

Regular Board of Education Meeting
Tuesday, June 21, 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: Present
Matthew Wutka: Present
Present: 6, Absent: 1.

I.	Public Comment
II.	Administrative Reports
II.A.	Superintendent's Announcements
II.B.	Student Representative Report
II.C.	Suffield Regional Agriscience Center
II.D.	Business Manager's Report
II.E.	Annual Curriculum Report
II.F.	Superintendent's Annual Report
III.	Consent Agenda
III.A.	Minutes
III.B.	Electrical Generation Contract
IV.	Old Business
IV.A.	Third Reading of Policy 6120, Objectives of the Instructional Program; Policy 9240, Board Member Development; and Policy 9400, Self-Evaluation
IV.B.	High School Electronics Lab Update
IV.C.	Early Childhood Feasibility Study Report
V.	New Business
V.A.	Superintendent's Contract
V.B.	Zipp Slip Software
V.C.	Tuition Payments to Magnet Schools & Pre-Schools
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



Suffield Regional Agriscience Center

Suffield High School, 1060 Sheldon Street, West Suffield, Connecticut 06093



April 28, 2011

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Granby Board of Education
Granby Public Schools
15 B Granby Road,
Granby, CT 06035

Dear Granby Board of Education members,

It is with pleasure that I recommend the following two individuals to represent Granby on the Consulting Committee for the Suffield Regional Agriscience Center at Suffield High School.

The Granby Board of Education can appoint two members to serve on this committee, each for a three year term. If possible, please appoint these nominees or other worthy candidates at an upcoming Board of Education meeting.

Lois (Lanie) Neumann, 23 Wolcott Drive, Granby, 06035. (860) 653-5468

Lanie is a life long resident of Granby, a Family and Consumer Science teacher at Bloomfield High School. Her daughter is a graduate of the Suffield Regional Agriscience program.

Rebecca (Becky) Clark, 29 Bushey Hill Road, Granby 06035. (860) 653-9046

Becky and her husband Allen recently purchased and are operating Bushey Hill Orchard. Allen is a graduate of the Suffield Regional Agriscience program.

A Consulting Committee representing participating towns has been maintained since 1964, when the Suffield Regional Agriscience Center was established. It serves as a link between the Center, the agricultural community, and educational system. Its members serve in an advisory capacity making recommendations for program, facilities and curriculum. State regulations Sec. 10.64 states, **“each Board of Education shall appoint to said committee, two representatives, who have a competent knowledge of agriculture and who need not be members of such board. Regulations require that the committee be called into session no less than two times per year and that minutes shall be kept on file.”** I have enclosed information regarding this committee and its charge. Thank you for your continued support of agriculture and the Suffield Regional Agriculture Center at Suffield High School.

Sincerely,

Richard A. Jensen, Director
Suffield Regional Agriscience Center

Enclosure

Cc: Mr. Alan Addley, Superintendent of Schools
Mrs. Lois Neumann
Mrs. Rebecca Clark

WHAT IS A REGIONAL VOCATIONAL AGRICULTURE CONSULTING COMMITTEE?

A Regional Vocational Agriculture Consulting Committee is a formally organized group to advise the operating Board of Education on matters pertaining to the program of vocational agriculture. The members selected to serve on the committee are recognized for their knowledge of agriculture, related occupations and education. The body possesses no legal authority. Their task is to advise the operating Board of Education regarding policy, programs, services and procedures related to the regional vocational agriculture program.

OBJECTIVES OF A REGIONAL VOCATIONAL AGRICULTURE CONSULTING COMMITTEE

- Link between teachers, agriculture and labor in the community.
- Promote community public relations.
- Survey agricultural occupational needs and assess the skills, knowledge and attitudes needed for entering agriculture or related fields.
- Survey and recommend facilities and equipment.
- Advise on curriculum.
- Provide labor market need data
- Recommend competent staff. † Review and evaluate programs and services.
- Support Future Farmers of America and FFA Alumni.
- Identify resources of the region.
- Inform students of programs and assist in placement and careers.
- Locate appropriate training sites.

THE FUNCTIONS AND DUTIES OF A CONSULTING COMMITTEE

- Formulate and recommend an adequate vocational agriculture education policy.
- Recommend facilities and equipment needs of the program.
- Advise on enrollment procedures.
- Review and make recommendations on the Five-year graduate survey results.
- Serves as a liaison between the operating Board of Education and Boards of Education of towns served as well as that of the agriculture community.
- Advise courses and content to be taught.
- May recommend policy for Agriculture Education to the Board of Education.
- Can react to Board of Education policy regarding school policy or agriculture education.
- May recommend to Board of Education approval or disapproval of items affecting the agriculture education program.

POLICIES AND PROCEDURES

Written policies for activities such as membership selection, term of appointment, standing or ad hoc committee should be relevant to local needs. Long-range goals and objectives should be developed and reviewed annually.

Meeting Scheduling - Although the number of meetings is determined locally, a minimum of two meetings must be conducted each year.

Physical Facilities

- The meeting place should be conveniently located and comfortably arranged for the meeting with members facing each other.
- The room should be properly lighted and ventilated.
- Pencils and scratch pads may be provided. A chalkboard may be needed.
- Interruptions, including the telephone, should be avoided.

Agenda - An agenda should be distributed to members before the meeting. The agenda should include:

1. Roll Call
2. Introduction of Guests.
3. Approval of Previous Minutes
4. Special Presentations
5. Communications
6. Committee Reports
7. Old Business
8. New Business.
9. Adjournment Call to Order and
10. Adjournment

Meetings should have a definite starting and adjournment time. The Chairperson should begin the meeting on time, move through the agenda in a businesslike manner with sufficient discussion, and adjourn the meeting at the scheduled time.

Minutes

Minutes are kept by the committee Secretary and distributed to the membership prior to the next meeting. Records should be filed with the operating Board of Education and at the Regional Vocational Agriculture Center. Copies should be forwarded to each sending board of education.

2010-2011

Director of Curriculum, Teaching and Learning Year End Report

A decorative graphic consisting of several horizontal lines of varying lengths and colors (teal, white, and light blue) extending from the right side of the page towards the center.

June 2011

Presented by Diane Dugas

Annual Focus

- **District Vision, Mission, Student Achievement Goal and School Improvement Planning**
 - **Continued Alignment**
 - **Emphasis on Instructional Plan**
 - **Development of Learning Principles**
 - **Development of Curriculum Framework Process**
 - *Curriculum, Instruction and Assessment*
 - **Deepening the practices of PLC**
 - *Learning by Doing*
 - *Feedback*
 - **Equity for All Students**
 - **Technology/Data**

Annual Focus

- **Deepening Our Practice of Professional Learning Communities K-12**
 - **PLC Teams**
 - **What do we want students to know and be able to do?**
 - *K-12 Curriculum Alignment*
 - **How will we know when students know it?**
 - *Clarity of Assessment Structure*
(Summative, Benchmark, CFA, Individual)
 - **How do we respond when students don't learn it?**
 - **How do we respond when students already know it?**
 - *SRBI District Committee*

District Vision, Mission, Student Achievement Goal and School Improvement Planning

Alignment and Coherence

- Development of Learning Principles
- Development of Curriculum Framework Process
- In-depth Language Arts Curriculum Work
- Deepening Application of PLC Processes and Practices
- Increased Alignment of SMART Goals to DAG
- Cultural Competence and Equity for all
 - Training for building level staff
 - District SRBI Committee

Technology/Data

- Exploration and Application of New and Innovative Classroom Technology
- Equity for all Students
- Data Storage and Analysis
 - Ease of readability and use of data within PLC conversations
 - Universal and progress monitoring data
- Ongoing, Job Embedded Technology Professional Development

Deepening PLC Practice K-12

PLC Teams

- PLC Team SMART Goals aligned with School Improvement Plans/DAG
- Communicating Curriculum Framework Process, actualizing PLC graphic
- Enhanced Feedback
- Deepening CFA knowledge
- Collaborative Peer Sharing of Effective Instructional Strategies
- Continued focus on increasing Time for Collaboration

Technology/Data

- Representation of data, interpretation and action to increase student achievement
- Development of District Benchmark Assessment calendar linked to PLC
- Increased integration of technology in curriculum delivery

Coherence and Alignment of Our Work

Adult Learning & Professional Development

- District
 - PLC Implementation
 - Equity and Cultural Competence
 - Technology
 - Coaching Model
 - SRBI
 - Assessment/Data

K-8 Reader/Writer Workshop

Adult Learning and Leadership

- Teacher Leadership Academy
 - Cohort II – (6 teachers)
- DLT
 - Concentration on the development of Learning Principles; Common Core Standards, Current issues in education.
- K-12 LA Supervisor, Consulting Teachers and Literacy Specialists
 - Reader/Writer Workshop
 - Coaching Model
 - Data Driven Decision Making
- Monthly Administrative Walkthrough's
- Principal's Seminar
 - Emphasis on effective feedback
- TEAM
 - 23 mentees/mentors
 - Creation of two year induction plan

Other

Community Outreach

- Granby Prevention Council
- BOE Curriculum Sub Committee
- Teacher of the Year
- District TEAM Facilitator
- Summer School
- New Global Learning Academy
- Facilitation of student teaching placements
- Collaborative planning with consultants (content area curriculum, SERC cultural competence and equity planning, DCP)
- Discovery Center Camp
- Choice
- Collaborative Workshop Partners
 - - Annual bus trip to Teachers College
- ELL Consortium
- CREC Curriculum Council

Grants and Management

- Consolidated Grants (I, II, III, IV)
- Open Choice Support Grant
- Perkins Grants
- Innovation Grants
- Link and Learn Grant
- Granby Education Foundation Grants
- Granby General Education Budget

Questions



2010-2011 Director of Curriculum,
Teaching and Learning
Year End Report
June 2011

Prepared by Diane Dugas





Granby Three Year Curriculum Plan

Background: The Foundation of student success is built upon a viable K-12 curriculum. Alignment across grades and within grades is contingent upon a cohesive curriculum framework that is implemented with fidelity and supported through job embedded professional development. A K-12 framework for curriculum development has been established for Granby that incorporates our district vision of creating 21st century Citizens prepared for a global economy. Granby's curriculum framework includes instructional pacing guides, curriculum maps, unit outlines, assessments (both performance assessments and common formative assessments) and has a built in reflection cycle after the implementation of each unit. K-12 Curriculum committees have been established with cross grade level representation to actualize the work identified in this three year curriculum plan. Integral to the curriculum is instructional implementation and assessment, guided by our mission of developing powerful thinkers, effective collaborators and compassionate contributors, both of which are included with annual focus areas to Granby's Plan.

2011 -2012	2012-2013	2013-2014
<p>Curriculum</p> <ul style="list-style-type: none"> • Full Implementation of K-12 Curriculum committees across all content areas • Identify Status of curriculum using the elements of quality curriculum identified by the State • Unwrap current content standards, power standards identifying essential 21st learning expectations (LA and Math focus on the Common Core Standards) • Complete Pacing Guides for all content areas • Analyze and revise curriculum for cultural relevance • Vertical alignment of curriculum pacing, expectations, outcomes • Work with Ed Lyman to revise CEMA to support curriculum writing Framework linked to 	<p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum committee work guided by annual reflection of status reports • Continued development of curriculum maps, unit development (3 per year) • Unwrap and power technology standards for integration into all units • Ongoing analysis of vertical alignment, scaffolding of content and skills • Emphasis on the development of Performance Assessments, rubrics and common formative Assessments • Analyze and revise curriculum for cultural relevance • Summer curriculum institute (opportunity to address universal needs and to work on elective courses) 	<p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum committee work guided by annual reflection of status reports • Continued development of curriculum maps, unit development (3 per year) • Integration of Technology power standards to all units, application in performance assessments • Ongoing analysis of vertical alignment, scaffolding of content and skills • Enhance the quality of performance assessments, rubrics and CFA development, utilize unit reflection and feedback to guide ongoing curriculum revisions • Analyze and revise curriculum for cultural relevance • Summer curriculum institute (opportunity to

<p>PLC</p> <ul style="list-style-type: none"> • Update annual status reports 	<ul style="list-style-type: none"> • Update annual curriculum status reports • All curriculum work to be completed electronically on CEMA K-12, ongoing revisions to technology as necessary 	<p>address universal needs and elective courses)</p> <ul style="list-style-type: none"> • Update annual curriculum status reports • All curriculum work to be completed electronically on CEMA K-12, ongoing revisions to technology as necessary
<p>Instruction</p> <p><i>Language Arts:</i></p> <ul style="list-style-type: none"> • Continue to develop Tier I instruction through the coaching model • Support the literacy specialist role through development of principal/literacy specialist relationship, understanding of roles, responsibilities and tools required for success • Continue to develop and support literacy specialists craft of coaching • Deepen the knowledge and implementation level of reader/writer workshop model K-8 • Facilitate and expand literacy 	<p>Instruction</p> <p><i>Language Arts:</i></p> <ul style="list-style-type: none"> • Continue to develop Tier I instruction through the coaching model • Support and develop the craft of coaching based on needs assessment • Deepen the implementation of reader/writer workshop K-8; begin 9-12 discussions of philosophy and feasibility of workshop model. • Expand Tier II and Tier III intervention alternatives • Continue Literacy Walkthrough's to guide professional development • Ongoing analysis of culturally relevant instructional practices 	<p>Instruction</p> <p><i>Language Arts:</i></p> <ul style="list-style-type: none"> • Focus on expansion of the workshop model to the High School • Monitor Tier II and Tier III instructional interventions • Continue to reflect, evaluate and support the role of the literacy specialist, expand content literacy work. • Continue Literacy Walkthrough's to guide professional development • Ongoing analysis of culturally relevant instructional practices

<p>walkthrough's to guide professional development</p> <ul style="list-style-type: none"> • Identification of core and supplemental instructional resources, ongoing analysis of culturally relevant instructional practices • Implement and monitor READ 180 reading intervention 7/8 • Expand Plato Interventions 9-12 		
<p><i>Mathematics and Science</i></p> <ul style="list-style-type: none"> • Continue to develop Tier I instruction through the coaching model K-6, content literacy coaching 7-12 • Support the math/science consulting teacher role through development of principal/specialist relationship, understanding of roles, responsibilities and tools required for success K-6 • Continue to develop and support consulting teachers craft of coaching K-6 • Deepen the 	<p><i>Mathematics and Science</i></p> <ul style="list-style-type: none"> • Continue to develop Tier I instruction through the coaching model K-6, content literacy coaching k-12 • Continue to develop and support consulting teachers craft of coaching • Deepen the application of peer visitations and peer collaboration to support replication of effective practice • Ongoing clarification, identification, documentation and replication of effective teaching strategies • Provide ongoing 	<p>Mathematics and Science</p> <ul style="list-style-type: none"> • Provide ongoing opportunities to develop and deepen problem solving and full inquiry application • Continue to emphasize 21st century instructional application • Continue facilitation and support of peer visitations and peer collaboration with an emphasis on student • Ongoing clarification, identification, documentation and replication of effective teaching strategies • Provide ongoing

<p>knowledge and implementation level of the workshop model in math and scientific inquiry in Science K-8</p> <ul style="list-style-type: none"> • Identification of core and supplemental instructional resources • Ongoing analysis of culturally relevant instructional practices • Expand Plato interventions 9-12 	<p>opportunities to develop and deepen problem solving and full inquiry application</p> <ul style="list-style-type: none"> • Ongoing analysis of culturally relevant instructional practices 	<p>opportunities to develop and deepen problem solving and full inquiry application</p> <ul style="list-style-type: none"> • Ongoing analysis of culturally relevant instructional practices
<p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Develop Tier I instruction through content literacy coaching K-12 • Identification of core and supplemental instructional resources • Ongoing analysis of culturally relevant instructional practices • Expand Plato interventions 9-12 	<p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Continue content literacy coaching K-12 • Provide ongoing opportunities o develop and deepen inquiry • Develop structures to engage cross content collaboration between social studies and Language Arts 7-12. • Ongoing analysis of culturally relevant instructional practices 	<p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Continue content literacy coaching K-12 • Provide ongoing opportunities o develop and deepen inquiry • Continue content collaboration between social studies and Language Arts 7-12. • Ongoing analysis of culturally relevant instructional practices
<p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Unwrap and power technology standards for integration into all content areas 	<p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Integrate technology power standards into all units, incorporate into performance assessments/rubrics 	<p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Expand technology integration capacity and application in units

<p>Assessment:</p> <ul style="list-style-type: none"> • Monitoring of student growth through the K-6 District Benchmark calendar during PLC conversations • Identification of progress monitoring tools for K-6 • Identification of universal benchmark assessments for 7-8 • Establishment of entrance and exit criteria for interventions K-6 • Identified interventions for each of the five areas of the reading blueprint K-6 • Training and implementation of Aims web progress monitoring system (academic and behavioral components) • Provide professional development in use of data protocols expanding and deepening PLC conversations beyond the use of summative data to include multiple forms of data to profile learners. • Revise SRBI forms for clarity of specific goals and explicit instruction 	<p>Assessment:</p> <ul style="list-style-type: none"> • Monitoring of student growth through the K-8 District Benchmark calendar during PLC conversations • Identification of Universal screenings 9-10 • Identification of progress monitoring tools for 7-8 • Establishment of entrance and exit criteria for interventions 7-8 • Establishment or revision of interventions 9-10 for reading and math • Identified interventions for each of the five areas of the reading blueprint 7-8 • Monitoring and ongoing implementation of Aims web progress monitoring system (academic and behavioral components) • Provide ongoing professional development and monitoring of protocols expanding and deepening PLC conversations about student growth • SRBI district committee to 	<p>Assessment:</p> <ul style="list-style-type: none"> • Deepen application and analysis of performance assessments and CFA's to guide instructional changes • Identification of Universal Screenings 11- 12 • Monitoring of effectiveness of interventions K-10 • Provide ongoing professional development and monitoring of protocols expanding and deepening PLC conversations about student growth • SRBI district committee to be guided by annual analysis of the schools' work. • Continue to analyze data through the lens of equity
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<p>that monitors duration and frequency of interventions in relation to student outcomes.</p> <ul style="list-style-type: none">• Analyze data through the lens of equity	<p>explore Tier II and Tier III interventions as informed by new Theory of Action and work of DCP for language arts and math</p> <ul style="list-style-type: none">• Analyze data through the lens of equity	
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LEADERSHIP & PROFESSIONAL DEVELOPMENT

Background: Adult learning is the cornerstone of Professional Learning Communities. Central to Granby’s professional development is the focus of instituting both formal and informal leadership processes/programs to foster active teacher leadership in the development and growth of our schools to positively impact student achievement. Understanding that each educator is a leader and that leadership begins by sharing one’s practice, asking questions and contributing to solutions, teachers across the district have had the opportunity to participate in a multitude of professional growth opportunities. The commonality of these opportunities is the continued alignment, or through line, connecting the work of our district vision, mission, district achievement goals, building school improvement goals, PLC team SMART goals and individual goals.

2010-2011	2011-2012
<p>District Vision, Mission, District Achievement Goal and School Improvement Planning</p> <ul style="list-style-type: none"> • Teacher Leadership Academy Cohort II • Monthly District Leadership Team meetings with Content Area Specialists – inclusion of elementary representation completion of draft Learning Principles; K-12 inclusive process • Development and Implementation of district-wide SRBI committee • Professional Learning Communities • Monthly Principal Seminar – Focus on effective feedback to teachers to impact practice • Monthly Administrative Council 	<p>District Vision, Mission, District Achievement Goal and School Improvement Planning</p> <ul style="list-style-type: none"> • Roll out Learning Principles • Actualize Learning Principles by identifying exemplars to profile • Expand district walkthrough practice to include teacher leader representation • Establish a structure to involve the voice of previous Teacher Leadership Academy graduates into district work • Implementation of a common building level school improvement planning process • Continuation of monthly leadership meetings

<p>Meetings</p> <ul style="list-style-type: none"> • Monthly Administrative Walkthroughs • Superintendent Network Walkthrough • TEAM Coordinating committee <ul style="list-style-type: none"> - Establishment of two year induction cycle • TEAM program – 23 Mentors/23 Mentees <ul style="list-style-type: none"> -Implementation of annual celebration • Cooperating Teachers • K-8 Language Arts Committee • Establishment of K-12 Curriculum Committees • K-12, K-6 and 7-12 Reading meetings <ul style="list-style-type: none"> - Clarity of job expectations, differentiation of roles and responsibilities; emphasis on coaching, developing Tier I capacity of teachers. • District Community Partnership Leadership Team • District-wide cultural competence book club • District-wide cultural competence leadership team • Granby Prevention Council • Early Childhood Feasibility Study 	<ul style="list-style-type: none"> • Deepen the practice of PLC through professional development in: <ul style="list-style-type: none"> -student work protocols and next steps in data driven conversations. • Implementation of two year induction cycle • Deepen our coaching practice and peer collaboration practice • Continue the alignment of our goals and practices to our vision, mission, DAG • Implement and monitor the work of all district committees
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COMMUNITY OUTREACH and OTHER ACTIVITIES

2010-2011	2011-2012
<ul style="list-style-type: none"> • Granby Prevention Council • BOE Curriculum Sub Committee • Teacher of the Year • District TEAM Facilitator • Summer School • New Global Learning Academy • Facilitation of Student teaching placements • Collaborative planning with consultants (content area curriculum, SERC cultural competence and equity planning, DCP) • Discovery Center Camp • Choice • Collaborative Partner with surrounding districts on the workshop model <ul style="list-style-type: none"> - annual bus trip to Teachers College • ELL consortium • CREC Curriculum Council • Early Childhood Feasibility Study 	<ul style="list-style-type: none"> • Revise Title I Parent Compact (Kearns) • Expand literacy outreach to celebrate reading and writing (ie: Barnes and Noble Summer Reading Event) • Expand workshop partnerships • Continue to align Granby Prevention Council communications and connections to our school improvement planning process and student needs • Support equity and cultural competence coaching at the building level • Increase opportunities to showcase student achievement and effective instructional practices to the grater community

TO: Granby Board of Education
FR: Alan Addley
DT: June 17, 2011
RE: Report on Annual Goals

Overview of 2010-2011 School Year

This report is an executive summary of the major accomplishments and progress made on my annual goals. These accomplishments are only made possible with the efforts of the entire school community (BOE, administrators, teachers, staff, and parents) working collaboratively together. As a Granby resident, it continues to be an honor and privilege to lead the Granby Public Schools and I greatly appreciate the trust and support afforded to me by the Board in my third year as Superintendent.

The 2010-2011 school year was one of change, commitment, challenges, and celebrations. Specifically, we completed the administrative team with the acquisition of a new Director of Curriculum, Teaching & Learning and K-12 Language Arts Supervisor. Commitments were made this year to our new mission and achievement goal that are providing momentum and coherence for the district and faculty deepening their work as a professional learners. Challenges continued in the form of a consecutive year of a zero budget, a snowy winter and the bereavement and personal challenges faced by many of our families. The middle school celebrated its year as CAS Middle School of the Year and Kelly Lane Intermediate School was nominated for the Federal Blue Ribbon Award.

GOAL 1: INCREASE STUDENT ACHIEVEMENT

- Maintained the district focus on student learning for all students.
- Developed academic benchmarks to measure the achievement goal.
- Provided support and accountability to principals for student learning through monthly meetings, supervision and evaluation.
- GMMS was celebrated as a Connecticut Association of Schools' Middle School of the Year and Kelly Lane Intermediate School was Kelly Lane Intermediate School was nominated for the Federal Blue Ribbon Award.
- Student achievement ranks high in the state on the CMT and CAPT. Our fourth graders were first in the state in mathematics this year. Students placed first in Demographic Educational Reference Group in five different categories (CMT & CAPT) and in the top 25th percentile of the DRG in 50% of tests administered in grades 3-10.
- The total percentage of students meeting goal on all of the tests in grades 3-10 indicates a positive trend over the past five years.
- The 2011 graduates are attending some of the finest colleges in the country.
- Student performance on the Scholastic Aptitude Test rose and the percentage of students taking at least one in Advanced Placement course was the highest it has been over the last four years.
- GMHS was a recipient of the Governor's Summer Reading Program.
- The 2010 June edition of the *Hartford Magazine* recognized Granby Memorial High School as one of the top high schools in the greater Hartford area and joint first place in its commitment to education.
- Students gained recognition in athletics, the arts and academic competitions.

GOAL 2: MODEL PROFESSIONAL/PERSONAL LEADERSHIP

- Modeled the moral and ethical leadership for the district.
- Served as a mentor to UCONN Executive Leadership Program for aspiring superintendents.
- Provided opportunities to build the capacity of teachers and principals as leaders through a third cohort of teachers participating in the Teachers' Leadership Academy and through Principal Seminars.
- Participated in regional and state professional organizations (HASA, CAPSS, FVSA, and Educational Resources Collaborative).
- Elected Vice-President of Hartford Area Superintendents' Association.
- Participant in the Connecticut Center for School Change Instructional Leadership Network.
- Conducted school improvement professional development for several school districts as an Associate Consultant for Solution Tree.
- Successfully completed the fourth year of my doctoral studies at the University of Connecticut. The focus of my thesis is how to improve student achievement in an already high-performing school district.

GOAL 3: BUILD BOARD & COMMUNITY RELATIONS

- Maintained regular levels of communication with the Board, town officials and the community through publications, weekly communication, attendance at meetings, Superintendent Forums, PTO meetings, and school and town events.
- Served as a resource for Board outreach to neighboring local boards of education.
- Submitted CPPAC specifications for a new storage facility and athletic fields.
- Initiated a feasibility study for Early Childhood Education.
- Assisted the Board and Citizens for a Better Granby in offering community education forums in response to documentaries *Waiting for Superman* and *Race to Nowhere*
- Developed consistency for school improvement plans.
- Supported the work of the BOE subcommittees.
- Testified at the legislature on behalf of magnet school and Choice funding.
- Served as a resource for BOE discussions with GASA.
- Supported and participated in community committees and initiatives (e.g., Board of Finance, Granby Education Foundation, and Early Childhood).

GOAL 4: PROVIDE EDUCATIONAL LEADERSHIP (INSTRUCTIONAL & CURRICULUM)

- Ensured the successful transition of two new administrators to the district.
- The work of professional learning communities' teams was advanced through SMART goals that supported the district achievement goal, clearly defined expectations for teams and coaching from administrators.
- Maintained a high level of visibility within schools and classrooms on a weekly basis.
- Conducted a successful visit to Kearns Primary School by the CT Center for School Change Superintendents' Network.
- Advanced the work of the professional learning community teams across the district directly in support of the district achievement goal.
- Increased the use of interventions across the district for all students.
- Utilized administrative Classroom Walkthroughs to support principals' problems of practice.
- Development of Learning Principles as the next step in the Instructional Plan.

- Supporting the design of a multi-year plan for curriculum review plan.
- Supervised the development of a technology plan and the quality and diversity plan to expand opportunities for student learning.
- Focused supervision and evaluation of administrators on instructional improvement through monthly meetings, principal seminars, supervision and evaluation.
- Maintained a focus on teaching and learning for the administrative council meetings.

GOAL 5: PROVIDE EFFECTIVE BUSINESS LEADERSHIP

- Successfully developed and communicated a zero increase budget.
- Returned annual savings to the town.
- Continued to realize energy savings (15% decrease in electricity use and 20% decrease in heating fuel over the past three years).
- Assisted the Board in exploring opportunities for regionalization with neighboring local boards of education.
- Submitted to CPPAC specifications for a storage facility, athletic fields and electronics lab.
- Maintained high levels of communication with the Board, BOS and BOF and the community on financial issues.
- Initiated a review and of Special Education to raise student learning while lowering costs.
- Provided a special budget edition of the *Vision*.
- Acquisition and use of grant funds to support curriculum initiatives.
- Continued focus in providing quality services to principals by Central Services.

Regular Board of Education Meeting – Approved Minutes
June 1, 2011, 7:00 p.m.
Central Services

Attendance Taken at 6:49 PM:

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 7:00 p.m.

I. Public Comment

Mr. Terry Wright, 83 Northwoods Road, North Granby. Mr. Wright spoke about comments that were made by to a local newspaper by Mr. Addley with regard to bullying which stated stating that Mr. Addley takes these things very seriously. Mr. Wright stated that there have been numerous incidents since 2002 which have not been taken seriously and that students have been left in Granby schools to victimize other students. He then spoke about specific incidents of a few Granby students and, according to Mr. Wright, no reports were filed. He stated that bullies are not dealt with and that no records of any assaults have been filed. Mr. Wright then stated that at the May 4, 2011 Board Meeting, there was a discussion about the statistics from the SSPs (Strategic School Profiles). He stated that at that meeting, Mr. Ohannessian raised a question about the discipline statistics which Mr. Addley did not answer. Mr. Wright stated that the minutes from that meeting indicated that Mr. Addley said that in some instances a weapon could even be a pencil. Mr. Wright then said to Mr. Addley, "So, Mr. Addley, if I were to come over to you and stab you in the heart with a pencil and you were to die, would you be any less dead because the weapon was a pencil?" Mr. Wright stated that state laws have been violated and ignored and said to parents in the meeting that if their child has been bullied to call the police immediately.

II. Administrative Reports

II.A. Superintendent's Announcements

- Welcome to parents, students and Kearns staff who are presenting for Schools in the Spotlight this evening.
- Race to Nowhere - opportunity to take stock - healthy conversation
- Congratulations to:
 - KL school - 2011 stock market game winners - KL was 1st, 2nd, & 3rd place in the Grades 4-6 and 7-8 categories.
 - KL \$5,000 for caps for cancer for Emily Smith
- The Board walked through the schools today where language arts were presented. It also was an opportunity for the Board to see character education in process.

- Congratulations to seniors and thank you to organizations in town that support the scholarship program.
- Global Learning Academy has 59 students signed up and summer school has 142 students enrolled which is the highest number in some time. Many summer school students are also partnered with the Granby Recreation Dept.
- The middle school band concert will be held tomorrow evening.
- The Kelly Lane technology fair and choral concert will be held on June 7.
- Graduation will take place on June 16th
- Mr. Addley said a few words about Richard Emmons, the 2006 Granby High School graduate who was killed in service in Afghanistan.

II.B. Student Representative Reports

- The school year is quickly coming to a close.
- The underclassmen award ceremony will be held on Friday.
- Spring sports are ending this week.
- Senior exams will be held next week.
- Graduation will be held on the 16th at 5:30 p.m.
- There is a fundraiser currently going on called "Goodbye to Seniors" where you can buy Hershey kisses and give them to seniors.

II.C. Schools in the Spotlight

Ms. Kim Dessert, Principal of Kearns School, introduced 2nd grade students from Mrs. DiCiancia's class, Anna, Allison and Aiden. The students shared their stories of bucket-filling at Kearns School. The students said that everyone carries an invisible bucket and students fill buckets by doing good deeds for other students/staff members. A video clip was then shown of Ms. Meredith Lewis, school psychologist, teaching students strategies on how to be problem-solvers. Students were videotaped acting out problems and learning how to solve them together.

II.D. CREC Annual Video

A video was shown that highlighted services which CREC provides. Regional efficiency efforts were discussed as well as other cost-saving initiatives such as their cooperative purchasing program. CREC has taken an active role in efficiency efforts.

III. Consent Agenda

III.A. Minutes

A motion was made by Ed Ohannessian and seconded by Ron Walther to approve the consent agenda noting one correction that needed to be made to the Finance/Personnel/Facilities section of the minutes. This Motion passed unanimously at 7:40 p.m.

IV. Old Business

IV.A. School Calendars

A motion was made by John O'Connor and seconded by Ron Walther to approve the 2012-2013 school calendar. This motion passed at 7:43 p.m. with one opposed vote (Matt Wutka). A motion was then made on the 2013-2014 school calendar by John O'Connor and Ron Walther pending a discussion. Mr. Ohannessian questioned the professional day after Memorial Day. Mr. Addley stated that a day is

needed for future planning and that the professional development days were discussed in general. Mr. Ohannessian then inquired about moving the April vacation to March. Mr. Addley stated that there was no desire to do so on behalf of the administrators. This motion passed at 7:46 p.m. with two opposed votes (Matt Wutka and Ed Ohannessian).

IV.B. Second Reading of Policy 6120, Objectives of the Instructional Program; Policy 9240, Board Member Development; and Policy 9400, Self-Evaluation

Mr. Walther stated that he has not heard back about any changes to these policies and that they will go to the Board for a third reading at the next Board Meeting.

V. New Business

V.A. Early Childhood Study Report

Mr. Addley thanked the parents and members of the community who worked on this committee on behalf of the Board and the community. He stated this will probably be on the agenda next week in order that the Board can ask any questions they may have. Ms. Diane Dugas, Director of Curriculum, Teaching and Learning, thanked the Board for commissioning the group. She and Aimee Martin, Director of Pupil Personnel Services, co-chaired the committee. Eileen Swan, Amy Lupoli (parents) and Alissa Ruggiero (speech and language pathologist) presented the early childhood report. Ms. Lupoli spoke about the integrated program as well as the full-day kindergarten programs. She stated that a 1/2 day program is difficult to meet the social, emotional and academic needs of the children. The committee consisted of board members, administrators, teachers, support staff, parents and community members. Ms. Ruggiero spoke about the findings of the integrated preschool and stated that the committee found that research indicated what would make up a quality program such as certified teachers, alignment of curriculum, support services administered within the classroom setting. Some benefits were that special education students made significant gains with no detriment to peers integrated with special needs' students. She stated that 17 out of 20 schools in our DRG have an integrated pre-school program and that the committee visited Avon, East Granby and Simsbury and found that the programs varied from town to town. Mr. Ohannessian inquired how big the Simsbury program was. Ms. Martin stated that they had a pretty expansive program. Ms. Ruggiero went on to state that CREC assisted the committee with the survey that was given to parents. The survey results indicated that 91% of respondents would consider a Granby public preschool program. Interviews were also performed by CREC for the support staff. When visiting preschools Ms. Ruggiero stated that it is not always easy to offer services at preschools as some services require a special space, etc. Ms. Ruggiero spoke about the recommendations of the committee: To implement a multi-aged 3 and 4 year old integrated preschool program; one am and one pm session, 2.5 hours per session, 4 days per week; maximum class size of 15; and tuition set at \$1500 per year. She stated that curriculum would be developed using the preschool frameworks and that the peer student selection would be done through screening and lottery. Mr. Heminway inquired how many special education students would not be serviced. Ms. Ruggiero stated that students who may only need speech or occupational therapy services would be an example. A financial model was presented for an integrated pre-school program including start-up costs, support staff, transportation, playground with a subtotal of \$308,802. There would be a net gain for the first year of \$8,000 with future savings of approximately \$53,000. Mr. Wutka stated that if we offer the preschool do we still have to provide services outside if they decline the integrated preschool. Ms. Martin stated that, yes, we do. Mr. Wutka then inquired about the percentage of students who attend preschools in other towns. Ms. Martin stated that tuition is paid now for preschool students because we do not have the program in-house. Mr. Ohannessian inquired what other financial models are out there. Ms. Martin stated that there are free, sliding scale, and income-

based models. Mr. Ohannessian then inquired about regionalization. Ms. Martin stated that East Granby is small and that Simsbury is at capacity. She stated that East Granby could be an issue because they are small and space would probably be an issue. She also stated that East Granby has an early childhood center run by the town and that would get a little complicated. Mr. Heminway mentioned Hartland and Ms. Martin stated that it was a good idea. Mr. Ohannessian inquired about the range of tuitions from other towns. Ms. Martin stated that programs range from free up to \$3,000. Ms. Martin then spoke about the preschool program evaluation and that benchmarks would be developed and monitored. She stated that an analysis of student participation rates and waiting lists as well as an analysis of qualitative program feedback would be evaluated. Mr. Wutka inquired what the next step would be on this program. Mr. Addley stated that the Board should read the report and get any questions to the committee. Ms. Martin spoke about a two-classroom option at Kearns for a morning and afternoon program but the committee did not feel they had the population to warrant a bigger program. Mr. Wutka requested that D&CP get a copy of this report. Mr. Addley stated that yes they would get the report. Eileen Swan, a parent on the committee, spoke about the kindergarten program. She stated that as the parent of a disabled child, she wished that this program was available for her child as services at preschools are not always available. She stated that students have greater reading and math gains as opposed to students in half-day programs. She stated that this program would provide earlier identification of learning needs. Ms. Swan spoke about the benefit of fewer behavioral programs and higher attendance rates increased social/emotional development; and increased one-one-one teacher time in small group instruction. She stated that only 50% of kindergarten students are reading at benchmark levels in June and that with a full day program that percentage would increase. Ms. Swan then spoke about the survey given which again was facilitated by CREC. Results indicated that 80% of the respondents would consider a full-day kindergarten program. Results of the staff interviews identified instructional time, balance and student progress as concerns with the current half day structure in light of increased standards and expectations. Ms. Swan stated a full-day kindergarten program decreases the amount of stress on students and teachers and that this program adds a strong foundation for students to move on through the system. She also spoke about the findings of the full-day kindergarten program. The committee visited West Hartford and Windsor Locks. They found that there were increased academic gains in reading and math in district benchmarks; increased stamina for academics; ability to effectively teach all content areas; ability to address the whole child and increased parental relationships. Diane Dugas stated that only 3 districts in our DRG have full day kindergarten: Greenwich, Woodbury and West Hartford. Amy Lupoli went over the recommendations for the full-day kindergarten program. The committee is recommending implementation of a 2012-2013 full-day kindergarten program for all students - 7 classrooms/7 full day sessions with a class size of 16 students and staffing would consist of 7 certified teachers and 7 teaching assistants.

Ms. Diane Dugas spoke about the funding model for the full-day kindergarten program including transportation, staffing, furniture, supplies, etc. Total net cost \$317,892 with a start-up cost of \$35,000. Ms. Dugas stated that there are many variations to the funding balance depending on class sizes. Ms. Dugas spoke about the full-day kindergarten implementation alternative to implement the program over time. She stated that the committee looked at other alternatives mapped out for a 2-year to 4-year process. Mr. Ohannessian inquired what commercial preschools and daycares think about this as this would affect the commercial base. Ms. Dugas stated that there seemed to be strong support for the full-day kindergarten program. Mr. Heminway stated that the state will continue to add pressure to districts to establish a full-day kindergarten program. Mr. Addley stated that the preschool providers knew what the implications of this program would be and still seemed to support it. Mr. Wutka inquired how many students attend day care after kindergarten. Ms. Lupoli stated probably 75%. Ms. Dugas stated she can get that information. Mr. Wutka also inquired about CMT scores for the towns that have

these programs. Mr. Wutka stated that had the survey been given to the entire district, he feels that a different perspective would have been reflected. It was determined that the parents of Kearns students would have the most current information to be able to answer the survey. Ms. Dugas stated that it is the recommendation of the committee to recommend both programs and thanked the committee members and the board members for their time and efforts and that she looks forward to having continued conversations with the board about both programs. Mr. Heminway stated that it was a very comprehensive report and the Board will give it due consideration. Mr. Addley thanked Principal Dessert for embracing the program.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

This committee did not meet.

VI.A.2. Finance/Personnel/Facilities

This committee did not meet

VI.B. Other Board-Related Reports

VI.B.1. CPPAC

Mr. Heminway stated that a meeting would be held soon to talk about field space.

VI.B.2. CREC/CABE

Mr. Heminway stated that CREC passed their budget with minor increases and no dues increases for the third year in a row.

VI.B.3. Granby Education Foundation

Nothing to report.

VI.B.4. District Efficiency Initiatives

Mr. Traver stated that there was one more potential equipment provider to lower the power factor at the high school. He stated that we will then have three vendors and will report back to the Board.

VI.C. Calendar of Events

The calendar of events is as you see it.

VI.D. Board Member Announcements

There were no board member announcements.

VII. Executive Session/Non-Meeting

A motion was made by Matt Wutka and seconded by Ron Walther to move into executive session to discuss a personnel matter. This motion passed unanimously at 9:20 p.m.

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

Respectfully submitted,
Linda Powell
Board Recorder



DBS Energy Inc.
600 Four Rod Road
Building No.2
Berlin, Connecticut 06037
Tel: (860) 828-8700 x222
Fax: (860) 828-1027

June 14th, 2011

Mr. Harry Traver, Business Manager
Granby Public Schools
15-B North Granby Road
Granby, Connecticut 06035

Re: Proposal to Perform Professional Energy Procurement Management Services

Mr. Traver:

Thank you for the opportunity to meet and visit with you last week. Per our discussions, the Granby Public Schools is seeking professional assistance to manage the competitive bidding of electricity generation services for the Granby Public Schools System. Granby Public Schools currently is contracted with a competitive electric generation supplier through the end of calendar year 2011. Granby Public Schools seeks assistance in managing the solicitation of competitive electric supplier bids for the purposes of entering into a new supply contract.

BACKGROUND ON DBS ENERGY INC.

DBS Energy Inc. ("DBS") is a fully integrated energy service company that provides comprehensive energy services to Connecticut municipal, commercial, and industrial customers. DBS is a licensed electricity supplier in the State of Connecticut. DBS does not serve electricity supply, however, we use our procurement expertise to competitively solicit electricity supply bids on behalf of our customers.

DBS Energy's professional staff has expertise in providing comprehensive energy management and energy procurement expertise. Our professional staff is disciplined in the following areas;

1. Energy Audits and Engineering
2. Energy conservation measure design and implementation
3. Electrical, mechanical, and plumbing trades
4. Energy procurement including; electricity, natural gas, and fuel oil

DBS Energy provides energy conservation and energy procurement services through an exclusive partnership with the Capitol Region Education Council ("CREC"). Through CREC, DBS provides comprehensive energy services to;

1. Municipalities
2. Board of Education
3. Regional Education Services Centers ("RESCs") throughout Connecticut

SCOPE OF WORK

Competitive Electricity Procurement

DBS Energy will assist Granby Public Schools in soliciting competitive bids from electric generation suppliers for the purposes of entering into a new electricity supply contract.

In order to solicit competitive bids and receive the most competitive prices, DBS will perform the following scope of work;

1. Collect all utility bill account information for the previous twelve (12) months.
2. Prepare a database of utility usage (kilowatt hour) and demand (KW) data for each utility account.
3. Prepare CL&P utility load data application and submit to CL&P to acquire twelve (12) months of 15-minute load interval data for applicable accounts.
4. Prepare a solicitation for bid to prospective electric suppliers.
5. Perform and manage a competitive bid process on behalf of Granby Public Schools. DBS shall solicit bids from only licensed and approved electric generation suppliers in the State of Connecticut.
6. Perform a bid review including; (1) evaluation of pricing, and (2) contract terms and conditions.
7. Make a recommendation to Granby Public Schools to contract with selected supplier.
8. Provide ongoing utility bill review to ensure proper billing in accordance with contract terms and conditions.

FEE FOR SERVICES

DBS Energy's fee for service shall be 1.3 mills per kilowatt hour of electricity billed throughout the contract term (\$0.0013/Kwh). Fees shall be paid directly from the contracted supplier.

Thank you for the opportunity to present this proposal to you. If you have any questions regarding the proposal outline or need further clarification, please don't hesitate to contact me directly at (860) 841-2853.

Respectfully,

Erik Bartone

Erik Bartone, President
DBS Energy Inc.

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**

High School Electronics Lab

Project History and Rationale

Background

Granby Memorial High School identified the need to up-grade the electronics lab in the fall of 2010. Over the course of the year an action plan to create a 21st century electronics lab that provided both classroom space and a laboratory environment for hands on work was established. Administration, faculty, and technology personnel visited exemplar programs in neighboring districts including South Windsor, West Hartford and Manchester Community College to view facilities and program implementation. During our visits we engaged in conversation and observation of space in relation to the various STEM program offerings, as well as, curriculum and resources to support 21st century delivery.

In each location visited three distinct spaces were observed to deliver 21st century instruction. The first was an instructional work area where students could engage in direct, explicit instruction by the teacher. This space was usually comprised of tables, chairs, and a white board. The second space was a computer area which allowed students to work in partnership or small groups to apply their learning to project based work. Typically there was a 2:1 or 1:1 student/computer ratio. Lastly the third space allowed an area for necessary equipment or machinery to be safely placed. It is the identification of these three work related spaces that has driven our proposed electronics lab plan. In considering space revisions, storage for electronics projects and materials was a high priority.

High School reform initiatives support the requirement for STEM electives in pursuit of student success. Currently the GMHS career pathway articulation plan supports developing electives that will enhance preparedness for post-secondary learning. These electives must be rigorous, relevant and delivered in a space that allows students to experience authentic application of critical thinking and real world problem solving via a safe and adequate learning environment.

Existing Conditions and Facilities

The current electronics lab space, located on the first floor of GMHS in rooms 1209/1210, is too small and unsafe. Currently the space does not allow for full class (24) enrollment. Students are soldering and using equipment without adequate ventilation. Because current rooms are small (651 square feet) and limited by the configuration of fixed cabinets and walls, tools and equipment are used with extension cords, work space is used for multiple purposes and storage is limited. Due to limited space and no defined work areas, safety is a major concern.

The current technology in the electronics lab is out dated. Existing technology programs do not support the programs curriculum vision.

Inadequate storage space has resulted in supplies and equipment being stored on countertops and throughout the building where space can be found. Student projects, or works in progress, are unable to be safely stored from class to class, often times resulting in curriculum modifications based on space, not what is best for students.

Alternatives for the electronics lab space were considered throughout the GMHS building. Each option brought us back to the collective space of classrooms 1209, 1210 and 1211 which would provide the most conducive work space of 1,344 square feet, the second largest space in the department after the shop area.

Principles

- There is a need to create a safe space for student learning
- Provide adequate space to deliver a 21st century electronics curriculum
- Provide space that accounts for three defined work areas that will allow students to work in collaborative partnerships, safely use electronics equipment, receive explicit group instruction
- Have access to up-to-date technology and tools for application of standards
- Provide appropriate storage that is student and teacher accessible

PROJECT BUILDING NEEDS AND SPECIFICATIONS

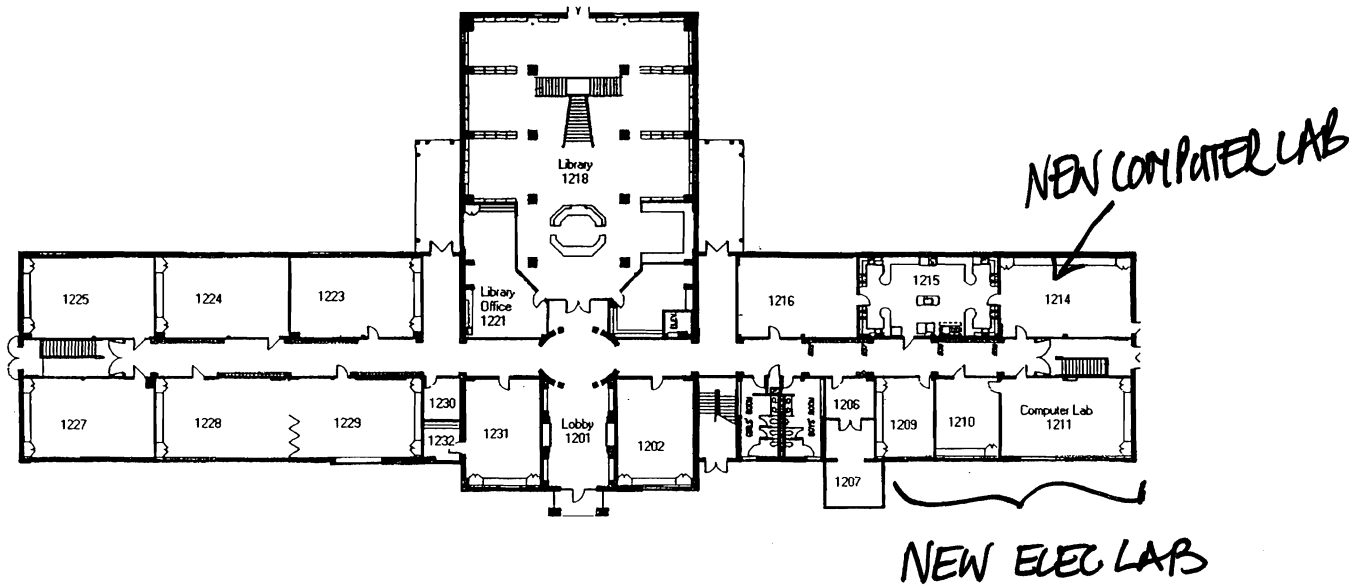
Estimated Cost

We envision reconstructing rooms 1209, 1210 and 1211 to support the necessary space (1,344 square feet) required for a 21st century electronics lab. Currently 1209 and 1210 house the electronics lab, room 1211 is a computer lab. We propose connecting these three rooms by taking down the wall between 1209 and 1210. Modifications to the ceiling grid and floor will need to be completed after the wall is removed. A two bay sink that meets ADA standards and a soldering work station with ventilation would be installed on the back wall of 1209. The space comprised in 1209 will house a Rapid Prototyper which requires a three foot surrounding space. Additional equipment as the program develops will be located in this area consisting of the work/machinery space.

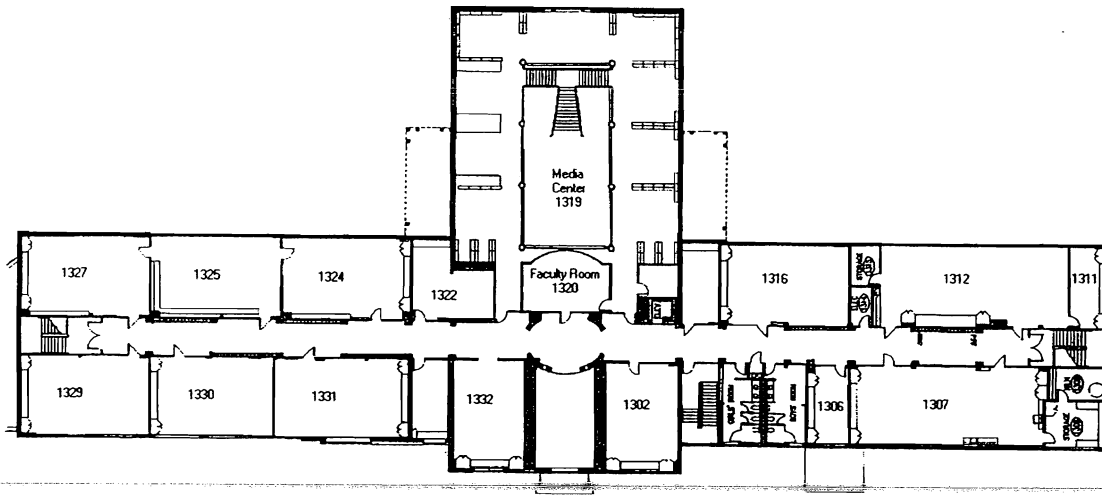
Centered between 1209 and 1210 will be storage and work tables and chairs for explicit instruction.

Room 1211 will house the six work stations built by BKM Total Office. The work stations consist of latch key connected rectangle and circular table made with non-flammable, non-conductive, chemical resistant tops. One unit will be height adjustable for ADA compatibility. These workspaces will allow four students per station and two computers, providing optimal

Building 1 – First Floor

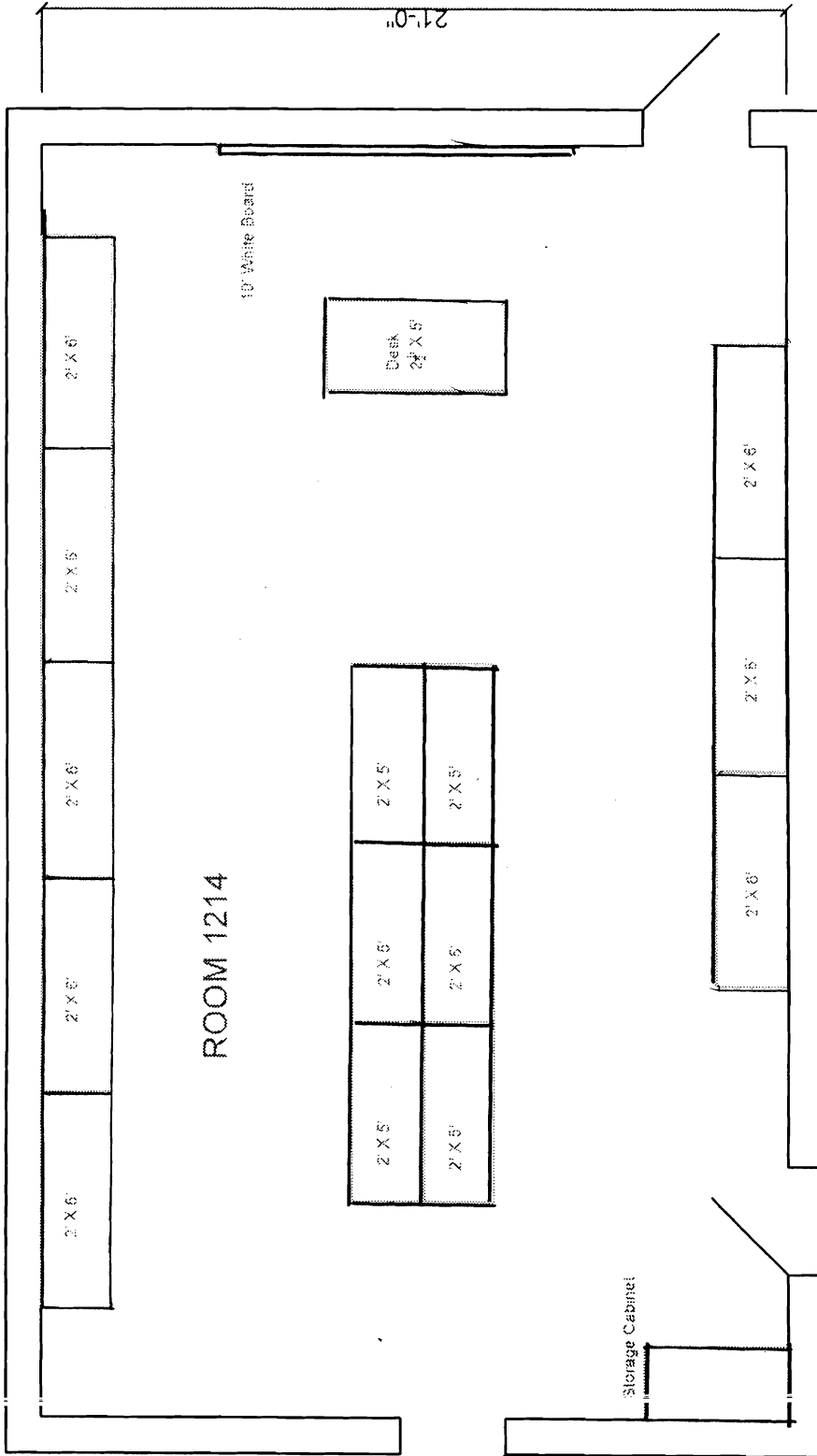


Building 1 – Second Floor



35'-6"

21'-0"



ROOM 1214

10' White Board

Desk
2' x 5'

Storage Cabinet

2' x 6'

2' x 6'

2' x 6'

2' x 6'

2' x 6'

2' x 6'

2' x 6'

2' x 6'

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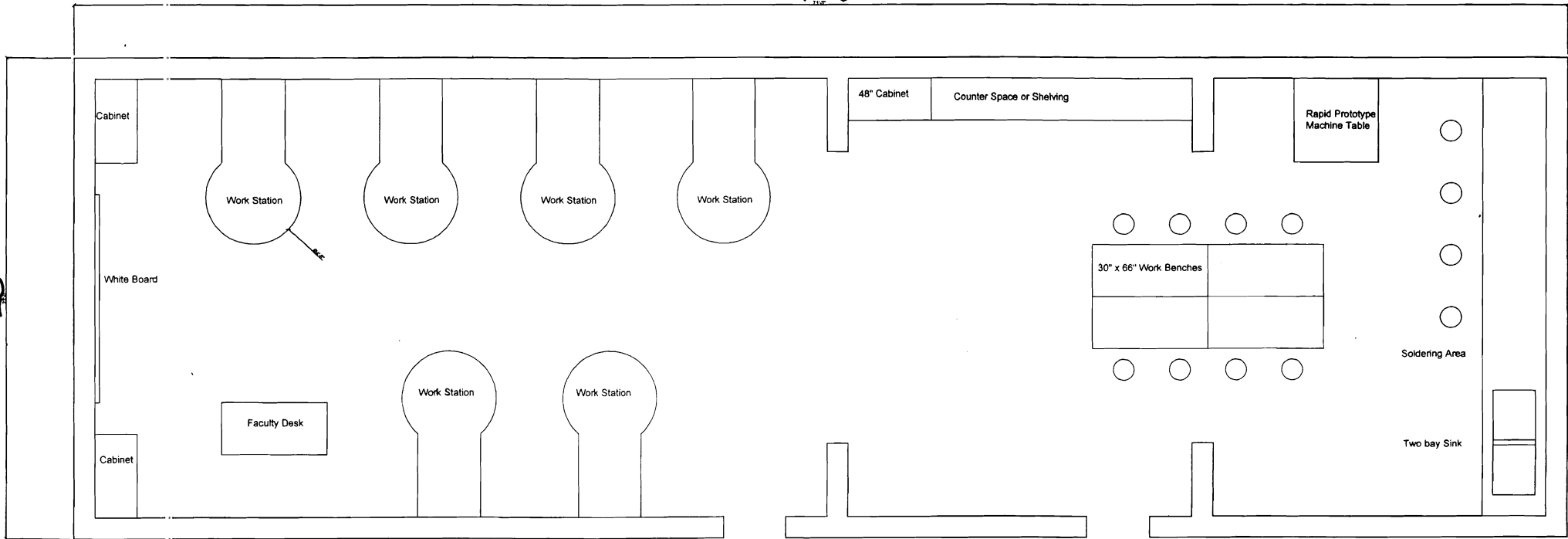
2' x 6'

2' x 6'

2' x 6'

71'3"

23'



working conditions for students to collaborate in pairs or teams for project work, meeting our vision and mission. Specific software has been identified for instructional delivery of standards. To accommodate the proper conditions for the technology and equipment air conditioning will need to be added to rooms.

The current computer lab located in room 1211 will be moved to room 1214 across the hall requiring additional electrical circuits and air conditioning.

Electrical \$7,500

Provide new electrical circuits for computers and related equipment in rooms 1209, 1210, 1211 and 1214. Provide wiring for new exhaust hood over soldering area in room 1209.

Plumbing \$8,000

Provide and install 2 bay sink in room 1209 that meets ADA requirements. Make modifications to existing sprinkler system as needed.

HVAC \$35,000

Air conditioning (3 units) for electronics lab and room 1214 to accommodate the proper room conditions for the related equipment. A new ventilating system will be added over the soldering area in room 1209.

Construction \$10,000

Remove wall between rooms 1209 and 1210. Make modifications to ceiling grid and floor after wall is removed.

Workstation for Lab \$9,620

Six workstations built by BKM Total Office, Latch key tables with non-flammable, non-conductive, chemical resistant tops; one unit to be height adjustable for ADA compatibility.

Lab Equipment \$4,800

Rapid prototyping machine, digital multimeter, Instek digital storage oscilloscope, oscilloscope power supplies, soldering stations, RSR variable DC power supplies, and digital multimeter w/rs-232 for 6 workstations

Technology \$64,000

Purchase software, hardware, and computers to support modifications to classroom and new lab

Construction Contingencies (10%) \$6,000

Priority Category: 1

Projected Project Cost: \$144,920



Granby Public Schools
Early Childhood Feasibility Report

June 2011

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 - Synthesis of Findings
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 - Kindergarten Evaluation Process

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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>
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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

	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 1.0 FTE 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 Program	FTE	Proposed Program	Cost 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 Program	FTE	Proposed Program	Cost 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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APPENDIX



Granby Public Schools
Early Childhood Feasibility Committee
**CREC Survey and
Staff Interview Report**

Prepared by Tim Nee

Assistant Director,
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March 2011

Granby Public Schools
CREC Early Childhood Survey and Interview Report

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Introduction

Granby Public Schools Early Childhood Feasibility Committee contacted CREC to assist with a sampling survey for feedback regarding the Granby preschool and kindergarten offerings available in the town, particularly at the public school level. Tim Nee, Assistant Director of the CREC Institute for Teaching and Learning, met with the committee in January 2011 to share survey options available through CREC that would best serve the committee needs. The committee along with Granby District Directors, Diane Dugas and Aimee Martin, provided an overview of the committee's goals and guidance regarding information they wished to gather. A draft of a survey was presented to the committee and the group provided feedback to add, edit or revise questions. It was determined that the survey would primarily be conducted electronically with paper copies also available.

The goal was to keep the survey brief (10 questions or less) and to keep the window of response time short so the results could be reviewed by the committee as soon as possible. Since families in the Kearns Primary School had or did recently have children in Granby Public Schools kindergarten program and there would be an immediate way to distribute information to these families, it was recommended to begin with this segment of the Granby population. Survey Monkey was chosen as the platform to conduct the electronic survey and paper copies would replicate the questions and survey format. A cover letter from the Granby Superintendent, the Director of Curriculum, Teaching and Learning and the Director of Special Services was composed to explain the purpose and process of the survey.

The survey was made available to all 363 families currently attending F.M. Kearns Primary School. Parents were provided a 16 day window to return the survey either electronically or using a return envelope provided. All returns were anonymous and confidential and received at a CREC web link or mailing address. Results from the survey were compiled by CREC and shared with the Granby Early Childhood Feasibility Committee through a power point presentation on February 24, 2011.

Additionally CREC consultant, Tim Nee, conducted focus group interviews with Granby Public Schools Early Childhood Staff. The focus groups included; kindergarten teachers, early childhood special education and support teachers, kindergarten classroom paraprofessionals and the Kearns building principal. The interviews took place on January 31 and the results of the compiled feedback were also shared with the Early Childhood Feasibility Committee on February 24.

The Survey Description

A letter introducing the survey was sent home on January 28 with all Kearns children. Parents and guardians were provided a Survey Monkey link to use if they wanted to respond using the internet. The letter and school email blast also informed parents that the survey was available in a paper format at the school office. Parents or guardians who had previously expressed that they would prefer paper communications over electronic communications were automatically sent a paper version via the school office.

There were eleven (two were embedded in one question) questions or completion statements on the survey and they were as follows:

- How long have you lived in Granby?
- I currently have a child at the following age levels:
- The annual gross income for our household is:
- Rate your satisfaction with each preschool setting that best describes your children's preschool experience.
- If a preschool program was available through the public school setting I would have sent my child to the program:
- If full day kindergarten was a choice for my child I would have chosen it as an option:
- If public preschool would have been available to you, indicate which factors would have been agreeable for you to have chosen Granby Public Preschool for your child:
- If the public preschool was available, as a half day program five days a week, what is the maximum annual amount you would have paid for your child to attend?
- Please indicate below where your child or children attended kindergarten:
- Rate various statements regarding your child's kindergarten experience:
- Please add comments from the questions above or additional comments, suggestions, or concerns related to preschool or kindergarten programs in Granby:

The closing date for the survey submission was Monday, February 14, 2011. 179 parents or guardians responded by this date; 167 responded electronically using the Survey Monkey link and 12 responded by mailing their anonymous survey response to CREC. This response represented a nearly 50% (49.3%) return rate; which is an impressive return for most surveys conducted. Generally a 25-30% return rate is considered good.

Survey Results

A complete analysis of each question can be found in this report appendix (see page 12). Also included in the report is a complete listing of comments for the final open ended survey item (see page 18). Names of people or places mentioned in the comments have been removed to keep comments anonymous and confidential.

All respondents did not answer all questions so there are varying response numbers for each question. The number responding to each question can be seen following the graphic and numerical responses for each question in the survey analysis.

The general findings shared with the Granby Early Childhood Feasibility Committee were as follows:

- Nearly 50% return rate, 179 responses of the 363 families attending F.M. Kearns Primary School
- Most all were electronic responses, 12 paper responses (these responses were entered electronically at CREC to count responses in the final analysis)
- 68% of respondents have lived in Granby for at least 5 years
- Over 79% reported gross incomes of \$80,000 or more
- 94% had children who attend(ed) Granby Kindergarten
- Highest return rate was from families who have children 9 years old or younger
- Generally families were pleased or very pleased with their children's preschool experience ranging from 3.25 to 4.32 with indicators using a 5 point scale
- 91.4% of respondents would have considered a Granby public preschool (combined yes or maybe responses)
- 79.3% of respondents would have considered a full day Granby kindergarten program (combined yes or maybe response)
- Factors that families would have found agreeable for a public preschool varied with a range of responses; however the highest was 60.7 % agreeable to a half day program
- Similarly there was variance about the maximum annual amount a family would pay for the public preschool experience; however, most fell in the middle range with 44.2% of the families indicating they would pay between \$2,000 and \$3,000 for a five day a week half day program
- Like preschool, most respondents were generally satisfied with their child's kindergarten experience ranging from 3.99 to 4.43 agreeing or strongly agreeing with the indicators using a 5 point scale
- 92 responses included comments; several comments were lengthy, multiple sentences

Comments from the last question were grouped by general topics. Each time a new comment was noted a new subcategory was created and for each similar comment from another respondent a tally system was created to indicate the number of times similar comments were made. In total 92 respondents wrote comments. Some responses may have included multiple comments while others may have only stated one. The table below highlights comments made more than once or twice.

Paraphrased Comments from #10 on Survey (Open Response)	# of Similar Comments
Support for full day K (or an option)	24
Kearns K teachers excellent or pleased with K program	16
(Granby community program) is an excellent preschool	15
Support public preschool	15
Half day K program is sufficient for this age group	10
Full day K or PreK should not be tax funded	9
Support public preschool with fee	8
Children should be 5 to enter K	6
Concerns about Hartford children attending Granby	4
Concerns about after care availability	4
Not enough time in the K program	4
Public PreK would hurt community based programs	3
If Granby does not offer full day K will choose magnet	3

Staff Focus Group Interviews

On Monday, January 31, CREC consultant, Tim Nee, conducted staff focus group interviews to gather confidential feedback regarding the preschool and kindergarten programs in the town of Granby. The interviews were scheduled meetings at the school. The only people present during the group interviews were the CREC consultant and the Granby staff who were grouped by similar roles. Four consecutive interviews were held during the morning and early afternoon. All staff were informed that their comments would remain confidential and would be grouped in general feedback results so to insure anonymity. Interviews were conducted with the kindergarten teachers, the kindergarten paraprofessionals (many of whom were also parents at one time or another of a kindergarten student at Kearns), the early childhood special education and support staff and finally the building principal. A total of 18 staff members were involved in the various focus groups. Each group interview lasted between 45 and 60 minutes.

A series of questions were posed and all participants were encouraged to respond. Each group appeared at ease to respond and shared in the discussion. Those interviewed appeared to be candid with the understanding they were being asked to offer honest feedback. A sample of the questions asked has been included in the appendix.

Interview Results

The following bulleted comments are summaries or generalizations based on multiple statements made during the focus group. Included comments are the result of more than a singular statement made during the focus groups and reflect consensus issues shared by many in a group or between the various groups interviewed.

Preschool Related Comments

- Delivery of state preschool curriculum in town preschool programs varies greatly
- Granby Public School Pr eschool Staff resources are spread out too much with much time spent traveling rather than servicing children
- There has been an increase in level of children's needs in Granby over time
- Communications about children are best when program staff are centrally located
- Staff believed the best delivery of services takes place at Kearns School
- There is an easier transition for children who do attend Kearns for preschool services

- Success with communication forms between community preschools and Kearns staff has been inconsistent
- Use of state Preschool Assessment Framework (PAF) is inconsistent in community preschools
- If public preschool existed, there would be a need for typical peers enrolled in the preschool setting

Kindergarten Related Comments

- Kindergarten teachers are regarded as a collaborative professional team
- Paraprofessionals are valued members of the kindergarten team
- All staff agreed the kindergarten instructional day was rushed and felt it is difficult to manage curriculum expectations and social needs of the students (stressful)
- Literacy instruction appears to be the primary focus of the kindergarten day
- Limited time was spent on mathematics and little time was available for other academic content such as science or social studies
- Activities that emphasize creative expression and play are not as currently visible in the kindergarten classroom as in the past
- Though more attention to literacy is evident, only 50% of exiting kindergarten students are meeting the Development Reading Assessment (DRA 2) goal of Level 4 or better
- All staff did not agree on the use of “pull out” or “push in” services for students at Tier 2 or Tier 3 level using a Scientific Research Based Intervention (SRBI) model
- There is a concern that the wide range of developmental needs of children may not be met in the current program and it is very difficult to differentiate for individual needs within the time restraints of the half day program

Conclusion

The response to both the survey and interview process was very positive. Both have yielded good quantitative and qualitative data for the Granby Early Childhood Feasibility Committee to consider. The Survey Monkey results are held in a CREC database and should further information from the survey be needed it may be possible to obtain, depending on the query. CREC has appreciated the opportunity to provide these services to Granby Public Schools. Should any further information or assistance be needed, CREC is poised to assist Granby in any way possible. We at CREC wish Granby Public Schools much success as it continues to explore the very best for the very youngest in their school community.

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Granby Preschool and Kindergarten

1. Granby Public Schools Early Childhood Program Survey

Thank you for taking a few minutes to complete this survey electronically. Simply read each question and click on each appropriate answer. There is a space at the end for any comments you may wish to add. After you have completed the survey, click "done" and it will automatically be sent to Capitol Region Education Council (CREC).

1. How long have you lived in Granby?

- 1-2 years
- 2-5 years
- 5-8 years
- 8-10 years
- more than 10 years
- do not live in Granby

2. I currently have a child at the following age levels: (choose all that apply)

- Birth to 3 years old
- 4 to 6 years old
- 7 to 9 years old
- 10 to 12 years old
- 13 to 15 years old
- 16 to 18 years old
- older than 18 years old

3. The annual gross income for our household is:

- Under \$25,000
- \$25,001 - \$40,000
- \$40,001 - \$60,000
- \$60,001 - \$80,000
- \$80,001 - \$100,000
- \$100,001 - \$120,000
- \$120,001 - \$150,000
- Above \$150,000

Granby Preschool and Kindergarten

4. Rate your satisfaction with each preschool setting that best describes your children's preschool experience (you may rate all that applied to your family):

	Very Displeased	Displeased	Neutral	Pleased	Very Pleased
At home with a family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a home with a private child care provider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a Granby community preschool/daycare program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In another preschool/daycare program outside of Granby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please select:

	Yes	No	Maybe
If a preschool program was available through the public school setting I would have sent my child to the program:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If full day kindergarten was a choice for my child I would have chosen it as an option:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. If public preschool would have been available to you, indicate which factors would have been agreeable for you to have chosen Granby Public Preschool for your child: (choose all that apply)

- 5 days a week
- 3-4 days a week
- half day program
- full day program
- after school provided
- free program
- tuition based program
- integrated with special education students
- I would not have chosen a Granby public preschool option

Granby Preschool and Kindergarten

7. If the public preschool was available as a half day program, five days a week, what is the maximum annual amount you would have paid for your child to attend:

- No cost (\$0)
- \$500
- \$1,000
- \$2,000
- \$3,000
- \$4,000
- \$5,000
- More than \$5,000

8. Please indicate below where your child or children attended kindergarten (choose all that may apply):

- Granby Public School Kindergarten
- Granby Extended Day Kindergarten
- Magnet School Kindergarten
- Private Half Day Kindergarten
- Private Full Day Kindergarten

9. Rate each statement below using the scale provided:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My child was satisfied with their kindergarten program:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The kindergarten program met our needs for quality education:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The kindergarten program met our needs for quality child care:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The kindergarten program and staff work with strategies that support my child's educational and developmental needs:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Granby Preschool and Kindergarten

10. Please add below any comments from the questions above or additional comments, suggestions, or concerns related to preschool or kindergarten programs in Granby:











1. How long have you lived in Granby?

	Response Percent	Response Count
1-2 years	8.4%	15
2-5 years	21.8%	39
5-8 years	20.7%	37
8-10 years	14.5%	26
more than 10 years	33.5%	60
do not live in Granby	1.1%	2
answered question		179
skipped question		0

2. I currently have a child at the following age levels: (choose all that apply)

	Response Percent	Response Count
Birth to 3 years old	31.8%	57
4 to 6 years old	74.3%	133
7 to 9 years old	58.7%	105
10 to 12 years old	25.1%	45
13 to 15 years old	11.7%	21
16 to 18 years old	3.4%	6
older than 18 years old	0.6%	1
answered question		179
skipped question		0

3. The annual gross income for our household is:

	Response Percent	Response Count
Under \$25,000 	1.7%	3
\$25,001 - \$40,000 	2.3%	4
\$40,001 - \$60,000 	4.7%	8
\$60,001 - \$80,000 	11.6%	20
\$80,001 - \$100,000 	16.3%	28
\$100,001 - \$120,000 	13.4%	23
\$120,001 - \$150,000 	24.4%	42
Above \$150,000 	25.6%	44
	answered question	172
	skipped question	7

4. Rate your satisfaction with each preschool setting that best describes your children's preschool experience (you may rate all that applied to your family):

	Very Displeased	Displeased	Neutral	Pleased	Very Pleased	Rating Average	Response Count
At home with a family member	3.8% (2)	0.0% (0)	23.1% (12)	23.1% (12)	50.0% (26)	4.15	52
In a home with a private child care provider	5.6% (2)	2.8% (1)	27.8% (10)	36.1% (13)	27.8% (10)	3.78	36
In a Granby community preschool/daycare program	3.9% (5)	3.1% (4)	7.0% (9)	28.9% (37)	57.0% (73)	4.32	128
In another preschool/daycare program outside of Granby	2.9% (2)	4.4% (3)	13.2% (9)	35.3% (24)	44.1% (30)	4.13	68
Other	0.0% (0)	0.0% (0)	83.3% (10)	8.3% (1)	8.3% (1)	3.25	12
answered question							179
skipped question							0

5. Please select:

	Yes	No	Maybe	Response Count
If a preschool program was available through the public school setting I would have sent my child to the program:	48.0% (84)	8.6% (15)	43.4% (76)	175
If full day kindergarten was a choice for my child I would have chosen it as an option:	58.0% (101)	20.7% (36)	21.3% (37)	174
answered question				178
skipped question				1

6. If public preschool would have been available to you, indicate which factors would have been agreeable for you to have chosen Granby Public Preschool for your child: (choose all that apply)

	Response Percent	Response Count
5 days a week	46.1%	82
3-4 days a week	59.6%	106
half day program	60.7%	108
full day program	35.4%	63
after school provided	21.9%	39
free program	58.4%	104
tuition based program	37.1%	66
integrated with special education students	25.3%	45
I would not have chosen a Granby public preschool option	6.2%	11
	answered question	178
	skipped question	1

7. If the public preschool was available as a half day program, five days a week, what is the maximum annual amount you would have paid for your child to attend:

	Response Percent	Response Count
No cost (\$0)	17.2%	28
\$500	6.7%	11
\$1,000	15.3%	25
\$2,000	23.3%	38
\$3,000	20.9%	34
\$4,000	8.0%	13
\$5,000	7.4%	12
More than \$5,000	1.2%	2
answered question		163
skipped question		16

8. Please indicate below where your child or children attended kindergarten (choose all that may apply):

	Response Percent	Response Count
Granby Public School Kindergarten	94.2%	163
Granby Extended Day Kindergarten	9.8%	17
Magnet School Kindergarten	2.3%	4
Private Half Day Kindergarten	1.2%	2
Private Full Day Kindergarten	4.0%	7
answered question		173
skipped question		6

9. Rate each statement below using the scale provided:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Response Count
My child was satisfied with their kindergarten program:	2.3% (4)	0.6% (1)	4.5% (8)	37.3% (66)	55.4% (98)	4.43	177
The kindergarten program met our needs for quality education:	2.8% (5)	1.7% (3)	8.4% (15)	38.2% (68)	48.9% (87)	4.29	178
The kindergarten program met our needs for quality child care:	1.9% (3)	3.8% (6)	23.1% (37)	36.3% (58)	35.0% (56)	3.99	160
The kindergarten program and staff work with strategies that support my child's educational and developmental needs:	2.3% (4)	1.1% (2)	10.2% (18)	32.4% (57)	54.0% (95)	4.35	176
						answered question	178
						skipped question	1

10. Please add below any comments from the questions above or additional comments, suggestions, or concerns related to preschool or kindergarten programs in Granby:

	Response Count
	92
answered question	92
skipped question	87

Comments from Granby Early Childhood Feasibility Survey – Question #10

Names of staff or specific programs have been crossed out but otherwise the comments including content, spelling and grammar have not been edited from the respondent's original text.

I would like to see more individual attention paid to students who need more help with their studies as well as a program that can offer more challenges to those children who learn faster.

Felt like the Granby Extended Day Kindergarten could have been used as a better "enrichment" program. Seemed like it was more focused on disciplinary issues and little learning occurred from what we saw from work coming home and from talking with our child. I have not recommended the current Extended Day program to other families.

XXXXX Pre-School is exceptional as well as the Kindergarten teachers at Kearns.

I understand that many families look to school as a form of tax-paid child care, but that has never been the case in our family. We fiscally planned to enable one parent to care for our children without the assistance of outside help. Childhood is precious and all too fleeting. I think the push to make kindergarten an all-day program is NOT in the best interest of our society's 5 year-old children. They need time to rest, play, be with family and just be little. In cases where child care is needed by parents or guardians of financially disadvantaged standing, I would support public assistance.

We moved mid-year last year during my oldest child's year in Kindergarten. It was the best move we ever made! I would love it if the public school had a preschool program as there are not many options. The three options that are JUST preschool are XXXXXX,XXXXX and XXXXX. The last two are very expensive options. I would really enjoy it if it was being offered for the upcoming school year!

I would not want state, local or federal taxes to pay for a public pre-school program in Granby. I support pre-school with many various programs already available privately. A public offering would hurt enrollment at existing programs and increase our local taxes if not immediately within a couple years. I would also not support full day kindergarten. Kindergarten is perfect as a half-day offering. I would have the same concerns I have with a public pre-school offering and would not support it.

With the amount of learning that goes on in elementary school Granby NEEDS full day kindergarten at the least. A public pre-school option would be great as well.

Currently, my youngest son is attending a magnet school in Bloomfield where he has pre-school from 9-2 at no cost to me and I pay for afterschool care at the school. If by the time he is ready for Kindergarten, Granby is still only offering 1/2, I may decide to keep him at the Magnet school until 1st grade. The half day of kindergarten is just not very convenient for working parents, and I feel that most children these days are ready for a full day by that time, since most of them attend some sort of pre-school (not to mention day-care) before they are elementary school age. I am glad to see that there is interest in finding out how Granby parents feel about early education for our children. Thanks!

I believe preschool is important and should be part of public education. If preschool is part of public education but there is a cost to it, I would compare the public preschool (costs/quality) with the rest of the preschool providers just like I did to select our current preschool. I limited the amount I'd pay under question 5 above to \$500 because I believe my current preschool is around \$1,200 and I would likely choose it over a public option of \$1,000 or more. If preschool is part of public education but there is no cost, I would very likely send my children to the public preschool without comparing it to the private preschools. Thanks for considering this important issue.

Our daughter attended preschool 3 half days a week to socialize. We thought she was being taught a lot, turns out not. They told us to place our kid in school at 4! We said no. They said they can not meet her needs to send her she was ready. My child cried every time the teacher had eye contact with her, she wouldn't use the bathroom, she wouldn't eat snack, it was bad... all of this was over a three month span. The kicker is, because of preschool she knew 5 kids in her class! She still couldn't adjust. She was pushed into kindergarten unprepared. She is now suffering from lack of skills she should have been given. Children should be 5 to enter school!!!! I can't say that enough times!

I believe that a full day kindergarten program would have provided better education opportunities for my child. There are not enough reasonably priced daycare programs to complement the current half day kindergarten format. There is a lack of continuation of learning opportunities to reinforce the items covered in kindergarten. It feels like children are being rushed from one activity or another at school to "get it all in" in 3 hours instead of 6 and there is not enough time to explore the ideas and concepts learned in depth in a more fun and relaxed atmosphere (I do not mean lots of play time in public school just less rushing from one activity to next and more exploration which is how children learn best). There is inadequate transfer of knowledge and learning plans between school, daycare and parents to allow for daycares and parents to continue exploring the topics outside of school. If full day kindergarten is not feasible then perhaps other programs where there is more integration and sharing of lesson plans (continuation or transition information) with daycares and parents would be helpful to allow for current learning opportunities to continue outside of school in a more seamless fashion. The involvement thru the PTA programs such as exploring arts and party support, etc is nice but may not be for everyone (not everyone is comfortable making presentations to groups even of kids) but I think many parents would welcome more transition information to help them reinforce their kids learning at home. At kindergarten age many children are not very good at providing information about the concepts they learned at school so any learning and practicing we do at home with our children may not be related or reinforced by school topics. As to cost of preschool, half day 5 days per week I assumed that meant for a program following the school year and used that as basis of my financial consideration. I would be willing to pay the equivalent of what I pay for daycare now for half days for 9 months out of the year. I assumed that I would have to have additional daycare expenses for before and after school. For full day kindergarten I would also be willing to pay a tuition fee for a quality education that is in town rather than having to travel outside of town. I am very interested in how this project unfolds.

I think a full day of kindergarten is too long for 5 year olds.

My oldest child attended Kindergarten in another town and joined the Granby Schools in 1st grade. My second oldest child did very well in the Kindergarten program and we were very happy with her education and teacher. I like the extended day program for my second child b/c I was a working mother, however I didn't care for the teachers, yr. 08/09. I have an 18 month old and I am now a stay at home mom. I will be looking into pre-school at age 3, possibly a magnet school in Bloomfield. I would be interested in an all day Kindergarten and would be open to pre-school programs within the Granby School System. I did hear good things about XXXXX I chose the extended Kindergarten program.

Our children were in XXXXXX for both pre-school and kindergarten. We loved the school and the Montessori method -- particularly for pre-schoolers. That said, if Granby had a public pre-school option we probably would've have strongly considered it -- staying in our community is an important to us.

we love the kindergarten program as it is...no complains here and we have had 2 children go through the kindergarten program so far and 1 more to go...we would however be VERY interested in a preschool program...although we liked the one our other 2 children went to we would LOVE to have our 3rd be part of the granby public school preschool program...we are hoping the program will be up and running by the time he enters preschool either next year for a 3's program or the following year for a 4's program....Thanks so much for your time!

In regard to Question #4 - I had multiple experiences with pre-schools in Granby. I answered "pleased". My children went to 3 different preschools in town. Two I was pleased with, however, one I was "very displeased" with.

As a parent of a full day kindergartener, I have been very pleased with my child's development and eagerness to learn. The staff of Kearns appear to be very engaged with the children and show a sincere concern for the children. An area of concern that I do have is regarding the integration of urban students into the Granby education program. This proves to be a double edged sword for our children. On the positive it provides diversity, cultural insights as well as fosters a unique learning environment. However it also introduces elements to our children that they may not be emotionally mature enough to handle, such as other children living with relatives since their parents are incarcerated, profanity, lax morals, and lack of parental supervision. We chose to move to Granby and pay the higher taxes to have the benefits of a flagship school system in a suburban environment. On the focus of this survey, we currently have 2 children between the ages of Newborn and , (the survey did not facilitate for quantity of children only age) who are currently enrolled in a full time daycare / preschool in another town. If the Granby school system provided a daycare / preschool program we would definitely consider enrolling our children whether tuition based or free. I feel that an "in town" pre-school allows for developing local relationships with other children and fosters a sense of community.

Both of my children attended Granby kindergarten after attending full day preschool in a neighboring state that offered security, an excellent academic content, and nurturing social development. We were highly displeased with our first son's experience when attending Kearns primary school. Not only was he only given a half day kindergarten program, but the teacher was not suited to teaching to a variety of learners. The extended day program left a lot to be desired. The program was run by a tutor and a paraprofessional, instead of a certified teacher; the students were bused to a different location, and we had to pay for a program that was considered by the district as "non-academic". When we did voice our concerns, we were told we could "move to another district" or have our son "go to a private school." Upon entering kindergarten, our son was diagnosed with autism and we felt he should have had better support. Instead, we were told that we "coerced the diagnosis" and any issues our son had was due to our "parenting skills". After independent observation/monitoring by XXXX, as well as psychotherapists and our lawyer, our son was finally given the supports necessary for his academic and social success. Fortunately, two years later, our second son benefitted from a new principal. She made several positive changes: having the extended day site at Kearns primary school, and having it run by a certified teacher who taught academic skills. However, his education in both the regular and extended day kindergarten was impeded by the behavior of one child who attended from the school choice program. Several times, my son's entire class was removed from their classroom, interfering with their learning experiences. This was brought to the attention and the teachers, principals and school board but that particular child was allowed to continue to disrupt the classroom to the point of having all of the other classmates removed from their learning environment. As tax payers in this town, we wonder: 1) why do we have to pay for an extended day program when other towns that send their children are in the rear and 2) why the town/school choice program continues to accept behaviors? When considering a town run preschool and full-day kindergarten, we hope that these serious issues will be considered so that ALL children, are provided with a free and appropriate education.

I am not in favor of full day kindergarten or five day a week preschools. I think there is something to be said for a child being allowed to enjoy their early years in a home environment. My children attended XXXXXX which offered a half day program for 3 year olds on Tuesdays and Thursdays and a half day program for four year olds on Mondays, Wednesdays and Fridays. I feel that this a nice progression for the children as they enter a half day, five day a week kindergarten program. I would not enroll my child in a five day a week preschool or a full day preschool program, nor would I choose a full day kindergarten program. If half day kindergarten were not available in Granby, I would have to search for an alternative program in which to place my children.

I was honestly horrified to find absolutely no pre-school program in the town of Granby. Not even as part of a High School Child Education Program. The only one I could find was a co-op. I doubt we are the only working family in town. Having that be the only pre-school opportunity segregates the preschool experience, favoring Granby families well off enough to have a stay at home parent. I think I would've been much more satisfied with the preschool experience if my child had actually had an opportunity to prepare for "school" & make friends at the same age. I could not find another surrounding town that had no preschool offering. I was sick to discover this, particularly given the Granby tax rates that lead the Valley. My child is currently enrolled in Kindergarten. I realize that I say this before the year is over, however in my opinion I feel that full day kindergarten would have been much more beneficial for my child. Given the success of full day kindergarten programs in the region & surrounding towns I was quite dissatisfied to discover that Granby would be sticking with the half day program. The benefit of a smaller class size is cancelled out by less than 3 hours at school. Take away recess & "specials" & how much time is actually left for 1-on-1 classroom time? Half day kindergarten is robbing the children of getting a step up on education & preparedness for 1st grade & beyond. Granby's early intervention programs are incredible & even the smallest concern is addressed as soon as recognized & the difference in skill level has been extraordinary. Communication with them has been a joy & very comforting after communicating with the classroom teacher. On that note... I strongly recommend that teachers new to the school system should be thoroughly trained & screened in communication skills. These are young people just out of school, teaching children just entering school. Understanding of actual existing children & actual parenting in general (outside of text book education) is vital to the success of a parent/teacher relationship & is something painfully lacking. I have little confidence in the actual teacher, which only makes me more concerned about my child's readiness for 1st grade, but find the "specialists" in the school to be remarkable & am very thankful to have them as part of my child's education. We have been looking into CREC Magnet's in the area but have decided to wait until the next application period to give 1st grade a chance. Thank you Granby Schools, but really wishing you had done this a couple years ago.

I would be opposed to public funding for preschool or for full-day kindergarten at this time. It is not the Town of Granby's job to provide daycare for working parents. Besides, preschool children do not need to go to school every day... and few kindergartners can go all day without resting. If we have extra money in the school budget (ha!), I'd like to see it put toward introducing foreign language study at a younger age.

I feel that the half day kindergarten is enough educational time for the children...I don't believe the public schools should become day care providers, even though full day kindergarten would be convenient for dual-income families. We were thrilled with our pre-school experience at XXXXXX with all three of our children.

We have found that the principal and teacher try to push the child to the next grade level. Our child was advanced prematurely and is trying hard to play the catch up game. We wish that it would have been a requirement to be five years old on the first day of school .

My two older children went to Kindergarten in another town that had full day Kindergarten (one for a full year, one for half of the year). I can tell even now the difference that having the extra time in school for building that strong foundation made to my two older girls. I think the world of the Granby school system, it was the main reason I moved here, but I very strongly believe kids that have a full day Kindergarten program do much better well into their school years.

I have 3 children, but only one has gone to the kindergarten program. The others are older and we did not live in Granby at the time. I am very pleased with what I have experienced so far. If I had to do it all over again, I may send my child to a preschool.

Happy with the 1/2 day kindergarten program at Kearns Primary School. Only comment is we feel that the principal should be more visible to the children instead of in the office the majority of the time.

We are new to Granby. Our daughter did not attend kindergarten here.

Today's children are EXPECTED to attend pre-school, because there are certain things that they "must" know prior to entering Kindergarten. Unfortunately, this actually means that parents must pay for their child to attend a private pre-school. If the Town of Granby has expectations regarding what incoming kindergarteners SHOULD know, then by all means the Town of Granby SHOULD provide an opportunity for the children to attend PUBLIC preschool to ensure that they are "up to par." This public preschool should NOT be tuition-based at all... tuition based pre-school keeps the middle class at a disadvantage from the very beginning.

I would like to see broader screening and support services for children with behavioral/emotional needs such as anxiety, ADHD, OCD, SPD, et al and better understanding among teachers to recognize and work with/around such needs. I know several parents, including myself, who wished teachers were more collaborative and more willing to incorporate things done at home to alleviate a child's struggles with anxiety/sensory issues etc. (e.g. cognitive behavior therapy) instead of having a teacher convey the message that the child just needed to learn how to fit in. My children's preschool environments were far more supportive in this regard than their public kindergarten classrooms. Many resources are devoted to children with visible and/or learning disabilities (and rightly so). However, the support for elementary-aged children with psychological needs is lacking. It is thankfully better in the intermediate schools. But my experiences at Kearns have not been positive ones in this regard.

Full day kindergarten or transportation options to magnet schools would be very helpful.

Full day kindergarten or transportation options to magnet schools would be very helpful.

I've had two children go through Granby kindergarten. One was a great experience, the other was not.

I strongly believe all day kindergarten in Granby would benefit the children tremendously.

My child attend XXXXXX and we are extremely happy with their program. Regarding kindergarten, I would love to see Granby have a full day program. I think my child is ready for it. Our old district was full day and my other children got a lot more out of it. Regarding Granby's extended day program...I cannot find any information on it. It does not seem to be easily available. I have heard, however, that it is primarily for our Project Choice students. If that is true, I am not interested in sending my child there. This is why.....while we try to promote diversity in our school system, by bussing these students from Hartford, I don't feel it is having any positive effects. Many, not all, of these children have behavioral issues. My children have begun to associate 'brown skin' children with bad behavior because of what is seen in the classroom. Isn't that a shame? Isn't that exactly opposite of our intentions? These children are so far away, it is not feasible for them to have playdates together and socialize. They get on a separate bus than all the other children and I feel we have segregated these children by making them obviously different in our schools. Isn't that too opposite our intentions? Thank you for the opportunity to voice my opinion.

It is high time Granby moves to develop at least an all day kindergarten/preschool. We currently have one child in first grade but two others at a Magnet School because they offer all day preschool and kindergarten. We would very much like to send our two youngest to a Granby program if it was offered. We hope this comes to pass. Thanks

I am not interested in all day kindergarten/preschool options for my children. My concern regarding all day programs in Granby would be providing a high enough teacher/student ratio to ensure real education vs. daycare. I don't believe the ratios are there presently at Kearns, so I'm skeptical they would be for these proposed programs. I also do not believe it is the state or town's responsibility to provide preschool on a free basis. It's an additional tax burden we'll all pay for.

My youngest child starts kindergarten in Sept. As a working mother, half days pose a problem for us. I have my child go to XXXXX for a 1/2 day and pick up the bus there, and get dropped off there, which costs thousands of dollars per year. She has been there for 3 years, and is ready for a full day kindergarten. However, since this is my last child to go to kindergarten, if there's not a full-day kindergarten by this Sept, I don't want my taxes to go up to pay for future years. A bigger issue for parents who work is after school care that's cheaper than \$300/month per child for 1 hour of care per day. That's a lot to pay, plus summer camp is over \$2500 for the summer.

We had a great pre-school experience for all three of our kids through XXXXXX in Granby. If there was a fee associated with Granby Public School Pre-School we would have compared the program and chosen the best for our child. If Granby Public School Pre-School was free we would have had a harder time justifying paying for a private pre-school. An option to consider is making half day pre-schooling 'free' and require payment for after school care. This would ensure enrollment in a public program. Thanks!

Only one of my children has attended kindergarten in Granby and none attended pre-school in Granby, as we lived out of state at those times. I was happy with my child's kindergarten experience, but while he benefited greatly from the attention to developmental and social domains, we felt that his academic needs could have been better met. That said, we are very pleased with his academic and social experience in first grade here in Granby and with the Granby schools overall. In my recent search for a pre-school program for my youngest child (who will begin in the fall of 2011), I found the choices here in Granby to be limited. I will be sending him to a program out of town for pre-school and possibly for kindergarten. I think a public pre-school, including an integrated pre-school are ideas worth exploring here in Granby.

I am not clear on why in question #9 you ask if the kindergarten program met our needs for quality child care. A school is an institution for learning not for providing free day care. Caring for one's children falls on the responsibility of the parent not the tax payers. A full day Kindergarten program provides free day care for working parents. Working parents need to re-evaluate their priorities and stop putting financial gain in front of their children's needs. A half day Kindergarten program is a perfect match for a 5 year old. Our district has always been a half day Kindergarten program and our district continues to rate one of the top districts in the state. A full day kindergarten program would be more of a tax burden on the town and as our test scores reflect it is not a necessity.

I feel strongly that children are being pushed into academics at far too early an age and that inappropriate demands are being placed on them. While I do believe preschool is a wonderful thing, I feel it should be mostly social and teaching life skills rather than academics. In regards to kindergarten, I am not in favor of full day, but think that the current half-day is too short. I would be in favor of adding an extra hour or two to the current day, without increasing the demands of the curriculum. In my opinion, the fast pace of the schoolday and the lack of time our teachers have to expand upon subjects in different ways is detrimental to our children's learning experience. I would like to see a more relaxed and slower-paced environment in our schools.

I only have extremely positive things to say about the Granby School System. From the secretaries to the Superintendent, I find everyone putting forth 100% of their effort to make Granby's schools such high caliber. As far as preschool, money typically ranks among the top decision maker for us, and if Granby offered a public preschool for free or for a competitive price, that would have been where we put our kids. I believe that, barring any negative atmosphere, a child's experience is what he makes of it. That being said, our children's preschool experience at XXXXXX far exceeded our expectation and we are grateful to them for their dedication.

I have lived in the town for 2 years and I have loved Wells and the Middle School experience. I have been very disappointed with the quality and attentiveness of our kindergarten experience at Kearns.

□ We were impressed with the kindergarten program at F.M. Kearns Primary school last year. We have been even more pleased with the first grade experience through Kearns. XXXXXXXX comprehensive approach to reading works better for our child than the XXXXXXXX approach last year. We have been pleased with the mathematics curriculum and the seamless integration of learning through games. Most children treasure the additional story time that they enjoy at school, in these early grades. Our child, in particular, loves the stories read, and learning about reading and writing skills through story telling. Also, we all love the two outdoor recess times each day, and PE twice a week! We look forward to seeing how geography/history are added to the curriculum.

□ We would have sent our kindergartner to an all day program if Granby offered one and considered other options outside of Granby for full day kindergarten, before settling on Granby's half day program. With another child still to attend kindergarten in Granby, we will likely weigh all of our options again. As secondary school teachers, we run into problems with before school care and/or transportation to kindergarten programs, even full day, so we would love to see a full array of options. In addition, for the right program cost would not be a consideration. If the program does not meet all of our needs, then we then need to conduct our own cost-benefit analysis and ultimately make the decision which is most developmentally appropriate for our child, while meeting the constraints we have as a working family with two educators.

□ We've been very pleased with this school system. I have one child with special needs and the care has been top notch! I would like all day kindergarten though. Half day really seems like its just way too short an amount of time for these kids and teachers to get everything done.

□ We have 2 children aged 4 and 5 and would greatly approve of both the school based preschool and full day kindergarten. We feel that it is important to start a quality education when they are young. Although we were pleased with the private preschool, we both feel that a school based program would've offered a higher quality program. We also feel that there is not enough time during 1/2 day kindergarten for children to learn everything they need to know. They are not in the classroom that long (with recess, snack time, gym, music, library, etc.), snow days :). Thank you.

□ I feel a full day kindergarten program is beneficial to the kids... 1/2 seems as though not enough time for educations when snack & recess are included.

□ I was very pleased with XXXXXX as an option and therefore, not sure if I would use a public preschool option for my next child. However, I do believe having the option would be nice. As far as Kindergarten, I was pleased with Granby public Kindergarten and would really like it if a full-day option was available.

□ My 2nd grader attended full-day kindergarten in XXXXX. We then moved to Granby for the start of 1st grade. The most unattractive quality I found when we were exploring moving to Granby was the lack of full-day kindergarten for my second child who will start in the Fall 2011. Although I still very much wish that full-day kindergarten was available, we are extremely fortunate to have the kids in a wonderful preschool/ before and after care program XXXXXXXX.

□ I strongly believe that Granby public Schools should have a preschool program because much is expected of kindergarteners these days. Granby needs a program that parents with low incomes can send there children to for preschool. Many parents are unable to afford the cost of private preschool therefore are unable to give their children the same advantage of having a preschool experience getting them ready for kindergarten. I

□ I feel that my son would have benefitted from a full day kindergarten program, not an extended day program. I feel like the reading demands for the kindergarten curriculum would be better completed with a full day program. Many other towns already have full day kindergarten programs in place, I feel that our children would benefit from the time in school. The reading expectations for kindergarteners seems to have increased, as to keep up with the no child left behind mandates, to the point where our preschoolers need to enter kindergarten with the ability to read already or they are behind. The kindergarteners need to be reading on a first grade level by the end of the year with out the time commitment from our district. If we expect so much from them, we need to give them the best amount of time to achieve these goals. The kindergarten teachers do as much as possible to complete their goals with the limited amount of time given to them.

We really like the Extended day option for Kindergarten as a half day would not have been challenging enough for our daughter or convenient in terms of other responsibilities. Our daughter attended XXXXXX (3 half days/week) and a day care (2 full days/week) prior to Kindergarten and was well prepared. Given the recent news/focus on Magnet schools and their curriculums, it would be helpful to have more information about the Granby schools' focus - it's hard to make a comparison and wondering if we're short-changing our child or if the difference is really the specialization focus which seems career oriented in the Magnet schools, but the basic skills/learning are the same?

With regards to the 3rd statement under question 9, I never thought of kindergarten as a child care program and don't prefer to at this point either.

I believe that Granby provides an excellent kindergarten program. A preschool program would be a huge benefit to Granby, but I don't believe that it is the public school responsibility to provide a childcare option for parents. That the wrong focus of effort and tax dollars.

People have many reasons why full-day kindergarten and public pre-school would be their choice. My concern is that the kindergarten day is so rushed. My son's #1 complaint was there was no time to play. Otherwise, the program was perfect. I don't think that the full day program is advisable for the younger student. I would strongly consider changing the cut-off date for turning 5 to September 1st. Otherwise, naps become mandatory and the long day might be a struggle for younger children who have trouble focusing. I feel also that children are pushed into school at such a young age that we are losing focus on what kindergarten is all about. If the kindergarten day turned to full day, I would really stress the need for free play times. These moments are invaluable to practice social skills, to make friends and to focus on a choice that they have made themselves. Thanks!

I feel preschool is necessary these days, as children are expected to have many of the basic skills before entering kindergarten, and certainly before first grade. I have noticed a big difference in the expectations of first and second graders in the 4 years between when my oldest was in elementary grades and now, with my youngest. They both attended VPS, which was fabulous, but only for one year, b/c of the expense. I would have liked more hrs. / week.

The concern I have about full day kindergarten is that some families may send their children to school for the "free" or "reduced" day care costs and not because they are ready for school. I think adding full day kindergarten without changing the cut off date (eg. turning 5 prior to Sept. 1) for entering kindergarten would be a mistake.

Thank you for the opportunity to voice an opinion. I would like to suggest that the schools also take a survey for afterschool programs for children from the age of 9 to 12. Reason being is that most daycare centers either are not licensed for or do not have the room for children between the age of 9 and 12. An afterschool program for kids in this age group would be wonderful. Thank you.

Kindergarten is NOT child care, it is school and should be treated as such. Pre-school is an option and should not be part of the Granby School system. If it were it would be taken advantage of by parents who do not want to pay for their child's care. It will also make it more difficult for teachers to teach as parents will send children that are too young. Until the Kindergarten cut-off age is fixed in this state, we will always have an issue of people sending their kids to Kindergarten when the child is not ready. It's not fair to that child or to the other children who are ready. As a parent who paid for private pre-school and daycare for 2 children, I would be very upset if my taxes were raised to fund a public pre-school and all-day kindergarten. It wasn't easy to pay for my children's preschool but as parents we make sacrifices and do what is best for our children. I don't expect the town to take care of my children for me.

My younger children have not started kindergarten yet, I really would like a full day program put in place. My older children did full day kindergarten and it made a big difference in the education aspect of things.

Having 3 children in or have gone through the kindergarten program and having experience with three different teachers- I noticed variations with the basic fundamentals with each teacher. I would have preferred more standardized teaching philosophies.

Full day kindergarten is too much for the 5-6 year old age. It is argued that children attend full day daycare or preschool so why not kindergarten? In the day care or preschool it is much more understood that these children need some down time and some break time. They are not going to focus on schoolwork all day. I'm sure that this would NOT be recognized in kindergarten because I have witnessed the trend towards trying to cram more and more into each grade at an earlier age than ever before. My 3 children span a 7 year spread. What I saw when my youngest child went to kindergarten in 2008 was a far cry from what my oldest did there in 2001. More pushing, more testing, much much less creative time. Thank goodness it was only a half day. They are only 5-6 years old!

A concern is that many other districts have started all day kindergarten. How is Granby suppose to keep up? Class rooms are getting too big w/more to teach and less staff to get it done.

Full day kindergarten should definitely become an option for homes where both mom and dad HAVE to work. Half day programs just become a burden both mentally and financially for parents to figure out what to do with their child at the end of the day when school is over.

If full day kindergarten was an option afterschool care would be a benefit so the child does not have to change locations for working parents.

We have some excellent pre-school options in Granby which we should continue to support and keep viable.

Both our children attended XXXXXXX. We are strong believers in the Montessori philosophy and would have loved to have been able to keep the children in Granby if a similar experience were available. Please consider adding a Montessori-style option, even if tuition based, to the Granby School System.

I didn't mind half-day kindergarten if it meant savings in the budget. It was a bit of a transition from full-day Pre-K (in another state), but it certainly was manageable. I did feel for the teacher who was trying to keep track of 40+ total students. She did a great job at it, but I don't think it's ideal.

We have thoroughly enjoyed our experience with the Kearns. XXXXX and XXXXX have been wonderful teachers and very responsive to our bright and energetic little girl. Very happy with the attention and guidance she, and we, have received. That said, we are more interested in a full-day Kindergarten program than public pre-school. XXXXXX is just too terrific.

more communication of what goes on during the day at school, or even lesson plans would be beneficial and very helpful.

If children from outside of Granby attend either pre-school or full day kindergarten, will their educational cost, full or partial, be borne by the residents of Granby through higher taxes? It seems unfair that children attending Magnet and Charter schools are fully funded through the state of CT (Hartford students) but Open Choice student's educational costs are only funded a third by the state, the rest of that costs being provided by Granby taxpayers.

The staff at Kearns have been very attentive when working with my daughter as she has needed extra help in her development. Not that it should be mandatory, it might be beneficial for children such as my daughter to have an option for a full day of Kindergarten.

Please provide a public preschool program for Granby residents!

Due to the fact that Granby still does not a full day kindergarten program and the fact that full day is an outrageous amount to pay for, my children will be staying in the magnet pre-school for "free" full day kindergarten instead of attending Granby. It saddens me because Granby does provide a quality education (as does the current magnet school they attend) and it would be easier on our family transportation wise, however half day is condusive no working parent schdule and the cost of either paying for the other half of the day or paying for afterschool care is too much in these tough economic times.

I believe that all children in Granby would benefit from a more widely available preschool program that works closely with or is integrated in the public schools. I believe it is important for children to learn about people and their differences, therefore a program that integrates typically developing children with atypically developing children would be high on my list. I also believe that Granby schools and community would highly benefit from a full day kindergarten program, as many children who go to preschool and/or daycare are used to at least a half day program already, and many are on a full day schedule when in daycare. A kindergarten program that is full day would also be taken more seriously by parents. Children would arrive in first grade better prepared for the social, emotional and academic challenges that await them. I also believe adding full day kindergarten programs in all towns that do not currently have them would stimulate our economy by providing employment for the additional teachers that would be necessary to accommodate all the children for a full day. However, my only concern would be the additional cost to taxpayers to add additional classrooms and teachers. This would have to be planned carefully not to strain the budgets of the families in the Granby community with a tax increase.

We are parents who work full-time and our preschool program decision was strongly influenced by how each option aligned with our child's daycare needs. We ultimately chose a daycare center that offers preschool and kindergarten classes. If Granby had a public preschool option we would have been interested only if the program had been full day and there had also been reliable care available (at least) after school. Even if those criteria were met, we would still have had concerns about how to keep our child learning and stimulated during the summer. We have been very pleased with the summer "camp" program at his current center. Thank you for soliciting our opinions.

1.- I moved to Granby specifically for the quality of the schools when my oldest child reached school age 4.- I have sent children to 3 different preschool programs; 2 in Granby and have been happy/satisfied with both. I do think it's important to have options as it forces the programs to remain competitive. 5.1 - I was happy with the program my child(ren) were in and likely would not have sent to a public option. 5.2 - depending on the amount of time my child was in school (8 hours vs. 5 or 6 hours, with a preference for a shorter day), I would have chosen to attend full day. Also, it would depend greatly on which child you were talking about. My oldest would have gone full day, my second (who has a late birthday) I would not have sent 8 hours. 7. - Does the fee include transportation to school? 9.3 - I was not sending my child to kindergarten for childcare nor do I see that as the role of a public school program. 9.4 - I think we are very lucky to have such a wonderful and dedicated kindergarten team. I do not believe that full day kindergarten is the way to go, but I do think a longer day (maybe until 1:00) would benefit both children and teachers.

I believe the Kindergarten team works very well together. You can't go wrong with any of the teacher in the team. I do believe that the starting age should be changed to age 5 by October 1st. Granby should offer a good Pre-K program so more parents don't place their children in Kindergarten, then have to face the decision of holding them back in Kindergarten for a second year. This would allow the Pre-K teachers to work in conjunction with the Kindergarten team. This type of program would allow the younger students to gain the maturity they will need in future grades. The pre-k students could also take the bus which would help parents out. I do like the extended day program option because it is the parents choice if they want their child going all day. This program is a nice extension of the regular Kindergarten program, and allows for more maturity. It was worth the added cost for our child and we like that is it at Kearns. This program does prepare our child for first grade, by going all day. I am not sure if all day kindergarten is right for all 4/5 year olds. Some kids may get too tired by the end of the day.

My child attended XXXXXX and we were thoroughly happy with the experience. I worry that integrating a preschool program into the public schools will force several of the quality preschools currently running in Granby out of business. That would be a tragedy. I also don't think that at age 5 students are ready for a full day in school, even if it is broken up by play and rest time. Most of a daycare day is focused on play, not learning, and that is the way it should be. We need to allow our kids to be kids for as long as possible.

More hands-on learning activities, especially for boys who are often more active and less prepared to "settle down",

My son attended Pre-school and Kindergarten in Massachusetts. We moved to Granby the summer before he started first grade. He attended 3 years of pre-school, due to the cut-off age for Kindergarten. The first year was two days a week for half a day and the following two years he attended four days a week for half a day. He attended an extended day Literacy program during his last year. His Kindergarten program was full day for all children.

Question 7-if full day offered I would consider pay a small fee. Question 8-Hartford full day kindergarten.

We would have loved to have full-day Kindergarten available for our older children and hope maybe it will be available by the time our youngest gets there in 2 years. Many schools around the country already have it, including where I was raised and where we moved from.

A public preschool program that is a full day would have worked best for my family (working parents). I currently pay close to \$10k/year for a private preschool daycare. My son attended the extended day program which enabled us to take him out of a private daycare setting & provided additional kindergarten skills after his kindergarten day was done.

I have chosen a tuition amount based on the assumption that a half day preschool program would follow the school calendar and at least the AM kindergarten hours. Other factors would alter my decision either higher or lower. I am extremely interested in this option as our private preschool has become too expensive for us to utilize again for our third child, and magnet school placement is based on luck.

We were thrilled with the experiences both of our sons had in kindergarten. They were so lucky to have had XXXXX as their teacher. I wouldn't have changed a thing!

Both of my kids have attended XXXXXX, and both have had wonderful experiences. I think a public program would assist some families that maybe can't afford preschool otherwise, but please also consider that you would be putting several local preschools out of business.

My child is generally very happy with kindergarten Granby. I strongly agree that kindergarten should not have homework - kids need to play to grow up with creative minds. I do think, however, that the kids could be doing more in school. My child often comes home saying he is bored in school which tells me that the pace might be too slow. In general, we are very happy.

We do NOT want mandatory full day kindergarten. In our opinion the children are too young for this to be necessary. School should be about education, not child care. We also do NOT want the town using tax dollars to provide preschool. The programs around are more than adequate and the money it would take to build and staff and keep it running would be obscene and unnecessary.

Any type of preschool program or full day kindergarten would have been beneficial. But most without children are not keen on paying for it through higher taxes. It's fair for the individuals who use it, pay for it. Question 5-A: Cost?-Maybe Question 5-B: No Cost-Yes

We were in afternoon kindergarten and it was very hectic scheduling and did not have a good flow through the day for our child. I would very much prefer a full day option. Our child did well in school, no problems. However, our second is about to enter kindergarten and I am quite concerned as he will most likely be afternoon and he will not adjust to the change in his day well. This puts him at a significant disadvantage from those children who attend AM. If ALL children went full day, they could be taught consistently and measured consistently regardless of time of day they attend school.

Granby Staff Focus Group Interview Questions

Kindergarten Teachers

1. How long have each of you worked in the Granby K?
2. What is the basic curriculum used in the K program? Language arts, math, social curriculum?
3. What kind of assessments are you using?
4. Describe a typical daily schedule?
5. What kind of time do you have for differentiation with students?
6. Do you have data team meetings or how do you review program and student goals?
7. What kind of information do you get about incoming preschoolers?
8. How do you communicate with parents? What other ways are parents involved in the K program?
9. How do you think the program would differ if it were a full day rather than a half day program?
10. What do you believe is the strength of your K program?
11. If you could change or improve the program, what would you do?

Paraprofessionals

1. How long have each of you worked in the Granby K?
2. Describe a typical daily schedule?
3. What kind of time do you have for differentiation with students?
4. How do you think the program would differ if it were a full day rather than a half day program?
5. What do you believe is the strength of your K program?
6. If you could change or improve the program, what would you do?

Support and Special Services Team

1. How long have each of you worked in the Granby K and or Pre K?
2. Describe your roles?
3. How well do you believe teachers are able to differentiate instruction for students?
4. Do you have data team meetings or how do you review program and student goals?
5. How do you think the program would differ if it were a full day rather than a half day program?
6. What do you believe is the strength of your K program?
7. What kind of communications takes place about preschoolers entering K?
8. If you could change or improve the program, what would you do?
9. How many programs do you visit or serve?
10. What do you feel are the strengths of the community programs you serve?
11. Do you believe preschool students' needs are best met through the current delivery of services?
12. What would be the advantages or disadvantages of having your own Granby Public Schools preschool program?

Administrator

1. How long have each of you worked in the Granby?
2. What is the basic curriculum used in the K program? Language arts, math, social curriculum?
3. What kind of assessments are you using?
4. How much do the K teachers differentiate instruction with students?
5. Do you have data team meetings or how do you review program and student goals?

6. How do you communicate with parents? What other ways are parents involved in the K program?
7. How do you think the program would differ if it were a full day rather than a half day program?
8. What do you believe is the strength of your K program?
9. If you could change or improve the program, what would you do?
10. What kind of information do you get about incoming preschoolers?
11. What do you feel are the strengths of the community programs you serve?
12. Do you believe preschool students' needs are best met through the current delivery of services?
13. What would be the advantages or disadvantages of having your own Granby Public Schools preschool program?

For additional information or questions please contact:

Tim Nee

Assistant Director, CREC Institute of Teaching and Learning

111 Charter Oak Avenue

Hartford, CT 06106

860-509-3650

tnee@crec.org

Kindergarten Options with Enrollment Projections

Recommended Option:

	Kindergarten	Grade 1	Grade 2
2010-2011	3.5 teachers/114 students (7 sessions) class size 16-17	8 classes/156 students class 19-20	7 classes/152 students class size 21-22
2012-2013	7 classes/111 students class size 15-16	6 classes/132 students class size 22	6 classes/123 students class size 22
2013-2014	7 classes/126 students Class size 18	6 classes/120 students class size 20	6 classes/133 student class size 22
	Increase 3.5 teachers Increase 3.5 TA's	Decrease 2.0 teachers	Decrease 1.0 teachers

Alternative A Partial Full Day Implementation Lottery Selection

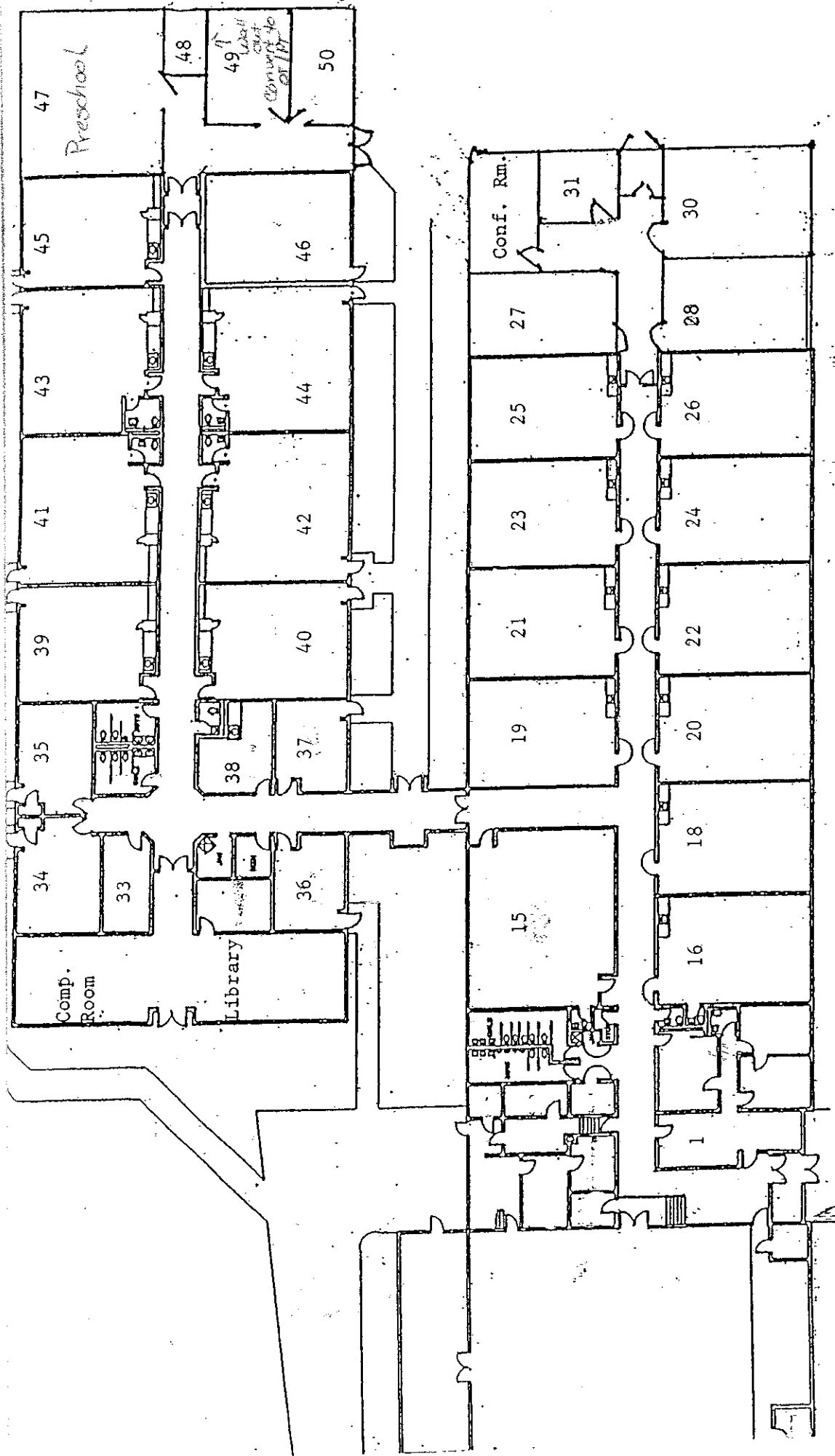
	Kindergarten	Grade 1	Grade 2
2010-2012	3.5 teachers /114 students (7 sessions) class size 16-17	8 classes/156 students class 19-20	7 classes/152 students class size 21-22
2012-2013	+1.5 teachers for a total of 5 teachers 3 full day teachers (3 full day sessions) 2 half day teachers (4 half day sessions) 111 students HD-16 students per class FD- 16 students per class	6 classes/132 students class size 22	6 classes/123 students class size 20
	Increase 1.5 teachers Increase 1.5 TA's	Decrease 2.0 teachers	Decrease 1.0 teachers
2013-2014	+1.0 teacher for a total of 6 teachers 4 full day teachers (4 full day sessions) 2 half day teachers (4 half day sessions) 126 students	6 classes/120 students class size of 20	6 classes/133 students class size of 22

HD – 16 students per class
FD – 16 students per class

Increase 1.0 teachers
Increase 1.0 TA

2014-2015	+1.0 teacher for a total of 7 teachers (7 full day sessions) 113 students FD – 16 students per class	6 classes/135 students class size of 22	6 classes/121 students class size of 20
	Increase 1.0 teachers Increase 1.0 TA		

Alternative B
Implement One Full Day
Followed by Alternative B-1, B-2 or B-3



F M KEARNS

5 Canton Rd.

SUPERINTENDENT'S AGREEMENT

JULY 1, 2011- JUNE 30, 2014

Adopted by the Granby Board of Education
June 21, 2011

SUPERINTENDENT'S AGREEMENT
WITH THE
BOARD OF EDUCATION OF GRANBY, CONNECTICUT

It is hereby agreed, by and between the Board of Education of the Town of Granby, Connecticut (hereinafter called the "Board"), and Alan Addley (hereinafter called the "Superintendent"), that the said Board, in accordance with its action by ballot pursuant to Section 10-157 of the Connecticut General Statutes, has and does hereby employ the said Alan Addley as Superintendent of Schools of Granby and that Alan Addley hereby accepts employment as Superintendent of Schools of Granby upon the terms and conditions hereinafter set forth.

1. DUTIES

The Superintendent of Schools is the chief executive officer of the Board. In harmony with the policies of the Board, state laws, and State Board of Education regulations, the Superintendent has executive authority over the school system and the responsibility for its supervision. He has the general authority to act at his discretion, subject to later approval by the Board, upon all emergency matters and those as to which his powers and duties are not expressly limited or are not particularly set forth. He advises the Board on policies and plans that the Board takes under consideration and takes the initiative in presenting to the Board policy and planning issues for the Board's attention. The Superintendent or his designee as approved by the Board shall attend all meetings of the Board and shall participate in all Board deliberations, except when matters relating to his own employment are under consideration. The Superintendent shall receive notice of all Board Committee meetings and he or his designee may attend such meetings. The Superintendent shall maintain certification as a superintendent from the Connecticut Department of Education during the life of this Agreement. Certification to serve as Superintendent of Schools is a condition precedent to this Agreement, and the Superintendent hereby agrees to obtain and maintain such certification at all times this contract is in force. This Agreement shall be void should the Superintendent not obtain or no longer possess such certification.

2. OUTSIDE PROFESSIONAL ACTIVITIES

The Superintendent may undertake consultative work, speaking engagements, writing, lecturing or other professional duties and obligations provided such activities do not interfere with the meeting of his responsibilities as Superintendent.

3. TERM

The term of said employment is three (3) years, from July 1, 2011 to June 30, 2014. The Superintendent and the Board agree they shall adhere to the following procedure to extend the Superintendent's employment under this Agreement. Prior to the end of the second year of this three-year Agreement, the Board shall vote for a new Agreement. At least three (3) months prior to the end of the second year of this Agreement, the Superintendent shall notify the Board that his contract is about to expire and shall provide the Board this contract clause. The provisions of this paragraph to the contrary notwithstanding, the provisions of Section 9 shall take precedence and the Superintendent's employment may be terminated under the provisions of said section.

4. BASE SALARY

The base salary of the Superintendent for the period from July 1, 2011 to June 30, 2012 shall be \$182,070 which includes an elective tax sheltered annuity pursuant to a valid and legally binding salary reduction agreement to be paid to a tax sheltered annuity selected by the Superintendent in the amount of \$10,000. The salary for subsequent years shall be as negotiated between the Board and the Superintendent. Any adjustment in base salary made during the life of this Agreement shall be in the form of an amendment and shall become part of this Agreement provided, however, that by doing so the Board shall not be deemed to have entered into a new agreement with the Superintendent nor shall the termination date of this Agreement be deemed extended.

The base salary for services for any period that the Superintendent's employment is renewed under the provisions of Section 3 shall be negotiated and agreed to by the Board and the Superintendent prior to the commencement of the new agreement term. Under no circumstances shall base salary as defined above be less than the base salary for the prior year.

In the absence of an agreement between the Board and the Superintendent, the base salary shall remain the same as for the preceding year.

5. FRINGE BENEFITS AND WORKING CONDITIONS

- A. The Board shall provide the Superintendent with twenty (20) sick days annually cumulative to two hundred-twenty (220) days. The Board agrees that the Superintendent begins this Agreement with 193 sick days accumulated. The Board shall not pay for accumulated sick days upon termination of the Superintendent's employment.
- B. The Board shall provide the Superintendent with thirty (30) vacation days annually, exclusive of legal holidays. The Superintendent may carry over and accumulate up to (10) vacation days annually to a limit of (60) days. However, for the first year of this Agreement only, the superintendent may accumulate and additional fifteen (15) days. The Board agrees that the Superintendent has accumulated (25) days vacation as of the effective date of this Agreement. The Superintendent will be paid for accumulated and unused vacation days at the time of termination in lump sum, provided such termination is by mutual agreement or effected pursuant to Section 9, paragraphs B or D. In the event of death, unused vacation pay will be paid to the Superintendent's estate.
- C. The Superintendent will be eligible for all holidays designated generally for administrators in the Granby Public Schools.
- D. The Board shall provide the Superintendent (and family) with paid Granby Health Plan coverage as described in the Granby Employee Health Plan specifications with benefits itemized in the current Agreement between the Granby Education Association and the Granby Board of Education, including the provision for premium cost sharing.

- E. The Board encourages the Superintendent to continue his professional development and expects him to participate in relevant learning experiences. Subject to the availability of budgeted appropriations, the Superintendent shall attend professional meetings at the local, state, and national level, the expenses related thereto to be paid by the Board.
- F. The Board shall provide term life insurance for the Superintendent at three (3) times annual salary for the term of this Agreement.
- G. The Superintendent will be provided with an allowance of \$3,000 to defray normal travel and business expenses incurred within the State of Connecticut in the performance of his duties. The Superintendent will be reimbursed by the Board for other approved travel and business expenses.
- H. The Board shall pay the premium for a long-term disability insurance policy to compensate the Superintendent for at least 60% of his base salary under this Agreement after a one hundred eighty (180) day qualifying period or proof of existing coverage.
- I. The Superintendent shall have a comprehensive medical examination once each year. A report from the examining physician certifying to the physical capacity of the Superintendent to perform his duties shall be forwarded to the Secretary of the Board for placement in the Superintendent's personnel file and will be treated as confidential information by the Board. The entire cost of said examination and physician's report shall be borne by the Board.
- J. The Board shall provide the Superintendent with one hundred twenty (120) days of salary, less any funds received from worker's compensation, for absence due to any accident arising out of his employment with such absence not chargeable to sick leave accumulation. After one hundred twenty (120) days, the Superintendent will continue to receive sick pay, less worker's compensation, with such absence to be charged against accumulated sick leave on a pro-rata basis.
- K. The Board shall, upon presentation of proper evidence of course completion, reimburse the Superintendent to a maximum of \$5,700 over three years for total out-of-pocket tuition expenses incurred towards completion of the Superintendent's doctoral degree.
- L. Upon retirement, the Superintendent may continue to participate in the current health benefit and term life insurance plans except where excluded by existing agreements for a period of two (2) years following retirement, with the cost shared by the Superintendent and the Board at the same ratio as that in effect prior to retirement as long as coverage is uninterrupted. Upon completion of this two (2) year period, the Superintendent may continue in these insurance plans at his own expense under the Granby Insurance Group rate.
- M. The Board will provide a long term employment retention incentive. In the fourth year of service as Superintendent and annually thereafter, the board will place an amount equal to one (1) percent of total compensation into an incentive account. Thereafter, the percentage used will increase annually by one quarter

of one percent. The Superintendent will be fully vested in the incentive at the end of his sixth year of service. Thereafter the Superintendent will receive the amount in the incentive account upon retirement or separation over a period of up to three years at his discretion.

6. GOALS AND OBJECTIVES

Each year the Board and Superintendent shall cooperatively develop schematic goals and objectives for the following year. For purposes related to the Superintendent's evaluation, the system-wide goals for any year of this Agreement shall be completed by the first regular Board meeting of October in the preceding year, except as modified by mutual agreement.

7. EVALUATION FORMAT

The Board shall evaluate and assess in writing the performance of the Superintendent at least annually during the term of this Agreement. Said evaluation and assessment shall be reasonably related to the goals and objectives of the District for the year in question. The Superintendent shall submit to the Board a recommended format for said written evaluation and assessment of her performance (hereinafter "evaluation format"). The evaluation format shall be reasonably objective and shall provide for a rating system both as to overall performance and as to the specific criteria set forth in the evaluation format.

An interim evaluation of progress toward completion of the year's goals shall be conducted by January 31st of each year. An annual evaluation of both general performance (to include at least the following criteria: educational program, Board/Superintendent relations, community relations, personnel relations, business matters, professional leadership and personal qualities), and performance related to the year's specific goals, shall be completed by June 30th of each contract year. The Board shall meet and discuss the evaluation format with the Superintendent and attempt in good faith to agree on the development and adoption of a mutually agreeable evaluation format. The Board shall adopt an evaluation format within ninety (90) days of the effective date of this Agreement. If the parties cannot agree, the most recently adopted format will be used.

8. EVALUATION

The Board shall evaluate the Superintendent in executive session within ninety (90) days but not less than sixty (60) days prior to the expiration of each year of this Agreement. In the event that the Board determines under the evaluation format that the performance of the Superintendent is deficient in any respect, it may describe in writing in reasonable detail, indicating specific instances where appropriate, said deficient performance.

The evaluation shall include recommendations as to areas of improvement in all instances where the Board deems performance to be deficient and all other instances where the Board deems such to be necessary or appropriate. A copy of any written report may be delivered to the Superintendent within thirty (30) days of its completion and the Superintendent shall have the right to make a written reaction or response to the evaluation which shall become a permanent attachment to the Superintendent's personnel file. Within thirty (30) days of delivery of any written evaluation to the

Superintendent, the Board shall meet in executive session with the Superintendent to discuss the evaluation. The performance evaluation process shall be kept confidential to the extent permitted by law.

Whenever the Board has evaluated performance, in whole or in part, to be deficient, or has made recommendations as to areas of improvement, the Chairman of the Board shall appoint a committee of not less than two (2) members of the Board to meet in executive session with the Superintendent and endeavor to assist the Superintendent in improving his performance. The committee shall report in writing to the full Board, with a copy to the Superintendent, its activities and the results thereof, within ninety (90) days. Thereafter, the Board may continue the Committee and require additional reports where necessary. At the first Board meeting to be held during the evaluation period, the Superintendent shall provide the Board this agreement clause.

9. TERMINATION

- A. The parties may terminate this Agreement at any time, by mutual consent.
- B. The Superintendent may terminate this Agreement upon written notice of one hundred twenty (120) days.
- C. The Board may terminate this Agreement during its term for one or more of the following reasons:
 - (1) Inefficiency or incompetence;
 - (2) Insubordination;
 - (3) Moral misconduct;
 - (4) Disability shown by competent medical evidence;
 - (5) Other due and sufficient cause.

In the event the Board seeks to terminate this Agreement for one of the above reasons, it shall serve on the Superintendent with written notice that termination of his agreement is under consideration. Such notice shall be accompanied by a written statement of reasons. Within fifteen (15) days after receipt from the Board of written notice that agreement termination is under consideration, the Superintendent may file with the Board a written request for a hearing before the Board which shall be held within twenty (20) days after receipt of such request. The Board shall render its decision within fifteen (15) days of such hearing and shall send a copy of its decision setting forth the reasons and evidence relied on to the Superintendent. The Board's decision shall be based on the evidence presented at the hearing.

Such hearing may be held in executive or public session at the option of the Superintendent. The Superintendent shall have the right to legal counsel at his own expense. Any time limits established herein may be waived by mutual agreement of the parties.

- D. If the Superintendent is terminated due to disability, the Board shall pay the accumulated vacation and insurance benefits provided in this Agreement.

10. GENERAL PROVISIONS

- A. If any part of this Agreement is invalid, it shall not affect the remainder of said Agreement, but said remainder shall be binding and effective against all parties.
- B. This Agreement contains the entire agreement between the parties and supersedes all prior agreements between the parties. It may not be amended orally but may be amended only by an agreement in writing signed by both parties.

IN WITNESS WHEREOF, the undersigned have executed this Agreement on the dates hereinafter set forth.

Alan Addley, Superintendent of Schools

Date

J. Callender Heminway, Jr., Chairman, Board of Education

Date

Thank you for all of the work that you do in supporting the teachers and children in Granby.

Sincerely,
Ruth Flynn

June 12, 2011
Dear Board of Education Members,

Thank you for the lovely luncheon on June 1st at Central Offices. I enjoyed meeting you and seeing those of you whom I have known for many years. The speeches were quite a tribute. Thank you for the pewter pitcher with the inscription and the Granby Public Schools medallion.