

Regular Board of Education Meeting
Wednesday, June 20, 2012 7:00 PM Eastern

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

Jenny Emery: Absent
Lynn Guelzow: Present
Cal Heminway: Present
Edward Ohannessian: Present
Benjamin Perron: Present
Rosemarie Weber: Absent
Matthew Wutka: Present
Present: 5, Absent: 2.

- I. Public Comment
- II. Administrative Reports
 - II.A. Superintendent's Announcements
 - II.B. Business Manager's Report
 - II.C. Annual Curriculum Report
 - II.D. Superintendent's Annual Report
- III. Consent Agenda
 - III.A. Minutes
- IV. Old Business
 - IV.A. 2012-2015 Technology Plan
 - IV.B. 1:1 Computing
- V. New Business
 - V.A. Football Supporters' Update
 - V.B. First Reading of Policy 5141.21, Administering Medication
 - V.C. Homework Committee Update
 - V.D. Education Support Personnel Policy
 - V.E. Superintendent's Contract
- VI. Miscellaneous
 - VI.A. Board Standing Committee Reports
 - VI.A.1. Curriculum/Policy/Technology/Communication
 - VI.A.2. Finance/Personnel/Facilities
 - VI.B. Other Board-Related Reports
 - VI.B.1. Athletic Field Project Committee
 - 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

2011-2012 Director of Curriculum,
Teaching and Learning
Year End Report
June 2012

Prepared by Diane Dugas





Granby Three Year Curriculum Plan

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

2011 -2012	2012-2013	2013-2014
<p>Curriculum</p> <ul style="list-style-type: none"> • Full Implementation of K-12 Curriculum committees across all content areas 10 curriculum committees met between 3-8x across the course of the year. • Identify Status of curriculum using the elements of quality curriculum identified by the State Status of the current reality was the building block of each groups work • Unwrap current content standards, power standards identifying essential 21st learning expectations (LA and Math focus on the Common Core Standards) CCSS across all content areas, all groups unwrapped standards • Complete Pacing Guides for all content areas 	<p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum committee work guided by annual reflection of status reports • Continued development of curriculum maps, unit development (3 per year) • Unwrap and power technology standards for integration into all units • Ongoing analysis of vertical alignment, scaffolding of content and skills • Emphasis on the development of Performance Assessments, rubrics and common formative Assessments • Analyze and revise curriculum for cultural relevance • Summer curriculum institute (opportunity to address universal needs and to work on elective courses) 	<p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum committee work guided by annual reflection of status reports • Continued development of curriculum maps, unit development (3 per year) • Integration of Technology power standards to all units, application in performance assessments • Ongoing analysis of vertical alignment, scaffolding of content and skills • Enhance the quality of performance assessments, rubrics and CFA development, utilize unit reflection and feedback to guide ongoing curriculum revisions • Analyze and revise curriculum for cultural relevance • Summer curriculum institute (opportunity to

<p>Pacing for LA, Sc (K-8), SS, Math complete</p> <ul style="list-style-type: none"> Analyze and revise curriculum for cultural relevance Ongoing Vertical alignment of curriculum pacing, expectations, outcomes Ongoing Work with Ed Lyman to revise CEMA to support curriculum writing Framework linked to PLC In Process Update annual status reports In Process <p>Instruction</p> <p><i>Language Arts:</i></p> <ul style="list-style-type: none"> Continue to develop Tier I instruction through the coaching model Over 30 teachers received specific coaching, all teachers received DDDM coaching 	<ul style="list-style-type: none"> Update annual curriculum status reports All curriculum work to be completed electronically on CEMA K-12, ongoing revisions to technology as necessary <p>Instruction</p> <p><i>Language Arts:</i></p> <ul style="list-style-type: none"> Continue to develop Tier I instruction through the coaching model Support and develop the craft of coaching based on needs assessment Deepen the implementation of reader/writer workshop K-8; begin 9-12 discussions of philosophy and feasibility of workshop model. Expand Tier II and Tier III intervention alternatives Continue Literacy Walkthrough's to guide professional development Ongoing analysis of culturally relevant instructional practices 	<p>address universal needs and elective courses)</p> <ul style="list-style-type: none"> Update annual curriculum status reports All curriculum work to be completed electronically on CEMA K-12, ongoing revisions to technology as necessary <p>Instruction</p> <p><i>Language Arts:</i></p> <ul style="list-style-type: none"> Focus on expansion of the workshop model to the High School Monitor Tier II and Tier III instructional interventions Continue to reflect, evaluate and support the role of the literacy specialist, expand content literacy work. Continue Literacy Walkthrough's to guide professional development Ongoing analysis of culturally relevant instructional practices
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<ul style="list-style-type: none"> • Support the literacy specialist role through development of principal/literacy specialist relationship, understanding of roles, responsibilities and tools required for success June PD, monthly LAS/Principal mtgs. • Continue to develop and support literacy specialists craft of coaching Monthly mtgs. • Deepen the knowledge and implementation level of reader/writer workshop model K-8 Books clubs, visitations, Columbia trip • Facilitate and expand literacy walkthrough's to guide professional development Writing Walkthrough Postponed, Kelly LA walkthrough • Identification of core and supplemental instructional resources, ongoing analysis of culturally relevant 	<p style="text-align: center;"><i>Mathematics and Science</i></p> <ul style="list-style-type: none"> • Continue to develop Tier I instruction through the coaching model K-6, content literacy coaching k-12 • Continue to develop and support consulting teachers craft of coaching • Deepen the application of peer visitations and peer collaboration to support replication of effective practice • Ongoing clarification, identification, documentation and replication of effective teaching strategies • Provide ongoing 	<p style="text-align: center;">Mathematics and Science</p> <ul style="list-style-type: none"> • Provide ongoing opportunities to develop and deepen problem solving and full inquiry application • Continue to emphasize 21st century instructional application • Continue facilitation and support of peer visitations and peer collaboration with an emphasis on student • Ongoing clarification, identification, documentation and replication of effective teaching strategies • Provide ongoing
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<p>instructional practices Ongoing</p> <ul style="list-style-type: none"> • Implement and monitor READ 180 reading intervention 7/8 Exited 9 students • Expand Plato Interventions 9-12 Math, Science, LA 	<p>opportunities to develop and deepen problem solving and full inquiry application</p> <ul style="list-style-type: none"> • Ongoing analysis of culturally relevant instructional practices 	<p>opportunities to develop and deepen problem solving and full inquiry application</p> <ul style="list-style-type: none"> • Ongoing analysis of culturally relevant instructional practices
<p><i>Mathematics and Science</i></p> <ul style="list-style-type: none"> • Continue to develop Tier I instruction through the coaching model K-6, content literacy coaching 7-12 Use of CCSS as focus for coaching • Support the math/science consulting teacher role through development of principal/specialist relationship, understanding of roles, responsibilities and tools required for success K-6 Via Elementary Principal Mtgs. • Continue to develop and support consulting teachers craft of coaching K-6 Monthly mtgs. • Deepen the knowledge and implementation 	<p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Continue content literacy coaching K-12 • Provide ongoing opportunities o develop and deepen inquiry • Develop structures to engage cross content collaboration between social studies and Language Arts 7-12. • Ongoing analysis of culturally relevant instructional practices <p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Integrate technology power standards into all units, incorporate into performance assessments/rubrics 	<p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Continue content literacy coaching K-12 • Provide ongoing opportunities o develop and deepen inquiry • Continue content collaboration between social studies and Language Arts 7-12. • Ongoing analysis of culturally relevant instructional practices <p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Expand technology integration capacity and application in units

<p>level of the workshop model in math and scientific inquiry in Science K-8 Curriculum mtgs, intervention mtgs, coaching</p> <ul style="list-style-type: none"> • Identification of core and supplemental instructional resources Ongoing via curriculum work • Ongoing analysis of culturally relevant instructional practices Ongoing • Expand Plato interventions 9-12 PD provided <p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Develop Tier I instruction through content literacy coaching K-12 Use of CCSS • Identification of core and supplemental instructional resources Ongoing • Ongoing analysis of culturally relevant instructional practices Ongoing • Expand Plato interventions 9-12 	<p>Assessment:</p> <ul style="list-style-type: none"> • Monitoring of student growth through the K-8 District Benchmark calendar during PLC conversations • Identification of Universal screenings 9-10 • Identification of progress monitoring tools for 7-8 • Establishment of entrance and exit criteria for interventions 7-8 • Establishment or revision of interventions 9-10 for reading and math • Identified interventions for each of the five areas of the reading blueprint 7-8 • Monitoring and ongoing implementation of Aims web progress monitoring system (academic and behavioral components) • Provide ongoing professional development and monitoring of protocols expanding and deepening PLC conversations about student growth • SRBI district committee to 	<p>Assessment:</p> <ul style="list-style-type: none"> • Deepen application and analysis of performance assessments and CFA's to guide instructional changes • Identification of Universal Screenings 11- 12 • Monitoring of effectiveness of interventions K-10 • Provide ongoing professional development and monitoring of protocols expanding and deepening PLC conversations about student growth • SRBI district committee to be guided by annual analysis of the schools' work. • Continue to analyze data through the lens of equity
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<p><i>Technology Integration</i></p> <ul style="list-style-type: none"> • Unwrap and power technology standards for integration into all content areas To complete in Fall of 2012 <p>Assessment:</p> <ul style="list-style-type: none"> • Monitoring of student growth through the K-6 District Benchmark calendar during PLC conversations Three cycles of DDDM conversations modeled and conducted • Identification of progress monitoring tools for K-6 Complete for LA and Math • Identification of universal benchmark assessments for 7-8 Complete • Establishment of entrance and exit criteria for interventions K-6 Complete for LA and Math • Identified interventions for each of the five areas of the reading blueprint K-6 Complete • Training and 	<p>explore Tier II and Tier III interventions as informed by new Theory of Action and work of DCP for language arts and math</p> <ul style="list-style-type: none"> • Analyze data through the lens of equity 	
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<p>implementation of Aims web progress monitoring system (academic and behavioral components) Complete and in use</p> <ul style="list-style-type: none">• Provide professional development in use of data protocols expanding and deepening PLC conversations beyond the use of summative data to include multiple forms of data to profile learners. PD provided at the opening of school and coaches have modeled K-8 applying three times during the year.• Revise SRBI forms for clarity of specific goals and explicit instruction that monitors duration and frequency of interventions in relation to student outcomes. To be completed Summer 2012 in collaboration with SERC• Analyze data through the lens of equity Ongoing (SERC 2012 K-8 focus)		
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LEADERSHIP & PROFESSIONAL DEVELOPMENT

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

2011-2012	2012-2013
<p>District Vision, Mission, District Achievement Goal and School Improvement Planning</p> <ul style="list-style-type: none"> • Roll out of Learning Principles • Teacher Leadership Academy Cohort I • Revision to district-wide SRBI – intervention criteria • Professional Learning Communities • Monthly Principal Seminar – Focus on teacher supervision and evaluation • Monthly Administrative Council Meetings • Monthly Administrative Walkthroughs • TEAM Coordinating committee <ul style="list-style-type: none"> - Implementation of two year induction cycle - Implementation of professional ethics module • TEAM program – 13 Mentors/13 Mentees <ul style="list-style-type: none"> -Implementation of annual celebration • Cooperating Teachers • Implementation of K-12 Curriculum Committees in all 10 content areas meeting between 3-8 times throughout the year. • K-12, K-6 and 7-12 Reading meetings <ul style="list-style-type: none"> - Emphasis on coaching, developing Tier I capacity of teachers, CCSS, DDDM. • District Community Partnership Leadership Team • District-wide cultural competence book club 	<p>District Vision, Mission, District Achievement Goal and School Improvement Planning</p> <ul style="list-style-type: none"> • Actualize Learning Principles by identifying exemplars to profile • Continue to expand district walkthrough practice to include teacher leader representation • Explore our meeting structure to accomplish the work • Implementation of a common building level school improvement planning process • Continuation of monthly leadership meetings • Deepen the practice of PLC through professional development in: <ul style="list-style-type: none"> -student work protocols and next steps in data driven conversations. -addressing the needs of SRBI tier I, II and III. • Implementation of two year induction cycle • Deepen our coaching practice and peer collaboration practice • Continue the alignment of our goals and practices to our vision, mission, DAG • Implement and monitor the work of all district committees

<ul style="list-style-type: none"> • District-wide cultural competence Planning • Granby Prevention Council • Early Childhood Implementation • World Language Implementation 	
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COMMUNITY OUTREACH and OTHER ACTIVITIES

2011-2012	2012-2013
<ul style="list-style-type: none"> • Granby Prevention Council • BOE Curriculum Sub Committee • Teacher of the Year • District TEAM Facilitator • Summer School • Global Learning Academy • Facilitation of Student teaching placements • Collaborative planning with consultants (content area curriculum, SERC cultural competence and equity planning, DCP) • Choice • Collaborative Partner with surrounding districts on the 	<ul style="list-style-type: none"> • Revise Title I Parent Compact (Kearns) • Expand literacy outreach to celebrate reading and writing (i.e.: Barnes and Noble Summer Reading Event) • Expand workshop partnerships via a summer institute • Continue to align Granby Prevention Council communications and connections to our school improvement planning process and student needs • Support equity and cultural competence coaching at the building level

<p>workshop model - annual bus trip to Teachers College</p> <ul style="list-style-type: none"> • ELL consortium • Early Childhood Implementation • World Language Collaboration/Implementation • Teacher Union regarding supervision/evaluation. 	<ul style="list-style-type: none"> • Increase opportunities to showcase student achievement and effective instructional practices to the greater community
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GRANTS ACQUISITION and MANAGEMENT

(Grant funds supplement the district budget. Grant funds are used primarily for: teacher training; instructional materials; and interventions that support Granby students reaching the district vision, mission and achievement goal.)

2010-2011	2011-2012
<p>Annual grant writing, reporting and/or monitoring of spending plans</p> <p>Consolidated Grants (I, II, III, IV) Open Choice Support Grant</p>	<p>Annual grant writing, reporting and/or monitoring of spending plans</p> <p>To continue to strengthen the alignment of grant spending to systemically and structurally support Granby’s vision, mission and DAG for <u>all</u> students</p> <p>Consolidated Grants (I, II, III, IV) Open Choice Support Grant</p>

Perkins Grants Innovation Grants Link and Learn Grant Granby Education Foundation Grants	Perkins Grants Innovation Grants Granby Education Foundation Grants
Granby General Education Budget	Granby General Education Budget

2011-2012

Director of Curriculum, Teaching and Learning Year End Report

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

June 2012

Presented by Diane Dugas

Annual Focus

- **District Vision, Mission, Student Achievement Goal and School Improvement Planning**
 - **Continued Alignment**
 - **Emphasis on Instructional Plan**
 - **Roll Out of Learning Principles**
 - **Implementation of Curriculum Framework Process**
 - *Curriculum, Instruction and Assessment*
 - **Deepening the Practices of PLC**
 - *Learning by Doing*
 - *What do we do when students don't get it? (SRBI)*
 - *Feedback*
 - **Equity for All Students**
 - **Technology/Data**

Annual Focus

- **Deepening Our Practice of Professional Learning Communities K-12**
 - **PLC Teams**
 - **What do we want students to know and be able to do?**
 - *K-12 Curriculum Alignment*
 - **How will we know when students know it?**
 - *Clarity of Assessment Structure*
(Summative, Benchmark, CFA, Individual)
 - **How do we respond when students don't learn it?**
 - **How do we respond when students already know it?**
 - *SRBI work – Exit and Entrance Criteria, matching the right intervention to the right need, systems of progress monitoring.*

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

Alignment and Coherence

- Roll Out of Learning Principles
- Implementation of Curriculum Framework Process, Committees, CCSS shifts
- In-depth Language Arts Curriculum Work
- Deepening Application of PLC Processes and Practices
- Cultural Competence and Equity for all
 - T of A for Struggling Learners
 - SRBI Coherence Model
 - Entrance/Exit Criteria
 - Progress Monitoring
 - Clarity of Expectations

Technology/Data

- Expanded implementation of New and Innovative Technology in the classroom.
- Equity for all Students via data
- Data Storage and Analysis
 - Ease of readability and use via new efficiencies with revisions to SIMS
 - Universal and progress monitoring data
- Ongoing, Job Embedded Technology Professional Development

Deepening PLC Practice K-12

PLC Teams

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

Technology/Data

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

Coherence and Alignment of Our Work

Adult Learning & Professional Development

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

K-8 Reader/Writer Workshop

Adult Learning and Leadership

- Teacher Leadership Academy
 - Cohort I – (22 teachers)
- Curriculum Committees
 - Concentration on the implementation of the Common Core State Standards, College and Career Readiness.
- K-12 LA Supervisor, Consulting Teachers and Literacy Specialists
 - Reader/Writer Workshop
 - Coaching Model
 - Data Driven Decision Making
 - CCSS, Curriculum integration, delivery
- Monthly Administrative Walkthrough's
- Principal's Seminar
 - Emphasis on teacher supervision /evaluation
- TEAM
 - 13 mentees/mentors
 - New Module on Professional Ethics

Other

Community Outreach

- Granby Prevention Council
- BOE Curriculum Sub Committee
- Teacher of the Year
- District TEAM Facilitator
- Summer School
- Year 2 Global Learning Academy
- Facilitation of student teaching placements
- Collaborative planning with consultants (content area curriculum, SERC cultural competence and equity planning, DCP)
- Choice
- Collaborative Workshop Partners
 - - Annual bus trip to Teachers College
- ELL Consortium

Grants and Management

- Consolidated Grants (I, II, III,)
- Open Choice Support Grant
- Perkins Grants
- Granby Education Foundation Grants
- Granby General Education Budget

Questions



TO: Granby Board of Education
FR: Alan Addley
DT: June 20, 2012
RE: Report on Annual Goals

Overview of 2011-2012 School Year

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

2011-2012 was an exciting, challenging and very productive school year for the district. Notable events included the availability of additional financial resources, the advancement of capital projects, the challenges presented by severe weather and fire, the implementation of some new student programs (Early Childhood and Elementary Languages), the completion of a special education review, the ongoing momentum and coherence provided by a new mission and achievement goal, the sudden passing of two school employees, and impressive student achievement that culminated in the recognition of Kelly Lane Intermediate School as a Federal Blue Ribbon School.

GOAL 1: INCREASE STUDENT ACHIEVEMENT

- Maintained the district focus on student learning for all students.
- Use of the district vision, mission and achievement goal to develop district coherence and leverage for increased student achievement and school improvement.
- Provided support and accountability to principals for student learning through monthly meetings, supervision and evaluation.
- Kelly Lane Intermediate School was recognized as a National Federal Blue Ribbon School.
- High levels of student achievement on the CMT and CAPT. Students placed first in Demographic Educational Reference Group in 8th grade math and 10th grade math & science.
- The total percentage of students meeting goal on all of the tests in grades 3-10 indicates a positive trend over the past five years.
- Increased performance in 50% of the achievement goal academic benchmarks.
- High level of CAPT performance versus per pupil expenditure.
- High levels of student participation and performance of the Scholastic Aptitude Test and Advanced Placement courses.
- GMHS named to the AP Honor Roll by the College Board.
- GMHS and Kelly Lane Intermediate Schools were recipients of the Governor's Summer Reading Program.
- The Connecticut Magazine ranked Granby second in the small town category for education.
- The June edition of the *Hartford Magazine* ranked Granby first in the small town category for education.
- Recognized by the U.S. News & World Magazine as a top-performing high school.
- Students gained recognition in athletics, the arts and academic competitions.
- Development of a pilot rubric to measure the district achievement goal.
- Implementation of the recommendations from the Special Education Review.

GOAL 2: MODEL PROFESSIONAL/PERSONAL LEADERSHIP

- Modeled the moral and ethical leadership for the district.
- Provided steady and supportive leadership in crisis situations.
- Served as a mentor to the UConn Executive Leadership Program for aspiring superintendents.
- Provided opportunities to build the capacity of teachers and principals as leaders through a fourth cohort of teachers participating in the Teachers' Leadership Academy and through Principal Seminars.
- Participated in regional and state professional organizations (HASA, CAPSS, FVSA, and Educational Resources Collaborative).
- Elected President of HASA & FVSA.
- Participant in the Connecticut Center for School Change Instructional Leadership Network.
- Served as Associate Professional Development Consultant for Solution Tree.
- Doctoral student at the University of Connecticut. The focus of my thesis is how to improve student achievement in an already high-performing school district. Graduation date 2012-13 school year.

GOAL 3: BUILD BOARD & COMMUNITY RELATIONS

- Maintained regular levels of communication with the Board, town officials and the community through publications, weekly communication, attendance at meetings, Superintendent Forums, PTO meetings, and school and town events.
- Supported the successful advancement of the CPPAC projects (electronics lab and new athletic fields).
- Adoption of the recommendations for integrated pre-school, full-day kindergarten and elementary languages.
- Established a community focus committee to study homework.
- Advanced the work of school improvement planning.
- Supported the work of the BOE subcommittees.
- Served as a resource for BOE negotiations with GASA, MEUI, & SEIU.
- Served as a liaison to various community groups (Granby Education Foundation, Board of Finance, Granby Prevention Council, Parent Teacher Organization, clergy & business organizations).

To be completed:

- Assist the Board in the development of written values for the district.

GOAL 4: PROVIDE EDUCATIONAL LEADERSHIP (INSTRUCTIONAL & CURRICULUM)

- Maintained a high level of visibility within schools and classrooms on a weekly basis.
- Advanced the work of the professional learning community teams through professional development in data driven decision making.
- Provision of a Summer Chinese Learning Academy.
- Increased the use of interventions (benchmarks and progress monitoring) processes across the district for all students.
- Expanded the use of Classroom Walkthroughs to include teachers.
- Adoption of Learning Principles.
- Completion of the Technology Plan and the Quality and Diversity Plan to support and expand opportunities for student learning.

- Maintained a focus on teaching and learning for the administrative council meetings.
- Implementation of full-day pre-school, full-day kindergarten and elementary world languages.
- Transition from the District Instructional Plan to the District Improvement Plan.
- Establishment of the Teacher Evaluation and Professional Development Plan Committee.
- Advancement of the written curriculum particularly in language arts.
- Focused supervision and evaluation of administrators on instructional improvement through monthly meetings, principal seminars, supervision, and evaluation.

GOAL 5: PROVIDE EFFECTIVE BUSINESS LEADERSHIP

- Development of a successful FY13 budget.
- Returning a significant annual saving to the town.
- Realization of significant annual operating cost savings through the special education review.
- Continued to realize energy savings (18% decrease in electricity use and 20% decrease in heating fuel over the past four years).
- Explored opportunities for regionalization with neighboring local boards of education.
- The acquisition of a new bus contract.
- Facilitated the successful transition of a new Director of Facilities.
- Restructured job descriptions/responsibilities within the technology department.
- Maintained high levels of communication with the Board, BOS and BOF and the community on financial issues.
- Continued focus in providing quality services to principals by Central Services.
- Adoption of a new District Emergency Operations Plan.

**Regular Board of Education Meeting – Amended and Approved Minutes
June 6, 2012 7:00 p.m.
Central Services**

Attendance Taken at 6:58 p.m.:

Present Board Members:

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

Absent Board Members:

Jenny Emery
Jennifer Lengvarsky (Student Representative)

I. Public Comment

There were no public comments this evening.

II. Administrative Reports

II.A. Superintendent's Announcements

- A warm welcome was extended to parents and students from Kearns School as well as Brenda Miller who will be presenting for Schools in the Spotlight this evening.
- Thank you to the Board for touring the schools at today's annual Boardwalk and for also honoring our retirees and 25-year employees at the luncheon today.
- We welcome Jonathan Costa who is here to present to the Board on 1:1 computing.
- Congratulations to high school students Nicole Hokansson and Nancy Hayes along with Drama Assistant Director Janet Spatcher for receiving the CT High School Musical Theatre Award for scenic achievement for the play, "No, No Nanette".
- Senior award night and the underclassmen award ceremony were well-run events. Congratulations to all of the students.
- Congratulations to Mark McWhirter a 3rd grader at Kelly Lane. Mark is a winner of the CHET Dream Big competition. Mark's age group was asked to draw a picture that answers the question, "What do I want to do after I go to college?" His answer was "Be an artist" and his drawing won him the Hartford County 3rd grade boy prize.
- A retiree/25-year luncheon was held today in honor of 7 retirees in the district as well as 5 25-year employees.
- Kindergarten enrollment is currently at 115. For the integrated pre-school program there are currently 14 regular education and 4 special education students signed up.
- Teacher Leadership Academy ended this month with a wrap-up session held yesterday afternoon. We had 22 graduates from this year's program who met monthly to discuss issues of leadership.
- The 8th grade year-end dance and celebration went very well on Friday evening. Thank you to Dave Pickhardt for being a DJ for the event.

- The Nature's Classroom trip went very well. It was an enjoyable experience for everyone.
- Hiring is almost completed. We are thrilled with the quality of the candidates we are receiving for all of the positions.
- Thank you to all the parents for attending the end-of-year school activities around the district.
- There will be a middle school band concert tomorrow evening in the HS auditorium at 7:00 p.m.
- The 8th grade moving up ceremony will be held on Tuesday, June 12th at 5:00 p.m. in the high school auditorium.
- Early release days begin tomorrow through the end of the year.
- The last day of school/graduation will be June 13th and the last day of school for Kelly Lane will be June 14th.
- With regard to the technology question from the last board meeting, there are 2.4 computers/student for middle school students (356 students). On the technology plan, we are required to report specifically with their criteria: how many students can be accommodated at one seating.

II.B. Student Representative Reports

- Boys and girls lacrosse semifinals are tonight. Boys are playing Somers and the girls are playing Weston.
- Softball beat Waterford High 6-2 to advance to the finals. They will play Rocky Hill on June 9th.
- Dan Clark and Paige Kibby have both qualified for the NE track and field championship. Dan qualified for the 300 hurdles, while Page qualified in the high jump. Ashley Piccorillo also broke the school's 800 meter record and placed 9th in the state open in New Britain.
- The Sixth Annual Granby Football Golf Tournament will be held on June 18th.

II.C. Schools in the Spotlight

Ms. Kim Dessert, Principal of Kearns Primary School, introduced Brenda Miller, art teacher, and some first and second grade students who will present their art projects. Ms. Miller informed the Board that the students will present their elements of design projects and will explain how the elements of design are used to create art designs.

II.D. Student Success Plans

Ms. Diane Dugas, Director of Curriculum, Teaching & Learning, presented Student Success Plans (SSP) to the Board. An SSP is an individualized student driven plan that will be developed for every student in grades 6-12 to address every student's needs and interests, helping them stay connected and achieve postsecondary educational and career goal. The goal of the SSP would be to conclude with a capstone project. Students set goals starting in 6th grade (personal, academic, career interests, extracurricular activities, and compassionate contributor). The SSP at the high school level will focus on career goal setting. Implementation of this program will begin in the fall of 2012. This is a tool that parents will also have access to and will introduce that in the fall. Parents will have access via on-line to see their respective student's goals and reflections. The Board stated that they would like to see more parental involvement with this program.

II.E. Boardwalk Reflection

Mr. Adley recognized Board members for their personal commitment to be in the district today. He asked the Board what their thoughts were about the day. The Board was pleased to see collaboration in the classroom at the younger grade levels, students confidently participating in class and also commented on the cleanliness of all of the buildings.

III. Consent Agenda

III.A. Minutes

A motion was made by Matt Wutka and seconded by Lynn Guelzow to approve the consent agenda. This motion passed at 8:00 p.m. with one abstention (Ben Perron.)

IV. Old Business

IV.A. Digital Learning for ALL

Mr. Heminway introduced Mr. Jonathan Costa, Executive Director Education Connections, and author of *Digital Learning for All*. Mr. Costa has assisted the district with strategic planning and our mission statement. Mr. Heminway stated that the BYOD discussion will continue next week and that Mr. Costa's book discusses this issue and is here to share his perspective with the Board. Mr. Costa stated that digital technology is a functionality of this world and the question that needs to be asked is, "What is a district's option to get to 1:1 computing?" He stated that money is the driver in many districts as they can no longer afford to buy textbooks. There are so many free available sources on-line vs. published print. The Board was concerned about the repair and maintenance of devices. Mr. Costa stated that in BYOD if the student owns the device then they alone are responsible for its repair. A question was raised that if Granby has a wireless environment in the fall, then what would be the best way to proceed. Mr. Costa advised to make transitional decisions over time (i.e. renewing textbooks, etc.) and that this could be done in months but it will take years to make the transition and do it effectively.

V. New Business

V.A. Granby Prevention Council

Ms. Diane Dugas, Director of Curriculum, gave the Board an update on the Granby Prevention Council (GPC). The GPC applied for a grant that they did not receive but have moved forward with their strategic planning. It is time again to look at administering the survey and the GPC feels the survey would be valuable to compare the results of the initial survey. GPC has secured funding from the community (YMCA, Scouts, etc.). Mr. Addley stated that he is looking for tacit approval from the Board to administer the survey again in the fall. The Board inquired if more towns in Connecticut as well as any towns in nearby Massachusetts are taking the survey. Mr. Addley stated that it is nice to see that even without the funding, members have stayed the course for this cause.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

This Committee met this evening and discussed the technology plan (BYOD portion). The Committee raised a number of issues/concerns. The Committee came away with the idea of how they felt about 1:1 computing and the practical application, training, responsible use, etc. The Committee felt that the implementation of a BYOD policy would not necessarily start in the fall of 2012. The Board will be voting on the technology plan on the 20th.

VI.A.2. Finance/Personnel/Facilities

This Committee met this evening. Discussed the status of the electronics lab hood – the vent will go outside then up the side of the building at a cost of \$9800 (\$19K under budget). Also discussed was the status of the baseball field. \$50K was set aside to make improvements. It will cost between \$70-75K to dig up and re-seed the entire outfield and sod the infield grass including a \$19K estimate for sprinklers. The Committee would like to look at this again to come up with \$89K at the end of the year and, if the funding is there, would like to go ahead and vote at a future meeting. Mr. Heminway stated that there may be money left in the major funding of the project. Mr. Perron, who is the Board Representative on

the Athletic Field Project Committee stated that from a timing standpoint, the Committee may not know about funding until late summer.

VI.B. Other Board-Related Reports

VI.B.1. Athletic Field Project Committee

This Committee met last night. They are tracking to have a design firm signed next week and will start bid packages for construction the week of June 18th. Construction will begin with last set of games ending in the fall season with the project completed by August 2013.

VI.B.2. CREC/CABE

CREC is hoping to open two additional magnet schools. The Arts Academy will make a change from 9-12 to K-12. This grade change will also occur at the Two Rivers Middle School. Great Path Academy is now being run by Hartford Public Schools.

VI.B.3. Granby Education Foundation

A number of comments were made today during the Boardwalk that good things are resulting from Granby Education Foundation grants from climbing walls to technology in the classroom. The GEF is working with the music department for a fall event.

VI.B.4. District Efficiency Initiatives

Nothing to report.

VI.C. Calendar of Events

The calendar of events is as presented.

VI.D. Board Member Announcements

Mr. Heminway stated that the Charter Revision Commission has dropped their initial proposal and instead is considering an automatic referendum which will be triggered by either a 4% budget increase or 4% of the mill rate increase. Mr. Heminway inquired if the BOE would have any problem going to a machine vote with a 4% trigger. Mr. Addley stated that this was essentially entering into a "non-stipulated agreement". The Board had questions of what constituted the 4% budget and decided that they did not want to take a position on this matter.

Mr. Heminway asked the Board communicate any agenda items for the Board Retreat to Alan or himself.

VII. Executive Session/Non-Meeting

There was no Executive Session/Non-Meeting this evening.

A motion was made to adjourn the meeting by Ed Ohannessian and seconded by Matt Wutka. This motion passed unanimously at 9:40 p.m.

Respectfully Submitted,

Linda Powell
Board Recorder

CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)

GRANBY EDUCATIONAL TECHNOLOGY PLAN TEMPLATE

July 1, 2012 – June 30, 2015



ED 616

Section 254(h) (1) (B), of the Telecommunications Act of 1996, and FCC Order 97-157, Paragraph 573
Elementary and Secondary Education Act (ESEA) 20 U.S.C. § 6777

Published: November 2011
Submissions to Regional Educational Service Centers (RESCs) for Review due by March 30, 2012
Submission to CSDE due June 15, 2012

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Commissioner of Education Stefan Pryor

“The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (including, but not limited to, mental retardation, past or present history of mental disability, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director, Title IX/ADA/Section 504 Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, Connecticut 06457, 860-807-2071.

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APPENDIX C: Educational Technology Plan Review Guide

Educational Technology Plan Approval Process

The CSDE and RESC Alliance have updated the Educational Technology Plan template to reflect school district needs and closely align to the National Educational Technology Plan. Please read the educational technology plan process and refer to the evaluation section that lists some of the elements of an exemplary plan (see Appendix B). Please follow the steps below so that your plan can be reviewed and approved. Your RESC contact is listed within the template and is ready to help you plan if you require assistance. Appendix A also has resources for you to use to help complete your Educational Technology Plan.

1. **Educational Technology Plan:** Complete the plan using the template provided.
2. **RESC Review*:** Send a draft of the completed plan to the RESC staff listed below for your RESC region. This person will be your contact for an initial review and will facilitate the process. Please submit your initial draft by Friday, March 30, 2012.
3. **Revisions:** Your RESC contact will provide recommendations for the final steps of the process.
4. **Superintendent/Director signature:** Your plan needs to be signed by your Superintendent or Director on the four signature lines listed below.
 - a. Cover Page (page 4)
 - b. Technology Plan Preparation Check-Off (page 5)
 - c. LEA Federal Grant Program Compliance Form (page 6)
 - d. Children’s Internet Protection Act (CIPA) Certification (page 18)
5. **Board of Education Approval:** Upon receipt of Superintendent/Director’s signature, submit the plan to your local board for approval.
6. **Final Approval:** Send the signed and Board-approved original hard copy along with an electronic copy on CD before Friday, June 15, 2012, to: Cathy Bradanini, Connecticut LEA Educational Technology Plans, LEARN, 44 Hatchetts Hill Road, Old Lyme, CT 06371.
7. **Final Check:** The final plan will be initialed by the RESC contact and forwarded to CSDE.
8. **Certification:** Upon review and approval by the CSDE, a letter of state certification will be sent by the CSDE to the LEA Superintendent/Director.

** The RESC reviewer’s task is not to evaluate your technology plan but to check it for completeness and alignment with the template’s requirements.*

RESC Region	Staff	Phone	Address	Email
ACES	Howard Gunther	203-407-4416	ACES 205 Skiff Street Hamden, CT 06517	hgunther@aces.org
CES	Esther Bobowick	203-365-8883	CES 40 Lindeman Drive Trumbull, CT 06611	bobowice@ces.k12.ct.us
CREC	Doug Casey	860-524-4092	CREC 111 Charter Oak Avenue Hartford, CT 06106	dcasey@crec.org
EASTCONN	Jane Cook	860-455-0707	EASTCONN 376 Hartford Turnpike Hampton, CT 06247	jcook@eastconn.org
Education Connection	Jonathan Costa	860-567-0863	Ed Connection 355 Goshen Road Litchfield, CT 06759	costa@educationconnection.org
LEARN	Verna Sodano-Richards	860-434-4800 ext. 367	LEARN 44 Hatchetts Hill Road Old Lyme, CT 06371	vsodano@learn.k12.ct.us

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2012-June 30, 2015

District/Agency:	Granby Public Schools	
LEA Code:	056	
Educational Technology Plan Contact:	Diane Dugas	
Phone:	860 - 844-5266	
Fax:	860-844-6081	
E-mail:	dugasd@granby.k12.ct.us	
Address:	15B North Granby Road Granby, Connecticut 06035	
Name of Superintendent or Director:	Alan Addley	
E-mail:	addleya@granby.k12.ct.us	
Signature of Superintendent or Director:		Date:
Date Submitted to Board of Education:	May 16, 2012	
Date Approved by Board of Education:		

For RESC/SDE Use Only:

RESC Regional Reviewer:		Date:
RESC Recommendation for Approval:	Yes / No / Conditional	Date:
CSDE Authorization:		Date:

Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Educational Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Educational Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Children’s Internet Protection Act (CIPA) Certification
- Optional Reporting*

** The LEA is encouraged to complete a technology funding source list and budget to submit with the technology plan.*

Signature of Authorized LEA Agent	Date
-----------------------------------	------

Local Education Agency (LEA) Federal Grant Program Compliance Form

GRANBY PUBLIC SCHOOLS Local Education Agency Submitting this Plan

Developing a comprehensive educational technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive educational technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs), who apply for technology funding through any federal grant program, are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

<input checked="" type="checkbox"/>	Is compliant with the provisions of the Children's Internet Protection Act (CIPA) [20 U.S.C. § 6777].
<input type="checkbox"/>	Will be CIPA compliant by this date.
<input checked="" type="checkbox"/>	Has applied for E-Rate funding.

The LEA's comprehensive educational technology plan must be approved by the local board of education.

Date the plan was approved:

OR

Date the plan is to be submitted for board approval: June 2012

Certified by:

Signature of Superintendent or Director	Date
---	------

Printed Name of Superintendent or Director Alan Addley, Superintendent

LEA Profile

LEA NAME:	Granby Public Schools
------------------	------------------------------

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

<i>Educational Technology Literacy</i>	
Questions	Your District's Numbers
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards?	159
How many of those students were considered technologically literate based on that evaluation?	159
How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including workshop hours that are offered to all of your educators (both teachers and administrators)? These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering PD, do not include any of those hours.	58
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	0
In Grades K-8 what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate, the answer would be 110/120.	76/129
In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff.	32/70

<i>Policies</i>
<p>How often are your Acceptable Use Policy (AUP) and other technology-related policies updated (Please check one below)?</p> <p>Every year Every other year At least every three years Other: Granby AUP and other related policies are updated as our expectations for the use of technology advance. With a movement toward BOYD we have identified policies and time-lines for revision.</p> <p>Insert a link to your district's AUP below if it is stored on the Web:</p> <p>http://www.policy.cabe.org/granby/</p>

Online Assessments

When filling out the table below, please consider the following conditions:

- The number and percentage of students at each grade level that can have high-speed Internet access at the same time.
- The students are grouped in clusters of no more than 30 and no less than 10 students.
- The students remain in their own school.

The maximum number of Grade 4 students who could be accommodated under the above conditions.	80
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students). Grade 4 students = 167	48%
The maximum number of Grade 6 students who could be accommodated under the above conditions.	80
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students). Grade 6 students = 164	49%
The maximum number of Grade 8 students who could be accommodated under these conditions.	50
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students). Grade 8 students = 191	26%
The maximum number of Grade 10 students who could be accommodated under the above conditions.	135
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students). Grade 10 students = 208	65%

Planning Committee

The Educational Technology Planning Committee should represent all stakeholders. Development of the educational technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

Member	Title	Constituency Represented
Diane Dugas	Director of Curriculum	Central Office Administration
Jon Lambert	Technology Director	Technology Department
Carolyn Dei Dolori	Technology	Technology Department, Parent
Joe Jarvis	HS Social Studies Teacher	Educator
Kelly Hayden	Kearns, Primary Special Education Teacher	Educator
Hillary Lambert	Teacher	Educator
Amy Lupoli	Math/Science Consulting Teacher	Educator, Parent
Dave Pickhardt	MS Career/Tech Teacher	Technology Education Educator
Andrew Piro	MS Media Specialist	MS Technology
Laurie Smith	Kelly, Media Specialist	Elementary Technology
Kathy Waddington	Wells, Media Specialist	Elementary Technology
Jeff Mazrek	HS Student	Student
Paul Osypuk	GMMS Principal	Administrator
Anna Forlenza-Bailey	Wells Elementary Principal	Administrator
Ben Perron	BOE Member	Community, Parent

The Committee must:

- *Write a description of the educational technology committee's role in developing, implementing and evaluating the technology plan. This description should include how committee members were selected and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included.*
- *Describe the evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) that will be used to provide the data needed to address your evaluation questions.*
- Create the LEA's educational technology vision statement.
- Develop an educational technology needs assessment.

Educational technology committee's role:

Members of the Educational Technology Committee were invited to participate as multiple year committee members that represent a cross representation of invested stakeholders. The members were selected to provide a multi-dimensional perspective on developing and supporting a long range technology plan that will actualize our vision for 21st century global learning.

By asking a broad range of stakeholders from experienced technology users in the classroom and the community to students themselves, it is our intent to glean perspectives that will assist us in not simply creating a document on paper, but creating a technological influence that will grow educational experiences that mirror life and prepare students for college and career readiness in a global society. The committee participants have made a two year commitment and are responsible for attending monthly meetings and engaging in contributions towards the development, monitoring of the implementation, evaluating, and revising of the created plan. As a community that deeply values the importance of preparing students for a global economy, our plan is designed to be a road map that develops a gradual implementation supported by job embedded professional development to build capacity, sustainability, and flexibility accommodating for a changing landscape over time.

Evaluation

Multiple measures will be used to analyze and evaluate the success of Granby's Education Technology Plan. An annual electronic survey will be given to staff, students, administration, and parents. Analysis from professional development feedback and coaching sessions will be utilized to guide ongoing support. Integration of technology standards into the curriculum will be monitored through the curriculum review process as well as the classroom walkthrough process. In addition the Granby Technology Department maintains a log of technology needs and requests which can serve as a valuable source of proactive data.

Vision Statement

A vision statement expresses thoughts about what the LEA's future technology-rich educational environment will look like. It should be written in broad terms and guide the development of the educational technology plan.

Vision:

All staff and students will ethically and responsibly integrate technology to continually enhance teaching and learning with a focus on building powerful thinking, effective collaboration, and compassionate contributors. The Granby Schools Community will provide the appropriate tools and training so that all members can improve productivity, manage information, communicate effectively, and become lifelong learners in order to excel in the 21st century as global citizens.

Mission:

1. Educators will utilize the 21st century tool of technology to engage students in meaningful and relevant learning experiences, monitor student progress, and communicate beyond the classroom, which will enable students to become powerful thinkers and effective collaborators connected to a global society.
2. Students will become digitally literate as evidenced by their use of appropriate technology tools/skills to access, organize, analyze, and present information to achieve high learning goals, within a collaborative environment. Students will become engaged learners, critical thinkers, problem solvers, information seekers, and effective communicators in preparation for the ever changing global society.
3. Administrators will facilitate and model the use of technology to inform, advance instruction, communicate, and improve the efficiency of school operations.
4. The Board of Education will provide strategic vision and proactive leadership for district technology integration. The BOE will ensure that policies addressing the responsible and ethical use of technology are in place, oversee coordination of major technology revisions, and seek adequate financing to support the district technology plan.

Needs Assessment

In this section, you are to assess and describe your LEA's **current educational technology status** in five categories: curriculum integration, professional development, equitable use of educational technology, infrastructure and telecommunications services and administrative needs.

Curriculum Integration

- When evaluating your needs, consider:
 - current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;
 - how curriculum strategies are aligned to state standards;
 - current procedures for using technology to address any perceived curriculum weaknesses;
 - how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and
 - how students use technology - including ways students presently use technology for purposes beyond practice of skills.

Curriculum Strengths:

As a district, Granby has embraced a curriculum development process that is inclusive of the full integration of technology standards. The media tech standards are in the process of being unwrapped and powered by grade level and will be provided to each K-12 content curriculum committee for integration into unit development by the beginning of the 2012 -2013 school year. Unit performance assessments are in the process of being (re)designed to be inclusive of the technology performance expectations, in direct alignment with future “Smarter Balance” assessment methods. Students in grades K-4 receive 30 minutes weekly of technology instruction, while students in grades 5 and 6 receive 45 minutes weekly. The technology curriculum includes instruction on how to locate, evaluate, organize, synthesize, and present information using technology. The media specialist and classroom teachers work collaboratively to integrate the application of these skills into classroom application of unit lessons. Since many teachers have a strong desire to integrate technology, and a proficient level of expertise in doing so, the media specialists are frequent collaborators with teachers in curriculum application. In order to support the application of instruction each school is equipped with one or more computer labs. In order for the media specialist to provide instructional support to teachers each media center is equipped with a media tech teaching assistant whose primary responsibility is the oversight of the technical support for hardware. Each classroom is equipped with a white-board, doc-u-cam, and one to three computers.

At the secondary level, students have a wide variety of opportunities to be engaged in learning through technology enhanced curriculum. Numerous courses incorporate technology as a tool for teaching and learning in the 21st century. Annually course selections are reviewed and revised based on interest, demand, and college and career readiness. The Practical Arts Department provides a variety of specific course offerings that allows students an opportunity to explore pathways into technology related fields in prep for post-secondary planning. Throughout the curriculum a wide variety of software and multimedia applications are used to foster powerful thinking, effective collaboration, and to meet the needs of students. The Math Department applies the use of such tools as graphing calculators and geometer sketchpad. Our Computer Science courses teach students to write programs in Java. In our Unified Arts courses students are provided opportunities to engage with 21st century art and music technology via graphic design and digital recording software.

At the secondary level students are engaged in using Google docs to share assignments and receive real time feedback. Many students have access to hand held devices and are bringing them to school, utilizing them to expedite accessing information and for collaborative assignments.

Teachers engage in annual professional development that is facilitated annually by peers based on our curriculum direction and needs assessment of staff.

Curriculum weaknesses:

Granby recognizes the critical role that technology plays in the life of curriculum. Our current on-line system for maintaining curriculum is need of revision. Since it is a home grown system we have the capacity and flexibility to revise the current curriculum management system to meet the required changes we have made to the unit development process. By having all written curriculum located and accessible online all teachers will have equal access (i.e.: regular ed., spec. ed., ELL, etc.)

In regards to actualizing the technology integration we have determined through our curriculum alignment process we must realign our scope and sequence of what is taught in our technology classes offered through our media specialists in grades K-6. This will involve moving instruction of keyboarding from the intermediate grades (grade 4) to the primary grades (grade 2).

In order to support sustainability ongoing teacher training will be required.

Professional Development

- When evaluating your needs, consider:
 - the process the LEA uses for assessing the technology PD needs of teachers, administrators and noncertified staff;
 - the technology PD activities that have been offered to teachers; and
 - how the effectiveness of the PD activities will be assessed.

Granby provides an initial 6 hours of Web 2.0 professional development at the opening of each school year as a part of teacher and administrators initial 24 total hours of before school professional development training. Professional development training is curriculum driven based on the needs of what teachers need to know and be able to do to implement the units of instruction outlined by the curriculum. In addition, during the course of the school year a variety of Web 2.0 offerings are provided after school, during grade level or department meetings or mutually agreed upon times. The content of these offerings are driven by professional development feedback forms given to staff after each session where suggestions are made or by specific teacher/administrator request. Professional development is provided by a district technology specialist, media specialists, and dynamic professional peers who are willing to share their passion and expertise with their colleagues.

Unfortunately, given the significant focus of our district vision and mission for 21st century learning we have not made learning available for adults 24/7. There is a need to create online learning communities and tools so that professionals can have access at their convenience and resources can be shared.

Equitable Use of Educational Technology

- When evaluating your needs, consider:
 - the availability of technology to students and staff in the district – all students should have equal access to the technology;
 - the amount of time available for the use of technology by students and staff; and
 - a description of the types of assistive technology tools that are provided for students with disabilities, where necessary/applicable.

Granby had made a significant commitment to bringing technology to the students and staff across the school system. In order for there to be effective use “human capital” has been deployed to support implementation. We have curricular and IT support staff that assist teachers and students to use technology to its fullest potential. All district purchased computers are networked, have internet access, and are equipped with Microsoft Office application.

Primary School:

- All classrooms are equipped with teacher computers, interactive whiteboards, internet access, and a computer dedicated to student use
- Classroom lessons include integrated technology at varying degrees
- Students have 30 minutes weekly of instruction on the use of computers in a computer lab
- Each school is equipped with a computer lab with 28-30 computers, SMART Board, and projection system. Teachers have access to digital flip cameras and other multimedia tools.

Intermediate Schools

- All classrooms are equipped with teacher computers, interactive whiteboards, internet access, a vBrick intranet broadcast system, and at least one computer dedicated to student use.
- The intermediate schools have two computer labs each which are used for small group and whole class lessons and internet access.
- Teachers in the intermediate schools have access to tablets such as Kindles, Kineo tablets, and iPads for specialized and targeted instruction.
- Students have access to online resources such as encyclopedias and databases, online software such as Glogster and Voicethread, and technology production devices such as Flip cameras, Kodak digital cameras, microphones, broadcast equipment, and iPads along with instructors and training in their use.

Middle School

- All classrooms are equipped with teacher computers, interactive whiteboards, Internet access, and at least one computer dedicated to student use
- The middle school has two instructional computer labs equipped with 28-30 computers and printing access.
- The media center is equipped with 20+ computers, a projection system, and access to digital tools such as flip cameras.

High School

- All classrooms are equipped with teacher computers, interactive whiteboards, internet access
- Student access to computers is inconsistent due to scheduling limitations
- 6 computer labs are available for student use at various times throughout the day, with a total of approximately 150 computers dedicated to student use
- A variety of specialized, content specific, technology tools are available in classrooms for students and teacher use
- The media center is equipped with 29 computers dedicated for student use. In the media center there are flip cameras available for students to borrow. There is also access to large, online, subscription based databases that are available in school and out.

The high school has six computer labs with a minimum of 25 computer stations. These labs are used for scheduled classes and for all staff to reserve for classroom applications. The media center is equipped with 29 computers. Printers, scanners, and digital cameras are available in each lab and SMART Boards™ are utilized in four labs and several classrooms for instructional purposes. Several math classrooms are equipped with Mimeos to “capture” instruction, demonstrations and practices for uploading to a teacher’s web page. The science labs are equipped with laptops for student use. This year, a new Mac lab was installed in the art graphics lab to provide students opportunities to produce graphic art products using Mac software.

Students with a wide variety of special needs have access to a similarly wide variety of specialized assistive technology tools. In addition to touch screens, voice activated software, communications devices, and switches are available. Refer to the assistive technology matrix provided in the appendix of this plan.

The following matrix may be used to determine the extent technology is available to staff.

	Please include information about the type and availability of staff access both on and off campus.
Administrators	All have internet access, a desktop or laptop computer, iPad, and cell phone
Teachers (preschool)	All have internet access, a desktop or laptop computer, interactive whiteboards
Teachers	All have internet access, a desktop or laptop computer, interactive whiteboards
Noncertified staff	All have internet access, access to a desktop or laptop computer, interactive whiteboard

The following matrix may be used to determine the extent technology is available to students.

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	Each teacher has a computer, 2 computers, iPads for special needs students
Students (elementary)	Minimum of 1 - 4 student computers per classroom, 6 to 8 media center computers, 2 computer labs, some after school access, msc. tablets, Kindles, etc.
Students (middle school)	1 - 4 student computers per classroom, 2 full computer labs, tech ed computer lab, some supervised after school access is available
Students (high school)	Some classroom student computers, 5 computer labs, full media center computer lab, 1 mobile laptop lab, some tablets, iPads, some supervised access before and after school
Students (with disabilities)	Granby accommodates each special needs student individually with appropriate assistive technology based on needs; special services dept. has started utilizing iPads as well.

Infrastructure and Telecommunications

Network:

The Board of Education building connects the school district to the Connecticut Education Network (CEN) for internet service. Each school building is wired with category 5, 5e, or 6 cabling and is connected back to the Board of Education building at Gigabyte speed or better via school/town-owned fiber. Wired computers and devices connect at a speed of 100MB or better. Wireless "Hot Spot" devices connect at a speed of 54 Mbps or better.

Telecommunications Infrastructure:

Digital telephone services to the Board of Education building are shared with the town and town municipal complex. Stand-alone IP or analog PBX digital telephone systems serve each of the schools. The carrier is the same for all school buildings. Each phone system operates independently from one another.

Video Infrastructure:

Analog video distribution systems are in place at the primary, middle, and high school. Digital systems are in place at the 2 intermediate schools. Each system operates independently of the data network and each another.

Effectiveness:

The network infrastructure is meeting most needs in the current computing environment. Plans are in place to upgrade the network and server backbone speeds to 10 Gbps and to cover each school building wireless to support a BYOD / 1 to 1 program. The telephone system at the high school is near end of life. Legacy analog e video distribution systems at the primary, middle, and high school are underutilized due to the availability of video content from the internet and the lack of integration with the data network(s) and classroom projection systems.

E-rate Improvements:

Each year the district seeks e-rate funding for services. Reimbursement for telecommunications and web hosting are currently the only qualifying services.

Administrative Needs

- When evaluating your needs, consider:
 - how do administrative (certified and non-certified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and record keeping; and
 - the professional development opportunities that are available to administrative staff.

Granby's administrators use technology on a daily basis for a variety of purposes. Since Granby employs a Data Analyst our information system is able to be customized to our needs. Therefore, administrators access student demographic and performance data which is key to their instructional leadership on a regular basis. Longitudinal data is gathered, analyzed, and disseminated on a regular basis to inform instruction, decision making, and make projections.

Use of Technology, Data and Instructional Decision Making:

Recent changes in our data management system, SIMS (Systems Information Management System), due to testing protocols and refinement in Universal screenings, as well alignment to our district achievement goal, have provided administrators and staff with access to color coded data, graphs, and charts on a wide array of student level data including but not limited to:

- Standardized tests such as: CMT, CAPT, SAT, PSAT, etc.
- District benchmark assessments: DRA II, Dibels, MAZE, DRP, Writing Prompts, Math assessments
- Attendance
- Behavior
- Demographic Information

The refined data management system allows administrators and teachers easy access to pertinent information needed to make informed decisions. Continued emphasis on efficient data analysis and the understanding of how to triangulate data is an emphasis of ongoing professional development to meet the needs of our students.

Student Information System:

Granby uses a combination of PowerSchool and homegrown systems to manage student data. A data analyst supports administrators and staff with design, analysis, scheduling, grading, demographic, and performance data.

Finance, Transportation, Food Services, Security, Facilities Management, Pupil Services and Health Services:

Each of the above listed departments utilizes technology data to maximize efficiency and effectiveness of the program. Administrators interface with all aspects of each of these on a daily basis.

Administrative Professional Development

As a community that values learning 24/7, and in administrative positions that requires access to information 24/7, administrators are moving toward increased use of hand held devices. With an increase in Web 2.0 applications there is a need to provide administrators with specific technology training related to their intended application in addition to full filling the needs of supporting instructional use in the classrooms. Professional development needs of administrators are identified annually through our evaluation system or as new technology or demands deem it appropriate.

Plan Implementation

LEA Technology Goals and Strategies

The LEA educational technology plan should be aligned to the National and State Educational Technology Plans and include the following State Goals. The LEA may include any additional goals that apply to their educational technology plan.

Goal 1: Engaging and Empowering Learning Experiences
Goal 2: Assessment
Goal 3: Connected Teaching and Learning
Goal 4: Infrastructure for Teaching and Learning
Goal 5: Productivity and Efficiency

Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
<p>1.0 Learning: Engage and Empower <i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>	<p>Goal 1: Engaging and Empowering Learning Experiences <i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?</p>	

Action Plan for Goal Area 1

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
All teachers will acquire new technology skills annually, through peer coaching and/or professional development.	Administrators, teachers, media specialists, technology integration specialist	Annual professional development and ongoing coaching cycles	Annual teacher technology proficiency assessment, professional development feedback forms.
All curriculum documents will include integrated technology standards and application of technology in some performance assessments.	Curriculum subcommittees	2012-2014 revisions ongoing	Tech standards included in all curriculum documents Unit reflections, and student work samples
All teachers will develop and implement technology infused lessons and activities in their classrooms. (as specified according to integrated standards within curriculum documents)	Administrators, teachers, media specialists, technology integration specialist	2012-2015 Ongoing	Classroom observations, lesson plans, walkthroughs
All students, including those with disabilities and those who are economically disadvantaged, will have opportunities to use technology for authentic learning experiences. <ul style="list-style-type: none"> Allocate technology equipment to special needs students 	Curriculum committees, Classroom teacher Resource teacher Director of Pupil Services	2012-2015 Ongoing	Classroom observation, student work samples, student questionnaire As indicated on IEP

Goal 2: Assessment

National Educational Tech Plan	State Educational Tech Plan
<p>2.0 Assessment: Measure What Matters <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>	<p>Goal 2: Assessment <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that technology is used for assessment?</p>	

Action Plan for Goal Area 2

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>Restructure SIMS Information Management System/PowerSchool for continuum to 12th grade (in house data management system) to assist in utilizing assessment data in our PLC work as part of the continuous improvement conversation.</p>	<p>Data Manager with input from Director of Curriculum, Administration and building leadership teams</p>	<p>2012-2013 2013-2015 as necessary</p>	<p>Ease of access and frequency of use Management System data being used to monitor student achievement for the SRBI process.</p>
<p>Utilize AIMSweb and other online progress monitoring tools for identified interventions to increase data driven decision making regarding student learning</p>	<p>Special Education teachers, literacy specialists, math/science specialists, administrators</p>	<p>2012-2013 Implementation</p>	<p>Implementation and progress monitoring data of struggling learners.</p>
<p>Implement Student Success Plan software (Naviance) (Currently implemented in grades 9-12, adding to grades 6-8)</p>	<p>Teachers, Principals, Administrators, Social Workers, Guidance Counselors, Parents</p>	<p>2012-2013 Implementation</p>	<p>Established profile/account for all students in grades 6-8. Quarterly review of student goals and ongoing reflections and additions to profile.</p>
<p>Establish and create technology based assessments for each grade level in core content areas.</p>	<p>Technology Specialists, Curriculum committees, media specialists, technology integration specialist, teachers Kindergarten - Grade 12</p>	<p>By 2012-2014</p>	<p>Data analysis of performance assessments, rubrics,</p>

Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>3.0 Teaching Prepare and Connect <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.</i></p>	<p>Goal 3: Connected Teaching and Learning <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.</i></p>
<p><i>What will your district do over the life of this local Educational Tech Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?</i></p>	

Action Plan for Goal Area 3

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Develop categorized, online resources for teachers	Media Center Specialists, Technology Integration Specialist	Fall 2012, update annually	Technology Committee monitoring system
Establish instructional technology leaders	Building Administrators	2012 - 13 school year	Feedback from building principals
Provide technology training time to teachers	Curriculum Director, Building Administrators Media Center Specialists, Technology Integration Specialist	Annually and job embedded 2012-2015	Online survey to teachers PD feedback Coaching feedback
Support opportunities for teachers to use technology to share best instructional strategies and reflections regarding teaching their impact on teaching and learning.	Principals, literacy/math/science specialists, media specialists and teachers.	Annually	Reflective feedback from teacher to teacher, with teaching specialists/coaches and with principal, change in practice, Walkthrough's
Implement, enhance, and promote online learning communities for teachers and students	Instructional Technology Leaders, Literacy Specialists, Math/Science Specialists, Teachers	Ongoing	Monitoring systems embedded within online tools, survey results, associated rubrics, annual survey
Introduce and promote new technology through modeling and coaching	Instructional Technology Leaders, Media Center Specialists, Technology Integration Specialist	Ongoing	Technology Committee monitoring system

Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>4.0 Infrastructure: Access and Enable <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>	<p>Goal 4: Infrastructure for Teaching and Learning <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?</p>	

Action Plan for Goal Area 4

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
<p>Continue to maintain the district technology equipment replacement schedule.</p> <p>Expand the infrastructure to increase internet access to support devices for academic use:</p> <ul style="list-style-type: none"> Increase bandwidth and redundancy by adding the necessary network equipment, servers, and wiring in each school building Expand staff and student network access and mobility through wireless network coverage in all school buildings(3 year deployment) <p>Increase access to resources:</p> <ul style="list-style-type: none"> Move data/applications to a more web-based model and/or cloud storage model accessible via the Internet <p>Secure the tech environment.</p> <p>Move towards a one to one computing environment upon Board approval.</p> <p>Continued support and classroom improvements to better accommodate 21st century learning.</p>	<p>Superintendent of Schools/Board of Ed / Technology Department</p>	<p>2012-13</p> <ul style="list-style-type: none"> wiring, network switch, and server upgrades high school and middle school Wireless network upgrades to cover all 7-12 classrooms and common areas Board decision on model of implementation for one to one computing Policy changes Web-enable applications <p>2013-14</p> <ul style="list-style-type: none"> wiring, network switch, and server upgrades intermediate schools Wireless network upgrades to cover all 3-6 classrooms and common areas 1 to 1 computing for all staff and students in grades 7-12 based on board decision <p>2014-2015</p> <ul style="list-style-type: none"> wiring, network switch, and server upgrades K-2 Wireless network upgrades to cover all K-2 classrooms and common areas 1 to 1 computing for staff and students in grades 5-6 based on Board decision <p>2015-2016</p> <ul style="list-style-type: none"> 1 to 1 computing for staff and students 3-4 <p>2016-2017</p> <p>K-2 TBD</p>	<p>Evaluate progress of projects annually. Measure technology access and use through assessment, tech committee</p>

Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
<p>5.0 Productivity: Redesign and Transform <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>	<p>Goal 5: Productivity and Efficiency <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>
<p>What will your district do over the life of this local Educational Tech Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?</p>	

Action Plan for Goal Area 5

What Steps Will You Take?	Who Will Be Responsible?	When (be specific, e.g., by 10/1/13)?	How will you measure?
Complete the restructuring process of adding final media specialist to Kearns Primary School	Superintendent/Curriculum/Technology/Board of Ed Approval	Summer 2012	All schools will have media specialists, media specialist schedule to accommodate all grade level classes within a building
Restructure media specialist schedule to provide instructional coaching of media literacy's to classroom teachers	Director of Curriculum, Administrators, Media Specialists	Fall 2012	Review of schedules, surveys, teacher feedback.
Explore, expand, and implement alternative methods of instructional delivery (ex. Flip classroom, online credit recovery, etc.)	Director of Curriculum, Teacher Leaders, Teachers	Annually	Curriculum will evaluate the model
Increase student access to technology by expanding opportunities through one to one computing	Superintendent/Curriculum/Technology/Board of Education	Suggested timeline: 2012 -2013 Board Implem. decision 2013-2014 grade 7-12 2014-2015 grades 5-6 2015-2016 3-4 2016 – 2017 K-2 TBD	Measure through monitoring the progress of the wireless projects, district assessment of use, equity, and integration
Utilize State and regional resources such as CREC, CEN, etc. as partners in learning and collaboration	Technology Department, Administration, Teacher leaders	Ongoing	Annual data usage report
Increase use of Google Doc's and other on-line sharing sites	Technology integration specialists, media specialists, teacher leaders, teachers, students, administrators	gradual increase of use across the grades ongoing	Teacher and student surveys

Children's Internet Protection Act (CIPA) Certification

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, Alan Addley, certify that one of the following conditions (as indicated below) exists in
Name of Superintendent/Director

 LEA

<input checked="" type="checkbox"/>	My LEA/agency is E-Rate compliant; or
<input type="checkbox"/>	My LEA/agency is not E-Rate compliant. (Check one additional box below):

Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b) (2) (C) of the ESEA for those applicable schools not yet in compliance.
The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet or to pay the direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also <http://www.ed.gov/legislation/ESEA02/pg37.html>

Signature of Superintendent/Director	Date

Appendices

Appendix A: Educational Tech Planning Resources

Educational Technology Planning

- National Educational Tech Plan:
Double click on this file to open

or to view it on the Web, go to: <http://www.ed.gov/sites/default/files/netp2010.pdf>

- State of Connecticut Educational Tech Plan:
Double click on this file to open

Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	http://www.sde.ct.gov/sde/cwp/view.asp?a=2678&q=320314
National Educational Technology Plan	http://www.ed.gov/technology/netp-2010
CT Teacher Technology Competencies	http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/perfindi_v2.pdf
International Society for Technology in Education Essential Conditions	http://www.iste.org/Libraries/PDFs/Essential_Conditions_2007_EN.sflb.ashx
National Educational Technology Standards for Administrators	http://www.iste.org/standards/nets-for-administrators.aspx
National Educational Technology Standards for Teachers	http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx
National Educational Technology Standards for Students	http://www.iste.org/standards/nets-for-students/nets-student-standards-2007.aspx
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr= #30930
SETDA Toolkits	http://www.setda.org/web/guest/toolkits
Partnership for 21st. Century Skills	http://www.21stcenturyskills.org/
Documentation from 21st Century Learning Environments grantees	https://sites.google.com/site/cteett/home/21st-century-learning-environment/project-work/progress-report-i

Appendix B: Evaluating Your Plan

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise. The following information can be used to help build and monitor an exemplary educational technology plan.

The Committee

An exemplary plan:

- Includes a representative committee member of each stakeholder group, including community members.
- Describes responsibilities of each committee member.
- Includes a timeline of milestones, including meeting dates and deliverables.

The results:

- Leverages the support, depth of experience and views of the school community in developing and implementing the technology plan.

The Mission and Vision

An exemplary plan:

- Ensures that vision addresses the school mission.

The results:

- Implements changes designed to increase student achievement through the use of technology.
- Leads to the efficient use of technology in all aspects of the school community.

The Needs Assessment

An exemplary plan:

- Assures all stakeholders have a voice in developing the needs assessment.
- Assesses what is already being done in the school and district.
- Researches innovations of other schools and districts.
- Studies the current school/district culture with regard to risk taking and technology innovation.
- Identifies and prioritizes target areas.

The results:

- Provides the data needed to participate in an effective technology planning process, which will support systemic change.

Goal 1.0 Engaging and Empowering Learning Experiences

What will your district do over the life of this local Educational Technology Plan to ensure that learning experiences are empowering, engaging and supported by digital tools?

An exemplary plan:

- Monitors, updates and reports to stakeholders four times per year on the plan.
- Collects, analyzes and distributes data to demonstrate increased student achievement through the implementation of the technology plan.
- Individualizes learning in level and pacing using technology.
- Uses technology to collect data and stakeholder responses concerning the use of technologies for improving and assessing academics.
- Measures progress toward benchmarks within the technology plan.

The data:

- Lists goals and objectives that are or are not met, including explanations and ways to overcome barriers.
- Includes a plan for meeting unmet goals and objectives.
- Lists unexpected outcomes or benefits of the technology plan.
- Lists other needs that have emerged since the plan was last written/revised.
- Deletes goals and objectives that are no longer relevant to the current situation.
- Lists developments in technology that can take advantage of improving the school district.

The results:

- The district stakeholders are kept informed on the direction and progress of empowering, engaging and supporting learning with digital tools.
- Teachers and administrators have ways to measure progress.

Goal 2.0 Assessment

What will your district do over the life of this local Educational Technology Plan to ensure that technology is used for assessment?

An exemplary plan:

- Identifies and addresses goals in the school improvement plan.
- Identifies data points that can be used at the classroom level to improve instruction, (e.g., results of common formative digital assessments to be analyzed by data teams).
- Identified data points that can be used at the system/district level to improve operations (e.g., data on misuse of technology by students related to bullying, etc.).
- Clearly identifies which data points will be collected by which tool.
- Includes data collection timeline with reporting criteria (shared with whom and when).
- Provides the essential conditions to address technology as an assessment tool (e.g., infrastructure, training, etc.).

The results:

- Students take assessments online and gain immediate results.
- Educators, parents and students are able to access the data 24/7.
- Systems are in place to evaluate, monitor and improve the assessment data.

3.0 Connected Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that educators are prepared to teach 21st Century learners and are connected to technology resources that support teaching and learning?

An exemplary plan:

- Ensures that staff is ready to use, maintain and improve skills for both professional and teaching technologies that support teaching and learning.
- Develops and communicates models for professional learning.
- Professional Development is aligned to district/building standards and/or goals (e.g., ISTE NETS, NSDC Professional Development Standards, cyber bullying legislation, etc.).
- Maintains a method of recording professional growth using technology for all employees (e.g., district office, teachers, technical staff etc.).
- Maintains a database of resources which may include providers, models, sites to visit, conferences, online opportunities and funding sources. This information is available online.
- Supports PD by creating times and/or physical/virtual spaces where the staff can collaborate and share.
- Includes a plan of action for adequate planning and implementation and provides a safety net for innovators.

The results:

- Professional development model permits educators to define growth areas.
- Educators work in a collaborative environment to achieve those goals.
- All employees at the district's sites have equal access to individualized professional growth opportunities.
- Technology policies and procedures are clear about expectations and consequences.

4.0 Infrastructure for Teaching and Learning

What will your district do over the life of this local Educational Technology Plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?

An exemplary plan:

- Manages ongoing costs by researching total cost of ownership, including regular upgrades and replacement.
- Allots human resources to keep the technologies working efficiently.
- Ensures purchases align with building/district goals to improve student achievement.
- Assesses implementation of technology for equity across grade levels, student abilities, teachers, etc. (according to needs assessments).
- Monitors and keeps records of upkeep, upgrades and replacement.

The results:

- The district provides all the essential conditions that connect:
 - Educators to data, content, resources, expertise and learning experiences so that they are prepared to teach 21st century learners.
 - Students to data, content, resources, expertise and learning experiences so that they are prepared to learn 21st century skills.
 - Stakeholders to the information needed to make informed decisions.

5.0 Productivity and Efficiency

What will your district do over the life of this local Educational Technology Plan to maintain or redesign processes and structures to take advantage of the power of technology to improve learning outcomes while maintaining efficiency?

An exemplary plan:

- Selects a balanced standing committee of stakeholders who research new trends and technologies.
- Assists the district in developing a culture which supports innovations.
- Develops by-laws for committee membership, which include details such as defined roles, terms of service, expectations, etc.
- Researches innovative ways to deliver and assess content, such as blended learning or content mastery.

The results:

- The district uses technology to improve learning environments.
- Cutting edge technology is used and transparent in the school.
- New policies will be developed and implemented that increase learning outcomes.

Educational Technology Plan Review Guide

Name of District:

District Contact:

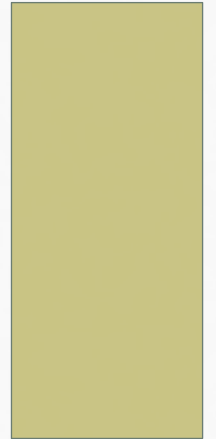
Email

Phone:

	RESC	Final	additional information required/comments
	Complete? Yes/No	Complete? Yes/No	
Cover Page: Superintendent or Executive Director Signature			
Cover Page: Board of Education Date Submitted			
Cover Page: Board of Education Date Approved			
Educational Technology Plan Preparation Check-Off: Agent Signature			
Local Education Agency (LEA) Federal Grant Program Compliance Form: Superintendent or Executive Director Signature			
LEA Profile			
Technology Committee			
Vision Statement			
Needs Assessment			
Goal 1: Engaging and Empowering Learning Experiences			
Goal 2: Assessment			
Goal 3: Connected Teaching and Learning			
Goal 4: Infrastructure for Teaching and Learning			
Goal 5: Productivity and Efficiency			
CIPA Form: Superintendent/ Executive Director Signature			
Questions/Comments			
(print) Name of RESC Reviewer			
<p>Please attach this sheet to your revised and completed tech plan (one hard copy and one CD and send this to:</p> <p style="text-align: center;">Cathy Bradanini Connecticut LEA Educational Technology Plans LEARN 44 Hatchetts Hill Road Old Lyme, CT 06371</p>			

GRANBY THREE YEAR TECHNOLOGY PLAN

PRESENTED BY
DIANE DUGAS, DIRECTOR OF CURRICULUM
JON LAMBERT, DIRECTOR OF TECHNOLOGY



GRANBY'S TECHNOLOGY VISION

All staff and students will ethically and responsibly integrate technology to continually enhance teaching and learning with a focus on building powerful thinking, effective collaboration, and compassionate contributors. The Granby Schools Community will provide the appropriate tools and training so that all members can improve productively, manage information, communicate effectively, and become lifelong learners in order to excel in the 21st century as a global citizen.

GRANBY TECHNOLOGY MISSION

1. Educators will use technology to engage students, monitor progress, and communicate beyond the classroom to become powerful thinkers and effective collaborators connected to a global society.
2. Students will become digitally literate.
3. Administrators will use technology to inform, advance instruction, communicate and improve efficiencies of school operations.
4. The BOE will provide strategic vision and proactive leadership for district technology integration.

THREE YEAR TECHNOLOGY PLAN OVERVIEW

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency



Granby: 21st Century Citizenship

College and Career Ready with *One to One Computing*



Three Year Technology Plan Overview

Goal 1: Engaging and Empowering Learning Experiences

Goal 2: Assessment

Goal 3: Connected Teaching and Learning

Goal 4: Infrastructure for Teaching and Learning

Goal 5: Productivity and Efficiency



Why One to One Computing?

Every Student educated in the Granby Public Schools will graduate on time, prepared for 21st century citizenship

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

Why One to One Computing?

- Provide technology at the right time, in the right location
- Increase proficiency and productivity
- Availability of on and off campus access
- Preparation for daily life, college and work

The Purpose Behind One to One Computing

- Media Literacy Standards require 8th grade competencies
- 2015 SMARTER BALANCE requires on-line assessment
- Specifically designed performance assessments, performance tasks and lessons developed through curriculum integrate use of technology as required by federal and state technology goals
- Required college, career and life skills to access information, analyze, respond and problem solve using technology as a tool.
- To support students as consumers of information and producers of knowledge as a 21st century skill

One Option for One to One Computing is BYOD: Benefits of BYOD

- BYOD allows students to take ownership for their own equipment choices and to customize their own work environments to meet their individual needs;
- Ownership and customization facilitates deepening student engagement;
- The ability to develop 21st century skills in students that will help them succeed in life and work beyond school;
- As a district whose vision is to prepare students for 21st century citizenship the benefits are long term in comparison to the cost.

Districts Taking the Lead

Wallingford Board of Ed to explore "Bring Your Own Device" program

New Cannan HS Students
Welcome to Bring Their Own
Devices

7 Myths About BYOD
Debunked



CHESHIRE STUDENTS

PILOT BYOD

Should Meriden Students 'BYOD'?

Survey Results

What personal electronic devices do students currently have access to?

	Kelly Lane 6	Wells -6	GMMS- 7	GMMS- 8	GMHS - 9	GMHS - 10	GMHS - 11
Laptop	38%	42%	44%	51%	69%	73%	80%
I-Pad	11%	18%	22%	18%	24%	17%	11%
Android Tablet	1%	7%	8%	6%	7%	7%	4%
Net book	1%	3%	5%	5%	11%	4%	3%
Nook	8%	15%	13%	7%	11%	3%	5%
Kindle	33%	22%	27%	21%	21%	14%	20%
Other	78%	74%	68%	79%	65%	54%	40%

Do you currently bring a device to school with you?

	Kelly 6	Wells 6	GMMS 7	GMMS 8	GMHS 9	GMHS 10	GMHS 11
Yes	49%	46%	75%	78%	67%	69%	51%
No	51%	54%	25%	22%	33%	31%	49%

What device do you currently bring to school?

	Kelly Lane 6	Wells 6	GMMS 7	GMMS 8	GMHS 9	GMHS 10	GMHS 11
Laptop	0%	3%	12%	5%	18%	16%	24%
I-Pad	3%	17%	8%	5%	9%	10%	6%
Android Tablet	0%	0%	3%	3%	9%	5%	5%
Netbook	0%	0%	2%	2%	5%	2%	4%
Nook	13%	11%	7%	3%	5%	1%	2%
Kindle	41%	19%	13%	5%	14%	5%	6%
Other	54%	56%	84%	95%	86%	77%	76%
	(iPod/ touch)	(iPod/ touch)	(iPod/ touch/i- phone)	(iPod/ touch/i- phone)	(iPod/ touch/i- phone)	(iPod/ touch/i- phone)	(iPod/ touch/i- phone)

Do you currently have internet at home?

	Kelly 6	Wells 6	GMMS 7-8	GMHS – 9-12
Yes	96%	99%	98%	98%
No	4%	1%	2%	2%

Survey Conclusions



- Students have access to the tools
- Almost 50% or more of the students are already bringing devices to school

Infrastructure



- Wiring and Wireless
- Bandwidth
- Replacement Cycle

Hardware:

Recommended BYOD Requirements

- PC Laptop/Netbook Wireless access (Wi-Fi) capable
- Android-based Tablet Wireless access (Wi-Fi) capable with wired or wireless keyboard, minimum 6 inch screen
- Apple Laptop/Tablet Wireless access (Wi-Fi) capable with wired or wireless keyboard

Equity

- Based on the free and reduced lunch numbers the following number of devices would need to be purchased at each grade level to ensure equity.

Grade for 2012- 2013	Number of F/R
7	19
8	21
9	8
10	9
11	12
12	10
Total	79

An Optional Time-Line

	2012-2013	2013-2014	2014-2015	2015-2016
Student Technology	Board implementation decisions Criteria: Minimum 6 inch screen device or larger, wireless capable with standard web browser (lap top, tablet)	One to One Computing for grades 7-12 Criteria: Minimum 6 inch screen device or larger, wireless capable with standard web browser (lap top, tablet) Grades 5-12 Use F/R lunch numbers to purchase HHD for equity, providing to those that may not have.	One to One Computing for grades 5-6 Criteria: Minimum 6 inch screen device or larger, wireless capable with standard web browser (lap top, tablet) Grades 3-12 Use F/R lunch numbers to purchase HHD for equity, providing to those that may not have.	One to One Computing for grades 3-4 K-2 TBD
Teacher Technology	During replacement cycle replace current desk tops with laptops	During replacement cycle replace current desk tops with laptops	During replacement cycle replace current desk tops with laptops	During replacement cycle replace current desk tops with laptops
Infrastructure	High School/Middle School Wireless Cost = \$100,000 - Hardware Cost = \$24,000 Wiring (Small cap) Identify security platform	Intermediate schools Kelly and Wells Wireless Cost = \$60,000 Cost = \$12,000 Wiring (Small cap)	Kearns Wireless Cost = \$30,000 Cost = \$16,000 Wiring (Small cap)	
Professional Development	PD on policy, Media tech and Information Literacy Standards Summer technology institute Curriculum integration of the media literacy standards	Job embedded PD on standards, curriculum integration and technical use Summer technology institute Curriculum integration of the media literacy standards	Job embedded PD on standards, curriculum integration and technical use Summer technology institute Curriculum integration of the media literacy standards	Job embedded PD on standards, curriculum integration and technical use
Policy	Update Acceptable Use Policy - Spring 2012 Summer 2012 - Parent info. night	Annual review of policies Incorporate parent communication into parent nights and open houses		

Alternative Plans and Cost

Option 1: BYOD

- Purchase of 79 devices for equitable use 2012-2013 for grades 7-12 at \$300 per device for a total of \$23,700
- Replacement cycle for staff technologies
- Replacement cycle for other technologies

Option 2: 1 to 1 provided by Granby

- \$250-\$500 per device (\$300)
 - Year 1 grades 7-12 \$326,100
 - Year 2 grades 5-6 \$101,100
 - Year 3 grades 3-4 \$ 90,900
 - Year 4 grades K-2 \$105,300
- 4 year replacement cycle
- Additional technical support \$40-45K
- Replacement cycle for staff technologies
- Replacement cycle for other technologies

Alternative Plans and Cost

Option 3: Additional computer labs, desktop, mobile labs are purchased and placed in classrooms

- 5-10 additional desktop computers per classroom @ \$500-\$1000 per unit plus wiring and outlet installation.
- Mobile labs with 30 devices per cart =\$12,000-\$30,000.
- Additional technical support \$40-45K
- 4 year replacement cycle



Loss, Damage, Maintenance

- Students will be responsible for their own devices.
- The school will not be responsible for loss, damage or maintenance.
- Parents can explore purchasing additional home owners insurance to cover the devices.
- Granby will provide information to parents regarding optional theft, loss and damage insurance coverage at the parent's expense.

Safety and Security

- Centralized Security Management
- Layered Network Authentications
- Real Time Monitoring
- Logged Network Trafficking
- Filtered Internet Service Firewalls



Policy & Practices



- Acceptable Use Policy
- Cell Phone Use Policy
- Responsible Use Training
- High Expectations
- Professional Development for Teachers

Communication/Implementation Plan

- Opening Professional Development with Teachers
- PTO/PAC Fall parent presentations
- Open House Communication
- Late Fall Parent/Community informational meetings to be held at each school of implementation



Granby BYOD as a 1 to 1 Computing Option: Questions and Answers

1. What will we do for students who can't afford to bring their own devices?

We will use the Free and Reduced lunch numbers as our calculation for those who may not be able to afford their own device. There are a total of 79 students in grades 7-12 in 2013-2014 who our records indicate will receive free and reduced lunch. Using the cost range of \$250 - \$500 per device the total for cost for 79 devices to ensure all students had access to a device would total \$19,750 - \$39,000. Given that there is already one mobile set of 30 devices available at the high school and the fact that not all students may need access at the same time an alternative recommendation would be to purchase an additional mobile set of 30 devices at the cost of \$7,500 - \$15,000.

Grade for 2012-2013	Number of F/R
7	19
8	21
9	8
10	9
11	12
12	10
Total	79

2. How will risks be managed?

Granby will focus students on responsible use of devices through explicit instruction. In addition students will be guided by the acceptable use policy for computer and network use. All use is tracked and logged on the centralized management software. Users are protected by a firewall and the wireless software both of which are overseen by the technology department.

3. How will internet safety be upheld?

Students will have the same internet access as they have on their current desk top connections while at school. Granby will continue to filter its internet service as required by federal law (Hippa, etc.) through its own firewall and web filtering system which protects users from access to inappropriate websites and security threats by filtering incoming and outgoing traffic.

4. What risk are we providing having students bring their own devices in to school?

We risk the fact that students could incur loss, theft or damage. Students will be responsible for their own devices. Parents can explore purchasing additional home owners insurance to cover

the devices. Granby will provide information to parents regarding optional theft, loss and damage insurance coverage at the parent's expense.

5. Who will be responsible for maintenance of student devices?

Students will be responsible for the care and maintenance of their own devices.

6. How will instruction be directive versus permissive?

Instruction will be guided by the design of curriculum and the integration of 21st century skills expected to be incorporated at each grade level, specifically demonstrated in the performance assessments and performance tasks. Teachers will receive job embedded professional development in the implementation of the meaningful use of technology as a tool in the teaching and learning process.

7. What is the benefit versus the cost?

- BYOD allows students to take ownership for their own equipment choices and to customize their own work environments to meet their individual needs;
- Ownership and customization facilitates deepening student engagement;
- The ability to develop 21st century skills in students that will help them succeed in life and work beyond school;
- As a district whose vision is to prepare students for 21st century citizenship the benefits are long term in comparison to the cost.

8. How much do the standards and state assessments drive an increase in use versus what we are currently doing?

The new common core state standards for college and career readiness require students to:

CCRS-Reading 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

CCWS-Writing 6. Use technology, including the internet to produce and publish writing and to interact and collaborate with others

CCWS – Writing 7-9. 7. Conduct...sustained research projects... **8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mathematical Practices 5. Use appropriate tools strategically.

The new state and federal assessments for 2015 will require students to be assessed on line.

The federal and state technology goals require districts to write plans addressing the following questions:

1. What will your district do over the life of this local educational tech plan to ensure that learning experiences are empowering, engaging, and supported by digital tools?
2. What will your district do over the life of this local educational technology plan to ensure that technology is used for assessment?
3. What will your district do over the life of this local educational tech plan to ensure that educators are prepared to teach 21st century learners and are connected to technology resources that support teaching and learning?
4. What will your district do over the life of this local educational tech plan to ensure that all students and educators will have access to a comprehensive infrastructure for teaching and learning?
5. What will your district do over the life of this local education tech plan to maintain or redesign processes and structures to take advantage of the power of technology to improve teaching and learning while maintaining efficiency?

9. Where is the pressure coming from to increase the use of technology?

Granby's 21st century vision and mission are the initial driving force in initiating BYOD followed by 21st Century demands, Federal and state standards and curriculum.

"We live in a world that depends on digital content and resources as the primary tools for learning and work." Costa, Jonathan; Digital Learning, 2012, pg. xv.

10. What grade levels (schools) is it beneficial to implement a BYOD/technology?

It is beneficial to implement a one to one device at all grade levels K-12. There is evidence to suggest a 21st century skill gap already exists between those that have technology and those that do not (Gutnuck,Robb, Takeuchi, & Kotler, 2010, p 22) Therefore, providing access to the time with the tools in school is essential. In regards to bring your own device, versus a district provided one to one strategy, it is a district by district decision.

11. How will technology be used in each classroom every day?

- Technology will be used responsibly;
- Technology will be used as a tool for students to access and become consumers of information, producers of knowledge, collaborators and problem solvers;
- Technology will be used as a communication tool;
- Technology will be used as a tool to foster critical thinking;
- Technology will be used for assessing student growth.

12. What will we require for devices?

- PC Laptop/Netbook Wireless access (WiFi) capable
- Android-based Tablet Wireless access (WiFi) capable with wired Bluetooth keyboard, minimum 6 inch screen

- Apple Laptop/Tablet Wireless access (WiFi) capable with wired Bluetooth keyboard
- I-pad, Kindle, Nook would also be accepted use

13. How do we support everyone with the same basic package?

As long as the device has an internet browser connection students will have equal access to required school needs.

14. How do we support the infrastructure for technology?

We currently have a five to seven year replacement cycle (small cap) for all technology. Our operating budget includes a repair and maintenance account which covers building systems and maintenance.

15. How do we ensure we have the right tools?

It is not the device that matters, an effective one to one program can be built around the browser and the cloud, two resources which are connectable to any device.

16. How do we guarantee the technology that we have asked parents to spend money on is being used in school?

It is the responsibility of the administration to ensure that the curriculum is delivered with fidelity. Through formal and informal classroom walkthrough's, observations, coaching sessions, and curriculum review process classroom work, student and teacher reflections should all show evidence of practice.

17. What is the cost savings down the road with e-books, etc...?

At the current time it is too early to calculate savings. As textbook recommendations are brought forth e-books will be considered.

18. If we don't go with BYOD, then what is the alternative and what is the cost?

If we do not go with BYOD we have two alternatives. One is to provide a one to one device for every student at the Board's expense. The other is to add additional computers per classroom (up to 10 in some cases) and continue the replacement cycle of labs, adding additional mobile labs to schools. The cost breakdown is as follows for alternative option one.

Year 1

		Unit Cost	Unit Cost	Unit Cost
STUDENT CALCULATIONS	# of Students	\$ 250.00	\$ 350.00	\$ 500.00
2012-2013 Granby High School (Grades 9-12)				
Grad Year 2013	195	\$ 48,750.00	\$ 68,250.00	\$ 97,500.00
2014	208	\$ 52,000.00	\$ 72,800.00	\$104,000.00
2015	163	\$ 40,750.00	\$ 57,050.00	\$ 81,500.00
2016	194	\$ 48,500.00	\$ 67,900.00	\$ 97,000.00
SubTotal	760	\$190,000.00	\$266,000.00	\$380,000.00
2012-2013 Granby Middle School (Grades 7-8)				
2017	162	\$ 40,500.00	\$ 56,700.00	\$ 81,000.00
2018	165	\$ 41,250.00	\$ 57,750.00	\$ 82,500.00
SubTotal	327	\$ 81,750.00	\$114,450.00	\$163,500.00
2012 -2013 Grand Totals (Device rollout year 1)		\$271,750.00	\$380,450.00	\$543,500.00

Year 2

		Unit Cost	Unit Cost	Unit Cost
STUDENT CALCULATIONS	# of Students	\$ 250.00	\$ 350.00	\$ 500.00
2013-2014 Kelly Lane / Wells Road School (Grades 5-6)				
2019	170	\$ 42,500.00	\$ 59,500.00	\$ 85,000.00
2020	167	\$ 41,750.00	\$ 58,450.00	\$ 83,500.00
2013-2014 Totals (Device rollout year 2)		\$ 84,250.00	\$117,950.00	\$168,500.00

Year 3

		Unit Cost	Unit Cost	Unit Cost
STUDENT CALCULATIONS	# of Students	\$ 250.00	\$ 350.00	\$ 500.00
2014-2015 Kelly Lane / Wells Road School (Grades 3-4)				
2021	152	\$ 38,000.00	\$ 53,200.00	\$ 76,000.00
2022	151	\$ 37,750.00	\$ 52,850.00	\$ 75,500.00
2014-2015 Totals (Device rollout year 3)		\$ 75,750.00	\$106,050.00	\$151,500.00

Year 4

STUDENT CALCULATIONS	# of Students	\$ 250.00	\$ 350.00	\$ 500.00
2015-2016 Kearns School (Grades K-2)				
2023	124	\$ 31,000.00	\$ 43,400.00	\$ 62,000.00
2024	111	\$ 27,750.00	\$ 38,850.00	\$ 55,500.00
2025	116	\$ 29,000.00	\$ 40,600.00	\$ 58,000.00
2015-2016 Totals (Device rollout year 4)	351	\$ 87,750.00	\$122,850.00	\$175,500.00

19. What will the communication and roll out look like?

- Opening Professional Development with Teachers
- PTO/PAC Fall parent presentations
- Open House Communication
- Late Fall Parent/Community informational meetings to be held at each school of implementation

20. What personal electronic devices do students currently have access to?

	Kelly Lane 6	Wells -6	GMMS- 7	GMMS- 8	GMHS - 9	GMHS -10	GMHS -11
Laptop	38%	42%	44%	51%	69%	73%	80%
I-Pad	11%	18%	22%	18%	24%	17%	11%
Android Tablet	1%	7%	8%	6%	7%	7%	4%
Netbook	1%	3%	5%	5%	11%	4%	3%
Nook	8%	15%	13%	7%	11%	3%	5%
Kindle	33%	22%	27%	21%	21%	14%	20%
Other	78%	74%	68%	79%	65%	54%	40%

21. Do you currently bring a device to school with you?

	Kelly-6	Wells - 6	GMMS – 7	GMMS- 8	GMHS - 9	GMHS-10	GMHS - 11
Yes	49%	46%	75%	78%	67%	69%	51%
No	51%	54%	25%	22%	33%	31%	49%

22. What device do you currently bring to school?

	Kelly Lane 6	Wells -6	GMMS 7	GMMS 8	GMHS 9	GMHS 10	GMHS 11
Laptop	0%	3%	12%	5%	18%	16%	24%
I-Pad	3%	17%	8%	5%	9%	10%	6%

Android Tablet	0%	0%	3%	3%	9%	5%	5%
Netbook	0%	0%	2%	2%	5%	2%	4%
Nook	13%	11%	7%	3%	5%	1%	2%
Kindle	41%	19%	13%	5%	14%	5%	6%
Other	54%	56%	84%	95%	86%	77%	76%
	(iPod/touch)		(iPod/touch/i-phone)	(iPod/touch/i-phone)	(iPod/touch/i-phone)	(iPod/touch/i-phone)	(iPod/touch/i-phone)

23. What percentages of students have access to the internet at home?

	Kelly - 6	Wells - 6	GMMS 7-8	GMHS – 9-12
Yes	96%	99%	98%	98%
No	4%	1%	2%	2%

24. How are students and teachers currently using one to one computing?

One to one computing is used daily by some teachers who are most proficient and by many student daily in a variety of ways included but not limited to: accessing e-mail, Google accounts, conducting research, producing projects, power-points, engaging in blogs, wiki's, completing performance assessments, participating in pilots, working with devices provided by the Granby Education Foundation, media center, pupil services department (assistive technology) or personal devices.

25. What are other districts doing in regards to BYOD? The following chart is a sampling of what some surrounding towns are implementing.

District Name	BYOD or 1 to 1 Plans
Bloomfield	Wireless project summer 2012 then BYOD
Region 12	BYOD at high school / additional wireless network improvements planned
Suffield	Wireless project summer all schools then BYOD 2012-13
East Granby	Using mobile labs, Wireless project under way high school/middle school going to allow BYOD
Newington	Support BYOD at High School and Grade One
Simsbury	All buildings wireless BYOD allowed
Wethersfield	Allow BYOD and cell phones
Plainville	Have deployed many mobile labs, plan to allow BYOD
Cheshire	Piloting BYOD
Avon	BYOD at high school/middle school
Wallingford	BYOD next spring http://www.myrecordjournal.com/wallingford/article_58716880-9958-11e1-b532-0019bb2963f4.html

26. Will technology increase achievement?

Granby is not instituting a BYOD or one to one computing initiative to improve student achievement. “Promoting 1:1 based on its potential to improve test scores rather than focusing on what other behaviors and skills transition to technology hopes to create a mistake,” (pg. 118, J. Costa, Digital Learning For All, Corwin Press, 2012). Technology is a tool that aids students in powerful thinking.

“America will not memorize our way back to the top of the world order...we are going to have to out-think, out-invent and out-create the competition. Technology serves as a tool by which we transition to engaging students in high standards and rigor.” (Thomas Friedman, 2011, pg. 119, Digital Learning For All, Corwin Press, 2012).

27. What is the legal liability for Granby Public Schools if we ask parents to buy a device and a student then misuses the device to bully or inappropriately interact with another student or adult on or off campus? There is no legal liability.

28. How will we maximize our investment?

We will maximize the technology investment through curriculum integration and increased access to digital resources through the full utilization of our wireless network and free state-provided internet service.

We will protect our investment through regular proactive systems maintenance, comprehensive security policies, and the technology small capital lease and hardware replacement schedule.

Students

Administering Medication

The purpose of this policy is for the Board of Education (Board) to determine who shall administer medications in a school and the circumstances under which self-administration of medication by students shall be permitted.

The Board of Education allows students to self-administer medication and school personnel to administer medication to students in accordance with the established procedures and applicable state regulations. In order to provide immunity afforded to school personnel who administer medication, the Board of Education, along with the School Medical Advisor and the school nurse supervisor, shall review and/or revise this policy and regulations as required. The District's School Medical Advisor will approve this policy and its regulations.

Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant and for interscholastic and intramural athletic events only, a podiatrist.

Cartridge injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reaction.

Controlled drugs means those drugs as defined in Connecticut General Statutes..

Cumulative health record means the cumulative health record of a student mandated by Connecticut General Statutes Section 10-206.

Error means:

- (1) the failure to do any of the following as ordered:
 - (a) administer a medication to a student;
 - (b) administer medication within the time designated by the prescribing physician;
 - (c) administer the specific medication prescribed for a student;
 - (d) administer the correct dosage of medication;
 - (e) administer medication by the proper route; and/or
 - (f) administer the medication according to generally accepted standards of practice; or

Students

Administering Medication

Definitions (Cont'd)

- (2) the administration of medication to a student which is not ordered by an authorized prescriber, or which is not authorized in writing by the parent or guardian of such student.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Medication means any medicinal preparation including over-the-counter, prescription and controlled drugs, as defined in Connecticut General Statutes Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the written direction by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Qualified personnel for schools means (a) a full time employee who meets state certification requirements as a principal, teacher, occupational therapist or physical therapist and has been trained in the administration of medication by the school nurse; (b) a coach and licensed athletic trainer who has been trained in the administration of medication by the school nurse.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Students

Administering Medication

General Policies on Administration of Medication

A child with diabetes may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of such child to conduct self-testing, along with authorization of the parent/guardian and approval of the school nurse. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education.

A child diagnosed with asthma or an allergic condition, pursuant to State Board of Education regulations, may carry an inhaler or an epipen or similar device in the school at all times if he/she is under the care of a physician, physician assistant, or advanced practice registered nurse (APRN) and such practitioner certifies in writing to the school nurse that the child needs to keep an asthmatic inhaler or epipen at all times to ensure prompt treatment of the child's asthma or allergic condition and protect the child against serious harm or death. A written authorization of the parent/guardian is also required.

A school nurse may administer medication to any student pursuant to the written authorization of an authorized prescriber (physician, dentist, optometrist, an advanced practice registered nurse, or a physician assistant and for interscholastic and intramural athletic events only, a podiatrist), the written authorization of a parent or guardian of such child or eligible student and the written permission of the parent/guardian for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

In the absence of a school nurse, any nurse employed by and/or providing services under the direction of the Board of Education at a school-based clinic, school sponsored activity, and/or extracurricular activity and only qualified personnel for schools who have been properly trained may administer medications to students as delegated by the school nurse upon the successful completion of specific training in administration of medication and satisfactory completion of the required criminal history check.

Medications with a cartridge injector may be administered by qualified personnel for schools only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death. Qualified personnel for schools, as defined, may administer oral, topical, intranasal, or inhalant medication in the absence of a licensed nurse. Investigational drugs or research or study medications may not be administered by qualified personnel for schools.

Coaches and licensed athletic trainers during intramural and interscholastic events may administer medications as described in this policy and administrative regulations

In compliance with all applicable state statutes and regulations, parents/guardians may administer medications to their own children on school grounds.

Students

Administering Medication

Administration of Medication by Paraprofessionals

Paraprofessionals shall not administer medication.

Administration of Medication by Coaches and Licensed Athletic Trainers During Intramural and Interscholastic Events

During intramural and interscholastic athletic events, a coach or licensed athletic trainer who has been trained in the general principles of medication administration applicable to receiving, storing, and assisting with inhalant medications or cartridge injector medications and documentation, may administer medication for select students for whom self-administration plans are not viable options as determined by the school nurse. The medication which may be administered is limited to: (1) inhalant medications prescribed to treat respiratory conditions and (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

The school nurse is responsible for the student's individualized medication plan and shall provide the coach with a copy of the authorized prescriber's order and the parental/guardian permission form. Parents are responsible for providing the medication, such as the inhaler or cartridge injector, to the coach or licensed athletic trainer, which shall be kept separate from the medication stored in the school health office during the school day.

Medications to be used in athletic events shall be stored in containers for the exclusive use of holding medications; in locations that preserve the integrity of the medication; under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and in a locked secure cabinet when not in use at athletic events.

The agreement of the coach or licensed athletic trainer is necessary for the administration of emergency medication and the implementation of the emergency care plan.

Coaches and athletic trainers are required to fulfill the documentation requirements as outlined in the administrative regulations accompanying this policy. If the school nurse is not available, a report may be submitted by the coach or licensed athletic trainer to the school nurse on the next school day.

Students

Administering Medication

(cf. 4112.5/4212.5 – Security Check/Fingerprinting)
(cf. 5141 – Student Health Services)
(cf. 5141.23 – Students with Special Health Care Needs)

Legal Reference: Connecticut General Statutes
10-206 Health Assessment
10-212 School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds. Criminal history; records check.
10-212a Administration of medications in schools. (as amended by PA 99-2, and June Special Session and PA 03-211, PA 04-181, PA 07-241, PA 07-252 and PA 09-155)
19a-900 Use of cartridge injector by staff member of before- or after-school program, day camp or day care facility.
21a-240 Definitions
29-17a Criminal history checks. Procedure. Fees.
52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors)
Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-10, inclusive
Code of Federal Regulations: Title 21 Part 1307.2
20-12d Medical functions performed by physician assistants. Prescription authority.
20-94a Licensure as advanced practice registered nurse.
PA 07-241 An Act Concerning Minor Changes to the Education Statutes
29-17a Criminal history checks. Procedure. Fees.

Policy adopted:

rev. 11/01
rev. 6/03
rev. 8/03
rev. 6/04
rev. 7/05
rev. 7/07
rev. 7/09
rev. 8/09
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Students

Administering Medication

Policy adopted: September 3, 1997

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**

Revision of Policy First Reading:	September 19, 2001
Revision of Policy Second Reading:	October 3, 2001
Revision of Policy Adopted:	October 3, 2001
Revision of Policy First Reading	November 3, 2004
Revision of Policy Second Reading	December 1, 2004
Revision of Policy Adopted	December 1, 2004
Revision of Policy First Reading	June 2012

Students

Administering Medication to Students

The Board of Education allows students to self-administer medication and qualified personnel for schools to administer medication to students in accordance with the following established procedures. These procedures shall be reviewed and/or revised and approved as required by the School Medical Provider, and the school nurse supervisor. The District's School Medical Advisor will approve this policy, and its administrative.

The administration of medication includes the activities of handling, storing, preparing or pouring of medication, conveying it to the student according to the medication order, observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

A student who is required to receive medication or wants to take aspirin, ibuprofen (12 years and older), or acetaminophen, cough drops and topical Antibiotic Ointment at school, during school sponsored activities, and/or during extracurricular activities must provide:

1. The authorized prescriber's (physician, dentist, optometrist, advanced practiced registered nurse, or physician assistant; and a podiatrist in the case of interscholastic or intramural athletic events) orders for medication or aspirin, ibuprofen, or acetaminophen on a school district form which specifies the student's name, condition for which the drug is being administered, name of drug and method of administration and dosage of drug. For students receiving medicine the time of administration and duration of the order, side effects to be observed (if any) and management of such effects, and student allergies to food and/or medicine is also required on the form. This medical order must be renewed yearly if a student is to be administered medication by school personnel

In the absence of the school nurse or a licensed nurse, only qualified personnel properly trained may administer medications, including controlled drugs designated to a specified student provided a written order by an authorized prescriber along with written authorization of a parent or guardian is on file with the school nurse. Investigational drugs may not be administered.

2. Written authorization from the parent or guardian allowing school personnel to administer said medication. This authorization shall be renewed yearly and shall include parental consent for school personnel to destroy said medication if not repossessed by the parent or guardian within a seven (7) day period of notification by school authorities.
3. The medication must have its original correct label from the pharmacy or manufacturer.

Students

Administering Medication to Students

4. Per the School Medical Advisor's standing order, the students in Grades PreK-12, with parental/guardian authorization, may receive Acetaminophen and students 12 years and older, may receive Ibuprofen, cough drops and Topical Antibiotic Ointment at school or during school related activities from the school nurse or designated trained school personnel listed in Section 1 of this Regulation.

Students who are able to self-administer medication may do so provided:

1. An authorized prescriber provides a written order for self-administration of said medication.
2. There is written authorization for self-administration of medication from the student's parent or guardian.
3. The school nurse has evaluated the situation and deemed it to be safe and appropriate; has documented this on the student's cumulative health record, and has developed a plan for general supervision.
4. The student and school nurse have developed a plan for reporting and supervision of self-administration and notification of teachers.
5. The principal and appropriate teachers are informed that the student is self-administering prescribed medication.
6. Such medication is transported to the school and maintained under the student's control within these guidelines.

In addition, the Board permits those students who have a verified chronic medical condition and are deemed capable to self-administer prescribed emergency medication, including rescue asthma inhalers and cartridge injectors for medically-diagnosed allergies, to self-administer such medications and may permit such students to self-administer other medications, excluding controlled drugs, as defined in Connecticut General Statute. Such students must provide:

1. An authorized prescriber's written medication order including the recommendation for self-administration; and
2. A written authorization for self-administration of medication from the student's parent or guardian.

Further, the school nurse shall assess the student's competency for self-administration in the school setting and deem it to be safe and appropriate, including that a student:

1. is capable of identifying and selecting the appropriate medication by size, color, amount, or other label identification;
2. knows the frequency and time of day for which the medication is ordered;
3. can identify the presenting symptoms that require medication;
4. administers the medication properly;

Students

Administering Medication to Students

5. maintains safe control of the medication at all times;
6. seeks adult supervision whenever warranted; and
7. cooperates with the established medication plan.

In the case of inhalers for asthma and cartridge injectors for medically-diagnosed allergies, the school nurse's review of a student's competency to self-administer inhalers for asthma and cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to **prevent** a student from retaining and self-administering inhalers for asthma and cartridge injectors for medically-diagnosed allergies. Students may self-administer such medications only with the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student.

The school nurse is responsible for:

1. Reviewing the medication order and parental authorizations;
2. Developing an appropriate plan for self-administration;
3. Documenting the medication plan in the student's or participant's health record; and
4. Informing qualified personnel for schools and other staff regarding the student's self-administration of prescribed medication.

The medication shall be transported to school by the student and maintained under the student's control in accordance with the District's policy on self-medication by students and the individual student plan.

Self-administration of controlled medication may be considered for extraordinary situations such as international field trips. Such self-administration must be approved by the school nurse and the School Medical Advisor in advance and an appropriate plan shall be developed.

Outside the Regular School Day

Medication may be administered by a nurse employed by, or providing services under the direction of the Board of Education at a school-based clinic, school activity, or extracurricular activity, and by qualified personnel for schools (principals, and teachers, coaches and licensed athletic trainers during intramural and/or interscholastic athletics) trained in the administration of medication. They shall not be held liable for any personal injuries which may result from acts or omissions constituting ordinary negligence.

Students

Administering Medication to Students

Medication will be administered according to the following procedures:

1. The school nurse will develop a medication administration plan for each student before medication may be administered by any staff member. The school nurse will also review regularly all documentation pertaining to the administration of medication for students.
2. The qualified personnel for schools will be formally trained by the school nurse prior to administering medication. The school nurse, acting as designee and under the direction of the School Medical Advisor, will annually instruct such staff members in the administration of medication. The training shall include, but not be limited to:
 - A. The generic principles of safe administration of medications.
 - B. Review of state statute and school regulations regarding administration of medication by school personnel.
 - C. Procedural aspects of the administration of medication, including the safe handling and storage of medication, and documentation.
 - D. Specific information related to each student's medication and each student's medication plan including the name and generic name of the medication, indications for medication, dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed dose of the medication, and when to implement emergency interventions.
3. A list of qualified personnel successfully trained and approved to administer medication along with documentation of the annual update of trainees shall be maintained by the school nurse. The documentation shall include the dates of general and student-specific training, the content of the training, individuals who have successfully completed general and student-specific administration of medication training for the current school year, and names and credentials of the nurse or School Medical Advisor trainer or trainers.

A child with diabetes may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of such child to conduct self-testing, along with the written authorization of the parent/guardian. Such self-testing shall be pursuant to guidelines stipulated by the Commissioner of Education.

Handling and Storage of Medications

All medication, except those approved for keeping by students for self-medication, must be delivered by the parent or other responsible adult and shall be received by the nurse assigned to the school or, in the absence of such nurse, by other qualified personnel for schools trained in the administration of medication and assigned to the school. The school nurse must:

Students

Administering Medication to Students

Handling and Storage of Medications (Cont'd)

- A. Examine on site any new medication, medication order and parent/guardian authorization to insure that it shall be properly labeled with dates, name of student, medication name, dosage and physician's name, and that the medication order and permission form are complete and appropriate.
- B. Develop an administration of medication plan for the student before any medication is given by qualified personnel for schools.
- C. Review all medication refills with the medication order and parent/guardian written authorization prior to the administration of medication.
- D. Except as indicated by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container during school hours under the supervision of the nurse or the principal or principal's designee trained in the administration of medication.
- E. Emergency medications shall be locked beyond the regular school day or program hours..
- F. Record on the Student's Individual Medication Record the date the medication is delivered and the amount of medication received.
- G. Store medication requiring refrigeration in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator shall be located in a health office maintained for health service purposes with limited access. Non-controlled medications may be stored directly on the shelf of the refrigerator with no further protection needed. Controlled medications shall be stored in a locked box affixed to the refrigerator shelf.
- H. Store prescribed medicinal preparations in securely locked storage compartment. Controlled substances shall be contained in separate compartments, secured and locked at all times. At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before- and after-school programs and school readiness programs. The school nurse shall maintain one set of keys. The additional set shall be under the direct control of the Principal trained in the administration of medication shall also have a set of keys.

Students

Administering Medication to Students

Handling and Storage of Medications (Cont'd)

All medication, except those approved for keeping by students for self-medication, shall be kept in a designated locked container, cabinet or closet used exclusively for the storage of medication.

In the case of controlled substances, they shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.

No more than a three month supply of a medication for a student shall be stored at the school. All medications, prescriptions and non-prescription, shall be delivered and stored in their original containers and in such a manner as to render them safe and effective. No medication for a student shall be stored at a school without a current written order from an authorized prescriber.

Access to all stored medications shall be limited to persons authorized to administer medications. Each school shall maintain a current list of those persons authorized to administer medications.

Destruction/Disposal of Medication

At the end of the school year or whenever a student's medication is discontinued by the authorized prescriber, the parent or guardian is to be contacted and requested to repossess the unused medication within a seven (7) school day period. If the parent/guardian does not comply with this request, all medication (non-controlled drugs) is to be destroyed by the school nurse in the presence of at least one witness () according to the following procedures:

1. Medication will be destroyed in a non-recoverable fashion.
 - A. If possible keep the medication in its original container.**
 - To protect privacy and discourage misuse of the prescription, cross out the patient's name with a permanent marker or duct tape or remove the label.
 - B. Modify the medications to discourage consumption.**
 - For solid medications: such as pills or capsules: add a small amount of water to at least partially dissolve them.
 - For liquid medications: add enough table salt, flour, charcoal, or nontoxic powdered spice, such as turmeric or mustard to make a pungent, unsightly mixture that discourages anyone from eating it.
 - For blister packs: wrap the blister packages containing pills in multiple layers of duct or other opaque tape.
 - C. Seal and conceal.**
 - Tape the medication container lid shut with packing or duct tape.
 - Place it inside a non-transparent bag or container to disguise content.

Students

Administering Medication to Students

Destruction/Disposal of Medication (Cont'd)

- D. Discard the container in your trash can.**

 - E. Schools that want to dispose of controlled substances should make all attempts to have parent/guardian repossess the medications.** If compliance is not met the school nurse should follow the state guidelines to call the Drug Control Division of the CT Department of Consumer Protection for assistance at 860-713-6100.

 - F. The following information is to be charted on the student's health folder or electronic record and signed by the school nurse and witness:**
 - A. Date of destruction.
 - B. Time of destruction.
 - C. Name, strength, form and quantity of medication destroyed.
 - D. Name of witness
2. Controlled substances shall not be destroyed by the school nurse. In the event that any controlled substance remains unclaimed, the school nurse or Supervisor of Nursing shall contact the Connecticut Commissioner of Consumer Protection to arrange for proper disposition. Any accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue and jointly documented on the student medication administration record.
3. The completed medication administration record for non-controlled medications may be destroyed provided it is superseded by a summary on the student health record.

Documentation and Record Keeping

Record keeping of medication administration shall either be in ink and shall not be altered or shall be recorded electronically, in a record that cannot be altered, on the individual student's medication record form which, along with the parental authorization form and the authorized prescriber's order, becomes part of the student's permanent record.

An authorized prescriber's verbal order, including a telephone order, for a change in any medication may be received only by a school nurse. Such verbal order must be followed by a written order within three (3) school days.

Students

Administering Medication to Students

Documentation and Record Keeping (Cont'd)

1. An error in the administration of medication shall be reported to the school nurse who will initiate appropriate action and documentation in a student incident report and on his/her cumulative record.
2. Untoward reactions to medication shall be reported to the school nurse, the parent, and the student's physician.
3. Records of controlled substances shall be entered in the same manner as other medications with the following additions:
 - A. The amount of controlled drug shall be counted and recorded on the individual student medication record form after each dose given.
 - B. A true copy (carbon or NCR) of the forms shall be retained by the school for 3 years and the original filed in the student's permanent health record.
 - C. Loss, theft or destruction of controlled substances shall be immediately, upon discovery, reported to the Supervisor of Nursing Services who will contact the Connecticut Commissioner of Consumer Protection.

In the absence of a licensed nurse, only qualified personnel for schools who have been properly trained may administer medication to students. Qualified personnel for schools may administer oral, topical, or inhalant medications. Medications with a cartridge injector(s) may be administered by qualified personnel only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

Medication Errors

An error in the administration of medication shall be reported immediately to the school nurse, the school nurse supervisor, the parent/guardian, and the authorized prescriber, verbally and followed by a written incident report to all appropriate parties within one (1) school day.

A medication error includes any failure to administer medication as prescribed for a particular student, including failure to administer the medication:

- Within the appropriate timeframe.
- In the correct dosage.
- In accordance with accepted practice.
- To the correct student.

Students

Administering Medication to Students

Medication Errors (Cont'd)

In the event of a medication error, the school nurse shall notify the parent or guardian. The nurse shall document the effort to reach the parent or guardian. If there is a question of potential harm to the student and medical treatment may be required, the nurse and/or building administrator shall also notify the student's authorized prescriber or the School Medical Advisor. In a severe emergency, 911 should be called. Contact the Poison Control Center as deemed necessary.

Any errors in the administration of a medication shall be documented by the nurse in the student's cumulative health record. A written incident report shall be made and submitted to the nursing supervisor.

In case of an anaphylactic reaction or the risk of such reaction, a school nurse or qualified school personnel who have been medication trained may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function according to the standing order of the School Medical Advisor or the student's private physician.

A report shall be completed using the authorized accident/incident report form.

Any error in the administration of medication shall be documented in the student's cumulative health record.

Administration of Emergency Medication

In the absence of a school nurse, medication trained qualified personnel for schools may give emergency medication orally or by injection to students with a medically diagnosed allergic condition which would require such prompt treatment to protect the child from serious harm or death so long as the qualified personnel has completed training in administration of such medication.

Whenever a student has an untoward reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.

Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances or:

- A. The use of the 911 emergency response system;
- B. The contact of a local poison information center;
- C. The physician, clinic or emergency room to be contacted in such an emergency;

Students

Administering Medication to Students

Administration of Emergency Medication (Cont'd)

- D. The name of the person responsible for the decision-making in the absence of the school nurse;
- E. The application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
- F. Administration of emergency medication by qualified personnel trained in medication administration
- G. Transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.

As soon as possible, in light of the circumstances, the Principal shall be notified of the medication emergency. The Principal shall immediately thereafter contact the Superintendent or the Superintendent's designee.

The school nurse, or in the absence of the school nurse a principal or qualified personnel trained in medication administration, is responsible for notifying the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

Supervision

The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned. The school nurse's duty of general supervision includes, but is not limited to the following:

1. Availability on a regularly scheduled basis to:

- a. review orders or changes in orders, and communicate these to personnel designated to administer medication for appropriate follow-up;
- b. set up a plan and schedule to ensure medications are given;
- c. provide training to qualified personnel for schools in the administration of medications, and assess that the qualified personnel for schools are competent to administer medications;
- d. support and assist qualified personnel for schools to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during school related activities.
- e. provide consultation by telephone or other means of telecommunications. (In the absence of the school nurse, an authorized prescriber may provide this consultation.)

Students

Administering Medication to Students

Supervision (Cont'd)

2. In addition, the school nurse shall be responsible for:

- a. implementing policies and procedures regarding the receipt, storage, and administration of medications;
- b. reviewing, on a monthly basis, all documentation pertaining to the administration of medications for students;
- c. observing the competency to administer medication by qualified personnel for schools; and
- d. conduct periodic reviews, as needed, with qualified personnel for schools, regarding the needs of any student receiving medication.

Administration of Medication during Intramural and Interscholastic Athletics

A coach or licensed athletic trainer, trained in the general principles of medication administration applicable to receiving, storing, and assisting with inhalant medications or cartridge injector medications and documentation, may administer medication for select students, according to the student's individualized medication plan, for whom self-administration plans are not viable options as determined by the school nurse.

The medication which may be administered is limited to: (1) inhalant medications prescribed to treat respiratory conditions and (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

The school nurse, responsible for the student's individualized medication plan, shall provide the coach with a copy of the authorized prescriber's order and the parental/guardian permission form. Parents are responsible for providing the coach or licensed athletic trainer the medication, such as the inhaler or cartridge injector, which shall be kept separate from the medication stored in the school health office during the school day.

Medications to be used in athletic events shall be stored in containers for the exclusive use of holding medications; in locations that preserve the integrity of the medication; under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and in a locked secure cabinet when not in use at athletic events.

The coach or licensed athletic trainer's agreement is necessary for the administration of emergency medication and the implementation of the student's emergency care plan.

Students

Administering Medication to Students

Administration of Medication during Intramural and Interscholastic Athletics (Cont'd)

Coaches and licensed athletic trainers are required to fulfill the documentation requirements as outlined in these administrative regulations. A separate medication administration record for each student shall be maintained in the athletic area. Errors in the administration of medication shall be reported to the school nurse and actions taken as outlined in these administrative regulations. If the school nurse is not available, a report may be submitted by the coach or licensed athletic trainer to the school nurse on the next school day.

An administration of medication record shall be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

Legal Reference: Connecticut General Statutes
 10-206 Health assessment
 10-212 School nurses and nurse practitioners. Administration of
 medications by parents or guardians on school grounds. Criminal history;
 records check
 10-212a Administration of medicines by school personnel. (as amended by
 P.A. 03-211, PA 04-181 and PA 09-155)
 19a-900 Use of cartridge injector by staff member of before- or after-
 school program, day camp or day care facility
 21a-240 Definitions
 29-17a Criminal history checks. Procedure. Fees
 52-557b Immunity from liability for emergency medical assistance first
 aid or medication by injection. School personnel not required to
 administer or render. (as amended by PA 05-144 – An Act Concerning
 the Emergency Use of Cartridge Injectors)
 Connecticut Regulations of State Agencies
 10-212a-1 through 10-212a-10 Administration of Medication by School
 Personnel and Administration of Medication During Before- and After-
 School Programs and School Readiness Programs
 1307.21 Code of Federal Regulation

Regulation approved:

rev 6/03
rev 8/03
rev 6/04
rev 7/05
rev 7/09
rev 4/11

Students

Administering Medication to Students

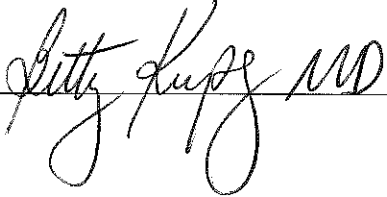
Regulations revised 6/ /2012

Regulation revised 10/18/04

Regulation approved by Board:

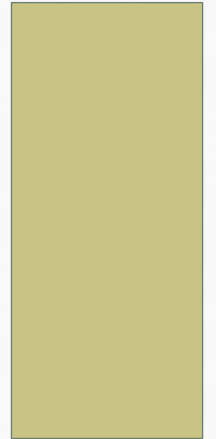
Regulation approved by Medical Advisor
Dr. Betty Kupracz

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

 5/31/2012

HOMEWORK ADMINISTRATIVE REGULATIONS

GRANBY BOE 6 20 12



CONTEXT



COMMON CORE
STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

HOMework FOCUS GROUP

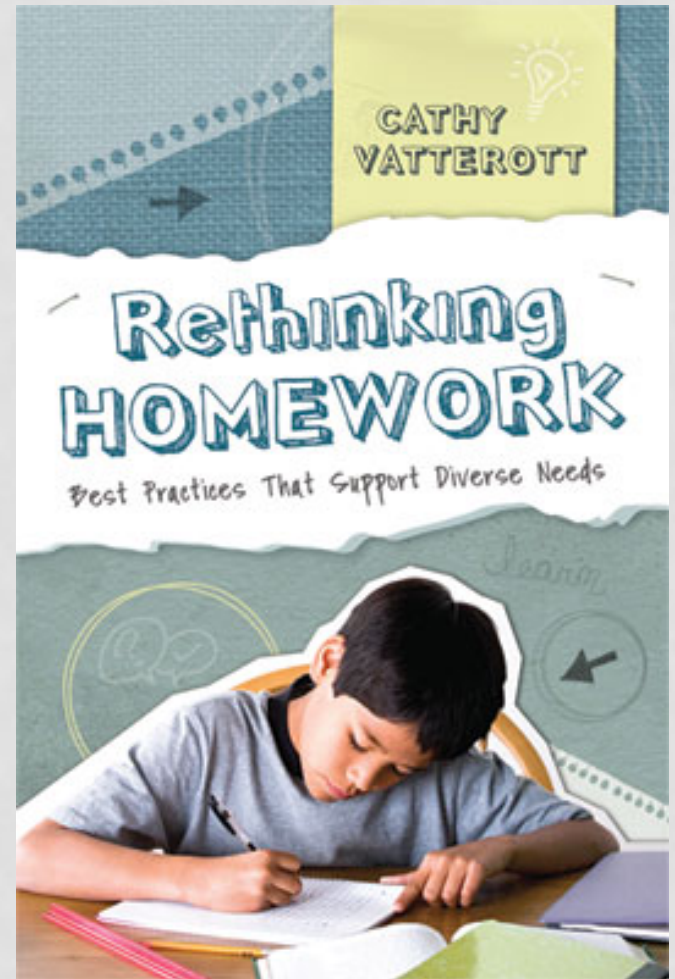
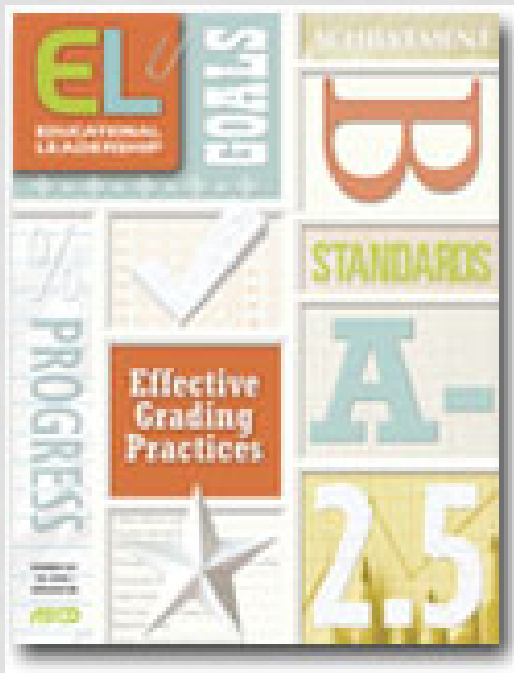
- Participation:

- Amy Milbrandt – parent
- Katie Goodrow – parent
- Kristin LaFlamme – Grade 3 teacher, Kelly Lane
- Lauren Shafer – English Teacher, GMMS
- Kathy Sutton – Assistant Principal, GMMS
- Mike Dunn – K-12 ELA Supervisor

- Charge:

- Review research, articulate Granby values, make recommendations for administrative regulations

RESEARCH



RESEARCH-BASED THEMES

1. **Clear meaningful purpose – “to help students reach their learning goals” (Vatterott, 2011), practice, reinforcement, extension**
2. **Formative checks for understanding with feedback**
3. **Student independence, parents providing supportive environment**
4. **Elementary includes reading, “ten minute” rule (c. 10 minutes per grade level).**
5. **Time-management, responsibility and study habits**
6. **Balance of multiple commitments and activities**
7. **Communication among teachers, students and parents.**

ADMINISTRATIVE REGULATIONS

- Largely similar to earlier version
- Roles and Responsibilities
 - Student
 - Teacher
 - Administrator (new section)
 - Parent
- Highlights include:
 - Quality over quantity
 - Ownership (revision/completion of missed work)
 - Balance (holidays/vacations)
 - Communication/monitoring
 - Summer assignments to be clarified during 2012-2013



NEXT STEPS

- 1. Administrators will communicate these guidelines to staff by beginning of 2012-2013 school year, and monitor implementation.**
- 2. Teachers will communicate expectations to students and parents**
- 3. Administrators will work with focus group reps on implementation issues, including summer assignments**
- 4. Focus group will reconvene in fall to discuss progress**

To: Administrators, BOE Curriculum Subcommittee
Cc: Homework Focus Group
From: Mike Dunn
Date: June 6, 2012
Re: Administrative Regulations regarding Homework

Background and Charge:

The Homework Focus Group convened in the fall of 2011 to address concerns raised by parents regarding inconsistencies between district values and homework practices. Comprised of community, faculty and administrative representatives, the focus group met several times to examine current research on best homework practices, summarize district values, and make recommendations for the revision, implementation and monitoring of administrative regulations accompanying the Board homework policy (Policy #6154). Administrators were apprised of the results of this work this spring in preparation for communicating the guidelines to staff by the start of the 2012-2013 school year. Group membership and research sources include:

Focus Group Members:

- Amy Milbrandt, parent representative
- Katie Goodrow, parent representative
- Kristin LaFlamme, Grade 3 teacher, Kelly Lane
- Lauren Shafer, English teacher, (Grades 9, 10, AP English Language), GMHS
- Kathy Sutton, Assistant Principal, GMHS
- Mike Dunn, K-12 Language Arts Supervisor

References:

- Erkins, Cassie. *Making Homework Meaningful* (DVD). Solution Tree, 2011.
- Fisher, Douglas, et. al. "Making Homework Relevant and Engaging." *Journal of Adolescent and Adult Literacy*. International Reading Association, September, 2011.
- Hanover Research Council. "Effective Homework Policies and Practices for Middle School." 2010
- Marzano, Robert and Pickering, Debra. "The Case For and Against Homework." *Educational Leadership*. ASCD. March, 2007.
- Protheroe, Nancy. "Good Homework Policy." *Principal*. September-October, 2009.
- Vatterott, Cathy. "Making Homework Central to Learning." *Educational Leadership*. ASCD, November, 2011.

Synthesis of Research/Value Statements:

Our review of the research, which Marzano and Pickering (2007) distill into “research-based homework guidelines” (assign purposeful homework, keep it manageable/doable, involve parents in appropriate ways, monitor time to minimize overload), is summarized as follows:

1. Homework is effective when students clearly understand its purpose, when it is meaningful and relevant (not busy work) and when it allows for practice, reinforcement, extension of learning (including research), and choice. The purpose of homework should be “to help students reach their learning goals” (Vatterott, 2011), not merely task completion or grading.
2. Homework is effective when used as formative checks for understanding accompanied by relevant and timely feedback (teacher to student, student to student and student to self) about learning, and when it involves learning processes as well as products.
3. Homework should be completed by the students independently with minimal parental support. The central role of parents should be to create a supportive learning environment, not to complete assignments. Schools can provide support for parents by providing links and resources that help them connect to their children’s learning.
4. At the elementary level, homework should include reading, and follow the “ten minute” rule (10 minutes per grade level). Although benefits of homework may include the fostering of time-management, responsibility and study habits, research suggests the effects of homework at the secondary level may diminish after two hours (Marzano and Pickering, 2007).
5. Homework policy should foster mindfulness of the need of students and families to manage multiple commitments and activities beyond the classroom, and encourage the time and opportunity for effective communication and coordination within schools and among teachers, students and parents.

Based on these research-based practices, the focus group revised the Administrative Regulations below. Administrators will communicate these guidelines to staff by the beginning of the 2012-2013 school year, and collaborate to monitor their implementation.

Administrative Regulations 6154(a)

Instruction

Homework

Since learning is a continuous process that extends beyond the school day, a carefully planned, research-based program of homework can be an effective means of increasing and strengthening student learning through encouraging practice, review, research or extension. As an outgrowth of classroom activities, homework can strengthen learning, reinforce skills, stimulate student interest in further study, and foster self-discipline, responsible work habits and initiative. The central purpose of homework should be “to help students reach their learning goals” (Vatterott, 2011), not merely to complete tasks or accumulate grades.

Homework includes any school assignment that is to be completed outside of the regular classroom, including daily reading expectations. Homework may also include review of classwork, practice of skills and concepts, and preparation for assessments and lessons. The time necessary to complete an assignment will increase from grade one to grade twelve and according to the requirements of the subject, as will the frequency and regularity of homework. Because each grade level serves as a foundation for the next, homework is introduced in the elementary school years and increases in complexity with the maturity of the student. The amount, frequency, and types of homework assigned will vary with the grade level, subject areas, and level of student abilities. Since educators need to be mindful of the need of students and families to balance multiple commitments and activities beyond the classroom, school leadership should encourage the time and opportunity for effective communication and coordination within schools and among teachers, students and parents. Teachers should not assign work to be completed over holidays and vacations.

As homework should be completed by students independently with minimal parental support, the central role of parents should be to create a supportive learning environment and to foster student independence. Schools can provide support for families by providing links and resources that help them connect to their children’s learning.

Procedures

Research states that homework is effective when students clearly understand its purpose, when it is meaningful and relevant, and when it allows for practice, reinforcement, extension of learning (including research), and choice. Homework is effective when used as formative checks for understanding accompanied by relevant and timely feedback (teacher to student, student to student and student to self) about learning goals, and when it involves learning processes as well as products. Nightly homework allotment includes reading and follows the research-supported

“ten minute” rule (roughly 10 minutes per grade level), although with longer term projects involving independent work, high school homework assignments vary, and college-level courses may require more substantive assignments. Although benefits of homework include the fostering of time-management, responsibility and study habits, research suggests the effects of homework at the secondary level may diminish after two hours (Marzano and Pickering, 2007).

Varying Role and Responsibilities

1. The student will:

- A. Complete assignments to the best of his/her ability.
- B. Take responsibility for understanding the purpose and requirement of assignments.
- C. Take home all necessary material with which to work.
- D. Plan a personal schedule that will include enough time to complete assignments.
- E. Make up missed work.
- F. Monitor progress on the portal (MS, HS).

2. The teacher will:

- A. Emphasize quality over quantity, clearly explain the purpose, and provide clear, concise directions for completing homework.
- B. Where appropriate, differentiate assignments to reflect the varied abilities of students, and involve choices.
- C. Teach skills needed to complete assignments successfully and independently.
- D. Expect and encourage completion/revision of unsatisfactory and missing assignments.
- E. Assign homework that is an outgrowth of class, that provides opportunities to practice, and that can be completed successfully within a reasonable time limit.
- F. Check to ensure homework has been completed.
- G. Return assignments promptly, providing meaningful and timely formative feedback.
- H. Notify parents if students establish unsatisfactory homework practices.
- I. With administrative support, coordinate major due dates and projects with other teachers to avoid overloading students.
- J. Not assign work to be completed over holidays and vacations, and limit summer assignments to what is most essential *
- K. Input relevant grades into portal every two weeks (MS, HS).

3. The administrator will:

- A. Clearly and thoroughly communicate homework guidelines to teachers, and ensure teachers communicate homework expectations to students and parents.
- B. Consistently monitor the implementation of homework guidelines.
- C. Provide opportunities and support for teachers to communicate about and coordinate

major assignments and projects.

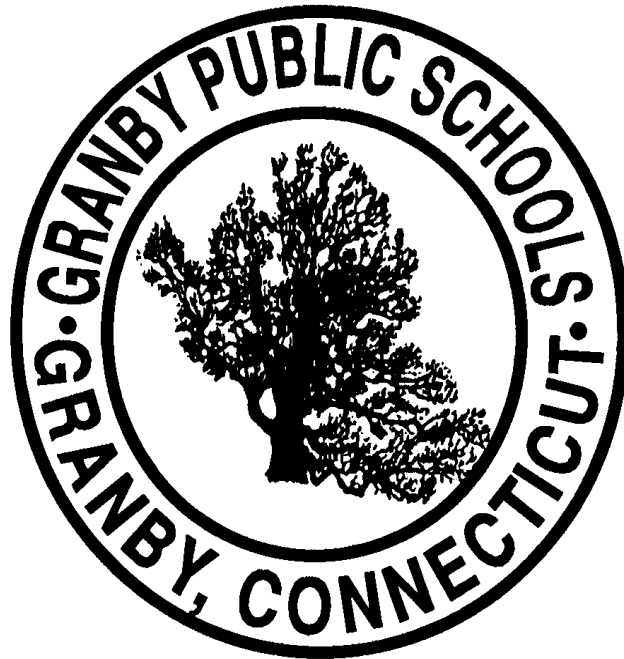
4. The parent will:

- A. Support students' homework routine by providing an environment for learning including space and necessary materials.
- B. Assist the student in working out a personal schedule that will include enough time to complete assignments.
- C. Display an active interest in the work of each child, and foster and support student independence.
- D. Monitor progress on the portal (MS, HS).

*Students K-12 are encouraged and expected to engage in independent reading over the summer vacation, aligning with district and state reading incentive programs. Expectations for other summer assignments will be clarified during the 2012-2013 school year.

GRANBY PUBLIC SCHOOLS

Education Support Personnel Policy



July 1, 2012 - June 30, 2013

Acknowledgements

This handbook is designed to provide general information and useful guidelines for teacher assistants in Granby who are a vital part of our school system. Thank-you to Board of Education Chairperson, Cal Hemingway; Business Manager, Harry Traver; Director of Pupil Personnel Services, Aimee Martin; Human Resources Coordinator, Karen Walther; Teaching Assistant Representative, Lynn Jaeger; Teaching Assistant Representative, Debora Gottschalk; Teaching Assistant Representative, Simone Setta; Teaching Assistant Representative, Theresa Noonan; Teaching Assistant Representative Kathleen Bernard for assisting in the revision of this handbook.

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EDUCATION SUPPORT PERSONNEL POLICY

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POLICY - NON-CERTIFIED

Education Support Positions are non-certified and include all teacher assistants working for the Granby Board of Education. Teacher Assistants provide support and assistance in the classroom to certified teachers. The specific job functions and responsibilities of the various positions are contained in individual job descriptions. The Board recognizes the need for regular employee input and regular review and updating of this policy.

FAIR PRACTICES

It is the policy of the Granby Board of Education to forbid acts of discrimination in all matters dealing with employees and applicants for positions with the school district and to further the principle of equal employment opportunity in all actions affecting employees and applicants. The policy covers but is not limited to recruiting, hiring, training, and promotion of persons in all job classification without regard to race, creed, color, religion, sex, national origin, age or handicap.

Any individual who wishes to inquire or to register a complaint concerning alleged discrimination in the Granby Public Schools shall have an opportunity to bring such concerns to the attention of the Compliance Coordinators, Superintendent, or for 504, Director of Pupil Services, who have the authority to resolve such complaints. The grievance procedure may be utilized by any student, parent or employee in making a complaint or inquiry. For more information, please view the complete *POLICIES AND PROCEDURES FOR EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITEQUITY/TITLE IX/504 GRIEVANCE PROCEDURE* posted in your building and on the Granby Public School Website. Information is also available through the Human Resources Office.

WORK YEAR

The work year for employees will be established at their time of hire. When possible, Supervisors will notify employees of their following school year assignments prior to the end of the year. Otherwise, it will be confirmed in writing one month after the close of school each fiscal year. Employee positions fall within two categories:

- A) Full-time assistants are scheduled to work up to seven (7) hours per day, five (5) days per week, for a total of 35 hours per week, and 185 days per fiscal year. Full-time assistants cannot be scheduled to work less than 30 hours per week.
- B) Part-time employees are scheduled to work 29 hours or less per week and no more than 185 days per year. For purposes of calculating leaves, each full day shall be considered the equivalent of two half-days.

Employees will be paid for time worked. Any additional time above the regularly scheduled workday must be approved in advance by Central Services except in case of emergencies. Any time worked above the normal school day should be documented on time sheets and should include the reason for the additional time worked. If required to attend a field trip, Teacher Assistants will be compensated either monetarily or with paid time off for hours worked.

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Teaching Assistants are expected to attend Opening Day Ceremonies at the beginning of the school year and are encouraged to attend Closing Day Ceremonies in June. If the Closing Day Ceremonies fall outside of your normally scheduled work hours, you will be paid for the time spent attending the ceremony. Your final time sheet for the year should reflect those hours.

Unscheduled Early Release/Dismissal

Occasionally the Granby schools have a delayed opening or early release due to inclement weather conditions. On delayed opening days, teaching assistants' day/hours simply begin 90 minutes later. If a teaching assistant is scheduled to begin work at 7:30 a.m. he/she is due in at 9:00 am on delayed opening days. If the teaching assistant is scheduled to begin work at 8:05 am, he/she is due in at 9:35 am. If a teaching assistant is scheduled to begin work at 8:20 am, he/she is due in at 9:50 am. On unscheduled early release days, teaching assistants will stay until all students are dismissed. Teaching Assistants who are at work or come to work on a day during which an unscheduled early release/dismissal or delayed opening is called, will be paid for their normally scheduled hours. Please contact your building administrator if you have questions.

Scheduled Early Release Days

Periodically, the Granby schools have scheduled early release days. Teaching Assistants are made aware of these days through the school calendar released each school year. Teaching Assistants may be asked to come in earlier on those days or to alternate with another person to cover the change in school schedule. Supervising teachers and building administrators will resolve schedule changes with teaching assistants.

Breaks

Employees will be provided with one paid 15-minute break each day designated by the building administrator or immediate supervisor. Seven (7) hour a day teacher assistants will have:

- One 15-minute break in the morning or afternoon. To be determined by supervising teacher
- One 25-minute lunch break. In the event that students and /or teachers have a shorter break than 25 minutes, the teacher assistant lunch break will then be for that same time period.

Resignation

If an employee is either unable to complete the year or will not be returning the next school year, a **letter of resignation is to be submitted**. It is critical to inform the direct supervisor and the superintendent's office as early as possible. Early notice allows Granby to expeditiously fill a vacant position thus assuring student's needs are consistently met.

Absence of your Student

Teacher assistants assigned to one student who is absent, may be asked to help in another area. Please check with the building supervisor via the supervising resource teacher as to other assignments in the building. If no building assignment is appropriate, **please contact Special Services Office for an alternative assignment for that day**. While every effort is made to give teaching assistants the hours for which they are contracted, if there is no available alternate assignment, he/she may be excused from his/her shift without pay.

If a student who has the individual support of a teaching assistant is attending a field trip and does not require support as determined by the student's case manager, the teaching assistant will be

given an appropriate alternative assignment. That assignment will be determined by the supervising teacher and/or building administrator. If no building assignment is appropriate, **please contact Special Services Office for an alternative assignment for that day**. While every effort is made to give teaching assistants the hours for which they are contracted, if there is no available alternate assignment, he/she may be excused from his/her shift without pay.

Payroll

Granby Public School employees are paid every two weeks. At the end of each two-week cycle a timesheet must be completed and turned in to the school office. The timesheet is used to keep track of time worked. Timesheets are due on Thursday to the school secretary. Missing this deadline may result in a delay in payment. If a timesheet is received by Friday, a paycheck will be generated in the next pay period. Paychecks are distributed on alternate Fridays in the late morning. For those employees enrolled in Direct Deposit, paychecks can be viewed electronically via the Websense Portal. Direct Deposit is encouraged. Please contact the Business Office for the necessary Direct Deposit form. A timesheet is included in Appendix C and can be found in an Outlook e-mail account under Public Folders. A payroll payment schedule can also be found in Public Folders.

Hours should not exceed those assigned unless it has been pre-approved by building administrator. There may be times when a teaching assistant is asked by an administrator or teacher to cover hours for another Teaching Assistant. Although this is greatly appreciated, please understand that this is not mandatory. When completing the time sheet, include any additional hours including the name of the employee whose hours were covered in the explanation column. Schedule switches with another teacher assistant without approval from an administrator will not be allowed.

BENEFITS

The Granby Board of Education provides benefits to eligible employees. All employees are eligible for Service Recognition and Severance Pay. Eligibility for additional benefits is determined as follows:

JOB CATEGORY	SICK DAYS	PERSONAL DAYS	MEDICAL, DENTAL, LIFE, LONG TERM DISABILITY INSURANCE
A	15 per year 180	6	Y
B	10 per year 72	3	N

LEAVE PROVISIONS

Sick Days

All teacher assistants are eligible for sick leave. School year employees shall be entitled to (15) fifteen sick days per fiscal year, cumulative, to 180 days. Part-time employees shall be entitled to ten (10) sick days per fiscal year cumulative to seventy-two (72) days. All sick days shall be of comparable length to the employee's workday. Sick days for the first year of employment for employees hired after July 1 shall be prorated at one and one-half (1.50) days per month for (Category A) employees and one (1) day per month for (Category B) employees.

In a case of extreme hardship due to prolonged illness, the Superintendent may grant additional sick days equal to the difference between the substitute minimum pay and the employee's rate of pay. Any employee who has a record/history of illness may be required to provide a physician's statement regarding the illness.

Once accrued Personal Days are exhausted, sick days may be used by (Category A) Teacher Assistants to meet medical appointments which cannot be scheduled outside the work time..

CALL OUT PROCEDURES

All staff members are required to report unanticipated absences to the Substitute Coordinator. Only teachers will be requesting substitutes from the Substitute Coordinator. All non-certified teaching staff will report the absence and indicate that a "substitute teacher is not required".

Unanticipated Absences

When an unanticipated absence situation arises, the staff member should immediately email the substitute coordinator at substitutecoordinator@granby.k12.ct.us or call the Substitute Coordinator at (860)844-5258. Last minute absences should be reported when at all possible prior to 6:00 am the morning of the absence. Please be advised that each school may have its own policy about calling the Substitute Coordinator as well as calling the school to notify the administrator of an absence. Check with your building administrator regarding his/her policy concerning absence reporting.

Call Procedures for Anticipated Absences

The appropriate paperwork for anticipated absences (including Professional Development (Appendix E), Personal Days (Appendix D), etc.) should be completed and submitted to the Building/Department Secretary. Each of the buildings currently maintains its own policy for reporting advance absences and requesting substitutes. If you have questions regarding the building's policy on advance substitute teacher requests or advance absence reporting, check with the Building/Department Administrator.

Teacher Assistants will not be required to find their own substitutes.

PERSONAL DAYS

Personal days shall be granted without loss of pay for the following reasons:

1. Religious holidays;
2. Sickness or death of close relative, or member of the immediate

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- household;
3. Attendance in court or for other legal demands beyond the employee's control;
 4. Within the discretion of the Superintendent or his/her designee, absence for personal reasons limited to situations not under the control of the employee which cannot be resolved other than during working hours (not to exceed two days);
 5. One (1) personal day with permission but without reason.

Except in the case of a bona fide emergency, permission for a personal day must be obtained from the employee's supervisor prior to the leave. An extension of personal days may be made at the discretion of Superintendent, based on emergency circumstances (example: multiple deaths in the family within one fiscal year). School year employees shall be entitled to a maximum of six personal days per year. Part-time employees shall be entitled to a maximum of three personal days per year. Personal days for the first year of employment for employees hired after July 1 shall be prorated at (.6) days per month for (Category A) employees and (.3) days per month for (Category B) employees.

See Appendix D for the Personal Day request form. (Also located on the district website)

FAMILY MEDICAL LEAVE

After at least twelve months of employment and at least 1,250 hours of service during 12 months prior to the commencement of leave, employees are eligible for unpaid leave under provisions of the Family Medical Leave Act. Please see the Department of Labor Poster located in your building for more information regarding your eligibility and rights under the Family and Medical Leave Act. Family and Medical Leave Act information is also available on the Granby Public School Website, and can be obtained through the Human Resources Office.

Leave of Absence

An unpaid Leave of Absence may be granted by the Superintendent to any employee after three (3) years of service with the Granby School System for one year or any part thereof. An employee seeking a Leave of Absence must present a written request to the Superintendent at least thirty (30) days prior to the date a Leave of Absence may commence. Upon a request to return to active service made at least thirty (30) days prior to the expiration of the Leave of Absence, the employee shall receive reappointment to his/her former position or another position for which he/she is qualified. The specific re-appointed position shall be at the discretion of the Superintendent. An employee returning from a Leave of Absence shall be placed on the salary schedule at the appropriate scale and shall be credited with the accrued sick leave earned prior to leave-taking. During a Leave of Absence, the cost of any insurance coverage for which the employee is eligible and wishes to retain will be borne by the employee.

Jury Duty

Any employee who is called for jury duty shall receive the necessary leave to fulfill this legal obligation. This leave shall not be deducted from sick leave or from personal days. The staff member shall receive a rate of pay equal to the difference between his/her professional salary and the jury fee.

INSURANCE BENEFITS

Benefits outlined in this Section are offered to all eligible school year employees.

1. The Board shall provide a PPO and Dental option to all eligible employees covered under this Agreement. Employees covered under this agreement may participate in either medical or dental or both plans offered under this agreement.
2. An Open Enrollment period will be held annually.
3. Employees covered under this Agreement will be able to select individual, two person, or family plan options.
4. Employee Premium sharing contributions to these insurance options are as shown below:

	2012-2013
PPO	70%
Dental	70%

5. The Board shall provide full premium payment for a Long Term Disability Insurance Plan with a 180 day waiting period to any teacher assistant whose regular work schedule is 30 or more hours per week.
6. The Board shall provide one-half (1/2) premium payment for life insurance at two (2) times salary to all eligible employees who elect to enroll in the life insurance plan.
7. Details of all insurance plans under this Agreement are filed with the Superintendent and may be examined during regular office hours.
8. The Board of Education shall have the right to change insurance carriers and/or to self-insure in whole or in part in order to provide the insurance coverage's set forth above, provided that there shall be no reduction, interruption, or diminution in the above coverage.
9. A 125 plan will be available as allowed by Internal Revenue Service code.

Part-time employees (B) are not eligible under the Granby Employee Health, Dental, Life and Long-term Disability Insurance Plans.

WORKERS' COMPENSATION

An employee who shall suffer personal injury in the performance of his/her duty and who is eligible for payment under the Workers' Compensation Act shall be paid the monetary difference between said employee's biweekly net take home salary and the benefits payable to him/her under the Workers' Compensation Act for the period of such absence not to exceed one calendar year. No part of such absence will be charged against the employee's sick leave.

JOB POSTING

To assure that all employees are given an opportunity to make application, all openings for positions covered by this Agreement shall be posted in every school within ten (10) business days of the official designation of the opening by the Superintendent and shall remain posted for at least five (5) business days. The posting notice will state the hours worked per day, the location, and the position title.

TAX DEFERRED ANNUITY PROGRAM

The Board agrees to make the appropriate deduction for all employees who participate in a tax deferred annuity program. The Board may limit the total number of investments that are available to employees. You will be notified annually that you are eligible to participate in our universally available 403b plan. This notification will be delivered via email and will include all participating plan providers.

All part-time employees working under 20 hours, seasonal employees, or temporary employees are required to participate in a 457(b) Deferred Compensation Plan. The participant contributes 7.5% of compensation, pre-tax. Participation in this plan is mandatory, in lieu of contributions to social security.

PROFESSIONAL DEVELOPMENT

Workshops will be offered specifically for teaching assistants on selected early release days. Some teacher workshops may also be available to Teacher Assistants. Teacher Assistants may attend approved out of district workshops. Teacher Assistants will be paid for up to (18) eighteen hours (full hours) per year for Professional Development activities. To receive pay for Out of District Professional Development activities, you must complete the Request for Professional Development Form (Appendix E and Professional Development Form including presenter's signature, see Appendix F) and attach it to your time sheet. To receive pay for In District Professional Development, you must complete Professional Development Form (Appendix F) including presenters signature and attach it to your time sheet. Forms will also be available on the district website.

At least (15) fifteen hours of appropriate professional development opportunities will be provided to teaching assistants each year. Professional development activities will be regularly scheduled through out the school year.

PERFORMANCE EVALUATIONS

Each employee shall have at least one performance appraisal and review annually, completed midyear, normally with his/her immediate supervisor. Should a teaching assistant receive an unsatisfactory rating, a second review will take place before the last school day to indicate whether improvement has taken place.

Teacher assistants are supervised by the teacher(s) who provide them with direction and support.

1. Teacher Assistants who work under the direction of teacher(s) will have their evaluation form completed by that teacher(s).
2. The teacher(s) who complete the evaluation form will be designated by the building administrator or the Director of Pupil Services.
3. The teacher(s) will conference with the teacher assistant to review the evaluation form.
4. The evaluation form will be completed in triplicate with a copy given to the teacher assistant, a copy filed at the school office, and a copy kept in the central office personnel file.
5. A second conference must be held with all teacher assistants who have more than one #1 (some deficiencies evident) or any #0 (unsatisfactory) ratings. An Administrator (either principal or director) and the teacher must meet with the teacher assistant.

This evaluation form is directly related to areas of the teacher assistant job description (Appendix M). The focus of the evaluation will be an acknowledgment of positive contributions and will provide feedback on improving performances. There is an opportunity for Teaching Assistants to provide written feedback regarding their evaluation. A copy is also filed in your personnel file at the Superintendent's Office. A copy of the Performance Evaluation form is included in Appendix B.

STAFF REDUCTION AND RECALL

After an educational support employee has successfully served a six (6) month probationary period he/she shall be covered by this section. The Board of Education has the sole and exclusive prerogative to eliminate educational support personnel staff positions without being subject to the grievance procedure.

Seniority with the Granby Board of Education in job classifications shall be given major consideration in staff reduction, with employees with the least seniority being considered for lay off first. Seniority will be based on years of service and will not entitle the employee to a specific type of position, location, or number of hours. Since duties within each classification differ, the final decision on staff reduction and recall will be made at the discretion of the Superintendent. Reductions in staff will be accomplished through attrition to the extent feasible.

Mid-year changes, loss of positions or assignments for reasons other than a planned staff reduction will not be subject to the staff reduction clause above except as follows: If a position is eliminated or an assignment ends during the school year due to student attrition or elimination of a position, the Board will endeavor to place the individual(s) impacted in any suitable available position for the remainder of that school year should vacancies suitable to their experience and talents occur due to staff turnover or leaves of absence. Teaching Assistants transferred during a school year to a student that does not require an aide the following school year or a position that has been eliminated at the end of the current school year will be allowed seniority based bumping rights.

Laid off employees will be retained on a recall list and maintain their seniority status for a period not to exceed three (3) years. An employee who refuses recall or does not respond within a period of ten (10) days shall lose all further recall rights. An educational support employee who is terminated from a full-time/part-time position does not waive his/her right to remain on the reappointment list for three (3) years by a refusal to accept an offer of part-time reemployment.

Any educational support employee who accepts an offer of reemployment under the provisions of this article shall begin such reemployment with all unused sick days accrued at the time of termination and will be placed on the salary step succeeding the step which they occupied at the time of termination, if the employee worked more than 90 days in the previous school year of employment and if a step freeze did not occur in their absence.

No new educational support personnel shall be hired until all names on the recall list have been offered reemployment.

JUST CAUSE

No employee shall be suspended without pay or terminated due to job performance issues without just cause.

GRIEVANCE PROCEDURE

A grievance shall mean a complaint by an employee that his/her rights under the specific language of this policy have been violated, or that there is a misinterpretation or misapplication of the specific provisions of this policy. Probationary employees employed for less than six months are not covered by the grievance procedure. A Board approved grievance procedure shall include informal and formal measures within designated timelines up to and including a hearing and decision by the Board if the grievance is not resolved at lower levels.

Procedure

Since it is important that grievances or disputes be processed as rapidly as possible, the number of days at each level should be considered as maximum and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual consent. In the event a grievance is filed on or after June 1 by a school year or part-time employee, the time limits set forth herein shall be reduced so that the grievance procedures may be exhausted prior to the end of the school term or as soon thereafter as is practicable.

An employee and a confidant (if the employee so desires) shall first discuss the problem with the school official serving as his/her immediate superior (Supervisor or Principal). If the matter is not satisfactorily adjusted within two (2) working days, the employee shall submit it in writing within five (5) working days thereafter to his/her next immediate superior, for a satisfactory adjustment.

Such immediate superior may request a meeting with the employee prior to making his/her decision, but in any event, must render his/her decision in writing, with a copy to the employee within five (5) working days of the submission to him/her by the employee.

Failing satisfactory settlement within such time limit, the aggrieved employee may within five (5) working days of such written decision appeal, in writing, to the Superintendent or his/her designated representative and such writing shall set forth specifically the act or condition on which the grievance was based in the first step above (Paragraph 3 of Procedure) and the grounds upon which the appeal is based.

The Superintendent and/or his/her representative shall meet with the employee and a confidant (if requested by the employee) within ten (10) working days of the receipt by him/her of such appeal, and shall give his/her decision in writing to the employee within ten (10) working days of such meeting.

In the event that the aggrieved employee is not satisfied with the disposition of his/her grievance under the above paragraph, or in the event no decision has been rendered within ten (10) working days after he/she has met with the Superintendent, he/she may file a written grievance, indicating such dissatisfaction, with the Board within five (5) working days after a decision by the Superintendent or fifteen (15) working days after he/she has met with the Superintendent, whichever is sooner. Within ten (10) working days after receiving the written grievance, the Board or a committee thereof, shall meet with the aggrieved employee and a confidant (if requested by the employee) for the purpose of resolving the grievance. A decision shall be rendered by the Board within ten (10) working days of the meeting of the Board or a committee thereof and the aggrieved employee. The decision by the Board is binding on all parties involved in the grievance.

OVERTIME

Overtime is defined as hours worked over forty (40) hours per week. Compensation for overtime shall be as follows:

1. Pay at one and one-half (1-1/2) times the employee's regular hourly rate; if required to work a school holiday, pay at two (2) times the employee's regular hourly rate or:
2. By mutual consent between the Administrator and the employee, compensatory time off may be granted in lieu of additional pay and will equal to one and one-half (1-1/2) times the overtime hours worked and must be taken during the same pay period in which the additional time occurred.

SUBSTITUTE TEACHING

Teaching Assistants who substitute for a teacher for more than one-half a day will be paid as a substitute teacher for the day or at their TA rate, which ever is greater.

Any Teaching Assistant that wishes to be considered for assignments as a substitute teacher must hold a four year degree and must have completed the application process as described on the district's website. Consideration for substituting will be made at the discretion of the building principal taking into account the teaching assistants' current assignment.

SERVICE RECOGNITION

In recognition of uninterrupted service in the Granby School System, all educational support personnel shall be granted, each year, two(2) day's pay (per diem rate) on the fifth anniversary of employment; three (3) day's pay on the eighth anniversary of employment; five(5) day's pay (per diem rate) on the tenth anniversary of employment; six (6) day's pay (per diem rate) on the twelfth anniversary of employment; seven (7) day's pay on the fifteenth anniversary of employment; eight (8) day's pay on the eighteenth anniversary of employment; nine(9) day's pay on the twentieth anniversary of employment. Service shall not be considered interrupted for a break in employment due to medical reasons.

SEVERANCE PAY

An employee who voluntarily leaves the employ of the Granby Board of Education with at least 15 years of service in the Granby School System and written notification submitted six (6) months prior to retirement shall be granted pay on the following basis:

All education support employees, upon separation, shall receive one and a half (1.5) days for each 10 months of service, multiplied by the per diem rate of the final salary. In the case of an unexpected retirement due to health or incapacitating injury, the six (6) months notification requirement may be waived at the Superintendent's discretion.

MEETING SCHEDULE

Bi-annual meetings will be held on the first working Monday in October and March with the Business Office, Human Resources Coordinator, Director of Pupil Services and Teacher Assistant Representatives from each building.

In a policy change year, a meeting will be held in mid-December or early January to discuss salary and policy changes prior to the completion of the budget. The Business Office, Board of Education Representative, Human Resources Coordinator, Director of Pupil Services, and Teacher Assistant Representatives from each building will be present.

SALARY SCHEDULE

The Board of Education has established a salary schedule for a one year period beginning July 1, 2012. Initial placement on the salary schedule for existing employees will be based upon current salary and/or years of service. Existing employees will be frozen at FY 11-12 step and level for FY 12-13. Employees who have worked less than 90 days for the Granby Public Schools will continue placement on their initial step until July 1 of the following year.

Some media center and technology TA's may be eligible to receive a blended salary rate. This rate would consist of 80% TA rate based on placement on the salary schedule and 20% tutor rate. Only media center and technology center TA's with classroom teaching and lesson planning responsibilities would be eligible to receive the blended rate. These media center and technology teaching/planning responsibilities are now evident only at the primary and intermediate school levels. All media center and technology center TA's who do not have classroom teaching and lesson planning responsibilities will be placed on steps 2 through 6 of the salary schedule.

Teaching Assistants, who perform toileting duties with students in grades Kindergarten through grade 12, will receive a differential of \$1.00 hourly rate. This does not include those who work with Pre-K students, where toileting is considered part of teaching assistants' responsibilities as part of the care of students.

When new Teaching Assistants are hired to the district after July 1, 2012, they will be placed on the appropriate step in accordance with past teaching, tutoring, or teacher assistant experience.

Out of District Teaching Assistants are defined as those Teaching Assistants who hold positions outside the Town of Granby, yet are employed by Granby Public Schools. Out of District Teaching Assistants will receive a specialized rate of pay, \$17.25 per hour for the year covered by this agreement.

All non-probationary employees who receive a satisfactory annual evaluation will be placed on the next step on July 1 of each fiscal year. Employees shall be notified of placement on the salary scale and benefits annually via the salary verification form.

Each job classification will include two levels of compensation. All employees will be given an opportunity to apply for movement to Level II during their third year of employment. A decision for placement on Level II will be made by the Superintendent following a recommendation from the employee's supervisor. Application shall be made through option 1: submission of a portfolio to the employee's supervisor or option 2: through professional development consisting of 45 hours

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of approved activities. The employee will be responsible for providing documentation of the 45 hours of approved activities.

Employees will be notified at the start of their third year of their eligibility to move to Level II. The notification will be documented on the annual salary verification form.

Option 1: The portfolio must demonstrate competency in four areas: Primary Job Responsibilities, Technology, Special Initiatives, and Personal Attributes (attendance, interpersonal relationships, and creativity). Each area must be documented with a Work Portfolio Reflection sheet. (See Appendix "G" for the Professional Development Reflection Sheet). Each activity would be documented with a brief "What (description of activity), So What (what resulted) and Now What (next steps) Reflection Sheet". (See Appendix "G" for the Professional Development Reflection Sheet). A separate form should be used for each independent study activity. A portfolio workshop will be included at the beginning of the school year orientation for Teaching Assistants.

Option 2 Professional Development activities could include workshops (offered locally or by outside organizations), college courses, action labs (projects for the classroom resulting in written products which are produced and shared with designated colleagues), or classroom visitations. Professional Development must consist of 45 hours of completed activities to qualify an individual for movement to Level II. Each workshop needs to be documented with a brief "What (description of activity), So What (what resulted) and Now What (next steps) Reflection Sheet". (See Appendix "G" for the Work Portfolio Reflection Sheet). A separate form should be used for each independent study activity. You must also include a Professional Development Form including the presenter's signature (See Appendix F).

In order for consideration of movement to Level II for the next school year, portfolios or documentation of Professional Development must be submitted to the employee's supervisor/ building principal on or before April 15th. Following the submission of portfolios or documentation of Professional Development to the Superintendent of Schools for final approval, Teaching Assistants will be notified of acceptance no later than the last day school is in session of that school year.

Teacher Assistants may also earn credit towards movement to level two by substitute teaching for a certified teacher without assistance. A maximum of up to nine (9) hours per year of professional development may be earned. Each half-day of substitute service will count as three hours of professional development. Every three hours of substitute service should be documented with a Reflection Sheet.

Teacher Assistants will provide input regarding the portfolio and professional development procedures should the process need review.

Salary Schedule

2012-2013

LEVEL I		LEVEL II
STEP 1	12.60	
STEP 2	13.05	
STEP 3	13.55	
STEP 4	14.06	14.75
STEP 5	14.59	15.29
STEP 6	15.13	16.03
		c) 16.79

For FY13, all employees will remain at their FY12 step and level.

TUITION REIMBURSEMENT

The Board shall provide a funding pool of a maximum of three thousand dollars (\$3,000) for tuition reimbursement for college credits each year of this Agreement. Funds will be equally divided by the number of courses up to five hundred dollars (\$500) per course or the amount of tuition per course, whichever is less. The distribution formula agreed upon for tuition reimbursement is as follows:

1. All reimbursement requests for one course will be met prior to providing
2. reimbursement for additional courses for an individual.
3. If funds are available after funding one course for each eligible recipient, the reimbursement cycle will continue for a second course for an individual.
4. If funds are available after funding two courses for each eligible recipient, the reimbursement cycle will continue for a third course for an individual.
5. If funds are depleted in the middle of a cycle, funds will be distributed equally up to the amount of tuition.

In order to be eligible for tuition reimbursement, such courses must have been successfully completed and are in a field related to the Teacher Assistant's educational area and are courses approved by the Superintendent, and provided further that such Teacher Assistant notifies the Superintendent on or before June 15 of courses taken during the preceding year. Payment shall not be made until appropriate transcript or other documents satisfactory to the Superintendent have been filed with the Superintendent.

Revision
6/17/2012

GRANBY PUBLIC SCHOOLS

Education Support Personnel Policy

APPENDICES

**APPENDIX A: 2012-2013 School Year
Preferred Provider Plan (PPO) – Schedule of Benefits
July 1, 2012 – June 30, 2013**

SERVICE		BENEFIT*	
IN NETWORK		OUT OF NETWORK	
Annual Deductible	N/A		\$400/individual \$800/two person \$1200/family
Co-Insurance	N/A		80% til OOP Maximum then 100%
Out of Pocket Maximum (Including deductible)	N/A		\$1400/individual \$2800/two person \$4200/family
Inpatient Hospital**	\$500 co-pay, then 100%		80%
Surgery**	100%		80%
Assistant Surgeon**	100%		80%
Anesthesia	100%		80%
Emergency room co-pay	\$150		80%
Outpatient Surgery co-pay**	\$350		80%
Inpatient Physician Services	100%		80%
Lab and X-Ray (includes routine mammogram and pap smears)	100%		80%
Office Visits	\$35 co-pay ; 100%		80%
Prescription Drugs	Prescription benefits shall be based on a 3-tier formulary model of approximately 1000 drugs with physicians having discretion to request Dispense as Written (DAW). The co-pay structure is as follows:		
Tier	Retail 30 day	Mail Order 90 day	
Generic	\$15	\$30	
Formulary	\$30	\$60	
Non-formulary	\$45	\$90	
Routine Well Child Care (including immunizations) Visits for first 2 years shall take place as follows: 2 weeks, 1 month (Immunization), 2 months, 4 months, 6 months, 9 months, 1 year, 15 months, 18 months, 2 years and 1 visit per year age 2-21	\$35 co-pay; 100%	80%	
Annual OB/GYN Exam	\$35 co-pay; 100%	80%	
Outpatient Maternity Care	\$35 co-pay; 100%	80%	
Annual Physical Exam Age 22-30 one exam every three years Age 31-40 one exam every two years Age 41 and over one exam annually	100%	100%	
Allergy Injections	\$35 co-pay; 100%	80%	
Hearing Testing (once every 2 years)	\$35 co-pay; 100%	80%	
Vision Testing	\$35 co-pay ; 100%	80%	
Chiropractic Care	\$35 co-pay ; 100% up to \$750/calendar year	80% up to \$750/calendar year	
Rehabilitative Therapy (up to 60 days/illness, injury)	\$35 co-pay; 100%	80%	
Mental and Nervous or Substance Abuse Outpatient Inpatient**	\$35 co-payment; 100% \$500 co-pay, then 100%	80% 80%	
Skilled Nursing Facility**	Skilled Nursing Facility: \$500 co-pay, 100% up to 90 days/calendar year		
Home Health Care	100% up to 200 visits/year	80% up to 60 visits/year	
Hospice Care	100%	80%	
Durable Medical Equipment	100% up to \$15,000/year with pre-authorization	80% up to \$1,000/year	
Medical/Surgical Supplies	100%	80%	
Transplants	\$20,000 maximum for procurement with pre-authorization		

APPENDIX B: PERFORMANCE EVALUATION

**PERFORMANCE EVALUATION
TEACHER ASSISTANTS**

EMPLOYEE: _____ MIDYEAR REVIEW _____ FINAL REVIEW _____
 EVALUATOR: _____ DATE OF EVALUATION: _____
 SCHOOL: _____
 POSITION: _____ YEARS OF SERVICE: _____

A final review must be completed and submitted to the Central Office by June 15th if a rating of unsatisfactory was given on the midyear review.

Key: N/A – not applicable to specific position		
	0 – Unsatisfactory	1 – Needs Improvement
	2 – Satisfactory	3 – Outstanding

RESPONSIBILITIES

Rating

1.	Provides classroom support for students, as dictated by the Individual Education Program (IEP)	
2.	Maintains a current knowledge of each student in his/her care with regard to special circumstances and needs as appropriate to the activity (based on IEP).	
3.	Provides behavioral support for students requiring continual monitoring or at risk behavior.	
4.	Supports students' behavior intervention plans.	
5.	Assists with the supervision of the students in the classroom or related areas, maintaining a consistent environment as directed by the classroom teacher.	
6.	Assists in gathering instructional materials as directed by the professional staff.	
7.	Supports general classroom management.	
8.	Assists in maintaining the safety and general welfare of assigned students.	
9.	Performs other duties assigned by teachers and administrators.	
10.	Demonstrates ability to use current technology (such as: copy machines, computers, and other equipment as necessary to complete assignments).	

PERFORMANCE EVALUATION

TEACHER ASSISTANTS

EMPLOYEE: _____

PROFESSIONAL STANDARDS OF BEHAVIOR

Rating

11	Displays dependability	
12	Functions with discretion and an awareness of the confidentiality of many situations that the TA may encounter	
13	Assists in extra activities (i.e., field trips, school-wide programs, parent nights, special events as requested).	
14	Fosters a sense of independence in students.	
15.	Builds a trusting, positive relationship with students and staff.	
16	Communicates effectively with students and staff.	
17	Has cooperative, confident, and congenial attitude.	
18	Demonstrates an interest in and identifies an area for personal growth.	
	OPTIONAL ACTIVITIES COMPLETED:	

**PERFORMANCE EVALUATION
TEACHER ASSISTANTS**

EMPLOYEE: _____

OVERALL RATING		
	SATISFACTORY <input type="checkbox"/>	UNSATISFACTORY* <input type="checkbox"/>
*Three or more individual ratings of 0 or 1 constitutes an unsatisfactory overall rating		

The evaluator should comment on activities or accomplishments of special note. The evaluator should comment on areas of proficiency and areas of need of improvement. The employee to provide comments.

PERFORMANCE EVALUATION - ADDITIONAL COMMENTS

Evaluator's General Comments:

Evaluator's Signature _____ Date _____

Employee's General Comments:

Employee Reflection on area for personal growth:

Employees Signature _____ Date _____

*Employee's signature indicates receipt of this form.

Revision
6/2012

APPENDIX C: PAYROLL TIME SHEET

PAYROLL TIME SHEET FOR TEACHER ASSISTANTS

Employee: _____ School: _____
 Scheduled Hours: _____

Day	Date	TIME				TIME WORKED		Explanation
		In	Out	In	Out	Hours	Min	
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
TOTAL								

Day	Date	TIME				TIME WORKED		Explanation
		In	Out	In	Out	Hours	Min	
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
TOTAL								

The appropriate line on this form should be completed daily.
 Record the time you arrive to start your shift, when you leave for lunch, when you return from lunch, and when you leave for the day.

The workweek starts at 12:01 am on Sunday and ends at 12:00 midnight the following Saturday.

The "EXPLANATION" column is to be used to list reasons for absences from work, such as sick, personal, etc., or reasons for additional work hours.

PAYROLL TIME SHEETS MUST BE SUBMITTED TO YOUR SUPERVISOR FOR APPROVAL ON THE LAST DAY OF THE WORK CYCLE.

Signed: _____
 Approved: _____

Revision
 6/2012

**REQUEST FOR PERSONAL DAYS LEAVE
TEACHER ASSISTANTS**

Eligible employees may request personal days for the following reasons:

1. Religious holidays;
2. Sickness or death of close relative, or a member of the immediate household;
3. Attendance in court or for other legal reasons beyond the employee's control;
4. Within the discretion of the Superintendent or his/her designee, absences for personal reasons limited to situations not under the control of the employee which **cannot** be resolved other than during working hours (not to exceed two days);
5. One (1) personal day with permission but without reason.

An extension of personal days may be made at the discretion of the Superintendent, based on emergency circumstances (ex. multiple deaths in the family within one year).

NAME	SCHOOL	TODAY'S DATE
------	--------	--------------

DATE(S) REQUESTED	REASON REQUESTED
-------------------	------------------

REASON #	1	2	3	4	5
----------	---	---	---	---	---

APPROVED	NOT APPROVED	REASON
----------	--------------	--------

ADMINISTRATOR SIGNATURE	DATE
-------------------------	------

FOR CENTRAL OFFICE USE ONLY

APPROVED	NOT APPROVED	REASON
----------	--------------	--------

SUPERINTENDENT SIGNATURE	DATE
--------------------------	------

Granby Public Schools Request for Out of District Professional Development

Name: _____ Date request submitted: _____ Position: _____
 _____ School/Location: _____ Activity or event: _____
 _____ Sponsoring organization or group: _____
 _____ Rationale for requesting release time to
 participate in this activity. (Please include professional, PLC, school, or district goal being addressed through activity)

Please note: Participants may be asked to share information from district sponsored training with colleagues

REGISTRATION PROCESS

Online

Traditional Paper

<input type="checkbox"/> I will register myself online <input type="checkbox"/> No payment needed <input type="checkbox"/> Advance payment needed – (check issued from Business Office to sponsoring organization) <input type="checkbox"/> Purchase Order Number needed (see instruction sheet)___	<input type="checkbox"/> I will register myself, pay and apply for reimbursement <input type="checkbox"/> I request that Business Office submit registration and payment. (Completed original registration form attached to this request.
--	--

Date(s) of absence: _____ Sub needed? _____ full/ part of day _____

Administrator's approval for activity/absence _____ Date _____

<u>Expenses</u>	<u>Amount</u>
Registration	\$ _____
Transportation (mileage) (number of miles X current rate)	\$ _____
All other transportation costs (parking, tolls, etc.)	\$ _____
Substitute (estimate \$75/day)	\$ _____
Materials (only if pre-approved)	\$ _____
Hotel	\$ _____
Meals (only on overnight conferences)	\$ _____

TOTAL AMOUNT REQUESTED \$ _____

Submit this completed form with one copy of conference/training/workshop description.

Rev. 9/3/08

**PROFESSIONAL DEVELOPMENT FORM
TEACHER ASSISTANTS**

To support you in your job, you are encouraged to attend professional development activities outside of your regular workday. Workshops will be offered specifically for teaching assistants on selected early release days. Many teacher workshops are also open to you. Activities such as visitations, outside workshops, and independent consultations may also serve as professional development if approved in advance by your supervisor. Teacher assistants will be paid for up to eighteen hours per year (full hours of direct contact time) for professional development activities. To receive pay for these activities, attach this signed professional development activity form to your timesheet.

Name _____ Date _____

School _____ Position _____

Title of Activity Attended _____

Location _____ Date _____

Length of program _____ (must be minimum of 1 full hour)

Brief description of activity:

Evaluation of program/presenter: Excellent _____ Good _____ Fair _____ Poor _____

Comments (Optional)

Signature of Presenter (**required for payment**)

Date

*Signature of Supervisor

Date

This form is required for any conference/workshop attended during normal work day and/or required for outside conferences, visitations or independent consultations.

**WORK PORTFOLIO REFLECTION SHEET
TEACHING ASSISTANTS**

Name _____ Date _____

Position _____

Area _____

WHAT (*Describe what you have accomplished.*)

SO WHAT (*Reflect upon these accomplishments. What positive outcomes have resulted from your efforts?*)

NOW WHAT (*What are your goals in the future in this area?*)

APPENDIX H: WORDS OF WISDOM



TWO POTS ~ A Chinese Proverb

An elderly Chinese woman had two large pots, each hung on the ends of a pole which she carried across her neck. One of the pots had a crack in it while the other pot was perfect and always delivered a full portion of water. At the end of the long walk from the stream to the house, the cracked pot arrived only half full.

For a full two years this went on daily, with the woman bringing home only one and a half pots of water. Of course, the perfect pot was proud of its accomplishments. But the poor cracked pot was ashamed of its own imperfection, and miserable that it could only do half of what it had been made to do.

After two years of what it perceived to be bitter failure, it spoke to the woman one day by the stream. "I am ashamed of myself, because this crack in my side causes water to leak out all the way back to your house." The old woman smiled, "Did you notice that there are flowers on your side of the path, but not on the other pot's side? That's because I have always known about your flaw, so I planted flower seeds on your side of the path, and every day while we walk back, you water them." "For two years I have been able to pick these beautiful flowers to decorate the table. Without you being just the way you are, there would not be this beauty to grace the house."

Each of us has our own unique flaw. But it's the cracks and flaws we each have that make our lives together so very interesting and rewarding. You've just got to take each person for what they are and look for the good in them.



The Starfish

As the old man walked the beach at dawn, he noticed a young man ahead of him carefully picking up starfish from the sand and placing them back into the sea.

Finally catching up to the youth, the old man asked him why he was doing this.

“Because the stranded starfish will die if they are left in the morning sun,” he replied.

“But the beach goes on for miles and there are millions of starfish everywhere!” scoffed the old man. “How can your efforts possibly make any difference?”

For a moment the young man contemplated the starfish in his hand before he tossed it gently into the waves.

“It makes a difference to this one,” he said.

YOU MAKE A DIFFERENCE

APPENDIX I: MISSION STATEMENT

Granby Connecticut Public Schools

Vision, Mission Statement and Goals



Vision

Every Student educated in the Granby Public schools will graduate on time, prepared for 21st Century Citizenship.

Mission Statement

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

Achievement Goal

Systemically improve students' ability to analyze and synthesize information, solve problems and articulate/defend a position.

APPENDIX J: ROLES AND RESPONSIBILITIES

JOB ROLES AND RESPONSIBILITIES

Inclusion

The Granby Public Schools are committed to educating all students in the school their age appropriate peers would typically attend. Simply put, this means that each student “belongs” in his/her home schools. Supports and modifications are provided in each of the classrooms in Granby. Students with an identified special education need attend classes with non-disabled students to the greatest degree possible. When making programming decisions, staff considers what the student needs and attempts to meet those needs in the ***least restrictive environment***.

Roles

In most instances, your responsibilities may include bus, lunch, or recess duty. At each building there are specific procedures that will be outlined for you. The building administrators are very helpful. If you are unsure of a procedure, do not hesitate to ask him/her. Frequently, your observation of how well a duty is going is helpful to maintaining a positive school climate.

You will work with both General Education and Special Education Teachers.

When dealing with students, you should follow through with the directives given by the resource, classroom teacher or administrator. Seek help if you feel overwhelmed. You are a member of the team. Do not wait for a problem to grow. If you see a pattern developing, please let the resource teacher know. We all rely on your feedback for future programming.

Responsibilities vary widely among teaching assistant positions. A general job description is included on the following page. More specific responsibilities will be delineated by the appropriate administrator and/or supervising teacher.

If you have a concern, your first level of contact should be your immediate supervisor who maybe a Special Education Teacher, a General Education Teacher, an Assistant Principal or Building Principal. If issues are not resolved at the first level, concerns should be brought to the Building Principal or the Director of Pupil Services.

Confidentiality

The importance of confidentiality cannot be stressed enough. When working as a teacher assistant you must understand the importance of confidentiality. Casual conversations in the community can often lead to difficulty. A student’s personal/special education file contains sensitive information that you may know from working with a student. Do not discuss students outside of school. Teacher Assistants are not to discuss student progress with parents without the consent of the supervising teacher. In all/most cases the supervising teacher should be the sole reporter to parents.

APPENDIX K: JOB DESCRIPTION

Teaching Assistant Job Description

- Teaching assistants may be engaged for very specific groups of time, providing classroom support as dictated by the Individual Education Program (IEP). As such, maintains a current knowledge of each student's special circumstances and needs as appropriate to the activity.
- Teaching assistants may provide behavioral support for students when such behavior requires continuous monitoring or under exceptional circumstances (such as when a student's safety is at risk)
- Teaching assistants support a student's behavior intervention plan. May be asked to provide input or data collection for planning meetings related to intervention plans.
- Teaching assistant's support may be employed for students with mobility issues.
- Teaching assistants may assist in gathering instructional materials as directed by the professional staff.
- In grades K-12, teaching assistants provide classroom coverage during Professional Learning Community meetings, PPT's and other meetings as well as supervise children during bus, lunch and recess duties. In some cases they may provide coverage for a secretary.
- Teaching assistant support may be provided to support general classroom management.
- Teaching assistants assist in maintaining safety and general welfare of students
-
- Teaching assistants perform other duties assigned by teachers and administrators.

Expected Standards of Professional Behavior

- Teaching assistants display dependability (attendance and punctuality as it affects job performance).
- Teaching assistants function with discretion and an awareness of the confidentiality of the many situations that the teaching assistant may encounter
- Teaching assistants demonstrate an interest in professional growth (specific activities and/or daily performance).
- Teaching assistants demonstrate technical competency (e.g.: computers, copy machines)
- Teaching assistants may assist in extra activities (field trips, school-wide programs, special events) as needed with approval from Central Services if outside normal working hours.

- Teaching assistants build a trusting, positive relationship with the students.
- Teaching assistants foster a sense of independence in students.
- Teaching assistants communicate effectively with students and staff.
- Teaching assistants ask for clarification when needed.
- Teaching assistants have cooperative, confident, and congenial attitudes.

APPENDIX L: WEBSITES

Websites for Paraprofessionals:

The National Resource Center for Paraprofessionals

<http://www.nrcpara.org>

The National Education Association

<http://www.nea.org/esp>

The CT State Department of Education: CALI – Paraprofessional Information and Resources

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321752&sdeNavPage=%7C>

The Compass: Helping Paraprofessionals Navigate the Profession (CREC TABS)

http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/compass_flyer_with_credits_09212009.pdf

Council for Exceptional Children

<http://www.cec.sped.org>

The Professional Connection Newsletter

<http://www.paraconnect.com>

The Minnesota Paraprofessional Consortium

<http://ici2.umn.edu/para>

Other Sites of Interest:

Educational Testing Service

<http://ets.org/parapro>

Office of Special Education Programs

<http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

Connecticut Association for the Learning Disabilities

www.caclld.org

National Down Syndrome Society

www.ndss.org

Autism Society of America

www.autism-society.org

American Foundation of the Blind

www.afb.org

Chartbook on Disabilities

www.infouse.com/disabilitydata/

Fragile X

www.fraxa.org

Blind/Visually Impaired

www.besb.state.ct.us



Verbal Behavior Management Strategies

·Maintain a Positive, Calm Attitude

Greater behavioral change comes from speaking and acting positively than reprimands, harsh words, anger, and scowls.

·Use Proximity Control

Use your body to prevent or respond to inappropriate or mildly challenging behavior. Moving your body closer to an individual will often stifle the behavior.

·Make Requests Up Close

Avoid yelling across a room or down the hall. It is more effective and respectful to approach a student and make a request.

·Use Statements NOT Questions

AVOID: Elliot, do you want to go to math?

INSTEAD SAY: Elliot, it's time for math.

Questions imply a choice!

·Model Respectful Interactions

Show students what respect looks like and sounds like through your interactions with others.

·Do Not Question WHY

AVOID: “Why are you acting out?” Or “Why did you push Alex?”

INSTEAD SAY: “Is something giving you difficulty?” or “Is there something I can help you with?”

Asking WHY implies blame.

·Avoid Verbal Confrontations

Do not engage in verbal battles when a student is already angry – you will not be heard. Instead, wait until the student is calm before processing an event.

·Avoid Using ALWAYS, EVER or NEVER, or the Phrase, “If you do that One more time...”

These statements are often impossible to follow through with and enforce!

·Do Not Use Sarcasm or Ridicule

Sarcasm and ridicule are the lowest form of humor. There is no place for them in the school environment.

·State the Specific Behavior You Would Like To See

AVOID: NO running! INSTEAD SAY: Walk, please.

·Reinforce the Specific Behavior You Would Like To See

INSTEAD OF: “Good job”

SAY: “I like how you are staying in your seat”

Verbal Intervention Techniques



STUDENT BEHAVIOR



HOW YOU RESPOND

QUESTIONING

1. Information Seeking

Answer the Question

“Why do I have to sit over here?”

“Because you work better when you are not distracted by Raphe.”

2. Challenging

Keep Focus on Topic ~ Redirect

“Who made YOU boss?”

Ignore the Challenge but Not the Person

“It’s time to pick up your work and move to this desk.”

REFUSAL

Non-Compliance

Offer Choices ~ Set Limits

“No. I’m not moving”

“You may carry your work yourself, or I can help you.”

RELEASE

Verbal Venting/ Emotional Outburst

Allow Venting (if safe)

“You always pick on me! I can never

Isolate the Situation ~ Remove the Audience
Do More Listening than Talking

“I can see you are angry. Let’s

sit with others! What kind of teacher

move over here to talk about

are you?!”

it.”

INTIMIDATION

Non-verbal/Verbal Threats

Seek Assistance/Wait for Assistance

“I’m gonna hurt you...really hurt you.” Avoid Hands-On Situations

TENSION REDUCTION

Emotional/Physical “Let-Down”

Rebuild Relationship

(May include crying,

Open, Honest Communication

sleeping, curling up)



PLEASE DO



PLEASE

DON'T

Set & Enforce Limits:

Use Simple, Clear Language

Provide a Reasonable Consequence ~ "If...Then..."

Ensure it is Enforceable

Get into a Power Struggle

Overreact

Make False Promises

Be Threatening

Use Jargon

Respect Personal Space

Be Aware of Body Language

Isolate the Situation

Be Consistent

Listen

Remain Calm

Tips of the Trade (when working with students)

Break assignments into small steps

- ✓ “Do numbers 1 – 5 then I’ll check back with you...”
- ✓ Shield the bottom half of a page until the student has completed the top half (if they are receptive to it)
- ✓ Follow the routines and style of review practiced by the classroom teacher (often you can adapt this to different situations).

Encourage independence

- ✓ Do not hover over a student
- ✓ Avoid over prompting students or having them always wait for your praise before continuing

Never do for a student what he/she can do for him/herself

- ✓ At times you may be asked to take notes or aid a student with writing, etc. However, it is not a good practice to encourage too much reliance on another person. Try not to step in too soon when helping. Have students demonstrate some ability and practice with typical situations. For example, have the student copy a certain amount of the notes.

Problem Solving

- ✓ Help students solve their own problems
- ✓ State the problem
- ✓ Name the feeling, for example, “You feel frustrated...You feel disappointed”
- ✓ **Reflect what the child is saying, for example, “I hear you saying...”**
- ✓ Ask the student for a solution, i.e. “What’s your idea to solve the problem? “How do you think you can solve this?”
- ✓ Be patient. Offer suggestions if necessary.

Establish limits/expectations

- ✓ State/model appropriate behaviors
- ✓ Remind them of desired behavior before it is needed
- ✓ **Plan how to respond – what to say, what to do**

Consistency

- ✓ **Communication**
 - Nonverbal (cues/signals/expressions)
 - Verbal (limit discussions/conversations; keep directives short and specific)
- ✓ ***Utilize communication systems as designed by staff***
- ✓ Notice, describe, and reinforce positive, appropriate behaviors
- ✓ Ignore negative, when possible and reinforce more appropriate when they occur

Describe the behavior, not the student, when talking with or about student statements.

Following directions

- ✓ Get full attention
- ✓ Try to give only once to train them to listen/attend
- ✓ Break down into smaller steps
- ✓ Have students repeat directions back to you
- ✓ Pair with a visual

Provide a model and or written directions

- ✓ Highlight key words
- ✓ Visual cues, i.e. green dot = start, red dot = stop, arrows, etc.
- ✓ Encourage to sub-vocalize or read aloud

On task/attentive behavior/concentration

- ✓ Practice and model on-task behavior
 - Change/shorten or alternate tasks
 - Cue non-verbally and verbally
 - Use physical proximity
 - Frequent check-ins
 - Break assignments into pieces
 - Use time lines/limits for work completion
- ✓ Help set up self-monitoring techniques

Transitions

- ✓ Plan ahead
- ✓ Review rules/routines for transitions
- ✓ Pair reminders with positive feedback

Enhancing socialization

- ✓ Utilize buddy system
- ✓ Involve student in an activity
- ✓ Support peers with suggestions for how to be involved or handle interactions
- ✓ Prepare student before social situations occur (practice, use of script, etc.)

Organizational skills

- ✓ Model good organizational skills
- ✓ Take time to reorganize throughout the day
- ✓ Provide extra supplies
- ✓ Utilize folders, checklists, consistent routines, etc.

General strategies

- ✓ Give choices
- ✓ Discuss behaviors privately at the time of inappropriate behavior
- ✓ State positive action, for example, a student is running in the hall, say, and "Walk please".

SPECIAL EDUCATION TERMS

Accommodations:

Tools and strategies used to assist a student in accessing the general education curriculum.

ADD/ADHD

Attention Deficit Disorder (Primary Inattentive, Primary Hyperactive, or Combined Type) is a behavioral disorder that affects a child's ability to concentrate, control his/her behavior, learn, and/or maintain a "normal level of activity". Children with ADHD are often overactive, impulsive, and have trouble paying attention. They often know their behavior is disruptive but are unable to do anything to change it. Daily schedules and structure are helpful, as is setting appropriate expectations and limitations. It is important to positively reinforce appropriate behavior.

Behavioral Intervention Plan (BIP)

Strategies, program or curriculum modifications, and supplementary aids and supports developed/approved by a PPT to address behaviors that impedes a child's learning or that of others.

Classification

Each student in special education has a classification. The most common are: Learning Disability (LD or SLD), Attention Deficit Disorder (OHI - ADD/ADHD), Autism, Other Health Impaired (OHI), Intellectual Disability (ID) etc. *Whatever the classification, they are children first.*

Autism Spectrum Disorder (ASD): Complex developmental disorders of neurobiological origin with impairments in social interactions, behavior, and communication. It is one of the fastest growing developmental disabilities today. Because it is a "spectrum" disorder, there is great variability within individuals diagnosed with ASD. No two individuals with ASD are alike! ASD is not a disease or illness, and from a medical viewpoint, there is no "cure". Signs of ASD may begin to show as early as 18 months in children. Individuals with ASD often benefit from structured routines and programming, the use of visual tools and supports, teaching explicit skills (and breaking skills down into small steps), and the use of concrete/specific language.

Deaf: a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Deaf-blind: concomitant hearing and visual impairments, the combinations of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for learners who are deaf and blind.

Hard of hearing: a hearing impairment, whether permanent or fluctuating, which adversely affects a learner's educational performance but which is not included under the definition of "deaf" in this section.

Intellectually Disability: A disability characterized by limitations in intellectual functioning (skills needed to think, learn and solve problems) and adaptive functioning (skills needed to live independently).

Modification

Modifications/adaptations: changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the grade level or age appropriate expectations are beyond the

student's level of ability. Modifications may be minimal or very complex depending on the student performance. Modifications must be clearly acknowledged in the IEP.

Multiple Disabilities: concomitant impairments (such as intellectually disabled blind, intellectually disabled-orthopedically impaired, etc.), the combination of which causes severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include learners who are deaf-blind.

Orthopedically Impaired: severe orthopedic impairment that adversely affects a learner's educational performance. The term includes impairment caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures.)

Other Health Impaired: means having limited strength, vitality or alertness, due to chronic or acute health problems.

Emotional Disturbance: is defined as follows:

1. A condition exhibiting one or more of the following characteristics over a long period of time and to marked degree, which adversely affects educational performance.

- a. An ability to learn which cannot be explained by intellectual, sensory, or health factors;
- b. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- c. Inappropriate types of behavior or feelings under normal circumstances;
- d. A general pervasive mood of unhappiness or depression; or
- e. A tendency to develop physical symptoms or fears associated with personal or school problems.

2. The term includes learners who have schizophrenia. The term does not include learners who are socially maladjusted, unless it is determined that they are emotionally disturbed.

Specific Learning Disability: a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicapping conditions, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learners who have learning problems that are primarily the result of visual, hearing, or motor handicapping conditions, of intellectual disability, of emotional disturbance or of environmental, cultural or economic disadvantage.

Speech/Language Impaired: a communication disorder such as stuttering, impaired articulation, and/or language impairment, or voice impairment, which adversely affects a learner's educational performance.

Traumatic Brain Injury: an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognitive: language: memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or birth injuries induced by birth trauma.

Visually Impaired: means a visual impairment that, even with correction, adversely affects a learner's educational performance. The term includes both learners who are partially seeing and learners who are blind.

Developmental Delayed: In accordance with the state as measured by appropriate diagnostic instruments and procedures in one or more of the following areas physical development cognitive development, communication development, social or emotional development or adaptive development.

Individual Education Program (IEP). Each student in special education has an Individual Education Program. This plan is referred to as the IEP. It outlines the student's strengths, weaknesses, and sets specific goals and objectives for achievement. The resource teacher, classroom teacher, and support personnel will all work on IEP objectives, accommodations and modifications.

The Individuals with Disabilities Education Act (IDEA)

IDEA is federal legislation governing special education. It requires school to do the following:

- Locate, identify, and evaluate children with disabilities;
- Provide a free, appropriate public education (**FAPE**) in the least restrictive environment (**LRE**) for all children whose disabilities meet eligibility requirements ; and
- Hold, at least annually, a case conference to develop and individual education program (**IEP**) for each child.

Least Restrictive Environment (LRE). The setting that allows a student to learn and grow with appropriate support with the greatest opportunity to participate with age appropriate peers and to progress through the general curriculum in the least restrictive environment. For many students, this environment is the classroom with the assistance of a resource teacher, teaching assistant, or some modifications in the way work is presented and learned. For others, more adaptations are needed and are provided through different materials, small group, individual instruction, alternative settings, etc.

Planning & Placement Team (PPT). This is an IEP meeting where student progress and programming are discussed and the plan is developed.

Related Services

Related Services are those services that are required in order for a child to benefit from special education. Related services may include, but not be limited to, psychological and counseling services, speech/language and hearing, guidance, social work, transportation, physical and occupational therapy and medical services that are required for diagnostic or evaluation purposes.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects the rights of individuals with handicaps and bars discrimination based on disability. The act protects all school-aged children who meet the definition of qualified handicapped person has had a physical or mental impairment which substantially limits a major life activity.

The act requires the provision of a free appropriate public education (FAPE) to eligible students. Appropriate means an education comparable to the education provided to non-handicapped students, requiring that reasonable accommodations be made. It covers academic programs, extracurricular activities, and non-academic services.

APPENDIX O: BOARD OF EDUCATION POLICIES

BOARD OF EDUCATION POLICIES

The Granby Board of Education establishes policies to guide the operation of the Granby Public School System. Many of these policies are based on Connecticut General Statutes. A policy manual is located on the Granby Public Schools' website. Selected policies are also included in the teacher's handbook in each school. You are advised to review the teacher's handbook in your building to become familiar with pertinent policies. Some of the most relevant policies to your position are noted below.

Social Media Policy

**Policy
4118.51(a)/
4218.51**

The Granby Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. However, the Board will regulate the use of social media by employees including employees' personal use of social media, when such use:

- 1) Interferes or disrupts the work of the school district
- 2) Is used to harass coworkers or other members of the school community
- 3) Creates a hostile work environment
- 4) Breaches confidentiality obligations of school district employees
- 5) Harms the goodwill and reputation of the school district in the community
- 6) Violates the law, board policies, or other school rules and regulations

The Board of Education therefore adopts the following guidelines for the use of social media by Board of Education employees.

Definitions:

Social Media, includes, but is not limited to, social networking websites, such as Twitter, Facebook, LinkedIn, YouTube, MySpace, and other internet/web-related technologies.

Board of Education includes all names, logos, buildings, images and entities under the authority of the Granby Public Schools Board of Education.

Rules Concerning Personal Social Media Activity

1. An employee may not mention, discuss, or reference the Board of Education, the school district, individual schools, programs, or teams on personal social networking sites unless the employee also states that the post is the personal communication of the employee of the school district and that the views posted are the employee's alone and do not represent the views of the school district or the Board of Education.

2. Employees must refrain from mentioning other Board of Education employees or other

members of the school community (*e.g.*, parents or others) on personal social networking sites, without such individuals' express consent unless the employee is addressing an issue of public concern and the employee's speech falls under applicable constitutional protections pertaining to the same.

3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues.

4. It is not appropriate for an employee to "friend" or communicate with a student or otherwise establish special relationships with selected students through personal social media. It is not appropriate for an employee to give students access to personal postings unrelated to school.

5. Employee email communications with students should be through a district-approved email system not through personal email accounts.

6. Unless given written consent, employees may not use the Board of Education's logo or trademarks on their personal posts. Please note this prohibition extends to the use of logos and/or trademarks associated with individual schools, programs, or teams of the school district.

7. Employees are required to use appropriately respectful speech in their personal social media posts; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Such posts reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.

8. Employees are individually responsible for their personal posts on social media websites. Employees may be sued by other employees, parents or others, and any individual that views an employee's social media posts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. Such activities are outside the scope of employment. Employees may be held personally liable for such claims.

9. All posts on personal social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.

10. An employee may not link a personal social media site or webpage to the Board of Education's website or the websites of individual schools, programs or teams; or post Board of Education material on a social media site or webpage without written permission of his/her supervisor.

11. Employees are required to comply with all Board of Education policies and regulations with respect to the acceptable use of computer equipment, networks, and electronic devices when accessing the Internet. Use of technology must not interfere with an employee's duties at work.

12. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices. An employee should have no expectation of personal privacy in any communication or post on any web site while using district computers, cellular telephones or other electronic devices.

Revision
6/2012

13. All Board of Education policies regulating off-duty conduct apply to social media activity including, but not limited to, policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

Rules Concerning District-Sponsored Social Media Activity

An employee who seeks to use social media sites and related interactive technologies as an educational tool or in relation to extracurricular activities or programs of the school district may do so provided that the procedures below are followed and that the employee obtains the permission of his/her supervisor prior to setting up the site. The employee's supervisor will also be provided access to any site that is established.

1. Use will be limited to specific academic and/or school-related purposes. Sites used for these purposes must be closed in that the employee must set up password-protected access for the students and staff involved. Sites may not be publicly available. Site activity must be moderated, monitored and supervised by the employee(s) who set(s) up the site.
2. Employees are required to use appropriately respectful speech on district-sponsored sites; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Proper professional boundaries must be recognized at all times and all content and communication should be related to the educational purposes for which the site was established. Communication that is sensitive or personal in nature is to be avoided. Employees must supervise student speech to ensure that it complies with the criteria above.
3. Employees are required to comply with all Board of Education policies and procedures including applicable laws with respect to the acceptable use of computer equipment, networks or devices when accessing district-sponsored sites. Employees must also supervise students use to ensure compliance.
4. The Board of Education reserves the right to monitor all employee and student use of district technology. An employee should have no expectation of personal privacy in any communication or post while using district computers, cellular telephones, or other data devices.
5. All content and posts on district-sponsored sites must comply with the Board of Education's policies pertaining to confidentiality including the confidentiality of student information. If an employee is unsure about the confidential nature of information being considered for posting by him/her or by students, the employee shall consult with his/her supervisor prior to making the post.
6. An employee may not link a district-sponsored site or webpage to any personal social media sites or sites not sponsored by the school district. They will also inform students about the prohibited linking.
7. An employee may not use district-sponsored sites for private financial gain, political, commercial, advertisement, proselytizing, or solicitation purpose. They must also supervise student use to ensure that it complies.

8. An employee may not use district-sponsored sites in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such. They must also supervise student use to ensure that it complies.

Disciplinary Consequences

Violation of this policy may lead to discipline up to and including the termination of employment consistent with state and federal law.

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d Conn. Gen. Stat. § 31-51q Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

Policy adopted: March 23, 2011

The Board of Education provides computers, networks, and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

Employees are to utilize the district's computers, networks, email system and Internet services for school-related purposes and performance of job duties. Limited incidental personal use of district computers, networks, email systems and Internet services is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations or other system users. "Limited incidental personal use" is defined as use by an individual employee for appropriate, lawful, brief and occasional personal purposes. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures and rules.

Employees shall be notified that computer files and electronic communications, including email and voice mail, are not private. Technological resources shall not be used to transmit confidential information about students, employees, or district operations without authority. The systems' security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, employees must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the district's computer systems, including any incidental personal use permitted in accordance with this policy and applicable regulations.

Online/Internet Services

The school district will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Additionally, the school district will implement a technology protection attempting to block or filter Internet access to visual depictions that are obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students.

Any employee who violates this policy and/or any rules governing use of the district's computers will be subject to disciplinary action, up to and including discharge. Illegal uses of the school district's computers will also result in referral to law enforcement authorities.

All District computers remain under the control, custody and supervision of the school district. The school unit reserves the right to monitor all computer and Internet activity by employees. Employees have no expectation of privacy in their use of school technology.

The Superintendent or his/her designee shall be responsible for overseeing the implementation of this policy and the accompanying rules for advising the Board of the need for any future amendments or revisions to the policy/regulations. The Superintendent or his/her designee may develop additional administrative procedures/rules governing the day-to-day management and operations of the school district's computer system as long as they are consistent with the Board's policy/rules. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

(cf. 6141.321 - Student Use of the Internet)
(cf. 6141.322 - Web Sites/Pages)

Legal References: Connecticut General Statutes

The Freedom of Information Act

31-48d Employers engaged in electronic monitoring required to give prior notice to employees.

Exceptions. Civil penalty.

53a-182 Disorderly conduct; Class C misdemeanor

53a-182b Harassment in the first degree.

53a-183 Harassment in the second degree

53a-250 Computer-related Offenses: Definitions

Electronics Communication Privacy Act, 28 U.S.C. §2510 through 2520

Policy adopted: March 23, 2011

Revision
6/2012

Reporting of Child Abuse and Neglect

One of the most important policies for teacher assistants to be aware of is Policy #5141.4, Reporting of Child Abuse and Neglect. School employees have been designated as mandated reporters. Mandated reporters are required to report if they suspect or believe that a child has been or may be abused. Teacher assistants are mandated reporters and must report within **12 hours** from the time you first have knowledge of the abuse.

If you have any suspicions of abuse or neglect, **Report it to your supervising teacher and/or the building administrator immediately.** Cases must be reported to DCF (Department of Children and Family Services) within 12 hours. Administrators, School Social worker, and School Psychologist have the necessary protocol and forms to be completed. Some indicators of possible abuse and neglect are as follows:

- Bruising, burns, injuries of suspicious origin
- Ongoing malnutrition
- Chronic illnesses
- Excessive absenteeism
- Sub-standard cleanliness
- Inadequate clothing
- Excessive cuts, scrapes, and broken bones
- Any mention by the student or others of episodes of physical or sexual abuse as well as neglect, including lack of supervision
- Gross neglect of child's physical needs
- Lack of medical treatment for a sick child

The DCF care line is 1-800-842-2288.

You are held harmless for any reports made in good faith.

Confidentiality of Student Records

Board of Education policy 5125 recognizes the legal requirement to maintain the confidentiality of student records consistent with federal law. The policy and administrative regulations outline requirements in detail. If a parent requests student records, please discuss this request immediately with your supervising teacher. Student records should not be released to others without written parental consent. The law states that schools have five days to release these records **after** receiving written consent.

Selected student information is declared to be directory information (i.e.: name, address, phone number) and may be released. The policy manual includes a full list of directory information.

Use of Physical Force

Board of Education Policy 5144 states:

“Reasonable physical force may be used by a teacher or other person entrusted the care and supervision of students when necessary to the extent that a teacher or other person entrusted with the care and supervision of students believes it necessary to:

- A. Protect him/herself or others from immediate physical injury.
- B. Obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student.
- C. Protect property from physical damage.
- D. Restrain student or remove student to another area to maintain order.

Physical force may not be used as a disciplinary measure.

Bullying

5131.911 (a)

Student 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.

Policy
5131.911 (b)

Student 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;

Student 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;

Student 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.

Student 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

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Revisions Adopted: 11/15/06, 2/18/09, 1/4/12

GRANBY PUBLIC SCHOOLS

Granby, Connecticut

Revision
6/2012

Title IX
**POLICIES AND PROCEDURES FOR EQUAL EMPLOYMENT AND EDUCATIONAL
OPPORTUNITY**

EQUITY/TITLE IX/504 GRIEVANCE PROCEDURE

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. All proceedings shall be kept confidential as is appropriate. Evidence of reprisal against a complainant or witness shall be viewed as an infraction of the policy.

Any individual who wishes to inquire or to register a complaint concerning alleged discrimination in the Granby Public Schools shall have an opportunity to bring such concerns to the attention of the Human Resources Coordinator, a Title IX Compliance Coordinator, the Director of Pupil Personnel, the Building Principal/Administrator, or the Superintendent who have the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent/guardian, employee, or applicant in making a complaint or inquiry. Officials shall be governed by this procedure.

Level I: The complainant shall discuss the alleged discriminatory act or practice with the Compliance Coordinator or the administrative supervisor of the individual who has caused the alleged discrimination. Both the Compliance Coordinator and administrative supervisor will jointly gather facts including, but not limited to, interviewing witnesses including the involved parties. If this resolution is unsatisfactory to the complainant then the procedures outlined in Levels II through IV should be followed. If the resolution is unsatisfactory to the party alleged to have discriminated, the Compliance Coordinator or administrative supervisor, the individual should request in writing a meeting with the Superintendent of Schools.

Level II: The complainant shall, within forty calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with the Compliance Coordinators. Within five working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

Level III: Within ten working days after receipt of such complaint, the Superintendent must hold a hearing and within five working days of the hearing resolve the complaint, negotiate a long term solution, or refer the matter to the Board of Education for consideration.

Level IV: The Board of Education, Superintendent and the Compliance Coordinators shall proceed in accordance with appropriate state statutes.

Level V: If the complainant wishes to pursue the grievance, he/she shall proceed in accordance with appropriate state statutes.

In compliance with regulations of Title VI, Title VII of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, and the Civil Rights act of 1987, the Granby Board of Education adopts the following Equal Employment Opportunity and Equal Educational Opportunity Policies.

EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of the Granby Board of Education to forbid acts of discrimination in all matters dealing with employees and applicants for positions with the school district and to further the principle of equal employment opportunity in all actions affecting employees and applicants. The policy covers but is not limited to recruiting, hiring, training, and promotion of persons in all job classifications without regard to race, creed, color, religion, gender, gender identification or expression, national origin, age or handicap.

EQUAL EDUCATION OPPORTUNITY

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, gender, gender identification or expression, race, religion, national origin, pregnancy, parenthood or marriage. The Compliance Coordinators have the responsibility to monitor the implementation of this policy. Further implementation of this policy is a responsibility of all district administrators in accordance with the procedure set forth in the attached regulations.

Revision
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NONDISCRIMINATION ON THE BASIS OF EQUITY

You may inquire or file a grievance concerning alleged discrimination on the basis of equity. You may not be denied the right to participate in a publically funded educational setting based on the following protected classes: race, color, religious creed, sex, age, national origin, ancestry, marital status, pregnancy, sexual orientation, gender identity or expression, disability, or genetic information.

If you are a **STUDENT**, you may not be discriminated against in the following areas:

- Admission
- Use of School Facilities
- Vocational Education
- Competitive Activities
- Student Rules, Regulations and Benefits
- Financial Assistance
- School-sponsored Extracurricular Activities
- Enrollment in Courses
- Counseling and Guidance
- Physical Education
- Graduation Requirements
- Treatment as a Married and/or Pregnant Student
- Health Services
- Most Other Aid, Benefits or Services

Questions or complaints regarding alleged STUDENT discrimination on the basis of race, color, religious creed, age, national origin, ancestry, and/or marital status should be directed to the Building Principal/Administrator.

If you are an **EMPLOYEE**, you may not be discriminated against in the following areas:

- Hiring and Promotion
- Compensation
- Job Assignments
- Leave of Absence
- Fringe Benefits
- Labor Organization
- Contracts or Professional Agreements

Questions or complaints regarding alleged EMPLOYER/EMPLOYEE discrimination on the basis of race, color, religious creed, age, national origin, ancestry, and/or marital status should be directed to the Human Resources Coordinator (as identified on this form).

NONDISCRIMINATION ON THE BASIS OF GENDER [TITLE IX]

Title IX is a federal law that ensures that males and females are treated equally and fairly in educational settings receiving federal funding. You may inquire or file a grievance concerning alleged discrimination on the basis of gender or gender identification. This includes discrimination against pregnancy and related medical conditions, and gender stereotyping. You may not be denied the right to participate in the school environment/facility, in courses/activities, in clubs/organizations, in athletics, or in role modeling on the basis of gender or gender identity. Title IX also protects you against sexual harassment.

Sexual Harassment Is a Form of Discrimination

Sexual harassment has been clearly established as a form of **sexual discrimination**. Sexual harassment is defined as follows: “Any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment, (2) submission or

rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or academic environment" [Equal Employment Opportunity Commission].

The victim of sexual harassment does not have to be the person at whom the unwelcome sexual conduct is directed. The victim may be someone who is a **witness to and personally offended** by such conduct although directed toward another. Sexual harassment is unwelcome conduct that is personally offensive, lowers morale, and interferes with work performance. **This unwelcome sexual behavior is defined from the perspective of the victim, not the harasser.**

Sexual harassment may occur between a male and a female, a female and a male, a male and a male, or a female and a female. It may be perpetrated by an employee, student, parent/guardian, or applicant towards another employee, student, parent/guardian, or applicant in the educational setting.

How do I know when sexual harassment may be occurring? Am I being harassed? Am I harassing someone?

Ask yourself the following questions:

- Is the behavior of a sexual nature?
- Is the behavior unwelcome by anyone involved?
- Does the behavior make you or any other person feel uncomfortable?
- Does the behavior interfere with anyone's ability to learn or to enjoy school or classroom activities?
- Does the behavior involve one person trying to have some kind of power over another person?
- Is the behavior part of a pattern of repeated behavior?
- Would you want this behavior to be directed toward a member of your family or toward a friend?

What are the differences between flirting and harassment?

<u>Flirting</u>	<u>Harassment</u>
Welcome	Unwelcome
Wanted	Unwanted
Two-sided	One-sided
Feels good	Feels uncomfortable
Enjoyable	Embarrassing or humiliating
Equal participation	Use of power

Examples of Sexual Harassment include, but are not limited to, the following: unwelcome sexual advances, suggestive or lewd remarks, sexual rumors, cornering/blocking, pulling at clothes, leers, unwanted hugs, touches, kisses, requests for sexual favors, retaliation for complaining about sexual harassment, derogatory or pornographic jokes, posters, cartoons or drawings.

Questions or complaints regarding alleged student, parent/guardian, employee, or applicant discrimination on the basis of gender or gender identification should be directed to the Title IX Compliance Coordinators (as identified on this form).

NONDISCRIMINATION ON THE BASIS OF DISABILITY [SECTION 504]

Section 504 of the Rehabilitation Act of 1973 protects against discrimination on the basis of a disability or handicap.

Questions or complaints regarding alleged student, parent/guardian, employee, or applicant discrimination on the basis of disability should be directed to the Director of Pupil Personnel (as identified on this form).

If you believe that you have been discriminated against, or witnessed discrimination in regard to any of the preceding policies, you may file a grievance that rights have been denied or violated.

Grievance Forms are available from Human Resources, Title IX Compliance Coordinators, the Director of Pupil Personnel Services, Building Principals/Administrators, and Guidance Offices. Forms may also be found on the Granby Public Schools website.

**Granby Public Schools
EQUITY/TITLE IX/504 GRIEVANCE FORM**

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against or witnessed the discrimination of another student, parent/guardian, employee, or employment applicant on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or genetic information** [Protected Classes -CT Law Sec. 10-15c] may discuss and/or file a grievance with one of the individuals listed below. Reporting should take place within forty calendar days of the alleged discrimination.

➤ **For Employer/Employee Incidents Involving Equity Discrimination Contact:**

Karen Walther
Human Resources Coordinator
Granby Board of Education Central Office
860.844.5264
waltherk@granby.k12.ct.us

➤ **For Student Incidents Involving Equity Discrimination Contact:**

Building Principal/Administrator

➤ **For Student/Parent-Guardian/Employee/Applicant Incidents Involving Discrimination on the Basis of Gender [Title IX] Contact: Title IX Coordinators**

	Jessica Beecher	Heidi MacDonald	Sheri Barnett
	Primary Level FM Kearns Primary	Intermediate Level Wells Road Intermediate	Secondary Level Granby Memorial
High	860.844.3044 beecherj@granby.k12.ct.us	860.844.3048 macdonaldh@granby.k12.ct.us	860.844.3014 Press 4 & 5 barnetts@granby.k12.ct.us

➤ **For Student/Parent-Guardian/Employee/Applicant Incidents Involving Discrimination on the Basis of a Disability [Section 504] Contact:**

Aimee Martin
Director of Pupil Personnel Services
Granby Board of Education Central Office
860.844.5255
martinad@granby.k12.ct.us

Name of Complainant _____

STUDENT _____ PARENT/GUARDIAN _____ EMPLOYEE _____
APPLICANT _____

HOME ADDRESS _____

PHONE _____ DATE OF CLAIM _____ DATE OF ALLEGED INCIDENT _____

Statement of Incident: Describe the incident(s) as clearly as possible. Include when and where the incident(s) occurred, list any witnesses present, and indicate if any verbal statements (e.g. threats, requests, demands) were made, and/or physical contact or force was used.

This complaint is filed based on my honest belief that _____ (person who discriminated) has unlawfully discriminated against another. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

Complaint Signature _____ Date _____

Please attach any additional information/documentation necessary.

SIGNATURE OF COMPLAINANT _____

SIGNATURE OF COMPLIANCE COORDINATOR _____

DATE RECEIVED _____

TO BE COMPLETED BY SCHOOL PERSONNEL

LEVEL 1 The complainant shall discuss the alleged discriminatory act or practice with the Compliance Coordinator or the administrative supervisor of the individual who has caused the alleged discrimination. Both the Compliance Coordinator and administrative supervisor will jointly gather facts including, but not limited to, interviewing witnesses including the involved parties. If this resolution is unsatisfactory to the complainant then the procedures outlined in Levels II through IV should be followed. If the resolution is unsatisfactory to the party alleged to have discriminated, the Compliance Coordinator or administrative supervisor, the individual should request in writing a meeting with the Superintendent of Schools.

Action Taken:

_____ **The investigator believes the complainant is satisfied with the action taken.**

_____ **Resolution was unsatisfactory and a Level 2 complaint was filed with Compliance Coordinator.**

Signature of Compliance Coordinator or Administrative Supervisor

Date

LEVEL 2 The complainant shall, within forty calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with the Compliance Coordinators. Within five working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

Action Taken:

_____ **The investigator believes the complainant is satisfied with the action taken.**

_____ **Resolution was unsatisfactory and a Level 3 complaint was filed with the Superintendent.**

Signature of Compliance Coordinator

Date

LEVEL 3 Within ten working days after receipt of such complaint, the Superintendent must hold a hearing and within five working days of the hearing resolve the complaint, negotiate a long term solution, or refer the matter to the Board of Education for consideration.

ACTION TAKEN:

_____ **The investigator believes the complainant is satisfied with the action taken.**

_____ **Resolution was unsatisfactory and a level 4 complaint was filed with the Board of Education.**

Signature of Superintendent

Date

LEVEL 4 The Board of Education, Superintendent and the Compliance Coordinators shall proceed in accordance with appropriate state statutes.

ACTION TAKEN

_____ **The investigator(s) believe the complainant is satisfied with the action taken.**

_____ **Resolution was unsatisfactory and a Level 5 complaint was filed with _____.**

Signature of BOE Designee

Date

LEVEL 5 If the complainant wishes to pursue the grievance, he/she shall proceed in accordance with appropriate state statutes.

SUPERINTENDENT'S AGREEMENT

JULY 1, 2012- JUNE 30, 2015

Adopted by the Granby Board of Education
June 20, 2012

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

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

1. DUTIES

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

2. OUTSIDE PROFESSIONAL ACTIVITIES

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

3. TERM

The term of said employment is three (3) years, from July 1, 2012 to June 30, 2015. The Superintendent and the Board agree they shall adhere to the following procedure to extend the Superintendent's employment under this Agreement. Prior to the end of the second year of this three-year Agreement, the Board shall vote for a new Agreement. At least three (3) months prior to the end of the second year of this Agreement, the Superintendent shall notify the Board that his contract is about to expire and shall provide the Board this contract clause. The provisions of this paragraph to the contrary notwithstanding, the provisions of Section 9 shall take precedence and the Superintendent's employment may be terminated under the provisions of said section.

4. BASE SALARY

The base salary of the Superintendent for the period from July 1, 2012 to June 30, 2015 shall be \$185,715 which includes an elective tax sheltered annuity pursuant to a valid and legally binding salary reduction agreement to be paid to a tax sheltered annuity selected by the Superintendent in the amount of \$10,000. The salary for subsequent years shall be as negotiated between the Board and the Superintendent. Any adjustment in base salary made during the life of this Agreement shall be in the form of an amendment and shall become part of this Agreement provided, however, that by doing so the Board shall not be deemed to have entered into a new agreement with the Superintendent nor shall the termination date of this Agreement be deemed extended.

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

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

5. FRINGE BENEFITS AND WORKING CONDITIONS

- A. The Board shall provide the Superintendent with twenty (20) sick days annually cumulative to two hundred-twenty (220) days. The Board agrees that the Superintendent begins this Agreement with 207 sick days accumulated. The Board shall not pay for accumulated sick days upon termination of the Superintendent's employment.
- B. The Board shall provide the Superintendent with thirty (30) vacation days annually, exclusive of legal holidays. The Superintendent may carry over and accumulate up to (10) vacation days annually to a limit of (60) days. However, for the first year of this Agreement only, the superintendent may accumulate and additional twenty (20) days. The Board agrees that the Superintendent has accumulated (30) days' vacation as of the effective date of this Agreement. The Superintendent will be paid for accumulated and unused vacation days at the time of termination in lump sum, provided such termination is by mutual agreement or effected pursuant to Section 9, paragraphs B or D. In the event of death, unused vacation pay will be paid to the Superintendent's estate.
- C. The Superintendent will be eligible for all holidays designated generally for administrators in the Granby Public Schools.
- D. The Board shall provide the Superintendent (and family) with paid Granby Health Plan coverage as described in the Granby Employee Health Plan specifications with benefits itemized in the current Agreement between the Granby Education Association and the Granby Board of Education, including the provision for premium cost sharing.
- E. The Board encourages the Superintendent to continue his professional development and expects him to participate in relevant learning experiences.

Subject to the availability of budgeted appropriations, the Superintendent shall attend professional meetings at the local, state, and national level, the expenses related thereto to be paid by the Board.

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

amount in the incentive account upon retirement or separation over a period of up to three years at his discretion. The Board and the Superintendent will develop mutually agreed to provisions for post-retirement health benefits during the first year of this Agreement.

6. GOALS AND OBJECTIVES

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

7. EVALUATION FORMAT

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

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

8. EVALUATION

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

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

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

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

9. TERMINATION

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

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

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

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

10. GENERAL PROVISIONS

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

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

Alan Addley, Superintendent of Schools

Date

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

Date

**Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes
June 6, 2012
5:30 p.m.**

Attendance:

Alan Addley - Present
Diane Dugas – Present
Mike Dunn - Present
Jenny Emery – Absent
Lynn Guelzow - Present
Ben Perron – Present
Rosemarie Weber – Present

Meeting commenced at: 5:45 p.m. Meeting adjourned at: 7:00 p.m.

1. Consent Agenda -.The consent agenda was approved.

2. Old Business

- a) Technology Committee/Technology Plan - This plan will be presented to the entire board on June 20, 2012. Discussed the purpose of 1 to 1 computing - it achieves the mission statement and meets the state media literacy requirements. Also discussed: 1) benefits of 1 to 1 computing; 2) practical application of BYOD (availability to students at home, equity and what type of device); 3) ethical training/responsible use; and, 4) Flexible implementation dates.

3. New Business

- a) Curriculum Director's Report - Discussed the CREC Author's Book Club and end-of-year PLC discussions – how did we do?

- b) Administrative Regulations for Homework Policy – Discussed background issue. A group was assembled to review district policies. Examined the research and summarized. Discussed revisions to administrative regulations.

- c) Draft Policy 51431.21, Administering Medication – Being reviewed by the subcommittee. The first reading will come to the Board on June 20, 2012.

June 20	Finance Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
June 26 – July 11	High School trip to Honduras		
July 23	Board Summer Retreat	TBD	
August 29	Facilities Tour Finance Subcommittee Meeting BOE/BOF Statutory Meeting BOE Meeting	4:00 p.m. 6:15 p.m. 6:30 p.m. 7:00 p.m.	All Schools Central Services Central Services Central Services
Sept. 3	No School - Labor Day Holiday		Offices Closed
Sept. 4	First Day of School		
Sept. 5	Curriculum Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
Sept. 17	No School – Rosh Hashanah		Offices Open
Sept. 19	Finance Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services

Dear Granby Bd of Education,

Thank you very much for the retiree (and 25 yr. tchg) luncheon. It was such a thoughtful event for all of us, listening to little stories and descriptions of various veteran teachers.

Also, thank you for the pewter pitcher and inscription. I will always keep it in a prominent location so I will be reminded of my life as a teacher in Granby and all the special little students I was blessed to support.

With deepest gratitude,
Genay Lizman

June 8, 2012

To the Alaska Board of Education
& Mr. DeLong,
I would like to send my
sincere appreciation for being
honored at the Petrie 125 year
banquet. The banquet was a
wonderful celebration and so
meaningful. I was very
touched by how special it
was for each of us being
recognized.

The "Living Tree" book will
be a reminder of my 37 years
of being dedicated to teaching
along with the lovely ingrand
Dorothy Pithon.

Thank you for recognizing
me in such a grand way!

Thank you so much.

Sincerely,
Dorothy Pithon
Sincerely

are deeply appreciated!

I also want to thank you all for your support of our educational practices, as well as your votes of confidence. I thank the parents of our students for their academic partnership, and for providing a nurturing home environment. Lastly, I thank the entire community of Granby for its financial support of the school system.

I've had a memorable career in Granby; but I'll see you at future events, no doubt! With sincere appreciation,
Cathy Joslyn

June, 2012
To the Granby Board of Education,

Thank you so much for the wonderful luncheon you hosted in honor of the retirees, and 25-years-of-service employees! It was an elegant event, from the live music, fine food, art displays, animated conversations and personal tributes.

Thank you, too, for the beautiful, engraved pewter pitcher! It is perfect for our traditional house decors. Your generosity and thoughtfulness

Cal.

wednesday; luncheon
was very enjoyable and
I appreciated being able
to have my daughter
attend with me.

I went to thank you
and the Board of Education
for the inscribed pewter
pitcher (it goes very
well along with my
25 yr. pewter apple).

Thank you again.

Janet

6/12/12

Dear Granby Board of Education,
Thank you for the pewter pitcher.
The inscription echoes my thoughts
of appreciation and best wishes
to each of you.

I have been truly blessed
with thirty-nine years of
wonderful memories as a
teacher.

Sincerely,

Olive Giarakos