

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

I. Public Comment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

II. Approve the Minutes from the February 5, 2025 Curriculum Subcommittee Meeting

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

III. Assistant Superintendent's Report

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

IV. Curriculum Review, Revision and Approvals

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

V. Policies:

{{Goal-}}

{{Attachment:}}

Rationale:

- Policy 4112.5 - Fingerprinting
- Policy 5131.911 - School Climate
- Policy 5141.5 - Suicide Prevention

{{RecommendedMotion}}

VI. Other

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

Curriculum Subcommittee Meeting, February 5, 2025 – Draft Minutes Central Office

Present:

Liz Barlow
Monica Logan
David Peling
Karen Richmond-Godard

Cheri Burke
Jennifer Parsons

Meeting commenced at 5:33 pm and adjourned at 6:49 pm

- 1. Public Comment:** There were no public comments this evening.
- 2. Approve Minutes from the December 4, 2024 Curriculum Subcommittee Meeting:** A motion was made by Liz B. and seconded by David P. to approve the minutes from the December 4, 2024 Curriculum Subcommittee Meeting. Motion carried.
- 3. Assistant Superintendent's Monthly Report:**
 - **Teacher Evaluation Plan:** The evaluators have provided feedback, striving to have each educator have a variety of settings (teaching, meetings, etc.). Very meaningful conversations. Last week new staff (new this year) had a mid-year gathering where Teacher of the Year shared words of wisdom with new teachers. In May, there will be an end-of-year celebration for new teachers and TEAM teachers with mentors.
 - **Student Assessment Data:** Data platform is EduClimber (where we store data on assessments). Had 2 trainings on how to use this platform. You can access various data to examine trends, etc. DESSA tool used for teachers to assess student developmentally, social skills, relationship skills, etc. Especially useful for 9th graders.
 - **Wellness Committee:** This committee meets to monitor implementation of the district wellness policy. Every 3 years we must submit a food service audit to the state. Food service, health & wellness and nutrition are the 3 domains that the team looks at. There was a Wellness Fair on January 29 for a district-wide professional development in the afternoon. Included yoga, nutrition, and more. It was well received. The idea was hatched to have a field day with Wells Road and GMMS in May. It will help middle schoolers develop their leadership skills.
 - **Secondary Scheduling Committee update:** Goal was to align the bell schedules at the middle school and high school. Jennifer Parsons explained the process by which the committee went about their work. She then identified the 4 priorities and the timeline by which they will be implemented. She gave us an overview of the middle school and high school schedules as they are at the present. She shared the next steps for the committee, envisioning one more meeting before handing it over to the building staff to work it out.
- 4. Secondary Scheduling Update:** See above.
- 5. Policy Review Update:** There are policies that need to be updated. Jenn Parsons proposed that she share 3 policies for our March Curriculum Subcommittee for approval to bring to the full Board, then a few others in April followed by the remaining policies in May.
- 6. Other:** N/A

A motion was put forth to adjourn. A motion was made by Liz Barlow and seconded by David Peling. The meeting adjourned at 6:49 pm.



Date: March 5, 2025

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

From: Jennifer M. Parsons, Assistant Superintendent of Schools

Subject: March Monthly Update

Professional Learning

On Friday March 7th Granby Staff will convene for their second to last full day of professional learning this year. In the morning our K-12 Vertical teams will meet. In these teams, teachers spanning all grades in a single content area come together to discuss content specific topics including curriculum development, best instructional practices and developments in the field. Teachers will then gather with their buildings in the late morning and cover topics related to building achievement goals including restorative practices and social emotional learning. Lastly, the day will conclude with a self directed learning session related to the yearly professional goals that staff set through the new teacher evaluation and support plan. The plan for this day is created with the Educator Development Committee and District Leadership Team.

Continuing Work with Open Choice

As we prepare for the upcoming year we are also working on our recruiting of Open Choice participants. Our Family Engagement Specialist is the main point of contact, attending recruiting fairs and monitoring applications. This year placement of siblings and Open Choice Only applicants will begin in mid March, earlier than in past years. The district aims to recruit ten students for each class by opening ten Kindergarten seats each year. These have been harder to fill in recent years since the pandemic and so we reopen seats at the transition year: grades 3, 6, and 9 as space allows to round out our enrollment and participation. Recently, our Family Engagement Specialist accompanied two of our high school Open Choice participants and additional students from Simsbury High School on a trip over President's Weekend to visit Historically Black Colleges and Universities in the Washington D.C. area. We are eagerly awaiting one of our senior's decisions to see if she chooses one of these schools where she has been accepted!

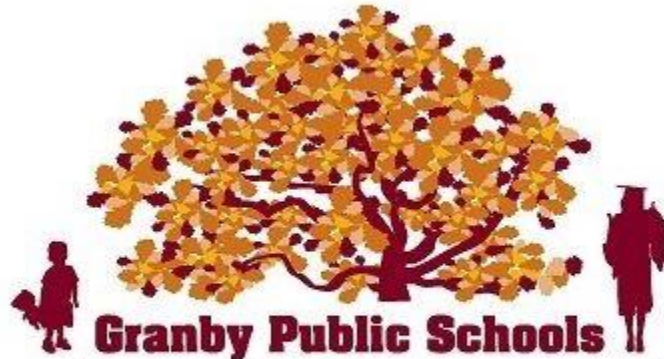
Secondary Scheduling Progress

The Guiding Coalition met again to finalize the committee's recommendation to adopt an eight period day with 30 minute lunch waves built in between periods 5 and 6. This schedule is similar to the existing high school schedule but additional instructional minutes will be allocated to each instructional period through the elimination of the dedicated Thursday morning PLC and the lunch study block that was added for the logistics of lunch waves. This schedule is also similar to the

existing middle school schedule but will pull lunch out of an assigned period and allow students a full period for additional support and enrichment instead of the 30 minute block that currently exists for AE (academic enrichment). Aligning the school schedules will allow both students and staff to span the two schools without missing instruction. The team will meet one more time in late March to decide which day of the week will house advisory/CREW and what the frequency and model may be for extended learning blocks based on the core schedule established. Course selection is well underway in both buildings!

Curriculum Update

Granby Board of Education Sub-Committee
March 5, 2025



Resourceful Learners • Effective Communicators • Positive Contributors

Major Curriculum Related Accomplishments since 2020

- Vision of a Graduate
- Instructional Framework
- Vertical Teams
- Refocusing on Standards
- Alignment to Graduation Requirements
- Scope and Sequence and Pacing Guides
- Assessment Calendars
- Leadership Structure and District Leadership Teamwork
- EduClimber and DNA
- 10+ New Courses and 3 Textbooks Approved

What is curriculum?

Curriculum, defined broadly, is the “what” students are learning in school. Similar to a good recipe, it consists of the ingredients and general instructions to achieve a desired end point. Along the way the best chefs adapt how they reach that end point by putting variations on the ingredients and adding some personal touches.

PANCAKE RECIPE

Ingredients:

- 1 cup all-purpose flour
- 2 tablespoons sugar
- 2 teaspoons baking powder
- 1/2 teaspoon salt
- 1 cup milk
- 1 egg
- 2 tablespoons vegetable oil



Instructions:

1. In a bowl, mix together flour, sugar, baking powder, and salt.
2. In a separate bowl, beat together milk, egg, and vegetable oil.
3. Pour the wet ingredients into the dry ingredients and mix until just combined.
4. Heat a non-stick pan or griddle over medium heat.
5. Pour 1/4 cup of batter onto the pan for each pancake.
6. Cook until bubbles form on the surface, then flip and cook for an additional 1-2 minutes.
7. Repeat with remaining batter.
8. Serve with butter and syrup, or your favorite toppings. Enjoy!

Policy Connection

Instruction

Curriculum

Developing Curriculum

The Granby Board of Education recognizes the importance of continuing a systematic, on-going and planned cycle of development, implementation, review, evaluation, revision, and study of the instructional program of the Granby Public Schools.

The Superintendent of schools shall cause his/her delegated officers to insure that a well-coordinated and articulated program of instruction brings about optimum learning achievements for the students in the Granby public school system.

Policy Adopted: 9/3/97

Backward Design & Curriculum



What will students be able to do by the end of the lesson, module, unit, or course?



How will students demonstrate what they have learned?



What types of activities, materials, and resources will lead students to the desired results?

Policy Connection

Instruction

Controversial Issues

All issues which could be considered controversial for classroom instruction should meet the following criteria:

1. Appropriate for the maturity level of student.
2. Socially significant and timely for the course and grade level.
3. Within the competency of the teacher.
4. Adequate study materials to deal with varying points of view.
5. Adequate preparation time to present issue properly.

The Board will exempt from AIDS instruction any student whose parent or guardian so requests in accordance with Board policy 6164.12. (cf. [6164.12](#) - Acquired Immuno-Deficiency Syndrome Instruction)

Policy Adopted: 9/3/97

Policy Connection

Instruction

Equipment, Books, and Materials

The Board of Education recognizes that appropriate texts, library reference facilities, maps and globes, laboratory equipment, audiovisual equipment, art supplies, athletic equipment, current periodicals, tests and questionnaires, and similar materials are the tools of the teaching profession. The teaching staff will serve on [curriculum](#) committees and consult with the administration for the purpose of recommending improvements in [curriculum](#) and materials. The Board of Education believes that at all times the schools should be as well equipped and maintained as may be possible within existing financial limitations.

An effort shall be made to insure that comparable materials are available to all students throughout the school system.

There shall be a continual evaluation of the basic textbooks used in the Granby Public Schools.

The disposition of old and obsolete textbooks shall be accomplished under the direction of the Superintendent of Schools in accordance with state and district regulations.

(cf. [3260](#) - Sales & Disposal of Equipment, Books & Supplies)

Legal Reference: Connecticut General Statutes

[10-228](#) Free textbooks, supplies, material and equipment.

[10-229](#) Change of textbooks

Policy Adopted: 9/3/97

How are resources selected?

All resources are reviewed to ensure they are grade and age appropriate in regard to access and content using professional resources such as Common Sense Media, School Library Journal, or EdReports.

Whole Class Resources:

- are reviewed in the textbook approval or curriculum writing process
- reflect the needs and interests of all learners

Examples: math textbook or whole class novel

Choice Based Resources:

- offer selection and choice in relation to the curriculum
- reflect multiple topics students have expressed interest in

Examples: book club choices or a list of suggested topics for research with text sets

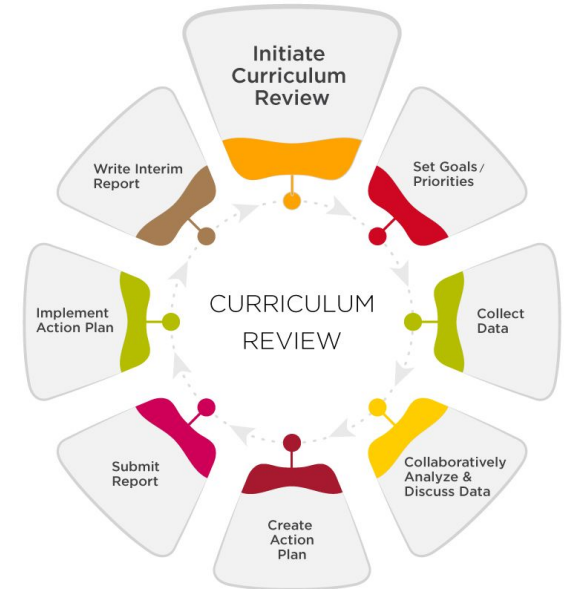
Independent Resources:

- allow students choice and selection of materials that most interest them
- reflect students' individual areas of interest

Examples: classroom or school library books, individual research projects

Upcoming Curriculum Work

- Continue work with Instructional Framework
- Grading Practices
- Curriculum Review Cycle
- Evaluating Curriculum Platform
- Embedding the Vision of a Graduate
- Critical Look at Program of Studies/Offerings
- Review of Course Weighting
- Rejuvenation of Elective Offerings
- Systemic Intervention Supports



Goal for Vertical Teams



Establish vertically articulated content based teams to monitor PK-12 curriculum in a specific area. Utilize these teams to regularly review, write, and revise curriculum and assessments and establish department wide instructional practices. Analyze assessment data in the content area across all grade levels and inform professional learning opportunities.

Role of Board of Education in Curriculum

- Create policy around curriculum
- Provide budgetary support for necessary curriculum-related purchases
- Stay apprised of curriculum and achievement developments (review cycle)
- Approve course proposal forms:
 - new courses such as: Applied Algebra 1 & Geometry
 - revision of a course (hasn't been offered in 2+ years, change in credit, level, alignment to standards, etc...) such as: English 9 and Capstone
 - course elimination
 - impact on graduation requirements
- Approve new textbook purchases
 - Texts that compose 50%+ of course resource
 - French
 - K-5 Reading Program

Proposed Curriculum Review Cycle

	24-25	25-26	26-27	27-28	28-29
Year 1: Present Plan	English	Social Studies/ Practical Arts	Science/ PE Wellness	Math	World Language/ Fine Arts
Year 2: Implement Plan	World Language/ Fine Arts	English	Social Studies/ Practical Arts	Science/ PE Wellness	Math
Year 3: Refine Plan	Math	World Language/ Fine Arts	English	Social Studies/ Practical Arts	Science/ PE Wellness
Year 4: Research & Reflect	Science/ PE Wellness	Math	World Language/ Fine Arts	English	Social Studies/ Practical Arts
Year 5: Review	Social Studies/ Practical Arts	Science/ PE Wellness	Math	World Language/ Fine Arts	English