

Regular Board of Education Meeting
Wednesday, January 4, 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. Schools in the Spotlight
- III. Consent Agenda
 - III.A. Minutes
 - III.B. Retirements
- IV. Old Business
 - IV.A. Third Reading of Revised Bullying Policy 5131.911
- V. New Business
 - V.A. Early Childhood Study
 - V.B. Great Path Academy (GPA)
 - V.C. FY13 Plus One Budget
- VI. Miscellaneous
 - VI.A. Board Standing Committee Reports
 - VI.A.1. Curriculum/Policy/Technology/Communication
 - VI.A.2. Finance/Personnel/Facilities
 - VI.B. Other Board-Related Reports
 - VI.B.1. 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

**Regular Board of Education Meeting – Approved Minutes
December 21, 2011, 7:00 p.m.
Central Services**

Attendance Taken at 6:58 p.m.:

Present Board Members:

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

Absent Board Members:

Jenny Emery
Jennifer Lengvarsky (Student Representative)

I. Large Capital Projects

Mr. Wutka stated that he and Alan met with John Stewart from CR3, Pat Law and Ed Bobinski to review the athletic field proposal. The town will hold an informational session next week. Mr. Addley went over the presentation and clarified the two projects being presented - \$3.2M for the athletic fields and \$165K for the electronics lab. The Board discussed what would be included in the athletic project and the new layout of the facility. There is \$48K in civil rights compliance funds that may be used to support the project. The plan does not include lavatory facilities. The Board inquired about the time to build the facility and it was stated that it should take about 4 months after getting permits, etc. Mr. Gordon Bischoff, from the Board of Finance, stated that there will be two informational sessions - on December 28th and January 5th (2 per day) and that it would be beneficial if a board member can be in attendance at these meetings to answer any questions the public may have. The Board discussed the scheduling of practices and games and stated that it may also be beneficial to answer some of the questions that may arise about fitting all practices and games on campus with the new facility.

The Board then reviewed the electronics lab project. The electronics program began with one class and has grown to between 8-10 classes and is limited to 15 students. With the new resources and expanded space, it would enable 24 students to attend these classes and meet the needs of the curriculum.

The Board will send any corrections to the presentation to Alan and he will then forward the presentation on to the Board of Finance.

A Motion was made by Matt Wutka and seconded by Rosemarie Weber to adjourn the meeting. This Motion passed unanimously at 7:55 p.m.

Respectfully submitted,

Linda Powell
Board Recorder

**Regular Board of Education Meeting – Approved Minutes
December 7, 2011, 7:00 p.m.
Central Services**

Attendance Taken at 6:58 p.m.:

Present Board Members:

Jenny Emery
Lynn Guelzow
Cal Heminway
John O'Connor
Edward Ohannessian
Rosemarie Weber
Matthew Wutka
Sean Goodridge (Student Representative)
Jennifer Lengvarsky (Student Representative)

I. Organizational Meeting - Election of Officers

Nominations for Chair – Matt Wutka made a motion to nominate Cal Heminway as Board Chair. This motion was seconded by John O'Connor and passed unanimously at 7:02 p.m.

Nominations for Vice Chair – Ed Ohannessian made a motion to nominate Matt Wutka as Vice Chair. This motion was seconded by Ron Walther and passed unanimously at 7:03 p.m.

Nominations for Secretary – John O'Connor made a motion to nominate Jenny Emery as Secretary. This motion was seconded by Matt Wutka and passed unanimously at 7:04 p.m.

II. Public Comment

There were no public comments this evening.

III. Administrative Reports

III.A. Board Recognition Awards

John O'Connor was presented with an award from the Board for 8 years of service 2003-2011.

III.B. Superintendent's Announcements

- Mr. Addley welcomed parents, students and a special welcome to new board members, Jenny Emery and Lynn Guelzow.
- Welcome to Wells Road students, teachers and administrators who are here to make presentations to the Board this evening.
- Thank you to the students who were singing carols in Spanish this evening to everyone who was attending this meeting.
- Congratulations to staff members – Granby Public Schools has been recognized by ConnCan for our efforts and progress in reducing the achievement gap as measured by student achievement.
- The Board of Selectmen approved the GEA contract for 6.4% over 3 years.
- A variety of math and language arts curriculum committees have been meeting this past week.
- Zippslip/Paypal are up and running. They will be introduced to the secondary schools in the second semester.

- A \$3.4M capital project for the Board of Education was approved by Board of Selectmen, to be presented to The Board of Finance, the Board of Education, and ultimately for referendum by the voters. The possibility of a special BoE meeting on Dec. 21 was raised.
- One 8th grade and one 12th grade student will be recognized at the Farmington Valley Superintendents' luncheon on Friday.
- There are a variety of seasonal activities happening. Please go to the website to check out dates and times.
- A reminder that December 23rd is an early release day for all schools.
- Mr. Addley stated he looks forward to welcoming back everyone in January.

III.C. Student Representative Reports

- Spanish and French classes went to an art museum in New York City.
- The Holly Ball was last Saturday night.
- Financial aid night was held last Thursday evening.
- Students are in the holiday spirit. National Honor Society is working with Social Services to stuff stockings.
- The National Honor Society handball tournament will be held this Friday. Proceeds will go to the Granby Food Bank.
- There will be a Youth Forum day of holiday fun on December 12th.

III.D. Business Manager's Report

Mr. Harry Traver, Business Manager, presented the November Statement of Accounts. The Finance Subcommittee reviewed this report this evening. The adverse variation in Special Education is related to outplaced students and transportation for pre-Kindergarten students. On the revenue side there is an increase in year-to-date rental fees collected. The reports are currently showing \$21K favorable variance which the subcommittee does not expect will be there at year-end.

III.E. Schools in the Spotlight

Ms. Judy Larocque and Mr. James Janski, teachers at Wells Road Intermediate School, and some of their students demonstrated how they analyzed and synthesized information to solve problems. Mrs. Larocque's students designed an experiment to improve the growth of plants. Mr. Janski's students studied sound and designed instruments. Several students presented their experiments and demonstrated the instruments they designed to the Board.

III.F. Guidance Presentation

Katherine Volikas, who came to Granby three months ago as a guidance counselor at the middle school and the new position, Director of Guidance, presented the annual guidance program overview to the Board. She stated that their goal is to align the 6th-12th grade programs. Ms. Volikas spoke about the interventions and supports of the Guidance Department, and efforts to begin to establish baseline data to direct efforts and measure results. The Board stated that they would like to see baseline data with another presentation addressing additional questions, perhaps in 3-4 months. The Board inquired if the Guidance Department has any needs for the future. Ms. Volikas stated that an additional counselor is needed to benefit to students. She also stated that there is a need for the college career center person to be full-time instead of part-time.

IV. Consent Agenda

IV.A. Minutes

A motion was made by John O'Connor and seconded by Matt Wutka to approve the minutes as presented. This motion passed at 7:55 p.m. with 2 abstentions (Jenny Emery and Lynn Guelzow).

IV.B. Expenditure Request

A motion was made by Matt Wutka and seconded by Ed Ohannessian to approve the expenditure request of \$1,099.00 for field hockey championship jackets (some new jackets and some requiring embroidery). This motion passed unanimously at 7:56 p.m.

V. Old Business

V.A. Second Reading of Revised Bullying Policy 5131.911

The bullying policy was presented to the Board for a second reading. It will be brought forward to the Board at the next meeting for a third reading and approval. The Board inquired if they should speak to legislators about changing legislation on bullying with regard to the labeling of a bully and how it stays with the student. Mr. Addley stated he would speak with area superintendents.

V.B. Athletic Field Proposal

The original athletic field proposal map was shown to give a sense of what will be going to referendum in January, albeit with changes to reflect the reduced scope. . The proposal consists of a total of \$3.4M, which includes an electronics lab for the high school along with the athletic facilities. The Town's request also includes \$250,000 for generators which would be housed in one of the BoE buildings. Mr. Addley suggested that a meeting may need to be held on Dec. 21st to review final proposed plans. There is also need to develop the accompanying rationale for presentation to the community.

VI. New Business

VI.A. FY13 Budget Goals

A motion was made by John O'Connor and seconded by Jenny Emery to adopt the FY13 budget goals as drafted.. The board discussed secondary school reform as being part of one of the goals. The first three goals are essentially the same as this year and #4 and #5 has been added. The Board questioned what the cost might be for secondary school reform and common core standards. Mr. Addley stated that long-term he is not sure but that Granby is a bit ahead of the curve on implementation, and that additional funds needed will most likely be in staffing the required programs. The Board inquired if the draft goals presented should be more specific. The goals are meant to give broad guidance to the superintendent and Mr. Addley stated he feels that the goals presented do give him guidance and they would allow him to put together an administrative budget which would provide detail. This motion passed unanimously at 8:30 p.m.

VI.B. FY13 Budget

Mr. Addley stated that he is completing meetings with the administrative teams. He stated that we are a bit better off than we originally thought; however, we still have a gap of about \$350K relative to the Board of Finance's likely "plus 1%" budget directive.

VII. Miscellaneous

VII.A. Board Standing Committee Reports

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

This committee met this evening and discussed the curriculum director's report which included: teacher evaluation plans, in which a committee with board member participation will be needed; technology plan; new legislation regarding student success plans and the implementation of them affecting students grades 6-12; and math and language arts curriculum.

VII.A.2. Finance/Personnel/Facilities

This committee met this evening and discussed: the statement of accounts; approval of field hockey championship jackets; multi-town bus contract in a year from now - would need a 1-year contract extension and may do that if the multi-town contract might be a possibility - otherwise, will look for a new 5-year contract; winter sports - football is in arrears for \$15K and their next payment is due Jan. 1st; solar energy project with Ross Solar, which the subcommittee does not endorse pursuing at this time primarily because of the successful negotiation of reduced electrical rates in a 5-year agreement which significantly reduces the anticipated savings from solar. There was Board discussion about continuing to explore alternative energy as both a cost savings and educational opportunity.

VII.B. Other Board-Related Reports

VII.B.1. CPPAC

VII.B.2. CREC/CABE

CABE convention was held on November 17-18 where the board received the Level II Board of Distinction Award.

VII.B.3. Granby Education Foundation

The Granby Education Foundation had their annual meeting but the Board representative could not attend.

VII.B.4. District Efficiency Initiatives

This item was reported on earlier this evening.

VII.C. Calendar of Events

The Calendar of Events is as presented.

VII.D. Board Member Announcements

Mr. Heminway stated that he attended the Kelly Lane Blue Ribbon celebration on November 21st and that it was a very significant and nice event.

Mr. Heminway advised he would like to meet with the three new board members and would be contacting each of them separately to set up the meetings.

VIII. Executive Session/Non-Meeting

A motion was made by Ed Ohannessian and seconded by Matt Wutka to go into an executive session to discuss a student discipline matter. This Motion passed unanimously at 8:55 p.m.

The Executive Session ended at approximately 9:05 p.m.

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

Students

Bullying

The Granby Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the District Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "Bullying" means the repeated use by one or more students of a written, verbal or electronic communication directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) causes physical or emotional harm to such student or damage to such student's property;
- 2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) creates a hostile environment at school for such student;
- 4) infringes on the rights of such student at school; or
- 5) substantially disrupts the education process or the orderly operation of a school.

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

For purposes of this policy, electronic communication ("Cyberbullying") means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the Granby Board of Education authorizes the Superintendent or his/her designee(s), along with the District Safe School Climate Coordinator, to be responsible for developing and implementing a District Safe School Climate Plan in furtherance of this policy. As provided by state law, such District Safe School Climate Plan shall include, but not be limited to provisions which:

- 1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- 2) enable the parents or guardians of students to file written reports of suspected bullying;
- 3) require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- 4) require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- 5) require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

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- 6) include a prevention and intervention strategy for school employees to deal with bullying;
- 7) provide for the inclusion of language in student codes of conduct concerning bullying;
- 8) require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- 9) require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
- 10) establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school; maintain a list of the number of verified acts of bullying in such school; make such list available for public inspection; and, annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- 11) direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- 12) prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- 13) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- 14) require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

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- 15) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- 16) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- 17) require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying District Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

Not later than January 1, 2012, the Granby Board of Education shall approve the District Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the District Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

Students

Bullying

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

Original Policy Adopted: 1/8/03

Revisions Adopted: 11/15/06, 2/18/09, _____

GRANBY PUBLIC SCHOOLS

Granby, Connecticut

Students

Bullying

District Safe School Climate Plan

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following District Safe School Climate Plan, consistent with state law and Board Policy. This plan represents a comprehensive approach to addressing bullying and cyberbullying and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying and Retaliation

- A. The Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. In addition to prohibiting student acts which constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of Board Policy and the District Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

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II. Definition of Bullying

- A. “**Bullying**” means the repeated use by one or more students of written, verbal or electronic communication, or a physical act or gesture directed at another student attending school in the same district that:
1. causes physical or emotional harm to such student or damage to such student’s property;
 2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
 3. creates a hostile environment at school for such student;
 4. infringes on the rights of such student at school; or
 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. “**Cyberbullying**” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communications.
- B. “**Electronic communication**” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system;

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- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

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- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

IV. Leadership and Administrative Responsibilities

A. District Safe School Climate Coordinator

For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:

1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

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B. Safe School Climate Specialist

For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. For the school year commencing July 1, 2012 and each school year thereafter, the Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) review and amend school policies relating to bullying; 4) review and make recommendations to the Coordinator regarding the District Safe School Climate Plan based on issues and experiences specific to the school; 5) educate students, school employees and parents/guardians on issues relating to bullying; 6) collaborate with the Coordinator in the collection of data regarding bullying; and 7) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

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- D. Not later than January 1, 2012, the Board of Education shall approve the District Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's website and ensure that the District Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous complaints shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the complaint, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous complaint.
- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.

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- D. The Safe School Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A., as it must include a description of the school's response to such acts, along with consequences, as appropriate.

Students

Bullying

Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Safe School Climate Specialist and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.

- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a written student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. Notice to Law Enforcement

If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource office, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age or disability), the Safe School Climate Specialist or designee shall also coordinate any investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.)

Students

Bullying

VIII. Documentation and Maintenance of Log

- A. Each school shall maintain written complaints of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.
- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

Students

Bullying

IX. Other Prevention and Intervention Strategies

- A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of “bullying”, as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

- C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying:
 - i. Non-disciplinary interventions

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

Students

Bullying

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

ii. Disciplinary interventions

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying against a single individual. Intervention strategies for a bullied student may include the following:

- a. Counseling;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations;

Students

Bullying

- c. Encouragement of student to seek help when victimized or witnessing victimization;
 - d. Peer mediation or other forms of mediation, where appropriate;
 - e. Student Safety Support plan; and
 - f. Restitution and/or restorative interventions.
- iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
- c. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;

Students

Bullying

- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and
- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
- h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying, including any such program identified by the Department of Education;
- i. Respectful responses to bullying concerns raised by students, parents or staff;
- j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence based practices concerning same;
- k. Use of peers to help ameliorate the plight of victims and include them in group activities;
- l. Avoidance of sex-role stereotyping;
- m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
- n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

Students

Bullying

- o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
 - D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

X. Improving School Climate

The Principal of each school shall take affirmative steps in fostering and improving the quality of the school climate. These steps should make use of the most current data available on the quality of school climate within the school. Action planning should align to school improvement plans, the work of the safe climate committee and the results of school climate assessments.

XI. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district's safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. The bullying policy and the district's safe climate plan shall be posted on the district and school websites.

Students

Bullying

XII. School Climate Assessments

On and after July 1, 2012, and biennially thereafter, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Department.

Legal References:

Public Act 11-232, *An Act Concerning the Strengthening of School Bullying Laws*

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)

7/25/11

**GRANBY PUBLIC SCHOOLS
Report of Suspected Bullying**

School _____ Date _____

Location(s) _____ Time _____

Reporter Information:

Student report _____ Name _____

Anonymous student report _____

Parent report _____ Name _____

Anonymous parent report _____

Staff Member report _____ Name _____

Name of Student Committing Act(s): _____

Name of Student(s) Against Whom Act was Directed: _____

Potential Witnesses: _____

Description of Act(s): _____

Action of Reporter: _____

Bullying Report Form Completed by:

Signature

Date

This report should be promptly completed and given to a building administrator.

Granby Public Schools
Report of Suspected Bullying/Consent to Release Student Information

Date: _____

Name of Student: _____

School: _____

To Parent/Guardian:

A complaint of bullying has been filed on behalf of your child alleging that he/she has been the victim of bullying. In order to facilitate a prompt and thorough investigation of the complaint, the Granby Public Schools may need to disclose the name of your child and/or other information which may otherwise disclose your child's identify.

(Please check one):

_____ I hereby give permission for the Granby Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such complaint, to third parties contacted by the district as part of its investigation.

_____ I do **NOT** give permission for the Granby Public Schools to disclose my child's name, along with any other information necessary to permit the district to adequately and appropriately investigate such complaint, to third parties contacted by the district as part of its investigation.

Signature of Parent/Guardian

Date

Name (Please print)

GRANBY PUBLIC SCHOOLS
Administrative Investigation Summary of Bullying Complaint

School _____ **Date** _____

Location(s) _____

Reporter Information:

Student report _____ Name _____

Anonymous student report _____

Parent report _____ Name _____

Anonymous parent report _____

Staff Member report _____ Name _____

Student Reported as Committing Act: _____

Student Reported as Victim: _____

Description of Alleged Act(s): _____

Time and Place: _____

Names of Potential Witnesses: _____

Action of Reporter: _____

Administrative Investigation Notes *(use separate sheet if necessary):*

Bullying Verified? Yes _____ No _____

Remedial Action(s) Taken: _____

If bullying verified, has notification been made to parents of students involved? Yes___ No___

Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____

If bullying verified, have invitation to meetings been sent to parents of students involved?
Yes___ No___

Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____
Parents' Names: _____	Date Sent/Notified: _____

Date of Meetings: _____

Meeting Summaries:

If bullying verified, has school developed student safety support/intervention plan?

Yes___ No___

(Attach bullying complaint, witness statements, and notification to parents of students involved if bullying is verified, invitations to parent meetings, records of parent meetings).

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 (\$101,205)

- 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	1,566,063	12,211	0.8%	1,656,357	1,708,016	1,780,717	1,790,717	1,794,485	2.5%	2.5%	2.5%	2.5%	2.5%
Regular Education	9,832,713	9,429,328	9,785,908	9,928,178	143,370	1.5%	10,585,740	10,849,315	11,093,096	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%	1,174,266	1,183,623	1,186,764	1,186,764	1,210,274	0.8%	0.8%	0.8%	1.1%	1.1%
Total Certified Salaries	12,708,273	12,154,669	12,644,888	12,647,527	26,785	0.2%	13,088,488	13,426,364	14,040,577	14,040,577	14,348,461	3.3%	2.6%	2.3%	2.2%	2.2%
Substitute/Tutor/Support Salaries																
Substitutes	149,259	145,310	152,000	152,000	0	0.0%	158,141	161,304	161,304	161,304	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%	193,947	198,766	203,766	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%	168,447	172,858	176,974	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	214,025	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%	985,268	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	450,635	-6,066	-1.3%	461,788	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%	978,680	1,003,044	1,033,136	1,064,130	1,095,064	2.5%	2.5%	3.0%	3.0%	3.0%
Total	1,289,429	1,337,197	1,366,938	1,405,347	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%	532,269	545,596	559,236	573,217	587,647	2.5%	2.5%	2.5%	2.5%	2.5%
Central Office Salaries	343,963	350,583	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	1,165,500	1,227,240	1,253,595	1,267,406	13,511	1.1%	1,298,384	1,330,843	1,364,144	1,398,217	1,433,173	2.5%	2.5%	2.5%	2.5%	2.5%
Purchased Services:																
Purchased Services Instructional	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%
Administration	367,840	622,975	404,049	404,049	0	0.0%	404,049	412,130	420,373	428,760	437,356	0.0%	2.0%	2.0%	2.0%	2.0%
Maintenance	96,431	89,389	86,115	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%
Total Purchased Services	668,865	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%
Legal Services	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%
Repairs & Maintenance:																
Instructional	90,681	77,787	87,050	87,050	0	0.0%	88,791	90,567	92,378	94,228	96,110	2.0%	2.0%	2.0%	2.0%	2.0%
Administration	5,598	35	8,500	8,500	0	0.0%	8,500	8,500	8,670	8,843	9,020	0.0%	0.0%	0.0%	0.0%	0.0%
Maintenance	257,110	478,022	245,710	254,100	8,390	3.4%	254,264	274,835	285,828	300,119	315,125	4.0%	4.0%	4.0%	5.0%	5.0%
Total Repairs & Maintenance	353,489	555,844	341,260	349,650	8,390	2.5%	381,555	373,901	386,876	403,168	420,256	3.4%	3.4%	3.5%	4.2%	4.2%
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 Transportation	258,114	415,528	383,188	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	1,214,653	1,382,127	167,464	13.8%	1,428,252	1,475,948	1,525,268	1,576,269	1,628,011	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%	3.0%	3.0%
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%	3.0%	3.0%

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
Tuition:																
Vocational	55,944	55,944	63,936	71,928	7,992	12.5%	55,944	63,936	71,928	71,928	71,928	-22.2%	14.3%	12.5%	0.0%	0.0%
Special Education Tuition	658,044	632,500	729,728	674,121	-55,607	-7.6%	707,827	743,218	780,379	819,398	860,368	5.0%	5.0%	5.0%	5.0%	5.0%
Adult Education	8,355	8,304	9,000	9,000	0	0.0%	9,270	9,548	9,835	10,120	10,433	3.0%	3.0%	3.0%	3.0%	3.0%
Total	723,343	696,748	802,664	755,049	-47,615	-5.9%	773,041	816,703	862,142	901,456	942,730	2.4%	5.8%	5.8%	4.8%	4.6%
Conference & Travel	41,533	36,359	56,425	44,425	-12,000	-21.3%	45,536	46,788	48,191	49,637	51,126	2.5%	2.8%	3.0%	3.0%	3.0%
General Supplies:																
Regular Education	301,715	296,240	287,180	262,180	-25,000	-8.7%	266,735	276,125	284,408	292,941	301,729	2.5%	2.8%	3.0%	3.0%	3.0%
Special Education	25,626	17,997	26,300	26,300	0	0.0%	26,958	27,699	28,530	29,386	30,267	2.5%	2.8%	3.0%	3.0%	3.0%
Administration	76,137	68,914	81,359	81,369	0	0.0%	83,403	85,697	88,268	90,916	93,643	2.5%	2.8%	3.0%	3.0%	3.0%
Maintenance	157,242	142,775	142,700	142,700	0	0.0%	146,268	150,290	154,799	159,443	164,226	2.5%	2.8%	3.0%	3.0%	3.0%
Total Supplies	560,720	525,826	537,549	512,549	-25,000	-4.7%	525,363	539,810	566,005	572,685	589,865	2.5%	2.8%	3.0%	3.0%	3.0%
Electricity	580,117	576,123	684,044	483,525	-130,519	-22.3%	484,863	477,647	491,976	506,736	521,938	2.5%	2.8%	3.0%	3.0%	3.0%
Fuel Oil	214,091	300,782	318,852	376,830	57,878	18.1%	386,251	396,673	408,779	421,042	433,673	2.5%	2.8%	3.0%	3.0%	3.0%
Textbooks/Workbooks	200,573	172,875	170,679	170,679	0	0.0%	174,946	179,757	185,150	190,704	196,425	2.5%	2.8%	3.0%	3.0%	3.0%
Library/Media Center	63,862	51,708	53,330	53,330	0	0.0%	54,563	56,166	57,851	59,587	61,375	2.5%	2.8%	3.0%	3.0%	3.0%
Software	126,967	155,714	151,254	160,815	9,561	6.3%	178,304	201,735	207,787	214,021	220,441	2.5%	2.8%	3.0%	3.0%	3.0%
Dues & Fees	33,753	39,214	38,722	38,722	0	0.0%	39,690	40,782	42,005	43,265	44,563	2.5%	2.8%	3.0%	3.0%	3.0%
Replacement Equipment:																
Instructional	4,794	2,377	4,000	4,000	-	0.0%	4,100	4,213	4,339	4,469	4,603	2.5%	2.8%	3.0%	3.0%	3.0%
Administration	1,856	2,689	2,500	2,500	-	0.0%	2,563	2,633	2,712	2,793	2,877	2.5%	2.8%	3.0%	3.0%	3.0%
Maintenance	51,377	4,000	4,000	4,000	-	0.0%	4,100	4,213	4,339	4,469	4,603	2.5%	2.8%	3.0%	3.0%	3.0%
Total Replacement Equipment	58,027	5,066	10,500	10,500	-	0.0%	10,763	11,068	11,390	11,732	12,084	2.5%	2.8%	3.0%	3.0%	3.0%
New Equipment:																
Instructional	0	4,638	-	-	-	-	0	0	1,000	1,030	1,061	2.5%	2.8%	3.0%	3.0%	3.0%
Administration	0	4,999	-	-	-	-	0	0	1,000	1,030	1,061	2.5%	2.8%	3.0%	3.0%	3.0%
Maintenance	676	9,587	-	-	-	-	0	0	2,500	2,575	2,652	2.5%	2.8%	3.0%	3.0%	3.0%
Total New Equipment	676	19,224	-	-	-	-	0	0	4,500	4,635	4,774	2.5%	2.8%	3.0%	3.0%	3.0%
Student Activities	553,550	558,516	575,345	589,395	14,050	2.4%	604,130	619,233	637,810	656,944	676,653	2.5%	2.5%	3.0%	3.0%	3.0%
Health	2,683,066	2,816,421	2,796,261	2,850,074	153,813	5.5%	3,257,489	3,579,112	3,916,133	4,268,585	4,652,757	10.4%	9.9%	9.4%	9.0%	9.0%
Retirement Severance	235,416	200,000	200,000	200,000	0	0.0%	200,000	200,000	200,000	200,000	200,000	0.0%	0.0%	0.0%	0.0%	0.0%
Other Employee Benefits	1,006,315	1,000,543	1,089,760	1,108,405	18,645	1.7%	1,136,115	1,176,979	1,216,538	1,254,573	1,292,215	2.5%	3.0%	3.0%	3.0%	3.0%
Employee Benefits	3,924,797	4,016,954	4,086,021	4,258,479	172,458	4.2%	4,593,804	4,956,090	5,332,671	5,723,163	6,144,973	7.9%	7.9%	7.6%	7.3%	7.4%
Total Budget	26,329,416	26,511,152	26,983,001	27,337,499	354,498	1.3%	28,336,493	29,358,304	30,385,607	31,409,388	32,486,618	3.8%	3.8%	3.4%	3.4%	3.4%
Annual Budget Change %							987,994	1,022,811	1,027,303	1,023,761	1,077,260					
Annual Change \$																

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	50,100	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	70,506	121,541	42,159	27,683	126,921	17,322
MAINTENANCE BY SITE:										
DISTRICT										
HS	78,500	149,075	36,500	27,900	7,500	10,400	7,000	0	3,400	0
MS	98,975	80,300	63,200	74,000	38,000	45,000	55,500	10,000	38,500	0
KEARNS	104,765	34,000	45,000	136,100	51,600	25,100	13,600	8,600	105,000	52,000
KELLY LANE	112,500	47,500	23,800	12,000	11,800	18,500	5,800	15,000	6,000	0
WELLS RD.	14,100	16,225	6,500	6,500	15,000	28,500	6,500	6,500	10,500	0
CENTRAL OFFICE	27,275	6,600	6,600	6,600	6,600	28,600	6,600	20,600	6,600	0
TOTALS ABOVE	0	1,200	1,200	1,200	1,200	0	0	0	0	0
	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										
HS	40,120	59,010	8,600	22,300	4,300	4,500	13,000	4,000	4,500	0
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 2004		Spring 2004	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 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 Concept Fully Defined 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: 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. Six (6) tennis courts are in need of repaving.

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 coast at \$6M using 2% inflation. The cost estimate for today's market prices will need to be recalculated.

PROJECT CATEGORY: Placeholder Concept
 Fully Defined 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.

**Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes
December 7, 2011
5:30 p.m.**

Attendance:

Lynn Guelzow – Present
John O'Connor - Absent
Rosemarie Weber – Present

Alan Addley - Present
Diane Dugas - Present

Meeting commenced at: 5:30 p.m.

Meeting adjourned at: 6:30 p.m.

1. Curriculum Director's Report – Used storm time for professional development; New Materials – focusing on comprehension; Understanding the New Common Core – writing across the curriculum; Student Success Plan – State-mandated plan 6-12.

2. Teacher Evaluation Plan – To start in February (need a BOE member). States must establish TEP. Need growth model. Feb/June – background knowledge; Summer – some work; next year – develop plan 2012-2013.

3. Technology Plan – What is essential for children at each grade level. Not a separate curriculum but integrated.

4. Student Success Plan – Legislation – by 7/1/12 all students Grades 6-12 have individual Student Success Plan. 1) mentor/advisor; 2) goal setting (academic/social & emotional/career); 3) best work/self-reflect; 4) monitor and adjust goals

5. Other –

- Math Curriculum – working to align with vision and new common core standards.
- Language Arts – Middle School – delivery of workshop model

Monthly Curriculum Sub Committee Report

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

Date: November 2011

Professional Development:

- November 7 and November 8 District Professional Development:
 - K-6 LA focus on organization and application of new reading comprehension materials
 - 5-6 Math/Science Math fluency and Science inquiry, interventions and assessments
 - Curriculum unit planning – performance assessment development
 - PLC time
 - 7-8 Common Core Standards, writing across the curriculum, PLC time
 - 9-12 Development of DAG rubric, PLC time
- November 11th – Kearns TA's participated in a half day workshop on Responsive Classroom
- November 14th – Participation in state roll out of Student Success Plans
- November 14th – Parent presentation to PTO on Reader/Writer Workshop, Everyday Math and the new common core state standards
- November 17th – Title IX training for district designees
- Leadership Academy – A new group of 15+ professionals began participation in this monthly meeting that develops leadership capacity and broadens an understanding of the district vision, mission, systems and structures – The road from the classroom to leadership.

Curriculum:

- Curriculum Committee Work:
 - Due to the number of days lost to the storm followed by parent conferences and the Thanksgiving break November curriculum committees were rescheduled to future dates.

Committee Work:

- Central office leadership team with DCP: Completed analysis of staffing data and beginning stages of developing staffing guidelines, worked on action planning process
- Attendance at the Granby Prevention Council
- Established committee for new Student Success Plan process to begin meeting in December

Other:

- Facilitated Annual District-wide Early Childhood Luncheon with preschool representatives
- SERC Work– Facilitated focus of initial principal meetings and needs for continued equity focus.
- 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 of school improvement initiatives to district and superintendent theory of action.
- Attendance at Kelly Lane Blue Ribbon Ceremony
- Ongoing 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, next steps to follow the process through 7-12.
- Supported the development of action plan for writing improvement.

Monthly Meetings:

District Ad Council – Focus on Learning Principles and equity data driven decision making

Elementary Ad Council Meetings – Replaced by AD Council due to storm rescheduling

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

Monthly Walkthrough's – Worked collaboratively with Kelly Lane Principal to facilitate walkthrough and debriefing focused on writer's workshop and conferring.

Bi Monthly building Administrator meetings – Discussions around DCP work, SRBI, curriculum and budget

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- Review and discussion of Early Childhood Feasibility

**Finance/Personnel/Facilities Subcommittee Meeting Minutes
December 7, 2011
5:30 p.m.**

Attendance:

Matt Wutka	Present	Alan Addley	Present
Ed Ohannessian	Present	Harry Traver	Present

Meeting commenced at: 5:45 p.m. Meeting adjourned at: 6:55 p.m.

1. November Statements of Accounts – At this time no major issues. Repair and maintenance running high as is special education transportation.
2. Solar Energy Project Deposit – Discussed the solar project with Ross Solar and at this time felt the financial benefits of \$2,300 per year maximum is not worth locking in for 15 years.
3. Winter Sports – Swimming fee of \$35/athlete. Football still owes money for year-end – need to receive in January. Some question how the hockey funds are allocated towards Granby kids.
4. Possible 1-year Extension of M&J Bus Contract – Alan to check with Suffield regarding going for a multi-town deal. If not, look to go with a new 5-year deal.
5. Expenditure Request – Field Hockey Championship Jackets - \$1,099 – Approved.
6. Other – None.

January 2	No School-New Years' Day Holiday		
January 4	Curriculum Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
January 5	Junior Planning Night	7:00 p.m.	HS Auditorium
January 10	Town Meeting for Large Capital Projects	8:00 p.m.	HS Auditorium
January 12	MS Winter Choral Concert	7:00 p.m.	HS Auditorium
January 12	Athletic Boosters – Hypnotist Show	7-9:30 p.m.	HS Auditorium
January 13	Early Release – All Schools – Professional Development		
January 16	No School – Martin Luther King Day		Offices Closed
January 17	Town-Wide Referendum Vote for Large Capital Projects	12-8:00 p.m.	HS Auditorium
January 18	Finance Subcommittee Mtg.- <i>Cancelled</i> BOE Meeting - <i>Cancelled</i>	5:30 p.m. 7:00 p.m.	Central Services
January 19	Wells Road Band Concert	7:00 p.m.	Cafetorium
January 19	Junior Planning Night Snow Date	7:00 p.m.	HS Auditorium
January 24-27	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 31	MS Winter Band Concert	7:00 p.m.	HS Auditorium



Dannel P. Malloy

GOVERNOR
STATE OF CONNECTICUT

December 20, 2011

Honorable leaders of the Connecticut General Assembly,

The time has come for change in our schools.

Less than two months ago, we came together and showed the people of Connecticut that Hartford is not like Washington, DC. That when it comes to the most pressing issue facing our state – job creation – Democrats and Republicans can put partisanship aside to create real change.

One of the most frustrating things I heard repeatedly from employers on my jobs tour was some version of, "I have job openings at my company, but I can't find enough qualified people to fill them." These comments underscore the fact that our state's economic future is dependent on our students' educational outcomes. We cannot prosper if we do not produce a workforce equal to the task of keeping Connecticut's companies competitive. And we cannot fulfill our moral obligation to give every student a genuine chance to succeed – whether that child happens to live in Avon, Bridgeport, Greenwich, or Windham – if we do not make fundamental reforms to our schools.

Connecticut's school system has a storied history of excellence. And our state continues to boast a number of exemplary schools and districts that produce students who can out-compete any of their peers nationwide. But over time, we have lost our edge as a state. Our performance on standardized assessments has stagnated, and students in other states have begun to catch and surpass ours. Our state's positioning has weakened to the point that we are not competitive in national grant competitions like the recent Race to the Top Early Learning Challenge. Worse, the recent release of the National Assessment of Educational Progress results demonstrated that in most cases, Connecticut's poor and minority students are less prepared for success than their peers in the vast majority of other states – and that our state has the largest achievement gap in the nation.

Addressing these challenges will require Connecticut to embrace a real sense of urgency and a willingness to deploy bold strategies. 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. And we must reduce bureaucratic barriers to excellence – if a district is producing fantastic results, the State Department of Education should be getting out of its way.

Doing so will require some new tools enacted in partnership with the legislature. Today, I am asking the Commissioner of Education to develop a set of legislative proposals for the

coming session. This package must be both ambitious and carefully tailored. It must reflect the best ideas in Connecticut and nationwide for improving education.

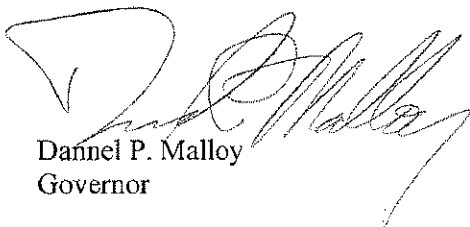
Our proposal, therefore, will be based upon the following principles:

- 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.

On January 5th, I will convene a set of multi-stakeholder workshops to delve more deeply into some of the most pressing education reform issues for Connecticut. Commissioner Pryor will continue to meet with you, education associations, teachers and their representatives, parents, advocacy organizations, business leaders, and others going forward. And come February, I look forward to continuing to work with you and your colleagues in the General Assembly, the State Board of Education, and an array of groups across the state on the passage and enactment of a package focused upon these principles.

We should not and will not accept half-measures and repackaged versions of the status quo. Rather, I have instructed Commissioner Pryor to craft legislation 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. We owe our children nothing less.

Sincerely,



Dannel P. Malloy
Governor