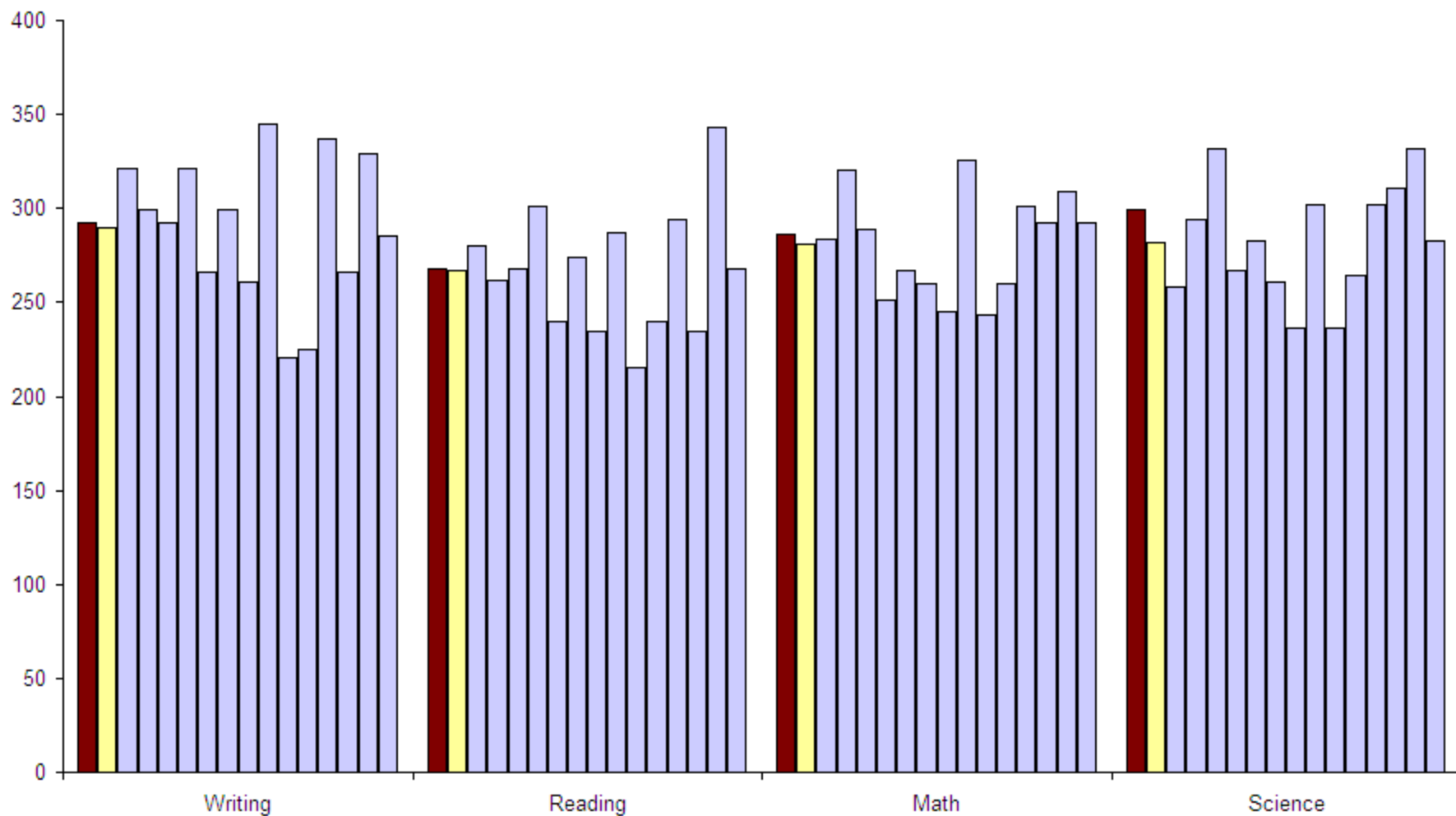
### CMT Reading Vertical Scale: Cohort Growth 08-09 to 09-10



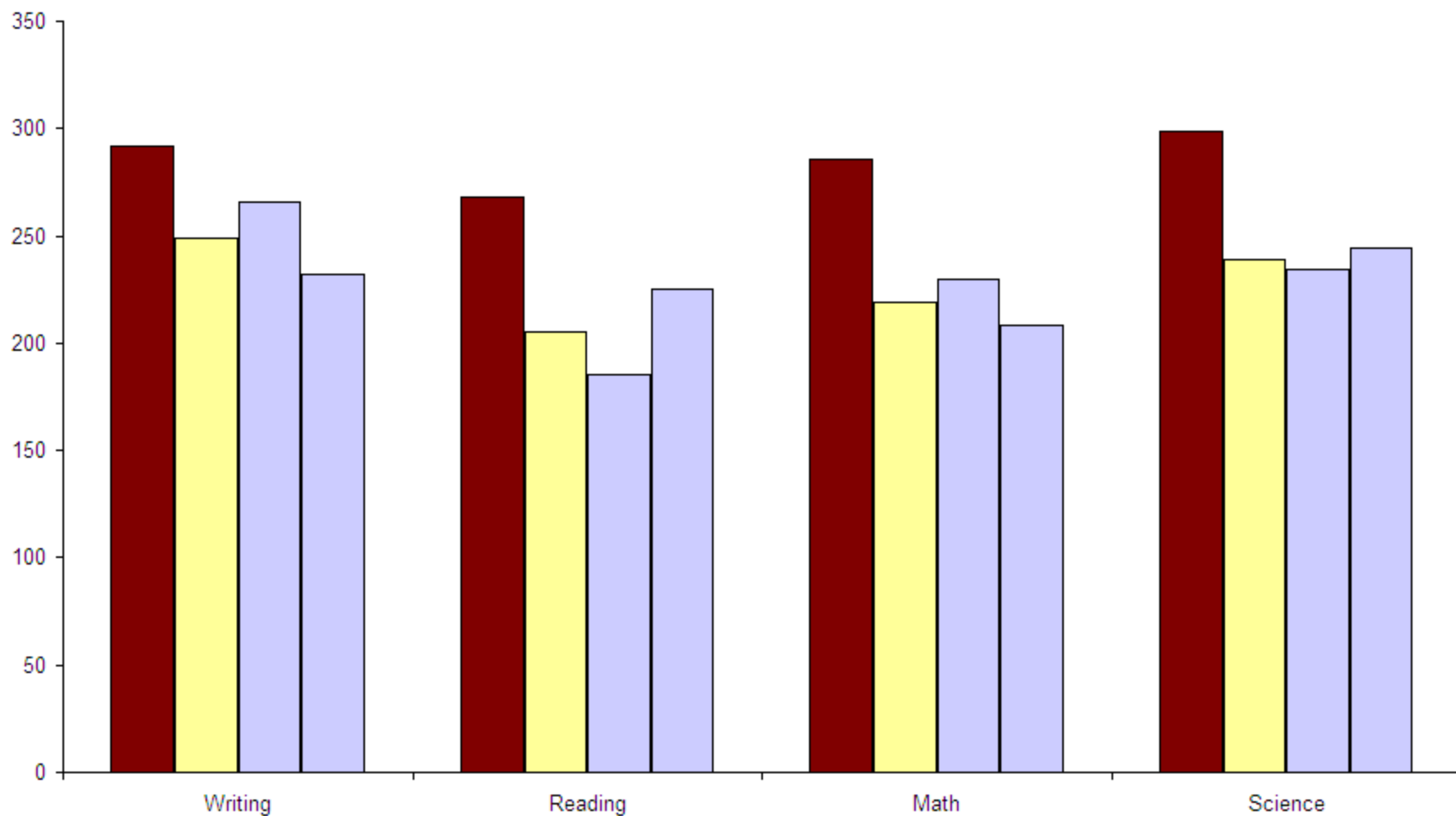
CMT Math Vertical Scale: Cohort Growth 08-09 to 09-10



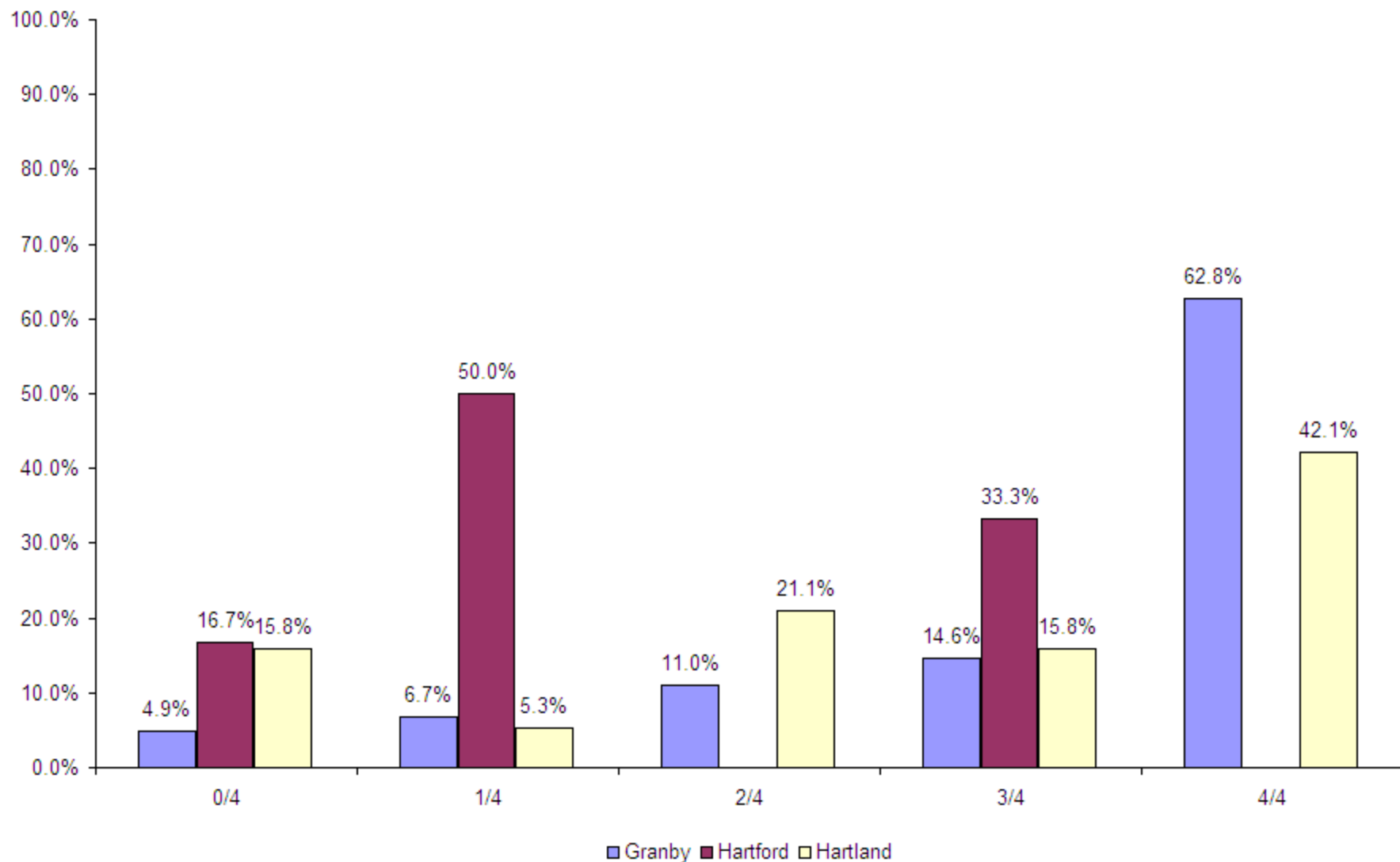
**2009-2010 CAPT Scale Scores**  
**1st bar in each series shows Granby average, 2nd bar is the Hartland average,**  
**followed by individual Hartland Students' Scores**



**2009-2010 CAPT Scale Scores**  
**1st bar in each series shows Granby average, 2nd bar is the Hartford average,**  
**followed by individual Hartford Students' Scores**

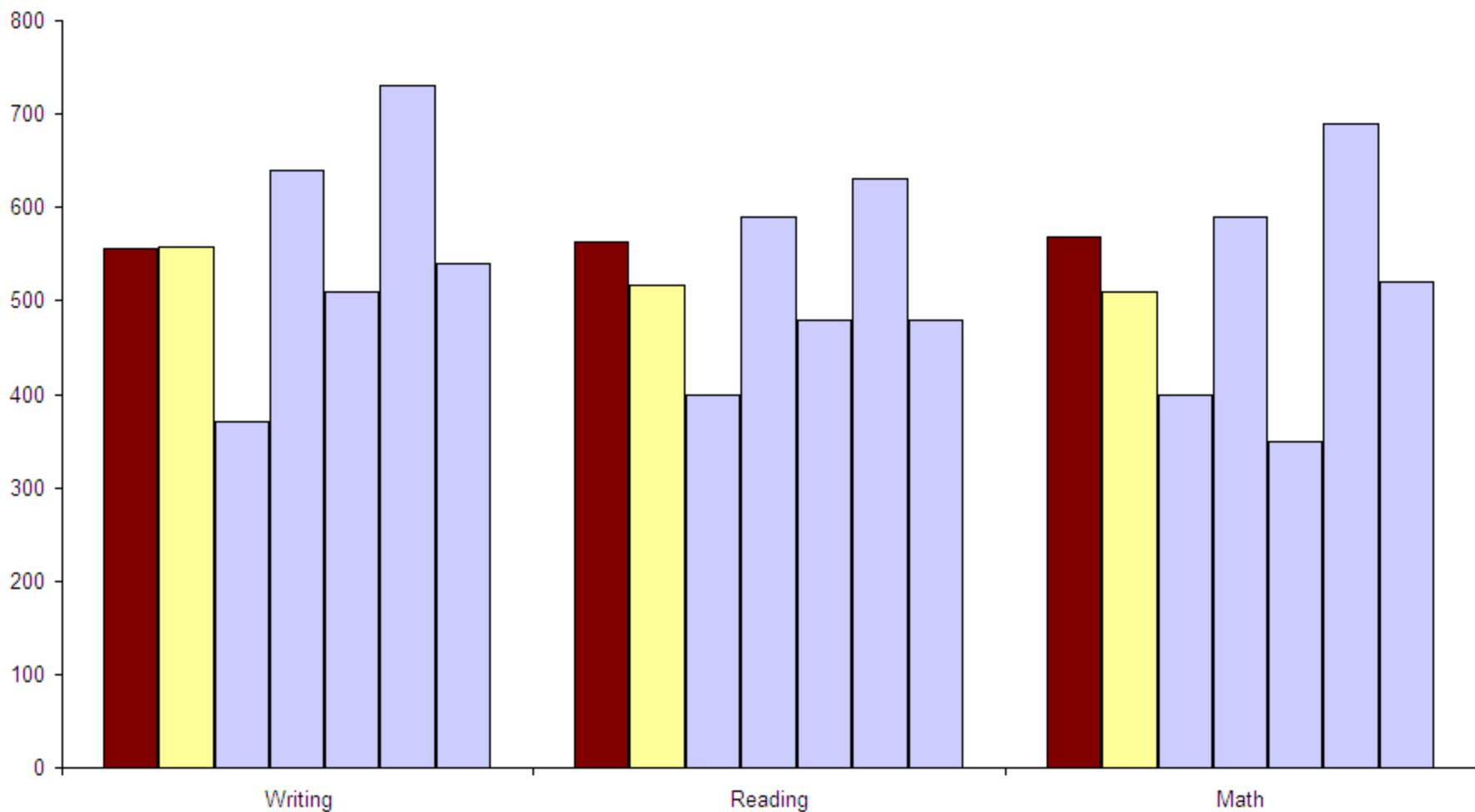


### CAPT Grade 10 Subjects @ Goal 2009-2010



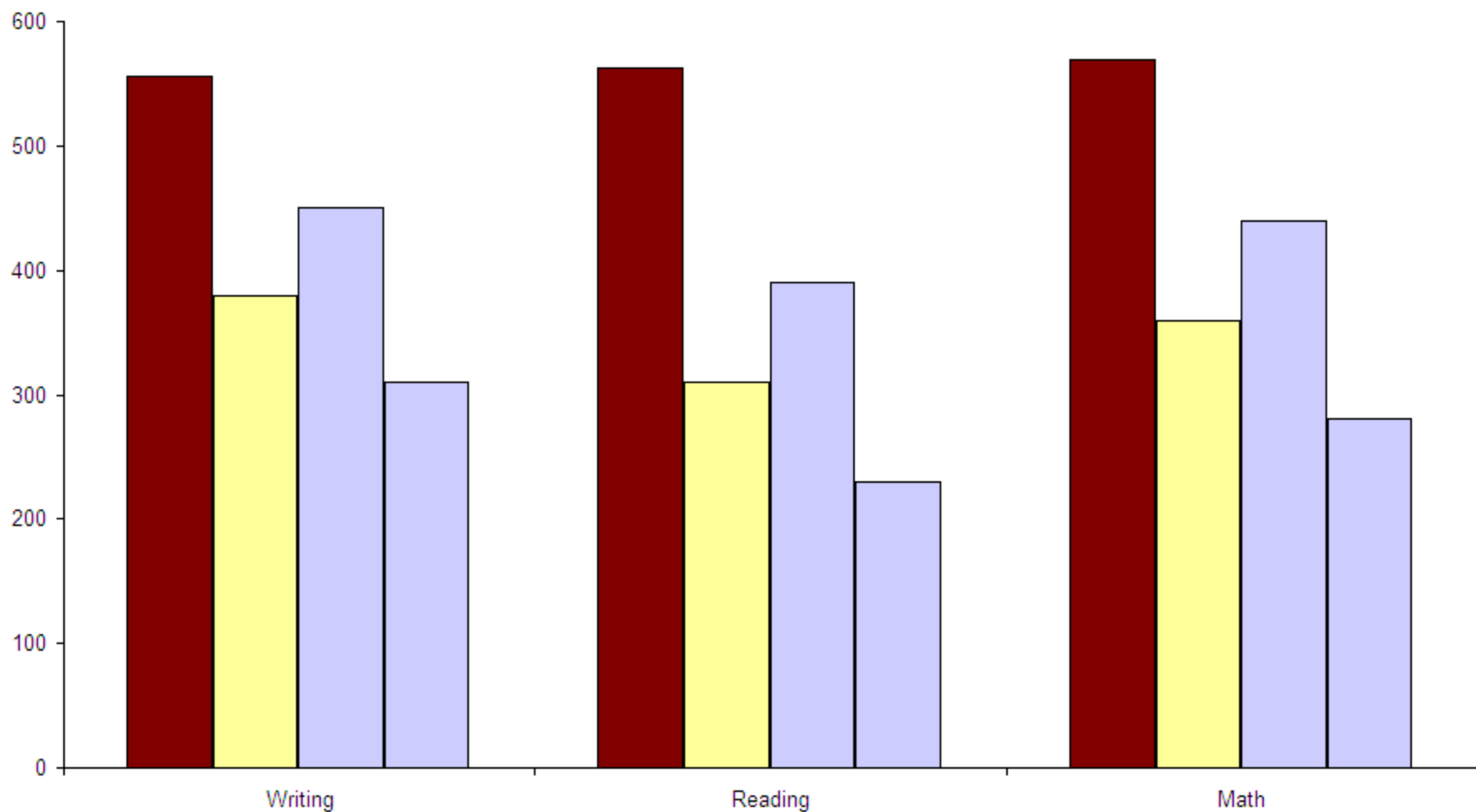
## Class of 2010 SAT Scores

1st bar in each series shows Granby average, 2nd bar is the Hartland average, followed by individual Hartland Students' Scores

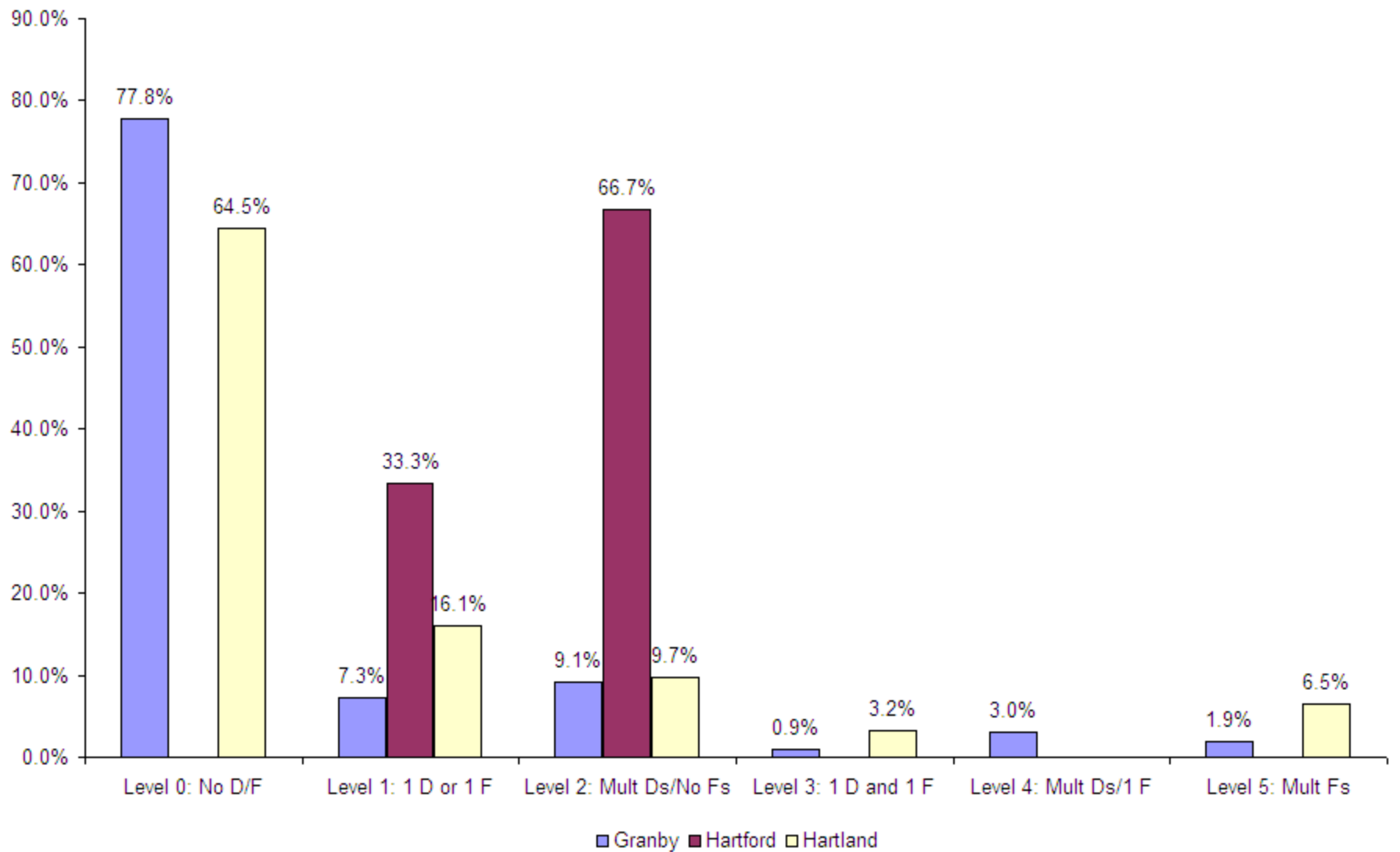


## Class of 2010 SAT Scores

1st bar in each series shows Granby average, 2nd bar is the Hartford average, followed by individual Hartford Students' Scores

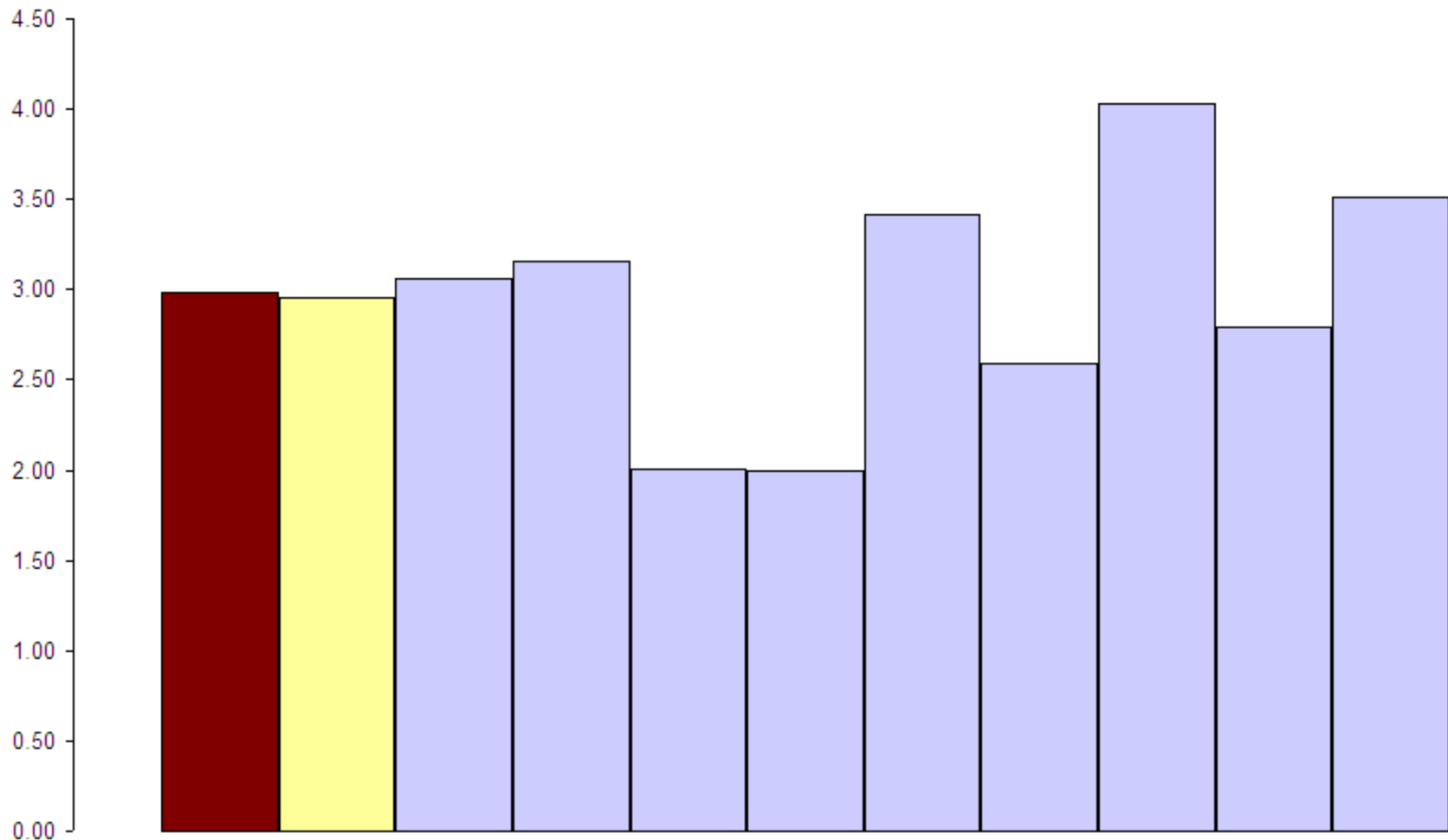


### HS Final Grades 2009-2010



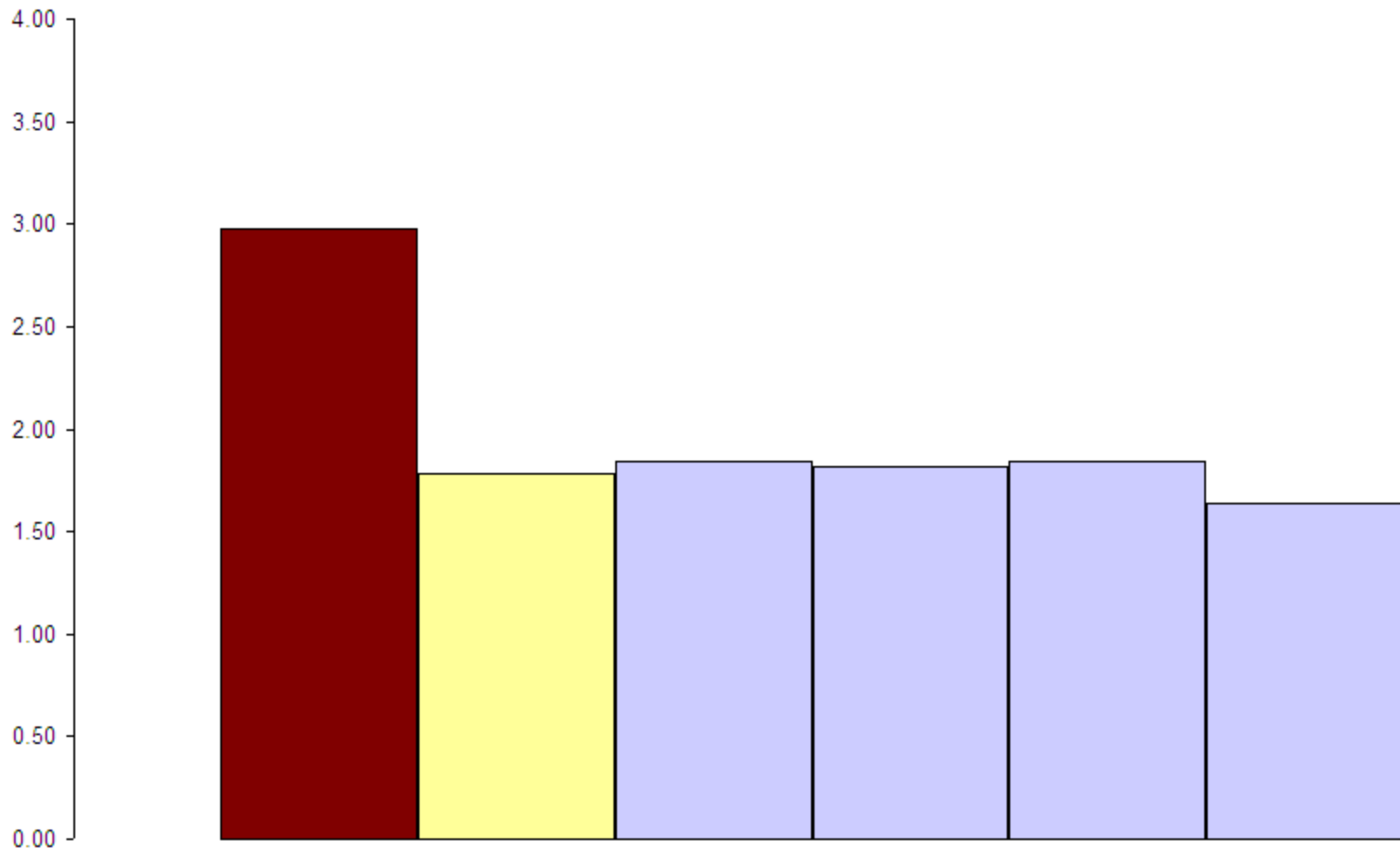
## Class of 2010 GPA

1st bar in each series shows Granby average, 2nd bar is the Hartland average,  
followed by individual Hartland Students' GPAs



## Class of 2010 GPA

1st bar in each series shows Granby average, 2nd bar is the Hartford average,  
followed by individual Hartford Students' GPAs



# 2010 Graduates

|                                 | Hartford | Hartland |
|---------------------------------|----------|----------|
| Number of Graduates             | 5        | 9        |
| # attending 2 or 4-year college | 4        | 8        |
| # entering the work force       | 1        | 1        |
| # taking AP courses             | 1        | 2        |
| National Honor Society Members  | 0        | 1        |
| Top 10 Scholar                  | 0        | 0        |

To: Board of Education  
 From: Diane Dugas, Director of Curriculum, Teaching and Learning  
 Date: October 15, 2010  
 RE: Program and Academic Performance by Residence

This report provides programmatic and achievement data for the students that attend Granby Public Schools through both the Open Choice Program and the Hartland students that attend Granby Memorial High School. Demographical data is taken from the 2008-2009 Strategic School Profile and achievement data is actual district generated student performance data from the 2009-2010 school year. The data assists the district in identifying strengths and needs in improving academic equity across subgroups of students.

| <b>Table 1: Granby Public Schools, 2008-2009<br/>2,260 Students, 75 Choice students (3.3%)</b> |               |                |
|--|---------------|----------------|
| <b>Race/Ethnicity</b>  | <b>Number</b> | <b>Percent</b> |
| American Indian  | 7             | 0.3            |
| Asian American   | 30            | 1.3            |
| Black  | 101           | 4.4            |
| Hispanic   | 43            | 1.9            |
| White  | 2,089         | 92.0           |
| Total Minority   | 181           | 8.0            |
| Open Choice  | 75            | 3.3            |
| Minority Staff   | 2             | 1.6            |

**Enrollment:**

| <b>Enrollment History</b> |                            |                            |                        |                            |
|---------------------------|----------------------------|----------------------------|------------------------|----------------------------|
| <b>Year</b>               | <b>District Population</b> | <b>Hartford Enrollment</b> | <b>GMHS Population</b> | <b>Hartland Enrollment</b> |
| 2002-2003                 | 2,155                      | 29                         | 594                    | 11                         |
| 2003-2004                 | 2,198                      | 34                         | 601                    | 27                         |
| 2004-2005                 | 2,222                      | 32                         | 666                    | 33                         |
| 2005-2006                 | 2,261                      | 43                         | 674                    | 41                         |
| 2006-2007                 | 2,278                      | 52                         | 687                    | 44                         |
| 2007-2008                 | 2,324                      | 72                         | 750                    | 50                         |
| 2008-2009                 | 2,270                      | 75                         | 736                    | 57                         |
| 2009-2010                 | 2,275                      | 74                         | 753                    | 54                         |
| 2010-2011                 | 2,237                      | 76                         | 787                    | 65                         |

## Programmatic Data

The programmatic data that is analyzed included both Open Choice and Harland participation and representation in special education, athletics, disciplinary incidents (at least one referral), AP and Honors courses.

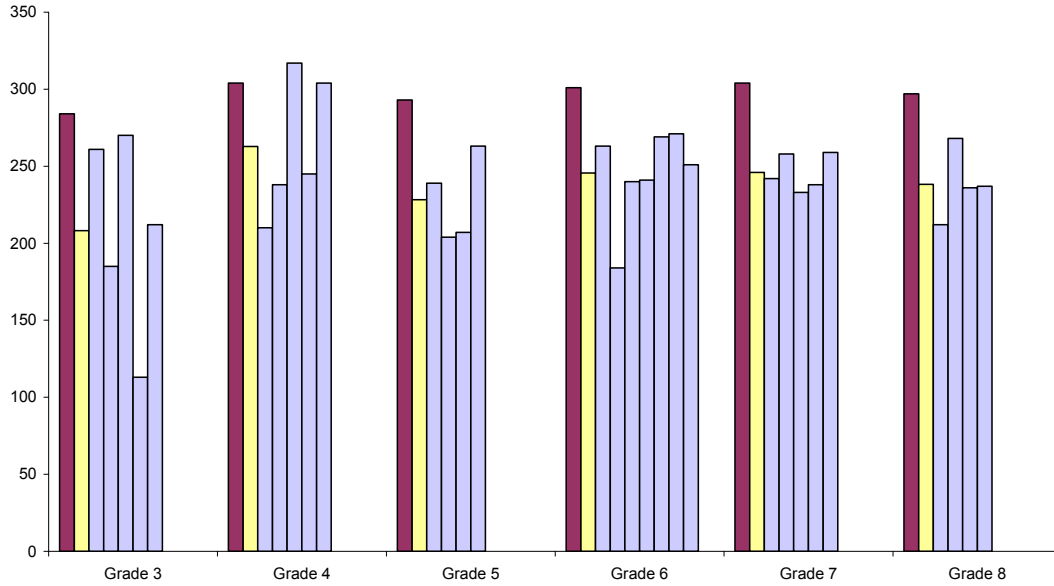
|                      | <b>% Granby Population</b>                    | <b>% Hartford Students</b>                    | <b>Difference Hartford</b>                 | <b>% Hartland Students</b>                    | <b>Difference Hartland</b>                 |
|----------------------|---|---|--|---|--|
| Special Education    | 6.8%  | 9.6%  | 2.8  | 3.6%  | -3.2                                       |
| Athletics            | Fall: 40.6%<br>Winter: 17.4%<br>Spring: 42.5% | Fall: 11.1%<br>Winter: 16.7%<br>Spring: 11.1% | Fall: 29.5<br>Winter: -0.7<br>Spring: 31.4 | Fall: 14.8%<br>Winter: 20.4%<br>Spring: 40.7% | Fall: -25.8<br>Winter: 3.0<br>Spring: -1.8 |
| Discipline Referrals | 47.9%   | 44.4%   | -3.5                                       | 49.1%   | 1.2  |
| AP Enrollment        | 27.0%   | 5.6%  | -21.4                                      | 5.7%  | -21.3                                      |
| Honors Courses       | 63.0%   | 27.8%   | -35.2                                      | 47.2%   | -15.8                                      |

## Academic Performance

Charts 1 to 6 show the average Granby student scaled scores on CMT and CAPT versus the actual scaled scores for Open Choice and Hartland students. Given the small sample size of students in each grade level, the actual students' scores are reflected by the bar chart.

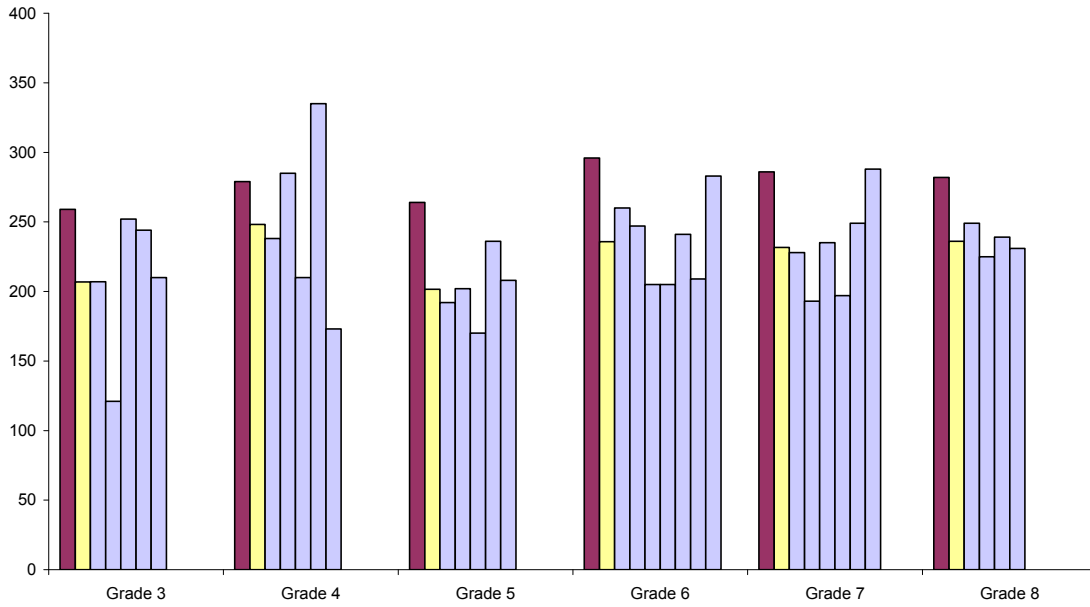
### 2009-2010 CMT Math

1st bar in each series shows Granby average, 2nd bar is the Hartford Students' average, followed by Hartford Students' Scores



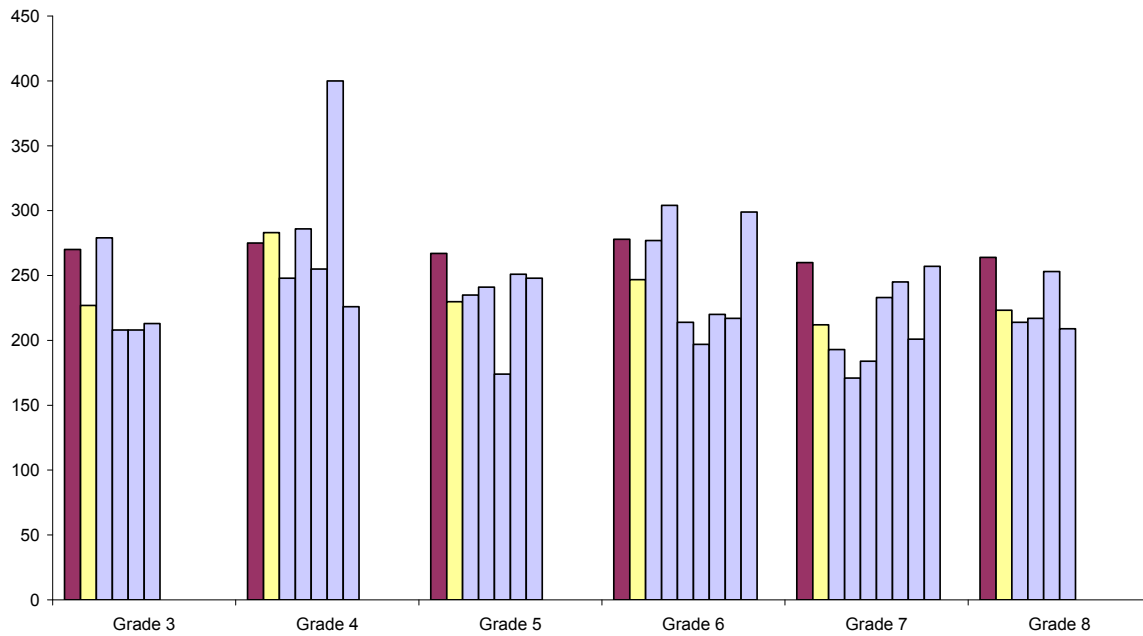
### 2009-2010 CMT Reading

1st bar in each series shows Granby average, 2nd bar is the Hartford Students' average, followed by Hartford Students' Scores



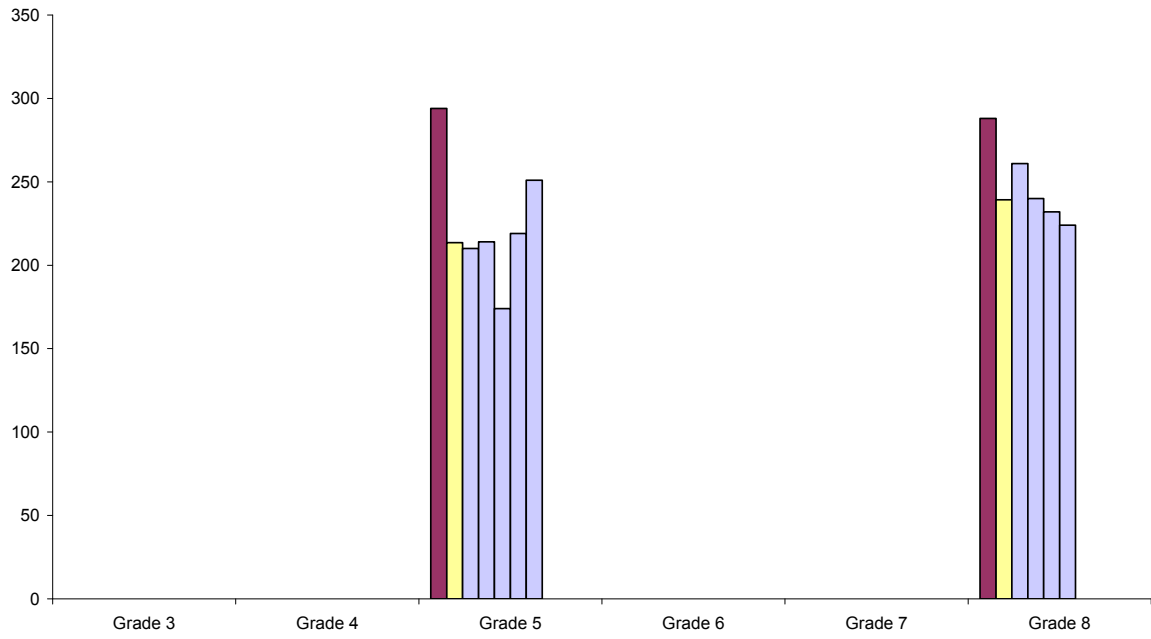
### 2009-2010 CMT Writing

1st bar in each series shows Granby average, 2nd bar is the Hartford Students' average, followed by Hartford Students' Scores

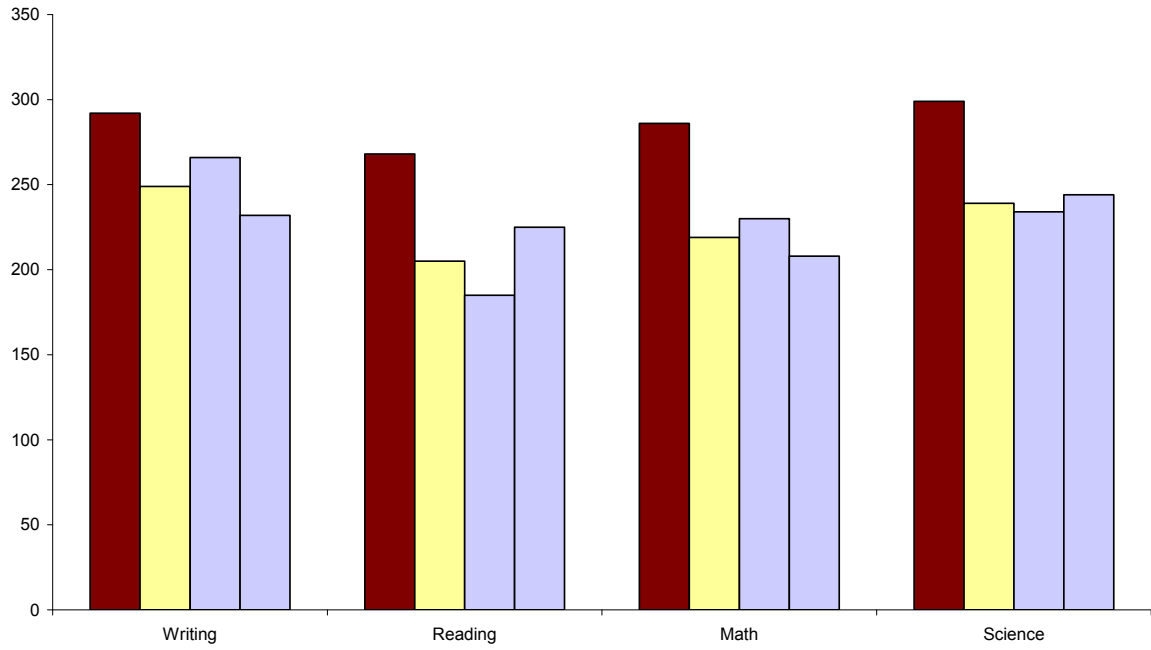


### 2009-2010 CMT Science

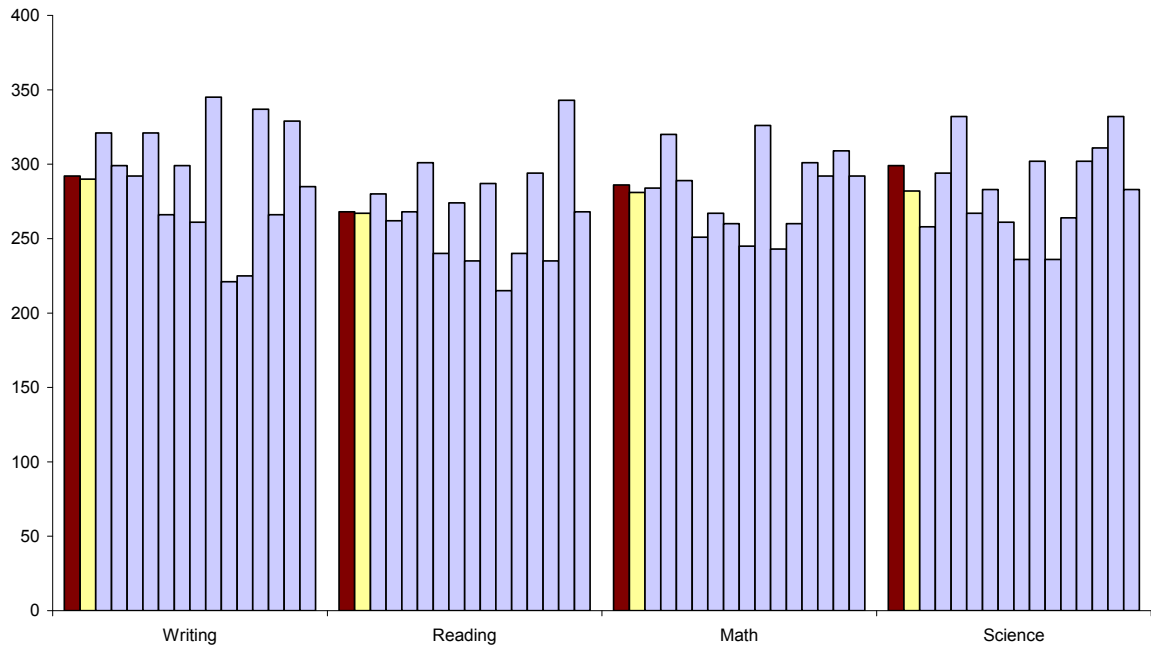
1st bar in each series shows Granby average, 2nd bar is the Hartford Students' average, followed by Hartford Students' Scores



**2009-2010 CAPT Scale Scores**  
**1st bar in each series shows Granby average, 2nd bar is the Hartford average,**  
**followed by individual Hartford Students' Scores**

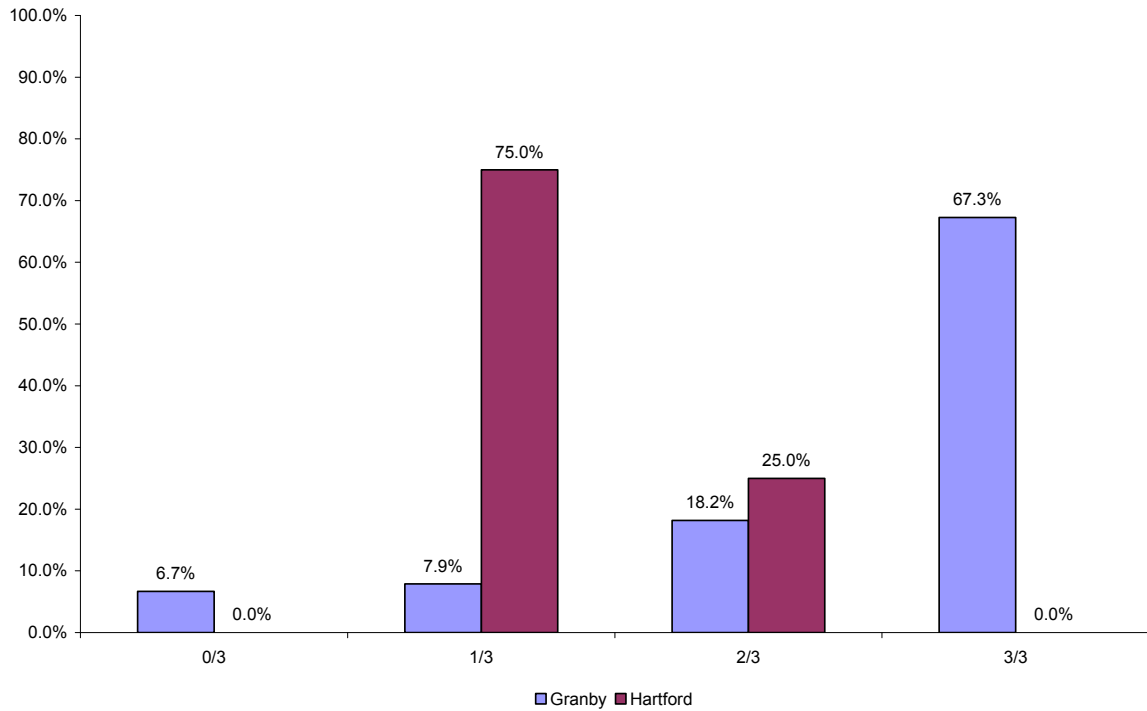


**2009-2010 CAPT Scale Scores**  
**1st bar in each series shows Granby average, 2nd bar is the Hartland average,**  
**followed by individual Hartland Students' Scores**

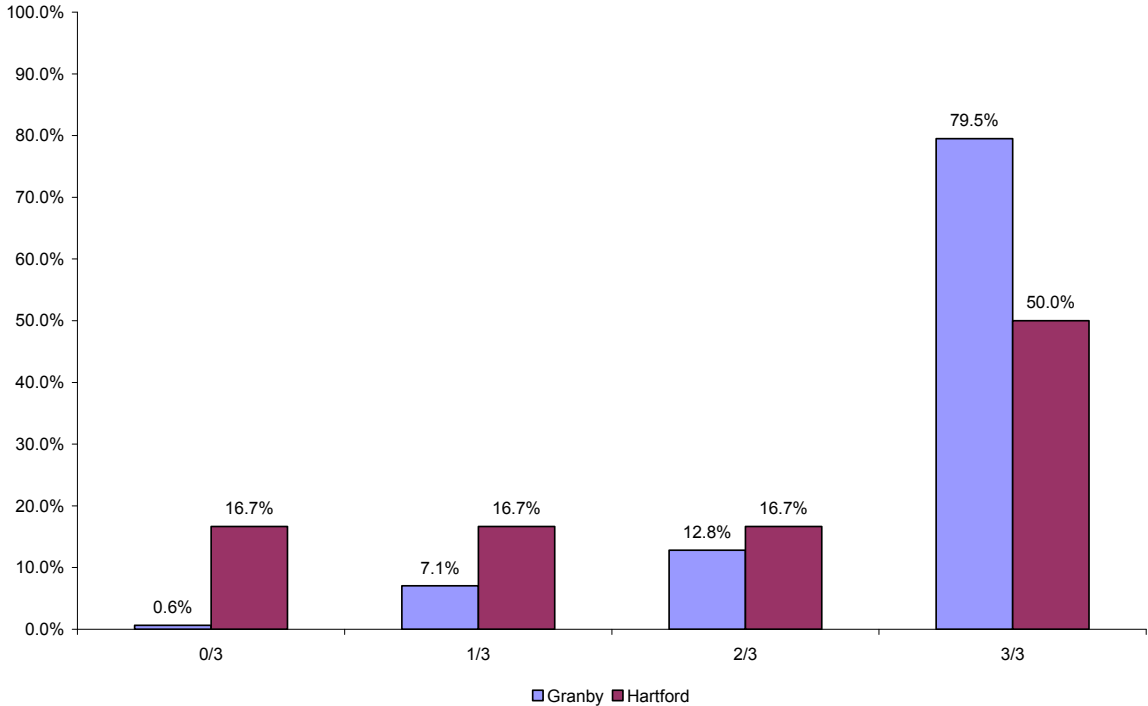


Charts 7 to 14 reflect the percentage of Granby, Hartford Choice students that attained goal in the CMT for math, reading, writing and science (grades 5 & 8 only). Chart 15 reflects the percentage of Granby, Hartford Choice students and Hartland students that attained goal on CAPT in all areas.

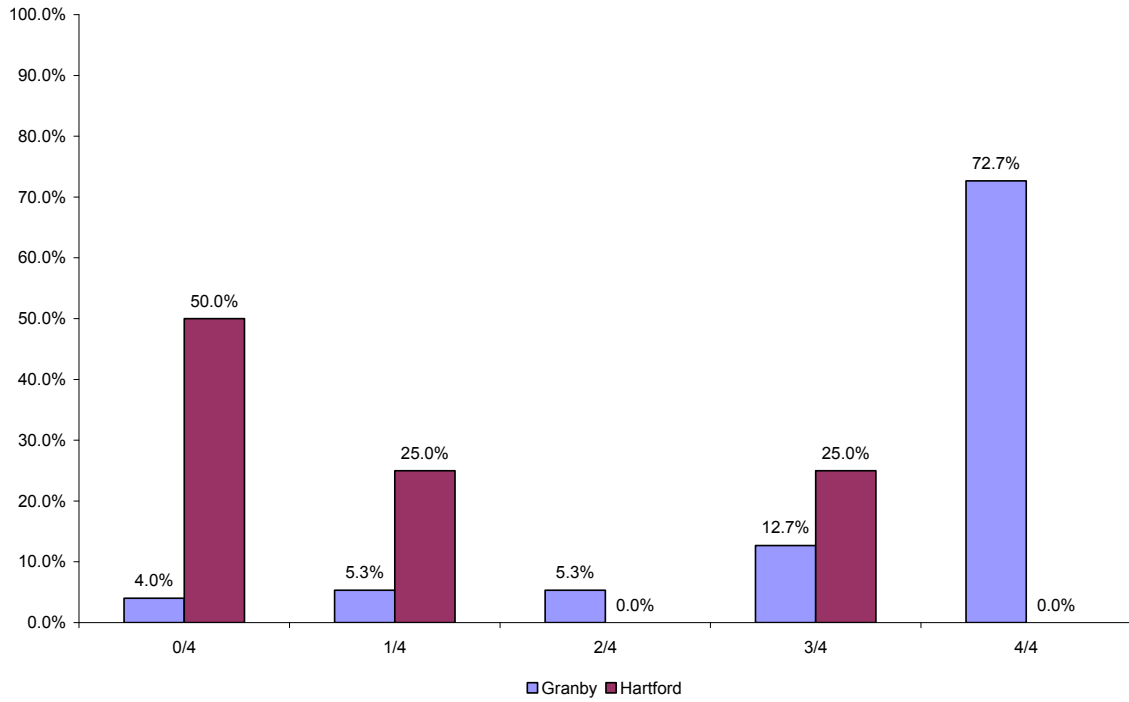
**CMT Grade 3 Subjects @ Goal 2009-2010**



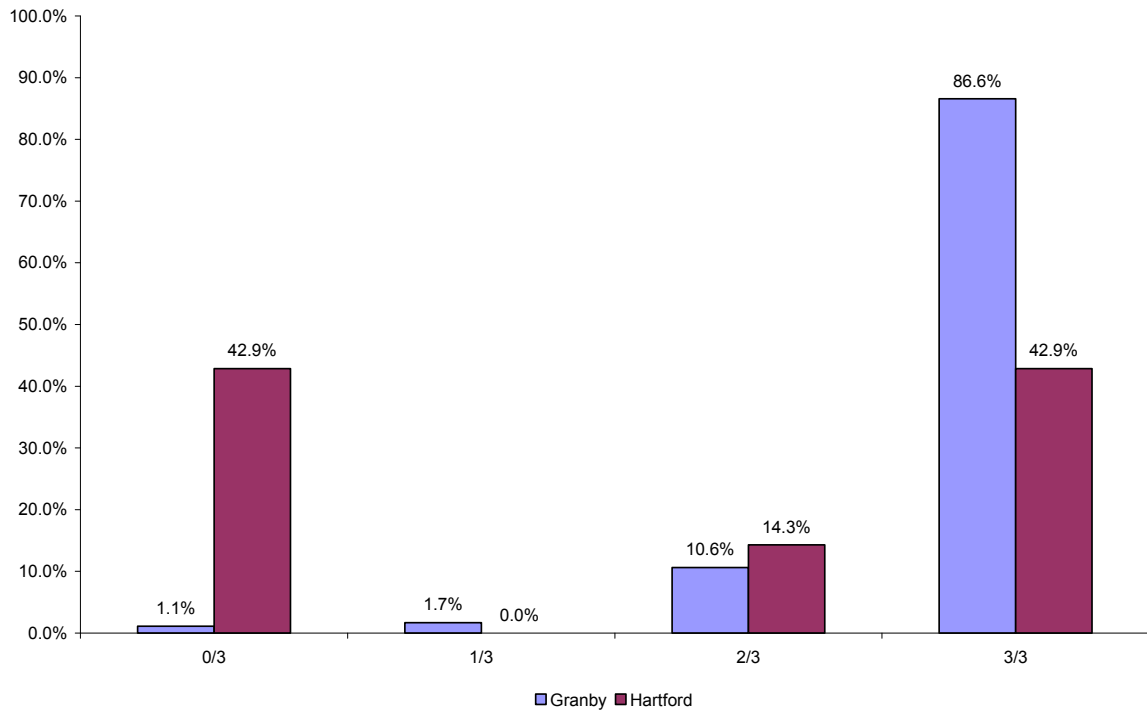
CMT Grade 4 Subjects @ Goal 2009-2010



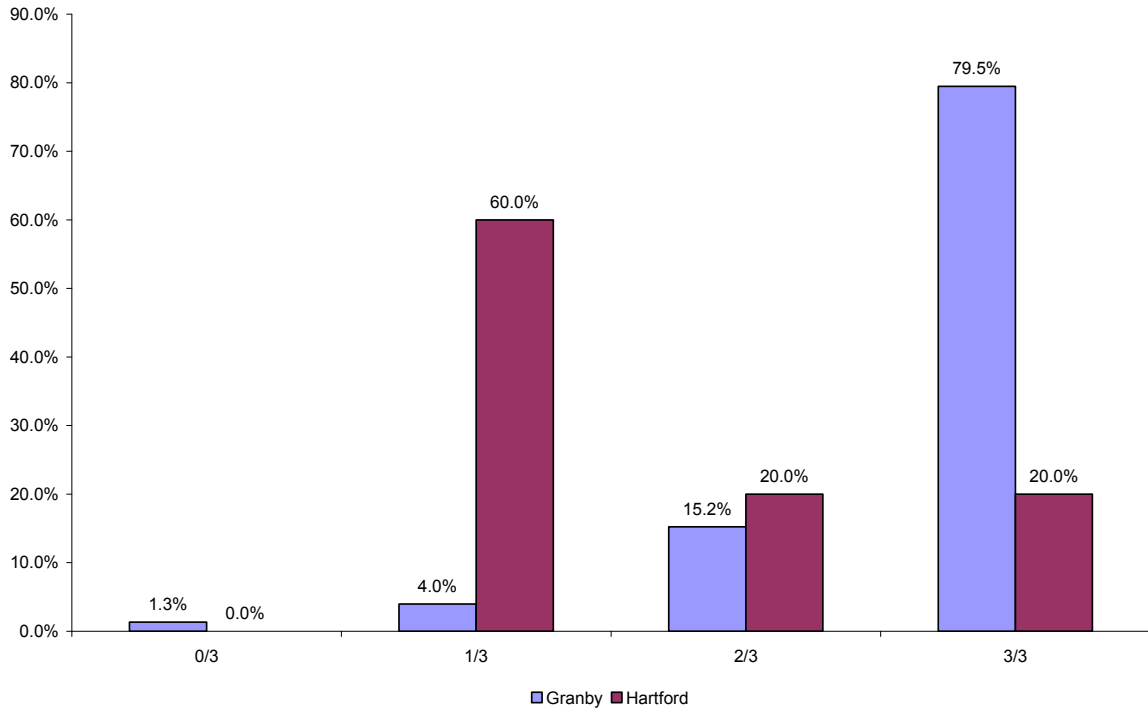
**CMT Grade 5 Subjects @ Goal 2009-2010**



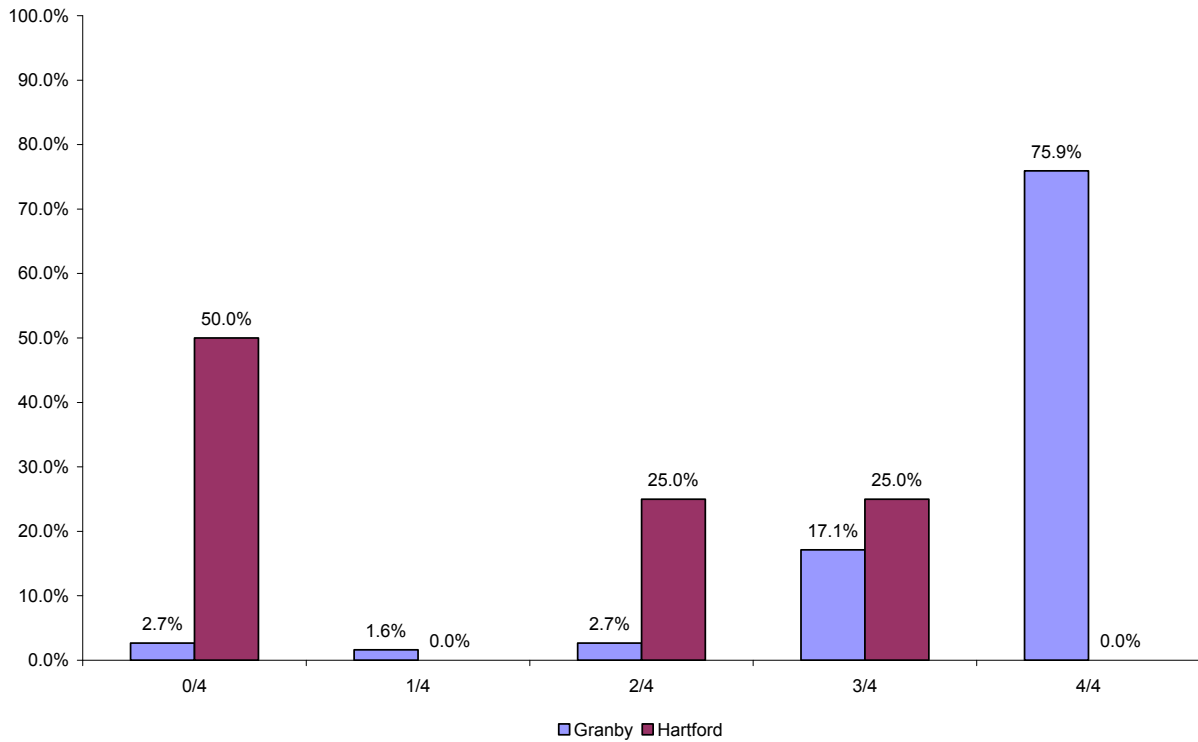
**CMT Grade 6 Subjects @ Goal 2009-2010**



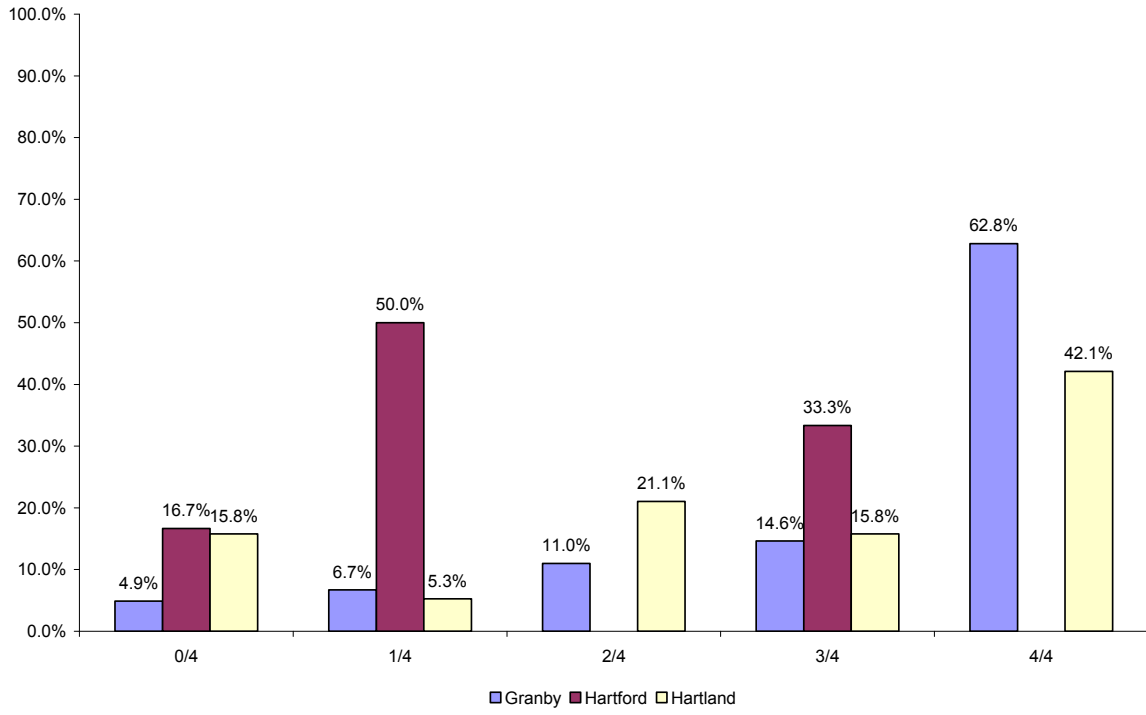
### CMT Grade 7 Subjects @ Goal 2009-2010



### CMT Grade 8 Subjects @ Goal 2009-2010

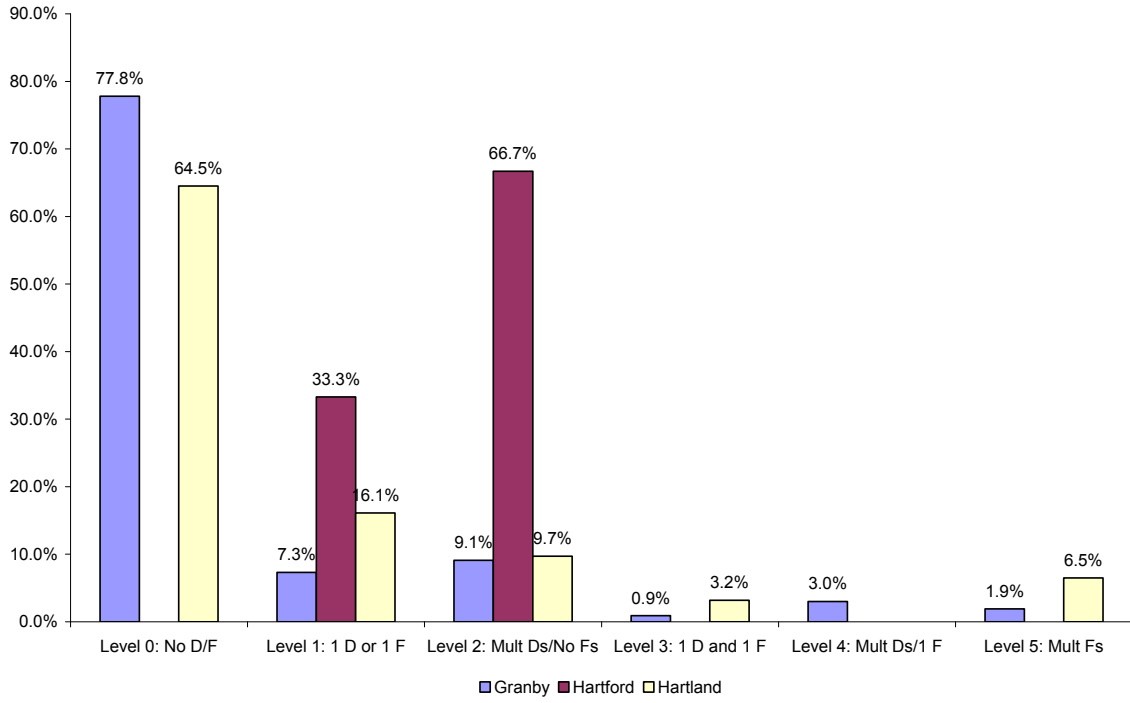


**CAPT Grade 10 Subjects @ Goal 2009-2010**



The next chart reflects the academic performance via final grades of Granby, Hartford and Harland students in High School over the course of the 2009-2010 school year.

**HS Final Grades 2009-2010**

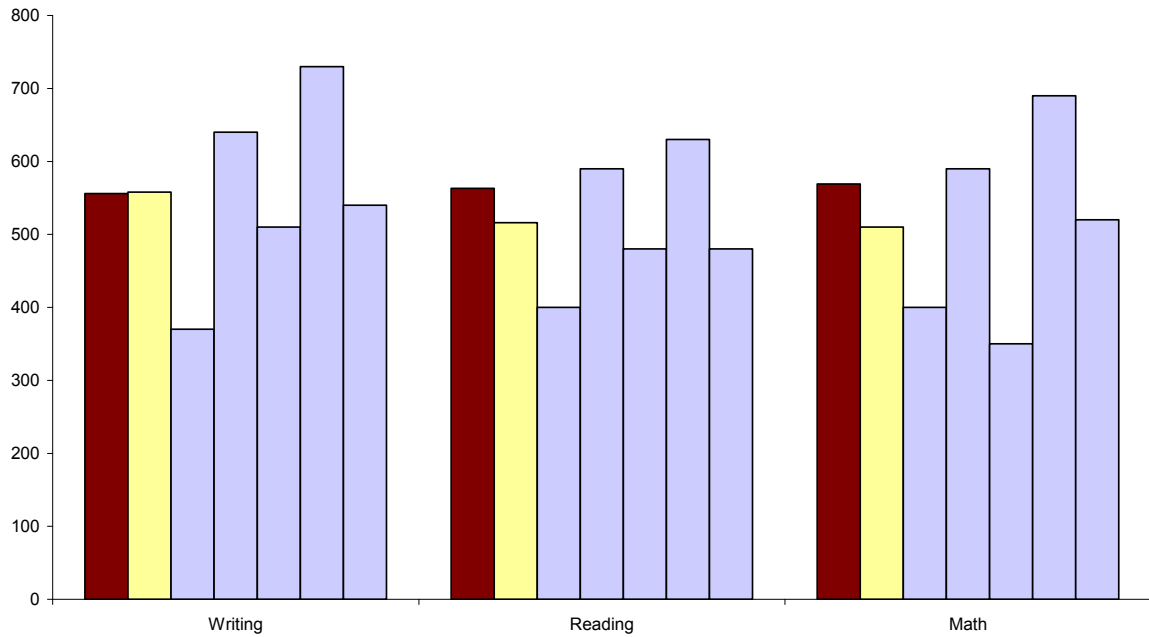


## SAT and GPA

The following two charts represent the average SAT scores of Granby, Hartland and Hartford students followed by individual scores for students. The two after SAT represent grade point averages for Harland and Hartford students in comparison to Granby resident students.

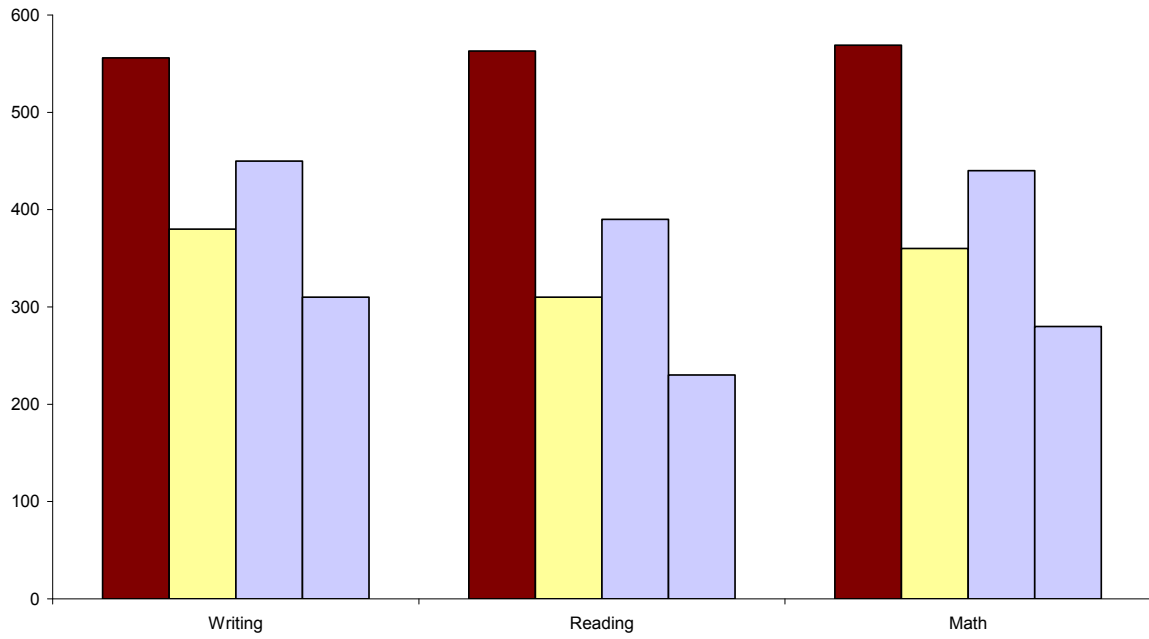
### Class of 2010 SAT Scores

1st bar in each series shows Granby average, 2nd bar is the Hartland average, followed by individual Hartland Students' Scores



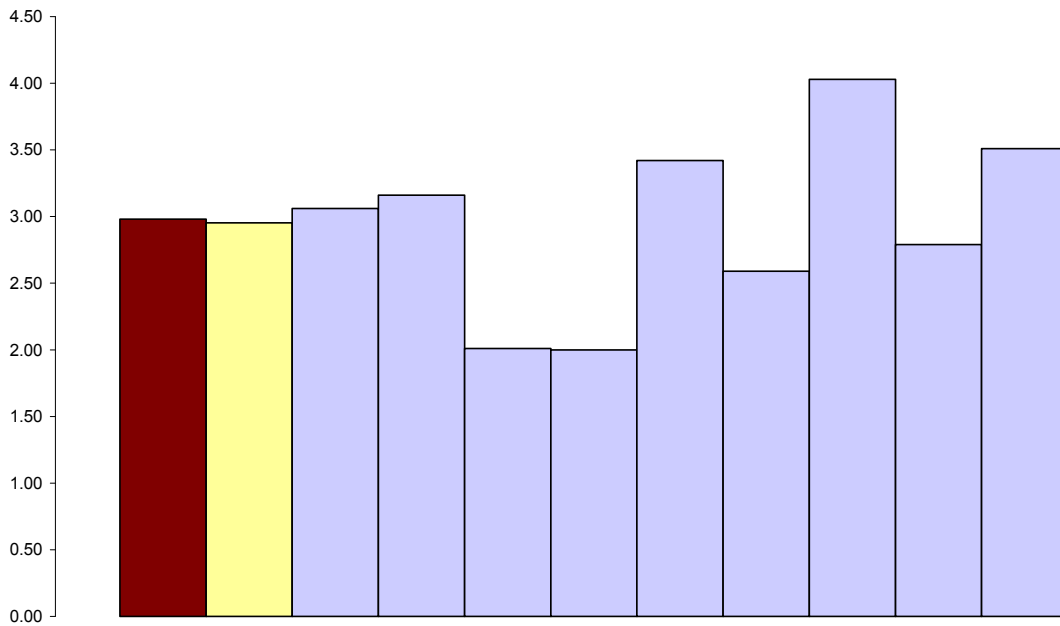
### Class of 2010 SAT Scores

1st bar in each series shows Granby average, 2nd bar is the Hartford average, followed by individual Hartford Students' Scores



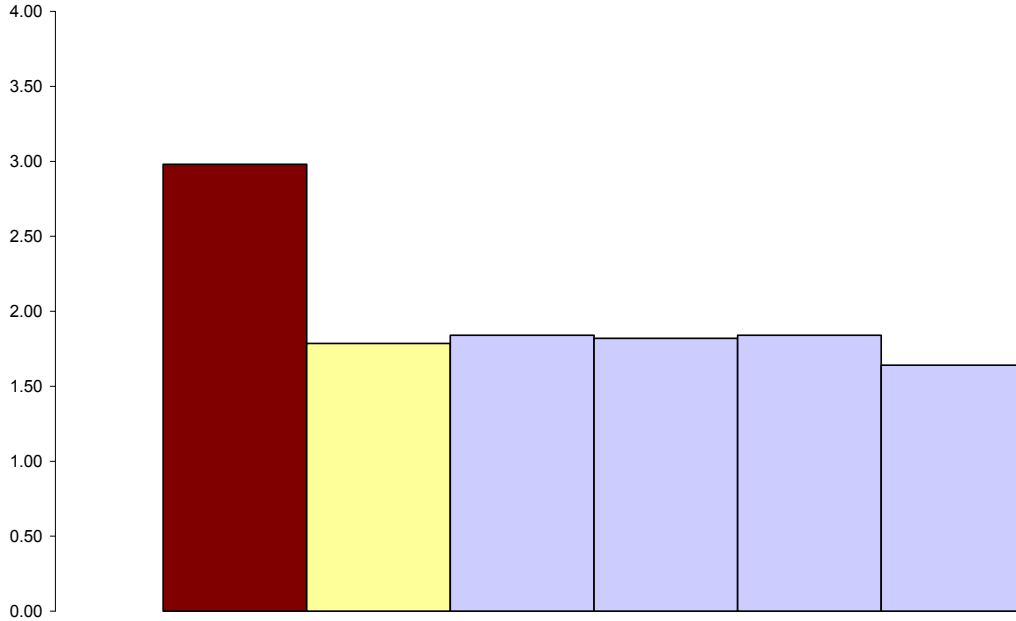
### Class of 2010 GPA

1st bar in each series shows Granby average, 2nd bar is the Hartland average, followed by individual Hartland Students' GPAs



### Class of 2010 GPA

1st bar in each series shows Granby average, 2nd bar is the Hartford average, followed by individual Hartford Students' GPAs



The final chart portrays a summary of the graduating class of 2010

|                                 | Hartford | Hartland |
|---------------------------------|----------|----------|
| Number of Graduates             | 5        | 9        |
| # Attending 2 or 4 year college | 4        | 8        |
| # Entering the work force       | 1        | 1        |
| # Taking AP courses             | 1        | 2        |
| National Honor Society          | 0        | 1        |
| Top 10 Percent                  | 0        | 0        |

### Summary

Granby receives students from two sending towns, Hartford through the Open Choice program and Hartland for which Granby is the designated receiving High School. The numbers of Choice students from Hartford Attending Granby Public Schools in each grade level do not constitute groups for state or NCLB reporting purposes. Collaborative working relations with both

Hartland and Hartford have promoted increased enrollment and participation in events. Hartland students are achieving comparably to Granby resident students. Clearly continued emphasis on providing equitable learning opportunities to our Hartford students is a need for continued focus. As we continue to analyze the performance data for all students the information will be valuable in supporting practices that will assist all students in reaching high levels of achievement.

**Regular Board of Education Meeting – Draft Minutes**  
**October 6, 2010 7:00 p.m.**  
**Central Services**

**Attendance Taken at 6:42 p.m.:**

Present Board Members:

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

Absent Board Members:

Marie Nicholls

**I. Public Comment**

There were no public comments this evening.

**II. Administrative Reports**

**II.A. Superintendent's Announcements**

- Mr. Addley extended a warm welcome to the guest legislators for taking time out of their busy schedules to attend this evening. Mr. Addley also extended a formal welcome to Michael Dunn, candidate for the K-12 Language Arts Supervisor position who will be interviewing with the Board after this meeting. Congratulations once again to the middle school on becoming one of two schools for the 2010-2011 middle school of the year award.
- Steve Rushin, author, presented on Friday night in the HS auditorium. A lively, entertaining discussion took place and other authors will be visiting this month.
- Kelly Kids Care triathlon very successful day. Thanks to Steve Migneault and a parent volunteer for organizing the event. compassionate contributors - 150 participated
- PD for teachers focus on reading for the elementary level and PLC at secondary level
- A reminder that there will be no school on Monday in observance of Columbus Day.
- The next Superintendent forum is scheduled for Tuesday, October 26th, high school auditorium to discuss the upcoming budget and other challenges we will face this school year.
- Feasibility study for early childhood - integrated preschool and full day kindergarten. Two processes will run simultaneously.
- Reminder that the Board needs to fill in forms for the CABE Recognition Awards which are in your packet.

**II.B. Student Representative Reports**

- Sophomores and Juniors had a meeting on PSATs
- Homecoming is next weekend (10/15-10/16) and spirit week is all next week. There will be a pumpkin carving contest for sports teams and individuals so everyone is involved.
- The field hockey team is undefeated so far. Sports have been going great.
- Football games are being played at Ahrens Park and everyone has been going to those and showing a lot support.

## **II.C. Guest Legislative Candidates**

Mr. Heminway announced that he was pleased and honored to have at least 3 of 4 candidates who are running for Senate seats. He stated that this was an opportunity for the Board to express concerns that Granby has and how it affects us at the local level in the upcoming years. Mr. Heminway stated that each candidate can speak on the budget squeeze and the fact that budgets are being cut and/or staying close to 0 or -0; Race to the Top municipal aide and where towns might get the resources necessary to make that happen; and, the Sheff settlement. Mr. Heminway stated that each candidate will get about 5 minutes to speak on any one of the above-mentioned topics and the Board will ask a few questions afterwards.

Senator Kevin Witkos stated that in the very beginning of this legislature session, you could tell where the legislature was heading when they had to come back to tweak the 2<sup>nd</sup> annual budget and it was basically a fight or argument as to what is our structural deficit and that carried the budget discussions months into the year when it should have been done right up front. Senator Witkos stated that failure to enact any cost saving measures reduced the amount of savings we would have realized had we enacted some of those. He stated that the State has borrowed \$1B dollars in secured X funds and federal stimulus funds (one-time only funds), swept accounts that were non-general fund accounts into the general fund some of those were educational funds. The state took \$10M from the state university system, \$25M from UConn and \$20M clean energy fund. Senator Witkos stated that this disturbed him as far as educational funds go because students pay into that fund and Connecticut, with the inability to live within its means, swept those funds to pay for general operating accounts. Senator Witkos stated that we will be lucky to be flat funded and that the state is looking at \$3 Billion when they go back in January to build the budget. He stated that we need to look at programs at the state level and keep what is working and get rid of what is not working.

Senator John Kissel stated that he is not quite sure if anyone realizes how painful the next two years will be for the people of the state of Connecticut as far as government spending and decision-making will go. He said that he understands where Granby is coming from. In FY09, the state was \$950M short and had about \$1.3B in a rainy day fund. Senator Kissel stated that in his opinion the rainy day fund should have been used to fill that hole and then begin cutting as difficult as that is. What the majority party did was borrow \$950M to fill that hole so they can use that rainy day fund for the next two fiscal years and have that flexibility. Senator Kissel stated that to-date we haven't even paid one penny on that \$950M shortfall due to the way the bonds were fashioned. The bonds were created as 7 year bonds with the first two years with no payment of principal or interest. He stated that we need to live within our means and cut spending. With regard to Race to the Top (RTTT) funding to municipalities, Senator Kissel stated that there is a lukewarm commitment to try to get federal funding but that municipalities will have to do the work on their own. He stated that he does not support RTTT and that pinning one state against each other is unfair for education across the nation. Senator Kissel stated that he agrees with Senator Witkos in that he thinks he will have a very difficult time in just giving towns level funding and that he sees cutbacks in other municipal aide. Senator Kissel stated that we need to look at the total package given to municipalities; otherwise, we are just shifting the burden to the property tax payers.

Representative Karen Jarmoc, currently a representative in the House of Representatives and is in her second term and has been on the education committee for 2 terms. She stated that the budget and state deficit are lofty issues to address as a state legislature. Representative Jarmoc stated that she thinks we will see some significant restructuring of government if we are going to restructure the budget in terms of how we deliver services and that is how spending will be reduced. With regard to municipal aide, Representative Jarmoc stated that she does not think we will not see an increase in municipal aide in upcoming budget years and that it is her hope that it will at least be level funded which, in reality, is a cut.

She also stated that she thinks that there is a commitment on behalf of legislators that cutting municipal aide is not the manner in which we should balance the budget. She stated that with regard to RTTT, we cannot expect municipalities to fund mandates. She sees education as an investment and that we need to continue to invest in education. She cannot see the legislature holding municipalities accountable for high school graduation standards and other items in RTTT without a commitment of funding from the state.

Mr. O'Connor inquired about the Choice program and if funding is not there then how does the state expect us to increase participation without the funding. Representative Jarmoc stated that towns cannot continue to fund these mandates. Senator Kissel stated that with regard to Sheff v. O'Neil, he opposed it and that the legislature is going to try to address concerns by enlisting support municipalities cooperatively. Mr. Addley commented that we are looking at a zero budget this year based on the town assuming they are hopefully getting level funding and if you don't come up with a magic formula that juggles job fund, ECS, and municipality aide and get level funding next year, many educators will not have jobs next year and that is what we are facing. We already produce quality results at the lowest cost per student than most Farmington Valley school systems in the state and we can't afford to decimate everything that your constituents have built up over the years. Senator Kissel stated that he had actually written articles that he wished the State ran as good as the town of Granby. He stated that he will fight for municipal funding and the last thing he would like to see is someone losing their job. He also stated that the legislature has never looked at this type of situation ever and that at the end of the tunnel and that these issues will have to be addressed one way or another. Mr. Heminway stated that there are two things that legislators can do for us: 1) get the state's house in order financially and 2) look at things that would make it easier for us to work within our means. Senator Witkos stated that there is no magic wand to fix what we face and that there are unfunded liabilities totaling \$55 Billion (healthcare, pensions for current employees and retirees). He stated that he promises that as education issues come forward to listen to get ideas as to what the direction of education should be from the towns that he represents. Mr. Heminway inquired if it was safe to say that it will be a good year for those in the public to communicate with legislators and the governor via e-mail, phone, etc. Senator Kissel stated that if he gets a dozen contacts from constituents, then he can say "the people in my district..." and it gives him ammunition to fight the fight.

Mr. Heminway announced the debate on Thursday evening, October 7<sup>th</sup> at 6:00 in the Community Center for the East Granby Chamber of Commerce.

#### **II.D. Elementary School Improvement Plans**

Mr. Bob Gilbert, Principal of Kelly Lane, presented the school improvement plan for Kelly Lane. Mr. Gilbert spoke about the CMT strands and that certain strands were picked because they are not typically very strong strands and that Kelly Lane will be working on them. He also stated that these strands are also being worked on in PLC groups. Mr. Gilbert stated that last year's goal – actually was two goals at Kelly Lane – 1) to increase the number of students at or above proficient in reading and math and 2) increase the number of students at/above goal in reading. He stated that there has been growth in reading over the last four years and we are meant to achieve 100% by 2015. Mr. Ohannessian stated that the 3rd grade scored 73% in writing and inquired what is going to be done to improve this score. Mr. Gilbert stated that they are going to realign practices, conduct writer's workshops to increase the writing time for students, use a planned intervention plan, and use resources available. Mr. Gilbert then spoke about looking at the same students over time. Mr. Ohannessian inquired if they are the same students, i.e., if someone who moves in 5th grade is then not included. Mr. Gilbert stated that this is correct. Mr. Ohannessian inquired if this will take place going forward and Mr. Gilbert stated that, yes, it would and that he is trying to measure the same students over time so it is pure data; otherwise a true cohort is not shown. Ms. Torgersen

commented that it is wonderful that we can do that. Mr. Gilbert stated that we can thank Ed Lyman for that. Mr. Gilbert stated that the action plan for Kelly Lane will center on CMT strands, PLC teams setting smart goals, viable language arts curriculum at K-8 level, and utilizing SRBI/RTI. Mr. Gilbert stated that Kelly Lane will also be working on becoming effective collaborators and compassionate contributors. Mr. Heminway asked Mr. Gilbert to congratulate Kelly Lane faculty and staff for some very impressive numbers.

Dr. Anna Forlenza-Bailey presented the Wells Road school improvement plan. Dr. Forlenza-Bailey stated that she was fortunate that she entered a building of teachers who were ready and willing to go forward with what they learned last year. She stated that she has looked at the strand data and there are areas that need to be focused on. Dr. Forlenza-Bailey stated that she was proud to see that students leave with better scores than what they started with. She stated that math applications is an area of focus this year and that teachers are looking at trying to understand where the breakdown is in math but it seems to be in the higher order thinking skills. Dr. Forlenza-Bailey stated that 97% of 6th graders are at/above goal in reading. Mr. Walther inquired how many kids are in each class and that 97% would calculate to be about two students who have not achieved at/above goal. Dr. Forlenza-Bailey stated that, yes, this would be correct. Dr. Forlenza-Bailey went on to state that 6th graders also achieved 98% in at/above goal in math. Dr. Forlenza-Bailey stated that these scores tell us that we are leading students in the right direction and that teaching and focus is in the right direction. She stated that there is a lot to be proud of yet it is a challenge to maintain. The action plan for Wells Road is to examine CMT data and identify instructional targets; continue work with PLC groups and smart goals; and, develop formative assessments. Additionally, as part of being an effective collaborator, Wells Road is partnering with high school students for reading and Wells Road will also work on being compassionate contributors in areas such as student union; character education and a Wells Road Pledge which is recited every morning. Mr. Walther commented about reading scores of 3rd graders and that approximately 17 kids are not getting it. He inquired if teams are focusing on processes that address these 17 kids. Dr. Forlenza-Bailey stated that students were reassessed again in the fall to see if it was a real score and tested with more 1-on-1 for interventions. Mr. Heminway echoed thanks to the faculty and staff of Wells Road for some very impressive numbers as well.

Kim Dessert, Principal of Kearns Primary School, presented the school improvement plan. Ms. Dessert stated that she does not have CMT scores so Kearns looks at the Developmental Reading Assessment (DRA) to look at other measures to measure district achievement goal. Ms. Dessert stated that the DRA is given at the end of first grade and then in second grade and moves from an oral response in first grade to a written response in second grade. Ms. Dessert stated that the DRA is given 3 times per year in September, January and at the end of May for first grade and to Kindergarten students in January and at the end of May. The DRA is given by the teachers. Mr. Ohannessian inquired why there was only two years of data. Ms. Dessert stated the DRA2 has only been given for 2 years and that she will have three years of data next year. Mr. Wutka inquired if this was a homegrown test. Ms. Dessert stated that the test is given throughout the state. Mr. Wutka inquired if we can compare our DRA scores to other towns. Mr. Addley stated that there is no way to get access to those scores. Mr. Wutka inquired that if we know a certain district does well on the 3rd grade CMT test, can we find out what that district did on their DRA. Mr. Ohannessian inquired if Hartland uses this test. Mr. Addley stated that he is not sure and that we do not interact with Hartland at that grade level but that typically most districts use it. Ms. Dessert then spoke about the action plan for Kearns which includes a viable language arts curriculum; a deep understanding as to how students connect, reflect and interpret at each grade level; incorporation of active learning; administration of formative assessments; and, utilization of interventions. She stated that Kearns is also working on becoming effective collaborators by school-wide events, Link and Learn experience, and

responsive classroom approach. Additionally, Kearns will be working on becoming compassionate contributors with activities such as Pennies for Peace; food drives; an art show in collaboration with the Granby PTO; and, letters to our community helpers and the armed forces etc. Mr. Addley inquired how the lens of a compassionate contributor is helping to move forward – how would you express that. Ms. Dessert stated that it is really working at not being the adults driving it but having the students drive it and having the students come together and come up with ideas and get involved. Mr. Heminway asked to please acknowledge the hard work accomplished to Kearns staff and faculty. Ms. Torgersen commented that she really appreciates the consistency and continuity amongst the presentations this evening.

### **III. Consent Agenda**

#### **III.A. Minutes**

A motion was made by Matt Wutka and seconded by Ronald Walther (Abstention Deb Torgersen). The motion was passed at 8:45 p.m.

### **IV. Old Business**

#### **IV.A. Third reading of Policy 4212.42, Drug & Alcohol Testing for School Bus Drivers**

Mr. Walther stated that there were no changes made to the policy and that the curriculum subcommittee recommends the Board adopting this policy. A motion was made by Ed Ohannessian and seconded by John O'Connor to approve the policy. This motion was passed unanimously at 8:47 p.m.

#### **IV.B. Second Reading of Policy 1330, Use of Facilities**

Mr. Walther stated that this was discussed at the last meeting – that the rates have been modified. Mr. Traver stated that last time we discussed possibly changing the 3 hour minimum would be changed to a 2 hour minimum to make the cost not prohibitive for an occasional user. Mr. Ohannessian inquired if custodial fees are charged at a minimum of 2 hours. Mr. Traver stated that yes, and it aligns to this as well. The Board agreed to that change. Mr. Ohannessian inquired about the eligibility of item 2D Granby non-profit seeking. Mr. Addley stated that this means the official status is not non-profit but that the organization is clearly not a profit organization. Mr. Addley suggested the Board consider grandfathering the Solid Oak Band from having to pay the fees given their 15 years of status that they have had. The Board agreed to grandfather the Solid Oak Band from having to pay fees.

### **V. New Business**

#### **V.A. Update on the Granby Prevention Council**

Ms. Diane Dugas, Director of Curriculum, Teaching & Learning, gave an update on the Granby Prevention Council and stated that she had attended two meetings thus far in the transition from Pat who was previously on the committee. Ms. Dugas stated that the group provided a survey to the community and students across the district and looked at a variety of over 40 assets which focused as the core for the continued conversations for developing a Granby Prevention Council. In order to look at additional funding in the future, becoming a council meant establishing a full executive board that is comprised of school members, clergy, business, etc. She stated that the Council has developed a vision and a mission as well as a strategic plan. Ms. Dugas also stated that there are two goals within the strategic plan: 1) engage youth and adults in community-wide efforts to build youth development and, 2) look at the 40 development assets and advance the number of Granby youth reporting increases in their development. Ms. Dugas stated that there are four identified sub-committees: governance, events planning and marketing, publicity, and communications. She stated that they will be looking at the 40 assets specifically and those which scored on the lower end and will have events accordingly. Mr. O'Connor inquired if we have any representatives on the executive board and if they were involved with the strategic plan and how it intersects with our school system. Ms. Dugas stated that Kathy Sutton, Scott MacDonald and Pat Law

attended over the past year as well as students. She also stated that there is a great deal of communication of how events in the schools interact and how they can address the assets. Mr. Wutka inquired how we stacked up against other towns in our area or in the state and how much resources are we committing to this – personnel and financial. Mr. Wutka feels that we may have jumped way ahead. Mr. Addley stated that we have not jumped way ahead and that this is a town-wide effort and we are working collaboratively with them. He stated that the resources spent so far totals \$2500 from the Quality and Diversity fund. Mr. Addley stated that this was a good opportunity for us to get some data. Mr. O'Connor commented that the comparison was a national average and that was only for the participating community. Mr. O'Connor then inquired if he could get additional information. Mr. Addley stated that we can certainly ask for the additional data but he is not sure they have it. Diane Dugas stated that she will follow-up and ask.

#### **V.B. FY12 Budget**

Mr. Addley stated that the budget process is well underway and ahead of schedule as far as getting information from the schools and will give updates to the Board as we go along.

### **VI. Miscellaneous**

#### **VI.A. Board Standing Committee Reports**

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

Mr. Walther stated that the following items were reviewed: Curriculum Director's activities; new text; electronics lab - curriculum and facility upgrade to be accelerated a bit; Policy #0200, District, Vision, Mission and Goals to be brought forward at the next meeting; looked at remaining policies from CABE audit - ran through most all of the mandated polices and are now prioritizing the ones we want to look at as well as policies that recent state statute has required as well as any "good practice" policies; early childhood feasibility study - full day kindergarten and integrated pre-school (Deb Torgersen has volunteered to be the representative for full-day kindergarten and John O'Connor has volunteered to be the representative for integrated pre-school – the Board will get a report at the end of the year; SERC and Discovery Center - designed to reduce racial isolation - look at how we address diversity within the curriculum; Discovery Center - hole in the wall camp Kelly Lane and Wells Road talking to them - program that addresses 4, 5, 6 grade - will be discussed at PTO meeting next week.

##### **VI.A.2. Finance/Personnel/Facilities**

This committee has not met.

#### **VI.B. Other Board-Related Reports**

##### **VI.B.1. CPPAC**

This committee has not met.

##### **VI.B.2. CREC/CABE**

With regard to the CABE recognition award, Mr. Addley asked the Board to fill out the form in their packet and to kindly sign the original form to be submitted. Mr. Heminway stated that he was on the committee for the selection of the State Teacher of the Year and that this was a very rewarding but tiring activity.

### **VI.B.3. Granby Education Foundation**

Mr. Heminway stated that he and Mr. Addley met with the GEF on the next big idea which is a language arts world cultural enrichment activity. Mr. Heminway also mentioned that Steve Rushin was extremely engaging and a very entertaining speaker. He also mentioned that there will be two other writer's workshop activities to come later this month.

### **VI.B.4. Energy-Saving Initiatives**

Mr. Harry Traver, Business Manager, stated that the HVAC motors for the middle school will be going forward. He also stated that he is waiting for final numbers from CL&P for rebate and that we cannot start the project without it. Mr. Traver stated that we are looking at controls lights in parking lots for energy savings and that big payback projects are getting more difficult to find. He stated that perhaps we should have Siemens or someone like that come in and look at our energy savings. They would give us a detailed analysis with no cost or commitment. Mr. Traver stated that he will update the Board in a few weeks.

### **VI.C. Calendar of Events**

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

### **VI.D. Board Member Announcements**

There were no board member announcements.

### **VII. Executive Session/Non-Meeting**

A motion was made to go into executive session by John O'Connor and seconded by Ed Ohannessian. This motion was passed unanimously at 9:10 p.m.

The executive session adjourned at approximately 9:45 p.m.

Respectfully submitted,

Linda Powell  
Board Recorder

## **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~~ two-hour minimum)**

1. The following rates will be charged for building use. There will be a ~~three~~ two-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.**

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

## **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.

**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

**Vision-Mission-Goals**

The Board of Education believes that the effectiveness of the educational program of the district depends fundamentally upon an acceptable philosophic base that is guided by an agreed vision, mission, achievement goal and values. Developing coherence and alignment of programs and instructional practices around these guiding documents provides the best conditions and opportunities for continuous district improvement. To guide the efforts of the superintendent, administrators, teachers, and staff, the Board has adopted the following:

**Vision**

Every student educated in the Granby Public Schools will graduate on time, prepared for 21<sup>st</sup> century citizenship.

**Mission**

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

**District Achievement Goal**

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

The Board of Education also develops annual goals to guide and focus the work of district improvement and annual budget goals to guide the development of the education budget.

Policy adopted:

GRANBY PUBLIC SCHOOLS  
Granby, Connecticut

## Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes

October 6, 2010

5:30 p.m.

Attendance:

|                |         |              |         |
|----------------|---------|--------------|---------|
| Ronald Walther | Present | Alan Addley  | Present |
| Deb Torgersen  | Present | Diane Dugas  | Present |
| John O'Connor  | Present | Michael Dunn | Present |

Meeting commenced at: 5:35 p.m.

Meeting adjourned at: 6:45 p.m.

1. Director of Curriculum Monthly Report – Reviewed month's activities (see attached).
2. New Texts for AP Chemistry and Culinary Arts – New Text the Alchemist has been approved.
3. Electronics Lab – Reviewed current timeline. Subcommittee moved to accelerate facility specs for possible inclusion in FY 2011-2012 budget.
4. Review of Draft Policy 1411 and Administrative Regulations – Reviewed first draft of Community Relations Policy #1411. Will continue review for discussion at next subcommittee meeting.
5. Review Draft of Mandated Policy #0200, Vision-Mission-Goals – Remove “values” and go to BOE for first reading.
6. CAFE Policy Review – Priority #1 – Revise/add/replace policies required by statute and Priority #2 – Prioritize “best practice” policies with administration for action
7. Early Childhood Study – Reviewed feasibility study plan. Deb/John volunteered as BOE representatives. See attachment.
8. Updates on SERC & Discovery Plans – SERC – Year plan reviewed. Purpose to reduce racial isolation. Funded through “Open Choice” grant. Discover Plan – Exploring options/understanding. 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade focus – Hole-in-the-Wall organization sponsored.
9. Other: N/A



### Early Childhood Feasibility Study

Committee: 2 BOE member, Director of Pupil Services, Director of Curriculum, Teaching and Learning, K-12 LA Supervisor, 2 Principals, 4 Teachers, 4 ECC, 2 Related Service Personnel, 4 Parents

| Integrated Pre School Study Group     | Full Day Kindergarten Study Group |
|---------------------------------------|-----------------------------------|
| Aimee Martin                          | Diane Dugas                       |
| Kim Dessert                           | Kim Dessert                       |
| Linda Marshall (Preschool Sped)       | Other Principal                   |
| Gen Ed K                              | K-12 LA Supervisor                |
| M. Lewis (Psych) or Jess Beecher (CT) | 2 teachers (K and/or1)            |
| 2 Parents                             | Alisa Ruggiero (Speech)           |
| 1 ECC                                 | 2 Parents                         |
| 1 BOE                                 | 1 ECC                             |
|                                       | 1 BOE                             |

**Timeline:**

|   |                    |
|---|--------------------|
| Provide overview to Study Group                         | October 28         |
| Convene Dual Study Groups                               | October 28         |
| Complete initial activities                             | November – January |
| Present Interim Report to BOE Curriculum Sub-committee  | February 10        |
| Present study group reports to whole group              | April 14           |
| Revise reports as needed                                |                    |
| Review Draft of recommendations                         | May                |
| Present Recommendations to BOE Curriculum Sub-committee | June               |
| Present findings and recommendations to BOE             | June               |

**Proposed Meeting Dates 6:30-8:00 at a location TBD:**

October 28, November 18, December 9, January 13, February 10, March 17, April 14.

(Binders for each participant will include: Agendas, Notes, Articles/Research, Resources)

## Monthly Curriculum Subcommittee Report

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

Date: October 6, 2010

### Professional Development:

- Worked with K-6 reading specialists on the development of the October 5<sup>th</sup> workshop.
- Worked in collaboration with HS and MS Principals to plan October 5 workshop.
- Prepared an online master calendar to track district professional development.
- Worked in collaboration with Aimee Martin, Director of Pupil Services to prepare an annual series of professional development for teaching assistants.

### Curriculum:

- Worked with K-6 Language Arts curriculum committee on the continued development of curriculum maps for K-6 reader workshop.
- Began review of curriculum in CEMA.

### Committee Work:

- Attended Prevention Council Committee Meeting – welcomed new members, reviewed strategic plan, discussed upcoming events, sub-committee work.

### Other:

- K-12 Language Arts Supervisor Interviews.
- Worked with SERC to revise the strategic plan and professional development activities and timeline related to cultural competence and equitable practices.
- Began work on budgeting including the development of Consolidated Grants.
- Scheduled individual meetings with CAS leaders and reading specialists for goal setting
- Weekly meetings with new ELL Tutor to establish student enrollment, scheduling and appropriate service model.
- Supported Principals in the development and presentation of School Improvement Plans.
- Supported various PLC teams (and administrators) across the levels in reflection and revision of SMART goals.
- Review and approve PD for teachers.
- Identified teacher mentors and planned a series of meetings for new teacher and mentors as a part of year-long orientation.
- Collaborated with intermediate administrators and District Outreach Coordinator, RuthAnn Lobo, to establish a timeline and activities for building background knowledge in exploration of a possible future partnership with Discovery Camp.
- Established weekly meetings with two consulting teachers, Mia Porter and Deb Pattison.

## **Monthly Meetings:**

District Ad Council – Focused on PLC indicators, protocols and feedback of processes to-date.

Elementary Ad Council Meetings – Reviewed SIP plans, BOE presentations, Benchmark assessment calendar, pacing and instruction of math and language arts, discussed Responsive Classroom implementation.

Secondary Ad Council Meetings –Reviewed SIP plans, BOE presentations, updates on Asset Plans, data discussion.

Principals Seminar – Determined focus of *feedback* for initial conversations and work.

Bi-Monthly Building Administrator Meetings – Discussions around SMART Goals and feedback to teams

District Leadership Team meetings – Individual meetings to establish goals and review content curriculum progress.

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

PLC Team Meetings – Worked with teams in assisting reflection on SMART goals, delving deeper into analysis of data and strategies to implement with students.

Superintendent Meetings – Ongoing daily communication and district level planning.

BOE Meetings- Presentations of district level achievement and continuous improvement plans.

**Agenda**  
**Hartland Board of Education**  
**Monday – October 18, 2010**  
**Conference Room~Hartland Elementary School**  
**7:00 PM**

1. Call to Order – Amy Bourque-Chairperson
  
2. Hartland Board of Education Mission Statement
  
3. Approval of Minutes – September 13, 2010
  
4. Communications
  - ❖ Public Comment on Agenda Items
  - ❖ Gilbert BOE Report – Philip Groth
  - ❖ Student Representatives
    - Hartland~Kerstin Lindgren & Alysa Ferro
    - Gilbert~Katelin Meyers
    - Granby~
  - ❖ PTO
  - ❖ Letter of Acknowledgement
  
5. Curriculum/School Presentation – Amy Bourque
  - ❖ Mr. J. Callender (Cal) Heminway  
~Chair, Granby Board of Education
  
6. Chair Report – Amy Bourque
  - ❖ Fall Newsletter
  - ❖ CABA/CAPSS Convention~November 19-20, 2010 – Mystic, CT.
  
7. Superintendent Report – Robert V. Fish
  - ❖ CAPSS/LCSA Student Award Program  
~November 18, 2010 @ 6:30 PM
  - ❖ Voucher/Designated School Letter & Forms

8. Principal Report – Joanne St. Peter

- ❖ School Events
- ❖ Nature's Classroom  
~November 8 – 10<sup>th</sup>

9. Committee & Liaison Reports

- ❖ Shared Services – Carol Blouin
- ❖ Board of Finance – Robert V. Fish

10. New Business

- ❖ Curriculum Reports for November & December – Robert V. Fish
- ❖ September Bills & Statement – Robert V. Fish
- ❖ Quarterly Financial Report (July – September 2010) – Robert V. Fish

11. Public Comment on Agenda Items

12. Executive Session - Negotiations

13. Future Agenda

- ❖ Negotiations
- ❖ Committee Reports
- ❖ Curriculum Reports
- ❖ November Board of Education Meeting  
~Monday, November 8, 2010 – Conference Room @ 7:00 PM

Adjournment

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

|                |  |                        |                    |
|----------------|--|------------------------|--------------------|
| October 15     | Homecoming Dance   | 7-10 p.m.              | HS Comm. Gym       |
| October 16     | Homecoming Weekend/Soccer<br>Under the Lights - Athletic Games | 2:30-8 p.m.            | HS Athletic Fields |
| October 19     | College Fair   | 1-2:30 p.m.            | HS Comm. Gym       |
| October 20     | Harvest Fair   | 4-7 p.m.               | Wells Road         |
| October 20     | Finance Subcommittee Meeting<br>BOE Meeting                    | 5:30 p.m.<br>7:00 p.m. | Central Services   |
| October 26     | Superintendent's Forum   | 7:00 p.m.              | HS Chorus Room     |
| October 29     | GEF Event – David Grann (Author)                               | 7:00 p.m.              | HS Auditorium      |
| November 2     | Professional Dev. – No School                                  |                        | Offices Open       |
| November 3     | Curriculum Subcommittee Meeting<br>BOE Meeting                 | 5:30 p.m.<br>7:00 p.m. | Central Services   |
| November 5     | Are You Smarter Than a 5 <sup>th</sup> Grader?                 | 6:00 p.m.              | HS Auditorium      |
| November 17    | Early Release – Secondary Only                                 |                        |                    |
| November 17    | Finance Subcommittee Meeting<br>BOE Meeting                    | 5:30 p.m.<br>7:00 p.m. | Central Services   |
| November 19    | Early Release – Elementary Only                                |                        |                    |
| November 22-23 | Early Release – Elementary Only                                |                        |                    |