

Board of Education Regular Meeting  
Wednesday, June 16, 2010 7:00 PM Eastern

Regular Meeting  
15-B North Granby Road  
Granby, CT 06035

Jenny Emery: Present  
Lynn Guelzow: Absent  
Cal Heminway: Present  
John O'Connor: Present  
Edward Ohannessian: Absent  
Deborah Torgersen: Absent  
Matthew Wutka: Present  
Present: 4, Absent: 3.

- I. Public Comment
- II. Administrative Reports
  - II.A. Superintendent's Announcements
  - II.B. Student Representative Reports
  - II.C. Annual Curriculum Report
- III. Consent Agenda
  - III.A. Minutes
- IV. Old Business
  - IV.A. Second Reading of Policy 6141.312, Migrant Students
  - IV.B. Second Reading of Policy 6161.3, Comparability of Services
  - IV.C. Food Services Contract
  - IV.D. BOE Summer Schedule
- V. New Business
  - V.A. Athletic Facilities Education Specifications
  - V.B. Superintendent's Annual Report
- VI. Miscellaneous
  - VI.A. Board Standing Committee Reports
    - VI.A.1. Curriculum/Policy/Technology/Communication
    - VI.A.2. Finance/Personnel/Facilities
  - VI.B. Other Board-Related Reports
    - VI.B.1. CPPAC
    - VI.B.2. CREC/CABE
    - VI.B.3. Granby Education Foundation
    - VI.B.4. Energy-Saving Initiatives
  - VI.C. Board Member Announcements
  - VI.D. Calendar of Events
- VII. Executive Session/Non-Meeting

# 2009-2010 End-of-Year Elementary & Secondary Directors' Reports

June 2010

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

# Focus for the Year

- District Vision, Mission, Student Achievement Goal and School Improvement Planning
  - Defining and Aligning and Adopting
  - Instructional Plan
  - Equity for All Students
  - Technology/Data
- Operationalizing Professional Learning Communities K-12
  - PLC Teams
    - What do we what students to know and be able to do?
    - How will we know when they know it?
    - How do we respond when they don't learn it?
    - How do we respond when they already know it?
  - Support for Interventions/Equity for All Students
  - Adult Learning
  - Technology/Data

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

## Defining and Aligning

- Instructional Plan
- Annual and Summer Curriculum Projects
  - Include Higher Order Thinking and 21<sup>st</sup> Century Skills
  - Alignment K-12
- Equity for All Students
  - Culturally Relevant Curriculum
  - RTI
- Developing College Career Pathways
- Increases in NCAA Eligible courses at HS
- ECE course development and training

## Technology/Data

- New district website
- New and innovative classroom uses of technology
- Equity for all students
- SIMS and other data storage
  - Formative and Summative Assessments
  - Interventions for Students
- Expanded use of Naviance at HS
  - SAT prep
  - Interest Inventory
  - Course Planner pilot for 2010
- August 2010 PD focused on technology
  - Presented by district teachers

# Operationalizing PLCs K-12

## PLC Teams

- 8 Guidelines for PLC Teams
  - Focus on 4 Key Questions
- PLC Team SMART Goals aligned with School Improvement Plans
- Development of Common Formative and Summative Assessments
- Pacing Guides for Curriculum
- Collaborative Sharing of Best Instructional Strategies
- Time for Elementary PLC Teams to meet
- Instructional Plan

## Technology/Data

- SIMS and other data collection related to PLC goals and Student Needs
- CEMA
- Differentiated Instruction
- Teacher use of Shared Files
- Instructional Plan

# Operationalizing PLCs K-12

## Adult Learning & Professional Development

- District
  - PLCs – DuFours
  - Cultural Competence
  - Technology
  - CPI
- High School & Middle School
  - SMART goal
  - Literacy Skills
  - Interventions
  - Assessment
- Kelly Lane and Wells
  - Reading and Writing Workshops
  - Guided Reading
  - Assessment/Data
- Kearns
  - Reading and Writing Workshops
  - Guided Reading
  - Assessment/Data

## Adult Learning and Leadership

- Teacher Leadership Academies
  - Cohort I – second year (3 teachers)
  - Cohort II – first year (15 teachers)
- DLT
  - Developed connections between District Vision, Mission and Goals + School Based leadership; K-12 Articulation; current issues in education
- Consulting Teachers and Reading Teachers
  - On-site and embedded professional development
  - Modeling
  - Curriculum
- Monthly Administrative Walkthroughs
- Principal's Seminar
  - Administrative Problems of Practice
- Development and implementation of new TEAM model – to begin September 2010
  - 5 first year teachers
  - 5 second year teachers
- Creation of Team Coordinating Committee (TCC)
- New On-line Teacher Resource Manual

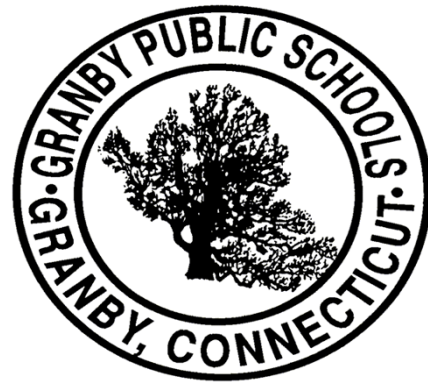
# Other

- Transitions
- Grants
  - Consolidated grants (Title I, II, IV)
  - Inter-district grant (Link & Learn-Holcomb Farm and Hartford Public Schools)
  - EETT grant: technology support services through CREC
  - Consortium grants (Perkins, Title III)
  - GEF
  - 2 Innovation Grants
  - Choice Grant
- BOE Curriculum Sub-Committee
- District Wellness Committee
- Crisis Intervention Committee
- Hartland Articulation
- Choice
- Summer School
- Testing
- SPED and Regular Education Connections
- Granby Prevention Council

# Questions



# 2009-2010 Year End Director of Elementary and Secondary Education Report



June 16, 2010

## **2009-2010 Year End Elementary and Secondary Directors' Report**

This document highlights the major responsibilities of the Directors of Secondary and Elementary Education. During the 2009-2010 school year, the focus of the Directors' Office surrounded two main areas:

1. District Vision, Mission, Student Achievement Goal and School Improvement Planning
  - Defining and Aligning
  - Instructional Plan
  - Equity for All Students
  - Technology/Data
2. Operationalizing Professional Learning Communities K-12
  - PLC Teams
  - Support for Interventions/Equity for All Students
  - Adult Learning
  - Four Key Questions:
    1. What do we want students to know and be able to do?
    2. How do we know when they know it?
    3. How do we respond when they don't learn it?
    4. How do we respond when they already know it?

Each of these areas was supported by various curriculum and assessment, technology, professional development and grant projects overseen by the Directors. Long-range, strategic planning for many of the District's initiatives is found within the District's Instructional Plan which is attached at the end of the report.

# CURRICULUM

**Background:** Currently, the district utilizes an on-line, web-based curriculum management system, CEMA (Curriculum Editor Management Application) to document curriculum K-12. Although there are still grade level areas that still need to input this information, we have made progress in adding to the CEMA website. Curriculum is developed through a process which uses state and federal standards, current student achievement data, and local needs and goals. Use of the Understanding By Design curriculum format which features essential questions and identified “big ideas” is being used at both the middle and high school levels and is being introduced at the elementary levels. An increasing number of teachers are participating directly in curriculum development during PLC times, professional development times, and summer projects contributing to ownership of a guaranteed and viable curriculum.

2009-2010	2010-2011
<p style="text-align: center;"><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Developed initial understanding of 21st Century Skills and their impact in the classroom/curriculum</li> <li>• MS and HS updated CEMA with units of study</li> <li>• Continued development of College Career Pathway articulation with Culinary Arts and Manchester Community College</li> <li>• Offered Level II Mandarin Chinese</li> <li>• Began evaluation of curriculum for cultural relevance</li> </ul> <p style="text-align: center;"><b>Operationalizing Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Some pacing guides developed to plan and monitor common assessments related to PLC goals</li> <li>• Edited curriculum in CEMA from PLC team feedback</li> <li>• Summer Curriculum work               <ul style="list-style-type: none"> <li>78 contracts written</li> <li>HS= 8 Projects</li> <li>MS= 5 Projects</li> <li>Elementary = 2 projects</li> <li>K-6 Reading</li> <li>K-12 Art</li> <li>K-12 Music</li> <li>Culturally Responsive Curriculum</li> </ul> </li> </ul>	<p style="text-align: center;"><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Increase enrollment in Level I and II Mandarin Chinese</li> <li>• Expand on-line course offerings for students at HS – including AP and Support for Struggling Learners (RTI)</li> <li>• Continue review/revision of curriculum for cultural relevance</li> <li>• Designate two new college career pathways for GMHS</li> <li>• Develop K-12 review and revision cycle for curriculum</li> <li>• Maintain and update Instructional Plan</li> <li>• Develop indicators for 21<sup>st</sup> Century Skills to be embedded in curriculum and measure Mission and District Achievement Goal</li> <li>• Review High School Reform impact on curriculum and graduation requirements (budget?)</li> </ul> <p style="text-align: center;"><b>Operationalizing Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Expand on-line course offerings for students at HS – including AP and Support for Struggling Learners (RTI)</li> <li>• K-6 reading curriculum to be written summer 2010</li> <li>• K-6 writing curriculum</li> <li>• Development of pacing guides to support the work of PLC teams planning and work with common formative and summative assessments</li> <li>• Update Unified Arts curriculum at MS and HS to connect more to new competencies</li> </ul>

## ASSESSMENT PROGRAMS

**Background:** Students take part in a number of formative (assessments to collect student performance and mastery levels in order to adjust instruction) and summative (mastery or exit testing) assessments. The district encourages minimizing the amount of instructional time lost due to testing and assessment and assuring that assessments serve a purpose in generating useful data to inform instruction. School improvement plans, which connect directly to the District Achievement Goal, will be moving towards using a variety of data points in addition to CMT and CAPT to give accurate and precise information about student achievement. All schools are moving to common formative and summative assessments at the course and district level.

2009-2010	2010-2011
<p style="text-align: center;"><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Began defining 21<sup>st</sup> Century Skills to be embedded in curriculum and measure Mission and District Achievement Goal</li> <li>• Began to develop the use of SIMS or other data systems to collect and analyze data for RTI based on PLC team goals</li> <li>• Standardized assessments given during year</li> </ul> <p style="text-align: center;"><b>Operationalizing Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• PLC teams developed common formative and summative assessments</li> <li>• Beginning use of SIMS to store PLC data</li> <li>• Use of data from intervention strategies to best support students</li> </ul>	<p style="text-align: center;"><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Develop assessments for 21<sup>st</sup> Century Skills to be embedded in curriculum and measure Mission and District Achievement Goal</li> <li>• Continue to develop the use of SIMS or other data systems to collect and analyze data for RTI</li> <li>• Advance the use of standardized assessments during the year to support the work of PLC teams</li> </ul> <p style="text-align: center;"><b>Operationalizing Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Continued use of common formative and summative assessments by PLC teams with closer connection to student interventions (RTI)</li> <li>• Continued use of SIMS to store and share data related to PLC team goals</li> </ul>

## LEADERSHIP & PROFESSIONAL DEVELOPMENT

**Background:** Adult learning is the cornerstone of Professional Learning Communities. In an effort to promote adult learning, the district has developed a variety of formal and informal leadership processes/programs to foster active teacher involvement in the growth and direction of the schools. One example of adult learning is the increasing amount of professional development is being conducted by Granby staff. Professional development in Granby has become increasingly more embedded into the everyday workings of our schools which allows professional development to be tightly tied to meeting the needs of teachers and students in Granby as well as supporting our District Vision, Mission, and Achievement Goal as well as PLC team goals. In addition, the move to district based new teacher programs through TEAM has provided Granby with another avenue to develop and support new teacher learning and growth.

2009-2010	2010-2011
<p style="text-align: center;"><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <p><i>District Wide:</i></p> <ul style="list-style-type: none"> <li>• Implementation of peer sharing model to model Best Instructional Practices</li> <li>• Increased use of SIMS or other data systems to collect and analyze data for RTI</li> <li>• Two cohorts of Teacher Leadership Academy</li> <li>• Principals Seminar</li> <li>• Administrative Walkthroughs</li> <li>• Response to Intervention</li> <li>• Development of Professional Learning Communities</li> <li>• 21<sup>st</sup> Century Skills related to district Vision, Mission and Goals</li> <li>• District Leadership Team</li> <li>• Increased mentor teachers within the district to support TEAM</li> <li>• Developed TEAM three year strategic plan to support new teachers to Granby               <ul style="list-style-type: none"> <li>5 first year teachers</li> <li>5 second year teachers</li> </ul> </li> </ul> <p style="text-align: center;"><b>Operationalizing Professional Learning Communities</b></p> <p><i>GMHS and GMMS</i></p> <ul style="list-style-type: none"> <li>• Use of SMART goals</li> <li>• Literacy Skills</li> <li>• 21<sup>st</sup> Century Skills</li> <li>• Data and Interventions</li> <li>• Assessment development and use of data</li> </ul> <p><i>Kelly, Wells, Kearns</i></p> <ul style="list-style-type: none"> <li>• Reading and Writing Workshop</li> <li>• Guided Reading</li> <li>• Assessment development and use of data (DRA2, DIBLES, MAZE)</li> </ul>	<p style="text-align: center;"><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and expand upon district and school based leadership structures</li> <li>• Expand the use of District Leadership Team to include administrators and more K-12 articulation</li> <li>• Implement, review and revise TEAM three year strategic plan</li> </ul> <p style="text-align: center;"><b>Operationalizing Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Expand the use of District Leadership Team to include administrators and more K-12 articulation</li> <li>• On-going support by consulting teachers, reading teachers and CAS to make connections between District Vision, Mission and Achievement Goals and PLC team goals</li> </ul>

## TECHNOLOGY

**Background:** Technology and curriculum are impossible to separate as the district considers the needs of the 21<sup>st</sup> Century Learner. The district continues to expand access to technology tools for use in classrooms through a more robust infrastructure, interactive boards, projectors, and a variety of Internet 2.0 applications (blogs, wikis, podcasts, social networking, and virtual environments). Teachers will continue to need training and support to fully utilize the potential of these resources which will be supported by August 2010 Professional Development offerings and on-going embedded support during the school year.

2009-2010	2010-2011
<p><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Successful rollout of new District Website – used to inform/involve community, parents, students in new Mission process</li> <li>• Monitor the implementation of 2009-12 District Technology Plan</li> <li>• Examined 21<sup>st</sup> century uses and definitions of technology</li> </ul> <p><b>Operationalizing Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Ongoing development and expansion of SIMS to collect and use student data related to PLC goals</li> <li>• Developed district PLC group for media center specialists</li> <li>• Previewed on-line student math support system at GMHS</li> </ul>	<p><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Review use of website to support district Vision, Mission and Achievement goal</li> <li>• Begin development of measures for mission and achievement goal which embed the use of technology</li> <li>• Monitor the implementation of 2009-12 District Technology Plan</li> <li>• Investigate on-line student support systems</li> </ul> <p><b>Operationalizing Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Continue to develop PLC teaming strategies for district media center specialists</li> <li>• Monitor the implementation of 2009-12 District Technology Plan</li> <li>• Implement the use of on-line student math support system at GMHS</li> <li>• Investigate other on-line student support systems</li> </ul>

## COMMUNITY OUTREACH and OTHER ACTIVITIES

2009-2010	2010-2011
<p><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Member of Granby Prevention Council</li> <li>• Choice Program collaborative</li> <li>• Wellness committee</li> <li>• TOY</li> <li>• District Mission</li> <li>• SERC planning related to Equity for All students</li> </ul> <p><b>Operationalizing Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• SERC planning related to strategic planning related to equity for all students</li> </ul>	<p><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Continue developing connections between Granby Prevention Council and schools/student needs</li> <li>• Continue school and community committee work</li> <li>• Increase involvement by parents/community in schools</li> </ul> <p><b>Operationalizing Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Implement SERC strategic plan related to Equity for all students</li> </ul>

## GRANTS ACQUISITION AND MANAGEMENT

<b>Background:</b> Grant funds supplement the district budget and are used primarily for teacher training and materials and program enrichment and support	
2009-2010	2010-2011
<p><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Choice Grant (2009-2010)</li> <li>• Consolidated Grants</li> <li>• Innovation Grants – Perkins</li> <li>• Inter-district Grants</li> <li>• Consortium Grants</li> <li>• GEF</li> </ul> <p><b>Operationalizing Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<p><b>District Vision, Mission, Student Achievement Goal and School Improvement Planning</b></p> <ul style="list-style-type: none"> <li>• Choice Grant (2010-2011)</li> <li>• Complete Spending of Innovation Grants – Possible reapplication</li> <li>• Continued application and use of Inter-district, Consortium and Other grants</li> </ul> <p><b>Operationalizing Professional Learning Communities</b></p> <ul style="list-style-type: none"> <li>• Continue to investigate grant opportunities to support PLC work</li> </ul>

Granby Public Schools Instructional Plan

Area of Focus	Definitions	Year 1: 2008-2009	Year 2: 2009-2010	Year 3: 2010-2011	Long Term: 2011-2013
	<p>The mission statement articulates the purpose of the district – what we are all about. The mission clarifies what the outcomes will be for our students as a result of their education in our system. Some stems might be “students will be able to...” or “students will become...” as a result of our educational program</p>	<ul style="list-style-type: none"> <li>Conduct public forums to identify key priorities within community to shape the future direction of Granby public schools</li> </ul>	<ul style="list-style-type: none"> <li>Draft mission statement that synthesizes key priorities and initiatives</li> <li>Communicate mission statement to all members of community as well as connection to instructional plan</li> <li>Use mission statement to identify existing best practices within the district</li> </ul>	<ul style="list-style-type: none"> <li>Conduct gap analysis to determine areas of weakness or omission</li> <li>Develop and implement improvement plan at the district, building and classroom levels to ensure that all students achieve mission-driven goals</li> </ul>	<ul style="list-style-type: none"> <li>Conduct an additional gap analysis to determine if the changes that were made have had the desired impact on student learning and take appropriate actions</li> <li>Develop and implement improvement plan at the district, building and classroom levels to ensure that all students achieve mission-driven goals</li> </ul>
<p>District Achievement Goal</p>		<ul style="list-style-type: none"> <li>Developed draft of DAG goal with Jonathan Coasts and district administrators</li> <li>Presented to BOE in Summer 2009</li> </ul>	<ul style="list-style-type: none"> <li>All schools piloted DAG as part of School Improvement Plans and PLC team goals</li> <li>Gathered “data” about effectiveness of DAG</li> <li>Worked with Jonathan Costas to develop understanding of indicators to measure DAG</li> <li>DLT brainstormed indicators related to measuring DAG</li> </ul>	<ul style="list-style-type: none"> <li>Develop rubrics with indicators to measure DAG K-12</li> </ul>	<ul style="list-style-type: none"> <li>Conduct gap analysis of assessments/projects we currently have which can measure the DAG K-12 (2011-2012)</li> <li>Identify areas we do not currently have assessments/projects to measure the DAG K-12 (2011-2012)</li> <li>Develop assessments to measure all areas of DAG at all grade levels (2011-2012)</li> <li>Administer pilot assessments (2012-2013)</li> <li>Analyze data for validity and reliability; modify assessments based on data (2012-2013)</li> <li>Administer assessments and report data (2013-2014)</li> </ul>

<p style="text-align: center;"><b>Learning Principles</b></p>	<p>Learning Principles are the conditions that are non-negotiable in every learning environment and a guaranteed right of every child in the district. Learning principles describe the conditions that need to exist in the learning environment and constitute good instruction. They are more specific and observable features that staff are held accountable for and reflect our collective beliefs and values.</p>	<ul style="list-style-type: none"> <li>• DLT discussions about beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>• Continue discussions of beliefs and values with key stakeholder groups in order to develop an outline for district discussion of beliefs and values</li> <li>• Schedule learning principles into staff development focus for 2010-11 and connect to larger improvement efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Learning principles drafted and adopted.</li> <li>• Expanded classroom walkthrough protocols to include more staff and to gain better data on what learning looks like in the district on a typical day and how that relates to mission and curricular goals as well as learning principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed learning principles into staff pedagogy so that it becomes a “mindset” for the design and evaluation of student learning on an ongoing basis.</li> </ul>
<p style="text-align: center;"><b>Curriculum Development</b></p>	<p>Curriculum is viable, standards based, and covers personal, academic and civic areas. Curriculum should be a consistent, agreed upon set of knowledge, skills, and experiences that all students are expected to master (not just be exposed to) regardless of their particular instructor. It provides an instructional map or guide that establishes common pacing of content and common assessment points. It is what all students should know and be able to do – the first big question of the PLC framework. Curriculum development should be shared, collaborative, visible, and accessible (preferably through an electronic format) and occurs on a regular cycle. Curriculum documents should demonstrate a vertical articulation.</p>	<ul style="list-style-type: none"> <li>• Updated electronic template for curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Staff access curriculum template and state content frameworks to appropriately frame and pace the design of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Address areas of weakness or omission that were identified during gap analysis through the identification of additional/revised learning goals and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous curriculum development K-12: <ul style="list-style-type: none"> <li>○ guaranteed and viable</li> <li>○ standards-based</li> <li>○ requires transfer of learning</li> <li>○ inquiry-based</li> <li>○ personalized to meet their needs, current achievement levels and areas of interest</li> <li>○ includes formative and summative assessments</li> </ul> </li> </ul>

<p><b>Development of Tasks of Significance</b></p>	<p>A task of significance is a common summative assessment that identifies an appropriate level of mastery for students in academic, civic and personal indicators. These tasks may take the form of a test, project, performance task, or other standardized evaluation tool to demonstrate the student has met a competency or standard in a particular area. A task of significance can be used to assess multiple areas simultaneously and will be given throughout the K-12 educational experience of a student. Successful completion of the task documents that the student can achieve the purpose/goals laid out in the mission statement.</p>	<ul style="list-style-type: none"> <li>• Discuss and develop common summative assessments via PLCs to create guaranteed experiences and to collectively analyze student work</li> </ul>	<ul style="list-style-type: none"> <li>• Collectively define task of significance and create a set of established criteria</li> <li>• Evaluate existing common assessments (and other existing performance tasks) to determine their potential as tasks of significance – whether they measure the learning goals described in the mission statement</li> </ul>	<ul style="list-style-type: none"> <li>• Develop additional tasks of significance so that all mission-driven goals are measured within the K-12 experience. NOTE: This does not mean that every subject at every grade level must measure every goal, nor does it mean that there are tasks every 4-6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an electronic portfolio that enable students to house their tasks and reflect on their body of work throughout their K-12 education</li> <li>• Pilot tasks of significance to determine their effectiveness to both measure mission-driven goals and engage learners</li> <li>• Revise tasks of significance and appropriately embed them in curriculum maps</li> </ul>
<p><b>PLC Development</b></p>	<p>PLC provides the framework, structures and culture to accomplish the work of the district around improving teaching and learning. PLC is characterized by collaborative teams, a focus on student learning, timely interventions for struggling students, a results/outcomes orientation, and a willingness to do whatever it takes for success of all students. Adults should be seen as active learners and are expected to collaborate on a guaranteed and viable curriculum, common formative and summative assessments, and interventions and enrichments to meet student</p>	<ul style="list-style-type: none"> <li>▪ Introduce PLC as a key district initiative</li> <li>▪ Send 10% of staff to attend 2-day conference in East Windsor to further their understanding of PLCs</li> <li>▪ Discuss and develop common formative assessments to facilitate analysis of student work to determine appropriate instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Establish/revisit norms and focus for PLC SMART goal teams this year</li> <li>• PD with Rick and Becky DuFour to rearticulate principles of PLC SMART goal teams and to provide building-level support based on current levels of practice</li> <li>• Use common formative assessments to immediately impact classroom instruction</li> <li>• Regularly engage in analytical conversations about classroom-level practices to determine how to most effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly engage in analytical conversations about classroom-level practices to determine how to most effectively raise the achievement and engagement of all learners as defined by mission</li> <li>• Use common formative assessments to immediately impact classroom instruction</li> </ul>	<ul style="list-style-type: none"> <li>• PLCs function as collaborative partners in solving complex instructional problems that positively impact classroom-level practice and student achievement as evidenced by: <ul style="list-style-type: none"> <li>○ Focus and protocol of meetings</li> <li>○ Analysis of student work</li> <li>○ Identification of research-based practices</li> <li>○ Experimentation and feedback at the classroom level</li> </ul> </li> </ul>

	<p>needs. PLC is a belief system that many working together are more synergistic and powerful than individuals working in isolation. It is a way of thinking and doing business. PLC should not be confused with a time or structures – it is about student and adult learning.</p>		<p>raise the achievement and engagement of all learners</p>		
<p><b>Instructional Practices and Staff Development</b></p>	<p>All staff are expected to be knowledgeable about research-based best practices in instruction and share a common understanding of what characterizes good instruction. Staff is provided with multiple opportunities and venues through which to improve their knowledge and skills including peer observations, collecting/sharing/analyzing data, classroom walkthroughs, and on-going, job-embedded professional development. This knowledge is expected to transfer in practice which results in measurable improvements in student achievement. Teachers are reflective about their own practice and are open to trying identified effective strategies. Administrators support adult learning through providing time and resources and celebrating successes.</p>	<ul style="list-style-type: none"> <li>▪ Identify and integrate high-yield instructional strategies into classroom-level practice</li> <li>▪ Evaluate the effectiveness of instruction within the building via classroom walkthroughs</li> <li>▪ Explore how to increase student engagement through more personalized learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Use classroom walkthrough data at building-level and team/department-level to deepen conversations about personalization and effectiveness of learning</li> <li>• Staff are provided multiple opportunities and venues through which to improve their knowledge and skills including peer observations/sharing/analyzing data and on-going professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly engage in analytical conversations about classroom-level practices to determine how to most effectively raise the achievement and engagement of all learners as defined by mission</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence, K-12, of the transfer of adult learning into instructional practice which is reflected in measureable improvements in student achievement; as indicated by:             <ol style="list-style-type: none"> <li>1. Tasks of significance</li> <li>2. Internal and external assessments</li> </ol> </li> </ul>

**Regular Board Meeting – Approved Minutes  
June 2, 2010, 7:00 p.m.  
Central Services**

**Attendance Taken at 6:43 p.m.:**

Present Board Members:

Cal Heminway  
John O'Connor  
Edward Ohannessian  
Deborah Torgersen  
Ronald Walther  
Matthew Wutka

Absent Board Members:

Marie Nicholls

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

**I. Public Comment**

Terry Wright, 83 Northwoods Road, North Granby, CT. Mr. Wright acknowledged the teachers who have taught his children over the years. Mr. Wright stated that he publicly accepted the offer to sit down with Mr. Heminway regarding the facts of his case and said that Mr. Heminway has not contacted him. He wanted to know why it is a problem to get the documentation he requested. He stated that he was disappointed the Board voted for policy change to notify police. He also stated that the superintendent admitted that staff violated the policy and that notification to DCF should have been made. He stated that he has not received any records or documents with regard to the interview of his daughter. Mr. Wright stated that he would vote to terminate the contracts of both the superintendent and the Kearns School principal.

Christine Wright, 83 Northwoods Road, North Granby. Ms. Wright congratulated the middle school on receiving their school of the year award. She stated that one day when she was at the middle school, Mr. Osypuk, Principal, taught a class because a substitute did not arrive in time and she was very impressed with that. She stated that with regard to Kim Dessert, when she is needed in classrooms and hallways, she is found behind her desk. She also stated that she has not heard any positive comments about Mrs. Dessert. Ms. Wright stated that Granby Public Schools is fabulous and it is thanks to caring, compassionate teachers and parents. She stated that Kim Dessert and Alan Addley violated policy and she hopes that the new principal of Wells Road does not create a cold climate at Wells Road.

**II. Administrative Reports**

**II.A. Superintendent's Announcements**

- Welcome to Mrs. Curry, Mrs. Woodsome and Mrs. Waddington along with some students from Wells Road School who are presenting for Schools in the Spotlight this evening.
- Congratulations to
- We recognized 11 retirees today as well as two employees who attained 25 years of service. Additionally, two retirees had also attained 25 years of service.
- Congratulations to 18 students across the district for receiving recognition in the Connecticut Writing Project at the University of Connecticut.
- We have hired a few elementary positions as well as secondary teachers in the past two weeks.
- Workshops on bullying and discrimination given by Calvin Terrell were well received by the middle school and high school.
- Grade 6 students left today for their Nature's Classroom field trip. They will return on Friday.
- Eighth graders are away in Washington DC this week and will return on Friday.
- Kelly Lane will have a Grades 3 & 4 Arts/Science Fair on Tuesday, June 8<sup>th</sup> from 3-7 p.m. followed by a concert at 7 p.m.

- The 6<sup>th</sup> grade picnic will be held on Thursday, June 10<sup>th</sup>.
- There will be a middle school band concert on Thursday, June 10<sup>th</sup>.
- The 8<sup>th</sup> grade promotion dance will be held on Friday, June 11<sup>th</sup>.
- The middle school chorus concert will be held on Monday, June 14<sup>th</sup>.
- The 8<sup>th</sup> grade moving up ceremony will be held on Thursday, June 17<sup>th</sup> at 5:00 p.m. and high school graduation will be on Friday, June 18<sup>th</sup> at 5:00 p.m.
- If there are any Board members who will be attending graduation, please let Linda know.
- The board retreat will be on Tuesday, July 13<sup>th</sup>.

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

- Ray Haack reported that the assembly on bullying and discrimination was the best assembly he ever attended and that it was very helpful.
- The high school marching band played for the Memorial Day Parade.
- The art expo will be held tomorrow and Friday.
- The chorus concert will be held on Thursday night
- The Underclassmen award ceremony is this Friday and senior awards are Monday evening at 7 pm

## **II.C. Schools in the Spotlight**

Dr. Austin, Principal of Wells Road School, introduced media staff, Kathy Waddington, Betsy Curry and Deb Woodsome who presented a reading incentive program which involved picture book projects. Students were required to include reading, writing and technology into their reading projects. The students learned the difference between writing a book review and a book report. Nine third graders presented their book reviews. The students were Matt Spence, Gabe Davin, Ben Kibby, Maddy Wilson, Erin Moody, Helen Newman, Jonah Obi, Jenna Dauria, and Serra Tickey.

## **II.D. Business Manager's Reports**

Mr. Harry Traver, Business Manager, presented the April and May statement of accounts. He stated that we last left off with a surplus of \$170,000 due to recognized efficiencies in heating oil and electricity line items. May has a \$242,000 favorable forecast with a \$50,000 placeholder for energy projects. Mr. Traver stated that this does not reflect any transfers for ARRA funds. Mr. Heminway inquired if \$50,000 is a rational number for energy projects. Mr. Traver and Mr. Wutka stated that, yes, the finance subcommittee agreed that it was. Mr. Heminway also inquired if it makes sense to go to the Board of Finance to ask for more. Mr. Traver stated that not at the moment but he does not think it will go above \$50,000.

## **II.E. Teaching and Learning**

Pat Law, Director of Secondary Education, presented technology in the classroom. She spoke about the professional development coming up in August for teachers to keep teachers and students ahead of the curve and working together with regard to technology. Dr. Law spoke about different technologies such as Glogster which allows students to create free interactive posters, or glogs, and share them in a variety of ways; Wikis which is a hosted service that lets you create a webpage for working collaboratively; podcasting where using the program called Audacity, teachers can record and edit podcasts; and, Google Apps where all high school students can get a Granby e-mail address to submit homework, work with each other in collaborative groups. Dr. Law stated that two teachers piloted this program this year. Students found it was a very effective way to work together outside the classroom. Mr. Heminway inquired how much we give thought to the profusion of technology. Dr. Law stated that we provide for teachers the technology to look at student needs and to use what is in their classroom and try it to see if this meets their learning needs or not. Dr. Law stated that if we don't allow teachers to experiment then she believes we would fall behind. Mr. Heminway inquired in this period of constrained resources are we able to take advantage of what we can. Dr. Law stated that we are making sure we are purchasing things to suit our needs and many of the things we are using are free such as Google Apps, etc. Mr. O'Connor asked what other teachers use podcast. Dr. Law stated that it is not a widespread practice but she thinks it will catch on.

## **III. Consent Agenda**

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

A motion was made by Deb Torgersen and seconded by Ed Ohannessian to approve the Board of Education minutes of May 19, 2010. Pass unanimously at 7:50 p.m.

#### **IV. Old Business**

##### **IV.A. Vision & Mission Statements/Achievement Goal/School Improvement Plan Template**

Mr. Addley discussed the mission statement, achievement goal and school improvement plan template. Mr. Addley described the development of the mission statement this past year, i.e., on-line surveys with parents, students and the community; consultant meetings with local organizations, staff, superintendent forums, etc. He stated that the feedback was reviewed by administrators and Board liaison, Ms. Torgersen. Mr. Addley stated that the mission statement has been embraced by the faculty and he would like to move forward with it. Mr. Addley explained the next steps over the next few years. Ms. Torgersen said it is a very strong mission statement which says a lot and probably needs some definitions. She also stated that this mission statement seems to be far ahead of any other school systems. Mr. Addley stated that the alignment to mission, achievement goal is very tight and it is going to guide what we are going to do. He said that with regard to the achievement goal, he believes in setting a target to remain a great school system. Mr. Addley showed the Board the previous draft and a new draft of the achievement goal based on some feedback from the Board at the summer retreat. Mr. Ohannessian inquired why the time span of 5 years is so long and why it is not 2 years. Mr. Addley stated that he needs time available to put teachers and staff together to devise rubrics. He stated it was also the advice of the consultant. Mr. Addley then spoke about the school improvement plan. He presented a template for the middle school for a 5-year school improvement plan. He stated that all schools will have the same goal - the district goal will be the school goal. Mr. O'Connor inquired if Wells Road and Kelly Lane will have the same SIP. Mr. Addley stated that, yes, they would; however, their action plan may be different. A motion was made by John O'Connor and seconded by Matt Wutka to approve the vision, mission and achievement goal. Passed unanimously at 8:17 p.m.

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

##### **V.A. First Reading of Policy 6141.312, Migrant Students**

##### **V.B. First Reading of Policy 6161.3, Comparability of Services**

Mr. Ron Walther stated that these two policies were policies that we did not have and through the CABE policy audit we should have. The Comparability of Services policy is necessary for documenting a standard practice. Mr. Ohannessian inquired about the significance of 36 months in the migrant students' policy. Mr. Addley stated that it is a legal issue and CABE has actually modified their policy and have simplified it. Mr. Wutka inquired about immigrant status. Ms. Torgersen said that the committee addressed this issue and as long as a student actually resides within the school district, he/she is entitled to attend school.

##### **V.C. Non-Affiliated Compensation**

The Board discussed a 2% increase for non-affiliated staff equaling \$11,500. A motion was made by Matt Wutka and seconded by Deb Torgersen to approve a 2% increase for non-affiliated staff. Passed at 8:25 p.m. (Ron Walther abstention).

##### **V.D. Superintendent's Contract**

The Board discussed the superintendent's contract and that the superintendent would receive an increase equal to non-affiliated staff. A motion was made by Matt Wutka and seconded by John O'Connor to approve the superintendent's contract. Passed unanimously at 8:26 p.m.

##### **V.E. Custodial/Maintenance/Athletic Facilities Education Specifications**

Mr. Addley stated that one of two education specifications is being discussed tonight -- the custodial/maintenance facility. The next one will be the athletic facilities building. Mr. Santi Camarotti, Director of Facilities, stated that an engineering firm completed a study back in 2008. They toured the high school, space at HPJ and storage trailers. The firm came up with a plan to take care of our needs plus 2,000 sq. ft. for growth. This education specification does not take into consideration where the building will go. Mr. Camarotti stated that this space will also give technology and the drama department some space which is desperately needed. He stated that he believes it will take care of our needs in the coming years. Mr. Camarotti said that this does not account for his or his secretary's office. John O'Connor inquired what

kind of footprint would be needed for the space. Mr. Camarotti stated that over 11,000 sq. feet is needed which includes 6 bays, locker rooms and an eating area for staff on the lower level. He also stated that it will be more efficient for the department as they are currently spread out throughout the district. Mr. Heminway inquired if this satisfies the high school needs. Mr. Camarotti stated that it did and that it would actually give space back to the high school. Ms. Torgersen inquired if there was a need to further define the capital request. Mr. Heminway stated that most of the work has been done and the only decision the Board has to make is the location.

#### **V.D. CAFE**

Mr. Heminway requested that a new agenda item be added with regard to CAFE and establishing a position to expect legislature to minimize the impact on local public education, hold commitments to state aid and not to do things that would impact negatively on local property tax. Ron Walther mentioned that we should not emphasize the disparate impact upon the poorer urban districts and wanted to add words in second sentence - "to the detriment of student learning". Deb Torgersen asked for the revision "grant funding at least at existing levels". A motion was made to adopt this amendment by John O'Connor and seconded by Ron Walther. Passed unanimously at 8:32 p.m.

### **VI. Miscellaneous**

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

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

This committee has not met.

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

Mr. Matt Wutka reported that the subcommittee met this evening and reviewed statement of accounts for April and May. The current forecast \$242 K favorable plus another \$90 K that can be charged to ARRA for a total of \$332 K favorable. He stated that Mr. Addley updated the committee on the status of the middle school grading policy. The food service contract was also discussed. Two competitive bids were submitted and subject to the Business Manager's review. He stated that this item would be added to the next BOE agenda. Details regarding the energy efficiency project were also discussed and the committee feels that the \$50K put aside as a placeholder is a sufficient amount. The maintenance facility specifications were discussed as well as a preliminary discussion with regard to the track at Wells Road school for walking/running.

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

##### **VI.B.I. CPPAC**

This committee has not met.

##### **VI.B.II. CREC/CAFE**

Mr. Heminway announced that there would be a CAFE meeting tomorrow night.

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

Mr. Heminway stated that the Foundation has achieved its goal for the arts endowment and has modified its granting approach by eliminating mini-grants. GEF will be looking for grant requests specifically targeted to bigger grants and programs for the community to be managed by third party organizations. Mr. Heminway will report to the GEF what was seen on the boardwalk today since many of them involved GEF grant money.

##### **VI.B.IV. Energy-Saving Initiatives**

Mr. Traver stated that they have closed the book on the lighting review and that there was negative feedback. They concluded that the general lighting and classroom lights seem to be fairly efficient as-is.

#### **VI.C. Board Member Announcements**

Mr. Addley stated that Marie continues to recuperate well and that she should be released next week.

**VI.D. Calendar of Events**

Calendar of events is as shown.

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

A motion was made by Matt Wutka and seconded by John O'Connor to go into executive session. Passed unanimously at 8:47 p.m.

The executive session ended at approximately 9:15 p.m.

Respectfully submitted,

Linda Powell  
Board Recorder

## **Instruction**

### **Migrant Students**

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

### **Migrant Education Program for Parent(s)/Guardian(s) Involvement**

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

### **Migratory Child/Student Definition**

**A. A “migratory child” means a child who:**

(1) is a migratory agricultural worker or a migratory fisher; or

(2) in the preceding 36 months, in order to accompany a parent, spouse or guardian who is a migratory worker or a migratory fisher who has moved from one school district to another.

**B. Move or Moved** means a change from one residence to another residence that occurs due to economic necessity.

**C. Migratory Agricultural Worker** means a person has moved from one school district to another in order to obtain temporary employment or seasonal employment in agricultural work, including dairy work.

**D. Migratory Fisher** means a person who, in the preceding 36 months has moved from one district or another in order to obtain temporary employment or seasonal employment in fishing work.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq., 34 C.F.R. §200.40 - 200.45.

Policy adopted:

GRANBY PUBLIC SCHOOLS  
Granby, CT

**Programs for Migrant Students - Family Interview Form**

*To be completed by Building Principal or designee: (please print)*

Child 1 Name	Birth Date	Grade	School
Child 2 Name	Birth Date	Grade	School
Child 3 Name	Birth Date	Grade	School

Name of Parent/Guardian	Language(s)
Telephone Number or other contact information	Today's Date

**Needs Assessment**

*Please check response*

1. Do any of your children have health problems that interfere with their ability to learn? Explain:  Yes  No  Don't Know \_\_\_\_\_

2. In what areas might your child(ren) need additional help in school?

	Reading	Math	Language	Other (specify)
Child 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

3. Are your child(rens)' immunizations up to date?  Yes  No  Don't know

4. Do you have immunization records?  Yes  No  Don't know

5. Have you established a source of primary healthcare?  Yes  No  Don't know

If not, would you be interested in information on primary healthcare?  Yes  No  Don't know

**Resources and Referrals**

*Please circle/check response*

1. Would you be interested in information on:

Town Preschools  Yes  No  Enrolled

GED/ESL Classes  Yes  No  Enrolled

2. Would you be interested in information on:

Public/County Health Dept.  Yes  No

Division of Family Services  Yes  No

3. May we share your name and address with these agencies?  Yes  No

4. When is the best time to reach you at home?

AM  PM

Days of the week:

Monday  Tuesday  Wednesday  Thursday  Friday

---

Name of Person Completing Form

---

Name of Person Being Interviewed and

His/Her Relationship to Family/Children

|

|

## **Instruction**

### **Comparability of Services**

The Superintendent or his/her designee shall pursue funding under Title I of the Federal Strengthening and Improving of Elementary and Secondary Schools Act to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for an equivalent provision of teachers, administrators, and auxiliary personnel among all schools with the same grade levels.
4. Use federal, state and local funds to provide for an equivalent provision of curriculum, instructional materials, books and supplies among all schools with the same grade levels.
- ~~3. Use federal, state and local funds to provide for an equivalence among all schools in all schools with the same grade levels in teachers, administrators, auxiliary personnel.~~
- ~~4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.~~

Nothing in this policy will prohibit the administration from addressing identified problems at

individual schools.

Legal Reference: Title I Improving the Academic Achievement of the Disadvantaged, as implemented by 34 C.F.R. part 200 of the No Child Left Behind Act of 2001

*Agostini v. Felton* 521 U.S. 103 (1997)

Policy adopted:

GRANBY PUBLIC SCHOOLS  
Granby, CT

To: Board of Education  
From: Alan Addley  
Date: June 16, 2010  
Re: Progress Report on Athletic Field Project

### **History:**

The Granby Board of Education has identified the need for renovated and new athletic fields for many years. The 2006 CPPAC submission included a project for a combined athletic field renovation and maintenance facility. Granby Athletic Field Long-Range Advisory Committee (GAFLAC) was commissioned to investigate a future plan for the athletic program. GAFLAC conducted its study and forwarded its recommendations to CPPAC. The GAFLAC study is comprehensive and helpful in making future decisions. GAFLAC recommendations may or may not fully meet the athletic needs of the district.

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

### **Observations from the GAFLAC study & present operational needs:**

- The existing campus has approximately half the land assumed as required to accommodate our existing MS/HS athletic requirements.
- In its current configuration, the site lacks space to accommodate parking requirements. Building a track/multi sport turf field on the MS/HS site would require the addition of significant additional parking facilities. Initial plans call for the removal of the lawns in front of the middle school and in the oval in front of the main entrance. It is questionable whether or not this additional parking will provide adequate parking for large capacity events.
- Additional land (including possible land purchase and/or extensive use of Town parks) is required to satisfy basic additions to existing facilities.
- Although possible, any additional construction on HS/MS complex will be an extremely tight fit to accommodate a large athletic facility with parking and to do so will seriously impact campus aesthetics.

### **Possible Principles:**

- As some of the athletic program is already being accommodated off campus, we expect this to continue for a few sports.
- Keep varsity programs on campus.
- Incorporate two synthetic fields with lights as part of any new athletic facility/upgrade.

## **Building Specifications:**

### Athletic "Field" Facility

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

- Six-lane track with eight lane straight-aways to meet CIAC design criteria;
- A lighted synthetic field for varsity soccer, lacrosse, football, and field hockey games and practices;
- A second synthetic practice field;
- Athletic field storage, sport team dressing rooms, restrooms, and a concession facility;
- Seating capacity for 900-1000 spectators; and, possibly,
- An off-site location where 10+ acres of land is available.

### Parking

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

### **Approximately 5,000 square feet is needed for athletic buildings. The following building components are needed:**

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

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

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

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

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

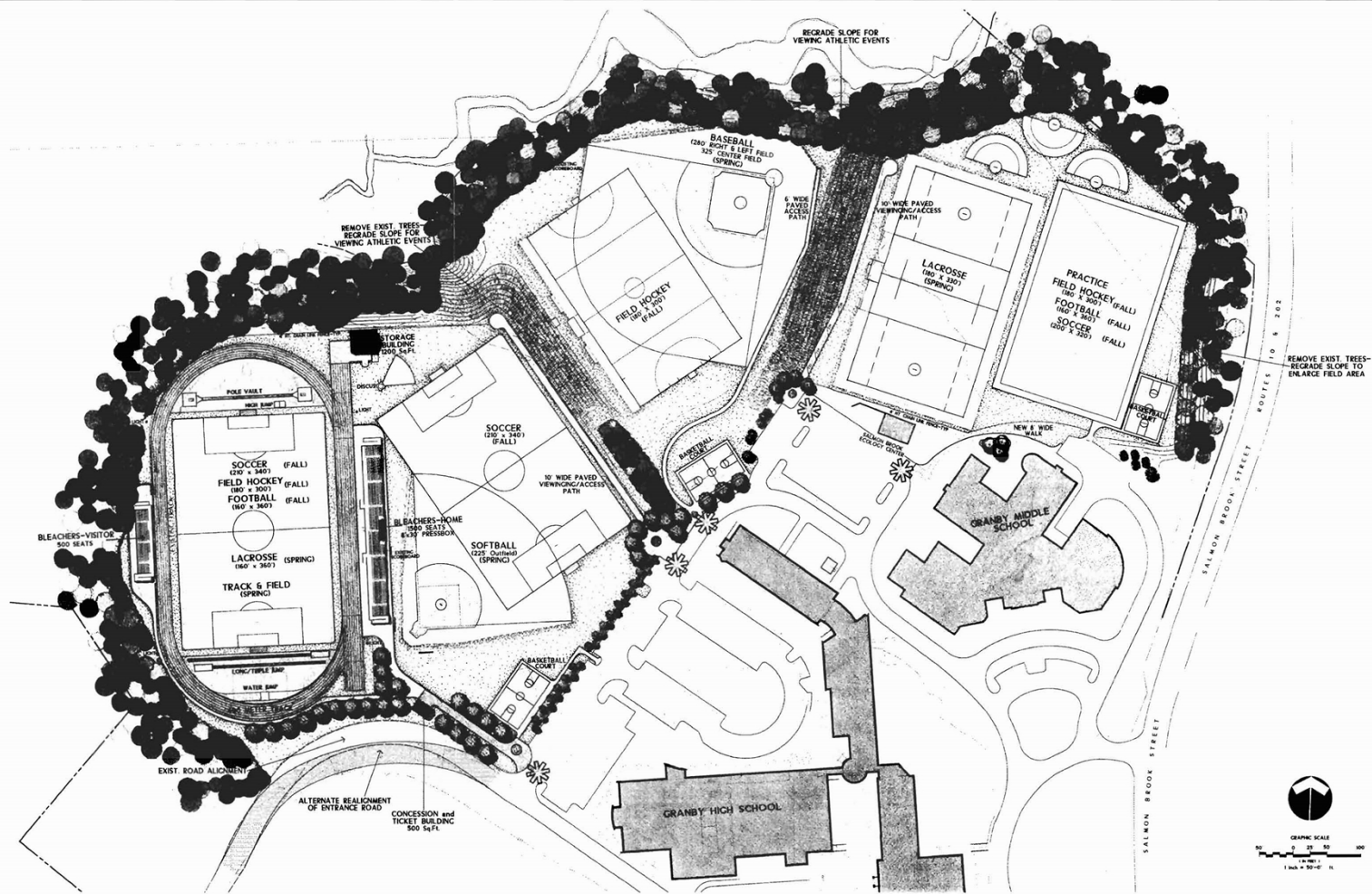
## **Estimated Costs**

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

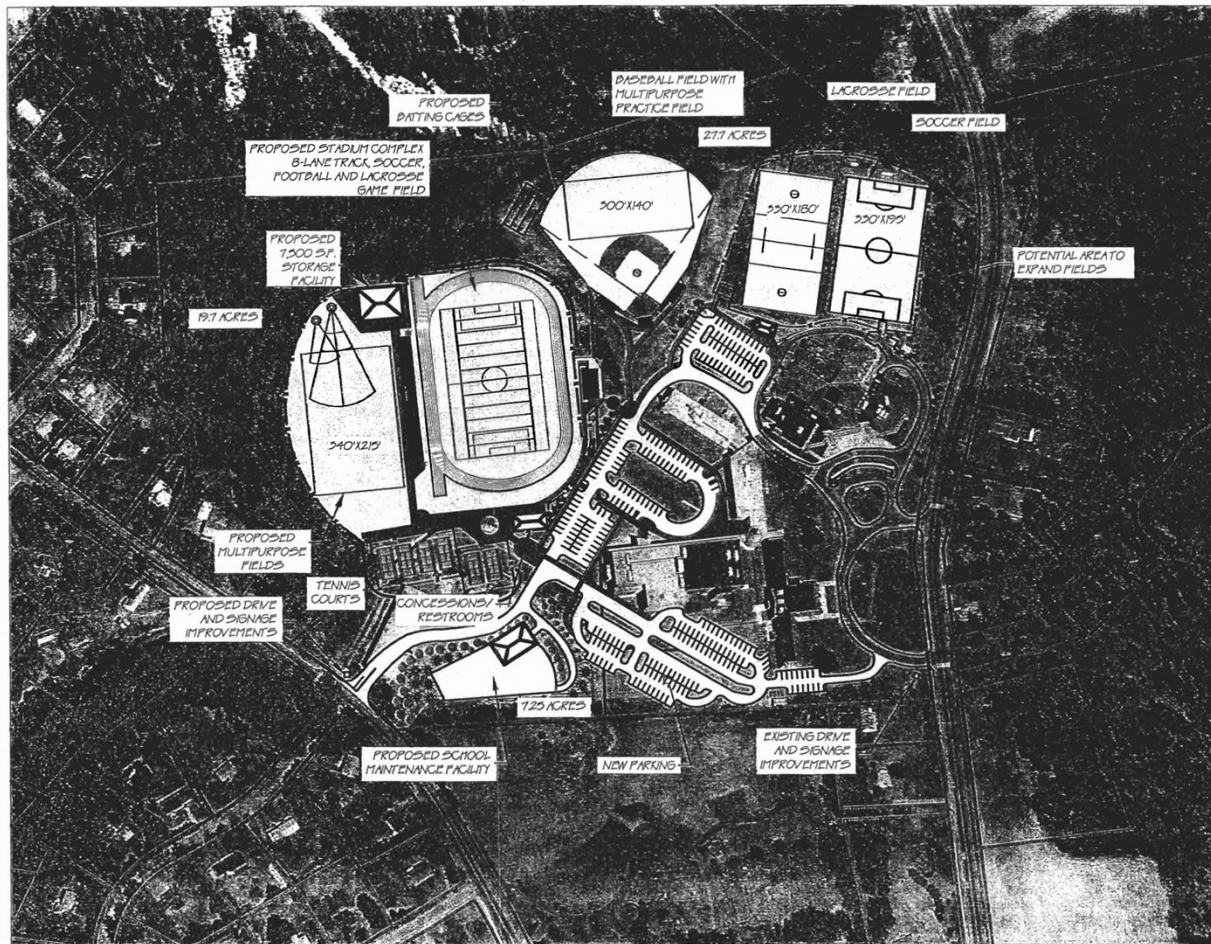
## **Next Steps**

- Consideration of principles.
- Does the Board wish to pursue solutions that keep any new athletic facility on campus?
- Additional questions/issues/requests.
- Fine tune specifications for on-campus or off-campus facility for submission to CPPAC.





CONCEPTUAL SITE PLAN FOR  
**GRANBY MIDDLE SCHOOL/HIGH SCHOOL ATHLETIC FIELDS**  
 GRANBY, CONNECTICUT



TO: Granby Board of Education  
FR: Alan Addley  
DT: June 16, 2010  
RE: Report on Annual Goals

## **Overview of 2009-2010 School Year**

The 2009-2010 school year was one of personal challenges, change, unexpected events, and great successes. Specifically, I was sidelined for three months with a medical condition and the district also underwent several administrative changes that included an Interim Superintendent of Schools, Interim Special Education Director, the loss of a Director of Elementary Education, a new Director of Pupil Personnel Services, and extensive search processes to secure new principals for the Wells Road Intermediate School and the high school. Additional challenges included the developing of a zero increase budget and leading the district through the unexpected and tragic loss of two beloved staff members.

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

### **GOAL 1: INCREASE STUDENT ACHIEVEMENT**

- Maintained the district focus on student learning.
- GMMS recognized as a Connecticut Association of Schools' Middle School of the Year.
- Received positive feedback on the NEAS&C two-year high school progress report.
- Student achievement ranks high in the state on the CMT and CAPT. Our seventh graders were first in the state in mathematics this year and second in the state in 3<sup>rd</sup> grade reading and 8<sup>th</sup> grade math. CAPT saw the highest level of performance in several years.
- Students placed first in Demographic Educational Reference Group in six different categories (CMT & CAPT).
- Student performance on the Scholastic Aptitude Test (SAT) continues to be significantly higher than the state average and the percentage of students successful in advanced placement courses continues to show steady growth.
- GMMS and Wells Road School were recipients of the Governor's Summer Reading Program.
- The 2009 June edition of the *Hartford Magazine* recognized the high school as one of the top six high schools in the Greater Hartford area and 2009 *Connecticut Magazine* rated Granby second in the state in the small town category.
- Students gained local and statewide recognition in athletics, the arts and academic competitions.

### **GOAL 2: MODEL PROFESSIONAL LEADERSHIP**

- Modeled the moral and ethical leadership for the district.
- Secured an interim superintendent and liaisoned closely with him during my period of absence.
- Provided district leadership through the deaths of two staff members.
- Participated in regional and state professional organizations (HASA, CAPSS, FVSA, Education Resources Collaborative).
- Elected to the CAPSS Board of Directors.

- Participant in the Connecticut Center for School Change Instructional Leadership Network. Network activities included case studies, classroom observations, professional reading, reflective conversations about research-based practices, and participation in a 2-day workshop at Harvard.
- Profiled in the UCONN's June Alumni Magazine by the Neag School of Education.
- Conducted professional development for several school districts as an Associate Consultant for Solution Tree.
- Successfully completed the third year of my doctoral studies at the University of Connecticut. The focus of my thesis is how to improve student achievement in an already high-performing school district.
- Volunteered to take a pay freeze.

### **GOAL 3: PROVIDE INSTRUCTIONAL LEADERSHIP**

- High visibility in schools and classrooms on a weekly basis.
- Implemented the structures and culture of Professional Learning Communities in all schools as the model for district and school improvement.
- Established a long-term district instructional plan.
- Maintained a focus on students learning through monthly Administrative Classroom Walkthroughs that supported principals' problems of practice.
- Provided opportunities to build the capacity of teachers as leaders through Cohort II of the Teachers' Leadership Academy and through the Principals' Seminars.
- Focused supervision and evaluation of administrators on instructional improvement through monthly meetings and the use of administrative council.
- Maintained a focus on teaching and learning for the administrative council meetings.

### **GOAL 4: PROVIDE CURRICULUM LEADERSHIP**

- Developed consistent expectations for school improvement plans.
- Successful implementation of the new administrative configuration for the Director of Secondary and Elementary Education.
- Supervised the development of a technology plan and the quality and diversity plan to expand opportunities for student learning.
- Implemented a successful two-day induction program for beginning teachers.
- Assisted in the development of the new TEAM model for new teachers.
- Acquisition of grant funds to support curriculum initiatives.

### **Goal 5: BUILD BOARD & COMMUNITY RELATIONS**

- Assisted the Board in the development and adoption of a new vision, mission, and 5-year student achievement goal.
- Supported the work of the BOE subcommittees.
- Successfully developed and communicated a zero increase budget.
- Continued to work on the communities priorities for the district.
- Participated in two Superintendent Community Forums.
- Worked with many constituents and town organizations on the development of the district mission.
- Attended many community events and extracurricular activities at all schools.
- Testified at the legislature on behalf of magnet school and Choice funding.
- Served as a resource for BOE negotiations with GEA.
- Outreached to the community (e.g., new website, blog, GCTV, educational supplement, Drummer, and community forums).
- Supported and participated in community committees and initiatives (e.g., Board of Finance, Granby Education Foundation, pre-schools, etc).

## Finance/Personnel/Facilities Subcommittee Meeting Minutes – June 2, 2010, 5:30 p.m.

Attendance:

Matt Wutka	Present	Alan Addley	Present
Marie Nicholls	Absent	Harry Traver	Present
Ed Ohannessian	Present	Santi Camarotti	Present

Meeting commenced at: 5:40 p.m. Meeting adjourned at: 6:50 p.m.

1. April and May Statement of Accounts - Current forecast \$242 K favorable plus another \$90 K that can be charged to ARRA for a total of \$332 K favorable.

2. Update on Middle School Grading Policy – Alan updated the committee on the status for next year’s grading policy at the middle school.

3. Lunch Bid Award – Had one other company bid on the service along with Sodexho, subject to Business Manager’s review. This will go on the next Board meeting agenda for review.

4. Possible Energy Efficiency Project – Look to reserve \$50 K to be used for efficiency improvements early in 2011. Looking for a 5-year or less payback.

5. Maintenance and Facility Ed Specs – Reviewed specifications presented by Santi. Total required space of 11,456 sq. ft.

6. Wells Road Track – Preliminary discussion on track, tabled to walk the area on 6/18. Will meet at 6 pm at Wells.

7. Other - N/A

**Agenda**  
**Hartland Board of Education**  
**Monday – June 14, 2010**  
**Conference Room~Hartland Elementary School**  
**7:00 PM**

1. Call to Order – Amy Bourque-Chairperson
  
2. Hartland Board of Education Mission Statement
  
3. Approval of Minutes – May 10, 2010
  
4. Communications
  - ❖ Public Comment on Agenda Items
  - ❖ Gilbert BOE Report – Philip Groth
  - ❖ Student Representatives
    - Hartland~Lauren Bedard & Lindsey Bcrube
    - Gilbert~Katelin Meyers
    - Granby~Alta Byers
  - ❖ PTO
  
5. Chair Report – Amy Bourque
  - ❖ Budget Referendum Vote-May 26, 2010
  - ❖ Graduation June 22, 2010 @ 7:30 PM
  - ❖ Policy Committee Meeting
  
6. Superintendent Report – Robert V. Fish
  - ❖ Budget 2010-2011
  - ❖ Staffing 2010-2011
  - ❖ Rural Education Achievement Program (REAP)
  
7. Principal Report – Joanne St. Peter
  - ❖ Washington Trip
  - ❖ School Events
  - ❖ End of Year Activities

## 8. Committee & Liaison Reports

- ❖ Shared Services -- Cheryl Dilisio
- ❖ Board of Finance -- Robert V. Fish

## 9. New Business

- ❖ May Bills & Statement – Robert V. Fish
- ❖ End of Year Budget Adjustments
- ❖ Board Goals for 2010-2011 – Amy Bourque & Robert V. Fish

## 10. Public Comment on Agenda Items

## 11. Executive Session - Personnel

## 12. Future Agenda

- ❖ Policy Review
- ❖ Board Goals
- ❖ Committee Reports
- ❖ July Board of Education Meeting  
~Monday, July 5, 2010 @ 7:00 PM

## Adjournment

**DRAFT**

**Hartland Board of Education  
Minutes of May 10, 2010  
Hartland Elementary School**

**Present:** Amy Bourque, Ellen Graziano, Staci Hastey, Tim Irwin, Carol Blouin, Cheryl DiLisio, Kirk Lillestolen, Joanne St. Peter, and Dr. Robert V. Fish

Amy Bourque called the meeting to order at 7:00 p.m. and Tim Irwin read the Hartland Board of Education Mission Statement.

**Motion** to approve minutes of April 12, 2010 as amended **Graziano/DiLisio** motion carries with two abstentions **Blouin/Irwin**.

### **Communications**

Audience member Christy Ferro inquired about any policies in reference to honor roll student names being published. Dr. Fish and the Board of Education agreed to look into the matter.

Phillip Groth reported for the Gilbert School and stated the Gilbert Board and Winchester Board continue to meet on budgets. He also spoke of some staff members who were recognized and of a retiring cafeteria employee, Mrs. Wells and how they would handle the replacements.

Megan Peters and Kerstin Lindgren reported for the Student Council at Hartland School stating Green April went well and along with the theme came the Grumbling Gryphons. Mr. Marlin headed off A.C.E.S. day and everyone either walked or ran around the school for 15 minutes. Friday, May 14<sup>th</sup> will be the middle school dance and they will have a summer theme. They also shared the upcoming school spirit week.

Kaitlyn Meyers gave the Gilbert School report and stated there were 29 days left of school. She also said the AP tests have begun and progress reports have been sent home. The National Honor Society will hold its induction ceremony on Thursday, May 13<sup>th</sup>. All clubs are in the process of electing new officials and the senior dance will take place at Crystal Peak. They also held the Grim Reaper Day for students on the issues of prom and the safety of all students.

Alta Byers gave the Granby Memorial High School report and shared similar information as the Gilbert School. Other items from her report were a fund raiser *Walk for Haiti*, the teacher breakfast, *Penny Wars*, and the upcoming College Research field trip.

### **Chair Report**

Amy Bourque began with the May 3<sup>rd</sup> budget meeting which was sparsely attended. She reminded board members of the upcoming Town Meeting on May 17<sup>th</sup> and the Referendum on May 26<sup>th</sup>.

Amy also asked board members to make a revision in the current 2009/2010 school calendar with the last day of school moving to June 22<sup>nd</sup> from June 21<sup>st</sup> and the graduation date as well.

**Motion** to approve the revision of 2009/2010 school calendar **Hastey/Irwin Unanimous**

**Motion** to amend the 2010/2011 school calendar **Blouin/DiLisio Unanimous**

### **Superintendent Report**

Dr. Fish gave handouts on the Superintendent Evaluation and Amy Bourque asked that everyone please fill them out and return back to her as soon as possible. It will be on the June 14<sup>th</sup> Agenda.

Dr. Fish gave a brief budget review and stated it was positive. He also reminded board members of the upcoming Town meeting and Referendum.

The solar project will be starting in the summer on a different section of the roof. Dr. Fish will meet with Wade Cole and Joe Alicata to discuss preliminary plans for an entire roof replacement. He also spoke of the RTTT Program and suggested to board members that we sign again as Connecticut did not receive any funds from the first round of the RTTT (Race to the Top) federal grant.

Dr. Fish shared two correspondences with the board, Dr. Bernard Lapp's letter of resignation and Clint Montgomery's retirement.

### Principal Report

Joanne St. Peter began with the May 4<sup>th</sup> Transition meeting held for the 8<sup>th</sup> grade students and parents. Hartland alum Mia Alicata, Alyssa Dilisio, Nick Lisella, Katie Blouin, Rachel Costolnick, Jessica Reme and Katrina Rambush were all part of a panel to help our students with any questions or concerns with the high school transition. The evening was a big success.

She also spoke of the Pre-school May 7<sup>th</sup> and Kindergarten May 14<sup>th</sup> registrations. At this time, we currently have 12 pre-school 3 year olds and 6 pre-school 4 year olds. Kindergarten will have an am and pm class with 13 in each.

The school events consisted of Green April and the Door Decorating Contest won by Mrs. Kendrick's 5<sup>th</sup> grade class, our spring concert held on May 6<sup>th</sup>, A.C.E.S. day, Arbor Day and our visit from the Grumbling Gryphons. Mrs. St. Peter also mentioned the Invention Convention had taken place too.

### Committee and Liaison Report

Carol Blouin reported for Shared Services and stated the topic of discussions had been on budget layoffs and healthcare also with summer school and pre-school will remain in Barkhamsted. She also touched on the afterschool program and the special education coordinator position elimination.

Dr. Fish gave the April report to the Board of Finance and stated we were 63% expended and will end the year in the black. He also updated the BOF on the Budget revisions and stated there will be no programs altered.

### Old Business

Amy Bourque asked if there were no concerns with policies 5113.2 – Truancy and 5123 – Promotion and Retention could we have a motion.

**Motion to adopt Policy #5113.2 – Truancy as amended Haste/Graziano Unanimous**

**Motion to adopt policy #5123 – Promotion and Retention as amended Irwin/Blouin Unanimous**  
Policy #5131.1 – Student Bus Conduct was tabled until next board meeting.

### New Business

Dr. Fish handed out Policy Codification System to board members. He also stated the monthly Bills and statement were 77% expended and 10 and a half months into the fiscal year. Stated we will end in the black. **Motion to authorize superintendent to make end of year Budget adjustments Irwin/Graziano Unanimous**

The policies 5131.8 – Electronic Devices, 5131.9 – Bullying, 6141 – Internet Use and 5131 – Student Code of Conduct/Discipline were tabled until the June or July board meeting.

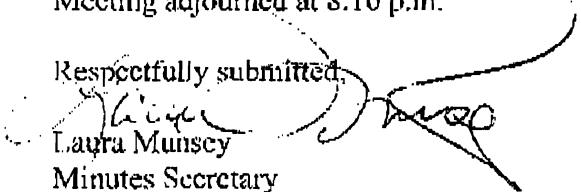
Carol Blouin expressed concern over Facebook and asked if there were any precautions made her at the elementary school level. Both Dr. Fish and Joanne St. Peter assured her there were.

### Future Agenda

- Town Meetings
  - ✓ Town Meeting – May 17<sup>th</sup> @ 8:00p.m.
  - ✓ Referendum – May 26<sup>th</sup> from 12:00-8:00p.m.
- Policy Review
- Committee Reports
- June Board Meeting – June 14<sup>th</sup>

Meeting adjourned at 8:10 p.m.

Respectfully submitted,

  
Laura Munsey  
Minutes Secretary

Dear Board of Education,

Sincere thanks  
for all the thoughtfulness  
you've shown.

Thank you so much for  
the lovely luncheon. It was  
so beautifully set up and the  
food was delicious.

Thanks for the lovely pewter  
pitcher. I happen to collect pewter  
and this is a lovely addition to  
my collection which I will always  
treasure as I will my fond memories  
of teaching in Granby.

Thanks so much!

Sincerely,  
Shirley Davis

Greenly truly is a good town -  
both to live and work in. My heart  
is full of love for it: its people,  
its schools, its values.

Thank you for a fulfilling and  
heart-warming career.

Fondly,  
Joanne L. Desrosiers

June 4, 2010

Greenly  
Board of Education;

I want to thank you all so very  
much for the delightful retirement  
luncheon you so graciously provided  
for us. The food was delicious and  
the reception was lovely. Also, I  
will always enjoy the pewter pitcher  
and will fill it with flowers often.

June 11	8 <sup>th</sup> Grade Promotion Dance	7:00 p.m.	MS Cafe
June 14	Middle School Choral Concert	7:00 p.m.	HS Auditorium
June 14-18	Early Release Days – All Schools		
June 15	MS Talent Show School-wide Celebration for MS of the Year (Picnic)	8-11 a.m. 11-12:00	MS Gymnasium Outdoors
June 16	Scholar Luncheon	12:00 p.m.	Talcott Ridge
June 16	Curriculum/Policy/Tech/Commun. Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
June 17	Moving Up Ceremony	5:00 p.m.	HS Auditorium
June 18	Closing Ceremonies	1:30 p.m.	HS Auditorium
June 18	Graduation	5:00 p.m.	HS Grounds
July 7	BOE Meeting	7:00 p.m.	Central Services
July 13	Board Retreat		Central Services
June 11	8 <sup>th</sup> Grade Promotion Dance	7:00 p.m.	MS Cafe
June 14	Middle School Choral Concert	7:00 p.m.	HS Auditorium
June 14-18	Early Release Days – All Schools		
June 15	MS Talent Show School-wide Celebration for MS of the Year (Picnic)	8-11 a.m. 11-12:00	MS Gymnasium Outdoors