

Regular Board of Education Meeting
Wednesday, January 25, 2012 7:00 PM Eastern

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

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

- I. Public Comment
- II. Administrative Reports
 - II.A. Superintendent's Announcements
 - II.B. Student Representative Reports
 - II.C. Business Manager's Report
 - II.D. Teaching & Learning
 - II.E. FY13 Athletic Presentation
- III. Consent Agenda
 - III.A. Minutes
- IV. Old Business
 - IV.A. D&CP Update
 - IV.B. FY13 Plus One Budget Update
- V. New Business
 - V.A. FY13 Quality & Diversity Budget
 - V.B. Annual Fire Safety Inspection Report
 - V.C. Extension of Bus Service Contract
- VI. Miscellaneous
 - VI.A. Board Standing Committee Reports
 - VI.A.1. Curriculum/Policy/Technology/Communication
 - VI.A.2. Finance/Personnel/Facilities
 - VI.B. Other Board-Related Reports
 - VI.B.1. CPPAC
 - VI.B.2. CREC/CABE
 - VI.B.3. Granby Education Foundation
 - VI.B.4. District Efficiency Initiatives
 - VI.C. Calendar of Events
 - VI.D. Board Member Announcements
- VII. Executive Session/Non-Meeting

GRANBY PUBLIC SCHOOLS
FY 2011-12 FINANCIAL STATEMENT OF ACCOUNTS
FOR PERIOD JULY 1, 2011 - DECEMBER 31, 2011

31-Dec-11

Description	<u>Original Net Budget</u>	<u>Transfers</u>	<u>Revised Budget</u>	<u>Expended</u>	<u>Encumbered</u>	<u>Balance</u>	<u>% Enc/</u>	<u>Exp</u>	<u>Forecast</u>
Certified Salaries:									
Administration	1,573,852	-	1,573,852	817,923	759,500	-3,571	100.2%		(3,571)
Regular Education	9,785,808	-	9,785,808	3,731,305	6,039,503	15,000	99.8%		15,000
Special Education	<u>1,285,028</u>	<u>-</u>	<u>1,285,028</u>	<u>501,828</u>	<u>783,200</u>	<u>-</u>	<u>100.0%</u>		
Total	12,644,688	-	12,644,688	5,051,056	7,582,203	11,429	99.9%		
Substitute/Tutor/Support Salaries									
Substitutes	152,000	-	152,000	59,982	-	92,018	39.5%		
Sped Support (Speech, O.T. & P.T.)	262,988	-	262,988	117,840	145,148	-	100.0%		
Tech Support	180,981	-	180,981	97,084	83,897	-	100.0%		
Tutors - Regular Education	157,411	-	157,411	62,951	85,468	8,992	94.3%		
Tutors - Special Education	<u>190,233</u>	<u>-</u>	<u>190,233</u>	<u>77,521</u>	<u>82,187</u>	<u>30,525</u>	<u>84.0%</u>		5,000
Total	943,613	-	943,613	415,378	396,700	131,535	86.1%		
Teaching Assistant Salaries:									
Regular Education	456,601	-	456,601	176,601	246,731	33,269	92.7%		15,000
Special Education	<u>910,337</u>	<u>-</u>	<u>910,337</u>	<u>368,576</u>	<u>519,557</u>	<u>22,204</u>	<u>97.6%</u>		5,000
Total	1,366,938	-	1,366,938	545,177	766,288	55,473	95.9%		
School Secretaries' Salaries	555,263	-	555,263	252,861	295,630	6,772	98.8%		37,500
Central Office Salaries	347,764	-	347,764	173,297	188,315	-13,848	104.0%		(43,500)
Custodial & Maintenance Salaries	1,253,595	-	1,253,595	626,139	597,456	30,000	97.6%		
Purchased Services:									
Instructional	212,952	-	212,952	46,349	88,283	78,320	63.2%		33,000
Administration	404,049	-	404,049	151,231	198,284	54,534	86.5%		
Maintenance	<u>86,115</u>	<u>-</u>	<u>86,115</u>	<u>27,881</u>	<u>46,206</u>	<u>12,028</u>	<u>86.0%</u>		
Total	703,116	-	703,116	225,461	332,773	144,882	79.4%		
Legal Services	65,000	-	65,000	10,271	19,889	34,840	46.4%		25,000
Repairs & Maintenance:									

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	Original Net Budget		Revised	Expended	Encumbered	Balance	% Enc/ Exp	Forecast
	Budget	Transfers	Budget					
Instructional	87,050	-	87,050	20,532	15,161	51,357	41.0%	
Administration	8,500	-	8,500	-	-	8,500	0.0%	
Maintenance	245,710	-	245,710	181,829	96,310	-32,429	113.2%	(60,000)
Total	341,260	-	341,260	202,361	111,471	27,428	92.0%	
Transportation:								
Regular Education	783,341	-	783,341	325,605	422,736	35,000	95.5%	
Special Education	383,198	-	383,198	156,457	338,824	-112,083	129.2%	(112,083)
Vocational-Tech	48,125	-	48,125	15,172	32,953	-	100.0%	
Total	1,214,664	-	1,214,664	497,234	794,513	-77,083	106.3%	
Insurance - Property & Liability	71,508	-	71,508	52,960	17,406	1,142	98.4%	1,142
Communications	90,107	-	90,107	39,801	37,123	13,183	85.4%	-
Tuition:								
Vocational	63,936	-	63,936	-	71,928	-7,992	112.5%	
Special Education	729,728	-	729,728	210,959	512,769	6,000	99.2%	6,000
Adult Education	9,000	-	9,000	-	-	9,000	0.0%	
Total	802,664	-	802,664	210,959	584,697	7,008	99.1%	
Conference & Travel Expense	56,425	-	56,425	25,972	7,110	23,343	58.6%	
General Supplies:								
Regular Education	287,180	-	287,180	189,137	42,299	55,744	80.6%	-
Special Education	26,300	-	26,300	11,951	4,725	9,624	63.4%	-
Administration	81,369	-	81,369	27,813	17,112	36,444	55.2%	-
Maintenance	142,700	-	142,700	75,419	26,474	40,807	71.4%	-
Total	537,549	-	537,549	304,320	90,610	142,619	73.5%	
Electricity	584,044	-	584,044	237,834	268,210	78,000	86.6%	78,000
Fuel	318,952	-	318,952	136,182	132,770	50,000	84.3%	50,000
Textbooks/Workbooks	170,679	-	170,679	92,670	10,229	67,780	60.3%	-

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	Budget	Transfers						
Library/Media Center	53,330	-	53,330	32,940	8,556	11,834	77.8%	-
Software	151,254	-	151,254	62,107	62,422	26,725	82.3%	-
Dues & Fees	38,722	-	38,722	35,561	552	2,609	93.3%	-
Replacement Equipment:								
Instructional	4,000	-	4,000	-	-	4,000	0.0%	
Administration	2,500	-	2,500	-	-	2,500	0.0%	
Maintenance	4,000	-	4,000	9,991	1,782	-7,773	294.3%	(7,773)
Total	10,500	-	10,500	9,991	1,782	-1,273	112.1%	
New Equipment:								
Instructional	-	-	-	-	-	-		
Administration	-	-	-	1,861	-	-1,861		(1,861)
Maintenance	-	-	-	1,130	-	-1,130		(1,130)
Total	-	-	-	2,991	-	-2,991		
Student Activities	575,345	-	575,345	164,533	215,004	195,808	66.0%	(8,400)
Employee Benefits	4,086,021	-	4,086,021	1,631,639	2,390,828	63,554	98.4%	57,000
	-	-	-	-	-	-		
Total Budget	26,983,001	-	26,983,001	11,039,695	14,912,537	1,030,769	96.2%	89,324

Board of Education January 2012



Annual Administrative Recommendation for the
Addition & Deletion of HS Sports

Fall Sports

Girls

Varsity Field Hockey

JV Field Hockey

Fr Field Hockey

Varsity Soccer

JV Soccer

Fr Soccer

Cross Country

Varsity Volleyball

JV Volleyball



Boys

Varsity Soccer

JV Soccer

Fr Soccer

Cross Country

Varsity Football

JV Football



Winter Sports

Girls

Varsity Basketball

JV Basketball

Cheerleading (Co-ed)

Indoor Track (Co-ed)

Swimming (Varsity Coed)

Boys

Varsity Basketball

JV Basketball

Freshmen Basketball

Cheerleading (Co-ed)

Wrestling

Ice Hockey (Co-op)

Indoor Track (Co-ed)

Swimming (Varsity Coed)



Spring Sports

Girls

Varsity Softball

JV Softball

Track

Tennis

Golf (Co-ed)

Varsity Lacrosse

JV Lacrosse



Boys

Varsity Baseball

JV Baseball

Track

Tennis

Golf (Co-ed)

Varsity Lacrosse

JV Lacrosse



Most Recent Participation Numbers

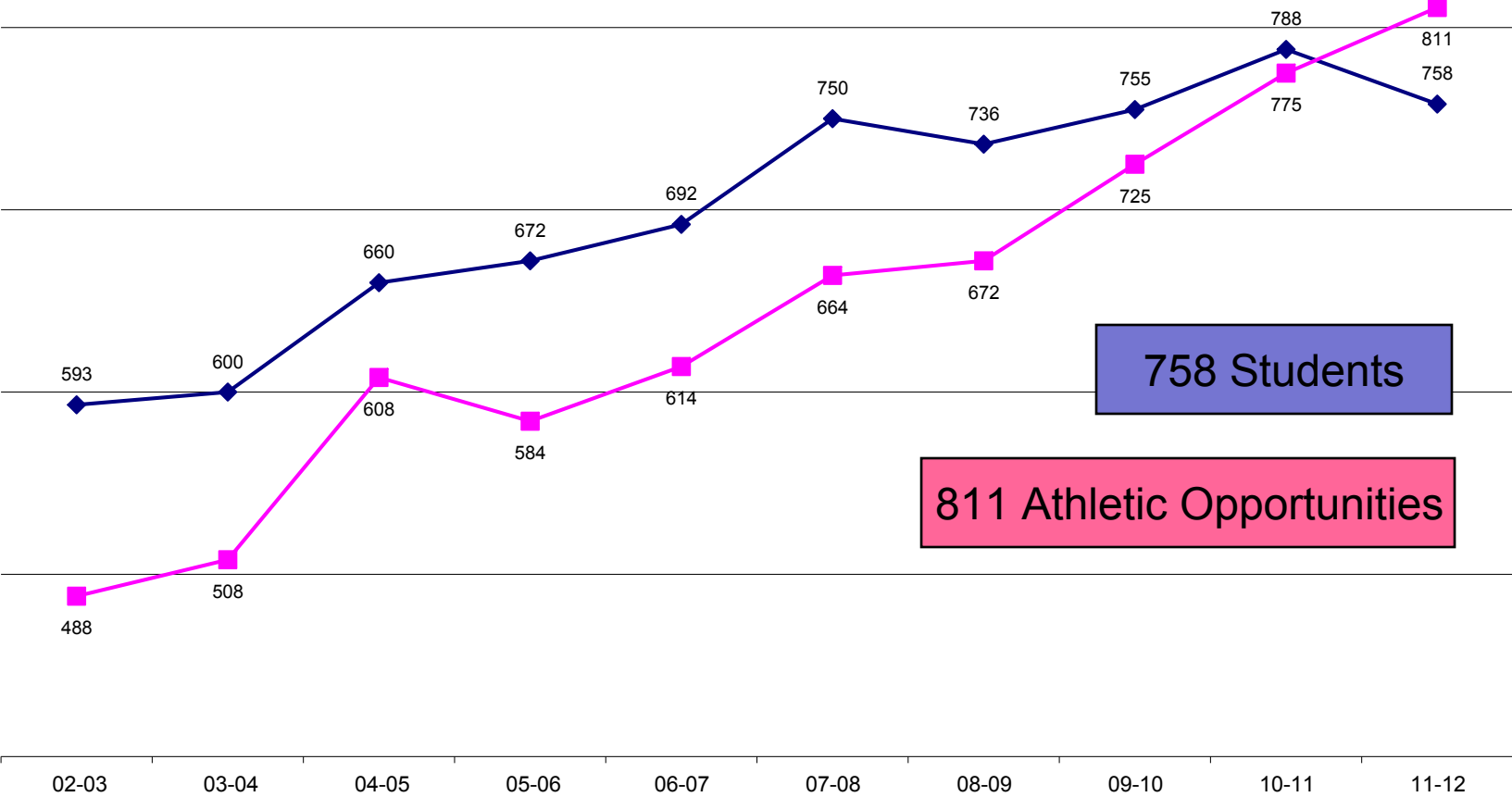
Spring 2011 & Fall/Winter 2011-2012

Fall - Girls	Total
Cross Country	27
Field Hockey	56
Soccer	54
Volleyball	28
Winter – Girls	Total
Basketball	24
Cheerleading (Co-ed)	22
Swimming (Co-ed)	25
Indoor Track (Co-ed)	30
Spring – Girls	Total
Track	42
Softball	29
Golf (Co-ed)	0
Tennis	22
Lacrosse	46



Fall - Boys	Total
Soccer	56
Cross Country	30
Football	40
Winter – Boys	Total
Basketball	30
Wrestling	13
Cheerleading (Co-ed)	1
Indoor Track (Co-ed)	32
Swimming (Co-ed)	6
Ice Hockey	16
Spring – Boys	Total
Baseball	30
Golf (Co-ed)	24
Lacrosse	47
Tennis	25
Volleyball	0
Track	56

Opportunities/Enrollment



Year

Sports Survey for 2012-2013

Fall - Girls	10-12	9	Total
Cross Country	16	6	22
Field Hockey	20	17	37
Soccer	26	8	40
Volleyball	18	7	25
Winter - Girls	10-12	9	Total
Basketball	19	10	29
Cheerleading (Co-ed)	16	2	18
Swimming (Coed)	11	5	16
Indoor Track (Coed)	22	7	29
Spring - Girls	10-12	9	Total
Track	25	8	33
Softball	19	9	28
Golf (Coed)	1	0	1
Tennis	17	3	20
Lacrosse	31	10	41

Fall - Boys	10-12	9	Total
Cross Country	18	8	26
Football	24	8	32
Soccer	28	13	41
Winter - Boys	10-12	9	Total
Basketball	20	13	33
Wrestling	8	8	16
Ice Hockey	7	8	15
Swimming (Coed)	3	0	3
Cheer. (Co-ed)	1		0
Indoor Tr. (Coed)	12	5	17
Spring - Boys	10-12	9	Total
Track	27	7	34
Baseball	20	12	32
Volleyball	0	1	1
Golf (Coed)	8	2	10
Tennis	12	3	15
Lacrosse	19	11	30

Sports/Teams

	2010-2011		2011-2012	
	Sports	Teams	Sports	Teams
Boys	14	21	15	21
Girls	13	21	13	21



Athletic Budget

2006-2007 (actual)	\$289,455	PFP (\$24,000)
2007-2008 (actual)	\$328,358	PFP (\$27,000)
2008-2009 (actual)	\$355,801	PFP (\$33,815)
2009-2010 (actual)	\$360,880	PFP (\$50,550)
2010-2011 (actual)	\$361,397	PFP (\$51,100)
2011-2012 (est.)	\$372,248	PFP (\$ 52,275)
2012-2013 (budgeted)	\$369,863	PFP (\$52,275)

Recommendations

Fall Cheerleading – Intramural Status

The final implementation of any or new athletic program is always ultimately determined by the operating budget.

Regular Board of Education Meeting – Approved Minutes
January 4, 2012, 7:00 p.m.
Central Services

Attendance Taken at 6:58 p.m.:

Present Board Members:

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

Absent:

Sean Goodridge (Student Representative)

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

I. Public Comment

There were no public comments this evening.

II. Administrative Reports

II.A. Superintendent's Announcements

- Welcome back to Mr. Ben Perron, newest Board Member, as well as to parents and students from Kearns Primary School.
- There will be a CT state narcotics task force on January 9th from 6:30-8:30 in the media center.
- Informational sessions with regard to large capital projects will be held tomorrow at 3 and 7. A town meeting will be held on January 10th at 8 p.m. followed by vote on January 17th from noon to 8.
- Mr. Addley recognized students and parents with regard to being compassionate contributors in a variety of fundraisers and community events.
- A reminder that the January 18th Board Meeting has been cancelled.

II.B. Student Representative Reports

- Students are back and ready to go from a great winter break.
- Winter sports are in full swing. The girls' basketball team is currently undefeated.
- Junior planning night will take place tomorrow night.
- Winter choral and band concerts were performed before the break and the Chamber Singers did caroling at Geissler's to benefit the Granby Food Bank.

II.C. Schools in the Spotlight

Mr. Karl Gates, Physical Education teacher at Kearns, introduced Alexa and Katelyn, 2nd grade students. Mr. Gates explained the Jump Rope for Heart activity they do in February as part of being compassionate contributors at Kearns. The students explained to the Board they raise money for this cause because many people know someone with heart disease. Last year they raised \$8,000 and they hope to top it this year.

III. Consent Agenda

III.A. Minutes

III.B. Retirements

A Motion was made by Jenny Emery and seconded by Rosemarie Weber to approve the consent agenda. This Motion passed at 7:08 p.m. with two abstentions (Lynn Guelzow and Ben Perron).

IV. Old Business

IV.A. Third Reading of Revised Bullying Policy 5131.911

A Motion was made by Rosemarie Weber and seconded by Matt Wutka to approve the revised bullying policy as recommended by the Curriculum Subcommittee. This Motion passed unanimously at 7:12 p.m.

V. New Business

V.A. Early Childhood Study

Mr. Addley explained to the Board that CCJEF (Connecticut Coalition for Justice in Educational Funding) is a non-profit organization started back in 2005 by families who filed a lawsuit with the State of Connecticut with regard to the equity of funding model across the state. Granby was asked to participate in the testing of some of our kindergarten students to assess kindergarten readiness. Mr. Addley supports the request. He stated that parents will be notified and interviews would be conducted during the day in the January/February timeframe. The Board supported the administration of the assessment provided student confidentiality and Board anonymity was maintained, and that it was clear that participation was not an endorsement of the CCJEF's purpose.

V.B. Great Path Academy (GPA)

Mr. Heminway updated the Board on a recent change with regard to the management of Great Path Academy (GPA), for which Granby is a designated district, with a board seat. Each magnet school has a governing board to oversee the management of the school; GPA is the only one on which Granby currently sits. Due to recent events which he believes call into question that board's governance process, Mr. Heminway recommended that Granby withdraw as a designated district. Our withdrawal has no impact on our ability to have Granby students participate in the program. A Motion was made by Jenny Emery and seconded by Matt Wutka to withdraw as a designated district for Great Path Academy. This Motion passed unanimously at 7:35 p.m.

V.C. FY13 Plus One Budget

Mr. Addley thanked his administrative team who has been working diligently all fall to create the plus one budget and stated that this document will help to guide the budget process. Some highlights: The jobs funds program dollars are included in the operating budget; \$150,000 special education savings; and \$130,000 in electricity savings. At this stage, the proposed FY13 operating budget will have a 1.3% increase and the small capital budget was increased \$100K for FY13. Mr. Addley stated this reflects his proposal to move the district forward with programmatic items he believes are important to move the district to the next level and is asking the Board for flexibility in its considerations. The 1.3% operating budget increase includes no new positions and any new positions will need to be done through redeployment, attrition, new efficiencies in current programming, or the quality and diversity fund. He intends to propose funding for Full-Day Kindergarten through funds from the quality and diversity program as well as the Open Choice Academic Support Grant.

For FY13 a net increase of 0 FTEs to fill 3.2 FTEs was discussed and this will not be done if these positions cannot be filled either by redeployment or reductions. No new athletic teams or extracurricular activities will be in the FY13 budget. Three large buses are in the FY13 budget to be purchased and will

keep us up with our replacement cycle. \$100K is being set aside in technology to complete the wireless environment. Some Board members felt more discussions will be needed during the budget process with regard to this item.

Mr. Addley stated that after a 1.6%, and two 0% budgets in the past 3 years, his proposal is a very fair budget considering the economic climate and the need to move the school system forward. Any specific questions should be given to Mr. Addley for discussion at the next Board Meeting.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

This committee met this evening and discussed its charter and guidelines for operation given its new members. The committee also discussed the Curriculum Director's monthly report as well as the D&CP summary and a 3-year action plan. A discussion regarding language arts was tabled as well as the technology and biology texts agenda items.

VI.A.2. Finance/Personnel/Facilities

This committee has not met.

VI.B. Other Board-Related Reports

VI.B.1. CPPAC

Nothing new to report.

VI.B.2. CREC/CABE

Nothing new to report.

VI.B.3. Granby Education Foundation

Nothing new to report. There will be a meeting on Monday evening, January 9th.

VI.B.4. District Efficiency Initiatives

The contest for reduction in daily usage has Kelly Lane in the lead with a 22% decrease in daily usage.

VI.C. Calendar of Events

The calendar of events is as you see it.

VI.D. Board Member Announcements

The Board looked at their calendars for a three-hour period on January 24th mid-to late afternoon (2-5 p.m.). The Board agreed with this date and time. The Jan. 18th meeting has been rescheduled to January 25th.

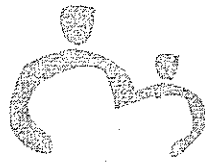
VII. Executive Session/Non-Meeting

A Motion was made to adjourn the meeting by Matt Wutka and seconded by Ed Ohannessian. This Motion passed unanimously at 8:52 p.m.

Respectfully submitted,

Linda Powell – Board Recorder

Jenny Emery – Board Secretary



**District &
Community
Partners**

Improving special education

Granby Public Schools
Special Education Opportunities Review

Executive Summary
January 5, 2011

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Boston, MA 02116
Tel: 877-777-8263
Fax: 617-491-5255
www.DistrictAndCommunityPartners.org

Introduction

The review focuses equally on the academic achievement of students with special needs and on the cost effective use of limited financial resources. The study is conducted under the framework of the continuous improvement model. It does not try to determine what is good or bad, but rather creates a road map to help move a district to the next level of performance.

The Opportunities Review also respects the reality that school districts are complex organizations tasked with a multitude of expectations, unfunded mandates, priorities, and responsibilities. To that end, only a small number of high-potential, high-impact, and high-leverage opportunities are recommended.

Commendations

The Granby Public School system has much to be proud of. There are many areas worthy of commendation, including:

1. Staff members demonstrate passion and commitment to ensuring that students with special needs achieve academically, socially, and emotionally at high levels.

Being an educator of students with special needs is a demanding job, especially during times of tight budgets, rising expectations, and increasing numbers of students with significant disabilities. In some districts this leads to a sense of defeatism. The Granby staff expressed just the opposite.

2. The district values parent involvement.

Special education staff have a genuine desire to work with parents as partners. In interview after interview staff expressed a desire to involve parents and placed a high priority on frequent communications with home.

3. The school psychologists provide unusually high levels of parent interaction and parent support.

For parents of students with special needs, the IEP process is often confusing, frustrating, and contentious. The school psychologists in Granby have created a very parent-friendly process.

4. The K-2 reading program embraces many best practices.

Reading is the gateway to all learning, and difficulty with reading is the primary cause for special education services. Reading is the driving force in Granby K-2.

5. Bold, proactive leadership, vision, and drive from the Superintendent.

The superintendent has taken a proactive, innovative approach to improving the outcomes for students with special needs.

6. General education embraces inclusion, and as a result an above average number of students are supported without an IEP.

The district's commitment to inclusion is real, embedded, and passionate. Inclusion is woven into the fabric of the district and is part of its soul.

Opportunities

1. Create a more robust cost and workload tracking system in partnership with the business office to manage staffing and expenses.

There is a leadership adage that says, "What gets measured, gets managed." The Granby Public Schools would benefit from a real time system of collecting and managing detailed special education cost and workload data.

1a. The current system is inadequate to optimize special education resources.

The business office produces an exemplary annual district budget with highly detailed information, but they have not been asked to produce this level of detail for special education. In fact, the business office and special education appear more siloed than teamed

1b. Create staffing guidelines to guide budgeting.

Enrollment is forecasted to drop in the future and guidelines will be required to manage staffing as enrollment shrinks.

- Determine what financial and staffing information would be valuable and who needs the information.
- Establish roles and responsibilities for managing specific cost and staffing elements of special education.
- Set guidelines and improvement targets for selected programs or line items.
- Monitor spending, cost control efforts, and impact on programming.

2. Increase academic achievement of all struggling students, with and without an IEP, by identifying and sharing effective practices.

The Granby Public Schools should be proud of the academic achievement of its students, but a number of steps can be taken to harness the considerable talent in the district and raise achievement of struggling students.

2a. How well are struggling students doing? We don't know!

The district is unable to know for certain when and if it is meeting the needs of struggling students, especially students with disabilities. The state does not report test results as a cohort for any group of less than 20 students, 22 of the 24 test cohorts (a grade and subject such as 3rd grade math) are too small to be reported.

2b. The district should identify and share best practices.

Currently the district cannot measure the effectiveness of particular programs, strategies or pedagogical approaches. Given the very wide variation of efforts in the district, it would be difficult to measure them all. Best practice districts employ a much smaller number of interventions, design the efforts with measurement in mind, and refine the programs frequently based on the results. Two types of data are typically used to evaluate program effectiveness: absolute achievement and growth over time.

2c. Build upon the many strengths in the district to craft a theory of action for raising achievement of students with mild to moderate special needs.

A theory of action is a set of beliefs, policies, and practices connected by logic rules. In short, it is why you think something will be successful.

- Align and integrate district intervention and remediation efforts including PLCs, RTI, reading, and data-driven decision making around a theory of action. The district has developed strong PLCs (Professional Learning Communities), and this should be the cornerstone of all remediation and intervention efforts.

3. Rethink the role and schedule of paraprofessionals as part of a comprehensive theory of action for helping students achieve academically and gain independence.

3a. The district has a very high number of paraprofessionals for both special education and general education.

The district has many more paraprofessionals than similar districts, almost 2.5 times as many special education paraprofessionals compared to the nation and many more than similar communities in the state.

Paraprofessionals play many valuable roles in the district, but their overuse can be harmful to students. Paraprofessional support helps students with disabilities get through the school day. They can focus a student's attention, remove them from the class if disruptive, and ensure that inclusion doesn't interfere with other students' learning. Unfortunately, after graduation the disability remains, but the paraprofessional doesn't. Many students struggle at work or college because they haven't gained the necessary independence to cope with and self-accommodate their disability. Too much paraprofessional support can undermine student independence.

4. Create an organizational structure that supports student achievement and cost management.

Historically the district embraced site-based leadership, giving a great deal of latitude to building principals and individual teachers. The district, under the very strong leadership of the prior

director, allowed special education to become separate and self-sufficient from the rest of the district. The organizational structure, who does what and who reports to whom, reflects this model. An effective organizational structure combines interrelated functions and responsibilities. Any new structure should clearly address three core areas:

- 1) student learning
- 2) special education daily operations
- 3) financial management

Granby Public Schools' Theory of Action for supporting students who struggle:

We know teacher quality has the greatest impact on increasing student learning.

Therefore, if students are provided access to highly effective teachers who also develop caring responsive relationships.

AND

If the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners,

THEN

We will meet the needs of all learners and all students will achieve at high levels.

Granby Public Schools' Practices and Design Principles for elementary reading and secondary remediation programs.

All planning is subject to the Theory of Action and the following non-negotiables:

- A literacy coaching model allows for at least 60% of a Literacy Specialist's time to be dedicated to supporting teachers on instruction; and
- A coherent and consistent K-12 approach is embedded in all strategies.

The following best practice principles will guide development of the implementation plan:

- Collaboration between general education and special education staff will be actively fostered.
- A belief system embracing students with special needs achieving at high levels. Attaining high levels of achievement by students with special needs is viewed as the responsibility of all teachers and administrators, not just special education staff.
- Explicit essential standards will be agreed upon, documented and widely understood such that accommodations are incorporated into daily classroom instruction in a way that ensures students master the essential standards.
- Student achievement data in reading, math and English will be used extensively to inform instruction and intervention decisions. Data will be reviewed at the student level with both formative and summative assessments measuring absolute achievement and growth.

- Remediation and intervention will be seamlessly connected to each day's core classroom instruction.
- Inclusion is the preferred setting with instruction by teachers who are experts in content.
- A standards-based curriculum will be a critical part of driving academic improvement.
- Extra time, a lot of extra time, will be provided for learning, real world applications and skill practice. Time is variable, not the learning or standards.
- Life-long independence is a critical measure of student success.

Major Decisions:

- General education teachers have primary responsibility for all students.
- Scheduling will become more strategic, thoughtful and collaborative.
- Kindergarten classrooms will have full-day paraprofessional support.
- Certified staff will provide academic support as opposed to paraprofessionals.
- Co-teaching will not be included in the service delivery model.
- Reading support at the elementary level is provided by special education teachers who are skilled and trained.
- Secondary special education teachers will spend the majority of time as coaches to regular education teachers regarding effective practice for struggling students as well as provide direct study skills instruction to students. They do not provide direct content instruction.
- The primary role of psychologists is to provide counseling services.
- Changes will be phased in over the next three years. Staffing implications will be addressed through the annual budget process during this period.

Elementary Three Year Theory of Action Outcomes
(12-14-11)

Year 1 2012-2013 Tier I	Year 2 2013-2014 Tier I	Year 3 2014-15 Tier 1
<p>E1 (Assessment)</p> <ul style="list-style-type: none"> • Early identification of readers' strengths and challenges starts in kindergarten 	<p>E1 (Assessment)</p> <ul style="list-style-type: none"> • Early identification of readers' strengths and challenges starts in kindergarten 	<p>E1 (Assessment)</p> <ul style="list-style-type: none"> • Early identification of readers' strengths and challenges starts in kindergarten
<p>E2 (Curriculum, Instruction & Assessment)</p> <ul style="list-style-type: none"> • The classroom teacher is responsible for students reading at grade level and instruction includes all five pillars of reading and ongoing progress monitoring from the classroom teacher. 	<p>E2 (Curriculum, Instruction & Assessment)</p> <ul style="list-style-type: none"> • The classroom teacher is responsible for students reading at grade level and instruction includes all five pillars of reading and ongoing progress monitoring from the classroom teacher. 	<p>E2 (Curriculum, Instruction & Assessment)</p> <ul style="list-style-type: none"> • All classroom teachers demonstrate a deep ownership of responsibility for students reading at grade level and instruction includes all five pillars of reading and ongoing progress monitoring from the classroom teacher.
<p>E3 (Instruction and Scheduling)</p> <ul style="list-style-type: none"> • There is explicit and balanced instruction in reading (phonemic awareness, phonics, fluency and comprehension as part of a ninety minute/day literacy block. 	<p>E3 (Instruction and Scheduling)</p> <ul style="list-style-type: none"> • There is explicit and balanced instruction in all five areas of reading: (phonemic awareness, phonics, vocabulary fluency and comprehension as part of a ninety minute/day literacy block. 	<p>E3 (Instruction and Scheduling)</p> <ul style="list-style-type: none"> • There is explicit and balanced instruction in all five areas of reading: (phonemic awareness, phonics, vocabulary, fluency and comprehension as part of a ninety minute/day literacy block.
<p>E4 (Curriculum)</p> <ul style="list-style-type: none"> • There is clear and rigorous grade-level expectations for reading mastery 	<p>E4 (Curriculum)</p> <ul style="list-style-type: none"> • There is clear and rigorous grade-level expectations for reading mastery 	<p>E4 (Curriculum)</p> <ul style="list-style-type: none"> • There is clear and rigorous grade-level expectations for reading mastery
<p>E5 (SRBI)</p> <ul style="list-style-type: none"> • Classroom teachers administer consistent, agreed upon assessments for entering and engage in collaborative decision-making on exiting students from 	<p>E5 (SRBI)</p> <ul style="list-style-type: none"> • Classroom teachers administer consistent, agreed upon assessments for entering and engage in collaborative decision-making on exiting students from reading 	<p>E5 (SRBI)</p> <ul style="list-style-type: none"> • Classroom teachers administer consistent, agreed upon assessments for entering and engage in collaborative decision-making on exiting students from

Elementary Three Year Theory of Action Outcomes
(12-14-11)

reading interventions.	interventions.	reading interventions; and exhibit a deep level of data interpretation.
Tier II		
<p>E6 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> • There is immediate, explicit, and goal-oriented additional small group instruction for struggling readers (with clearly identified entrance and exit criteria), averaging 30 minutes a day and using intervention strategies based on student needs. 	<p>E6 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> • There is immediate, explicit, and goal-oriented additional small group instruction for struggling readers (with clearly identified entrance and exit criteria), averaging 30 minutes a day and using agreed upon and highly effective intervention strategies based on student needs 	<p>E6 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> • There is immediate, explicit, and goal-oriented additional small group instruction for struggling readers (with clearly identified entrance and exit criteria), averaging 30 minutes a day and using highly effective intervention strategies based on student needs. • The intervention strategies will be deeply understood and universally applied.
<p>E7 (HQT)</p> <ul style="list-style-type: none"> • Some students have access to a highly skilled, effective special education teacher or regular education teacher trained in reading instruction. Some instruction maybe done by tutors or teaching assistants. Some special education teachers will be trained and skilled in reading instruction. 	<p>E7 (HQT)</p> <ul style="list-style-type: none"> • Most students have access to a highly skilled, effective special education teacher trained in reading instruction. Most reading instruction is not done by tutors or teaching assistants. Most special education teachers will be trained and skilled in reading instruction. 	<p>E7 (HQT)</p> <ul style="list-style-type: none"> • All students have access to a highly skilled, effective special education teacher ore regular education teacher trained in reading instruction and no reading instruction is done by tutors or teaching assistants. All special education teachers will be trained and skilled in reading instruction.

Elementary Three Year Theory of Action Outcomes
(12-14-11)

Tier III	Tier III	Tier III
<p>E8 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> • Some reading or numeracy instruction is provided by Literacy Specialist or Numeracy Specialist, typically one on one, and is part of the time spent beyond coaching. The time is in addition to Tier I and II time. 	<p>E8 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> • Reading or Numeracy instruction is provided by Literacy Specialist or Numeracy Specialist, typically one on one, and is part of the time spent beyond coaching. The time is in addition to tier I and II time. 	<p>E8 (SRBI & Scheduling)</p> <ul style="list-style-type: none"> • Reading or Numeracy instruction is provided by Literacy Specialist or Numeracy Specialist, typically one on one, and is part of the time spent beyond coaching. The time is in addition to Tier I and II time.

Secondary Three Year Theory of Action Outcomes
(12-14-11)

Year 1 2012-2013 Tier I	Year 2 2013-2014 Tier I	Year 3 2014-2014 Tier I
<p>S1 (Curriculum)</p> <ul style="list-style-type: none"> The classroom teacher is responsible for ensuring that all students master essential standards <p>S2 (Curriculum and instruction)</p> <ul style="list-style-type: none"> Special education teachers may provide direct instruction in study skills 	<p>S1 (Curriculum)</p> <ul style="list-style-type: none"> The classroom teacher is responsible for ensuring that all students master essential standards <p>S2 (Curriculum and instruction)</p> <ul style="list-style-type: none"> All students, especially those who struggle, will receive an academic program that teaches and requires the development of strong study skills, therefore, study skills will be applied in all core classrooms, special education teachers may provide direct instruction in study skills <p>S3 (Curriculum)</p> <ul style="list-style-type: none"> The curriculum will reflect the incorporation of study skills with some classroom implementation. <p>S4 (HQT)</p> <ul style="list-style-type: none"> Special education teachers provide modeling and advising to regular education teachers 	<p>S1 (Curriculum)</p> <ul style="list-style-type: none"> The classroom teacher is responsible for ensuring that all students master essential standards <p>S2 (Curriculum and instruction)</p> <ul style="list-style-type: none"> All students, especially those who struggle, will receive an academic program that teaches and requires the development of strong study skills, therefore, study skills will be applied in all core classrooms, and special education teachers may provide direct instruction in study skills. <p>S3 (Instruction)</p> <ul style="list-style-type: none"> Application of study skills will be evident in all classrooms. <p>S4 (HQT)</p> <ul style="list-style-type: none"> Special education teachers provide modeling and advising to regular education teachers
<p>S3 (SRBI and Scheduling)</p> <ul style="list-style-type: none"> Some students in grades 7-9 who struggle in reading, writing or math will receive 50-100% more time than their non-struggling peers provided by a skilled content classroom teacher with consult from a special education teacher 	<p>S5 (SRBI and Scheduling)</p> <ul style="list-style-type: none"> All students in grades 7-10 who struggle in reading, writing and math will receive 50-100% more time than their non-struggling peers provided by a skilled content classroom teacher with consult from a special education teacher 	<p>S5 (SRBI and Scheduling)</p> <ul style="list-style-type: none"> All students in grades 7-12 who struggle in reading, writing and math will receive 50-100% more time than their non-struggling peers provided by a skilled content classroom teacher with consult from a special education teacher

Secondary Three Year Theory of Action Outcomes
(12-14-11)

<p>S4</p> <ul style="list-style-type: none"> • Remediation in math, reading and writing is not done by tutors in grades 7-9. <p>S5 (HQT)</p> <ul style="list-style-type: none"> • Skilled/trained content teacher provides instruction and the special education teacher provides support to the teacher on how to provide acceleration for some students in grades 7-9 <p>S6 (Curriculum and instruction)</p> <ul style="list-style-type: none"> • Students who struggle, receive an academic program that teaches and requires the development of strong study skills, therefore, special education teachers may provide direct instruction in study skills <p>S7</p> <ul style="list-style-type: none"> • Tutors play no role in instruction for grades 7-9 	<p>S6</p> <ul style="list-style-type: none"> • Remediation in math, reading and writing is not done by tutors in grades 7-10. <p>S7 (HQT)</p> <ul style="list-style-type: none"> • Skilled/trained content teacher provides instruction and the special education teacher provides support to the teacher on how to provide acceleration for all students in grades 7-10 <p>S8</p> <ul style="list-style-type: none"> • Tutors play no role in instruction for grades 7-10 	<p>S6</p> <ul style="list-style-type: none"> • Remediation in math, reading and writing is not done by tutors in grades 7-12. <p>S7 (HQT)</p> <ul style="list-style-type: none"> • Skilled/trained content teacher provides instruction and the special education teacher provides support to the teacher on how to provide acceleration for all students in grades 7-12 <p>S8</p> <ul style="list-style-type: none"> • Tutors play no role in instruction for grades 7-12
Tier III		
<p>S8 (HQT, SRBI and scheduling)</p> <ul style="list-style-type: none"> • Tier III for grades 7-9 is additional intervention time beyond tier II and is provided by either a highly skilled content teacher or a highly skilled special education teacher who provides one-on-one intervention in reading, writing or math. 	<p>S9 (HQT, SRBI and scheduling)</p> <ul style="list-style-type: none"> • Tier III for grades 7-10 is additional intervention time beyond tier II and is provided by either a highly skilled content teacher or a highly skilled special education teacher who provides one-on-one intervention in reading, writing or math. 	<p>S9 (HQT, SRBI and scheduling)</p> <ul style="list-style-type: none"> • Tier III for grades 7-12 is additional intervention time beyond tier II and is provided by either a highly skilled content teacher or a highly skilled special education teacher who provides one-on-one intervention in reading, writing or math.
Tier II		

Special Education Opportunities Review Progress Report



January 25, 2012

Overview/Timeline

- In 2009/2010 school year: commissioned District and Community Partners (D&CP) to document and assess Granby's current special education practices
- January 2011: Executive Summary Report shared with the Board of Education
- Spring and Summer of 2011: convened district-wide group to address the opportunities by developing a theory of action for struggling learners
- Summer 2011 – current: sub-set of the district team became the Action Planning Team and worked to develop action steps to address the action outcomes developed by the larger group

Opportunity 1 Update: Cost and Workload Tracking

- Methods for collecting and sharing information between Pupil Services Office and Business Office
- Practices for reviewing staffing decisions
- Cost savings will be realized through ongoing discussions and via the administrative budget process culminating in March, 2012



Opportunity 2 Update: Theory of Action for Struggling Learners

An action plan was developed with action outcomes outlined for years 1, 2 and 3 at both the elementary and secondary levels via the following steps:

- Reviewed current reading program at the elementary level
- Reviewed current math and English intervention at the secondary level
- Shared best practice through research and data
- Developed the application of best practices for both levels
- Documented Theory of Action

Theory of Action for Struggling Learners

“We know teacher quality has the greatest impact on increasing student learning.
Therefore, if students are provided access to highly effective teachers who also develop caring responsive relationships

AND

If the structures and culture of professional learning communities are used to support high expectations for student learning and improve instruction through the use of standards-based curriculum, data driven decision making, effective teaching strategies, ongoing monitoring, and flexible time for struggling learners,

THEN

We will meet the needs of all learners and all students will achieve at high levels.”

Opportunity 2: Update (continued)

Theory of Action for Struggling Learners

The theory of action is guided by the following principles:

- Collaboration between special education and general education staff must be actively fostered
- ALL students can achieve at high levels
- There are agreed upon essential standards for curriculum
- Data is used to inform instruction and intervention
- Inclusion remains the preferred setting
- Extra time will be provided for learning



Project 3 Update:

The Role and Schedule of Paraprofessionals

- Kindergarten classrooms will have full-day paraprofessional support
- Interventions will be provided by highly qualified staff
- Some paraprofessional support will still be provided based on Individualized Education Plans
- Paraprofessionals will provide coverage for meetings and duties such as lunch and recess



Next Steps

- Schools currently working on implementation of action plans
- Action item implementation will vary by school and over 3 years
- Communication of progress to date being shared with staff and wider community



Granby Public Schools

Granby, CT

To: Board of Education
From: Alan Addley, Superintendent of Schools
Date: January 4, 2012
Re: FY13 Plus One Budget Submission

Each year, the Board of Education develops and then submits budget projections to the Board of Finance for use in the budget guideline process. The first year of operating budget projections is typically the most accurate. Longer-range projections are based on enrollment projections and broad assumptions which can vary widely over time. These projections, along with small capital and large capital needs, are forwarded to the Capital Program Priorities Advisory Committee (CPPAC) for use in long-range planning.

The CPPAC Submission has three parts: Plus One/Operating Budget Projections (five years), Small Capital Projections (ten years), and Large Capital Projections (ten years). Upon adoption by the Granby Board of Education, this document is forwarded to the Board of Finance and Capital Program Project Advisory Committee for use in establishing budget guidelines and long-range planning.

The Plus One budget for the next three years continues to reflect recommendations of the International Education Study Group, essential programmatic needs and is responsive to declining enrollment and a difficult economic climate. In the last three years, and in response to dropping enrollment, operating budget projections have declined significantly and have reflected limited program improvements.

Board Approved FY13 Budget Goals

To develop a budget that:

1. Supports the vision, mission, values, and goals of the district;
2. Recognizes the economic climate, realizes efficiencies and is responsive to the financial guidelines set by the Board of Finance;
3. Maintains levels of personnel, programs, infrastructure, and services that meet the essential needs of the district;
4. Supports strategic Board initiatives (Early Childhood & World Languages); and,
5. Begins to address high school reform and the Common Core Standards.

Assumptions

- BOF 1-2% guideline expected from the Board of Finance.
- Inflation: 3.4% CPI. Level-funded line items/consumables. Prior 12 months educational books and supplies CPI = 6.2%.
- Retirements: 5 certified employees – salary savings of \$123,942 partially offset by retiree health premium payments for the first two years.
- Health Benefits: 5.5% rate change vs. FY12 budget rate and an 8% rate change vs. FY12 actual rates due to unfavorable census changes.
- Transportation: Replacement of three (3) buses, one (1) pick-up truck and one (1) maintenance van.
- Salaries: Negotiated salaries adjusted for anticipated retirements; 2% for remaining employees.
- Utilities: Oil @ \$3.29 per gallon.
Electricity @ 15.2 cents/kwH

Enrollment

District enrollment is projected to decrease steadily over the next ten years. Overall, FY13 district enrollment is projected to decline by 47 students. With the exception of the high school, enrollment will decline in all of the schools. The biggest change in enrollment is anticipated in the primary school. For FY13, class sizes in most grades will be comparable to DRG and state averages.

	Actual*	Projected			
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
K-2	389	357	364	355	337
3-6	659	651	612	575	544
7-8	356	330	341	341	328
9-12	754	773	756	729	739
Total	2,158	2,111	2,073	2,000	1,948

*Oct. 1 enrollment

FY13 Small Cap Budget Summary

	<u>Small Cap Total</u>	<u>FY13 Spending</u>	<u>Existing Lease Commitments</u>
FF&E	\$ 15,000	\$ 15,000	
Maintenance	\$145,473	\$145,473	
Technology*	\$234,631	\$ 30,012	\$204,619
Transportation*	<u>\$229,896</u>	<u>\$ 34,470</u>	<u>\$195,426</u>
Totals	\$625,000	\$224,955	\$400,045
 Budget Estimate	 \$625,000		

*Technology expenses above of \$234,631, will support existing leases and FY13 purchases of \$259,870 and Transportation expenses of \$229,896 will support existing leases and FY13 purchases of \$298,475.

Operating Budget Projections – Summary

	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>	<u>FY17</u>
Operating Sub-Total	\$26,983,001	\$27,337,499	\$28,335,493	\$29,358,304	\$30,385,607	\$31,409,359
Percent Increase	0%	1.3%	3.7%	3.6%	3.5%	3.4%

2012-2013 School Year

Personnel

0 FTE Staff

FY13 new personnel/program requests reflected below are not reflected as additions in the Plus One operating budget figures. These positions would need to be supported through personnel attrition and/or redeployment and use of the quality and diversity (Q&D) funds.

- Integrated Preschool. Recommendations for integrated pre-school approved by the Board as part of its Early Childhood Feasibility Study would be implemented. It is anticipated that the financial impact of the program would be cost neutral (which includes start-up costs for FY13) and would likely lower overall expenses in FY14 and beyond.
- Full-Day Kindergarten. Recommendations for full-day kindergarten approved by the Board as part of its Early Childhood Feasibility Study would be implemented. Funding for this program could be provided by the additional the Open Choice funding (Q&D) and the Open Choice Academic Support Grant.
- Mandarin Chinese: The current funding for Chinese is provided by the quality and diversity fund. The addition of Chinese Level III will require an additional teaching section from Q&D. It is anticipated that the district will advertise for a 0.6 FTE to replace contracted services at an additional cost of \$27,000 (0.2 FTE).
- World Language (Spanish) Teacher (5-6): A new teaching position begins the implementation of world languages in the elementary grades. This position would start the program in grades five and six (1.0 FTE).
- Guidance Counselor: The addition of a school guidance counselor to meet the 6-12 needs of the high school reform legislation (1.0 FTE).
- Instructional Coach (K-12): This position will be similar to current consulting teacher positions. S/he will work directly with teachers to improve instructional practices with a particular focus on language arts and mathematics (1.0 FTE).

Other

- Software: Includes new purchases for Naviance Career Planning Software for grades 6-8, Zippslip PayPal accounts for all schools for on-line forms processing software, parent conferencing software, scheduled licensing payments and increases in software maintenance and licensing contracts. (\$9,461)
- Computer Redeployment: Some of the computers being replaced this year will be redeployed and used in other areas throughout the school district. Locations for redeployed computers include the Salmon Brook Ecology Center and F.M. Kearns classroom student computers.
- Athletics & Extracurricular Activities: There are no additional team sports or extracurricular activities represented in the operating budget. Any proposed increases will have to be incorporated through the Quality & Diversity Fund, intramural funds, reallocation of the athletic budget and/or the increases in pay-for-participation funds. Requested extracurricular activities and clubs include: Teen Battle Chef, Sign Language Intermediate Schools, club girls' volleyball, and fall cheerleading.
- Many of the consumables in line items are level funded. Several have been zero-based budgeted. Impacts continue to include limited funds for new equipment and repairs. Deeper cuts have been made to additional line items.

- New Texts (\$35,500): The new text line item supports the purchase of a new Biology text and middle school math books/resources to support the Common Core Standards.
- Contracts: Farmington Valley Nurses Association: This is the last-year of a two-year agreement to provide nursing services with anticipated total increase of \$10,412 (3.5%). Valley Brook Community Church: extension of rental contract of one additional year at FY12 rates.
- Transportation: Three large buses are scheduled for purchase in FY13 at a total cost of \$239,475. The three (3) buses will replace one 2000, one 2001 and one 2002 bus. Purchases also include one F350 pick-up truck (\$40K) to replace a 2001 truck and one maintenance van (\$19K) to replace a 1998 maintenance van. Total cost for these purchases is \$59,000 with a lease amortization of \$6,814 in FY13.
- Technology: Includes a \$100K to expand and complete wireless access at the middle school and high school. This would deliver high-quality, internet, voice, video, network, and data services to students and staff in both schools.
- Energy Savings: Forecasts assume a 0.5% reduction in electrical usage due to efficiency programs in place. Electrical and heating oil use has declined by 18% and 20%, respectively, since FY2008. Prices for electrical generation have declined by 30% due to a new three (3) year contract effective January 2012.
- Special Education: Tuition expenses are projected to be \$674,121 (\$55,607 decrease) and transportation \$466,137 (\$82,939 increase). Some of these dollars will be offset by increased state excess special education grant funds; the gross amount increases our FY13 expenditures by only \$27,332. Special education salaries have been reduced by \$150,000 due to realized efficiencies.
- Health Costs: Gross health and dental insurance costs is estimated to be approximately \$4.18 million. The amount on the statement of accounts is shown net of approximately \$1.23 million employee contributions.
- The total lease expense for transportation and technology is approximately 80% of the small capital fund in FY14 and beyond. The current capital funding model is beginning to negatively impact maintenance and FF&E. Small capital funds for FY13 have been increased by \$100,000 due the increased maintenance needs recognized by the Board of Finance.

2013 - 2014 School Year

Personnel

3.0 FTE Staff

- Mandarin Chinese: The addition of Level IV and a second Level I Chinese class will require an additional teaching section to meet enrollment needs. This operating expense will replace the 0.6 FTE from quality & Diversity. (1.0 FTE).
- Elementary World Language Teachers: Expansion of the world language program into grades 3-4 will require the addition of a 1.0 FTE teacher. (1.0 FTE).
- Primary Media Center/Technology Specialist: Over the past few years, the district has been moving toward staffing each school with a certified media center/technology specialist. This new position would be at the F.M. Kearns Primary School. This completes the last implementation phase of the plan. (1.0 FTE).

Other

- Content Area Specialist (CAS) stipends: The addition of three elementary CAS stipends to provide curriculum leadership and coordination for grades K-6 (\$10,500).
- The purchase of K-12 media center Mandarin library automation circulation system for Kelly, Wells and Kearns circulation systems (\$17,500).

2014 - 2015 School Year

Personnel

1.6 FTE Staff

- Elementary World Language Teachers: Expansion of the world language program into grades K-2 will require the addition of a 1.0 FTE teacher. (1.0 FTE).
- Physical Education Teacher: The addition of a 0.6 FTE physical education teacher is needed to expand the PE/Wellness curriculum into 11th and 12th grades. (0.6 FTE).

2015 - 2016 School Year

Personnel

1.0 FTE Staff

- Music Teacher: To begin offering a string program. (1.0 FTE)

2016 - 2017 School Year

0.0 FTE Staff

Personnel

- There is no placeholder included for new programs/positions and program enhancements.

Funded FY13 Small Cap

Furniture, Fixtures & Equipment (FF&E) \$15,000

- Classroom furniture (KR \$15,000)

Maintenance \$145,473

- Vinyl Siding, Building 5, North Community Gym (HS \$23,775)
- Window repairs in Building 2 (63 windows) (HS \$13,963)
- CO Detectors (HS,MS,KR \$7,490)
- Roof Maintenance, Building 1 (HS \$13,000)
- Major Roof Repairs (MS \$10,000)
- High-Speed Burnisher (MS \$1,000)
- Repair to Pavers (WR \$3,000)
- Roof-Install Heat Tape (KL \$1,500)
- New Screen per Classroom (KL \$1,000)
- Window Rotary Operators (6) (KL \$1,200)
- Resurface Playground (KR \$8,000)
- Repair Sidewalk by Library (KR \$5,000)
- Hot Water Heater (80-gallon) (KR \$4,500)
- Install VCT in 7 classrooms (KR \$14,000)
- Floor Scrubber (KR \$6,000)
- Catch Basin Repairs (District \$12,000)
- Microfiber cloths/dry mops (District \$5,500)
- Washers for each school (District \$1,500)
- Replace vacuum cleaners (District \$3,045)
- Emergency Roof Leaks (District \$10,000)

Technology Purchases of \$259,870 for a total FY13 lease expense = \$234,631

Purchases (\$149,400)

- Wireless network upgrade (HS/MS \$100,000)
- Data wiring (HS/MS \$24,000)
- Projector for Career Center (HS \$2,500)
- Math – One (1) set of ten graphing calculators (HS \$2,000)
- Digital signage commons (HS \$1,500)
- Clock System (MS \$12,000)
- Projector for team room (KR \$2,000)
- iPads/iPods assistive tech (Pupil Services \$5,400)

Replacement (\$100,470)

- Teacher/Lab computers (KR \$46,010)
- Tech Ed computer lab (MS \$34,500)
- Servers (HS \$4,753)
- Admin Laptops (District \$2,039)
- Switches (District \$13,168)

Emergency Repair and Equipment (\$10,000)

- Computers, projectors, switches, cameras, camcorders, student response, misc. equipment

Transportation**Purchases of \$298,475 for a total FY13 lease expense = \$229,896**

Buses (\$239,475)

- Three large buses are scheduled for purchase in FY13 at a total cost of \$239,475. The three (3) buses will replace one 2000, one 2001 and one 2002 bus. Amortization of leases for the three buses will be \$27,656 in FY13.

Maintenance Vehicles (\$59,000)

- One F350 pick-up truck (\$40K) will replace a 2001 truck and one maintenance van (\$19K) will replace a 1998 maintenance van. Amortization of leases for these vehicles will be \$6,814 in FY13.

Unfunded FY13 Items

Personnel

\$678,550

- Integrated Preschool (\$0)
- Full Day Kindergarten (\$318,000)
- 0.2 FTE Mandarin Chinese (\$27,000)
- 1.0 FTE Elementary (5&6) World Language Teacher (\$69,767)
- Guidance Counselor for grades 6-12 (\$69,767)
- K-12 Instructional Coach (\$69,767)
- 1.0 FTE Primary Media Center/Technology Specialist (\$69,767)
- 0.6 FTE Part time Custodian (\$8,000)
- Part time PE teacher (\$46,482)

Stipend Positions

\$17,228

- Teen Battle Chef Club @ HS (\$807)
- Family, Career & Community Leaders of America Club @ HS (\$807)
- Chemical Hygiene Officer @ HS (\$3,500)
- Sign Language @ WR (\$807)
- Elementary Content Area Specialists (\$10,500).

Small Cap

Furniture, Fixtures & Equipment (FF&E)

\$35,050

- Triangular Student Desks and Chairs (HS \$5,550)
- Kilnmaster (HS \$5,280)
- Table Saw/Saw Stop (MS \$4,500)
- Student Desks (HS \$3,000)
- Rectangular Student Tables and Chairs (HS \$2,430)
- Guidance Workstation (HS \$2,100)
- Conference Room Chairs (HS \$2,000)
- Computer Lab Chairs (HS \$1,800)
- Yamaha Saxophone (HS \$1,370)
- Cork Board for English (HS \$1,020)
- Lateral File for English (HS \$1,000)
- Wenger 3-column Band Folio Cabinet (HS \$1,000)
- Replacement Tables for Classroom (HS \$1,000)
- Home Economic Ranges (MS \$1,000)
- New Dishwasher (MS \$1,000)
- Classroom Tables (KL \$1,000)

Maintenance

\$340,100

- Portable Emergency Generator 80 KW (District \$75,000)
- Resurface Front Parking Lot (KR \$65,000)
- Propane Generator (District \$40,000)
- Gym Bleachers (MS \$25,000)
- Replace Teacher Entrance Door (MS \$15,000)
- Replace Lockers (MS \$15,000)
- Six (6) Generator Transfer Switches (District \$15,000)
- Refinish Main Gymnasium Floor (HS \$14,000)

- A/C in Girls' Locker Room (MS \$8,000)
- Paint Classrooms (MS \$8,000)
- Lockers (KL \$5,400)
- Paint Classrooms (HS \$5,000)
- Faculty Room – Install Sink in Bldg. 2 (HS \$4,000)
- Rubber Roof Maintenance (MS \$4,000)
- Landscaping Repairs (KR \$4,000)
- Bathroom Stall Doors (MS \$3,000)
- Paint Folding Doors in Gym (MS \$3,000)
- Paint Hallways (WR \$3,000)
- Auto Flush Valves (KL \$3,000)
- Door Hardware (MS \$3,000)
- Building Energy Mgmt. Repairs (MS \$2,200)
- Repair Fire Doors (HS \$2,000)
- Repair Mini-Blinds for Classroom Windows (HS \$2,000)
- Hand Dryers for Bathrooms (MS \$2,000)
- Door Magnets for Gym/Café (WR \$2,000)
- Fob for Back Entrance Door (KL \$2,000)
- Paint Classrooms (KR \$1,800)
- Install Light Switches for Stage (KR (\$1,500)
- Replace Window Blinds (KR \$1,500)
- Paint Outside Panels (WR \$1,500)
- Gym Floor Tarps (MS \$1,200)
- Blinds for Classroom Windows (HS \$1,000)
- Locker Repairs (HS \$1,000)
- Outside Signage (MS \$1,000)

Technology

\$302,900

- Projector Replacements (District \$38,025)
- Classroom Computers (HS \$29,250)
- Mobile Computer Lab (MS \$26,152)
- Servers (HS \$4,573)
- Printer Replacements (District \$2,000)

- Additional Computer Labs (District \$104,000)
- Digital Video Distribution System (HS/MS \$75,000)
- Additional Data Drops (Kearns \$12,000)
- Inspiration/Kidspiration Upgrade K-12 Site (Curriculum \$8,500)
- Turn-It-In Subscription (MS \$2,300)
- Guidance Laptop (HS \$1,100)

OPERATING BUDGET PROJECTIONS FOR FY13-18

Description	FY10A Actual	FY2011A Actual	FY12 Budget	FY2013 Plus One	FY13\$ FY12\$	FY13% FY12%	FY2014 Projection	FY2015 Projection	FY2016 Projection	FY2017 Projection	FY2018 Projection	FY14 FY13	FY15 FY14	FY16 FY15	FY17 FY16	FY18 FY17
Certified Salaries:																
Administration	1,566,489	1,469,804	1,573,852	1,586,063	12,211	0.8%	1,625,715	1,666,357	1,708,016	1,750,717	1,794,485	2.5%	2.5%	2.5%	2.5%	2.5%
Regular Education	9,832,713	9,429,328	9,785,808	9,929,178	143,370	1.5%	10,297,635	10,585,740	10,849,315	11,093,096	11,343,702	3.7%	2.8%	2.5%	2.5%	2.3%
Sp. Education Certified Salaries	1,309,071	1,255,537	1,285,028	1,156,232	-128,796	-10.0%	1,185,138	1,174,266	1,183,623	1,196,764	1,210,274	0.8%	0.8%	0.8%	1.1%	1.1%
Total Certified Salaries	12,708,273	12,154,669	12,644,688	12,671,473	26,785	0.2%	13,088,488	13,426,364	13,740,954	14,040,577	14,348,461	3.3%	2.6%	2.3%	2.2%	2.2%
Substitute/Tutor/Support Salaries																
Substitutes	148,259	145,310	152,000	152,000	0	0.0%	155,040	158,141	161,304	161,336	164,563	2.0%	2.0%	2.0%	2.0%	2.0%
Sped Support - P.T./O.T.	262,529	262,024	262,988	271,148	8,160	3.1%	277,927	284,875	291,997	299,297	306,779	2.5%	2.5%	2.5%	2.5%	2.5%
Tech Support	175,299	173,277	180,981	184,602	3,621	2.0%	189,217	193,947	198,796	203,766	208,860	2.5%	2.5%	2.5%	2.5%	2.5%
Tutors - Regular Education	162,541	148,894	157,411	160,330	2,919	1.9%	164,338	168,447	172,658	176,974	181,399	2.5%	2.5%	2.5%	2.5%	2.5%
Tutors - Special Education	150,442	169,112	190,233	193,897	3,664	1.9%	198,744	203,713	208,806	214,026	219,377	2.5%	2.5%	2.5%	2.5%	2.5%
Total Tutors & Subs	899,070	898,617	943,613	961,977	18,364	1.9%	985,266	1,009,122	1,033,560	1,055,399	1,080,977	2.4%	2.4%	2.4%	2.1%	2.4%
Teaching Assistant Salaries:																
Reg. Ed. Teaching Assistants	442,005	459,794	456,601	450,535	-6,066	-1.3%	461,798	473,343	487,544	502,170	517,235	2.5%	2.5%	3.0%	3.0%	3.0%
Sp. Ed. Teaching Assistants	847,424	877,403	910,337	954,712	44,375	4.9%	978,580	1,003,044	1,033,136	1,064,130	1,096,054	2.5%	2.5%	3.0%	3.0%	3.0%
Total	1,289,429	1,337,197	1,366,938	1,405,247	38,309	2.8%	1,440,378	1,476,388	1,520,679	1,566,300	1,613,289	2.5%	2.5%	3.0%	3.0%	3.0%
School Secretaries' Salaries	520,935	532,063	555,263	519,306	-35,957	-6.5%	532,289	545,596	559,236	573,217	587,547	2.5%	2.5%	2.5%	2.5%	2.5%
Central Office Salaries	343,963	350,593	347,764	411,171	63,407	18.2%	421,450	431,987	442,786	453,856	465,202	2.5%	2.5%	2.5%	2.5%	2.5%
Custodial & Maintenance Salaries	1,165,900	1,227,240	1,253,595	1,267,106	13,511	1.1%	1,298,384	1,330,843	1,364,114	1,398,217	1,433,173	2.5%	2.5%	2.5%	2.5%	2.5%
Purchased Services:																
Purchased Services Instructional Administration	204,595	204,238	212,952	212,952	0	0.0%	189,341	193,127	196,990	200,930	204,948	0.0%	2.0%	2.0%	2.0%	2.0%
Maintenance	367,840	622,975	404,049	404,049	0	0.0%	404,049	412,130	420,373	428,780	437,356	0.0%	2.0%	2.0%	2.0%	2.0%
Total Purchased Services	568,431	899,389	868,115	96,528	10,413	12.1%	98,941	101,909	104,967	108,116	111,359	2.5%	3.0%	3.0%	3.0%	3.0%
Legal Services	669,866	916,602	703,116	713,529	10,413	1.5%	692,331	707,167	722,329	737,825	753,663	-3.0%	2.1%	2.1%	2.1%	2.1%
Repairs & Maintenance:																
Instructional Administration	56,879	30,124	65,000	65,000	0	0.0%	65,000	65,000	65,000	65,000	65,000	0.0%	0.0%	0.0%	0.0%	0.0%
Maintenance	90,681	77,787	87,050	87,050	0	0.0%	88,791	90,567	92,378	94,226	96,110	2.0%	2.0%	2.0%	2.0%	2.0%
Total Repairs & Maintenance	257,110	478,022	245,710	254,100	8,390	3.4%	264,264	274,835	285,828	300,119	315,125	4.0%	4.0%	4.0%	5.0%	5.0%
Transportation:																
Regular Education	760,020	742,772	783,341	867,866	84,525	10.8%	893,902	920,719	948,340	976,791	1,006,094	3.0%	3.0%	3.0%	3.0%	3.0%
Special Education	258,114	415,528	383,198	466,137	82,939	21.6%	484,782	504,174	524,341	545,314	567,127	4.0%	4.0%	4.0%	4.0%	4.0%
Vocational-Tech	40,035	40,206	48,125	48,124	0	0.0%	49,568	51,055	52,587	54,164	55,789	3.0%	3.0%	3.0%	3.0%	3.0%
Total	1,058,169	1,198,506	1,214,663	1,382,127	167,464	13.8%	1,428,252	1,475,948	1,525,268	1,576,269	1,629,011	3.3%	3.3%	3.3%	3.3%	3.3%
Insurance - Property & Liability	92,208	70,421	71,508	71,508	0	0.0%	72,938	74,397	76,629	78,928	81,296	2.0%	2.0%	2.0%	2.0%	2.0%
Communications	90,226	84,168	90,107	95,107	5,000	5.5%	97,009	98,949	101,918	104,975	108,125	2.0%	2.0%	2.0%	2.0%	2.0%

GRANBY PUBLIC SCHOOLS
10 YEAR SMALL CAPITAL BUDGET ESTIMATE

FISCAL YEAR	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
BLDG. MAINTENANCE & EQUIPMENT	436,115	334,900	182,800	264,300	131,700	156,100	95,000	60,700	170,000	52,000
FURNITURE & FIXTURES	59,320	114,135	60,100	62,700	34,500	49,400	22,800	24,500	4,500	8,500
TECHNOLOGY LEASE	234,631	238,811	240,504	253,691	274,030	283,753	292,968	303,816	306,042	306,042
BUSES/TRANSPORTATION LEASE	229,896	249,170	249,127	240,766	245,376	247,287	246,391	253,667	261,379	265,781
TOTAL ALL ABOVE	959,962	937,016	732,531	821,457	685,606	736,541	657,159	642,683	741,921	632,322
BOF TARGETS	550,000	600,000	600,000	600,000	600,000	600,000	600,000	600,000	600,000	600,000
+RENTAL REVENUE	75,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
BUDGETED FUNDING TARGET	625,000	615,000	615,000	615,000	615,000	615,000	615,000	615,000	615,000	615,000
Over/(Under) BOF Target	334,962	322,016	117,531	206,457	70,606	121,541	42,159	27,683	126,921	17,322
MAINTENANCE BY SITE:										
DISTRICT	78,500	149,075	36,500	27,900	7,500	10,400	7,000	0	3,400	0
HS	98,975	80,300	63,200	74,000	38,000	45,000	55,500	10,000	38,500	0
MS	104,765	34,000	45,000	136,100	51,600	25,100	13,600	8,600	105,000	52,000
KEARNS	112,500	47,500	23,800	12,000	11,800	18,500	5,800	15,000	6,000	0
KELLY LANE	14,100	16,225	6,500	6,500	15,000	28,500	6,500	6,500	10,500	0
WELLS RD.	27,275	6,600	6,600	6,600	6,600	28,600	6,600	20,600	6,600	0
CENTRAL OFFICE	0	1,200	1,200	1,200	1,200	0	0	0	0	0
TOTALS ABOVE	436,115	334,900	182,800	264,300	131,700	156,100	95,000	60,700	170,000	52,000
FURNITURE & FIXTURES BY SITE										
DISTRICT	0	0	0	0	0	0	0	0	0	0
HS	40,120	59,010	8,800	22,300	4,300	4,500	13,000	4,000	4,500	5,000
MS	3,000	11,000	8,600	4,500	5,500	1,500	3,500	2,500	0	3,500
KEARNS	15,000	35,000	31,300	24,000	21,800	34,000	4,300	15,000	0	0
KELLY LANE	200	4,000	6,900	7,900	2,900	7,400	2,000	1,000	0	0
WELLS RD.	1,000	1,000	1,000	4,000	0	2,000	0	2,000	0	0
CENTRAL OFFICE/SPED	0	4,125	3,500	0	0	0	0	0	0	0
TOTALS ABOVE	59,320	114,135	60,100	62,700	34,500	49,400	22,800	24,500	4,500	8,500
TECHNOLOGY PURCHASES	259,870	190,336	245,732	265,000	265,000	265,000	265,000	265,000	265,000	265,000
BUS PURCHASES	239,475	82,220	146,439	174,454	269,531	277,617	95,315	196,349	202,240	290,779

Summary of Large Capital Projections FY13 – FY17

The large capital projects assumes the approval of the athletics field project and the high school electronics lab outlined in the town's upcoming referendum on the bond authorization of a \$11.4M for various town and school projects.

1. Land Acquisition for Athletic Fields/Maintenance Facility
2. Athletics
3. Technology Upgrades
4. Maintenance and Facility Building
5. Emergency Generators
6. Wells Road Playing Field
7. Energy-Saving Initiatives (Solar panels, energy efficiency program)
8. Roof Replacement Schedule
9. High School Facility Upgrade
 - (a) Kitchen
 - (b) Air Conditioning (commons, foods lab, computer lab, locker rooms facilities office and athletic director's office)
10. F.M. Kearns School Facility Renovation

Project	Priority	Gross Cost*	Net Cost	Projected Start Up	Ongoing	Projected Completion	Status
Land Acquisition for Athletic Fields/ Maint. Facility	1	~ \$500,000	~ \$500,000	Spring 2014		Spring 2014	Concept
Athletics	1	~ \$650,000	TBD	Summer 2014		Fall 2014	Concept
Technology Upgrade	1	\$470,000	TBD	Summer 2014		Fall 2014	Concept
Maintenance & Facility Bldg.	2	\$1,500,000	TBD	Summer 2015		Fall 2015	Concept
Emergency Generators	2	\$130,000	TBD	Summer 2015		Fall 2015	Concept
Wells Road Playing Field	2	\$75,000	\$75,000	Summer 2015		Fall 2015	Concept
Energy-Saving Initiatives	3	TBD	TBD	Summer 2016		Fall 2016	Concept
Roof & Oil Replacement	3	TBD	TBD			2017 & beyond	Placeholder
High School Facility Upgrade	3	\$1,150,000	TBD	Summer 2016	\$12,000	Summer 2017	Concept
F.M. Kearns School Facility	3	\$6,000,000	\$3,532,000	Summer 2016	\$30,000	Fall 2017	Concept

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: Land Acquisition for the Athletic Field Project and Maintenance and Facility Building

PROJECT SUMMARY:

The acquisition of between 10-15 acres of land is essential. Ideally, the land should be adjacent to or in close proximity of the high school facility to provide space for new athletic fields, parking and a maintenance and storage facility building on the same site.

PROJECT CATEGORY: Placeholder Concept
 Fully Defined Priority Ranking

REFERENDUM: Winter 2014
PROJECT START: Spring 2014
PROJECT ON LINE: Spring 2014

PROJECT BENEFITS:

- The sports program, town recreational program and community will be improved through the addition of adequate playing fields.
- Locating the maintenance and storage facility on the same site as the athletic fields provides immediate access to machinery and athletic equipment.
- A centralized storage facility will support cost-effective purchasing and accurate inventory control

LEGAL REQUIREMENTS:

- Connecticut State Department of Education School Construction Grant Program (limited funding)
- State and local code compliance

IMPACT OF NOT PROCEEDING/DELAYING:

- Facilities will continue to be rented for storage and maintenance needs.
- The sports program will be negatively impacted by inadequate playing fields.

LAND ACQUISITION COST (FIELDS AND/OR PARKING): **≈ \$500,000**

- Approximately 10-15 acres

PROJECTED NET PROJECT COST: **≈ \$500,000**

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: Athletics

PROJECT SUMMARY:

The Granby Board of Education has identified the need for renovated and new athletic fields for many years. Major components of a more comprehensive plan are included in a \$3.2M school project that is part of the town's upcoming referendum to be held January, 2012. Outstanding athletic needs that were initially identified as athletic needs but due to limited funding were not included as part of the referendum project include:

Athletic Buildings \$500,000

Approximately 5,000 square feet is needed for athletic buildings at an approximate cost of \$100/square foot. 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:* Approximately 1,800-square-foot building is needed for athletic equipment.

Tennis Courts:

There a programmatic and safety need to pave 6 tennis courts \$150,000

PROJECT CATEGORY: Placeholder X Concept
 Fully Defined 1 Priority Ranking

REFERENDUM: Winter 2014
PROJECT START: Summer 2014
PROJECT ON LINE: Fall 2014

PROJECT BENEFITS:

- The sports program, town recreational program and community will be improved through the addition of adequate playing fields.

LEGAL REQUIREMENTS:

- Connecticut State Department of Education School Construction Grant Program (limited funding)
- State and local code compliance

IMPACT OF NOT PROCEEDING/DELAYING: Facilities will continue to be rented for storage and maintenance needs. Temporary storage units will be used. The tennis sports program will be negatively impacted by inadequate courts.

APPROXIMATE GROSS PROJECT COST: **≈ \$650,000**
NET COST: **TBD**

GRANBY BOARD OF EDUCATION Capital Project Summary

PROJECT NAME: Technology Upgrade

PROJECT SUMMARY: The district has identified the need for technology upgrades in several different areas. These have been combined into a single project.

Wireless Network Expansion: (Kelly, Wells, Kearns)

School buildings require widespread network/internet connectivity in order to adequately support the daily operations of employees, teachers, and students. Additional connectivity is needed to support the district vision and mission including state mandates such as: school climate, common core standards, technology skills and integration, assessments, student portfolio, and state wide online testing. A robust wireless network is the most cost-effective and all inclusive method of expanding the district network to meet these needs.

Following on the success of wireless LANs (WLANs) in higher education, an increasing number of K-12 schools are integrating wireless and mobile technologies to meet daily instructional demands by providing more users access to resources. Increasing wireless capabilities allow for rapid network expansion where future expansion would require rewiring. Wired connections are prohibitively difficult to run, and computer lab space is limited. Wireless connectivity allows more user access than with wired technology. Wireless expansion provides optimized performance, an economical cost savings associated with the expansion itself, and the needed mobility for present and future classroom network access. Expansion eliminates many of the logistical issues that IT and teachers contend with due to the lack of placement and/or positioning of internet drops and power outlets in classrooms also helping to eliminate trip and safety hazards associated with data cabling strung across floors or under/around desks. A centralized system is necessary to provide high-density/high-quality public and private wireless access in a safe and secure manner through the use of bandwidth management, access control, maintenance tools and technologies.
(\$100,000)

Digital Video Distribution: (District)

Legacy video distribution systems in several buildings are old and failing. Currently classrooms at GMHS, GMMS, and Kearns School have limited or no access to live television, recorded media, and/or an inability to broadcast their news programs. Newer systems at Kelly Lane and Wells Road schools require upgrades. A district solution to digital video distribution and content management is needed to support the learning environment. (\$125,000)

Additional Computer Labs: (District)

With the increasing use of technology each school has identified the need for additional computer labs accessible to classroom teachers/students for academic courses, assessment, and state mandated online testing. Mobile labs would also support the district mission and vision. These needs could be addressed through the use of mobile computers. Included are 4 new mobile labs at a projected cost of \$30,000 per lab. (\$120,000)

Security Camera System Upgrades: (District)

The COPS grant awarded in FY2007 paid for the basic infrastructure and wiring of all schools with a minimum level of internal security cameras. This project includes an upgrade that will provide additional video storage and coverage of school public areas and school exteriors. Coverage in more areas will provide additional security. Additional storage will allow saving of identified incidents for police review beyond the current capacity of about 5 days. (\$65,000)

Phone System (High School)

The telephone system at the high school is an analog system which is ten plus years old. This includes replacement of the legacy PBX, office and classroom telephones, paging system, and bells. (\$60,000)

PROJECT BENEFITS:

- Replacement of outdated infrastructure
- Addition of computer labs to provide improved access to electronic resources and aid instruction
- Improved school security and reduced vandalism

PROJECT CATEGORY: Technology
___Placeholder ___X___ Concept ___Fully Defined ___1___ Priority Ranking

REFERENDUM: Winter 2014
PROJECT START: Summer 2014
PROJECT ON LINE: Fall 2014

RELATED PROJECTS: Wireless / COPS Grant

HEALTH AND SAFETY IMPACT: A large part of the project addresses internet access, safety, and security needs.

IMPACT OF NOT PROCEEDING/DELAYING: Failing infrastructure will have to be addressed in other ways. Instructional goals will be impacted.

PROJECTED PROJECT COST: \$470,000
NET COST: TBD

GRANBY BOARD OF EDUCATION
Capital Project Summary

PROJECT NAME: Maintenance and Facilities Building

PROJECT SUMMARY: The Board of Education first identified the need for a maintenance building with district storage in 2000. Since that time, the district has explored several different options including shared use of the Town Garage. At this time, it appears that additional land will need to be purchased for an 11,500 square foot maintenance building.

The 11,500 square feet is needed for district storage and maintenance department needs. Currently the maintenance and custodial staff occupy a total of 6,078 square feet of space. The area consists of 3,600 square feet at the H.P.J. Construction Company, 960 square feet of outdoor storage containers (3 trailers measuring 8'x40'), and 768 square feet of storage in the high school, and 750 square feet of office and secretarial file area. In addition to this space, the project includes additional space for a lunchroom, restrooms and locker rooms. The athletic field project includes 1,800 square feet of sports storage space that is not included in the 11,500 square feet requested here.

An architect firm has designed a preliminary layout of the building. Further professional services are needed to confirm space requirements, and develop schematic drawings and professional cost estimates.

PROJECT CATEGORY: Placeholder Concept
 Fully Defined Priority Ranking

REFERENDUM: Winter 2015
PROJECT START: Summer 2015
PROJECT ON LINE: Fall 2015

PROJECT BENEFITS:

- The high school requires space currently used by the facilities department for educational programs and staff. Inadequate storage space has resulted in the use of hallways for storing equipment. This project will help address that safety concern.
- The new building will allow for centralizing equipment and supplies in one location. A centralized storage facility will support more cost-effective purchasing and better inventory control. The technology department is also in need of storage area and space will be allocated for their equipment and supplies on a mezzanine in the material supply storage area. Storage space will also be provided for the drama department to storage props.
- A centralized storage facility will support more cost effective purchasing and better inventory control for maintenance supplies, technology equipment and supplies.

LEGAL REQUIREMENTS:

- Connecticut State Department of Education School Construction Grant Program is unlikely
- State and local code compliance

IMPACT OF NOT PROCEEDING/DELAYING: Facilities will continue to be rented for storage and maintenance, efficiencies will not be realized.

APPROXIMATE GROSS PROJECT COST (Professional estimate is needed) \$1,500,000

- Purchase/construction of pre-engineered metal building \$130/sq. ft.
- Complete site work
- Build out offices, and bathroom facilities
- Equipment/shelving/miscellaneous start-up costs

PROJECTED NET PROJECT COST:

TBD

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: Generators

\$130,000

PROJECT SUMMARY: The district has identified the need for generators to protect schools from freezing pipes, spoiled food supplies, and to enable remote access to our central server applications and internet access district wide during times of electrical outages.

Central Office 30 KW Generator (\$42,500)

A propane fueled generator to keep the Central Services office open during times of electrical power loss would keep the central services running. Access to the servers located there would allow district wide internet, student information system, financial system, payroll, and email access. It would also allow timely updates of the district website during times of widespread electrical power losses and allow district wide security camera recordings to continue. Communications with staff and parents during emergencies would be improved. Payrolls would be produced on time.

Portable 80 KW diesel generator (\$75,000)

When we lose power in the winter time, we must get the heating system restored before temperatures get to the point where pipes would freeze causing major disruption to the school schedule and major repair expenses. We also need year round protection against food spoilages caused by loss of freezers and refrigerators for the lunch programs when we lose electrical power. It is not anticipated this generator will be powerful enough run the entire building to keep a school open.

School transfer switches (\$12,500)

Transfer switches will need to be installed at each school to connect a portable generator to the schools electrical system. Estimated installed cost is \$2,500 per school.

PROJECT BENEFITS:

- Prevents frozen pipes.
- Ensures ability to communicate with parents and staff during extreme weather events.
- Prevents lunch program food spoilage when power is lost.

PROJECT CATEGORY: Technology

Placeholder Concept Fully Defined Priority Ranking

REFERENDUM: Winter 2015

PROJECT START: Summer 2015

PROJECT ON LINE: Fall 2015

RELATED PROJECTS: Town generator installation at the Middle School to provide emergency shelter services.

HEALTH AND SAFETY IMPACT: This project will improve the ability of the district to respond to power losses and extreme weather events.

IMPACT OF NOT PROCEEDING/DELAYING: Power loss at the central services office ends internet connections district wide; freezing pipes cause major repairs expense and extended school closings.

PROJECTED PROJECT COST:

\$130,000

PROJECTED NET PROJECT COST:

TBD

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: Wells Road Playing Field

PROJECT SUMMARY: Land behind Wells Road School was donated to the town in 2009. In order to develop 5.6 acres of this area for use as field space, the area must be cleared of trees, a temporary road installed and the field leveled and seeded.

PROJECT CATEGORY: Placeholder Concept
 Fully Defined Priority Ranking

REFERENDUM: Winter 2015

PROJECT START: Summer 2015

PROJECT ON LINE: Fall 2015

PROJECT BENEFITS:

- Expanded playground activities and possibly baseball and/or soccer field use.
- Additional resource for the town.

LEGAL REQUIREMENTS:

- State and local code compliance.

IMPACT OF NOT PROCEEDING/DELAYING: Donated land will sit idle.

PROJECTED GROSS COST: \$ 75,000

PROJECTED NET CAPITAL COST: \$ 75,000

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: Energy-Saving Initiatives

PROJECT SUMMARY: The district has identified the need for a number of different energy initiatives. They are included for future consideration. Components of the project may need to be divided into individual projects in order to pursue grant funding.

- 1. Connecticut Clean Energy Fund:** **TBD**
It is recommended that the Town of Granby and Granby Public Schools work together to earn the designation as a CT Clean Energy Community by meeting three requirements:
1) committing to purchasing 20% clean energy by the year 2010, 2) having a threshold number of residents and small businesses sign up for the CT Clean Energy Options program and 3) making a municipal clean energy purchase. The result would be a solar energy array to be installed on the municipal building of our choice.

- 2. Energy Efficiency Program:** **TBD**
Maximize our options for energy strategy and long-term planning. Investigate resources that will allow new energy efficient equipment, savings, plus future cost avoidance through existing energy programs with utility companies.

- 3. Solar Panels:** **\$400,000**
Look at the feasibility of using photovoltaic panels and solar panels for hot water.

PROJECT BENEFITS:

- Better climate for learning
- Reduction in ongoing energy costs and reduction in energy usage

P PROJECT CATEGORY: Placeholder Concept
 Fully Defined Priority Ranking

REFERENDUM: Winter 2016
PROJECT START: Summer 2016
PROJECT ON LINE: Fall 2016

HEALTH AND SAFETY IMPACT: Improved emergency preparedness and better ventilation/climate

IMPACT OF NOT PROCEEDING/DELAYING:

PROJECTED PROJECT COST: **TBD**
PROJECTED NET CAPITAL COST: **TBD**

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: **Roof & Oil Replacement Schedule**

PROJECT SUMMARY: A schedule of roof replacements has been developed based on an anticipated life of 20 years.

PROJECT CATEGORY: Placeholder Concept
 Fully Defined Priority Ranking

PROJECTED DATES:

Roofs:

- | | |
|---|---|
| <ul style="list-style-type: none">▪ F.M. Kearns Primary School• Granby Memorial Middle School (flat roof)• Granby Memorial High School• Kelly Lane & Wells Road Intermediate Schools | <p>2017 (included in Kearns project) and 2020</p> <p>2020</p> <p>2030</p> <p>2035</p> |
|---|---|

Oil Tanks:

\$125,000

- | | |
|---|-------------|
| <ul style="list-style-type: none">• Granby Memorial Middle School | <p>2021</p> |
|---|-------------|

PROJECTED PROJECT COST:

TBD

PROJECTED NET CAPITAL COST:

TBD

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: High School Kitchen and Facilities Upgrade

PROJECT SUMMARY: With high school enrollment projected to stabilize at approximately 750 students, a kitchen is needed for a quality hot lunch program. Currently, lunch is transported from the Middle School kitchen and served in the high school Commons. This cost projection includes the construction of a 2,000 square foot addition on the end of the Commons and necessary equipment and appliances.

Also, there are number of other needs, including air conditioning, sidewalk, and refurbishment of the tennis courts. Areas that need to be air conditioned: Commons, food labs, computer labs, locker rooms, facilities office, and athletic director's office.

PROJECT CATEGORY: Placeholder Concept
 Fully Defined Priority Ranking

REFERENDUM: Fall 2015

PROJECT START: Summer 2016

PROJECT ON LINE: Fall 2017

PROJECT BENEFITS:

- A higher quality hot lunch program will be offered.
- An adequate number of classrooms will be provided for students.

LEGAL REQUIREMENTS:

- Connecticut State Department of Education School Construction Grant Program
- State and local code compliance

HEALTH AND SAFETY IMPACT: More inviting, nutritional meals will be served.

IMPACT OF NOT PROCEEDING/DELAYING: Food continues to be transported from the Middle School, limiting meal choices.

APPROXIMATE GROSS PROJECT COST: **\$1,150,000**

- | | |
|---|------------|
| • Kitchen Construction (2,000 sq.' @ \$220) | \$ 475,000 |
| • Kitchen equipment/fixtures | \$ 300,000 |
| • Air conditioning | \$ 375,000 |

NEW ONGOING COSTS: **\$12,000**

START-UP COSTS: **\$25,000**

APPROXIMATE NET PROJECT COST: **TBD**

- Projected at 35% SDE reimbursement; 90% eligible costs

**GRANBY BOARD OF EDUCATION
Capital Project Summary**

PROJECT NAME: F.M. Kearns School Facility Addition

PROJECT SUMMARY: Even with updated enrollment projections showing a decline in primary enrollment projections, core facilities will need to be upgraded. The project includes an expansion of the core facilities including a kitchen, media center, and office and conference rooms. The project also includes code compliance issues. Details are outlined in Educational Specifications adopted by the BOE and forwarded to the CT SDE by the Town of Granby in June 2002. Professionally developed cost estimates based on 2002 construction costs would put the 2017 project cost at \$6M using 2% inflation. The cost estimate for today's market prices will need to be recalculated.

PROJECT CATEGORY: Placeholder Concept
 Fully Defined 3 Priority Ranking

REFERENDUM: Fall 2015

PROJECT START: Summer 2016

PROJECT ON LINE: Fall 2017

PROJECT BENEFITS:

- Core facilities designed to meet educational needs

LEGAL REQUIREMENTS:

- Connecticut State Department of Education School Construction Grant Program
- State and local code compliance

RELATED PROJECTS:

HEALTH AND SAFETY IMPACT: Facilities will meet all new code requirements.

IMPACT OF NOT PROCEEDING/DELAYING: The educational environment will not be appropriate for primary age children and the school will remain the only school without contemporary core facilities.

PROJECTED PROJECT COST: **\$ 6,000,000**

NEW ONGOING COSTS: \$ 30,000

START-UP COSTS: \$ 50,000

PROJECTED NET CAPITAL COST: **\$3,532,000**

90% of project at 45.71% reimbursement. Costs adjusted to FY17.

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

Quality & Diversity (Q&D) Fund

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

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

Board of Education Goal for Quality and Diversity

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

FY13 Proposed Guiding Principles/Recommendations

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

Possible use of additional funds:

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

Open Choice Program Enrollment

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

Magnet School/Out-of-District Student Enrollment

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

Tuition

Inter-district Magnet Schools – CREC

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

Inter-district Magnet Schools – Bloomfield

	No Cost	No Cost
Big Picture School		
Wintonbury Early Childhood		

Hartford Host Magnet Schools

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

Agricultural/Vocational Schools

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

Other

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

Choice Funding

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

	FY12	FY13
Choice Tuition	\$6,000	\$6,000
Choice Bonus	\$31,640	\$31,640

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

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

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

Cost Commitment with Current & Projected Enrollment

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

* With Inflation

Budget Projections:

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

Granby Public Schools
Quality & Diversity Fund
5 Year Projection

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

TOWN OF GRANBY
Incorporated 1786
15 North Granby Road
Granby, Connecticut 06035-2102
860-844-5318

Joseph Killen
Fire Marshal

December 16, 2011

Mr. Tom Steinke
Director of Facilities
15 North Granby Rd
Granby CT 06035

Re Annual public school inspection

Tom

As you know over the last several weeks I conducted my annual fire safety inspections of the Granby Public Schools. The purpose of these inspections was to determine compliance with the CT Fire Safety Code.

In general, the inspection was a success. I found very clean conditions, testing and maintenance records to be up to date.

Although a few items need to be addressed,

- All schools, self-closing corridor doors continue to be a problem. The rule is this **all corridor doors need self-closing devices**. But they give the educational occupancy an exception, stating that the closers may be omitted, if the school has a policy that states whenever the classroom becomes empty all doors will be closed. During my walkthrough I found a few doors left in the open position. Also staff needs to be reminded that all doors must be shut during school evacuations. Some staff was under the false impression that fire

sprinklers waived that requirement. Doors still need to be shut to prevent the movement of smoke and other by products of combustion.

- Middle school, the fire suppression system in the kitchen needs to be inspected every 6 months. It was believed that the current inspection was annual..
- It was noted that most schools are holding one fire drill each month, this is fine EXCEPT for during the first 30 days two drills are required.
- Wells Road School, the Alarm was in trouble mode, this should be repaired as soon as possible.
- Middle School, area of refuge phone needs to be repaired.
- I was also asked if Safety drill, tornado drill's lockdown drills, etc. could be substituted for monthly fire drills. Fire drills must have students relocate to a different area outside of the classroom, if other types of school emergency drills relocate students it would meet the requirements of the Life safety code.
- It was also brought to my attention that propane fired floor buffers are being used, I found that this is acceptable as long as this office approves of such a device inside of a building. I would have two requirements, propane tanks either empty or full will be in outside secured storage when not in use. These bottles **SHALL NEVER BE STORED IN ANY SCHOOL BUILDING**. Also the use of these buffers shall be during non school hours, such as evenings weekends, etc..
- I was unable to find maximum occupancy signs posted in most of the assembly areas, This was calculated last July 1, I have attached the occupant loads and signs which should be posted.

- In review of your schools fire alarm / drill reports, it was noted that the report of alarm was delayed on 11/22/2010. When using private companies to monitor fire alarms this occasionally happens. I would suggest that the entire process to be checked occasionally, including your monitoring company. This can be done by contacting Granby dispatch at 860-844-5335 instead of calling All-ways, and ask them to document the time all-way's reports the fire alarm. I would be happy to help coordinate this with you.

Public act 227 requires that the annual fire inspection report be forwarded to the local Board of education, I would ask you make this report available to the Granby Board of education

As always my phone is always available to answer questions or offer advice whenever needed, and again thank you for your support

Sincerely,

A handwritten signature in black ink, appearing to read 'Joe Kullen', written over the word 'Sincerely,'.

Joe Kullen
Fire Marshal

Monthly Curriculum Sub Committee Report

From: Diane Dugas, Director of Curriculum, Teaching and Learning

Date: December 2011

Professional Development:

- Participation in Adolescent Literacy Webinar with the University of Utah – CREC (Director of Curriculum, LA Supervisor, 7-12 Literacy Specialists)
- IEP Direct updates (Special Education professionals)
- Leadership Academy – Aspiring leaders meet monthly to develop leadership capacity

Curriculum:

- Curriculum Committee Work:
During the month of December the following curriculum committees met to continue deepening awareness of standards, developing units and designing assessments:
Language Arts, Math, Science, Social Studies, World Language and Practical Arts.
- A process and committee was developed to address K-12 Development Guidance Curriculum which will begin to meet in January 2012.

Other Committee Work:

- Central office leadership team with DCP: Supported the sharing of newly drafted staffing guidelines, co-facilitated an action planning process to reach fall 2012 implementation goals.
- Attendance at the Granby Prevention Council
- Student Success Plan Committee – Initial meeting for developing Student Success Plans for all students in grades 6-12.
- Technology Committee – Initial meeting and background provided to initiate work on developing revised 3 year technology plan.
- District Climate Committee – Initial meeting held, state requirements reviewed and connections made to district strategic action planning.
- Early Childhood Committee meetings – Scheduled and held initial meeting to plan the implementation of the integrated preschool and full day kindergarten.

Other:

- Budget – Ongoing budget processes.
- Ongoing work with TEAM (new teachers)
- SIIP – Participation with Bob Gilbert and Anna Forlenza Baily through the Connecticut Center for School Change on alignment and coherence of school improvement initiatives to district and superintendent theory of action.
- Finalized K-8 intervention work - facilitated final steps in identifying tier I, II and III interventions and criteria for entrance and exit criteria for LA and Math interventions K-6.

- Worked collaboratively with our district data expert to make revisions to our data management system to reflect more in-depth data analysis of our district benchmarks to support student growth.
- Draft development of 3 year District Improvement Plan – Integration of current practices and the work of DCP into one cohesive document to drive district planning.

Monthly Meetings:

District Ad Council – Focus on teacher supervision and feedback

Elementary Ad Council Meetings – Revised SIMS, data analysis and roll out of Learning Principles in January.

Principals Seminar – Three book study on Teacher Supervision and the importance of meaningful feedback to impact teacher practice.

Monthly Walkthrough's – Worked collaboratively with Wells Principal to facilitate walkthrough and debriefing focused on teacher monitoring of student learning.

Bi Monthly building Administrator meetings – Discussions around DCP work and district and school strategic improvement plans.

District Leadership Team meetings – Reorganization of this group's time for increased involvement in curriculum committees

K-12 Language Arts meetings- Inclusion of two consulting teachers Elaine Chagnon and Jessica Beecher, annual focus on coaching issues in enhancing teacher capacity

PLC Team meetings – As requested.

Superintendent meetings – Ongoing daily communication and district level planning

BOE meetings

ELL tutor – monthly updates

from Laura Fetridge

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ABSTRACT

The second language education program of Glastonbury, Connecticut, considered to be an exemplary program in a modest community, is profiled and discussed. Since the 1950s in this system, all students study at least one foreign language, beginning in elementary school. Course offerings, which have changed little since that time, include Spanish, French, Russian, Latin, and Japanese. Factors contributing to the program's success are examined, including the climate in the language teaching profession in the 1950s and beyond, federal policy concerning language education, the long sequence of study extending from elementary through secondary school, program oversight by an interdisciplinary team, teacher qualifications, careful and open program articulation from elementary through secondary grades, a communication-oriented curriculum, and student participation in challenging exchange programs. Strong community commitment and parent participation are also noted. The text is supplemented by excerpts from local newspaper articles and comments by students and educators. (MSE)

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Education reform in the last decade and a half has had a considerable, if critical, friend in the business community. The U.S.-based international business community, in particular, has been frustrated by American graduates' lack of preparation for the world outside of our national borders.

Of course, the imperative for foreign language study is not new, nor is its logic limited to business needs. The power of other languages to open up our horizons and stretch our minds is not easily overestimated. Yet relatively few communities have supported excellent foreign language programs with the same vigor as, say, strong math or science programs.

We were intrigued and encouraged, therefore, by the success of the Glastonbury, Connecticut language program. In many ways, Glastonbury is an average community. Its population is just under 28,000, its income level is middle class, average class size is 21, and average per-pupil expenditure is \$6423. Only 1% of its students is identified as "gifted and talented." CBE set out to discover how the community has sustained and grown an excellent foreign language program since 1957.

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Christopher T. Cross
President

Council for Basic Education

THE CASE FOR FOREIGN LANGUAGES

The Glastonbury Language Program

by Christine Brown

On October 5, 1957 the Soviet Union launched a small satellite into orbit around the earth. As it became clearer to scientists, diplomats, and politicians that the United States had missed an important development in Soviet space technology, political reverberations began to affect every sector of American education. Following the launching of Sputnik came a period of intense scrutiny and planning in the fields of science, technology, mathematics, and foreign language education. Sputnik was the shot heard 'round the world—a wake-up call for American educators who had been complacent in the defense and technological edge that they thought the United States had gained after World War II. How could the Soviets have launched a satellite and the United States intelligence research community didn't know this was going on?

In a strongly-worded editorial in the November 26, 1957 New York Times, the newspaper asserted: "News that American scientists and engineers are less than adequately informed about current progress in Soviet science and technology must be regarded as disturbing. Americans have known for some time that the Soviet Union maintained a comprehensive service for obtaining, translating, and disseminating to Soviet personnel the published reports of foreign researchers, including particularly our own. But obviously we have not been paying that kind of attention, and some disconcerting accounts have already appeared of the price we have paid in research duplication and lost time." Quite simply, our fault lay not in our technological capacity nor in our mathematical or scientific reasoning, but in the inability of Americans to communicate effectively in other languages. In the last forty years there have been countless examples of total misses, near misses, or at a minimum, nationally embarrassing situations in which Americans have found themselves both at home or abroad. From the launching of an advanced satellite technology, to the public embarrassment of a President whose "warmth in his heart for the Polish people" was translated at his first public speech in Poland as "lust for the people," Americans have struggled with the

See Sputnik

Have you seen Sputnik? Mr. and Mrs. Howard T. O'Connell of 1371 Neipsic R. were among early risers on Monday morning to take up the skywatch. According to Mr. O'Connell, the third stage rocket, which precedes the Russian space satellite, appeared in the sky at about 6:10 a.m. in the north northwest about 60 degrees from the horizon, trailing a stream of white vapor. He said it took about three minutes to cross the sky and disappeared on the eastern horizon. How did it feel to see this first man-made star, or at least its rocket? "It was a great thrill," said Mr. O'Connell, "and I must add, most awesome."

*Glastonbury Citizen,
October 17, 1957*

Foreign Policy Association Discusses Local Education

Members of the Junior Foreign Policy Association presented a panel discussion at a meeting last week of the Buttonball PTA. The discussion compared Russian education with American education, and made several suggestions for our local school system, such as stricter discipline, less repetition of subject matter and higher salaries for teachers.

Points of Russian education considered superior to American were: More material is covered in ten years of schooling in Russia than is accomplished in twelve years here. Prestige and salaries of Russian teachers are excellent and discipline is better.

For the local education scene the panel recommended starting science sooner in the lower grades, stepping up the math program, less repetition from grade to grade.

"Magellan and Columbus, Magellan and Columbus, we keep hearing about them over and over," one panelist said. Music and art courses in high school are too simple, panelists agreed. They would like more theory, and history in the music and art fields. There is need for more emphasis on scholarship.

*Glastonbury Citizen
December 5, 1957*

concept of the usefulness of knowing another language and knowing about another culture. Lulled temporarily into a sense of complacency as English grew in popularity around the world, American businessmen of the 1970s and 1980s still did not sense the deep need for being able to communicate in the language of the customer. What the New York Times said in 1957 is still true: "We cannot pay adequate attention to what our chief competitor is doing if only an infinitesimal fraction of our people know the language."

In the 1990s Americans increasingly come in contact with millions of people who speak languages other than English. Interviews with corporate executives in American business show that there is a shift in attitude about learning languages and about other cultures. Business people are learning what foreign language teachers have advocated for a long time—if you want to communicate with other people, you need to put *your* best foot forward. You cannot always rely on the fact that others have learned English well enough to understand you, the product you are selling, or the future you would like to build on this small planet.

Today, as American education lurches through numerous attempts at change and reform, one small place on the globe has moved in a fairly steady progression over the last forty years. In Glastonbury, Connecticut, since the 1950s *all* students study at least one foreign language beginning in elementary school. Although there have been many national revolutions within language pedagogy since the 1950s, the course offerings in Glastonbury are nearly the same ones that were in place in 1957, when the program began. All third, fourth, and fifth grade students study Spanish, and in grade six, they

***Business people are learning that
if you want to communicate with
other people, you need to put
your best foot forward.***

can add the study of French. In grade seven students may add the study of Russian and in grade nine the study of Latin. Recently instituted is the opportunity to begin Japanese in kindergarten at a magnet school operated with East Hartford, Connecticut. At Glastonbury High School, Japanese is also offered through two-way interactive television with area high schools and Manchester Community-Technical College.

Over the last forty years the students who graduated from Glastonbury High School have gone on to prominent positions in society. Many report that the special opportunity they had in the Glastonbury public school system afforded them entree to

Parents Quizzed on Russian Course for 7th Graders

Parents of all seventh grade pupils in the Glastonbury schools are being asked if they would like to have their children considered for membership in a class in Russian this fall.

Miss Mary P. Thompson, director of curriculum, said that if a class in Russian is started for the seventh grade this fall plans will be made to make it possible for the study of the language to be continued through grade 12. Plans are to have the class meet for a regular class period three times a week.

Last fall, Miss Thompson introduced Spanish in the elementary school grades, starting with third grade. This language study will be continued in the fourth grade this year and French will be given to the third graders. The response from both pupils and families of third graders has been excellent, a faculty member said.

Glastonbury Citizen
July 24, 1958

70 Request Inclusion for Class in Russian

Some 70 responses have been received from parents of 7th grade students saying they would like to have their children considered for membership in a class of Russian this fall, Dr. Laurence G. Paquin, superintendent of schools, said on Monday, the deadline for questionnaires to be returned.

With such enthusiastic response Dr. Paquin said a recommendation for the establishment of a program in instruction in the Russian language will be presented to the Board of Education at their next meeting, August 12th.

If approval is given, a teacher who speaks Russian and has been taking special training in teaching Russian this summer at Yale University will be available for the group.

Glastonbury Citizen
August 1, 1958

Approves Classes in Russian

Classes in Russian for the seventh grade were officially approved by the Board of Education at a lengthy meeting Tuesday night.

Glastonbury Citizen, August 14, 1958

a knowledge about other people, as well as interesting vocations and avocations that they otherwise would not have had the opportunity to select. Former graduates work in every sector of business and industry. Some have been drawn to the diplomatic and intelligence communities, and still others have served in the Armed Services. In the last ten years, students of Russian have had a unique opportunity to use their skills in many joint ventures in Russia and eastern Europe.

Reflections on the Past

As only the third foreign language director in such an historic program, I have often wondered what were the local realities in the 1950s that contributed to the decision to give local support for such a radical educational innovation? There is no single, simple answer—a number of factors were necessary for the nurturing of a language program that has spanned four decades and in the 1996-97 school year covers ten grade levels.

First, it appears that the climate within the foreign language profession of the late 1950s promoted a new philosophy about language learning. Prominent language researchers and teachers at major universities (the most prominent being Yale University in Connecticut, a forty-five minute ride from Glastonbury) were talking about the Army language method that had been so effective in teaching American service personnel following World War II. The Army language method was a short term, intensive approach providing Americans traveling abroad the ability to communicate with native speakers of the language. Unlike the focus of the previous decade on reading as the ultimate use for language learning, the Army language method focused on the abilities of listening and speaking.

At the same time these changes were occurring within the profession, major changes were going on in American education in response to the perception that the United States was lagging technologically behind the Soviet Union. The National Defense Education Act was launched—a presidential initiative aimed at providing funding for educational ventures that would put the United States in a technologically competitive position with the Soviet Union.

In the National Defense Education Act, there were provisions for expanding language programs around the country. Under the direction of forward-thinking administrators, the Glastonbury Public Schools requested government funding to take the Army language method and turn it into a program that could be used effectively in schools throughout the nation. The Audio-Lingual Methodology and materials were developed in Glastonbury with the seed funding from the United States government.

Mary Thompson

When Miss Mary Thompson told her brothers she had accepted a position as Director of Curriculum and Instruction in the Glastonbury School System they laughed goodnatureedly, in the manner of all brothers and said, "The title sounds great. What do you do?"

The phase of her job which she considers most important is that of assisting Dr. Paquin in the selection of new teachers; for the ultimate test of a school system lies in the job done by the teacher in the classroom. Both she and Dr. Paquin believe in staffing a school with people of varied backgrounds so that the search for new teachers must be country-wide.

At times the introduction of a new program in the schools requires that all teachers involved be brought up to date on the subject through in-service training meetings.

The elementary school Spanish program, begun last year under Miss Thompson's direction provides an example of this. Though all the participating teachers had studied Spanish at some previous time, they met with Miss Thompson one day a week throughout the year to discuss methods of teaching a foreign language to young children. Such in-service meetings, which will be held as needed in other fields, often develop latent talents. Miss Thompson reports that one teacher whose Spanish had long been unused became a very apt "pupil" herself and made unusual progress in studying the language. The children in her room will, of course, profit by this proficiency which might have remained unknown.

Glastonbury Citizen
September 11, 1958

Spanish for Third Graders Taught With New Recordings

"Buenos Dias, Mommy."

This may soon be the morning greeting Glastonbury mothers get from their 6-year old daughters. What justification for putting Spanish, let us say, next to the three R's? When will the children use their new language?

"They have more chance to speak a foreign language than you think," replied Miss Thompson. "An astronomical number of children have been to Europe, Mexico, and other countries with their families. When they get to high school age they have the chance to go abroad."

But there is more than a practical side to the case for foreign languages, Miss Thompson noted, and said: "We do a lot of talking about international understanding, but here is a perfect opportunity for letting the child participate in a foreign culture by breaking down the barrier of language."

The Hartford Times
September 30, 1957

Along with the development of the Audio-Lingual method and its trials in the public schools in Glastonbury came a massive nationwide training effort for language teachers. This methodology became so prominent that it dominated language teaching until the late 1970s and also became a predominant philosophy for language teaching in other countries.

Although for the last fifteen years the Audio-Lingual Methodology has been looked upon in disfavor by educators because of its reliance on drills and rote memorization, the underlying educational reason for the Audio-Lingual Method—the need for Americans to *speak* other languages—is the one lasting characteristic that has helped to maintain the Glastonbury foreign language program. In order for Glastonbury's language program to be sustained when many others were cut back or totally eliminated in the 1970s, the townspeople—the policy makers and the voters—had to see that there was something of true value in it.

Why a Long Sequence of Study?

The question for education reformers today is, what are the *essential elements* that the public must perceive in order for them to support a language program over such a long period of time? Conversations with townspeople and qualitative research with students and graduates indicate that the single greatest ingredient for maintaining the supportive attitude about the language program is that students who graduate from the program are able to use their language knowledge in later life. Success breeds success. The momentum to maintain the language program and expand it has come from a community whose children and grandchildren have returned to Glastonbury, talking about the tremendous preparation they had in the program to think, read, write, and speak in another language.

***Just by playing a tape recorder
under the bed at night one is not
going to miraculously absorb
Serbo-Croatian or even French.***

Why is it that Glastonbury students can speak and use a language, while students from some other school districts find that they really can't? It isn't as simple as the airline magazines would have one believe. Just by playing a tape recorder under the bed at night one is not going to miraculously absorb Serbo-Croatian or even French. The United States Foreign Service and Department of State have twenty-five years of

The Chaos of Outer Space

Behold the beeping barking Muttnik
Hot on the trail of its cousin Sputnik
While scientists record the sound
Of a tired, wired Siberian hound
The first of this earthbound populace
To achieve the calm of outer space.
What thinks his canine brain up there
900 hundred miles from a breath of air
As he looks upon his Russian masters
Trying to avoid internal disasters.
And upon the Americans feverish race
To shatter this calm of outer space?
"Krushchev may launch a rocket soon
with Zhukov inside,
It'll speed to the moon
And explode in the blaze of a fiery
red star.
Commemorating the fall of the czar."
Thus muses dog from his vantage place
There in the calm of outer space
"Ike's lost his grip on the G.O.P.
French governments fall like leaves
from a tree
Nations practice segregation
Keep tabs of each other through
infiltration
This is world that's lost its grace
How nice, this calm of outer space"
"Perhaps," says the dog,
"While I'm up here,
Transmitting from the ionosphere,
I can persuade man to build an ark,
Fill it with humans and then embark

With three-stage rockets fixed on
its base
Into this calm of outer space!
Russia could supply the power
(The U.S. could send Eisenhower).
Then two by two, in rocket attire
Would follow humans with one desire:
To escape the world of the common-
place
And live in the calm of outer space,
There'd be an organized man in flan-
nel dress,
A group representing togetherness,
A Beta could come for fraternity,
And chapel for eternity...
Why, even the student could embrace
Peace in this calm of outer space.
They'd bring Harvard University for
cultural diversity,
But could this satellite Utopia
eliminate adversity?
Can man really find his freedom here
beyond the stars,
Cultivate Elysian fields only 50 miles
from Mars?
Or might this arkload of human race
Just result in the chaos of outer
space...?"

Glastonbury Citizen
November 21, 1957

research on the length of time it takes Americans to become proficient in another language. The ability to function beyond the tourist level in a language—to be able to communicate with a business partner or to negotiate a contract—takes thousands of hours of contact in French or Spanish and four to five times that much time in Russian, Mandarin, Japanese, or Arabic. It is no wonder that the average high school student who has had only about two hundred contact hours (usually in a European language) can't say much by the time they graduate from high school.

Students graduating from schools where they *do* have the opportunity to study a language over a long period of time recognize that their skills have gotten better and better as they have studied the language. Although they might reflect on their elementary experience as being simplistic, they can say with some certainty that without that

If this approach to language learning has worked so well in Glastonbury, why aren't other districts doing the same?

experience, they would have had no foundation upon which to build in junior and senior high school. When Glastonbury students go on to college, many place into third year courses and some place out of the undergraduate language sequence altogether. These are not all academically remarkable students. These are students who have had the opportunity to cultivate and nurture their language skills in a sequential fashion beginning in primary school.

Obstacles

If this approach to language learning has worked so well in Glastonbury, why aren't other districts doing the same? Some districts and some states are working to expand programs into the early grades. However, interviews with language supervisors, principals, and school superintendents seem to indicate that there are major obstacles: in particular, staffing, teacher training, and articulation—sequential planning from level to level. When the middle school or the high school teachers are not trained to properly receive elementary youngsters with a strong foreign language base, these students are thrust into classrooms where the teachers cannot build upon their students' knowledge, yielding frustration and failure on both sides. Also, some elementary students go into junior high and high school programs where they are in classes with beginning language students. Teachers teach to the beginning level and the students who have developed a strong language base in the elementary and middle grades are left to sit and become turned off.

This past April, I visited all the elementary schools in Glastonbury to explain the choices for foreign language at grade six. Every year for the last five years, I have found students more and more adamant about their desire to study more than one language at a time. At Buttonball Lane School this year, after I finished talking about the program at the sixth grade level, one student raised his hand and said, "You mean we can't take Spanish and French in sixth grade?" I explained that no, the schedule was so crowded that in fact we were fortunate to be able to have a daily class in one language. He raised his hand again and said, "If we can't take French and Spanish at the same time, when can we add Japanese?" A couple of other students asked about the opportunity to begin Mandarin Chinese. When I told them they would have to wait until high school to begin Japanese, they were so disappointed.

— *Christine Brown, 1995*

Eastbury Elementary School students explain why they want to study a foreign language 1995:

I think it is important to learn another language because for one thing, if I go somewhere where people speak Spanish, I would need to know the language. And I enjoy learning many languages. Also, Spanish sounds like it would be a good language to learn.

— *Marcos Mogensen*

I think learning another language is very important and helpful. If you know a foreign language, you can also learn a lot about the country, people, and history of the language. You might go there some day. You are able to have a pen pal that you can communicate in that language with. Many different languages are spoken here in the U.S. so it is very handy to know at least one.

— *Caitlin Cancellieri*

I think it is important to learn a language. One reason is when you visit a country you will be able to talk to people. Another is if you don't know a language you may not be able to go to the college of your choice.

— *Hans Muden*

When you go to different places where they speak different languages it is convenient to know a different language so that you can socialize with the people around you.

— *Cristina Brisee*

Essential Elements for Success

In many school districts, curriculum supervisors especially for foreign languages do not exist. Language study, rare in the elementary grades, does not get the attention that it needs from elementary school principals, most of whom have never studied a foreign language. For the last forty years the Glastonbury program had the unique and consistent oversight of a foreign language specialist from grades three through twelve.

In an effort to be more interdisciplinary and encourage more site-based management, the curriculum specialist has formed partnerships with the administrators in the district's schools, and the oversight of the language program is done by a team. The language program coordinator and the elementary principal hire, supervise, and evaluate teachers. This partnership has resulted in a stronger language program at the elementary level, for the curriculum supervisor has a thorough understanding of the needs of each school and the elementary principals have a greater knowledge of how to hire and supervise language teachers.

A pillar of the Glastonbury curriculum has been coordination of the program in grades three through twelve.

Another important element of the Glastonbury elementary and middle school program is that the language teachers in the elementary grades are solicited on the basis of both their language competence and their understanding of the broader curriculum at the elementary levels. Elementary teachers in Glastonbury are a combination of elementary classroom teacher and foreign language teacher. Because they feel comfortable in the elementary school environment, they form good relationships with the other classroom teachers and serve as general resources to the broader elementary school curriculum, especially in social studies. Glastonbury's elementary language teachers teach an average of ten classes a day in the elementary grades. They are usually assigned to only one school, so they become part of the total school staff, as opposed to just being itinerant teachers who don't have a chance to build relationships or rapport in the school, since they report to someone at the central office, not the school principal.

Another pillar of the Glastonbury curriculum has been coordination of the program in grades three through twelve. Language teachers from all grade levels meet monthly to discuss district-wide events and priorities. The curriculum is reviewed with

One of my husband's colleagues invited us to the Russian Embassy in Washington to meet the officer who would help President Clinton prepare for the Moscow Summit. He invited us to go because he knew we had such an interest in Russian, developed as a result of our daughter studying Russian, going to the former Soviet Union, and because we had hosted Russian students in our home. I was fortunate to sit next to two aides and tell them about our Russian program and talk with them about their views of the United States. It was a wonderful experience that we credit to the foreign language program in Glastonbury.

Blakes Lloyd, parent of two Glastonbury foreign language students

I am an unlikely person to be standing here advocating the learning of foreign languages. I grew up on a farm in Iowa. No incentive existed to learn a foreign language; in fact, the prevailing social pressures were exactly the opposite. One of my close childhood friends was the son of German immigrants. He refused to learn German at home and was visibly embarrassed by his parents' German accents.

I first became acutely aware of the need for foreign language fluency as a Peace Corps volunteer in India, at the age of nineteen. That is when I found that being in a foreign country whose language you do not read, understand, or speak is akin to being illiterate, deaf, and mute, all at the same time. To suffer from all three afflictions simultaneously puts you at a great disadvantage. It makes it next to impossible to execute business activities competently and competitively. I was forced to quickly become literate, restore my ability to hear and speak—Hindustani, in this case—and it opened up a whole new world for me.

For eighteen years, I have been with Arbor Acres, headquartered in Glastonbury. Arbor Acres breeds chickens and turkeys. We operate joint venture companies in Japan, China, Hungary, Thailand, and Taiwan, have wholly-owned operations in Zambia and Holland, and have franchised companies in Mexico, Peru, Colombia, Venezuela, Brazil, Argentina, Chile, Egypt, Israel, Saudi Arabia, India, Malaysia, Indonesia, Korea, and the Philippines. All of our senior and middle managers and technicians in our international operations are either bi-, tri-, or quadrilingual. Seventeen different languages are spoken by our International Management Team here in Glastonbury.

I do not believe that we will be able to balance our trade deficit and begin sustainable upsizing until we become globally literate and educated world citizens. We are back to the basic truth of how important education is. In the global business world we now live in, how can we know how to be the best at designing, manufacturing, producing, and marketing and servicing a product for China, for instance, if you do not understand Chinese culture, and Mandarin? Usable knowledge of other cultures cannot be achieved without the use of other languages. The language of a culture is the key that opens the door to that culture.

Remarks by James D. Nelson, CEO, Arbor Acres Farm, Inc. at a November 1994 town meeting in Glastonbury on the subject of foreign languages.

cross representation from all levels of language instruction and includes community members, classroom teachers and administrators from other disciplines. All textbook selection and curriculum design is undertaken by teachers representing elementary, middle, and high school. Most recently, in an effort to ensure that the curriculum is being implemented along national, state, and local curriculum guidelines, the teachers have been writing collaborative departmental examinations for grades five through twelve. This year for the first time, teachers will create a common scoring mechanism for grading student examinations. In these exams, students will listen to native speakers in real life situations, read articles from authentic sources, and write in response to a real life event or activity. The teacher will conduct speaking interviews with students at all levels. Also this year for the first time, teachers will exchange classes to interview students to ensure a common grading standard. Prior to and following testing, teachers will meet to make sure the test represents advancing skills and that themes used at one level are not repeated at another. This type of planning ensures that students will move from level to level and build on skills rather than just repeating low level skills at every stage of instruction. The testing will also provide the students with a match between what the curriculum promised and what they actually learned.

All curriculum documents developed for each grade level are shared at parent open houses and with students at the beginning of every school year. Teachers explain to students that the skills they will be learning and the topics that they will be covering are not necessarily the same skills and topics reflected in their textbook—the textbook is only one tool to meet the systemwide goals. If students move into the more advanced levels of language, no single textbook can provide them with all they will need to become more proficient speakers of the language.

***Testing provides students a match
between what the curriculum
promised and what they
actually learned.***

By sharing the curriculum and testing at the end of every level with the students, parents, and all the teachers, we hope that the program will be well-articulated and that students can see their own progress. To help students see the great progress they have made from the elementary school through the high school, we are using portfolio assessment that includes long-term documentation of student work through projects, videos, audio tapes, and writing samples. We hope that in the near future we will be able to keep these student samples in an electronic portfolio, and students will be able

* When I started college, I placed into the fourth semester Russian course—the professor was surprised to see a freshman in that class. The other students were amazed that I had been able to start Russian in the seventh grade on top of my Spanish. Of all the students in the class, I was the only one from a public school—everyone else was from a private school, and I was the youngest. I consistently had the highest grade in the class, which I attribute to the fact that I was able to study so much more foreign language before I came to college. In Spanish, I placed into the seventh semester course. It's been great for me—there are many native speakers of Spanish in the class, and I have been forced to carry on conversations about literature totally in Spanish. I feel almost as comfortable speaking Spanish now as speaking English, unless it is a topic I don't know anything about.

Matthew Stowe, 1993 graduate. Matt began Spanish in third grade and Russian in seventh.

* Studying Russian in grammar school was more than just another class for me. Literally my entire life has been shaped by that study. To highlight a few of the direct results: I spent a month in Ukraine, USSR, where I made friends with whom I still keep in touch. Four years later, I became interested in Georgetown University because of their Russian program and was accepted because of the experience I had already acquired in the language. I have spent the last nine months studying in Russia and have an internship at TIME magazine in Moscow.

Erin Doyle is a recent graduate of Glastonbury High School

* I think there is a strong impact of learning a second language on learning in general. I am ashamed to say as a former Special Education teacher that I would not have thought about the impact of foreign language because my students traditionally and regrettably would not have taken a foreign language. We have several students right now who are mainstreamed into Spanish but who have substantial special education needs. One has Aspergers' syndrome, a form of autism. When he entered school he didn't talk at all. We thought perhaps he was mute. He has been taking Spanish since the third grade, and one of the first people he ever spoke to was Ida Shea, his Spanish teacher. Today he participates actively in Spanish class.

Patricia DaSilva, Principal, Buttonball Lane School, 1995

to present these portfolios for placement at the college and university level in addition to—or in place of—taking the college placement test. College placement tests are generally not based upon what students know and are able to do in schools; they are devised by college level professors with very little experience at the K-12 level. We also hope that, by presenting these professors with a K-12 portfolio, the college level language sequences will be designed to further students' mastery of a language and not drearily repeat low level material that they have already mastered.

***The language director reviews the
K-12 Social Studies curriculum;
the Social Studies Director
reviews the language program.***

In addition to a communication-oriented curriculum, Glastonbury students have the opportunity to participate in a number of challenging exchange programs. Through the United States Information Agency and the State of Connecticut, Russian language students annually travel to Russia for a three-week stay at a sister school in St. Petersburg. This year for the first time three teachers from other disciplines—history and English—as well as the school media specialist, accompanied the Russian language teacher on the exchange program to St. Petersburg. By planning these collaborative endeavors, students are able to benefit from the expertise of teachers outside the language department and the language teachers are appreciated for the depth and breadth of their knowledge.

Interdisciplinary Focus

In Glastonbury, the study of language and culture is not confined to the language program. Recently, the language director served on the review of the K-12 Social Studies curriculum; in turn, the Social Studies Director served on the review of the language program. As a result, the foreign language curriculum topics are organized so that they parallel topics being presented in Social Studies. In the elementary grades, the new History-Social Studies framework emphasizes particular world areas at different grade levels. The elementary school Spanish teachers correlate the thematic topics they present with the topics presented in Social Studies at approximately the same time of year. Second graders, for example, study Mexico in their Social Studies curriculum and the Spanish teacher focuses on the country of Mexico for the entire second grade. At grade six, where world geography becomes the primary focus of the Social Studies curriculum, students

Dear Editor:

There is a proposal currently before the parents of Glastonbury that the Russian language be taught our seventh graders. For what purpose—cultural, sociological, or even practical?

The study of French, Spanish, even Italian or German is commendable. The first three, apart from any practical consideration, for example, that they are spoken by large segments of adopted Americans, as well as in many countries accessible to American travelers, are musical, and add much to the poetry of living. No such excuse can be made for Russian. Even German, guttural though it is, has more grace.

As for language alone adding to our understanding of a remote and largely unapproachable people, why not rather a comprehensive course in Russian and Far East history? The history of Russia is largely unknown. It is replete with color, pathos and tragedy, but little of this could ever emerge from the mere study of a language.

In today's uneasy world, which we must educate our children to try to understand, it would seem the greatest need, in the upper grades, is the intelligent evaluation of fast-moving global events, together with understanding, if possible, of the conditions that may have caused them.

Yours truly,
(Mrs.) Joseph V. Dionne
Glastonbury Citizen
July 24, 1958

In my present position, I use Russian on a daily basis. I truly think that Americans are the most linguistically inept people operating in international trade circles. Our lack of language skills cripples our attempts to export. We need to follow the European practice of starting students on at least two foreign languages beginning in elementary school and we need to be making a big commitment to Japanese, Chinese, and Russian.

Glastonbury High School students are a major part of Russian joint ventures. Young people are having a very high impact on what is happening in joint ventures today because they can't find jobs in the United States. There is a twenty-three-year-old, Cindy Pitt, running Federal Express right now. She's a graduate of Glastonbury High School, and has a fantastic job in Russia that she couldn't have gotten without Russian language skills.

Certainly, studying French in elementary school contributed to the kind of life I lead and job that I hold today. Without it, I wouldn't have ever been drawn to Russian in middle school. I certainly would never have gone to Russia had I not studied the language in Glastonbury.

There are very few Russian-capable officers in the Commerce Department. I hadn't studied Russian for sixteen years, since I left Glastonbury High School, yet when I was tested, I still had some facility in the language, and with an intensive four-month immersion in Russian, my skills came right back. That couldn't have happened if I hadn't had that long sequence of Russian before college.

Richard Steffans is Commercial Officer at the U.S. Embassy in Moscow, 1995.

in French and Spanish look at the entire world, with special emphasis on areas where the languages are spoken. In grade seven, students in French, Spanish, and Russian study the role of their respective countries in coordination with the time period being studied in world history. The same happens in the study of U.S. History: in grades eight and ten, where U.S. History is the focus, the role of immigrants in the development of the history of the United States is emphasized for the entire year. At the high school level, foreign language teachers emphasize culture and history topics about Africa, Latin America, and Eastern Europe in their study of French, Spanish, and Russian. Certainly the study of Latin is correlated with the study of the ancient world at the high school level. Unfortunately, teachers are rarely given common planning time across disciplines, although this would be a natural outgrowth of the braiding of the two curricular areas.

Similar efforts at curriculum "meshing" are going on with English and Science. Through these types of connections and the interdisciplinary focus on exchange programs, students begin to see the need to apply other content in their learning of a language. They realize that if they are to be proficient speakers of the language, they must have some meaningful information to communicate with people in communities both at home and abroad.

Community Commitment

As important as curricular understanding and unification are both within the foreign language program and across disciplines, it is also vital to communicate to the public that these activities are occurring in the schools so that the public continues to be an advocate for language programs. In the elementary school we invite parents to participate in classes during National Foreign Language Week. During these special lessons classrooms are jammed with parents and grandparents who are delighted to see young children speaking and using the language. Additionally, all elementary school newsletters contain a weekly column on what is happening in the language classroom.

***Classrooms are jammed with
parents and grandparents
delighted to see young children
speaking and using the language.***

Because many parents have not studied a language at the elementary grades, they are not sure what is possible, so our elementary teachers keep them apprised of classroom activities and ways of working with their children at home to use the language. For

Back in the U.S.S.R., but not Forgotten

They rocked to Bon Jovi. They shopped for jeans at Bob's. They ate pizza for dinner.

At first glance, the 12 Soviet high school students who visited from L'vov, a Ukrainian city of 850,000, looked like any other group of teenagers in America. But the students, just by being in town for three weeks, led Glastonbury students and town residents to a simple conclusion: They have more in common than they realized.

"The human spirit is the same," said Christine L. Brown, director of foreign languages for Glastonbury schools. "The hopes and the dreams for professionalism and exciting jobs are the same. It's like Oksana Novik kept saying, 'Students are students, kids are kids.'" Novik is the Soviet students' English language teacher.

What is unique about the program is that for the first time, Soviet and American high school students are spending their time not in isolated dormitories, but in private homes with families as their host. The program grew out of an agreement signed by President Reagan and Soviet President Mikhail S. Gorbachev during the Moscow summit last May.

Glastonbury High School, known for its pioneer Russian language program, was chosen as one of 30 schools in the nation to participate. On Saturday, 12 Glastonbury students and their Russian language teacher, Lynne Campbell, will board a plane for the Soviet Union, where they will spend the next month touring Moscow and Leningrad and going to school with their new Soviet friends in L'vov.

The program is scheduled to pair new groups of students from the same communities for at least two more years.

The effects of the "young ambassadors" will eventually be felt throughout the community, said Lisa Garza, an official with the U.S.-U.S.S.R. High School Academic Partnership Program in Washington, D.C.

"It's like throwing a rock in the pond," Brown said. "The circle gets bigger and bigger." "Something happened. Something changed," Adel Lukyanova, assistant principal of School No. 6 in Moscow, said of other Soviet students who have returned from U.S. exchange visits.

Hartford Times

April 1989

students that are new to the district a parent packet of material, including an audio tape, is made available so that the parent can help their child enter the curriculum. In grades six through twelve we provide information through school newsletters and two local newspapers that serve the community. The language teachers have as an annual goal publicizing the activities that involve students.

Parents as Advocates

Parents are invited to Foreign Language Week celebrations that draw crowds of between five and eight hundred people. Students from every level perform at these events so parents can see the potential progression of their child's skills throughout the grades. As was mentioned earlier, parents and community members serve as representatives on curriculum studies and on the development of school policies that relate to the language program, such as a recently adopted International Travel Policy. Further, parent orientation creates many advocates for the language program by involving parents in the preparation for exchange programs and their children's travel abroad. We talk with them while their children are gone about the cross-cultural and linguistic issues that arise in foreign travel and how they can be dealt with in a positive manner. And, while it is important that our students travel abroad, it is also very important that we bring students from other countries to stay with families in Glastonbury. Annually, we host foreign exchange students as well as students from both of our official exchange schools in St. Petersburg, Russia and Morelia, Mexico. These host parents serve as advocates of the program long after their children have graduated from our high school.

Conclusion

Certainly the language program has been supported by the parent community over the years. However, support is neither certain nor automatic. The teachers and the curriculum director continually work to maintain a high level of community involvement. From the parent open houses to community-wide international celebrations, something is always taking place that involves students and their families. Students also organize and control a number of events. After school clubs in grades six through twelve, language contests, and immersion experiences, are all partially planned by students. As the students continue to love learning languages, they convince others that it is important to study hard and do well in their language classes. Finally, the success of the program is testimony to the outstanding program staff, who love languages themselves, and who know how learning a language can change one's life forever.

We Will Remember You... *L'vov students were in America, and now—a return visit*

Within just three minutes of landing at the Hartford airport, the students had already left. The principal of L'vov school #76, Vasiliy N. Goryn, held his head. "What's going to happen?" They tried to calm Vasiliy down. "Nothing will happen. Tomorrow you'll see your students in school." (They would live with families.) "And now they're going to relax." Goryn, smiling, was taken by car, first by highway, then through a small, green town, with individual homes everywhere. He was taken to the house where he would live.

I don't have to explain that Vasiliy Nikolaevich did not sleep that night, no matter how friendly his hosts were, no matter how comfortable his room was. He was too excited: how did the students get settled? How are they behaving? Are they all healthy? At school the next morning, Vasiliy saw all twelve of his tenth graders and teacher Oksana Novik, all happy and smiling. He calmed down. Yes, in the American town of Glastonbury, Connecticut, the L'vovians were greeted warmly.

"Vasiliy Nikolaevich, did the trip turn out to be useful for you?" "More than I could have expected. Not only because I personally got to know the American system of education, but also because the students became familiar with it, and having returned, they've told their friends about it.

At School #76 in a room used temporarily by the American students, it seemed that chaos ruled. Some students were sitting on the couches, some on the floor. But it was worth it to approach the kids—there was complete seriousness and concentration.

I looked at the American and Soviet kids. They are approximately the same age, and have similar complexions. And I thought, if you didn't know who was who, you wouldn't figure it out. They're even dressed similarly, except that the Americans have more Lenin pins on their jackets.

I believe that the Americans' opinions of our country have changed. And I hope very much that this increased interest will not burn out with time. I hope that in their remaining time (they're in Leningrad now) they will learn more about the USSR, and that they'll remember not only the half-empty stores and lines, which, unfortunately, they paid attention to, but also the many virtues of our republic and our country. I hope they will remember not only the fact that the Soviet kids lived in America in large homes—no one was cramped for living space—while in L'vov they were placed in two- and three-room apartments. Despite the fact that the whole family lived in one or two rooms, the guest was offered a separate room.

Of course, they have noticed our hospitality and friendliness, our desire to talk about the same things—things that bring together simple people from all over the planet: about the struggle for peace; about the desire to not harm this large home of ours—Earth; and about the creative possibilities of man. At all kinds of meetings in L'vov, the conversation was often about how we want to live better, fuller, brighter, and this is why we've seized perestroika. And, of course, we believe in it. This is probably why we are interesting to the world, and so the students from Glastonbury want to come back again to see the many changes that we who live here are already noticing.

From an article in the L'vov Pravda, April 21, 1989

Translated into English by the American and Russian students, with assistance from their teacher in L'vov.

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For nearly forty years, the Council for Basic Education (CBE) has promoted a curriculum strong in the basic subjects—English, history, geography, government, mathematics, the sciences, foreign languages, and the arts—for all children in the nation's elementary schools. CBE is an independent, critical voice for education reform. We complement this role by designing and administering practical programs to foster better learning through better teaching.

CBE periodicals, the monthly *Basic Education* and the quarterly *Perspective*, provide a regular platform for our advocacy, analysis, and criticism. Our readers nationwide include educators, policymakers, business leaders, and concerned citizens.

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CONNECTICUT STATE BOARD OF EDUCATION
HARTFORD

TO BE PROPOSED:
January 18, 2012

RESOLVED, That the State Board of Education, pursuant to Section 10-3a of the Connecticut General Statutes, approves the Commissioner's recommended reorganization plan for the State Department of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this Eighteenth day of January, Two Thousand Twelve.

Signed: _____
Stefan Pryor, Secretary



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: State Board of Education

FROM: Stefan Pryor, Commissioner

DATE: January 18, 2012

SUBJECT: Proposed Reorganization of the State Department of Education

In anticipation of our discussion next week, I am writing to preview the actions you will consider as part of the State Department of Education's proposed reorganization.

Governor Malloy is setting the stage for what we both hope and expect will be an historic year for education in Connecticut. In his pre-holiday letter, the Governor articulated a set of overarching priorities. He called for action that is "potent enough to make Connecticut a national leader in narrowing the achievement gap, and comprehensive enough to set the stage for a restoration of Connecticut as a model for creating academic excellence for all." He also called for "a system that focuses at every level on preparing our students for success in college and careers," and for an "embrace [of] performance-based accountability as a lever for continuous improvement."

The Governor presented six principles to guide our efforts:

- Enhance families' access to high-quality early childhood education opportunities.
- Authorize the intensive interventions and enable the supports necessary to turn around Connecticut's lowest-performing schools and districts.
- Expand the availability of high-quality school models, including traditional schools, magnets, charters, and others.
- Unleash innovation by removing red tape and other barriers to success, especially in high-performing schools and districts.
- Ensure that our schools are home to the very best teachers and principals – working within a fair system that values their skill and effectiveness over seniority and tenure.
- Deliver more resources, targeted to districts with the greatest need – provided that they embrace key reforms that position our students for success.

Since then, at his Education Workshop and in other public appearances, he has reiterated his call for bold and far-reaching reform.

We propose drawing upon the Governor's priorities and principles to organize our work at the State Department of Education. A reorganized Department begins with a first-class leadership team. These top-level personnel will be supported by reorganized divisions. Here are key examples:

A Chief Academic Officer will focus on realizing the Governor's goal of "creating academic excellence for all," and will work to align our efforts around preparing students for college and careers. To do so, the CAO will unify standards, teaching and learning, and student assessment. In the era of the Common Core State Standards and data-driven instruction, the Department should support districts' efforts to align standards and curricula with summative assessments, and to use formative assessments to drive instructional practice. The CAO will be tasked with implementing clearer and higher standards for what children need to learn at each grade in order to be on a trajectory for success in college and career.

A Chief Talent Officer will implement strategies in pursuit of the Governor's fifth principle: to develop and attract a first-rate, diverse corps of educators to our classrooms, principals' offices, and district offices by improving the entire professional experience and human resources system for teachers and leaders. Such activity will include recruitment, induction, professional development, evaluation, retention, removal, and promotion. The Chief Talent Officer will also engage Connecticut's education stakeholders to produce a fair system of educator evaluation for State Board of Education consideration and approval.

A Chief Performance Officer will ensure that across multiple indicators, our school districts receive actionable and timely information on student performance – fulfilling the Governor's charge to use performance-based accountability to drive continuous improvement. The CPO will carry forward the Department's existing efforts to build a robust data infrastructure to help identify trends, problems, and opportunities in our schools. Crucially, the CPO will work with the State Board to develop metrics for status, progress, and goals for every school, district, and student group in the state, as required by the U.S. Education Department's ESEA/NCLB waiver process.

A Chief Turnaround Officer will lead the design and administration of intervention and support strategies in low-performing schools and districts (the Governor's second principle). This individual will analyze schools in need of greater assistance and identify the nuanced leadership, assessment, curriculum, professional development, technology, and other programmatic and structural changes necessary to improve student performance. This office will seek out best practices from the state and country and work to promote high-quality school models (the Governor's third principle).

A Chief Operating Officer will be charged with improving the effectiveness, responsiveness, and efficiency of the Department's programs and services. The COO will coordinate and drive cross-divisional priority projects from start to finish. The COO will oversee the Governor's goal of removing the unnecessary red tape and bureaucracy that can impede student learning. The COO will also oversee a new, cross-bureau function to study the creation and support of community schools providing support services linked to schools, as well as engaging families and communities. Community schools will be developed jointly by the COO, Chief Turnaround Officer, and the Director of Communications and Strategic Community Partnerships.

The Department will help enhance access to early childhood education opportunities (the Governor's first principle) through the work of the Early Childhood Office. The ECO, a part of the Office of Policy and Management, will be housed within SDE to ensure maximum coordination with our K-12 programs.

The Department will continue to be guided in the financial domain by a Chief Financial Officer. In addition to the set of traditional responsibilities, the CFO will pursue fulfillment of the Governor's sixth principle – the delivery of additional state resources to districts with the greatest need, provided these districts adopt key reforms for academic achievement.

To be sure, the final form of our Department reorganization will depend upon the specific personnel who ultimately fill these senior roles. Refinement of the reorganization may be required on that basis.

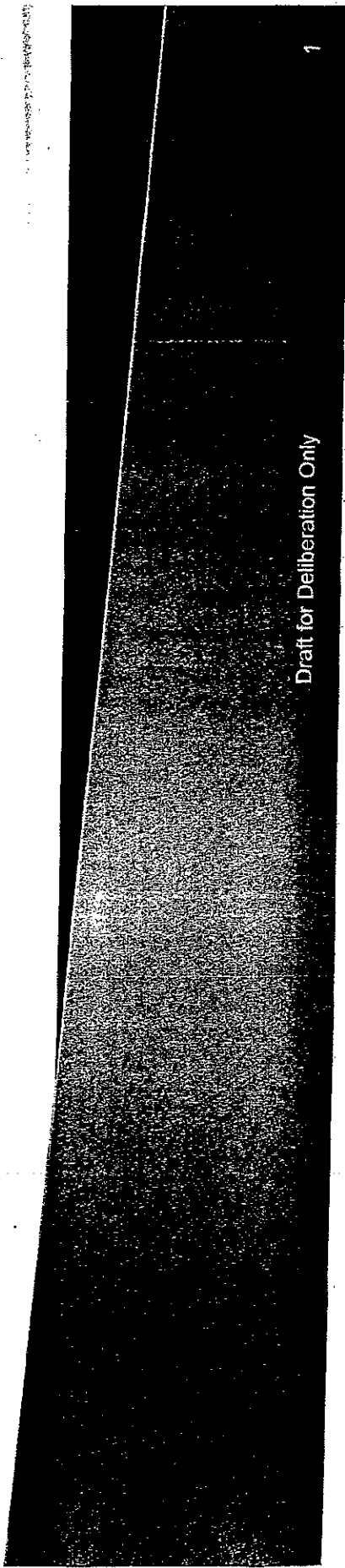
Please see the enclosed slides for more details on our plans.

I look forward to discussing this with you at the meeting on January 18th.

Connecticut State Department of Education

Proposed Organizational Strategy
January 18, 2012

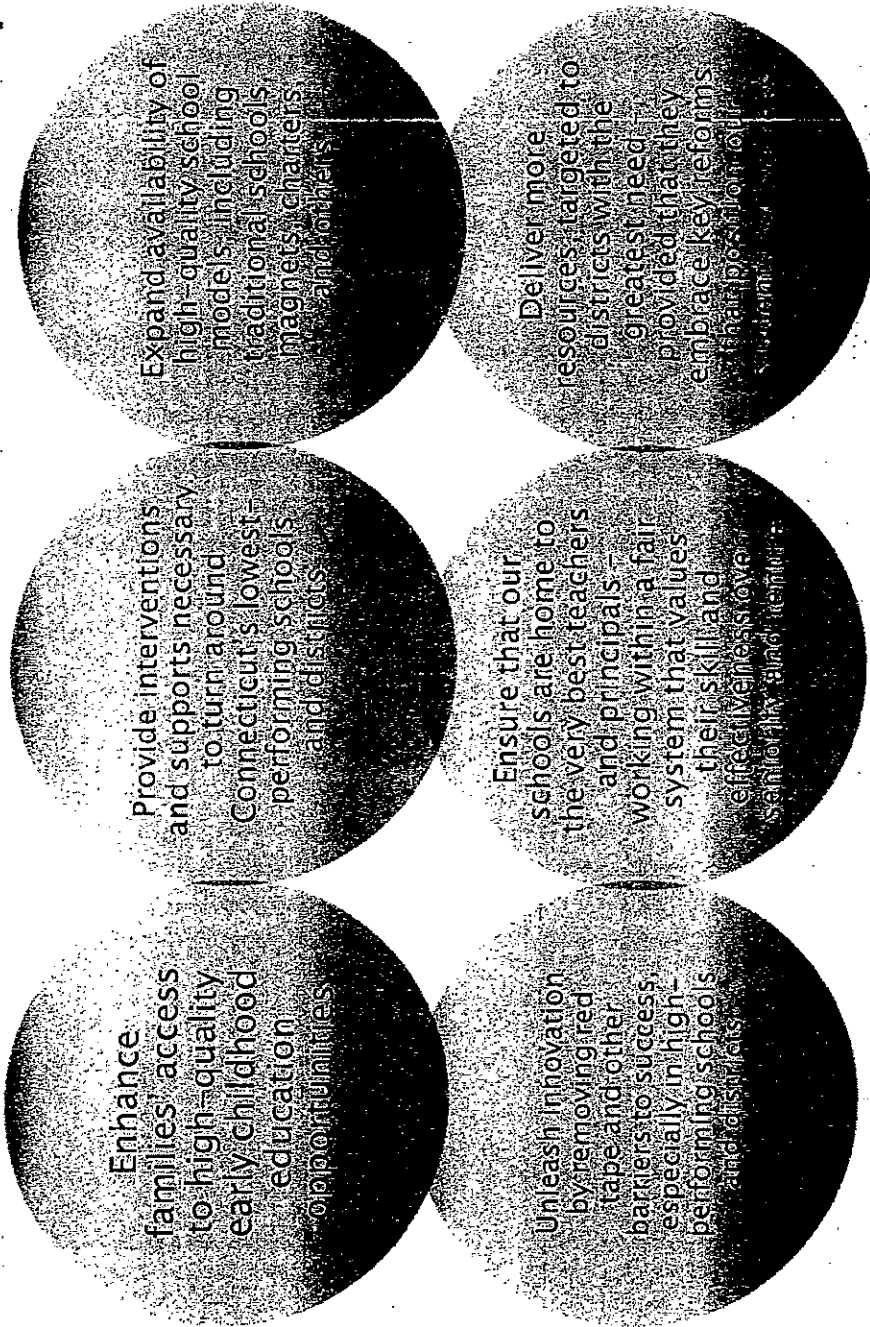
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Agenda

1. Governor Malloy's Framework Reform Principles
2. An Organizational Strategy Aligned with the Governor's Priorities
3. Organizational Design for Consideration and Approval
4. Description of Key Leadership Roles
5. Ongoing Challenges
 - Legislative and Regulatory Support
 - Talent and Capacity
6. Appointment of Chief Operating officer

Governor Malloy's Framework Reform Principles



“Make Connecticut a national leader in narrowing the achievement gap... set the stage for a restoration of Connecticut as a model for creating academic excellence for all.”

“We must create a system that focuses at every level on preparing our students for success in college and careers. We must enable our educators by providing the support they need. We must embrace performance-based accountability as a lever for continuous improvement.”

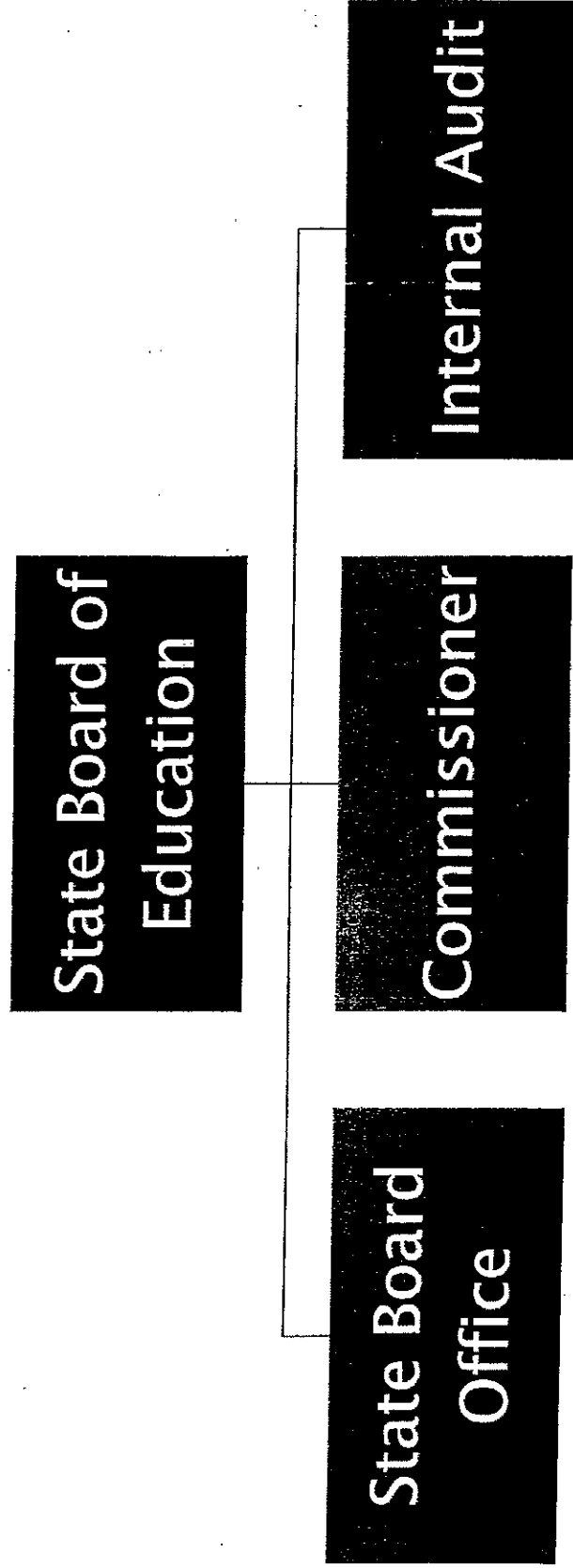
An Organizational Strategy Aligned with the Governor's Priorities

<u>Priority</u>	<u>SDE Leader</u>
▶ Create Academic Excellence for all; Prepare Students for Success in College and Careers	Chief Academic Officer
▶ Embrace Performance-Based Accountability	Chief Performance Officer & Chief Academic Officer
▶ Attract and Develop Great Educators; Oversee a Fair System of Evaluation And Development	Chief Talent Officer
▶ Intervene in and Support Lowest-Performing Schools; Expand High-Quality School Models	Chief Turnaround Officer
▶ Unleash Innovation by Removing Red Tape	Chief Operating Officer
▶ Enhance Families' Access to Early Childhood Education Opportunities	Early Childhood Education Office (OPM)

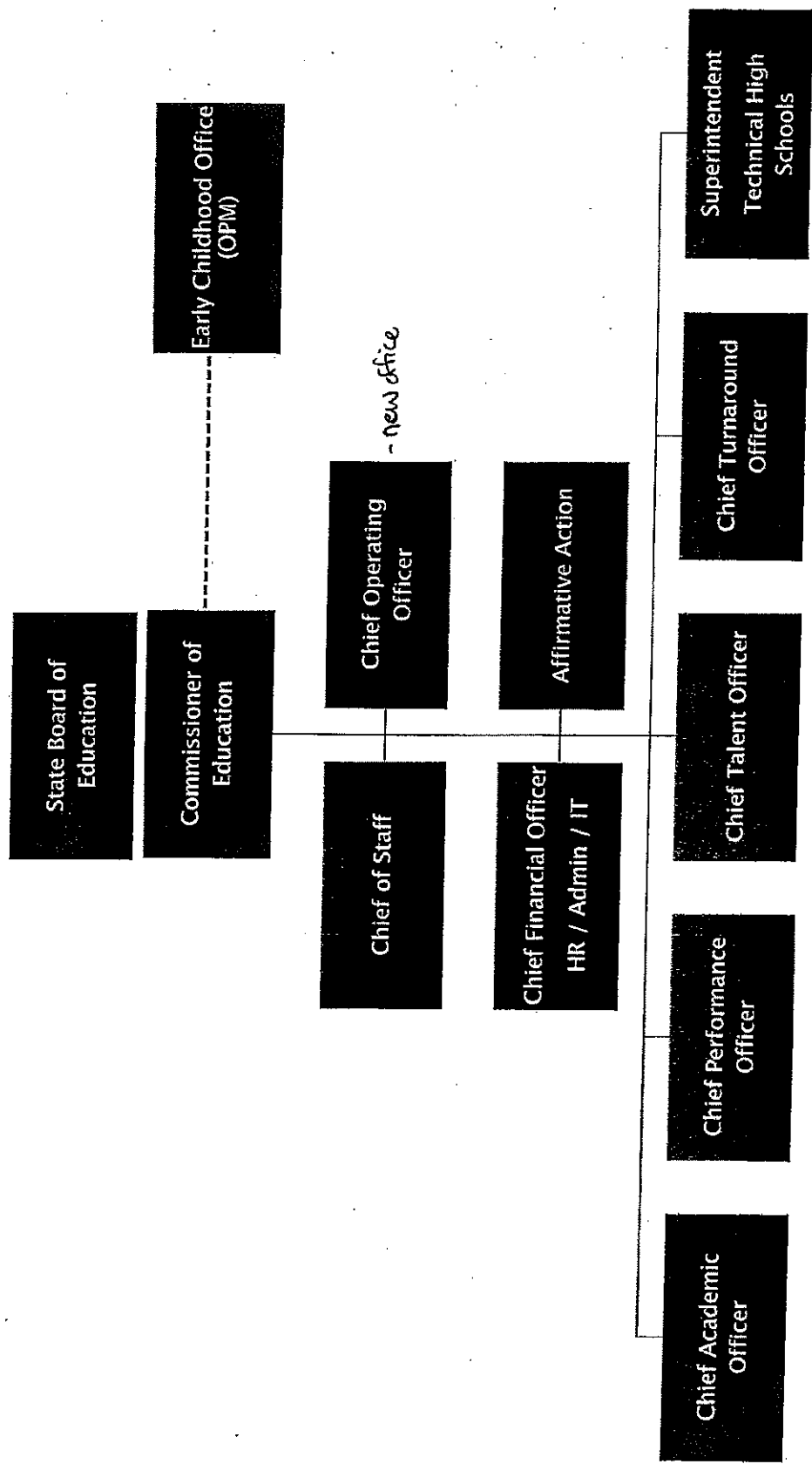
Organizational Design

Draft for Deliberation Only

Institutional Accountability Unchanged



Full Organization Aligned to Strategy

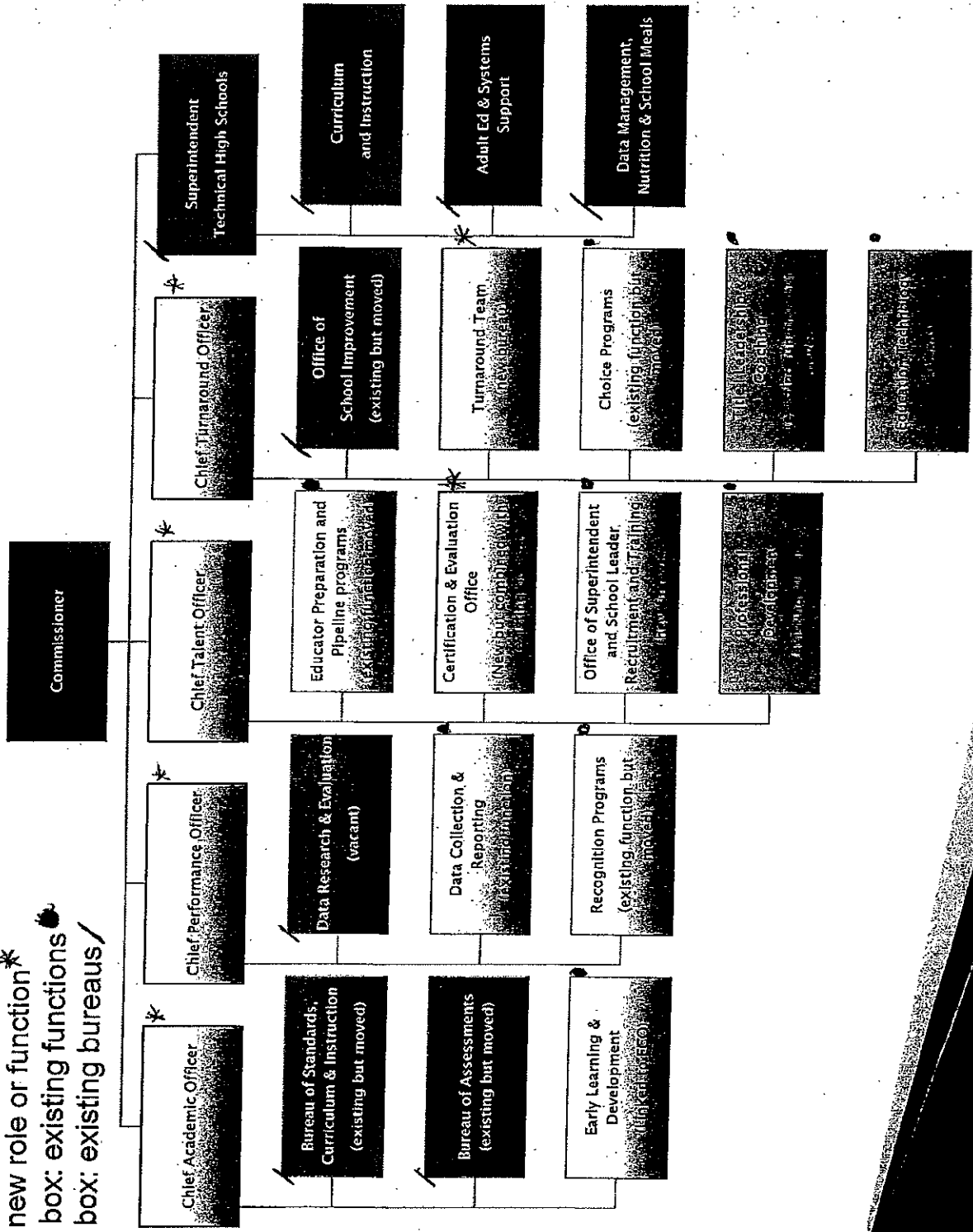


Realigned Structure: Approval Requested

Gray box: new role or function*

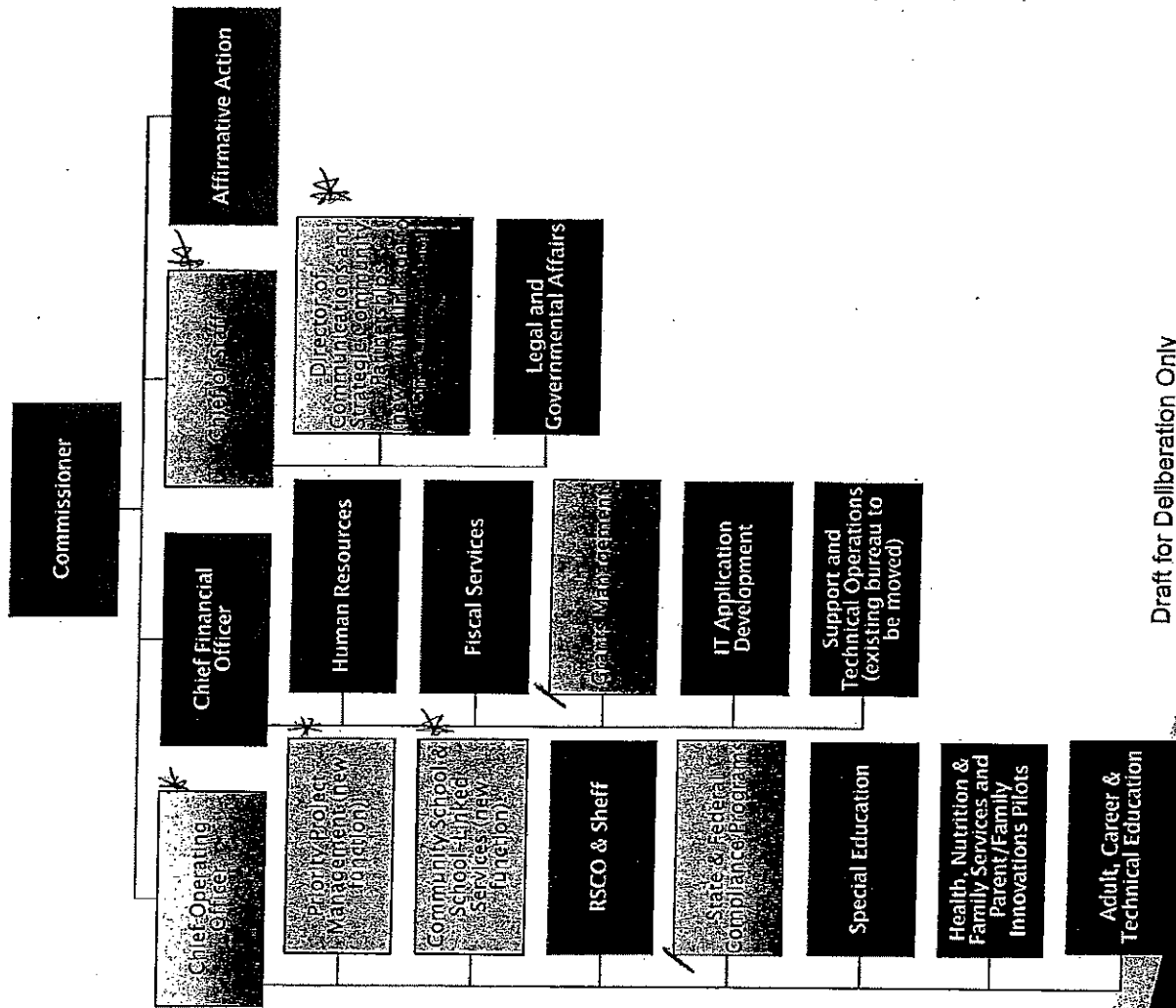
Light Blue box: existing functions

Dark Blue box: existing bureaus/



Realigned Structure: Approval Requested

- Gray box: new role or function
- Light Blue box: existing functions
- Dark Blue box: existing bureaus



Department Leadership

Chief Academic Officer

- ▶ Connecticut's first-ever Chief Academic Officer will be charged with improving academic excellence across all schools.
- ▶ The CAO will lead efforts to implement clearer standards aligned with national and international benchmarks. These standards will delineate what children need to learn and understand at each grade to be on a trajectory for college and career readiness.
- ▶ This work includes aligning our summative assessments to college and career benchmarks, and collaborating with districts and schools to facilitate more expansive use of formative assessments to help inform instructional practices – helping educators identify problems and prescribe interventions.
- ▶ The CAO will also lead our collaboration with 44 other states that are implementing the Common Core State Standards, helping us identify and introduce best practices. The CAO will work with the Chief Talent Officer to align our professional development activities around the Common Core.

Department Leadership

Chief Performance Officer

- ▶ Connecticut's Chief Performance Officer will lead efforts to provide the Department and districts with actionable information about student learning as quickly and precisely as possible.
- ▶ The CPO will complete and leverage Connecticut's robust data infrastructure, providing ongoing research and data analysis that will help inform more precisely where problems and opportunities lie in our schools. Identification of best practices for narrowing the achievement gap will be an important function of this research office.
- ▶ Most important, the CPO will work with the Commissioner and the State Board to develop clear metrics for status, progress, and goals for every school, district, and student group in the state. This will be required by our ESEA waiver process.
- ▶ The Department's accountability system will also help inform the Department's interventions in low-performing schools. In this role, the CPO will provide a central pipeline of information to the Chief Talent Officer and to Chief Turnaround Officer functions, described below

Department Leadership

Chief Talent Officer

- ▶ No single in-school factor has more influence on a child's academic progress than the effectiveness of the teacher. A cornerstone of our reform strategy is to ensure that there is an effective educator in every classroom and principal's office.
- ▶ The state's first ever Chief Talent Officer (CTO) will be responsible for implementing expansive teacher and leader effectiveness and evaluation reforms. This talent strategy will address the entire lifespan of an educator's experience, including recruitment, induction, professional development, evaluation, removal, and promotion.
- ▶ Additionally, the CTO will work with partners to create talent pipelines to support the recruitment, retention, and development of high-quality and diverse principals and superintendents throughout the state.

Department Leadership

Chief Turnaround Officer

- ▶ The Chief Turnaround Officer will work with to turn around schools with records of persistent underperformance by providing supports, guidance, interventions, and new strategies.
- ▶ This office will analyze low-performing schools and identify the nuanced leadership, assessment, curriculum, professional development, technology, or other changes necessary to improve educational outcomes.
- ▶ This office will seek out best practices from throughout the state and nation - identifying partners that work with public schools successfully to create the conditions for change.
- ▶ The CTO will also oversee choice programs.

Other Key Roles

Chief Operating Officer

- ▶ The Chief Operating Officer will lead a new priority project management function to help improve the planning, service, and delivery effectiveness of the department's programs and services. Additionally, the COO will be charged with finding ways to reduce red tape and bureaucracy that get in the way of good teaching and learning. The COO will also manage some of traditional compliance functions of the SDE - ensuring that their operations are managed efficiently, collaboratively, supportively and effectively. Finally, the COO will help oversee the Department's Community Schools initiative.

Director of Communications and Strategic Community Partnerships

- ▶ To lead the effort to increase collaboration and communication across the state and its vast educational resources, a new position called Director of Communications and Strategic Community Partnerships will be created.
- ▶ This position will develop a more effective and efficient system for collaboration with local districts, RESC's, professional associations, SERC, local Boards of Education, universities, and others whose cooperation and leadership will be necessary to improve student performance.

Additional Notes

- ▶ Our goal is to match top candidates to the key leadership roles and functions.
- ▶ This organizational design, even with the new leadership roles, will be accomplished within existing budget and headcount limits.
- ▶ We will continue to examine organizational functions that can best be done by or with other state agencies or local partners.

STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



POSITION SPECIFICATION

ANTICIPATED POSITION:

Chief Academic Officer, Connecticut State Department of Education

ABOUT THE

ORGANIZATION:

The Connecticut State Department of Education is embarking on a bold and ambitious strategy for education reform. Under the leadership of newly appointed Commissioner Stefan Fryor and the State Board of Education, the department has begun a deliberate and disciplined process to tackle some of the most significant obstacles standing in the way of every student having the opportunity to graduate high school both college- and career-ready.

ABOUT THE

POSITION:

This is an exciting opportunity for a results-oriented leader to improve learning outcomes for 560 thousand students, with a special focus on leading efforts to design and implement instructional strategies that help close the state's achievement gaps. Under the leadership of the Chief Academic Officer, the Connecticut State Department of Education will collaborate with local education leaders to deploy the more rigorous Common Core academic standards, design new formative and summative assessments that have benchmarks for what it means to be ready for college and career, and help ensure CT schools align curriculum and instructional practices to these important new standards and assessment. The CAO will also oversee our Literacy, Math, Early Childhood, and other initiatives aimed to measurably improve all students' readiness for success in school and career.

Key responsibilities include:

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January 24-26	Early Release – HS only (Exams)		
January 25	Finance Subcommittee Meeting Special BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
January 26	Kelly Lane Concert & Arts Expo	7:00 p.m.	Cafetorium
January 27	Early Release – Secondary Only		
January 30	3-Board Meeting	7:00 p.m.	Senior Center
January 31	MS Winter Band Concert	7:00 p.m.	HS Auditorium
February 1	Curriculum Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
February 2	8 th Grade Parents' Night Tour 8 th Grade Parents Night Presentation	6:15 p.m. 7:00 p.m.	HS Auditorium HS Auditorium
February 4	HS Coffeehouse	7:00 p.m.	HS Commons
February 15	Finance Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
February 20-21	Schools in Session		