

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

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

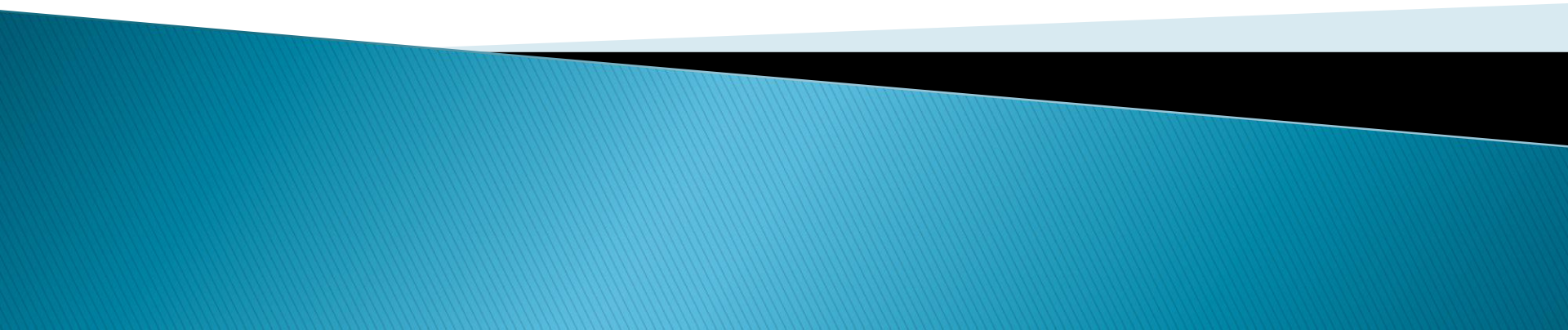
Jenny Emery: Present
Lynn Guelzow: Present
Cal Heminway: Present
Edward Ohannessian: Present
Benjamin Perron: Present
Ronald Walther: Present
Rosemarie Weber: Present
Present: 7.

- I. Public Comment
- II. Administrative Reports
 - II.A. Superintendent's Announcements
 - II.B. Student Representative Reports
 - II.C. Schools in the Spotlight
 - II.D. Elementary School Improvement Plan Update
- III. Consent Agenda
 - III.A. Minutes
- IV. Old Business
 - IV.A. Second Reading of Revised Policy 5114, Student Discipline
- V. New Business
 - V.A. FY14 Administrative Budget
- 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

F.M. Kearns Primary 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 DRA, District Based Measures and District Student Achievement Goal

| | | Our Reality | Our goal, by 2015 |
|-------------------------|----------------|--|--|
| DRA sections | Connections | Grade K: 89% | Grade K 100% at 3 or above |
| | Reflections | Grade K: 90% Grade 1: 68% Grade 2: 64% | Grade K 100% at 3 or above Grade 1 100% at 3 or above Grade 2 100% at 3 or above |
| | Interpretation | Grade 1: 66% Grade 2: 75% | Grade 1 100% at 3 or above Grade 2 100% at 3 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

Steps

- ▶ Guaranteed Language Arts curriculum
- ▶ Deepen the use of instructional coaches
- ▶ Implementation of aligned interventions and enrichment to meet the needs of students
- ▶ Implement 3 team structure: Collaborative Teacher Team, Leadership Team, and Intervention Team
- ▶ Continue to explore time for Collaborative Teacher Teams

Progress

- ▶ Implementing the LA curriculum aligned to the Common Core State Standards
- ▶ Coaches are modeling lessons and supporting classroom teachers
- ▶ Intervention criteria is being used to determine who is getting the support in tier 2 or tier 3 interventions
- ▶ Students are reading at their independent reading levels
- ▶ Collaborative Teacher Teams meets weekly, Leadership Team meets bi-weekly and Intervention Team meets weekly
- ▶ Assisting in development of district recommendation

Monitoring and Evaluation

- District Assessments in reading, writing, spelling and math

District benchmark assessments in reading, writing, spelling and math

- Grade level SMART goals in numeracy and literacy with common formative assessments

Common formative assessments are given monthly to progress monitor student learning

- Monitoring the effectiveness of interventions and enrichment

Progress monitoring using exit and entrance criteria for interventions and enrichment

- Attendance at team meetings by administration with feedback to staff

Administrator is participating member of Collaborative Teams

- Analysis of school wide data with Collaborative Teacher Teams, Leadership Team and Intervention Team

Collaborative teams use a 5 step data process to analyze student data and school benchmark data is shared with Leadership and Intervention Teams

Effective Collaborator

- Responsive Classroom Approach

Implementation in all classrooms

- Buddy classrooms

Each class has a buddy class and they participate in learning experiences together

- School wide events

Bucket Filling Day, Holiday Sing-along, Wonder Day, Valentine's Day, Read Across America, Granby and Game Day

Compassionate Contributor

- ▶ Veterans Day

students wrote letters to Veterans

- ▶ Mitten and hat collection

team decision not to do

- ▶ Jump Rope for Heart

school participated during February

- ▶ Food Drive

Team organizes in April

- ▶ Blankets for Animal Shelter

Team organizing for March

Other important school initiatives

- ▶ Safe–School Climate~ “Bucket Filling”
Committee is established, survey was completed
and plan being created
- ▶ Implementation of Integrated Preschool and full
day Kindergarten
2 sections of Integrated Preschool
7 sections of full day Kindergarten
- ▶ Explore how to measure student progress
toward the mission statement for grade 2
Science task and assessment

Kelly Lane Intermediate School

5 Year School Improvement Plan
2010-2015

Mid Year Update – March 2013

5 Year District and School Student Achievement Goal

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

As measured by:

Standardize Achievement Data

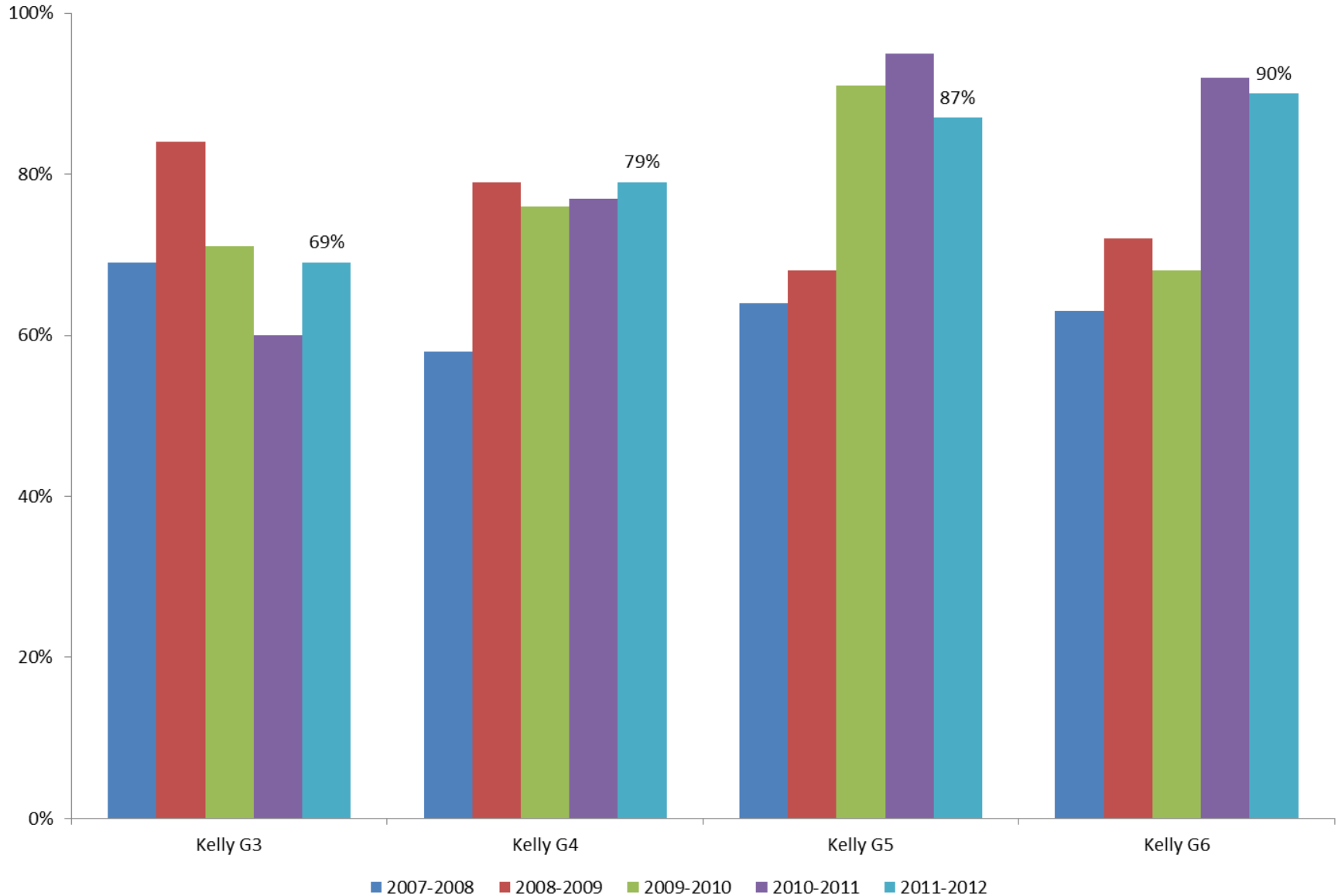
District Designed Assessments

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

| | | Our Reality | | | | Our Goal (by 2015) |
|-------------------------|----------------------------------|--|---------|---------|---------|--|
| | | Grade 3 | Grade 4 | Grade 5 | Grade 6 | |
| CMT Strands | Reader/ Text Connection | 69% | 79% | 87% | 90% | 100% at goal |
| | Content and Structure | 85% | 89% | 97% | 98% | 100% at goal |
| | Math Application | 63% | 85% | 91% | 77% | 100% at goal |
| | Estimating Solutions to Problems | 81% | 73% | 90% | 83% | 100% at goal |
| | Scientific Inquiry | | | 95% | | 100% at 12+ grade 5 |
| Other District Measures | | No district measures currently identified or developed | | | | Year 1: Rubrics Year 2: Gap analysis Year 3: Develop Assessments Year 4: Pilot Assessments Year 5: Report data |

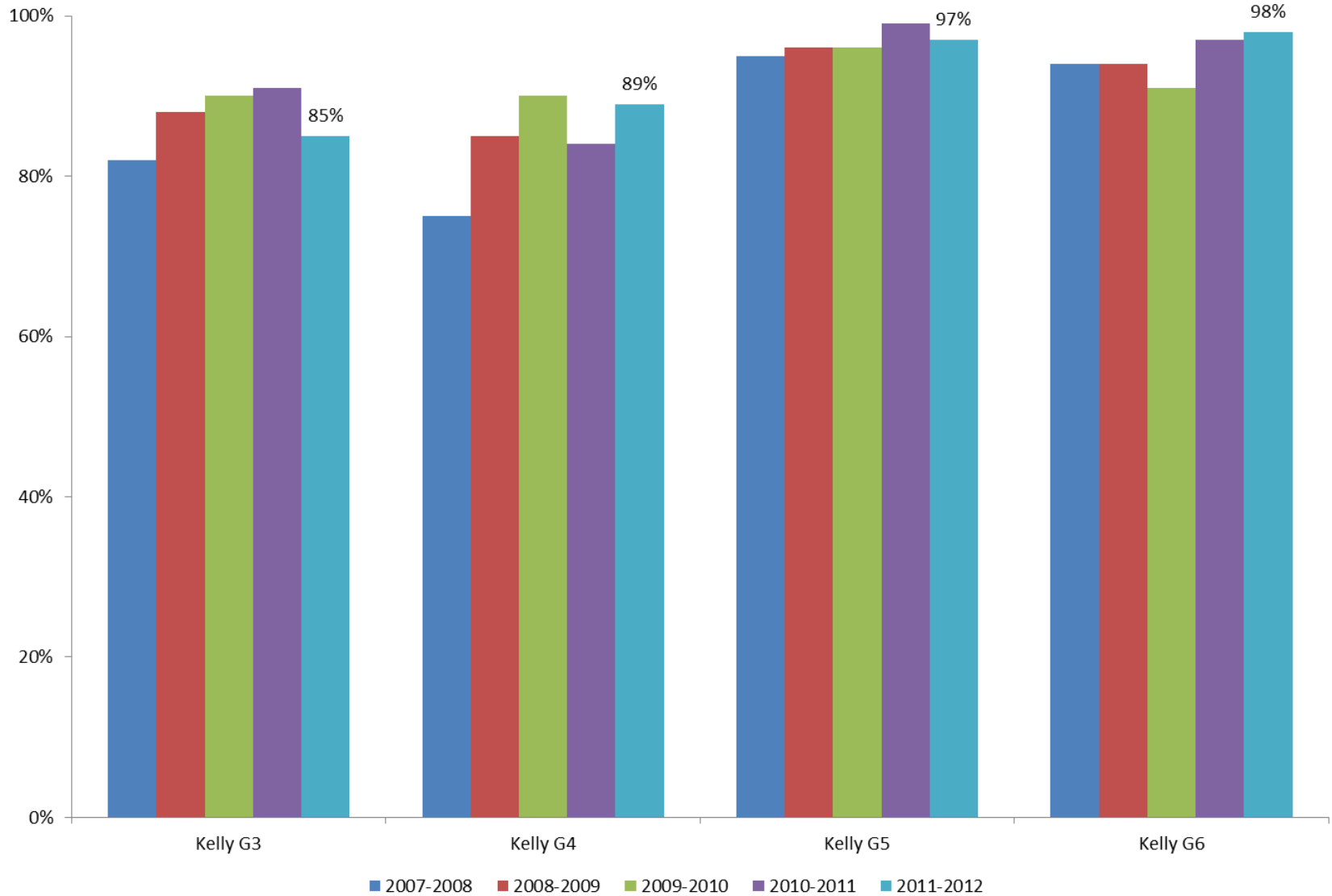
District Achievement Goal – Our Reality

Making Reader/Text Connections: % Students @ Goal



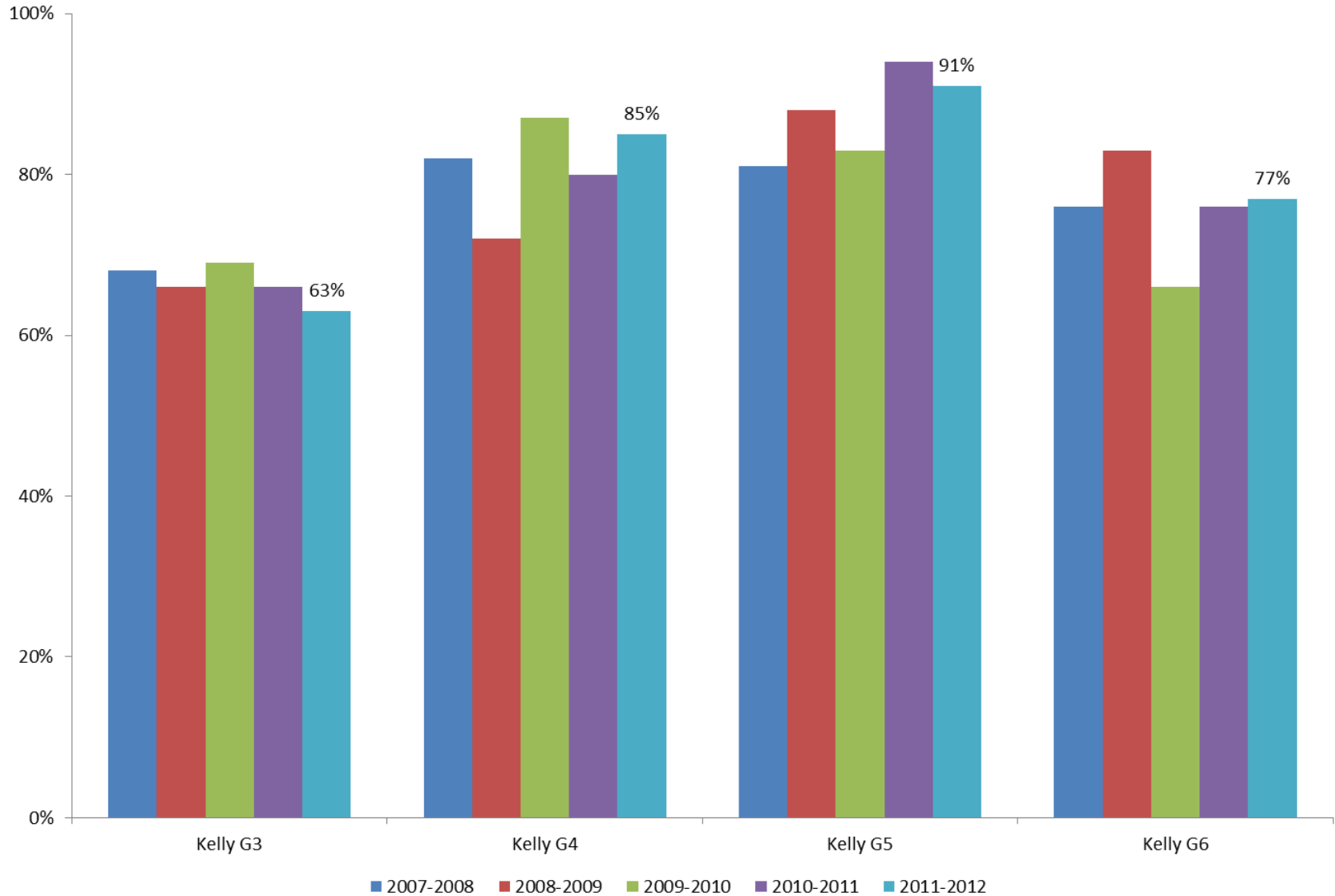
District Achievement Goal – Our Reality

Examining Content and Structure: % Students @ Goal



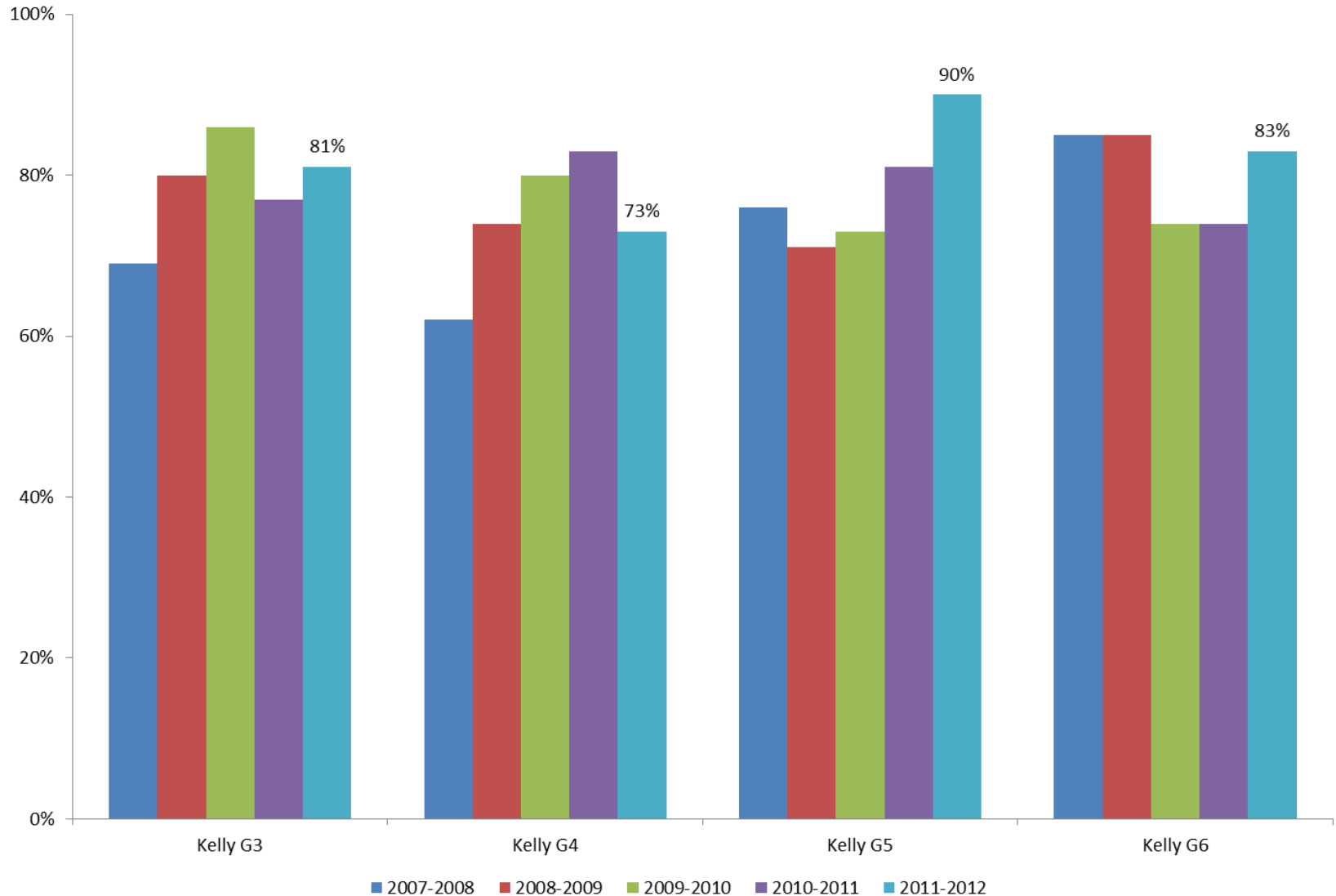
District Achievement Goal – Our Reality

Mathematical Applications: % Students @ Goal



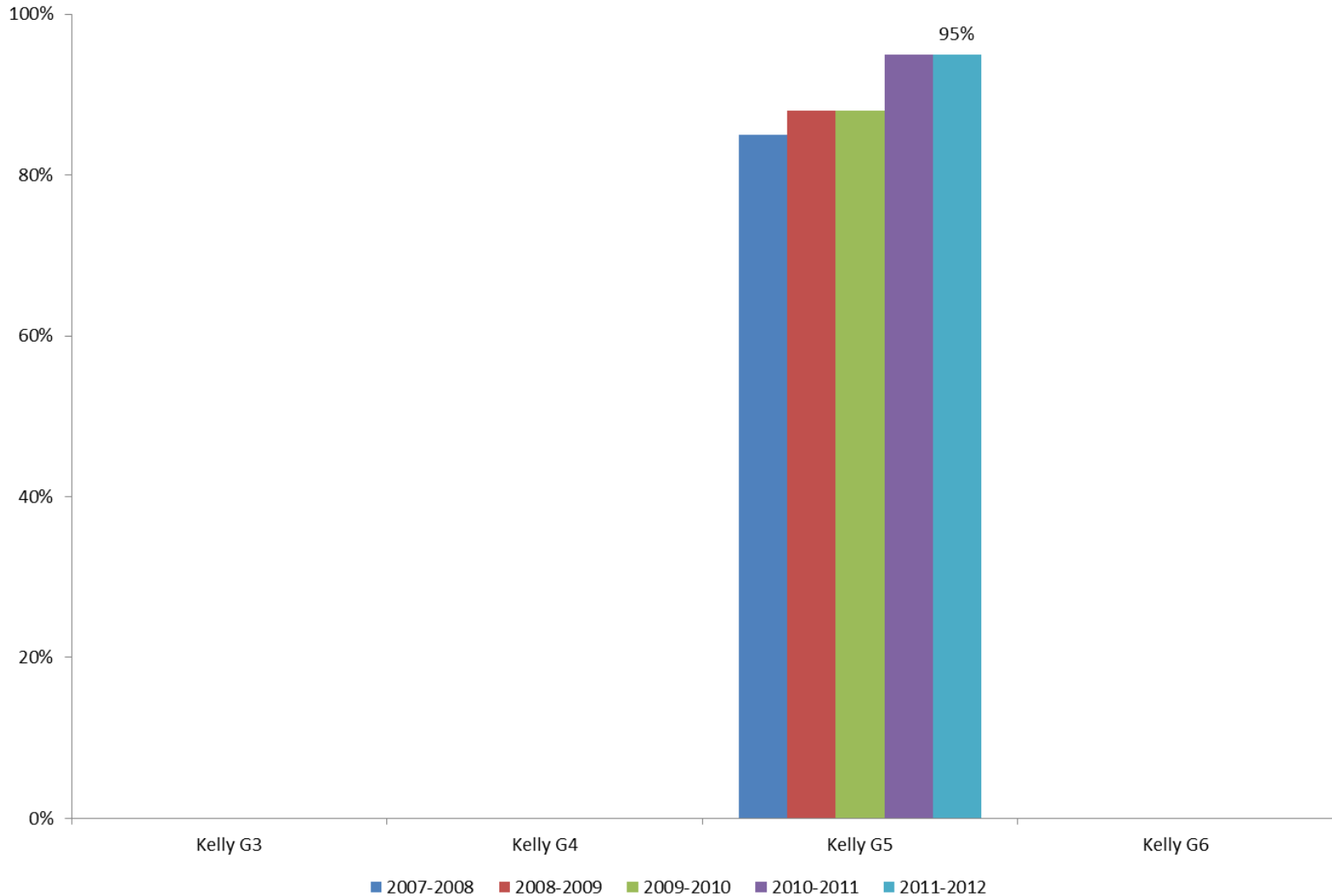
District Achievement Goal – Our Reality

Estimating Solutions to Problems: % Students @ Goal



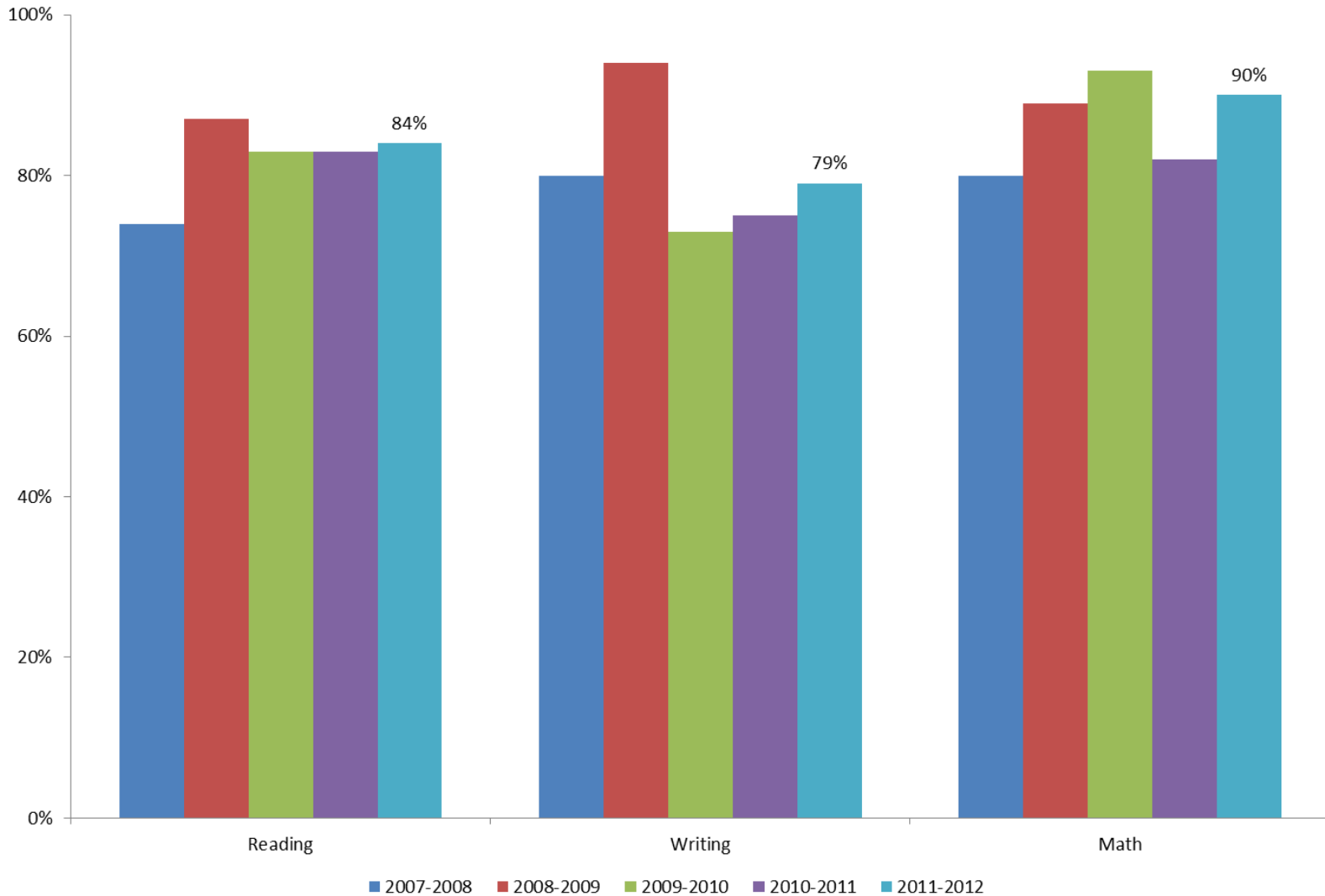
District Achievement Goal – Our Reality

Scientific Inquiry: % Students Scoring 12 or Above
(Max Score = 18)



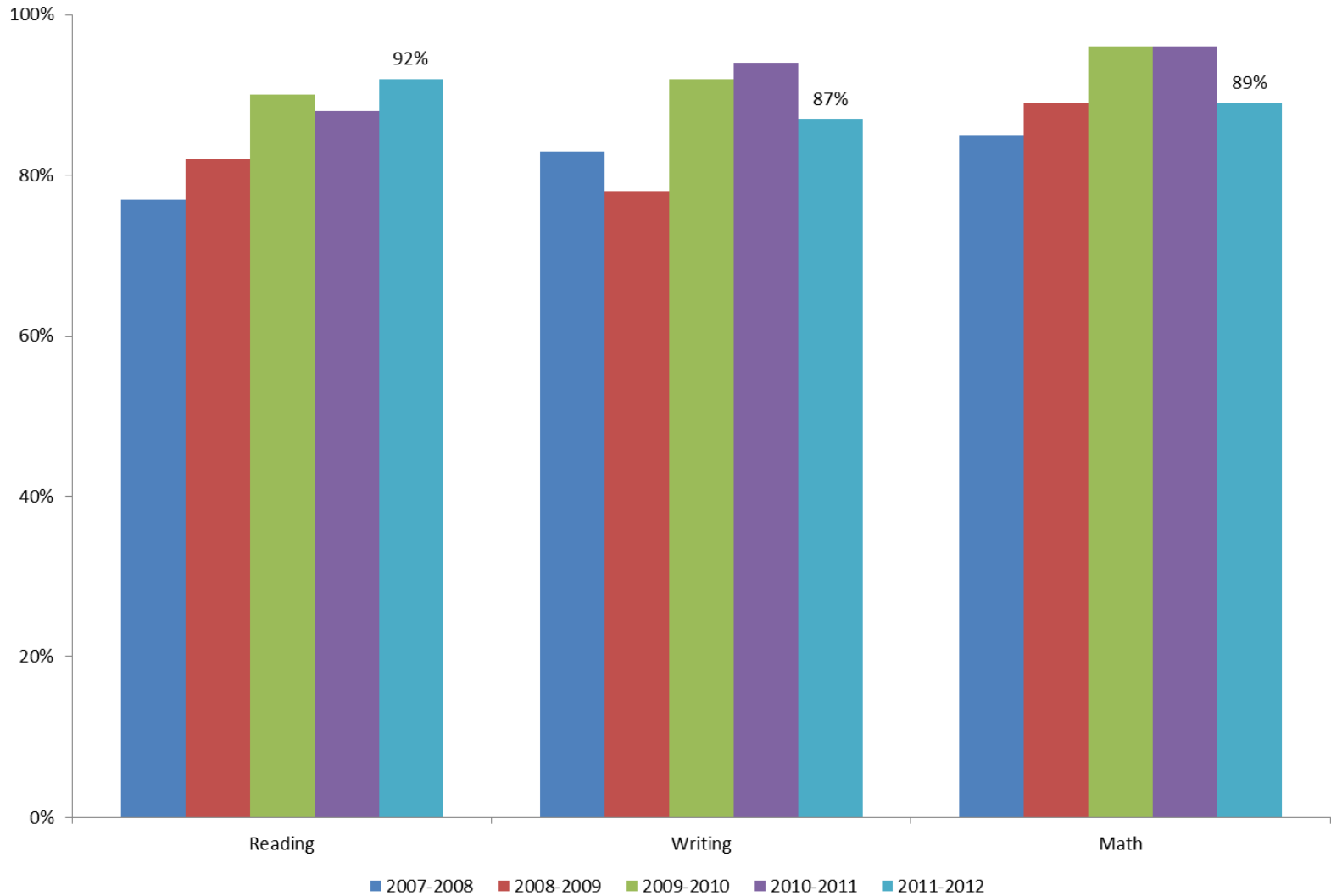
Our School's Reality

Grade 3: % At/Above Goal (Unmatched Cohort)



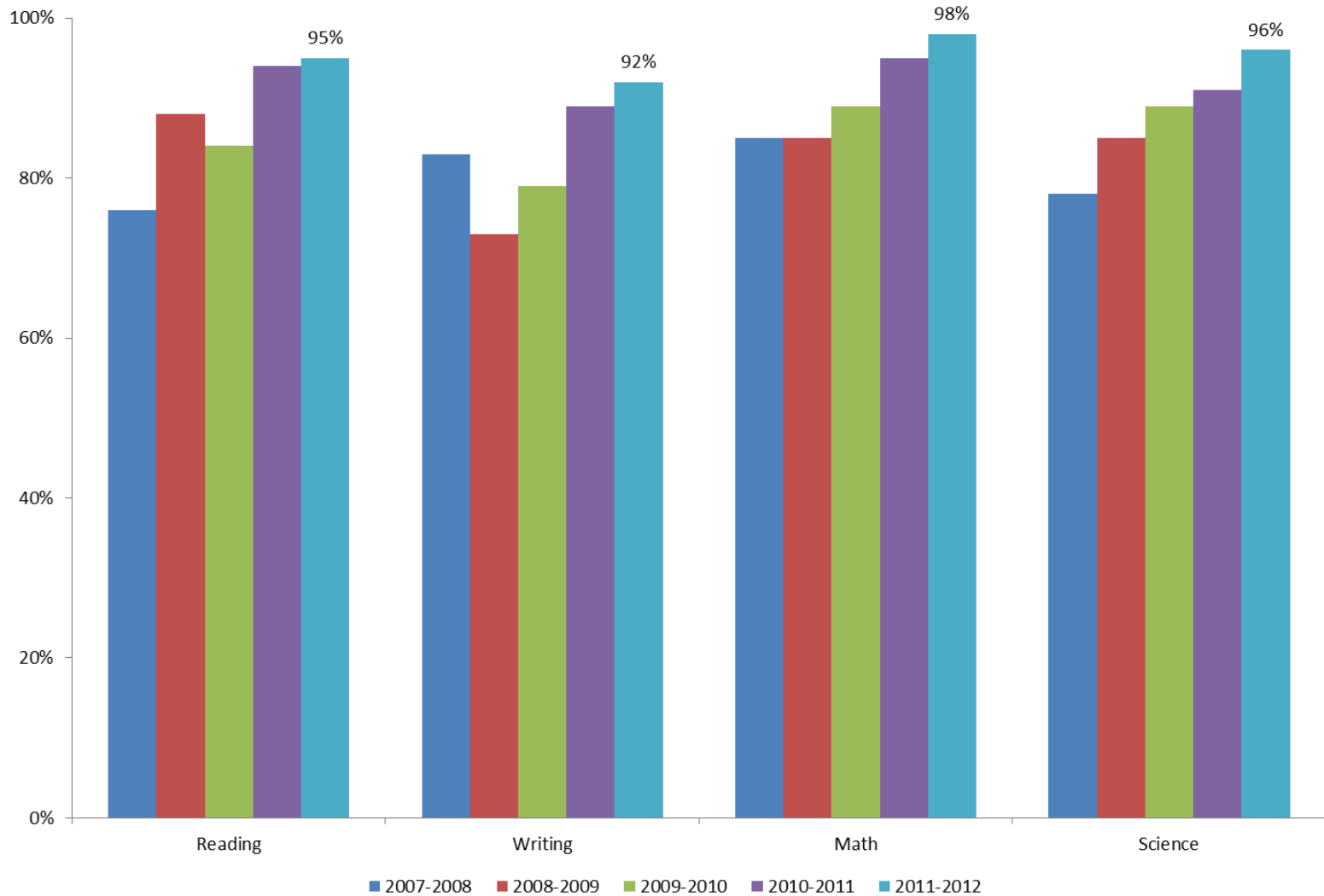
Our School's Reality

Grade 4: % At/Above Goal (Unmatched Cohort)



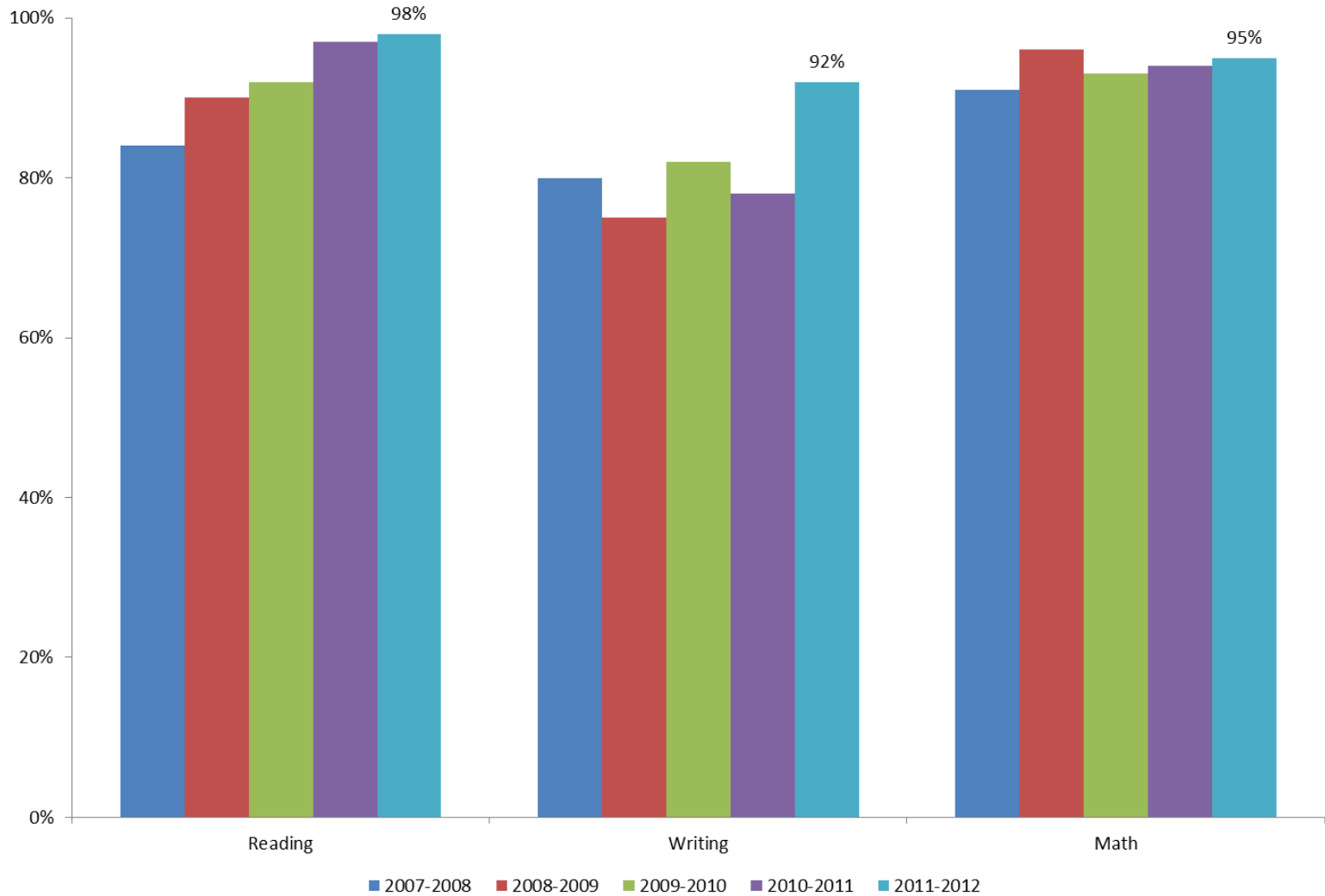
Our School's Reality

Grade 5: % At/Above Goal (Unmatched Cohort)



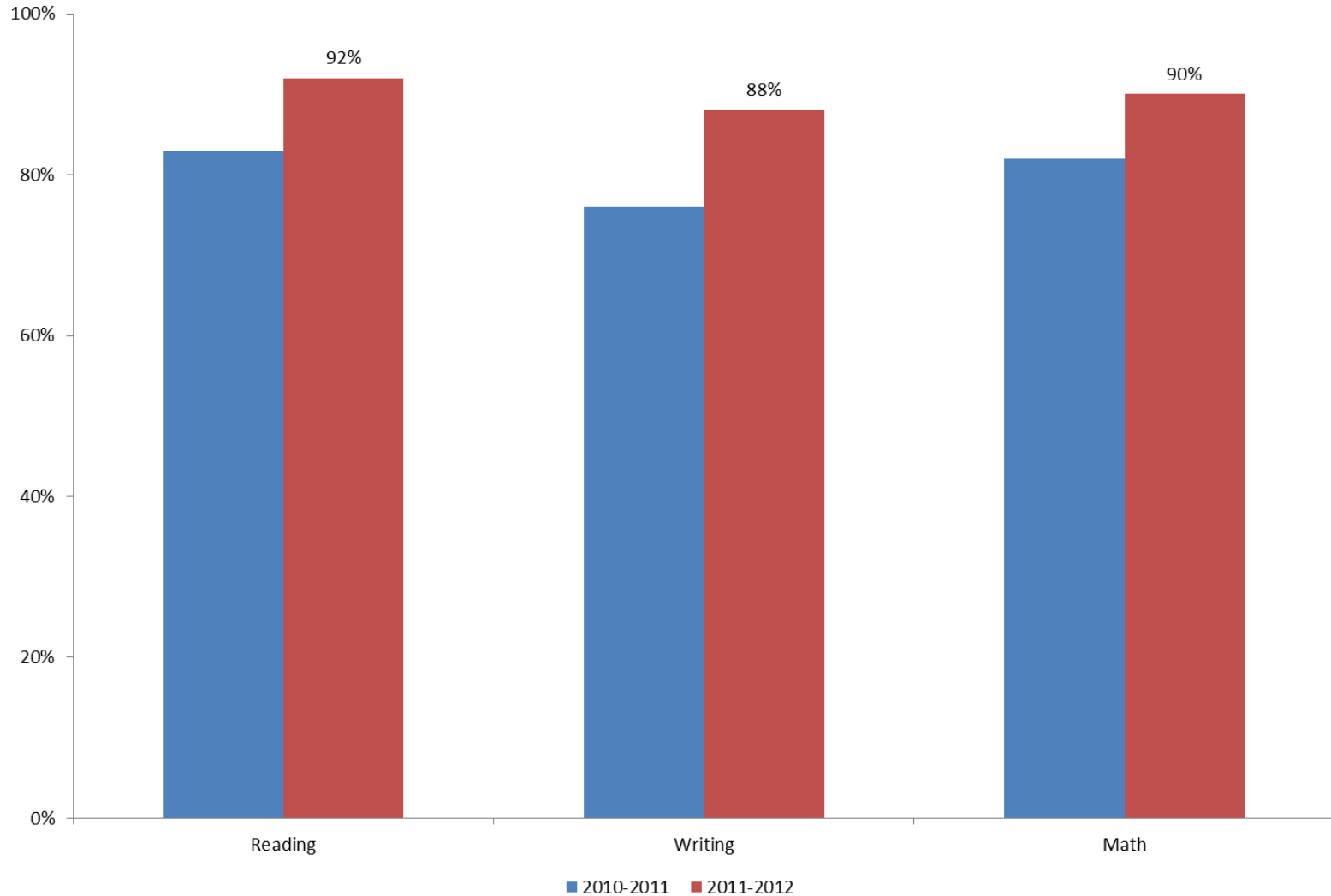
Our School's Reality

Grade 6: % At/Above Goal (Unmatched Cohort)



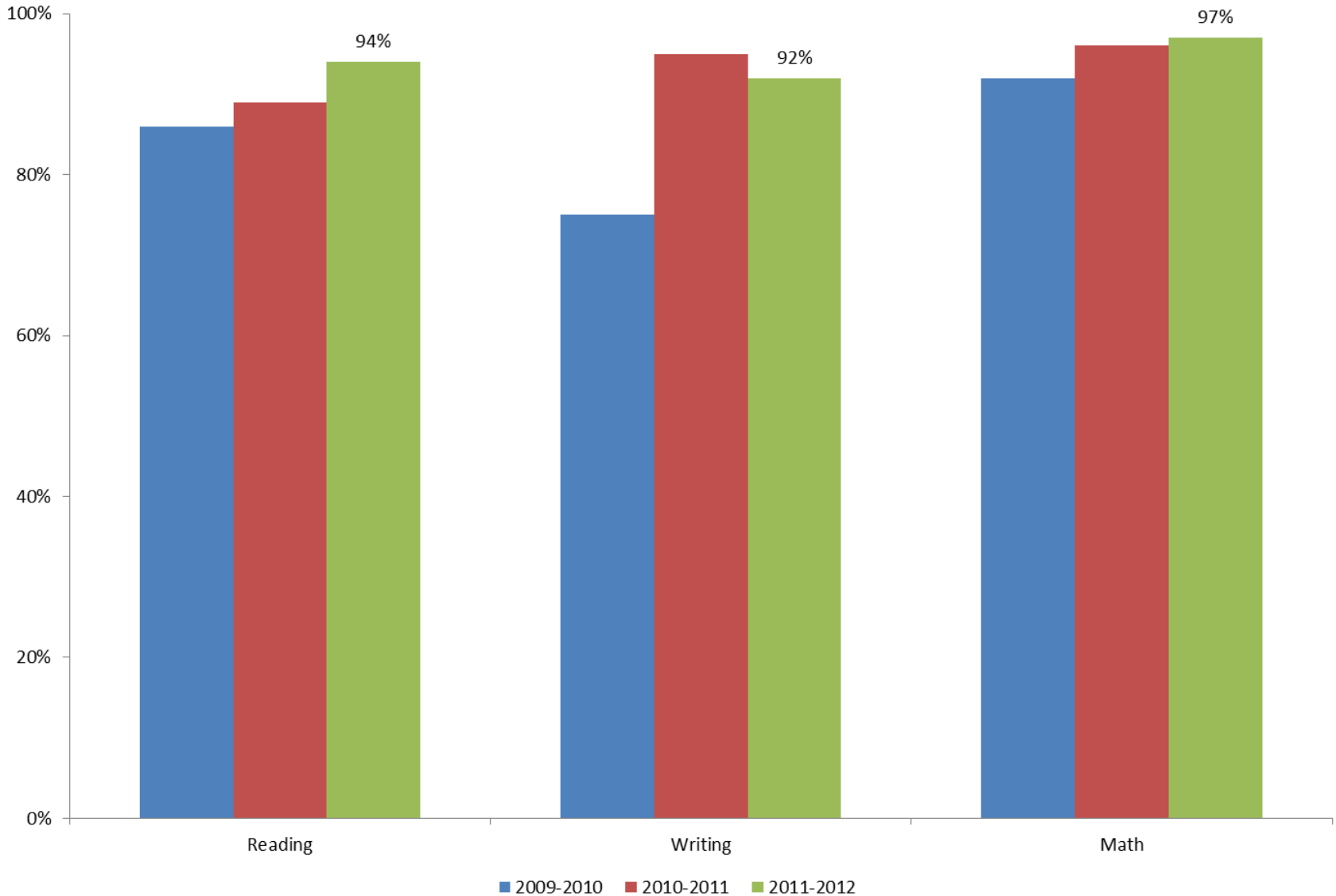
Our School's Reality

2012 Grade 4: % At/Above Goal (Matched Cohort)



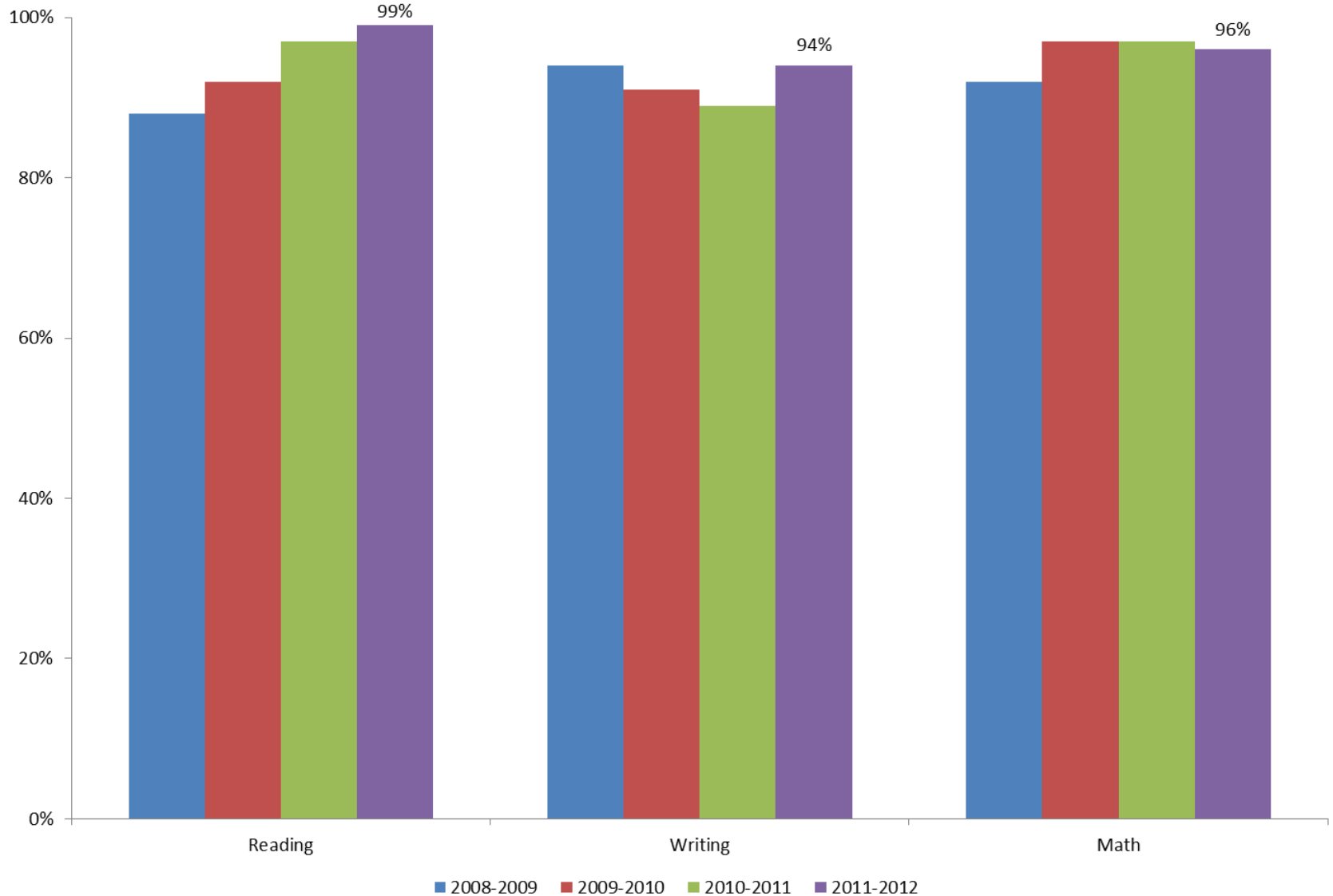
Our School's Reality

2012 Grade 5: % At/Above Goal (Matched Cohort)



Our School's Reality

2012 Grade 6: % At/Above Goal (Matched Cohort)



Action Plan

- *Examine benchmark assessment data to identify areas of strength and weakness*
- *Develop common formative assessments to provide on-going feedback about student progress at all levels*
- *Expand the use of high yield strategies (specific/meaningful feedback) to further increase student achievement in writing*
- *Expand the success and work of collaborative and intervention teams (three team model)*
- *Implement curriculum pacing guides and performance assessments in Language Arts and Math*
- *Facilitate opportunities to share within and between grade levels/departments and buildings*
- *Broadening and accelerating the use of instructional coaching in all content areas*

Action Plan - Updated

| Steps | Progress |
|-------------------------------|---|
| Benchmark Data | Results reviewed and acted on in collaborative meetings. |
| Develop C.F.A.'s | Constructed by teams at PLC meetings. |
| Expand High Yields Strategies | School Wide focus on providing effective feedback. Initiation of math journal writing. Roll out of District Wide writing expectations & strategies. |

Action Plan - Updated (continued)

| Steps | Progress |
|---|---|
| Three team model | Leadership, intervention and collaborative teams seeking greater coherence. |
| Pacing Guides and Performance Assessments | Pacing guides completed and in use. Performance assessments – some complete and some still under construction. |
| Opportunities to share | Monthly Kelly Lane/Wells Road grade level and department meetings & occasional vertical meetings. |
| Instructional coaching | Coaching implemented in all content areas and supported by monthly District coaching meetings. |

Monitoring and Evaluation

- *Benchmark and classroom assessments in reading, writing, math and science*
- *SMART goal common formative assessments in reading, writing, math and science*
- *Use of three team structure to maximize effectiveness and coherence of interventions*
- *Increase monitoring through an expanded menu of intervention choices*
- *Informal and formal observations of instruction, interventions and team meetings with feedback*

Monitoring and Evaluation - Updated

| Steps | Progress |
|-------------------------------------|--|
| Benchmark and Classroom Assessments | Administered per our district assessment calendar. Data is reviewed to determine student instructional needs. |
| SMART goal CFA's | Administered and reviewed by the PLC team. Data and conversations guide plans for student instructional needs. |
| Three Team Structure | Working as a school to increase the coherence and communication between teams. |
| Expanded intervention choices | Growing list of interventions in reading and math. |

Monitoring and Evaluation - Updated

| Steps | Progress |
|----------------------------|---|
| Observations with feedback | On-going use of a theory of action to provide feedback and support. |
| | |
| | |
| | |

Effective Collaborator

- Teachers model successful collaboration
- Promoting and celebrating student successes in collaboration:
 - Partner/pair-share work, Destination ImagiNation, Stock Market Game, Governor's Summer Reading
- Expand student collaboration ideas
 - Book Buddies
- School wide collaborative events
 - Family Activity Night and PTO Jog-A-Thon

Effective Collaborator - Updated

| Steps | Progress |
|-----------------------------------|---|
| Modeling Successful Collaboration | Displayed regularly in PLC groups, before/after school activities, and school-wide events (Activity Night, Field Day, etc.). |
| Promoting and Celebrating | Using the morning news and assemblies to inform and celebrate. Submitting articles to the Granby Drummer and other local media. |
| Expand student ideas | Examples include: 1) Student run election process and 2) survey and student created videos on mean behaviors. |

Effective Collaborator - Updated

| Steps | Progress |
|--------------------|---|
| School Wide Events | Kelly Kids Care Game Night, PTO Jog-A-Thon and Kelly/Wells Triathlon. |
| | |
| | |

Compassionate Contributor

- Promoting a climate and mindset of giving to others, caring, giving back to the community
 - Faculty modeling and student council leadership
 - Connections to the community – Veteran’s Day, Granby Seniors
 - Caps for Cancer, letters to soldiers, holiday giving
- Celebrating student work and accomplishments through daily broadcasts
- Initiate Safe School Climate Committee to promote a healthy environment
 - Expanded recess opportunities and increased parent communication
 - “If its mean, intervene!”
 - Surveying students, parents, staff
- “Character Counts at Kelly Lane”

Compassionate Contributor - Updated

| Steps | Progress |
|---|--|
| Climate of giving, caring, and community service | School wide and student council sponsored activities: reaching out to Newtown, Hurricane Sandy collection, Veterans/Veteran's Day Program, and chorus trips to Granby Senior Center. |
| Celebrate student work Safe School Climate Committee | Accomplishments have been celebrated on an ongoing basis. Plans to start celebrating student work on news program. Committee of teachers and parents hold regular meetings. Creation of a comprehensive Safe School Climate Plan. |
| "Character counts" at Kelly Lane | Theme modified to "If it's mean, intervene" and "eliminate mean behaviors" and incorporated in our Safe School Climate Plan. |

Other Important School Initiatives

- *Initiate Sixth Grade Student Success Plans in conjunction with developmental guidance and goal setting as part of gr. 6-12 plan*
- *Maintain high level of parent involvement through required conference attendance*
- *Expanded culture of instructional coaching and peer/team visits*
- *Expanded technology integration through media coaching*
- *Visitations from neighboring districts to showcase programs and successes*

Other Initiatives - Updated

| Steps | Progress |
|--|--|
| Student Success Plans | First year roll out plan completed and in progress |
| Parental involvement | 100 % conference attendance/participation realized in November |
| Instructional Coaching Media Coaching | Math, Science and LA Coaching in all classrooms Technology Integration and Coaching at all grade levels |
| Visitations | Invitations to other districts who have inquired |

Wells Road Intermediate School

5 Year School Improvement Plan

Update

2010-2015

5 Year
District and School
Student Achievement Goal

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

*As measured by:
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| | | Grade 3 | Grade 4 | Grade 5 | Grade 6 | |
| CMT Strands | Reader/ Text Connection | 53% | 62% | 62% | 95% | 100% at goal |
| | Content and Structure | 75% | 80% | 81% | 100% | 100% at goal |
| | Math Application | 59% | 70% | 86% | 82% | 100% at goal |
| | Estimating Solutions to Problems | 79% | 67% | 81% | 90% | 100% at goal |
| | Scientific Inquiry | | | 87% | | 100% at 12+ grade 5 |
| 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

- Continue to examine Benchmark Assessments to identify areas of strengths and weaknesses
- Examine formative assessments to plan for targeted interventions.
- Implement curriculum pacing guides and performance assessments to support all levels in Language Arts and Math
- Instructional coaching for Literacy, Math and Science
- Facilitate opportunities for sharing successful practices
- Provide meaningful feedback to teachers through observations, weekly team and PLC meetings, as well as weekly updates.
- Continue with our focus to have students generate their own questions to guide their learning.

Action Plan - Updated

| Steps | Progress |
|--|---|
| Examine Benchmarks | Results are reviewed in collaborative team meetings, i.e., PLC and grade level meetings |
| Examine formative assessments | Results are discussed in PLC meetings working to develop consistency across grade levels |
| Implement curriculum pacing guides & performance assess. | <p>Pacing guides for LA & math; In completed curricular units in LA, math and science and they are aligned with Common Core State Standards.</p> <p>Developed performance assessments for LA, science & math are implemented and are aligned with the Common Core State Standards</p> |

Action Plan - Updated (continued)

| Steps | Progress |
|--|--|
| Instructional coaching | Language Arts, math, and science with heavy emphasis on Language Arts and math given the new curriculum |
| Sharing successes | Staff meeting celebrations - “Keepers of the Wells Road Light” awards, informally continues in PLC meetings |
| Provide meaningful feedback | Through a variety of ways: informal walkthroughs by principal, support from instructional coaches , & formal observations by principal |
| Focus on students generating their own questions | Use of a rubric shared with teachers to reflect and self evaluate their work, shared with teachers in early Winter and will be re-examined in spring administrative walkthrough. |

Monitoring and Evaluation

- Implementation of a 3 team structure to review data and plan interventions, i.e., School Leadership Team, School Intervention Team, and Teacher Collaborative Teams.
- Benchmark assessments and formative assessments (reading, writing and math) are administered and reviewed at each grade level to assess and identify instructional needs.
- Expanded menu of research based intervention choices.
- Increased frequency of progress

Monitoring and Evaluation - Updated

| Steps | Progress |
|--|--|
| Implementation of a 3 team structure to review data and plan interventions | 3 Team Structure integrated into school schedule - School Leadership Team meets twice a month; School Intervention meets weekly; and Collaborative Teams meet weekly |
| Administer benchmark assessments and formative assessments to identify instructional needs | Established Benchmark Assessments in accordance with the District assessment calendar; data reviewed to determine student instructional needs Working to develop consistent implementation of formative assessments across grade levels |
| Expanded menu of research based interventions | Leveled Literacy Intervention for struggling readers and continue to expand options for comprehension and vocabulary. In Math – Pinpoint math for students identified with math weaknesses. |
| Increased frequency of progress | Student progress reviews are scheduled throughout the school year to review effectiveness of identified interventions |

Effective Collaborator

- Student, Parent, and School Initiatives:
Harvest Fest, Jump Rope for Heart, PTO Jog-a-thon
- Instructional Practices:
Cooperative Classroom work, Performance
Assessments, Readers/Writers Workshop, Collaborative
Teacher meetings
- Celebrating Students Working Together:
Monthly Book Clubs, Governor's Reading Challenge,
Destination ImagiNation, Morning News Broadcast, Student
Council, "Wells HOUSES"

Effective Collaborator - Updated

| Steps | Progress |
|---------------------------------------|---|
| Student, Parent, & School Initiatives | Parents and School Acting Together (PSAT) meets quarterly with School Leadership to discuss school climate; Annual Harvest Fest; PTO Jog-a-thon, Parent and Student survey data |
| Instructional Practices | Readers and Writers workshop; Science labs; collaborative teacher team meetings within and across intermediate schools Math instructional strategies include the development of learning stations and small group instruction with teacher following a short “mini” lesson |
| Celebrating Students Working Together | Monthly book clubs during recess; Morning broadcast; Student Council; “Wells HOUSES”; Student clubs during recess block, i.e., invention club, computer club, Scratch club, etc.; annual celebration at end of year ceremony |

Compassionate Contributor

- Building a positive school climate with the implementation of a “Safe School Climate Committee”
- Continue with our “All School Connectedness Survey”, Compliment Chain, “Kindness Matters” theme, & “Wells Houses.”
- Giving back to the community both locally and nationally in response to current events, social issues, and community needs.

Compassionate Contributor - Updated

| Steps | Progress |
|--|---|
| Building a Positive School Climate | <p>School Climate Committee (PSAT) – meets quarterly with School Leadership team</p> <p>School-wide behavioral “Kindness Matter” matrix highlighting character traits of Responsibility, Respect, Safety, and Kindness; expanding to celebrating individual student success school-wide</p> |
| Implement “All School Connectedness Survey”, Compliment Chain, “Kindness Matters” theme & “Wells HOUSES” | <p>School Climate/Connectedness surveys to parents, students, and teachers, results reviewed with staff, school climate committee, and teaching assistants</p> <p>Monthly HOUSES meetings on the 1st Friday of the month during the Lunch/Recess</p> |
| Giving back to the community – locally and nationally | <p>Monthly fundraisers, composting initiative at Wells Road</p> <p>6th grade “capstone” project</p> |

Other important school initiatives

- *Instructional coaching in Language Arts, Math and Science for all teachers*
- *Initiate Student Success Plans for our 6th grade students in conjunction with Developmental Guidance and goal setting as part of a 6-12 plan*
- *Continuing to expand the role of our Media Specialists to provide instructional support to teachers*
- *Increasing parent school partnerships for learning*

Other Initiatives - Updated

| Steps | Progress |
|---|--|
| Instructional Coaching | <p>Additional Math/Science coach</p> <p>Coaching support in reading, writing, and math</p> <p>Coaching support Science</p> |
| Initiate Student Success Plans in 6 th grade | <p>Staff training on Naviance; parent letters with password and username information sent out;</p> <p>Students completing their learning profiles</p> |
| Expand role of Media Specialists to provide instructional support to teachers | <p>Media Specialist meets weekly with 5th/6th grade Language Arts PLC team; looking for ways to expand her role to coaching in the classroom at all grade levels. Media specialist is seen as a resource for all teachers.</p> |
| Increase parent-school partnerships for learning | <p>Weekly parent volunteer in science labs; Weekly Community volunteers in Media Center; support from PTO for instructional programs, i.e., Hartford Stage, Science programs, guest speaker on hearing impairments; guest authors; school climate assemblies</p> |

**Special Board of Education Meeting – Approved Minutes
February 27, 2013 7:00 p.m.
Central Services**

Attendance was taken at 6:39 p.m

Present Board Members:

Jenny Emery
Lynn Guelzow
Cal Heminway
Edward Ohannessian
Mr. Ronald Walther
Rosemarie Weber
Sean Goodridge (Student Representative)
Lexi Grimaldi (Student Representative)

Absent Board Members:

Benjamin Perron

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

I. Public Comment

Susan Accetura, Apple Tree Lane in Granby publicly thanked staff in the district for helping to raise her three boys and expressed her concerns with the school climate at Kearns School. Amy Brick, Apple Tree Lane in Granby, expressed her concerns as well. Ms. Accetura asked to distribute letters to the Board from various parents and teachers of Kearns' students. Mr. Heminway stated that the Board cannot discuss personnel matters during public comment nor would he allow the letters to be distributed during the meeting. He stated that Ms. Accetura should communicate her concerns through the superintendent, and closed public comment.

II. Administrative Reports

II.A. Superintendent's Announcements

- Thank you to GCTV for taping this evening's meeting.
- A reminder that all material presented this evening can be found on-line.
- Two finalists for the middle school principal position have been brought forward for site visits tomorrow and Friday and have met with administration. A decision is expected in March.
- Congratulations to Wells Road Intermediate School for being recognized for the 2012 Governor's summer reading challenge.
- Congratulations to Kelly Lane on their recognition as a Schools of Distinction for all students and for a subgroup (performance special education students).
- Many congratulations to Diane Dugas who has just been appointed as the Superintendent of East Hampton Public Schools. We wish Diane a lot of luck in her new position.
- February is Youth Leadership Month and Cody Kirschbaum, Grade 10, has been recognized in the Valley Press as a student leader at the high school. Cody attends the math and science magnet school and is a member of the Leadership Climate Committee at the high school.

- Thank you to the community, staff and students for their contributions for the 2-month anniversary fundraising effort for Newtown, “Hearts that Care”. \$4,000-\$5,000 was raised for the Sandy Hook School Support Fund.
- CMT and CAPT testing begins next week.
- The FY14 budget is nearing completion and will be presented next week. A reminder that the Board does not receive materials until the evening of the presentation.
- *A Day on the Hill* will be held next Wednesday, March 6th. We will have 4-5 students attending.
- Teaching positions have been finalized and will be posted.
- Currently, graduation will be held on June 20th. All five emergency days have been used. If any further days need to be used, the Board will make a decision in April as to where they should be added.

II.B. Student Representative Reports

- The boys’ basketball team plays Coventry tonight at home for the NCCC semifinals. If Granby wins tonight’s game, the final game will be played tomorrow night at the high school.
- Girls’ basketball beat Keynor Tech last night 60-33.
- Varsity hockey has their final game tonight at the Enfield rink. If they win or tie this game, they will advance to the post-season tournament.
- CAPT testing begins next week for sophomores.
- Calvin Terrell will be making a presentation at the high school for juniors and seniors on Monday regarding tolerance.
- The annual high school coffee house was held on Friday. Attendees enjoyed acoustic music.
- The annual Empty Bowls fundraiser, where handmade bowls and soup are sold to raise money for the Granby Food Bank, will be held next Friday, March 8th at the Granby Senior Center. This event is hosted by the National Honor Society and tickets are \$15 for soup with a handmade bowl and \$10 for soup only.
- The Granby High School Drama Club is preparing for their production of Oklahoma, which will be held on March 15th at 7:00 p.m. and March 16th at 2:00 and 7:00 p.m.

II.C. Guest Legislators

Cal introduced State Senators, John Kissel and Kevin Witkos, as well as State Representative Bill Simanski, who were invited to discuss legislative and budgetary issues with the Board. In opening comments, Kevin Witkos stated that Granby will adopt its budget before the state adopts their budget. John Kissel stated the Governor's budget is forecasted as a 10% increase and that the proposed budget, in his opinion, will eventually hurt municipalities. Bill Simanski stated that Education Cost Share (ECS) funding was partially kept whole by the use of municipal funds. Kevin Witkos stated that the ECS formula has not been used in 4 years and has been flat-funded since Governor Rell instituted ARRA funds. Topics discussed by the Board, Superintendent and legislators included school safety, the state teacher evaluation plan, Open Choice, pre K tuitions, the State’s request for a return of construction funds from the town based on lower than projected enrollment, state mandates and the burden of proof for special education. Mr. Simanski summarized that the construction funding and special education burden of proof issues were action items to follow-up on. The Board thanked the legislators for their time and the legislators encouraged the Board to invite them back in the spring for a follow-up discussion.

II.D. Business Manager's Report

Mr. Harry Traver, Business Manager, presented the January Statement of accounts. He stated that December concluded with \$153K favorable. The Subcommittee has concluded discussions with the Board of Finance on how to handle the \$100,000 cost of a special education student from Hartford as in both expense and revenue. With that added expense, the forecast is now \$53K favorable for this month and the full year is \$63K favorable. The statement of accounts was reviewed in the Finance Subcommittee this evening. \$150K was reclassified as administrative maintenance in anticipation of security items. Specifics of these items will be reviewed at a later date.

II.E. Teaching and Learning

Mr. Michael Dunn, K-12 Language Arts Supervisor, joined by team of literacy specialists: Deb Pattison, Jen Kirk, Erin Edwards, Deb Dussault and Ann Belding, shared some significant changes in Granby's approach to writing curriculum being undertaken across the district. Instructional expectations for students K-12 were shared with the Board as well as samples of the variety of written work the students are doing. The goal is to complete the writing curriculum by the end of this school year, and implement it fully in 2013-14, and beyond. Mr. Addley thanked Mike and the teachers.

III. Consent Agenda

III.A. Minutes

III.B. Approval of New Texts

A Motion was made by Ed Ohannessian and seconded by Jenny Emery to adopt the consent agenda. This motion passed with two abstentions (Ron Walther and Lynn Guelzow).

IV. Old Business

IV.A. Third Reading of Policy 6159, Individualized Education Program

No comments have been received on this policy from the Board. A motion was made by Ron Walther and seconded by Jenny Emery to adopt this policy as recommended by the Curriculum Subcommittee. This motion passed unanimously at 8:40 p.m.

V. New Business

V.A. Re-Lamping Project Authorization

A motion was made by Ed Ohannessian and seconded by Ron Walther to approve the re-lamping project as recommended by the Finance Subcommittee. This project will replace existing lights with LED lights and other higher efficiency fluorescents. Energy management software will be installed in three schools which will monitor the savings. The cost of the project over a four-year period is \$87,964. This project will be paid from savings over the first four years and thereafter reduce electricity costs by more than \$85,000 per year. This motion passed unanimously at 7:45 p.m.

V.B. Indoor Air Quality Report

Mr. Harry Traver, Business Manager, presented the Indoor Air Quality Report. There were no serious reports submitted this year and most issues have been repaired since this report was written. One big air quality issue is the girls' locker room and the only way to fix it is installing air conditioning which is a large capital item for the future. This report was reviewed in the Finance Subcommittee Meeting this evening.

V.C. Revised Policy 5114, Student Discipline

This policy was reviewed by the curriculum subcommittee and is a revision of the current policy in place. Mr. Addley went over the major changes of the policy and stated that definitions have been updated; bullying has been included; as well as practices of expulsion processes.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

This Subcommittee has not met.

VI.A.2. Finance/Personnel/Facilities

This Subcommittee met this evening and reviewed the statement of accounts. The budget is in good shape. The committee also discussed the re-lamping project; the indoor air quality report; school safety improvements (adding additional things that can be done, i.e. hire a consultant, outside video monitoring, etc.). The charge from administration is that all doors have key fobs and are secure. Salary negotiations for custodians, secretaries and teaching assistants were also discussed.

VI.B. Other Board-Related Reports

VI.B.1. Athletic Field Project Committee

VI.B.2. CREC/CABE

CABE – *A Day on the Hill* will be held next Wednesday. The Governor will be in attendance.

CREC – There was a Council Meeting last week. The Commissioner attended. Magnet schools, Choice, and educational mandates were the main topics of discussion. CREC will be directly lobbying with legislators as the session goes forward.

VI.B.3. Granby Education Foundation

The Granbee will be held on March 22nd. Mr. Heminway will represent the GEF along with Sue Alender, Joe Jarvis and Rebecca Brewer to speak about what the GEF does for Granby Schools on Senator Kissel's local cable access show.

VI.B.4. District Efficiency Initiatives

This item was reported on under New Business.

VI.C. Calendar of Events

The Calendar of Events is as you see it.

VI.D. Board Member Announcements

A motion was made by Jenny Emery and seconded by Rosemarie Weber to adjourn the meeting and enter into an Executive Session to discuss a student discipline matter. This motion passed unanimously at 9:00 p.m.

VII. Executive Session/Non-Meeting

The Board reentered into regular session at 9:30 p.m. A motion was made by Rosemarie Weber and seconded by Lynn Guelzow to expel Student B22012-2013 from Granby Memorial High School as well as all buildings and grounds and activities of the Granby Public Schools for violation of the School Board Drugs & Alcohol Use Policy 5131.6. This motion passed unanimously at 9:32 p.m.

Respectfully submitted,
Jenny Emery, Secretary
Linda Powell, Board Recorder

Students

Discipline: Suspension/Expulsion

All school district employees share responsibility for supervising the behavior of students to help them meet standards of conduct established by the Board of Education or the school administration. In working with the students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

I. Definitions

- A. **Emergency** means a situation in which the continued presence of the student in school or school sponsored activities poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- B. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- C. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days. The expulsion period may not extend beyond one (1) calendar year.
- D. **In-School Suspension** means an exclusion from regular classroom activity for no more than **ten (10)** consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.
- E. **Removal** is the exclusion of a student for a class period of ninety (90) minutes or less.
- F. **School Days** shall mean days when school is in session for students.
- G. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- H. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.

Students

Discipline: Suspension/Expulsion (Cont'd)

- I. **Suspension** means the exclusion of a student from school and/or transportation services for not more than ten (10) consecutive school days, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below. Suspensions shall be in-school suspensions unless the administration determines that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.
 - J. **Weapon** means any BB gun, any black jack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.
 - K. The terms “martial arts weapon,” “electronic defense weapon,” “dangerous instrument,” and “deadly weapon” are defined below at Section VII.B.
 - L. Notwithstanding the foregoing, the reassignment of a student from one regular education classroom program in the district to another regular education classroom program in the district shall not constitute a suspension or expulsion.
- II. Scope of the Student Discipline Policy
- A. **Conduct on School Grounds or at a School-Sponsored Activity**

Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.

Students

Discipline: Suspension/Expulsion (Cont'd)

B. Conduct off School Grounds

Students may be suspended or expelled for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol.

In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the use of drugs.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

A. Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion) includes conduct on school grounds or at a school-sponsored activity, and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized possession and/or display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

Students

Discipline: Suspension/Expulsion (Cont'd)

6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself/herself to a staff member when asked, or misidentification of oneself to such person(s).
8. A walk-out from or sit-in within a classroom or school building or school grounds.
9. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
10. Possession of any weapon, weapon facsimile, deadly weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object.
11. Possession of any ammunition for any weapon described above in paragraph 10.
12. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
13. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
13. Unauthorized possession, sale, distribution, use, consumption, or aiding in the procurement of tobacco, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances. For the purposes of this Paragraph 13, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.

Students

Discipline: Suspension/Expulsion (Cont'd)

14. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (13) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as “bongs,” pipes, “roach clips,” “vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.
15. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
16. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
17. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
18. Trespassing on school grounds while on out-of-school suspension or expulsion.
19. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.
20. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.
21. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.
22. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
23. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

Students

Discipline: Suspension/Expulsion (Cont'd)

24. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
25. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
26. Possession and/or use of a laser pointer.
27. Hazing.
28. Bullying, defined as the repeated use by one or more students of a written, verbal or electronic communication, such as cyber bullying, 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:
 - a) Causes physical or emotional harm to such student or damage to such student's property;
 - b) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 - c) Creates a hostile environment at school for such student;
 - d) Infringes on the rights of such student at school; or
 - e) Substantially disrupts the education process or the orderly operation of a school.

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

Students

Discipline: Suspension/Expulsion (Cont'd)

29. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.
30. Engaging in a plan to stage sexual activity for the purpose of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.
31. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
32. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
33. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
34. Any action prohibited by any Federal or State law.
35. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if he/she deliberately causes a serious disruption of the educational process. When a student is removed, the teacher must send him/her to a designated area and notify the principal or his/her designee at once.
- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the building principal or designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.

Students

Discipline: Suspension/Expulsion (Cont'd)

- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

- V. Procedures Governing Suspension
 - A. The principal of a school, or designee on the administrative staff of the school, shall have the right to suspend any student for breach of conduct as noted in Section II of this policy for not more than ten (10) consecutive school days. In such cases, the following procedures shall be followed.
 1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the principal or designee at which time the student is informed of the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
 2. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by the principal or designee, but only considered in the determination of the length of suspensions.
 3. By telephone, the principal or designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
 4. Whether or not telephone contact is made with the parent or guardian of such minor student, the principal or designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the principal or designee), offering the parent or guardian an opportunity for a conference to discuss same.
 5. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
 6. Notice of the original suspension shall be transmitted by the principal or designee to the superintendent of schools or designee by the close of the school day following the commencement of the suspension.

Students

Discipline: Suspension/Expulsion (Cont'd)

7. The student shall be allowed to complete any class work, including examinations, without penalty, which he or she missed while under suspension.
 8. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school.
 9. Following a conference with the principal or designee, the parent or guardian may request the Superintendent to review the principal's decision. The Superintendent will promptly review the decision and communicate his/her conclusions to the parent or guardian.
 10. During the period of suspension, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where the student has previously been suspended, or where such suspension will result in the student's being suspended more than ten (10) times or for fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing.

VI. Procedures Governing In-School Suspension

- A. The principal or designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy, seriously disrupts the educational process or in other appropriate circumstances as determined by the principal or designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by the building principal or designee.
- C. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

Students

Discipline: Suspension/Expulsion (Cont'd)

- D. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.
- VII. Procedures Governing Expulsion Recommendation
- A. A principal may consider recommendation of expulsion of a student in a case where he/she has reason to believe the student has engaged in conduct described at sections II.A. and II.B., above.
- B. A principal must recommend expulsion proceedings in all cases against any student whom the administration has reason to believe:
1. was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 U.S.C. § 921 as amended from time to time; or
 2. off school grounds, possessed a firearm as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or possessed and used a firearm as defined in 18 U.S.C. § 921, a deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime under chapter 952 of the Connecticut General Statutes; or
 3. was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278.
 4. has committed a second offense in the possession, sale, distribution or use of alcohol and/or controlled drugs or substances.
 5. The following definitions shall be used in this section:
 - a. "Dangerous instrument" means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

Students

Discipline: Suspension/Expulsion (Cont'd)

- b. "Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles.
- c. "Electronic defense weapon" means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury.
- d. A "firearm" as defined in 18 U.S.C § 921 means (a) any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device.

As used in this definition, a "destructive device" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device or any device from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

- e. "Martial arts weapon" means a nunchaku, Kama, kasari-fundo, octagon sai, tonfa or Chinese star.
- e. When considering whether conduct off school grounds is seriously disruptive of the educational process, the term "weapon" means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by

Students

Discipline: Suspension/Expulsion (Cont'd)

which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon as defined above or any other dangerous or deadly weapon or instrument, unless permitted by law under section 29-38 of the Connecticut General Statutes.

- C. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or his/her designee determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board can consider and act upon this recommendation.

VIII. Procedures Governing Expulsion Hearing

- A. Emergency Exception:

Except in an emergency situation, the Board of Education shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of CT Gen. Stat. § 10-233d and the applicable provisions of the Uniform Administrative Procedures Act, CT Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

- B. Hearing Panel:

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

Students

Discipline: Suspension/Expulsion (Cont'd)

- C. Hearing Notice:
1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to his/her parent(s) or guardian(s) within a reasonable time prior to the time of the hearing.
 2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to his/her parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
 3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place and nature of the hearing.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - c. A short, plain description of the conduct alleged by the administration.
 - d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
 - e. The student may cross-examine witnesses called by the Administration.
 - f. The student may be represented by any third party of his/her choice, including an attorney, at his/her expense or at the expense of his/her parents.
 - g. A student is entitled to the services of a translator or interpreter, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) requires the services of an interpreter because he/she/they do(es) not speak the English language or is(are) disabled.

Students

Discipline: Suspension/Expulsion (Cont'd)

at this time. If the student chooses to make a statement, he or she will be sworn and subject to cross examination and questioning by the Presiding Officer and/or by the Board. Concluding statements will be made by the Administration and then by the student and/or his or her representative.

8. In cases where the student has denied the allegation, the Board must determine whether the student committed the offense(s) as charged by the Superintendent.
9. If the Board determines that the student has committed the conduct as alleged, then the Board shall proceed with the second portion of the hearing, during which the Board will receive and consider relevant evidence regarding the length and conditions of expulsion.
10. When considering the length and conditions of expulsion, the Board may review the student's attendance, academic and past disciplinary records. The Board may ask the Superintendent for a recommendation as to the discipline to be imposed.
11. Evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board is considering length of expulsion and nature of alternative educational opportunity to be offered.
12. Where administrators presented the case in support of the charges against the student, such administrative staff shall not be present during the deliberations of the Board either on questions of evidence or on the final discipline to be imposed. The Superintendent may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board as to the appropriate discipline to be applied.
13. The Board shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.

Students

Discipline: Suspension/Expulsion (Cont'd)

14. The Board shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing.

E. Expulsion Notice:

The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

F. Presence on School Grounds and Participation in School-sponsored Activities During Expulsion:

During the period of expulsion, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational program provided by the district in accordance with this policy, unless the Superintendent specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

IX. Board Policy Regarding Mandatory Expulsions

In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student for one (1) full calendar year for: the conduct described in Section VII(B)(1), (2) and (3) of this policy. The Board may modify the term of expulsion on a case-by-case basis.

X. Alternative Educational Programs for Expelled Students

A. *Students under sixteen (16) years of age:*

Whenever the Board of Education expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational program.

Students

Discipline: Suspension/Expulsion (Cont'd)

B. *Students sixteen (16) to eighteen (18) years of age:*

1. The Board of Education shall provide an alternative education to a sixteen (16) to eighteen (18) year old student expelled for the first time if he/she requests it and if he/she agrees to the conditions set by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the placement of a pupil who is at least sixteen years of age in an adult education program. Any pupil participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to his/her participation in the adult education program.
2. The Board of Education is not required to offer an alternative program to any student between the ages of sixteen (16) and eighteen (18) who is expelled for the second time, or if it is determined at the hearing that (1) the student possessed a dangerous instrument, deadly weapon, firearm or martial arts weapon on school property or at a school-sponsored activity, or (2) the student offered a controlled substance for sale or distribution on school property or at a school-sponsored activity.
3. The Board of Education shall count the expulsion of a pupil when he/she was less than sixteen years of age for purposes of determining whether an alternative educational opportunity is required for such pupil when he/she is between the ages of sixteen and eighteen.

C. *Students eighteen (18) years of age or older:*

The Board of Education is not required to offer an alternative educational program to expelled students eighteen (18) years of age or older.

D. *Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"):*

Notwithstanding Sections X.A. through C. above, if the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall offer an alternative educational program to such student in accordance with the requirements of IDEA, as it may be amended from time to time.

Students

Discipline: Suspension/Expulsion (Cont'd)

- E. *Students for whom an alternative educational opportunity is not required:*

The Board of Education may offer an alternative educational opportunity to a pupil for who such alternative educational opportunity is not required as described in this policy.

XI. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the Board if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section VIII.D(14) above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board.

If the student has not previously been suspended or expelled, and the administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XII. Change of Residence During Expulsion Proceedings

- A. *Student moving into the school district:*

1. If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.
2. Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district.

Students

Discipline: Suspension/Expulsion (Cont'd)

The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.

B. *Student moving out of the school district:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the Expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.

Students

Discipline: Suspension/Expulsion (Cont'd)

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:

1. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.
2. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.

Students

Discipline: Suspension/Expulsion (Cont'd)

5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. The special education records and disciplinary records of the student must be transmitted to the individual(s) who will make the final determination regarding a recommendation for expulsion or a suspension that results in a change in placement.

C. *Transfer of IDEA students for Certain Offenses:*

School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:

1. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school-sponsored activity, or
2. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school-sponsored activity; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The following definitions shall be used for this subsection XIII.C.:

1. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
2. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

Students

Discipline: Suspension/Expulsion (Cont'd)

3. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
4. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIV Procedures Governing Expulsions for Students Identified as Eligible for Educational Accommodations under Section 504 of the Rehabilitation Act of 1973 (“Section 504”)

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:

1. The parents of the student must be notified of the decision to recommend the student for expulsion.
2. The district shall immediately convene the student’s Section 504 team (“504 team”) for the purpose of reviewing the relationship between the student’s disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student’s behavior was a manifestation of his/her disability.
3. If the 504 team finds that the behavior was a manifestation of the student’s disability, the Administration shall not proceed with the recommended expulsion.
4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.

Students

Discipline: Suspension/Expulsion (Cont'd)

XV. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.
- B. If a student who committed an expellable offense seeks to return to a school district after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the Board of Education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XVI. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVII. Dissemination of Policy

The Board of Education shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVIII. Compliance with Reporting Requirements

- A. The Board of Education shall report all suspensions and expulsions to the State Department of Education.
- B. If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.

Students

Discipline: Suspension/Expulsion (Cont'd)

- C. If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. § 53a-3, the violation shall be reported to the local police.

Legal References:

Connecticut General Statutes:

§§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act.
§§ 10-233a through 10-233e Suspension and expulsion of students.
§ 10-233f In-school suspension of students.
§29-38 Weapons in vehicles.
§53a-3 Definitions.
§53a-206 (definition of “weapon”)
Packer v. Board of Ed. of the Town of Thomaston, 246 Conn. 89 (1998).
State v. Hardy, 896 A.2d 755, 278 Conn. 113 (2006).
State v. Guzman, 955 A.2d 72, 2008 Conn. App. LEXIS 445 (Sept. 16, 2008).

Federal law:

Honig v. Doe, 484 U.S. 305 (1988)
Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
18 U.S.C. § 921 (definition of “firearm”)
18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)
21 U.S.C. § 812(c) (identifying “controlled substances”)
34 C.F.R. § 300.530 (defining “illegal drugs”)
Gun-Free Schools Act, Pub. L. 107-110, Sec. 401, 115 Stat. 1762 (codified at 20 U.S.C. § 7151)

Policy & Regulations adopted: 9/97
Revisions adopted by BOE: 1/18/06
Revisions adopted by BOE:

GRANBY PUBLIC SCHOOLS
Granby, Connecticut



FY14 Budget

Granby Board of Education

March 6, 2013

Teaching

The only time a physician could possibly encounter a situation of comparable complexity would be in the emergency room of a hospital during or after a natural disaster...classroom teaching is perhaps the most complex, most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented.

Lee Shulman (2004)
Educational Psychologist

Greatness

Greatness is an inherently dynamic process.

Greatness is not a function of circumstance, it is largely a matter of conscious choice and discipline.

Jim Collins

Out of public schools grows the greatness of a nation

Mark Twain



VISION: Every student educated in the Granby Public Schools to 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.

Board of Education Budget Goals

1. Support the mission, vision, values and goals of the district;
2. Recognize the economic climate, realizes efficiencies and be responsive to the financial guidelines set by the Board of Finance;
3. Provide levels of personnel, programs, infrastructure, and services that meet the essential needs of the district;
4. Address Secondary Reform, Common Core Standards and Teacher/Administrator Evaluation; and,
5. Support Board studies (World Languages, 1-to-1 computing, intermediate schools, interventions for students & PLC time).

Environment

- Economic climate & state budget deficit ~\$1.2B
- Low operating budgets (0.9 % four-year average)
- Unfunded Mandates
 - Teacher/Administrator Evaluation Plan
 - Common Core State Standards
 - Secondary School Reform
- Board of Finance's Guideline
 - Cap Mill Rate @ 2%
 - BOE Operating Budget @ 2.1%

5-Year Operating Budget History

| | FY09 | FY10 | FY11 | FY12 | FY13 | FY14 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
| Town | 4.5% | 1.9% | 0% | 2.6% | 2.0% | 2.8% |
| BOE | 4.5% | 1.6% | 0% | 1.2% | 0.8% | 2.07% |
| BOE Annual Return to the Town | \$304,265 | \$338,178 | \$156,442 | \$120,980 | TBD | |

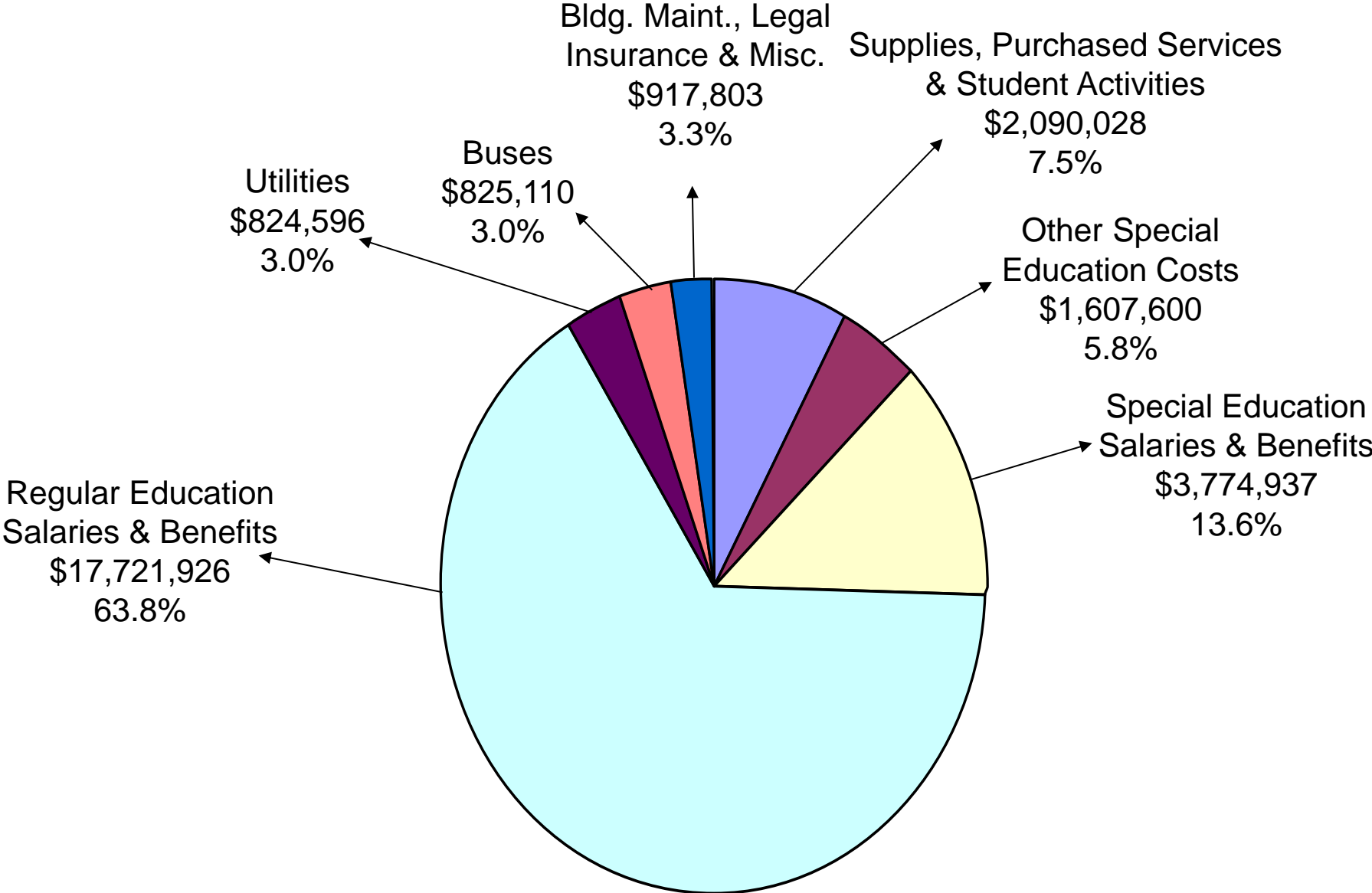
Budget Summary

| | |
|---|---------------------|
| FY13 Operating Budget | \$27,197,831 |
| FY14 Operating Budget Request (2.07%) | \$27,762,000 |
| Quality and Diversity Fund | \$ 656,932 |
| Small Capital Fund | \$ 600,000 |
| Board of Education Appropriation Request | \$29,018,932 |

Revenue

| <u>State Revenues</u> | | <u>% Change from FY13 to FY14</u> |
|--------------------------------------|-------------|---------------------------------------|
| Education Cost Sharing | \$5,507,971 | +0.6% |
| School Transportation | \$0 | -100% |
| Adult Education | \$3,051 | 0% |
| Special Education--Excess Cost Grant | \$227,974 | +59.7% |
| <u>Local Revenues</u> | | |
| Tuition-Other Towns Reg. Education | \$801,856 | +6.1% |
| Tuition-Other Towns Spec. Education | \$235,000 | +100% |
| Rental Fees | \$75,000 | 0% |
| Pay-for-Participation Fees | \$50,300 | 0% |

What makes up the \$27,762,000 Budget?



Major Changes FY14 vs. FY13

| | | <u>% Total Budget</u> |
|---|------------------|-----------------------|
| Salaries | \$95,551 | 0.3% |
| Benefits | \$111,575 | 0.4% |
| Software | \$86,650 | 0.3% |
| Books | (\$38,270) | -0.1% |
| Special Education (Tuition & Transportation) | \$223,490 | 0.8% |
| Utilities | (\$30,157) | -0.1% |
| Severance | (\$50,000) | -0.2% |
| CCSS & Teacher/Admin Eval. | \$97,500 | 0.4% |
| Other | <u>\$67,829</u> | <u>0.2%</u> |
| | \$564,168 | 2.07% |

Health Benefits



Net rate increase: 5%

Actual increase: 3.5% (\$100,713)

Gross Cost: \$4,128,437

Net Cost to BOE: \$2,981,167

Salaries

\$455,000



2.76%



Special Education Outplacements

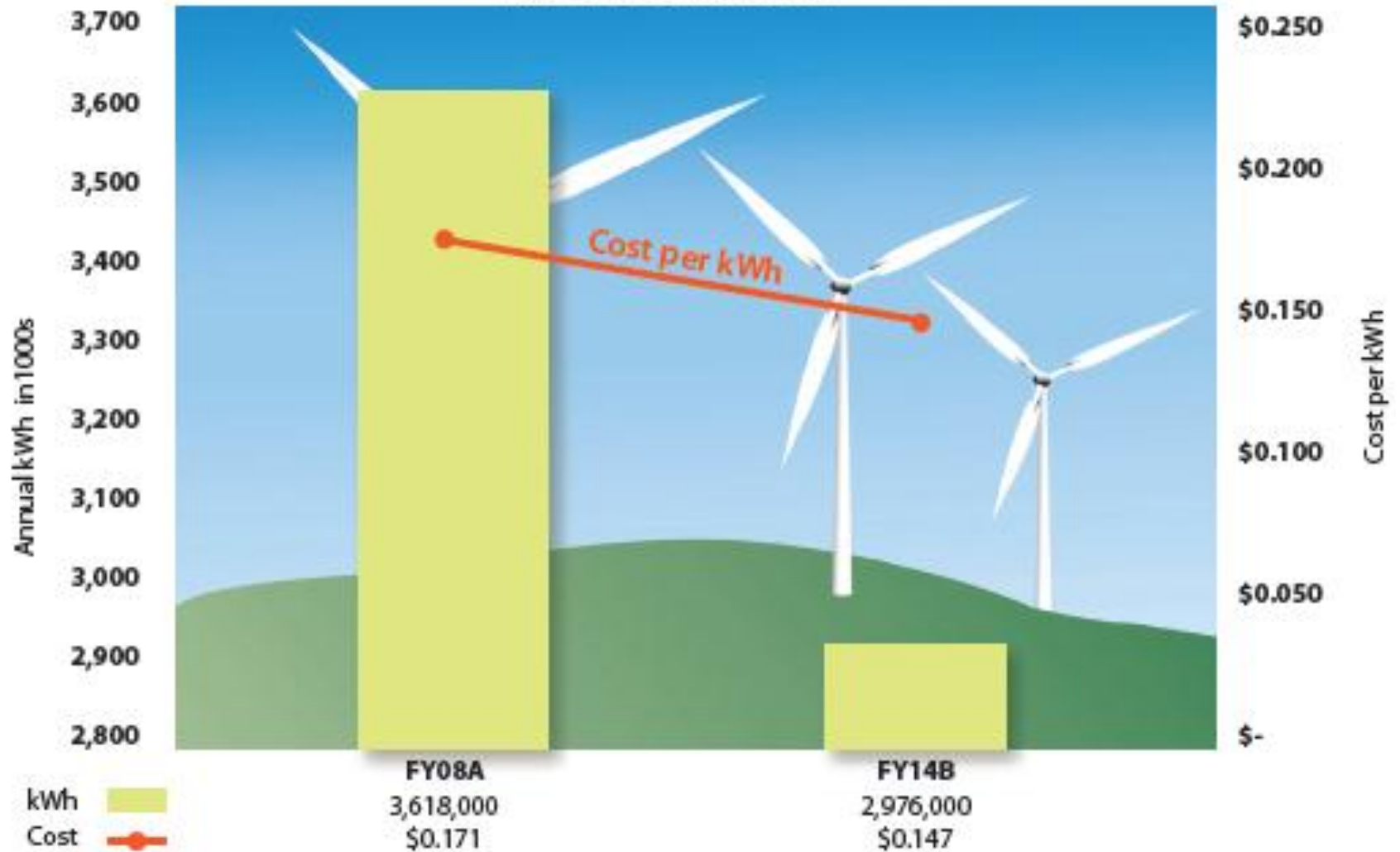
\$223,490 increase in tuition & transportation.

\$85,257 increase in Excess Cost Grant.

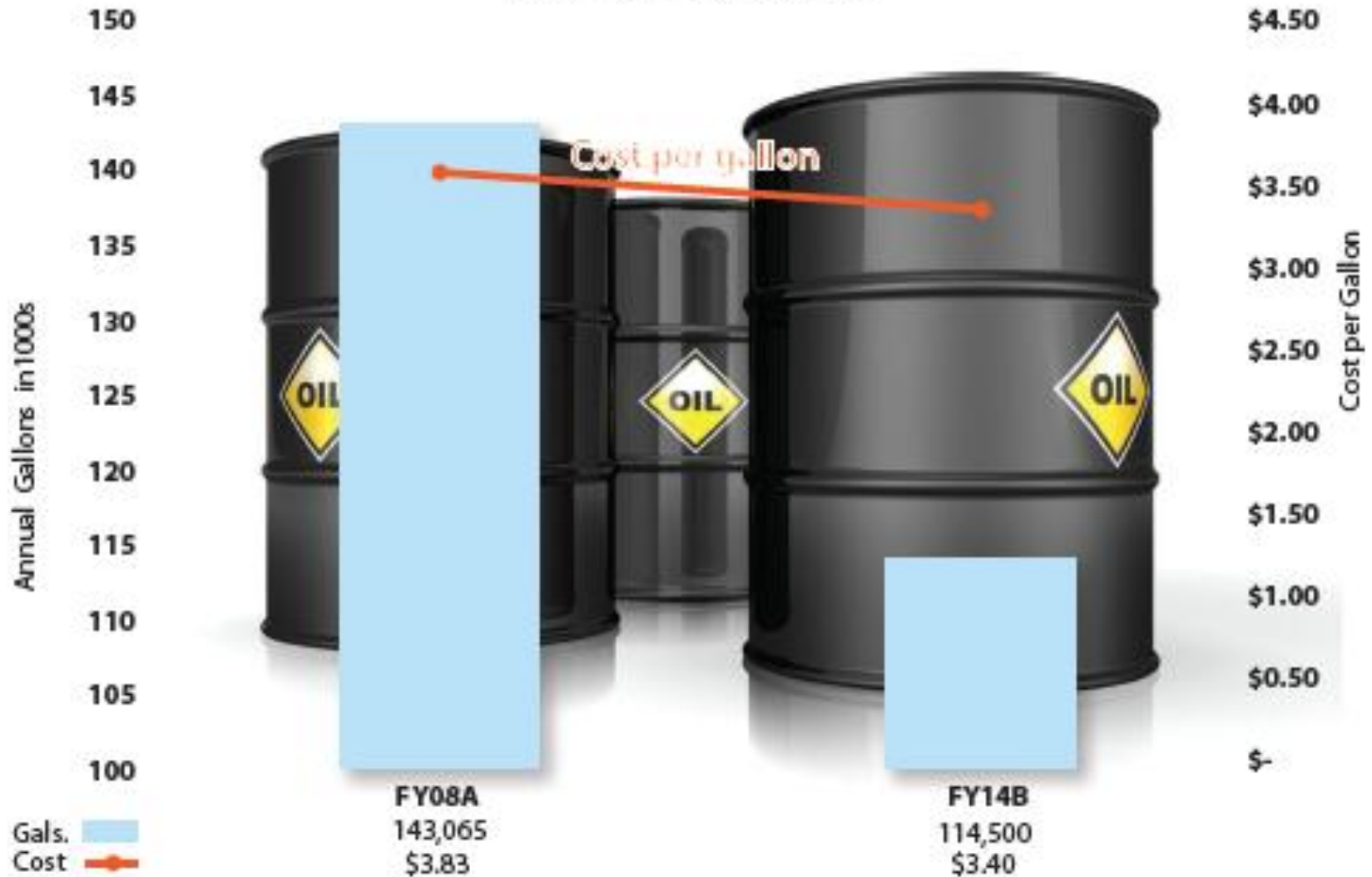
\$1,366,477 gross cost for FY14 (4.9%).

8% of special education students in FY14 will be outplaced.

Utilities



Utilities



School Safety



\$150K-\$300K in FY13

Minimal Funds (\$9720) in FY14

Personnel Summary

FY14 reduced by -13.1 FTEs versus FY13

Net +1.0 FTE from operating budget

Net -12.5 FTEs from Special Education Review

Net -1.6 FTEs from Q& D Fund & IDEA Grant

| Year | Enrollment | Staff (FTEs) |
|-------------|-------------------|---------------------|
| 2008-2009 | 2,260 | 330.9 |
| 2013-2014 | 2,026 | 302.1 |
| % Change | -10.4% | -8.7% |

Net +1.0 FTE increase in personnel operating expenses

- 2.0 FTE Intermediate Classroom Teachers
- +1.0 FTE Elementary Spanish Teacher
- +0.8 FTE Math/Science Consulting Teacher (7-10)
- +0.2 FTE High School Math Teacher
- +0.6 FTE Mandarin Chinese
- +0.4 FTE Teaching Assistant (HS Hallway Monitor)

Impact: +\$49,982

Net -12.5 FTEs from the Special Education Review

- 10.8 FTE Special Education Teaching Assistants
- 5.7 FTE Tutors
- +3.0 FTE Special Education Resource Teachers
- +0.8 FTE Math Teacher (Interventionist)
- +0.2 FTE Math/Science Instructional Coach (7-12)

Impact: (\$106,526)

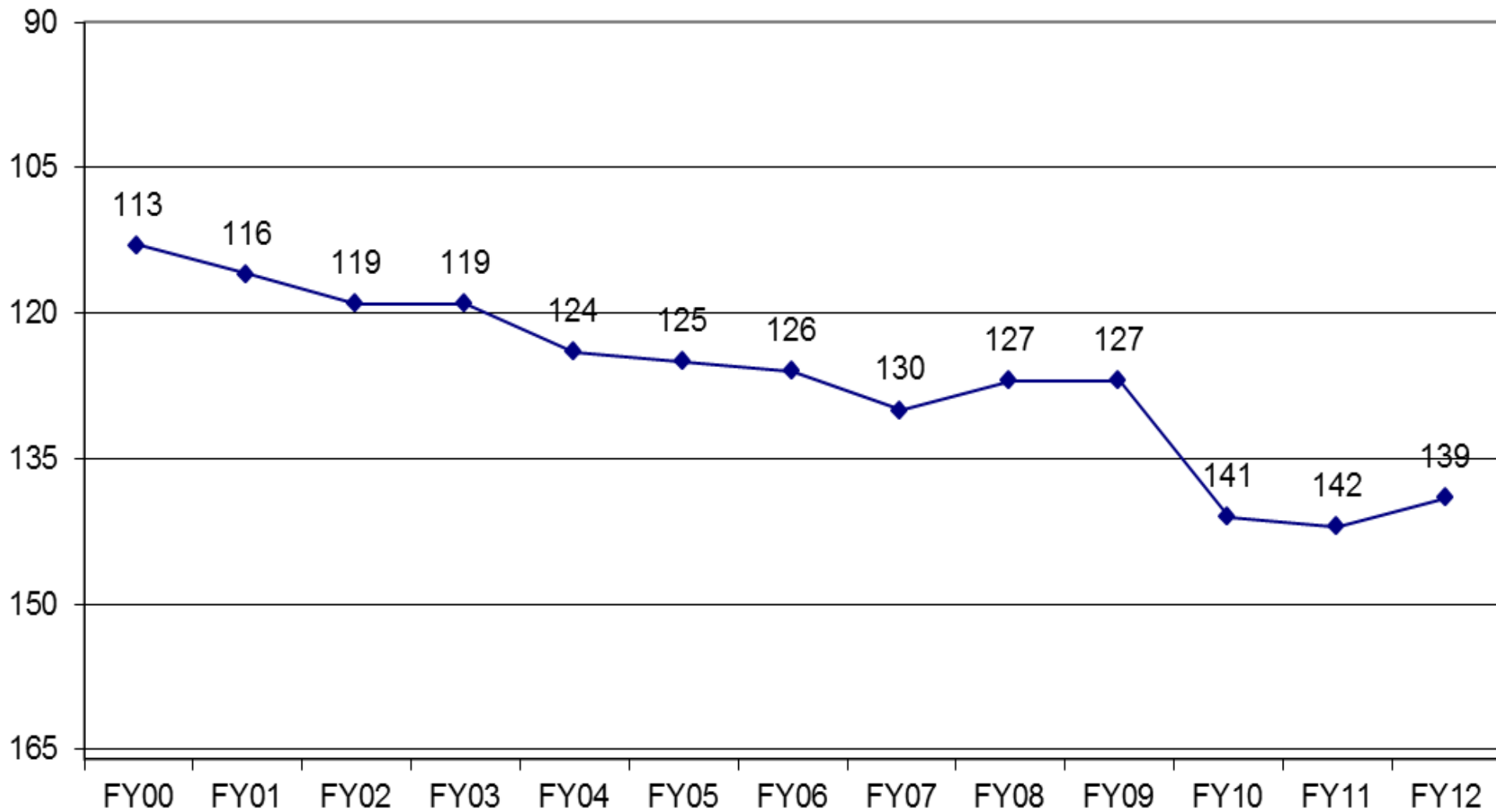
Net -1.6 FTEs from the Quality & Diversity Fund & IDEA Grant

-0.6 FTE Mandarin Chinese Teacher

-1.0 FTE School Year Special Education Secretary

Grant Impact: (\$72,581)

Per Pupil Expenditure Rankings



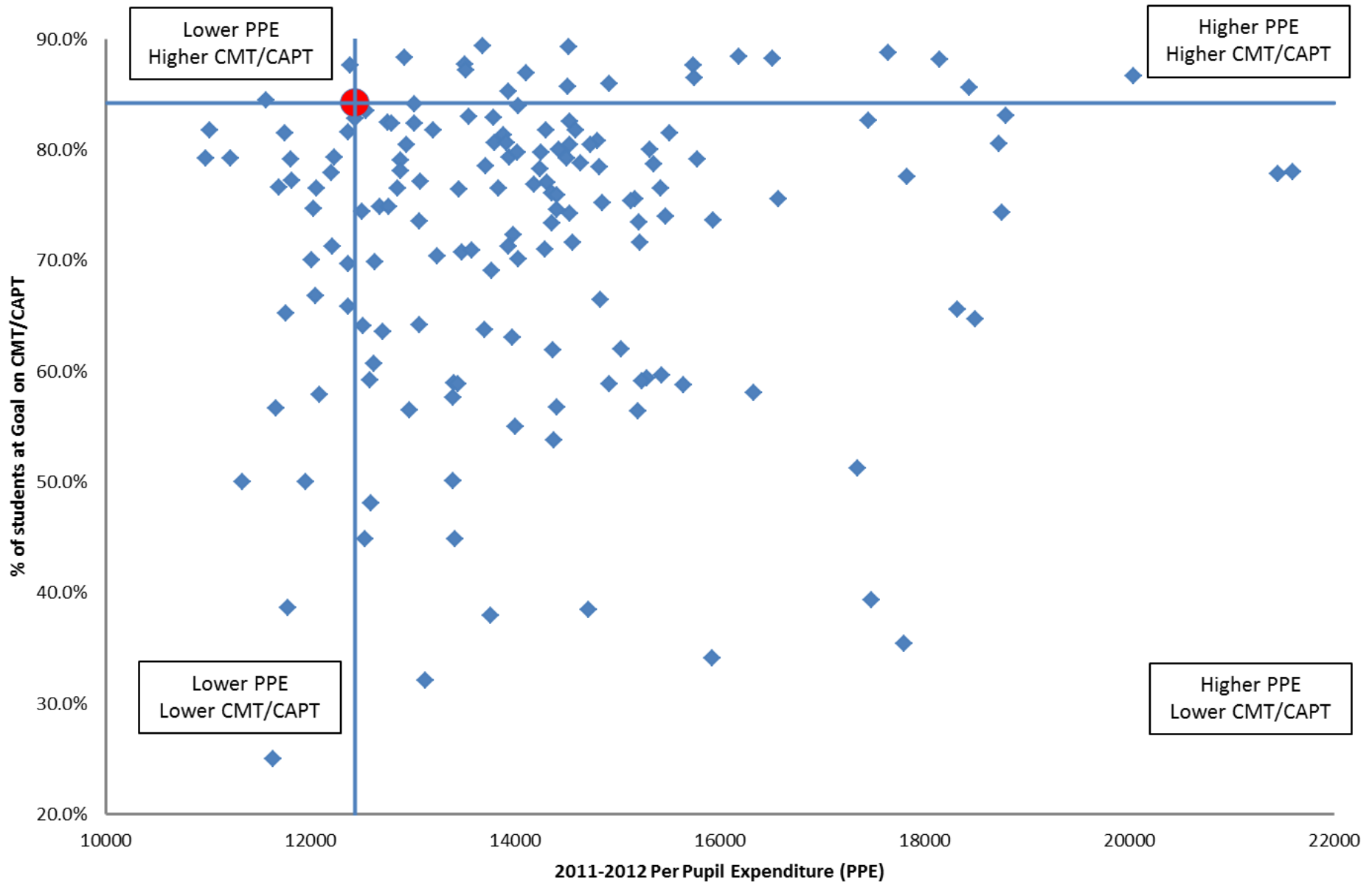
Per Pupil Expenditure Rankings

| | District Name | NCEP |
|-----------|----------------------|---------------|
| 1 | Greenwich | 18,722 |
| 2 | Woodbridge | 15,742 |
| 3 | District No. 5 | 14,912 |
| 4 | South Windsor | 14,732 |
| 5 | Fairfield | 14,529 |
| 6 | Orange | 14,514 |
| 7 | Farmington | 14,103 |
| 8 | Monroe | 14,025 |
| 9 | Guilford | 13,926 |
| 10 | Madison | 13,675 |
| 11 | District No. 15 | 13,546 |
| 12 | Simsbury | 13,503 |
| 13 | West Hartford | 13,075 |
| 14 | Trumbull | 13,015 |
| 15 | Avon | 12,918 |
| 16 | New Fairfield | 12,875 |
| 17 | Cheshire | 12,543 |
| 18 | Granby | 12,430 |
| 19 | Brookfield | 12,429 |
| 20 | Newtown | 12,381 |
| | Average | 13,880 |

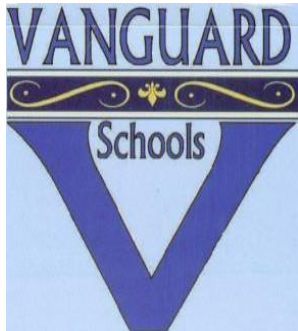
FY12 PPE Town Comparisons

| Town | PPE (\$M) | Impact on Property Taxes |
|-------------|------------------|---------------------------------|
| Farmington | \$3.4 | 10.8% |
| DRG B | \$2.9 | 9.2% |
| Simsbury | \$2.2 | 7.0% |
| Avon | \$1.0 | 3.2% |

Cost vs. Performance



Return on Investment



GMHS



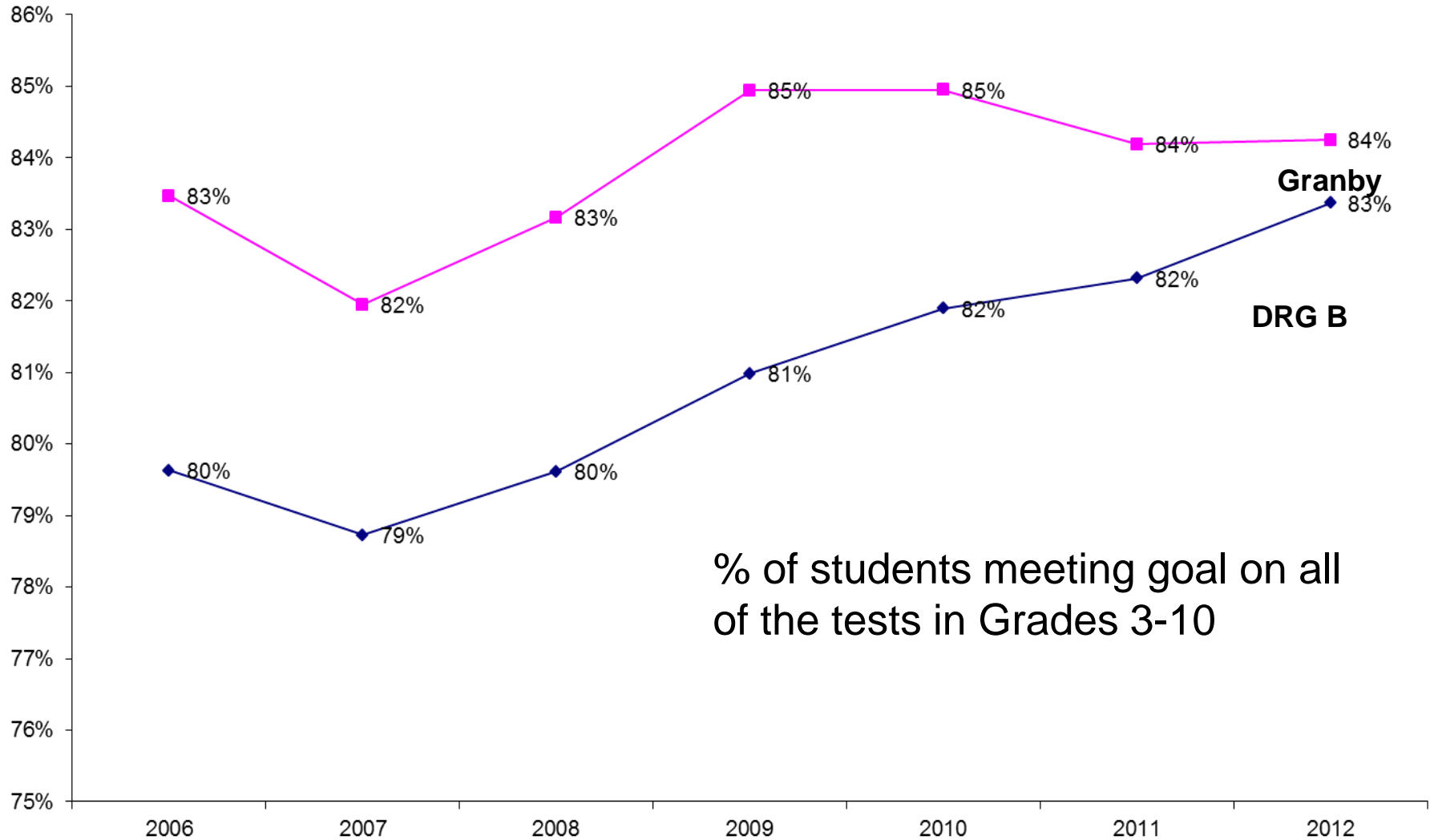
GMMS



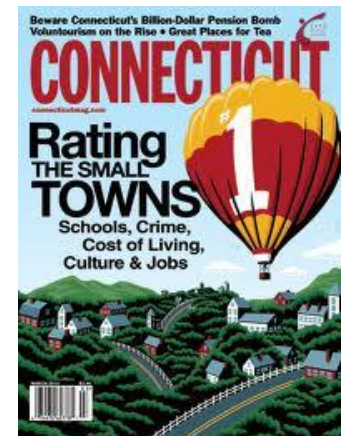
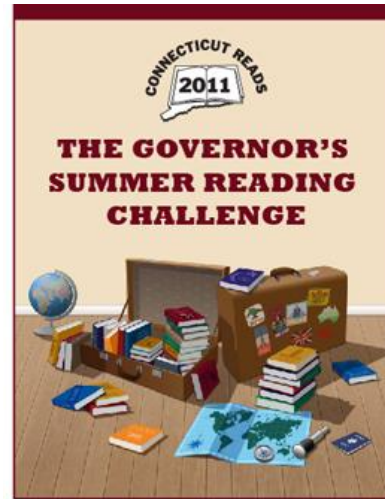
Kelly Lane Intermediate School



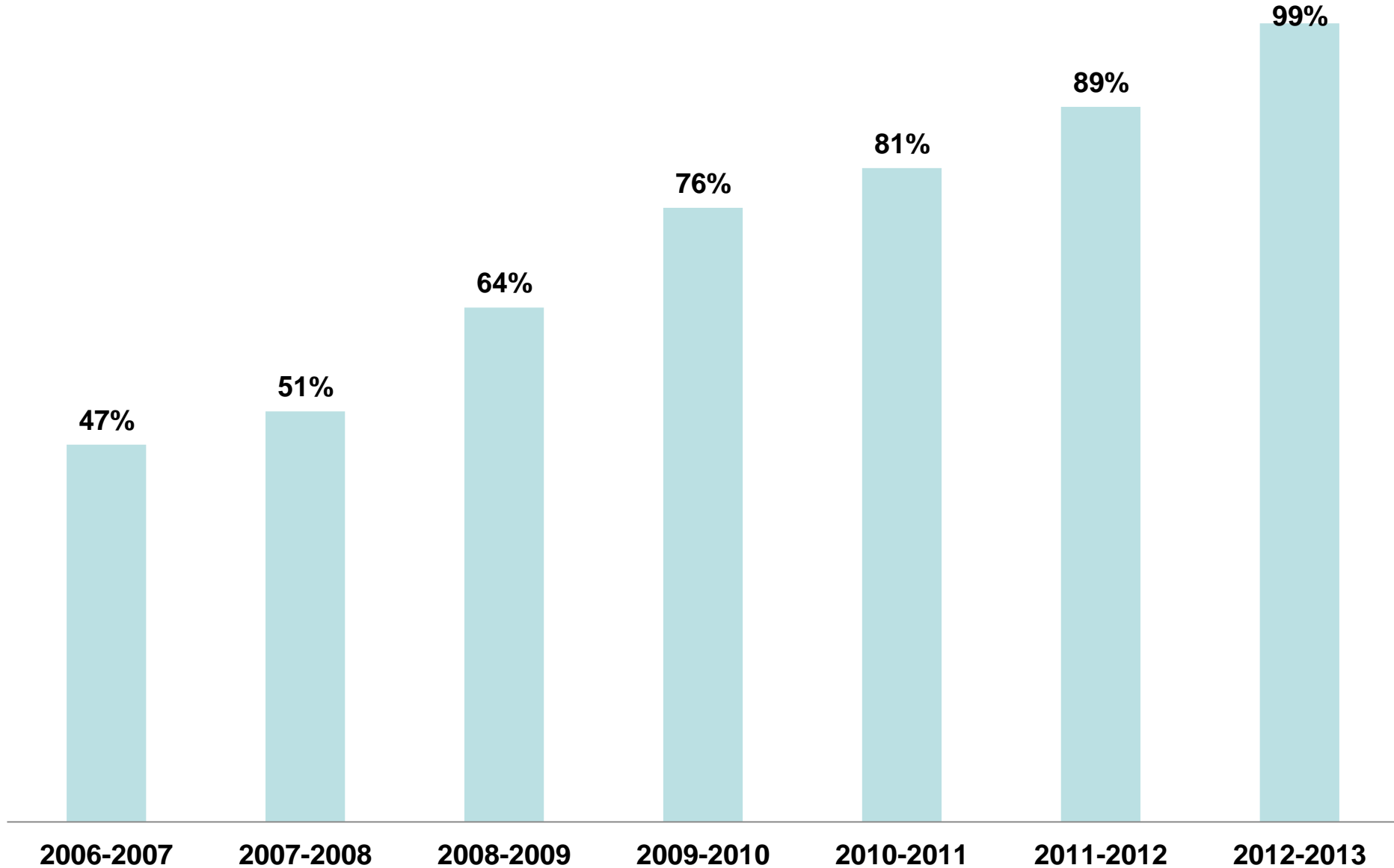
Return on Investment



Return on Investment



% Students Enrolled in 8th Grade Algebra



Emergency Preparedness & Response



Tropical Storm Irene (2011)
Winter Storm Alfred (2011)
Fire (2011)

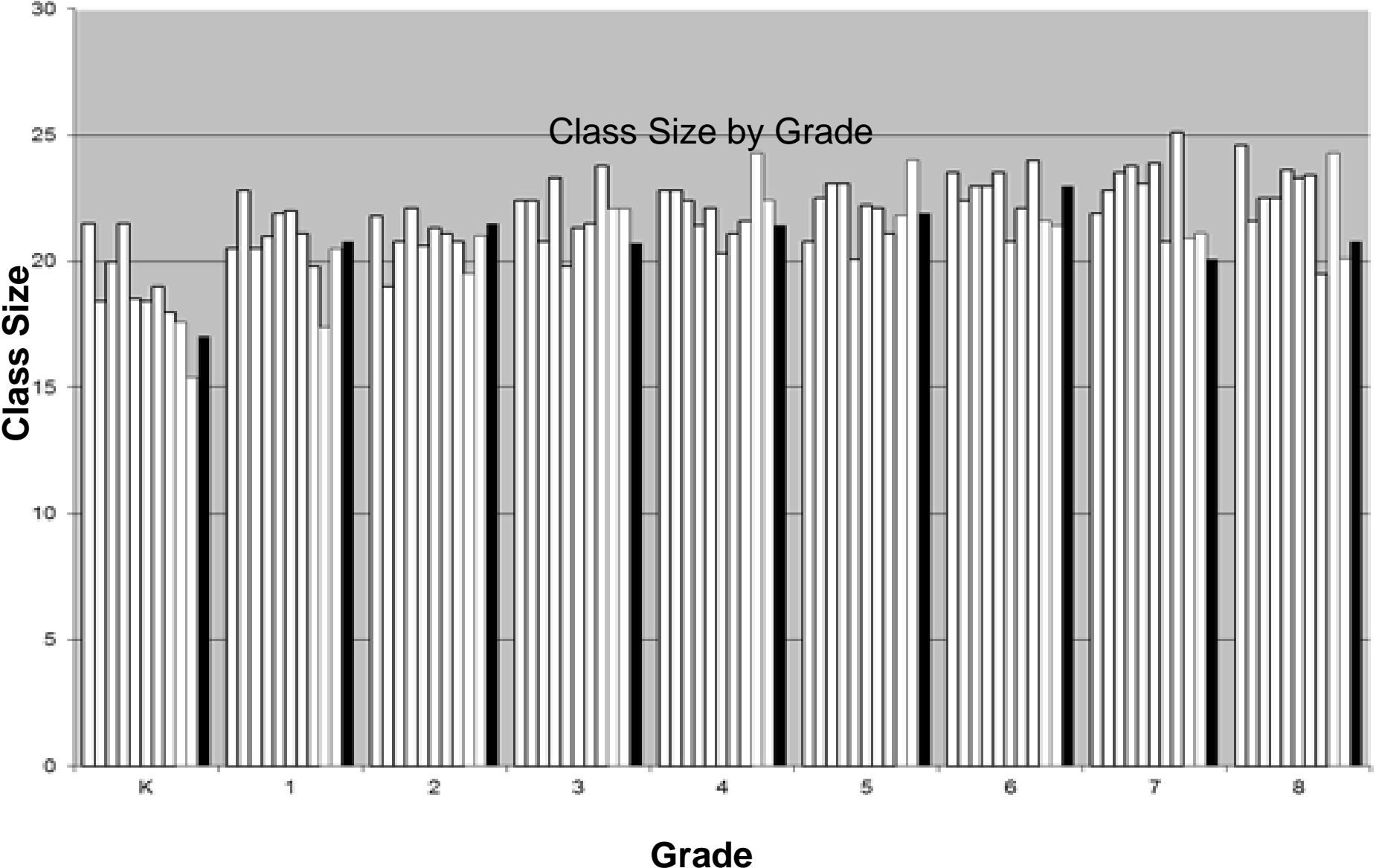


Hurricane Sandy (2012)
Blizzard (2013)

Enrollment

| | YEAR | PRE-K | K-2 | 3-6 | 7-8 | 9-12 | K-12 TOTAL |
|------------------|------------------|--------------|------------|------------|------------|-------------|-----------------------|
| Actual | 2008-2009 | | 465 | 680 | 379 | 736 | 2,260 |
| | 2009-2010 | | 466 | 702 | 354 | 753 | 2,275 |
| | 2010-2011 | | 417 | 678 | 355 | 789 | 2,239 |
| | 2011-2012 | | 389 | 659 | 356 | 754 | 2,158 |
| | 2012-2013 | 16 | 366 | 630 | 330 | 761 | 2,087 |
| Projected | 2013-2014 | 25 | 373 | 588 | 327 | 738 | 2,026 |
| | 2014-2015 | 25 | 362 | 553 | 322 | 704 | 1,941 |
| | 2015-2016 | 25 | 331 | 527 | 309 | 714 | 1,881 |
| | 2016-2017 | 25 | 300 | 510 | 295 | 688 | 1,793 |

Class Sizes are Compatible with DRG & State Averages



Projected Average Class Sizes

| | Granby BOE Guidelines | | State* Averages | DRG* Averages | Projected Granby Averages |
|--------------|-----------------------|---|-----------------|---------------|---------------------------|
| Kindergarten | 18 students | Kindergarten | 18.4 | 17.5 | 17 |
| Grade 2 | 21-22 students | 2nd grade | 19.9 | 19.8 | 21.5 |
| Grade 5 | 23-25 students | 5th grade | 21.2 | 22.1 | 21.9 |
| Grade 7 | 23-25 students | 7th grade | 20.6 | 21.3 | 20.1 |
| High School | 18-25 students | 9th-12th Grade | 19.3 | 20.2 | 21.3 |

**Data from 2010-2011 CSDE Strategic School Profiles.*

Class Size

| Grade | Students |
|--------------|-----------------|
| K | 17 |
| 1 | 20.8 |
| 2 | 21.5 |
| 3 | 20.7 |
| 4 | 21.4 |
| 5 | 21.9 |
| 6 | 23 |
| 7 | 20.1 |
| 8 | 20.8 |

Efficiencies FY09-FY13

Purchased services instructional (-\$21K, -27%)
Communications (-\$35K, -28%)
Conference & Travel (-\$19K, -24%)
Replacement Text & Workbooks (-\$70K, -34%)
Supplies (-\$35K, -11%)
Library Support (-\$17K, -24%)
Utilities (-\$242K, -19% kwh & -26% gal.)
Special Education Review (\$288 K)

Reductions: (\$727,000)

Special Education Review

| | |
|--------------------------------------|-------|
| Base Reductions in Year 1: | \$181 |
| Base Reductions in Year 2: | \$106 |
| Total Base Reduction in Year 2: | \$287 |
| Cumulative Savings over Years 1 & 2: | \$468 |

Other Notables

Professional Learning Community Time (\$0)

Gifted & Talented (\$30,000)

Stipends (\$5796)

Assistant Indoor Track Coach (\$3,404)

Software (\$89,150)

Increased stipend for High School Guidance Director (\$3,162)



Unfunded Mandates

| | |
|--|------------------|
| Teacher/Administrator Evaluation Plan: | \$62,000 |
| Common Core State Standards: | \$35,500 |
| Secondary School Reform : | \$13,967 |
| Total Additional FY14 Spending | \$111,467 (0.4%) |

Athletics



Lighting: \$5,250

Quality & Diversity

| | <u>FY13 Budget</u> | <u>FY14 Proposed</u> |
|--|-------------------------------|---------------------------------|
| Actual Beginning Fund Balance | \$615,527 | \$548,666 |
| Q&D Revenue Budget | \$616,445 | \$641,549 |
| Q&D Revenue Shortfall | <u>(\$29,852)</u> | <u>0</u> |
| Revenue Forecast | \$586,593 | \$641,549 |
| Q&D Budget Expenditures | \$690,930 | \$656,932 |
| Expenditure Forecast Below Budget | <u>(\$37,476)</u> | <u>0</u> |
| Expenditure Forecast | \$653,454 | \$656,932 |
| Ending Reserve Balance | \$548,666 | \$533,283 |

Quality & Diversity

Magnet school tuition and transportation

45% of the incremental cost for Full-Day Kindergarten Program (\$297,480)

Academic support (summer school and school year)

School/student/family support

Enrichment activities & extracurricular clubs

Small Capital

| | | |
|-----------------------------|--|------------------|
| • Transportation | | |
| – Existing Equipment Leases | | \$209,326 |
| – New Commitments | | \$9,239 |
| • Building Maintenance | | \$118,058 |
| • Furniture & Equipment | | \$24,500 |
| • Technology | | |
| – Existing Equipment Leases | | \$206,945 |
| – New Commitments | | \$31,932 |
| Total | | \$600,000 |



Budget Summary

| | |
|---|---------------------|
| FY13 Operating Budget | \$27,197,831 |
| FY14 Operating Budget Request (2.07%) | \$27,762,000 |
| Quality and Diversity Fund | \$ 656,932 |
| Small Capital Fund | \$ 600,000 |
| Board of Education Appropriation Request | \$29,018,932 |

Questions?



Finance/Personnel/Facilities Subcommittee Meeting Minutes
February 27, 2013
5:30 p.m.

Attendance:

| | | | |
|----------------|---------|--------------|---------|
| Ed Ohannessian | Present | Alan Addley | Present |
| Ron Walther | Present | Harry Traver | Present |
| Lynn Guelzow | Present | | |

Meeting commenced at: 5:30 p.m.

Meeting adjourned at: 6:55 p.m.

1. January Statement of Accounts – Special nurse will be counted in revenue and expense. Budget in good shape.
2. Re-Lamping Project Authorization – Discussed project and will bring to full Board for approval.
3. Indoor Air Quality – Reviewed IAQ Report.
4. School Security Improvements – Discussion of various aspects of potential improvements to school buildings.
5. Salary Negotiations – Groups to negotiate with: TAs, Custodians (moved to another union) and Secretaries.
6. Other – N/A

| | | | |
|-------------|---|--|--------------------------------------|
| March 6 | Curriculum Subcommittee Mtg. Board of Education Meeting | 5:30 p.m. 7:00 p.m. | Central Services Central Services |
| March 8 | Empty Bowls Fundraiser | 6:00-8:30 p.m. | Senior Center |
| March 13 | Budget Workshop | 7:00 p.m. | Central Services |
| March 15-16 | High School Drama Play <i>Oklahoma</i> | 2:00 p.m. (Sat.) 7:00 p.m. (Fri. & Sat.) | HS Auditorium |
| March 19 | Early Release (Secondary only) Conferences | | |
| March 20-22 | Early Release (Elementary only) Conferences | | |
| March 20 | Finance Subcommittee Meeting Board of Education Meeting & Budget Workshop | 5:30 p.m. 7:00 p.m. | Central Services Central Services |
| March 22 | GranBee | 6:30 p.m. | HS Auditorium |
| March 27 | Budget Workshop (If necessary) | 7:00 p.m. | Central Services |
| March 29 | Holiday – No School | | Offices Closed |
| April 1 | Early Release (All schools) Professional Development | | |
| April 3 | MS Grandparents'/Sr. Citizens' Day | | Middle School |
| April 8 | Town Budget Hearing | | HS Auditorium |
| April 11 | MS Spring Parents' Day | | Middle School |
| April 15-19 | April Vacation | | Offices Open |