

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

Central Services
15-B North Granby Road
Granby, CT 06035

Jenny Emery: Present
Lynn Guelzow: Present
Cal Heminway: Present
John O'Connor: Present
Edward Ohannessian: Present
Rosemarie Weber: Present
Matthew Wutka: Present

Present: 7.

- I. Organizational Meeting - Election of Officers
- II. Public Comment
- III. Administrative Reports
 - III.A. Board Recognition Awards
 - III.B. Superintendent's Announcements
 - III.C. Student Representative Reports
 - III.D. Business Manager's Report
 - III.E. Schools in the Spotlight
 - III.F. Guidance Presentation
- IV. Consent Agenda
 - IV.A. Minutes
 - IV.B. Expenditure Request
- V. Old Business
 - V.A. Second Reading of Revised Bullying Policy 5131.911
 - V.B. Athletic Field Proposal
- VI. New Business
 - VI.A. FY13 Budget Goals
 - VI.B. FY13 Budget
- VII. Miscellaneous
 - VII.A. Board Standing Committee Reports
 - VII.A.1. Curriculum/Policy/Technology/Communication
 - VII.A.2. Finance/Personnel/Facilities
 - VII.B. Other Board-Related Reports
 - VII.B.1. CPPAC
 - VII.B.2. CREC/CABE
 - VII.B.3. Granby Education Foundation
 - VII.B.4. Energy-Saving Initiatives
 - VII.C. Calendar of Events
 - VII.D. Board Member Announcements
- VIII. Executive Session/Non-Meeting

GRANBY PUBLIC SCHOOLS
 FY 2010-11 FINANCIAL STATEMENT
 FOR PERIOD JULY 1, 2011 - NOV

| Description | Original Budget | Net Budget Transfers | Revised Budget | Expended |
|--|-----------------|----------------------|----------------|-----------|
| Certified Salaries: | | | | |
| Administration | 1,573,852 | - | 1,573,852 | 642,654 |
| Regular Education | 9,785,808 | - | 9,785,808 | 2,611,142 |
| Special Education | 1,285,028 | - | 1,285,028 | 351,153 |
| Total | 12,644,688 | - | 12,644,688 | 3,604,949 |
| Substitute/Tutor/Support Salaries | | | | |
| Substitutes | 152,000 | - | 152,000 | 36,102 |
| Sped Support (Speech, O.T. & P.T.) | 262,988 | - | 262,988 | 83,754 |
| Tech Support | 180,981 | - | 180,981 | 76,819 |
| Tutors - Regular Education | 157,411 | - | 157,411 | 39,296 |
| Tutors - Special Education | 190,233 | - | 190,233 | 56,945 |
| Total | 943,613 | - | 943,613 | 292,916 |
| Teaching Assistant Salaries: | | | | |
| Regular Education | 456,601 | - | 456,601 | 111,756 |
| Special Education | 910,337 | - | 910,337 | 237,341 |
| Total | 1,366,938 | - | 1,366,938 | 349,097 |
| School Secretaries' Salaries | 555,263 | - | 555,263 | 178,668 |
| Central Office Salaries | 347,764 | - | 347,764 | 129,717 |
| Custodial & Maintenance Salaries | 1,253,595 | - | 1,253,595 | 486,352 |
| Purchased Services: | | | | |
| Instructional | 212,952 | - | 212,952 | 32,745 |
| Administration | 404,049 | - | 404,049 | 145,780 |
| Maintenance | 86,115 | - | 86,115 | 27,881 |
| Total | 703,116 | - | 703,116 | 206,406 |
| Legal Services | 65,000 | - | 65,000 | 8,624 |
| Repairs & Maintenance: | | | | |
| Instructional | 87,050 | - | 87,050 | 20,141 |
| Administration | 8,500 | - | 8,500 | - |
| Maintenance | 245,710 | - | 245,710 | 149,567 |
| Total | 341,260 | - | 341,260 | 169,708 |
| Transportation: | | | | |
| Regular Education | 783,341 | - | 783,341 | 270,035 |
| Special Education | 383,198 | - | 383,198 | 131,185 |
| Vocational-Tech | 48,125 | - | 48,125 | 14,928 |
| Total | 1,214,664 | - | 1,214,664 | 416,148 |

| | | | | |
|----------------------------------|------------|---|------------|-----------|
| Insurance - Property & Liability | 71,508 | - | 71,508 | 35,410 |
| Communications | 90,107 | - | 90,107 | 37,597 |
| Tuition: | | | | |
| Vocational | 63,936 | - | 63,936 | - |
| Special Education | 729,728 | - | 729,728 | 158,444 |
| Adult Education | 9,000 | - | 9,000 | - |
| Total | 802,664 | - | 802,664 | 158,444 |
| Conference & Travel Expense | 56,425 | - | 56,425 | 22,754 |
| General Supplies: | | | | |
| Regular Education | 287,180 | - | 287,180 | 178,558 |
| Special Education | 26,300 | - | 26,300 | 10,654 |
| Administration | 81,369 | - | 81,369 | 20,034 |
| Maintenance | 142,700 | - | 142,700 | 59,260 |
| Total | 537,549 | - | 537,549 | 268,506 |
| Electricity | 584,044 | - | 584,044 | 163,263 |
| Fuel | 318,952 | - | 318,952 | 3,182 |
| Textbooks/Workbooks | 170,679 | - | 170,679 | 80,322 |
| Library/Media Center | 53,330 | - | 53,330 | 24,530 |
| Software | 151,254 | - | 151,254 | 52,145 |
| Dues & Fees | 38,722 | - | 38,722 | 34,463 |
| Replacement Equipment: | | | | |
| Instructional | 4,000 | - | 4,000 | - |
| Administration | 2,500 | - | 2,500 | - |
| Maintenance | 4,000 | - | 4,000 | 9,991 |
| Total | 10,500 | - | 10,500 | 9,991 |
| New Equipment: | | | | |
| Instructional | - | - | - | - |
| Administration | - | - | - | 1,861 |
| Maintenance | - | - | - | 1,130 |
| Total | - | - | - | 2,991 |
| Student Activities | 575,345 | - | 575,345 | 94,935 |
| Employee Benefits | 4,086,021 | - | 4,086,021 | 1,127,652 |
| Total Budget | 26,983,001 | - | 26,983,001 | 7,958,770 |

GRANBY BOARD OF EDUCATION
 FINANCIAL STATEMENT OF ACCOUNTS
 FOR PERIOD JULY 1, 2011 - NOVEMEBR 30, 2011
 Selected Revenue and Special Education Accounts

| I. Revenue | <u>FY2011-12 Budget</u> | <u>Currently Anticipated</u> | <u>Received To Date</u> | <u>VB\$ vs. Frcst</u> |
|-------------------------------|-----------------------------|----------------------------------|-----------------------------|---------------------------|
| Reg. Tuition from other Towns | 706,171 | 714,000 | 0 | 7,829 |
| SPED Tuition from other Towns | 110,500 | 110,500 | 0 | 0 |
| SDE Excess Cost Reimbursement | 148,364 | 148,364 | 0 | 0 |
| Rental Fees | 75,000 | 75,000 | 31,422 | 0 |
| Pay for Participation | 50,300 | 50,300 | 0 | 0 |
| Sub Total | 1,090,335 | 1,098,164 | 31,422 | 7,829 |

| II. Expenditures | <u>FY2011-12 Adj Budget</u> | <u>Expended</u> | <u>Encumbered</u> | <u>Balance</u> |
|-------------------------------|---------------------------------|-----------------|-------------------|-----------------|
| Legal Expense | 50,000 | 0 | 8,200 | 41,800 |
| Teacher Assistants | 910,337 | 237,341 | 677,124 | -4,128 |
| Special Education Tutors | 190,233 | 56,945 | 101,311 | 31,977 |
| Evaluation & Therapy Services | 56,180 | 6,230 | 11,148 | 38,802 |
| Special Ed Transportation | 383,198 | 131,185 | 371,815 | -119,802 |
| Tuition - High Schools | 525,585 | 93,002 | 282,611 | 149,972 |
| Tuition - PreK to Grade 8 | <u>204,143</u> | <u>65,442</u> | <u>282,673</u> | <u>-143,972</u> |
| Total Tuition | 729,728 | 158,444 | 565,284 | 6,000 |
| Total Expenditures | 2,319,676 | 590,145 | 1,734,882 | -5,351 |

NT OF ACCOUNTS
 EMBER 30, 2011

| Encumbered | Balance | % Enc/ Exp |
|----------------|---------------|----------------|
| 934,769 | -3,571 | 100.20% |
| 7,162,666 | 12,000 | 99.90% |
| <u>915,875</u> | <u>18,000</u> | <u>98.60%</u> |
| 9,013,310 | 26,429 | 99.80% |
| 5,630 | 110,268 | 27.50% |
| 179,234 | - | 100.00% |
| 104,162 | - | 100.00% |
| 106,393 | 11,722 | 92.60% |
| <u>101,311</u> | <u>31,977</u> | <u>83.20%</u> |
| 496,730 | 153,967 | 83.70% |
| 326,584 | 18,261 | 96.00% |
| <u>677,124</u> | <u>-4,128</u> | <u>100.50%</u> |
| 1,003,708 | 14,133 | 99.00% |
| 376,595 | - | 100.00% |
| 218,047 | - | 100.00% |
| 737,243 | 30,000 | 97.60% |
| 98,276 | 81,931 | 61.50% |
| 202,055 | 56,214 | 86.10% |
| <u>46,298</u> | <u>11,936</u> | <u>86.10%</u> |
| 346,629 | 150,081 | 78.70% |
| 21,536 | 34,840 | 46.40% |
| 4,285 | 62,624 | 28.10% |
| - | 8,500 | 0.00% |
| <u>74,310</u> | <u>21,833</u> | <u>91.10%</u> |
| 78,595 | 92,957 | 72.80% |
| 477,572 | 35,734 | 95.40% |
| 371,815 | -119,802 | 131.30% |
| <u>33,197</u> | <u>-</u> | <u>100.00%</u> |
| 882,584 | -84,068 | 106.90% |

| | | |
|---------------|---------------|----------------|
| 36,492 | -394 | 100.60% |
| 35,205 | 17,305 | 80.80% |
| 71,928 | -7,992 | 112.50% |
| 565,284 | 6,000 | 99.20% |
| - | <u>9,000</u> | <u>0.00%</u> |
| 637,212 | 7,008 | 99.10% |
| 8,317 | 25,354 | 55.10% |
| 50,242 | 58,380 | 79.70% |
| 3,700 | 11,946 | 54.60% |
| 18,599 | 42,736 | 47.50% |
| <u>34,610</u> | <u>48,830</u> | <u>65.80%</u> |
| 107,151 | 161,892 | 69.90% |
| 420,781 | - | 100.00% |
| 257,900 | 57,870 | 81.90% |
| 12,288 | 78,069 | 54.30% |
| 10,950 | 17,850 | 66.50% |
| 65,051 | 34,058 | 77.50% |
| 160 | 4,099 | 89.40% |
| - | 4,000 | 0.00% |
| - | 2,500 | 0.00% |
| <u>1,782</u> | <u>-7,773</u> | <u>294.30%</u> |
| 1,782 | -1,273 | 112.10% |
| - | - | |
| - | -1,861 | |
| <u>-</u> | <u>-1,130</u> | |
| - | -2,991 | |
| 226,984 | 253,426 | 56.00% |
| 2,835,999 | 122,370 | 97.00% |
| 17,831,249 | 1,192,982 | 95.60% |

The Granby School Counseling Program Grades 7-12

School Counseling Mission

All students will develop the skills necessary to pursue future personal, educational and career goals in order to reach their full potential.

Background

- ▶ Music Education/Music Therapy
- ▶ Bachelors in Communications: UCONN
- ▶ CPTV Documentaries “The Roots of Roe”
- ▶ Women’s Shelter, SACS: Child Advocate
- ▶ Certified Domestic Violence, Sexual Assault
- ▶ Master’s in School Counseling: CCSU
- ▶ Goals: Prevention, Early Intervention
- ▶ 6th Year in Educational Leadership: SCSU

VISION:

Provide Leadership, advocacy & Support for student success

- ▶ Comprehensive Developmental School Counseling Program
- ▶ Create Collaborative Partnership with Students, Families, Staff, & Communities
- ▶ Inspire students to achieve individual dreams and aspirations

*21st Century Skills for a
Global Economy*



Alignment of 7-12 Program

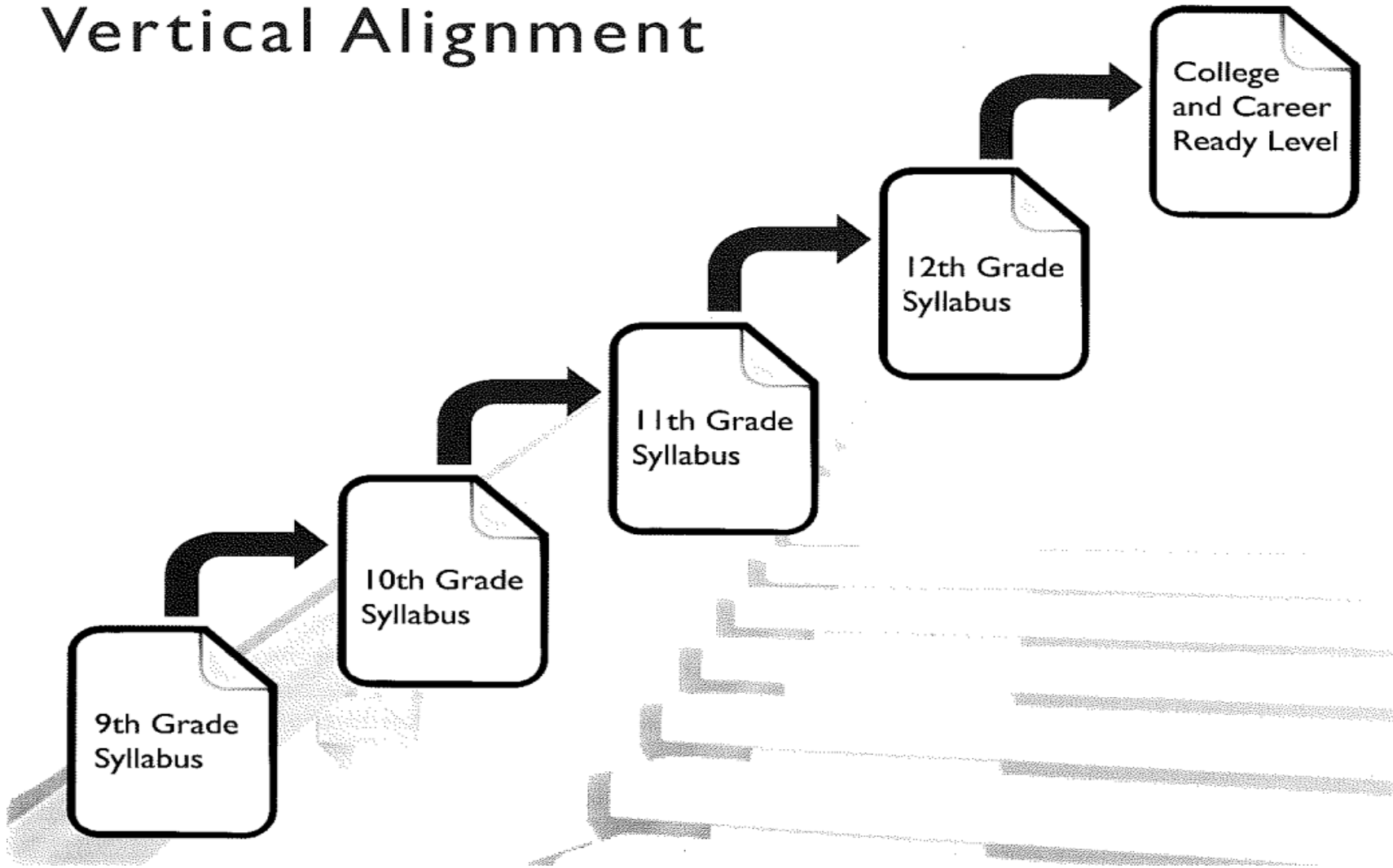
Supporting District Goals:

Accountability

Reduce Achievement Gap

All students College and Career Ready

Vertical Alignment



Positive Behavioral Interventions & Supports

PBIS Office Referral Update

Grade 7

Grade 8

| | Café | Hallway | Classroom | Bathroom | Total |
|---------------------|----------|----------|-----------|----------|-----------|
| Aug/Sept. (22 days) | 3 | 0 | 2 | 0 | 5 |
| October (20 days) | 3 | 0 | 8 | 0 | 11 |
| November (14 days) | 1 | 2 | 0 | 0 | 2 |
| Total | 7 | 2 | 10 | 0 | 19 |

| | Café | Hallway | Classroom | Bathroom | Total |
|--------------------|-----------|----------|-----------|----------|-----------|
| Aug/Spt. (22 days) | 10 | 6 | 13 | 4 | 33 |
| October (20 days) | 8 | 2 | 26 | 1 | 37 |
| November (14 days) | 0 | 0 | 4 | 0 | 4 |
| Total | 18 | 8 | 33 | 5 | 74 |



Accountability

- Curriculum Assessment Data
- Course Pass Rates
- College Credit in HS
- PSAT/SAT/ACT Participation
- Graduation Rates
- College Matriculation



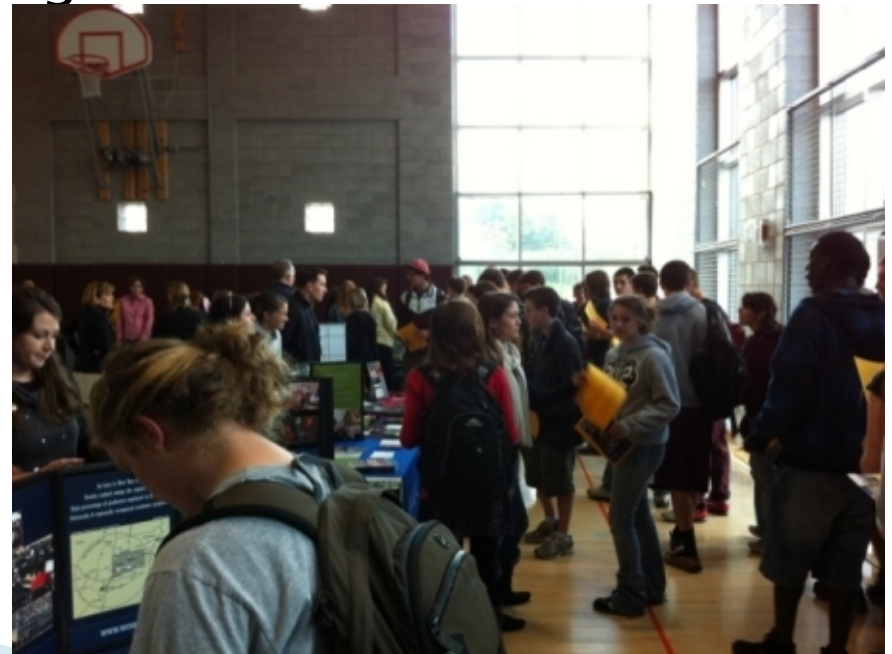
Reduce Achievement Gap

- ▶ Building Relationships to Improve Learning
 - ❖ PLC Focus on early connections w/ Freshmen
 - ❖ Advisory
 - ❖ Developmental Curriculum
 - Effective lesson design (Schmoker PD)

- ▶ Optimal Program Development
 - ❖ ASCA/ CSCA Model Programs
 - ❖ SRBI
 - SIT

College and Career Ready

- ▶ **Definition:** Ready to succeed in credit-bearing, entry-level, general education courses or two-year certificate programs without remedial or developmental assistance.
- ▶ **HS Reform: New Initiatives**
 - SSP
 - Capstone
 - Pics: HS Options & College Fair



Expect More Achieve More

- ▶ Connecticut Career Pathways
- ▶ Student Success Plans
- ▶ Community and Family Engagement



Students

Bullying

The Granby Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the District Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "Bullying" means the repeated use by one or more students of a written, verbal or electronic communication directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) causes physical or emotional harm to such student or damage to such student's property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

Students

Bullying

Bullying shall include, but not be limited to, repeated use by one or more students of written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, electronic communication ("Cyberbullying") means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the Granby Board of Education authorizes the Superintendent or his/her designee(s), along with the District Safe School Climate Coordinator, to be responsible for developing and implementing a District Safe School Climate Plan in furtherance of this policy. As provided by state law, such District Safe School Climate Plan shall include, but not be limited to provisions which:

- 1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- 2) enable the parents or guardians of students to file written reports of suspected bullying;
- 3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- 4) require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- 5) require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

Students

Bullying

- 6) include a prevention and intervention strategy for school employees to deal with bullying;
- 7) provide for the inclusion of language in student codes of conduct concerning bullying;
- 8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- 9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
- 10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school; maintain a list of the number of verified acts of bullying in such school; make such list available for public inspection; and, annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- 11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- 12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- 13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- 14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

Students

Bullying

- 15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- 16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- 17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying District Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

Not later than January 1, 2012, the Granby Board of Education shall approve the District Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the District Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Students

Bullying

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

Original Policy Adopted: 1/8/03

Revisions Adopted: 11/15/06, 2/18/09, _____

GRANBY PUBLIC SCHOOLS

Granby, Connecticut

Students

Bullying

District Safe School Climate Plan

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following District Safe School Climate Plan, consistent with state law and Board Policy. This plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

- A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of Board Policy and the District Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

Students

Bullying

II. Definition of Bullying

- A. “**Bullying**” means the repeated use by one or more students of written, verbal or electronic communication, or a physical act or gesture directed at another student attending school in the same district that:
1. causes physical or emotional harm to such student or damage to such student’s property;
 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 3. creates a hostile environment at school for such student;
 4. infringes on the rights of such student at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. “**Cyberbullying**” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communications.
- B. “**Electronic communication**” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

Students

Bullying

- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

Students

Bullying

- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

Students

Bullying

B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the District Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

Students

Bullying

- D. Not later than January 1, 2012, the Board of Education shall approve the District Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's website and ensure that the District Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous complaint.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

Students

Bullying

- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate.

Students

Bullying

Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a written student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

Students

Bullying

VIII. Documentation and Maintenance of Log

- A. Each school shall maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

Students

Bullying

IX. Other Prevention and Intervention Strategies

- A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying:
- i. Non-disciplinary interventions
- When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

Students

Bullying

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;

Students

Bullying

- c. Encouragement of student to seek help when victimized or witnessing victimization;
 - d. Peer mediation or other forms of mediation, where appropriate;
 - e. Student Safety Support plan; and
 - f. Restitution and/or restorative interventions.
- iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

Students

Bullying

- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

Students

Bullying

XII. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

7/25/11

**GRANBY PUBLIC SCHOOLS
Report of Suspected Bullying**

School _____ Date _____

Location(s) _____ Time _____

Reporter Information:

Student report _____ Name _____

Anonymous student report _____

Parent report _____ Name _____

Anonymous parent report _____

Staff Member report _____ Name _____

Name of Student Committing Act(s): _____

Name of Student(s) Against Whom Act was Directed: _____

Potential Witnesses: _____

Description of Act(s): _____

Action of Reporter: _____

Bullying Report Form Completed by:

Signature

Date

This report should be promptly completed and given to a building administrator.

Granby Public Schools
Report of Suspected Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A complaint of bullying has been filed on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the complaint, the Granby Public Schools may need to disclose the name of your child and/or other information which may otherwise disclose your child's identify.

(Please check one):

_____ I hereby give permission for the Granby Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such complaint, to third parties contacted by the district as part of its investigation.

_____ I do **NOT** give permission for the Granby Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such complaint, to third parties contacted by the district as part of its investigation.

Signature of Parent/Guardian

Date

Name (Please print)

GRANBY PUBLIC SCHOOLS
Administrative Investigation Summary of Bullying Complaint

School _____ **Date** _____

Location(s) _____

Reporter Information:

| | | | |
|--------------------------|-------|------|-------|
| Student report | _____ | Name | _____ |
| Anonymous student report | _____ | | |
| Parent report | _____ | Name | _____ |
| Anonymous parent report | _____ | | |
| Staff Member report | _____ | Name | _____ |

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Administrative Investigation Notes *(use separate sheet if necessary):*

Bullying Verified? Yes _____ No _____

Remedial Action(s) Taken: _____

If bullying verified, has notification been made to parents of students involved? Yes___ No___

| | |
|-----------------------|---------------------------|
| Parents' Names: _____ | Date Sent/Notified: _____ |
| Parents' Names: _____ | Date Sent/Notified: _____ |
| Parents' Names: _____ | Date Sent/Notified: _____ |
| Parents' Names: _____ | Date Sent/Notified: _____ |

If bullying verified, have invitation to meetings been sent to parents of students involved?
Yes___ No___

| | |
|-----------------------|---------------------------|
| Parents' Names: _____ | Date Sent/Notified: _____ |
| Parents' Names: _____ | Date Sent/Notified: _____ |
| Parents' Names: _____ | Date Sent/Notified: _____ |
| Parents' Names: _____ | Date Sent/Notified: _____ |

Date of Meetings: _____

Meeting Summaries:

If bullying verified, has school developed student safety support/intervention plan?

Yes___ No___

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, invitations to parent meetings, records of parent meetings).

Memorandum

TO: Capital Program Priority Advisory Committee (CPPAC)
FROM: Matt Wutka
DATE: November 21, 2011
RE: Update on Priority One BOE Large Capital Projects

The following is a revised submission of the Board of Education's capital projects for the district:

Project 1:

High School Electronics Lab - \$165,000

Estimated completion date - Summer 2012

Electrical - \$20,000
Plumbing - \$10,000
HVAC - \$45,000
Construction - \$25,000
Technology - \$65,000

Project 2:

Athletic Fields Project - \$3,235,000

Estimated completion date - Summer 2013

6 lane track with 8 lane straight - \$700,000
Artificial field within track - \$800,000
Lighting for track and field - \$350,000
Secondary artificial field - \$750,000 *
Handicap accessible bleachers - \$250,000
Fencing for fields - \$100,000
Press Box (handicap accessible) - \$50,000
Project design and engineering - \$175,000
Contingency - \$60,000

* Secondary artificial field would be needed if land and additional grass fields could not be secured. The \$750K, could be replaced with land acquisition and natural fields, adjacent to high school complex if defined prior to referendum. If land purchase agreement is not secured in advance, the project would move forward with the second artificial field option.

Total Request \$3.4 million dollars:

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: Athletic Field Project

PROJECT SUMMARY:

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

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

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

PROJECT CATEGORY: Placeholder Concept
 Fully Defined 1 Priority Ranking

REFERENDUM: Fall 2011
PROJECT START: Summer 2013
PROJECT ON LINE: 2015

PROJECT BENEFITS:

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

LEGAL REQUIREMENTS:

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

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

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

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

**Ideally, the acquisition of between 10-15 acres of land adjacent to or in close proximity of the high school facility will provide space for new athletic fields, parking and a maintenance and storage facility building on the same site.*

ATHLETIC FACILITY SPECIFICATIONS

PROJECT HISTORY AND RATIONALE

Background:

The Granby Board of Education has identified the need for renovated and new athletic fields for many years. The NEAS&C High School Accreditation in 2007 also recommended the creation of an action plan that permanently addresses athletic facilities and field space. It has been the intention of the Granby Board of Education to respond to the continuing athletic challenge of a growing community.

In 2005, CR3 LLP developed an Athletic Fields Master Plan and conceptual plan for the Board of Education. The 2006 CPPAC submission included a project for a combined athletic field renovation and maintenance facility.

In 2007, the Granby Athletic Field Long-Range Advisory Committee (GAFLAC) was commissioned to work with Weston & Sampson by the Board of Selectmen to investigate a future plan for the athletic program. GAFLAC conducted its study and forwarded its recommendations and site plans to CPPAC. While not addressing all BOE concerns, the GAFLAC study is comprehensive and helpful in making future decisions regarding the athletic fields and facilities needs of the district and town.

In 2008-2009, the Board of Education developed a set of principles related to the further development of the Middle School/High School campus and to validate a set of educational specifications for expanded athletic facilities designed to optimally accommodate all known and anticipated athletic programs. This would include: playing surfaces both for practice and games, storage, parking, staff offices, and team and public locker/toilet facilities.

Existing Conditions and Facilities

The Granby Middle School/High School athletic fields occupy approximately 18 acres of land directly north and west of the school campus and are characterized by steep topography, proximity to wetlands and poorly drained soils.

- The existing campus has approximately half the land required to accommodate our existing MS/HS athletic requirements, per CIAC guidelines.
- Fields suffer from over use, lack of a proper maintenance program and/or lack of irrigation.
- In its current configuration, the site lacks space to accommodate parking requirements. Building a track/multi-sport turf field on the MS/HS site would require the addition of significant additional parking facilities. Initial plans called for the removal of the lawns in front of the middle school and in the oval in front of the main entrance. It is questionable whether or not this additional parking will provide adequate parking for large capacity events.

- Teams that play off campus lack facilities (changing rooms, bathrooms, parking).
- There is a lack of athletic storage. The high school is presently using two 40' trailers that were intended to be used as a short-term solution.
- Additional land is required to satisfy basic additions to existing facilities.
- Although possible, any additional construction on HS/MS complex will be an extremely tight fit to accommodate a large athletic facility with parking and to do so will seriously impact campus aesthetics.

Principles:

- All athletic fields are constructed to meet standards of the Connecticut Interscholastic Athletic Conference.
- Ideally, all sports' programs will be located on campus.
- As some of the athletic program is already being accommodated off campus, we expect this to continue for a few sports.
- Any new facility must have associated support facilities (i.e., bathrooms, lighting, parking, signage, etc.)
- Incorporate synthetic fields, one with lights as part of any new athletic facility/upgrade.
- A new facility should maintain the character and undesignated open spaces of the high school/middle school complex.
- A centralized storage facility is needed to support cost-effective purchasing and accurate inventory control.
- Any land acquisition should be as centrally located to HS/MS campus.

PROJECT BUILDING NEEDS AND SPECIFICATIONS

Field Upgrades

Any new facility (on or off site) would require upgrades and renovations to existing on-site athletic facilities (fields/tennis courts/irrigation).

Athletic "Field" Facility

To meet the athletic programmatic needs of a 21st Century high school, there is a need to build a contemporary athletic facility that provides for:

- Six-lane track with eight lane straight-aways to meet CIAC design criteria;
- A lighted synthetic field for varsity soccer, lacrosse, football, and field hockey games and practices;
- A second synthetic practice field;
- Athletic field storage, sport team dressing rooms, restrooms, and a concession facility;
- Seating capacity for 900-1000 spectators; and, possibly,

- An off-site location where 10+ acres of contiguous land is available for either parking and/or offsite site fields.

Parking

The MS/HS campus has little room for athletic field expansion and parking to accommodate spectators attending major events. Existing parking availability limits spectator-seating capacity to 621 for any one event (presently 307 parking spaces). Any new facility should include parking provisions for up to 400 cars (900-1000 spectators). It is possible to add the additional 100 parking spaces by removing the lawns in front of the middle school and in the oval in front of the main entrance.

Athletic Buildings

Approximately 5,000 square feet is needed for athletic buildings at an approximate cost of \$100/square foot. The following building components are needed:

Offices: Two offices are required for use by coaches. Each office should be equipped with a desk and telephone. Each should have an inside restroom adjacent to the office with a handicapped access toilet and shower. (Approximately 500 square feet)

Concession Stand: A 500-square-foot concession stand will be needed for ticket sales and food/beverages sales.

Locker Rooms: Two locker rooms are required for student use. Each should include lockers, benches, showers, and a team area. (Approximately 1,600 square feet)

Outside Restrooms: Outside restrooms will be open to athletes and fans. The female restroom should include three stalls and 2 sinks. The male restroom should include two stalls, two urinals and two sinks. Both must be handicapped-accessible. (Approximately 600 square feet)

Storage:

An approximately 1,800-square-foot building is needed for athletic equipment.

Estimated Cost

| | |
|--|-------------|
| APPROXIMATE GROSS PROJECT COST: | \$5M - \$8M |
| LAND ACQUISITION COST (FIELDS AND/OR PARKING): | ~\$500 K |

Priority Category

This CPPAC submission is a Priority Category 1 project. The athletic facilities are needed to provide for athletic programs that cannot be offered with the existing facilities.

Civil rights (handicapped accessibility) code violations will also be addressed. A preliminary cost estimate of the project is \$5M-\$8M.

Cost Estimates

| | <u>2005 Cost Estimates</u> | <u>Estimated Annual Escalator</u> | <u>2012 Cost Estimates</u> |
|--|------------------------------------|---|------------------------------------|
| Site Work, Utilities, Walkways, and Fields Area A | \$149,500 | 0% | \$171,776 |
| Site Work, Utilities, Walkways, and Fields Area B | 247,000 | 0% | 283,803 |
| Site Work, Utilities, Walkways, and Fields Area C | 319,250 | 0% | 366,818 |
| Track | 425,000 | 2% | 488,325 |
| Synthetic Field surface | 672,000 | 2% | 772,128 |
| Bleachers | 402,000 | 2% | 461,898 |
| Buildings | 150,000 | 0% | 172,350 |
| Lighting | <u>800,000</u> | 2% | <u>919,200</u> |
| | \$3,164,750 | | \$3,636,298 |
| Sod vs. seed | <u>63,875</u> | 2% | 73,392 |
| Subtotal | \$3,228,625 | | \$3,709,690 |
| 15% contingency | 484,294 | | 556,454 |
| Contractor O&P @20% | 742,584 | | 853,229 |
| Permits | <u>73,594</u> | | <u>73,594</u> |
| | \$4,529,097 | | \$5,192,966 |
| Tennis Courts (repaved and fenced) | 240,000 | 0% | 240,000 |
| Realign Entrance Road | 75,000 | 0% | 75,000 |
| Total Project per CR3 | \$4,844,097 | | \$5,507,966 |
| Add Second Synthetic Field | 672,000 | 2% | 772,128 |
| | \$5,516,097 | | \$6,280,094 |
| Add off-site parking 100 cars: land acquisition | | | 350,000 |
| Add offsite parking 100 cars: grade and pave | | | <u>400,000</u> |
| | | | \$7,030,094 |

To: Board of Education
From: Alan Addley, Superintendent
Date: December 6, 2011
Re: Draft of FY13 BOE Budget Goals

Each year the Board of Education adopts goals to help serve as a guide in the budget development process and a framework for the budget book. These goals are used for the operating budget, quality and diversity fund and the Educational Capital Improvement fund requests. Pursuant to our discussion about the FY13 budget, the following are suggested goals for Board adoption that would be used to guide the budget development process.

To develop a budget that:

1. Supports the vision, mission, values, and goals of the district;
2. Recognizes the economic climate, realizes efficiencies and is responsive to the financial guidelines set by the Board of Finance;
3. Maintains levels of personnel, programs, infrastructure, and services that meet the essential needs of the district;
4. Supports strategic Board initiatives (Early Childhood & World Languages); and,
5. Begins to address high school reform and the Common Core Standards.

**Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes
November 16, 2011
5:30 p.m.**

Attendance:

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

Alan Addley - Present
Diane Dugas - Present
Lynn Guelzow - Present

Meeting commenced at: 5:40 p.m.

Meeting adjourned at: 6:35 p.m.

1. Curriculum Director's Report - Reviewed the Curriculum Director's Report (attached).
2. New Text for Academic Biology - Rosemarie to review for next meeting.
3. New Course Proposal – Big History – Pilot course integrating History and Science. Get both history and science credit.
4. Bullying Policy - Brief review of policy. To full Board for first reading tonight. www.ted.com
– David Christian.
5. PLC Time – Review of study to investigate PLC time usage across the district. Pat Law Capstone Project for superintendent certification.
6. Other – Discussion on early childhood education presentation material.

Monthly Curriculum Sub Committee Report

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

Date: October 2011

Professional Development:

- October 4 District Professional Development:
 - Data Analysis and finalization of SMART Goals, Action plans
- Administrative and District Professional Development –
 - 22 K-12 professionals participated in a two day PLC conference with Rick and Becky DuFour
 - 7 administrators participated in a half day workshop with national speaker Mike Schmoker emphasizing deep focus on curriculum.
 - Continued work with DCP on struggling learners
- Leadership Academy – A new group of 15+ professionals began participation in this monthly meeting that develops leadership capacity and broadens an understanding of the district vision, mission, systems and structures.

Curriculum:

- Curriculum Committee Work:
 - The following curriculum committees each met during the month of October with a focus on identifying the current status of each curriculum area including: units, delivery methods, resources and correlation to new or existing standards:
 - PE, Art, Music, Science, Social Studies, World Language, Practical Arts, Math and Language Arts.

In Language Arts the committee unwrapped the writing standards, discussed the expectation for increased non-fiction and clarified performance assessments from performance tasks.

In Math the committee is working on deepening their understanding of the standards; representatives from grades 7-12 came to consensus on offering Algebra for all in grade 8 and began the work of pacing units to accommodate the change in instruction, implementation date TBD.

Science – Addressed the clarity of inquiry and exploration of K-12 rubrics to measure scientific inquiry, worked on performance assessments for each unit.

Social Studies – Unwrapped and powered social studies standards, next steps to organize standards by units.

Committee Work:

- Central office leadership team with DCP: Analysis of staffing data and beginning stages of developing staffing guidelines
- Attendance at the Granby Prevention Council – brief committee updates

Other:

- Grant work – Addressed 1.5 % reduction in consolidated grants, collaborative work with Kearns on Title 1
- Budget – Initial development of curriculum budget processes.
- Work with various PLC teams and administrators to support various PLC teams across the levels in reflection and application of SMART goal action plans
- Ongoing work with TEAM (new teachers)
- SIIP – Participation with Bob Gilbert and Anna Forlenza Baily through the Connecticut Center for School Change on alignment of school improvement initiatives to district and superintendent theory of action.
- Finalization of district benchmarks K-6, facilitated final steps in solidifying entrance and exit criteria for LA and Math interventions K-6, next steps to follow the process through 7-12.
- Supported the development of action plan for writing improvement.

Monthly Meetings:

District Ad Council – Focus on safety and school climate

Elementary Ad Council Meetings – Use of instructional minutes, PD on new language arts materials, common core update, implementation of student success plans, developmental guidance needs.

Secondary Ad Council Meetings – Common core update, implementation of student success plans, developmental guidance needs

Principals Seminar – Three book study on Teacher Supervision and the importance of quality feedback to impact teacher practice.

Monthly Walkthrough's – Worked collaboratively with MS Principal to facilitate a science PLC walkthrough and debriefing.

Bi Monthly building Administrator meetings – Discussions around SMART Goals and feedback to teams, budget, programming across curriculums

District Leadership Team meetings – Reorganization of this group's time for increased involvement in curriculum committees

K-12 Language Arts meetings- Inclusion of two consulting teachers Elaine Chagnon and Jessica Beecher, annual focus on coaching issues in enhancing teacher capacity

PLC Team meetings – Focus on mapping student outcomes over time to reach benchmarks.

Superintendent meetings – Ongoing daily communication and district level planning

BOE meetings- Presentations of disaggregated data by residence

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

Attendance:

| | | | |
|----------------|---------|--------------|---------|
| Matt Wutka | Present | Alan Addley | Present |
| Ed Ohannessian | Present | Harry Traver | Present |
| Marie Nicholls | Absent | Cal Heminway | Present |

Meeting commenced at: 5:40 p.m.

Meeting adjourned at: 6:55 p.m.

1. October Statements of Accounts – No major issues at this time – still early.
2. Update on Solar Energy Projects – Ross Solar Group joined the meeting. Brief overview of project and other locations of installations. Still many questions to be addressed.
3. Update on Electrical Generation Bid Contract – Going to lock into the 3-year rate next week when rates come out. 35% favorable to today's rate.
4. Bus Contract Discussion – Looking to get a 1-year extension to be able to quote a group contract with neighboring towns. Will have extension rate next month.
5. Update on High School Roof Leaks – Plastic covering seems to have stopped the leaks so vinyl siding option to cover will be proposed for next year. \$24K to side balance. Continue to test through the winter.
6. Energy Savings Contest Proposal Review – Dec. 1 – Feb. 28 / March 1 – May 31. \$1,000 prize for each contest.
7. Other – Small cap - \$636K FY13 – need to identify future needs.
Fire – Replace vehicles as needed \$29KI shortfall.

| | | | |
|----------------|---|------------------------|---------------------------|
| December 2 | GMMS Spotlight Show | 7-9 p.m. | Cafeteria |
| December 3 | GMHS Holly Ball | 7-10 p.m. | Community Gym |
| December 7 | Holiday Shopping Night/Athletic Boosters | 5:30-8 p.m. | |
| December 7 | Curriculum Subcommittee Mtg. BOE Meeting | 5:30 p.m. 7:00 p.m. | Central Services |
| December 9 | GMMS Drama Club Spotlight | 7-9 p.m. | Cafeteria |
| December 10 | GMHS Holly Ball (Snow Date) | 7-10 p.m. | Community Gym |
| December 13 | Wells Road Chorus Concert | 7:00 p.m. | Cafetorium |
| December 15 | GMHS Chorus Concert | 7-8 p.m. | Auditorium |
| December 16 | GMMS Snow Ball Dance | 6:30-8:30 p.m. | Cafeteria |
| December 22 | GMHS Winter Band Concert | 7:00 p.m. | Auditorium |
| December 23 | Early Release – All Schools | | |
| December 26-30 | No School – Winter Break | | Offices closed on Dec. 26 |
| January 2 | No School-New Years' Day Holiday | | |
| January 4 | Curriculum Subcommittee Meeting BOE Meeting | 5:30 p.m. 7:00 p.m. | Central Services |
| January 5 | Junior Planning Night | 7:00 p.m. | Auditorium |
| January 12 | Athletic Boosters – Hypnotist Show | 7-9:30 p.m. | Auditorium |
| January 13 | Early Release – All Schools – Professional Development | | |
| January 16 | No School – Martin Luther King Day | | Offices Closed |
| January 18 | Finance Subcommittee Meeting BOE Meeting | 5:30 p.m. 7:00 p.m. | Central Services |
| January 19 | Wells Road Band Concert | 7:00 p.m. | Cafetorium |
| January 24-27 | Early Release – HS only (Exams) | | |