

Curriculum Subcommittee Meeting
Wednesday, February 5, 2025, 5:30 PM
Central Office

I. Public Comment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

II. Approve the Minutes from the December 4, 2024 Curriculum Subcommittee Meeting.

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

III. Assistant Superintendent's Monthly Report

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

IV. Secondary Scheduling Update

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

V. Policy Review Update

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VI. Other

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

Curriculum Subcommittee Meeting
December 4, 2024
Central Services

Present:

Liz Barlow	Cheri Burke
Monica Logan	Colleen Bava
David Peling	Meghan Baval
Karen Richmond-Godard	Pauline Greer
Jennifer Parsons	Courtney Piotrowski

Meeting commenced at 5:37 pm and adjourned at 6:45 pm

1. Public Comment: None

2. Approve Minutes from the 11/6/24 Curriculum Subcommittee Meeting: A motion was made by Liz Barlow and seconded by Dave Peling to approve the minutes from the 11/6/24 Curriculum Subcommittee Meeting. Motion carried.

3. Course Revisions:

- English 9 (previously Pre-AP English): A motion was made by Liz Barlow and seconded by Dave Peling that the Curriculum Subcommittee approve the course revision for English 9 (previously Pre-AP English) to reflect change in level. Motion carried.
- Capstone (change in credit, level alignment to standards): A motion was made by Liz Barlow and seconded by Dave Peling that the Curriculum Subcommittee approve the course revision for Capstone to reflect changes in credit, level and alignment to standards. Motion carried.

4. Reading Program Pilot Review: Presented by Assistant Superintendent Jennifer Parsons, Literacy Coach Meghan Baval and Literacy Coach Courtney Piotrowski. They shared the history of changing the program including the change in legislation in 2021 and the process by which the team selected the 2 programs to pilot, and then how the piloting of those programs this fall went. Finally, they described the process by which the team evaluated the programs, how the students did on testing after working with the program, and eventually they announced the winner, HMH Into Reading Series. Overwhelming positive and engaging, testimonials from teachers and students. All teachers K-3 will finish out the year using HMH. Using a grant from the state to pay for the rest of the year. Standards are not changing, just the resource. Teachers, administrators and literacy coaches worked well together and the method employed was well thought out and worked beautifully.

A motion was made by Dave Peling and seconded by Liz Barlow that the Curriculum Subcommittee approve the *Into Reading Series* reading program for Grades K-5 English Language Arts.

- 5. Assistant Superintendent's Monthly Report:** Assistant Superintendent Jennifer Parsons presented her monthly update including information on the new educator and leader evaluation and support plans, updates on the English Language Arts Programming; an update on the Scheduling Committee's work to align the middle school and high school schedules. Finally, Assistant Superintendent Parsons shared that work has begun creating a budget to support the goals of the district for 25-26.

- 6. Other:** Superintendent Burke recognized the hard work of the literacy coaches, the administrators at the elementary schools, Assistant Superintendent Jennifer Parsons and especially the teachers involved in the piloting of the new literacy program.

A motion was put forth to adjourn. A motion was made by Dave Peling and seconded by Liz Barlow. The meeting adjourned at 6:45 pm.



Date: February 5, 2025

To: Curriculum/Policy/Technology/Communications Subcommittee of the Granby Board of Education

From: Jennifer M. Parsons, Assistant Superintendent of Schools

Subject: February Monthly Update

Observations of Teacher Practice and Progress Towards Goals

Evaluators (administrators and department chairs) are finishing up first and second round observations of educator practice. Evaluators are coordinating to observe a range of professional activities from whole group to small group lessons, professional meetings and student meetings. Some of you may even have seen me observing the strings concert last week! Next up are mid year meetings to discuss the progress on observations and towards the educator's yearly goal. Work is well underway to gather feedback on the new system through the Educator Development Committee and through the regular Evaluation and Feedback meetings with the evaluator team. Additionally, staff new to Granby Public Schools this year attended a mid-year gathering last week to hear some inspirational words from our Teacher of the Year and celebrate the halfway point of the year.

Reflecting on Student Assessment Data

Educators are constantly gathering information about their students in all aspects of their learning from academic progress to attendance and engagement data and screenings of social emotional skills. Summative data that shows student learning at certain checkpoints and universal screenings that are normed to national averages are being input into a data management platform called EduClimber. This past month we held two training sessions for key users to learn how to better manipulate data and query information and reports from the system to inform instruction. One of the data points that teams have been closely analyzing is the DESSA data. Teachers answer eight key questions about students in the school setting that help form a profile of students skills in the areas of self awareness, self management, social awareness, social relationships and decision making. This information helps educators develop lessons for both grade levels and groups of students as well as monitor individual student development.

Secondary Scheduling Progress

The Guiding Coalition has met several times and identified the following goals for the 2025-26 school year: Align the bell schedules of both schools to enable more student-centered schedules and prioritize embedding content-specific collaboration time within the school day at both schools to ensure teachers have ample time to collaborate on and prepare rigorous tier 1 instruction. The team

has spent time exploring various shifts to the schedule that would maximize instructional time and academic opportunities. All secondary staff received an overview of the scheduling work at their January Faculty Meetings. The team has decided an eight period day is needed to ensure a breadth of offerings and we are finalizing how that would work with lunch wave options and are running mock schedules to ensure the shifts would help us realize our goals..

Wellness Committee and Events

Our district wellness committee meets four times a year to monitor the implementation of the district wellness policy and reflect on progress in accordance with state and federal regulations. The data gathered is used in our food service audit as the three domains of the committee include food service, nutrition and health and wellness. This year the committee decided to spearhead two initiatives for the community including a districtwide staff wellness afternoon that was held on January 29th and a combined Wells Road/Granby Memorial Middle School field day on May 30th. The wellness afternoon included both a wellness fair with various vendors and services and the ability to sign up for and take two mini-classes ranging from financial planning to packing healthy lunches, and including yoga, aromatherapy and reiki. The afternoon was very well received by staff.

Board of Education Sub-Committee

Secondary Scheduling Update 2.5.25



Goals of the Scheduling Study:

1. Highlight and elevate effective components of the current schedules.
2. Better understand areas of need and potential improvement.
3. Define an updated set of scheduling priorities and vision for both schools.



PROJECT TIMELINE

SUMMER - FALL

Understand District Context

Conduct 1:1 interviews with school and district leaders

Analyze bell schedules

Collect & validate school course & staffing data

Host training with guiding coalition



MID-FALL

Assess Existing Practice

Conduct detailed analysis to evaluate existing activities and opportunities in schedule

Host focus groups with key stakeholders



LATE FALL

Share Findings

Share findings from engagement & analyses with school and district leaders

Set priorities for what should be scheduled

Commendations



1. The district utilizes a district-based scheduler (John K.) to support schools.
2. Both schools have a foundational set of content-specific intervention courses.
3. Granby High School has a clear and well-documented process to create the school schedule.
4. The high school has an extensive set of Advanced Placement (AP), dual credit, and external partnerships available to students.

Opportunities

1. Align academic intervention programming at both schools.
2. Prioritize embedding content-specific collaboration time within the school day at both schools to ensure teachers have ample time to collaborate on and prepare rigorous tier 1 instruction.
3. Manage low-enrollment and single section classes at the high school differently to more cost-effectively provide variety to students.
4. Work to staff more precisely at both schools to more cost-effectively facilitate opportunities for students.
5. Align the bell schedules of both schools to enable more student-centered schedules.

Granby Middle School Simplified SY24-25 Bell Schedule*

A DAY		B DAY	
48 min	Core 1	48 min	Core 1
48 min	Core 2	48 min	Core 2
48 min	Core 3	48 min	Core 3
48 min	Non-Core 1	48 min	Non-Core 1
48 min	Non-Core 2	48 min	Non-Core 3
30 min	Lunch	30 min	Lunch
30 min	Academic Enrichment	30 min	Academic Enrichment
48 min	Non-Core 4	48 min	Non-Core 5
48 min	Core 4	48 min	Core 4

- 7 academic periods
- 1 lunch block paired with a 30 minute AE
- No rotation or blocking
- 30 minute CREW once a week
- 48 minute periods

****48 min x 180 days =
144 hours per class per year*

**Granby High School
Simplified SY24-25 Bell Schedule***

MONDAY/TUESDAY/FRIDAY		WEDNESDAY	THURSDAY	
42 min	Period 1	84 min	60 min	PLC
43 min	Period 2			
42 min	Period 3	85 min	77 min	Period 1/2
42 min	Period 4			
42 min	Period 5	30 min	78 min	Period 3/4
42 min	Period 5	24 min	18 min	Class Time
30 min	Lunch	30 min	30 min	Lunch
18 min	Study Hall	60 min	60 min	Period 5/6
42 min	Period 7			
42 min	Period 8	84 min	78 min	Period 7/8

- 8 academic periods
- Lunch is embedded in per. 6 with 18 min. study
- 1 long block per week
- 30 minute Advisory once a week
- 42, 78 or 84 min. periods

*** $41.4 \text{ min} \times 180 \text{ days} = 124.2 \text{ hours per class per year}$

*** $18 \text{ min} \times 108 \text{ days} = 32.4 \text{ hours for lunch study}$

*** $60 \text{ min.} \times 32 \text{ sessions} = 32 \text{ hours for PLC}$

Planning for Identified Opportunities

2025-26

5. Align the bell schedules of both schools to enable more student-centered schedules.
2. Prioritize embedding content-specific collaboration time within the school day at both schools to ensure teachers have ample time to collaborate on and prepare rigorous tier 1 instruction.

2026-27

1. Align academic intervention programming at both schools with best practices.
3. Manage low-enrollment and single section classes at the high school differently to more cost-effectively provide variety to students.

5. Align the bell schedules of both schools to enable more student-centered schedules.

Granby Scheduling Priorities 12.13.24

High School	Commonalities	Middle School
<ul style="list-style-type: none"> ● Some longer blocks for labs/experiences ● Time for department collaboration ● Follow contractual parameters (teach 5, one prep period, 30 min teacher lunch) ● Maximize opportunities for kids and meet needs of all learners, including intervention and supports ● Reduce our internal constraints on courses/requirements ● Considerations for dual enrolled students (students that leave 11:45-12 for programming elsewhere) ● Considerations for shared staff (enough time to move buildings, etc...) 	<ul style="list-style-type: none"> ● Time for collaboration (department and team) ● Time for CREW/Advisory (30 minutes weekly) ● Some longer blocks for labs/experiences ● Maximize opportunities for kids and meet needs of all learners, including intervention and supports ● Reduce our internal constraints on courses/requirements ● MS Unified Arts - quarterly or semester rotations every day instead of A/B days 	<ul style="list-style-type: none"> ● Time for department collaboration and for TEAM collaboration (could be a rotation of the two) ● Unified Arts - quarterly rotations or semester rotations every day instead of A/B days ● Time for CREW (advisory type block - 30 minutes weekly) ● Keep teaming - do not want a “junior high” model

2025-26

2. Prioritize embedding content-specific collaboration time within the school day at both schools to ensure teachers have ample time to collaborate on and prepare rigorous tier 1 instruction.

Scheduling Challenge!

Teacher Day

- Teach 5
- Lunch embedded
- Prep 1
- Professional 1 or 2 (depends on 7 or 8 periods)

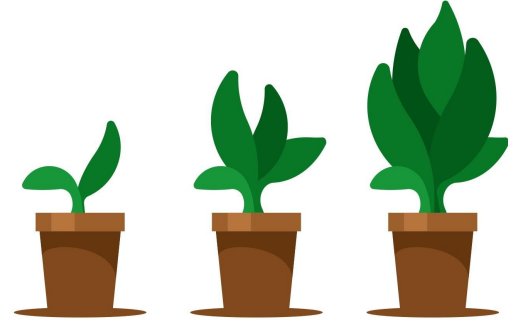
High School - Department off together (3-7 teachers)

Middle School - Rotate team (4-5 teachers) and Department (2-4 teachers)

Off meeting days could be used for other assigned professional assignments/duties

Next Steps

- Decide on a base 8 period schedule
- Determine a lunch rotation
- Determine potential for extended blocks
- Continue to revise course offerings/progressions
- Build schedule with embedded “PLC” collaboration time
- Plan for maximized instructional time and opportunity!



Memo

To: Granby Board of Education – Curriculum Subcommittee
From: Jennifer M. Parsons, Assistant Superintendent
cc: Cheri P. Burke, Superintendent
Date: February 5 , 2025
Re: Policy Review Update 2024-25

Policy Number	Policy Name	New Policy?	Required Recommended Requested	Priority 1-3 1=High	Notes
0521	Non-Discrimination	N	Required	1	accompanies Title IX (March)
4000.1/ 5145.44	Title IX	N	Required	1	(March)
4112.5	Fingerprinting	N	Required	2	(March)
5112	Attendance Age	N	Required	2	(May)
5114	Suspension/Expulsion and Due Process	N	Required	1	(May)
5131.911	School Climate (Bullying)	N	Required	1	(April)
5141.5	Suicide Prevention	N	Required	2	(April)
5144.12	Restorative Discipline	Y	Required	1	accompanies school climate (April)
6148	FAFSA	Y	Required	3	delayed to class of 2027 -(wait)
6172	Alternative Education	Y	Required	3	(May)