

Regular Board of Education Meeting
Wednesday, February 6, 2013 7:00 PM Eastern

Granby Senior Center and Youth Services
Building
15-B North Granby Road
Granby, CT 06035

Jenny Emery: Present
Lynn Guelzow: Present
Cal Heminway: Present
Edward Ohannessian: Present
Benjamin Perron: Present
Ronald Walther: Absent
Rosemarie Weber: Present

Present: 6, Absent: 1.

- I. Public Comment
- II. Administrative Reports
 - II.A. Superintendent's Announcements
 - II.B. Student Representative Reports
 - II.C. Schools in the Spotlight
- III. Consent Agenda
 - III.A. Minutes
- IV. Old Business
 - IV.A. Second Reading of Policy 6159, Individualized Education Program
- V. New Business
 - V.A. Secondary School Improvement Update
 - V.B. Intermediate School Reconfiguration
- 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

**Regular Board of Education Meeting – Approved Minutes
January 23, 2013, 7:00 p.m.
Central Services**

Attendance was taken at 6:42 p.m.:

Present Board Members:

Lynn Guelzow
Cal Heminway
Benjamin Perron (arrived at 7:30 p.m.)
Mr. Ronald Walther
Rosemarie Weber
Sean Goodridge (Student Representative)
Lexi Grimaldi (Student Representative)

Absent Board Members:

Jenny Emery
Edward Ohannessian

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

I. Public Comment

There were no public comments this evening.

II. Administrative Reports

II.A. Superintendent's Announcements

- Welcome to Kim Chamberlain, Student Activities' Coordinator, who is here to do an FY14 Athletic presentation for the high school this evening and also to Laura Lapichino who is here to present on the elementary world language program.
- The intermediate School Reconfiguration will be discussed at the February 6th Board Meeting. The meeting will be held at the Granby Senior Center.
- The interview process is underway for the middle school principal position. First round interviews were held last night and will be held again tomorrow night with second round interviews being held on February 4th.
- Early release will be held for all schools tomorrow. The staff will be running a session on the teacher evaluation plan. The PEAC Committee has not reconvened but will probably do so in early February. The Committee is hoping for some flexibility with the timeline of the plan.
- On Valentine's Day Granby Public Schools is planning an outreach effort to support the Newtown Sandy Hook Community Fund called "Hearts that Care". There will be various fundraisers and activities. A letter will be sent home to parents.
- We have used three emergency days thus far. Currently, the last day of school is June 18th.
- On February 7th there will be legislative breakfast. Board members are encouraged to attend.
- Principals will be hosting an information session to discuss safety precautions that take place at their particular school. Mr. Addley has met with the police chief and has written an article which will be published in *The Drummer* next month.

II.B. Student Representative Reports

- Mid-term exams are in full swing.
- Students returned from their trip to the Inauguration in Washington, DC telling stories of packed crowds and the President's very inspiring speech.
- The first semester ends this week.

- Students are looking forward to experiencing careers that they could potentially enter on National Job Shadow Day on Tuesday, February 5th.
- Boys' and girls' basketball won their games last night against East Granby. The boys' team has won their 10th game in a row. The next games will be at Canton tomorrow. Hockey has a game tonight against NFA; Swimming has their next meet on February 1st at Windsor; and wrestling has a meet tonight in New Haven against Platt Tech.
- For the "Hearts that Care" fundraiser, the Horticulture Club will be selling roses and Teen Iron Chef will be selling chocolate pops.

II.C. Business Manager's Report

The Finance Subcommittee reviewed the December Statement of Accounts this evening. Currently, there is \$153K favorable balance after making a placeholder for security improvements and \$25K for painting. Line item funds are doing well with \$60K favorable in transportation due to running one less bus. We are two students below budget from Hartland and a net favorable of \$25K on revenue.

II.D. Teaching & Learning

Ms. Diane Dugas, Director of Curriculum, Teaching and Learning, introduced Laura Iapichino, Department Chair for the World Language Department. Ms. Iapichino shared the presentation put together by Liz Thibodeau, Intermediate World Language Teacher, who could not be here this evening. Ms. Iapichino informed the Board that 5th graders receive Spanish instruction 2 times per week and 6th graders 3 times per week. Enthusiasm has been significant - 6th students have been exciting students across all grade levels with what they are learning.

II.E. FY14 Athletic Presentation

Dr. Law, Principal of Granby Memorial High School, introduced Kim Chamberlain, Student Activities Coordinator. Kim gave an overview of the sport options for all of the sport seasons as well as the participation numbers. There was a large increase in this year's athletic budget due to the athletic field project and relocating teams and transportation costs. Ms. Chamberlain stated that she is recommending the addition of an assistant indoor track coach due to a large increase in participation for this club. The safety and supervision of this additional coach would be beneficial. Future recommendations include expanding the cheerleading program to fall and winter; additional middle school cross country coach; and, additional funding for an after-school study hall supervisor. Ms. Chamberlain stated that if the fields are not ready for the 2014 fall season, she will have to go to a contingency plan to get athletes where they need to be and plan for that additional cost.

III. Consent Agenda

III.A. Minutes

A motion was made by Ron Walther and seconded by Lynn Guelzow to adopt the consent agenda. This motion passed unanimously at 7:47 p.m.

IV. Old Business

IV.A. First Reading of Policy 6159 - Individualized Education Plan

The curriculum subcommittee is recommending Policy 6159, Individualized Education Plan for a first reading. The Board should send any corrections to the Curriculum Subcommittee. This policy will come back to the Board at the next meeting for a second reading.

IV.B. Third Reading of Policy 1110.1 Community Relations; Policy 4118.11 Personnel - Non-Discrimination; and Policy 5145.4 Students - Non-Discrimination

Policy 1110.1, Community Relations, Policy 4118.11 Personnel-Non-Discrimination, and Policy 4145.4 Students-Nondiscrimination, were recommended by the Curriculum Subcommittee for a third reading and approval. There were some issues with consistency in language for the non-discrimination policies 4118 and 5145.4. One change was also made to the Administrative Regulations. A motion was made by Rosemarie Weber and seconded by Ron Walther to adopt the aforementioned policies. This motion passed unanimously at 7:50 p.m.

IV.C. FY14 Budget Update

Mr. Heminway reported that the Three-Board Meeting was held last evening. The Board of Education should be able to make a 2% guideline but the district is starting to suffer in the areas of maintenance materials, maintenance equipment and small cap. The next Board of Finance meeting until after the state budget is presented. Mr. Adley stated that our Plus One Budget is not going to change significantly.

V. New Business

V.A. FY14 Quality & Diversity Budget

Mr. Adley presented the FY14 Q&D budget. He stated the Q&D funds come from the tuition for our Open Choice students and the funds have to be supplemental to other funds that we have and are for our students to go out to other schools as well as incorporate diversity within our schools. Many magnet schools are increasing grade levels; therefore, there is a more costly run-out. Mr. Adley discussed the Choice Academic and Social Support Grant and the utilization of those funds. It was suggested that administration suggest a new algorithm to utilize the Q&D budget moving forward. Mr. Heminway stated that the Board of Finance is very comfortable with the way the Board of Education is currently reporting Q&D funds.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

VI.A.2. Finance/Personnel/Facilities

The Finance Subcommittee reviewed the statement of accounts for December; discussed an energy conservation program; and, had a short discussion on a student memorial issue.

VI.B. Other Board-Related Reports

VI.B.1. Athletic Field Project Committee

Bids will be received tomorrow and, hopefully, the numbers will be in line and a contractor can be selected.

VI.B.2. CREC/CABE

CREC – The CREC meeting was cancelled last week due to the weather.

CABE – Mr. Heminway stated that he will be going to Washington this weekend for lobbying activities - public education capacity to get additional funding for IDEA - message will be to balance budget - will report back at next meeting.

VI.B.3. Granby Education Foundation

The GranBee will be held on March 22nd. Mr. Heminway asked if the Board if they were interested in forming a team.

VI.B.4. District Efficiency Initiatives

VI.B.4. District Efficiency Initiatives

Mr. Traver stated the lighting proposal is moving forward. There are incentives available from CL&P to replace approximately 4,000 fixtures in the three schools. The planned work is given to CL&P who calculates an incentive value and pays the company for making the replacements. The full cost less incentives is amortized in our CL&P bills over four years. The gross savings estimate is \$87-\$120K per year for four years to offset the amortization of \$87K per year for four years. Thereafter the net savings is estimated at \$87-\$120K per year. The details of checking on references, etc. is being reviewed by the subcommittee. Will have a contract completed by attorneys and will bring back to the subcommittee and subsequently the next Board Meeting in February.

VI.C. Calendar of Events

The calendar of events is as you see it.

VI.D. Board Member Announcements

Mr. Addley reminded the Board about the school-wide event on Friday evening.

VII. Executive Session/Non-Meeting

A motion was made by Ron Walther and seconded by Rosemarie Weber to end the regular meeting. This motion passed unanimously at 8:44 p.m.

Respectfully submitted,

Linda Powell
Board Recorder

Instruction

Individualized Education Program/Special Education Program

Information and Resources Relating to Individualized Education Programs

Pursuant to Connecticut law, the Granby Board of Education must provide parents of students eligible for special education and related services with information and resources, created by the Connecticut State Department of Education (the “Department”), relating to individualized education programs (“IEPs”). In accordance with this requirement, the Board provides the following list of information and resources to assist parents.

- Bureau of Special Education Resources,
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730>
- A Parent’s Guide to Special Education in Connecticut,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf
- Individualized Education Program (IEP) Forms,
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322680#IEP>
- A Tool to Assist PPTs in Addressing the Unique Communication Needs of Students Who are Deaf or Hard of Hearing, Language and Communication Plan,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Language_Communication_Plan.pdf
- Promoting School Success for Children with Disabilities:
 - Least Restrictive Environment,
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/LRE.pdf>
 - PPT 101, <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/PPT101.pdf>
 - PPT Process, http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/PPT_Process.pdf
- Secondary Transition, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322676>
- Helpful CT Resources for Families,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf

Instruction

Individualized Education Program/Special Education Program (Cont'd)

Legal Reference: Connecticut General Statutes

- 10-76a. Definitions.
- 10-76b. State supervision of special education programs and services. Regulations.
- 10-76d. Duties and powers of boards of education to provide special education programs and services.
- 10-76g. State aid for special education.
- 10-76ff. Procedures for determining if a child requires special education.
- 10-76h. Special education hearing and review procedure.

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations

- 34 C.F.R. 300 et seq. Assistance to States for Education of Children with Disabilities.
- 300.22. Individualized education program.
- 300.502. Independent educational evaluation.
- 300.533. Placement during appeals.
- 300.114-120. Least restrictive environment.

P.L. 108-446. The Individuals with Disabilities Education Improvement Act of 2004

PA 12-173. An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

Granby Memorial High School



5 Year School Improvement Plan
2010-2015

5 Year GMHS School Improvement Plan Goal

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

*As measured by indicated Goal Levels On:
Standardize Achievement Data
District Designed Assessments*

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

		Our Reality - 2012	Our goal, by 2015
CAPT Strands	Response to Literature Reading for Information Algebraic Reasoning Scientific Inquiry Interdisc Writing I Interdisc Writing II	Grade 10 : 69% at goal of 7/12 Grade 10 : 53% at goal of 15/24 Grade 10 : 69% at goal of 7/12 Grade 10: 87% at goal of 22/35 Grade 10: 75% at goal of 8/12 Grade 10: 71% at goal of 8/12	100% at goal of 7/12 100% at goal of 15/24 100% at goal of 7/12 100% at goal of 22/35 100% at goal of 8/12 100% at goal of 8/12
Other District Measures		No district measures currently identified or developed	Year 1: Rubrics Year 2: Gap analysis Year 3: Develop Assessments Year 4: Pilot Assessments Year 5: Report data

Action Plan

- ▶ Review data for all areas of CAPT
- ▶ Reviewed Intervention Data
 - Student Support Center
 - Formative assessments
 - CAPT simulation results
 - Tutoring assignments
- ▶ Development of Special Education Teachers as Consultants to classroom teachers
- ▶ Increasing the use of non-fiction reading in classrooms
- ▶ Literacy Specialist developing the capacity of teachers to embed Best Instructional Strategies for reading and writing into classroom instruction
- ▶ Integration of College and Career Readiness skills into curriculum and classroom
- ▶ Use of School developed writing/DAG rubric in all classes

Action Plan Update

Steps	Progress
▶ Review CAPT data	▶ All Subject Areas: Teams reviewed and focused instruction on areas of need; individual students received interventions as needed
▶ CAPT Simulation and Screener data	▶ Math – Interventions in class and with tutor on fractions; solving one variable equations; application of theories ▶ Writing– composing thesis statements; writing clear, complex and cohesive sentences; GUMS ▶ RtL – literary devices; ▶ Rfl – citing from reading; selection of supporting details
▶ College and Career Readiness	▶ PSAT data – 65.8% on track to College and Career Ready; data presented to departments to guide instructional choices for the year ▶ PSAT Scores in Reasoning and Inference, Algebra and Functions, Overall Writing Scores were increased from last year

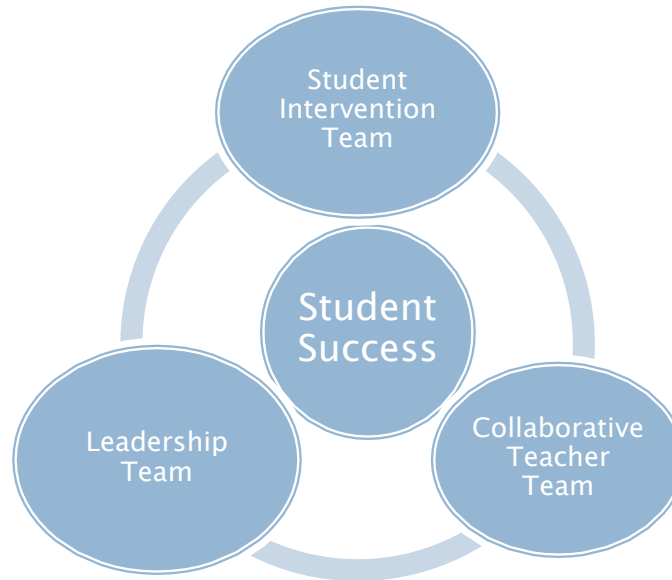
Action Plan Update

Steps	Progress
▶ Development of SPED teachers as Consultants	▶ Beginning to develop caseload of struggling students based on SIT referrals ▶ Developing consulting practices with classroom teachers
▶ Literacy Specialist and Consulting Teacher Development	▶ Divided caseloads by discipline ▶ Regular consulting conversations occur based on student needs ▶ Focus on overall skills in reading, writing and study skills
▶ DAG/Writing Rubric	▶ Rubric Completed ▶ Pilot Scores entered by May 2013 ▶ Create action plans for students based on scores

Monitoring and Evaluation

▶ Three Team Model

- On-going
- Systematic
- Timely



- ▶ Data collection from universal screeners, formative and summative assessments
 - **53 student referrals; 1% reading or writing skill deficits; 10 students on monitor; 2 students dismissed**
- ▶ Progress Monitoring-
 - **TIER II: 14 students in reading; 30 students in math; 41 in behavioral/study skills support**
- ▶ Feedback from PLC team leader and Interventionists

Other important school initiatives

- ▶ Develop plans and timelines to align GMHS practices to new High School Reform expectation
 - Student Success Plans – **Draft completed and implemented**
 - Credit Increase to 25 – **To begin in March 2013**
 - Capstone Project – **Draft in Progress**
- ▶ Including teachers in District Walkthroughs – sharing of practice – **25+ people at each walkthrough, focus on rigor**
- ▶ Develop systematic responses for struggling students – Three Team Model – **weekly intervention meetings**
- ▶ Annual NEAS&C 10 year visit (March 2017)
- ▶ Increase parent and community involvement
 - Leadership/Climate Committee – **Met once; action plans developed**
- ▶ Planning and Construction of 21st Century Athletics Fields – **bids in and awarded**

Granby Memorial Middle School

5 Year School Improvement Plan

2010-2015

5 Year District Student Achievement Goal

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

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

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

		Our Reality		Our goal, by 2015
CMT Strands	Reader/ Text Connection Content and Structure Math Application Estimating Solutions to Problems Scientific Inquiry	Grade 7: 80% Grade 7: 96% Grade 7: 70% Grade 7: 88% Grade 7: n/a	Grade 8: 70% Grade 8: 88% Grade 8: 65% Grade 8: 79% Grade 8: 81%	100% at goal 100% at goal 100% at goal 100% at goal 100% at 14 or above
Other District Measures		No district measures currently identified or developed		Year 1: Rubrics Year 2: Gap analysis Year 3: Develop Assessments Year 4: Pilot Assessments Year 5: Report data

Action Plan

- *Examine CMT strand data with particular emphasis in the areas of the writing prompt, editing and revising and composing – Teachers reviewed data and focused instruction on areas of need.*
- *In-service faculty in the areas of editing and revising and composing at each faculty meeting throughout the year – There are on going presentations at faculty meetings by LA teachers*
- *Implement school wide writing rubric and in-service faculty in its use to align expectations and feedback to students regarding their writing - Rubric completed*
- *Identify students who are weak in writing and develop supports and interventions plans to raise student achievement – This is taking place at team and department meetings*
- *Every faculty member will implement a conflicting source document writing assignment and provide meaningful and timely feedback – The document writing assignment has been implemented .*
- *Deeper analysis of where when and how editing and revising and composing are taught. In progress*
- *Utilize our Curriculum Director, Language Arts Coordinator Literacy Specialist and ELA teachers to design, align and implement a measurable writing intervention program K-8 similar to those created for math and reading. Discussions are in progress.*
- *Full implementation of Reader/Writer Workshop model to deliver more effective instruction and align exceptions with K-6 program. In place – Administration Instructional Rounds in December provided feedback*
- *Utilize Literacy Specialist to support classroom instruction by modeling mini lessons that target specific skills in the area of editing, revising and composing. On going*
- *Implement a writing audit K -8 Audit completed*

Action Plan Update

Steps

Examine CMT strand data

In-service faculty on editing and revising expectations

Implement school wide writing rubric

Implement conflicting source document assignment

Analysis of where, when and how editing and composing are taught

Progress

Teachers have reviewed CMT strand data and are focusing their instruction on areas of need

In-service is being conducted at faculty meetings by Literacy Specialist, ELA CAS and ELA teachers

Rubric completed

Assignment completed.

Analysis of where and when are complete. Teachers are continually discussing the “how” and effective strategies

Action Plan Update

Steps

Design writing intervention program

Implementation of Reader/Writer Workshop model

Literacy Specialist supporting classroom instruction

Implement writing audit

Progress

No progress Currently district Literacy specialists and Administration are developing district writing expectations. These will serve as a foundation for writing and intervention programs.

Program implemented

Our Literacy Specialist is modeling mini lessons through out the year in all ELA classrooms

Audit completed – Audit indicated inconsistencies in writing program and a need to develop and align district writing expectations and interventions. Admin. Team is currently developing expectations along with Literacy Specialists and ELA teachers

Monitoring and evaluation Update

Steps

Develop scope and sequence or skills

Monthly progress monitoring regarding editing, revising and composing

Continue to monitor support systems in place to raise performance on the writing prompts.

Implementation and analysis of three writing prompts

Assess every student's Lexile reading level

Progress

We have developed a scope and sequence of editing, revising and composing skills . Each teacher knows what is expected at their grade level.

We have developed and implemented a progress monitoring system to measure students ability to edit, revise and compose. Students are assessed weekly or bi-weekly. Teachers then use results to conference with students for support

Weekly PLC team data conversations are on going to analyze assessment results to develop and share instructional strategies

3 prompts administered and analyzed. Teachers meet weekly as a team to analyze student work, align instructional and support strategies and incorporate strategies into Workshop model

Assessment complete

Monitoring and Evaluation Update

Steps

School Leadership Team will monitor and assess progress of programs

Progress

Tier II 23 students began in READ 180

*7th gr 11 students began program 2
students exited from services*

*8th grade 12 students began program 1
student exited from services*

*Tier II Math 64 students began the year
9 exited services*

Other important school initiatives

Updates:

- * 3 Team Structure – Our 3 teams: Student Intervention Team meets weekly, School Leadership Team meets twice a month and Collaborative Teacher Teams meet weekly. We are at the initial stages of data management and interpretation.*
- *Pride Program – This program focuses on improving our school climate by identifying and acknowledging positive behaviors. There has been a decrease in office referrals from last year. In the first quarter of last year, there were 86 office referrals, this year 57 (-34%) Quarter 2 last year 68 office referrals, this year 50 (-30%)*
- *School Climate Committee – Our committee is established - We are currently analyzing our climate survey results and developing an action plan*
- *Alignment to Common Core Standards with our curriculum – We have established committees of teacher representatives and are developing our K -12 curriculum and aligning it to standards. Committees meet 4 to 5 times per year.*
- *Intervention Programs – READ 180 and Math Workshop – We have two intervention programs in place. We still need to develop a writing intervention program. Currently, identified students are serviced for writing support through the Reader/Writer Workshop Classroom Model and at Extended Block*
- *Conflicting Source Document Writing – The assignment has been completed and feedback given to students.*
- *SSP's - Student Success Plans – to promote college and career readiness A draft has been completed and SSP's are being developed for each student*



Granby Public Schools Intermediate School Reconfiguration



February 6, 2013



Vision

Every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century citizenship.

Mission

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

Achievement Goal

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

Purpose of the Study

To explore the pros and cons of reconfiguring the intermediate schools from two schools serving grades 3-6, to two schools, one serving grades 3-4 and one serving grades 5-6

Why Consider Changing?

Potential to:

- Develop consistency of practice, experience and academic outcomes for students between the two schools.
- Increase teacher collaboration around teaching & learning.
- More efficient use of staff.
- Keep students together.
- Increase accountability (two grade levels vs. four grade levels).
- Eliminate the concept of “swing streets.”
- Address longstanding community concern.

Timeline

September: Communication (BOE, staff, community) / establish working group

October: Meetings with staff & parents (staff meetings, superintendent forums/PTO)

November: Surveys (students, staff, parents) /research & study

December: Analysis

January: Administrative recommendations and consideration by BOE*

Feb-June: Communication & possible implementation

**Monthly updates provided to the BOE Curriculum Subcommittee.*

Process

- Parent, teacher and student forums
- Parent, teacher and student surveys
- Small parent focus group
- Small teacher focus group
- Enrollment projections
- Transportation cost analysis
- Literature review
- Analysis and recommendations to BOE

Factors for Consideration

- Student achievement
- Teacher Collaboration
- Curriculum & Instruction
- Programmatic and cultural changes
- Transitions
- Enrollment / demographic balance
- Personalization
- Physical resources of buildings
- Accountability
- Staffing needs/ efficiencies
- Research & best practices
- Parental involvement
- Parental, staff and student input
- Transportation changes and costs

Literature Review Findings

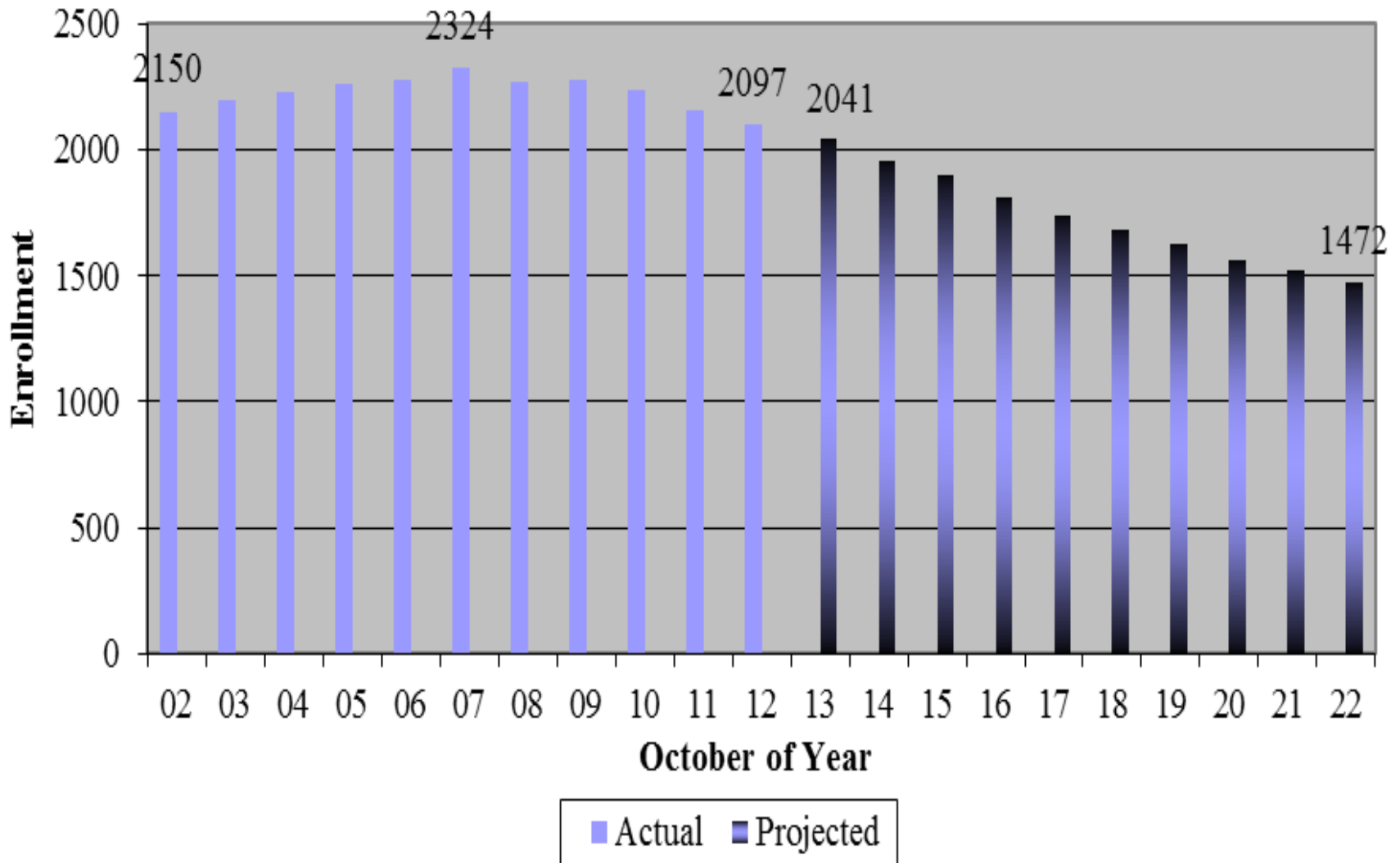
- No ideal grade level structure.
- Any configuration has pros & cons.
- Research supports small schools (300-500).
- Success of students depend on the quality of instruction.
- Results on collaboration and instruction are mixed. Single grade level schools provide increased collaboration and decreased vertical articulation.
- Research strongly suggests that increasing the number of school transitions negatively impacts student achievement, parental involvement and the sense of community.
- Potential negative effects of transitions are most evident in high-need districts and are mitigated with quality transition plans.
- Potential academic and emotional declines occur in the transition year and are generally made up in the second year.

Literature Review Findings

- Fewer grade levels reduce teacher and administrator accountability due to less years with students.
- There is a lack of longitudinal monitoring of student growth with fewer grade-levels.
- Fewer grade levels restrict cross-grade activities and mentoring of younger students.
- Student achievement effects are mixed. In general, achievement advances are realized in schools with broader grade-span configurations.
- Fewer grade levels in a school decreases socialization and connectedness across multiple grade levels.
- Same grade level configurations have the potential to realize staffing efficiencies (shared staff, support services).
- The change to grade level schools usually results in increased transportation costs.

In general, the research supports widening the span of grade levels versus narrowing the span.

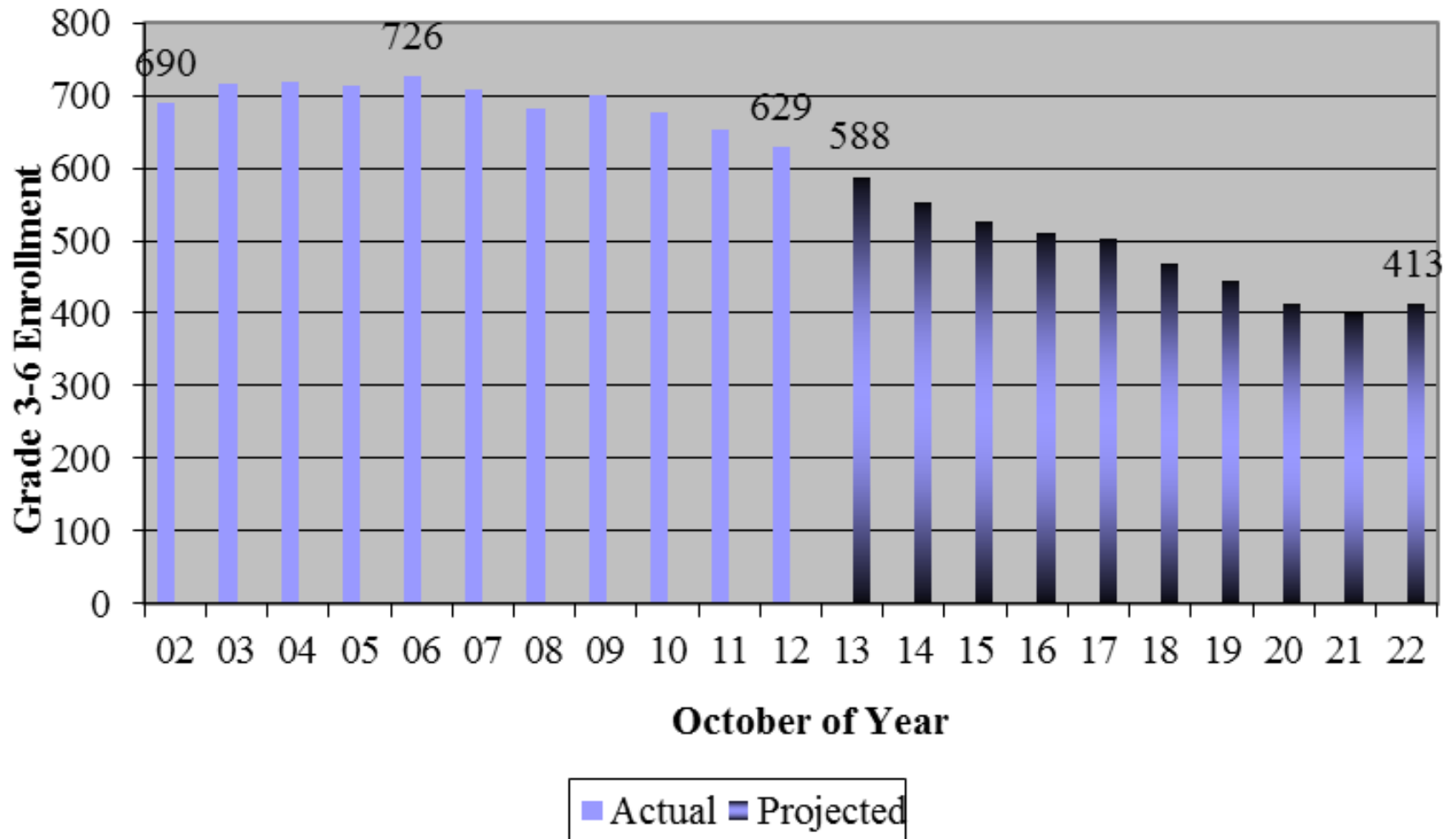
Total Enrollment



Enrollment

School Year	PK-2	3-6	7-8	9-12	District Total
2012-13	380	629	328	760	2,097
Projected					
2013-14	388	588	327	738	2,041
2014-15	377	553	322	704	1,956
2015-16	346	527	309	714	1,896
2016-17	315	510	295	688	1,808
2017-18	298	503	268	673	1,742
2018-19	309	468	247	656	1,680
2019-20	312	445	249	618	1,624
2020-21	318	412	253	580	1,563
2021-22	319	401	244	553	1,517
2022-23	320	413	206	533	1,472

Enrollment - Grades 3-6



Grades 3-4 & 5-6 Enrollment

	Grades 3-4	Grades 5-6	Difference in # Class sections
2013-2014	274	314	2
2014-2015	253	300	2
2015-2016	255	272	1
2016-2017	259	251	0
2017-2018	250	253	0

DRG & State Comparisons

Avon
Brookfield
Cheshire
Fairfield
Farmington
Glastonbury
Greenwich
Guilford
Madison
Monroe
New Fairfield
Newtown
Orange
Simsbury
South Windsor
Trumbull
West Hartford
Woodbridge
Region 5
Region 15

DRG

- Six districts have 5-6 schools
- One district has 3-6 school
- No district has 3-4 & 5-6 schools
- No consistent patterns 3-6

STATE

Three districts in the state have a
3-4, 5-6 configuration

Summary of Parent Forums & Focus Groups

- Not all students transition well.
- Transition is more of an adult issue and students will adapt.
- An increased amount of trust is established through relationships building with the school when students spend more years.
- A positive and trusting rapport makes the environment supportive for learning.
- There is a perception of competitiveness between Kelly and Wells that stems from parents and students perceiving one school is better than the other at any given time.
- Some parents feel competition is healthy; others see it as significantly negative.

Summary of Parent Forums & Focus Groups

- Parents would like to see siblings have the opportunity to be in the same school.
- Swing streets are a concern.
- Some parents of special needs students are concerned about continuity and transitions.
- Why change if achievement scores between Kelly and Wells are comparable?
- Cost should be a considering factor in making a decision.
- More communication for parents and students that addresses misperceptions and helps to decrease the competition between schools.

Summary of Teacher Forums & Focus Groups

- A sense of community is difficult to obtain, decreasing grades and years students spend together adds to that challenge.
- Decreasing the number of grade spans decreases the ability of older students to be role models (older to younger students).
- Students would no longer be with siblings; in a small community, sibling relationships in school are favored and fostered.
- Longer time within a school allows students, parents and teachers to be invested (socially, emotionally and academically).
- Some specialization intervention services would be more efficiently delivered.
- Reconfiguration eliminates the competition between the schools.
- If the intermediate configuration was to be maintained, several recommendations/ideas were offered on ways to become more like “sister schools” versus competitors.

Student Survey

	Adopt New Structure	Maintain Existing Structure
Wells Road	54%	46%
Kelly Lane	31%	69%
TOTAL	42%	58%

Parent Survey

	Adopt New Structure	Maintain Existing Structure	Neutral
Wells Road	56%	23%	21%
Kelly Lane	24%	58%	18%
3-6 Total	41%	40%	20%
Kearns	74%	7%	19%
K-6 TOTAL	48%	32%	20%

Teacher Survey

	Adopt New Structure	Maintain Existing Structure	Neutral
Wells Road	7%	73%	20%
Kelly Lane	0%	85%	15%
Sub-Total	4%	79%	18%
Kearns	80%	0%	20%
Elementary	46%	36%	18%
K-6 TOTAL	30%	52%	18%

Survey Summary

	Adopt New Structure	Maintain Existing Structure	Neutral
Students (604)	42%	58%	n/a
Parents (361)	48%	32%	20%
Teachers (61)	30%	52%	18%
TOTAL (1,026)	43%	49%	8%

Parents' Top Reasons to Change

- Greater consistency of curriculum and instruction (71%)
- Increase grade-level collaboration (63%)
- Keeps students with peer groups (56%)

Teachers' Top Reasons to Change

- Increase grade-level collaboration (89%)
- Greater consistency of curriculum and instruction (78%)
- Allows some specialized interventions (44%)

Parents' Top Reasons to Stay the Same

- Eliminates additional transition for students (48%)
- Current curriculum and instruction is successful (42%)
- Creates a more personalized learning environment (42%)

Teachers' Top Reasons to Stay the Same

- Eliminates additional transition for students (69%)
- Creates a more personalized learning environment (53%)
- The staff is aware of the learning needs of students (31%)
- Teacher collaboration across grades 3-6 (31%)
- 5th/6th graders mentor younger students (31%)

School Facilities

	Kelly	Wells
Square Footage	60,099 sf	56,328 sf
# of Regular Classrooms	19	19
# of Science Labs	2	2
# of Computer Labs	2	2
# of Music Rooms	3	3
Cafeteria	1	1
Gymnasium	1	1
Lockers	270	250



Transportation

Retains two-tier bus system

Option # 1: Added Cost \$290,454

- Keep current routes, change start/end times, and add 7 buses to stay within one hour time on bus target.
- Most buses service Wells (8:20 start, 3:05 end), Kelly (8:25 start, 3:10 end), and Kearns (8:40 start, 3:25 end).
- Middle school & high school start & end 10 minutes earlier (7:25 start, 2:10 end with earliest student pick up @ 6:20).
- Consideration given to the last drop off time in the winter (4:25).
- Time on bus increases for most intermediate students due to time waiting in line at second intermediate school before heading to Kearns.



Option # 2: Added Cost \$165,021

- Operate Kearns buses separately from the Kelly and Wells buses, HS/MS starts 10 minutes earlier, and add 4 buses.
- Middle school & high school start & end 10 minutes earlier at 7:25 to 2:10 (earliest student pick up @ 6:20).
- Both intermediate schools retain current start and end times (8:20 start, 3:05 end) and Kearns could be 8:25 start to 3:10 end.
- Flip/flop system for the arrival and departure of intermediate buses (6-7 buses going to Kelly/Wells).
- An estimated 15 households with students in all three schools might have parent pick up at the third school 20 minutes past bell.

Staffing Efficiencies

- Increased use of small grouping for support services
- Limited savings from shared staff (travel time)
- No savings on classroom teachers

Costs



Transportation

\$165,021



Relocation/Moving Expenses

\$ 8,000



Travel Expenses

\$ (600)

Total \$ 172,421

Evaluation of a 3-4, 5-6 Configuration

Teacher Collaboration	Advantage	Neutral	Disadvantage
Transitions	Disadvantage	Disadvantage	Disadvantage
Enrollment / School Size	Disadvantage	Neutral	Disadvantage
Consistency of Practice	Advantage	Disadvantage	Disadvantage
School Competition	Advantage	Disadvantage	Disadvantage
Keep Students Together	Disadvantage	Neutral	Disadvantage
Greater Accountability	Disadvantage	Disadvantage	Disadvantage
Eliminate Swing Streets	Advantage	Disadvantage	Disadvantage
Student achievement	Advantage	Disadvantage	Disadvantage
Personalization	Disadvantage	Disadvantage	Disadvantage
School Facilities	Disadvantage	Neutral	Disadvantage
Staffing Efficiencies	Advantage	Neutral	Disadvantage
Parental Involvement	Disadvantage	Disadvantage	Disadvantage
Parental Input	Advantage	Disadvantage	Disadvantage
Staff Input	Disadvantage	Disadvantage	Disadvantage
Student Input	Disadvantage	Disadvantage	Disadvantage
Transportation	Disadvantage	Disadvantage	Disadvantage
Costs	Disadvantage	Disadvantage	Disadvantage



Administrative Recommendations

1. Keep the current grade level configuration of the intermediate schools.
2. Review school configurations to address declining enrollment.
3. Explore alternate solutions to the issue of “swing streets.”
4. Recognize and celebrate the culture, practices and performance of both schools.
5. Provide more shared experiences for students from both schools.
6. Seek alternate solutions to increase grade level teacher collaboration on instruction.

Thoughts & Questions





Granby Public Schools

Intermediate School Reconfiguration Study

February 6, 2013



Members of the Administrative Review Committee

Alan Addley, Superintendent of Schools

Diane Dugas, Director of Curriculum & Professional Learning

Aimee Martin, Director of Pupil Personnel Services

Harry Traver, Business Manager

Anna Forlenza-Bailey, Wells Road Intermediate School Principal

Robert Gilbert, Kelly Lane Intermediate School Principal

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Overview

Purpose of the Study:

The purpose of this study was to explore the pros and cons of reconfiguring the Granby intermediate schools from two schools serving grades 3-6, to two schools, one serving grades 3-4 and one serving grades 5-6.

Why Explore a Change:

Kelly Lane Intermediate School and Wells Road Intermediate School serve a total of 636 students. Originally serving grades 3-5, both schools transitioned to serving grades 3-6 students in the fall of 2006 as part of the new building projects designed to address growing enrollment. Shifts in student population, a greater emphasis on teacher collaboration and consistency of practice between both schools, along with feedback from the community, specifically identifying “swing street” concerns, have suggested the need to explore the grade level configuration of the intermediate schools. In addition, the specific topic of exploring the schools’ continuity of practice has been a community and Board priority since I was hired as Superintendent five years ago.

More specific reasons for considering reconfiguration include:

- We are a professional learning community committed to teachers’ collaboration around their practice to support student learning. This does not happen as frequently and with as much quality in the intermediate schools as compared to other schools in the district. Having all grade level teachers located in the same building would naturally promote greater collaboration around student learning.
- Historically, one of the priorities expressed by the community has been to develop consistency of practice, experience and academic outcomes for students between the two schools. While we continually strive to accomplish this, and we are confident in the types of experiences we provide students, variations naturally occur simply because we have two buildings.
- Annually, depending on home locations, parents expect their children to attend a particular school. Regularly, this is not always the case. To balance classes in both schools, some students are relocated to another intermediate school. For a small community, this can be frustrating and disappointing to families.
- We share a number of teaching and support staff between the two buildings. It may be possible to realize greater efficiencies by reconfiguring the grades.

- It could be argued that each school’s effectiveness and accountability for student academic performance for two grade levels would be greater than for four grade levels.
- The intermediate school experience is the only time our students are not together. Currently, they attend the same primary, middle and high school. Since we are a small school district, and since it is possible to do, it is worth exploring the advantages of keeping students together throughout their schooling.
- There may be budget savings through the more efficient use of staff.

Process of the Study:

The process of exploring the most effective intermediate school structure began late in the fall. The process included the following:

- Introduction to the process via the press and correspondence to parents
- Two Superintendent community forums
- An open faculty meeting forum for all staff
- Input from a small parent focus group
- Input from a small teacher focus group
- Input from a small group of students
- Parent, student and educator surveys
- Transportation cost analysis
- Literature review
- Enrollment analysis
- A review of DRG grade level configurations
- Synthesis and analysis of findings
- Presentation of recommendation

The timeline was:

- September:** Communication (BOE, staff, community) / establish working group
- October:** Meetings with staff & parents (staff meetings, superintendent forums/PTO)
- November:** Surveys (staff, parents & students) /research & study
- December:** Analysis
- January:** Administrative recommendations and consideration by BOE*
- Feb-June:** Communication & possible implementation

**Monthly updates provided to the BOE Curriculum Subcommittee.*

Two Superintendent forums were held providing parents and the community with an overview of the purpose and process of the reconfiguration study. The faculty of Kelly Lane, Wells Road and Kearns Primary School were provided the same overview. All forums provided an opportunity for questions, answers and opinions to be shared and taken into consideration. From the larger forums two small focus groups were formed, one comprised of parents from various grades and backgrounds and the other of teachers and administrators from the two intermediate schools and Central Services. Both focus groups met once and were invited to share reflections and further considerations with administration regarding the pros and cons of the two reconfiguration choices. The groups represented their peers, colleagues and community thoughts, ideas and perceptions.

Simultaneous to the gathering of focus groups three surveys were instituted. One was provided to parents of students in Pre-K through grade 6 asking their opinion for the best learning structure for Granby students and their rationale for their choice. The same questions were asked of the intermediate school teachers and administrators in both schools. During the November election, students engaged in focused classroom dialogue obtaining facts about the reconfiguration options. They also voted and provided their input and rationale on their preferred school configuration.

Research on grade school configuration was conducted by the Hanover Research Company for Granby Public Schools on optimal grade groupings. Hanover Research is a service that synthesizes research on a given topic and provides a summation of the key research findings related to the topic. Additional research was conducted by our Director of Curriculum and the findings were combined and summarized. Exploration of grade level configuration for our DRG was conducted for comparison purposes. A transportation cost analysis of the various options was conducted by our Business Manager in collaboration with First Student Bus Company and Transportation Advisory Services. District enrollment projections were prepared with the assistance of Peter Prowda, Ph.D., former Data Consultant and demographer for the Connecticut State Department of Education.

All information gathered was synthesized and processed by a small administrative team that included the Superintendent, Director of Curriculum, Director of Pupil Personnel Services, Business Manager, and two intermediate school principals to present a final recommendation to the Board for February 6th.

Findings

Literature Review:

“An examination of U.S. schools reveals a high degree of diversity regarding grade configuration; in fact, experts emphasize that *no ideal grade span exists*. A school’s efficiency depends more on the nature of the programs administered and the quality of the instruction provided than the number or range of grades taught” (Optimum Grade Groupings 1).

School Size

There are many grade configurations with the recent trend in elementary schools to expand the grade level span rather than decrease it. In many instances, the research is clear it is not the grade level span that matters, but rather, the quality of planning and instruction that impacts the success of students (Gates). In many cases, the purpose for reconfiguration has to do with enrollment. In the event that Granby should reconfigure Kelly and Wells into a 3/4, 5/6 configuration, the overall size (number of students) of each school would remain virtually the same, having no impact on enrollment. The number of grade levels within each school, however, would be reduced from 4 to 2. According to the research, increasing the number of grades would provide a large school feel, potentially negatively impacting students’ sense of social, emotional connectedness (Cotton). Limiting the number of grades restricts student opportunity for cross-age activities and mentoring of younger students by older students and even siblings (Paglin and Fager).

Achievement

With regard to the effects of grade level configuration on achievement, the research results are mixed (Howley; Gates; Caldarci and Hancock).

Many studies find that both student socio-economic and grade configuration affected student achievement, as well as, school size (Howley; Gates). In general, research suggests that achievement advantages are realized in schools with broader grade-span configuration (Brown). Research analysis reveals in districts where there are transitions in grades K-8, there tends to be a decline of achievement in the transition year, but it is not always significant. Some research finds that this can be negated when students transition as a single cohort to a new school (Alspaugh). In addition to studies on achievement, other research has focused on the influence of breadth of grade span on student drop-out rates. There is research evidence that suggests the more transitions students incur positively impacts drop out potential (Brown). These findings indicate our neediest students have the potential to incur the greatest difficulty with an additional transition.

Collaboration

Combining all of the grade level teachers addresses our PLC concern to facilitate efficiencies in collaboration, planning and professional development related to grade level specific curriculum, assessment and instruction which have potential to positively impact student achievement. However, less interaction with teachers across multiple grade spans has potential to impact vertical articulation of the curriculum (Paglin and Fager).

Transitions

If Kelly and Wells are reconfigured, the students would incur another transition in their school career. The research is unanimous in demonstrating that transitions negatively impact schools, students and parents (Renchler; Teacher Leader Network). Specifically impacted is school culture. The need to adjust to new relationships and routines for some students every two years has potential to negatively impact academic achievement. This being said, we have communicated with the Durham School District who possesses a two-year transition configuration. They have shared that the students and parents have positively adjusted and there is no evidence of decreased achievement as a result of those transitions. Research also states the potential for this is greater in more high-need districts (Alspaugh). The effects are contingent upon implementing effective transition plans for students.

Parent Effects

Evidence exists that the longer the time a student spends at a school the greater the likelihood that his or her parents will become involved (Craig). Often times, families have multiple children, resulting in siblings being split between multiple schools. Reconfiguring Kelly and Wells has potential to exacerbate the divide between siblings, potentially decreasing parental involvement in any one school due to parents having to split or prioritize their time.

Accountability

Surprisingly, some research suggests that schools with fewer grade levels contribute to a climate of reduced accountability, an opposite finding to our initial thoughts (Grade Configuration Study Committee Final Report). The fewer number of years that students spend in a particular school, the less responsible teachers and administrators appear to feel for their academic success.

Transportation

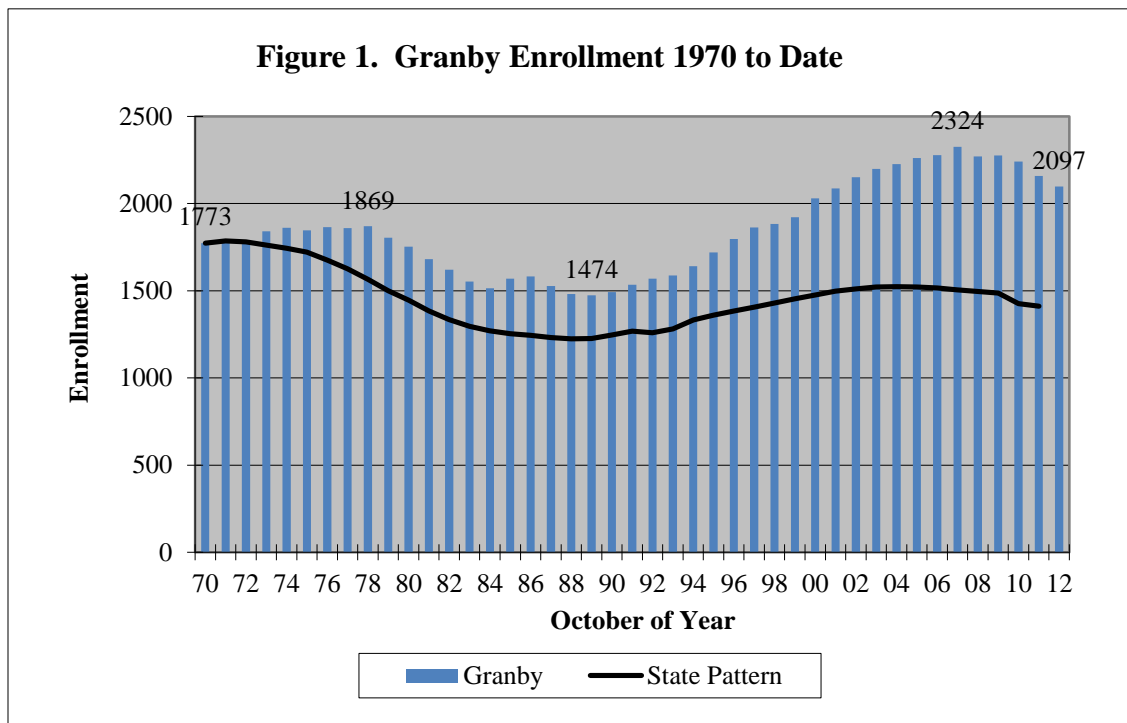
Finally, in the research reviewed by Hanover (2012), it was noted that the creation of additional grade level schools resulted in an increase in transportation costs due to the need to transport students from across the district to a single facility. Moreover, research suggests that districts with fewer schools consisting of more grades actually spend less on per pupil expenditure (Grade Configuration Study Committee Final Report, March).

Summary

In summary, successful grade level configuration in any district is contingent upon purpose and careful planning. The above findings are an integral part in the consideration of Granby's choice.

Enrollment:

Enrollment projections typically use the most recent five years' of data. While the most recent past is viewed as the best predictor of the near future, it is informative to look at a broader perspective. Figure 1 shows the enrollment in Granby from 1970 to date.



Enrollment in the Granby Public Schools grew from 1,773 students in 1970 to 1,869 students in 1978. Between then and 1989, enrollment went on a decline that took it to 1,474 students. In those 11 years, enrollment declined by 395 students or 21.1 percent. Between 1989 and 2007 enrollment increased by 850 students. The 2,324 students enrolled in 2007 was the all-time peak and represented a 57.7 percent increase over the 1989 low. Enrollment then entered a second downward cycle. Between 2007 and 2012 enrollment declined by 227 students or 9.8 percent. The 2012 enrollment of 2,097 students is similar to that of 2001. Granby's enrollment pattern is roughly similar to that of the state's public schools.

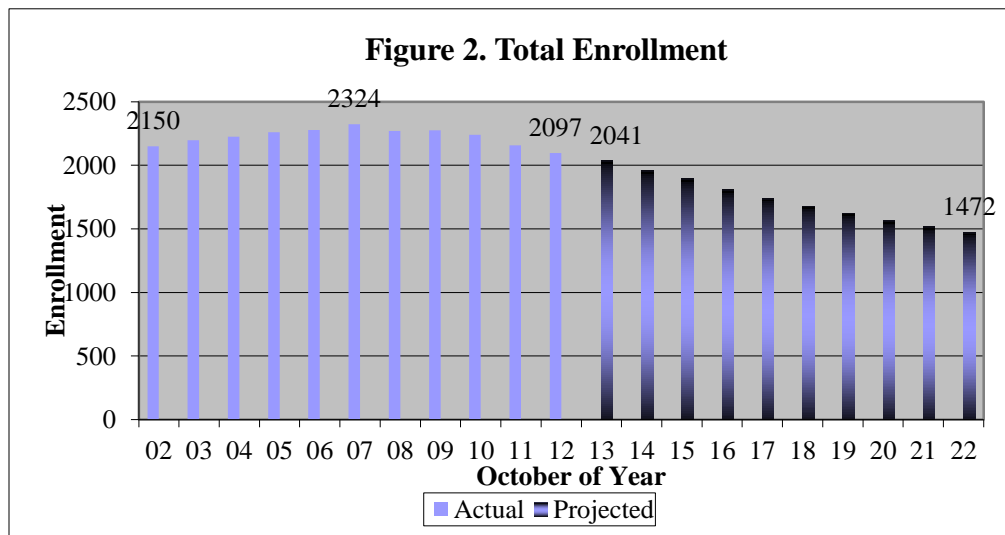
Total Enrollment:

Table 1. Total Enrollment

School Year	PK-2	3-6	7-8	9-12	District Total
2012-13	380	629	328	760	2,097
Projected					
2013-14	388	588	327	738	2,041
2014-15	377	553	322	704	1,956
2015-16	346	527	309	714	1,896
2016-17	315	510	295	688	1,808
2017-18	298	503	268	673	1,742
2018-19	309	468	247	656	1,680
2019-20	312	445	249	618	1,624
2020-21	318	412	253	580	1,563
2021-22	319	401	244	553	1,517
2022-23	320	413	206	533	1,472

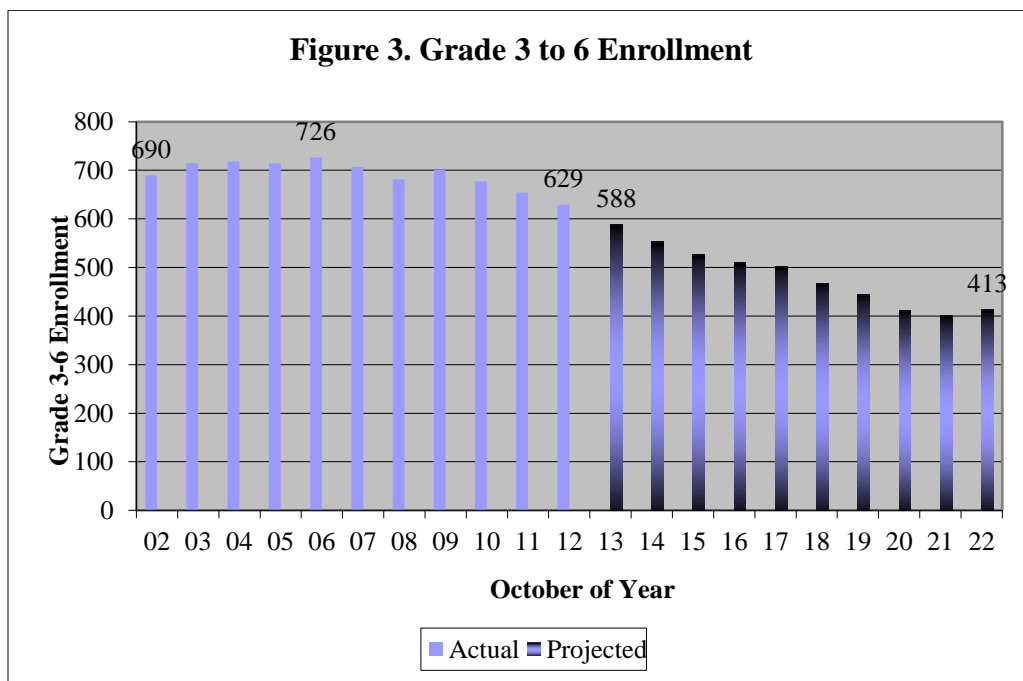
District enrollment projections were prepared with the assistance of Peter Prowda, Ph.D., former Data Consultant and demographer for the Connecticut State Department of Education. Total district enrollment will decrease by about 55 students as the senior class of 180 students exit and a kindergarten class projected to be 119 students enters. Enrollment will fall below 2,000 students in 2014, below 1,800

students in 2017 and below 1,600 students in 2020 (see Table 1). The last time total enrollment was below 1,600 students was 1993. By the year 2022, enrollment could be about 1,470 students. Figure 2 shows the projected 10-year decline is 625 students or almost 30 percent. Total enrollment in Granby should average 1,730 students over the ten-year projection period compared to an average total enrollment of 2,233 students over the past ten years.



Grades 3 to 6 Enrollment:

Enrollment at the Wells Road and Kelly Lane schools will continue to decline through 2021. Next year there is an anticipated loss of about 40 students. Enrollment will fall below 500 students in 2018 and hit a low of about 400 students in 2021. The last time enrollment in these grades was below 500 students was 1989. By 2022, enrollment will recover to almost 415 students. Over the ten years from 2012 to 2022, there is a projected net decline of about 215 students or about 34 percent. Over the ten-year projection period, enrollment in grades 3-6 will average about 480 students compared to the average of 692 students observed over the past ten years.



Comparisons to DRG¹ and State:

Granby is designated by the State Department of Education as a DRG B district. An analysis of the grade level configuration for schools in DRG B (see Table 2 below) shows six districts have schools serving grades levels 5-6; one district has a school serving grades levels 3-6, no districts have schools serving grade levels 3-4 and 5-6. Finally, the data shows no obvious pattern as to how schools are configured for grades 3-6.

Table 2. Comparisons to DRG

DRG B	PK-K	PK-1	PK-2	PK-4	PK-5	PK-6	K-4	K-5	K-6	1-4	1-6	2-4	3-5	3-6	5-6	5-8	6-8	7-8	9-12
Avon				1			1								1			1	1
Brookfield		1										1				1			1
Cheshire	1										1							1	1
Fairfield					2			9										3	2
Farmington							4								1			1	1
Glastonbury					2			4										1	1
Greenwich					6			4										3	1
Guilford				1			3								1			1	1
Madison							1			2					1			1	1
Monroe				1			2								1			1	1
New Fairfield			1										1					1	1
Newtown							4								1			1	1
Orange	1										3								1
Simsbury						2			2		1								1
South Windsor					1			4										1	1
Trumbull								6										2	1
West Hartford					5			6										3	2
Woodbridge			1											1					
Region 5	N/A*																	2	1
Region 15					1			3										2	1
* Woodbridge is a K-6 school that feeds into Region 5																			

Only three school districts in the state (Bloomfield, Portland and Regional School District #13 (Middlefield, Durham)) have a 3-4 and 5-6 grade level configuration.

¹DRG is a classification of districts whose students' families are similar in education, income, occupation, need, and have roughly similar enrollment. The nine groups are labeled A through I. The most affluent and low-need districts, as measured by the indicators, are grouped in DRG A while the poorest and highest need districts are grouped in DRG I.

Summary of Parent Forums, Focus Groups and Survey:

During the course of this study, two different informational sessions were held via a Superintendent Community Forum to inform parents of the purpose, process and factors for consideration when looking at the intermediate school configuration options. Parents were given the opportunity to ask questions and communicate their opinions about the two options. After the two larger forums were held, a smaller venue of parents were invited to a focus group discussion to provide more detailed insight into the communities' thoughts, perceptions and views on the intermediate reconfiguration. The parents were asked to share what they had heard, read, believe and value to be taken into consideration in making a decision regarding the grade span configuration for Kelly and Wells. A summary of key points shared includes:

- Some parents believe not all students transition well and adding an additional transition would be negative.
- Some parents believe the difficulty with an additional transition is more of an adult issue and students will adapt.
- An increased amount of trust is established through relationships building with the school when students spend more years within one school.
- A positive and trusting rapport makes the environment supportive for learning.
- There is a perception of competitiveness between Kelly and Wells that stems from parents and students perceiving one school as better than the other at any given time.
- Some parents feel competition is healthy; others see it as significantly negative.
- Parents would like to see siblings have the opportunity to be in the same school.
- Swing streets are a concern.
- Parents identified that the achievement scores between Kelly and Wells are comparable and vary slightly in any given year so they questioned the academic benefit of a change.
- Cost should be a considering factor in making a decision
- A few parents of special education students expressed concern over an additional transition.
- Recommendations to educate parents and students were shared to address misperceptions and decrease the competition between schools.

In addition, parents who could not attend meetings were encouraged to respond or communicate in writing to the superintendent. All parent emails and letters were read by Administrative Review committee. In order to elicit feedback from all stakeholders regarding opinions on the intermediate reconfiguration, a parent survey was sent to all PK-6 families. Parents were asked to choose their top three reasons to either adopt the new structure of a 3/4, 5/6 grade configuration or maintain the old structure of two 3-6 schools. The results are shown in Table 3 below:

Table 3. Parent Survey

	Adopt New Structure	Maintain Existing Structure	Neutral
Wells Road	56%	23%	21%
Kelly Lane	24%	58%	18%
3-6 Total	41%	40%	20%
Kearns	74%	7%	19%
K-6 TOTAL	48%	32%	20%

The top three responses why parents would want to adopt the new structure are:

1. Greater consistency of curriculum and instruction (71%)
2. Increase grade level collaboration (63%)
3. Keep students with peer groups (56%)

The top three responses why parents would want to maintain the existing structure are:

1. Eliminates additional transportation for students (48%)
2. Current curriculum and instruction is successful (42%)
3. Creates a more personalized learning environment (42%)

Summary of Teacher Forums, Focus Groups and Survey:

During the course of this study, two different informational sessions were presented to teachers by the Superintendent during faculty meetings to inform teachers of the purpose, process and factors for consideration when looking at the intermediate school configuration options. Teachers were given the opportunity to ask questions and communicate their opinions about the two options. After the faculty meetings were held, a smaller venue of teachers from Kelly and Wells were invited to a focus group discussion to provide more detailed insight into the teachers and communities thoughts, perceptions and views on the intermediate reconfiguration. The teachers were asked to share what they had heard, pull from experiences and share their professional beliefs and values to be taken into consideration in making a decision regarding the grade span configuration for Kelly and Wells. A summary of key points shared includes:

- A sense of community is difficult to obtain, decreasing grades and years students spend together adds to that challenge.
- Decreasing the number of grade spans decreases the ability of students to be role model (older to younger students).

- Students would no longer be with siblings; in a small community, sibling relationships in school are favored and fostered.
- Longer time within a school allows students, parents and teachers to be invested (socially, emotionally and academically).
- The only positive to reconfiguring the schools was seen as eliminating the competition between the schools and perceived differences.
- If the intermediate configuration was to be maintained, several recommendations/ideas were offered on ways to become more like “sister schools” versus competitors.

In order to elicit feedback from all teachers regarding opinions on the intermediate reconfiguration, a teacher survey was sent to all PK-6 teachers and administrators. They were asked to choose their top three reasons to either adopt the new structure of a 3/4, 5/6 grade configuration or maintain the old structure two 3-6 schools. The results are shown in Table 4 below:

Table 4. Teacher Survey

	Adopt New Structure	Maintain Existing Structure	Neutral
Wells Road	7%	73%	20%
Kelly Lane	0%	85%	15%
Sub-Total	4%	79%	18%
Kearns	80%	0%	20%
Elementary	46%	36%	18%
K-6 TOTAL	30%	52%	18%

The top three responses why teachers would want to adopt the new structure are:

1. Increased grade level collaboration (89%)
2. Greater consistency of curriculum and instruction (78%)
3. Allows some specialized interventions (44%)

The top three responses why teachers would want to maintain the existing structure are:

1. Eliminates additional transition for students (69%)
2. Creates a more personalized learning environment (53%)
3. The staff is aware of the learning needs of students (31%)
4. Teacher collaboration across grades 3-6 (31%)
5. 5th/6th graders mentor younger students (31%)

Summary of Students' Survey:

During the fall presidential election, the students at both Kelly and Wells participated in an election process. In addition to the presidential question, students were asked their opinion about the two schools configuration. Student's responses are listed in Table 5 below:

Table 5. Student Survey

	Adopt New Structure	Maintain Existing Structure
Wells Road	54%	46%
Kelly Lane	31%	69%
TOTAL	42%	58%

Summary of District Survey:

Figure 6 below shows a summary of the survey from teachers, parents and students:

Table 6. Survey Summary

	Adopt New Structure	Maintain Existing Structure	Neutral
Students (604)	42%	58%	n/a
Parents (361)	48%	32%	20%
Teachers (61)	30%	52%	18%
TOTAL (1,026)	43%	49%	8%

Facilities:

The size and resources of the two intermediate school buildings are comparable (see Table 7) and could adequately accommodate a grade level reconfiguration. Furniture and fixtures already serve grades 3-4. Inconveniences such as not having enough lockers for the entire 5th and 6th grade classes could be accommodated by assigning lockers to 4th grade students and 6th grade students. Both schools presently have additional classroom spaces.

Table 7. Facilities

	Kelly	Wells
Square Footage	60,099 sf	56,404 sf
# of Regular Classrooms	19	19
# of Science Labs	2	2
# of Computer Labs	2	2
# of Music Rooms	3	3
Cafeteria	1	1
Gymnasium	1	1
Lockers	270	250

Transportation Analysis:

Bussing routes and transportation costs were developed with the assistance of Transportation Advisory Services. The district currently uses 18 buses to transport grades 7-12 on the first tier and 19 buses for grades K-6 on the second tier. Most elementary buses now service Kelly or Wells and then go to Kearns. With the reconfigured schools, all buses serving Kelly and Wells will need to go to both intermediate schools. Our Option #1 (Table 8 shown below) continues to service Kearns with the same buses servicing Kelly and Wells. As this will make the routes too long for students boarding the PM buses at Wells Road, and is a much more expensive solution than Option #2 (Table 9), it is not the recommended solution. Either option would require all the buses to be in line at bell time in the afternoon. To accomplish this, we need to increase the time allowed for the HS/MS PM runs by 10 minutes, a recommendation made by the transportation consultant who worked with us to review our alternate solutions. The recommended Option #2 will have a dedicated fleet of 10 buses to service Kearns students only.

Option # 1: Added Cost \$290,454

- Keep current routes, change start/end times, and add 7 buses to stay within one hour time on bus target.
- Most buses service Wells (8:20 start, 3:05 end), Kelly (8:25 start, 3:10 end), and Kearns (8:40 start, 3:25 end).
- Middle school and high school start and end 10 minutes earlier (7:25 start, 2:10 end with earliest student pick-up @ 6:20).
- Consideration given to the last drop off time in the winter (4:25).
- The time on buses will increase for most students due to time waiting in line at the second intermediate school before heading to Kearns.

Table 8. Option #1 Bus Routes/Bell Times

Option 1: Alternate Routes and Bell Times for Reconfigured Schools Using Existing Routing Model					
School	Tier	School Hours	Grades	Bus Utilization	Average # of Students Assigned per Bus
Granby Memorial High School	1	7:25 am to 2:10 pm	9-12	Buses 1 to 16 in town and 1 each OWT and Suffield High	60*
Granby Memorial Middle School	1	7:25 am to 2:10 pm	7-8		
Kelly Lane Intermediate School	2	8:25 am to 3:10 pm	3-4 or 5-6	Buses 1 to 26	39
Wells Road Intermediate School	2	8:20 am to 3:05 pm	5-6 or 3-4		
F. M. Kearns Primary School	2	8:40 am to 3:25 pm	K-2		
*Using 2012-2013 enrollment figures. Actual ridership will be much lower since many HS students transport themselves and others.					

Option # 2: Added Cost \$165,021

- Operate Kearns buses separately from the Kelly and Wells buses, HS/MS starts 10 minutes earlier, and add 4 buses.
- Middle school and high school start and end 10 minutes earlier at 7:25 to 2:10 (earliest student pick-up @ 6:20).
- Both intermediate schools retain current start and end times (8:20 start, 3:05 end) and Kearns could be 8:25 start to 3:10 end.
- Flip/flop system for the arrival and departure of intermediate buses (6-7 buses going to Kelly/Wells).
- An estimated 15 households with students in all three schools might have parent pick-up at the third school 20 minutes past the bell.

Table 9. Option #2 Bus Routes/Bell Times

Option 2: Proposed Bus Routes and Bell Times for Reconfigured Schools					
School	Tier	School Hours	Grades	Bus Utilization	Average # of Students Assigned per Bus
Granby Memorial High School	1	7:25 am to 2:10 pm	9-12	Buses 1 to 16 in town and 1 each OWT and Suffield High	60*
Granby Memorial Middle School	1	7:25 am to 2:10 pm	7-8		
Kelly Lane Intermediate School	2	8:20 am to 3:05 pm	3-4 or 5-6	Buses 1 to 13	48-49
Wells Road Intermediate School	2	8:20 am to 3:05 pm	5-6 or 3-4		
F. M. Kearns Primary School	2	8:25 am to 3:10 pm	K-2	Buses 14 to 23	39
*Using 2012-2013 enrollment figures. Actual ridership will be much lower since many HS students transport themselves and others.					

Cost and Staffing Efficiencies:

As cited earlier, research suggests that districts with fewer schools consisting of more grades actually spend less on per pupil expenditure (Grade Configuration Study Committee Final Report, 2001). Incurred costs for a new grade level configuration would include increases to transportation costs and relocation/moving costs for teachers' materials. This would be offset by a minimal amount of travel expenses incurred by teachers who currently travel between both buildings. While staff efficiencies will be realized by teachers that would no longer travel between buildings, there would be no significant savings. There are no anticipated savings through grade level class consolidation. Anticipated costs would be:

Transportation	\$165,021
Relocation/Moving Expenses	\$ 8,000
Travel Expenses	<u>\$ (600)</u>
Total	\$172,421

Criteria for Recommendation:

Do the potential benefits outweigh the costs and potential drawbacks of reconfiguring the intermediate schools?

Recommendation:

An administrative recommendation will be presented at the regular Board of Education Meeting on Wednesday, February 6th, at 7:00 p.m. in the Granby Senior/Community Center.

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Appendix A



Intermediate School Reconfiguration Parent/Guardian Survey

As you are aware, Granby Public Schools is considering reconfiguring its current intermediate school structure to two schools, one school serving Grades 3-4 and one school serving Grades 5-6. Thank you for taking the time to complete the following short survey.

1. Parent/Guardian Name (Optional):

2. School(s) your child(ren) currently attend (check all that apply):

- Kearns
- Kelly Lane
- Wells Road

3. Grade(s) your child(ren) are presently in (please check all that apply):

- | | |
|--------------------------------|----------------------------|
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> 3 |
| <input type="checkbox"/> K | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6 |

4. Identify what you believe to be the best learning structure for Granby intermediate school students (please select one):

- Keep the current structure (two schools Grades 3-6)
- One school (Grades 3-4) and one school (Grades 5-6)

Either option is acceptable

5. You chose: Keep the current structure (two schools Grades 3-6). Please select no more than three reasons for your decision:

- Teacher collaboration time is sufficient
- A change may require an increase in transportation costs
- A change may require different school start and end times
- Current consistency of curriculum and teaching practices is successful
- Would not require an additional transition for students
- The staff is aware of the learning needs of students
- Competition between the two schools is a good thing
- Creates a more personalized learning environment
- Provides an opportunity for teachers to collaborate across grades 3-6
- 5th and 6th grade students would still have an opportunity to mentor younger students
- Keeps siblings together
- Change is difficult
- Other (Please specify)

6. You chose: One school (Grades 3-4) and one school (Grades 5-6). Please select no more than three reasons for your decision:

- Provides increased grade level collaboration opportunities for teachers
- Eliminates the disappointment of students expecting to attend one school but being assigned to

another (swing streets)

- Provides for greater consistency of curricular and instructional practices within both schools
- Students are resilient and can deal with change
- Allows for more efficient scheduling of staff (i.e., eliminates travel times between schools for shared teachers)
- Allows for some specialized interventions to be provided in peer groups (i.e., speech, counseling)
- Increases performance accountability by only having two grade levels at each school
- Eliminates the competitiveness between the schools
- Keeps students with peer groups
- Creates a more personalized learning environment
- Other

(Please specify)

Thank you!

Appendix B



Intermediate School Reconfiguration Teacher Survey

As you are aware, Granby Public Schools is considering reconfiguring its current intermediate school structure to two schools, one school serving Grades 3-4 and one school serving Grades 5-6. Thank you for taking the time to complete the following short survey.

1. Name (Optional):

2. School (check all that apply):

- Kearns
- Kelly Lane
- Wells Road

3. Grade(s) you currently teach (please check all that apply):

- | | |
|-----------------------------|----------------------------|
| <input type="checkbox"/> PK | <input type="checkbox"/> 3 |
| <input type="checkbox"/> K | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6 |

4. Identify what you believe to be the best learning structure for Granby intermediate school students (please select one):

- Keep the current structure (Two schools, Grades 3-6)
- One school (Grades 3-4) and one school (Grades 5-6)
- Either option is acceptable

5. You chose: Keep the current structure (Two schools, Grades 3-6). Please select no more than three reasons for your decision:

- Teacher collaboration time is sufficient
- A change may require an increase in transportation costs
- A change may require different school start and end times
- Current consistency of curriculum and teaching practices is adequate
- Would not require an additional transition for students
- The staff is aware of the learning needs of students
- Competition between the two schools is a good thing
- Creates a more personalized learning environment
- Provides an opportunity for teachers to collaborate across grades 3-6
- 5th and 6th grade students would still have opportunities to mentor younger students
- Keeps siblings together
- Change is difficult
- Other (Please specify)

6. You chose: One school (Grades 3-4) and one school (Grades 5-6). Please select no more than three

reasons for your decision:

- Provides increased grade level collaboration opportunities for teachers
- Eliminates the disappointment of students expecting to attend one school but being assigned to another (swing streets)
- Provides for greater consistency of curricular and instructional practices within both schools
- Students are resilient and can deal with change
- Allows for more efficient scheduling of staff (i.e., eliminates travel times between schools for shared teachers)
- Allows for some specialized interventions to be provided in peer groups (i.e., speech, counseling)
- Increases performance accountability by only having two grade levels at each school
- Eliminates the competitiveness between the schools
- Keeps students with peer groups
- Other (Please specify)

Thank you!

Appendix C

Reasons to Keep Existing Structure		
	Parents	Teachers
Teacher collaboration time is sufficient	4.3%	12.5%
May require an increase in transportation costs	15.5%	3.1%
May require different school start and end times	1.7%	6.3%
Current curriculum and teaching is successful	42.2%	18.8%
Eliminates additional transition for students	48.3%	68.8%
The staff is aware of the learning needs of students	26.7%	31.3%
Competition between the two schools is a good thing	3.4%	0.0%
Creates a more personalized learning environment	42.2%	53.1%
Teacher collaboration across grades 3-6	26.7%	31.3%
5th/6th graders mentor younger students	25.0%	31.3%
Keeps siblings together	27.6%	6.3%
Change is difficult	6.0%	3.1%
Teachers Comments		
I have concerns for students with special needs transitioning to a new SPED/intervention team every two years. I also feel that students and families are more invested in a school when they are here for four years.		
Too many teachers on a team, making it less effective.		
I believe collaborating daily or in PLC with 6 or 7 other team members would make coming to a common consensus difficult. I feel time wouldn't be as efficiently used and we'd end up being broken into two teams anyway.		
Although I see many important reasons to go to a 3-4 and 5-6 schools, my belief is that the students should not be taught in isolation. By that I mean that there is greater life learning and possibilities when you have diversity. The diversity in this case is the age range of the children. Third graders through six graders can be mentors to each other. The houses at Wells Road afford all the students with a chance to observe and understand the importance of collaboration at any age.		
It's all about the students, not what makes things easier for the staff or administration.		
Four years in one school creates a community. A 2 year school would lose that attachment and investment that parents/teachers/students feel towards their school.		
It's very hard to get invested and committed in a place where you'll only be for 2 years. That lack of investment from students and parents will negatively change the learning community/environment dramatically.		

There is a sense of community which would be lost if you added another transition.

Parent Comments

Students would not be "Vested" in a school being there only 2 years. Think of the schools in your past. You hold dear to you your Elementary and High School because you were there for a longer block of time. If your town needed to raise taxes to support school improvements later in life when you're a homeowner, you'd be more inclined to approve the increases because of your connection to the schools. I'd be more inclined to approve an increase later on because I feel the same as a parent. If my daughter is vested in a school, so will we as parents.

Parent involvement would be dramatically impacted.

Changing would be faculty driven and financially driven not student and family centered.

May indirectly encourage children to shrink their perceived social circles even smaller than they already are; also laser-focus on curriculum could undermine district's (vital) effort to preserve childhood at these young ages.

Transportation logistics - picking 3 kids up at 3 different schools.

Children are on the bus too long as it is now. I feel they would have to be on too long as they will be going to all 3 schools.

With Wells school achieving 60% on last year's CMT, I believe that if my child was changed to Wells, he would not receive a good education.

More consistency for special education students.

Worried that staff will be cut.

The community created by more years in a school is positive.

Would not require an additional transition for students/parents/families more invested in school when there for more years; transportation nightmare (for buses and parents who pick up/drop off).

Older grades mentor/ buddy with younger grades; schools get to better know the students.

Busing would be ridiculous!

I don't WANT ANY INCREASE IN COST!!!

Lack of community and less likely to get parental involvement.

We anticipate either considerable additional costs associated with hiring additional transportation or much longer busing times (i.e. delivery to the students' homes), if these costs are circumvented. Currently, our son gets home one hour and 15 minutes after Kearns School is dismissed because his bus takes Kelly students home first (and it takes them 20 minutes to get home). There are three buses like that at Kearns. If this pattern takes place for the intermediary schools merge as well, affected families will be very unhappy about this change. Additionally, parents with siblings would rather avoid driving to three (or more) schools at pick up time, if they can help it. The system that is in place works, please do not change it.

Parents develop a relationship with staff and vice versa. Kids also know teachers well when they reach 6th grade and administration knows our children better after 4 years than a fleeting 2.

We have greater concerns that must be dealt with.

All of the above! I wish the survey had allowed for more than 3 reasons. Transportation issues are certainly significant. Keeping kids together with friends and teacher collaboration is not reason enough to change two successful schools, both achieving similar high test scores.

Child doesn't want to change now.

Appendix D

Reasons to Keep Adopt New Structure		
	Parents	Teachers
Increased grade level collaboration for teachers	62.6%	88.9%
Eliminates the disappointment of students expecting to attend one school but being assigned to another (swing streets)	16.1%	11.1%
Greater consistency of curricular and instruction	70.7%	77.8%
Students are resilient and can deal with change	1.7%	0.0%
Allows for more efficient scheduling of staff	12.6%	27.8%
Allows for some specialized interventions	9.8%	44.4%
Increases performance accountability	16.7%	5.6%
Eliminates the competitiveness between the schools	26.4%	27.8%
Keeps students with peer groups	55.7%	16.7%
Creates a more personalized learning environment	16.7%	n/a
Teachers Comments		
NONE		
Parent Comments		
I disagree with how the schools are now, try explaining to an 8-year-old why 9 out of 10 of her closest friends are at another school. It is negative for a lot of the kids to be separate right now.		
Reduces costs!!!		
I would not recommend this being done during a school year.		
Not excited to have a 3rd grader in same school as a 6th grader.		
The kids in 5th & 6th grades are going through a lot of changes anyway, and I do believe that putting them all together in the same school will help form bonds and will allow them to adjust to each other before they go into middle school, which is tough enough!!!		
It will provide more opportunities for scaffolded transitioning.		
Bullying.		
Keeps all kids together so they know everyone in their grade.		

Finance/Personnel/Facilities Subcommittee Meeting Minutes
January 23, 2013
5:30 p.m.

Attendance:

Ed Ohannessian	Absent	Alan Addley	Present
Ron Walther	Present	Harry Traver	Present
Lynn Guelzow	Present	Tom Steinke	Present
Kerry Jones	Present		

Meeting commenced at: 5:35 p.m.

Meeting adjourned at: 6:55 p.m.

1. December Statement of Accounts – Reviewed statement of accounts. Strong positive balance projected for year-end while reserving funds for security upgrades and painting.
2. Re-Lamping Project– PowerPoint Energy proposal reviewed. Looks favorable.
3. Student Memorial – Greg Tarbox memorial was discussed. Proposal is tabled until family input is received.
4. Other - N/A

January 31	GMMS Winter Band Concert	7:00 p.m.	HS Auditorium
February 5	National Job Shadow Day		
February 6	Curriculum Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Granby Senior Center & Youth Services Bldg.
February 7	8 th Grade Parents' Night	6:15 p.m. 7:00 p.m.	Tours of the HS HS Auditorium
February 9	Dan LaRosa Hypnotist Show (HS Athletic Boosters sponsor)	7-9 p.m.	HS Auditorium
February 18-19	February Break – No School		Offices Closed on 2/18 only
February 20	Finance Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
February 22	Middle School Dance	6:30-8:30 p.m.	MS Gymnasium
February 22	HS Coffee House	7:00 p.m.	HS Commons