

**Regular Board of Education Meeting  
Wednesday, May 15, 2024, 7:00 PM  
Town Hall Meeting Room**

**I. Call to Order and Welcome**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**II. Awards and Recognition**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**A. BOE Recognition Award**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**B. CABE Student Leadership Awards**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** Board Chair, Monica Logan, will present the annual CABE Student Leadership Awards to Mattie Burris and Elena Wardle, Granby Memorial Middle School students, and Caroline Hall and Katie O'Neill, Granby Memorial High School students.

**{{RecommendedMotion}}**

**III. 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}}**

**IV. Reports and Discussion (30 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**A. Student Representative Reports**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** Ms. Katie O'Neill and Mr. Chase Alexander will report on activities taking place at the high school.

**{{RecommendedMotion}}**

**B. Director of Finance & Operations Report**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** Ms. Nickie Stevenson, Director of Finance & Operations, will present the April 2024 statement of accounts.

{{RecommendedMotion}}

**C. Secondary Student Achievement Data Report**

{{Goal-}}

{{Attachment:}}

**Rationale:** Ms. Heather Tanis, Middle School Principal, and Mr. Michael Dunn, High School Principal, will share PSAT and SAT student achievement data with the Board.

{{RecommendedMotion}}

**V. Business Requiring Action (20 min.)**

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

**A. Minutes**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Board will approve/amend the minutes of the May 1, 2024 Board of Education meeting.

{{RecommendedMotion}}

**B. Teacher and Administrator Evaluation Plan Update Approval**

{{Goal-}}

{{Attachment:}}

**Rationale:** Ms. Jennifer Parsons, Assistant Superintendent, will share highlights of the revisions made to the Teacher and Administrator Evaluation Plans in order to align with Connecticut General Statutes.

{{RecommendedMotion}}

**C. Healthy Foods Certification - 2024-2025**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Board will discuss and consider the approval of the Healthy Food Certification for the 2024-2025 school year.

{{RecommendedMotion}}

**D. Approval of Healthy Food Certification - Exemption of Food and Beverages**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Board will discuss and consider the approval of the Healthy Food Certification Exemption of Food and Beverages.

{{RecommendedMotion}}

**E. Food Services Contract Amendment Approval**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Board will consider the approval of the amendment to the Fresh Picks Cafe food services contract for the 2024-2025 school year.

{{RecommendedMotion}}

**F. International Field Trips**

{{Goal-}}

{{Attachment:}}

**Rationale:** The Board will discuss the approval of the international field trip(s) planned for the 2024-2025 school year.

{{RecommendedMotion}}

**VI. Committee Reports (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. Superintendent's Report (5 min.)**

{{Goal-}}

{{Attachment:}}

**Rationale:** Ms. Cheri Burke, Superintendent, will provide district updates.

{{RecommendedMotion}}

**VIII. Chairperson's Report (5 min.)**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:** Ms. Monica Logan, Board Chair, will share remarks.

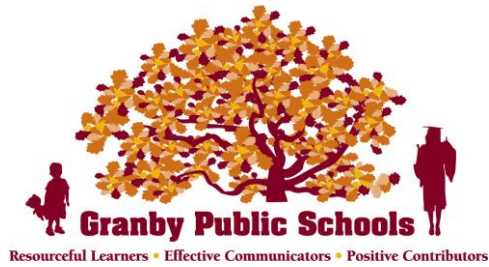
**{{RecommendedMotion}}**

**IX. Adjournment**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**



Cheri P. Burke  
*Superintendent of Schools*

[www.granbyschools.org](http://www.granbyschools.org)

Jennifer M. Parsons  
*Assistant Superintendent*

Kathryn Weingartner  
*Director of Pupil Services*

Bill Hoff, SFO  
*Interim Business Manager*

To: Granby Board of Education  
From: Bill Hoff, Interim Business Manager  
Date: May 9, 2024  
Re: Statement of Accounts as of April 2024

The financial forecast for FY24 general fund, as of April 30, 2024, shows a favorable full-year forecast of \$220K which is \$311K better than the previous report in February. Regular education is projected to be underbudget \$322K which is \$266K better than the previous report. The district deadline for FY24 purchase orders was March 15 so we do not expect any significant expense changes through June 30. Changes in the forecast reflect minimal additional spending beyond what is encumbered for the remainder of the year.

The special education forecast is overbudget \$102K which is \$46K better than the previous report. The main driver of the overbudget condition for special education continues to be out-of-district tuition, as student instructional needs and placements continue to fluctuate; however, the overbudget amount for this line is \$68K less than the previous report. The special education out-of-district transportation line item is still underbudget \$20K. Our Pupil Services Department and transportation provider continue to work diligently to consolidate transportation where possible.

Revenue to the town is projected to be unfavorable \$245K which is \$49K better than the previous report. The major contributor to the negative variance is the fluctuation in the special education excess cost reimbursement.

The forecast for the Quality & Diversity Fund continues to be positive which is due to the strong opening balance from the previous fiscal year. The June 30 balance is expected to be slightly higher than what was projected for the opening balance in FY25.

Granby Board of Education  
FY 2023-2024  
Statement of Accounts  
for the period ended  
April 30, 2024

Description	Budget	Expended	Encumbered	Expended & Encumbered	Budget Balance	% Enc/Exp	Full Year Forecast as of April	This Month Forecast Compared to Prior Month
<b>Certified Salaries:</b>								
Administration	1,828,252	1,509,625	321,947	1,831,572	(3,320)	100.18%	(15,936)	113
Regular Education	11,546,140	8,033,918	3,303,724	11,337,642	208,498	98.19%	173,790	29,883
Special Education	2,023,752	1,414,683	527,751	1,942,434	81,318	95.98%	81,318	(2,065)
<b>Total</b>	<b>15,398,144</b>	<b>10,958,226</b>	<b>4,153,422</b>	<b>15,111,648</b>	<b>286,496</b>	<b>98.14%</b>	<b>239,172</b>	<b>27,931</b>
<b>Substitute/Tutor/Support Salaries</b>								
Substitutes	8,104	42,226	1,309	43,535	(35,431)	537.20%	(44,994)	(5,994)
Sped Support (Speech, O.T. & P.T.)	471,674	353,575	105,437	459,012	12,662	97.32%	14,007	(4,473)
Tech Support	270,464	263,757	77,709	341,466	(71,002)	126.25%	(62,987)	(0)
Tutors - Regular Education	39,291	16,475	5,386	21,860	17,431	55.64%	13,550	1,517
Tutors - Special Education	39,650	27,383	485	27,869	11,782	70.29%	9,949	0
<b>Total</b>	<b>829,183</b>	<b>703,416</b>	<b>190,326</b>	<b>893,742</b>	<b>(64,559)</b>	<b>107.79%</b>	<b>(70,476)</b>	<b>(8,951)</b>
<b>Teaching Assistant Salaries:</b>								
Regular Education TA	415,079	322,183	84,784	406,968	8,111	98.05%	19,842	8,112
Special Education TA	1,336,188	978,738	307,618	1,286,356	49,832	96.27%	57,605	(18,977)
<b>Total</b>	<b>1,751,267</b>	<b>1,300,921</b>	<b>392,402</b>	<b>1,693,323</b>	<b>57,944</b>	<b>96.69%</b>	<b>77,447</b>	<b>(10,864)</b>
School Secretaries' Salaries	698,450	539,041	148,589	687,630	10,820	98.45%	8,455	497
Central Office Salaries	625,582	490,929	133,069	623,998	1,584	99.75%	7,621	1,465
Custodial & Maintenance Salaries	1,441,472	1,181,091	296,667	1,477,758	(36,286)	102.52%	(42,008)	(6,701)
Bus Monitors	5,441	0	0	0	5,441		5,441	5,441
Salary Contingency	86,852	0	0	0	86,852		0	0
<b>Total Salaries</b>	<b>20,836,391</b>	<b>15,173,625</b>	<b>5,314,475</b>	<b>20,488,100</b>	<b>348,292</b>	<b>98.33%</b>	<b>225,653</b>	<b>8,818</b>
<b>Employee Benefits</b>	<b>5,896,807</b>	<b>4,705,460</b>	<b>823,316</b>	<b>5,528,777</b>	<b>368,030</b>	<b>93.76%</b>	<b>63,275</b>	<b>14,977</b>
<b>Total Salaries &amp; Employee Benefits</b>	<b>26,733,198</b>	<b>19,879,085</b>	<b>6,137,791</b>	<b>26,016,876</b>	<b>716,322</b>	<b>97.32%</b>	<b>288,928</b>	<b>23,795</b>

**Granby Board of Education  
FY 2023-2024  
Statement of Accounts  
for the period ended  
April 30, 2024**

<b>Description</b>	<b>Budget</b>	<b>Expended</b>	<b>Encumbered</b>	<b>Expended &amp; Encumbered</b>	<b>Budget Balance</b>	<b>% Enc/Exp</b>	<b>Full Year Forecast as of April</b>	<b>This Month Forecast Compared to Prior Month</b>
<b>Purchased Services:</b>								
Instructional Purchased Service	647,971	488,636	257,988	746,623	(98,652)	115.22%	(130,165)	(2,600)
Administration Purchased Service	500,043	401,657	68,995	470,652	29,391	94.12%	17,591	13,392
Maintenance Purchased Service	100,133	58,884	12,199	71,084	29,049	70.99%	18,525	13,525
<b>Total</b>	<b>1,248,147</b>	<b>949,177</b>	<b>339,182</b>	<b>1,288,359</b>	<b>(40,212)</b>	<b>103.22%</b>	<b>(94,050)</b>	<b>24,317</b>
Legal Services	55,000	57,968	14,535	72,503	(17,503)	131.82%	(23,000)	(5,497)
<b>Repairs &amp; Maintenance:</b>								
Instructional Repairs & Maintenance	76,199	63,168	665	63,833	12,366	83.77%	5,128	128
Administration Repairs & Maintenance	8,500	4,675	0	4,675	3,825	55.00%	3,825	(4,675)
Maintenance Repairs & Maintenance	451,698	349,748	111,943	461,691	(9,993)	102.21%	(23,677)	(28,677)
<b>Total</b>	<b>536,397</b>	<b>417,591</b>	<b>112,608</b>	<b>530,199</b>	<b>6,198</b>	<b>98.84%</b>	<b>(14,724)</b>	<b>(33,224)</b>
<b>Transportation:</b>								
Transportation Regular Education	1,041,852	535,038	427,288	962,326	79,526	92.37%	51,317	11,317
Transportation Special Education	1,132,279	716,147	395,719	1,111,866	20,413	98.20%	20,413	(2,501)
Transportation Vocational Tech	118,350	43,197	61,407	104,604	13,746	88.39%	13,746	5,426
<b>Total</b>	<b>2,292,481</b>	<b>1,294,382</b>	<b>884,414</b>	<b>2,178,796</b>	<b>113,685</b>	<b>95.04%</b>	<b>85,476</b>	<b>14,242</b>
Insurance Property & Liability	109,200	114,062	0	114,062	(4,862)	104.45%	(4,863)	0
Communications	96,240	59,796	18,306	78,101	18,139	81.15%	12,365	(635)
<b>Tuition:</b>								
Tuition Special Education	2,131,185	1,716,281	577,100	2,293,381	(162,196)	107.61%	(162,196)	68,838
Tuition Adult Education	10,967	11,983	0	11,983	(1,016)	109.26%	(1,016)	0
<b>Total</b>	<b>2,142,152</b>	<b>1,728,264</b>	<b>577,100</b>	<b>2,305,364</b>	<b>(163,212)</b>	<b>107.62%</b>	<b>(163,212)</b>	<b>68,838</b>
Conference & Travel Expense	75,344	32,744	2,621	35,365	39,979	46.94%	33,939	8,939

**Granby Board of Education  
FY 2023-2024  
Statement of Accounts  
for the period ended  
April 30, 2024**

Description	Budget	Expended	Encumbered	Expended & Encumbered	Budget Balance	% Enc/Exp	Full Year Forecast as of April	This Month Forecast Compared to Prior Month
<b>General Supplies:</b>								
General Supplies Regular Education	336,106	232,554	29,129	261,683	74,423	77.86%	74,423	40,812
General Supplies Special Education	37,950	24,479	1,957	26,436	11,514	69.66%	11,514	7,719
General Supplies Administration	87,546	60,559	16,865	77,424	10,122	88.44%	2,162	(12,838)
General Supplies Maintenance	146,372	124,596	7,295	131,892	14,480	90.11%	0	(7,500)
<b>Total</b>	<b>607,974</b>	<b>442,189</b>	<b>55,246</b>	<b>497,434</b>	<b>110,539</b>	<b>81.82%</b>	<b>88,099</b>	<b>28,194</b>
Electricity	491,867	496,916	190,968 39%	687,883	(196,016)	139.85%	(167,936)	(8,640)
Fuel/Natural Gas	228,631	198,776	11,993	210,769	17,862	92.19%	21,134	6,134
Textbooks/Workbooks	117,948	68,617	1,405	70,021	47,927	59.37%	47,927	12,927
Library/Media Center	67,971	54,969	2,694	57,663	10,308	84.83%	8,677	3,677
Software	426,051	381,846	13,158	395,004	31,047	92.71%	32,830	32,830
Dues & Fees	50,621	36,841	285	37,126	13,495	73.34%	13,495	8,495
<b>Replacement Equipment:</b>								
Replacement Equip Admin	2,500	3,226	0	3,226	(726)	129.05%	(726)	0
Replacement Equip Maintenance	6,000	0	0	0	6,000	0.00%	3,772	1,772
<b>Total</b>	<b>8,500</b>	<b>3,226</b>	<b>0</b>	<b>3,226</b>	<b>5,274</b>	<b>37.96%</b>	<b>3,046</b>	<b>1,772</b>
Student Activities	867,570	545,376	233,394	778,770	88,801	89.76%	51,714	44,214
<b>Total General Fund</b>	<b>36,155,291</b>	<b>26,761,823</b>	<b>8,595,697</b>	<b>35,357,520</b>	<b>797,771</b>	<b>97.79%</b>	<b>219,845</b>	<b>230,378</b>
	SPED	7,342,704					(101,668)	11,803
	GEN ED	28,812,587	24%				321,513	218,574

**April**

Quality & Diversity	Budget	Forecast	Better/(Worse) Than Budget
Opening Balance	32,130	227,851	195,721
Expenses	1,085,711	1,060,868	24,843
Revenue	1,075,350	1,005,739	(69,611)
Ending Balance	21,769	172,721	150,952

**Granby Board of Education  
FY 2023-2024  
Statement of Accounts  
for the period ending  
April 30, 2024  
For Selected Special Education Accounts**

II. Expenditures	FY23-24 Budget	Expended	Encumbered	Expended & Encumbered	Balance	Full Year Forecast April	This Month Forecast Compared to Prior Month
Legal Expense	27,500	21,263	740	22,003	5,498	0	0
Special Education Certified Staff	2,023,752	1,414,683	527,751	1,942,434	81,318	81,318	(2,065)
Teacher Assistants	1,336,188	978,738	307,618	1,286,356	49,832	57,605	(18,977)
Special Education Tutors	39,650	27,383	485	27,869	11,782	9,949	0
Evaluation, Therapy & Contracted Services	128,870	105,181	133,182	238,363	(109,493)	(135,734)	(38,195)
General Supplies Special Education	39,605	25,049	1,957	27,006	12,599	11,514	7,719
Conference & Travel Expense	12,000	8,646	293	8,939	3,061	1,456	1,456
Sped Support (Speech, O.T., & P.T.)	471,674	353,575	105,437	459,012	12,662	14,007	(4,473)
Special Ed Transportation	1,132,279	716,147	395,719	1,111,866	20,413	20,413	(2,501)
Out of District Tuition	2,131,185	1,716,281	577,100	2,293,381	(162,196)	(162,196)	68,838
<b>Total Selected Special Education Accounts</b>	<b>7,342,704</b>	<b>5,366,946</b>	<b>2,050,281</b>	<b>7,417,227</b>	<b>(74,523)</b>	<b>(101,668)</b>	<b>11,803</b>

**Granby Board of Education  
 FY 2023-2024  
 Statement of Accounts  
 for the period ending  
 April 30, 2024**

	<b>FY 2023-2024 Budget</b>	<b>Currently Anticipated</b>	<b>Received To Date</b>	<b>Full Year Forecast April</b>	<b>This Month Forecast Compared to Last Month Forecast</b>
<b>I. Revenue</b>					
<b>Reg. Tuition from other Towns</b>	736,893	769,497	769,497	32,604	0
<b>SPED Tuition from other Towns</b>	646,412	697,971	10,338	51,559	0
<b>SDE Excess Cost Reimbursement</b>	1,165,402	787,682		(377,720)	0
<b>Rental Fees</b>	5,000	5,000	0	0	0
<b>Pay for Participation</b>	42,000	42,000	32,959	48,500	48,500
<b>Sub Total</b>	<u>2,595,707</u>	<u>2,302,150</u>	<u>812,793</u>	<u>(245,057)</u>	<u>48,500</u>

# Progress Report towards Achievement Goal 2023-24



Granby Board of Education  
May 15, 2024

# 2023-24 Achievement Goal:

## 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.

### **Superintendent-Specific Goals:**

- 100% of students will demonstrate growth toward mastery of Science, ELA and Math as measured by performance at the proficiency level or higher on state summative assessments.

Granby Public Schools proficiency targets for 2023-2024 summative assessments are:

- 80% of students will meet the proficiency level for literacy as measured by the Smarter Balanced Assessment in grades 3-8 and PSAT/SAT in grades 9-11.
- 70% of students will meet the proficiency level for math as measured by the Smarter Balanced Assessment in grades 3-8 and PSAT/SAT in grades 9-11.

# Use of PSAT/SAT

## Middle School:

- Provides baseline for future progress monitoring
- Additional data point to triangulate

## High School:

- Serves as the year over year comparison for growth
- Progress monitor students and identify focus areas
- School Day SAT ensures one data point on SAT

Test	ERW Benchmark	Math Benchmark
8th PSAT	390	430
9th PSAT	410 (+20)	450 (+20)
10th PSAT	430 (+20)	480 (+30)
11th PSAT	460 (+30)	510 (+30)
11th SAT	480 (+20)	530 (+20)

\*\*Statewide decline in scores noted since use as state assessment

# Evidence Based Reading & Writing PSAT/SAT Achievement

	2022-23 PSAT	2023-24 PSAT matched cohort	2023-24 SAT matched cohort
8th Grade Class of '28	-	61% at or above proficiency	
9th Grade Class of '27	63% at or above proficiency	61% at or above proficiency (59%) 31% students below proficiency met expected growth (20pt.)	
10th Grade Class of '26	76% at or above proficiency	77% at or above proficiency (73%) 19% students below proficiency met expected growth (20pt.)	
11th Grade Class of '25	72% at or above proficiency	72% at or above proficiency (72%) 38% students below proficiency met expected growth (30pt.)	
			<b>85%</b> at or above proficiency (83%) 44% students below proficiency met expected growth (20pt.)

# Math PSAT/SAT Achievement

	2022-23 PSAT	2023-24 PSAT matched cohort	2023-24 SAT matched cohort
8th Grade Class of '28	-	44% at or above proficiency	
9th Grade Class of '27	49% at or above proficiency	45% at or above proficiency (42%) 30% students below proficiency met expected growth (20pt.)	
10th Grade Class of '26	69% at or above proficiency	50% at or above proficiency (48%) 22% students below proficiency met expected growth (30pt.)	
11th Grade Class of '25	49% at or above proficiency	46% at or above proficiency (45%) 35% students below proficiency met expected growth (30pt.)	52% at or above proficiency (50%) 49% students below proficiency met expected growth (20pt.)

# Highlights of Work this Year

1. English, Social Studies, Math and Science created and administered multiple benchmarks aligned with P/SAT skills using new DnA platform.
2. Other departments created benchmarks to provide practice and feedback related to VoG skills reflecting P/SAT skills including revising work, solving problems and supporting claims.
3. English adopted new common annotation rubric for benchmark assessments in all grades
4. All 9th-11th grade students completed two practice P/SAT question sets using DnA platform

## Highlights of Work this Year (cont.)

5. All 11th grade students also completed a full BlueBook practice test in early March during time allotted in their Math, Science, English and Social Studies classes
6. Both English and Math offered 4-week SAT prep/practice programs during PLC for students who had scored in the approaching benchmark band on fall PSATs
7. Math and Strategic Literacy interventions were refined to align more closely with student needs based on PSAT performance.
8. Middle School departments explored a renewed focus on data analysis and common assessments on DnA.

# Moving Forward

## Glows

1. Class of 2025 met achievement goal in ERW with 83% at/above benchmark, growth of 11% from 11th grade fall 2023 PSAT, 6% higher compared with last year's class of 2024 CT SAT, and highest % at benchmark ever on standardized testing for class of 2025.
2. Total mean SAT score for YOG25 is highest in last three years (1088 in 24, 1077 in 23, 1083 in 22), and 65 points higher compared to fall PSAT (1023).
3. Development of building leadership structures.
4. Consistency and alignment with other measures used.

# Moving Forward

## Grows

1. Fully integrate the PSAT into the larger assessment picture at the middle school.
2. Increase opportunities for individual students to improve their understanding of their P/SAT scores and receive feedback and instruction on how to create goals for improvement.
3. Revise English curriculum and assessment in grades 9-10 to include a focus on Expression of Ideas and Standard English Conventions
4. Align Math benchmark assessments with the P/SAT skills across each of the tested domains.
5. Develop supports for the freshman year that address both academic preparation and social-emotional skills needed for high school success.

**Regular Board of Education Meeting – Approved Minutes**  
**Wednesday, May 1, 2024, 7:00 p.m.**  
**Town Hall Meeting Room**

Present Board Members: Liz Barlow, Heather Lombardo, Monica Logan, Donna Nolan, David Peling, Karen Richmond-Godard, Rosemarie Weber, and Katie O’Neill.

Absent Board Members: Chase Alexander (Student Representative)

**I. Call to Order and Welcome**

Monica Logan called the meeting to order at 7:00 p.m.

**II. Awards and Recognition**

The Board recognized Stephanie LaPointe, Ann Marzo, Kristin Rice, and James Janski for their time and dedication to the Future Innovators Club for students. Ann Marzo shared the great things the club does and how it provides opportunities at multiple levels in the community. Last year Granby Public Schools provided the mentors and Starbase provided the programming and resources. Ms. Marzo’s Computer Science Club students added some sessions and there were 7 sessions in all which included computer simulation and a robotics team demonstration. High school mentors provided feedback on the program stating they experienced leadership, mentoring and communication skills; how to prepare materials needed to execute the program; and, present challenges to the students. Ms. Marzo stated she reached out to students not only interested in engineering but also students interested in teaching as a career to be mentors for this program. There were eighteen (18) 4<sup>th</sup> grade students in the club and there were 9 high school student mentors. Donna Nolan commented that it is very nice to see students engaged in STEM activities.

**III. Public Comment**

A woman came up to make public comment but when stating her address in East Haven, she was immediately told by the Board Chair that public comment was for residents only.

**IV. Reports and Discussion**

**A. Update on Superintendent Goals for 2023-2024**

Superintendent Cheri Burke provided an update on the communication and student achievement goals for the 2023-2024 school year and stated she is grateful for the opportunity to share the progress of the two goals for this year. *Goal 1: Student Learning and Achievement* is to improve student achievement, academic performance and opportunity at all grade levels and decrease achievement gaps on the path to college and career readiness. She presented the proficiency targets for the 2023-2024 school year as follows: 80% in Literacy for Grades 3-8 on the Smarter Balanced Assessment Consortium (SBAC) and Grades 9-11 on the PSAT/SAT; 70% in math for Grades 3-8 on SBAC and Grades 9-11 on PSAT/SAT; and, 80% in science for Grades 5, 8 and 11 on the Next Generation Science Standards assessment. She shared that data will be presented by principals in the next couple of weeks as scores are received and a comprehensive testing report will be presented in the fall. Superintendent Burke shared highlights of the focus on student learning and achievement, such as sharing a message that “All Kids Can”; engaging in an administrative book study *Think Again* by Adam Grant; working to grow the district leadership team; emphasizing student-center data to inform instruction; focusing on meaningful practice and feedback; and, advocating for a Math Intervention Teacher at the middle school in the fall. Next, Superintendent Burke shared highlights of student individual growth such as, individualized and small group instruction within the classroom; students setting goals and tracking their own progress; utilizing Instructional Specialist positions to oversee and coordinate Multi-Tiered Systems of Support; and increasing support for student mental health and behavioral needs at all levels.

Superintendent Burke shared that *Goal #2 Community Engagement* to enhance communication and build trusting relationships with all stakeholders is a perfect partner to student achievement and shared the components of the goal as follows: To assess current practice; survey groups; connect with focus groups; identify strengths and weaknesses; determine priorities and recommendations; create a communications plan; and, implement and evaluate the plan. All components were achieved between September and December 2023. She stated that effective two-way communication with all district audiences promotes

trust and supports a positive environment for teaching and learning and shared that the majority of stakeholders learned about the district primarily from the website and *The Granby Drummer*. Facebook and Instagram accounts were set up which are a lot of work to keep updated but she stated it is very enjoyable to send out good news and celebrations. Information is also sent out via emails, texts and phone calls. Kelly Lane uses Canva and Smore for E-blasts as an example and she shared that administrators were charged this year to identify patterns in their E-blasts when sending essential information. Web pages have also been organized so that they are visually pleasing and informative. The athletics page has been updated to display the CIAC schedule immediately. Superintendent Burke also shared curriculum documents and resources which are linked on the website, as well as a library catalog of materials housed in each library.

The second part of the *Community Engagement* goal to increase opportunities for audiences to express concerns, share suggestions, participate in decision-making, and be a meaningful part of the school community is being accomplished this year by holding a meeting with the area preschools; creating an "Ask GPS" blog on the website where questions can be asked and answered; Superintendent Community Conversations; and monthly articles in *The Granby Drummer*. Monica Logan commented on the improvement in the visibility of curriculum and resources documents available on the website stating it was a tremendous amount of work but is much appreciated. Rosemarie Weber inquired if a link for the Program of Studies can be placed on the curriculum portion of the website.

A motion was made by Rosemarie Weber and seconded by David Peling to add in a forgotten agenda item, **Student Representative Reports**, to the agenda. This motion passed unanimously at 8:03 p.m.

## **B. Student Representative Reports**

- Boys' lacrosse is undefeated 9-0 and the only undefeated left in the state; girls' lacrosse plays Suffield tomorrow; baseball plays at home on Thursday and Friday at Windsor Locks; softball plays at home on Thursday against Suffield; boys' tennis plays at Ellington on Thursday; girls' tennis plays Thursday at home against Ellington; and track had a meet today against Ellington and their next meet is May 8<sup>th</sup>.
- Band and choir attended a Disney music competition in Orlando and spent 3 days in the parks. Both groups did very well in their categories.
- The Empty Bowls fundraiser held last Friday raised over \$3,000 for Granby and Hartland Food Banks.
- Junior planning meetings have begun and the Guidance Department is helping juniors prepare.
- The spring band concert will be held on Thursday evening.
- A Foreign Food Festival will be held on Friday night from 5-8 p.m. in the cafeteria. A \$5 entry fee for all you can eat crepes, dumplings and quesadillas sponsored by the World Language Honor Societies.
- AP testing begins next week – good luck to students!
- The Senior Prom is quickly approaching on May 17<sup>th</sup> at Riverview.

## **V. Business Requiring Action**

### **A. Minutes**

A motion was made by Donna Nolan and seconded by David Peling that the Granby Board of Education approve the minutes of the April 17, 2024 Board of Education Meeting. This motion passed with one abstention (Karen Richmond-Godard) at 8:07 p.m.

## **VI. Committee Reports**

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

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

Karen Richmond-Godard reported this subcommittee met this evening and discussed the Assistant Superintendent's report as follows: Plan for ELA pilot program moving forward; third learning walk of the year took place on April 29<sup>th</sup>; elementary art show at the Granby Public Library; community conversations about social media and another one tomorrow on QPR (suicide prevention) at Wells Road. A draft policy, 5131.911 School Climate, was discussed for implementation in the 2025-2026 school year. Staff will need to be trained. Also received a report on new teacher supports and the way the district strives to retain new teachers.

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

Monica Logan stated this subcommittee is scheduled to meet on May 15<sup>th</sup>.

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

### **1. CREC/CABE**

### **2. Granby Education Foundation**

## **C. Calendar of Events**

The calendar of events is as attached. There are many upcoming end-of-year concerts and events.

## **D. Board Member Announcements**

There were no Board member announcements this evening.

## **E. Action Items**

There were no action items this evening.

## **VII. Superintendent's Report**

- Thank you to David Peling and baseball friends who painted the dugouts this past weekend. They look great!
- The GranBee was awesome. Congratulations to the winners.
- Kelly Lane artwork was on display at the Granby Public Library last week.
- The last Superintendent Community Conversation of the year was held on April 23<sup>rd</sup> and is posted on the website. It was a great turnout.
- The new Director of Finance and Operations starts on Monday, May 13<sup>th</sup> and will be present at the next Board Meeting on May 15<sup>th</sup>.
- Testing is wrapping up and data will be presented in the next couple of Board meetings.
- Grade 8 students leave for the Washington, DC trip on May 21-23,
- Save the date for the retirement party on June 5<sup>th</sup>.
- The last Board Meeting of the year will take place on Tuesday, June 18<sup>th</sup> due to the Juneteenth holiday.

## **VIII. Chairperson's Report**

Ms. Monica Logan, Board Chair, commented on the recent learning walk she attended with Liz Barlow, Jennifer Parsons, and a team of teachers and administrators this past Monday, during which the group visited each school with an objective eye to observe and offer constructive feedback. She had a great day and was thrilled to see the variety of things going on in the schools and it was a great opportunity to see the hard work that teachers do.

A motion was made by Heather Lombardo and seconded by Donna Nolan to amend the agenda to add an Executive Session. This motion passed unanimously at 8:15 p.m.

## **IX. Executive Session**

A motion was made by Heather Lombardo and seconded by Karen Richmond-Godard to enter into an Executive Session to discuss the Superintendent's evaluation and contract. This motion passed unanimously at 8:16 p.m.

A motion was made by Donna Nolan and seconded by Liz Barlow to adjourn the Executive Session. This motion passed unanimously at 8:49 p.m.

A motion was made by Donna Nolan and seconded by Rosemarie Weber to enter back into the regular session meeting. This motion passed unanimously at 8:50 p.m.

## **IX. Adjournment**

A motion was made by Donna Nolan and seconded by Rosemarie Weber that the Granby Board of Education adjourn the meeting. This motion passed unanimously at 8:50 p.m.

Respectfully submitted,



Elizabeth H. Barlow  
Board Secretary



# Educator Evaluation and Support Plan 2024-25

Granby Board of Education Members	Granby Educator Development Committee Members
Monica Logan, Chairperson	Colleen Bava, Principal
Heather Lombardo, Vice Chairperson	Ann Buckley, Content Area Specialist
Liz Barlow, Secretary	Ingrid Budlong, Teacher
Donna Nolan	Amanda Coladonato, Teacher
David Peling	Christina Janssen, Teacher
Karen Richmond-Godard	Ekaterina Lagun-Brandao, Teacher
Rosemarie Weber	Kim LoPresti, Teacher
	Amy Lupoli, Instructional Coach
	Jennifer Miller, Department Chairperson
	Jennifer Parsons, Assistant Superintendent
	Kathryn Petruzzi, GEA President
	Heather Schreiber, Department Chairperson
	Kate Weingartner, Director of Pupil Services

## Vision

All Granby educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Granby students experience growth and success.

## Guiding Principles

The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.

- **Allow for differentiation of roles** (*for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff*).
- **Simplify and reduce the burden** (*eliminate technical challenges, paperwork, steps*).
- **Focus on things that matter** (*identify high leverage goal focus areas*).
- **Connect to best practices aimed at the development of the whole child** (*including, but not limited to, academic, social, emotional, and physical development*).
- **Focus on educator growth and agency** (*meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus*).
- **Meaningful connections to professional learning** (*provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful*).
- Specific, timely, accurate, actionable, and reciprocal feedback.

## Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements:

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high-quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

### Standards and Criteria for Educators

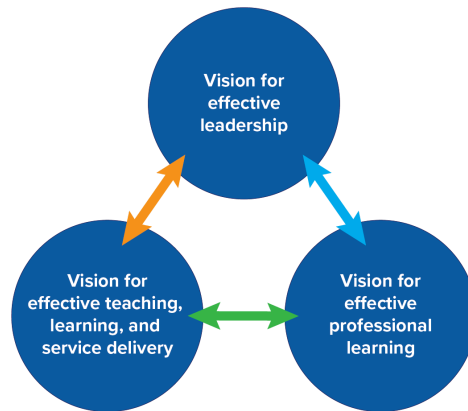
The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the committee. The following professional practice standards ground this model's framework. It is recommended that each committee create a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

[CCT Rubric for Effective Teaching 2017](#)

[CCT Rubric for Effective Service Delivery 2017](#)

### Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

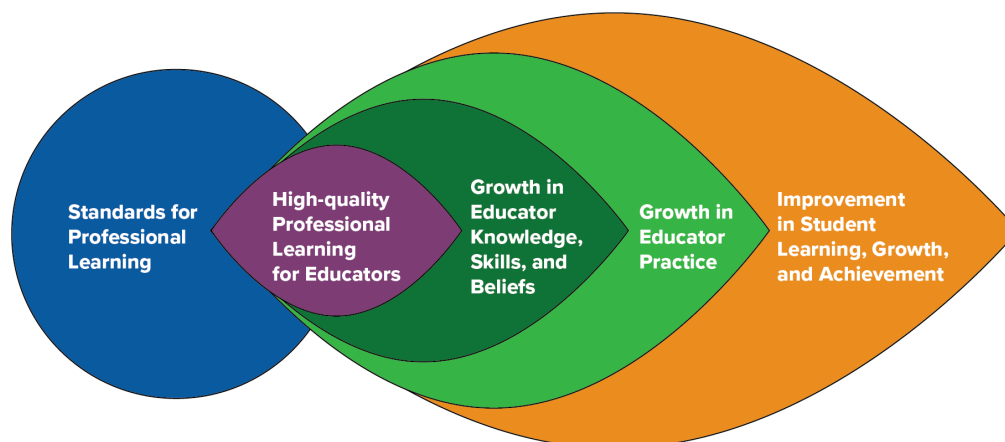


### The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan.

*The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.*



# Educator Continuous Learning Process

## Evaluation Orientation

Completed prior to the start of the Continuous Learning Process

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 5. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

## Goal Setting

Completed by October 31

### **Beginning of the Year Goal(s) and Planning**

- Self reflect
- Review evidence

### **Goal(s), Rationale, Alignment, and Professional Learning Plan**

- Draft goal(s), rationale, alignment, professional learning plan

### **Goal Setting Conference**

- Mutually agree on 1-, 2-, or 3-year goal(s)
- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

## Mid-year Check-in

Completed by February 28

### **Mid-Year Check-in: Reflection, Adjustments, and Next Steps**

- Review and discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement

### **Mid-Year Conference**

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed
- Determine if a second meeting prior to April vacation is needed for Cohort 1 teachers

## End-of-Year Reflection

Completed by the Last Day of School

### **End-of-Year Reflection and Feedback Process**

- Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth and achievement

### **End-of-Year Conference/ Summative Feedback and Growth Criteria**

- Evaluator provides written summative feedback and guides next steps
- Annual Summary sign-off

## **Goal Setting (Completed by the end of October)**

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment.

Beginning educators in the Teacher Education and Mentoring (TEAM) Program are encouraged to consider one year goals that align their professional learning with their upcoming TEAM modules to enhance learning and practice.

**Midyear Check-in (Completed by the end of February):**

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the single point rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.
- Based on growth and feedback, the evaluator may determine the need for an additional meeting for Cohort 1 teachers to be scheduled prior to the April vacation week to assess progress.

**End-of-Year Reflection/Summative Review (Completed by the last day of school)**

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

**Professional Practice and Educator Growth**

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to support, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback.

**Observation of Professional Practice and Feedback**

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written and verbal, is provided within ten school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

**Quality feedback:**

- Is based on multiple and varied quantitative and qualitative indicators of evidence
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, and refine knowledge, attitudes, skills, and/or practices
- Is timely, frequent and reciprocal

<b>Definition of Cohorts</b>	
<b>Cohort 1:</b>	<b>Cohort 2:</b>
<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Non-tenured teachers - teachers in their first four years of their teaching career or teachers previously tenured in another district in their first two years in Granby</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Three observations of Professional Practice (25-30 minutes in length) with pre and post meetings <ul style="list-style-type: none"> <li>○ One observation of Professional Practice may be substituted with a Review of Practice</li> <li>○ Two of the three observations should be completed by February 1</li> </ul> </li> <li>• Verbal and written feedback within ten school days</li> <li>• Additional observations of Professional Practice as mutually agreed upon or deemed necessary</li> </ul>	<p><b>Who:</b></p> <ul style="list-style-type: none"> <li>• Tenured teachers</li> </ul> <p><b>What:</b></p> <ul style="list-style-type: none"> <li>• Two observations of Professional Practice (15-20 minutes in length) with post meetings <ul style="list-style-type: none"> <li>○ One observation of Professional Practice may be substituted with a Review of Practice</li> <li>○ One of the two observations should be completed by February 1</li> </ul> </li> <li>• Verbal and written feedback within ten school days</li> <li>• Additional observations of Professional Practice as mutually agreed upon or deemed necessary</li> </ul>

Please note: Educators completing less than a full year of service based on start date or approved extended absences will work with their evaluator to create a modified schedule for their learning process which may include a reduced number of meetings and observations in relation to the amount of time worked during the school year. Whenever possible, meetings should be scheduled within ten days of start of or return to work and within ten days prior to a known leave.

**Growth Criteria**

An educator is determined to have successfully completed the learning process by demonstrating:

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Determination of next steps to move teacher practice and student achievement.

## **Tiered Support**

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

### **Tier 1 - Professional Learning for All Staff**

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

### **Tier 2 - Additional Supports as Needed**

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and mutually agreed upon with the evaluator/or recommended by an evaluator based on evidence gathered. Tier 2 supports should be documented within the existing forms.

### **Tier 3 - Intensive Intervention for Few**

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented on the written plan.

## **Corrective Support Plan**

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

## Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally. Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

### Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

#### **a. Option 1:**

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

#### **b. Option 2:**

The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

### Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.

4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

## The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11 \(b\) \(3\)](#), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups.

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

### Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.


For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.



STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



**TO:** Sponsors of the National School Lunch Program

**FROM:** John Frassinelli for Shannon Yearwood, Bureau Chief   
Bureau of Child Nutrition Programs

**DATE:** February 27, 2024

**SUBJECT:** Operational Memorandum No. 07-24  
Requirements for Submitting the Healthy Food Certification (HFC) Statement  
for School Year 2024-25

The Healthy Food Certification (HFC) statute ([C.G.S. Section 10-215f](#)) requires that each local board of education or governing authority (BOE) for public schools participating in the National School Lunch Program (NSLP) each year must certify whether all food items sold to students separately from reimbursable meals will or will not meet the [Connecticut Nutrition Standards](#) (CNS). The CNS also applies to all foods offered in reimbursable snacks for the Afterschool Snack Program (ASP). **Note:** “Public schools” include all public schools, regional educational service centers, the Connecticut Technical Education and Career System (CTECS), charter schools, interdistrict magnet schools, and endowed academies.

This memo provides the required BOE motion language and instructions for the HFC application process for school year (SY) 2024-25. Please review carefully to ensure accurate and timely submission of the HFC Statement.

### **HFC Eligibility Requirements for BOEs opting to implement HFC**

To be eligible for HFC during SY 2024-25 (July 1, 2024, through June 30, 2025), the BOE must conduct the HFC votes by **July 1, 2024**. All votes must use the **exact motion language** provided in attachment 1.

- All BOEs must vote on whether to participate in the healthy food option of HFC.
- If the BOE votes “yes” to the healthy food option, a vote on whether to allow food exemptions is required. The BOE may also choose to vote on whether to allow beverage exemptions.
- If the BOE votes “no” to the healthy food option, a vote on whether to allow food exemptions is not required. The BOE may choose to vote on whether to allow beverage exemptions.

**Note:** Beverage exemptions are defined by a separate statute ([C.G.S. Section 10-221q](#)) and are not part of the annual HFC Statement. If the BOE does not vote to allow beverage exemptions, noncompliant beverages cannot be sold to students on school premises at any time.

Refer to attachment 1 for the required motion language and a summary chart of the required votes.

## HFC Application Process for SY 2024-25

All public school sponsors of the NSLP must complete the steps below to meet the HFC application deadline of **July 1, 2024**, for school year 2024-25.

1. Carefully review the requirements in this memorandum and Attachment 1 to ensure accurate and timely submission of the HFC Statement.
2. Schedule the required HFC votes at a BOE meeting **well before** July 1, 2024, to allow sufficient time for the BOE to approve the **draft** minutes before they are submitted to the CSDE. The HFC Statement must include the **final** BOE-approved minutes. If the district chooses to allow beverage exemptions, the CSDE recommends that the BOE conducts the vote on beverage exemptions at the same time as the HFC votes.
3. Conduct the BOE votes and prepare the BOE minutes. The final BOE-approved minutes must: 1) include the required language in attachment 1; and 2) indicate the results of each vote. Do not submit the final BOE-approved minutes until requested by the CSDE (refer to step 4).
4. **May 2024:** Complete the online HFC application module in the CSDE's Connecticut Online Application and Claiming System for Child Nutrition Programs (CNP System). Upload the final BOE-approved minutes indicating the results of the HFC votes. **Note:** The CSDE will notify sponsors when the HFC application module and instructions are available. Do not access the CNP System prior to receiving this notification.

For more information, visit the “[Apply](#)” section of the CSDE's HFC webpage. Training on the HFC application process is available in the CSDE's video, *Completing the Application Process for Healthy Food Certification*.

Refer to attachment 2 for a list of HFC compliance resources. Training on the HFC requirements is available in the CSDE's training program, *Complying with Healthy Food Certification*.

For questions or additional information, please contact Susan Fiore at 860-807-2075 or [susan.fiore@ct.gov](mailto:susan.fiore@ct.gov) or Teri Dandeneau at 860-807-2079 or [teri.dandeneau@ct.gov](mailto:teri.dandeneau@ct.gov).

SKY:sff

Attachments: (2)

Important: This is a numbered Connecticut State Department of Education (CSDE) operational memorandum that contains important program information. Please read carefully and retain for future reference. All CSDE operational memoranda are posted on the CSDE's [Operational Memoranda for School Nutrition Programs](#) webpage.

# Attachment 1

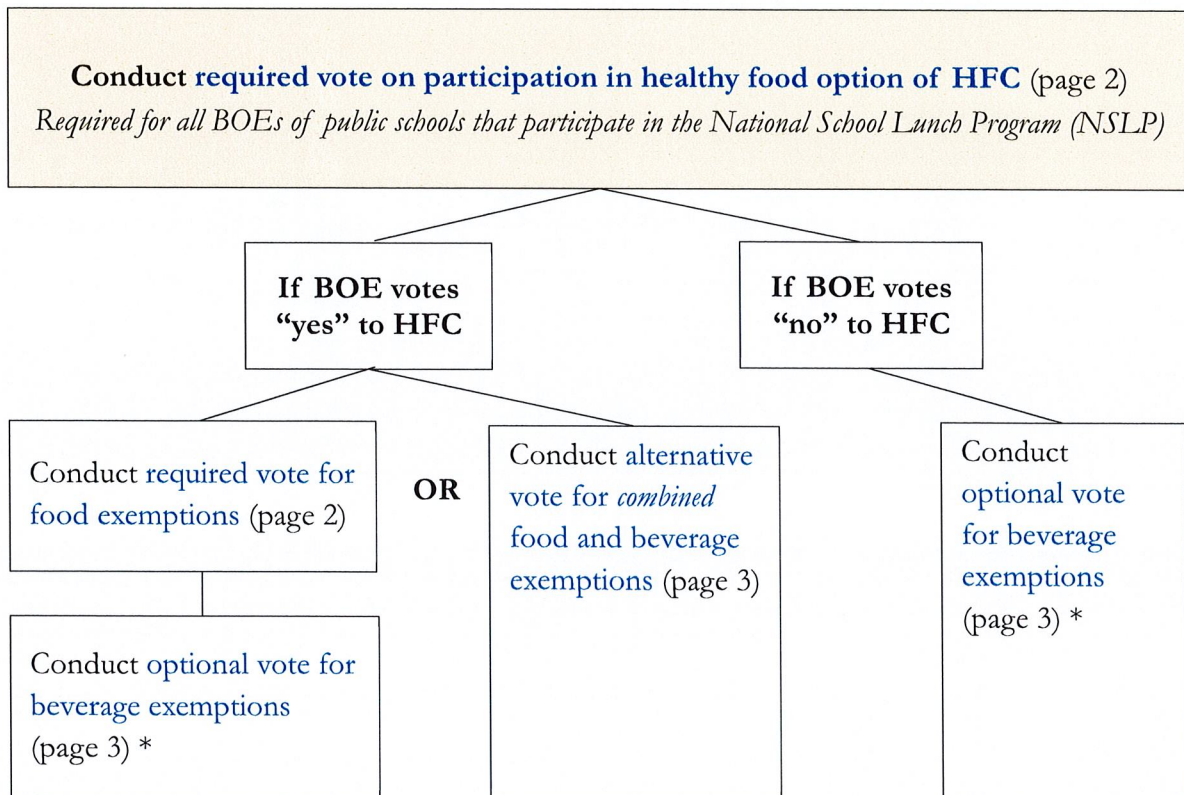
## Required Motion Language for the Healthy Food Certification (HFC) Statement

### School Year 2024-25

This attachment accompanies the Connecticut State Department of Education's (CSDE) Operational Memorandum No. 07-24: *Requirements for Submitting the Healthy Food Certification (HFC) Statement for School Year 2024-25*. It provides the required motion language for the board of education or governing authority's (BOE) votes and the final BOE-approved minutes that must be submitted to the CSDE with the annual HFC Statement. The HFC Statement and final BOE minutes are due to the CSDE on July 1, 2024.

Use the **exact motion language** on pages 2-3 to conduct the required HFC votes and the optional vote for beverage exemptions (if applicable). Figure 1 summarizes the required BOE votes.

Figure 1. Summary of BOE Votes



\* Beverage exemptions are defined by a separate statute (C.G.S. Section 10-221q) and are not part of the annual HFC Statement. BOEs may choose whether to allow beverage exemptions. If the BOE does not vote to allow beverage exemptions, noncompliant beverages cannot be sold to students on school premises at any time.

## Required Motion Language for HFC Statement

### Required Language for BOE Votes and Minutes for HFC

Each BOE must complete their HFC votes using the required motion language below.

#### **Vote 1: Required vote for participation in healthy food option of HFC**

This vote is required for all BOEs that participate in the NSLP. Each BOE must vote “yes” or “no” to participate in the healthy food option of C.G.S. Section 10-215f and follow the Connecticut Nutrition Standards (CNS). The motion and BOE-approved meeting minutes must include the **exact motion language** below:

Pursuant to C.G.S. Section 10-215f, the *(insert name of board of education or governing authority)* 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, 2024, through June 30, 2025. 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.

#### **Vote 2: Required vote for food exemptions for BOEs choosing healthy food option of HFC**

This vote is required for all BOEs that vote “yes” to participate in the healthy food option. The motion and BOE-approved meeting minutes must reflect a “yes” or “no” vote to allow food exemptions using the **exact motion language** below.

The *(insert name of board of education or governing authority)* will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards 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 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 sales.

**Note:** If the BOE votes “no” to participation in the healthy food option, a vote on whether to allow food exemptions is **not** required.

## Required Motion Language for HFC Statement

### Required Language for BOE Votes and Minutes on Beverages

The state beverage requirements (C.G.S. Section 10-221q) apply to all public schools, regardless of whether the district participates in the NSLP or certifies for the healthy food option of HFC. BOEs may choose whether to allow beverage exemptions. Districts without a beverage exemption in place can never sell noncompliant beverages to students on school premises.

#### **Vote 3: Optional vote for beverage exemptions for all BOEs**

If the BOE chooses to allow beverage exemptions, the BOE motion must include the **exact motion language** below.

The *(insert name of board of education or governing authority)* will allow the sale to students of 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 beverages 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. The “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 beverage sales.

### Required Language for Option to Combine Food and Beverage Exemptions

BOEs that vote “yes” to participate in the healthy food option may choose to combine the two separate food and beverage exemptions into one motion, by using the **exact motion language** below. This combined option replaces votes 2 and 3 above.

**Required motion language for combined food and beverage exemptions:** The *(insert name of board of education or governing authority)* 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.

## Attachment 2

# Healthy Food Certification (HFC) Resources

This attachment accompanies the Connecticut State Department of Education's (CSDE) Operational Memorandum No. 07-24: *Requirements for Submitting the Healthy Food Certification (HFC) Statement for School Year 2024-25*. It includes CSDE resources and websites that provide guidance on meeting the federal and state requirements for foods and beverages in HFC public schools. For a comprehensive list of resources, refer to the CSDE's document, *Resources for Meeting the Federal and State Requirements for Competitive Foods in Schools*.

- [Allowable Beverages in Connecticut Public Schools](#)
- [Beverage Requirements \(CSDE webpage\)](#)
- [Beverage Requirements for Connecticut Public Schools](#)
- [Connecticut Nutrition Standards \(CSDE webpage\)](#)
- [CSDE Training Module: Completing the Application Process for Healthy Food Certification](#)
- [CSDE Training Program: Complying with Healthy Food Certification](#)  
*Recorded modules on meeting the HFC requirements and related state laws*
- [Ensuring District Compliance with HFC](#)
- [Evaluating Foods for Compliance with the Connecticut Nutrition Standards](#)  
(“How To” section of CSDE’s Connecticut Nutrition Standards webpage)
- [Guidance on Evaluating Recipes for Compliance with the Connecticut Nutrition Standards](#)
- [Guide to Competitive Foods in HFC Public Schools](#)
- [Healthy Food Certification \(CSDE webpage\)](#)
- [How to Evaluate Foods Made from Scratch for Compliance with the CNS](#)
- [How to Evaluate Purchased Foods for Compliance with the CNS](#)
- [List of Acceptable Foods and Beverages \(CSDE webpage\)](#)
- [Overview of Connecticut Competitive Foods Regulations](#)
- [Questions and Answers on Connecticut Statutes for School Food and Beverages](#)
- [Requirements for Competitive Foods in HFC Public Schools](#)
- [Requirements for Food and Beverage Fundraisers in HFC Public Schools](#)
- [Requirements for Foods and Beverages in Culinary Programs in HFC Public Schools](#)
- [Requirements for Foods and Beverages in School Stores in HFC Public Schools](#)
- [Requirements for Foods and Beverages in Vending Machines in HFC Public Schools](#)
- [Summary Chart: Federal and State Requirements for Competitive Foods in HFC Public Schools](#)
- [Summary of Connecticut Nutrition Standards](#)

**GMHS International Field Trip Proposal to:** Dijon, France (French Exchange Program)

**Dates:** 4/9/25–4/19/25

**Cost:** \$2,500-\$3,000 per student (estimate)

**Tour Company:** Jumpstreet Educational Tours

**Advisor:** Kate Guyett

**Grades:** GMHS 10-12

**# Students:** 20

### **Draft Itinerary**

**Wednesday, April 9, 2025:**

Depart (Logan) for Paris

**Thursday, April 10:**

Arrive in Paris and bus to Dijon

**Thursday, April 10-Wednesday, April 16:**

Homestay in Dijon. Students will attend school with their host sibling. There will also be some day trips to see the sights nearby: cathedrals, palaces, museums.

**Wednesday, April 16:**

Bus to Paris. Students will stay in hotel and tour Paris including the Louvre, Notre Dame, Eiffel Tower, boat ride on the Seine, and more!

**Saturday, April 19:**

Depart Paris to Logan and arrive home to GMHS in the p.m.

**Trip Includes:**

Lodging and meals

Transportation costs to/from and within France

All sightseeing costs, entrance fees and tours by local guides

Trip Insurance

**Curriculum Subcommittee Meeting - Draft Minutes**  
**April 3, 2024, 5:30 p.m.**  
**Central Services**

Present:

Liz Barlow  
Monica Logan  
Karen Richmond-Godard  
Cheri Burke  
Jennifer Parsons

Absent:

David Peling

Member of the Public: N/A

Meeting commenced at: 5:38 p.m.

Meeting adjourned at: 6:25 p.m.

1. Public Comment: N/A
2. Approve Minutes from the March 6, 2024 Curriculum Subcommittee Meeting: A motion was made by Karen Richmond-Godard and seconded by Liz Barlow to approve the minutes from the March 6, 2024 Curriculum Subcommittee Meeting. This motion passed.
3. Assistant Superintendent's Monthly Report:
  - Looked at Student learning and achievement.
  - Received sample materials for the literacy program that Grades K-3 teachers will pilot in the fall, this gives teachers time to familiarize themselves with the materials and start planning.
  - At April PD, Asst. Superintendent Parsons met with Rodney Scudder, the Chairperson of the Social Studies Dept. at GMHS and reviewed the newly revised Social Studies standards - there are no major revisions.
  - Assistant Superintendent Parsons reviewed the course requests for the high school.
  - Recently administrators and some teachers participated in a Learning Walk; there will be one more at the end of April (4/29).
  - Recently the office of the superintendent and assistant superintendent hosted a Community Conversation entitled, " Growth, Gratitude and Giggles" which was designed to help parents and students navigate the ups and downs of life with grace.
  - Finally, the Granby Equity Team met in Collaborative Action Teams. Their focus was how to create policy with a student-centered lens.
4. Draft Policy 5131.911 – School Climate: Reviewing whether to adopt this year or next year and will revisit at May Curriculum Subcommittee Meeting.
5. Teacher Evaluation Plan Update: There is a Professional Growth Goal, which can span 1, 2 or 3 years. This new plan provides flexibility, no more scoring and is thoughtful about growth. May launch it in the fall to try out and tweak as need be. Teachers can have a research partner to work on a goal in order to improve practice.
6. Other: N/A

A motion was made by Karen Richmond-Godard and seconded by Liz Barlow to adjourn the meeting. This motion passed unanimously at 6:25 p.m.



## UPCOMING DISTRICT EVENTS

May 15	Finance Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room
May 16	GPS Strings Concert	7:00-8:30 p.m.	HS Auditorium
May 17	Senior Prom	5:00-11:00 p.m.	The Riverview, Simsbury
May 20	GEF Meeting	7:00 p.m.	Central Services
May 21	NHS Science Night	5:00-7:00 p.m.	HS Cafeteria
May 21-23	8 <sup>th</sup> Grade Washington, DC Trip		
May 23	Senior Outing	All Day	Boulder Ridge, New Hartford
May 23	HS Arts Expo	5:00-8:00 p.m.	Rotunda/Cafeteria Hallway
May 23	GMHS Spring Choral Concert	8:00-9:00 p.m.	HS Auditorium
May 24	Professional Development – No School		
May 27	Holiday – No School		
May 28	GMMS Choral Concert	7:00 p.m.	HS Auditorium
May 29	Incoming 6 <sup>th</sup> Grade Parent Meeting	5:00-6:00 p.m.	GMMS Cafeteria
May 30	GMMS Band Concert	7:00 p.m.	HS Auditorium
May 31	Underclassmen Awards Ceremony	1:15-2:30 p.m.	HS Auditorium
May 31	Jazz in the Park	5:00 p.m.	Salmon Brook Park
June 4	Senior Award & Scholarship Night	6:30-7:30 p.m.	HS Auditorium
June 5	Curriculum Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room
June 7	High School Graduation	5:30 p.m.	HS Stadium Field
June 10	High School Graduation (Rain Date)	5:30 p.m.	HS Stadium Field
June 10-12	Early Release All Schools		
June 11	8 <sup>th</sup> Grade Moving-Up Ceremony	6:00 p.m.	HS Auditorium
June 18 (Tuesday)	Finance Subcommittee Meeting Board of Education Meeting	5:30 p.m. 7:00 p.m.	Central Services Town Hall Meeting Room