

Regular Board of Education Meeting  
Wednesday, September 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  
Rosemarie Weber: Present  
Matthew Wutka: Absent

Present: 5, Absent: 2.

- I. Public Comment
- II. Administrative Reports
  - II.A. Superintendent's Announcements
  - II.B. Student Representative Reports
  - II.C. Business Manager's Report
  - II.D. Schools in the Spotlight
  - II.E. High School CAPT/SAT/AP Report
  - II.F. Middle School School Improvement Plan
  - II.G. High School School Improvement Plan
- III. Consent Agenda
  - III.A. Minutes
  - III.B. International Field Trips
- IV. Old Business
  - IV.A. Athletic Fields & Custodial/Maintenance Facility Requirements
  - IV.B. Superintendent's Evaluation
- V. New Business
  - V.A. CABE Board Recognition Awards
  - V.B. Bid Process for Electricity Generation Contract
- 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

GRANBY PUBLIC SCH  
 FY 2010-11 FINANCIAL  
 FOR PERIOD JULY 1,

<u>Description</u>	<u>Original Budget</u>	<u>Net Budget Transfers</u>	<u>Revised Budget</u>
<b>Certified Salaries:</b>			
Administration	1,573,852	-	1,573,852
Regular Education	9,785,808	-	9,785,808
Special Education	1,285,028	-	1,285,028
Total	<u>12,644,688</u>	-	<u>12,644,688</u>
<b>Substitute/Tutor/Support Salaries</b>			
Substitutes	152,000	-	152,000
Sped Support (Speech, O.T. & P.T.)	262,988	-	262,988
Tech Support	180,981	-	180,981
Tutors - Regular Education	157,411	-	157,411
Tutors - Special Education	190,233	-	190,233
Total	<u>943,613</u>	-	<u>943,613</u>
<b>Teaching Assistant Salaries:</b>			
Regular Education	456,601	-	456,601
Special Education	910,337	-	910,337
Total	<u>1,366,938</u>	-	<u>1,366,938</u>
School Secretaries' Salaries	555,263	-	555,263
Central Office Salaries	347,764	-	347,764
Custodial & Maintenance Salaries	1,253,595	-	1,253,595
<b>Purchased Services:</b>			
Instructional	212,952	-	212,952
Administration	404,049	-	404,049
Maintenance	86,115	-	86,115
Total	<u>703,116</u>	-	<u>703,116</u>
Legal Services	65,000	-	65,000
<b>Repairs &amp; Maintenance:</b>			
Instructional	87,050	-	87,050
Administration	8,500	-	8,500
Maintenance	245,710	-	245,710
Total	<u>341,260</u>	-	<u>341,260</u>
<b>Transportation:</b>			
Regular Education	783,341	-	783,341
Special Education	383,198	-	383,198
Vocational-Tech	48,125	-	48,125
Total	<u>1,214,664</u>	-	<u>1,214,664</u>

Insurance - Property & Liability	71,508	-	71,508
Communications	90,107	-	90,107
Tuition:			
Vocational	63,936	-	63,936
Special Education	729,728	-	729,728
Adult Education	9,000	-	9,000
Total	<u>802,664</u>	-	<u>802,664</u>
Conference & Travel Expense	56,425	-	56,425
General Supplies:			
Regular Education	287,180	-	287,180
Special Education	26,300	-	26,300
Administration	81,369	-	81,369
Maintenance	142,700	-	142,700
Total	<u>537,549</u>	-	<u>537,549</u>
Electricity	584,044	-	584,044
Fuel	318,952	-	318,952
Textbooks/Workbooks	170,679	-	170,679
Library/Media Center	53,330	-	53,330
Software	151,254	-	151,254
Dues & Fees	38,722	-	38,722
Replacement Equipment:			
Instructional	4,000	-	4,000
Administration	2,500	-	2,500
Maintenance	4,000	-	4,000
Total	<u>10,500</u>	-	<u>10,500</u>
New Equipment:			
Instructional	-	-	-
Administration	-	-	-
Maintenance	-	-	-
Total	<u>-</u>	-	<u>-</u>
Student Activities	575,345	-	575,345
Employee Benefits	4,086,021	-	4,086,021
	-	-	-
Total Budget calculated page totals:	26,983,001	-	26,983,001

**GRANBY BOARD OF EDUCATION  
 FINANCIAL STATEMENT OF ACCOUNTS  
 FOR PERIOD JULY 1, 2011 - AUGUST 31, 2011  
 Selected Revenue and Special Education Accounts**

I. Revenue	<u>FY2011-12 Budget</u>	<u>Currently Anticipated</u>	<u>Received To Date</u>
Reg. Tuition from other Towns	706,171	718,140	0
SPED Tuition from other Towns	110,500	110,500	0
SDE Excess Cost Reimbursement	148,364	148,364	0
Rental Fees	75,000	75,000	11,114
Pay for Participation	50,300	50,300	0
<b>Sub Total</b>	<b>1,090,335</b>	<b>1,102,304</b>	<b>11,114</b>

II. Expenditures	<u>FY2011-12 Adj Budget</u>	<u>Expended</u>	<u>Encumbered</u>
Legal Expense	50,000	0	8,200
Teacher Assistants	910,337	14,955	894,113
Special Education Tutors	190,233	20,276	143,269
Evaluation & Therapy Services	56,180	4,572	16,085
Special Ed Transportation	383,198	0	0
Tuition - High Schools	525,585	0	220,140
Tuition - PreK to Grade 8	<u>204,143</u>	<u>6,959</u>	<u>21,000</u>
<b>Total Tuition</b>	<b>729,728</b>	<b>6,959</b>	<b>241,140</b>
<b>Total Expenditures</b>	<b>2,319,676</b>	<b>46,762</b>	<b>1,302,807</b>

HOOLS

STATEMENT OF ACCOUNTS  
2011 - AUGUST 31, 2011

August 31, 2011

<u>Expended</u>	<u>Encumbered</u>	<u>Balance</u>	<u>% Enc/ Exp</u>
292,115	1,285,308	(3,571)	100.2%
370,267	9,385,541	30,000	99.7%
49,172	1,235,856	-	100.0%
<u>711,554</u>	<u>11,906,705</u>	<u>26,429</u>	<u>99.8%</u>
-	-	152,000	0.0%
17,730	245,258	-	100.0%
35,198	145,783	-	100.0%
-	149,164	8,247	94.8%
20,276	143,269	26,688	86.0%
<u>73,204</u>	<u>683,474</u>	<u>186,935</u>	<u>80.2%</u>
-	439,289	17,312	96.2%
14,955	894,113	1,269	99.9%
<u>14,955</u>	<u>1,333,402</u>	<u>18,581</u>	<u>98.6%</u>
45,095	510,168	-	100.0%
46,909	300,855	-	100.0%
197,459	1,019,451	36,685	97.1%
16,274	111,411	85,267	60.0%
3,861	342,013	58,175	85.6%
1,964	37,301	46,850	45.6%
<u>22,099</u>	<u>490,725</u>	<u>190,292</u>	<u>72.9%</u>
-	29,200	35,800	44.9%
4,488	4,010	78,552	9.8%
-	-	8,500	0.0%
62,529	131,694	51,487	79.0%
<u>67,017</u>	<u>135,704</u>	<u>138,539</u>	<u>59.4%</u>
1,679	-	781,662	0.2%
-	-	383,198	0.0%
-	-	48,125	0.0%
<u>1,679</u>	<u>-</u>	<u>1,212,985</u>	<u>0.1%</u>

22,985	48,523	-	100.0%
9,735	42,812	37,560	58.3%
-	87,912	(23,976)	137.5%
6,959	241,140	481,629	34.0%
-	-	9,000	0.0%
<u>6,959</u>	<u>329,052</u>	<u>466,653</u>	<u>41.9%</u>
1,461	4,103	50,861	9.9%
106,758	85,075	95,347	66.8%
531	10,127	15,642	40.5%
5,287	20,850	55,232	32.1%
16,689	52,414	73,597	48.4%
<u>129,265</u>	<u>168,466</u>	<u>239,818</u>	<u>55.4%</u>
31,276	552,768	-	100.0%
-	318,952	-	100.0%
50,751	34,141	85,787	49.7%
13,677	8,247	31,406	41.1%
11,565	25,656	114,033	24.6%
27,654	-	11,068	71.4%
-	-	4,000	0.0%
-	-	2,500	0.0%
2,877	-	1,123	71.9%
<u>2,877</u>	<u>-</u>	<u>7,623</u>	<u>27.4%</u>
-	-	-	
-	-	-	
<u>-</u>	<u>-</u>	<u>-</u>	
15,399	115,215	444,731	22.7%
114,300	432,443	3,539,278	13.4%
-	-	-	
1,617,875	18,490,062	6,875,064	74.5%
1,617,875	18,490,062	6,875,064	
-	-	-	

**VB\$  
vs. Frcst**

**11,969**

**0**

**0**

**0**

**0**

**11,969**

**Balance**

**41,800**

**1,269**

**26,688**

**35,523**

**383,198**

**305,445**

**176,184**

**481,629**

**970,107**



# Cooperative Work Education Programs



**Granby Memorial High School**

*"Home of the Bears"*

315 Salmon Brook Street  
Granby, CT USA 06035  
860.844.3014

*"A Professional Learning Community"*

**Gregory A. O'Neil**  
**CWE Coordinator**

# CWE Program Vision

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



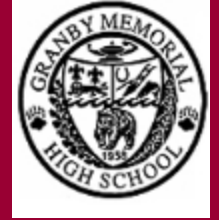
# Cooperative Work Education Programs Mission



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



# Cooperative Work Education Programs



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

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**Gregory A. O'Neil**  
**CWE Coordinator**

# Granby Memorial High School's CWE programs are State Certified

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

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

## CONNECTICUT STATE DEPARTMENT OF EDUCATION

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

### Cooperative Work Education Application

#### Cooperative Work Education

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

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

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

Other Endorsements: Business Education \_\_\_\_\_

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

#### Cooperative Work Education Opportunities

Please check:

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

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

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

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

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

# School-To-Career

(Grade 11-12)

1/2 credit classroom

1/2 credit paid work experience

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

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

# Internship

(Grade 9-12)

1/2 credit

College Preparatory/Academic

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

# Internship

- **The Granby Drummer**
- **Valley Brook Community Church**
- **Granby Camera Club**
- **Granby School System**
- **Mary's Kitty Korner**
- **Indigo Images**

# Mentor

(Grade 9-12)

1/4 credit

College Preparatory/Academic

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

# Mentors

- **Town Garage**
- **YMCA**
- **Granby Technology Dept.** (Tech Crew)
- **Daycare**
- **Granby Schools Facilities Dept.**
- **Peer Mentoring GMHS students**  
mentoring other students (working with Emily Boone  
System's Social Worker)

# National Job Shadow Day

(Grade 9-12)

No credit

Career Preparatory

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

# National Job Shadow Day

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

# The Drummer

■ **Laura Snyder**



■ **Katherine Blessis**





# Cooperative Work Education Programs



**Thank  
You**

To: Granby Board of Education  
 From: Diane Dugas  
 Date: September 2011  
 Re: 2011 CAPT/ACT/SAT/AP report

**CAPT Background:**

In March 2011, 192 students in grade 10 participated in the Connecticut Academic Performance Tests (CAPT) as required by the State Department of Education. This was the fourth year of the 3<sup>rd</sup> generation CAPT test. CAPT is comprised of four sections: Mathematics, Science, Reading Across the Disciplines, and Writing Across the Disciplines. Performance on CAPT is linked to student standards for graduation at the high school with students needing to score a 3 (proficient) or better in science, math, and reading or writing to meet our graduation standards. For federal AYP/NCLB, student success is measured by students at or above proficient (bands 3, 4 or 5).

**Statewide CAPT Trends:**

Across the state, Grade 10 student scores remained steady or slightly improved. Participation rates for the state remained steady for the fourth year in a row.

**Granby CAPT Trends:**

Granby continues to outperform state averages in all areas. Science remains an area of strength as we have moved from 16<sup>th</sup> to 1<sup>st</sup> in the state and from 7<sup>th</sup> to 1<sup>st</sup> in our DRG. This was the third year the students who began Everyday Math in elementary school had taken the CAPT test. Math scores this year increased, moving us from 12<sup>th</sup> to 7<sup>th</sup> in the state and from 5<sup>th</sup> to 1<sup>st</sup> in our DRG. Reading scores, although increased significantly, continue to be our challenge strand. This is an academic area we are delving deeply into curriculum, instruction, assessment, and will continue to monitor. Writing scores were comparable to 2010.

	<b>At or above goal 2010</b>	<b>At or above goal 2011</b>	<b>Difference</b>	<b>DRG</b>	<b>State</b>
<b>Math</b>	79.0%	83.9%	4.9	1	7
<b>Science</b>	73.5%	83.9%	10.4	1	1
<b>Reading</b>	66.5%	70.7%	4.2	8	18
<b>Writing</b>	84.0%	81.3%	-2.7	13	28

	<b>Advanced 2010</b>	<b>Advanced 2011</b>	<b>Difference</b>
<b>Math</b>	46.2%	53.1%	6.9
<b>Science</b>	51.9%	60.6%	8.7
<b>Reading</b>	33.5%	35.1%	1.6
<b>Writing</b>	46.8%	53.9%	7.1

**Next Steps for CAPT:**

Granby continues to move students from proficient to goal and from goal to advanced as seen in this year's scores. Efforts at the high school to use 8<sup>th</sup> grade CMT and 10<sup>th</sup> grade CAPT data to individualize student learning goals continues to be a focus for teachers and administrators at the high school. Identifying that these measures will shift in 2014 to Common Core Assessments our lens is to continue to address Powerful Thinking to meet our district vision. Other processes and supports that have been utilized are:

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

**SAT Background:**

The SAT test is regularly taken by students during their junior year and often the fall of their senior year in high school as an objective measure of students' college readiness in the areas of math, critical reading, and writing. During the 2010-2011 school year, Granby Memorial High School again provided the opportunity for all 10<sup>th</sup> and 11<sup>th</sup> grade students to take the PSAT's. GMHS continues to offer this preparation activity and strives to have all students participate.

**State and Granby SAT Trends:**

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

	<b>Granby 2011</b>	<b>State 2011</b>	<b>Nation 2011</b>
<b>Math</b>	546	513	514
<b>Critical Reading</b>	546	509	497
<b>Writing</b>	537	513	489

**ACT Background:**

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

**Granby ACT Trends:**

In 2011, 22 students took the ACT test, up from 15 students in 2010, demonstrating a steady increase over the past four years. 95% of Granby students taking the ACT met the benchmark in English, 82% in math, 82% in reading measured by social science, and 36% in science measured by biology. English, math, and reading scores are ahead of the state averages for the ACT and show an increase for Granby students compared with 2010. Science scores dropped from 2010 and are below the state percentage meeting benchmark.

**AP Background:**

Advanced placement classes offer students the ability to take a highly challenging and rigorous course with the possibility of earning college credit. The AP program offers 34 courses in 20 different subject areas. Granby offered 16 AP courses during the 2010-2011 school year and had students who took tests in 16 different areas. In order to meet the various academic needs of students, some students took AP classes at magnet schools and then participated in the AP testing process.

**Granby AP Trends:**

The enrollment rate for AP classes at GMHS has steadily increased over the past four years (2009=57%, 2010=61%, 2011=60%). In 2011 there were 322 AP tests administered to 183 Granby students. Of those tests, 145 had passing scores of a three or better or a 79.2% pass rate.

**Summary:**

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

**Next Steps:**

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

# 2011 High School Testing Report



GRADE 10 CAPT  
ACT  
ADVANCED PLACEMENT  
SAT

*“HARTFORD MAGAZINE RECOGNIZED GMHS AS  
THE SIXTH RANKING HIGH SCHOOL IN  
HARTFORD COUNTY.”*

# CAPT



**GRANBY MEMORIAL HIGH SCHOOL 2011**

# Test Composition



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

# Test Composition



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

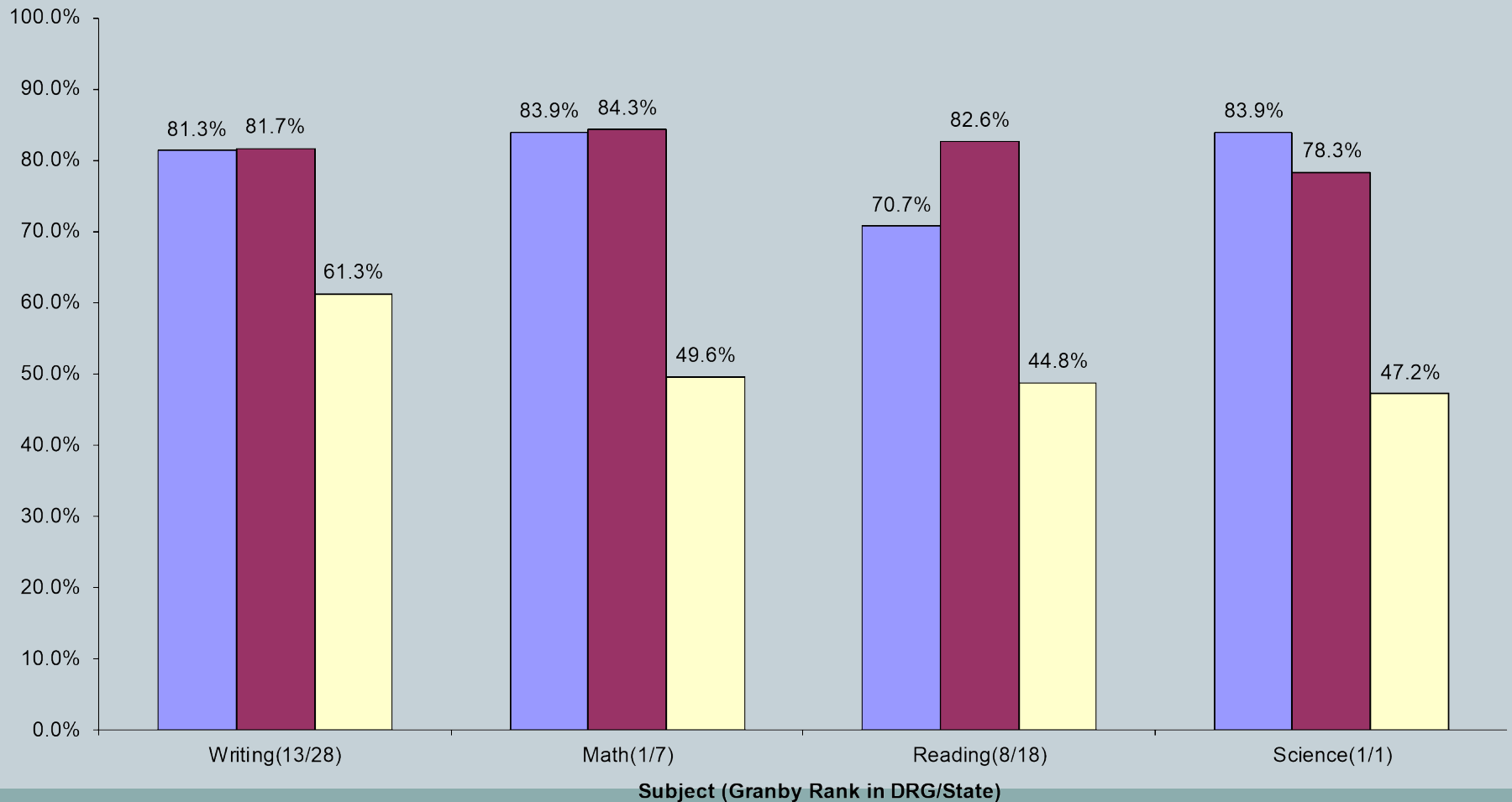
## Writing Across the Disciplines

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

# State and DRG Comparisons



CAPT 2011: % Students Goal or Above



Granby

DRG B

State

# DRG and State Rankings



	Math	Reading	Writing	Science
DRG	1 <sup>st</sup> from 5 <sup>th</sup>	8 <sup>th</sup> from 16 <sup>th</sup>	13 <sup>th</sup> (dropped)	1 <sup>st</sup> from 7 <sup>th</sup>
State	7 <sup>th</sup> from 12 <sup>th</sup>	18 <sup>th</sup> from 32 <sup>nd</sup>	28 <sup>th</sup> (dropped)	1 <sup>st</sup> from 16 <sup>th</sup>

# How do we define success?



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

	Math	Reading	Graduation Rate	Participation Rate
• State Expectations	90%	91%	85%	95%
• Granby	100%	100%	100%	100%

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

# What is working?



- Interventions based on data:
  - Focus on higher order thinking (an infusion of HOT)
  - Reading and Math interventions – assess and target specific skills and strategies students need to master
- Collecting and utilizing student data to inform instruction
- Discussing, demonstrating and sharing of *Effective Instructional Strategies* through peer sharing opportunities; faculty meetings, PLC time
- Development and delivery of standards based curriculum

# Next Steps



- Stay the course
- Timely use of data
- Continue to deepen alignment and look beyond CAPT measures
- PLC team goals tightly aligned to formative and summative data and interventions/enrichments
- Development of systematic response to interventions (to meet both ends of spectrum)

# SAT



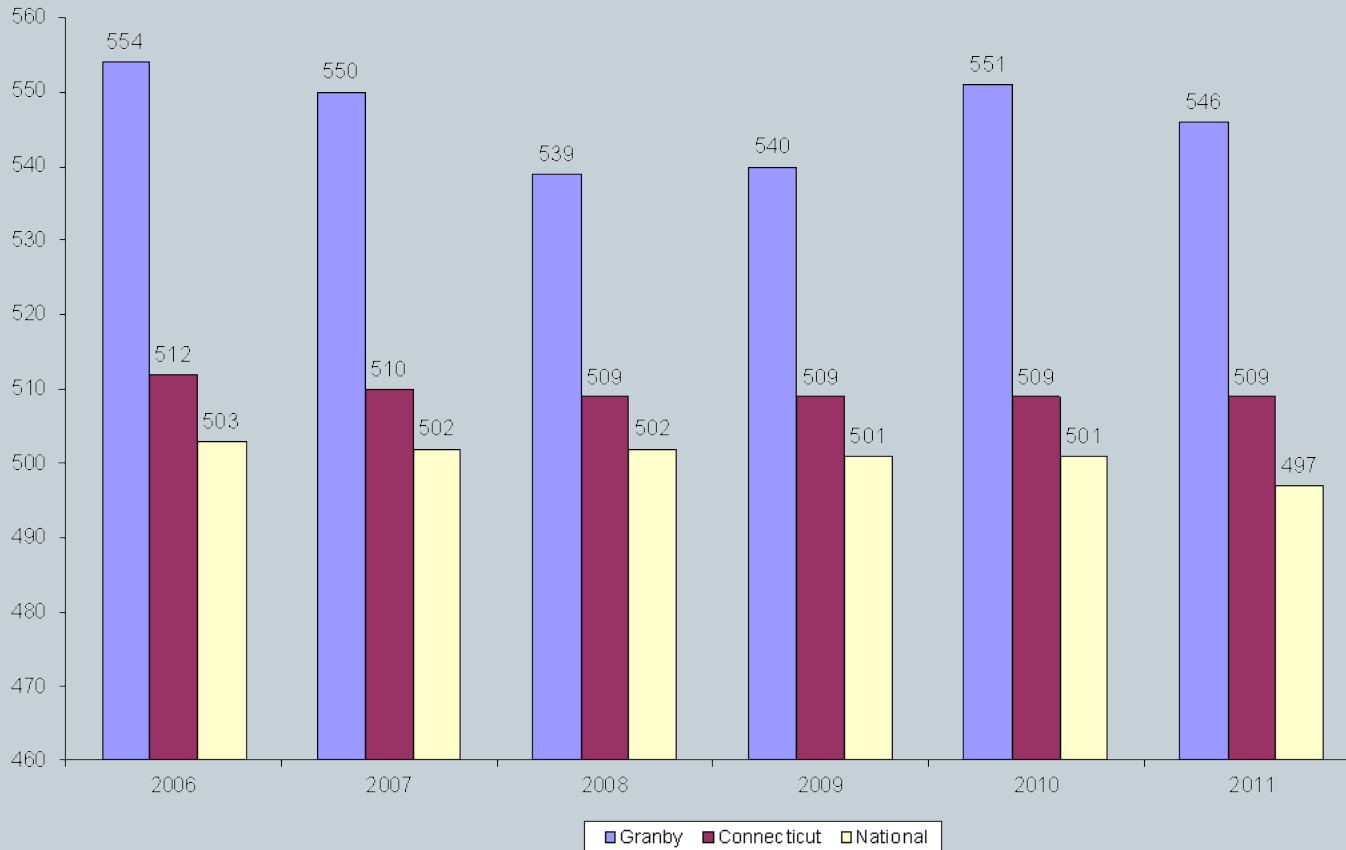
**GRANBY MEMORIAL HIGH SCHOOL**

**2011**

# SAT Trends: Critical Reading



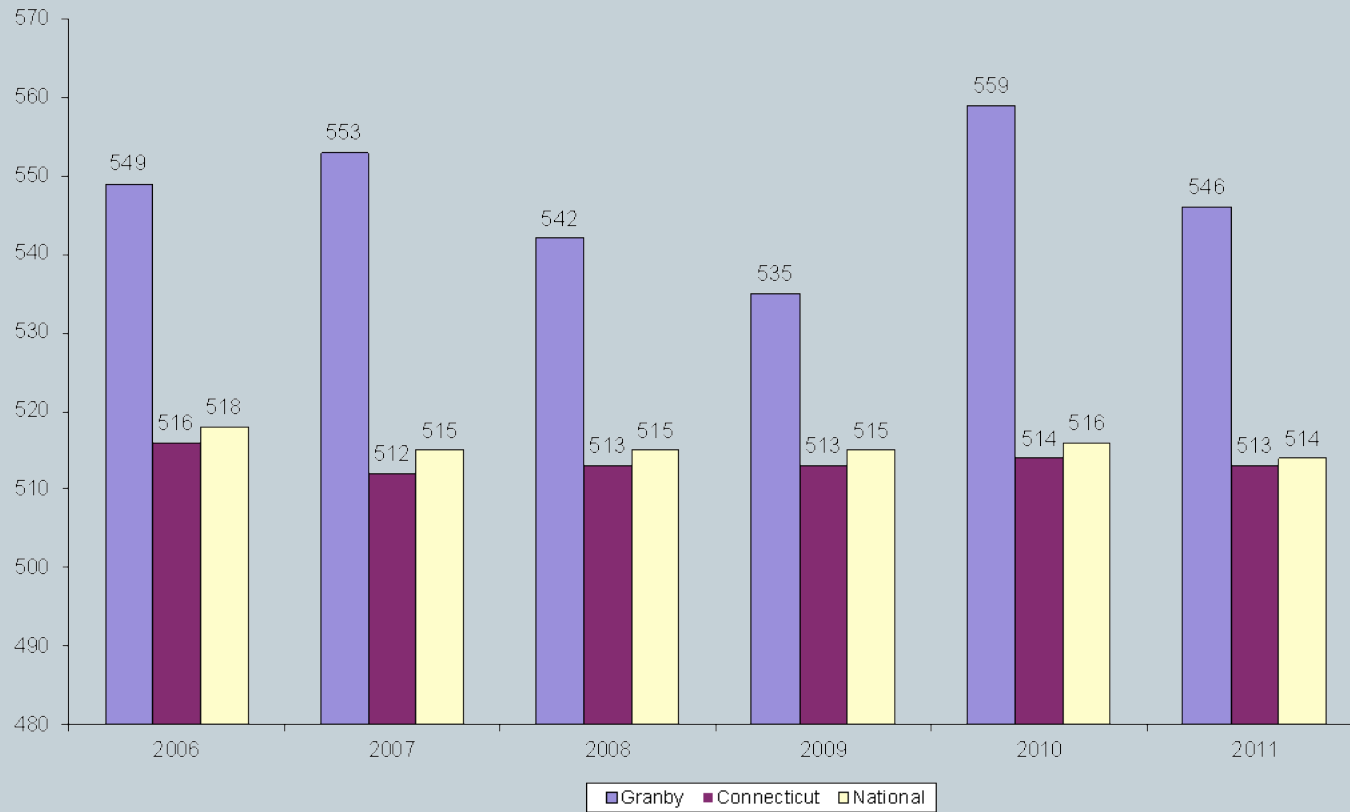
Average Reading SAT Scores by Graduating Class



# SAT Trends: Math



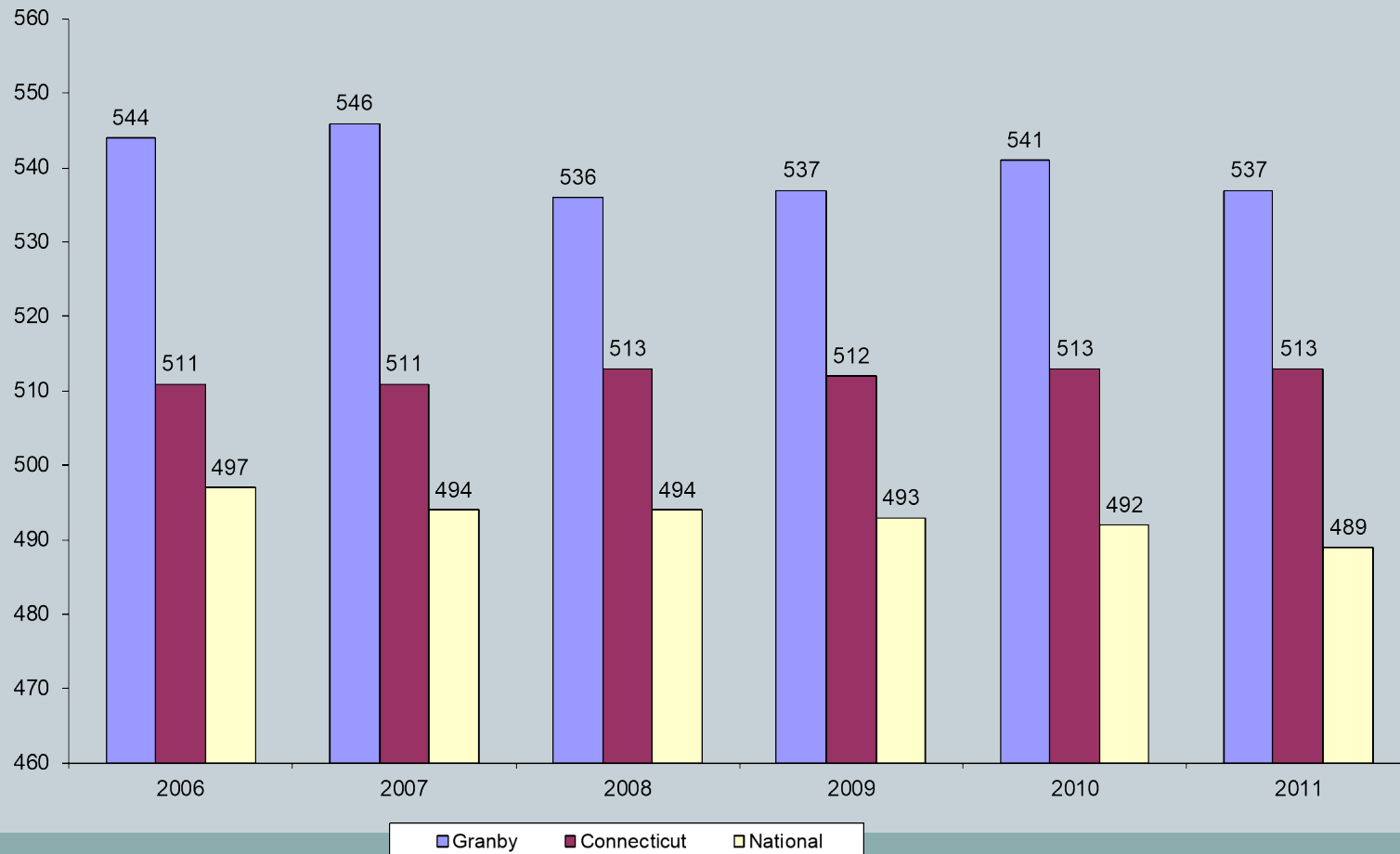
Average Math SAT Scores by Graduating Class



# SAT Trends: Writing



Average Writing SAT Scores by Graduating Class



# SAT Participation



- In October 2011, all 10<sup>th</sup> and 11<sup>th</sup> grade students were given the opportunity to take the PSAT at GMHS as part a fourth year school wide initiative to increase student participation and success on the SAT.
- Grew from 81.5% of 2010 graduates at GMHS taking the SAT to 92% of 2011 graduates at GMHS taking the SAT.

# SAT Achievement



- Critical Reading

- ✦ Mean score – 546
- ✦ Last year – 551
- ✦ CT mean – 509

- Math

- ✦ Mean Score – 546
- ✦ Last year – 559
- ✦ CT mean - 513

- Writing

- ✦ Mean Score – 537
- ✦ Last Year – 541
- ✦ CT mean - 513

# ACT



**GRANBY MEMORIAL HIGH SCHOOL**

**2011**

# Overview



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

# ACT Achievement



- At GMHS, 22 students took the ACT in 2011
  - Increase of 7 students from 2010
- Students ready for College level course work
  - English – 95%
  - Math – 82%
  - Social Science – 82%
  - Biology – 36% ↓
  - Percent of students meeting all four levels - 27% ↓

# Advanced Placement



**GRANBY MEMORIAL HIGH SCHOOL**

**2011**

# Overview



- Supports culture of high expectations and challenging students to reach fullest potential
- Offering 16 AP courses at GMHS in variety of disciplines: Art, Social Studies, Math, Science, World Languages and Music
- AP offerings supported by magnet schools
- Opportunity to earn college credit

# AP Achievement



- Enrollment in AP classes has been steady over the past four years (percentage of students graduating with at least 1 AP course):
  - 2011 – 60%
  - 2010 – 61%
  - 2009 – 57%
- Students tested in 16 different exams
- The number of AP tests administered in 2011 was 322 of which 145 students had a passing score of 3 or better (79.2% passing rate)

# Next Steps



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

# Granby Memorial Middle School

5 Year School Improvement Plan

2010-2015

# 5 Year District and School Student Achievement Goal

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

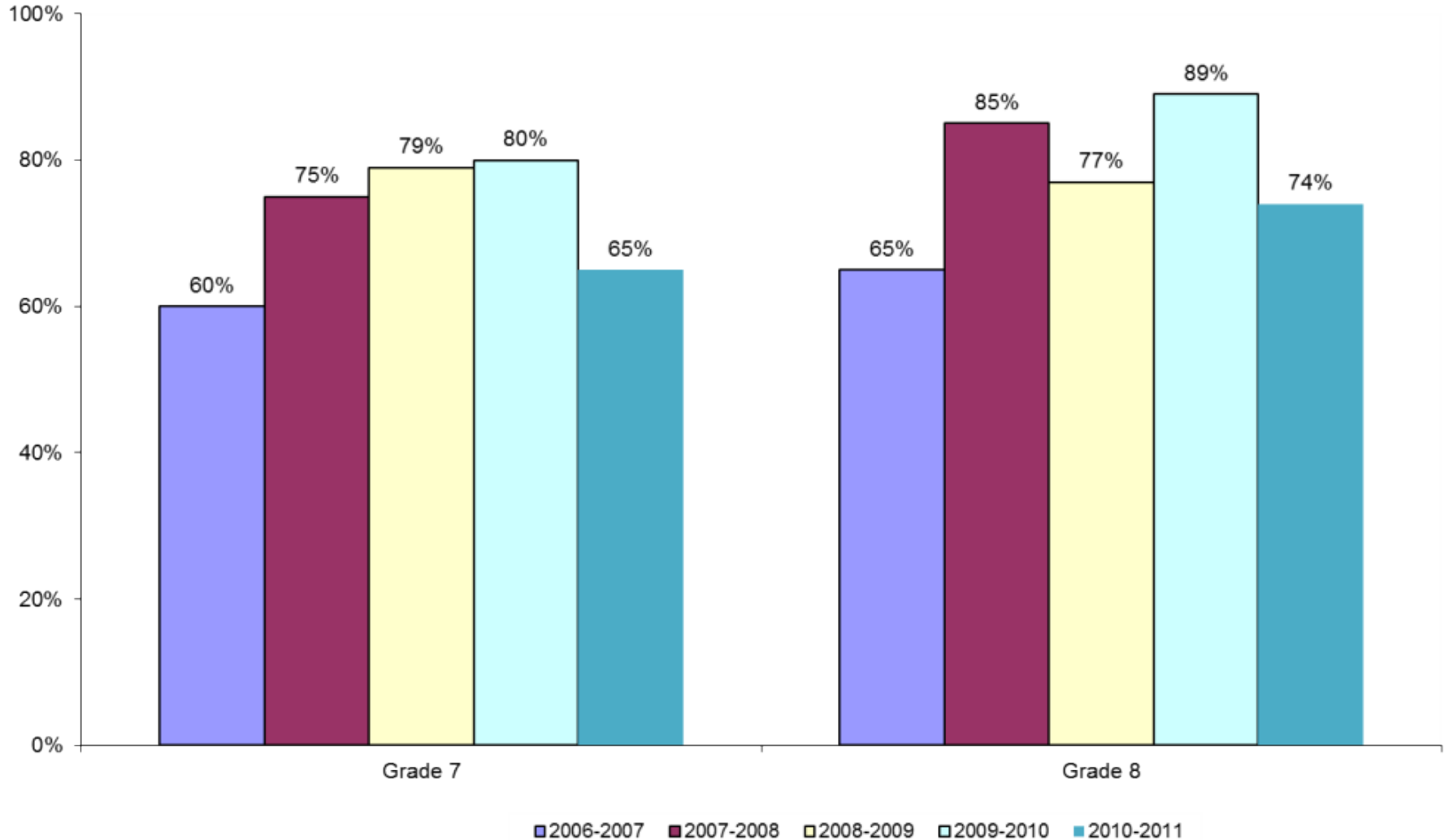
*As measured by:  
Standardize Achievement Data  
District Designed Assessments*

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

		Our Reality	Our goal, by 2015
CMT Strands	Reader/ Text Connection Content and Structure Math Application Estimating Solutions to Problems Scientific Inquiry	Grade 7: 65%      Grade 8: 74% Grade 7: 95%      Grade 8: 89% Grade 7: 72%      Grade 8: 67% Grade 7: 80%      Grade 8: 78% Grade 7: n/a        Grade 8: 76%	100% at goal 100% at goal 100% at goal 100% at goal 100% at 14 or above
Other District Measures		No district measures currently identified or developed	Year 1: Rubrics Year 2: Gap analysis Year 3: Develop Assessments Year 4: Pilot Assessments Year 5: Report data

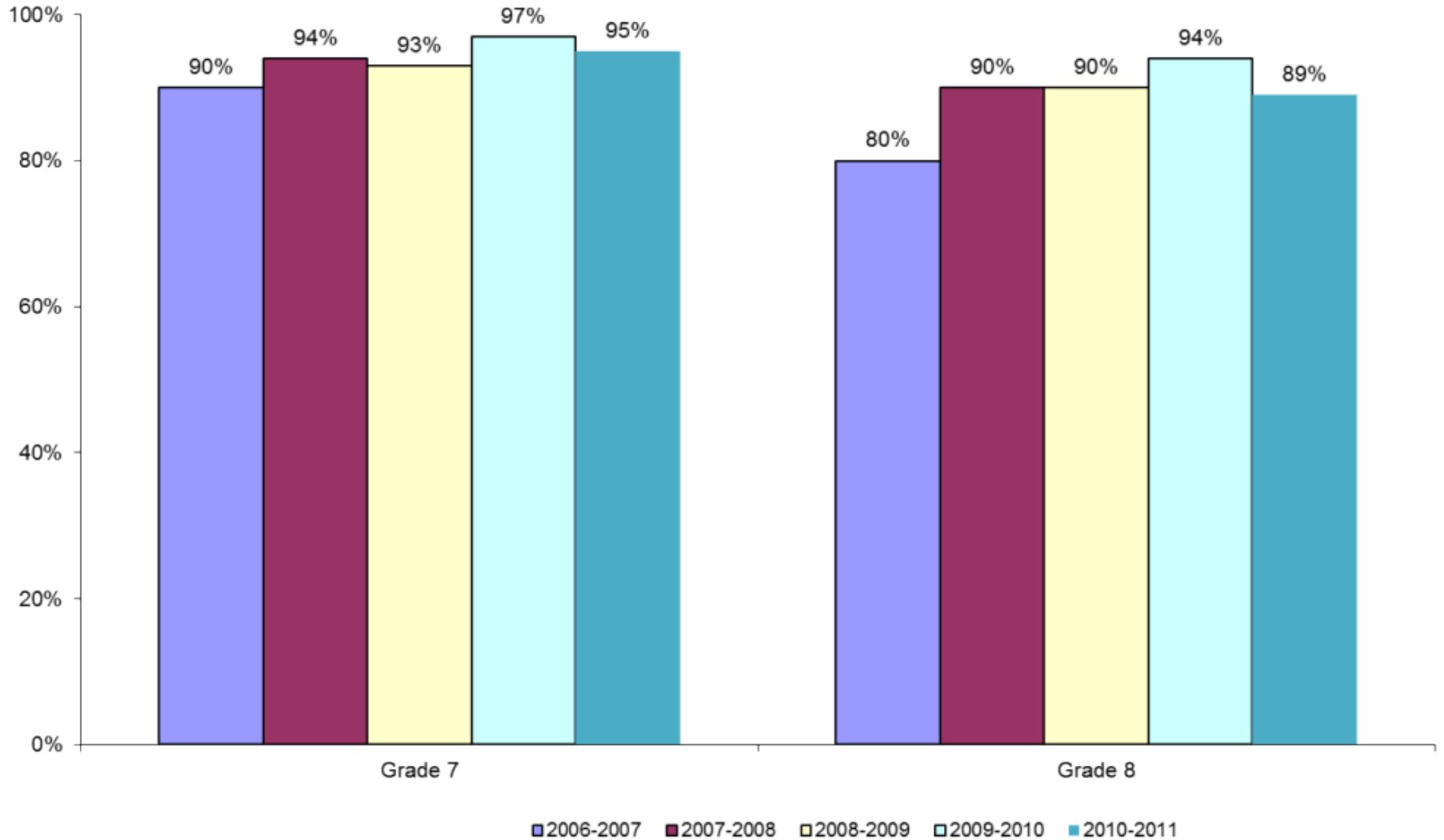
# District Achievement Goal – Our Reality

Making Reader/Text Connections  
% Students @ Goal



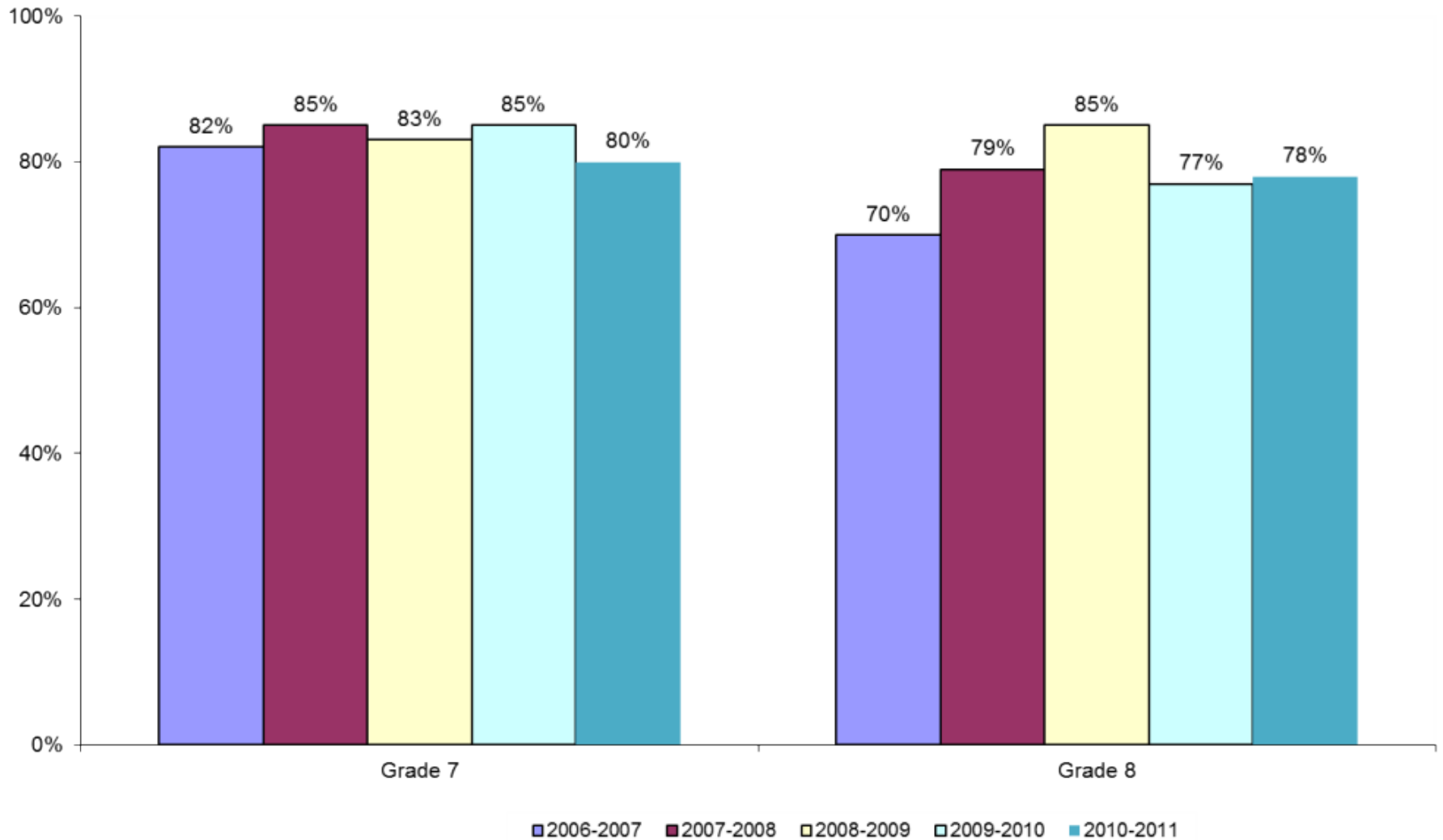
# District Achievement Goal – Our Reality

Examining Content and Structure  
% Students @ Goal



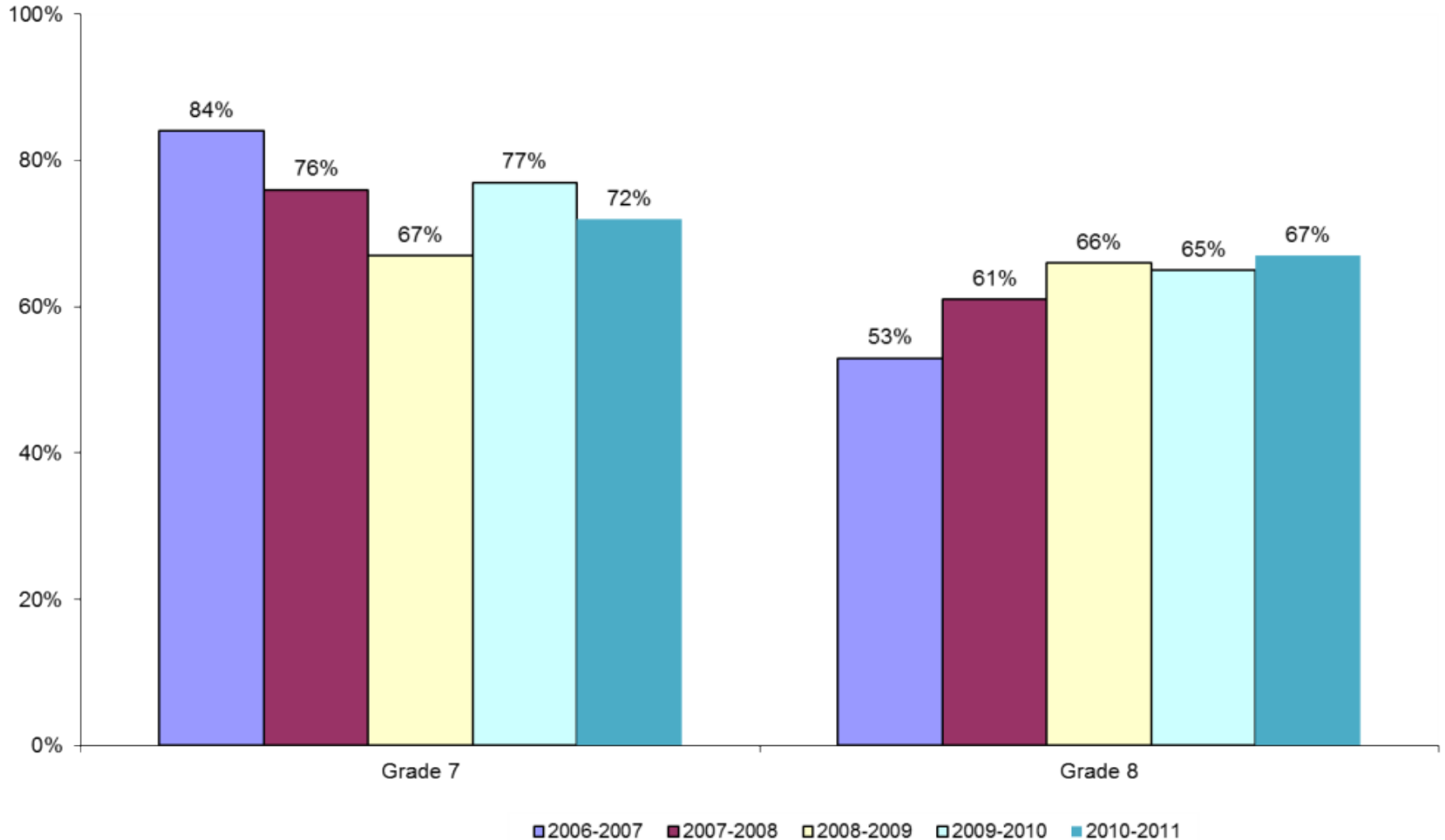
# District Achievement Goal – Our Reality

Estimating Solutions to Problems  
% Students @ Goal



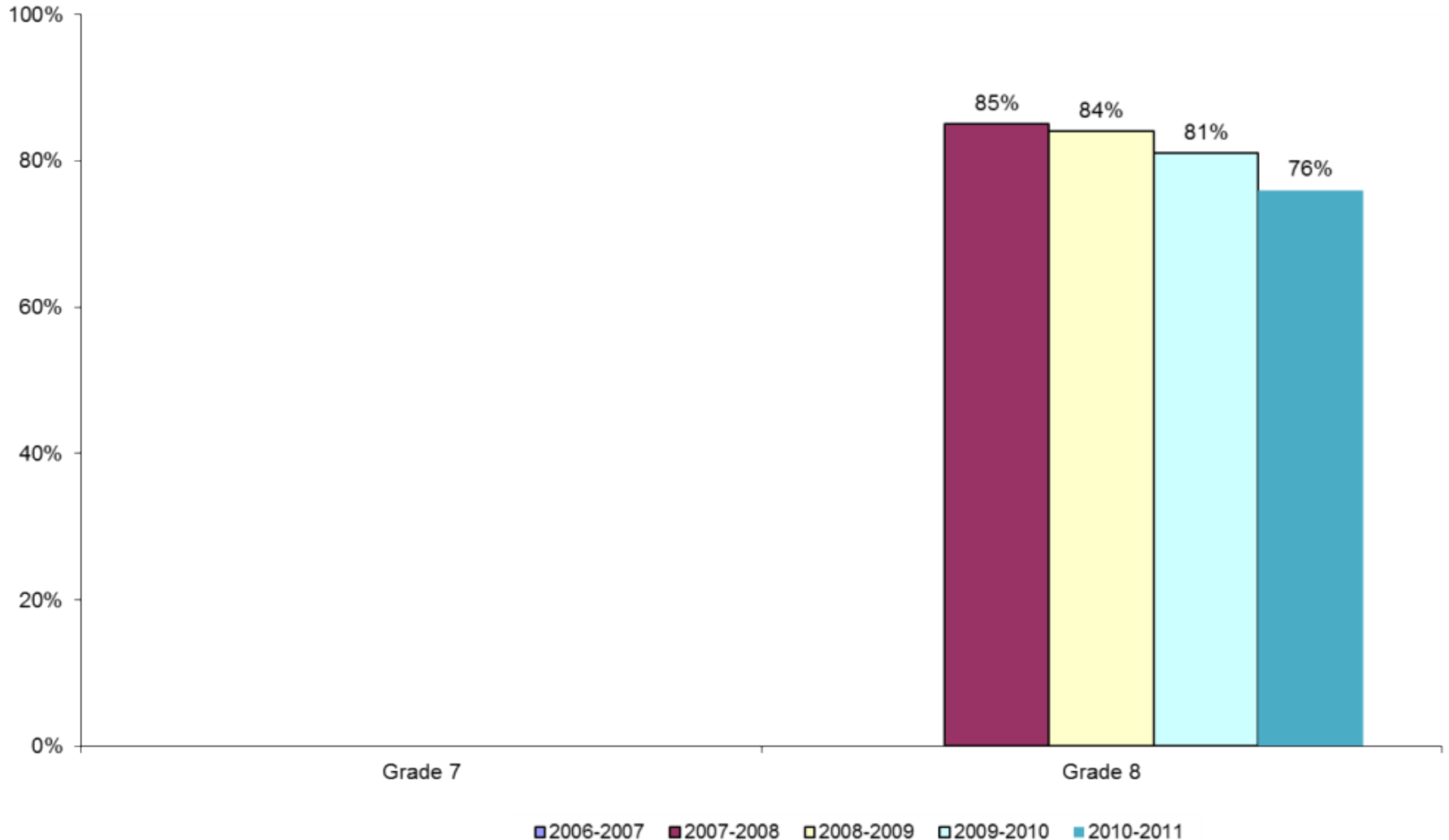
# District Achievement Goal – Our Reality

Mathematical Applications  
% Students @ Goal



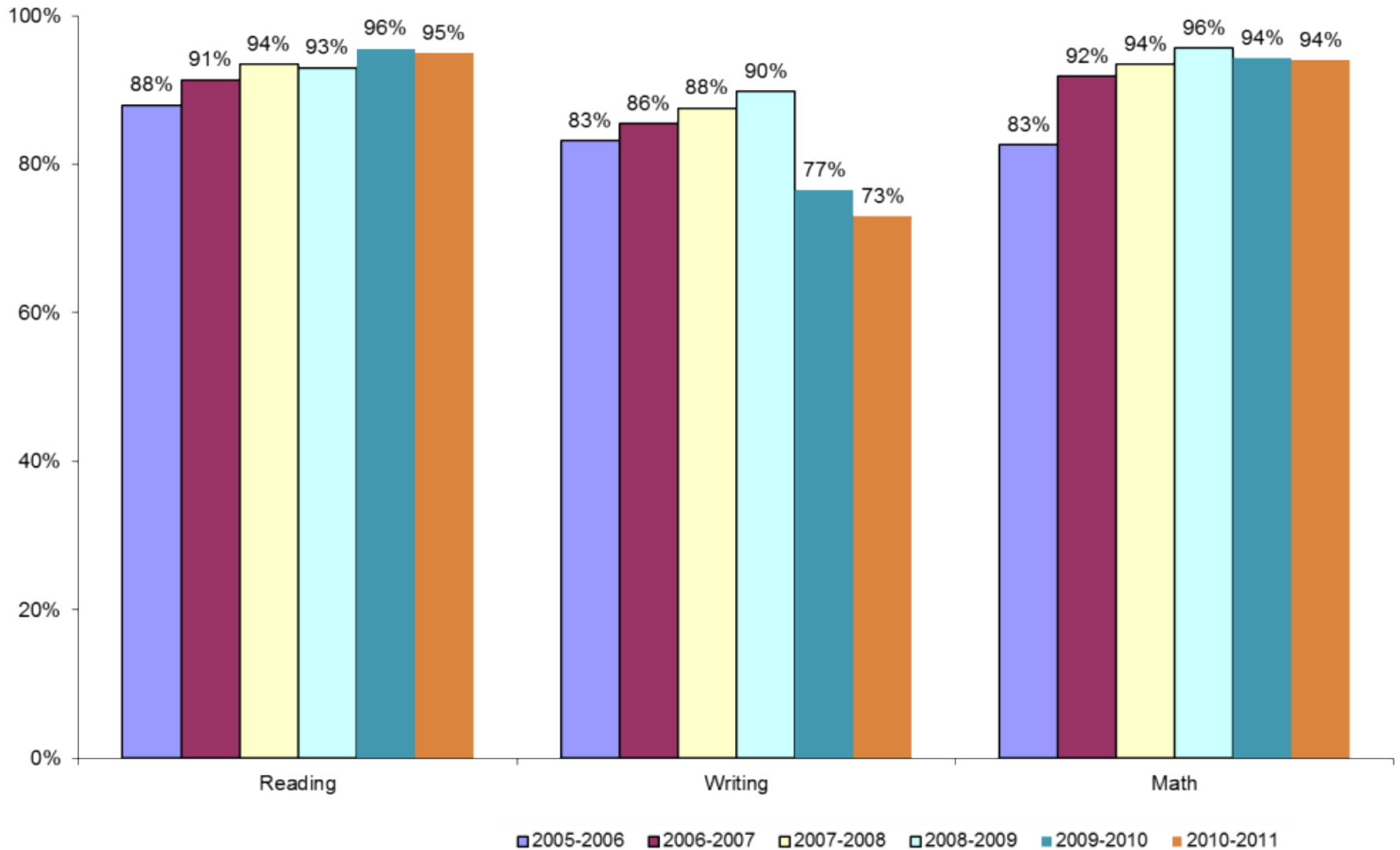
# District Achievement Goal – Our Reality

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



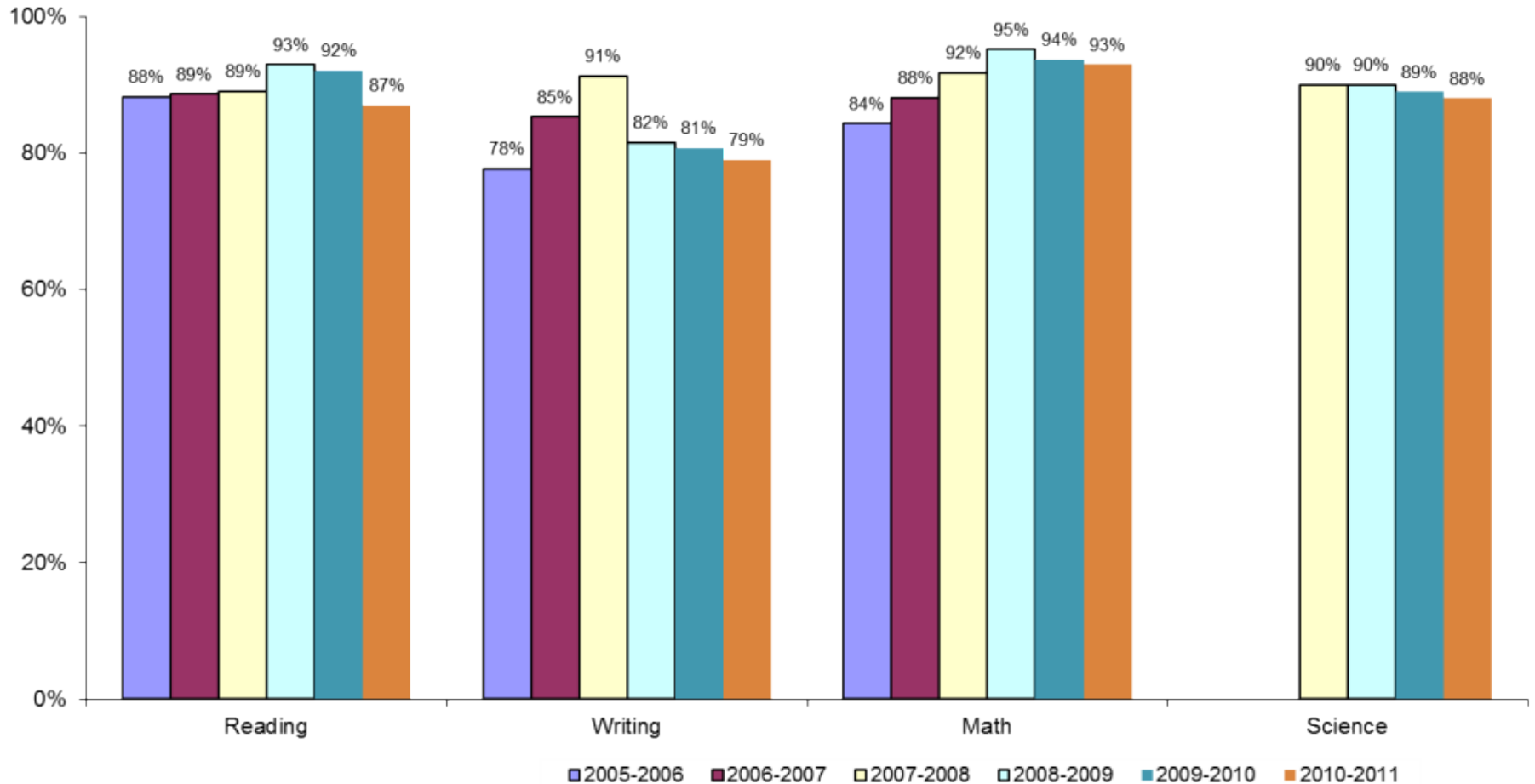
# Our School's Reality – CMT

CMT Grade 7: % At/Above Goal



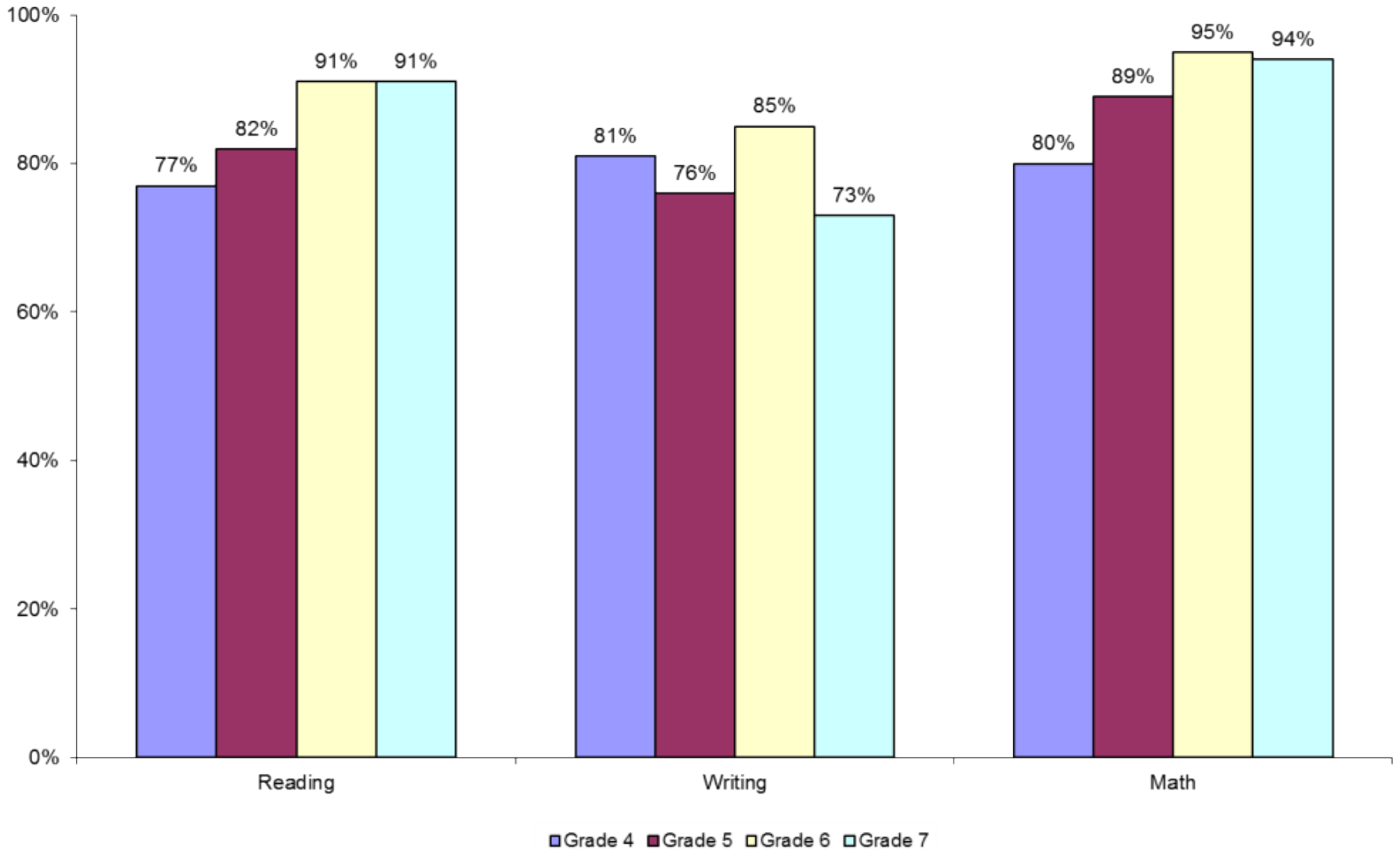
# Our School's Reality – CMT

CMT Grade 8: % At/Above Goal



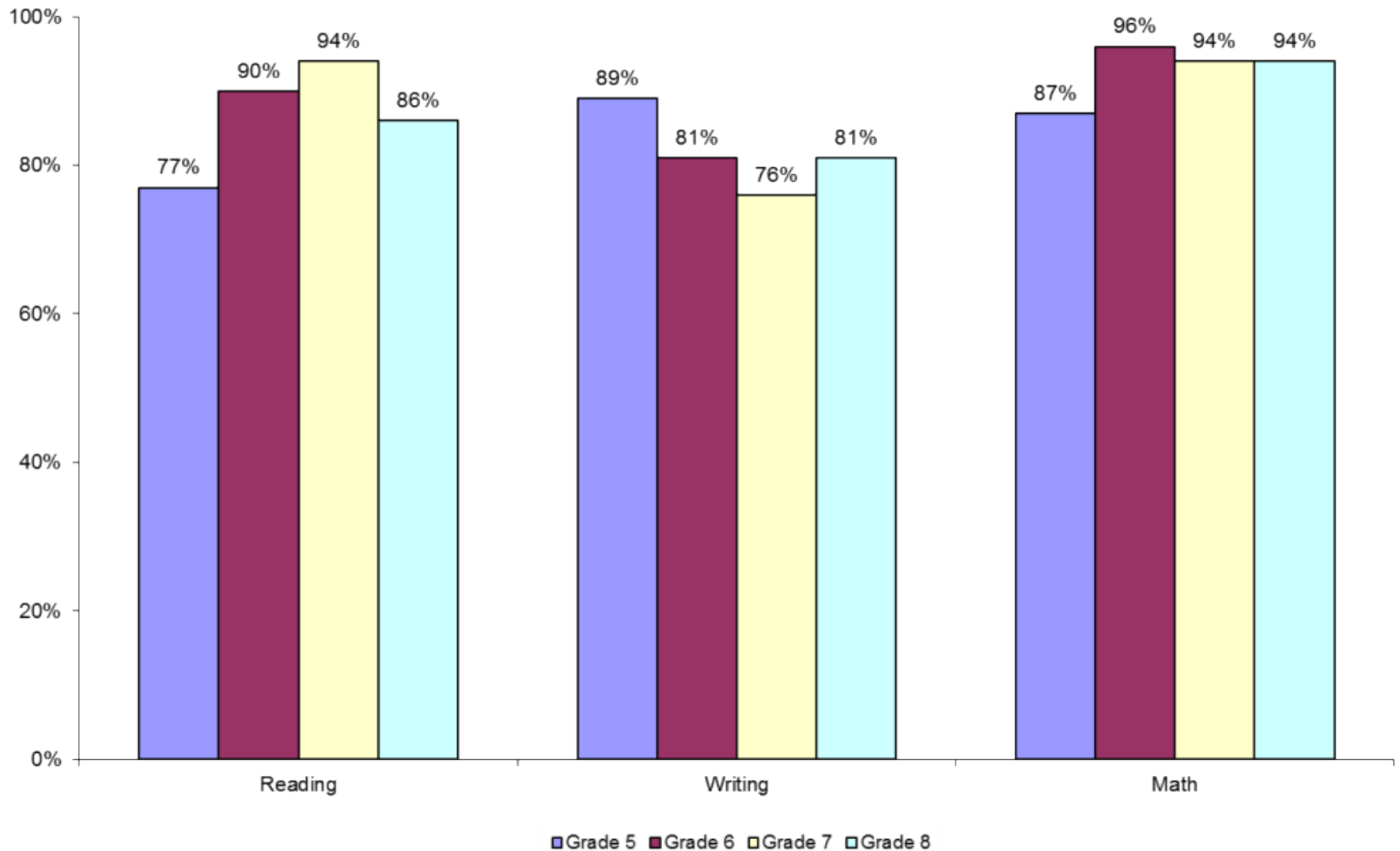
# Our School's Reality - CMT

Grade 7 Cohort Data: 2010-2011



# Our School's Reality - CMT

Grade 8 Cohort Data: 2010-2011



# Action Plan

*Supporting the District Achievement Goal:*

- *Examine CMT strand data to identify areas of low performance*
- *Examine CMT data to identify areas which target skills measured by District Student Achievement Goal*
- *Principal, Literacy Specialist, CAS, LA supervisor and teachers will develop action plans to address areas of low performance*
- *Review curriculum and standards of identified areas of low performance and connect to PLC team goals and continue to develop plans to challenge our high achievers.*
- *Develop formative assessments to monitor student progress in identified areas*
- *Attend PLC team meetings throughout the year*
- *Utilize RTI process to meet the needs of struggling students*
- *Analyze 6<sup>th</sup> grade writing strategies to increase GMMS student performance*

# Monitoring and evaluation

- *District benchmark writing prompt given three times a year*
- *On-going formative assessments by PLC teams*
- *Monitoring of effectiveness of instructional strategies and RTI interventions*
- *Ongoing sharing of PLC team data with faculty*

# Effective Collaborator

- Cooperative learning strategies in classrooms
  - Project based assessments
  - Laboratory groups and problem solving
  - Peer editing
- School events
  - Presentations at school assemblies and BOE mtgs
- Morning News Broadcast
- Talent Show

# Compassionate Contributor

## Current practice

- Student Union
  - Fundraising
  - Building climate of cultural tolerance, acceptance and pride
  - Community connections/responding to current events and social issues
- Character Education

## New Ideas - Deepening the work of compassion

PBIS – Positive Behavioral Interventions and Supports (PBIS)

Identifying specific expectations and recognizing and celebrating the positive contributions of faculty and students

Middle School/High School Leadership teams collaborating to implement lessons on tolerance, acceptance and respect

# Other important school initiatives

- District alignment of LA curriculum
- Literacy Specialist responsibilities include more of the classroom coaching model
- Implementation of Reader/Writer workshop and Read 180 program

# Granby Memorial High School



5 Year School Improvement Plan  
2010-2015

# 5 Year District and School Student Achievement Goal

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

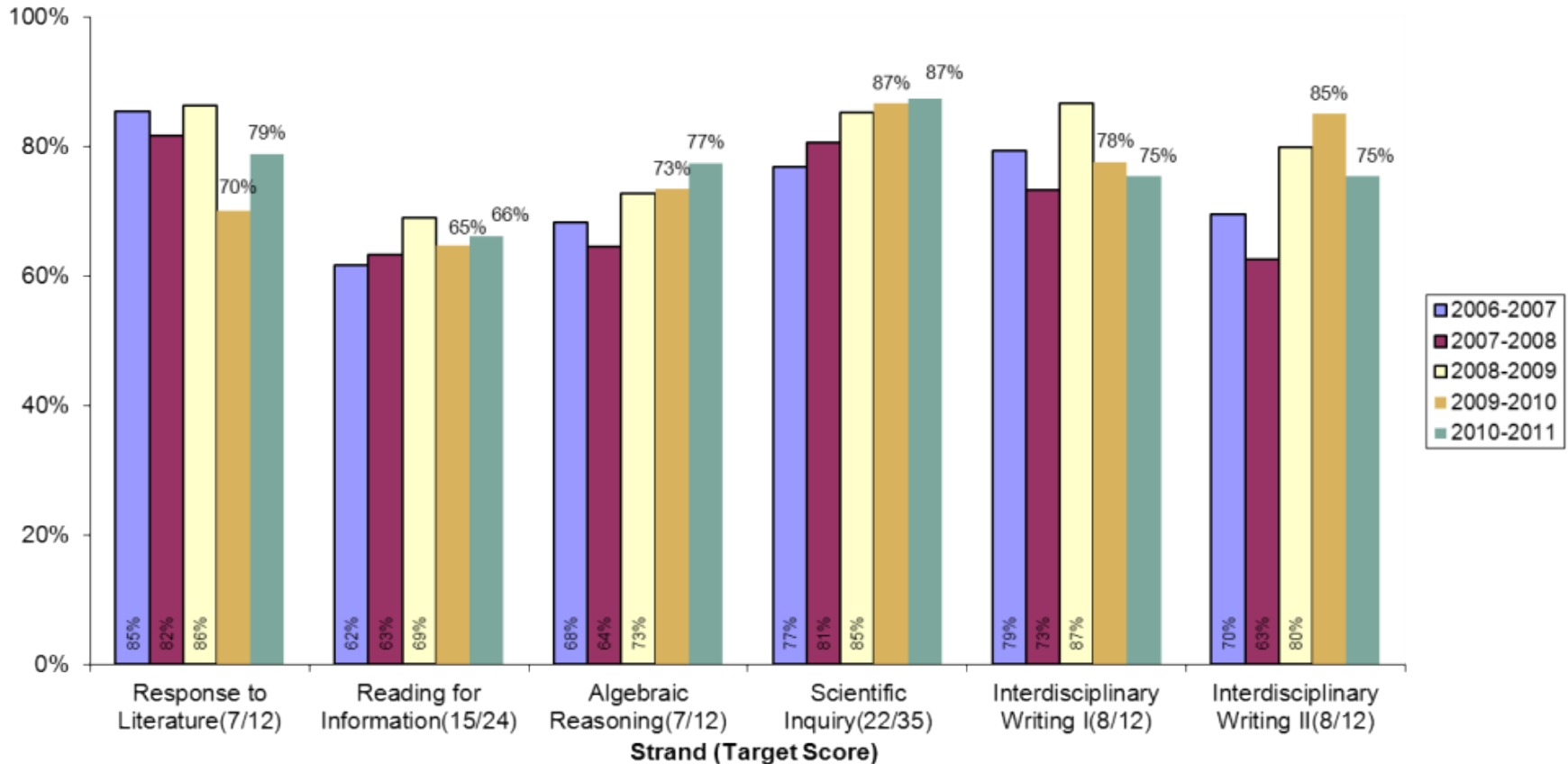
*As measured by:  
Standardize Achievement Data  
District Designed Assessments*

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

		Our Reality - 2010	Our goal, by 2015
CAPT Strands	Response to Literature Reading for Information Algebraic Reasoning Scientific Inquiry Interdisc Writing I Interdisc Writing II	Grade 10 : 70% at goal of 7/12 Grade 10 : 65% at goal of 15/24 Grade 10 : 73% at goal of 7/12 Grade 10: 87% at goal of 22/35 Grade 10: 78% at goal of 8/12 Grade 10: 85% at goal of 8/12	<b>100% at goal of 7/12</b> <b>100% at goal of 15/24</b> <b>100% at goal of 7/12</b> <b>100% at goal of 22/35</b> <b>100% at goal of 8/12</b> <b>100% at goal of 8/12</b>
Other District Measures		No district measures currently identified or developed	Year 1: Rubrics Year 2: Gap analysis Year 3: Develop Assessments Year 4: Pilot Assessments Year 5: Report data

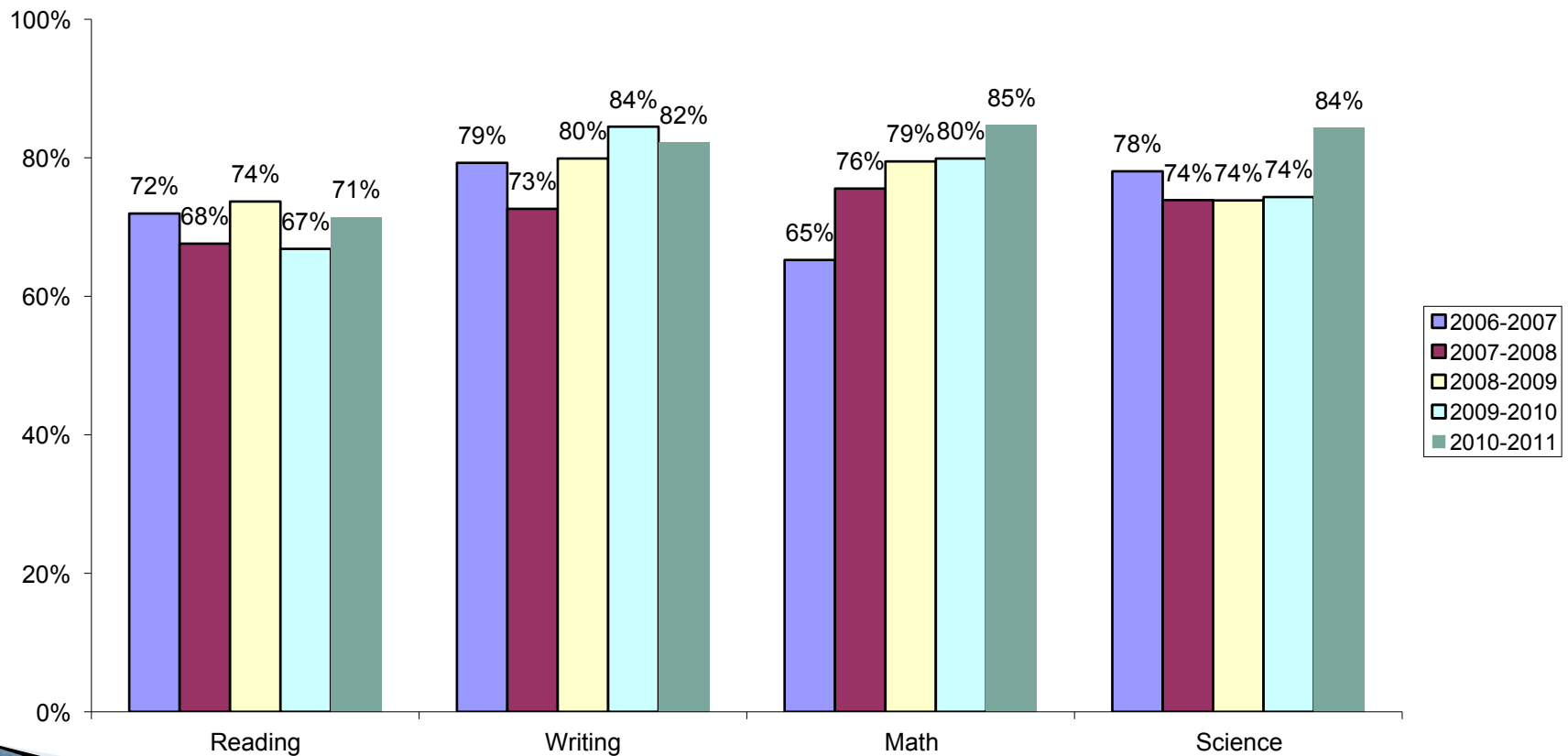
# District Achievement Goal – Our Reality

CAPT Strands: % Students Above Target Score



# Our School's Reality – Overall CAPT Scores

**CAPT: % Students At/Above Goal**



# Action Plan

## **Supporting the District Achievement Goal:**

- ▶ Review data for all areas of CAPT and Interventions
- ▶ Identify areas of low performance (Interdisciplinary Writing II);
- ▶ Create action plan to areas of low performance with Literacy Specialist and SPED Consulting Teacher
- ▶ Review curriculum and standards related to identified areas of low performance and integrate into PLC team goals
- ▶ On-going assessments and conversations with PLC team leaders and CAS
- ▶ On-going school-wide sharing of DAG data throughout the year by PLC teams
- ▶ Development and Implementation of School-Wide Writing rubric by Interdisciplinary PLC team
- ▶ Administrative Theory of Action to support SIP and DAG

# Monitoring and evaluation

## Of Progress Toward DAG:

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

# Effective Collaborator

- ▶ Clubs and extra-curricular
  - Designing and creating seasonal gifts
  - Veterans collections
  - Coffee House and Concert of Hope
  - BRIDGES
  - Art Show
- ▶ Teamwork with roles in classrooms
  - Debating
  - Project based assessments
  - Laboratory groups and problem solving
  - On-line blogging and peer editing
  - Reaching consensus/ brainstorming/setting expectations
- ▶ PE Student Leaders; Culinary Student Leaders; English Student Leaders
- ▶ Senior Project
- ▶ Bloomfield Agriculture Experience
- ▶ 9<sup>th</sup> Grade Advisory Mentor/Mentee relationships
- ▶ Interest-based Advisory Program

# Compassionate Contributor

- ▶ Academic Connections
  - Senior Project
  - Culinary Arts Outreach
  - Students teaching at Wells and Nursing Home
  - Veterans Day
- ▶ Clubs and Extra-curricular (Student Government, etc.)
  - Food Drives
  - Empty Bowls
  - Concert of Hope
  - Pi Day
  - Book Drive for CCMC
- ▶ Mentors for all 9<sup>th</sup> grade students
- ▶ Advisory - 27 Organizations during the 2010-2011 School Year
- ▶ Best Buddies
- ▶ Host Families
- ▶ Internships/Mentoring/Job Shadowing
- ▶ Community Service
- ▶ Exchange Programs

# Other important school initiatives

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

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

**Attendance Taken at 6:57 p.m.:**

Present Board Members:

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

Absent Board Members:

Marie Nicholls

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

**I. Public Comment**

There were no public comments this evening.

**II. Administrative Reports**

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

- Mr. Addley spoke about the passing of Aden Clark, the head custodian at Kearns School, who was employed with the district for almost 30 years. He passed on the districts condolences to Aden's family.
- Thank you to parents and staff for getting us up and running for the school year. It was very fortunate to miss only one day. It has been a seamless start to the school year.
- Zippslip software sent out this evening to parents at the elementary school level.
- Open houses are going well - Grades 3 and 4 open houses will be held tomorrow night.
- The next retreat for District & Community Partners will be held on September 27th.
- The early registration deadline is September 12th for CABA/CAPSS Convention.
- Thank you to the PTO for donating \$50 to all elementary classroom teachers.
- Mr. Heminway added to the announcements that Granby's teacher of the year is still in the running for the state teacher of the year.

**II.B. Student Representative Reports**

- Started off school year great with extra day of summer.
- Freshmen orientation was a success.
- High School Open House will be held on September 15<sup>th</sup>.
- Senior Parent Night will be held on September 20<sup>th</sup>.
- Summer reading will be discussed in in advisories.
- Upper classmen from National Honors Society are going to be role models for freshmen this year.
- Fall sports captains had meetings with all of their teams and fall sports start September 14<sup>th</sup>.
- On September 28<sup>th</sup> there will be an invisible children assembly which will be the school focus this year.

## **II.C. Summer College Experience**

Julie Bragg spoke about the 4th annual college explorations summer seminar held this past August. She stated that 20 students attended this year and that 78 students have attended this summer seminar over the past 4 years. Ms. Bragg gave an overview of the campus visits. Parker Reynolds, a senior at GMHS, and Drew Ash, a junior who just recently moved from Ohio to Granby, shared their experiences with the Board. Parker said that the informational sessions were the most helpful to him and Drew said he liked the fact that he could visit the campuses in person as opposed to online and found it helpful in selecting the size of school he wanted to attend.

## **II.D. Summer School**

Emily Boone, Summer School Director, shared the success of this year's program. Ms. Boone stated the purpose of summer school supports powerful thinking throughout the summer months and reinforces academic and social skills. A few changes occurred this year: decrease in activity sessions from 1 hour to 40 minutes; addition of a technology class; break time; resource teacher who worked with summer school students with individual education plans (IEP); and collaboration with special education. Ms. Boone stated that 141 students were enrolled; 91 students in Language Arts, math and activities; 33 students in Language Arts and Math only; 12 in Language Arts only and 5 in Math only. She also stated that 31 students from Hartford attended out of 55 K-8 students Hartford students. The Board inquired how many students attended who have an IEP. Ms. Boone stated all but one did not attend. The Board inquired why there was an increase this year in 4th grade attendance. Ms. Boone stated that perhaps it was due to better advertising or friends in attendance. The Board also inquired if an analysis has been done on the effect of summer school in improving in test scores. Ms. Boone stated that we do not currently have data with regard to this but have talked about doing it in the future.

Jen Miller spoke about the special education summer school program. Ms. Miller explained how the program works and how students are recommended for summer school services. She stated that services are based on individual students' needs. Ms. Miller stated that this year a special education teacher was on-site which was very beneficial to students and assisted in their transition to intermediate and middle school. The Board inquired about the length of program. Ms. Miller said that it depended on the Individual Education Plan and for some students the length was as little as two weeks but could be up to 8 weeks.

Diane Dugas, Director of Curriculum, Teaching & Learning, spoke about the Summer Global Learning Academy sponsored by the Granby Education Foundation. She stated that it was a two-week summer program focused on Chinese language, culture and global studies and that 62 students participated. Ms. Dugas stated that a fall Saturday global learning academy will be held on October 15, 22, 29 and November 5 for grades 3-8. There will also be a culminating evening for international week November 14-18.

## **III. Consent Agenda**

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

A Motion was made by Matt Wutka and seconded by Ron Walther to approve the consent agenda at 7:47 p.m.

## **IV. Old Business**

### **IV.A. Superintendent's Evaluation**

Mr. Heminway stated that he has heard from all but one board member and will be compiling that information for presentation at the next board meeting on September 21<sup>st</sup>.

#### **IV.B. Board of Education Goals**

A Motion was made by Ron Walther and seconded by Matt Wutka to adopt the 2011-2012 Board of Education goals at 7:48 p.m.

#### **V. New Business**

##### **V.A. Student Achievement Report for the Connecticut Mastery Test (CMT)**

Ms. Diane Dugas, Director of Curriculum, Teaching and Learning, presented the CMT annual report. She stated that this is the 6th year of the 4th generation test and we will keep this generation until 2014 when new assessments will take place. She spoke about adequate yearly progress (AYP) and that the figure of 89% in Reading and 91% in Math has increased from last year and that in 2014 those numbers will be raised to 100%. The Board asked of the students not making up 100%, what percentage are special needs' students and asked if the right resources are being used for those students. Ms. Dugas stated that she is looking at that data specifically and will be reporting it in the next few board meetings. The Board asked if other towns use everyday math and, if so, can we look at their scores to see if there is a deficiency in that program. With regard to writing scores, Ms. Dugas stated that we will look close at reader-writer workshops which are designed to help students with the CMT tests and we hope to see a more steady improvement in these scores. Mr. Addley asked Michael Dunn, K-12 Language Arts Supervisor, to speak to the Board with regard to language arts and how we plan to address the challenges. Mr. Dunn stated that more texts will be getting in the hands of kids and we are shifting resources and providing teachers with sustained support through coaching. Mr. Dunn also spoke about the reader/text connection and the more we can align the work of the teams the better off we will be. He stated that writer's workshop will focus on the following, "Read like a writer and write like a reader." Mr. Addley stated that he is firmly convinced in the direction the district is going.

#### **VI. Miscellaneous**

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

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

Mr. Walther stated that this Committee met this evening. The Curriculum Director's summer update was reviewed as well as maintaining high performing students and AP scores. The committee also discussed having a separate meeting to discuss a process for making recommendations for the early childhood feasibility study. A separate meeting will be held to discuss and formulate a recommendation. New bullying legislation which has gone into effect was also discussed. Our current policy will need to be revised significantly to align with the new statute. The CPPAC submittal has been completed for the electronics lab which we hope to begin next summer and will need to vote on this fall.

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

This Committee has not met .

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

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

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

There will be a CABE meeting next week and the state board will be present.

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

Contributions to can be made to P.O. Box 351, Granby, CT 06035

**VI.B.4. District Efficiency Initiatives**

Mr. Harry Traver, Business Manager, stated that he following up today with the solar energy engineer and asked if the final panel design has been completed. Mr. Traver stated that he is behind on 7 projects and that he can't help us until February. Mr. Traver stated that he will start tomorrow looking for alternatives. The Board inquired if we can reapply the money to someone else and Mr. Traver stated yes we can.

**VI.C. Calendar of Events**

Will let the Board know when the next curriculum meeting will be for the early childhood feasibility study.

**VI.D. Board Member Announcements**

There will be a conference held in Boston in April for board members. This is an opportunity to network with board members from other states. There are a lot of workshops and speakers available. Mr. Heminway strongly recommended board member attendance.

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

A Motion was made to end the regular meeting and to go into non-meeting by John O'Connor and seconded by Matt Wutka at 8:35 p.m.

The non-meeting ended at approximately 8:50 p.m.

Respectfully submitted,

Linda Powell  
Board Recorder

### **GMHS International Field Trip to Honduras**

**Dates:** June 19 to July 4, 2012

**Details:** The purpose of the trip is to allow students to experience two of the most biologically diverse ecosystems in the world, the tropical rainforest and coral reef. Students will spend one week in each ecosystem, learning about the current threats to this diversity and serving as research assistants by collecting ecological data for professional research scientists.

**Advisor:** Laura Heath, Science Teacher

**# Students:** 10

### **GMHS International Field Trip to Japan**

**Dates:** Late June/Early July 2012 (duration 2 ½ - 3 weeks)

**Details:** The trip is a combination of a home-stay exchange with our sister school in Chiba, Japan and an educational tour of Tokyo, Chiba and the surrounding area

**Advisor:** Jaime Rechenberg, Japanese Exchange Advisor

**# Students:** Up to 10

A = 334 Salmon Brook Street, Arlen Meyer, 9.5 acres

B = 329 Salmon Brook Street, Francis Farrar, 14 acres

C = 318 Salmon Brook Street, Picard Family Limited Partnership, 1.1 acres

D = 310 Salmon Brook Street, Peter Cooper, 1.5 acres

E = 310R Salmon Brook Street, Renee Raymond, 1.4 acres

F = 308 Salmon Brook Street, Leonda Markee, 1 acre

G = 306 Salmon Brook Street, Jacques Heon, .35 acre

H = 298 Salmon Brook Street, Valley Free Massons Assoc., 2.9 acres

I = 290 Salmon Brook Street, Trudy Furno, 44 acres

Ahrens Park

151 Salmon Brook Street  
Peter & Joan Avery  
18 acres





CREST ROAD

Total Site = 55 acres

28 acres

19.7 acres

FEMA FLOOD PLAIN

10712

Field is

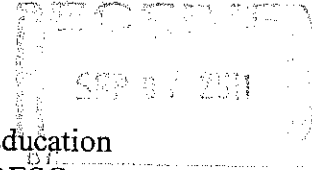
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Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 · (860) 571-7446 · Fax (860) 571-7452 · www.cabe.org

August 29, 2011



TO: Chairmen and Superintendents in CABE Member Boards of Education  
CABE Board of Directors, Education Affiliate Members and RESCs

FROM: Don Blevins, CABE President and Robert Rader, CABE Executive Director

RE: **CABE Board Recognition Awards**

The CABE Board Recognition Awards are designed recognize boards which provide effective leadership to their districts through the use of good practices. This program, which acknowledges the importance of school board members and superintendents working together as **effective teams**, continues an important trend among school boards associations across the country.

The Board Recognition Awards was redesigned last year.

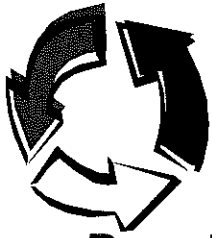
- **CABE Board Leadership Award - Level One** includes 34 items and boards need to fulfill 22 of these with at least three completed in each of the following areas: board leadership/ student achievement, board member professional development, policy, community relations, and related organizational leadership.
- **CABE Board of Distinction Award - Level Two** recognizes Boards which are truly exemplary. To be eligible for this higher level of award, the Board must have achieved Level One distinction at least **twice** in the past **four** years. Boards must achieve at least **two** Level Two items in each Level Two category to receive this award.

An optional question in Level One and Level Two, asks about what makes your Board's leadership especially effective. These responses will be printed in the *CABE Journal*.

**The Awards will be presented at the CABE Leadership Awards Reception at the CABE/ CAPSS Convention on Friday, November 18, at the Mystic Marriott Hotel in Groton. Winning Board Chairs and Superintendent will receive their invitation to this reception the week of October 17. All members of your board of education who are attending the Convention are invited to attend the ceremony.**

Districts receiving the award for the first time will receive a plaque; in years following, plates for the plaque will be provided. Winning districts will also be honored, for one year, on a plaque that hangs in the Leonard Rovins Conference Room at the CABE Office and will be recognized in the December *CABE Journal*. (See enclosed Brochure)

***DEADLINE for Submission: OCTOBER 13, 2011***



# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

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

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

All awards are presented at the CABE/CAPSS Convention.

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

### REQUIRED CRITERIA

#### 1. Board Leadership/Student Achievement

##### Level One (minimum of three)

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

##### Level Two (minimum of two)

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

#### 2. Board Member Professional Development

##### Level One (minimum of three)

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



# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

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### Level Two (*minimum of two*)

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

### 3. Policy

#### Level One (minimum of three)

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

#### Level Two (*minimum of two*)

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

### 4. Community Relations

#### Level One (minimum of three)

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

#### Level Two (*minimum of two*)

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

### 5. Related Organizational Leadership

#### Level One (minimum of three)

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



# CABE Board Recognition Awards

## Board Leadership Award and Board of Distinction Award

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

**Level Two (minimum of two)**

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

**Optional Question:**

**Level One**

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

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

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**Level Two**

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

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Board Chair	Date
Superintendent	Date



**Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes  
September 7, 2011  
5:30 p.m.**

Attendance:

Ronald Walther – Present  
Rosemarie Weber – Present  
John O'Connor - Present

Alan Addley - Present  
Diane Dugas - Present

Meeting commenced at: 5:45 p.m.

Meeting adjourned at: 7:00 p.m.

1. Curriculum Director's Summer Update – Summer activities reviewed. Report attached.
  
2. Graduation Performance of Gifted & Talented Students – Discussion regarding servicing high-performing students in the classroom.
  
3. AP Scores – AP scores for 2011 were reviewed and discussed.
  
4. Early Childhood Feasibility Study Process Discussion – Discussed process for recommendation. Separate meeting will be held to discuss and formulate recommendation.
  
5. Policy Updates – Bullying policy needs to be revised to reflect new law. District currently working under new law requirements.
  
6. Update on Electronics Lab – CPPAC submission completed. Awaiting CPPAC meeting to get started on this project.
  
7. Other – None.

September 20	Special Curriculum Subcommittee Mtg.	5:30 p.m.	Central Services
September 20	Senior Parent Night	7:00 p.m.	HS Auditorium
September 21	Facilities Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
September 29	Rosh Hashanah – No School		Offices open
October 4	Early Release – All Schools		
October 5	Curriculum Subcommittee Meeting BOE Meeting	5:30 pm. 7:00 p.m.	Central Services
October 7	Mentor/Scholarship Breakfast	7:30 a.m.	Meadowbrook of Granby
October 7	Middle School Fall Parents' Day		Middle School
October 10	Columbus Day – No School		Offices Closed
October 12	Superintendents' Forum	6:30 p.m.	HS Chorus Room
October 19	Finance Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services



# Legal Roles and Responsibilities of Board of Education Members

October 20, 2011  
9:00 am – 12:00 pm  
Cromwe Plaza, Cromwell

Brush up on your board member skills by attending this timely workshop geared toward both the new and seasoned board of education member. Begin the workshop by hearing firsthand from Legal Counsel at the State Department of Education exactly what your roles and responsibilities are as a board of education member in the state of Connecticut. Then, stay with us to learn about the State's most often violated laws contained in the Freedom of Information Act. You'll leave this workshop with a clearer understanding of your responsibilities and as a board member who is better prepared to serve their district and its children.

## AGENDA

- 8:30 - 9:00 am Registration
- 9:00 - 9:10 am Welcome  
**Kelly B. Moyher**, Senior Staff Attorney, CABE
- 9:10 - 10:30 am State Department of Education Expectations of School Board Members  
Presenter: **Daniel Murphy**, Attorney, Connecticut Department of Education
- 10:30 am - 12:00 pm A FOIA Primer

**Directions to:**  
Cromwe Plaza in Cromwell  
100 Berlin Road  
Cromwell, CT 06416  
860-635-2000  
Take I-91 North or South to Exit 21. Turn left off the Exit. Hotel is on the left.

State CEUs - .3  
Professional Responsibility  
CABE Academy  
Credit - 1  
CBEM - School Law, Policy  
MBEM - School Law



## Registration Form

### Legal Roles and Responsibilities of Board of Education Members

Yes, I will attend the workshop on Wednesday, October 20, 2011 at the Cromwe Plaza, Cromwell.

Name \_\_\_\_\_  
Address \_\_\_\_\_

City \_\_\_\_\_ Zip Code \_\_\_\_\_  
State \_\_\_\_\_

District \_\_\_\_\_ Position \_\_\_\_\_  
Daytime Phone \_\_\_\_\_

E-Mail address \_\_\_\_\_  
Fee:  CABE Express Member — Free  
 \$70 per person (CABE member school district)  
 \$210 per person (Nonmember school district)

**Registrations must be accompanied by a purchase order or payment.**  
Payment – three easy ways to pay:  
Check, credit card or purchase order.  
Check payable to CABE enclosed.  
 P.O. # \_\_\_\_\_  
 Visa  MasterCard

Credit Card No: \_\_\_\_\_  
Expiration Date: \_\_\_\_\_  
Name \_\_\_\_\_  
Street address \_\_\_\_\_  
*(as it appears on credit card)*

*(billing address)*  
Credit card authorization: I agree to pay the total amount according to the card use agreement.  
Signature: \_\_\_\_\_

**Please let us know of any special requirements you may have.**  
**Registration/Cancellation Deadline: October 13.** Cancellations made within 5 working days of the program date will be charged \$10. No-shows will be charged full fee.

**Return this form to:** CABE Board Member Academy, 81 Wolcott Hill Rd., Wethersfield, CT 06109-1242 or call 800-317-0033; 860-571-7446; Fax 860-571-7452.

**WHO SHOULD ATTEND  
THIS WORKSHOP:**

- **Board Members**
- **Superintendents**
- **Legal Counsel**

**BY ATTENDING THIS  
WORKSHOP, YOU WILL  
LEARN ABOUT:**

- **Legal responsibilities  
of board members**
- **FOIA does and don'ts**

**CABE Board Member Academy  
presents**



**Legal Roles and  
Responsibilities of  
Board of  
Education Members**

Return Service Requested  
1/151/\*\*\*\*\*AUTO\*\*3-DIGIT 060  
Superintendent Alan Adley  
Granby Public Schools  
15-B N Granby Rd  
Granby, CT 06035-2102

**Connecticut Association of Boards of Education**  
81 Wolcott Hill Road, Wethersfield, CT 06109



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