

### **III. Mission Statement and Expectations**

Granby Jr./Sr. High School fosters academic achievement, personal responsibility and respect in order to develop conscientious and productive members of society.

#### **Student Learning Expectations**

##### **Academic**

Students will be able to:

- Read actively
- Practice listening skills
- Communicate clearly in writing
- Communicate clearly in speech
- Demonstrate effective research skills
- Use strategies in problem-solving

##### **Civic**

Students will be able to:

- Demonstrate an understanding of the importance of respecting diversity (amended as of September 26, 2007 faculty vote)
- Identify the responsibilities and importance of participating as citizens in school and global society
- Show awareness of local, national, and global events

##### **Social**

Students will be able to:

- Demonstrate responsible, cooperative, and courteous behavior
- Show respect and responsibility for all property
- Create an environment where concern and empathy for others is encouraged

## **Substantive Change Policy**

**IV.** Effective September 4, 2007, the following have occurred. Unfortunately all of these budget-driven decisions have a negative impact on the school's ability to meet the of the Standards of Accreditation. The positions listed below were targeted in a concerted administrative effort to protect classroom teaching positions.

- elimination of the head custodian position.
- elimination of a .05 night custodian at the Junior/Senior High School, reducing night coverage to 1.5, down from 2.
- reduction of the school psychologist to .06, down .02 from .08.
- reduction in the number of team leaders from 11 to 9.
- reduction in the following accounts:
  - textbooks, FY'08 reduction of \$9,406 to \$6,141
  - library/media, FY'08 reduction of \$5,307 to \$4,693

All of these were painful and difficult decisions, driven by budget realities for the 2007-08 school year. These decisions were consciously made in an effort to avoid classroom personnel cuts.

**V.** A new grade seven program is worthy of special note: This year all the seventh graders have been enrolled in a year-long health and wellness program that will supplement existing grade seven exploratory classes in health/wellness and physical education.

**VI.** Granby Junior/Senior High School (GJSHS) has embarked on a study of scheduling alternative in hopes of finding possibly a hybrid solution, allowing identified courses especially in mathematics and world language, to experience consistent, on-going instruction over 180 days rather than 90 days.

**VII.** The follow-up effort at GJSHS involved all staff members, and resulted in a comprehensive effort to examine, discuss, and implement the recommendations of the 2005 NEASC Visiting Committee. Several forums were used to respond to the NEASC recommendations; faculty meetings, specifically-tasked sub-committees, and e-mail surveys (using the new district e-mail system), all provided the broad-based input and professional synergy necessary to move forward in the evaluation and accreditation process.

In the spring of 2006 two GJSHS faculty members, Jessica Funk (ELA 9-12) and John Berneche (social studies 9-12) were chosen by outgoing Principal Mary McDowell to guide the overall NEASC response efforts, including GJSHS's response to the April 1, 2007 Special Progress Report and the October 1, 2007 Two-Year Progress Report. John and Jessica (heretofore designated "the Follow-up Committee") then began the process of forming and overseeing the various response sub-committees.

In total, five sub-committees were formed and were operational throughout 2006-2007. Each of the committees was staffed with an average of eight volunteers, each of whom specifically expressed interest in studying and responding to the recommendations their committees were charged with investigating. The chairs of the five sub-committees reported back to newly-hired Principal Dan Lynch and the Follow-up Committee on a regular basis.

Three of these sub-committees were tasked with providing detailed responses to the points requiring responses for the NEASC April 1, 2007 Special Progress Report.

- Joan Vohl Hamilton (ELA 7-8) agreed to chair the Rubric Standardization & Implementation sub-committee.
- Jordan Funke (media specialist/librarian) and David Lukaskiewicz (Granby district technology coordinator) agreed to co-chair the Technology and Print Resource sub-committee. This committee was largely comprised of faculty and staff serving on the GJSHS Technology Committee.
- Donna Mason (ELA 9-12) agreed to chair the Civic and Social Expectations sub-committee.

Two sub-committees began the process of gathering information with which to provide detailed responses to recommendations for the Two-Year Progress Report due on

October 1, 2007. These two committees were tasked with a) looking into all professional development recommendations and b) to investigate the development of a formal mentoring program at GJSHS.

- Christina Brownell (our new media specialist/librarian) is chair of the Professional Development sub-committee.
- Charlene Korza (GJSHS social worker) is chair of the “Mentoring Program” sub-committee.

For the most part, these five sub-committees met after school as needed. Sub-committees are still operational and will continue to meet until their respective tasks and goals are completed. These committees were allowed one in-service day (September 26, 2007) to finalize their reports prior to this information being integrated into the Two-Year Progress Report by the principal and follow-up committee. Broader faculty input was received during several hours of discussion and group work which took place during professional development release time in May, 2007. Faculty input was also solicited and integrated through the use of district e-mail surveys, “hard-copy” surveys, and informal discussions.