

Regular Board of Education Meeting  
Wednesday, February 1, 2012 7:00 PM Eastern

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

Jenny Emery: Present  
Lynn Guelzow: Present  
Cal Heminway: Present  
Edward Ohannessian: Absent  
Benjamin Perron: Present  
Rosemarie Weber: Present  
Matthew Wutka: Present  
Present: 6, Absent: 1.

I.	Public Comment
II.	Administrative Reports
II.A.	Superintendent's Announcements
II.B.	Student Representative Reports
II.C.	Schools in the Spotlight
III.	Consent Agenda
III.A.	Minutes
IV.	Old Business
IV.A.	FY13 Budget/Q&D Budget Update
V.	New Business
V.A.	Language Arts
V.B.	CAPSS Continuous Improvement Plan
V.C.	Budget Transfer
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

# GMHS in the Spotlight



**FEBRUARY 1, 2012**  
**BOARD OF EDUCATION MEETING**

# Introductions



- **Mr. Barnett – Technology Classes and Robotics**
  - Tyler Beaupre
  - Jared Grier
- **Ms. Jacques – Food and Nutrition and Teen Iron Chef**
  - Aaron De La Roche
  - Kaitlyn Riveiro
- **Mr. Kolding – Technology Classes**
  - Paige Holden
  - Lauren Grashaw
  - Samantha Grosktitz

# Focus of Our Presentation



- STEM (Science, Technology, Engineering and Math) courses making connections to our mission.
- **Mission:** *All students become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.*

# Mission In Action



## **POWERFUL THINKER**

### **How do I construct knowledge?**

- Define and pursue personal curiosity and complex problems
- Develop a plan, evaluate and adjust based on feedback in order to accomplish a task or take on a challenge
- Create innovative products and connections that contribute to quality of life or collective knowledge
- Effectively communicate information and ideas for a given audience, purpose and task
- Reflect on and apply knowledge and wisdom to future inquiries

# Mission In Action



## **EFFECTIVE COLLABORATOR**

### **How do I engage others in a shared purpose?**

- Establish interdependence and collective accountability through collaboration on authentic and compelling tasks
- Explore varied and divergent approaches to determine the most appropriate unified course of action
- Provide and receive feedback from others to improve the process and the product
- Produce coherent, quality work that maximizes individual contributions

# Mission In Action



## **COMPASSIONATE CONTRIBUTOR**

**How do I demonstrate care for others and the world around us?**

- Demonstrate empathy, care and connection for others
- Identify needs of others and how to respond appropriately
- Reflect on the impact of contributions on the community and self-concept
- Conduct oneself in an ethical and respectful manner in interactions with others

# Mr. Barnett and Students

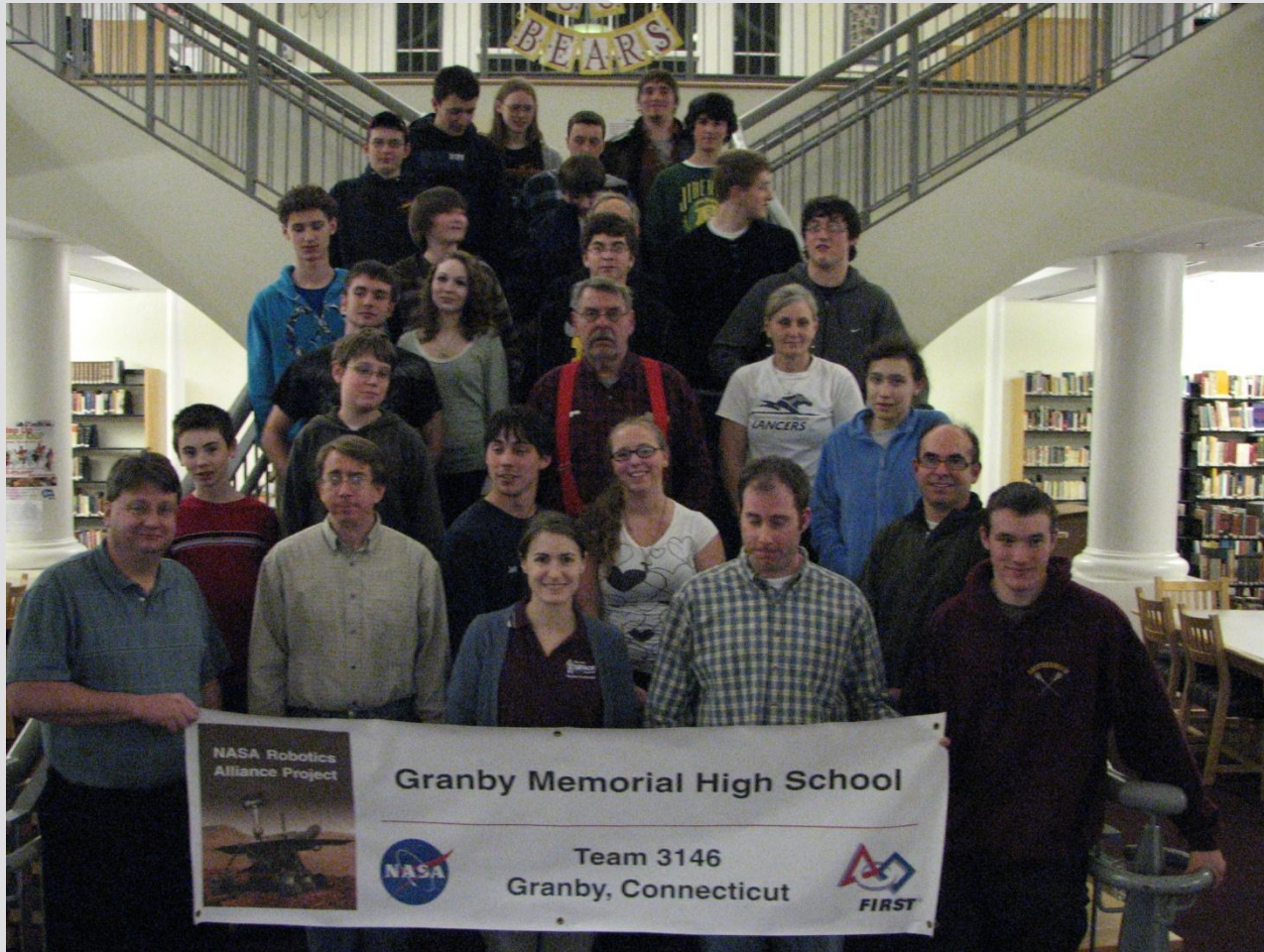


- Technology Courses and Programs at Granby Memorial High School allow for real problem solving.
- These projects assist students in succeeding in life because they allow learners to apply multiple intelligences in completing a project that has meaning and that students can be proud of.
- US FIRST Robotics
- Applied electronics

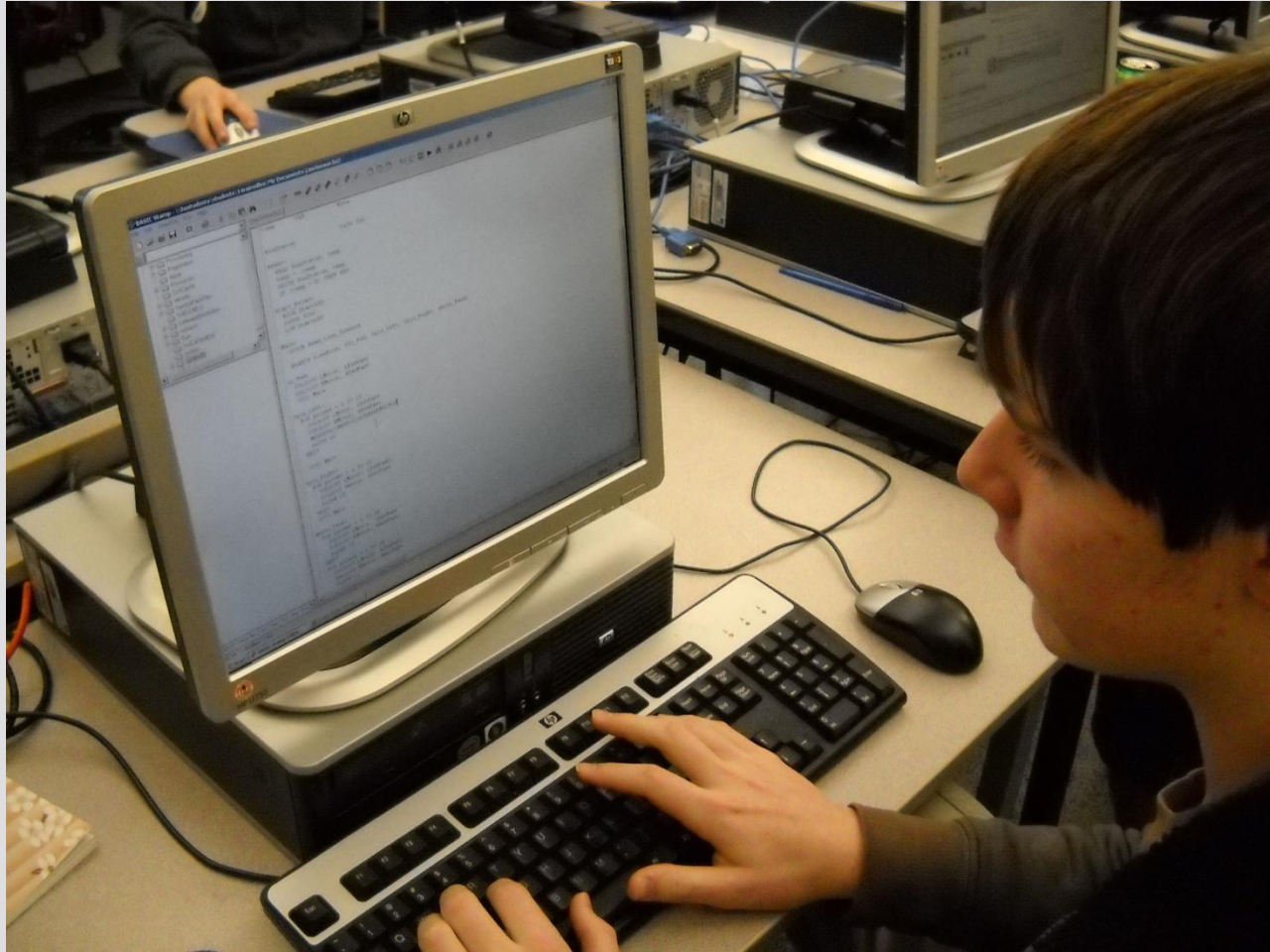
# 2010 Granby Robotics



# 2012 mentors and team



# Programming micro controller



# Line sensor mini PBasic bot



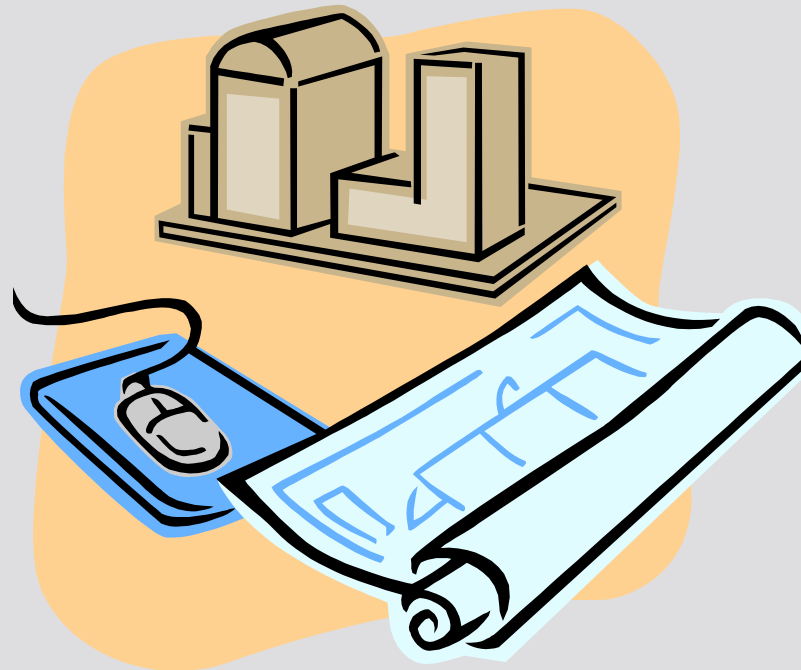
# Ms. Jacques and Students



# Ms. Jacques and Students



# Mr. Kolding and Students



**Regular Board of Education Meeting – Approved Minutes  
January 25, 2012, 7:00 p.m.  
Central Services**

**Attendance was taken at 6:52 p.m.:**

Present Board Members:

Jenny Emery  
Lynn Guelzow  
Cal Heminway  
Edward Ohannessian  
Benjamin Perron  
Rosemarie Weber  
Matthew Wutka  
Sean Goodridge (Student Representative)

Absent Board Members:

Jennifer Lengvarsky (Student Representative)

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 extended a warm welcome to high school administration and staff members who are making presentations to the Board this evening.
- Congratulations to Kelly Lane for having a first place winner in the InvestWrite National Essay Contest. The winner is to be announced. Kelly Lane also had 3 winning stock market teams for the fall programs this year.
- Congratulations to the following teachers who have recently welcomed new babies into their respective families: Erin Albert, Joy Mattei, Nicole Webb and Cristin Wojtas.
- There will be a 3-board meeting next Monday, January 30<sup>th</sup> beginning at 7 p.m. at the Senior Center. The FY13 Plus One Budget will continue to be discussed this evening and will be presented to the BOF. Budget guidelines will be set at the BOF meeting on February 13<sup>th</sup>.
- Friday will be an early release for secondary schools for professional development for NEAS&C and writing rubrics.
- A reminder that a revised calendar is posted on website. Currently last day/graduation is on June 13<sup>th</sup>.
- There will be a Kelly Lane concert/art expo Thursday evening at 7 p.m.
- There will be a Middle School band concert on Tuesday, Jan 31<sup>st</sup> at 7 p.m. in the High School Auditorium.
- A Superintendent's Forum has been scheduled for Thursday, Feb. 16<sup>th</sup> at 7 p.m. in the High School Chorus Room

## **II.B. Student Representative Reports**

- Mid-terms are in full swing.
- 10th grade CAPT simulations were given last week.
- Boys' and girls' basketball as well as hockey have all won their recent games.

## **II.C. Business Manager's Report**

Mr. Traver presented the December statement of accounts. Highlights included: an increase in the amount of pre-school transportation which has been offset by 128K favorable in utilities; year-to-date usage is 5% down for kwh used; less oil is being used due to lower degree days; and there is an increase in special education costs - \$15K over budget.

## **II.D. Teaching & Learning**

Mr. Joe Jarvis, Social Studies teacher at the high school who also serves as a member of the technology committee made a presentation about technology in the classroom and shared a video with the Board. Mr. Jarvis stated we have the technology in the schools; we need an infrastructure to support it.

## **II.E. FY13 Athletic Presentation**

Mr. Ed Bobinski, Student Activities' Coordinator, presented the annual high school athletic and extracurricular activities report. Mr. Bobinski stated that Granby offers a wide variety of sports which is quite incredible for a medium-sized school. There are currently 811 athletic opportunities for 758 students. The Board requested data on the proportion of students participating in the opportunities. The only item being recommended for next year is fall cheerleading at the intramural level.

**A Motion was made by Cal Heminway and seconded by Matt Wutka to move the agenda item, Annual Fire Safety Inspection Report, to Administrative Reports, Item II.F. This Motion passed unanimously at 7:44 p.m.**

## **II.F. Annual Fire Safety Inspection Report**

Mr. Tom Steinke, Director of Facilities, presented the annual fire safety inspection report to the Board. Overall the report was very positive, with fewer suggestions noted than in prior years. Mr. Steinke advised that the advice of the Fire Marshall is greatly appreciated.

## **III. Consent Agenda**

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

A Motion was made by Jenny Emery and seconded by Matt Wutka to adopt the consent agenda. This Motion passed unanimously at 7:50 p.m.

## **IV. Old Business**

### **IV.A. D&CP Update**

Ms. Aimee Martin, Director of Pupil Personnel Services, gave the Board an update on the special education review with District & Community Partners. Three projects were updated: Pupil Services and the Business Office are reviewing practices for staffing decisions; a theory of action was developed for struggling learners and an action plan was developed with action outcomes in both the elementary and secondary levels; and, the role and schedule of paraprofessionals is being reviewed. The next steps include principals implementing the action plans into their respective buildings. Communication of the progress to date will be shared with staff and the larger community.

#### **IV.B. FY13 Plus One Budget Update**

Mr. Addley fielded questions from the Board with regard to the plus one budget which was presented at the last Board Meeting. Some highlights included: the same number of personnel will be brought forward from FY12 to FY13; full-day Kindergarten is in the Quality and Diversity budget; 3-1/2 FTEs will need to be added for the full-day Kindergarten program; the additional section of Mandarin Chinese is also in Quality and Diversity budget; there is a significant decrease in enrollment at the elementary level.

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

##### **V.A. FY13 Quality & Diversity Budget**

Mr. Addley presented the FY13 Quality and Diversity budget. The Open Choice Program funds this budget, and Granby's historic participation in this program is the source of this revenue growth. These funds are intended to supplement and not replace items in the operating budget. Board concerns were raised about whether this revenue source will be sustained by the State. There will be continuing discussion regarding Mr. Addley's recommendation that these funds be used to support the new full day kindergarten program.

##### **V.C. Extension of Bus Service Contract**

Matt Wutka stated that this item was discussed in the Finance Subcommittee this evening. A cooperative effort with Granby, East Granby, and Suffield will not go forward at this time as East Granby has decided not to participate. Granby will proceed to solicit alternative bids that would allow for flexibility should the opportunity for inter-local cooperation re-emerge. No motion was necessary for this item.

#### **VI. Miscellaneous**

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

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

This Committee has not met.

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

This committee met this evening and went over the December statement of accounts and the bus contract. The next steps for the large capital projects were discussed and the Committee felt that this should go through a building committee, and the Board concurred. The Finance Committee also discussed that funds for football and swimming have been paid up; Valley Church is requesting a contract for one year; and, the emergency operations plan was briefly reviewed.

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

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

This Committee has not met.

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

Ms. Powell will post material from Governor Malloy's conference as well as information from the Connecticut Education Association, for Board review

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

The Granby Education Foundation met on January 9, 2012.

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

Mr. Harry Traver, Business Manager, stated there was nothing to report.

**VI.C. Calendar of Events**

There will be a possible Board Retreat date on Wednesday, Feb. 29<sup>th</sup> from 5:30-9:00 p.m.

There will be a Three-Board Meeting on Jan. 30<sup>th</sup> at 7:00 p.m. in the Senior Center.

**VI.D. Board Member Announcements**

A Motion was made by Ben Perron and seconded by Matt Wutka to adjourn the regular meeting to go into a non-meeting to discuss contract negotiations. This Motion passed unanimously at 9:40 p.m.

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

The non-meeting adjourned at approximately 9:50 p.m.

Respectfully submitted,

Linda Powell  
Board Recorder

Jenny Emery  
Board Secretary

**To:** Granby Board of Education  
**From:** Alan Addley, Superintendent of Schools  
**Date:** January 25, 2012  
**Re:** FY13 Quality and Diversity Plan

### **Quality & Diversity (Q&D) Fund**

The Q&D fund helps Granby meet the legal requirement for Connecticut school districts to increase opportunities for their students to interact with students and teachers from diverse racial, ethnic and economic backgrounds. Connecticut State Statute requires that these funds be appropriated to the district as a supplement to any other local appropriation and, by law, each board of education is required to report activities undertaken in the school district to reduce racial, ethnic and economic isolation. Funds are deposited into a town revolving account established by the Board of Finance and are used to support direct needs of our Open Choice students, pay magnet school tuitions and support various other enrichment activities for Granby students.

Granby has actively participated in Open Choice (formerly Project Concern) since its inception over thirty years ago. We have done so because it has been the right thing to do for Hartford and Granby students. For most of these years, Granby has enrolled the highest percentage of Open Choice students in the state. The district is now reaping the benefits of its active participation through new legislation that allocates \$6,000 per student attending schools in the Greater Hartford Area.

### **Board of Education Goal for Quality and Diversity**

To provide funding and support for local students to attend quality educational programs in areas of specialization not available locally, and/or new and existing programs in Granby that provide quality learning opportunities within a more diverse student population.

### **FY13 Proposed Guiding Principles/Recommendations**

1. Q&D programming should support the District mission and the Board's goals and beliefs for quality and diversity.
2. Maintain a conservative funding model that protects the Board's and town's liability for unanticipated magnet school tuition and possible changes in state legislation and funding.
3. Provide funding that will ensure students' completion of their magnet school experience.
4. Cap enrollment at ten (10) kindergarten Choice students annually at a level that we can support with class sizes along with administrative discretion to replace Hartford students that withdraw from Granby.
5. Develop a spending plan that utilizes the additional state funds.
6. Revisit the plan on an annual basis.

### **Possible use of additional funds:**

- Anticipated legislative priorities/mandates (ie: Early Childhood, Secondary School Reform)
- Support services for all students
- Implement full-day kindergarten
- Support for a section of Mandarin Chinese III
- Expand world languages into elementary schools
- Professional development opportunities for staff
- Increase summer school opportunities/enrichment activities
- Support for extracurricular clubs
- Instructional coach(es) to support teachers in meeting the needs of all students
- Reallocate funds for capital purchases and/or operating expenses

### Open Choice Program Enrollment

	FY08	FY09	FY10	FY11	Proj. FY12	Actual FY12	Proj. FY13	FY14	FY15	FY16	FY17
<b>K</b>	9	9	7	8	10	8	10	10	10	10	10
<b>1</b>	7	7	8	6	8	7	8	10	10	10	10
<b>2</b>	5	5	7	9	6	5	7	8	10	10	10
<b>3</b>	7	6	5	8	9	9	5	7	8	10	10
<b>4</b>	8	5	6	4	8	8	9	5	7	8	10
<b>5</b>	8	8	5	6	4	4	8	9	5	7	8
<b>6</b>	0	7	7	5	6	7	4	8	9	5	7
<b>7</b>	6	4	7	7	5	5	7	4	8	9	5
<b>8</b>	4	6	4	6	7	6	5	7	4	8	9
<b>9</b>	7	4	4	4	6	6	6	5	7	4	8
<b>10</b>	4	8	3	4	4	4	6	6	5	7	4
<b>11</b>	3	4	7	2	4	4	4	6	6	5	7
<b>12</b>	4	3	4	7	2	2	4	4	6	6	5
<b>Total</b>	<b>72</b>	<b>76</b>	<b>74</b>	<b>76</b>	<b>79</b>	<b>75</b>	<b>83</b>	<b>89</b>	<b>95</b>	<b>99</b>	<b>103</b>
<b>%</b>	<b>3.1%</b>	<b>3.4%</b>	<b>3.3%</b>	<b>3.4%</b>	<b>3.6%</b>	<b>3.5%</b>	<b>3.9%</b>	<b>4.3%</b>	<b>4.8%</b>	<b>5.1%</b>	<b>5.5%</b>

### Magnet School/Out-of-District Student Enrollment

	FY08	FY09	FY10	FY11	Actual FY12	FY13	FY14	FY15	FY16	FY17
<b>Inter-District (CREC)</b>										
GHAA (9-12)	7	9	12 (1 F/T)	9	13	13	13	12	12	13
GHAMAS (9-12)	13	11	9	10	18	18	18	20	16	16
Great Path Academy (10-12)	1	3	0	1	0	0	1	1	1	1
Aerospace & Eng. Academy (6-12)	0	0	0	0	2	2	2	2	2	2
Metropolitan Learning Center	0	1	1	1	3	3	4	4	4	4
Public Safety Academy			1	3	3	4	5	5	4	4
Reggio Magnet	0	1	0	0	0	0	0	1	1	1
Others (CREC)	0	0	0	0	1	1	2	3	4	5
<b>Totals Magnet School Tuition</b>	<b>21</b>	<b>25</b>	<b>27</b>	<b>24</b>	<b>40</b>	<b>41</b>	<b>45</b>	<b>48</b>	<b>44</b>	<b>46</b>
<b>Inter-District (Bloomfield)</b>										
Big Picture (9-12)	4	1	2	0	0	2	2	2	2	2
Wintonbury Early Childhood (PK-K)			26	31	32	36	36	36	36	36
<b>Hartford Host Magnet Schools</b>										
Classical Magnet School (6-12)	0	1	2	2	2	2	2	2	2	2
Hartford Middle Magnet (6-8)	2	1	1	1	1	1	1	1	1	1
Hartford Montessori Magnet (PK-3)	-	1	1	2	2	2	2	2	2	2
Pathways to Technology			1	0	2	2	2	2	2	2
RJ Kinsella Magnet School (PK-8)	-	1	4	1	1	1	1	1	1	1
Sports & Medical Sciences (7-12)	1	1	2	2	2	2	2	2	2	2
University HS of Sci. & Eng. (9-12)	2	2	2	1	3	2	2	2	2	2
Mary Hooker Env. Sci. (7-12)					1	1	1	1	1	1
<b>Totals Non-Tuition Magnet Schools</b>	<b>9</b>	<b>8</b>	<b>41</b>	<b>40</b>	<b>46</b>	<b>51</b>	<b>51</b>	<b>51</b>	<b>51</b>	<b>51</b>
<b>Agricultural/Vocational</b>										
Oliver Wolcott Tech HS (9-12)	11	8	7	8	4	5	5	5	5	5
Suffield VoAg (9-12)	11	11	10	12	9	9	9	10	10	10
Bloomfield Harris Agriscience (9-10)					0	0	0	0	0	0
<b>Other</b>										
Asnuntuck Comm. College (9-12)	11	6	8	12	13	14	14	14	14	14
<b>Totals Agricultural/Vocational</b>	<b>33</b>	<b>25</b>	<b>25</b>	<b>32</b>	<b>26</b>	<b>28</b>	<b>28</b>	<b>29</b>	<b>29</b>	<b>29</b>

**Tuition**

**Inter-district Magnet Schools – CREC**

	<b>FY12</b>	<b>FY13</b>
GHAA – Greater Hartford Academy of the Arts (Full-Time)	\$4,447/student	\$4,617/student
GHAA – Greater Hartford Academy of the Arts (Part-Time)	\$4,043/student	\$4,205/student
GHAMAS – Greater Hartford Academy of Math & Science	\$4,440/student	\$4,618/student
Aerospace & Eng. (formerly GHAMAS full-time)	\$4,950/student	\$5,148/student
Great Path Academy @ MCC	\$3,300/student	\$3,432/student
Metropolitan Learning Center	\$3,057/student	\$3,179/student
Public Safety Academy	\$4,750/student	\$4,940/student
Medical Prof. and Teacher Academy	\$4,600/student	\$4,984/student

**Inter-district Magnet Schools – Bloomfield**

	<b>No Cost</b>	<b>No Cost</b>
Big Picture School		
Wintonbury Early Childhood		

**Hartford Host Magnet Schools**

	<b>No Cost</b>	<b>No Cost</b>
Breakthrough Academy	<i>(Prohibited by the state from charging tuition)</i>	
Classical Magnet School		
Hartford Middle Magnet School		
Hartford Montessori Magnet School		
RJ Kinsella Magnet School of Performing Arts		
Sports & Medical Sciences		
University High School for Science & Engineering		

**Agricultural/Vocational Schools**

	<b>Included in Operating Budget</b>
Oliver Wolcott Vocational Technical School	No Cost for Tuition plus Transportation
Agriscience Center at Suffield High School	\$7,992/student plus Transportation
Bloomfield Harris Agriscience	\$2,900/student plus Transportation

**Other**

	<b>FY12</b>	<b>FY13</b>
Asnuntuck Community College–College Connections	\$2,035/student	\$2,116/student

**Choice Funding**

Participating districts currently receive a base grant of \$6,000 for each Open Choice student. This reflects an increase of \$3,500 over FY11. In addition, \$500,000 is prorated and allocated as a bonus to those districts where at least ten Open Choice students attend the same school. Granby’s bonus for 3% is \$31,640. Revenues for FY12 & FY13 are as follows:

	<b>FY12</b>	<b>FY13</b>
Choice Tuition	\$6,000	\$6,000
Choice Bonus	\$31,640	\$31,640

**Choice Academic and Social Support Grant** (Not part of the Q&D budget)

Districts with an Open Choice enrollment greater than or equal to 3% are eligible to receive \$115,000 plus a graduated per pupil amount. Granby's FY12 allocation is \$179,670. The following resources are supported by this grant:

- An intervention specialist (social worker) who provides student support, family outreach, and coordination between agencies/district. The position serves four schools, Grades K-8.
- A part-time special education behavioral consultant who provides consultation services with parents, teachers and pre-school providers.
- After-school homework club serving Grades 3-12. Provides academic tutoring, homework support, enrichment projects/activities for students. Transportation for Granby students is provided via a late bus.
- Extended-day kindergarten programming and tuition assistance for students attending summer school/day camps.
- Professional development and training for staff and students. Ongoing staff and student training is provided by the State Educational Resource Center in the area of diversity and equity.

**Cost Commitment with Current & Projected Enrollment**

	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
GHAMAS	\$39,960	\$39,960	\$75,480	\$83,916	\$88,112	\$102,797	\$86,350	\$90,667
GHAA	\$48,511	\$44,834	\$54,175	\$57,308	\$61,955	\$59,905	\$60,936	\$70,174
Aero. & Eng.	\$0	\$0	\$9,900	\$10,395	\$10,915	\$11,460	\$12,034	\$12,635
Great Path	\$9,900	\$6,600	0	0	\$3,638	\$3,820	\$4,011	\$4,212
Asnuntuck	\$12,750	\$19,425	\$26,515	\$29,982	\$31,482	\$33,056	\$34,708	\$36,444
Met. Lrng. Ctr.	\$6,114	\$3,057	\$9,171	\$9,630	\$13,481	\$14,155	\$14,863	\$15,606
Reggio Magnet	\$3,057	\$0	\$0	\$0	\$0	\$4,330	\$4,546	\$4,773
Public Safety	\$4,750	\$14,250	\$14,250	\$19,950	\$26,184	\$27,494	\$23,095	\$24,249
Others	\$1,745	\$0	\$4,000	\$4,200	\$8,820	\$13,892	\$19,448	\$25,526
<b>Total Cost</b>	<b>\$126,787</b>	<b>\$128,126</b>	<b>\$193,491</b>	<b>\$215,381</b>	<b>\$244,587</b>	<b>\$270,909</b>	<b>\$259,991</b>	<b>\$284,286</b>
<b>Run-out Costs*</b>	<b>\$202,407</b>	<b>\$190,352</b>	<b>\$364,549</b>	<b>\$363,455</b>	<b>\$378,769</b>	<b>\$335,675</b>	<b>\$420,368</b>	<b>\$442,629</b>

\* With Inflation

**Budget Projections:**

	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
<b>Total Expenditures</b>	\$259,965	\$287,893	\$360,926	\$686,825	\$642,154	\$680,402	\$681,769	\$718,718
<b>Total Revenues</b>	\$325,631	\$304,932	\$580,722	\$614,445	\$651,189	\$687,956	\$712,745	\$737,558
<b>Beginning Balance</b>	\$296,608	\$362,274	\$379,313	\$599,109	\$526,729	\$535,765	\$543,318	\$574,295
<b>Ending Balance</b>	\$362,274	\$379,313	\$599,109	\$526,729	\$535,765	\$543,318	\$574,295	\$593,135

Granby Public Schools  
Quality & Diversity Fund  
5 Year Projection

	Actual FY10	Actual FY11	Projection FY12	Projection FY13	Projection FY14	Projection FY15	Projection FY16	Projection FY17
Tuition - Learning Corridor	102,823	91,437	129,655	141,224	150,067	162,702	147,285	160,841
Tuition - College Connections	12,750	18,500	26,515	29,982	31,482	33,056	34,708	36,444
Tuition - Manchester Great Path Academy	4,750	-	-	-	3,638	3,820	4,011	4,212
Tuition- Other	6,464	18,189	37,321	44,175	59,400	71,331	73,985	82,790
Subtotal Tuition	126,787	128,126	193,491	215,381	244,587	270,908	259,990	284,286
Transportation - Learning Corridor	22,966	23,381	24,082	24,805	25,549	26,316	27,105	27,918
Full Day/Extended Day Kindergarten	37,446	36,400	38,569	317,892	300,000	309,000	318,270	327,818
Summer School	3,024	25,594	32,000	32,960	33,949	34,967	36,016	37,097
Chinese Language Teacher	14,000	17,058	30,900	58,827	-	-	-	-
International Ed & Diversity Training	2,350	462	-	-	-	-	-	-
Enrichment Clubs	1,592	2,600	6,383	6,575	6,772	6,975	7,185	7,400
Subtotal Enrichment Items	58,412	82,114	107,853	416,254	340,721	350,943	361,471	372,315
District Outreach Coordinator	24,381	23,708	6,000	-	-	-	-	-
Choice Student Support	17,419	20,564	19,500	20,085	20,688	21,308	21,947	22,606
Choice Intervention Specialist	10,000	10,000	10,000	10,300	10,609	10,927	11,255	11,593
Subtotal Choice Support	51,800	54,272	35,500	30,385	31,297	32,235	33,203	34,199
<b>Total Expenditures</b>	<b>259,965</b>	<b>287,893</b>	<b>360,926</b>	<b>686,825</b>	<b>642,154</b>	<b>680,402</b>	<b>681,769</b>	<b>718,718</b>
# Choice Students	76	76	75	83	89	95	99	103
Choice Stipend	2,500	2,500	6,000	6,000	6,000	6,000	6,000	6,000
<b>Forecasted Revenues</b>								
Choice Early Beginnings	31,425	36,000	36,000	45,000	45,000	45,000	45,000	45,000
Choice Bonus	29,232	31,640	31,640	31,640	31,640	31,640	31,640	31,640
Choice Tuition	190,000	190,000	450,000	498,000	534,000	570,000	594,000	618,000
Learning Corridor Transportation	21,850	24,666	24,082	24,805	25,549	26,316	27,105	27,918
Summer School Tuition	29,535	-	15,000	15,000	15,000	15,000	15,000	15,000
Extended Kindergarten Tuition	23,589	21,750	24,000	-	-	-	-	-
Other	-	876	-	-	-	-	-	-
<b>Total Revenues</b>	<b>325,631</b>	<b>304,932</b>	<b>580,722</b>	<b>614,445</b>	<b>651,189</b>	<b>687,956</b>	<b>712,745</b>	<b>737,558</b>
Beginning Balance	296,608	362,274	379,313	599,109	526,729	535,765	543,318	574,295
Ending Balance	362,274	379,313	599,109	526,729	535,765	543,318	574,295	593,135
Run out with inflation	204,407	190,352	364,549	363,455	378,769	335,675	420,368	442,629

# Language Arts Update

Granby Board of Education

Wednesday February 1, 2012

Mike Dunn, K-12 Language Arts Supervisor

## Granby Public Schools

*A Professional Learning Community*

# Overarching Program Goal

Improve each of our student's abilities to think powerfully, read strategically and analytically, and write and speak effectively across a range of genre and for a variety of purposes and audiences, in preparation for meaningful and productive lives as literate citizens of the 21st century.



# Strategic Improvement

**Reading - Analyze and Synthesize Information: Increase close reading of non-fiction to build background knowledge and vocabulary and focus instruction on analyzing text evidence, purposeful discourse and text-dependent tasks**

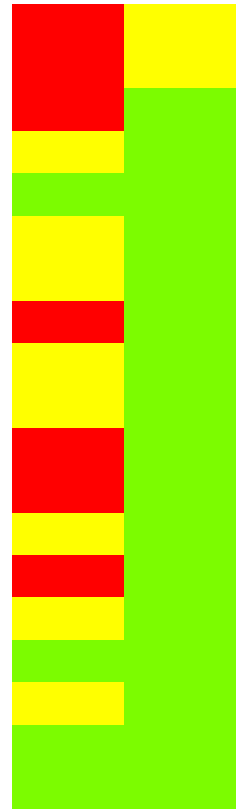
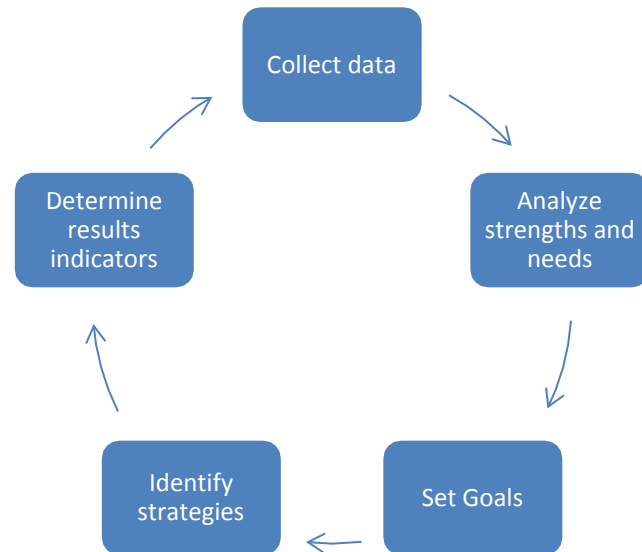
**Writing – Articulate and Defend Positions: Increase explicit instruction and practice in writing traits and processes for authentic purposes and audiences, clarifying expectations through rubrics and feedback**

# High Yield Improvement Strategies

1. PLC Data Conversations
2. Literacy Coaching
3. Literacy Instruction
4. Curriculum Development
5. Interventions

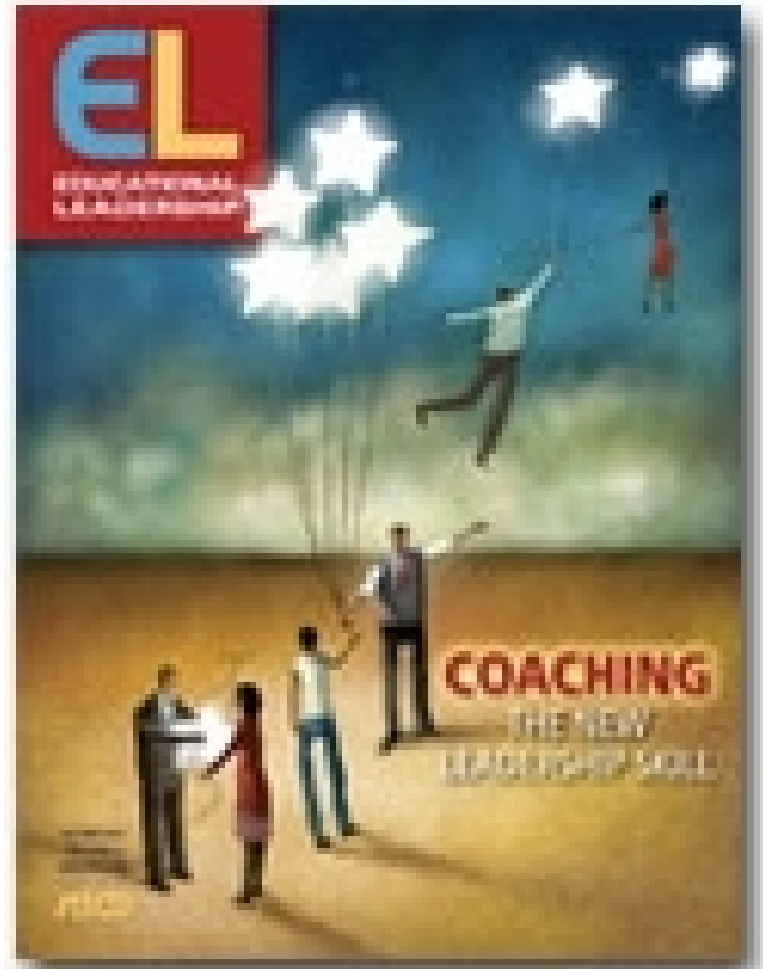
# 1. PLC Data Conversations

- Increase in teacher/team capacity using performance data to target learning needs and plan instruction
- Coaching in data-conversation protocols
- Established benchmarks and color-coding to chart growth and needs



## 2. Literacy Coaching

- Instruction in gradual release / workshop
  - Modeling, guided and independent practice
- Assessment
  - PLC Data Conversations
- Curriculum
  - Alignment with Common Core



# 3. Literacy Instruction



- Reading Workshop / Independent Reading
- Non-Fiction
- Student Discourse
- Test-Reading
  - DRP and Strand Prep



# Writing

- Workshop
- Arguing with evidence (a.k.a. Articulating and Defending a Position), real audiences
- Rubric development



# 4. Curriculum Development

- Guaranteed and Viable Language Arts Curriculum
- What we want students to know and be able to do – articulated by our district mission and achievement goal and aligned with higher rigor of the Common Core State Standards



# 5. Interventions

- Interventions identified with entrance and exit criteria and expectations for delivery



# Questions?



January, 2012

# CABE's Response to NextEd



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# CABE's response to NextEd

**Robert Rader**

Executive Director, CABE

**Patrice A. McCarthy**

Deputy Director and General Counsel, CABE

The Connecticut Association of Boards of Education believes that *NextEd* (found at [www.ctnexted.org](http://www.ctnexted.org)) is a thoughtful, comprehensive and potentially game-changing examination of the education challenges facing Connecticut.

Discussed at the January Board of Directors meeting, the Board agreed by consensus that this article shall serve as CABE's response to the Transformation Project.

We believe that CAPSS has provided an important statement on where we need to go from here to ensure all students receive the maximum benefit from their public school experience – and what we need to do to get there.

Issues of resources, capabilities of educators and political resolve will be put to the test if these changes are to occur. We very much appreciate CAPSS' willingness to discuss all items in the approximately 140 recommendations and believe it will take discussion, study, research and resources to bring this plan to fruition. We look forward to discussing these ideas, including ones with which we disagree, in the months and, even as CAPSS has stated will be necessary, the years to come.

We hope boards of education and their superintendents are discussing these important issues, as well.

There are several areas that should be priorities in the 2012 Legislative Session:

- Make quality preschool available to all needy students
- Strengthen the educator evaluation and support system and provide for reviewable tenure every five years
- Focus on the need for achievement being the constant and time being the variable. This has implications throughout our pre-k-12 system.

CABE does not agree with all of those recommendations – but agree with the majority for implementation or at least further discussion. Below is a summary of our beliefs both on those items on which we agree and those with which we take issue.

We are also aware that some of these recommendations could be reframed to help us get to the solution to a problem in a different way than the report recommends. By reframing, we can move ahead with an

understanding that we are still moving the ball forward.

Overall, we believe that CAPSS is on the right track by focusing on students, rather than the desires of adults. It is critical that we think more in terms of what children will need to successfully compete in the global society, rather than on what individual adults in the system demand.

*CAPSS' focus on the need for achievement being the constant and time being variable, rather than achievement being the variable and time being constant as we have today is probably the most important recommendation of NextEd. Only with that change and that mindset will we be able to make significant progress for our students.*

We also believe that flexibility, developing the “whole child”, fair assessment of results and accountability will make for a more successful system for all students. It will help eliminate the achievement gaps that exist between various ethnic groups, between inner cities and other districts and between students in every school district.

Rather than address each of the recommendations, we will work from the Executive Summary and discuss each of the CAPSS-identified areas. Our views are shaped, of course, by CABE positions and policies, but also by our knowledge of public education, law and management practices.

Please note that the quotes below are taken from the *NextEd* Executive Summary.



## Raise the bar

CABE agrees that there is a need to have high expectations of all who are a part of the education

system – boards, superintendents, teachers, students and all others who play a role in the education of our students. It is critical that we have appropriate standards which are “ambitious, focused and coherent.”

We need to benchmark our standards to “established international standards” if we are to prepare students as they need to be ready for college or their careers.

We also support “multiple pathways that enable children to master essential content and skills.”

### **Make it personal**

While all children attend school, whether private or public, and have many shared experiences, education is, at its core, an individual experience. Learning is much like other events, like watching television or using a computer, where each individual has a separate experience – even while in the same classroom.

Our students, like our adults, have different skills, knowledge and abilities. We know from research that we all learn differently – and at a different pace. CAPSS is absolutely correct in reversing the centuries old notion that the time spent in school results in achievement of students.

We agree that we should permit “children to advance through school and ultimately graduate based on their own demonstration of essential knowledge, skills and dispositions—not on the amount of time they’ve spent in the classroom . . . redefine the use of time (Carnegie unit/calendar) in order to support a personalized learning system; make achievement the constant and time the variable.”

Flexibility in allowing students to learn “anytime, anywhere” makes great sense if one understands the need to change what we’re doing now.

### **Start with early childhood**

CABE has long believed in the importance of quality preschool opportunities for all students. CABE supports continued efforts by the Legislature to appropriate sufficient funding to make early care and education programs available to **all** children in need, not just those in priority school districts or priority schools; promotion and encouragement of a wide range of public and private provider preschool programs and services to co-exist and prosper state-wide; and local school board flexibility to design, develop and implement early childhood education programs to increase the likelihood of children’s school success and decrease special education costs.

*NextEd* implicitly contains this view of early education and adds to it in promoting a “structural relationship between preschool and the K-12 system. We believe this is very helpful and is an important aspect of the work of the States’s P20 Council.



Equally important is the recommendation that schools should support family efforts to improve children’s language, literacy and numeracy skills. Education starts in the home and we need to ensure families are getting their children off on the right foot.

*NextEd* also calls for providing a “challenging all-day kindergarten program to all children.” Research shows that early exposure and interaction with the environment are most critical in a child’s brain development and that a three year old’s brain is twice as active as an adult’s brain.

Unfortunately, the space, staff and fiscal resources necessary to provide such programs are not uniformly available. We believe that the State should provide incentives to establish all day K. Boards and superintendents should find creative solutions to obstacles for full day K. Full day K can help reduce the preparation gap for some students, and position them for success in meeting the Common Core standards.

### **Retool assessments and accountability**

We believe that *NextEd* is correct in calling for adoption of “a more varied system of assessment to account for the fact that students not only learn best in different ways, they also demonstrate their mastery of information in a variety of ways.”

It is also critical that we make “accountability transparent, tailored to different uses and able to communicate student progress.” We also agree that we should replace instructional state mandates – focused on inputs – with student learning outcomes as a necessary component of a more child-centered educational experience” and the idea of “rewards/incentives in the accountability system”. This is important as we implement the Common Core standards.

While we agree that basing accountability “on the four core disciplines—language arts, science, mathematics and social studies” makes sense, it also is necessary to develop means to assess the other areas of the curriculum, if we are to develop the “whole child”. For example, music, art, drama (the areas usually referred to as the “humanities”) and physical education also should have measures of accountability.

### Offer more options and choices

CABE has long believed in public school choice, so we generally agree with the idea of increasing “diversity, flexibility and autonomy of school districts to maximize resources and better address the needs and interests of all students”. Boards and superintendents should remain open to working with other districts to help eliminate segregation – as well as the achievement gap.

This is one area in which CAPSS’ recommendations could be reframed. *NextEd* calls for reviewing “existing district structures based on 1) the capacity to provide different options for children to meet education standards; 2) economic, social and geographic factors.”

CABE takes the position that while review may be appropriate, any mandated consolidation of school districts would be a mistake, since it should remain a community’s decision. We would be happy, however, to discuss how we can afford opportunities to all students to take advantage of programs that might now only be available to students in larger or better resourced schools. This is really the crux of the issue and one for which we look forward to helping develop a solution.

Other suggestions, such as providing a “menu of options” for students and “increasing capacity for educators to provide options and choices for children” are strongly supported by CABE.

The question of whether our school districts should be fiscally independent or dependent, is worth discussion, though we believe that either option has its drawbacks. No one really knows what would happen without towns or cities giving the “seal of approval” to a budget request. The real question is how we best ensure there are sufficient resources for public education in every community.

### Reform leadership

This is one area where there are significant differences between CABE’s and CAPSS’ positions. CABE

recognizes the importance of ensuring that boards and superintendents work together in every community to carry out the mission of increasing student achievement.

Rather than defining the roles and responsibilities of boards and superintendents in statute, CABE and CAPSS worked together to develop our *Governance Statement* which gives a “best practice” view of how this critical relationship works effectively. That document is still used by CABE in the professional development of school board members and both associations have it on their websites.

It has long been CABE’s belief that the *Governance Statement* is the basis for building a successful relationship between boards and superintendents (the “Leadership Team”) because it contains the roles and responsibilities of each and those they share in an understandable, workable form. We even went further and developed a document on assessment of the leadership team – both the board and superintendent.

You cannot legislate relationships... whether between individuals or between boards and superintendents. To make that relationship work, individual boards and superintendents need to sit down together and discuss what works best in the district. Having a prescriptive definition in law will only make developing those relationships more difficult and lead to bottlenecks and bureaucratic inertia. It also would be one more mandate at a time when the State is looking to free high performing school districts from State red tape.

In the same vein, limiting the board to “only policy matters, the annual budget, and the hiring, supervision and evaluation of the superintendent” would limit a board so that its strengths and those of the superintendent would not work as effectively as possible.

Boards serve to connect the will of the community to the education of their children. Their job is to work together with the superintendent to bring out the best of the Leadership Team – whether or not that fits in nice pigeonholes



of prescribed roles and responsibilities.

We agree with CAPSS that the Super-intendent, whether called the Superintendent of Schools or of Education, “provides leadership to the Board of Education”. However, board members also have a responsibility to lead. School district leadership is most powerful and effective as a joint function.

Allowing the contract between a board and the superintendent to extend up to a five-year term provides a measure of security and stability to the superintendent – but not to the board. Where is the accountability if the board’s “only employee” knows that he or she could, under good or bad conditions, “wait out” a board – or leave at any time with a possibly higher payout than if the contract was limited to three years?

In addition, some boards turn over politically, as we have just seen in the last school board elections. Where is the ability of the new board to “select” the superintendent if the outgoing board can “lock in” the superintendent for five years just before the incoming board is put into place.

We also have issues with restricting “authority of the Board of Education to its role as representative body for the community it serves”. This is a local issue and the role of the board in connecting the community to public education is a dynamic one – different in each community. In addition, the board has an important fiduciary role that cannot be delegated as well as a responsibility to monitor results. While we are willing to discuss these issues with CAPSS or anyone else, we truly believe we should first coalesce around the significant transformation proposals on which educational leaders agree.

### **Boost quality**

We agree with CAPSS on the need to “attract, train, develop and support new teachers and principals.” We believe that CAPSS is right in pushing to have the “best and brightest in the education profession” and the other points made to ensure this happens.

In particular, CAFE has long had a strong position that tenure or teacher contracts should not be ongoing, but be limited to five years. With the support that would be provided to teachers’ professional development as outlined in the other points in this area, this would have a transformative effect on our classrooms, ensuring more quality and accountability.

We recognize the importance of high quality teachers and good evaluation systems based, in part, on student achievement, if we are to increase student achievement in all of our schools. *NextEd’s* proposals would certainly accomplish this.

### **Involve students and parents**

CAFE also strongly believes in the necessity of having “parents, caregivers and community organizations” more involved with education of students. This past year, CAFE helped train members of new school governance councils and continues to provide this training. One of the things we learned was that there are many parents and others who desperately want to play a role in ensuring that children learn.

School governance councils, if working in a collaborative, trusting and sharing environment, could be a great help, not only to schools and districts, but in transforming their communities and bringing a message of “it’s all of our jobs” to the education of our children. It is still too early to determine if this will happen, though initial indications in Hartford and elsewhere are that the results will be positive.

We believe that more involvement of parents and community members would be beneficial for all of our communities.

### **Leverage technology**

We agree with CAPSS that technology must be used for several reasons: to level the “playing field” for students in poorer districts, who might not have the access to technology of those in wealthier districts; to provide more opportunities for educators and students to learn; and to help prepare students for the technology-heavy global society in which they will live.

Adding hardware is an important part of this area, but ensuring accessible, helpful software content is where we can truly leverage the available technology for all students.

### **Continue transformation**

We agree with CAPSS that education transformation needs to be continuous and continuing. If one believes, as we do, that education is perhaps the primary driver of our society in many ways, we must ensure that there is continuous improvement on all levels.

### **CAFE’s Final Statement**

CAFE stands ready to help continue the discussion, to provide support for the many good recommendations in *NextEd* and to work with CAPSS and others to ensure that our State reclaims its former title of providing the best public education in our nation.

# NextEd

TRANSFORMING CONNECTICUT'S EDUCATION SYSTEM

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Continuous Improvement Plan from The Connecticut Association of Public School Superintendents

Our children are precious. Every single one, regardless of ethnic background, economic situation or cognitive condition, deserves an equal chance to learn at a high standard—through vibrant, flexible, standards-based public education.

For more than 150 years, the public school system in Connecticut has been successful at providing children with access to a quality education. But that's no longer enough. Thanks to the dawn of the Information Age, the transition from a manufacturing economy to a service economy and the development of a global economy, a new system is needed to best prepare our children to succeed in 2011 and beyond.

Going forward, public education must integrate services to children and raise community expectations for higher learning standards. Family structure must be reinforced on an equitable and consistent basis. And all students must be educated to be college or career ready with internationally competitive skills and knowledge.

In short, our public education must be transformed. With effective leadership and the help of every citizen in Connecticut, CAPSS truly believes that's possible. This report recommends exactly how we can benefit all students in our state.



## Connecticut, we've got a set of complex problems.

Just like many communities across the nation, Connecticut's public education system faces a series of complex problems—a mass of challenges that have multiple causes and cannot be solved in a set time period by using standard techniques and conventional processes. These complex problems include:

- International and racial achievement gaps
- Low level of student engagement in their education and motivation for learning
- Limited measures of assessment and accountability
- Inadequate preparation for today's higher education and workforce
- Changing U.S. demographics
- Little emphasis on modern skills to meet the needs of a global economy
- Impact of disruptive innovations

Obviously, solving these problems is not easy. Traditional solutions are inadequate. And to complicate things even further, many people disagree about the right approach to address them.

The fact is, the only way to work on these problems is to redesign. The public school system must change. It must embrace creativity, challenge assumptions and tap the ingenuity of those dedicated to success. Only then will we find the solutions that these problems demand—and that our students deserve.

## So what can be done?

As the leaders of public schools in Connecticut, the Connecticut Association of Public School Superintendents (CAPSS) suggests that the system, which has served children well in the past, must be transformed so that it is able to meet the needs of students in the future. With a new model that places the “learner” at the center of all strategy and action, CAPSS has developed a set of action-oriented recommendations that will address the complex problems we face today, transform learning and ensure that Connecticut's children receive the best possible education.

### Typical Current Practices

Goal is universal access to education  
Age-based cohorts  
Standardized solutions  
Begins at different ages  
Limited choices and options  
Patchwork of standards drives educational organization and processes  
Highly structured, traditional staffing models  
  
Technology used to make teaching more efficient  
Educational progress measured by seat time and credits  
Traditional annual school calendar and schedule  
  
Learning almost exclusively based in schools

VS

### Examples of Transformative Practices

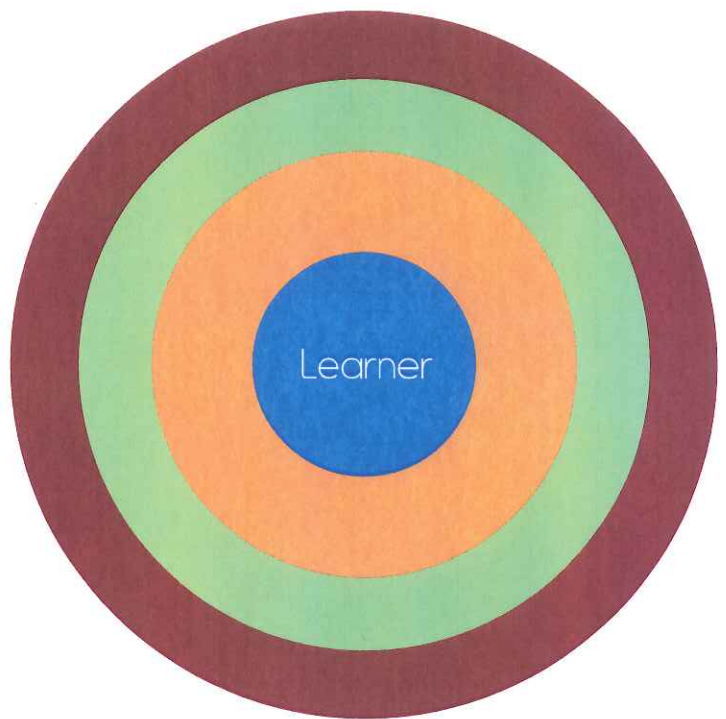
Goal is to educate all students with high standards  
Learning/progress-based groupings  
Customized learning plans and processes  
Begins at three years of age for all students  
Many choices and pathways to learning  
Coherent, flexible, research-based, innovation-focused teaching and learning processes  
Student-centered, relational staffing featuring professional partnerships with experts, certified staff, community resources and mentors  
  
Technology used to transform teaching and learning  
Progress toward graduation measured by authentic learning, using direct measures  
Instruction and learning delivered anytime, anywhere, whenever students are ready to learn  
  
Learning occurs where students are; schools serve as the base from which students and teachers work

We invite you to learn more about these recommendations on the following pages.  
For more details, download the full report at [www.ctnexted.org](http://www.ctnexted.org).

## Recommendations for Transformation

In order to transform Connecticut's current pre-K to 12 public school system and address today's challenges, CAPSS has developed a series of action-oriented recommendations that all revolve around the learner.

This executive summary contains the key recommendations. To learn more about the full set of recommendations, please visit [www.ctnexted.org](http://www.ctnexted.org).



### Raise the Bar.

Establish globally competitive, internationally benchmarked standards in language arts (reading, writing, speaking and listening) science, social studies, world languages and the arts.

- || **Establish** ambitious, focused and coherent education standards in all major education disciplines.
- || **Ensure** that our children will be globally competitive by benchmarking Connecticut's educational standards to established international standards.
- || **Measure** child progress on college and career readiness standards and get public school systems and postsecondary institutions to agree on those standards.

### Make it Personal.

Personalize learning to give all students the opportunity to learn at high levels.

- || **Build** instructional program on student learning needs, styles and interests.
- || **Create** multiple learning pathways that enable children to master essential standards, content and skills, and offer diversity and choice in the school system.
- || **Allow** children to advance through school and ultimately graduate based on their own demonstration of essential knowledge, skills and dispositions—not on the amount of time they've spent in the classroom.
- || **Redefine** the use of time (Carnegie unit/calendar) in order to support a personalized learning system; make achievement the constant and time the variable. Allow students to learn anytime, anywhere.



## Start with Early Childhood.

Make quality early childhood experiences available to all three- and four-year-olds in order to get all children ready to learn as they enter kindergarten.

## Retool Assessments and Accountability.

De-emphasize standardized tests and create new methods of assessments to give students choices for how and when they demonstrate their knowledge and skills.

## Offer More Options and Choices.

Increase diversity, flexibility and autonomy in school districts to maximize resources and better address the needs and interests of all students.

- || **Make** quality preschool education universally available in Connecticut.
- || **Reallocate** state funding and alter educational policy so that programs are positioned for measurable success at raising oral language, reading and numeracy skills.
- || **Establish** a structural relationship between preschool and the K-12 system.
- || **Provide** a challenging all-day kindergarten program to all children.
  
- || **Adopt** a more varied system of assessment to account for the fact that students not only learn best in different ways, they also demonstrate their mastery of information in a variety of ways.
- || **Make** accountability transparent, tailored to different uses and able to communicate student progress.
- || **Replace** instructional state mandates—focused on inputs—with student learning outcomes.
- || **Include** rewards/incentives in accountability system.
- || **Base** accountability on the four core disciplines—language arts, science, mathematics and social studies.
  
- || **Review** existing district structures based on 1) the capacity to provide different options for children to meet education standards; 2) economic, social and geographic factors.
- || **Provide** students and their parents with a menu of options, including magnet schools, charter schools and vocational-technical schools as well as different schedules and curriculums.
- || **Increase** capacity for educators to provide options and choices for children.
- || **Structure** school districts so that they're fiscally independent.



## Reform Leadership.

Realign Connecticut's education system for success by making authority and responsibility equal.

|| **Define** the role and responsibilities of the Superintendent of Education (formerly Superintendent of Schools) in state statutes; make authority commensurate with responsibilities and eliminate ambiguity.

|| **Change** the state statutes so that:

- The Governor appoints the Commissioner of Education with the statutory authority and responsibility to provide educational leadership.
- The position of the Superintendent of Education provides leadership to the Board of Education.
- The District Board of Education makes decisions only on policy matters, the annual budget and the hiring, supervision and evaluation of the Superintendent.
- The contract between the District Board of Education and the Superintendent of Education can be for a five-year period and is renewable.

|| **Restrict** authority of the Board of Education to its role as a representative body for the community it serves.

## Boost Quality.

Attract, develop, support and retain teachers and principals of the highest quality.

|| **Recruit** and retain the best and brightest in the education profession.

|| **Require** first-year teachers to have extensive clinical experience, supported by strong coaching from experienced teachers as well as content knowledge and teaching skills.

|| **Support** exemplary teacher and school district leadership development programs and publicize key achievements.

|| **Revise** tenure law to include a rigorous, standards-based review process more closely tied to student learning. After educators show outstanding performance in student learning, they will receive five-year contracts, which districts may or may not renew.

## Involve Students and Parents.

Engage parents, caregivers and community organizations as partners in a child's education.

|| **Foster** a partnership for success among parents, schools and communities.

|| **Help** parents and caregivers understand how they make a difference in a child's education.

|| **Provide** parents with choices for educating their children.

|| **Work** with parents and adults to support high expectations for learning.

|| **Utilize** community organizations to help families foster reading skills and produce literate children by grade three.



## Leverage Technology.

Use technology to transform teaching and learning.

- || **Provide** educators and students with equal access to technology.
- || **Personalize** learning with technology-based systems.
- || **Ensure** broadband access to Internet and wireless connections.
- || **Provide** on-demand access to learning resources, information and services 24/7.
- || **Integrate** technology throughout school districts, facilities, leadership and management to increase efficiency and safety.

## Continue Transformation.

Ensure that transformation is a continuous process, not a one-time event.

- || **Keep** the educational system flexible to meet changing needs and expectations.
- || **Support** innovation in the public school systems. Change state regulations to promote and reward continued transformation.
- || **Create** mechanisms for teachers and administrators to propose and obtain approval for innovative practices that lead to improved student outcomes.

## Learn more.

You can make a difference in transforming Connecticut's education system. Consider all these ways to get involved:

- || **Download the full CAPSS report** and sign up to get more information at [www.ctnexted.org](http://www.ctnexted.org).
- || **Call or write your legislators** to find out how they're addressing the complex problems facing schools today.
- || **Talk to the members of your local Board of Education** about what they're doing to transform education.
- || **Meet with community leaders or your parent/teacher association**, and talk about what can be done at your school and in your district.

## What is CAPSS?

The Connecticut Association of Public School Superintendents (CAPSS) is an organization that represents all of the superintendents and leaders of public schools in Connecticut. Its mission is to lead the continuous improvement of public education for all students by advocating public policy, and developing and supporting executive school leaders. In short, it is committed to making sure schools in Connecticut are all they can be for our children.

## Project Partners

CAPSS gratefully acknowledges our Project Partners for their support of the Educational Transformation Project. The Project Partners are:

DELL

H.A. Vance Foundation

Nellie Mae Education Foundation

The Connecticut State Department of Education

William Graustein Foundation

## The Core Group

The development of the recommendations was done by a working group of CAPSS members called The Core Group. CAPSS is grateful to the Superintendents, RESC Executive Directors, Assistant Superintendents and University Professors who met over two years to develop the recommendations in this proposal.

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Michael Cummings, Milford

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While acknowledging the support of the Project Partners and the work of The Core Group, the content of the report is the sole responsibility of the Connecticut Association of Public School Superintendents. The Educational Transformation Project Staff include:

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A Proposal to Transform Schooling in Connecticut

# SCHOOLING FOR THE TWENTY FIRST CENTURY



# The Need

- Poverty and the Achievement Gap
- International Achievement Gap
- Changing Skill Requirements of a 21<sup>st</sup> Century Work Force
- New Mission of Public Education  
ALL CHILDREN must meet rigorous standards in order to be college and career ready.



# The Problem

- Our current school system was designed for another age and for another purpose.
- Public education is not designed to insure that every student will achieve high standards of learning. Designed to give every child a chance to learn.
- Reform without systemic change has and will continue to fail. Tinkering or reform does not make a substantial difference.



# The Solution

- All teaching and learning must be learner centered and must result in high levels of achievement for all students.
- Progress is based on mastery of standards not time metrics like age and Carnegie units.
- All learning experiences are consistent with individuals' learning styles and interests; learning can occur at anytime and anywhere.



# Getting From Here to There

- State Level
  - Alignment from Governor to Commissioner.
  - Role of the State Board of Education – Establish standards for all children in English, mathematics, science, social studies, world languages and the arts.
  - Hold local districts accountable for meeting standards and remove all process mandates.
  - Provide assistance for districts.
  - Intervene on a graduated scale based on learning outcomes.



# Getting From Here to There

- Preparation programs must change to prepare teachers and administrators to work in transformed schools.
- Strengthen preparation of new teachers and principals with increased clinical experiences.
- Retain only effective or highly effective teachers and principals



# Getting From Here To There

- Local Districts
  - School districts must have the capacity to provide different options for children to meet education standards.
  - Allow children and their parents to choose from a menu of options including magnet schools, charter schools, vocational–technical schools, as well as different schedules and curriculums.



# Getting From Here To There

- Local Districts
  - Structure school districts so that they are fiscally independent.
  - Begin schooling at age three.
    - Ensure all early childhood programs are high quality.
    - Ensure high quality preschool teachers.
    - Make high quality early childhood programs universally available.



# Getting From Here To There

- Local Leadership
  - The role of the Board should be defined by statute to setting local standards and benchmarks for system performance, other policy matters and the hiring, supervision and retention/dismissal of the Superintendent.
  - The authority, role and responsibility of the Superintendent of Education must be clearly commensurate with responsibilities.



# Getting From Here To There

- Local Leadership
  - Provide stability of quality leadership. Remove statutory limit on length of superintendents' contracts.
  - Make authority of principals commensurate with responsibilities.
  - Make authority of teachers commensurate with responsibilities.



# Getting From Here To There

- Accountability
  - For growth in student achievement.
  - Demonstration of competency instead of seat time as basis for certification preparation programs.
  - Demonstration of competency as basis for retention of services. Relationship to present definition of tenure.



# First Steps

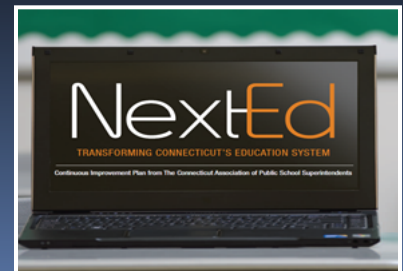
- Initiate serious conversations at state and local levels about what it takes to transform system.
- Build coalitions with others around areas of agreement.
- Stay flexible on means but strong on purposes.



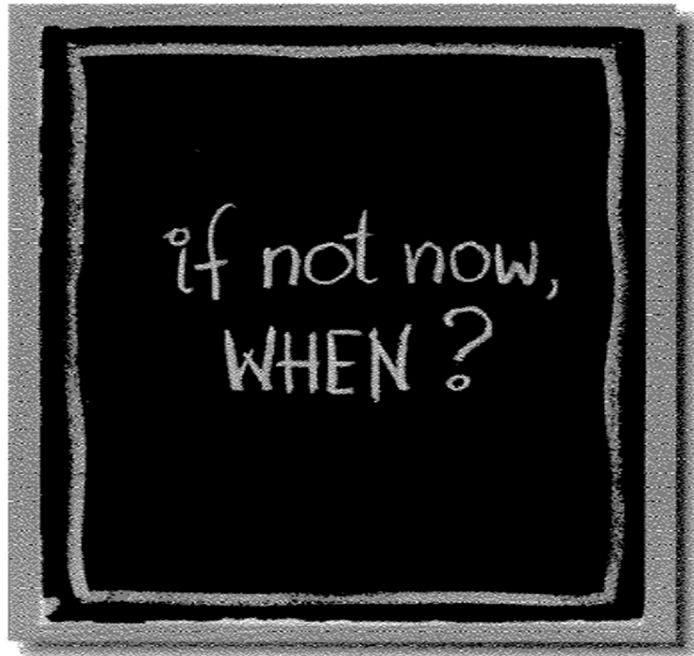
# Education Transformation

## Connecticut Association of Public School Superintendents

- Employ internationally benchmarked standards in all disciplines – English, mathematics, science, social studies, the arts and world languages.
- Personalize Learning - focus on student learning needs, styles and interests.
- Make learning the constant and time the variable.
- Make high quality early childhood available to all beginning at three years of age.
- Strengthen accountability of students, teachers, administrators and Boards of Education.
- Boost the quality of all entering and working in the education profession.
- Increase options for students of learning paths.
- Increase options for students to demonstrate learning.
- Make the system outcome driven. Eliminate process controls.
- Increase school district capacity to provide personalized learning.



# Transforming Public Education



**Finance/Personnel/Facilities Subcommittee Meeting Minutes**  
**January 25, 2012**  
**5:30 p.m.**

Attendance:

Matt Wutka	Present	Alan Addley	Present
Ed Ohannessian	Present	Harry Traver	Present
Lynn Guelzow	Present		

Meeting commenced at: 5:40 p.m.

Meeting adjourned at: 6:50 p.m.

1. December Statements of Accounts – \$90K favorable estimate for full year. Includes known surprises.
2. Budget Transfers – Transfer \$41K from Secretaries to Central Office.
3. Bus Contract – Look to go out for a 5-year contract. New bid.
4. Next Steps: Large Capital Projects – Look to go to discussion with Board Committee suggests Building Committee.
5. Swimming & Football Updates – Foot has next year in the bank. Swimming has paid in full.
6. Church & Nursing Contracts – Extend Valley Brook for 1 year at same rate.
7. Emergency Plan – Extensive draft plan reviewed.
8. Other – None.

January 29	Granby's Got Talent	2:00 p.m.	HS Auditorium
January 30	3-Board Meeting	7:00 p.m.	Senior Center
January 31	MS Winter Band Concert	7:00 p.m.	HS Auditorium
February 1	Curriculum Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
February 2	8 <sup>th</sup> Grade Parents' Night Tour 8 <sup>th</sup> Grade Parents Night Presentation	6:15 p.m. 7:00 p.m.	HS Auditorium HS Auditorium
February 4	HS Coffeehouse	7:00 p.m.	HS Commons
February 10	Character Assembly (Sponsored by the PTO)	10:00 a.m. & 1:30 p.m.	Kearns Gymnasium
February 15	Finance Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
February 16	Superintendent's Community Forum	7:00 p.m.	HS Chorus Room
February 20-21	Schools in Session		
February 25	Hypnotist Show (Athletic Boosters)	7:00 p.m.	HS Auditorium