

Regular Board of Education Meeting
Wednesday, June 4, 2025, 7:00 PM
Town Hall Meeting Room

I. Call to Order and Welcome

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

II. Chairperson's Report (5 min.)

{{Goal-}}

{{Attachment:}}

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

{{RecommendedMotion}}

III. Awards and Recognition

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

IV. Public Comment (20 min.)

{{Goal-}}

{{Attachment:}}

Rationale: Granby community engagement and attendance at Board of Education public meetings is welcomed and encouraged. As is our custom, the Board views Public Comment as an opportunity for members of the public to share their comments and concerns with the Board, and Board members will not be responding to comments or engaging in a dialog. As it deems appropriate, the Board may place such matters on the agenda for future meetings for discussion in accordance with the Freedom of Information Act.

Procedurally, public remarks will be limited to 5 minutes and speakers will be asked to identify themselves by name and address. We expect comments to be respectful and civil in tone, and we do not permit name-calling, raised voices, personal attacks or vulgarity.

Lastly, we note that the Superintendent is responsible for student and personnel matters. No speaker will be permitted to use public comment to bring complaints against any teacher, student or staff member or to discuss student matters, which are confidential. Therefore, the use of student, teacher or staff names is not permitted. Any such complaints or concerns should be directed to the Superintendent and her team.

{{RecommendedMotion}}

V. Student Representative Reports (5 min.)

{{Goal-}}

{{Attachment:}}

Rationale: Ms. Katie O'Neill and Ms. Sofia Brenson, Student Representatives, will report on activities taking place at the high school.

{{RecommendedMotion}}

VI. Reports and Discussion (40 min.)

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. Annual Technology Report

Goal:

Attachment:

Rationale: Mr. Jon Lambert, Director of Technology, will present his annual Technology Report to the Board.

Recommended Motion:

B. Early Childhood Update

Goal:

Attachment:

Rationale: Kelly Lane Principal, Colleen Bava, and Assistant Superintendent, Jennifer Parsons, and Kate Weingartner, Director of Special Education, will update the Board on early childhood initiatives for the 2025-2026 school year.

Recommended Motion:

C. BOE Summer Retreat and 2025-2026 Meeting Schedule

Goal:

Attachment:

Rationale: The Board will discuss the BOE Summer Retreat as well as the upcoming meeting schedule for Board of Education Meetings in 2025-2026.

Recommended Motion:

VII. Business Requiring Action (20 min.)

Goal:

Attachment:

Recommended Motion:

A. Director of Finance & Operations Report

Goal:

Attachment:

Rationale: Ms. Nickie Stevenson, Director of Operations & Finance, will present the May 2025 Budget Expense Report.

Recommended Motion:

B. Minutes

Goal:

Attachment:

Rationale: The Board will approve/amend the minutes of the May 21, 2025 Board of Education meeting.

Recommended Motion:

C. Second Reading and Approval of Revised Policy 5131.911 - School Climate

Goal:

Attachment:

Rationale: The Curriculum/Policy/Technology/Communications Subcommittee recommends Policy 5131.911, School Climate, to the Board for a second reading and approval.

Recommended Motion:

D. Second Reading and Approval of Revised Policy 5112 - Ages of Attendance/Admissions/Placement

Goal:

Attachment:

Rationale: The Curriculum/Policy/Technology/Communications Subcommittee recommends revised Policy 5112, Ages of Attendance/Admissions/Placement, as recommended by the Curriculum/Policy/Technology/Communications Subcommittee.

{{RecommendedMotion}}

E. Approval of Food Services Contract

{{Goal-}}

{{Attachment:}}

Rationale: The Board will consider approval of the Food Services Contract with Chartwells for the 2025-2026 school year with the option for four (4) additional one-year renewals July 1-June 30.

{{RecommendedMotion}}

VIII. 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}}

IX. Superintendent's Report (5 min.)

{{Goal-}}

{{Attachment:}}

Rationale: Superintendent Burke will provide district updates.

{{RecommendedMotion}}

X. Executive Session

{{Goal-}}

{{Attachment:}}

Rationale: The Board will enter into an Executive Session to discuss student discipline matters.

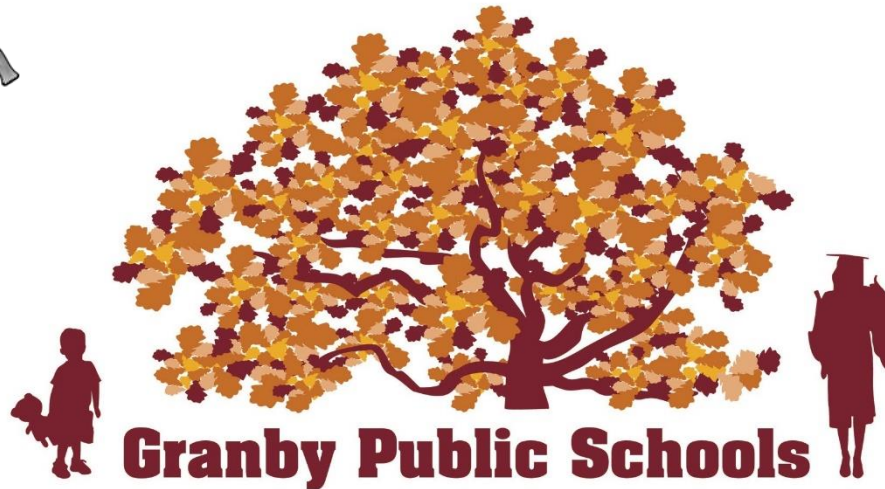
{{RecommendedMotion}}

XI. Adjournment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}



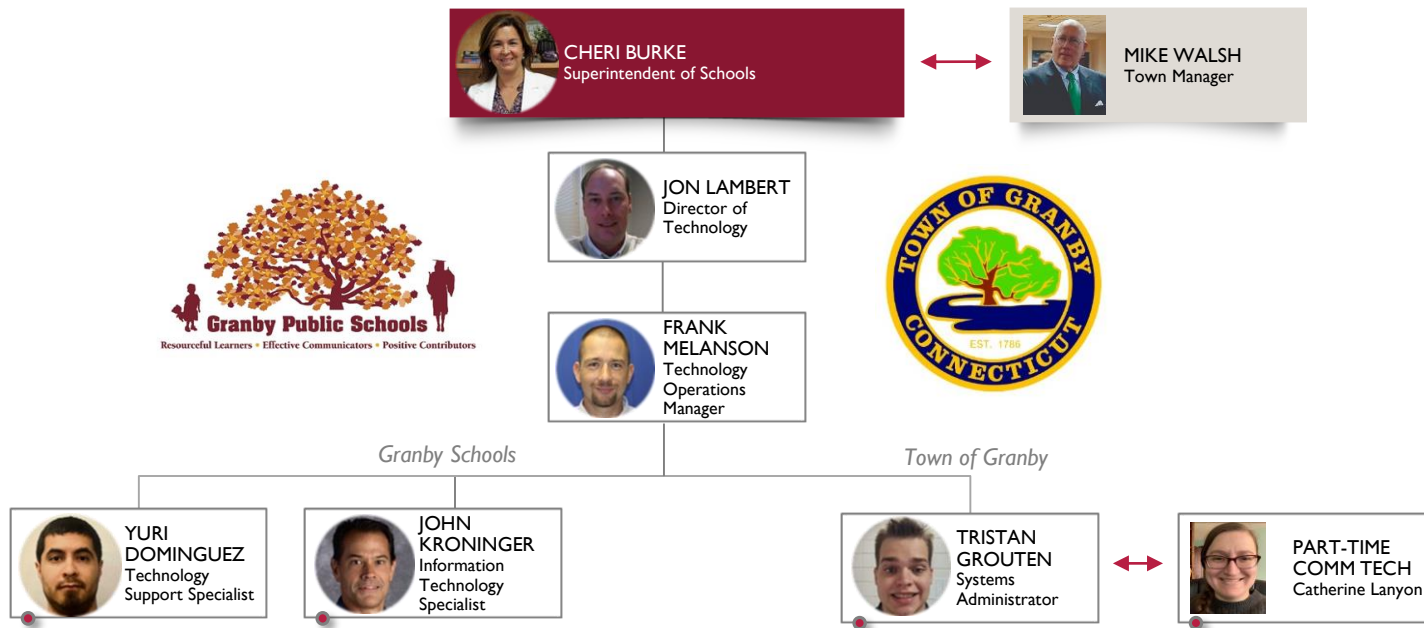
Resourceful Learners • Effective Communicators • Positive Contributors

Annual Technology Report 2025

The technology department supports the technical needs and objectives of Granby with a focus on customer service and fiscal responsibility



TECHNOLOGY DEPARTMENT ORGANIZATION CHART



Serving the Town and Schools of Granby

Department Responsibilities & Support System

- Leadership, Management, Budgeting for Technology
- Assistance with Organizational and Departmental Technology Projects, Goals, Initiatives
- Compliance and Policy Assistance for Technology
- Technology Equipment, Infrastructure, Procurement, Vendor Management
- Municipal Network Engineering, Management, Maintenance, Monitoring
- Internet Services, Telecommunications Systems
- Security, Cybersecurity, Data Protection, Incident Response
- Backup and Disaster Recovery
- Systems & Software Application Management
- Instructional & Assistive Technology Support
- 24 X 7 Emergency Support, Troubleshooting, Help Desk
- Audio / Visual Equipment

techsupport@granbyschools.org



Town & Schools Shared IT Services Agreement

The Granby Public Schools and The Town of Granby agree that it is in the best interest of the school district and town operations to collaborate for the purposes of providing IT services to both the District and the Town. Specifically, a combined Technology Department provides:

- *Leadership, budget, and project management for technology*
- *Short-term and long-term cost savings while expanding technology services to the town and school district*
- *Reduces inefficiency and redundancy between the town and district IT functions*
- *Internal control of technology operations reducing liability and exposure to security threats*
- *Town and district security and emergency IT support coverage*
- *Increased level of technology support, employee cross training, backup*
- *Support for planning and improvement of the town and school district fiber optic network, technology infrastructure, administrative, financial, and academic systems*



FY25 Highlights

- ✓ Department Staff: Talented, high-functioning team, passionate and dedicated to continuous improvement
- ✓ The majority of requests are resolved within 24 hours or less
- ✓ Ongoing training and professional development. Cross-training for network and technical support
- ✓ Network reliability and uptime excellent
- ✓ Various cybersecurity improvements
- ✓ Ongoing software/hardware systems maintenance and support
- ✓ Major Student Information System (SIS) changes involved with the merging of the high school and middle school schedules
- ✓ Repositioned and replaced several legacy security cameras throughout the district
- ✓ Annual state reporting mandates, updates to SIS and student data management system
- ✓ Completed SIS changes involved with the implementation of new class schedules
- ✓ Replaced staff laptops Grades 6-12
- ✓ Completed installations of 75-inch interactive computer displays in Kelly Lane 2nd grade classrooms. This was funded by a \$12,400 PEGPETIA grant awarded by the CT Public Utilities Regulatory Authority (PURA)
- ✓ 1:1 computing program support – Replaced 250 student Chromebooks in Grades 6 and 9. Chromebooks still in good condition go to Wells Road or are used as spares
- ✓ Replacement of high School Business Lab computers, technology reconfiguration of classroom spaces, A/V equipment upgrades
- ✓ Upgrades to wireless system/networks completed
- ✓ Supported technology for PD, various events, hybrid meetings, graduation, etc.



FY26 Initiatives

- Provide high-quality support for technology throughout the district
- Ongoing maintenance and updates to municipal area fiber optic network
- ParentSquare communications software rollout
- Administrative and instructional software
- FY26 Budget equipment replacement - Network equipment, Chromebook and iPad program, and installation of additional classroom displays at Kelly Lane funded through a \$12,400 grant award received through PURA
- Focus on safety and compliance improvements for technology - Physical/cybersecurity, policy, best practices, and objectives
- Further improvements to incident response /disaster recovery plans
- Complete updates to town and school server operating systems in all locations
- Team building, learning and improvement



Hot Topics in Educational Technology

- Cybersecurity
- Software – Security, interoperability & cost
- Artificial Intelligence – AI Governance, AI tools for teaching and learning
- Faculty Development for Generative AI
- AI Governance
- Evolving Teaching Practices
- Digital Literacy

The Technology Department is dedicated to:

- *A high-quality, functional, reliable, and secure technology and computing environment which meets or exceeds the needs of Granby*
- *Providing an exceptional level of support and customer service for technology*
- *Supporting organizational objectives and initiatives related to technology*
- *Realizing efficiencies wherever possible*

Thank you for your ongoing support of Technology!





2025-2026 Granby Board of Education Meeting Schedule

Following is a schedule of the Board of Education meetings for 2025-2026. All meetings will begin at 7:00 p.m. and will take place in the Town Hall Meeting Room (unless noted otherwise). *Please note there is no meeting on October 1, 2025 and April 15, 2026 due to the Yom Kippur holiday and April recess.*

August __, 2025 (Board Retreat)
September 3, 2025
September 17, 2025
October 15, 2025
November 5, 2025
November 19, 2025
December 3, 2025
December 17, 2025
January 7, 2026
January 21, 2026
February 4, 2026
February 18, 2026
March 4, 2026
March 11, 2026 (Budget Workshop)
March 18, 2026
April 1, 2026
April 6, 2026 (Public Hearing)
April 20, 2026 (Town-Wide Referendum)
May 6, 2026
May 20, 2026
June 3, 2026
June 17, 2026

The Curriculum/Policy/Technology/Communication Subcommittee will meet on the 1st Wednesday of every month at 5:30 p.m. in the Library at Central Services.

The Finance/Personnel/Facilities Subcommittee will meet on the 3rd Wednesday of every month at 5:30 p.m. in the Library at Central Services.

GRANBY PUBLIC SCHOOLS

BUSINESS OFFICE

15-B North Granby Road
Granby, CT 06035
(860) 844-5253

stevensonn@granbyschools.org

To: Cheri P. Burke, Superintendent of Schools
From: Nickie Stevenson, Director of Finance & Operations
Re: May 2025 Budget Expense Report
Date: June 2, 2025

Please find attached the May 2025 budget expense report for this fiscal year encompassing transactions through 6/02/2025.

Personnel and Program Accounts

Personnel and program accounts continue to be within the appropriated budget. We fully anticipate to have a considerable amount of remaining funds at yearend, primarily due to savings in special education. As final FY 2025 expenses are paid and purchase orders are closed, we will continue to assess the various budgets across all departments/schools allowing for in-depth reviews of specific line-item balances. During this time, various line-item transfers will need to occur amongst all categories in order to alleviate any negative balances, as well as remove any remaining, unneeded funds to unallocated.

As previously reported, in collaboration with the Town Board of Finance and the Board of Selectman, it was suggested that up to \$650,000 of remaining BOE general fund monies be designated for the completion of BOE small capital projects (i.e., central office roof, the high school main gym bleachers, safety and security initiatives) in subsequent years.

Once FY 2025 has been officially closed over the summer months, final amounts will be reported to the BOE in September. This will include an update on the amounts appropriated for small capital projects, any additional remaining monies to be returned to the Town general fund, as well as a recommendation for a deposit into the BOE Non-Lapsing Education Fund.

Quality and Diversity Fund (Q&D)

The forecast for the Q&D fund continues to remain consistent and positive. The fund is expected to end the year with a balance of approximately \$205,000.

BOE Reimbursements to the Town

The total reimbursement revenue to the Town for FY 2025 is anticipated to be \$2,339,229, which is \$153,922 less than originally budgeted. Although not all funds have been received, we do expect to receive all monies by June 30th.

PROGRAM ACCOUNTS
Granby Board of Education FY 2025
May 2025 Budget Expense Report

| Row # | Description | Budget | Adjusted Budget | YTD Expended | Encumbered | Balance | Combined % Expended and Encumbered |
|-------|------------------------------|--------------------|--------------------|--------------------|--------------------|------------------|---------------------------------------|
| 01 | Communications | \$90,245 | \$91,232 | \$71,899 | \$15,112 | \$4,220 | 95.4% |
| 02 | Conference & Travel | \$58,094 | \$53,181 | \$34,295 | \$5,259 | \$13,627 | 74.4% |
| 03 | Dues and Fees | \$38,738 | \$34,924 | \$34,196 | \$728 | \$0 | 100.0% |
| 04 | Equipment/Furniture | \$8,500 | \$214,192 | \$43,304 | \$170,672 | \$216 | 99.9% |
| 05 | Legal Services/Insurance | \$140,460 | \$151,094 | \$147,598 | \$3,077 | \$420 | 99.7% |
| 06 | Library/Media | \$57,368 | \$56,419 | \$55,263 | \$1,113 | \$43 | 99.9% |
| 07 | Purchased Services | \$1,114,702 | \$1,102,663 | \$979,231 | \$123,325 | \$107 | 100.0% |
| 08 | Repairs & Maintenance | \$539,517 | \$579,405 | \$465,518 | \$112,671 | \$1,216 | 99.8% |
| 09 | Software | \$443,364 | \$432,831 | \$390,885 | \$21,427 | \$20,519 | 95.3% |
| 10 | Special Education | \$4,394,816 | \$4,117,262 | \$3,200,157 | \$546,719 | \$370,387 | 91.0% |
| 11 | Student Activities/Athletics | \$398,001 | \$344,825 | \$262,835 | \$61,427 | \$20,563 | 94.0% |
| 12 | Supplies | \$548,582 | \$542,968 | \$473,898 | \$51,170 | \$17,901 | 96.7% |
| 13 | Textbooks | \$119,698 | \$228,443 | \$199,320 | \$29,088 | \$35 | 100.0% |
| 14 | Transportation | \$1,168,747 | \$1,190,580 | \$1,056,888 | \$132,925 | \$767 | 99.9% |
| 15 | Tuition | \$10,967 | \$11,317 | \$11,317 | \$0 | \$0 | 100.0% |
| 16 | Utilities | \$851,590 | \$832,053 | \$674,575 | \$157,477 | \$0 | 100.0% |
| 17 | Unallocated Appropriation | \$0 | \$0 | \$0 | \$0 | \$0 | |
| | Program | \$9,983,388 | \$9,983,388 | \$8,101,180 | \$1,432,188 | \$450,020 | 95.5% |

PERSONNEL ACCOUNTS
Granby Board of Education FY 2025
May 2025 Budget Expense Report

| Row # | Description | Budget | Adjusted Budget | YTD Expended | Encumbered | Balance | Combined % Expended and Encumbered |
|-------|------------------------------|---------------------|---------------------|---------------------|--------------------|------------------|---------------------------------------|
| 18 | Administration | \$1,651,319 | \$1,662,464 | \$1,534,452 | \$127,808 | \$204 | 100.0% |
| 19 | Central Office | \$557,043 | \$573,002 | \$513,742 | \$59,231 | \$28 | 100.0% |
| 20 | Certified Staff | \$11,638,907 | \$11,560,442 | \$9,520,129 | \$2,024,880 | \$15,432 | 99.9% |
| 21 | Custodial and Maintenance | \$1,481,279 | \$1,500,606 | \$1,362,776 | \$137,646 | \$184 | 100.0% |
| 22 | School Secretaries | \$715,648 | \$708,910 | \$645,455 | \$63,438 | \$16 | 100.0% |
| 23 | Special Education | \$4,452,429 | \$4,207,875 | \$3,720,265 | \$468,029 | \$19,581 | 99.5% |
| 24 | Student Activities/Athletics | \$545,575 | \$548,014 | \$451,055 | \$55,918 | \$41,042 | 92.5% |
| 25 | Teaching Assistants | \$327,901 | \$387,901 | \$359,629 | \$27,634 | \$639 | 99.8% |
| 26 | Technology Support Services | \$357,910 | \$327,399 | \$267,117 | \$34,083 | \$26,199 | 92.0% |
| 27 | Tutors | \$41,720 | \$25,783 | \$24,132 | \$1,638 | \$13 | 99.9% |
| 28 | Employee Benefits | \$6,365,402 | \$6,365,402 | \$6,102,714 | \$223,605 | \$39,083 | 99.4% |
| 29 | Unallocated Appropriation | \$0 | \$267,335 | \$0 | \$0 | \$267,335 | |
| | Personnel | \$28,135,133 | \$28,135,133 | \$24,501,466 | \$3,223,910 | \$409,757 | 98.5% |
| | 100 General Fund | \$38,118,521 | \$38,118,521 | \$32,602,647 | \$4,656,097 | \$859,777 | 97.7% |

SPECIAL EDUCATION ACCOUNT DETAIL
Granby Board of Education FY 2025
May 2025 Budget Expense Report

| Row # | Description | Budget | Adjusted Budget | YTD Expended | Encumbered | Balance | Combined % Expended and Encumbered |
|-------|--------------------------|--------------------|--------------------|--------------------|--------------------|------------------|---------------------------------------|
| 01 | Administrative/Certified | \$2,281,664 | \$2,118,565 | \$1,802,112 | \$316,086 | \$368 | 100.0% |
| 02 | Secretaries | \$102,667 | \$106,818 | \$96,203 | \$10,614 | \$0 | 100.0% |
| 03 | Support Services | \$497,291 | \$481,884 | \$434,464 | \$47,274 | \$146 | 100.0% |
| 04 | Teaching Assistants | \$1,528,934 | \$1,443,436 | \$1,336,008 | \$93,260 | \$14,168 | 99.0% |
| 05 | Tutors | \$41,873 | \$57,173 | \$51,479 | \$795 | \$4,899 | 91.4% |
| | TOTAL PERSONNEL | \$4,452,429 | \$4,207,875 | \$3,720,265 | \$468,029 | \$19,581 | 99.5% |
| 06 | Communications | \$100 | \$100 | \$72 | \$0 | \$28 | 72.5% |
| 07 | Conference & Travel | \$14,125 | \$14,125 | \$5,619 | \$267 | \$8,239 | 41.7% |
| 08 | Dues and Fees | \$2,250 | \$688 | \$688 | \$0 | \$0 | 100.0% |
| 09 | Legal Services | \$27,500 | \$27,500 | \$20,578 | \$6,923 | \$0 | 100.0% |
| 10 | Purchased Services | \$153,375 | \$300,871 | \$206,912 | \$64,905 | \$29,055 | 90.3% |
| 11 | Software | \$9,310 | \$8,612 | \$8,508 | \$104 | \$0 | 100.0% |
| 12 | Supplies | \$37,550 | \$37,550 | \$28,543 | \$939 | \$8,067 | 78.5% |
| 13 | Transportation | \$1,388,936 | \$1,029,820 | \$722,012 | \$175,034 | \$132,774 | 87.1% |
| 14 | Tuition | \$2,761,670 | \$2,697,996 | \$2,207,225 | \$298,547 | \$192,223 | 92.9% |
| | TOTAL PROGRAM | \$4,394,816 | \$4,117,262 | \$3,200,157 | \$546,719 | \$370,387 | |
| | OVERALL TOTAL | \$8,847,244 | \$8,325,137 | \$6,920,422 | \$1,014,748 | \$389,967 | 95.3% |

SUPPLEMENTAL INFORMATION
Granby Board of Education FY 2025
May 2025 Budget Expense Report

REVENUE TO TOWN SUMMARY
REIMBURSEMENTS FOR BOE EXPENDITURES

| Description | Budget | Anticipated | Received To Date | Difference (Received minus Anticipated) |
|--------------------------------------|--------------------|--------------------|--------------------|--|
| Regular Education Tuition* | \$678,674 | \$757,844 | \$757,844 | \$0 |
| Special Education Tuition* | \$605,191 | \$871,215 | \$39,742 | -\$831,473 |
| B.E.A.R. Transition Academy Tuition* | \$0 | \$77,033 | \$77,033 | \$0 |
| Excess Cost Grant | \$1,167,286 | \$579,471 | \$507,206 | -\$72,265 |
| Pay for Participation | \$42,000 | \$53,666 | \$53,666 | \$0 |
| Totals | \$2,493,151 | \$2,339,229 | \$1,435,492 | -\$903,738 |

*From Other Towns

QUALITY AND DIVERSITY FUND (Q&D)

| Description | Budget | YTD | Difference (YTD vs. Budget) |
|------------------------|-----------------|------------------|--------------------------------|
| Opening Balance | \$95,335 | - | - |
| Expenses | \$1,069,766 | \$793,196 | \$276,570 |
| Revenue | \$1,028,144 | \$985,489 | -\$42,655 |
| Ending Balance | \$53,713 | \$287,628 | \$233,915 |

Regular Board of Education Meeting – Approved Minutes
Wednesday, May 21, 2025, 7:00 p.m.
Town Hall Meeting Room

Present Board Members: Liz Barlow, Monica Logan, Heather Lombardo, David Peling, Karen Richmond-Godard, Ali Zafar, and Katie O'Neill (Student Representative)

Absent Board Members: Sofia Brenson

I. Call to Order and Welcome

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

II. Chairperson's Report (5 min.)

Chair Logan thanked all who were in attendance. She shared she heard about concerns over 10th grade curriculum regarding healthy living standards and asked Jennifer Parsons to share some information in this regard. Ms. Parsons stated she spoke to one parent and gave the Board an update that the lesson in question had a set of resources with it; however, students were not required to use those resources. She stated per state law, students may opt-out of instruction involving HIV/AIDS and further shared that all students may opt out of any lesson if they are not comfortable. The topic of the day is posted at the beginning of each class period. The curriculum is transparent for parents and high school courses are linked directly to the standards for which Granby Public Schools is accountable and which coincide with the Program of Studies. Parents are encouraged to look at the syllabus accompanying any class. She shared the district is currently working on adding reminders for opting out in the syllabus.

III. Awards and Recognition

Katie O'Neill, Senior and BOE Student Representative, was recognized for recently winning the 2024-2025 InvestWrite Contest. Katie came in first in the state and 10th in the nation. Katie was also recognized by the Board for her service on the Board of Education as a Student Representative. Katie will attend UConn in the fall.

Terri Ziemnicki, Granby's Girls' Lacrosse Coach, was recently named as the recipient of the Kathy Holloway Women of Inspiration Award by the National High School Athletic Coaches Association and will be recognized in June in Rapid City, South Dakota.

IV. Public Comment

Nick Faraco, Granby resident and former high school Guidance Counselor at Simsbury High School for 35 years. He inquired regarding the assignment in the Wellness Class what the objective was of this class. He stated he has ascertained that it was somewhat controversial and, if this is the case, parents should be aware and were not told about this assignment.

Christine Santa, high school parent, stated she moved to Granby 15 years ago for the school system. She shared that her children brought the topic of the health class up to her. Her daughter was given permission to opt-out and her son did not opt out for fear of receiving a zero. She stated videos were shown regarding sexual relations and she is attending tonight's meeting for all of the students who felt they could not opt out of the assignment for fear of receiving a zero. She inquired why parents were not notified of these sensitive topics stating this has been past practice, i.e., *Schindler's List* movie. She requested that action be taken regarding this curriculum and the sensitive material.

Jennifer Slade, parent of a 10th grader, stated her daughter did not feel she had the option to opt out of LGBTQ content. The content was inappropriate. She inquired if opposing viewpoints to these topics can also be shared.

Sean Wilmington, parent of a high school student, stated his ask is simple. Please post assignments for parents to view prior to being taught. Clear out any confusion so parents and students are clear and ensure that students can opt out. This is a reasonable request.

Marta Beckwith, mother of a high school student, stated she would like to see the content posted somewhere. She was appreciative of the opportunity to sign off on the *Schindler's List* movie. Additionally, she inquired if anyone on the Board had seen the videos.

Mike Kramarenko, Notch Road, Granby, stated there is a lack of communication when it is convenient for the Board and backs are turned when it comes to sexuality. He stated he believes no one under the age of 18 should be viewing anything with sexual content. He also stated he was disappointed that at a recent Board Meeting a Board Member spoke about attending a district equity committee topic of gender and gender oppression, which he believes was banned by the President.

V. Student Representative Reports

- Katie O'Neill stated AP exams have been held the past 2 weeks.
- Prom was great and students had a good time. The food and music were amazing.
- NHS Science Night was held this week. Elementary students worked with high school students to do science experiments. It was a fun night.
- The Senior Outing will be held on May 22nd. The weather is not favorable but there is an indoor space and the pool is heated.
- Juniors will take the NGSS Science Test on May 22nd.
- The Arts Expo and Chorus Concert will be held on May 22nd.
- There is no school Friday for professional development and no school on Monday for the holiday.
- Capstone Projects will be presented next Wednesday, May 28th.
- The Underclassmen Awards Ceremony is on May 30th and June 3rd is Senior Scholarship Night.

VI. Reports and Discussion

VI.A. Annual Facilities Report

Mr. Christopher DeGray, Director of Facilities, presented the Annual Facilities Report to the Board and gave a brief overview of the Facilities Department stating he has successfully hired permanent and temporary staff this year and made some changes as follows: conducts weekly meetings with his administrative assistant and maintenance and custodial lead personnel; meets with principals on a monthly basis; and made accommodations for custodial/maintenance staff to work summer hours. His maintenance crew is working tirelessly on the fields to get them ready for sports. Additionally, many cost-saving measures were put in place saving over \$85K since September. Mr. DeGray stated this summer, he will work in the field with the staff on the buildings and the grounds. He reviewed upcoming projects: indoor air quality testing will be done in-house; the HVAC mandate will start at the middle school (Granby will be a case study); CPPAC middle school renovation; turf field analysis and budget; and, upgrades to safety and security around the district. This summer all flooring will be deep cleaned and on the maintenance side plumbing, painting and work orders will be completed. Additionally, renovations will be done to the high school culinary arts room as well as new bleachers installed in the high school gym. Mr. DeGray thanked the Board for their continued support.

VI.B. Superintendent's Annual Report

Superintendent Burke stated she would like to respond to questions raised in public comment and thanked parents who reached out to the High School principal and teacher. The District strives for transparent communication and wants to hear about issues but may not always agree. Every individual should be heard. She shared the lesson given was at the teacher level and is directly aligned to a standard or an objective and gave an example. This lesson had nothing to do with sexual relations and, rather, sexual orientation and identity. These topics are uncomfortable. She agreed that the District needs to do better with communication. She shared that she viewed all of the videos and agreed that as a parent, she might have been uncomfortable with some of them as well. She spoke about other various topics covered, such as, suicide, grieving, etc., which may be challenging for certain students. Parents should have the tools they need if they would like to opt out their child. The District wants to partner with parents and for communication to be two-way. Liz Barlow inquired about standards and if they are district or state standards and Superintendent Burke shared they are state standards. David Peling inquired how students will know in advance if they will be uncomfortable. Superintendent Burke stated the objective for the lesson is posted on the board for students as well as the expected learning for the day. He also inquired about the penalty for disregarding the CT state standard and if the District can pick and choose which standards to include in the curriculum and teach to students. Chair Logan stated

the district should be cautious in micromanaging teachers but better communication needs to take place and can be improved upon. Ali Zafar stated clearly there is an issue in this town where people are upset. He inquired if a student opts out are parents informed and the answer is not currently. Mr. Zafar believes parents should receive a notification. He also inquired what exactly is the opt-out process and if it can be communicated earlier in the year. He suggested having stickers, signs, etc. to remind students they can opt out.

Superintendent Cheri Burke presented her Annual Report for the 2024-2025 school year to the Board and stated she sees her role as a Superintendent to inspire her staff. She spoke first of the Student Achievement goal for 100% of Granby students to make growth and shared that since prior to the pandemic, the District is seeing its highest math scores on the Smarter Balanced Assessments in Grades 6, 7 and 8; a 20-point increase in Grades 8 and 9 PSAT scores; and early data shows Grade 3 as achieving 70% at proficiency or higher on both Math and ELA. The focus on achievement consists of hiring a Certified Math Intervention Teacher at GMMS; focused training for Teaching Assistants to support small group instruction; and data teams at the grade and building level to target instruction. Next, Superintendent Burke spoke about the second goal around community engagement and communications stating the District successfully completed the first two years of the district communication plan; published a crisis response protocol; developed and shared a communication plan for incidents and emergency response; created a guide to address school concerns; and, revised all library media websites with searchable tools for book collections.

Next, Superintendent Burke discussed safety and security and stated the District's Emergency Planning Committee meets 4 times per year and this year revamped and updated the District's Reunification Plan. Additionally, this fall, the District will welcome the first School Resource Officer. Another aspect of safety and security discussed was mental health. The District collaborated with the Farmington Valley Health District this year to train all Granby staff in Youth Mental Health First Aid; certify all Grade 11 and 12 students in Teen Mental Health Training; and, offer online vaping and substance abuse prevention classes for at-risk youth. Superintendent Burke spoke about the Special Education and Program Development including the RISE Program, Alternative Learning Center and PAVE and shared students have successfully been brought back to Granby Public Schools from out-of-district placements. Reorganization of administration and Central Office staff was discussed. Two positions were eliminated at Central Office: Grants Manager and Out-of-District Coordinator. An Administrative Assistant position was added to the Human Resources Department as well as Department Chair stipends for existing special education positions (at schools). She also shared an Assistant Principal position was eliminated at the high school and a Dean of Students was hired as well as a Director of School Counseling.

The Capital Improvement Plans were discussed and Superintendent Burke shared that research was done and a solution was identified for the GMHS track and field concerns; a complete study of GMMS was done for consideration to renovate/build new; and infrastructure updates for safety and security. Next, Superintendent Burke spoke about the aligned schedule at GMMS and GMHS stating that the District worked with a consultant group who met with focus groups of students, staff and administrators from both schools; collected data on current practice and instructional minutes; and analyzed bell schedules, course offerings and staffing data. She shared the goals of this work to align schedules at both schools; maximize academic intervention programming; and, manage low-enrollment and single-section classes. Superintendent Burke concluded her presentation by reviewing highlights under her goal categories of student achievement; community engagement and communication; safety and security; special education and program development; capital improvement plan; and aligned schedules. Chair Logan inquired 1) how students were involved in the focus groups and 2) what other programs will be available for students. Superintendent Burke stated the new schedule opens the opportunity for modernizing our current course offerings and with regard to the student focus groups, the middle school/high school solicited feedback from students and this feedback was considered for the work currently being done. Conversations were had with students and this Friday teachers will be spending time with students as well. Karen Richmond-Godard expressed concerns about social media access for students and what types of programs can address this. Superintendent Burke stated in the budget cycle this year, a pause was put on the Chromebook replacement cycle. There is signage at the high school regarding phone use and drop boxes for phones are at each class entry. David Peling stated West

Hartford does not allow phones in classes (only at passing time) and they have seen an increase in student engagement. He certainly supports this. Dr. Peling asked Superintendent Burke what she is most proud of this year and she stated her connections made with folks across the community and being a fabric of the community. She is proud of the staff hired and proud of the community.

VI.C. First Reading of Revised Policy 5131.911 - School Climate

The Curriculum/Policy/Technology/Communications Subcommittee recommended revised Policy 5131.911, School Climate, to the Board for a first reading. Jennifer Parsons stated this policy is directly from the state and replaces the current "Bullying" policy. It is required this policy be adopted by July 1st. Granby is already about 85% compliant with the policy and needs to make the shift in the terminology used. This policy will go to the Board for a final reading and adoption at the next meeting.

VI.D. First Reading of Revised Policy 5112 - Ages of Attendance/Admissions/Placement

The Curriculum/Policy/Technology/Communications Subcommittee recommended revised Policy 5112, Ages of Attendance/Admissions/Placement to the Board for first reading. Jennifer Parsons stated this policy is based on legislation and updates the Kindergarten entry age from December 31st to September 1st as well as the age and procedure at which a student may withdraw from school. This policy will go to the Board for a second reading and approval at the next meeting.

VI.E. Non-Lapsing Education Fund Balance

Nickie Stevenson, Director of Finance and Operations, updated the Board on the Non-Lapsing Education Fund balance for FY25. She shared that the Board approved this fund in September 2024. In FY24, the Board approved a deposit of \$35,269.86 and to-date no expenditures have been expended from this fund. Moving forward, administration will bring forward an amount, if any, at the first BOE meeting in September. She explained the Board can choose to deny or approve each year.

VII. Business Requiring Action

VII.A. Director of Finance & Operations Report

Ms. Stevenson presented the April 2025 Budget Expense Report and stated this report includes transactions up through May 15th. Overall, the budget remains aligned. A motion was made by Donna Nolan and seconded by Heather Lombardo that the Granby Board of Education approve the April 2025 Budget Expense Report and identified line item transfers. This motion passed unanimously at 9:02 p.m.

VII.B. Approval for Transfer of FY26 Funds to Small Capital Fund

The Board considered the approval of not-to-exceed \$650,000 from the BOE General Fund to the Small Capital Fund in order to fund the cost of a new roof on the Central Office Building, bleachers in the Granby Memorial High School gymnasium and additional funding towards the plan for District Safety and Security. A motion was made by Donna Nolan and seconded by Liz Barlow that in accordance with Town Charter Chapter 10, Section 5, Item (f) of the Town of Granby, the Board of Education approves the transfer of funds and appropriation to expend \$650,000 or such lesser amounts as deposited based on the proceeds as transferred from the Board of Education General Fund to the Board of Education's Small Capital Reserve Fund for the purposes of funding capital improvements, as outlined in the Board of Education Budget Expense Report Memo dated 5/16/2025, of which are all consistent with the projects contained in the district's approved Capital Improvement Plan. This motion passed unanimously at 9:03 p.m.

VII.C. BOE Capital Plan Approval

The Board considered approval of the BOE Capital Plan Priorities to be forwarded to CPPAC (Capital Program Priorities Advisory Committee). Superintendent Burke stated a 10-year capital improvement plan was established with the town and this plan was previously adopted in June 2024. CPPAC will meet this June and the BOE needs to identify and prioritize projects which will be the turf and track field replacement; GMMS renovation, BOE building roof replacement; district facility storage and district safety and security program. A motion was made by Heather Lombardo and seconded by Donna Nolan that the Granby Board of Education approve the attached Board of Education 10-Year Capital Plan priorities as follows: District Safety and Security Program, GMHS Turf Track and Field Replacement, Granby Memorial Middle School Renovation, Board of Education Building Roof Replacement, and District Facility Storage. This motion passed unanimously at 9:08 p.m.

VII.D. Approval of Healthy Foods Certification/Food and Beverage Exemptions - 2025-2026

The Board discussed and considered the approval of the Healthy Food Certification and Food and Beverage Exemptions for the 2025-2026 school year. A motion was made by Donna Nolan and seconded by Liz Barlow that the Granby Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales. This motion passed unanimously at 9:10 p.m.

VII.E. Second Reading and Approval of Revised Policy 5145.5 - Suicide Prevention

The Curriculum/Policy/Technology/Communications Subcommittee recommended revised Policy 5141.5, Suicide Prevention, to the Board for a second reading and adoption. A motion was made by Heather Lombardo and seconded by Liz Barlow that the Granby Board of Education adopt revised Policy 5141.5, Suicide Prevention, as recommended by the Curriculum/Policy/Technology/Communications Subcommittee. This motion passed unanimously at 9:11 p.m.

VII.F. Minutes

A motion was made by Karen Richmond-Godard and seconded by Ali Zafar that the Granby Board of Education approve the minutes from the May 7, 2025 Board of Education Meeting. This motion passed unanimously at 9:11 p.m.

VIII. Committee Reports

VIII.A. Board Standing Committee Reports

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

This subcommittee will meet on June 4th. Approved minutes are in the packet.

VIII.A.2. Finance/Personnel/Facilities

Donna Nolan reported this subcommittee met this evening and reviewed the April 2025 expense report as well as the March 2025 expense report; non-lapsing account; transfer of funds to small cap; healthy food certification; school lunch prices (no change for next year); food service bid update; and, efforts for reimbursement on high school roof project. Additionally, the bus shortage and shortage of drivers was also discussed and the inability to obtain buses for sporting events. Coach buses are being used when necessary but this is costly. Ms. Nolan also shared that multiple districts are affected and Granby is continuing to work on this issue.

VIII.B. Other Board-Related Reports

VIII.B.1. CREC/CABE

Chair Logan stated she is unable to attend the Board Chair meeting tomorrow but will share any pertinent information she receives.

VIII.B.2. Granby Education Foundation

Liz Barlow reported the GEF met on Monday; however, she was unable to attend. She read in the minutes that a grant was awarded to the Stony Hill Apartment Complex and wanted to share that grants other than for schools are given to the community.

VIII.C. Calendar of Events

Chair Logan stated there are many end-of-year events on the calendar.

VIII.D. Board Member Announcements

There were no Board member announcements this evening.

VIII.E. Action Items

Continue to work on communication efforts on student opt-out; screen time usage. Superintendent Burke stated both of these issues will be addressed in the fall.

IX. Superintendent's Report

- 8th graders went to Washington, DC. this week and are having a great time.
- School Resource Officer interviews will be held next week.
- Wax museum was held this week at Wells Road. Amazing projects by our 5th grade students.
- There is no school for students on Friday due to a professional development day and no school on Monday in observance of the holiday.
- The next and last BOE meeting of the year is on Wednesday, June 4th.

X. Executive Session

A motion was made by Donna Nolan and seconded by Liz Barlow that the Granby Board of Education enter into an Executive Session to discuss the Superintendent's evaluation and contract. This motion passed unanimously at 9:19 p.m. A motion was made by Donna Nolan and Ali Zafar to adjourn the Executive Session. This motion passed unanimously at 9:50 p.m.

A motion was made to enter back into the regular Board of Education Meeting by Karen Richmond-Godard and seconded by Liz Barlow. This motion passed unanimously at 9:52 p.m.

XI. Adjournment

A motion was made by Karen Richmond-Godard and seconded by Liz Barlow that the Granby Board of Education adjourn the Board of Education Meeting. This motion passed unanimously at 9:52 p.m.

Respectfully submitted,



Elizabeth H. Barlow
Board Secretary

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Granby Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

Students

Connecticut School Climate Policy

Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

Students

Connecticut School Climate Policy (continued)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community² has a shared vision and plan for promoting and sustaining a positive school climate³ that focuses on prevention, identification, and response to all challenging behavior⁴.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

² School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

³ School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

⁴ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁵ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Legal Reference: Connecticut General Statutes
10-222d Policy on bullying behavior as amended by PA 08-160, P.A. 11-232, P.A. 14-172 and PA 18-15 and PA 19-166.
10-222g Prevention and intervention strategy re bullying and teen dating violence
10-222h Analysis of school districts' efforts re prevention of and response to bullying in schools. School climate assessment instruments
10-222i State-wide safe school climate resource network. [*Repealed, Effective 7/1/2025 State-wide safe school climate resource network*]
10-222k District safe school climate coordinator. Safe school climate specialist. Safe school climate committee (as amended by PA 21-95, Section 14)
10-222p Review of safe school climate plans by Department of Education. Approval or rejection.
PA 23-167 An Act Concerning Transparency in Education

Policy adopted:
cps 11/23

⁵ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here for any **student** who would like to submit anonymously.

I am a: Student, Parent and/or Guardian or School Employee

Email: _____

Phone Number: _____

Contact me by: Phone Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- | | |
|--|--|
| <input type="checkbox"/> On school property | <input type="checkbox"/> On a school bus |
| <input type="checkbox"/> At a school-sponsored activity or off school property | <input type="checkbox"/> On the way to/from school |
| <input type="checkbox"/> Electronic communication, internet, and social media | <input type="checkbox"/> Outside of school |
| | <input type="checkbox"/> Other _____ |

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- | | |
|--|---|
| <input type="checkbox"/> Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | <input type="checkbox"/> Making intimidating, and/or threatening gestures or remarks |
| <input type="checkbox"/> Spreading rumors or gossip | <input type="checkbox"/> Getting another person to do any of the behaviors listed above |
| <input type="checkbox"/> Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | <input type="checkbox"/> Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: _____

Today's Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES NO
Was this a verified act of bullying? YES NO
Was this investigated as cyberbullying? YES NO
Was this a verified act of cyberbullying? YES NO
Was this investigated as teen dating violence? YES NO
Was this verified teen dating violence? YES or NO
Was this investigated as an assault? YES NO
Was this a verified assault? YES or NO
Was this investigated as an act of physical violence?
YES NO

Was this a verified act of physical violence?
YES or NO
Was this investigated as a protected class violation/
harassment? YES NO
Was this a verified protected class violation/harassment?
YES NO
Was this investigated as a Title IX violation? YES NO

Was this a verified Title IX violation? YES or NO
Was this a verified act of challenging behavior not listed
above? YES NO

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the "Challenging Behavior Reporting Form".

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Students

Ages of Attendance/Admissions/Placement

In accordance with Connecticut General Statute 10-186, the Board of Education shall provide education for all persons, residing in the District, five years of age and over, who reach age five on or before the first day of September of any school year, and under twenty-one (age twenty-two for special education students) who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d.

Additionally, according to Connecticut General Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education. If a special education student is being considered for an exception, the Planning and Placement Team (PPT) will make a recommendation to the administrator in charge of special education.

In order to determine a child's eligibility for ELL programs, parents/guardians of all new students enrolling for the first time and all re-enrolling students who have not previously attended a Connecticut public school must complete a Home Language Survey (HLS) at the time of enrollment. A student may also take a screening exam. The student must be enrolled first before the administration of the assessment. Neither the survey nor the exam is a condition of enrollment.

Children who apply for initial admission to the District's schools by transfer from nonpublic schools or from schools outside the District will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, and the school Principal. After such observations and evaluations have been completed, the Principal will determine the final grade placement of the children.

Parents and those who have the control of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the District in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. Students under age eighteen are subject to mandatory attendance laws unless they are at least seventeen and their parent/guardian, or other person having control of the child, consents to such child's removal from school. The parent or person shall exercise this option by personally appearing at the school district office to sign a withdrawal form.

Such a withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the student's school. The form must note the District has provided the parent or person with information on the educational opportunities/options available in the school system and in the community. The withdrawal form must also attest that the child will be enrolled in an adult education program upon the child's withdrawal from school.

Students

Ages of Attendance/Admissions/Placement (Cont'd)

Enrollment

The enrollment process shall be focused on obtaining only the information deemed necessary to establish residency and age. The District shall not request other information as a condition of enrollment or state in its policies or on its websites or otherwise, that other information is required to enroll children. The District shall immediately enroll a homeless child and allow such student to attend school even if the student is unable to produce records normally required for enrollment. Additional data collection may occur, but it must be completed in such a manner that does not interfere with the enrollment of a child in school.

Each child entering the District schools for the first time must present a birth certificate or offer legal evidence of birth data, as well as proof of a recent physical examination and required immunizations. Other documents that may be accepted as proof of a child's age include, but are not limited to, a photocopy of a birth certificate, earlier school records, state-issued identification document, driver's license or passport, parent's affidavit or unsworn statement as to a child's age, physician's certificate verifying a child's age, or immunization records.

If the parents or guardians of any children are unable to pay for such immunizations and/or physicals, the expense of such immunizations and/or physicals shall on the recommendation of the Board, be paid by the Town. Proof of domicile may also be requested by the Building Principal.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age by December 31st of any school year. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age by December 31st of any school year.

Any child entering or returning to the District from placement in a juvenile detention school, the Connecticut Juvenile Training School, or any other residential placement, shall have the educational records of such child provided to the Superintendent of Schools by the Department of Children and Families (DCF) and the Judicial Department. Such information will be shared with the Principal of the school to which the student is assigned. The Principal can disclose them to the staff who teach or care for the child.

The District will immediately enroll any student who transfers from Unified District No. 1 or Unified District No 2. A student transferring from the Unified School Districts who had previously attended school in the local District shall be enrolled in the school such student previously attended, provided such school has the appropriate grade level for the student.

Students

Ages of Attendance/Admissions/Placement (Cont'd)

Residency

The District, when determining residency, shall not request documentation of citizenship or immigration status of a child or the child's parents/guardians. The Board believes such documentation is not relevant to establishing residency.

In the establishment of residency, the Board will accept such documentation as, but not limited to, a lease agreement, mortgage document, property tax record, rent receipt, home owner's insurance, current utility bill, current proof of government benefits, CT driver's license, automobile registration or insurance. An Affidavit of Residence, properly executed, shall also be acceptable.

For purposes of establishing the residency of a child of a member of the armed forces, as defined in C.G.S. 27-103, and who is seeking enrollment in a district school, in which such child is not yet a resident, the Board shall accept the military orders directing such member to Connecticut or any other documents from the armed forces indicating the transfer of such member to Connecticut as proof of residency in the District.

The above requirements are not to serve as barriers to immediate enrollment of students, designated as homeless or foster children as required by the Every Student Succeeds Act (ESSA) and the McKinney-Vento Act as amended by the ESSA. The District shall work with the local child welfare agency, the school last attended, or other relevant agencies to obtain necessary enrollment documentation. The District shall immediately enroll a homeless student and allow such student to attend school even if the student is unable to produce records normally required for enrollment.

The parent/guardian of any child who is denied admission to the District's schools, or an unaccompanied minor, a student eighteen years of age or older, a homeless child or youth or an unaccompanied youth who is denied schooling on the basis of residency, or an agent or officer charged with the enforcement of the laws concerning attendance at school may request, in writing, a hearing by the Board of Education.

The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The District shall provide the parent or person with information on the educational opportunities available in the school system.

A child who has attained the age of seventeen and who has voluntarily terminated enrollment with parental consent in the District's schools and subsequently seeks readmission may be denied readmission for up to ninety school days from the date of such termination unless such child seeks readmission to the District not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three school days after such child seeks readmission.

Students

Ages of Attendance/Admissions/Placement

Residency (Cont'd)

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one.

In summary:

- ❖ A parent with a child 5 and **under 18** is obligated to have that child attend school.
 - Unless the child graduated High School
 - Unless the parent demonstrates the child is receiving equivalent instruction elsewhere.
- ❖ Students **under 18** are subject to mandatory attendance laws
 - Unless they are at least 17 and the parent consents to the child's removal from school having demonstrated the child is receiving equivalent instruction elsewhere.
- ❖ The parent must personally appear at the school district office, and sign a withdrawal form. **(18-year-old)**
 - The form must include an attestation from a guidance counselor, school counselor, or school administrator
 - The attestation must indicate that the parent or student received information regarding educational programs or options available in the school or community.
- ❖ The parent must personally appear at the school district office, and sign a withdrawal form. **(17-year-old)**
 - The form must include an attestation from a guidance counselor, school counselor, or school administrator
 - The attestation must indicate that the parent or student received information regarding educational programs or options available in the school or community.
 - The parent or guardian must attest that the 17-year-old withdrawing student has enrolled in an adult education program
- ❖ The parent with a five-year-old has the option of not sending a child until 6.
- ❖ The parent with a six-year-old has the option of not sending a child until 7.

(cf. 5118.1 - Homeless Students)

(cf. 5118.3 - Children in Foster Care)

(cf. 6146 - Graduation Requirements)

Students

Ages of Attendance

Legal Reference: Connecticut General Statutes
4-176e to 4-180a Agency hearings
4-181a Contested cases. Reconsideration. Modifications.
10-15 Towns to maintain schools
10-15c Discrimination in public schools prohibited. School attendance by five-year-olds
10-76a - 10-76g re special education
10-184 Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA-98-243, PA 00-157, PA 09-6 (September Special Session) and PA 18-15
10-186 Duties of local and regional boards of education re school attendance. Hearings. (as amended by P.A. 19-179)
P.A. 19-179 An Act concerning Homeless Students; Access to education Appeals to State Board. Establishment of hearing board
10-233a - 10-233f Inclusive; re: suspend, expel, removal of pupils
10-233c Suspension of pupils
10-233d Expulsion of pupils
State Board of Education Regulations
10-76a-1 General definitions (c) (d) (q) (t)
P.A. 19-179 An Act Concerning Homeless Students' Access to Education "Guidance for Connecticut School Districts: Enrollment Process and Practice," State Department of Education, December 2019.
P.A. 21-86 An Act Concerning the Enrollment of Children of Members of the Armed Forces in Public Schools and the Establishment of a Purple Star School Program
McKinney-Vento Homeless Assistance Act (PL 107-110 Sec. 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95
Federal Register: McKinney-Vento Education for Homeless Children & Youths Program, Vol. 81 No. 52, 3/17/2016

DECLARATION OF LEGAL RESIDENCY
Family Members Living with Relatives or Family Friends

To be completed by property owner

Property Owner: _____
Name of Property Owner – Please print

If the living arrangement of the student should change from what is stated on this form, it is the responsibility of the property owner to notify the Office of the Superintendent within five (5) business days in writing.

Signature of Property Owner – Sign in the Presence of Notary Public

Property Address: _____
Phone Number: _____ Email: _____

The Property Owner must accompany the parents to the meeting with the Superintendent of Schools to present this document.

Children and Family Member living with Property Owner

Adult #1 _____ Adult # 2 _____
Child #1 _____ Child # 2 _____
Child #3 _____ Child # 4 _____

I am making the above statements as a true and bona fide representations, I fully understand that if I make a statement that is false and which is intended to mislead a public servant in the performance of his/her function, I will be in violation of Section 53-157b of the Connecticut General Statutes. The section of the law refers to making a fraudulent statement is a **Class A misdemeanor** and is punishable by a fine, not to exceed \$1,000 and/or up to one year of incarceration.

I further understand that I may be required to update this information at any time and agree to do so upon request from the Granby Board of Education. I may be made to pay for services received if such services were delivered under fraudulent statements and/or circumstances.

NOTARIZED SECTION

On this date _____ appeared before me personally
Month/Day/Year Print Name of Property Owner

To be known as the individual described herein, and who executed this foregoing document, and he/she duly acknowledged to me under oath to the truth of his/her statement, before me.

Signature of Notary Public Commission Expiration Date

SEAL

**5112
Form #1
(Cont'd)**

This form is to be completed by the custodial parent, guardian and student (where applicable). Once the forms are completed and notarized, a meeting with the Superintendent should be schedules. Call _____.

PLEASE FILL IN ALL BLANKS

School: _____ Grade: _____

Student's Name: _____ Address: _____

Home telephone number: _____ Name under which number is listed: _____

Name of student's father: _____ Father's address: _____

Street, town, zip

Name of student's mother: _____ Mother's address: _____

Street, town, zip

Please answer the following questions:

- Is remuneration to be received for housing the student, i.e., room, board, travel, medical? Yes (please specify) No
- List major reasons for the child residing in _____ :

- Name of person(s) having direct and primary responsibility/authority of the student's daily affairs:

- Name of person(s) authorized to act in child's behalf concerning any medical, disciplinary, or administrative matters: _____-

Signature (Parent/Legal Guardian) _____ Date : _____

I hereby declare under the penalties of perjury that all of the information supplied on this form is correct to the best of my knowledge. I understand that if any of the information is incorrect, and the student is not entitled to enroll tuition-free as a _____ resident, the student shall be discharged from enrollment in the _____ Public Schools according to the Connecticut General Statutes, Section 10-186, and 10-253, and the prevailing tuition charge for such student will be assessed against me and/or us for each day the student was so enrolled.

NOTARIZED SECTION

On this date _____ appeared before me personally
Month/Day/Year Print Name of Property Owner

To be known as the individual described herein, and who executed this foregoing document, and he/she duly acknowledged to me under oath to the truth of his/her statement, before me.

Signature of Notary Public Commission Expiration Date **SEAL**

Once this document is completed and notarized, a meeting with the superintendent must be scheduled before enrollment is completed.

Superintendent's Approval: _____ **Date:** _____

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

ACKNOWLEDGMENT OF OPTION TO EXEMPT ATTENDANCE OF
CHILD FIVE OR SIX YEARS OF AGE FROM SCHOOL

Pursuant to Section 10-184 of the Connecticut General Statutes,

I _____, of _____
Name of Parent, Guardian or Other *Address*

the parent, guardian or other person charged with the care of the following minor child

_____, of _____ who was
Name of Child *Address*

born on _____ do hereby choose not to send my child to public
Date

school during the _____.
School Year

Furthermore, before signing this form, a representative of the _____
Name of District

school district met with me and provided me with information concerning the educational
opportunities and school accommodations available in the school system.

ACKNOWLEDGED BY:

Signature of Parent, Guardian or Other

Date

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

ACKNOWLEDGMENT OF OPTION TO WITHDRAW CHILD
SEVENTEEN YEARS OF AGE FROM SCHOOL

Pursuant to Section 10-184 of the Connecticut General Statutes,

I _____, of _____
Name of Parent, Guardian or Other *Address*

the parent, guardian or other person charged with the care of the following minor child

_____, of _____
Name Child *Address*

born on _____ do hereby elect to withdraw from public school.
Date of birth

Furthermore, before signing this form, a representative of the _____
Name of District

school district met with me and provided me with information concerning the educational options available in the school system and the community.

ATTESTMENT BY:

Signature of School Counselor *Date*

OR

Signature of School Administrator *Date*

ACKNOWLEDGED BY:

Signature of Parent, Guardian or Other *Date*

A child seventeen years of age or older who voluntarily terminates enrollment in a school district and subsequently seeks readmission, the local or regional board of education for the school district may deny school accommodations to the child for up to ninety school days from the date of such termination. Unless the child seeks readmission to the school district not later than ten school days after the termination in which case the board shall provide school accommodations to the child not later than three school days after the child seeks readmission.

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

Request for a Waiver

**To Request an Exemption to Public Act 23-208
Establishing an Age 5 Kindergarten Cutoff Date of September 1**

Pursuant to Public Act 23-208 of the Connecticut General Statutes,

I, _____, of _____
Name of Parent or Guardian *Address*

the parent, guardian, or other person charged with the care of the following child,

_____, of _____ who was born
Name of Child *Address*

on _____ request that my child attend kindergarten prior to reaching five
Date of Birth

(5) years of age on September 1st. I understand that my child will be subject to an assessment by the principal and a certified staff member, who will determine whether admitting my child is “developmentally appropriate.”

Acknowledged by:

Signature of Parent or Guardian

Date

Finance Subcommittee Meeting –Approved Minutes
Wednesday, March 19, 2025, 5:30 p.m.
Central Office

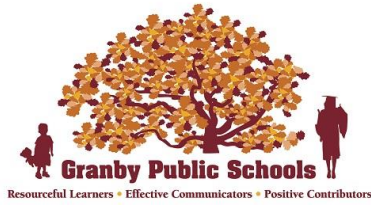
Attendance:

| | | | |
|------------------|---------|------------------|---------|
| Monica Logan | Present | Cheri Burke | Present |
| Heather Lombardo | Present | Nickie Stevenson | Present |
| Donna Nolan | Present | | |
| Ali Zafar | Present | | |

Meeting commenced at 6:17 p.m. Meeting adjourned at 6:45 p.m.

- 1. Public Comment:** N/A
- 2. Approve Minutes from the February 19, 2025 Finance Subcommittee Meeting:** A motion was made by Heather Lombardo and seconded by Ali Zafar that the Finance Subcommittee approve the minutes from the February 19, 2025 Finance Subcommittee Meeting. Motion passed with one abstention (Ali Zafar).
- 3. February 2025 Budget Expense Report:** A motion was made Heather Lombardo and seconded by Ali Zafar that the Finance Subcommittee approve the February 2025 Budget Expense Report as presented. Motion passed.
- 4. FY26 Budget Update:** The budget and questions will be presented tonight before the Board votes on it.
- 5. Other:**

A motion was made by Ali Zafar and seconded by Heather Lombardo to adjourn the meeting. This motion passed at 6:45 p.m.



UPCOMING DISTRICT EVENTS

| | | | |
|-----------|--|----------------|--|
| June 4 | 5 th Grade Picnic | 9:30am-1:30pm | Salmon Brook Park |
| June 4 | Kelly Lane Summer Fun Kick Off | 4:00-5:30 pm | KL Grounds |
| June 4 | Finance Subcommittee Meeting Board of Education Meeting | 5:30 p.m. | Central Office Town Hall Meeting Room |
| June 6 | Top Scholar Luncheon | 11:30am-3 pm | The North House |
| June 6 | 2 nd Grade Moving-Up Ceremony | 12:30-1:30 | KL Cafetorium |
| June 9-10 | Early Release – All Schools | | |
| June 9 | Kelly Lane Field Day | 8:40-11:40 am | KL Grounds |
| June 9 | 5 th Grade Moving-Up Ceremony | 11:30-12:15 pm | WR Gymnasium |
| June 9 | 8 th Grade Moving-Up Ceremony | 6-7:00 p.m. | HS Auditorium |
| June 10 | High School Graduation | 5:30 pm | HS Stadium Field |
| June 11 | Early Release – Last Day of School | | |