

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

Regular Board of Education Meeting
15-B North Granby Road
Granby, CT 06035

Jenny Emery: Present
Lynn Guelzow: Absent
Cal Heminway: Present
John O'Connor: Present
Edward Ohannessian: Present
Deborah Torgersen: Absent
Matthew Wutka: Present
Present: 5, Absent: 2.

I.	Public Comment
II.	Administrative Reports
II.A.	Superintendent's Announcements
II.B.	Student Representative Reports
II.C.	Schools in the Spotlight
II.D.	Guidance Presentation
II.E.	Business Manager's Report
III.	Consent Agenda
III.A.	Minutes
III.B.	Expenditure Request
IV.	Old Business
IV.A.	Third Reading of Policy #0200, Vision, Mission & Goals
IV.B.	Second Reading of Policy 1411, Community Relations
V.	New Business
V.A.	Budget Goals
V.B.	CPPAC Submission
V.C.	Update on FY12 Budget
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.	District Efficiency Initiatives
VI.C.	Calendar of Events
VI.D.	Board Member Announcements
VII.	Executive Session/Non-Meeting

**Regular Board of Education Meeting – Draft Minutes
November 17, 2010 7:00 p.m.
Central Services**

Attendance Taken at 6:55 p.m.:

Present Board Members:

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

Absent Board Members:

Marie Nicholls
Deborah Torgersen

Mr. Heminway called the meeting to order at 6:59 p.m.

I. Public Comment

Mr. Terry Wright, 83 Northwoods Road, North Granby. Mr. Wright stated that many teachers have fear of retribution for what is going on in the schools and that the Board doesn't know or doesn't care. He also stated that he attended the PTO meeting last week and that Mr. Addley spoke about the difficult financial situation that we are in and that teaching positions could be eliminated. Mr. Wright said that this is a slap in the face for teachers who work in this town. Mr. Wright also stated that Mr. Addley was late for the PTO meeting. Mr. Wright stated that Mr. Addley should be asked to give back his raise like the New Milford's superintendent. Mr. Wright also made comments about the amount of acreage that the Board of Education has and the assessed value on that property. He also commented that we are paying Ms. Powell time and a half to take the BOE minutes and they should be taken by the Board Secretary. Mr. Heminway told Mr. Wright that he has been invited numerous times to discuss concerns in an adult fashion and he hopes that he will take this into consideration.

Jim Warnecki, 11 Elizabeth Street, Granby. Mr. Warnecki stated that he was a spare school bus driver for the town. He stated that he was very concerned about early release days and students walking to the center crossing Route 10 (not at the crosswalk) and the fact that they also do not use the sidewalks; however, he stated that today was an early release day and he did not witness this happening so perhaps Mr. Traver has spoken to the administrators. Mr. Warnecki also expressed his concerns about the fact that a crossing guard was never hired for the 189 high school entrance; parents dropping and picking up students on the Route 10/202 side of the middle and high school; students who don't take the bus on early release days and not knowing if they are getting on the bus or not; pick-ups at Wells Road school in the afternoon; early bus arrivals in the morning at Kearns School; Small World Daycare and Stony Village having one driveway be the entrance and one the exit as opposed to the way it is currently set up; and, adding chains to a couple of buses for the winter routes such as Mountain Road, etc.

II. Administrative Reports

II.A. Superintendent's Announcements

- Welcome to teachers, parents, students, and administrators and a warm welcome to Michael Dunn, the new K-12 Language Arts Supervisor.
- Thank you to parents for their during the power loss at the middle school and early release for middle and high school students last Friday.
- Thank you to all staff and to parents for participating in National Education Week this week.
- Also thank you to all the schools who celebrated Veterans' Day last week.
- Congratulations to Liz Markee-Behrends and Greg Tarbox for being recipients of the Farmington Valley Superintendents' Award.
- *Are you smarter than a Granby student?* was held last weekend - thank you to all involved and congratulations to the GECC on a successful event.
- Thank you to the GEF for bringing Thula Sizwe, a 10-man vocal, dance and drum ensemble, to South Church as well as to the elementary school and the middle school.
- Parent conferences are under way and are generally very well attended by parents.
- The second meeting of the Early Childhood Feasibility Study will be held tomorrow night.
- The CABA/CAPSS convention will be held this coming Friday and Saturday. Mr. Tim Barnett and some students from the Robotics Club will present on Friday and three students from the high school plan to attend the conference on Saturday.
- A reminder that there is no scheduled Board of Education meeting the first week in December. The next regularly scheduled meeting will be held on December 15th. The Curriculum Committee will discuss if they would still like to meet on December 1st.

II.B. Student Representative Reports

- The play, Up the Down Staircase, was a big success.
- Boys' and girls' soccer made it to tournament play but unfortunately not to the final games.
- The National Honor Society held their annual turkey trot fundraiser and raised over \$300
- Winter sports have begun: cheerleading, basketball, wrestling, swimming and indoor track.
- For Veterans' Day, advisories collected and mailed items (necessities) to the troops.
- Girls' field hockey will be going to the final at 10:00 on Saturday at Wethersfield High School. This is the fourth time in a row that they will be in the final.
- A 3v3 tournament is scheduled for Friday, November 19th. Money raised will go to the American Lung Association.
- AFS International Weekend will be held this weekend. Students host international students in the area – they come to the high school for a day and other activities are planned for the remainder of the weekend.
- Calvin Terrell came to the high school last week. It was a very emotional experience for most students and very eye-opening. The high school will be working with him in the future.
- Some students and teachers attended the CT Youth Forum last week. It was a very interesting evening.
- Sara Miltenberger announced that she was the representative from Granby who won the good citizen award for Daughters of the American Revolution.

II.C. Business Manager's Report

Mr. Harry Traver presented the October statement of accounts and said that it has been a good start to the year due to some late hiring which is helping the budget. Mr. Traver stated that hopefully with special education transportation and tuition costs this year that we will end in the black. He also stated that the excess cost reimbursement is favorable compared to the budget.

II.C. Schools in the Spotlight

Bob Gilbert thanked Kelly Lane students and parents for being present this evening and introduced Ms. Cynthia Gordon who spoke about the Book Buddies Program which was initiated by a 6th grade student, Morgan Pierce, and was supported by staff members. She stated that the program runs every Wednesday between 6th graders and 3rd graders. Morgan Pierce said that program would develop kids' reading skills and that students will learn the fun of reading. Morgan asked Harrison Canning, another 6th grade student in the program what he liked about it. Harrison said he likes helping other kids and that is why he joined. He said his favorite part is getting the rewarding smiles when you read to the 3rd graders. Ms. Gordon stated that there are currently 58 6th graders and 60 3rd graders in the program.

II.D. Teaching & Learning

Ms. Diane Dugas presented that K-12 Language Arts reading model. She stated that Ms. Deborah Pattison, Language Arts Consulting Teacher, was instrumental in developing a balanced literacy program. She stated that the components of a balanced reading program include reading aloud, shared reading, and independent reading. After a mini lesson is conducted, students work in small groups (between 5-7 students). Ms. Dugas stated that the model is based on a gradual release of responsibility and students taking ownership to apply their learning. Ms. Pattison spoke about a video which showed the process all three components of the reading model. Ms. Dugas then spoke about the writing workshop. Students write every day and within any given month take a draft into publication. Word study can be done either in the reading or writing time. Students are reading and writing at an independent level which is what the goal and outcome of the model is. Mr. Heminway inquired if there was a concern on the impact of this approach on the ability to challenge both ends of the spectrum as well as the student in the middle. Ms. Dugas stated that the impact is significant in this model and that it meets the needs of ALL students. Every student is reading at their "just right" level. High end students can certainly read at their own level and read more books. Ms. Dugas stated that the model meets the needs of differentiation. Literacy coaches support the delivery of instruction with teachers and the questions they may have. Mr. Addley inquired about the targeted range of students for this program. Ms. Dugas stated that this is currently a K-6 model but can certainly be done at a K-8 level. Ms. Pattison stated that this model also increases minutes every day that students are reading and that she sees students reading at the K-6 level so much more than they ever have. Mr. Michael Dunn, K-12 Language Arts Supervisor, stated that he believes these is promise for the upper grades and that there are a lot of possibilities to bring this program all the way through.

III. Consent Agenda

III.A. Minutes

III.B. Approval of New Text, The Alchemist

A motion was made by Matt Wutka and seconded Ed Ohannessian to adopt the consent agenda. Mr. Walther stated that a correction needs to be made to the minutes: Lily Fleisher is a senior at GMHS and not a graduate. The motion was passed unanimously at 8:05 p.m.

IV. Old Business

IV.A. Second Reading of Policy #0200, Vision, Mission & Goals

Mr. Ron Walther stated that no changes have been made since the last meeting. The subcommittee recommends approval of this policy at the third reading.

V. New Business

V.A. Disciplinary Policy Review

Mr. Addley stated that a question was raised by the Board regarding high school suspensions/expulsions especially as it pertains to alcohol and substance abuse and how it relates to athletes. He stated that a strong message is sent to students with regard to alcohol and substance abuse. He said that policies are current as they have just gone through some revisions by the Board and community a couple of years ago. Mr. Addley stated that we try to work with families as best we can and try to get help for the student(s) involved. He said that suspending out-of-school for alcohol/drug use is primarily the practice and that the police are contacted right away for either alcohol or drugs. Mr. Addley stated that he realizes that this may have not been done in the past but we are trying to make the message very consistent. Mr. Addley stated that students must be expelled for 180 for a weapon or possession/selling of drugs. With regard to athletes involving incidents outside of school, Mr. Addley stated that a policy was developed where athletes would have to experience some consequences. He stated that for suspensions (in- or out-of-school), athletes cannot attend any athletic practices. Mr. Addley stated that we do not have a no tolerance policy but are sending a strong message. Student representative, Sara Miltenberger commented that she recognizes that there are a percentage of students involved in substance abuse. She said that teams in the past have had issues with alcohol and that knowing what the consequences were for some of the athletes, she thinks there needs to be a stronger consequence. Sara also commented that Simsbury uses breathalyzers and she feels that Granby should use them as well – that it is not right for students to be under the influence and going to school. It doesn't make the dance fun and ruins the environment. Mr. Addley stated that this is a discussion we have started at some level. Mr. Wutka inquired that for 10-day suspension, there are no athletic activities. Mr. Addley stated that this is correct. Mr. Ohannessian inquired how the in-school suspension works and if we need to hire someone. Mr. Addley stated that, yes, we actually have a coach that works for us in that capacity currently. In closing, Mr. Addley stated that if a student has a second offense with drugs or alcohol, they must be expelled. He said that we are working hard to address any inconsistencies in the implementation of policy.

V.B. Update on Strategic School Profiles

Mr. Addley stated that the Strategic School Profiles are meant to be out today, November 17th, and that due to issues with the new data system for the state, this will not happen. He will keep the Board posted.

V.C. First Reading of Policy 1411, Community Relations

Mr. Walther stated that this policy is offered to the Board for review and eventual approval. He stated that the policy, as well as the administrative regulations, was presented as one document; however, the Board will only vote on the policy. He also stated that this policy was written in close cooperation with the Police Chief and through counsel for the Board. Mr. Addley stated that purpose of this adopting this new policy is that we only had administrative regulations and it is also now aligned to the child abuse policy.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

Mr. Walther stated that this committee met two weeks ago. They discussed new course offerings at the high school for AP and ECE (Early College Experience) - AP European History instead of World Civilization at the 10th grade level and an ECE American Studies course. This is the first ECE offering at the high school where there is no AP course and it is considered an honors class not an AP class. Also discussed was splitting the accounting course into two semesters - it used to be a full year course and does not give students enough flexibility to take other courses. Additionally, there was discussion on magnet school coursework credit and making it equitable between magnet schools and GMHS; an update was given on the electronics lab and getting a definition done before budget season; and lastly the next flight of policies were discussed. Mr. Wutka inquired how many kids were taking the accounting course. Mr. Addley stated that approximately 12 kids were currently taking the class.

VI.A.2. Finance/Personnel/Facilities

Mr. Wutka stated that this committee met this evening. The statement of accounts for October was discussed. Representatives from swimming and football attended the meeting. The swimming budget required is \$12,500 and as of today they have \$8,500 with a balance needed of \$4,000. Mr. Wutka stated that it looks like the payment per player would be approximately \$200 per player which is not too different from what they were paying. The balance will be due by December 1st. The subcommittee gave Walt Zalaski the go ahead to get the contract signed by the YMCA for the lanes. With regard to football, Mr. Wutka stated that the operating expenses average \$46,000 per year. This year they spent \$59,000 with \$13,000 of one-time expenditures. The Board has collected \$105,000 in the bank which will cover this year and next year's expenses. Additionally, the Fire Marshall report was discussed. We will need to invest in some door stoppers to keep the doors open when people are in the room - when rooms are empty and vacant they need to close the doors. Also discussed was the Civil Rights Compliance which is on schedule and the CPPAC project list was reviewed and the priority of projects was discussed. Mr. O'Connor inquired if CPPAC will be meeting in the near future. Mr. Wutka stated that, yes, they should be meeting soon.

VI.B. Other Board-Related Reports

VI.B.1. CPPAC

This committee has not met.

VI.B.2. CREC/CABE

Mr. Heminway stated that the CABE/CAPSS convention is this Friday and Saturday and he attached a guest list of districts attending to tonight's board packet.

With regard to CREC, Mr. Heminway stated that the Commissioner and Deputy attended the CREC Council meeting today to talk about the Department's legislative priorities for the upcoming legislative session: 1) The Sheff settlement and the necessity for continuing to try to get adequate funding for Project Choice and transportation funding for both choice and magnets to make them both consistent. The Commissioner would like to be able to assign choice students to suburban schools and is looking at districts that do not currently participate; and 2) to increase the age of students in Kindergarten from being born in September to being born in December to try to bring closer correspondence between the two. Currently, students can begin Kindergarten as early as 4½ or as old as 7 years old.

Mr. Heminway then spoke about the movie "Waiting for 'Superman'". He stated that given the challenges we will be looking forward to with next year's budget, Granby will have our own forum for how Granby is affected by 10-111 (secondary reform), etc. GCTV is planning a show on December 1st where Mr. Addley, and hopefully teachers and administration, would answer questions from the public. Mr. Ohannessian inquired if this will model the CT forum. Mr. Heminway stated that, no, the plan is to address questions that have been raised from it. Mr. Addley stated that he recently spoke at the senior men's breakfast and that they were all very in tune to it and a few gentlemen went to the forum. Mr. O'Connor stated that it is a great idea to have our view on it.

VI.B.3. Granby Education Foundation

Mr. Heminway stated that Trish Percival and Dave Emery have completed 8 years of service to the foundation and have done a great job in bringing it forward and making it successful.

VI.B.4. Budget Efficiency Initiatives

Mr. Harry Traver stated that they are still trying to get through the documents that the last comprehensive review proposal put on the table.

VI.C. Calendar of Events

As presented.

VI.D. Board Member Announcements

Mr. Heminway stated that he was also involved in *Are you smarter than a Granby Student?* last weekend and additionally participated in the Teacher of the Year selection process. He stated that we have a great teacher of the year this year and that Connecticut has great teachers of the year across the state.

VII. Executive Session/Non-Meeting

A motion was made by Matt Wutka and seconded by Ronald Walther to adjourn the meeting and enter into a short executive session with regard to a personnel matter. The motion was passed unanimously at 8:51 p.m.

The executive session adjourned at approximately 9:10 p.m.

Respectfully submitted,

Linda M. Powell
Recording Secretary

AMP

Applied Mathematics Project



Purpose of AMP



To encourage students to become powerful thinkers and effective collaborators

To provide authentic learning experiences to students in order to make connections from academic world to real world applications

Meets our achievement goal - Systemically improve students' ability to analyze and synthesize information, solve problems and articulate/defend a position.

Action Steps

Met with students to gain input and insight

Designed the Applied Mathematic Project in collaboration with Math Consultant, Information Technology Specialist and Math teacher.

Drafted a schedule that included blocks of class time and mod block time dedicated to this project

AMP is a “work in progress”, it usually takes several iterations of a new project to make it work more smoothly.

What are students currently "AMPed" about?

- **Math in Nature**
 - Students recognize how math surrounds us outside the four walls of the classroom in both nature and everyday life
- **Math in Music**
 - Students explore the correlation between math topics and music production
- **School's New Lunch Menu**
 - Students need to take over the cafeteria and plan a menu for a week for 30 students

Math in Nature

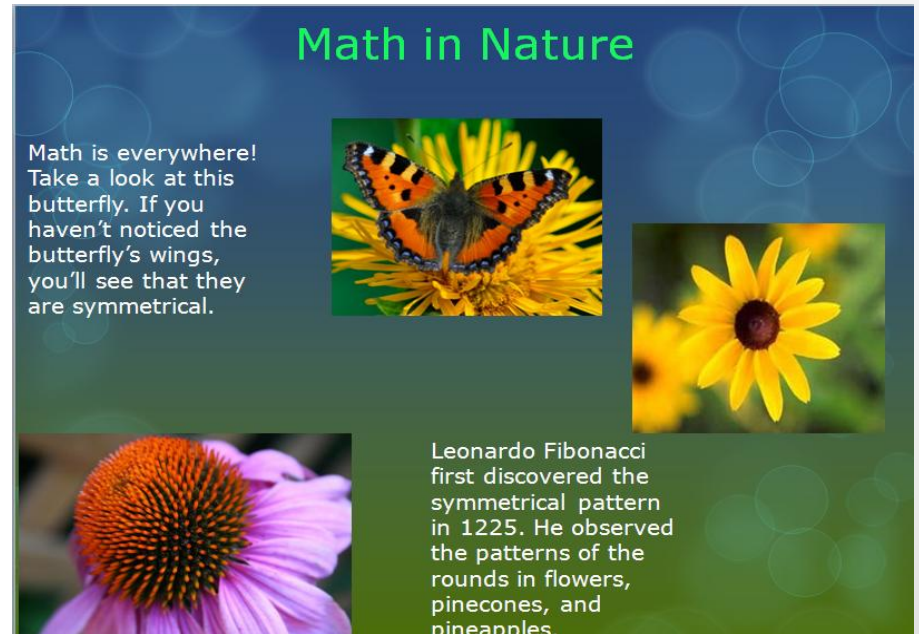
- Cailin Tennis and Amaya DeSousa

Our Assignment

To find math and geometry in nature and the world around us.

Process

1. Brainstormed about the different ways one can observe math and geometry in nature
2. Designed a calendar to organize our time
3. Searched for photos and examples of math in nature
4. Conferenced with Mr. Faber

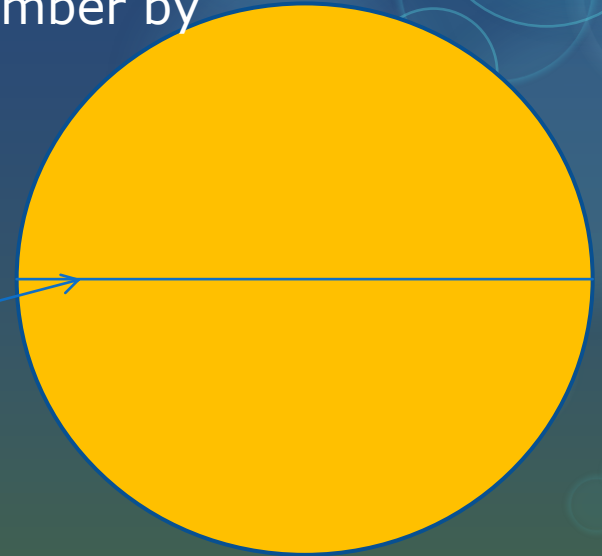


The Area of a Circle!

Squared means multiplying the number by itself.



Diameter



The first step in finding the area of a circle, such as a pizza, is to make a formula, such as the one shown below.

$$A = 3.14(\text{pie}) * R(\text{radius}) \text{ squared}$$

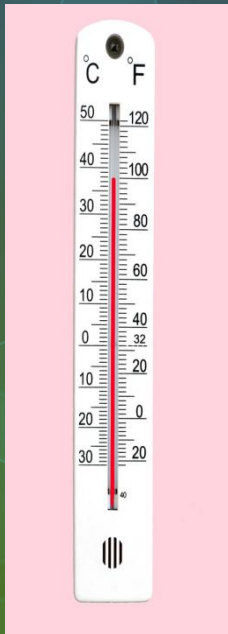
To find the radius you must find the diameter, or the distance across the center. Then divide the diameter by 2, finding the radius.

Temperature!

Not so much geometry, but formulas and conversions. To find the Celsius from the Fahrenheit and the Fahrenheit from the Celsius, you must use an easy formula. The formula to find the Fahrenheit from the Celsius would look like this:

$$(^{\circ}\text{C} \times 9/5) + 32 = ^{\circ}\text{F}$$

The formula to find the Celsius from the Fahrenheit would look like this:

$$(^{\circ}\text{F} - 32) \times 5/9 = ^{\circ}\text{C}$$


Temperature
converter!

Math in Music

- Ben Toczydlowski and Nick Mazzucco

Our Assignment

To discover what math and music have in common.



1. Our Process –
2. Schedule our time
3. Read project and investigated word definitions that went with the project.
4. Did some online research
5. Designed some interview questions
6. Conferenced with Mr. Faber and Mrs. Waddington
7. Rewrote our questions
8. Interviewed Dr. Warner

New Lunch Menu

- Chris Ennis, Ben Florian, and Blake Wickham

Our Assignment

Design a lunch program for thirty students that was healthy, reasonably priced and popular

Process

1. Got together and surveyed sixth graders using the major food groups
2. Analyzed the result of the survey and designed the menu
3. Used Geisslers. Com to check on food prices and nutrition
4. Designed our menu



December 2010

Mon	Tue	Wed	Thu	Fri
6 Main Entrée: Whole Grain Pizza Sides: Bananas Corn Milk	7 Main Entrée: Pasta w/ sauce Sides: Apples Rolls Milk	8 Main Entrée: Salad w/ Tomatoes and Ranch Sides: Chocolate Chip Cookies Grapes Milk	9 Main Entrée: Hotdog Sides: Carrots Pear Milk	10 Main Entrée: Chicken Nuggets Sides: Oranges Chocolate Chip Cookies Milk

CHOICE OF CHOCOLATE MILK OR WHITE MILK

DAY 1

Why we chose this meal:

Whole Grain Pizza, Bananas, and Corn

Popular throughout sixth grade. Whole Grain is healthy. Fruits and Vegetables.

DAY 2

Why we chose this meal:

Pasta w/ sauce, Apples, and Rolls

Pasta contains lots of protein and only 1 gram of fat. Apples are healthy and includes 10% of your daily vitamin C.

DAY 3

Why we chose this meal:

Salad w/ Tomatoes and Ranch, Chocolate Chip Cookies, Grapes

Salad was the most popular for the vegetable food group. Grapes are the sources of vitamin A, B.

DAY 4

Why we chose this meal:

Hotdogs, Carrots, Pears

Hotdogs were the most popular in the meat food group. Carrots are great veggies and Pears are sugary to end the meal.

DAY 5

Why we chose this meal:

LUNCH FACTS

New Lunch Menu

- By Katherine Lockwood and Emma Sheahan

Our Assignment

While designing our school program we learned how to find food prices, convert sizes and units and calculate food prices.

Discoveries

One cup equals 8 oz. and that is considered one serving.

2 cups equal one pound

We learned how stores make a profit

After setting the prices on our lunch menu – we wonder how our lunch program makes a profit.



\$31.12 for 8 pounds of chicken breast – feeds 32 kids

\$23.12 for 8 pounds of beef – feeds 32 kids

\$32.00 for 8 pounds of chips

\$7.68 for milk for 32 kids to be put in cups – 2 gallons

\$71.28 for 43 cans of ginger ale – for fizzy fruit

\$35.32 for muffins – 4 in each pack

\$116.70 for grapes – 2 days, one being fizzy fruit

\$17.97 for ice cream – Nestle Drumsticks

\$6.58 for cheese slices, comma American

\$102.06 for lettuce for two days

In conclusion

- Students apply real math to real life
- Students utilize life skills
 - Personal choice for partners and project
 - Developing a schedule that meets the needs of all members
 - Use a variety of and appropriate resources for the task at hand
 - Being accountable for individual and groups tasks
 - Collaboration to meet an objective and deadline
 - Learning the importance of failing and succeeding
- Students will appreciate the complexity and relevance of the people and world around them

Connecticut School Counselors:

Helping High Schools Improve Student Outcomes

Richard Lapan, Ph.D. and Karen Harrington, M.Ed., CAGS

Center for School Counseling Outcome Research

School of Education

University of Massachusetts Amherst

Spring 2010

Executive Summary

Results of a statewide study on the nature and scope of work of Connecticut school counselors and their impact on student outcomes found that smaller student-to-school counselor ratios and more intensive college and career counseling services were each associated with significant reductions in suspension rates and in the total number of disciplinary incidents in Connecticut high schools for the 2008-2009 school year. The study was a collaborative effort among the Connecticut State Department of Education, the Connecticut School Counselors Association, and the Center for School Counseling Outcome Research (CSCOR) at the University of Massachusetts Amherst. Findings will be presented at the American School Counselor Association National Conference this July in Boston and then submitted for publication.

In determining results of this study, we examined the level of implementation of comprehensive school counseling programs in Connecticut high schools and also differences in student outcomes in schools with better implementation levels. The evaluation study used three types of data to examine the contribution of school counseling programs and practices to student outcomes. School-level outcome data (e.g., student-to-school counselor ratios and suspension rates) were obtained from the Connecticut Department of Education website, as was school-level demographic data (e.g., per pupil expenditures and the percentage of students eligible for free or reduced lunch). Information about each high schools' school counseling practices and programs was obtained through an internet-based "Principal and Counselor Survey" (Lapan and Carey, 2007) that has been used in previous state-level school counseling evaluations, supplemented with items specific to the state of Connecticut that were developed in

consultation with members of the Connecticut School Counselors Association. This online survey was sent to principals and school counselors at all Connecticut public high schools. A total of 96 schools participated in the study and 72 school counselors, 24 guidance directors, and 52 principals responded to the survey.

The American School Counselor Association recommends a 250:1 student-to-school counselor ratio (<http://www.schoolcounselor.org>). Ratios higher than this recommendation have been cited in recent studies as plausible explanations for the failure of effective guidance and counseling services to be provided to all students (e.g., *Can I Get a Little Advice Here*, Public Agenda, 2010). While the average student-to-school counselor ratio across the state of Connecticut is 409:1, the mean ratio in this study was 205 high school students for every 1 school counselor (with a range of 70 to 340 students for every school counselor). After removing the effects of influential school factors (such as the percentage of students receiving free or reduced lunch, per-pupil dollar expenditures, and enrollment size), lower student-to-school counselor ratios made a unique, value added contribution in explaining an additional 6% of the variance in suspension rates across Connecticut high schools.

Further, after removing the effects of influential school factors that predict suspension rates and discipline incidents (as above for student-to-school counselor ratios) Connecticut high schools in which school counselors provide more extensive college and career counseling services for students reported lower suspension rates and fewer total number of disciplinary incidents. Providing students with college and career counseling services explained an additional 3% of the variance in suspension

rates and 4% of the variance in total number of discipline incidents in Connecticut high schools.

These findings are very meaningful, statistically significant results. School counselor ratios and work tasks matter to the success of Connecticut high schools. For example, Figure 1 graphs the relationship found between student-to-school counselor ratios and suspensions per every 100 high school students. On average, high schools in our sample reported 14 suspensions for every 100 students. Schools with 158 to 204 students per school counselor had 12 suspensions for every 100 students. Schools with 205 to 251 students per counselor had 15 suspensions. Schools with 252 to 297 students per counselor had 18 suspensions and schools with more than 298 students per counselor had 26 suspensions for every 100 students.

Suspension rates are a significant obstacle to the success of any high school. In our sample, increased suspension rates per 100 students and total number of disciplinary incidents were strongly associated with poorer student attendance rates; lower high school graduation rates; lower SAT scores; and higher dropout rates. While we do not have the necessary data to make a causal link between school counselor ratios and suspensions and discipline incidents, the findings are very suggestive of a meaningful connection and are consistent with findings from leading meta-analytic studies (e.g., Whiston & Quinby, 2009) and related research carried out in other states (e.g., Lapan, Gysbers, & Kayson, 2006).

Of concern was the clear finding in our sample that as per pupil expenditures decreased, the student-to-school counselor ratios significantly increased. Connecticut high schools that spent less money for each student in attendance were also very likely

to have substantially higher ratios of students-to-school counselors. In these schools, students attempting to be successful in school and move forward with their educational and career plans are likely to be served by school counselors who are in the very difficult position of trying to meet the needs of increasing numbers of students.

Results from high school principals' survey data about their perceptions of the roles and responsibilities of school counselors in their school building supported the link between the work of school counselors and reduction in suspension rates and discipline problems. In addition, findings from principals' data suggested that better school counselor ratios and providing students with college and career counseling services were associated with higher high school graduation rates and better school attendance. These findings are consistent with results from multiple studies that point to positive benefits for students when effective school counseling and guidance services are provided in schools and negative consequences for students when such supports are either not available or done poorly.

A very strong relationship was found between school counselors spending their work time carrying out non-guidance work tasks and school counselors who were able to use 80% of their work time performing activities that were a direct benefit to students. On average, school counselors estimated that they spend about 11% of their work time carrying out activities not related to the role of the school counselor (with almost one-quarter of our sample of school counselors reporting that they spend from 15% to 50% of their work time on these non-counseling work tasks). As counselors reported that more of their time was encumbered by these non-counseling duties, they were much less likely to feel that they were able to use at least 80% of their work time in ways that

were of clear and direct benefit to students. As one consequence, students in Connecticut high schools were much less likely to receive extensive college and career counseling services when their school counselors indicated that they were not able to spend 80% of their time working directly with them. This finding is very consistent with prior research studies that have found a detrimental impact for students when their school counselor's time is spent carrying out a wide range of tasks such as: excessive clerical and low level administrative duties like copying transcripts; coordinating the administration of state standardized tests; bus duty; lunchroom supervision; and substitute teaching (e.g., Lapan & Harrington, 2009).

School counselors reported spending approximately one-third of their work time carrying out college and career counseling job tasks as specified in the Individual Planning component of *Connecticut's Comprehensive School Counseling Program* (www.schoolcounselor.org/files/ConnModel.pdf). However, only 57% of school counselors and 51% of principals said that it was either *very accurate* or *extremely accurate* to say that "the education and career planning process (currently being carried out by school counselors) involves collaboration with students and parents/guardians to assist students in developing a four-year plan."

Our results also suggested that school counselors who use data to meet demands for accountability and program improvement were more effective in helping their high schools reduce suspensions and increase high school graduation rates. In our sample, 21% of the school counselors said it was either *accurate* or *very accurate* to say that "the school counseling department uses data from student results reports to evaluate program effectiveness." Twenty-nine percent of the sample said that this was

accurate. However, approximately 50% of the school counselors in our sample indicated that using data to evaluate the effectiveness of their programs was something that they did not do. Using data for accountability and program improvement would be a very important strategy school counselors could employ to promote student success.

And finally, the length of time that schools in our sample had been working to implement a comprehensive school counseling program as recommended by the Connecticut School Counselor Association and the American School Counselor Association was quite variable. Forty-two percent of the school counselors reported that their school had been implementing the Connecticut Comprehensive School Counseling Program for more than seven years. Almost 33% of the counselors said that their schools had been working to implement a comprehensive program over the past 3 to 7 years. Whereas, 25% of the school counselors indicated that their school either was not attempting to implement such a program or had just begun the process over the past 1 to 2 years. In our sample, schools that had been working for longer periods of time on implementing a comprehensive school counseling program as recommended by the Connecticut School Counselor Association had lower suspension rates than schools that were just starting to move in this direction.

Recommendations – Five major recommendations identify specific actions school leaders, policymakers, and school counselors can take immediately to ensure that all students receive the benefits of effective school counseling services.

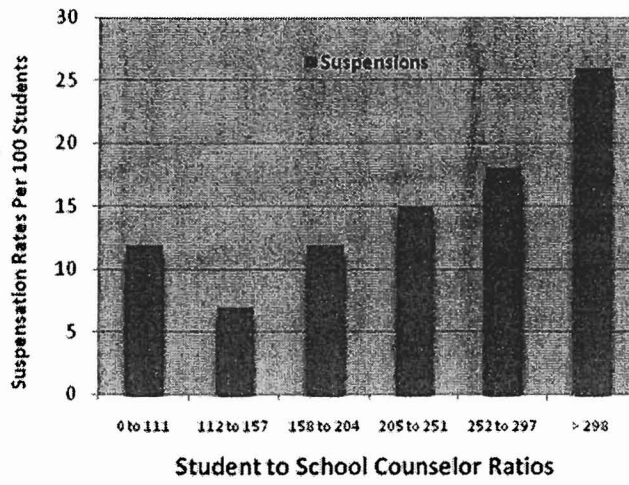
1. Reduce Connecticut's student-to-school counselor ratio from the current state average of 409 students for every 1 school counselor, so that no high school in the state has more than 250 students for every 1 school counselor. This is the

ratio recommended by the American School Counselor Association. Reasonable ratios can quickly lead to better relationships between adults and youth in every high school in the state. These trained professional school counselors should be instructed to establish a personalized, working alliance with each and every Connecticut high school student. These relationships have the efficacy to motivate youth to set high expectations for themselves, regulate their behavior, and embrace with pride and purpose success-oriented educational and career futures. Relationships with students are the cornerstone for meeting the academic achievement and college readiness goals of major educational reform initiatives such as *Race to the Top*.

2. Eliminate work tasks for school counselors that are not related to their primary role and function, and those activities that stop counselors from spending 80% of their time working directly with students. These essential work tasks for counselors are already articulated in the comprehensive program model published by the Connecticut Department of Education (2008).
3. Hold Connecticut high schools and school counselors accountable for providing all students intensive, comprehensive, and well designed college and career counseling services. These counseling services should be anchored in an understanding of what is required for young people to become ready to succeed in postsecondary education and training and qualified for high skill, high wage careers in the global marketplace.
4. Require Connecticut school counselors to use available data to both implement practices that are supported by evidence and improve their counseling program.

5. Close the implementation gap in comprehensive school counseling programs across Connecticut high schools. Two things are required for school counselors to be of greater help to Connecticut youth. First, reasonable ratios need to be created and maintained to enable counselors to create meaningful relationships with their students. And second, what the counselors do with these students matters greatly. To enhance effectiveness, counselor work tasks need to be structured around best practices and research-supported activities that have the best chance of helping students. These activities move school counselors from what are often marginal positions in a school to one that is central to the community building efforts characteristic of the most effective high schools. One place to start would be the activities already outlined by the Connecticut State Department of Education and the Connecticut School Counselor Association. The current implementation gap in school counseling programs across Connecticut high schools advantages some students and unfortunately disadvantages far too many others. All students should have access to the benefits of these programs as a consequence of attending high school in Connecticut.

Figure 1. School Counselor Ratios and Student Suspensions



References

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- Lapan, R.T., & Harrington, K.M. (2009). "Paving the Road to College: How School Counselors Help Students Succeed", a report prepared for the Chicago Public Schools. Center for School Counseling Outcome Research, Amherst, Massachusetts.
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Granby Memorial High School Guidance Department: Current Services and Future Plans



**What the
Department
Provides**

The Comprehensive School Counseling Program Model

Service Delivery

How services are currently being delivered at GMHS

**Success
Measurement**

Current measures/indicators of program efficacy

**Post-High
School Plans**

Post-secondary plans of our current seniors and recent graduates

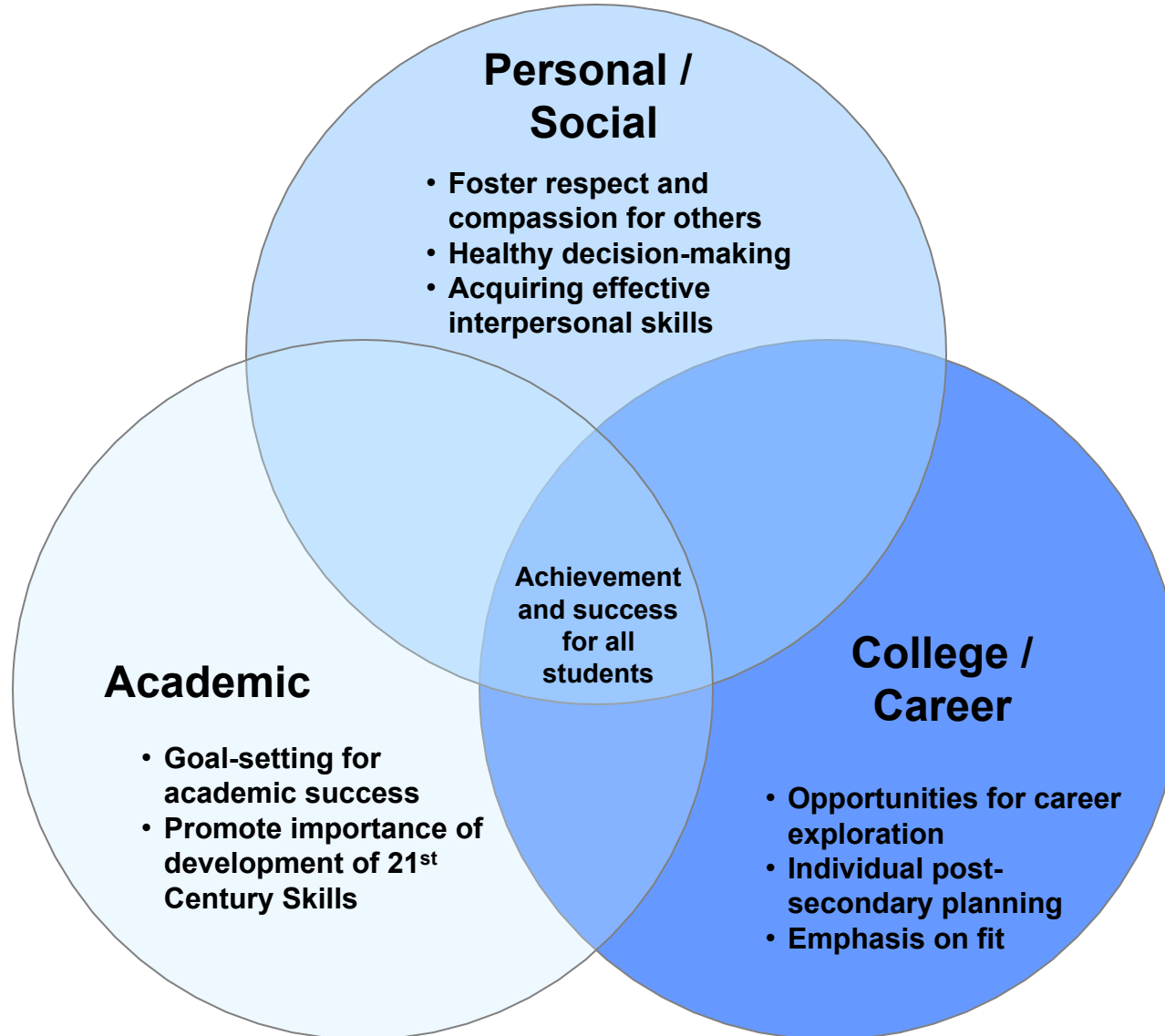
Headwinds

New and future challenges and the department's responses

Looking ahead

How the department plans to move forward, continuing to support all students

The GMHS Guidance Department provides support to all students in three major domains of development.



The Comprehensive School Counseling Model is the state-adopted developmental model involving four key program components...



Curriculum Development (15-25%)

- Fourteen developmental lessons delivered to students across Grades 9-12
- Lessons focus on decision making, goal setting, peer relationships, self-awareness, educational , college and career planning

Individual Student Planning (25-35%)

- Annual individual meetings to develop and evaluate education and career plans. (200 meetings per counselor each winter)
- Individual post-secondary planning for each junior and senior. (65 per counselor each spring; 65 each fall)

Responsive Services (25-35%)

- Crisis intervention and mental health referrals to outside agencies
- Academic support and 504 Plan mgmt
- Consultation with parents, faculty, administration, and outside therapists

System Support/ Collaboration (15-20%)

- Student Intervention Team, Crisis Team, Student Support Team, PPT's, etc.
- Parent programs (Planning Nights)
- Program development and evaluation

How do we currently measure student outcomes and the effectiveness of the Guidance Program?



**Guidance Lesson
Assessment Data**

Course Pass Rates

PSAT Participation Rates

SAT Participation Rates

**Advanced Placement
Course Enrollment**

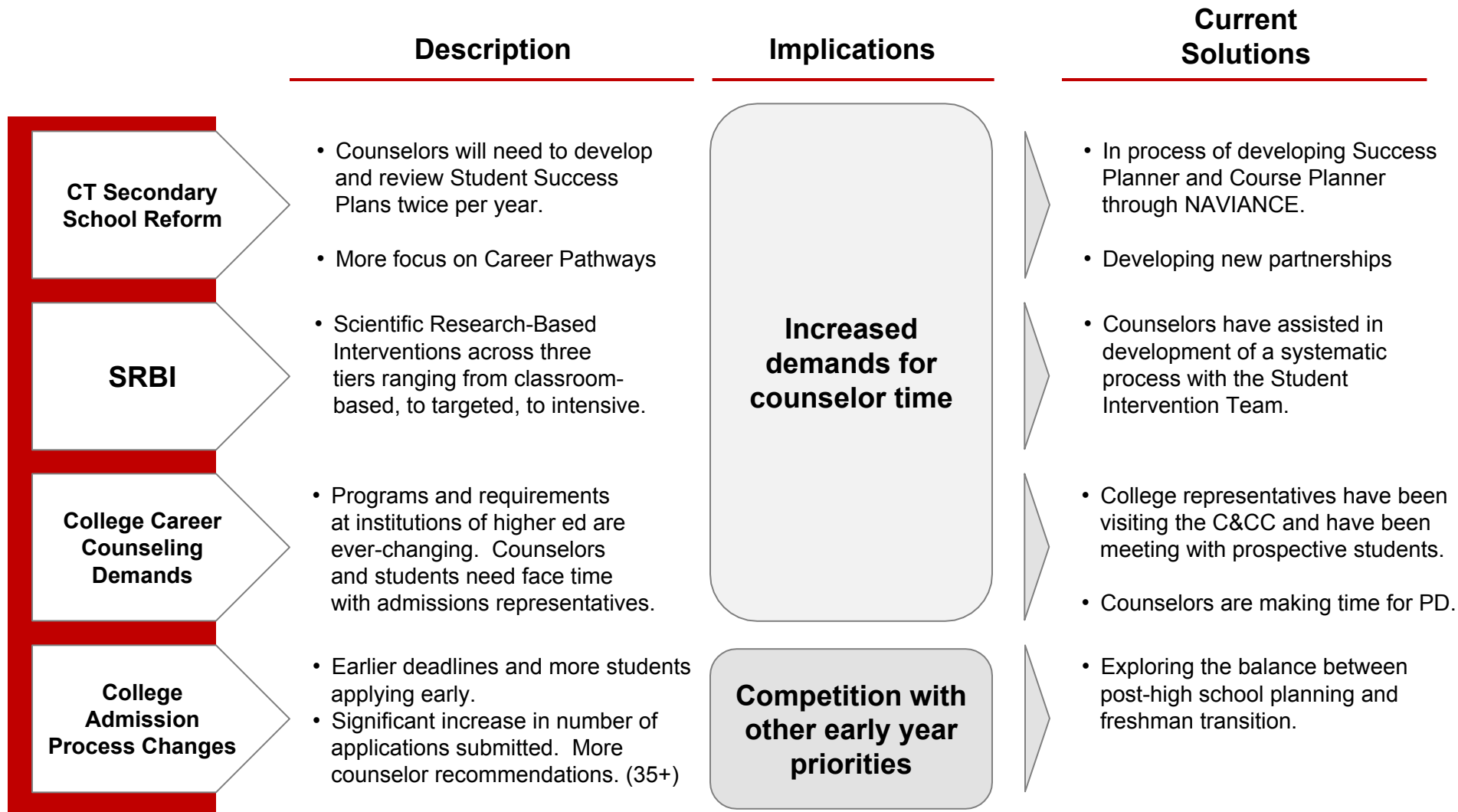
**College Matriculation
Detail**



What colleges are GMHS graduates attending?



Our support of student development is facing some new challenges that we've begun to address...

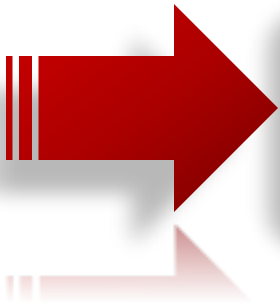




Future Plans and Implications

Future Program Evaluation to include:

- **Student needs assessment** for guidance services
- **Input from parents** within the community
- **An emphasis on the process of transitions** for students
- Research options for a formal alumni study to **track longitudinal outcomes**
- **Programmatic inventory** using standards from the state-adopted model
- **Time analysis** of the four program components



Overall, the current and new challenges require long-term solutions beyond short-term solutions we have identified. Given the current student to counselor ratio, there is a need for more personnel within the Guidance Department.

Questions



ABOUT ME TAB

Game Plan

Students will answer a series of questions that are designed to help their counselor work with them to develop a game plan for achieving goals after graduation.

Resume

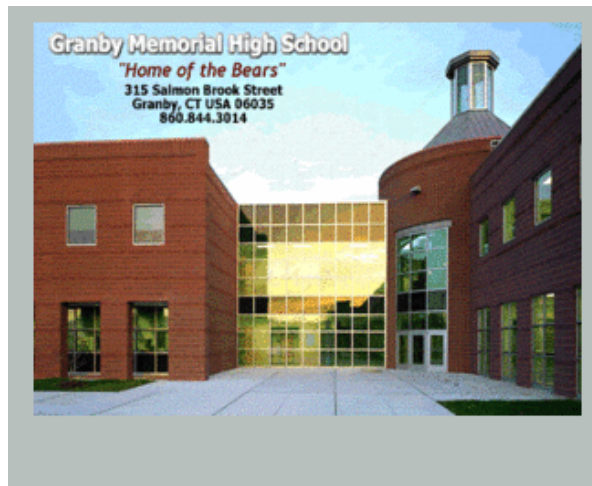
Students can keep track of their accomplishments and activities throughout their 4 years of high school using this feature. The Resume function automatically formats the resume and students can create multiple versions for their different resume needs.

How to access this resource:

Go to:

<https://connection.naviance.com/granbymhs> with your assigned parent/guardian registration code below.

Please note: All students have received training on Naviance Family Connection. If your child has not activated his or her account, or if your student has forgotten his/her password, please contact the Guidance Office.



GMHS Counseling Office (860) 844-3014

Counseling Staff

Julie Bragg
Sheridan Toomey
Colleen Nisbet

Support

Julie Caruso
Jennifer Phillips

THE GRANBY MEMORIAL HIGH SCHOOL COUNSELING OFFICE

introduces....

FAMILY CONNECTION

powered by  NAVIANCE

A college & career planning resource for students and parents

The Granby Memorial High School Counseling Office has selected Naviance's Family Connection to assist us and our students in managing the college and career planning process. Family Connection is a comprehensive website that students and parents can use as a tool in planning for their future. We encourage our students to utilize this website throughout their high school years.

Here are some of the features within each section to explore:

THE HOMEPAGE

Check this welcome page often for updates and messages from our office. In addition, the "What's New" section highlights upcoming college visits.

Document Library and Pages

This feature provides students with helpful documents and links from our counseling office to help guide them in their college search and application process.

COLLEGES TAB

Colleges I'm Thinking About and Colleges I'm Applying To

Students can keep track of colleges in which they are interested. In addition, students with an email address in Family Connection will be sent an email automatically if a college is holding an upcoming information session at the high school.

College Lookup

This research tool provides comprehensive information on thousands of colleges. In addition to general and admissions information, further data is presented on academics, cost and financial aid, student body characteristics, extracurricular and athletic programs. A link to each college's website is provided. For colleges to which GMHS students (Class of 2007-present) have applied, you can view statistical information on the outcomes with a link to a "scattergram" graph.

College Search

Enter criteria such as size, location, cost, availability of specific majors or athletic programs, and students can produce a list of colleges that meet their criteria.

College Match and College Compare

College Match analyzes applications from other students at GMHS to find colleges that have accepted students with a GPA and test scores similar to those of your child. Similarly, students can enter a list of schools into College Compare to view GMHS student acceptance statistics quickly and easily.

Acceptance History

This feature shows all colleges to which GMHS students have been accepted. Included are students from the classes of 2007 through the present, as well as the number of students accepted and number enrolling at each school.

Scattergrams

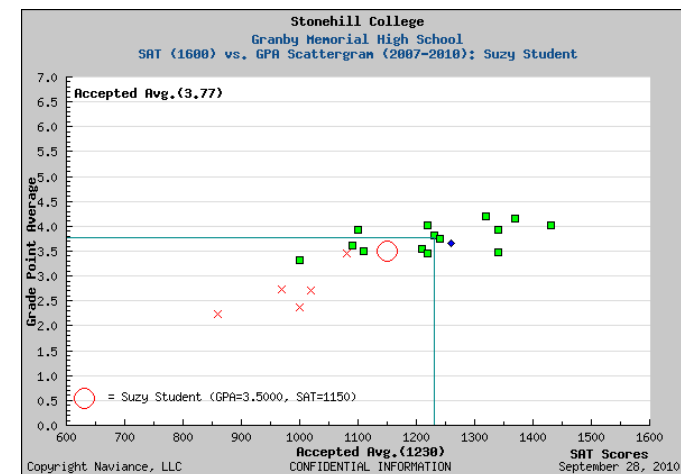
This feature provides a graphical view of application outcomes (accepted, denied, waitlisted) at a college for recent GMHS applicants using GPA and SAT scores. Students can gauge their chances of acceptance by comparing personal GPA/SAT numbers with those displayed.

Please note: The data displayed on graphs reflects application outcomes for GMHS graduates (2007-Present) and is not reflective of the selectivity for the institution at large. SAT scores displayed include only critical reading and math (1600 scale).

Of particular note, graphs do not indicate when a student has been admitted to a branch of a large public university rather than the main campus. For example, students admitted to the University of Connecticut are often admitted to a branch campus.

FAMILY CONNECTION

powered by  NAVIANCE



College Visit Schedule

College representatives who have scheduled information sessions at GMHS are posted online under "about college". Click on "View all upcoming college visits", or view the page for a particular college to see whether a session is scheduled. Students may sign up to attend a visit online.

College Resources

This feature, found under "College Research", provides links to other useful websites relating to college information, financial aid, tests preparation, NCAA eligibility, etc.

CAREERS TAB

Using this feature, students can explore careers and keep track of careers in which they are interested.

Career Interest Profiler

The Career Interest Profiler includes useful reports that show each student's personality and interest assessment results and which careers your child may want to explore.

Do What You Are Personality Assessment

Do What You Are helps students focus on who they are and what educational path is best for them. Students complete the Self Discovery Assessment in 30 to 45 minutes and receive useful Personality Type information as well as individual suggestions for careers and college majors.

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 21st 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

Community Relations

Law Enforcement Officials

Schools are responsible for students during school hours. This responsibility includes protecting each student's constitutional rights, assuring due process in questioning and arrest, and protecting students from any form of illegal coercion. Because of the many support services that local law enforcement agencies provide to the schools, staff, and students, the State Board of Education supports the best possible relationship with those agencies consistent with the system's responsibilities to protect legal rights of staff and students.

This policy is intended to balance the needs of school and police officials. The reduction of ambiguity and confusion in how these officials interact will provide an optimal environment for education while ensuring that the public safety needs of the school and community are adequately met.

Interview of Students

Police interviews generally will not take place on school grounds. However, if the police do indicate that an interview on school grounds is necessary, school authorities may cooperate. When the interview involves a juvenile, a parent must be present. The exceptions to this rule are (a) if the student is being interviewed as a victim and/or (b) if there is an overriding immediate public safety concern. If a student under the age of 16 is being interviewed by the police and the parent/guardian cannot be present, a member of the school staff should be present.

When police are investigating possible criminal acts which occurred, or may have occurred, on school property, or while under the jurisdiction of the school district, they may question students at school when the following procedures are observed:

1. Students will be questioned as confidentially and inconspicuously as possible.
2. An attempt will be made to notify the student's parents so that they may be present during the questioning. The school Principal, or his/her designee, will be present.
3. Preferably, the officer doing the questioning will wear civilian clothes.

When investigating a possible criminal violation occurring off school grounds or not part of a school program, police will be encouraged to question students in their homes; however, they may be permitted to question students in the schools when the procedures outlined in 1-3 above are observed. Police will make every attempt to minimize distractions or disruption of school routines during the performance of their duties.

Policy 1411(b)

Community Relations

Arrest of Students

The decision to call police and request an arrest is within the discretion of the building administrator. The Principal may request the arrest of a student or there are times in which the police may request to pick up a student due to a warrant being issued for his/her arrest. If the school Principal agrees to assist in the arrest of a student, the student should be escorted from class by school personnel and remain in a secured office until the police arrive. The arrested student will be removed from the school in a way that minimizes embarrassment to the student and any disruption of the school routine.

Weapons

In cases where a student is suspected of carrying a dangerous weapon and there is a safety issue inherent in the search process, the student should be secured in a private area and the police should be contacted to conduct the search.

If a search is conducted by a school official and a weapon is found, weapons that are illegal should be turned over to the police immediately by the school official. Illegal weapons include knives with over a four-inch blade, dirk knives, switchblade knives, martial arts weapons and firearms. Ammunition should also be immediately turned over to the police. Weapons that are not illegal but are a violation of school policy may be retained by the Principal.

Designation of Authority

The Superintendent is authorized to develop procedures regarding this policy, including a process to ensure that appropriate staff has been informed, and to establish lines of communication with local law enforcement agencies to effect necessary cooperation toward ensuring the security of the school facilities, and the safety of students and staff.

(cf. 5145.12 Search/Seizure)

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules

53a-185 Loitering in or about school grounds: Class C Misdemeanor

54-76j Disposition upon adjudication as youthful offender

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

Community Relations

Relations With Law Enforcement Agencies

School Police Cooperation

This regulation is intended to balance the needs of school and police officials. The reduction of ambiguity and confusion in how these officials interact will provide an optimal environment for education while ensuring that the public safety needs of the school and community are adequately met.

Generally, police should be notified immediately of any serious crime. Police will make every attempt to minimize distractions or disruption of school routines during the performance of their duties. There may be instances where the transgression is so slight that the school administrator can resolve the issue himself/herself. Examples of crimes that fall into this category are theft of pocket change, minor vandalism, or minor physical altercations in which there is no injury or serious pain inflicted upon either participant.

Event	Suggested Action
Vandalism, Breaking, Entering, etc.	Police should be notified immediately. (cf. 5131.5 - Vandalism)
Alcohol, Drugs, etc.	Police should be notified immediately. The suspected drug or alcohol should be secured by the building administrator and given directly to the responding police officer. All illegal drugs confiscated by an administrator must be given to the police within 24 hours. The police officer will sign a receipt and give it to the building administrator. Prescription drugs out of the container should be seized and the prescription confirmed via the subscribing doctor. If the prescription is not valid the drug should be seized and the police notified. (cf. 5131.6 - Alcohol, Drugs and Tobacco)
Loitering	As long as the school grounds are posted, "no trespassing", warnings prior to arrest are not required. Notification of police and requests for arrest are within the discretion of the building administrator.

**Administrative Regulations
1411(b)**

Community Relations

Relations With Law Enforcement Agencies

School Police Cooperation (continued)

Event	Suggested Action
Confrontations	Confrontations where students become involved in loud tumultuous behavior but do not assault another is a violation of the law and police can arrest for this behavior. The decision to call police and request an arrest is within the discretion of the building administrator.
Assaults	Physical altercations in which students are injured or serious pain has been inflicted upon another should be reported immediately to the police..
Weapons	Confiscated weapons that are illegal in themselves should be turned over to the police department immediately by the school official who seized same. This category of weapons includes knives with over a four inch blade, dirk knives, switch blade knives, gravity knives, martial arts weapons and guns. Ammunition should also be immediately turned over to the police. Any evidence or information relative to firearms in the school should be immediately relayed to the police. Some weapons are not illegal in themselves but are a violation of school policy. Police notification in these instances are within the discretion of the school administrator. (cf. 5131.7 - Weapons and Dangerous Instruments)
Bomb Scare Suspect Devices	Do not handle suspected devices. Notify superintendent's office and police. Police will notify the Fire Department. A building check will be completed by custodial staff. The building administrator will decide whether or not to evacuate following discussions with the police, fire officials and superintendent (or his/her designee). A building administrator will notify the superintendent of his/her decision.

Community Relations

Relations With Law Enforcement Agencies

School Police Cooperation (continued)

Event	Suggested Action
Civil Disobedience	When known about in advance, school and police should plan beforehand. Picketing is legal whereas blocking traffic, etc., is illegal.
Motor Vehicles, Parking Lots	Police routinely patrol parking lots and may arrest or summon individuals in said lots. Students involved in motor vehicle accidents in parking lots that result in personal injury or damages are required to report same. (cf. 5131.3 - Student Driving/Parking)
Police Interviews	Generally will not take place on school grounds. However, if the police do indicate that an interview on school grounds is necessary, school authorities shall cooperate.
Police Interviews of Juveniles	When the interview involves a juvenile, the police will usually arrange to have a parent (or legal guardian) present. The exceptions to this rule are (a) if the student is being interviewed as a victim and/or (b) if there is an overriding immediate public safety concern. If a student under the age of 17 is being interviewed by the police and the parent/guardian cannot be present, the student may at his/her request, have a member of the school staff present.
Child Abuse	Mandated reporters will notify the Department of Children and Families and principals of suspected child abuse cases. Other school employees shall report any such suspicion to the superintendent or his/her designee, e.g. building principal. If mandated reporters have reasonable cause to suspect or believe that a child has been abused by a school employee, they must also report the abuse to the superintendent. . When the superintendent is notified of suspected abuse by a school employee/ he/she shall notify the parents of the suspected victim as required by law. In any event, the superintendent may notify the police of such allegations as he/she deems appropriate in any such case. (cf. 5141.4 - Reporting of Child Abuse/Neglect)

Community Relations

Relations With Law Enforcement Agencies

School Police Cooperation (continued)

Event	Suggested Action
Extracurricular Activities	Police assigned on site have communications if additional police resources are needed. Police officials assigned to extracurricular activities shall report to the school administrator to discuss appropriate monitoring procedures.
Arrest Warrants	There are times in which the police may decide to pick up a student due to the Warrant being issued for his/her arrest. Once notified of an outstanding Arrest Warrant for a student, the student should be escorted from class by school personnel and remain in a secured office until the police arrive. The arrested student will be removed from the school in a way that minimizes embarrassment to the student and any disruption of the school routine.
Confidential Police Records	Police officials are prohibited by state and federal law from disclosing confidential juvenile arrest information or using the police computer network to obtain information relative to registration numbers, home addresses, etc.
Search of Students	School officials may search students, bookbags, lockers, desks, etc., using the established "reasonable suspicion" standard. In cases where a student is suspected of carrying a dangerous weapon and there is a safety issue inherent in the search process itself, the administration should conduct the search. In the event that a dangerous weapon is found, the weapon must be secured by the police department. . (cf. 5145.12 - Search and Seizure)

Community Relations

Relations With Law Enforcement Agencies

Notification of a Student's Arrest

Pursuant to the requirements of Conn. Gen. Stat. Section 10-233h , whenever the superintendent receives oral or written notification from the local police department or state police that a student was arrested, he/she shall maintain the written report in a secure location and the information in the report shall be maintained as confidential in accordance with section 46b-124. The superintendent may disclose such information only to the principal of the school in which the student is enrolled or the supervisory agent of any other school in which the student is enrolled.

The principal or supervisory agent may disclose such information only to special service staff or a consultant, such as a psychiatrist, psychologist or social worker, for the purposes of assessing the risk of danger posed by the person, other student school employees or property and effectuating an appropriate modification of such person's educational plan or placement for disciplinary purposes. Such information with respect to a child under seventeen (17) years of age shall be confidential in accordance with 46b-124 and shall only be disclosed as provided in this section and shall not be further disclosed.

Legal Reference: Connecticut General Statutes
 10-221 Boards of education to prescribe rules.
 10-233g(b) Boards to report school violence.
 10-233h, Arrested students.
 17a-101 Protection of children from abuse.
 17a-102 Report of danger of abuse.
 53a-185 Loitering in or about school grounds: Class C Misdemeanor.
 Reports of principals to police authority.
 New Jersey v T.L.O., 53 U.S.L.W. 4083 (1988), 469 U.S. 325; 105 S.CT
 733.

Regulation approved: October 15, 1997
Regulation Revised:

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

To: Board of Education
From: Alan Addley, Superintendent of Schools
Date: December 15, 2010
Re: Large Capital Priorities

The attached projects are for Board consideration to be submitted to the Capital Program Priorities Advisory Committee (long-range planning) and to the Board of Finance (Plus One Budget).

**Summary of Large Capital Projections
FY12 – FY16**

1. Maintenance and Facilities Building
2. Athletic Field Project (includes purchase of land)
3. Technology Upgrades
4. High School Electronics Lab
5. Wells Road Playing Field
6. Energy-Saving Initiatives (Solar panels, energy efficiency program)
7. Roof Replacement Schedule
8. High School Facilities Upgrades:
 - (a) Kitchen
 - (b) Air Conditioning (commons, foods lab, computer lab, locker rooms facilities office and athletic director's office)
 - (c) High School Tennis Courts
 - (d) Emergency Generator
9. F.M. Kearns School Facility Renovation (Core facilities, kitchen, integrated pre-school, and full-day kindergarten)

Project	Rec Priority	Gross Cost*	Net Cost	Start Up	Ongoing	Projected Completion	Status
Maintenance and Facility Building	1	\$1,500,000	TBD			Fall 2013	Concept
Athletic Field Project	1	\$5M - \$8.5M	\$5M - \$8.5M	Summer 2012		2012 - 2013	Concept
Technology Upgrade	1	\$459,000				Fall 2012	Concept
High School Electronics Lab	1	\$164,400	TBD	Summer 2011		Spring 2012	Concept
Wells Road Playing Field	2	\$75,000	\$75,000		\$2,500	Summer 2013 & beyond	Concept
Energy-Saving Initiatives	3	TBD	TBD			Fall 2013 & beyond	Concept
Roof Replacement	3	TBD	TBD			2013 & beyond	Placeholder
High School	3	\$1,350,000	TBD	\$25,000	\$12,000	2014 & beyond	Concepts
F.M. Kearns School Facility	3	\$5,000,000	\$3,150,000	\$81,000	\$32,000	2014 & beyond	Concept

GRANBY BOARD OF EDUCATION
Capital Project Summary

PROJECT NAME: Maintenance and Facilities Building

PROJECT SUMMARY: The Board of Education first identified the need for a maintenance building with district storage in 2000. Since that time, the district has explored several different options including shared use of the Town Garage. At this time, it appears that additional land will need to be purchased for an 11,500 square foot maintenance building.

The 11,500 square feet is needed for district storage and maintenance department needs. Currently the maintenance and custodial staff occupy a total of 9,678 square feet of space. The area consists of 7,200 square feet at the H.P.J. Construction Company, 960 square feet of outdoor storage containers (3 trailers measuring 8'x40'), and 768 square feet of storage in the high school, and 750 square feet of office and secretarial file area. In addition to this space, the project includes additional space for a lunchroom, restrooms and locker rooms. The athletic field project includes 1,800 square feet of sports storage space that is not included in the 11,500 square feet requested here.

An architect firm has designed a preliminary layout of the building. Further professional services are needed to confirm space requirements, and develop schematic drawings and professional cost estimates.

PROJECT CATEGORY: Placeholder Concept Fully Defined Priority

REFERENDUM: Fall 2012

PROJECT START: Spring 2013

PROJECT ON LINE: Fall 2013

PROJECT BENEFITS:

- The high school requires space currently used by the facilities department for educational programs and staff. Inadequate storage space has resulted in the use of hallways for storing equipment. This project will help address that safety concern.
- The new building will allow for centralizing equipment and supplies in one location. A centralized storage facility will support more cost-effective purchasing and better inventory control. The technology department is also in need of storage area and space will be allocated for their equipment and supplies on a mezzanine in the material supply storage area. Storage space will also be provided for the drama department to storage props.
- A centralized storage facility will support more cost effective purchasing and better inventory control for maintenance supplies, technology equipment and supplies.

LEGAL REQUIREMENTS:

- Connecticut State Department of Education School Construction Grant Program is unlikely
- State and local code compliance

IMPACT OF NOT PROCEEDING/DELAYING: Facilities will continue to be rented for storage and maintenance, efficiencies will not be realized.

APPROXIMATE GROSS PROJECT COST (Professional estimate is needed) \$1,500,000

- Purchase land for building
- Purchase/construction of pre-engineered metal building \$160/sq. ft.
- Complete site work
- Build out offices, and bathroom facilities
- Equipment/shelving/miscellaneous start-up costs

PROJECTED NET PROJECT COST:

TBD

GRANBY BOARD OF EDUCATION
Capital Project Summary

PROJECT NAME: Athletic Field Project

PROJECT SUMMARY:

The 2006 CPPAC submission included a project for a combined athletic field renovation and maintenance facility. Granby Athletic Field Long-Range Advisory Committee (GAFLAC) was commissioned to investigate a future plan for the athletic program. GAFLAC has conducted a study and has forwarded its recommendations to CPPAC.

Presently, the GAFLAC recommendations, while helpful, do not fully meet the athletic needs of the district. To meet the athletic programmatic needs of a 21st Century high school, there is a need to build a contemporary athletic facility that provides for:

- Six-lane track with eight lane straight-aways to meet CIAC design criteria;
- A lighted synthetic field for varsity soccer, lacrosse, football, and field hockey games and practices;
- A second synthetic practice field;
- Athletic field storage, sport team dressing rooms, restrooms, and a concession facility;
- Seating capacity for 900-1000 spectators;
- An off-site location where 10+ acres of land is available;
- Adequate parking to accommodate spectators;
- Two offices for coaching staff;
- Concession stand, locker rooms and outside restrooms; and,
- Approximately an 1,800 square-foot building for storage of athletic equipment.

PROJECT CATEGORY: ___ Placeholder X Concept ___ Fully Defined ___ Priority

REFERENDUM:	Fall	2011
PROJECT START:	Spring	2012
PROJECT ON LINE:	2012	2013

PROJECT BENEFITS:

- The sports program, town recreational program and community will be improved through the addition of adequate playing fields.

LEGAL REQUIREMENTS:

- Connecticut State Department of Education School Construction Grant Program (limited funding)
- State and local code compliance

IMPACT OF NOT PROCEEDING/DELAYING: Facilities will continue to be rented for storage and maintenance needs. The sports program will be negatively impacted by inadequate playing field.

APPROXIMATE GROSS PROJECT COST:	\$5M - \$8M
LAND ACQUISITION COST (FIELDS AND/OR PARKING):	≈ \$500,000

PROJECTED NET PROJECT COST:	\$5M - \$8.5M
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We estimate no reimbursement pending review by SDE

GRANBY BOARD OF EDUCATION
Capital Project Summary

PROJECT NAME: Technology Upgrade

PROJECT SUMMARY: The district has identified the need for technology upgrades in several different areas. These have been combined into a single project.

Wireless Network Expansion: (District)

21st century school buildings require network/internet connectivity that support daily operations and interactive educational efforts which help to optimize learning and collaboration among the students, faculty, and administrative staff. Following on the success of wireless Lans (wLans) in higher education, an increasing number of k-12 schools are integrating wireless and mobile technologies to meet daily instructional demands by providing more users access to resources. Increasing wireless capabilities allow for rapid network expansion in particular at the high school, middle school, and Kearns school where future expansion requires rewiring in classrooms, wired connections are prohibitively difficult to run, and computer lab space is limited. Wireless connectivity allows more user access than with wired technology. Wireless expansion provides optimized performance, an economical cost savings associated with the expansion itself, and the needed mobility for present and future classroom network/internet access. Expansion eliminates many of the logistical issues that IT and teachers contend with due to the lack of placement and/or positioning of internet drops and power outlets in classrooms also helping to eliminate trip and safety hazards associated with data cabling strung across floors or under/around desks. A centralized system is necessary to provide high-density/high-quality public and private wireless access in a safe and secure manner through the use of bandwidth management, access control, maintenance tools and technologies. (\$200,000)

Digital Video Distribution: (District)

Video distribution systems in several buildings are failing and/or require costly upgrades. Currently classrooms at the High, School, Middle, School, and Kearns School have limited or no access to live television, recorded media, and/or an inability to broadcast their news programs. Systems at Kelly Lane and Wells Road have become obsolete and will require costly upgrades. A district solution to digital video distribution and content management is needed to support the learning environment. (\$125,000)

Additional Computer Labs: (High School, Middle School)

With the increasing use of technology each school has also identified the need for additional computer labs accessible to classroom teachers for academic courses. These needs could be addressed through the use of either desktop or mobile computers. Included are 3 new mobile labs at a projected cost of \$18,000 per lab. Desktops and wiring would cost \$25,000 per lab. (\$54,000)

Security Camera System Upgrades: (District)

The COPS grant awarded in FY2007 paid for the basic infrastructure and wiring of all schools with a minimum level of internal security cameras. This project includes an upgrade that will provide additional video storage and coverage of school public areas and school exteriors. Coverage in more areas will provide additional school security. Additional storage will allow saving identified incidents for police review beyond the current capacity of about 5 days. (\$65,000)

Middle School Clock System:

Television sets used to display the time in classrooms are old and failing. Replacing the TV's with a battery-operated wireless satellite clock system will allow us to obsolete the TV's rather than replace them. (\$15,000)

PROJECT BENEFITS:

- Replacement of outdated infrastructure
- Addition of computer labs to provide better access to electronic resources and aid instruction
- Improved school security and reduced vandalism.

PROJECT CATEGORY: Technology

Placeholder Concept Fully Defined Priority Ranking

REFERENDUM: Fall 2011

PROJECT START: Summer 2012

PROJECT ON LINE: Fall 2012

RELATED PROJECTS: COPS Grant Phase 1

HEALTH AND SAFETY IMPACT: A large part of the project addresses safety and security needs.

IMPACT OF NOT PROCEEDING/DELAYING: Failing infrastructure will have to be addressed in other ways and instructional upgrades will be delayed.

PROJECTED PROJECT COST: \$459,000

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: High School Electronics Lab

PROJECT SUMMARY: The district has identified the need for an Electronics Lab at the High School. Current facilities are inadequate. Increasing enrollment in technology courses necessitates larger, safer and updated facilities. The current electronics lab does not provide for the programmatic needs of the curriculum. The project would involve new construction and several modifications to existing spaces within the High School.

Electric \$20,000
Provide new electrical circuits for computers and related equipment in the classrooms. Add indirect lighting for the new classrooms and expansion of existing audio/visual fire alarm system.

Plumbing \$10,000
Additional sinks will be required for the Applied Electronics Lab. Modifications to the existing sprinkler systems so additional sprinkler heads can be added to the new classroom.

HVAC \$45,000
Air conditioning for three classrooms to accommodate the proper room conditions for the related equipment. A new ventilating system will be added to the Applied Electronics Lab

Construction \$25,000
Construct a new classroom in the woodshop area and additional modifications to existing classrooms

Technology \$64,400
Purchase software, hardware, and computers to support modifications to classrooms and new lab

PROJECT BENEFITS:

- Support the District's vision to engage students in critical thinking and real-world problem solving through the simulation of authentic learning tasks found in actual work settings.
- Support students' interest in STEM (Science, Technology, Engineering and Mathematics) careers.
- Provides space for collaborative work stations, lab experience and adequate space for additional technology and tools.
- Safer facilities.

PROJECT CATEGORY:

Placeholder Concept Fully Defined Priority Ranking

REFERENDUM: Fall 2011

PROJECT START: Summer 2011

PROJECT ON LINE: Spring 2012

RELATED PROJECTS:

HEALTH AND SAFETY IMPACT:

IMPACT OF NOT PROCEEDING/DELAYING:

- Limiting potential of students to be competitive in the high end fields of math and science

PROJECTED PROJECT COST: \$164,400

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: Wells Road Playing Field

PROJECT SUMMARY: Land behind Wells Road School was donated to the town in 2009. In order to develop 5.6 acres of this area for use as field space, the area must be cleared of trees, a temporary road installed and the field leveled and seeded.

PROJECT CATEGORY:

Placeholder Concept Fully Defined Priority Ranking

REFERENDUM: Fall 2012

PROJECT START: Spring 2013

PROJECT ON LINE: Summer 2013

PROJECT BENEFITS:

- Expanded playground activities and possibly baseball and/or soccer field use.
- Additional resource for the town.

LEGAL REQUIREMENTS:

- State and local code compliance.

IMPACT OF NOT PROCEEDING/DELAYING: Donated land will sit idle.

PROJECTED GROSS COST: **\$ 75,000**

PROJECTED NET CAPITAL COST: **\$ 75,000**

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: Energy-Saving Initiatives

PROJECT SUMMARY: The district has identified the need for a number of different energy initiatives. They are included for future consideration. Components of the project may need to be divided into individual projects in order to pursue grant funding.

- 1. Connecticut Clean Energy Fund: TBD**
It is recommended that the Town of Granby and Granby Public Schools work together to earn the designation as a CT Clean Energy Community by meeting three requirements:
1) committing to purchasing 20% clean energy by the year 2010, 2) having a threshold number of residents and small businesses sign up for the CT Clean Energy Options program and 3) making a municipal clean energy purchase. The result would be a solar energy array to be installed on the municipal building of our choice.

- 2. Energy Efficiency Program: TBD**
Maximize our options for energy strategy and long-term planning. Investigate resources that will allow new energy efficient equipment, savings, plus future cost avoidance through existing energy programs with utility companies.

- 3. Emergency Generator: \$200,000**
The installation of an emergency generator at the high school will help address both school and community emergency needs and will also yield approximately \$10,000 in savings each year through a load management program. If grant funding is available, the net cost would be lowered to \$140,000.

- 4. Solar Panels: \$855,000**
Look at the feasibility of using photovoltaic panels and solar panels for hot water.

PROJECT BENEFITS:

- Better climate for learning
- Reduction in ongoing energy costs and reduction in energy usage

PROJECT CATEGORY: Energy Initiatives
 Placeholder Concept Fully Defined Priority Ranking

REFERENDUM: Fall 2013
PROJECT START: Summer 2014
PROJECT ON LINE: Summer 2014

HEALTH AND SAFETY IMPACT: Improved emergency preparedness and better ventilation/climate

IMPACT OF NOT PROCEEDING/DELAYING:

PROJECTED PROJECT COST: TBD

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: High School Kitchen and Facilities Upgrade

PROJECT SUMMARY: With high school enrollment projected to stabilize at approximately 750 students, a kitchen is needed for a quality hot lunch program. Currently, lunch is transported from the Middle School kitchen and served in the high school Commons. This cost projection includes the construction of a 2,000 square foot addition on the end of the Commons and necessary equipment and appliances.

Also, there are number of other needs, including air conditioning, sidewalk, and refurbishment of the tennis courts. Areas that need to be air conditioned: Commons, food labs, computer labs, locker rooms, facilities office, and athletic director's office. Six (6) tennis courts are in need of repaving.

PROJECT CATEGORY: ___Placeholder Concept ___Fully Defined ___Priority

REFERENDUM: TBD

PROJECT START: TBD

PROJECT ON LINE: TBD

PROJECT BENEFITS:

- A higher quality hot lunch program will be offered.
- An adequate number of classrooms will be provided for students.

LEGAL REQUIREMENTS:

- Connecticut State Department of Education School Construction Grant Program
- State and local code compliance

HEALTH AND SAFETY IMPACT: More inviting, nutritional meals will be served.

IMPACT OF NOT PROCEEDING/DELAYING: Food continues to be transported from the Middle School, limiting meal choices.

APPROXIMATE GROSS PROJECT COST:		\$1,350,000
• Kitchen Construction (2,000 sq.' @ \$220)	\$ 475,000	
• Kitchen equipment/fixtures	\$ 300,000	
• Air conditioning	\$ 375,000	
• Repave 6 tennis courts	\$ 200,000	

NEW ONGOING COSTS: **\$12,000**

START-UP COSTS: **\$25,000**

APPROXIMATE NET PROJECT COST: **\$TBD**

- Projected at 35% SDE reimbursement; 90% eligible costs

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: F.M. Kearns School Facility Addition

PROJECT SUMMARY: Even with updated enrollment projections showing a decline in primary enrollment projections, core facilities will be needed. The Board of Education is currently conducting an early childhood feasibility study. The potential addition of an integrated pre-school and full-day kindergarten may also necessitate additional classrooms. The project includes code compliance issues. Details are outlined in Educational Specifications adopted by the BOE and forwarded to the CT SDE by the Town of Granby in June 2002. Professionally developed cost estimates that were based on 2002 construction costs have escalated. If delayed, project costs should be escalated by 4% per year.

PROJECT CATEGORY: Addition

Placeholder Concept Fully Defined Priority Ranking

REFERENDUM: TBD

PROJECT START: TBD

PROJECT ON LINE: TBD

PROJECT BENEFITS:

- Core facilities designed to meet educational needs
- Classrooms added for student enrollment (10 sections per grade level)

LEGAL REQUIREMENTS:

- Connecticut State Department of Education School Construction Grant Program
- State and local code compliance

RELATED PROJECTS:

HEALTH AND SAFETY IMPACT: Facilities will meet all new code requirements.

IMPACT OF NOT PROCEEDING/DELAYING: Temporary classrooms will be leased at a cost considerably higher than the cost of permanent construction. The educational environment will not be appropriate for elementary age children.

PROJECTED PROJECT COST: \$ 5,000,000

NEW ONGOING COSTS: \$ 32,000

START-UP COSTS: \$ 81,000

PROJECTED NET CAPITAL COST: \$3,150,000*

90% of project at 45.71% reimbursement. Costs adjusted to FY11.

Finance/Personnel/Facilities Subcommittee Meeting Minutes

November 17, 2010

5:30 p.m.

Attendance:

Matt Wutka	Present	Alan Addley	Present	Jay Durej	Present
Ed Ohannessian	Present	Harry Traver	Present	Frank Lucca	Present
Marie Nicholls	Absent	Santi Camarotti	Present	Walt Zalaski	Present

Meeting commenced at: 5:30 p.m.

Meeting adjourned at: 6:55 p.m.

1. October Statement of Accounts - Current estimates all look favorable for year +\$200-\$275K.
2. Update on Funding/Budgets for Football and Swimming – Football: Propose change to guidelines to reflect actual costs based on 3 years of experience for football. Swimming: Swim team to fund balance of program by December 1st. Estimate of \$200-\$250/player.
3. Wells Road Building Project – Town recommends closing the project with a +\$65K favorable. Estimate of \$10K to repair windows, and \$13K to repair capping on ridge.
4. Fire Marshall Report – Additional door jams to be used in rooms when occupied.
5. Technology Report – Did not discuss.
6. Civil Rights Update – Moving ahead, all items progressing as planned.
7. CPPAC Project List – Reviewed list and had a brief discussion on priorities of projects.
8. Other -

Agenda
Hartland Board of Education
Monday-December 13, 2010
7:00 PM
Conference Room-Hartland Elementary School

ORGANIZATIONAL MEETING

1. Call to order-Amy Bourque
2. Election of Officers-Amy Bourque
 - ~Chairperson
 - ~Vice Chairperson
 - ~Secretary
3. Schedule of Regular Board Meetings for 2011 & January 2012

REGULAR BOARD MEETING

1. Call to Order-Chairperson
2. Hartland Board of Education Mission Statement
3. Approval of Minutes – November 8, 2010
4. Communications
 - ◇ Public Comment on Agenda Items
 - ◇ Gilbert Board Report – Philip Groth
 - ◇ Student Representatives
 - ~Hartland-Lauren Bedard & Isaac Stevens
 - ~Gilbert-Katelin Meyers
 - ~Granby-Maureen Yanchak
 - ◇ PTO
5. Chair Report
 - ◇ School Name
 - ◇ Curriculum Report – Deborah Costolnick & Penny Ziarnik in Science Lab

- ◇ Board Committee Assignment
- ◇ Board Member Information Sheet
- ◇ CABE/CAPSS Meeting Report
- ◇ Granby Board Chair ~ Cal Heminway - Material on CT.
Municipal Consortium and Diversity & Equity

6. Superintendent Report – Robert V. Fish

- ◇ Vouchers/Designated Schools for 2011/2012
- ◇ Senior Luncheon
- ◇ LCSA-Student Recognition Banquet

7. Principal Report – Joanne St. Peter

- ◇ School Events

8. Committee & Liaison Reports

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

9. New Business

- ◇ November Bills & Statements – Robert V. Fish

10. Public Comment on Agenda Items

11. Future Agenda

- ◇ Committee Report
- ◇ 2010/2011 Mid-Year Goals Report
- ◇ Calendar 2011/2012
- ◇ Policy Review
- ◇ Budget Time Line
- ◇ January Board of Education Meeting – Monday, January 10, 2011

Adjournment

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

December 15	Finance Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
December 16	High School Winter Chorus Concert	7:00 p.m.	HS Auditorium
December 17	Middle School Snow Ball Dance	7:00 p.m.	MS Gym
December 23	Early Release – All Schools		
December 24-31	December Vacation		Offices Open
January 3	School Resumes		
January 5	Finance Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
January 12	CREC Magnet School Fair	5:30-8:00 p.m.	HS Commons
January 17	Martin Luther King - No School		Offices Closed
January 18	Curriculum Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
January 18	Early Release – All Schools		
January 18	Kelly Lane Band/Choral Concert	7-8:00 p.m.	Gymnasium
January 19-21	Early Release – HS Only (Exams)		