

**Regular Board of Education Meeting**  
**Wednesday, November 2, 2022, 7:00 PM**  
**Town Hall Meeting Room**

**I. Administrative Reports**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**A. Chairman's Corner (5 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** Ms. Sarah Thrall, Board Chair, will share opening remarks.

**{{RecommendedMotion}}**

**B. Superintendent's Announcements (5 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** Dr. Jordan Grossman, Superintendent, will provide district updates.

**{{RecommendedMotion}}**

**C. Assistant Superintendent's Report (5 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** Ms. Jennifer Parsons, Assistant Superintendent, will provide updates from the Assistant Superintendent's office.

**{{RecommendedMotion}}**

**D. Student Representative Reports (5 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** Ms. Tess Bajek and Mr. Chase Alexander, Student Representatives, will report on activities taking place at the high school.

**{{RecommendedMotion}}**

**E. Schools in the Spotlight (15 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** Kelly Lane Kindergarten students and Ms. Amy Lupoli will share a few components of the new Illustrative Mathematics resource. Students in Mrs. Bisailon's class will show how they learn about quantities and numbers while counting collections of items and students in Ms. Hagstrom's class will show how they use centers to increase mathematical fluency and practice grade-level standards.

**{{RecommendedMotion}}**

**II. Public Comment (20 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** Granby community engagement and attendance at BOE public meetings is welcomed. The Public Comment segment of the meeting agenda is set aside so the BOE may receive public comments. Procedurally, public remarks will be limited to about 5 minutes and citizens will be asked to identify themselves. Because the BOE is limited by the Freedom of Information Act to discussing only matters on the agenda, the BOE is not permitted to engage in

a discussion of the comments presented.

{{RecommendedMotion}}

### **III. Consent Agenda (5 min.)**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

#### **A. Minutes**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Board will approve/amend the minutes of the October 19, 2022 Board of Education meeting.

{{RecommendedMotion}}

### **IV. Old Business**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

#### **A. Second Reading and Approval of new Policy 4113.12, Minimum Duty - Free Lunch Periods for Teachers (5 min.)**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Curriculum/Policy/Technology/Communication Subcommittee recommends new Policy 4113.12, Minimum Duty - Free Lunch Periods for Teachers, to the Board for a second reading and approval.

{{RecommendedMotion}}

#### **B. Second Reading and Approval of Revised Policy 5113.2, Truancy (5 min.)**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Curriculum/Policy/Technology/Communications Subcommittee recommends revised Policy 5113.2, Truancy, to the Board for a second reading and approval.

{{RecommendedMotion}}

### **V. New Business**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

#### **A. Continuous Improvement Plan - Kelly Lane Primary School (20 min.)**

{{Goal-}}

{{Attachment:}}

**Rationale:** Ms. Colleen Bava, Principal, will present the Continuous Improvement Plan for Kelly Lane Primary School to the Board.

{{RecommendedMotion}}

### **VI. Miscellaneous (20 min.)**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

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

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**1. Curriculum/Policy/Technology/Communication**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**2. Finance/Personnel/Facilities**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**B. Other Board-Related Reports**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**1. CREC/CABE**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**2. Granby Education Foundation**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**C. Calendar of Events**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**D. Board Member Announcements**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**E. Action Items**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**VII. Adjournment**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}



Kelly Lane

# Schools in the Spotlight



Mathematics



9

# Agenda

01

## Illustrative Math

A quick overview

03

## Grade 1

Math Centers

02

## Kindergarten

Counting Collections

04

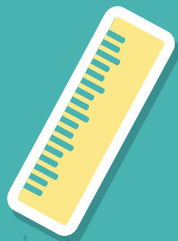
## Questions





# Introductions





01

# Illustrative Math

Overview

9



7

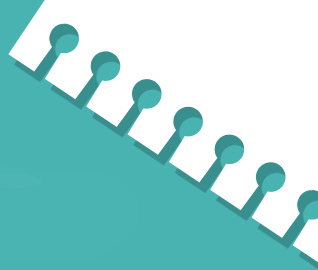
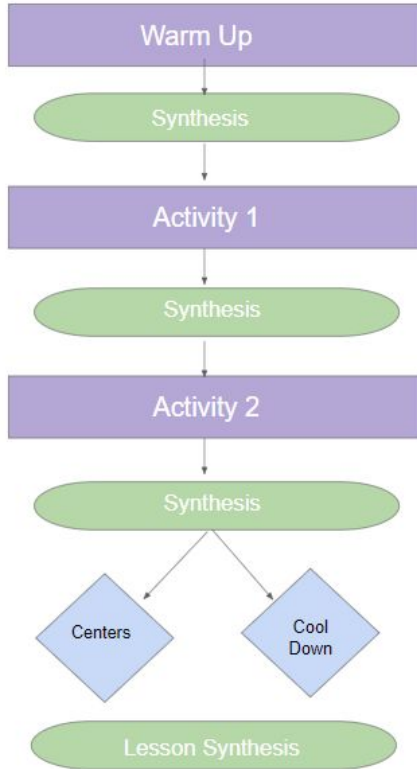
# Illustrative Mathematics



4



## Illustrative Math Lesson Structure



7



# Elementary Units by Grade Level

Grade K		Grade 1		Grade 2	
<b>1</b>	Math in Our World	<b>1</b>	Adding, Subtracting, and Working with Data	<b>1</b>	Adding, Subtracting, and Working with Data
<b>2</b>	Numbers 1-10	<b>2</b>	Addition and Subtraction Story Problems	<b>2</b>	Adding and Subtracting Within 100
<b>3</b>	Flat Shapes All Around Us	<b>3</b>	Adding and Subtracting Within 20	<b>3</b>	Measuring Length
<b>4</b>	Understanding Addition and Subtraction	<b>4</b>	Numbers to 99	<b>4</b>	Addition and Subtraction on the Number Line
<b>5</b>	Composing & Decomposing Numbers to 10	<b>5</b>	Adding Within 100	<b>5</b>	Numbers to 1,000
<b>6</b>	Numbers 0-20	<b>6</b>	Length Measurements Within 120 Units	<b>6</b>	Geometry, Time & Money
<b>7</b>	Solid Shapes All Around Us	<b>7</b>	Geometry and Time	<b>7</b>	Adding, Subtracting Within 1,000
<b>8</b>	Putting it All Together	<b>8</b>	Putting it All Together	<b>8</b>	Equal Groups
				<b>9</b>	Putting it All Together



1

2

3



# Kindergarten

Counting Collections

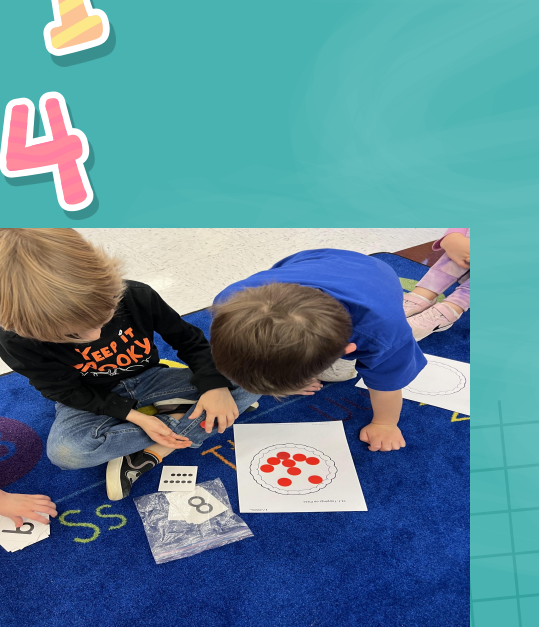


2

4

5





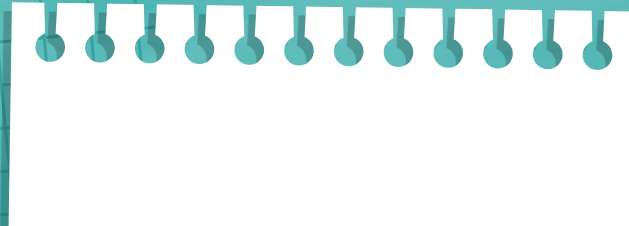
4

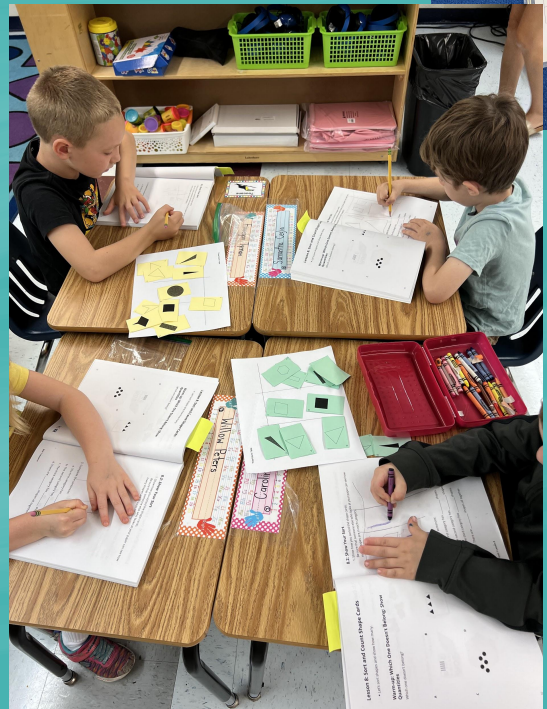
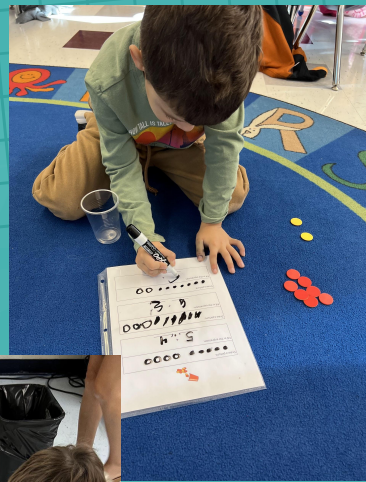
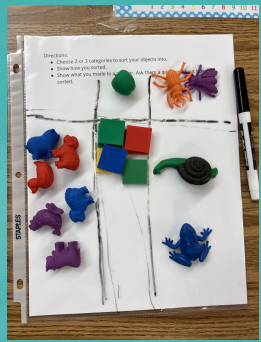
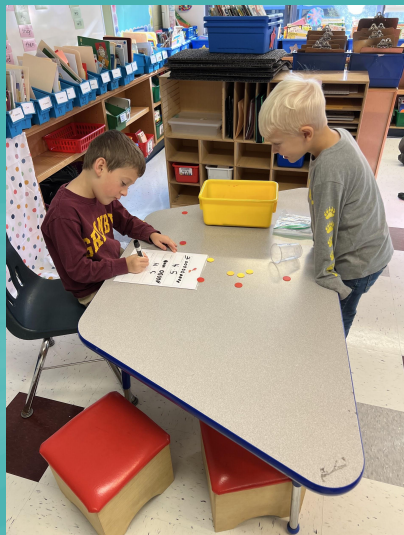


# Grade 1



## Centers





# 1-2

## Quotes from Teachers about Illustrative Mathematics

- Hands on and engaging
- Inquiry based lessons
- Very student centered
- Don't need to supplement with outside materials like I did with Eureka
- Very collaborative for kids
- Love the Counting Collections
- Activity 1 lets them explore and then guides them. Then they build upon all of that in activity 2
- Love that it is not just one way of doing math, it is good for the out of the box thinkers too
- Love that you can differentiate for different abilities without the students knowing they are working on something different
- Able to be flexible and use my teaching judgement to do what is best for students in my class
- Don't need to supplement with outside materials like I did with Eureka
- Very collaborative for kids





## Quotes from Kids

4

Math is my favorite time of day!

I like working with a partner.

Math is awesome!

7

I love math because it makes me smart!

I like working with a partner so I can ask them questions.



The games are fun!



# Questions





$$4 \times 3$$

# Thank you



4





**Regular Board of Education Meeting – Draft Minutes**  
**Wednesday, October 19, 2022, 7:00 p.m.**  
**Town Hall Meeting Room**

Present Board Members: Kristina Gilton, Monica Logan (via Zoom), Donna Nolan, David Peling, Whitney Sanzo, Sarah Thrall, Rosemarie Weber and Chase Alexander (Student Representative)

Absent Board Members: Tess Bajek (Student Representative)

Sarah Thrall called the meeting to order at 7:00 p.m.

**I. Administrative Reports**

**I.A. Chairman's Corner**

Sarah Thrall, Board Chair, welcomed everyone in attendance as well as Ms. Buckley, Ms. Alender and Dr. Wrye and 7<sup>th</sup> grade students who are here to present on their recent field trip. Additionally, she congratulated Ms. Parsons and the team of coaches who represented the Granby Public Schools at the recent Performance Matters Conference on student achievement.

**I.B. Superintendent's Announcements**

- Dr. Grossman welcomed everyone in attendance and on Zoom this evening and a special welcome to middle school students as well as Ms. Ann Buckley and Ms. Sue Alender, Science Teachers, who are here to present for Schools in the Spotlight.
- An update regarding the high school track was provided. At the last meeting, it was reported that puddling is happening in one section of the track. On Thursday morning, a company will come to moor some holes in the track to see if it can be determined what is causing this puddling. Dr. Grossman will report back on this issue.
- Dr. Grossman also congratulated Ms. Parsons, Ms. Belding, Ms. Olsen and Ms. Piotrowski stating it was truly special to watch this presentation with the Board's focus on student achievement.
- The Robotics Team presented at the Senior Men's Breakfast last week and nearly \$300 was raised in support of the program.
- Thank you to Ms. Thrall and Ms. Gilton who attended the Boardwalk at the high school last Friday.
- On Wednesday, October 26<sup>th</sup> from 12:15-2:15, Board members are invited to a Boardwalk at the middle school which follows tonight's Continuous Improvement Plan presentation.
- Creation of the FY24 Budget is well underway at the building level. Site budgets are due on Monday, October 31<sup>st</sup> and meetings with administrators begin in November.
- There will be a Superintendent's Community Conversation via Zoom on Tuesday, October 25<sup>th</sup> from 6-7 p.m. Email Linda Powell to obtain the link.
- The next regularly scheduled Board Meeting will be held on Wednesday, November 2<sup>nd</sup>.

**I.C. Assistant Superintendent's Report**

Ms. Jennifer Parsons, Assistant Superintendent, provided updates from her office and stated the assessment results which were presented at a recent Board meeting have been sent home to parents for students in Grades 4-9. Ms. Parsons stated some assessments are administered several times throughout the year which are check-in screeners. If students are flagged in terms of skill development, parents are contacted and additional information is gathered on the students. She shared that the same attention is given on social/emotional development of students. Ms. Parsons stated in two weeks, all of K-12 students will have a DESSA (Devareaux Student Stress Assessment) screener and teachers will complete 8 questions on each student as to how students interact with other students and how are they feeling with schoolwork, etc. If there are concerns, staff will reach out to parents. She stated parents will receive a letter explaining DESSA in the near future. Sarah Thrall inquired if this is state mandated and Ms. Parsons stated it is recommended that something be in place this year; however, it is required that districts have a screener in place for next year. She also inquired if the data is accessible by the state since the state purchased the screener and Ms. Parsons stated, yes, it is. Sarah Thrall also inquired if parents can opt out of this screener and Ms. Parsons stated, yes, they can opt out.

## **I.D. Student Representative Reports**

- Chase reported football is 3-2 and will play this Friday at 7 p.m.; volleyball is 12-3; field hockey tied 1-1 w/Simsbury and has a record of 8-3-1; cross-country visited Bolton for NCCC conference meet and next Saturday is the CIAC Class S Championships; girls' soccer is 7-4-1; boys' soccer is 6-5 after a 3-0 win against Windsor Locks on Monday night.
- A pep rally will be held this Friday in anticipation for homecoming weekend and a homecoming dance will be held on Saturday 10/22. Spirit week will be held next week leading up to homecoming games on October 27<sup>th</sup> and 28<sup>th</sup>.
- The NHS Induction ceremony will be held on October 26<sup>th</sup> in the high school auditorium.
- French and Spanish World Language Honors Society induction ceremonies will be held soon as well.
- A college fair was held today in the community gym where students visited schools with 4-year and 2-year programs as well as trade schools and military organizations.

## **I.E. Schools in the Spotlight**

Granby Memorial Middle School Science Teachers, Ann Buckley and Sue Alender, along with 7th grade students Thomas Erickson, Ashley Hodgkin, Sean Pomponi, Joseph Tofil, and, Mia Woods shared their recent field trip experience to Project Oceanology in Groton. Ms. Buckley stated after a year of planning this trip, they were finally able to attend on October 22<sup>nd</sup> and 23<sup>rd</sup>. The purpose of the field trip was to provide a real-world science experience that supports the Grade 7 science curriculum. Joe Tofil shared what they learned about water chemistry and water quality; Sean Pomponi described the types of fish they were able to see; Thomas Erickson explained how they were able to catch the fish stating students had two nets and explained how the fish were collected in them; Ashley explained plankton to the Board stating that some plankton turn into other sea animals and some stay plankton for their whole lives; and, Mia spoke about the crab habitat lab, specifically, Asian green crabs which are an invasive species.

## **I.F. Business Manager's Report**

Ms. Robbins presented the Statement of Accounts for September stating the fiscal year forecast shows an anticipated over-budget condition of \$551K. The forecast for regular education is favorable \$67K but \$62K lower than the previous month. This change centers around staffing adjustments. Expenses in salary line items are favorable due to two (2) open positions currently filled using the instructional purchased services line item. Special education is over-budget \$618K but is better than last month by \$66K. The over-budget condition is due to changes in out-of-district transportation caused by the shift in the ride sharing program and bus driver shortages. Revenue to the Town is projected to be favorable \$400K due to the projected increase in the Excess Cost Grant. The Q&D Fund continues to trend positively but there is lower than budgeted revenue due to slightly lower enrollment of Open Choice students. Rosemarie Weber stated the Statement of Accounts was reviewed and accepted in the Finance Subcommittee Meeting this evening.

## **II. Public Comment**

There were no public comments this evening.

## **III. Consent Agenda**

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

A motion was made by Rosemarie Weber and seconded by Donna Nolan that the Granby Board of Education adopt the consent agenda. This motion passed unanimously at 7:35 p.m.

## **IV. Old Business**

There was no Old Business to report.

## **V. New Business**

### **V.A. Continuous Improvement Plan - Granby Memorial Middle School**

Dr. Taylor Wrye, Middle School Principal, presented his Continuous Improvement Plan for Granby Memorial Middle School to the Board. Dr. Wrye stated students and teachers are working extremely hard and he is seeing exceptional things happening in classrooms every day. He reviewed all of the goals as follows: *Goal #1, Student Achievement*, for GMMS students to achieve levels of proficiency or higher on the state assessment in Math by monitoring their growth and performance over time and providing high-quality,

effective instruction in Math, ELA and Next Generation Science Standards (NGSS). In Math, GMMS will provide professional development for teachers in the Illustrative Math Program; have data team discussions during team meetings; and, implement a co-teaching model. In Reading and Writing, GMMS will provide professional development for teachers from the Teachers College; implement the Teachers College Reading and Writing Workshop model; and, provide small group instruction on specific standards/skills identified to students receiving reading interventions. In Science (NGSS) which is offered to students in Grades 5, 7 and 8, GMMS will analyze data by the department and have data discussions during team and department meetings; implement formative assessments with fidelity to monitor student progress; and, determine where science and math overlap and how teachers can support each other. Kristina Gilton inquired about crossing over with math and science. Dr. Wrye stated, yes, this is happening with the new STEM teacher and Math Coach, Ms. Olsen. Tutoring was brought up regarding intervention services and there is definitely a need for this at the middle school level. David Peling voiced a concern with all of the assessments being done throughout the year and could any of these be scaled back. Ms. Parsons stated the STAR assessment is a predictor and should only take 25 minutes 3 times a year and that assessment blocks are at the most 10-15 minutes and are used as a teaching tool as well as to pre-assess and measure retention after a unit ends.

Dr. Wrye continued reviewing the goals as follows: *Goal #2, Community Engagement*, to continue to improve the transition process for all new students entering GMMS by hosting events before the arrival at school; new students meeting support staff; celebrating new students and providing new opportunities to connect with peers and other new students; and, GMMS 6<sup>th</sup> grade teachers collaborating with 5<sup>th</sup> grade teachers at Wells Road to support the students' transition. The second goal under *Goal 2* is to develop a school-wide plan for branding GMMS by acknowledging Granby Bear (Student) of the month; an active presence on social media and school website; and develop a morning news Broadcast Club. *Goal #3, Safety and Social Emotional Well-Being*, for GMMS teachers to utilize a restorative approach around inclusive, relationship-centered and culturally responsive practices to create supportive classroom environments by creating school-wide expectations; implementing the DESSA assessment; and, continuing to implement and utilize Restorative Practices. *Goal #4, Budget Development and Fiscal Management*, that GMMS will continue to create a long-term financial plan which aligns with the vision of the Board of Finance by monitoring class sizes to ensure appropriate BOE class guidelines and conducting a staff structure review of the middle school to ensure that the middle school's structures are the best possible support structure. *Goal #5, Embracing Diversity*, to ensure system-wide practices and structures are in place at GMMS to support the implementation of the Granby Public Schools' Anti-Bias/Anti-Racism Plan by acknowledging Cultural Heritage Months and developing classroom libraries. *Goal #6, Professional Learning*, for the learning environment to have classroom routines that are well understood and initiated by students by developing the capacity of the leadership team to model and use protocols and utilize Restorative Practices to build a classroom culture of connectedness. Additionally, under *Goal #6*, for clear, shared outcomes where students in classes can explain how their learning connects to short- and long-term learning outcomes by providing professional development based on the Elements of Effective Instruction (EEI) and developing the capacity in EEI indicators, including using standards to develop clear shared outcomes.

#### **V.B. First Reading of New Policy 4113.12 – Minimum Duty-Free Lunch Periods for Teachers**

The Curriculum/Policy/Technology/Communications recommended new Policy 4113.2, Minimum Duty - Free Lunch Periods for Teachers, to the Board for a first reading. Ms. Parsons stated this policy is legislatively driven for teachers to have a 30-minute duty-free lunch period which is in place at all of our schools. Ms. Thrall stated any questions regarding this policy should be sent to Ms. Parsons. This policy will go to the Board for a final reading and approval at the next meeting.

#### **V.C. First Reading of Revised Policy 5113.2 – Truancy**

The Curriculum/Policy/Technology/Communications recommended revised Policy 5113.2, Truancy, to the Board for a first reading. Ms. Parsons stated the changes are legislatively mandated as to how truant students are handled, i.e., following procedures and supporting these students with interventions and contacting families prior to a student's truancy. Ms. Thrall stated any questions regarding this policy should be sent to Ms. Parsons. This policy will go to the Board for a final reading and approval at the next meeting.

## **VI. Miscellaneous**

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

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

This subcommittee has not met. Minutes approved at the last meeting are attached to the packet.

#### **VI.A.2. Finance/Personnel/Facilities**

Rosemarie Weber stated this subcommittee met this evening to discuss the September statement of accounts and the shortage of Speech & Language Pathologists, bus drivers, etc. and the impact on the budget. The roofing project was discussed briefly and administration is looking at the increased costs of this project and town leadership is meeting to discuss options. Also received a food service update and administration is continuing to monitor this program; received a GEF Grant update on the Video Production Studio; approved a leave-of-absence request; and, discussed storage space for robotics.

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

#### **VI.B.1. CREC/CABE**

Kristina Gilton reported that CREC Council has not met. Sarah Thrall reported she attended a CABE workshop last week.

#### **VI.B.2. Granby Education Foundation**

Whitney Sanzo stated Dr. Grossman and Sarah Thrall attended the GEF Meeting last Monday evening to provide the GEF with an update of the video production studio. GEF members were able to go through the details of project as well as the progress of the project. Ms. Sanzo stated classes will start next semester and there is a lot of excitement about it. The next GEF Meeting will be held on November 21<sup>st</sup> at 7 p.m.

### **VI.C. Calendar of Events**

Sarah Thrall stated homecoming week is upcoming; a Superintendent's Community Conversation on October 25<sup>th</sup> from 6-7 p.m.; MS PAC on October 27<sup>th</sup> (Whitney Sanzo & Sarah Thrall to attend); and, the next BOE Meeting will be held on November 2<sup>nd</sup>.

### **VI.D. Board Member Announcements**

There were no Board member announcements this evening.

### **VI.E. Action Items**

There were no action items this evening.

## **VII. Adjournment**

A motion to adjourn the meeting was made by Donna Nolan and seconded by David Peling. This motion passed unanimously at 8:34 p.m.

Respectfully submitted,

Donna Nolan  
Board Secretary

## **Personnel -- Certified**

### **Minimum Duty-Free Lunch Periods for Teachers**

The District, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.

Legal Reference:       Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

## **Students**

### **Truancy**

#### **Introduction and Definitions**

The district's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted. For purposes of implementing this policy and for reporting purposes regarding truancy, the District will utilize the State Board of Education approved definitions of "excused," "unexcused," and "disciplinary" absences. (See Policy 5113 for definitions of "excused" and "unexcused" absences).

**"Truant"** shall mean a student age five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

**"In attendance"** shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

**"Chronically absent child"** is an enrolled student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during such school year.

**"Absence"** means an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to C.G.S 10-198b.

**"Mental health wellness day"** means a school day during which a student attends to his/her emotional and psychological well-being in lieu of attending school. Such days must be nonconsecutive.

**"District chronic absenteeism rate"** means the total number of chronically absent children in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year.

**"School chronic absenteeism rate"** means the total number of chronically absent children for a school in the previous school year divided by the total number of children enrolled in such school for such school year.

#### **Remediation of Truancy**

School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The following outlines the school district's obligations under the district's truancy policy.

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.
3. Establish a system to monitor student attendance.

## **Students**

### **Truancy**

#### **Remediation of Truancy (Cont'd)**

4. Make a reasonable effort by telephone and by mail to notify parents or other persons having control of the child enrolled in grades one through eight, inclusive, when a child does not arrive at school and there has been no previously approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*

A required notice must be sent to parents/guardians of students who are absent more than nine days in a school year and/or have two unexcused absences in one month or five unexcused absences in a year. The purpose of this letter is to alert them of their child's attendance record and to reinforce the importance of regular attendance. A copy of the letter will be included in the student's cumulative file. This letter will serve to provide ongoing communication, support and action.

5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.
6. Identify a student as "chronically absent" when the student accumulates a total number of absences at any time during a school year that is equal to or greater than ten percent of the total number of days that such student has been enrolled at the school during the school year.
7. Appropriate school staff meet with parents of a child identified as truant or chronically absent to review and evaluate the situation, within ten days of such designation. Such meeting may involve the school or District Attendance Team.

Students so identified may be subject to:

- (a) Retention in the same grade/course to acquire necessary skills for promotion
  - (b) A requirement to complete a summer school program successfully before being promoted to the next grade.
8. When a petition is filed with the Superior Court and/or DCF, an educational evaluation of the truant student shall be done by appropriate school personnel if no such evaluation has been performed within the preceding year.
  9. Provide coordination of services and refer "truants" to community agencies which provide child and family services.
  10. If in existence, refer the child to the children's probate court truancy clinic.

## **Students**

### **Truancy**

#### **Remediation of Truancy (Cont'd)**

##### **Chronic Absenteeism**

The Board of Education, in compliance with statute, requires the establishment of attendance review teams when chronic absenteeism rates in the District or at individual schools in the District meet the following circumstances:

1. A District team must be established when the District's chronic absenteeism rate is 10 percent or higher.
2. A school team must be established when the school chronic absenteeism rate is 15 percent or higher.
3. A team for either the District or each school must be established when (a) more than one school in the District has a school chronic absenteeism rate of 15 percent or higher or (b) a District has a District chronic absenteeism rate of 10 percent or higher and one or more schools in the District have a school chronic absenteeism rate of 15 percent or higher.

The membership of attendance review teams may consist of school administrators, guidance counselors, school social workers, teachers, chronically absent children, parents or guardians of chronically absent children, and representatives from community-based programs who address issues related to student attendance by providing programs and services to truants.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

In the calculation of the District's chronic absenteeism rate and the school chronic absenteeism rate, a student's engagement, in grades 9-12, in remote virtual learning shall be excluded if such engagement accounts for not less than one-half of the school day. In addition, the calculation of chronic absenteeism rates shall exclude absence resulting from a student taking a mental health day pursuant of P.A. 21-46.

The District shall utilize the chronic absenteeism prevention and intervention plan developed by the State Department of Education when it becomes available. Such plan must include the means for collecting and analyzing data relating to student attendance, truancy, and chronic absenteeism. The data must be disaggregated by school district, school grades and subgroups such as race, ethnicity for free and reduced prices lunches, students whose primary language is no English, and student with disabilities.

The District shall annually include in information for the strategic school profile report for each school and the District that submitted to the Commissioner of Education, data pertaining to truancy and chronically absent children.

## **Students**

### **Truancy**

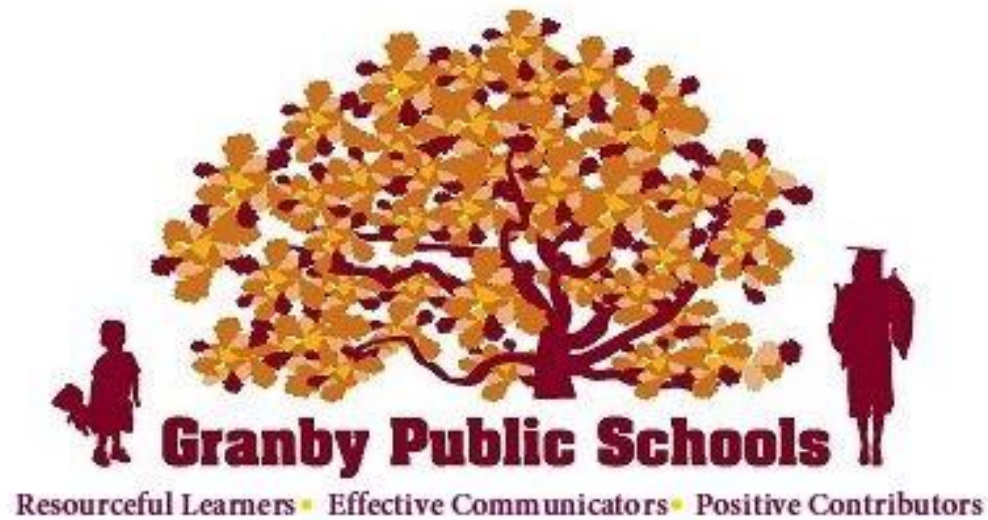
#### **Chronic Absenteeism (Cont'd)**

The principal or his/her designee of any elementary or middle school located in a town/city designated as an alliance district may refer to the children's truancy clinic established by the probate Court serving the town/city, a parent/guardian with a child defined as a truant or who is at risk of becoming a truant. (An attendance officer or a police officer shall deliver the citation and summons and a copy of the referral to the parent/guardian.)

Legal Reference: Connecticut General Statutes  
10-184 Duties of parents. 10-198a Policies and procedures concerning truants 10-199 through 10-202 Attendance, truancy in general. 45a-8c Truancy clinic. Administration. Policies and procedures. Report. 10-220(c) Duties of boards of education 10-202e-f Policy on dropout prevention and grant program.  
10-221(b) Board of education to prescribe rules. *Campbell v New Milford*, 193 Conn 93 (1984).  
PA 22-47 An Act Concerning Children's Mental Health  
*Action taken by the State Board of Education on January 2, 2008, to define "attendance."*  
*Action taken by the State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.*  
PA 15-225, An Act Concerning Chronic Absenteeism.

**Policy Adopted:** 8/6/97  
**Policy Revised:** 3/18/15  
**Policy Revised:** 11/18/15  
**Policy Revised:** 5/4/22

**GRANBY PUBLIC SCHOOLS  
Granby, CT**



Kelly Lane Primary School

Continuous Improvement Plan 2022-2023

## Table of Contents

	<u>Page</u>
Vision of the Graduate	2
Board Goal #1: Student Learning and Achievement	3
Board Goal #2: Community Engagement	6
Board Goal #3: Safety and Social-Emotional Well-Being	7
Board Goal #4: Budget Development and Fiscal Management	8
Board Goal #5: Embracing Diversity	9
Board Goal #6: Professional Learning	10

# GRANBY PUBLIC SCHOOLS

## Vision of a Graduate

*All Granby Public Schools students will become resourceful learners and effective communicators who positively contribute at the local, national and global levels.*

<b>Resourceful Learners</b>	<ul style="list-style-type: none"><li>❖ Ask questions and identify problems or challenges</li><li>❖ Identify strategies and methods for personal success</li><li>❖ Explore and connect areas of interest</li><li>❖ Set goals and persist in achieving these goals</li><li>❖ Gather and evaluate a variety of sources and perspectives</li><li>❖ Synthesize information and create solutions</li><li>❖ Solve complex problems by applying approaches from multiple disciplines</li></ul>
<b>Effective Communicators</b>	<ul style="list-style-type: none"><li>❖ Listen closely and respectfully participate in discourse</li><li>❖ Value diverse voices and viewpoints</li><li>❖ Prepare a message for an identified purpose and audience</li><li>❖ Express ideas clearly in a variety of ways</li><li>❖ Support arguments with evidence</li><li>❖ Adapt and adjust thinking based on feedback and new learning</li><li>❖ Use tools and technology flexibly and strategically</li></ul>
<b>Positive Contributors</b>	<ul style="list-style-type: none"><li>❖ Develop meaningful connections with others</li><li>❖ Collaborate for a common goal</li><li>❖ Exhibit compassion and empathy</li><li>❖ Make healthy and responsible decisions</li><li>❖ Use personal talents and knowledge to contribute to society</li><li>❖ Demonstrate civic responsibility</li><li>❖ Understand that actions have impact on the local community, the country and our global society</li></ul>

## Board Goal #1: Student Learning and Achievement

**Improve student achievement, academic performance, and opportunity at all grade levels and for all ability levels and decrease achievement gaps on the path to college and career readiness.**

**Kelly Lane Goal:** Ensure all students are supported in achieving proficiency levels or higher on the assessments by monitoring their growth and performance over time. (1D)

1.1 Achievement Goal - Increase reading and math achievement scores based on fall assessment data on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-2) and STAR (Grade 2) scores by spring 2023. (Strategic Initiative 1-D, 1-E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
Increase students achieving benchmark scores in literacy based on DIBELS in each grade level by May 2023.	Principal, Teachers, Coaches, All Staff	October - May	DIBELS Administration Training/ Progress Monitoring Tools	<b>Reading: DIBELS</b> Kindergarten 40% - 70% First Grade 58% - 75% Second Grade: 52% - 75%
Increase students achieving benchmark scores based on DIBELS Math in kindergarten and first grade by May 2023.	Principal, Teachers, Coaches, All Staff	September, January, May	DIBEL Administration Training/ Progress Monitoring Tools	<b>Kindergarten Numeracy</b> 69% - 90%
Increase student's achievement on benchmark scores in second grade on STAR.	Principal, Teachers, Coaches, All Staff	September, January, May	Progress Monitoring Tools	<b>Math : Acadience</b> Kindergarten : 72% -90% First Grade: 61%-80% Second Grade- 57% - 75%
-----				
1. PLC agendas and structured discussions focused on curriculum, data, and strategies.	Teachers, coaches, interventionists	October - May	Data Meetings; intervention schedule	<b>Second Grade : STAR</b> Reading - 41% - 70% Math - 40% - 70%
2. Work with the intervention team to create student goal support for students with a Tier 1	Interventionists, Coaches	Ongoing	Intervention Support	----- Intervention schedule and progress notes
3. Monitor with formative assessments and unit check-ins.	Coaches, teachers	Ongoing	Coaching PLC's	Student Review Meetings
4. Coaching cycles for each teacher to support curriculum and instruction	Principals, teachers, coaches	Ongoing	Meeting time to meet with teachers	Coaching PLC agendas/notes

5. Provide all teaching assistants with professional development regarding instructional strategies.	Interventionists, Coaches	3 times for the 2022-2023 school year	Professional development Time	Classroom Schedules; coaching sign ups  Implementation of small groups with teaching assistants
--	------------------------------	---	----------------------------------	--

**Kelly Lane Goal:** 1.2 Achievement Goal: Align standards, instruction and assessment through professional development and content knowledge. (1B)

Develop a culture in which teachers gather and analyze a variety of data sources to inform instruction for their class as a whole as well as individual students. (Strategic Initiative 1-I, 1-J)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Share and create student exemplars and examples when looking at grade-level expectations.	Grade Level Teams	Weekly PLC Meetings	Professional Development time / Budget for additional materials	PLC Notes
2. Use the current benchmark assessments to analyze areas of growth for the grade level and individual classrooms.	Coaches, Grade Level Teams	Bi-Weekly PLC Coaching Meetings	Professional Development Time, budget for additional resources	Fall, Winter, Spring Data Behcnmarks
3. Create grade-level goals based on current data	Coaches, Grade level teams	Ongoing	Time	Grade Level Notes
4. Faculty time is dedicated to data discussions and sharing best practices	Principal	Monthly	Time	Staff Feedback, Survey and Grade Level Notes
5. Continue to build teacher capacity with the Teachers College Workshop Program for reading, writing, and phonics.	Literacy Consultant, Principal, Literacy Coach, and Teachers	5 Training sessions with teachers	Literacy Consultant Resources and guidance	Classroom Walkthroughs
6. Year 1 of Illustrative Math - use resources and CREC consultant to understand and implement new math program.	Math Consultant, /math Coach, Principal,	Professional Development schedule - 5 x a year	Math Consultant Resources and guidance	Math Pacing/Classroom observations

## Board Goal #2: Community Engagement

**Enhance communication and build trusting relationships with all stakeholders.**

**Kelly Lane Goal:** Develop a communication plan which infuses the use of technology to engage families and stakeholders for the purpose of gathering input, providing information, and increasing transparency to support student learning. (2A)

Kelly Lane will work collaboratively to create an atmosphere of mutual trust and respect to ensure effective communication in schools and enhanced engagement with families. (Strategic Initiative 2-A, 2-E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Principal events hosted throughout the school year	Principal	3-4 Times per year (once a trimester)	Scheduled Events, budget for family events	Attendance to events, parent feedback
2. Focused Principal Coffee Hours - topics focused around school-based needs - attendance, curriculum, and social-emotional learning..	Principal, CAS Leaders and coaches	3-4 Times per year (once a trimester)	Scheduled Events	Attendance to events, parent feedback
3. Create opportunities for formal and informal communication between home and school - weekly newsletters focused on academics and social-emotional well-being.	Teachers, Principal	Weekly	Provide strategies for proactively engaging with families	Teacher eblasts, newsletters, surveys, and conference sign up
4. Increase regular communication including digital media to share celebrations and success in addition to informational communication.	Teachers, Principal	Weekly	Social Media Platforms	Live Feed schedule, Facebook posts
5. Work with the School Improvement Team to increase participation in school-based events such as.... STEAM Night, Family Coding Night, and other planned events.	School Improvement Team	Ongoing	Meeting Times	Staff feedback, surveys
6. Continue to work collaboratively with Parent Teacher Organization	Principal	Ongoing	Meeting Times	PTO Events

**Board Goal #3: Safety and Social-Emotional Well-Being**  
**Foster a safe and positive social-emotional environment for everyone.**

**Kelly Lane Goal:** Provide all staff with ongoing professional learning opportunities which focus on student social and emotional well-being. (3D)

Through school-wide SEL alignment, we will create an equitable learning environment that empowers all students to achieve their potential and build a growth mindset for both social and academic relationships. (Strategic Initiative 3-A, 3-C, 3-D)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Develop and train a leadership team to administer and use the DESSA Instrument to target SEL Goals.	Principal, DESSA leadership	November PD December Faculty time	Time, DESSA Training resources	DESSA Assessment tools
2. Provide all staff with ongoing professional learning opportunities which focus on student social and emotional well-being with a focus on Equity, Learning Environment, and Social-Emotional Learning (SEL) practices.	SIT Team, Principal, and support staff	By June 2023	Time, Great School Partnership Resources	SEL lessons to support current practices
3. Continue to review, revise and create a crosswalk between programs currently in use (Responsive Classroom, Second Step, CASEL and Schoolwide Language)	SIT Team, Principal, and support staff	Ongoing	CASEL	Resources
4. Develop a staff charter that focuses on the well-being of our staff and is linked to school-wide expectations as well as the Learning Environment in correlation with the Effective Elements of Instruction.	SIT Team, teachers	Staff Meetings, SIT Meetings	Time, Staff Survey	Dedicated PD time, staff reflection survey
5. Provide opportunities for staff to reflect on and develop their own social, emotional and cultural competencies.	Principal, Farmington Valley Health Department	January PD March PD May PD	PD Time, Farmington Valley Health Consultant	Student and staff referrals
6. Create recognition opportunities for celebrations and success.	Principal, teachers	Ongoing	Referral procedures; recognition items	

## Board Goal #4: Budget Development and Fiscal Management

**Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments.**

**Kelly Lane Goal:**

Continue to create a long-term financial plan which aligns with the vision of the Board of Finance. (Strategic Initiative 4-E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Work with all stakeholders within Granby Public Schools to ensure an up-to-date Small-Cap Budget that reflects the current needs of the elementary school	Principal, CAS (Content Area Specialists), and Teachers	2022-2023 school year	Time	Submission of 22-23 school-based budget, small caps and plus one budget
2. Monitor class sizes to ensure appropriate learning environments and staffing	Principal	2022-2023 school year	Longitudinal survey of projected enrollement	Observation of appropriate class size and staffing needs
3. Review Kelly Lane structures and staffing to ensure a supportive environment for students and staff based on data.	Principal, Instructional Coaches, CAS Leaders, and Teachers	2022-2023 school year	Current enrollment data	Summary of review discussed with the Superintendent and/or Assistant Superintendent
4. Continue to review and analyze current student achievement data to ensure adequate support are in place.	Coaches, Interventionists	Ongoing	Intervention data and number of students being serviced	Current data, caseloads for intervention teachers

## Board Goal #5: Embracing Diversity

**Adopt and promote strong instructional, curricular, and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.**

**Kelly Lane Goal:** Ensure system-wide practices and structures are in place to support the implementation of the Granby Public Schools Anti-Bias/Anti-Racism Plan. (5A)(5I) (5J)

(Strategic Initiative 5-A, 5-B, 5-E, 5-G, 5-H)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Continue to build the Kelly Lane Equity Team network to embed consciousness-building Experiences to Explore Equity (E3s) into meetings and professional learning	Kelly Lane Equity Team	Ongoing	Monthly meeting times	Schedule of meeting times, professional development, and E3 activities
2. Recognize and bring awareness to the Cultural Heritage Months identified through Granby Equity Team.	Administration, KL Equity Team	Ongoing	Meeting time	Activities and lessons on culturally responsive teaching
3. In collaboration the Kelly Lane Media Specialist and Kelly Lane Equity/SEL team will identify books to support the GET plan and Cultural Awareness.	Equity Team, Library Media Specialist	October - May	Diverse Book Collection	Curated book collection, distribution schedule
4. Continue to build staff capacity to approach conversations during the academic day.	Principal, Equity Team	Ongoing	PLC and Faculty times designated	Bi-monthly E3 experiences with teams
5. Continue to support diverse artwork and murals throughout the school.	Principal, Art Teacher	Ongoing	Funding, Time	Additional artwork
6. Build a budget to support increasing diverse books in each elementary classroom.	Principal, Equity Team, Literacy Coach, TC staff Developer	Ongoing	Diverse Literature Book Lists, Time, Budget	Suggested book list to purchase
7. Through the Kelly Lane monthly newsletter, include school-based ocused communications	Principal, teachers	Monthly	Newsletter	Montly Newsletter

## Board Goal #6: Professional Learning

**Develop the instructional skills and strategies of our teaching staff through ongoing, meaningful, and systemic professional learning opportunities.**

**Kelly Lane Goal:** Build employee capacity to collaborate and share accountability for outcomes. (6B)

Ensure alignment with adopted programs by providing ongoing professional development, job-embedded coaching, and feedback from assessment data. (6E)

Action Steps	Person(s) Responsible	Timeline	Resources/Finances	Evidence/Measurements
1. Engage teachers and teams in developing the capacity to use data to inform instructional decisions and interventions.	Administration, DLT, GSP Consultant, Coaches	Fall and ongoing	PD, meeting times	Increased teacher capacity, reviews of practice
2. Continue to work with the Great School Partnership (GSP) to align practices focusing on Learning Environment and Shared Outcomes	GSP Consultant, DLT, teachers	October, November, February, March	Great Schools Partnership PD	Professional Development work
a. Learning Environment: Students collaborate with each other throughout the learning process.	Interventionists, Coaches, Teachers	Ongoing	Professional Development time	Ongoing collaboration
b. Shared Learning Outcomes: Learning outcomes are clear - both long and short-term are posted and shared.	Principal, Literacy Coach, TC Staff Developer	Monthly from September - May	Professional Development time for teachers	Agendas/Notes
3. Build capacity for small group instructional strategies and data collection with all staff	Instructional Coaches, Principal, Teachers	Weekly	Time	Agendas/Notes
4. Embed special education teachers with curriculum development and understanding through the professional development opportunities.	Principal, Special Education Teachers	Ongoing	Professional Development schedule	Attendance at professional development for ELA and Math
5. Support special education teachers with the implementation of CT-SEDS.	Principal, K-5 Special Education Coach, Special Education Teachers	Ongoing	Coaching Opportunities, Time, Professional Development	Weekly Special education team meeting notes
6. Create a committee to begin the process of Preschool curriculum review to align Early Childhood State Standards	PK-5 Sped Coach, Preschool Teachers	All year	Preschool Curriculums, ELC standards, Time	Curriculum Development
		Schedule of dates from consultants		Professional Development dates, agenda and notes

7. Utilize specialized consultants in ELA and Math to support academic conversations and increase teacher capacity in the curriculum.	Principal, Coaches and Consultants		Consultant contract	
---	------------------------------------	--	---------------------	--

# Kelly Lane Primary School Continuous Improvement Plan 2022-2023

**We CARE....**  
**About ourselves**  
**Each other**  
**Our school**



# GRANBY PUBLIC SCHOOLS

## Vision of a Graduate

*All Granby Public Schools students will become resourceful learners and effective communicators who positively contribute at the local, national and global levels.*

<b>Resourceful Learners</b>	<ul style="list-style-type: none"><li>❖ Ask questions and identify problems or challenges</li><li>❖ Identify strategies and methods for personal success</li><li>❖ Explore and connect areas of interest</li><li>❖ Set goals and persist in achieving these goals</li><li>❖ Gather and evaluate a variety of sources and perspectives</li><li>❖ Synthesize information and create solutions</li><li>❖ Solve complex problems by applying approaches from multiple disciplines</li></ul>
<b>Effective Communicators</b>	<ul style="list-style-type: none"><li>❖ Listen closely and respectfully participate in discourse</li><li>❖ Value diverse voices and viewpoints</li><li>❖ Prepare a message for an identified purpose and audience</li><li>❖ Express ideas clearly in a variety of ways</li><li>❖ Support arguments with evidence</li><li>❖ Adapt and adjust thinking based on feedback and new learning</li><li>❖ Use tools and technology flexibly and strategically</li></ul>
<b>Positive Contributors</b>	<ul style="list-style-type: none"><li>❖ Develop meaningful connections with others</li><li>❖ Collaborate for a common goal</li><li>❖ Exhibit compassion and empathy</li><li>❖ Make healthy and responsible decisions</li><li>❖ Use personal talents and knowledge to contribute to society</li><li>❖ Demonstrate civic responsibility</li><li>❖ Understand that actions have impact on the local community, the country and our global society</li></ul>

## **Board Goal #1: Student Learning and Achievement**

Improve student achievement, academic performance and opportunity at all grade levels and for all ability levels and decrease achievement gaps on the path to college and career readiness.

### **School Goal:**

1.1 Achievement Goal - Increase reading and math achievement scores based on fall assessment data on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-2) and STAR (Grade 2) scores by spring 2022. (Strategic Initiative 1-D, 1-E)

1.2 Achievement Goal: Align standards, instruction and assessment through professional development and content knowledge. (1B)

- PLC meetings have structured discussions focused on curriculum, data and strategies
- Interventionists to work with teachers for Tier 1 goal support and implementation
- Teachers engaged with coaching cycles throughout the year for support on curriculum and instruction
- Teaching Assistants (Tier 1) will receive 3 professional development sessions on instructional strategies and small group target work.
- Share and create student exemplars for grade level benchmark expectations
- Examine data/benchmark assessments and areas of growth to create targeted goals
- Continue to collaborate and build our Teacher's College expertise with reading, writing and phonics
- Implement and become familiar with new math program - Illustrative Math

<b>Literacy</b>			
Grade	Not yet at benchmark	At or Above Benchmark	Anticipated Spring At/Above Benchmark
K (DIBELS)	60%	40%	70%
1 (DIBELS)	42%	58%	75%
2 (DIBELS)	47%	53%	75%
2 (STAR)	60%	40%	70%

<b>Numeracy</b>			
Grade	Not yet at benchmark	At or Above Benchmark	Anticipated Spring At/Above Benchmark
K - (Numeracy Assessment )	31%	69%	90%
K - Acadience	28%	72%	90%
1 - Acadience	39%	61%	80%
2 - Acadience	43%	57%	75%
2 (STAR)	60%	40%	70%

## **Board Goal #2: Community Engagement**

Enhance communication and build trusting relationships with all stakeholders.

### **School Goal:**

Kelly Lane will work collaboratively to create an atmosphere of mutual trust and respect to ensure effective communication in schools and enhanced engagement with families. (Strategic Initiative 2-A, 2-E)

- Principal events hosted 3 times per year
- Focused parent/school coffee hours - topics focused around social emotional learning, academics and attendance.
- Continue ways to communicate with families and community both formally and informally
- Work with the School Improvement Team develop activities to support home/school as well as support attendance at events.
- Working collaboratively with PTO to reestablish volunteer opportunities in the classroom. Parents will be working in the Library/Media, room parents and mystery readers!

## **Board Goal #3: Safety and Social Emotional Well-being**

Foster a safe and positive social emotional environment for everyone.

### **School Goal:**

Through school-wide SEL alignment, we will create an equitable learning environment that empowers all students to achieve their potential and build a growth mindset for both social and academic relationships. (Strategic Initiative 3-A, 3-C, 3-D)

- Develop a leadership team to implement DESSA schoolwide; train teachers in administration
- Provide staff with ongoing professional development with a focus on social emotional practices in partnership with the Farmington Valley Health Dept.
- Continue to review and revise a crosswalk document for current programs being utilized (Responsive Classroom, Second Step, CASEL framework)
- Develop a staff charter that focuses on the well being of staff and linked to school wide expectations
- Continue to create opportunities for celebrations and success.

## **Board Goal #4: Budget Development and Fiscal Management**

Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments.

### **School Goal:**

Continue to create a long-term financial plan which aligns with the vision of the Board of Finance. (4-E, 4-H)

- Continue to work with all stakeholders within Granby Public Schools to ensure budgets reflect current needs
- Monitor class size and staffing
- Continue to review and analyze current student achievement data to ensure adequate supports are in place

## **Board Goal #5: Embracing Diversity**

Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

### **School Goals:**

Ensure system-wide practices and structures are in place at Kelly Lane to support the implementation of Granby Public Schools Anti-Bias/Anti-Racism Plan. (5-A, 5-E, 5-H, 5-I)

- Continue to align and build the Kelly Lane Social Emotional/Equity Team to embed professional development and support conversations with staff
- Recognize and bring awareness to the Cultural Heritage Months identified through Granby Equity Team
- Create a resource document for staff around equitable conversations
- Develop a resource of diverse literature to support the Cultural Heritage Months
- Continue to build staff capacity around equity and social emotional learning
- Continue to support the diverse artwork throughout the school
- Include school based communications with a focus on social emotional learning and equity.

## **Board Goal #6: Professional Learning**

Develop the instructional skills and strategies of our teaching staff through ongoing, meaningful and systemic professional learning opportunities.

### **School Goals:**

Improve staff capacity to clarify outcomes and use data protocols to inform instruction.  
(Strategic Initiative 6-D, 6-E, 6-H, 6-I)

- Building teacher and staff capacity in using data for informed discussions for decision making purposes
- Align instructional practices with the Elements of Effective Instruction - focused on Learning Environment and Shared Learning Outcomes
- Increase knowledge base around small group instruction and interventions
- Provide special education teachers professional development around curriculum initiatives
- Support special education teachers with the implementation of CT-SEDS
- Create a committee to begin the process of reviewing preschool curriculum programs
- Utilize specialized consultants for reading and math professional development

**Finance Subcommittee Meeting – Approved Minutes  
Wednesday, September 21, 2022, 5:30 p.m.  
Central Services**

Attendance:

Rosemarie Weber	Present	Jordan Grossman	Present
Monica Logan	Present	Anna Robbins	Present
Donna Nolan	Present		
Sarah Thrall	Present		

Meeting commenced at 5:41 p.m. Meeting adjourned at 6:39 p.m.

- 1. Public Comment:** N/A
- 2. Approve Minutes from the June 15, 2022 Finance Subcommittee Meeting:** A motion was made by Donna Nolan and seconded by Monica Logan that the Finance Subcommittee approve the minutes from the June 15, 2022 Finance Subcommittee Meeting.
- 3. June 2022 Statement of Accounts:** Discussed.
- 4. July/August 2022 Statement of Accounts:** Discussed.
- 5. FY22 Year-End Budget Transfers:** Discussed transfers.
- 6. Food Service Update:** Ended last year with \$143K excess due to grant. Can continue to offer free lunch until November 2022 for all students. Will re-evaluate on September 30<sup>th</sup>.
- 7. Building Committee Update:** High school project’s estimated completion date is November 2022. Application for roof project near completion.
- 8. Leave-of-Absence Requests:** Two requests were made for leaves-of-absence.
- 9. Other:** None

A motion was made by Donna Nolan and seconded by Monica Logan to adjourn the meeting at 6:39 p.m.



## UPCOMING DISTRICT EVENTS

October 28	Homecoming weekend football game: Granby vs. Ellington	6:30 p.m.	HS Stadium Field
October 29	All other homecoming games		See website for details
November 2	Curriculum Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room
November 7	World Language Honor Society Induction	6:30 p.m.	HS Auditorium
November 8	No School – Professional Development		Offices Open
November 11	Veterans Day Celebrations (All Schools)		
Nov. 11-13	High School Drama Play <i>Daughters of the Appalachians</i>	Nov. 11-12 - 7 p.m. Nov. 13 – 2 p.m.	
November 16	Finance Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room
November 17	Early Release – Secondary Only (Conferences)		
November 17	MS/HS Evening Conferences	5:00-7:30 p.m.	
November 23	Early Release – All Schools		
Nov. 24-25	No School – Thanksgiving Break		Offices Closed