

Regular Board of Education Meeting
Wednesday, June 1, 2011 7:00 PM Eastern

Central Services
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. CREC Annual Video
- III. Consent Agenda
 - III.A. Minutes
- IV. Old Business
 - IV.A. School Calendars
 - IV.B. Second Reading of Policy 6120, Objectives of the Instructional Program; Policy 9240, Board Member Development; and Policy 9400, Self-Evaluation
- V. New Business
 - V.A. Early Childhood Study Report
- 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 – Corrected and Approved Minutes
May 18, 2011, 7:00 p.m.
Central Services**

Attendance Taken at 6:59 p.m.:

Present Board Members:

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

Absent Board Members:

Marie Nicholls
Matthew Wutka

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

I. Public Comment

There were no public comments this evening. Mr. Heminway mentioned a comment from a Southington superintendent who was in our district today for the CT Superintendents' Network and that the superintendent was very impressed with teachers, principal, and early childhood activity.

II. Administrative Reports

II.A. Superintendent's Announcements

- Mr. Addley extended a special welcome to middle school and high school students and parents and offered congratulations to the students for the awards that the Board Chair will bestow upon them this evening.
- The district extends its condolences to the family of Judy Carpenter who worked in the cafeteria at Kelly Lane. Judy was a Sodexo employee.
- The first grade students and staff members did a fabulous job today for the Connecticut Superintendents' Network walkthrough. Mr. Addley stated that he could not have been prouder of them and extended special congratulations to the principal, Kim Dessert. Mr. Addley also stated that Richard Elmore, a renowned Harvard professor stated that he had never been in a school where there were no low-level recall factual questions - they were all higher order thinking questions. Mr. Addley stated that this was a huge compliment.
- Congratulations to Sue Sojka for receiving the Thomas Flanagan Activity Award for Granby Stands up to Cancer. This is awarded by the Connecticut Association of Schools to provide recognition for outstanding student activities. Mr. Addley stated that Granby Stands Up to Cancer has been particularly inspiring to staff, students and members of the community. He thanked Ms. Sojka for modeling the expectations of the mission statement for our students and for providing them with opportunities to be compassionate contributors.
- The review process is nearing completion for Kelly Lane's Blue Ribbon application. Mr. Addley stated that Adequate Yearly Progress still needs to be verified from the state.

- Mr. Addley extended congratulations to the following: Two middle school 7th grade students, Ryan Fish and Nick Warren, who placed 1st in the Stock Market Game; Kelly Lane staff and students for raising \$2,371 for Caps for Cancer; and to Kearns students, Delany Grimaldi, Lauren Thompson and Natalie Egrenwerth whose writing pieces were published in the Connecticut Student Writers' Magazine.
- To-date 52 students have signed up for the Global Learning Academy and 135 for regular summer school positions.
- The Wells Road play, *Law and Order: Nursery Rhyme Unit*, will be held this Thursday and Friday evenings at 7:00 p.m.
- 6th grade parents' night will be held this Thursday evening at 7:00 p.m.
- The documentary, *Race to Nowhere*, will be shown on May 31st at 7:00 p.m. in the high school auditorium. A panel discussion will follow. Tickets are available on-line and at the door.
- Just a reminder that May 31st is a full day of school for students and that June 16th is graduation; however, there will be a 1/2 day for Kearns on June 17th.
- The 2012-2013 and 2013-2014 school calendars are being worked on and will come to the Board at the next meeting.
- With regard to a couple of questions from the Board at the last Board Meeting, the Honduras trip presented at the last Board meeting will be for 16-18 year olds and not just seniors. With regard to acquiring software for parents, the software is currently available to teachers for \$10. Students are not part of the agreement at this point but we are working on it. A question was also asked about how many hits we get on our website: from May 10 to May 11 (one year) there were 750,000 visits (which equates to approximately 2,000/day). There were 156,000 visits from outside the United States (Canada, India, UK, etc.). And, finally, a question was raised about special education time w/disabled peers and Mr. Addley stated that he is waiting on the State for an answer on that question.

II.B. Student Representative Reports

- Last Friday was the Concert of Hope where student showcased their talents and it was very successful.
- The closing of the year is just beginning with prom on Friday at the Riverview. All seniors are very excited.
- The Senior outing will be held on Monday, May 23rd at High Meadow.
- Senior Award and Scholarship Night is May 24th and the Underclassmen Awards Ceremony is on June 3rd.
- The last high honors luncheon for the year will be held on May 25th.
- The Top 10 percent luncheon will be held on June 14th.
- Spring sports only have a few more weeks left.
- Graduation is June 16th at 5:30 p.m. and, of course, students are anxious to begin their summers on June 17th.

II.C. CAFE Student Leadership Awards

Mr. Heminway spoke about the CAFE Leadership Awards and then read what was submitted to CAFE by middle school and high school administration for each student. The recipients of the awards were: Molly Hammack and Ben Karlson (Middle School) and Elizabeth Markee-Behrends and Zachary Bigus (High School).

II.D. Business Manager's Report

Mr. Traver stated that the April statement of accounts was reviewed on May 16th. He stated that on the expense portion side, now that we are closer to the end of the school year, we are able to adjust the forecasts and take some conservatism out of them. As a result of that, amount we expect to be able to pay on the District and Community Partners study has increased from last month's \$162,000 to \$240,000 which will cover full cost once the grant portions are included. Mr. Traver stated that on the revenue side there is an \$8,000 decrease in regular tuition from other towns due to Hartland students who left the district during the school year. Mr. Heminway inquired if we are now looking at \$20K to the good now. Mr. Traver stated that, yes, that is correct.

II.E. Teaching & Learning

Ms. Diane Dugas, Director of Curriculum, Teaching and Learning, spoke to the Board about the TEAM (Teacher Education and Mentoring) program. Ms. Dugas stated that this program provides support and professional growth for new teachers and that the mission of the TEAM program is to promote excellence, equity and high achievement for Connecticut students. Mr. Ohannessian inquired if this program was just for new teachers. Ms. Dugas stated that there could be a seasoned teacher that would need to go through the program if it is his/her first year teaching in Connecticut. She stated that teachers and mentors work through modules - two in the first year and three in the second year and that the program is entirely web-based. Ms. Dugas stated that each teacher has a "dashboard" which tells them which module they are working on, how many hours they have spent, etc. They plan a professional goal action plan and timeline. The principal then signs off on the plan as far as what may be required, i.e., substitute, etc. Teachers keep a reflection journal which will help them write their reflection paper. Ms. Dugas stated that the reflection paper is blind read and unbiased. If evidence is missing, the paper could be returned to the teacher. Mr. Wutka inquired how this process is more challenging. He stated that it puts a small percentage of teachers in the field and we need to ensure that the evaluation process works as intended. Mr. Addley stated that he can sign off that teachers have been certified in the TEAM program; however, he can turn around and not grant that teacher tenure. He also stated that feedback from teachers is extremely positive but this creates a challenge for school administrators. Mr. Ohannessian inquired how long it takes to complete. Ms. Dugas stated that it varies by teacher but that a module takes 8-10 weeks. She said that modules must be completed by the end of the year and that they are self-driven. She said it is a 2- to 3-year process for teachers. Ms. Dugas then spoke about Granby's new Teacher Induction Program and how Granby teachers are indoctrinated into Granby's culture. She stated that there would be one meeting per month between the mentor and mentee facilitated by the district facilitator. This program would be 2-year calendar and has already been laid out with specifics such as: District Vision, Mission and Achievement Goal; PLCs; Social Justice/Cultural Competence; Curriculum Instruction; 21st Century Learning; Support Services; Classroom Routines and Management; Communication; and, Peer Observations. Mr. O'Connor stated that with the Best Program, there seemed to be trouble identifying and getting best mentors and inquired if there was the same problem with this program. Ms. Dugas stated that 13 additional mentors will be trained by the end of May and that we have made some nice strides. She stated that the areas of need are in art, music, physical education, and special education. Mr. Ohannessian inquired how teachers are prepared by colleges. Ms. Dugas stated that she gives kudos to the administration for hiring an outstanding group of teachers this year.

III. Consent Agenda

III.A. Minutes

A motion was made by John O'Connor and Deb Torgersen to approve the consent agenda. This Motion passed unanimously at 7:46 p.m.

IV. Old Business

IV.A. Open Choice Seats

Mr. Addley stated that with regard to Open Choice seats, we are projected to have 77 students next year. He stated that in April the Commissioner of Education wrote to us to asking us to take two additional seats and at that time we said no. Mr. Addley stated that since then tier funding, which has been on the agenda for some time, is now tentative in place and we would receive \$6,000 per student as opposed to \$2,500. Mr. Addley stated and he and Mr. Heminway have been advocating on behalf of the Farmington Valley schools for more money and that the basic message has been don't legislate that you have to take more students but increase the money and people will do the right thing. Mr. Addley stated that he would like to request that we write back to the Commissioner and take the additional two students. He stated that currently 77 students bring in revenue of over \$190,000 plus the \$210,000 grant which equals \$400,000. Mr. Addley stated that if the bill goes through (without the additional two students), it would be an additional \$239,000. He also stated that the \$400,000 will not go away and the district could end up with \$660,000. He thinks this is a good faith effort from the state and would like to make a recommendation to take the two students if the additional funds come through. We have an opportunity to put the two students into Kindergarten which our enrollment number is currently at 93 students. Mr. Addley stated he feels this is the right thing to do given the advocacy we have done and again conditional of the funding. Mr. O'Connor inquired that even with the funding increase, would this be a commitment of more than one year. Mr. Heminway stated that, yes, it would and the bill is to raise the grant from \$2,500 to \$6,000. Mr. O'Connor then inquired that even with the 77 current students, that we have the highest participation rate so if we stayed at 77 we would receive the additional funding even if we do not take additional students. Mr. Addley stated that if the district does not step to the plate, the state can mandate the number of students that a district will take. Mr. Heminway stated that we are no longer first in our participation rate as other towns have stepped up. Mr. Ohannessian inquired who is first. Mr. Addley stated that he believes it is either Simsbury or Cheshire. Mr. O'Connor indicated that he does not disagree with the two going in but would hope that other towns will follow suit. Mr. Heminway stated that if they don't, we will suffer along with them. Mr. Ohannessian inquired what the total amount of students is that they are looking to place. Mr. Heminway stated that they are looking at a little more than doubling the current enrollment rate of 1,500 students. Mr. Addley stated that he has a sense that the legislature will lose patience and the sentiment among Hartford area superintendents is that we would be in the minority if we don't accept what they are requesting. Mr. Ohannessian questioned that Mr. Addley is looking to approve two additional students only if the rate goes to \$6,000. Mr. Walther stated that he would support this but suggests that we take either Kindergarten or 1st grade. The Board agreed to take the two additional students pending the approval of the additional funding.

V. New Business

V.A. First Reading of Policy 6120, Objectives of the Instructional Program; Policy 9240, Board Member Development; and Policy 9400 Self-Evaluation

Mr. Walther stated that the three policies presented tonight were absent from our policies when the policy review was conducted. He stated that the Board member development policy was basically for professional development for board members; the self-evaluation policy would be for Board members to

evaluate their own performance; and, the objectives of the instructional program policy includes the vision and mission statement and addresses how those relate to the instructional program at a high level. Mr. Walther stated that the Curriculum Subcommittee recommends these policies for a first reading. Any comments should go back to Mr. Walther and the policies will return to the Board for a second reading at the next meeting

V.B. Boardwalk, BOE Summer Schedule and FY12 Meeting Schedule

Mr. Addley stated that the annual Boardwalk and Retiree luncheon will be held on June 1st. He stated that he received feedback from administrators and the theme came back to focus on language arts K-12. He stated that visit the athletic fields was also an interest and that we can probably do both if that is the Board's pleasure. The Board agreed to this schedule. With regard to the summer retreat, Mr. Addley stated that July 13th is a target date right now and that he will send out some doodle dates to see what happens but at this point would either miss board members or administrators. Mr. Addley asked the Board to send him topics for the retreat.

V.C. Granby Association of School Administrators (GASA) Contract

A Motion was made by Ed Ohannessian and seconded by Ron Walther at 8:10 p.m. to approve the contract pending a discussion. Mr. Heminway stated that in summary GASA is agreeing to what essentially amounts to a contract period starting on July 1st of this year. The salary levels, step levels and health benefits would be for a 24 month period (next year and the following year). This means a freeze in salary for the 2012-2013 school year. Mr. Ohannessian inquired if this was a one-year contract and Mr. Addley stated that yes it was. Mr. Addley then went over the language changes in the contract. This Motion passed as presented by the Board Chair Cal Heminway and was seconded by Ron Walther. This Motion passed unanimously at 8:15 p.m. Mr. Heminway thanked GASA colleagues for stepping up and showing leadership.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

This committee has not met.

VI.A.2. Finance/Personnel/Facilities

Mr. Ohannessian stated that this committee met on Monday evening and reviewed the Statement of Accounts. The committee also reviewed athletic field proposal for an intensive fertilizing campaign - Santi researched this and would like to rest fields from June 20 to August 15th. Two of the treatments are covered by donations and the other treatment will be covered by the Board. The electronics lab was also discussed. There will be a total of 3 classrooms used to make one lab which will hold 24 students. The cost estimate of \$135,000 is down from the original estimate of \$165,000. The committee also discussed the bus idling fuel savings proposal. Mr. Ohannessian stated that the savings would be about \$100 per year per bus and the cost would be \$1600-\$3600 per bus. A lease for copy machines was also discussed. This is a collaborative agreement where districts are getting together and moving from Ikon to Ricoh. This new agreement will be 9% below our current pricing and 12% below state pricing. Mr. Traver, Business Manager, stated that he met with a representative today and they have more feature-rich equipment than we currently have. He stated he will come to the Board next month for formal approval of a 5-year contract.

VI.B. Other Board-Related Reports

VI.B.1. CPPAC

Mr. Heminway stated that hopefully this committee will be meeting shortly.

VI.B.2. CREC/CABE

Mr. Heminway stated that he attended the CREC annual meeting today. He stated that they showed a short video which he will try to get a copy of. Mr. Heminway feels that it would give people on the Board as well as community members a good idea of what CREC does for us.

Mr. O'Connor inquired if CABE will be coming in for a legislative update. Mr. Heminway stated that there will be an end-of-session meeting in Hartford the end of June. Mr. O' inquired if she could come to the retreat and Mr. Heminway stated that we can also try to get her to attend the retreat.

VI.B.3. Granby Education Foundation

Mr. Heminway stated that neither he nor Alan were able to attend this meeting last Monday.

VI.B.4. District Efficiency Initiatives

Mr. Traver stated that there were a couple of items to report this evening. He stated that the district should establish district-wide efficiency (at least high school/middle school) on getting staff and students involved in energy usage. Mr. Traver also stated that he is looking at a power conditioner which wouldn't lower the energy used but would lower the cost by lowering the peak load. There is a wide range of cost vs. benefit but he will have a few more people look at this for us. Mr. Addley stated that it is probably worth mentioning that he has met with representatives from Zippslip (software for permission slips, etc.) and that it was well received by administrative staff, nurses and secretarial staff. This program will be piloted at Wells Road for an upcoming field trip in June free of charge. This company is very interested in working with us and has paid tribute to the efficiencies and expertise of our Technology Department and said that Granby is a perfect district to try this out. Ms. Torgersen inquired if it was like a PayPal. Mr. Heminway stated that it essentially creates a PayPal capability with every parent. Mr. Ohannessian inquired if there would be a fee for electronic transfers. Mr. Heminway stated, yes, but it would be between the parent and the bank that is doing the transfer for them. If it doesn't make sense to parents, they can choose to write a check.

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 this evening.

VII. Executive Session/Non-Meeting

A Motion was made to adjourn the meeting by John O'Connor and seconded by Deb Torgersen at 8:30 p.m.

Respectfully submitted,

Linda M. Powell
Board Recorder

**GRANBY PUBLIC SCHOOLS
2012-2013 PRELIMINARY SCHOOL CALENDAR**

AUG/SEPT (18 days)

M	T	W	TH	F
27PD	28PD	29PD	30PD	31
3H	4*	5	6♦	7
10	11	12	13♦	14
17H	18	19	20♦	21
24	25	26	27♦	28

JANUARY (21 days)

M	T	W	TH	F
	1H	2	3♦	4
7	8	9	10♦	11
14	15	16	17♦	18
21H	22EX	23EX	24EX*	25EX ^{GS}
28	29	30	31♦	

MAY (21 days)

M	T	W	TH	F
		1	2♦	3
6	7	8	9♦	10
13	14	15	16♦	17
20	21	22	23♦	24
27H	28PD	29	30♦	31

OCTOBER (22 days)

M	T	W	TH	F
1	2*	3	4♦	5
8H	9	10	11♦	12
15	16	17	18♦	19
22	23	24	25♦	26
29	30	31		

FEBRUARY (18 days)

M	T	W	TH	F
				1
4	5	6	7♦	8
11	12	13	14♦	15
18H	19V	20	21♦	22
25	26	27	28♦	

JUNE (9 days)

M	T	W	TH	F
3	4	5	6♦	7*
10*	11*	12*	13*♦	14+
17+	18+	19+	20+	21
24	25	26	27	28

NOVEMBER (19 days)

M	T	W	TH	F
			1♦	2GE
5GS	6PD	7	8♦	9
12	13	14	15♦	16EE
19EE	20*	21*	22H	23H
26	27	28	29♦	30

MARCH (20 days)

M	T	W	TH	F
				1GE
4	5	6	7	8
11	12	13	14♦	15
18	19ES	20EE	21♦EE	22EE
25	26	27	28♦GS	29H

LEGEND:

- ⊕ First/Last Day of School
- H Holiday - No School
- PD Prof. Dev. - No School
- V Vacation - No School
- ♦ HS PLC late arrival
- * Early Release - All Schools
- EE Early dismissal elementary only
- ES Early dismissal secondary only
- EX Early Release - HS Exams
- GE Grades Close - Elementary
- GS Grades Close - Secondary
- + Emergency Days

DECEMBER (15 days)

M	T	W	TH	F
3	4	5	6♦	7
10	11	12	13♦	14
17	18	19	20♦	2*
24V	25V	26V	27V	28V
31V				

APRIL (17 days)

M	T	W	TH	F
1*	2	3	4♦	5
8	9	10	11♦	12
15V	16V	17V	18V	19V
22	23	24	25♦	26
29	30			

VACATIONS:

DEC. 24, 2012 – JAN. 1, 2013

FEBRUARY 18-19, 2013

APRIL 15-19, 2013

KEARNS PRIMARY SCHOOL

August 28	Kindergarten Meet and Greet
Sept. 6	Grade 2 Open House
Sept. 10	Grade 1 Open House
Sept. 11	Kindergarten Open House
Oct. 2	Early Release - Prof. Dev.
Nov. 6	Prof. Dev. - No School
Nov. 16	Early Release - Conferences
Nov. 19	Early Release - Aft/Eve Conf
Nov. 20	Early Release - Conferences
Jan. 24	Early Release - Prof. Dev.
Mar. 20-22	Early Release - Conferences
April 1	Early Release - Prof. Dev.
May 28	Prof. Dev. - No School

KELLY & WELLS INT. SCHOOLS

Sept. 18	Grades 3 & 4 Open House
Sept. 20	Grades 5 & 6 Open House
Oct. 2	Early Release - Prof. Dev.
Nov. 6	Prof. Dev. - No School

Nov. 16	Early Release - Conferences
Nov. 19	Early Release - Aft/Eve Conf
Nov. 20	Early Release - Conferences
Jan. 24	Early Release - Prof. Dev.
Mar. 20-22	Early Release - Conferences
April 1	Early Release - Prof. Dev.
May 28	Prof. Dev. - No School

GRANBY MEMORIAL MIDDLE SCHOOL

Sept. 12	Open House
Oct. 2	Early Release - Prof. Dev.
Oct. 5	Fall Parents' Day
Nov. 6	Prof. Dev. - No School
Nov. 19	Evening Conferences
Nov. 20	Early Release - Conferences
Jan. 24	Early Release - Prof. Dev.
March 19	Early Release - Conferences
April 1	Early Release - Prof. Dev.
April 3	Grandparents'/Sr. Citiz. Day

April 11	Spring Parents' Day
May 28	Prof. Dev. - No School
June 12	8 th Gr. Moving Up Ceremony

GRANBY MEMORIAL HIGH SCHOOL

Aug. 30	Freshmen Orientation
Sept. 13	Open House
Sept. 18	Sr. Parent Night
Oct. 2	Early Release - Prof. Dev.
Nov. 6	Prof. Dev. - No School
Nov. 19	Evening Conferences
Nov. 20	Early Release - Conferences
Jan. 22-25	Early Release - Exams
Jan. 24	Early Release - Prof. Dev.
Feb. 7	8 th Grade Parents' Night
March 19	Early Release - Conferences
April 1	Early Release - Prof. Dev.
May 28	Prof. Dev. - No School
June 13	Graduation

KINDERGARTEN PARENTS PLEASE NOTE – If school is released early due to weather, afternoon kindergarten will automatically be cancelled and morning kindergarten will be shortened to 10:20 a.m.

High School graduation will take place no later than the 185th day of school. The date will be confirmed at the first BOE meeting following April 1.

SCHOOL HOURS

Middle School/High School	7:35 - 2:20
Kelly Lane & Wells Road	8:20 - 3:05
Kearns Primary School	8:35 - 3:20
Kindergarten a.m.	8:35 - 11:30
Kindergarten p.m.	12:25 - 3:20

STUDENT REGULAR HOURS

7:35 - 2:20
8:20 - 3:05
8:35 - 3:20
8:35 - 11:30
12:25 - 3:20

TEACHER REGULAR HOURS

7:30 - 2:45
8:05 - 3:20
8:20 - 3:58
8:35 - 11:30
11:00 - 1:00

EARLY RELEASE

9:05 - 2:20
9:50 - 3:05
10:05 - 3:20
8:35 - 10:20
11:00 - 1:00

DELAYED OPENING

9:05 - 2:20
9:50 - 3:05
10:05 - 3:20
10:05 - 11:50
12:25 - 3:20

**GRANBY PUBLIC SCHOOLS
2013-2014 PRELIMINARY SCHOOL CALENDAR**

AUG/SEPT (18 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
26PD	27PD	28PD	29PD	30
2H	3	4H	5⊕	6
9	10	11	12♦	13
16	17	18	19♦	20
23	24	25	26♦	27
30				

JANUARY (21 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
		1H	2♦	3
6	7	8	9♦	10
13	14	15	16♦	17
20H	21EX	22EX	23EX*24EX ^{GS}	
27	28	29	30♦	31

MAY (20 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
			1♦	2
5	6	7	8♦	9
12	13	14	15♦	16
19	20	21	22♦	23
26H	27PD	28	29♦	30

OCTOBER (22 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
	1*	2	3♦	4
7	8	9	10♦	11
14H	15	16	17♦	18
21	22	23	24♦	25
28	29	30	31♦	

FEBRUARY (18 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
3	4	5	6♦	7
10	11	12	13♦	14
17H	18V	19	20♦	21
24	25	26	27♦	28

JUNE (10 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
2	3	4	5♦	6
9*	10*	11*	12*	13*⊕
16+	17+	18+	19+	20+
23	24	25	26	27
30				

NOVEMBER (18 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
				1
4GS	5PD	6	7♦GE	8
11	12	13	14♦	15
18	19	20	21ES	22EE
25EE	26EE	27*	28H	29H

MARCH (21 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
3	4	5	6GE	7
10	11	12	13♦	14
17	18ES	19	20♦	21
24	25	26EE	27♦EE	28 ^{GS} EE
30				

LEGEND:

- ⊕ First/Last Day of School
- H Holiday - No School
- PD Prof. Dev. - No School
- V Vacation - No School
- ♦ HS PLC late arrival
- * Early Release - All Schools
- EE Early dismissal elementary only
- ES Early dismissal secondary only
- EX Early Release - HS Exams
- GE Grades Close - Elementary
- GS Grades Close - Secondary
- + Emergency Days

DECEMBER (15 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
2	3	4	5♦	6
9	10	11	12♦	13
16	17	18	19♦	20*
23V	24V	25V	26V	27V
30V	31V			

APRIL (17 days)

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
	1	2	3♦	4
7	8*	9	10♦	11
14V	15V	16V	17V	18H
21	22	23	24♦	25
28	29	30		

VACATIONS: DEC. 23, 2013 – JAN. 1, 2014 FEBRUARY 17-18, 2014 APRIL 14-18, 2014

KEARNS PRIMARY SCHOOL

August 27	Kindergarten Meet and Greet
Sept. 9	Grade 2 Open House
Sept. 10	Grade 1 Open House
Sept. 12	Kindergarten Open House
Oct. 1	Early Release – Prof. Dev.
Nov. 5	Prof. Dev. - No School
Nov. 22	Early Release - Conferences
Nov. 25	Early Release - Aft/Eve Conf
Nov. 26	Early Release - Conferences
Jan. 23	Early Release - Prof. Dev.
April 8	Early Release - Prof. Dev.
Mar. 26-28	Early Release - Conferences
May 27	Prof. Dev. - No School

KELLY & WELLS INT. SCHOOLS

Sept. 16	Grades 3 & 4 Open House
Sept. 17	Grades 5 & 6 Open House
Oct. 1	Early Release – Prof. Dev.

Nov. 5	Prof. Dev. - No School
Nov. 22	Early Release - Conferences
Nov. 25	Early Release - Aft/Eve Conf
Nov. 26	Early Release - Conferences
Jan. 23	Early Release - Prof. Dev.
Mar. 26-28	Early Release - Conferences
April 8	Early Release - Prof. Dev.
May 27	Prof. Dev. - No School

GRANBY MEMORIAL MIDDLE SCHOOL

Sept. 11	Open House
Oct. 1	Early Release - Prof. Dev.
Oct. 4	Fall Parents' Day
Nov. 5	Prof. Dev. - No School
Nov. 20	Evening Conferences
Nov. 21	Early Release - Conferences
March 18	Early Release - Conferences
April 2	Grandparents'/Sr. Citiz. Day
April 8	Early Release - Prof. Dev.

April 10	Spring Parents' Day
May 27	Prof. Dev. - No School
June 12	8 th Gr. Moving Up Ceremony

GRANBY MEMORIAL HIGH SCHOOL

Aug. 30	Freshmen Orientation
Sept. 12	Open House
Sept. 17	Sr. Parent Night
Oct. 1	Early Release - Prof. Dev.
Nov. 5	Prof. Dev. - No School
Nov. 20	Evening Conferences
Nov. 21	Early Release - Conferences
Jan. 21-24	Early Release - Exams
Jan. 23	Early Release - Prof. Dev.
Feb. 6	8 th Grade Parents' Night
March 18	Early Release - Conferences
April 8	Early Release - Prof. Dev.
May 27	Prof. Dev. - No School
June 13	Graduation

KINDERGARTEN PARENTS PLEASE NOTE – If school is released early due to weather, afternoon kindergarten will automatically be cancelled and morning kindergarten will be shortened to 10:20 a.m.

High School graduation will take place no later than the 185th day of school. The date will be confirmed at the first BOE meeting following April 1.

SCHOOL HOURS	STUDENT REGULAR HOURS	TEACHER REGULAR HOURS	EARLY RELEASE	DELAYED OPENING
Middle School/High School	7:35 - 2:20	7:30 - 2:45/7:35 - 12:00		9:05 - 2:20
Kelly Lane & Wells Road	8:20 - 3:05	8:05 - 3:20/8:20 - 12:45		9:50 - 3:05
Kearns Primary School	8:35 - 3:20	8:20 - 3:35/8:35 - 1:00		10:05 - 3:20
Kindergarten a.m.	8:35 - 11:30		8:35 - 10:20	10:05 - 11:50
Kindergarten p.m.	12:25 - 3:20		11:00 - 1:00	12:25 - 3:20

Instruction

Objectives/Priorities of the Instructional Program

The premise of the Granby instructional program is to support the actualization of the Granby vision and mission:

Vision

Every student educated in the Granby Public Schools will graduate on time prepared for 21st Century citizenship

Mission

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

To produce 21st century citizens who are powerful thinkers, effective collaborators and compassionate contributors all students must have access to engaging, standards based curriculum, instruction and assessment that is clearly articulated and aligned K-12, scaffolding opportunities for deep application, reflection and transfer of learning. Our standards based instructional program is predicated on our belief that all students can learn at high levels given the right access, resources and support. To guide our instructional program all stakeholders: students, teachers, parents, administration and community members must demonstrate the core belief that student effort and effective instruction create achievement. As a result our instructional program is guided by the following professional learning community questions:

- What is it we want our students to know and be able to do? Aligned K-12 standards based curriculum and instruction.
- How will we know when our students reach their learning goal? Clearly articulated and aligned summative, benchmark and formative assessments.
- What will we do when our students don't understand or have not mastered the content? A comprehensive response to intervention that includes timely and effective interventions.
- What will we do when our students have already mastered the content? A comprehensive response to intervention that includes timely and effective interventions.

Instruction

Objectives/Priorities of the Instructional Program

The Granby Board of Education is committed to developing the whole child. Therefore the Granby instructional program establishes high expectations in all content areas through the identification and scaffolding of rigorous learning targets, big ideas and essential questions to guide all curricular implementation. It is our belief that students learn best when they can apply their critical thinking, problem solving and inquiry skills in collaboration with others through authentic performance based learning assessments as evidenced by our guiding learning principles.

An underlying assumption of the Granby instructional program is the powerful impact highly skilled teachers and administrators have on the success of students. Teachers and administrators deep knowledge of content, standards and ability to make personal connections positively impact student achievement; therefore an integral part of our instructional program is the ongoing professional development and coaching of educators in highly effective curriculum, instruction and implementation methods for all learners.

Policy adopted:

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**

By-Laws of the Board

Board Member Development

The Board of Education places a high priority on the importance of a planned and continuing program of in-service education for its members. The central purpose of the program is to enhance the quality and effectiveness of public school governance in our community. The Board shall plan specific in-service activities designed to assist Board members in their efforts to improve their skills as members of the policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of the local schools; and to deepen their insights into the nature of leadership in a modern democratic society.

Funds may/shall be budgeted annually to support the program. The Board, as a whole, shall retain the authority to approve or disapprove the participation of members in planned activities. The public shall be kept informed about the Board's continuing in-service education and about the program's anticipated short and long range benefits to our schools.

The Board regards the following as kinds of activities and services appropriate for implementing this policy:

1. Participation in school board conferences, workshops and conventions held by CAFE and NSBA.
2. District-sponsored training sessions for Board members.
3. Subscriptions to publications addressed to the concerns of Board members.

In order to control the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidelines:

1. The Superintendent shall maintain a calendar of school board conferences, conventions and workshops.
2. Funds for participation at such meetings will be budgeted on an annual basis.
3. Board members will be reimbursed for their travel expenses.

By-Laws of the Board

Board Member Development

4. When a convention, conference or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations and materials acquired at the meeting.
5. To provide such development, the Board shall annually provide membership in the Connecticut Association of Boards of Education.

Board members are encouraged to attend workshops presented by CABE and NSBA.

Professional journals and books in school professional libraries shall be made available to all Board members.

(cf. 1100 - Communication with the Public)
(cf. 4133 - Travel Reimbursement)

Policy adopted:

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**

By-Laws of the Board

Self-Evaluation

The Board of Education is made up of duly elected individuals to oversee the Public Schools of the community. This very responsible and complex job requires that the Board blend its diverse opinion into a common purpose which will give direction to the school system. The local community looks to its Board of Education to provide leadership for the school system. The success of the system depends on how well that role is carried out.

Therefore, it shall be the policy of the Board of Education that there shall be an annual program of self-evaluation in which each member shall participate.

Annually, the Board will conduct a self-evaluation. The evaluation will include, but not be limited to, the following areas: student achievement, community relations, educational policy, planning and setting goals, allocating resources, selecting and/or evaluating the Superintendent, promoting good employee relations, Board governance, and Board member professional development.

Policy Review and Evaluation

The Board shall follow through the policies it has formulated. It shall evaluate how the policies have been executed by the school staff, and shall weigh the results. The Board shall rely on the school staff, students, and the community to provide evidence of the effect of the policies which it has adopted.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

Policy adopted:

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**



Early Childhood Feasibility Study

Presented by Early Childhood Feasibility
Committee Members

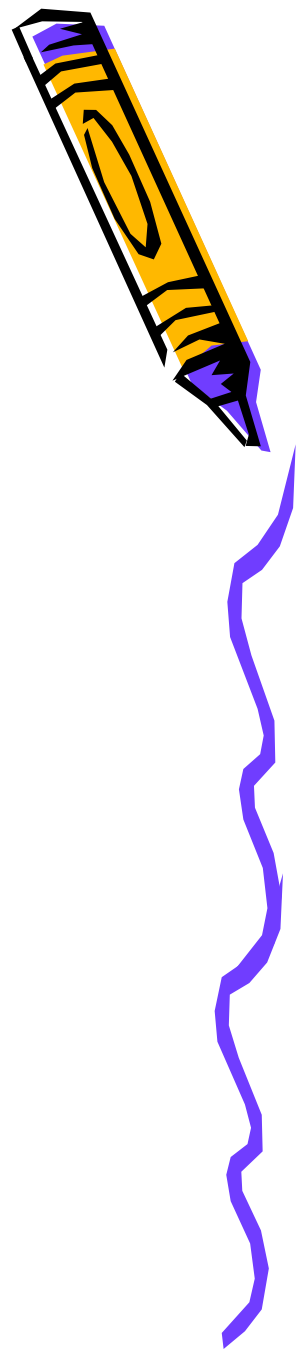
Eileen F. Swan, parent

Amy Lupoli, parent

Alisa Ruggiero, Speech and Language Pathologist



Goal of the Study



To study the feasibility of an integrated preschool and full day kindergarten program for Granby Public Schools



Program Description

Integrated Preschool

An integrated preschool is a public preschool learning opportunity servicing special needs students integrated with non-disabled peer role models in a 50/50 enrollment model



Program Description



Full Day Kindergarten

A full day kindergarten experience is defined as one that meets for a full day to provide adequate time to educate the whole child socially, emotionally and academically



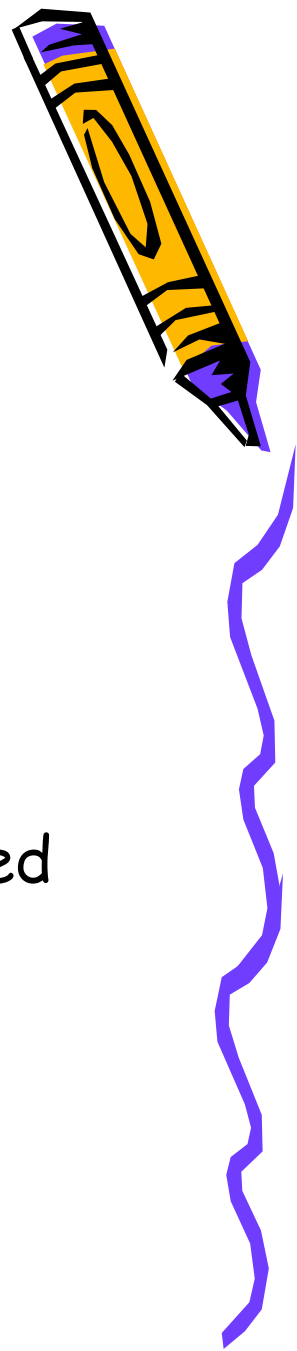
Process of the Study



- Two sub committees, integrated preschool and kindergarten
- Committee composition included: BOE, administrators, teachers, support staff, parents and community members
- A year long review of research, survey of families, interviewing of staff, program visitations
- Monthly meetings of committee
- Synthesis of findings, analysis of short and long term district impact, recommendations and alternatives for consideration



Synthesis of Findings: Integrated Preschool



- Research Results
 - Teacher quality
 - Curriculum, instruction and assessment
 - Alignment with Kindergarten expectations
 - Building administrative support
 - Benefits both special needs and non-disabled peers
 - Integration of related service staff
 - Tuition based for peers



Synthesis of Findings: Integrated Preschool



- Visitations
 - Avon, East Granby, Simsbury visitations
 - Taught by certified special education teachers
 - Integration of related service staff
 - Range from 3-5 day programs, 2.5 hour sessions
 - Time provided for team collaboration, PPT's, Child Find and evaluations
 - Tuition based for non-disabled peers
 - Use of CT Preschool Curriculum and Assessment Frameworks
 - Combination of 3 and 4 year olds serviced separately or in multi-aged classes



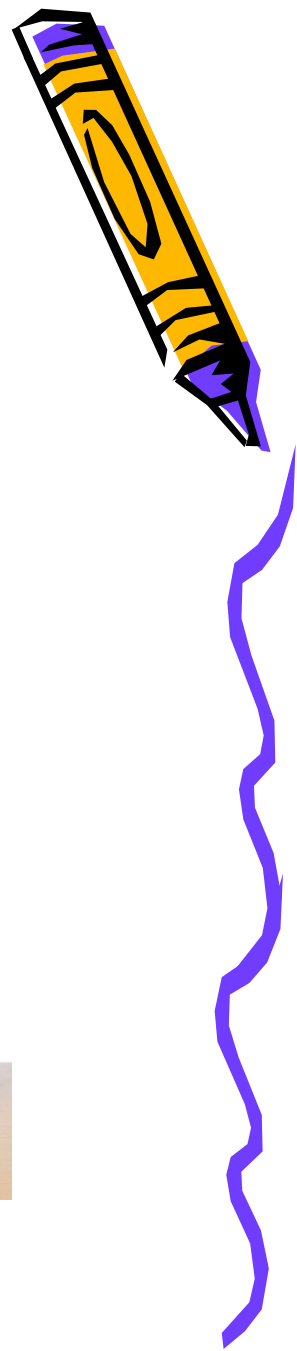
Synthesis of Findings: Integrated Preschool



- Survey and Interview Results
 - 91% of respondents would consider a Granby public preschool program
 - Majority would opt for a five day program
 - Tuition range \$1000 - \$3000 per year
 - Curriculum variance offered by private preschool options
 - Increased public school servicing to private preschools
 - Space limitations for servicing



Integrated Preschool Sub-Committee Recommendation



2012-2013 Implement a multi-
aged 3 and 4 year old
integrated preschool program

One A.M. and one P.M. session,
2.5 hours per session, 4 days
per week

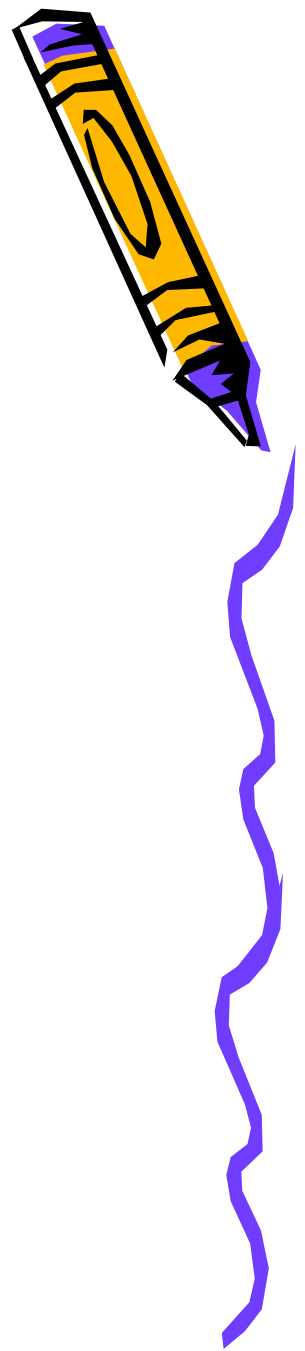
Day 5 TEAM Day

Maximum class size 15

Tuition \$1500 per year



Integrated Preschool Sub-Committee Recommendation



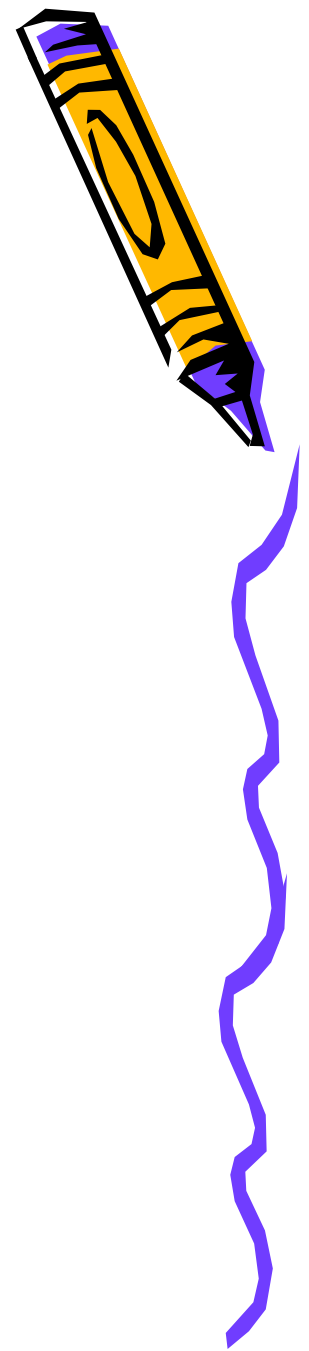
Staffing

- 1 dual certified teacher
- Support staff

Location: Kearns

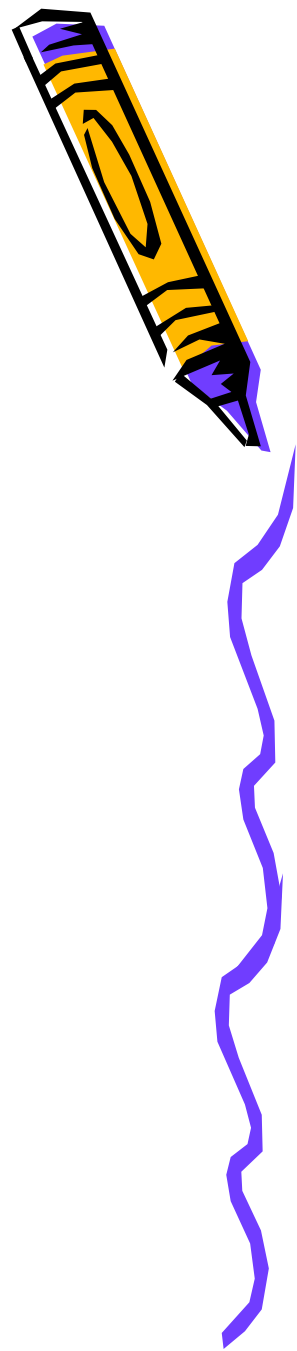


	FTE	Current Program (FY 2012-2013)	FTE	Proposed Program (FY 2012-13)	Cost Difference (FY 2012-2013)
Expenses:					
Tuition		\$33,981		0	(\$33,981)
Wintonbury Magnet Services		\$64,661		\$64,661	0
Transportation		\$32,104		\$32,104	0
Staffing (Salary and Benefits)					
Dual Certified Teacher		\$89,918	1.0	\$89,918	0
Paraprofessionals	1.6	\$24,509	2.0	\$34,688	\$10,179
Speech/Language	0.4	\$40,710	0.4	\$40,710	0
Occupational Therapist	0.1	\$ 8,295	0.1	\$ 8,295	0
Physical Therapist	0.1	\$ 9,124	0.1	\$ 9,124	0
Curriculum/PD		\$ 3,000		\$ 6,000	\$ 3,000*
Furniture		\$ 0		\$12,000	\$12,000*
Supplies		\$ 2,500		\$10,000	\$ 7,500*
Equipment					
Playground			0	\$10,000	\$10,000*
Fencing			0	\$ 3,848	\$ 3,848*
Labor			0	\$ 0	0
Facilities			0	\$ 8,500	\$ 8,500*
Subtotal		\$308,802		\$329,848	\$21,046
Revenue				(\$ 30,000)	(\$30,000)
Total net cost		\$308,802		\$299,848	(\$ 8,954)
*Start-up cost included above					(\$44,848)
Ongoing Annual Cost					(\$53,802)
*Net Savings					



Integrated Preschool Program Evaluation

- Develop and monitor Preschool benchmarks
- Analysis of student participation rates and waiting lists
- Analysis of qualitative program feedback



Synthesis of Findings: Full Day Kindergarten



- Research Results

- Greater reading and Math gains than half day programs
- Academically advantageous for at risk and low income children
- Earlier identification of learning needs, lower remediation rates
- Fewer behavioral problems, higher attendance rates
- Increased social/emotional development
- Increased teacher time one-on-one and in small group instruction



Synthesis of Findings: Full Day Kindergarten



- Survey and Interview Results
 - Approximately 80% of respondents would consider a full day kindergarten program
 - Over one quarter of respondent comments spoke in favor of full day kindergarten
 - Staff interviews identified instructional time, balance and student progress as concerns with the current half day structure in light of increased standards and expectations



Synthesis of Findings: Full Day Kindergarten



- Visitations
 - West Hartford and Windsor Locks visitations
 - Increased academic gains in reading and math district benchmarks
 - Increased stamina for academics
 - Ability to effectively teach all content areas
 - Ability to address the whole child
 - Increased parental relationships



Recommendation

2012-2013 Implement
Full Day Kindergarten
program for all

7 classrooms/7 full day
sessions

Class size 16



Recommendation

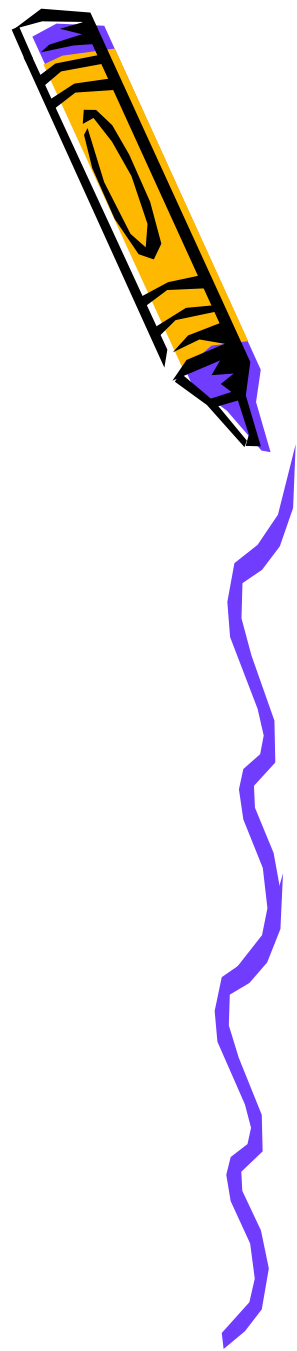


Staffing

- 7 certified teachers
- 7 Teaching Assistants

Location: Kearns





Full Day Kindergarten Cost Analysis

	FTE	FY 2012-2013 Current Program	FTE	FY 2012-2013 Proposed Program	FY 2012-2013 Cost Difference
Expenses					
Transportation		\$ 30,000		\$ 0	(\$ 30,000)
Staffing (Salary and benefits)					
Teachers	3.5	\$297,775	7.0	\$545,118	\$247,343
Teaching Assistants	3.5	\$ 86,888	7.0	\$143,687	\$ 56,799
Curriculum/PD		\$ 0		\$ 5,000	\$ 5,000
Furniture		\$ 0		\$ 0	0
Supplies					
Annual (ongoing est.)		\$ 8,750		\$ 17,500	\$ 8,750
One time (materials)		\$ 0		\$ 30,000	\$ 30,000
Equipment		\$ 0		\$ 0	\$ 0
Facilities		\$ 0		\$ 0	\$ 0
Total net cost		\$423,413		\$741,305	\$317,892
Start up cost included above					<u>(\$ 35,000)</u>
Ongoing annual cost					\$282,892
Reallocation due to reduction of classrooms					<u>(\$247,343)</u>
Net annual budget impact					\$ 35,549



Kindergarten Implementation Alternatives



- **Recommendation** - Full Day Kindergarten for all beginning 2012-2013
- **Alternative** - Partial Implementation of Full Day K in 2012-2013 followed by rolling implementation of classes until all classes are full day .

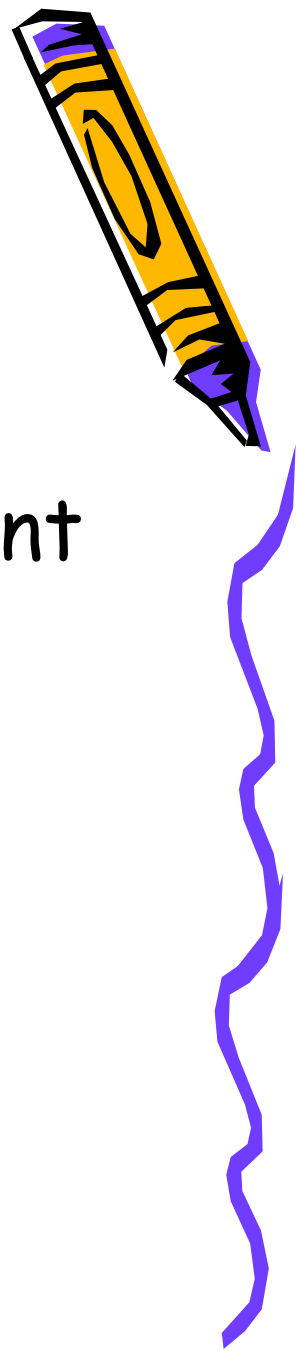
2012-2013 Add 1.5 Teachers and TA's
(3 full day and 4 half day sessions)

2013-2014 Add 1.0 Teacher and TA
(4 full day and 4 half day sessions)

2014-2015 Add 1.0 Teacher and TA
(7 full day sessions)



Full Day Kindergarten Program Evaluation

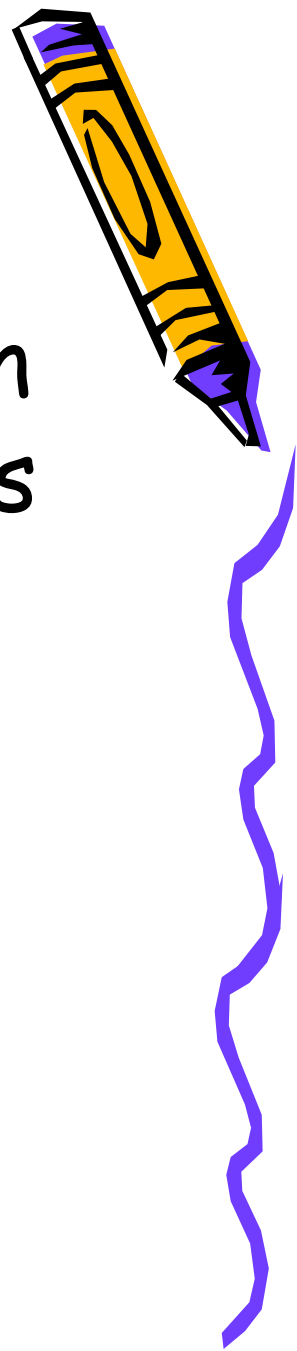


- Monitoring and Analysis of Kindergarten benchmark assessment results
- Monitoring and analysis of student intervention data
- Analysis of qualitative program feedback

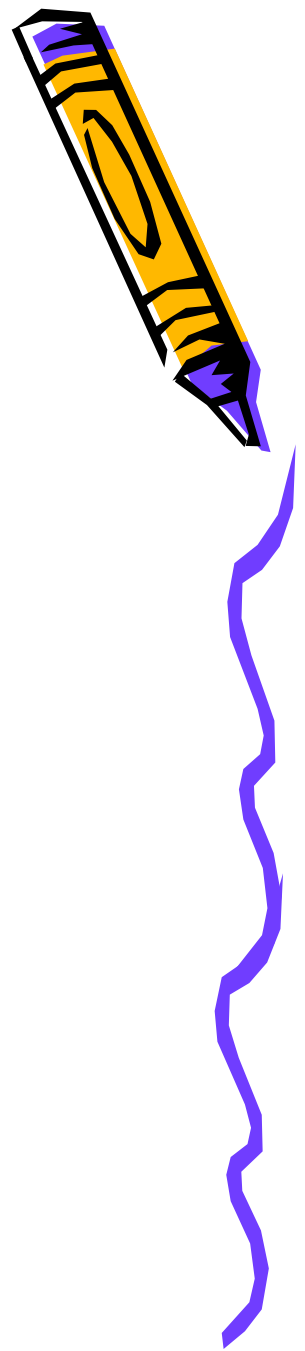


"There is always one moment in
childhood when the door opens
and lets the future in"

- Graham Greene



Questions





Granby Public Schools

Early Childhood Feasibility Report

June 2011

Table of Contents

- I. Introduction
 - Goal
 - Program Description
 - Process

- II. Integrated Preschool Report
 - Synthesis of Findings
 - Research Review
 - Survey and Interview Results
 - Site Visitations
 - Integrated Preschool Recommendations
 - Alternative Preschool Options and Implementation
 - Integrated Preschool Evaluation Process

- III. Kindergarten Report
 - Synthesis of Findings
 - Research Review
 - Survey and Interview Results
 - Site Visitations
 - Kindergarten Recommendations
 - Alternative Kindergarten Options and Implementation
 - Kindergarten Evaluation Process

- IV. Acknowledgments

- V. Appendices

Early Childhood Feasibility Report

I. Introduction

Goal

The Granby Public Schools Early Childhood Feasibility Study was commissioned by the Board of Education to study the feasibility of an integrated pre-school and a full-day kindergarten program to provide programmatic recommendations.

Program Descriptions:

An integrated preschool is defined as a peer learning opportunity by which students with special needs are integrated with non-disabled peer role models in a 50/50 ratio of enrollment.

A full day kindergarten experience is defined as one that meets for a regular full-day school schedule so as to provide adequate time to educate the whole child socially, emotionally and academically.

Process

In September 2010 the Board of Education commissioned an Early Childhood Feasibility Study incorporating two sub committees, an integrated preschool study group and a full day kindergarten study group. Each study group was comprised of representation from a variety of stakeholder groups, including: Granby Board of Education, administrators, teachers, support staff, parents and the greater community. The Early Childhood Feasibility Study was co-chaired by Diane Dugas, Director of Curriculum, Teaching and Learning who oversaw the work of the full-day kindergarten study group, and Aimee Martin, Director of Pupil Services, who oversaw the integrated preschool study group. Membership included the following people:

Early Childhood Feasibility Committee Members

<u>Integrated Preschool Study Group Members</u>	<u>Full Day Kindergarten Study Group Members</u>
Aimee Martin, Director Pupil Services	Diane Dugas, Director of Curriculum
John O'Connor, BOE	Deb Torgersen, BOE
Kim Dessert, Kearns Principal	Anna Forlenza-Bailey, Wells Principal
Linda Marshall, Preschool Spec. Ed. Teacher	Michael Dunn, K-12 Lang. Arts Supervisor
Beth Spellman, Kindergarten Teacher	Betsy Wilken, Kindergarten Teacher
Alisa Ruggiero, Speech and Language	Kathi Kortis, First Grade Teacher
Danielle Holt, Parent	Fran Frigon, Occupational Therapist
Kristine Roy, Parent	Sarah Thrall, Parent
Sheri Litchfield, Granby Early Childhood	Eileen Swan, Parent
	Amy Lupoli, Parent
	Heather Coxon, Parent
	Jacqui Maxon, Apple Tree
	Patrick Joy, Apple Tree

II. Integrated Preschool Report

Synthesis of Findings: Integrated Preschool

The Integrated Preschool sub-committee engaged in an examination of research, site visitations, and a survey of community members and staff. Following is a summary of the sub-committee's findings.

Research Review

Among the first steps the committee took to explore the topic of an integrated preschool was to research, read and review literature relevant from the field to explore the effects these programs have on the academic achievement and social development of students. Providing public preschool learning opportunities is gaining national attention and federal support, and the majority of towns within our District Reference Group (DRG) support integrated preschool programs. Research is rich in the benefits of universal preschool, educating all versus a select view, and most of the research the committee found focused on this concept.

Of the various factors cited as critical to a successful program, teacher quality ranks among the top. The level of education a teacher has attained, such as a Bachelors' degree with early childhood certification, significantly influences student achievement. Curriculum and instruction designed to motivate children to learn independently, as well as instruction focused on language skills, early literacy, math and health/nutrition, are also critical. Curriculum should be aligned with the K-3 grades and focus on the whole child in a safe, supportive and engaging learning environment. Assessment should be integrated with the curriculum to measure student growth and continuously evaluate the program. According to the research, this is best achieved through an effective and active administration, part of which, at least, is on site.

One of the jobs of the administration of the program is to stimulate parent involvement, also cited as key to a program's success. Outreach to parents in the community, creating opportunities for parent involvement and forging parent/teacher partnerships are all critical components of this work.

Much of the literature also identifies specific benefits of integrated preschool programs. For students with special needs, an integrated program provides greater opportunity to engage in higher level play, make significant gains in language and cognition, and develop better peer relationships with more appropriate social interactions. There is evidence that gains in intellectual, social and language skills are long-term.

Several advantages are also noted for the model peers in the program. In addition to improved communication with students with special needs, peer models tend to become more supportive and develop warm and caring friendships. They develop a sense of personal principles and an improved self-concept. Research also negates an unfounded common fear that students with disabilities in the classroom take away teacher attention from the other children. It is important to note that there is no detriment in developmental outcomes for peers in integrated programs versus children in non-integrated programs

Survey and Interview Results

In order to gather data and determine the community's level of interest and feasibility in offering an integrated preschool within the Granby Public Schools, the committee contracted with the Capital Region Education Council (CREC) to assist in the development, administration and analysis of a family survey. The survey was given out to and completed by Kearns families, grades K – 2, as they were considered to have the closest experiences with early childhood. Over 50% of families responded, an exceptionally high return rate for such a survey. Currently, most Granby parents (65%) who enroll their children in private preschools (versus in-home experiences) choose one of the five private preschool programs in town, while others choose a preschool/daycare provider in another town (perhaps to be closer to their employer). Special Education students with Individual Education Programs are currently provided (itinerant) services at Kearns and their local preschool by Granby related services staff. In addition, a special education teacher provides programming to the preschools and identified students with potential disabilities. Due to the fact that one teacher cannot provide services to all five preschools simultaneously, paraprofessionals implement much of the programming.

While most respondents expressed satisfaction with their preschool experience, 91% of respondents also indicated that they would consider a Granby public preschool option if offered. The majority of parents chose a program consisting of 5 days per week and more than 75% were willing to pay \$1000.00 per year fee, most willing to spend from \$1000.00 - \$3000.00 per year.

In addition to the survey, current Granby Public School staff including: kindergarten teachers, paraprofessionals, preschool staff (special education teacher, speech and language therapist), district-wide occupational therapist, physical therapist and the primary school principal were interviewed by a CREC Consultant. The results indicated considerable variance in the curriculum offered by the private program options. It was identified that staff resources spread across five town programs require travel time that decreases from service time. In addition, there has been an increase in the level of special services required. When a student requires one to one instruction it can be difficult to service a child in the private sector due to limited space. Granby professionals believe a Granby Public School program would provide an easier transition for children moving into Kindergarten, which is consistent with the research.

Preschool Visitations

During the winter months members of the preschool sub-committee conducted site visits to observe three public preschool programs in: Avon, East Granby and Simsbury all of which are housed in elementary schools. The committee members participating in the visits found that the integrated preschool classrooms were taught by certified special education teachers with integration of related service staff: Occupational Therapist, Physical Therapist, Speech and Language Pathologist including teaching assistants as needed. Time is allotted during the week for collaboration among team members for planning to meet the student's needs. Time is also provided for PPTs, Child Find obligations (the search for and identification of new students with special needs as federally mandated) and evaluations. In all programs the families of peer

models paid for the preschool program. In addition to collecting tuition data from the programs visited, all districts within Granby’s District Reference Group (DRG) and our Farmington Valley Director’s consortium were queried regarding their preschool programs. Sixteen of the surveyed towns provided some data, and several provided specific information relative to tuition. Three districts (Newtown, Plainville and Windsor Locks) do not charge tuition to any students, and therefore, are not included in the computed average. The average tuition cost of a 4 day program is \$1679.00. Tuitions vary in range as follows:

District Reference Group	4 day	Farmington Valley Directors Consortium	4 day
Madison (3 day)	\$2,400	East Granby (3 day)	\$1,150
Monroe	\$1,700	Canton	\$1,000
Simsbury	\$2,884	Southington	\$1,340
Avon	\$1,120	Region 10	\$1,440
Trumbull	\$2,270		
Fairfield	Sliding Scale		

The cost of a four-day program at private preschools in Granby ranges from \$1950.00 (three-day option only) to \$6600.00 per year.

All of the programs visited utilize research based curriculum which is aligned to the CT Preschool Curriculum Frameworks and CT Preschool Assessment. Two out of the three programs were integrated into the wider school community. As such, the student’s day allowed for physical education, music, library and art through support from district resources. This may be an area for further inquiry in relation to Granby’s programming needs.

While the staff at each of the schools recognized the optimum ratio for these classrooms as 50:50, (children with disabilities to peer models), the challenge all programs noted was that populations change throughout the school year, often shifting the balance towards the special education population. This is due to Child Find results, children who receive Birth to Three services (a detection of services federally mandated) entering throughout the school year. The length of these programs is typically 2.5 hours per session, with an extended day/full day option contingent upon the significance of the child’s needs. The programs varied by town. Two offered two separate sessions: a 3 year old session and 4 year old session and one offered only a multi-age session of 3 and 4 year olds together. Programs vary each year based on the student population and the specific needs of the 3 and 4 year olds identified at that time. Similar trends were noted in the towns queried within Granby’s district reference group.

Integrated Preschool Recommendations (including district considerations)

A high quality early childhood experience, a continuum of learning from PreK-grade 3, is a common approach to teaching and learning which allows young children to acquire the benefits of coordinated, high quality early education through the age of 8. A PreK-3 early childhood experience provides instructional consistency within grades, curriculum alignment between grades, and high quality classroom instruction that ultimately shows evidence of decreasing learning fade-out in later years.

Having considered the professional research, opinions shared by current primary school parents, and the observations and summations of other public preschools, the committee unanimously recommends the implementation of such programming for Granby's preschool population. While many programming options exist, the committee has outlined a program it feels best suits our current population and the needs of Granby's students with disabilities. Consideration has also been given to how any such program would potentially impact the implementation of full day Kindergarten.

It is recommended that three and four year olds be taught within the same classroom, as this has been noted to be advantageous to student success while at the same time allows us to maximize use of space. Two sessions of integrated preschool are recommended, a morning and an afternoon. Having two sessions will enable the district to maintain a lower than 50:50 ratio, thereby accommodating potential students with disabilities as they transfer in from Birth to 3 service, or are identified via Child Find through community preschools. Two sessions will also allow us to service students on the Autism spectrum with a full day program, an option endorsed by the State Department of Education for students who are significantly impacted by this disability.

Each session would be two and one-half hours, four days per week. The fifth day of the week would be dedicated to Planning and Placement Team Meetings, Child Find obligations and teacher planning and collaboration. Tuition for non-disabled peer models would be \$1500.00 per school year. The cost of tuition for students with special needs would be absorbed by the Granby Public Schools. Non-disabled candidates would be selected from a screening process, to identify appropriate peers, conducted by certified staff each spring. A lottery would be held to select from the final pool of appropriate peers. The maximum class size recommended is fifteen students. Currently Granby services five students with full Individualized Education Programs in town, while two additional students are serviced at Wintonbury Early Childhood Magnet School. Our district numbers fluctuate throughout the school year; currently in the 2010-2011FY we have nine local preschoolers and three Wintonbury preschoolers. The 2008-2011, four year trend, of preschool students requiring special needs programming yields an average of eleven students. We anticipate class sizes of ten non-disabled peer models and approximately five special needs students.

In planning for curriculum, national common core standards are currently being developed for preschool programs and it is expected that they will be ready for implementation in 2014. Given this timeline, the district will need to develop a curriculum based on the current Connecticut framework for preschools, which will require professional development and time for the actual

creation of the curriculum. Preschool staff would be incorporated into existing curriculum committees and supported by professional consultants as necessary.

We recommend that the preschool program be housed in the current shared related service room at Kearns Primary School. This room has a sink and an attached lavatory, both noted as essential by staff of visited preschools. The related service staff space would be relocated to a shared resource space.

The preschool program will be staffed by a dual certified (special education/regular education) teacher. Granby currently employs one dual certified, full-time special education preschool teacher, who services special needs students across the five community pre-schools. In implementing a district preschool program this teacher would now service our children in the public preschool program. To accommodate adequate programming support paraprofessional staffing would be increased from 1.6 FTE's to 2.0 FTE's. The district employs a full-time Occupational Therapist and a full-time Physical Therapist each who spend 10% of their service time with preschoolers. A Speech and Language Therapist is employed part-time to service only preschool students. These positions will remain the same. A comparison of the cost of current programming, versus what the committee recommends is presented below.

Preschool Implementation Recommendation
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	Integrated Preschool Recommendation
Timeline for implementation	One (1) classroom, AM and PM sessions Begin FY 2012-2013
Staffing	1 Teacher, 2 Para-Professionals Maintain OT/PT/SPL staff
Facilities	1 classroom, Kearns (current OT/PT space) (Renovations summer 2012) Playground Equipment
Curriculum and PD	Develop preschool curriculum/assessment FY 2011-2012 and Summer 2012
Budget	\$299,848 Predicted Net Savings Year one \$8,954 Annual ongoing net savings \$53,802

	FTE	Current Model (FY2012-2013)	FTE	Proposed Model (FY2012-13)	Cost Difference (FY 2012-13)
Expenses:					
Tuition		\$33,981		0	(\$33,981)
Wintonbury Magnet Services		\$64,661		\$64,661	0
Transportation		\$32,104		\$32,104	0
Staffing (Salary and Benefits)					
Dual Certified Teacher		\$89,918	1.0	\$89,918	0
Paraprofessionals	1.6	\$24,509	2.0	\$34,688	\$10,179
Speech/Language	0.4	\$40,710	0.4	\$40,710	0
Occupational Therapist	0.1	\$ 8,295	0.1	\$ 8,295	0
Physical Therapist	0.1	\$ 9,124	0.1	\$ 9,124	0
Curriculum/PD		\$ 3,000		\$ 6,000	\$ 3,000*
Furniture		\$ 0		\$12,000	\$12,000*
Supplies		\$ 2,500		\$10,000	\$ 7,500*
Equipment					
Playground		0		\$10,000	\$10,000*
Fencing		0		\$ 3,848	\$ 3,848*
Labor		0		\$ 0	0
Facilities		0		\$ 8,500	\$ 8,500*
Subtotal		\$308,802		\$329,848	\$21,046
Revenue				(\$ 30,000)	(\$30,000)
Total net cost		\$308,802		\$299,848	(\$ 8,954)
*Start-up cost included above					(\$44,848)
Ongoing Annual Cost					(\$53,802)

Alternative Preschool Options and Implementation (Timeline, personnel, space, curriculum/PD, budget)

The Early Childhood Feasibility Committee did consider alternatives to our recommendation; however, the committee feels that the current recommendation stands as the best scenario for Granby at this point in time. To offer less than two classes could potentially increase the number of identified students in comparison to their non-disabled peers, deviating from the purpose of integration. Conversely, to suggest more than one classroom, is not supported by longitudinal enrollment trends of 10-11 students. It is possible that as the integrated preschool becomes a known entity, more parents may be inclined to seek out the public preschool option. Another unknown consideration at this time is the impact of Wintonbury Early Childhood Magnet School on enrollment as it has not been in existence long enough to project enrollment trends. One advantage Wintonbury does offer is an extended daycare option within their preschool facility. The timeline for implementation, staffing considerations, facilities, curriculum, professional development and budget are summarized below.

Integrated Preschool Evaluation Process

As we look at the necessary continuum of learning a strong early childhood program provides, we will develop an aligned Pre-k-3 program of curriculum, instruction and assessment. To evaluate the success of the integrated preschool, preschool benchmarks will be developed and monitored according to state recommended guidelines. Student participation rates and waiting lists will inform program need. Qualitative feedback on the program will be elicited from participants and staff after the first year of program implementation providing information that can be compared to our initial survey results. In addition a cost savings analysis will be conducted.

B. Synthesis of Findings: Full Day Kindergarten

The full-day kindergarten sub-committee engaged in an examination of research, site visitations, and a survey of community members and staff. Following is a summary of the sub-committee's findings.

Research Review

The committee conducted an examination of the current research on the benefits of full versus half-day kindergarten programs to explore what, if any, effects attending full-day kindergarten had on the academic achievement and social development of students. The research clearly revealed that children who attend full-day kindergarten made greater gains during the academic year in both reading and math than those who attended a half day program. Furthermore, at-risk and low income students who received full-day kindergarten made significantly greater progress than comparable children in half-day kindergarten with a correlated reduction in grade retention, special education placement, and drop-out rates, and an earlier identification of learning disabilities. In addition, the research indicated that students who attended full day kindergarten experience fewer behavioral problems, lower remediation rates, higher attendance rates and increased social and emotional development after attending full-day kindergarten. Moreover, the research showed that the benefits of a full day program were not limited to the impact on students alone, but also revealed a positive impact on teachers including, but not limited to, increased time spent with students individually and in small groups to assess and provide individualized instruction based on student needs, and increased opportunities to communicate with parents thereby enhancing crucial parental involvement. While some research suggested that the acceleration of gains realized during the year may fade by higher grades, the predominant theme in the wide array of educational research the committee studied is that full-day programs have shown clear benefits over half-day programs, and that full-day kindergarten does not, as some are concerned, lead to potential burnout in children. With fewer special education referrals, fewer remedial needs, improved quality of assessments as a result of increase of time spent with students and a more positive behavioral experience for students overall, the research presents a strong case for the implementation of full-day kindergarten programs.

Kindergarten Visitations

Members of the committee engaged in site visits to observe the operation of full-day kindergarten classes in Windsor Locks (North Street School) and West Hartford (Wolcott School). Within the twenty-one districts in our District Reference Group there are three districts with full day kindergarten programs, six with extended kindergarten and the remaining half day programs. Teachers and administrators at both visits stressed the overwhelming support in the community for full-day kindergarten, citing significant increases in student readiness for first grade, establishment of community norms in the classroom, increased stamina for academic work and independent reading, and decreased retention. Teachers and administrators in Windsor Locks cited drastic academic gains in their kindergarten students who reach district benchmarks in reading. These educators stated that 90% of their students are now leaving kindergarten reading at grade level expectations of Developmental Reading Assessment II (DRA II) whereas only 50% of students used to reach this level by the end of a half day kindergarten program. The extra time in a full day kindergarten program also affords teachers the ability to effectively implement the workshop model of instruction, wherein students are exposed to increased time engaged with authentic learning experiences. Teachers also shared they were able to build richer relationships with students and their parents by being able to focus on one classroom instead of two. Teachers in both schools were unanimous in their value to work only in a district that offers full day learning experiences. From a district perspective the cost savings of the mid day bus run was also identified as a positive factor.

Survey and Interview Results

In order to assess the level of community support, the committee contracted with the CREC to assist in the development, administration and analysis of a survey of primary school aged families. This included all of Kearns families as they were viewed as having the closest experiences to reflect upon. Over 50% of families responded, an exceptionally high return rate for such a survey. Of those who responded, 47% indicated having lived in Granby for more than eight years, suggesting a stable survey population. The results of the survey suggest that while 92% of respondents reported being satisfied with their child's kindergarten experience, 80% would consider a full day kindergarten program for their children. The survey also provided respondents with an opportunity to include a narrative comment. Of those who chose to write a comment over one quarter of the total number of comments spoke in support of full day kindergarten, providing evidence of the level of commitment for full day kindergarten. Both the Likert scale and narrative portions of the survey demonstrate that a majority of respondents support the initiation of a full day kindergarten program.

To complement the family survey, existing F.M Kearns staff were interviewed by an independent consultant from CREC, and as with the family survey, these staff interviews demonstrate significant support for the implementation of full day Kindergarten. Kindergarten staff identified concerns regarding time, balance, and progress in the current half day kindergarten program. The staff respondents currently feel rushed to meet the demands of a standards based curriculum and the individual needs of the students, while balancing the structured academics with developmentally appropriate nurturing of creative expression and

play. Moreover, the Connecticut State Department of Education reading benchmark for students exiting kindergarten is a Developmental Reading Assessment II (DRAII) score of 4. The teachers interviewed stated, and 2008-2011 district benchmark data supports, that only 50% of students exiting Kindergarten from the Granby Public School System meet that standard as evidenced by our DRA2 data, thus the remaining 50% fall below the grade-level expectations. Limited time constrains teachers from enhancing instruction with an integrated curriculum that includes state standards in math, science and social studies.

Kindergarten Recommendation

After a thorough review of research, visitations to full day kindergarten classrooms, and analysis of an early childhood survey regarding the attitudes and interest of school programs, the committee unanimously recommends the implementation of full day kindergarten program for all Granby students (see chart on page 15).

The benefits of full day kindergarten far out weigh those of our current half day structure. Developmentally students enter kindergarten at varying levels of readiness. A full day program allows teachers to educate the whole child by providing an increased amount of learning time for children to engage in standards, curriculum, and assessment that not only focus on academics but also social competence and self-discipline. A full day learning experience provides the time to build upon high quality language development, a foundational skill for future academic success. A full learning day for kindergarteners provides the time necessary for teachers to teach, and for students to master increased expectations from the common core state standards, as well as, providing adequate time for physical education, art and music, components of learning necessary for the development and application of critical thinking. As a system that prides itself on developing citizens prepared for the 21st century, establishing a solid foundation for future learning begins with the benefits of a full day kindergarten program. As identified in the survey provided to Granby early childhood families and interviews of staff, the greatest concerns were the ability to meet the needs of all children and ensure preparedness for future learning in a risk free learning environment. Of the near fifty percent of survey response rate 79.3% identified support of a full day kindergarten program and 100% of staff interviewed supported a full day program.

Our current half day structure staffs three full time kindergarten teachers, one halftime kindergarten teacher and one extended learning teacher who is grant funded. Each classroom is supported by a kindergarten Teaching Assistant for a total of 3.5. Implementing full day kindergarten for all students will require the reallocation of three classroom teachers and the addition of three kindergarten teaching assistants, hiring of a 3.5 teacher and a 3.5 teaching assistant, resulting in staffing for three and a half additional kindergarten classrooms. The reallocation of teachers versus additional teachers is the result of declining enrollment. In keeping with the philosophy of an early childhood continuum we recommend all kindergarten classes remain in the same building with the preschool program. As enrollment declines in 2012-2013 we anticipate at least three fewer classrooms between first and second grade allowing for the implementation of three additional kindergarten classrooms. Kindergarten classrooms

would be clustered within the current Kindergarten wing and accessible to proximity of a bathroom since not all classes have in-room facilities. The ideal classroom enrollment would consist of no more than an 18:1 ratio allowing each child to receive individual attention and foster strong relationships with adults in the school.

The first step in planning for a full day kindergarten is to prepare the instructional schedule. The success of the program lies with highly qualified staff. Professional development that includes a clear understanding of all standards, the development of pacing guides, curriculum, assessment and developmentally appropriate instruction in a full day model would be provided over the 2011-2012 year. Training in pedagogy and instructional support would be provided to Teaching Assistants as well. Parent communication and a redesign of kindergarten orientation will be addressed as a means to inform families of the benefits to full day.

While the addition of three classrooms may bear some initial cost to the district, the long term gains of a high quality program have potential cost savings by decreasing later interventions. The mid-day bus run will be eliminated resulting in a savings of approximately \$30,000. Since we are adding three new classrooms in an already established environment of classrooms we will only need to account for the variance in grade level materials, resources and necessary furniture to create an appropriate learning environment. The following chart summarizes the anticipated program costs:

Full Day Kindergarten Cost Analysis					
	FTE	FY 2012-2013 Current Program	FTE	FY 2012-2103 Proposed Program	FY 2012-2013 Cost Difference
Expenses					
Transportation		\$ 30,000		\$ 0	(\$ 30,000)
Staffing (Salary and benefits)					
Teachers	3.5	\$297,775	7.0	\$545,118	\$247,343
Teaching Assistants	3.5	\$ 86,888	7.0	\$143,687	\$ 56,799
Curriculum/PD		\$ 0		\$ 5,000	\$ 5,000
Furniture		\$ 0		\$ 0	0
Supplies					
Annual (ongoing est.)		\$ 8,750		\$ 17,500	\$ 8,750
One time (materials)		\$ 0		\$ 30,000	\$ 30,000
Equipment		\$ 0		\$ 0	\$ 0
Facilities		\$ 0		\$ 0	\$ 0
Total net cost		\$423,413		\$741,305	\$317,892
Start up cost included above					<u>(\$ 35,000)</u>
Ongoing annual cost					\$282,892
Reallocation due to reduction of classrooms (-3.0 FTE's)					<u>(\$247,343)</u>
Net annual budget impact					\$ 35,549

*See class size chart in appendices

Alternative Kindergarten Options and Implementation (Timeline, personnel, space, curriculum/PD, budget)

The Early Childhood Feasibility Committee recommends full day kindergarten for all children. The committee did consider extensive alternatives to our recommendation. We have provided one alternative below which phases in full day kindergarten over a three year period.

- The first year of implementation, 2012-2013, would add 1.5 FTE teachers for a total of five FTE teachers, three would teach full day kindergarten while two would remain half day for a total of 3 full day sessions and 4 half day sessions. Class sizes for both full day and half day based on projected enrollment would be approximately 16-17 students per classroom. In addition 1.5 FTE teaching assistants would be added.
- The second year of implementation, 2013-2014, would add an additional 1.0 FTE teacher and 1.0FTE teaching assistant for a total of 6 teachers. We would increase the offering of full day sessions from 3 to four classes and maintain 4 half day sessions. Class size would be approximately 16 students for both full and half day.
- The third year of implementation, 2014-2015, would again add an additional 1.0 FTE teacher and 1.0 FTE teaching assistant for a total of 7 teachers and 7 teaching assistants in all. All classes would be full day, providing 7 full day sessions. Class size would be approximately 16 students per class.

The committee considered various pros and cons to a gradual implementation towards full day kindergarten. Most significantly the inequity of learning opportunity is the biggest disadvantage. There are a wide variety of gradual implementation options that could be considered from a two year implementation model up to a four year gradual implementation. Although the committee has only presented one in this report several others were considered. Due to the complexity of staffing implications the committee would require board direction for further investigation into cost analysis.

The timeline for implementation, staffing considerations, facilities, curriculum, professional development and budget for our recommendation and an alternative are summarized below.

Kindergarten Alternative Options

	Kindergarten Recommendation	Kindergarten Alternative A
Timeline for implementation	Full Day for all Begin FY 2012-2013	Partial Implementation Of Full Day Lottery System Rolling implementation to add a class per year (1.5 Teacher and TA year 1) 1.5 Teacher and 1.5 TA FY 2012-2013 1 Teacher and 1.5 TA FY 2013-2014 1 Teacher and 1.5 TA FY 2014 -2015
Personnel	7 teachers (3.5 to be added) (3.0 to be reallocated due to decrease of enrollment in grades one and two, .5 to be hired), 7 TA's (3.5 to be added)	7 teachers (3.0 to be reallocated due to decrease of enrollment in grades one and two, .5 to be hired) 7 TA's (3.5 to be added)
Facilities	The decrease of enrollment will enable current classrooms to be converted to Kindergarten classrooms	The decrease of enrollment enables current first and second grade classrooms to be converted to Kindergarten classrooms
Curriculum and PD	Develop full day pacing, revise curriculum and assessment. Provide professional development in full day implementation	Develop full day pacing, revise curriculum and assessment. Provide professional development in full day implementation
Budget	Net Annual Ongoing cost \$35,549	FY 2012-2013 (\$115,008) FY 2013-2014 \$53,221 FY 2014-2015 \$58,223 (excluding startup cost)

**Full Day Kindergarten Cost Analysis
Alternative A**

		FY 2012-2013		FY 2012-2013		FY 2012-2013
	FTE	Current	FTE	Proposed	Program	Cost
		Program		Program		Difference
Expenses						
Transportation		\$ 30,000		\$ 30,000		\$ 0
Staffing (Salary and benefits)						
Teachers	3.5	\$297,775	5.0	\$400,344		\$102,569
Teaching Assistants	3.5	\$ 86,888	5.0	\$ 112,904		\$ 26,016
Curriculum/PD		\$ 0		\$ 5,000		\$ 5,000
Furniture		\$ 0		\$ 0		0
Supplies						
Annual (ongoing est.)		\$ 8,750		\$ 12,500		\$ 3,750
One time (materials)		\$ 0		\$ 30,000		\$ 30,000
Equipment		\$ 0		\$ 0		\$ 0
Facilities		\$ 0		\$ 0		\$ 0
Total net cost		\$423,413		\$590,748		\$167,335
Start-up cost included above						<u>(\$ 35,000)</u>
Ongoing annual cost						\$132,335
Reallocation due to reduction of classrooms						<u>(\$247,343)</u>
Net budget cost impact						<u>(\$115,008)</u>

		FY 2012-2013		FY 2013-2014		FY 2013-2014
	FTE	Proposed	FTE	Proposed	Program	Cost
		Program		Program		Difference
Expenses						
Transportation		\$ 30,000		\$ 30,000		\$ 0
Staffing (Salary and benefits)						
Teachers	5.0	\$400,344	6.0	\$468,721		\$ 68,377
Teaching Assistants	5.0	\$112,904	6.0	\$130,248		\$ 17,344
Curriculum/PD		\$ 5,000		\$ 0		\$ (5,000)
Furniture		\$ 0		\$ 0		0
Supplies						
Annual (ongoing est.)		\$ 12,500		\$ 15,000		\$ 2,500
One time (materials)		\$ 30,000		\$		(\$ 30,000)
Equipment		\$ 0		\$ 0		\$ 0
Facilities		\$ 0		\$ 0		\$ 0
Total net cost		\$590,748		\$643,969		\$ 53,221
Ongoing annual cost						\$ 53,221

**Full Day Kindergarten Cost Analysis
Alternative A Budget Analysis**

	FY 2013-2014		FY 2014-2015		FY 2014-15
	FTE	Proposed Program	FTE	Proposed Program	Cost Difference
Expenses					
Transportation		\$ 30,000		\$ 0	(\$ 30,000)
Staffing (Salary and benefits)					
Teachers	6.0	\$468,721	7.0	\$537,100	\$ 68,379
Teaching Assistants	6.0	\$130,920	7.0	\$147,592	\$ 17,344
Curriculum/PD		\$ 0		\$ 0	\$ 0
Furniture		\$ 0		\$ 0	\$ 0
Supplies					
Annual (ongoing est.)		\$ 15,000		\$ 17,500	\$ 2,500
One time (materials)		\$ 0		\$ 0	\$ 0
Equipment		\$ 0		\$ 0	\$ 0
Facilities		\$ 0		\$ 0	\$ 0
Total net cost		\$643,969		\$702,192	\$ 58,223
Ongoing annual cost					\$ 58,223

*All salary and benefit costs are based on the FY 2012 numbers

Kindergarten Evaluation

The current Kindergarten program has established district learning benchmarks. Benchmark results in literacy and numeracy will be analyzed three times annually with comparative results viewed between half day and full day programs. The percentage rate of students referred for Tier 1 and 2 interventions will be monitored and compared, as will progress towards the District achievement goal. Like the preschool program evaluation, qualitative feedback on the program will be elicited from participants and staff after the first year of program implementation providing information that can be compared to our initial survey results.

Summary

In summary, after a rigorous year-long study, the Early Childhood Feasibility committee recommends the development and implementation of a cohesive early childhood program consisting of an integrated preschool and full day kindergarten to benefit the children and families of the Granby community. The implementation of a cohesive continuum of early learning supports our districts mission to provide the foundational building blocks to achieve our mission of graduating students prepared to be successful 21st century citizens. Research indicates a high quality early childhood experience, and a continuum of learning from Pre-K through grade 3, is the most successful approach to teaching and learning. These learning benefits were observed and identified in site visitations to both integrated preschool and full day kindergarten programs. In addition survey and interview results indicate strong support from the community and teachers for the recommendation of these programs.

Recognition

We would like to extend our sincere gratitude for the entire committee's time, energy and commitment to provide the Board of Education with valuable information and recommendations regarding Early Childhood programs in the Granby Public Schools in pursuit of our districts 21st century vision.

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Regional Educational Laboratory at EDC, Northeast & Islands: Full-Day vs. Half-Day Kindergarten.
Jeffery A. Nowak. The effects of full-day versus half-day kindergarten on the achievement of students with low/moderate income status. *Journal of Research in Childhood Education*, September 22, 2005.

APPENDIX

Finance/Personnel/Facilities Subcommittee Meeting Minutes
May 16, 2011
5:30 p.m.

Attendance:

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

Meeting commenced at: 5:35 p.m.

Meeting adjourned at: 6:20 p.m.

1. April Statements of Accounts – Reviewed statement of accounts. Should be able to cover the full cost of the special education review this year. Return \$20K favorable.
2. High School Athletic Field Proposal – Approved proposal to fertilize fields and close them down from 6/20 to 8/15 (approximate dates).
3. Electronics Lab Update – Approval of layout for new lab. New cost estimate is \$135K down from \$165K.
4. Review of Bus Idling Fuel Savings Proposal – Savings of \$100 per year per bus does not justify \$1600-\$3600 expenditure per bus.
5. Update on Lease for Copy Machines – Moving to Ricoh from Ikon. New rate will be 12% below state pricing.
6. Other – Nothing discussed.

May 30	Memorial Day – No School		Offices Closed
May 31	Full Day of School		
May 31	Race to Nowhere Documentary	7:00 p.m.	HS Auditorium
June 1	Boardwalk/Retiree Luncheon	7:45-2:30 p.m.	CS/Schools
	Curriculum Subcommittee Meeting	5:30 p.m.	Central Services
	BOE Meeting	7:00 p.m.	Central Services
June 2	Middle School Band Concert	7:00 p.m.	HS Auditorium
June 3	Underclassmen Awards Assembly	12:30 p.m.	HS Auditorium
June 7	Kelly Lane Art/Sci/Tech Fair	3-8 p.m.	Kelly Lane
	Gr. 4 Band & Gr. 3 Chorus Concert	7:00 p.m.	Cafetorium
June 9	6 th Grade Picnic		Kelly/Wells
June 9	Choral Concert	7:00 p.m.	HS Auditorium
June 10	Field Day		Kelly/Wells
June 15	8 th Grade Moving-Up Ceremony	5:00 p.m.	HS Auditorium
	8 th Grade Promotion Dance	6:30 p.m.	MS Cafeteria
June 15	Finance Subcommittee Meeting	5:30 p.m.	Central Services
	BOE Meeting	7:00 p.m.	Central Services
June 16	Graduation	5:30 p.m.	HS Grounds
June 17	Make-up Day for Kearns (1/2 day)		