

Curriculum Subcommittee Meeting
Wednesday, March 6, 2024, 5:30 PM
Central Services

I. Public Comment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

II. Approve Minutes from the January 3, 2024 Curriculum Subcommittee Meeting

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

III. Assistant Superintendent's Report

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

IV. Update of K-3 Reading Waiver

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

V. Increasing Educator Diversity Plan

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VI. Revised Policy 3542.43 - Food Service Charging Policy

{{Goal-}}

{{Attachment:}}

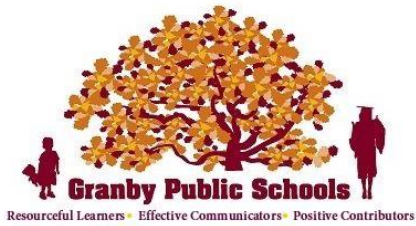
{{RecommendedMotion}}

VII. Other

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}



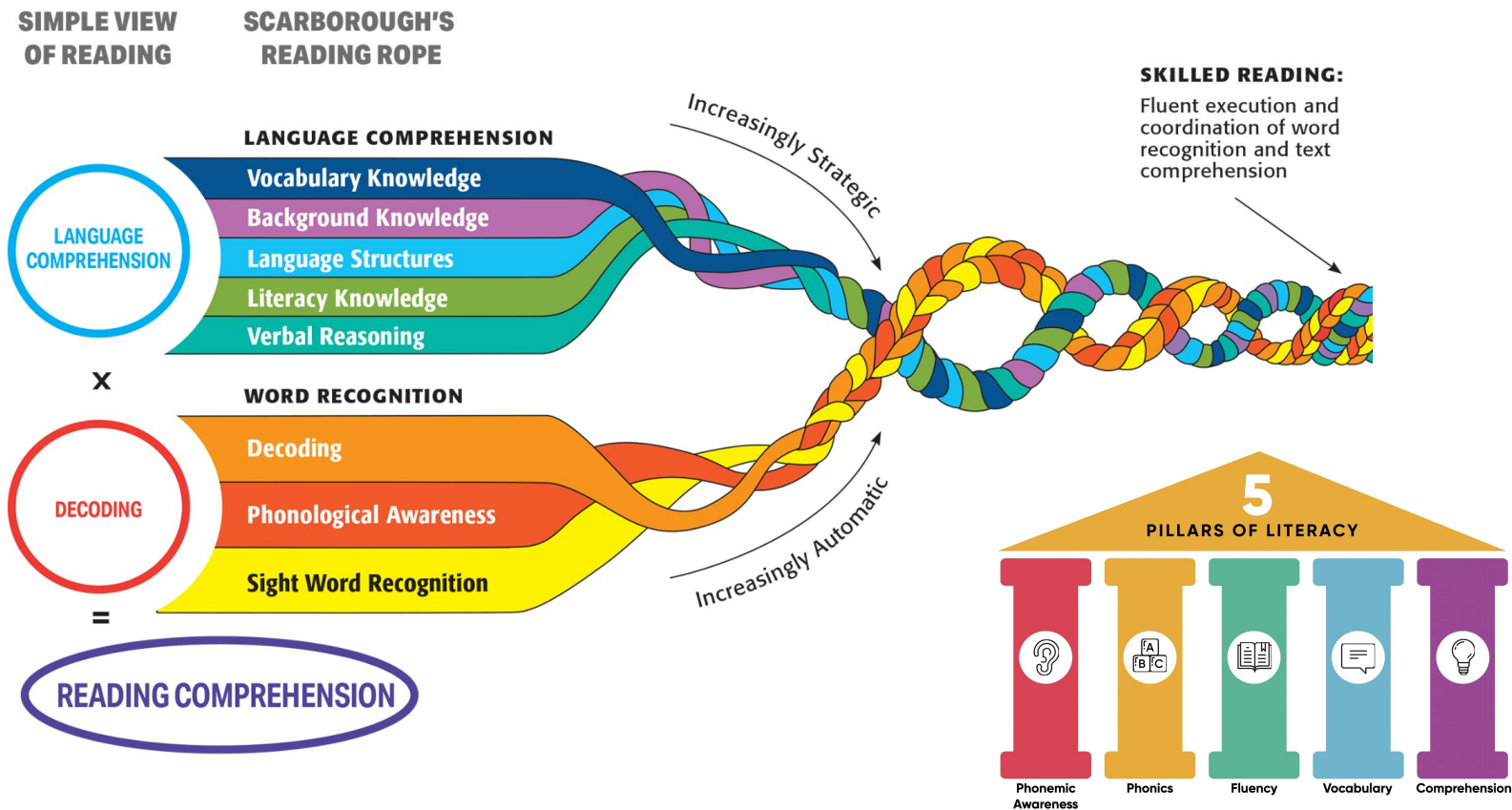
ASSISTANT SUPERINTENDENT'S MONTHLY REPORT – MARCH 2024

Student Learning and Achievement	<ul style="list-style-type: none"> ● Worked with core literacy team to explore the approved K-3 reading programs, met with vendors and reviewed samples ● Met with Middle School World Language Team to review progress with courses and student recommendations ● Planned for spring summative testing district wide ● Began planning for summer programming ● Supported temporary vacancies in Human Resources, Pupil Services and at Wells Road School ● Met with Secondary Social Studies to plan for curriculum conversations ● Met with coaches and administrators to review mid-year assessment data
Community Engagement	<ul style="list-style-type: none"> ● Co-facilitated an Early Childhood Meeting and Kindergarten classroom visit for town/school providers at Kelly Lane ● Communicated “Early Entry” process for families looking for exemption from Kindergarten age change ● Planned for and began promoting the series of Community Conversations ● Launched composting at Wells Road School ● Attended Senior Men’s Breakfast with district students and staff to share STEAM experiences
Safety and Social Emotional Well-Being	<ul style="list-style-type: none"> ● Conducted mid-year DESSA screening ● Ran Wellness mid-year meeting ● Attended Emergency Planning Meeting
Budget Development and Fiscal Management	<ul style="list-style-type: none"> ● Worked with Central Services team to fine tune the budget proposal and answer budget questions ● Successfully conducted search committees for Human Resources Coordinator and Director of Pupil Services
Embracing Diversity	<ul style="list-style-type: none"> ● Met with Legacy Foundation to collaborate on enrichment experiences for students ● Co-facilitated GET meeting with a focus on tools for leading equity work
Professional Learning	<ul style="list-style-type: none"> ● Facilitated the District Leadership Team meeting with a focus on planning for vertical curriculum work ● Facilitated the monthly Administrative Council meetings ● Held mid-year new teacher check-in and an orientation for new staff hired since August ● Facilitated training for K-12 department leaders on use of the EduClimber data management and analysis platform ● Managed early release professional learning in January and planned for full days in April and May ● Held Educator Development Committee meeting with a focus on understanding concepts in new teacher evaluation system ● Began Right to Read Professional Learning with CSDE ● Completed observations and mid-year meetings with teachers ● Met with staff in district to support their professional growth

K-3 Reading Updates

Curriculum Subcommittee
March 6, 2024

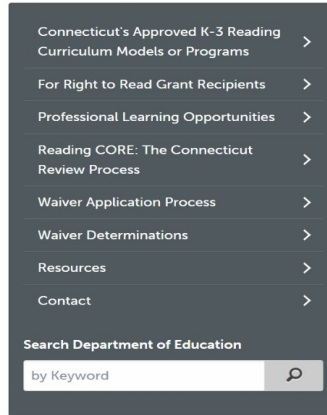
Whole Staff Work



CSDE Center for Literacy Research and Reading Success

- was formed by legislation passed in 2021
- reviewed and revised the approved K-3 assessments
- oversees districts adopting an approved curriculum model or program
- shares opportunities for professional learning

[CT.gov Home](#) / [Department of Education](#) / [K-12 Education](#) / [Academics](#) / [Literacy - English Language Arts](#) / [Center for Literacy Research and Reading Success](#)



Center for Literacy Research and Reading Success



Every Connecticut student has the right to read at or above grade level independently and proficiently by the end of third grade.

The Center for Literacy Research and Reading Success (Center) was established in 2021 by Commissioner Charlene M. Russell-Tucker, per C.G.S. Section 10-14gg, operating within the Connecticut State Department of Education (CSDE). The Center is responsible for implementing Connecticut's early literacy laws, regulations, and policies. Select a link below to learn more.



K-3 READING MODELS
Approved K-3 Reading Curriculum Models or Programs



PROFESSIONAL LEARNING
Opportunities for educators to expand their knowledge



READING CORE
Connecticut's process to review reading curriculum models and programs



READING COUNCIL
The Reading Leadership Implementation Council guides the Center's work



WAIVER PROCESS
Information on waivers to implement different reading curriculum models or programs



RESOURCES
Watch, listen, or read helpful sources of additional information on K-3 literacy

Waiver Timeline

- January 2023: Waiver Option Announced
- February 2023: Application Due and Submitted
- October 2023: Waiver Meeting held with State
- December 2023: Waiver results received
- January 2024: Waiver reconsideration submitted
- February 2024: Waiver reconsideration denied
- by July 2024: partial implementation
- By July 2025: full implementation

Choices

Curriculum Models or Programs

- American Reading Company – ARC Core (K-3), (2020)
- Amplify Education Inc. – Core Knowledge Language Arts (CKLA, 2022)
- Benchmark Education - Benchmark Advance (2022)
- Houghton Mifflin Harcourt – Into Reading
- Imagine Learning – EL Education Grades K-3 (2017)
- McGraw Hill - Open Court Reading (2016) and Open Court Reading (2023)
- McGraw Hill Education – Wonders (2020) and Wonders (2023)
- Open Up Resources – EL Education (2017)
- Savvas Learning Company – myView Literacy (2020) and myView Literacy (2025)

Compendiums of Curriculum Models or Programs

- Savvas Learning Company - ReadyGEN K-6 (2016) with Wilson - Foundations (2012)
Please note that ReadyGen is being replaced by myView Literacy and as of July 1, 2023, is no longer available for new sales.
- Great Minds - Wit and Wisdom (2016 or 2023) with Curriculum Associates - Magnetic Reading Foundations (2023)
- Great Minds - Wit and Wisdom (2016 or 2023) with
 - Great Minds - Geodes;
 - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
 - Wilson-Foundations (2012)
- Great Minds - Wit and Wisdom (2016 or 2023) with
 - Great Minds - Geodes;
 - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
 - University of Florida Literacy Institute - UFLI Foundations (2022)
- Great Minds - Wit and Wisdom (2016 or 2023) with
 - Great Minds - Geodes;
 - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
 - William H. Sadlier, Inc. - From Phonics to Reading by Wiley Blevins (2020)
- Open Up Resources - Bookworms (2021) with Curriculum Associates - Magnetic Reading Foundations (2023)
- Open Up Resources-Bookworms (2021) with
 - Great Minds - Geodes;
 - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
 - Wilson - Foundations (2012)
- Open Up Resources - Bookworms (2021) with
 - Great Minds - Geodes;
 - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
 - University of Florida Literacy Institute - UFLI Foundations

Granby's Literacy Philosophy

“We believe that Early Literacy is a balanced approach inclusive of direct phonemic awareness, phonics and word study instruction. By modelling comprehension, vocabulary and fluency skills with rich authentic mentor texts, teachers generate excitement before gradually releasing responsibility to students. Reading and writing experiences are connected and supported by direct speaking and listening opportunities as well as daily differentiated skill and strategy based instruction. Diverse trade books and structured decodables are included to support a high volume of reading for students at all developmental levels while still allowing for student choice. Writing instruction is based on process writing in a variety of genres and includes spelling, grammar and letter formation as needed. Screening assessments are aligned to the resources used and formative assessment allow for formation of flexible grouping and individual conversations based on the data obtained. Technology platforms allow teachers access to instructional materials and provide individualized student practice of core skills and strategies. Resources align to the time and structures available.”

Narrowing the field

1. Request samples from vendors
2. Explore current literature
3. Vet literature and samples against our philosophy statement
4. Meet with representatives to ask/answer questions
5. Seek additional materials and quotes
6. Consult with districts currently using the programs
7. Bring top two programs to K-3 vertical team members on April 2nd
8. Mini-pilot and explore materials this spring
9. Build fall pilot
10. Bring final program to sub-committee by November



Finalists:



Commitments:



\$286,456
\$11,458/class

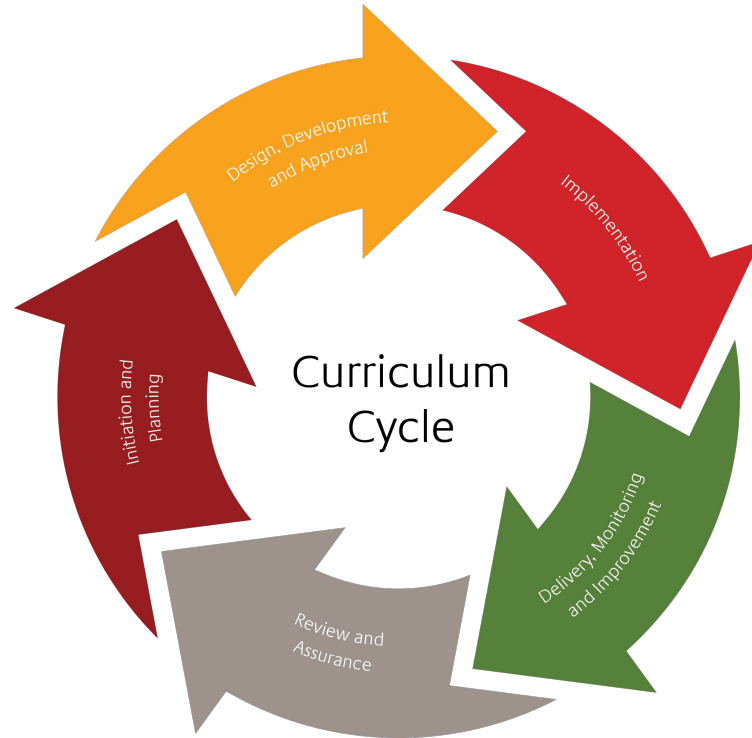
\$271,660
\$10,866/class

ELA Curriculum Cycle

2023-24 9-12 Writing

2024-25 K-3 Writing

2025-26 4-8 Writing



Increasing Educator Diversity Plan Template



IMPORTANT NOTES:

1. Formal approval by your local or regional board of education, or equivalent governing body for schools must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month and year that the plan was approved by the board or equivalent governing body as part of the upload of your submission.
2. In the absence of an original motion or a preexisting board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024

COVER PAGE	
District:	Granby
Vision:	All Granby Students will become resource learners and effective communicators who positively contribute at the local, state and national levels.
Theory of Action	If the Granby Public Schools creates and implements an effective increasing educator diversity plan in the areas of recruitment, hiring and retention then the staff will maintain and increase its diversity.
Team Lead:	Jennifer Parsons, Assistant Superintendent
Team Members:	Cheri P. Burke, Superintendent, Jennifer Brown, Human Resources Coordinator

RECRUITMENT								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Attract a diverse candidate pool for openings in the Granby Public Schools.	Jennifer Brown, Human Resources Coordinator	Identify career fairs and recruiting platforms that will attract a diverse candidate pool.	Jennifer Brown, Human Resource Coordinator	Spring 2024 and annually	Attendance at fairs and posting on identified platforms results in a diverse candidate pool.	Time for research, possible subscription fees for platforms and registration fees for job fairs.	Will need monitoring to ensure we are attracting more diverse pools.	Progress communicated to and monitored by the district leadership team.
Participate in the CREC Teacher Residency Program.	Jennifer Parsons, Assistant Superintendent	Continue to engage with TRP and take additional residents as space in the teaching force allows.	Jennifer Parsons, Assistant Superintendent	Spring 2024 and annually	Residents successfully complete their residence and their first 3 years in district teaching.	\$68,000 per resident for training, space in the teaching force to ensure employment.	Resident could leave or not successfully make it to certification. Provide ongoing supports and check-ins and identify supportive mentors.	Board of Education needs to fiscally support and district leadership team needs to work to identify space in teaching force and potential mentors.

HIRING & SELECTION								
Ensure that hiring and selection processes are free of barriers and biases that would prohibit hiring of racially, culturally and linguistically diverse educators.	Jennifer Brown, Human Resources Coordinator	Review all hiring and selection processes to eliminate any bias and barriers that may exist and create any structures and processes that may be missing.	Jennifer Brown, Human Resources Coordinator	September 2024 and annually	The hiring process, forms and procedures will be reviewed, revised and field tested.	Time for review, revision and creation of district resources and exemplars of procedures. State resources for training individuals on hiring committees.	Looking at exemplars and having multiple eyes on the procedures and resources will allow a more thorough approach and reduce chances that items could be missed.	Work with district leadership team and administrative council group as they will need to offer feedback on forms, processes and procedures and trial any changes to ensure usability.

RETENTION								
Retain our educators, especially educators that are racially, culturally and linguistically diverse.	Jennifer Parsons, Assistant Superintendent	Frequently check in with staff, especially in their first years of employment and match staff with appropriate resources as needed and address any needs that arise.	Jennifer Parsons, Assistant Superintendent	Ongoing yearly, New Teacher Orientation, monthly check ins and mid year and end of year meetings and TEAM progress checks.	Educators are expressing high job satisfaction and their needs are being met so that they indicate that they feel supported.	Time for regular check-ins, survey and feedback tools, access to the supports teachers request, including events specific to TRP participants.	Teachers could indicate a lower than desired job satisfaction and leave, frequent check ins will help monitor satisfaction.	Teachers, administrators, mentors and oversight by district leadership and PDEC team.

Business/Non-Instructional Operations

Food Service

Charging Policy

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's Food Services program, that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

The District has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The District also accepts full responsibility for providing free or reduced-price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced-price meals is completed and approved. All applications for free and reduced-price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

~~Although not required by law, because of T~~the District's participation in the Child Nutrition Programs; requires that the Board approves the establishment of a system to allow a student to charge a meal.

The District realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

The District prohibits the public identification or shaming of a child/student for any unpaid charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student,
- Designating a specific meal option for such student or otherwise taking any disciplinary may exclude a la carte items, for any school breakfast, lunch or other feeding.

In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

Business/Non-Instructional Operations

Food Service

Charging Policy (continued)

Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Food Services Manager/Director and/or the applicable school Principal for assistance. The District encourages all families who may have a child eligible for free or reduced-price lunch to apply.

The District uses an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low-balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals ~~up to an amount not to exceed the cost of thirty (30) meals~~. A-la-carte items shall not be charged. Negative balance status can be avoided by making a payment in the form of cash, check, or by credit card to an automated prepayment system.

Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced-price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.

All charges ~~should~~**must** be paid in 10 days and/or an application for free and reduced meals should be submitted.

The Board may accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.

Definitions

"Delinquent Debt" are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

"Bad Debt" are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food services account, but must be restored using nonfederal funds.

Business/Non-Instructional Operations

Food Service

Charging Policy (continued)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.
State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced-Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Policy Adopted: 1/17/18

Policy Revised: 1/5/22

GRANBY PUBLIC SCHOOLS

Granby, Connecticut