

Regular Board of Education Meeting
Wednesday, May 17, 2023, 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. Business Manager's Report (5 min.)

{{Goal-}}

{{Attachment:}}

Rationale: Ms. Anna Robbins, Business Manager, will present the April statement of accounts.

{{RecommendedMotion}}

F. Schools in the Spotlight (15 min.)

{{Goal-}}

{{Attachment:}}

Rationale: Ms. Leigh Ann Ryan, Media Center Specialist and current Innovative Technology teacher, along with some 7th Grade students from Granby Memorial Middle School, will present games they made using Scratch, a block-based visual programming language and website used primarily as an educational tool.

{{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 May 3 Board of Education meeting and May 9 Special Board of Education Meeting.

{{RecommendedMotion}}

IV. Old Business

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. Continuous Improvement Plan Update for Granby Memorial Middle School

{{Goal-}}

{{Attachment:}}

Rationale: Dr. Taylor Wrye, Principal, will present an update to the Continuous Improvement Plan for Granby Memorial Middle School presented in the fall.

{{RecommendedMotion}}

V. New Business

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. First Reading of Revised Policy 6159 - Individualized Education Plan

{{Goal-}}

{{Attachment:}}

Rationale: The Curriculum/Policy/Technology/Communications Subcommittee recommends revised Policy 6159, Individualized Education Plan, to the Board for a first reading.

{{RecommendedMotion}}

B. First Reading of New Policy 6172.21 - Gifted and Talented Students Program

{{Goal-}}

{{Attachment:}}

Rationale: The Curriculum/Policy/Technology/Communications Subcommittee recommends new Policy 6172.21, Gifted and Talented Students Program, to the Board for a first reading.

{{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

Jordan E. Grossman, Ed.D.
Superintendent of Schools



Jennifer M. Parsons
Assistant Superintendent

Angela E. Ehrenwerth
Director of Pupil Personnel Services

Anna M. Robbins, SFO
Business Manager

To: Granby Board of Education
From: Anna Robbins, Business Manager
Date: May 17, 2023
Re: Statement of Accounts as of April 30, 2023

As of April 30, 2023, the full-year forecast shows an anticipated overbudget condition of \$704K which is better than the previous month by \$120K. The bulk of the change is in Special Education, which is \$82K better than the previous month. Fluctuations in out-of-district tuition and transportation as well as transitions in student population contribute to the favorable change. Additional factors include personnel changes and end-of-the-year adjustments to open purchase orders.

The favorable forecast for regular education of \$41K is \$38K better than the previous month. Projected savings in salaries & benefits, transportation, supplies, textbooks, legal services, communications, conference & travel continue to offset overbudget conditions in purchased instructional services, specifically substitutes, electricity, maintenance and repairs, as well as software. End-of-the-year adjustments to open purchase orders also continue to contribute to the favorable condition.

Revenue to the Town is projected to be favorable \$415K which is unfavorable \$133K compared to last month. The full-year forecast shows a \$357K favorable variance in the Special Education Excess Cost Grant and a \$58K favorable variance in revenues from special education tuition charged to other towns as well as regular education tuitions billed. Special Education Excess Cost Grant calculations were capped by the State at 76.3% which is a significant difference from the 88% promised earlier this year, resulting in the negative impact in our Special Education Excess Grant forecast. This cap was put into place when the grant applications exceeded the total budgeted funding at the State level for FY23.

The Quality and Diversity Fund is stable and continues to trend positively for this year and for the five-year forecast. Forecasted revenue is better than projected due to additional per pupil tuition received based on recent changes to legislation. Our forecasted expenses are lower this month compared to last month by \$21K, which is directly related to end-of-the-year adjustments to open purchase orders. The result of these changes leaves the fund with a projected balance of \$172K which is \$165K better than budget.

**Granby Board of Education
FY 2022-2023
Statement of Accounts
for the period ended
April 30, 2023**

| Description | Budget | Expended | Encumbered | Expended & Encumbered | Budget Balance | % Enc/Exp | Full Year Forecast as of April 2023 | This Month Forecast Compared to Prior Month |
|---|-------------------|-------------------|------------------|--------------------------|----------------|---------------|---|--|
| Certified Salaries: | | | | | | | | |
| Administration | 1,777,262 | 1,464,007 | 332,320 | 1,796,328 | (19,066) | 101.07% | (2,838) | 0 |
| Regular Education | 11,229,373 | 7,772,126 | 3,193,550 | 10,965,677 | 263,696 | 97.65% | 231,045 | 20,811 |
| Special Education | 1,927,823 | 1,371,237 | 485,441 | 1,856,679 | 71,144 | 96.31% | 68,370 | 12,816 |
| Total | 14,934,458 | 10,607,371 | 4,011,312 | 14,618,683 | 315,775 | 97.89% | 296,577 | 33,627 |
| Substitute/Tutor/Support Salaries | | | | | | | | |
| Substitutes | 8,104 | 44,085 | 4,920 | 49,005 | (40,901) | 604.71% | (47,000) | (3,000) |
| Sped Support (Speech, O.T. & P.T.) | 472,328 | 317,171 | 88,811 | 405,982 | 66,346 | 85.95% | 68,882 | 369 |
| Tech Support | 270,682 | 217,325 | 54,124 | 271,449 | (767) | 100.28% | 6,654 | 0 |
| Tutors - Regular Education | 38,147 | 17,074 | 5,275 | 22,349 | 15,798 | 58.59% | 13,247 | 1,969 |
| Tutors - Special Education | 31,512 | 41,979 | 0 | 41,979 | (10,467) | 133.21% | (11,163) | 682 |
| Total | 820,773 | 637,633 | 153,130 | 790,763 | 30,010 | 96.34% | 30,621 | 19 |
| Teaching Assistant Salaries: | | | | | | | | |
| Regular Education TA | 383,315 | 265,651 | 71,881 | 337,532 | 45,783 | 88.06% | 44,778 | 13,631 |
| Special Education TA | 1,185,630 | 870,110 | 294,729 | 1,164,839 | 20,791 | 98.25% | 69,797 | 25,163 |
| Total | 1,568,945 | 1,135,760 | 366,610 | 1,502,371 | 66,574 | 95.76% | 114,575 | 38,795 |
| School Secretaries' Salaries | 652,233 | 530,532 | 145,957 | 676,488 | (24,255) | 103.72% | (0) | 0 |
| Central Office Salaries | 592,062 | 475,781 | 129,738 | 605,519 | (13,456) | 102.27% | 0 | 0 |
| Custodial & Maintenance Salaries | 1,365,601 | 1,101,077 | 267,075 | 1,368,153 | (2,552) | 100.19% | 18,096 | 85 |
| Bus Monitors | 0 | 4,141 | 1,713 | 5,854 | (5,854) | | (6,003) | 0 |
| Salary Contingency | 162,746 | 0 | 0 | 0 | 162,746 | | 0 | 0 |
| Total Salaries | 20,096,818 | 14,492,296 | 5,075,535 | 19,567,830 | 528,988 | 97.37% | 453,866 | 72,526 |
| Employee Benefits | 5,683,427 | 4,560,109 | 807,975 | 5,368,084 | 315,343 | 94.45% | (5,000) | (18,957) |
| Total Salaries & Employee Benefits | 25,780,246 | 19,052,405 | 5,883,510 | 24,935,915 | 844,331 | 96.72% | 448,866 | 53,569 |

**Granby Board of Education
FY 2022-2023
Statement of Accounts
for the period ended
April 30, 2023**

| Description | Budget | Expended | Encumbered | Expended & Encumbered | Budget Balance | % Enc/Exp | Full Year Forecast as of April 2023 | This Month Forecast Compared to Prior Month |
|--------------------------------------|------------------|------------------|----------------|--------------------------|------------------|----------------|---|--|
| Purchased Services: | | | | | | | | |
| Instructional Purchased Service | 572,579 | 653,914 | 221,369 | 875,284 | (302,704) | 152.87% | (393,568) | (4,438) |
| Administration Purchased Service | 478,778 | 360,495 | 107,931 | 468,427 | 10,351 | 97.84% | 20,000 | 9,529 |
| Maintenance Purchased Service | 102,483 | 58,473 | 16,875 | 75,348 | 27,135 | 73.52% | 0 | 0 |
| Total | 1,153,840 | 1,072,883 | 346,175 | 1,419,058 | (265,218) | 122.99% | (373,568) | 5,091 |
| Legal Services | 55,000 | 22,286 | 32,715 | 55,000 | 0 | 100.00% | 16,000 | 0 |
| Repairs & Maintenance: | | | | | | | | |
| Instructional Repairs & Maintenance | 75,099 | 44,876 | 3,199 | 48,075 | 27,024 | 64.02% | 0 | 0 |
| Administration Repairs & Maintenance | 8,500 | 0 | 0 | 0 | 8,500 | 0.00% | 7,500 | 7,500 |
| Maintenance Repairs & Maintenance | 439,698 | 322,549 | 119,543 | 442,092 | (2,394) | 100.54% | (8,000) | (8,000) |
| Total | 523,297 | 367,424 | 122,742 | 490,166 | 33,130 | 93.67% | (500) | (500) |
| Transportation: | | | | | | | | |
| Transportation Regular Education | 1,036,277 | 658,024 | 223,638 | 881,662 | 154,615 | 85.08% | 124,546 | 4,515 |
| Transportation Special Education | 560,231 | 696,084 | 561,257 | 1,257,341 | (697,110) | 224.43% | (706,611) | 21,190 |
| Transportation Vocational Tech | 112,925 | 65,186 | 42,405 | 107,591 | 5,333 | 95.28% | 4,095 | (1,238) |
| Total | 1,709,432 | 1,419,294 | 827,299 | 2,246,593 | (537,161) | 131.42% | (577,970) | 24,467 |
| Insurance Property & Liability | 109,200 | 111,264 | 0 | 111,264 | (2,064) | 101.89% | (2,064) | 0 |
| Communications | 96,590 | 57,827 | 20,039 | 77,867 | 18,723 | 80.62% | 17,760 | 0 |
| Tuition: | | | | | | | | |
| Tuition Special Education | 2,198,793 | 1,811,715 | 514,039 | 2,325,753 | (126,961) | 105.77% | (109,361) | 20,938 |
| Tuition Adult Education | 10,967 | 11,690 | 0 | 11,690 | (723) | 106.59% | (723) | 0 |
| Total | 2,209,760 | 1,823,405 | 514,039 | 2,337,443 | (127,684) | 105.78% | (110,084) | 20,938 |
| Conference & Travel Expense | 73,694 | 20,541 | 7,866 | 28,407 | 45,287 | 38.55% | 41,214 | 450 |

**Granby Board of Education
FY 2022-2023
Statement of Accounts
for the period ended
April 30, 2023**

| Description | Budget | Expended | Encumbered | Expended & Encumbered | Budget Balance | % Enc/Exp | Full Year Forecast as of April 2023 | This Month Forecast Compared to Prior Month |
|------------------------------------|-------------------|-------------------|------------------|--------------------------|-----------------|----------------|---|--|
| General Supplies: | | | | | | | | |
| General Supplies Regular Education | 333,165 | 255,710 | 32,786 | 288,496 | 44,669 | 86.59% | 39,000 | 0 |
| General Supplies Special Education | 32,950 | 20,938 | 1,311 | 22,249 | 10,701 | 67.52% | 9,500 | 0 |
| General Supplies Administration | 83,826 | 61,267 | 19,114 | 80,380 | 3,446 | 95.89% | 2,000 | 0 |
| General Supplies Maintenance | 146,372 | 127,377 | 25,682 | 153,059 | (6,687) | 104.57% | (15,000) | 0 |
| Total | 596,313 | 465,292 | 78,892 | 544,184 | 52,129 | 91.26% | 35,500 | 0 |
| Electricity | 420,812 | 459,174 | 126,441 | 585,615 | (164,803) | 139.16% | (239,908) | 15,000 |
| Fuel/Natural Gas | 213,782 | 171,925 | 35,357 | 207,281 | 6,500 | 96.96% | 6,295 | 6,295 |
| Textbooks/Workbooks | 136,427 | 89,814 | 3,853 | 93,666 | 42,761 | 68.66% | 38,000 | 3,000 |
| Library/Media Center | 63,019 | 53,639 | 8,756 | 62,395 | 624 | 99.01% | 600 | (136) |
| Software | 388,354 | 390,100 | 19,522 | 409,621 | (21,267) | 105.48% | (25,000) | (8,242) |
| Dues & Fees | 51,116 | 37,652 | 1,130 | 38,782 | 12,334 | 75.87% | 11,000 | 0 |
| Replacement Equipment: | | | | | | | | |
| Replacement Equip Admin | 2,500 | 5,502 | 0 | 5,502 | (3,002) | 220.08% | (3,002) | 0 |
| Replacement Equip Maintenance | 6,000 | 0 | 0 | 0 | 6,000 | 0.00% | 0 | 0 |
| Total | 8,500 | 5,502 | 0 | 5,502 | 2,998 | 64.73% | (3,002) | 0 |
| Student Activities | 816,977 | 534,209 | 244,022 | 778,231 | 38,747 | 95.26% | 13,000 | 0 |
| Total General Fund | 34,406,357 | 26,154,634 | 8,272,358 | 34,426,992 | (20,634) | 100.06% | (703,860) | 119,932 |
| | SPED | 6,550,544 | | | | | (745,319) | 81,992 |
| | GEN ED | 27,855,813 | | | | | 41,459 | 37,941 |

April 2023

| Quality & Diversity | Budget | Forecast | Better/(Worse) Than Budget |
|---------------------|-----------|----------|-------------------------------|
| Opening Balance | 140,683 | 223,522 | 82,839 |
| Expenses | 1,022,075 | 952,763 | 69,312 |
| Revenue | 889,000 | 901,724 | 12,724 |
| Ending Balance | 7,608 | 172,483 | 164,875 |

**Granby Board of Education
FY 2022-2023
Statement of Accounts
for the period ending
April 30, 2023
For Selected Special Education Accounts**

| II. Expenditures | FY22-23 Budget | Expended | Encumbered | Expended & Encumbered | Balance | Full Year Forecast April 2023 | This Month Forecast Compared to Prior Month |
|--|------------------|------------------|------------------|--------------------------|------------------|----------------------------------|---|
| Legal Expense | 27,500 | 3,874 | 23,626 | 27,500 | 0 | 8,000 | 0 |
| Special Education Certified Staff | 1,927,823 | 1,371,237 | 485,441 | 1,856,679 | 71,144 | 68,370 | 12,816 |
| Teacher Assistants | 1,185,630 | 870,110 | 294,729 | 1,164,839 | 20,791 | 69,797 | 25,163 |
| Special Education Tutors | 31,512 | 41,979 | 0 | 41,979 | (10,467) | (11,163) | 682 |
| Evaluation, Therapy & Contracted Services | 101,478 | 167,203 | 86,758 | 253,962 | (152,484) | (152,484) | 384 |
| General Supplies Special Education | 32,950 | 61,267 | 1,311 | 62,578 | 10,701 | 9,500 | 0 |
| Conference & Travel Expense | 12,300 | 846 | 1,104 | 1,950 | 10,350 | 9,750 | 450 |
| Sped Support (Speech, O.T., & P.T.) | 472,328 | 317,171 | 88,811 | 405,982 | 66,346 | 68,882 | 369 |
| Special Ed Transportation | 560,231 | 696,084 | 561,257 | 1,257,341 | (697,110) | (706,611) | 21,190 |
| Out of District Tuition | 2,198,793 | 1,811,715 | 514,039 | 2,325,753 | (126,961) | (109,361) | 20,938 |
| Total Selected Special Education Accounts | 6,550,544 | 5,341,484 | 2,057,077 | 7,398,561 | (807,689) | (745,319) | 81,992 |

**Granby Board of Education
 FY 2022-2023
 Statement of Accounts
 for the period ending
 April 30, 2023**

| I. Revenue | FY 2022-2023 Budget | Currently Anticipated | Received To Date | Full Year Forecast April 2023 | This Month Forecast Compared to Last Month Forecast |
|--------------------------------------|--------------------------------|----------------------------------|-----------------------------|--|--|
| Reg. Tuition from other Towns | 698,153 | 699,189 | 699,189 | 1,036 | 0 |
| SPED Tuition from other Towns | 624,073 | 681,377 | 10,386 | 57,304 | 0 |
| SDE Excess Cost Reimbursement | 527,846 | 884,835 | 683,940 | 356,989 | (132,893) |
| Rental Fees | 5,000 | 5,000 | 0 | 0 | 0 |
| Pay for Participation | 37,000 | 37,000 | 35,966 | 0 | 0 |
| Sub Total | <u>1,892,072</u> | <u>2,307,401</u> | <u>1,429,481</u> | <u>415,329</u> | <u>(132,893)</u> |

Grade 7 Innovative Tech

Code Unit: Coding is basic literacy in the digital age so it's important for students to understand this type of technology. In Innovative Technology, students used Scratch to make animations, interactive stories, and build games while learning the basics of coding and programming.

Student Presenters:

Shane Kogut- Basketball Dribbler

Ber Cernak and **Will Kampfmann**- Fish Chomp Survival

Kellen Brink- Clicker Cookie and Cookie Clicker V2

Teacher:

Mrs. Ryan- GMMS Library Media Specialist

The benefits of teaching students to code.

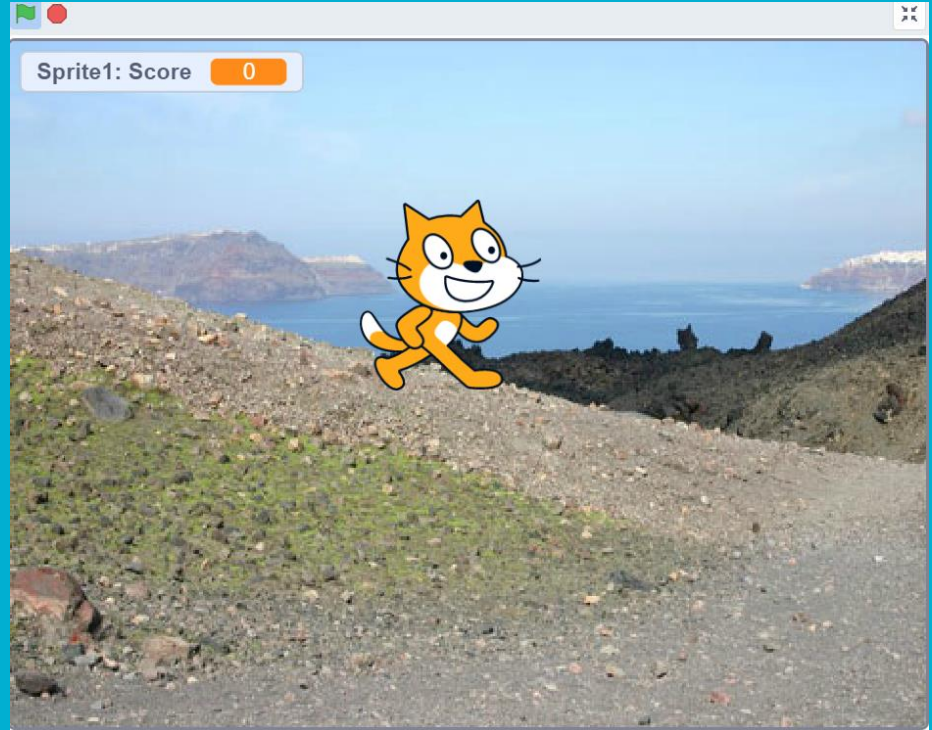
- You create engaged and curious learners that become creators and producers.
- Teaching students how to code helps prepare them to be employed in our digital world and become informed citizens and inventors.

Coding is aligned with all the ISTE standards:

- Empowered learner
- Digital citizen
- Knowledge constructor
- Innovative designer
- Computational thinker
- Creative communicator
- Global collaborator

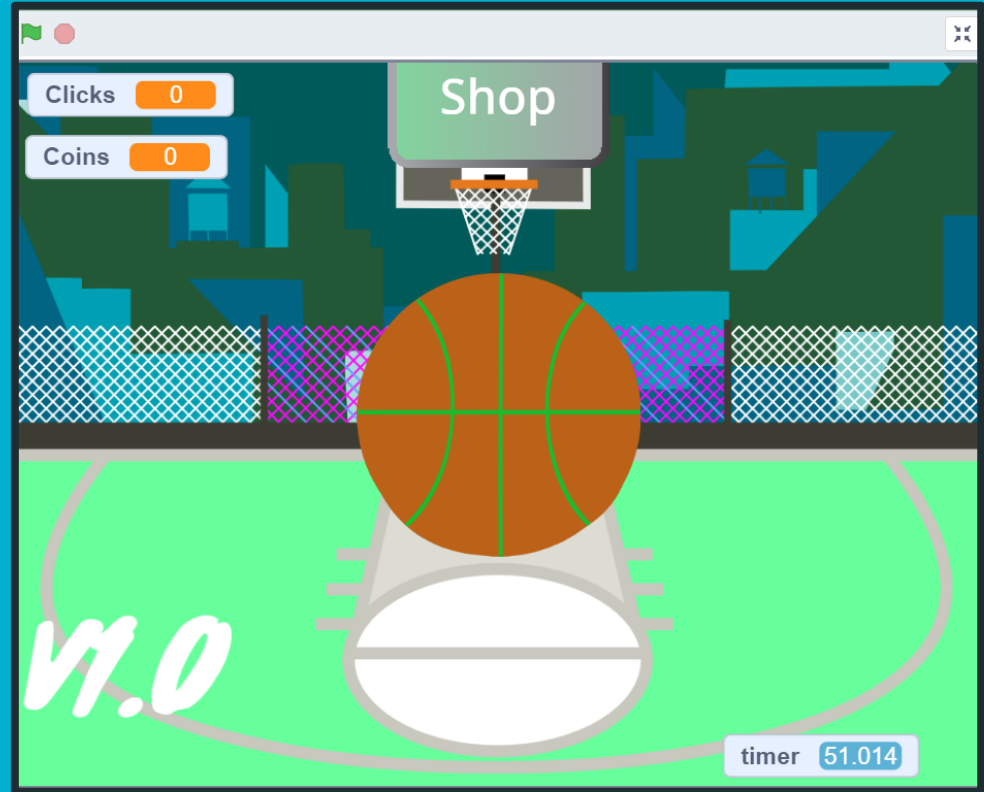
Mrs. Ryan- Cat Click Game (used as example during lesson)

Simple Click Game



Shane Kogut- Basketball Dribbler

Basketball Dribbler



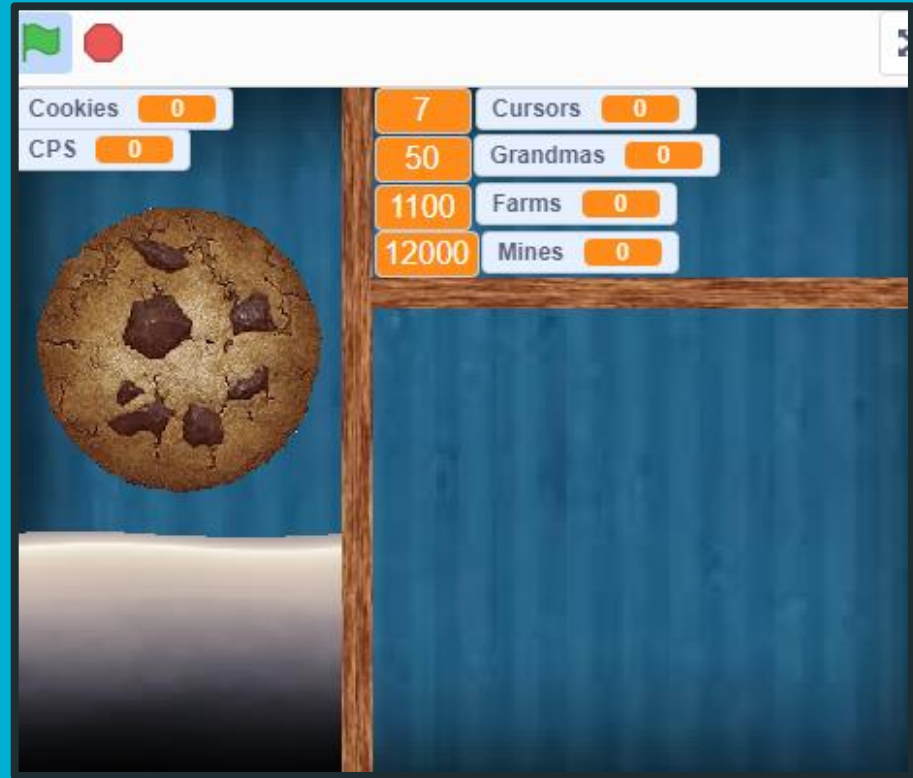
Ben Cernak and Will Kampfmann- Fish Chomp Survival

Fish Chomp Survival



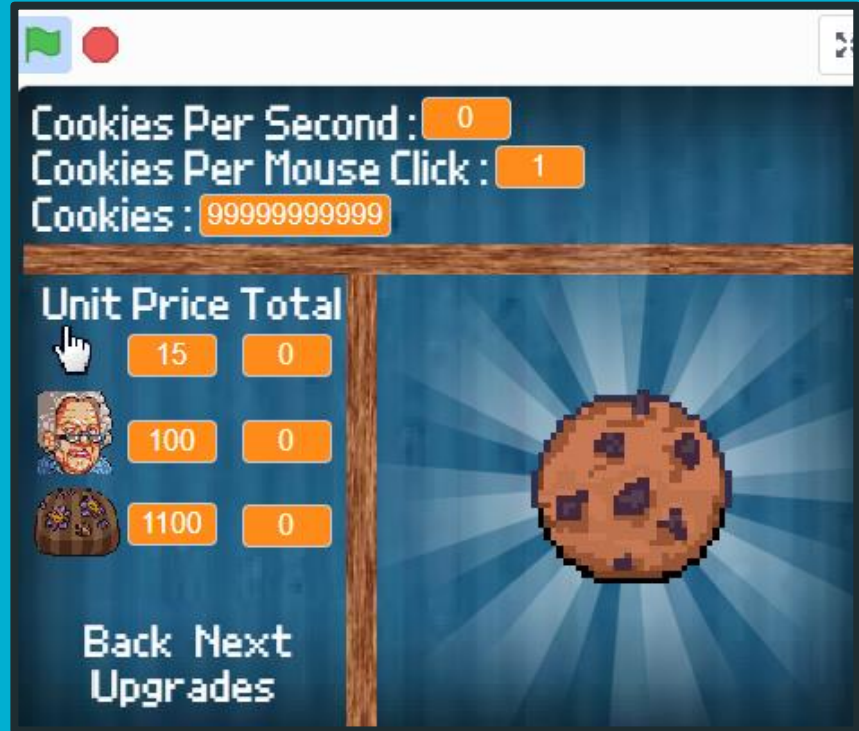
Kellen Brink- Clicker Cookie

[Clicker Cookie](#)



Kellen Brink- Cookie Clicker V2

Cookie Clicker V2



Regular Board of Education Meeting – Approved Minutes
Wednesday, May 3, 2023, 7:00 p.m.
Town Hall Meeting Room

Present Board Members: Kristina Gilton, Donna Nolan, David Peling, Whitney Sanzo, Sarah Thrall, Rosemarie Weber and Chase Alexander and Tess Bajek (Student Representatives)

Absent Board Members: Monica Logan

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 to the meeting and extended a special welcome to middle and high school students receiving the CAFE Student Achievement Award tonight as well as their parents. She also welcomed Principal Mike Dunn who was present to give an update on the continuous improvement plan for the high school. Ms. Thrall also provided an update on the Superintendent Search stating the Search Committee is almost at the finish line and to look for a Special Board Meeting next week to appoint a new Superintendent of Schools.

I.B. Superintendent's Announcements

- Dr. Grossman welcomed middle and high school students and their families as well as everyone else in attendance, online and via GCTV.
- Congratulations to the BOE on the approval of the budget. The administrative team will start planning for next year.
- Congratulations to Sue Alender who was selected last week as the Granby Educator of the Year from the Granby-Simsbury Chamber of Commerce. Sue is being recognized for her exceptional dedication and contributions to Granby Memorial Middle School. This is a great way to send her off into retirement.
- The GranBee was a wonderful event on Friday night. Jim Whitten did a fantastic job as Emcee.
- A contractor for the high school roof was approved by the Board of Selectmen. Dr. Grossman thanked Anna Robbins, Shannon Sullivan and Mike Dunn for their efforts. The project will hopefully be completed this summer.
- Wells Road 5th grade students will have their concert tomorrow night at 7:00 p.m. in the high school auditorium.
- The Retirement/25-Year luncheon will be held on Wednesday, June 7th at Holcomb Farm at 12:30. All Board members are invited. Please let Linda Powell know if you would like to attend.
- Next week is staff and teacher appreciation week.
- Enrollment predictions for Kindergarten are pretty much on the money with 115 students projected and current enrollment at 118.
- The next regularly scheduled Board Meeting will be held on Wednesday, May 17th.

I.C. CAFE Student Leadership Awards

The Board recognized CAFE Student Leader Award recipients Selma Knutson and Joshua Davis, Grade 8 students at Granby Memorial Middle School, as well as Chase Alexander, Junior, and Kylie Coxon, Senior, at Granby Memorial High School. Ms. Thrall recited the criteria for the award as follows: willingness to take on challenges; capability to make difficult decisions; concern for others; ability to work with others; willingness to commit to a project; diplomacy; ability to understand issues clearly; and, ability to honor a commitment. Ms. Thrall then read a biography of each student's impressive accomplishments.

I.D. Assistant Superintendent's Report

Ms. Jennifer Parsons, Assistant Superintendent, shared information regarding the Friends of Granby Wildflower Meadow stating she learned about their mission to create and maintain a native wildflower meadow to be part of the Connecticut Pollinator Pathway and shared it with the schools. They are a non-profit organization established within the last year or so and are making connections with the schools by meeting with elementary teachers, specifically, second grade, regarding a seed unit for next school year; speaking with 6th graders about pollinators and 7th graders on native plants; presenting and preparing lessons for Biology and Environmental Science classes; and, meeting with Science Department Heads. There

is a plan to build uniform platforms for the meadow to bring students out to observe. Ms. Parsons stated the district wanted to highlight this natural connection between wildlife and students. Whitney Sanzo stated she was able to join in one of the classes and it was very exciting to see two worlds evolve and collide.

I.E. Student Representative Reports

- Tess Bajek stated May 12th is Foreign Food Night (which was formerly known as Crepe Night); Senior Prom is May 19th; May 23rd is Science Night; the Senior Outing is May 25th; the Chorus Concert and Arts Expo is on May 25th; and, the Senior Scholarships and Awards Night is May 31st.
- High school culinary arts students hosted a luncheon for senior citizens last week and played bingo.
- Tess stated her Environmental Science class went to Holcomb Farm to do a water unit and took water samples from the Salmon Brook stream to do some testing.
- Tess shared that she committed to attend the University of Massachusetts Amherst in the fall.
- Chase Alexander shared the sports report: Baseball lost on Monday and will travel to Avon on Friday; boys' lacrosse is 4-6 and will play Suffield tomorrow; girls' lacrosse is 9-2 and is hosting Suffield tomorrow at 5 p.m.; softball is 8-4 and playing Ellington today; outdoor track had a meet at home today against East Windsor; boys' tennis is on a 5-game winning streak with a 6-1 record; girls' tennis has a 3-5 record; golf beat Stafford on Monday; ultimate frisbee will play their 3rd game of the season.

II. Public Comment

There were no public comments this evening.

III. Consent Agenda

III.A. Minutes

III.B. 2023-2024 International Field Trips

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 7:24 p.m. Dr. Grossman provided details on the proposed trip which is a Spanish Exchange Trip to A Coruna, Spain, April 3-15. Students will tour important sites and will spend the majority of their time with their host families and attending school there.

IV. Old Business

IV.A. Granby Memorial High School Continuous Improvement Plan Update

Mr. Michael Dunn, Principal at Granby Memorial High School, presented an update to the high school's Continuous Improvement Plan and reviewed the Board Goals beginning with *Goal #1 Student Achievement* for the high school to increase the percentage of 9th, 10th and 11th graders scoring at benchmark on PSAT. This goal is being met by developing departmental plans and benchmarks aligned with PSAT questions; providing small group/individual instruction with benchmark feedback; and focusing instructional goals around revising, solving problems and supporting claims. Mr. Dunn reviewed the achievement data for P/SAT targets stating there has been some significant growth and an increase of 20 points is the target. Freshmen scores increased in Math from 52% to 68% and in ERW from 71% to 75%. For the second part of *Goal #1 Student Learning and Achievement* for every student to enroll in at least one college credit-bearing course is being attained by supporting the College & Career Center, Asnuntuck partnership and AP Boost Boot Camp. He shared the target for 2024 is to get to 95% (2022 was 89% and 2023 was 92%). *Goal #2 Community Engagement* to improve frequency and effectiveness of communication capturing and celebrating the school community is being met by launching an Advanced Communications Course as well as a Broadcast Club and increasing school-to-career collaboration with community businesses. *Goal #3 Safety and Social Emotional Well Being* to create safe, inclusive, equitable and socially-emotionally responsive classroom and school environments is being met by implementing Voice4Change initiatives and increasing student leadership and feedback opportunities through surveys and representation on action teams. *Goal #4 Budget Development and Fiscal Management* to manage the budget process maximizing efficiencies while increasing needed supports for students is being met by monitoring class sizes for learning environments and staffing as well as supporting the co-teaching model in Pre-AP English 9 and Applied Algebra I. *Goal #5 Embracing Diversity* to continue improving systems and practices to maximize equitable opportunities for all students is being accomplished by partnering with student-led groups to celebrate cultural heritage and continuing to partner with the Granby Equity Team embedding consciousness-building Experiences to Explore Equity. *Goal #6 Professional Learning* to continue improving staff capacity to clarify outcomes and use data protocols to inform

instruction is being met by developing the capacity of leadership team to model and use protocols to increase efficiency and effectiveness as well as completing the NEAS&C 5-Year Update Report which helps with work on professional learning. Sarah Thrall thanked Mr. Dunn for his presentation and also recognized him for his work on the high school construction project.

IV.B. Second Reading and Approval of Revised Policy 4118.11/4218.11, Nondiscrimination

The Curriculum/Policy/Technology/Communications Subcommittee recommended revised Policy 4118.11/4218.11, Nondiscrimination, to the Board for a second reading and approval. A motion was made by David Peling and seconded by Kristina Gilton that the Granby Board of Education adopt revised Policy 4118.11/4218.11, Nondiscrimination, as recommended by the Curriculum/Policy/Technology/ Communications Subcommittee. This motion passed unanimously at 8:13 p.m.

V. New Business

V.A. Appropriation Request Approval

The Board considered approval of an appropriation request to cover any negative end-of-year balance on June 30, 2023. Dr. Grossman stated the BOE anticipates it will be in the red in special education and is looking at a number not-to-exceed \$823,793. There is a motion on the agenda for the Board to request these funds to cover any negative end-of-year balance on June 30th. If the Board approves this appropriation, it will go to the Board of Selectmen on May 15th for their comment and will then be sent on to the Board of Finance for their consideration on May 22nd. Dr. Grossman shared with the Excess Cost Grant of approximately \$350K, which is relative to what was predicted, the number would actually be less than \$823,793. Rosemarie Weber stated the Finance Subcommittee has been following this number as well. A motion was made by Rosemarie Weber and seconded by Donna Nolan that the Granby Board of Education authorize the administration to request an additional appropriation of funds, not-to-exceed \$823,793, to cover any negative end-of-year balance on June 30, 2023. This motion passed unanimously at 8:17 p.m.

V.B. Approval of Healthy Food Certification 2023-2024

The Board discussed and considered the approval of the Healthy Food Certification for the 2023-2024 school year. A motion was made by Rosemarie Weber and seconded by Donna Nolan that pursuant to C.G.S. Section 10-215f, the Granby Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2023, through June 30, 2024. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources including, but not limited to, school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups. This motion passed unanimously at 8:20 p.m.

V.C. Approval of Healthy Food Certification - Exemption of Food and Beverages

The Board discussed and considered the approval of the Healthy Food Certification Exemption of Food and Beverages. A motion was made by Rosemarie Weber and seconded by Donna Nolan that the Granby Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and, 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays and interscholastic debates are events but soccer practices, play rehearsals and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales. This motion passed unanimously at 8:22 p.m.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

David Peling stated this subcommittee met this evening and discussed the Assistant Superintendent's Report as follows: Continuing to monitor student assessment and graduation requirements; Dave Gunning had a couple of successful assemblies funded by the Granby Education Foundation; SEL Committee met; interviews for next year's staffing; Teacher of the Year selection process; and, work begun on a new data platform. One policy was tabled and two others moved to the full Board – one on special education and one on identifying gifted and talented students. Also discussed SEL practices and implementations across the district.

VI.A.2. Finance/Personnel/Facilities

This subcommittee did not meet. Approved minutes are in the packet.

VI.B. Other Board-Related Reports

VI.B.1. CREC/CABE

Kristina Gilton stated CREC is not meeting again until later in May.

VI.B.2. Granby Education Foundation

Whitney Sanzo stated the GranBee was a huge success. Unfortunately, due to illness, she was unable to attend; however, her husband attended with her children and stated it was a very exciting event. There were 62 auction prizes donated throughout the community. The winners were the Holcomb Tree Bees and best costume went to a high school team the Despicable Bees.

VI.C. Calendar of Events

Sarah Thrall stated there is a lot going on in the next few weeks.

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 was made by Sarah Thrall and seconded by Donna Nolan to adjourn the meeting. This motion passed unanimously at 8:30 p.m.

Respectfully submitted,



Donna Nolan
Board Secretary

Special Board of Education Meeting – Approved Minutes
Tuesday, May 9, 2023, 6:30 p.m.
Central Services

Present Board Members: Kristina Gilton, Monica Logan, Donna Nolan, David Peling, Whitney Sanzo, Sarah Thrall, and Rosemarie Weber

Absent Board Members: N/A

I. Call to Order

Sarah Thrall called the meeting to order at 6:30 p.m. and welcomed everyone to the Special Meeting to appoint the new Superintendent of Schools.

II. Executive Session

A motion was made by Rosemarie Weber and seconded by Donna Nolan to enter into an Executive Session to discuss the employment contract for the new Superintendent of Schools. This motion passed unanimously at 6:31 p.m.

The Board returned from Executive Session and a motion was made by Rosemarie Weber and seconded by Donna Nolan to enter back into the Special Meeting. This motion passed unanimously at 6:34 p.m.

Ms. Thrall explained the search process conducted and extended a special thank you to Dr. Mary Broderick from CAFE who helped to lead the process. She also thanked the Granby community as well for valuable feedback and insight into the desired professional and personal attributes of the next Superintendent.

III. Appointment of New Superintendent of Schools

A motion was made by Rosemarie Weber that, pursuant to Connecticut General Statutes Section 10-157, the Granby Board of Education hereby elects Cheri P. Burke to serve as Superintendent of Schools for the Granby Public Schools for a term of three years, July 1, 2023 to June 30, 2026, and, further moved that the Board of Education hereby authorizes its Chair to execute on its behalf the related contract of employment with Mrs. Burke as previously reviewed by the Board. This motion was seconded by Donna Nolan and passed unanimously at 6:42 p.m.

Ms. Thrall gave a biographic of Mrs. Burke giving her employment history, professional background as well as education background.

Mrs. Burke expressed her thanks to Dr. Broderick and the Board and stated she is excited to begin work in Granby as the new Superintendent of Schools on July 1st and continue the great work being done in the district.

Rosemarie Weber stated she would be remiss if she did not thank Board Chair, Sarah Thrall, for her leadership during the search process.

Ms. Thrall stated that she and Mrs. Burke will plan a date within the next few weeks to visit all of the schools.

IV. Adjournment

A motion was made by Donna Nolan and seconded by Monica Logan to adjourn the meeting. This motion passed unanimously at 6:47 p.m.

Respectfully submitted,



Donna Nolan
Board Secretary

Granby Memorial Middle School

Continuous Improvement Plan

2022-2023



May 17, 2023

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.

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

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.

1.D. Granby Memorial Middle School (GMMS) students will achieve levels of proficiency or higher on the state assessment by monitoring their growth and performance over time and providing high-quality, effective instruction.

- The department and teacher's goals align with the Continuous Improvement Plan.
- Implemented progress monitoring tools such as Interim Assessment Blocks (IAB) during on-team classes.
- Team meeting agendas have been structured and focused on student data and best practices.
- Intervention teams continuously monitor student data and identify students needing additional support.
- We have implemented coaching cycles for ELA and Math teachers to support the curriculum and instruction.
- Ongoing Professional Development
 - Reading and Writing Workshop with Teachers College for ELA
 - Illustrative Math Program with CREC.

ACADEMIC UPDATE

Highlights:

Number of students that increased their student growth percentiles in Math:

- 6 - 74 students
- 7 - 90 students
- 8 - 96 students

Reading:

- 6- 81 students
- 7 - 92 students
- 8 - 91 students

Areas for Growth:

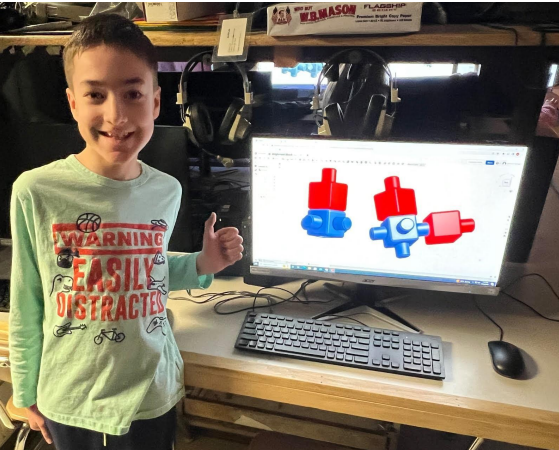
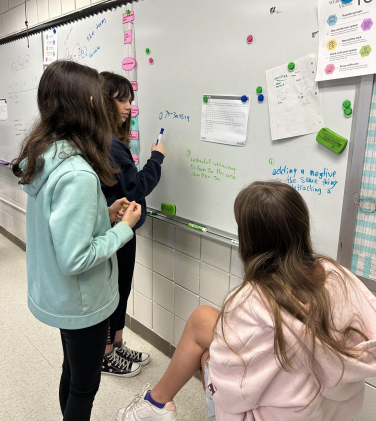
- Continue to identify students

Additional Notes

- Co-teaching happening in Math Classes
- Implemented STAR Booster for Math

| Update from Fall STAR | Reading | Math |
|-----------------------|--|---|
| 6 | STAR (% meeting or exceeding) <ul style="list-style-type: none"> • Fall: 57% • Winter: 60% | STAR (% meeting or exceeding) <ul style="list-style-type: none"> • Fall: 44% • Winter: 49% |
| 7 | STAR (% meeting or exceeding) <ul style="list-style-type: none"> • Fall: 59% • Winter: 60% | STAR (% meeting or exceeding) <ul style="list-style-type: none"> • Fall: 53% • Winter: 55% |
| 8 | STAR (% meeting or exceeding) <ul style="list-style-type: none"> • Fall: 49% • Winter: 51% PSAT 8/9 Reading and Writing <ul style="list-style-type: none"> • 76% are approaching or meeting goal | STAR (% meeting or exceeding) <ul style="list-style-type: none"> • Fall: 27% • Winter: 32% PSAT 8/9 Math <ul style="list-style-type: none"> • 83% are approaching or meeting goal |

Student Learning and Achievement at Granby Memorial Middle School



Board Goal #2: Community Engagement

Enhance communication and build trusting relationships with all stakeholders.

2.B. Continue to improve the transition process for all new students entering Granby Memorial Middle School

- Facilitated events for new students to the Middle School
 - The Builders Club led team-building activities to foster new connections at GMMS
 - Events to grow connections at school
 - Lunch Bunches, Socials
 - Support Staff and Admin meet with all new students
 - Invited new students and parents to visit the school in the summer

2.F. Develop a school-wide plan for branding Granby Memorial Middle School

- Be a Granby BEAR expectations
- Monthly Bear of the Month Awards
- Morning news
- Working with local organizations
 - Granby Wildflower Meadow, Granby municipal organizations, World Language Speakers
- Committed to Innovation with Digital Media, Innovative Technologies and SUCCESS
- Committed to diversity and inclusion with the DEI Club.

Community Engagement



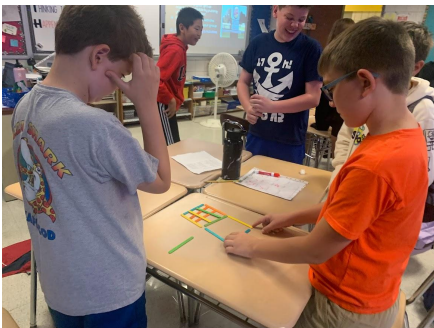
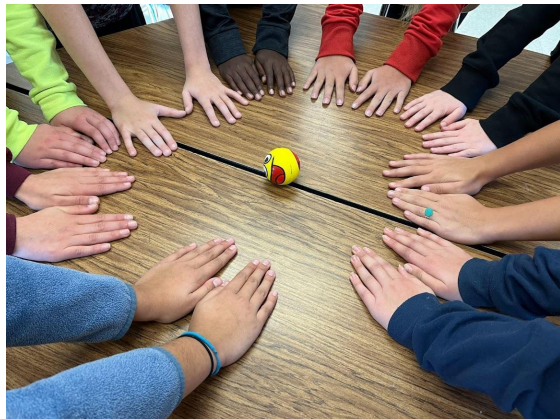
Board Goal #3: Safety and Social Emotional Well-being

Foster a safe and positive social emotional environment for everyone.

GPS SEL #5 - GMMS teachers will utilize a restorative approach around inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments. Strategies are developmentally appropriate and focus on meeting the needs of all students. Shared agreements are collaboratively developed and modeled by most adults and students.

- Developed and trained all staff to administer and use the DESSA instrument to identify and target specific SEL goals, and use the data during team meetings.
 - Created monthly SEL themes that correlate with DESSA data.
- The GMMS support staff delivered Professional Development to the entire staff that focused on adult social and emotional well-being.
- We linked Restorative Practices, school expectations, and the Effective Elements of Instruction to develop classroom agreements that focus on the well-being of our community and enhance the learning environment.
- Created recognition opportunities for celebrations and success for both students and staff.
- Support staff informed the community of SEL events happening in school.

Social Emotional Well-being



We Are Proud
to be the **GRANBY**

BE

ENGAGED

PREPARED

RESPONSIBLE

CONSIDERATE



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.

Granby Memorial Middle School will continue to create a long-term financial plan which aligns with the vision of the Board of Finance.

- Continue to revisit opportunities for innovative and educational investments.
 - SUCCESS, Digital Media, Innovative Technologies
- Class sizes continue to meet Board of Education guidelines (22-24)
- Worked with all stakeholders within Granby Public Schools to ensure an up-to-date Small-Cap Budget that reflects the current needs of the middle school
- Reviewed Granby Memorial Middle School structures and staffing to ensure a supportive environment for students and staff based on data
- GEF Grants
 - Americans, Immigrants and Reformers: Learning from the Past through Historical Research
 - Investigating Science and the World Around US
 - Math in the Real World... It's Everywhere!

Budget Development and Fiscal Management



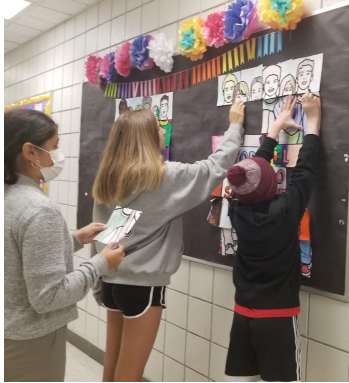
Board Goal #5: Embracing Diversity

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

Ensure system-wide practices and structures are in place to support the implementation of the Granby Public Schools Anti-Bias/Anti-Racism Plan.

- Recognize and bring awareness to the Cultural Heritage Months identified through Granby Equity Team
 - The media center showcasing books that promote Cultural Heritage Months.
 - Diversity Equity and Inclusion Club and Student Council Projects
 - Morning News announcements
- Created a budget that allows for the growth of classroom libraries and diversifying the books available for students
- School-based focused communications around Anti-Bias and Anti-Racism included in the Bear Necessities

Diversity and Equity Work



Board Goal #6: Professional Learning

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

Element 1 - Learning Environment - Classroom routines are well understood and may be initiated by students; students can explain what is expected, when, and why.

- Refined the capacity of teachers to model and use protocols to increase the efficiency and effectiveness of collaborative classroom routines.
- Delivered Professional Development based on the Elements of Effective Instruction (EEI) and targeting Element 1: The Learning Environment.

Element 2 - Clear, Shared Outcomes - Students in classes can explain how their learning connects to short and long-term learning outcomes

- Teachers during team time and department meetings discussed student data to inform instructional approaches and decisions.
- Support special education teachers with the implementation of CT-SEDS and train staff on how to use CT-SEDS.
- Utilize Restorative Practices approaches to build classroom engagement.
- Coaches provided Professional Development throughout the year, supported new teachers and engaged in coaching cycles with each classroom teacher.
- Math and Special Education teachers have implemented the co-teaching model.

Professional Learning



Instruction

Individualized Education Program/Special Education Program

Any child, whether a student of the school district, of pre-school age, or between the ages of three and 22 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.

Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22nd birthday or until they graduate from high school with a regular high school diploma, whichever comes first. The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) until they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.

A parent of a child, the State Department of Education, other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Initial evaluations, using a variety of assessment tools and measures to gather relevant functional, developmental and academic information, must be completed within 45 school days of the receipt of written parental consent, for the initial evaluation; or implement the student's IEP within 45 school days of a referral, (not counting the time necessary to obtain written parental consent to conduct the initial evaluation or to begin providing special education). The 45-school day requirement begins after the District receives a completed and signed PPT referral form or letter requesting a referral to the PPT process or per a timeline determined by the State. Exceptions to this timeframe include children moving between school districts and parental refusal to make a child available for evaluation, as provided by law. Assessments for disabled children who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

Planning and Placement Team or Individualized Education Program Team

The term "individualized education program team" or "IEP Team" means a group of individuals composed of -

- (i) the parents of a child with a disability
- (ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- (iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- (iv) a representative of the local educational agency who –

Instruction

Individualized Education Program/Special Education Program (IEP)

Planning and Placement Team or Individualized Education Program Team (Cont'd)

- (I) is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
- (II) is knowledgeable about the general education curriculum; and
- (III) is knowledgeable about the availability of resources of the local educational agency;

- (v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
- (vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- (vii) the school paraprofessional, if any, assigned to such child when requested by the parent/guardian, and
- (viii) whenever appropriate, the child with a disability.

NOTE: An IEP Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the IEP Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

Instruction

Individualized Education Program/Special Education Program (IEP) (Cont'd)

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) **General.** The IEP for each child must include -

- (1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including –

Instruction

Individualized Education Program/Special Education Program (IEP) (Cont'd)

- (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -
- (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
 - (ii) Meeting each of the child's other educational needs that result from the child's disability; and
 - (iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

- (iv) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child -
- (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.

Instruction

Individualized Education Program/Special Education Program (Cont'd)

- (4) A school must offer an IEP that is “reasonable calculated to enable a child to make progress appropriate in light of the child’s circumstances.” The child’s educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The IEP Team, in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child’s:
- Previous rate or academic growth,
 - Progress towards achieving or exceeding grade-level proficiency,
 - Behaviors, if any, interfering with the child’s progress, and
 - Parent’s input and any additional information provided by such parents.
- The U.S. Supreme Court, in the *Endrew F* decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)
- (5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- (6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
- (7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
- (8) A statement of
- (i) How the child’s progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child’s parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children’s progress, of
 - (A) Their child’s progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year
- (9) Reevaluation of a student’s progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

Instruction

Individualized Education Program/Special Education Program (Cont'd)

Note: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and make progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.")

- (b) **Transition services.**
- (1) The IEP must include
 - (i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.
 - (ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.
 - (2) If the IEP team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.
- (c) **Transfer of rights.** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m).
- (d) **Students with disabilities convicted as adults and incarcerated in adult prisons.** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.
- (e) **Students with disabilities identified as deaf or hearing impaired.** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address
- (i) the child's primary language or mode of communication;

Instruction

Individualized Education Program/Special Education Program (Cont'd)

- (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
- (iii) educational options available to the child;
- (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
- (v) the accessibility of academic instruction, school services and extracurricular activities to the child;
- (vi) Assistive devices and services for the child;
- (vii) Communication and physical environment accommodations for the child; and
- (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

Instruction

Individualized Education Program/Special Education Program (Cont'd)

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes
10-76a Definitions (as amended by PA 06-18)
10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)
10-76d Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Sec. 277 and PA 19-49 and PA 21-46 and PA 21-144)
10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)
10-76g State aid for special education.
10-76h Special education hearing and review procedure.
10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)
10-76q Special education at technical education and career schools (as amended by PA 21-144)
SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018
State Board of Education Regulations
34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.
300.14 Special education definitions.
300.340-349 Individualized education programs.
300.503 Independent educational assessment.
300.533 Placement procedures.
300.550-556 Least restrictive environment.
P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004
Rowley v. Board of Education, 485 U.S.-176 (1982)
Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)
A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)
Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)
A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

**Policy 6159
Notice
Form No. 1**

**NOTICE TO PARENTS UPON INITIAL REFERRAL IN COMPLIANCE WITH
PUBLIC ACT 12-173 - INFORMATION ABOUT MEETING; EVALUATIONS; AND
IEPs**

[Under Conn. Gen. Stat. §10-76d, upon request by a parent/guardian, school districts must provide an opportunity for the parent/guardian to meet with a member of the PPT prior to the referral PPT to discuss the PPT process. Parents/guardians may also request that copies of assessments and evaluations be provided to them at least three (3) days before the initial eligibility PPT meeting. Upon finding a student eligible for special education, and at each PPT for the student, school districts are also required to provide parents/guardians with information and resources relating to IEPs created by the State Department of Education. To comply with these requirements, we recommend sending this notice to parents along with the initial notice of referral. Districts should also document at the PPT whether: 1) the parent requested a pre-PPT meeting and if this meeting was held; 2) the parent requested and received evaluations prior the eligibility PPT; and 3) the district provided the information regarding IEPs. We have developed a second notice which can be provided to parents at subsequent PPTs to comply with additional requirements under state law.]

[Board of Education/School Letterhead]

Dear [PARENT/GUARDIAN/SURROGATE PARENT]:

Your child, [NAME], has been referred to a planning and placement team (“PPT”) for consideration of eligibility for special education services. Attached please find the referral form and invitation for a PPT meeting to discuss the referral. If you are unable to attend this meeting at this time/date, please contact my office to reschedule as soon as possible.

Please know that, under Connecticut law, you have the right to request a meeting with a member of the PPT designated by the school district prior to the actual referral PPT in order to discuss the PPT process and/or any concerns that you might have regarding your child. If you would like to schedule a meeting for this purpose, please contact **[PUPIL SERVICES/SPECIAL EDUCATION SUPERVISOR or OTHER CONTACT]** at **[TEL #]**. To ensure that we are able to schedule this meeting at a time that is mutually convenient, if you plan to request a meeting prior to the PPT, we kindly ask that you contact us as soon as possible.

In addition, at the initial referral PPT meeting, the team may discuss whether formal evaluations and/or assessments may be needed to determine your child’s eligibility for special education. Should the team recommend initial evaluations/assessments, the school district will convene another PPT meeting to review the results of those evaluations/assessments. Under state law, you have the right to request that the school district provide you with the results of these initial assessments and evaluations at least three (3) school days before the PPT meeting at which these evaluations will be discussed for the first time. Therefore, in the event the PPT recommends formal evaluations/assessments, please notify **[PUPIL PERSONNEL OFFICE]** and/or the PPT team if you would like to receive the results of any such evaluations/assessments prior the follow up PPT.

**Policy 6159
Notice
Form No. 1**

Finally, Connecticut law also requires that school districts provide parents of students found eligible for special education and related services with information and resources, created by the Connecticut State Department of Education (the “Department”), relating to individualized education programs (“IEPs”). Although your child has not yet been determined eligible for special education, the following list of links to information and resources may be helpful in understanding special education and the PPT process. If you are unable to access these websites, or require a hardcopy of either “A Parent’s Guide to Special Education in Connecticut” or the “IEP Manual and Forms,” please contact [**PUPIL SERVICES/SPECIAL EDUCATION SUPERVISOR or OTHER APPROPRIATE CONTACT**] at [TEL #] to request a copy at the upcoming PPT meeting.

- Bureau of Special Education Resources,
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730>
- A Parent’s Guide to Special Education in Connecticut,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf
- IEP Manual and Forms (Third Revision October 2010),
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>
- A Tool to Assist PPTs in Addressing the Unique Communication Needs of Students Who are Deaf or Hard of Hearing, Language and Communication Plan,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Language_Communication_Plan.pdf
- Secondary Transition (Including Building a Bridge: A Transition Manual for Students),
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322676>
- Helpful CT Resources for Families,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf

If you have any questions, you may contact my office. Thank you.

Sincerely,

[APPROPRIATE SPECIAL EDUCATION ADMINISTRATOR]

**NOTICE OF PARENT RIGHTS AND INFORMATION RELATED TO SPECIAL
EDUCATION**

[Conn. Gen. Stat. §10-76d was recently amended by Public Act 15-209 and Section 277 of Special Session Public Act 15-5 to expand the scope of a school district's obligation to provide notice to parents of children found eligible for special education of certain rights and other information related to special education. This notice must be provided "immediately upon the formal identification of any child requiring special education and at each planning and placement team meeting for the child." To comply with this revised law, we recommend that this notice be provided 1) at the initial eligibility PPT if the student is found eligible for special education; and 2) at each subsequent PPT. While the law provides that the notice must be provided "at each PPT," we believe that providing the notice with an invitation to subsequent PPTs will satisfy the intent of the law, which is to give parents ample notice of their rights, which now includes the right to have their child's paraprofessional at the PPT. If the notice is provided prior to the PPT, the team should document that it was sent to the parent in advance of the meeting. Likewise, if the notice is provided at the PPT, the IEP should document that notice was provided at the meeting. If the parent/guardian/surrogate does not attend the PPT, the notice should be mailed with the IEP.]

[Board of Education/School Letterhead]

NOTICE OF PARENT RIGHTS

State law (Section 10-76d(a)(8) of the Connecticut General Statutes) requires that upon the formal identification of a child as a student requiring special education, and at each planning and placement ("PPT") meeting for such child, school districts must provide notice to the parents/guardians/surrogate parent of certain rights and other information/resources related to their child's special education program. In compliance with this law, please be informed of the following:

1. Information about the laws relating to special education and your rights under such laws is available through the Connecticut State Department of Education's website at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730#Legal>. The Procedural Safeguards in Special Education developed by the State Department of Education are also available online at: <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Prosaf.pdf>.
2. You have the right to have an advisor of your own choosing and at your own expense be present at and to participate in all portions of the PPT meeting at which an educational program for your child is developed, reviewed or revised. If you plan to bring an advisor to a PPT, the district kindly requests that you notify the district at least five (5) school days prior to the PPT of who you plan to bring to the meeting and what his/her role will be (e.g. advocate, friend, relative, attorney etc.)

**Policy 6159
Notice
Form No. 2**

3. You have the right to have the school paraprofessional assigned to your child, if any, be present at and to participate in all portions of the PPT meeting in which an educational program for your child is developed, reviewed or revised. A request to have your child's paraprofessional attend the PPT must be made at least five (5) school days in advance of the PPT meeting.
4. If your child is of kindergarten age, you have the right under Section 10-184 of the Connecticut General Statutes not to enroll your child in kindergarten. Specifically, Section 10-184 of the Connecticut General Statutes states: "The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system." Preschool-age children with an individualized education program (IEP) are already enrolled in the public school and are receiving a free appropriate public education (FAPE). Therefore, five and/or six-year-old children with an IEP whose parents exercise their option of not enrolling their child in kindergarten at their public school, will not be eligible to continue to receive special education and related services because the child is no longer enrolled in a public school.
5. Connecticut law requires that districts provide parents/guardians/surrogate parents with information and resources, created by the Connecticut State Department of Education, relating to IEPs, including information relating to transition resources and services for high school students. The following list of information and resources may be helpful in understanding special education and the PPT process.
 - Bureau of Special Education Resources,
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320730>
 - A Parent's Guide to Special Education in Connecticut,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Parents_Guide_SE.pdf
 - IEP Manual and Forms (Third Revision October 2010),
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>
 - A Tool to Assist PPTs in Addressing the Unique Communication Needs of Students Who are Deaf or Hard of Hearing, Language and Communication Plan,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Language_Communication_Plan.pdf
 - Secondary Transition (Including Building a Bridge: A Transition Manual for Students), <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=322676>
 - Helpful CT Resources for Families,
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Resources_Families.pdf

If you have any questions about the above information, or if you are unable to access any of the websites listed above and/or require a hardcopy of the Procedural Safeguards in Special Education, A Parent's Guide to Special Education in Connecticut or the IEP Manual and Forms, please contact **[PUPIL SERVICES/SPECIAL EDUCATION SUPERVISOR or OTHER APPROPRIATE CONTACT]** at **[TEL #]**.

Instruction

Gifted and Talented Students Program

The District recognizes its responsibility to identify gifted and talented students within the school district. The District is committed to providing identification and assessment which is responsive to students' economic conditions, gender, developmental differences, disabling conditions and cultural diversity.

For purposes of this policy, "gifted and talented students" means a child identified by the Planning and Placement Team (PPT) as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

For purposes of this policy "outstanding talent in the creative arts" means a child identified by the Planning and Placement Team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

The Superintendent or his/her designee will develop procedures for an ongoing kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area.

Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendations; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans (IEP) or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be done by a PPT. Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs.

Instruction

Gifted and Talented Students Program

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and/or talented;
2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

The school district, should it decide to offer services to the gifted and talented, shall utilize the guidelines, developed and promulgated by the State Department of Education (SDE), for providing services to those students. The guidelines include best practices for the district to consider for (1) addressing the intellectual, social and emotional needs of gifted and talented students in schools and (2) providing teacher training and professional development on gifted and talented students.

Legal Reference: Connecticut General Statutes
10-76a-(e) Definitions.
10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.
Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.
P.A. 19-184 An Act Concerning the Provision of Special Education.
Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.
P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Curriculum Subcommittee Meeting - Approved Minutes
April 5, 2023, 5:30 p.m.
Central Services

Present:

David Peling
Kristina Gilton
Whitney Sanzo
Sarah Thrall

Absent:

Jordan Grossman
Jennifer Parsons

Member of the Public: N/A

Meeting commenced at: 5:35 p.m.

Meeting adjourned at: 6:35 p.m.

1. Public Comment: N/A

2. Approve Minutes from the March 1, 2023 Curriculum Subcommittee Meeting: A motion was made by David Peling and seconded by Kristina Gilton to approve the minutes from the March 1, 2023 Curriculum Subcommittee Meeting. This motion passed.

3. Assistant Superintendent's Monthly Report: Discussed new data platform Educlimber; SATs completed, SBAC underway; summer school planning underway (3 weeks, 2 classes each week, 8 a.m.-12:30 p.m.); beginning scheduling for next year; David Gunning (GEF Grant) will perform at Wells Road and Kelly Lane on kindness; Resilience Grows Here (sharing SEL lessons); looking at staffing for next year; attended 4 job fairs; mid-year meetings completed; Granby Teacher of the Year process aligned with State process; reviewed draft guidance on teacher evaluation; and, positive feedback on full professional development day in March.

4. Policies
 - Revised Policy 4188.11 – Personnel Non-Discrimination Policy: This policy was moved to the full Board for a first reading.
 - New Policy 6148 – FAFSA Completion Rates: This policy was tabled for further discussion.

5. Overview of Curriculum Policies and Curriculum Approval Process: Jennifer Parsons reviewed existing policies on the BOE list relative to curriculum.

6. Other: N/A

A motion was made by David Peling and seconded by Kristina Gilton to adjourn the meeting. This motion passed unanimously at 6:35 p.m.



UPCOMING DISTRICT EVENTS

| | | | |
|------------|---|---|-----------------------------|
| May 18 | GMHS Band Concert | 8:00-9:00 p.m. | HS Auditorium |
| May 19 | Senior Prom | 5:00-10:00 p.m. | The Riverview, Simsbury |
| May 23 | NHS Science Night | 5:00-7:00 p.m. | HS Cafeteria/Comm. Gym |
| May 23-25 | 8 th Grade Washington, DC Trip | | |
| May 25 | Senior Outing | 7:30-2:30 | Boulder Ridge, New Hartford |
| May 25 | GMHS Chorus Concert & Arts Expo | 8:00-9:00 p.m. | HS Auditorium/Rotunda |
| May 26 | No School – Professional Development | | |
| May 26 | Kindergarten Orientation | A-F 10:30-11:45 G-M 12:30-1:45 N-Z 2:00-3:15 | Kelly Lane |
| May 29 | No School – Holiday | | Offices Closed |
| May 30 | Incoming 6 th Grade Parent Night | 5:00-6:00 p.m. | MS Cafeteria |
| May 31 | Senior Scholarships & Awards Night | 6:30-8:30 p.m. | HS Auditorium |
| June 2 | Underclassmen Awards Ceremony | 1:00-2:30 p.m. | HS Auditorium |
| June 2 | MS Drama Club Performance | 4:00-6:00 p.m. | MS Cafeteria |
| June 6 | MS Spring Band Concert | 7:00-8:00 p.m. | HS Auditorium |
| June 7 | Retiree/25-Year Luncheon | 12:30-2:30 | Holcomb Farm |
| June 7 | Curriculum Subcommittee Meeting | 5:30 p.m. | Central Services |
| June 7 | Board of Education Meeting | 7:30 p.m. | Town Hall Meeting Room |
| June 7 | MS Spring Chorus Concert | 7:00 p.m. | HS Auditorium |
| June 8 | Top Scholar Luncheon | 12:00-2:30 p.m. | Hopmeadow Country Club |
| June 8 | 8 th Grade Moving-Up Ceremony | 6:00-7:00 p.m. | HS Auditorium |
| June 9 | High School Graduation | 5:30 p.m. | HS Stadium Field |
| June 12-14 | Early Release – All Schools | | |
| June 14 | Last Day of School | | |
| June 20-22 | College Explorations Summer Seminar | | |
| June 21 | Finance Subcommittee Meeting | 5:30 p.m. | Central Services |
| June 21 | Board of Education Meeting | 7:30 p.m. | Town Hall Meeting Room |