

Regular Board of Education Meeting
Wednesday, October 15, 2025, 7:00 PM
Town Hall Meeting Room

I. Call to Order and Welcome

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

II. Chairperson's Report

{{Goal-}}

{{Attachment:}}

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

{{RecommendedMotion}}

III. Public Comment

{{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}}

IV. Student Representative Reports

{{Goal-}}

{{Attachment:}}

Rationale: Sofia Brenson and Madison Schantz, our student representatives, will report on activities taking place at the high school.

{{RecommendedMotion}}

V. Reports and Discussion

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. Superintendent's Goals 2025-2026

{{Goal-}}

{{Attachment:}}

Rationale: Superintendent Cheri Burke will present her goals for the 2025-2026 school year to the Board.

{{RecommendedMotion}}

B. Curriculum Update

{{Goal-}}

{{Attachment:}}

Rationale: Assistant Superintendent Jennifer Parsons will provide a curriculum update to the Board.

{{RecommendedMotion}}

C. Safety and Security Update

{{Goal-}}

{{Attachment:}}

Rationale: Director of Facilities Christopher DeGray will present a Safety and Security update to the Board.

{{RecommendedMotion}}

VI. Business Requiring Action

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. Director of Finance & Operations Report

{{Goal-}}

{{Attachment:}}

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

{{RecommendedMotion}}

B. Minutes

{{Goal-}}

{{Attachment:}}

Rationale: The Board will approve the September 17, 2025, Board of Education meeting minutes.

{{RecommendedMotion}}

VII. Committee Reports

{{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}}

VIII. Superintendent's Report

{{Goal-}}
{{Attachment:}}
Rationale: Superintendent Burke will provide district updates.
{{RecommendedMotion}}

IX. Action Items

{{Goal-}}
{{Attachment:}}
Rationale: The Board will put forth any suggestions for action items at this time.
{{RecommendedMotion}}

X. Adjournment

{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}



Date: October 15, 2025
To: Granby Board of Education
From: Cheri P. Burke, Superintendent of Schools
Subject: Superintendent Goals: 2025-2026 School Year

All six Board of Education goal areas will continue again this year. The goals are embedded in our daily work and will be incorporated into each school and department's strategic plans. The Superintendent of Schools' goals for the 2025-2026 school year are highly focused on the following two areas:

Goal 1: Student Learning and Achievement

Improve student achievement, academic performance, and opportunity at all grade levels and for all ability levels, and decrease achievement gaps on the path to college and career readiness.

Superintendent-Specific Goals:

- Improve mathematics achievement across the district.

Granby Public Schools proficiency targets for 2025-2026 summative assessments are:

- 80% of students will meet the proficiency level for literacy as measured by the Smarter Balanced Assessment in grades 3-8 and PSAT/SAT in grades 9-11.
- 70% of students will meet the proficiency level for math as measured by the Smarter Balanced Assessment in grades 3-8 and PSAT/SAT in grades 9-11.
- 80% of students in grades 5, 8, and 11 will meet the proficiency level as measured by the Next Generation Science Assessment.

The focus is to accelerate the scores of individual students not yet reaching proficiency level by one-half of a performance band per academic year. For example, a student scoring in the upper half of level 2 will be supported to obtain a score within the lower half of band 3, therefore making more than a year's worth of growth to close the gap in literacy and/or math performance.

In the third year of this important goal for students' overall growth and academic achievement, the following objectives and strategies will be accomplished in the 2025-2026 school year:

- Improve assessment practices to more closely monitor student progress. Including full implementation of the EduClimber data warehouse and analytics tools.

- Integrate small group instruction for deficit areas across all grade levels with added emphasis on the transition grades (third, sixth, and ninth).
- Year one implementation of new Literacy Programming at K-4.
- Addition of fact fluency and application tasks in math, including iXL work district-wide.
- Increased focus on instructional rigor and attention to standards at the secondary level.
- Embed SAT-like Math practice in both high school math and science classes starting in grade nine.
- Additional instructional time in the newly developed schedule will increase intervention blocks at GMMS.

Goal 2: Community Engagement

Enhance communication and build trusting relationships with all stakeholders.

Superintendent-Specific Goals:

The district is entering the final year of our three-year communications plan and is making excellent progress in streamlining our communications to help families find the information they seek and improve two-way communication. New this year, we are launching ParentSquare as an improved vehicle for communication district-wide.

In the third year of the communications plan, the following objectives and strategies will be accomplished in the 2025-2026 school year:

- Establish a branding committee to strengthen district identity
- Create high-quality graphic designs and logos to unify the Granby Public Schools' image.
- Launch, ParentSquare, improved a two-way communication platform district-wide.
- Establish ParentSquare for Community use.
- Share school successes by sharing engaging student and staff videos to help tell the district's story.
- Community engagement that focuses on intergenerational events to bolster the mentoring program and community connections.
- Create and publish video content to increase engagement and understanding of district goals, curriculum initiatives, and key policies and programs.

Goal 3: District Strategic Plan Development

Develop a five-year strategic plan to guide the district's future priorities and resource allocation.

Superintendent-Specific Goals:

In the 2025–2026 school year, the district will launch and complete a collaborative process to design a five-year strategic plan. The plan will include:

- Establishing a steering committee and timeline for the process.
- Engaging stakeholders (students, staff, families, and community) through surveys and focus groups.
- Reviewing student achievement, climate surveys, enrollment, finance, staffing, and facilities data.
- Defining or reaffirming the district's vision, core values, and beliefs about learning.
- Identifying 3–5 strategic priorities with measurable goals.
- Aligning resources to support the plan's priorities.
- Presenting the plan to the Board of Education for adoption and broad community communication.

COMMUNICATIONS PLAN 2024-2027

Edited plan showing progress made to date, October 2025.

We believe effective two-way communication with all district audiences promotes trust and supports a positive environment for teaching and learning.

It is the responsibility of the Granby Board of Education to set district goals and to regularly review progress toward meeting those goals. In addition to approving this three-year communications plan, our Board will review and approve specific strategies as part of normal Board and budget operations. We will also track our district's progress in achieving the goals of this plan.

Granby Public Schools Communication Goals 2024-2027

1. Provide the information that audiences are seeking in an easy to find, engaging, concise, and understandable format.
2. Increase opportunities for audiences to express concerns, share suggestions, participate in decision-making, and be a meaningful part of the school community.



COMMUNICATIONS PLAN 2024-2027

Goal 1: Provide the information that audiences are seeking in an easy-to-find, engaging, concise, and understandable format.

OBJECTIVES AND STRATEGIES

Improve Website (Ongoing)

Reorganize the GPS web presence to help users find the information they seek.

- Include district/school dates and GMHS and GMMS daily bulletins (with school activities and club info) on home pages. (Accomplished)
- Highlight budget news, initiatives, awards, and celebrations, and key family information. (Accomplished)
- Increase available information about GPS curriculum, strategic goals, equity work, and policies related to student conduct. (Accomplished)
- Update central internal staff website to contain HR information, teaching resources, forms, new staff onboarding information, important policies, mandated training, etc. (Accomplished)
- Add engaging student and staff photos and videos to help tell the district's story. (Accomplished)

Create Engaging Newsletters (Ongoing)

- Establish a common platform for accessible family newsletters. (Accomplished)
- Set district standards for newsletter publication and distribution. (Accomplished)
- Create a bi-annual internal staff newsletter to highlight staff awards, district successes, policies, BOE decisions, budget information, staff milestones, etc. (Accomplished)

Increase Readability of all Communications (Ongoing)

Train administrators and content creators on writing for today's audiences to improve readability and to engage targeted audiences. (Accomplished)

Publicize Important Board of Education Decisions (Ongoing)

Summarize important BOE decisions/votes as needed. Include as appropriate in student announcements, school newsletters, staff website, and *The Granby Drummer Vision* insert. (Accomplished)



COMMUNICATIONS PLAN 2024-2027

Refine Guidelines for Grade and Assignment Posting (2025-2026)

- Develop shared outcomes and expectations for use of PowerSchool and Google Classroom.
- Provide training and support as needed.
- Communicate the guidelines to students and families.

Strengthen District Identity (2025-2026)

- Ensure school environments are welcoming to all.
- Create a branding committee with representatives from various audiences. • Work with a graphic designer to update district and school logos using common elements (e.g., colors, fonts) to create cohesion.
- Create high-quality raster (for websites, letterhead, etc.) and vector (for commercial banners, spirit gear) files for each logo in a variety of orientations.
- Include a branding guide to ensure consistent logo use and help build our school brand.

Share School Successes (Ongoing)

- Add awards and recognition as a standing agenda item to Board meetings. (Accomplished)
- Use the district social media accounts to celebrate GPS students and staff. (Accomplished)
- Publicize districtwide accolades in various media outlets. (Accomplished)
- Share engaging student and staff videos to help tell the district's story. (Accomplished)

Review Efficacy of Current Communications Platforms

- Review and evaluate the use of district communication systems such as *School Messenger*, *Apptegy*, *Remind*, *Ecollect*, *Digital Backpack*, and *My School Bucks* for redundancies and possible savings. (Accomplished)
- Research alternative platforms that could potentially replace many or all. (Accomplished)

Prepare Audiences for Emergencies

Share a clear description of crisis communication protocols with appropriate audiences.
(Accomplished)



COMMUNICATIONS PLAN 2024-2027

Goal 2: Increase opportunities for audiences to express concerns, share suggestions, participate in decision-making, and be a meaningful part of the school community.

OBJECTIVES AND STRATEGIES

Publicize Process for Getting Concerns Addressed (Accomplished)

Create and share a public and internal “Addressing School Concerns” process chart to help all audiences get their questions answered and problems resolved as quickly as possible.

Increase Opportunities to Address Questions

- Post a public *Ask GPS* blog for district leaders to answer questions from students, families, and the community. (Accomplished)
- Create additional internal avenues for staff to share concerns and questions and to collaborate on solutions. (Accomplished)

Engage Parents and Community Members (Ongoing)

- Partner with family groups to support students and schools. (Underway)
- Capitalize on open house events and school conference days to showcase school resources and student work. (Underway)
- Continue to promote family and community engagement opportunities around events and school projects. (Underway)
- Publicize opportunities and guidelines for volunteers. (Accomplished)
- Extend a welcome to community members attending public events such as athletic contests, school plays, and concerts. Arrange for transportation if needed. (Accomplished)
- Create a committee to design a reciprocal intergenerational activity/event where students visit the community and community members visit the schools. (2025-2026)

Connect District Leaders and Superintendent with Families and Community (Ongoing)

- Set up informal events for families to meet with principal (e.g., coffee with the Principal) (Accomplished)
- Record and share “SuperChat” videos to highlight students and programs. (2025-2026)
- Attend community meetings and events. (Accomplished)
- Create avenues for families and community members to be heard when key policies, programs, and initiatives are considered. (Accomplished)

Curriculum Highlights



October 15, 2025 Board of Education Meeting

Overview

- ❖ Definition of Curriculum
- ❖ Curriculum Review Process
- ❖ Curriculum Development
- ❖ Engaging Families
- ❖ Resource Selection
- ❖ Policy and Legislation

Definition of Curriculum

Curriculum, defined broadly, is the “what” students are learning in school. Similar to a good recipe, it consists of the ingredients and general instructions to achieve a desired end point.

Just like cooking, there is an art and science to teaching.

PANCAKE RECIPE

Ingredients:

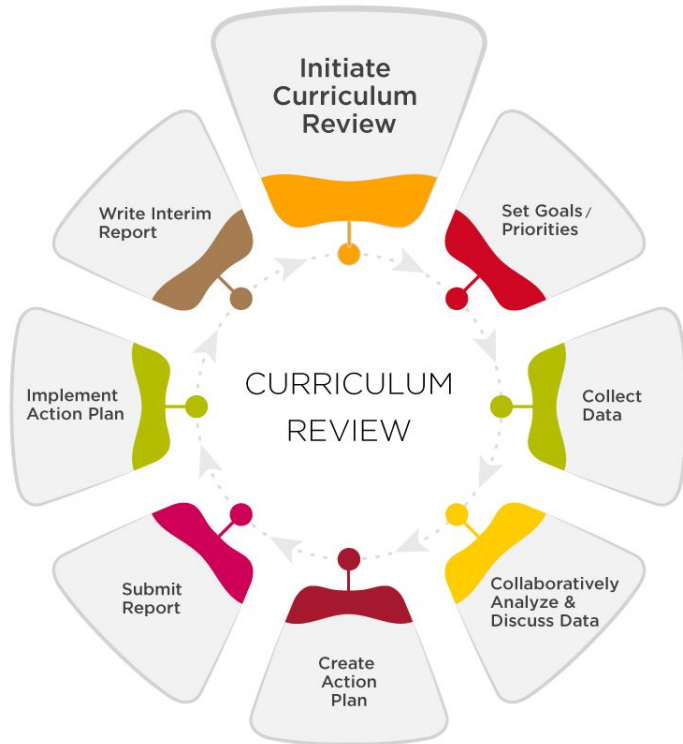
- 1 cup all-purpose flour
- 2 tablespoons sugar
- 2 teaspoons baking powder
- 1/2 teaspoon salt
- 1 cup milk
- 1 egg
- 2 tablespoons vegetable oil



Instructions:

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

Curriculum Review Process



Year 1 -Review - *present current curriculum to review team with data for feedback*

- Use the beginning of the year to craft and fine-tune Five Year Evaluation Report
- Present in the winter to Curriculum Sub-Committee and DLT
- Receive and reflect upon feedback from the presentations and make an action plan
- Submit action plan for review prior to end of year to Curriculum Sub-Committee and DLT
- Establish alignment with Vision of a Graduate

Year 2 - Develop - *reflect on feedback and make necessary changes to curriculum*

- Follow Year 2 Action Plan
- Write and rewrite curriculum as needed
- Make additions and subtractions to curriculum including new course proposals
- Evaluate new resources for approval and budget process
- Frontload professional learning around upcoming changes and vision department PL Plan
- Possible piloting of new programs and structures
- Ensure department philosophy and core instructional practices for content area are defined

Year 3 - Implement - *implement changes and monitor for effectiveness*

- Follow Year 3 Action Plan
- Implement changes that were planned for in the previous year.
- Provide ongoing professional learning through embedded coaching
- Monitor and adjust implementation as needed
- Schedule inter-school peer visits (focus on building level accountability)
- Ensure look-fors are created

Year 4 - Integrate - *continue to refine implementation and interdisciplinary connections*

- Follow Year 4 Action Plan
- Continue to monitor and adjust implementation as needed
- Continue interschool peer visits and introduce intraschool visits for transitional grades
- Create opportunities in the curriculum for technology integration, interdisciplinary connections, experiential learning and applications through project based learning
- Create opportunities for Home-School and Community Connections
- Research into best practice in preparation for evaluate year (visit other districts, seek out professional learning, review standards [changes](#) and etc...)
- Utilize Look-fors through Content Based Rounds

Year 5 - Evaluate - *gather resources and data to evaluate the written and taught curriculum*

- Follow Year 5 Action Plan
- Gather and review all curriculum documents
- Survey staff and students (MS, HS) as well as parents to gather feedback on the curriculum
- Conduct observations to determine alignment between the written and taught curriculum
- Gather student data to support content area achievement
- Connect to District Learning Walks
- Begin to draft Five Year Evaluation Report

Curriculum Development

Stage 1: STANDARDS & BIG IDEAS

Determine which grade level standards from the CT BOE approved standard sets form the unit.

Draft the big ideas and essential questions that ground the unit and the skills and concepts that will be taught.

Stage 2: ASSESSMENT

Create the assessment plan for the unit. How will the standards be assessed both formatively and summatively?

Stage 3: LEARNING PLAN

Provide guidance on the learning outcomes and any assured learning experiences.

Teachers work under their principals and alongside peers and instructional coaches to develop lessons and select appropriate resources within the guidelines provided.

Engaging Families

- ❖ 23-24:
K-5 Curriculum-at-a-Glance developed and shared
- ❖ 24-25:
6-8 Curriculum-at-a-Glance developed and shared
- ❖ 25-26:
9-12 Course Syllabi shared and K-8 unified arts added



Reading Units of Study

Unit 1 - Building Good Reading Habits

The work of this unit is to establish lifelong reading habits. This includes building stamina, choosing just right books, learning how to talk about books with others and developing good habits for before, during and after reading. Students learn about previewing a text, searching for meaning and anticipating story events, and checking and revising predictions. Students learn how to use strategies for solving unfamiliar words and become more independent readers by relying on meaning as well as phonics.

Unit 2 - Word Detectives

This unit supports students' word solving skills and their knowledge of high-frequency words, expanding on important foundational reading skills. Students learn to monitor their reading and become more adept at using letter-sound correspondence to tackle tricky words. Students become more confident at using the words they know "in a snap" to solve unknown words.

Unit 3 - Learning About the World

Readers learn from nonfiction texts while practicing comprehension strategies such as previewing the text, predicting, noticing text structure and synthesizing information from multiple sources (picture, print, text features). Readers build habits for decoding unfamiliar words and understanding new vocabulary. Students develop fluency by revisiting texts to reread in smoother voices.

Unit 4 - Readers Have Big Jobs To Do

This unit sets students up to be able to read increasingly complex texts with accuracy, comprehension and fluency, all of which require problem solving skills. Students learn to balance word solving and meaning making and how to stop as soon as they encounter difficulty to draw from the strategies they've learned and then check to see that they've got it right. Students learn to maintain meaning across large parts of text as well as strategies for developing an understanding of new vocabulary words.

Unit 5 - Meeting Characters and Learning Lessons

The work of this unit is to continue the growth of independent readers and a love for books. Readers track the events of a story, paying attention to the shifts in setting and use pictures and words to keep track of the story events and "keep up" with the character. Readers will hold on to longer and more complex text by determining importance key details in sequence and monitor by making predictions that anticipate what's to come. They are encouraged to recommend their favorite books to others.

First Grade Reading Standards include:

- Ask and answer questions about key details and to help determine or clarify the meaning of words and phrases in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details/
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Know and use various text features (e.g., headings, tables of contents) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations or description)

Writing Units of Study

Unit 1 - Small Moments

The work of this unit is to instill the lifelong habits of strong writers and develop structures and routines to support independent writing. Students are invited to story-tell the small moment stories of their lives. Writers learn to sketch and write a story across pages of their books. Writers also learn to tackle hard words and use their word solving skills to help them write. Writers work with a partner to edit their stories and add details to their drawings as well as their words. Students focus on editing and revising.

Algebra II (Academic) 2025 – 2026
Mrs. Nevins

Room 2215
email address: nevins@granbyschools.org

Welcome to Algebra II. I look forward to working with you this year. Algebra II will build off of your knowledge from completing Algebra I and Geometry. By the end of this course, students will have a deep understanding of advanced functions and equations. You will have a heightened ability to model and solve complex, real-world problems using a variety of algebraic and graphical methods. Please feel free to contact me with any questions during the course of the year. Email is always the easiest and fastest method to contact me.

There are eight units covered in Algebra II that are built using the Common Core State Standards for Math ([link to CCSS for each unit](#)).

Unit 1: Solving One-Variable Equations

The focus of this unit is solving one-variable equations and literal equations. Equations will be expressed in a variety of forms including proportions and fractional values. Equations and expressions will be used to model applications.

Unit 2: Graphing Two-variable Linear Functions

The exploration of linear functions is continued in this unit. Students explore linear functions in a variety of forms, including graphs, tables and equations. Connections are made between each of these forms as students learn to write and graph these functions.

Unit 3: Solving Systems of Linear Equations

Methods for solving systems of linear equations are explored using a variety of methods including graphing, elimination and substitution. Desmos is also used to solve systems of linear equations and applications of systems of equations are also explored.

Unit 4: Solving and Graphing Inequalities and Systems of Inequalities

The focus of this unit is solving and graphing inequalities and systems of inequalities. Inequalities and systems of inequalities are created to model applications.

Unit 5: Solving and Graphing Absolute Value Functions

The work on solving equations and inequalities is extended to containing absolute values. Students will also graph absolute value functions and understand key features of absolute values.

Unit 6: Solving and Graphing Exponential Functions

Students will learn what an exponential function is and what type of situations can be modeled by exponential functions. The focus will be on growth and decay situations.

Unit 7: Solving and Graphing Quadratic Functions

The focus of this unit is an exploration into quadratic functions and solving quadratic equations. Quadratic functions are graphed and various forms are studied. Students learn how to apply methods for solving quadratics including factoring, using square roots, completing the square and the quadratic formula. Key features of quadratics are used in contextual problems.

Unit 8: Solving and Graphing Functions

This unit will focus on function operations and exploring the properties of piecewise functions and rational functions. Students will also get to investigate some advanced factoring techniques.

Engaging Families

- Curriculum pushed out via Parent Square
- Documents are always located on the Assistant Superintendent Curriculum Page & under Family Resources on each school page
- Review the curriculum
- Reach out to ask additional questions of school staff if needed



**GRADE
THREE**



**GRADE
FOUR**



**GRADE
FIVE**

Links to Connecticut State Standards

[CT Core Standards English and Math](#)

[Next Generation Science Standards](#)

[CT Social Studies Frameworks](#)

[Healthy and Balanced Living Curriculum](#)

[National Core Art Standards](#)

[International Standards for Technology](#)

Wellness Syllabus Language

“ Sensitive Topics

Due to the nature of the content covered in this course there may be topics that are very sensitive for individual students based on their own personal experiences. While the goal of the course is to expose students to the range of material covered by the state standards, we understand that at times there may be a lesson that is sensitive based on a student’s background (experience with eating disorders, suicide, alcohol abuse, etc...)

Please carefully review the units and associated standards. If you have additional questions about specific lessons or would like to gather more information about the way a topic is approached please reach out directly to your teacher. The current unit will be found in Google Classroom and all lessons, objectives, agendas, and standards will be on the board when students enter the classroom. Either in advance of, or upon entering the classroom, a student may approach their wellness teacher and ask for a pass if they need to be excused for the class period due to a sensitive topic. A pass will be written to the school counseling office where an alternative written assignment related to the overall content of the unit will be assigned and access to counseling services is available. In order to gain credit for the class period the written assignment must be completed within 48 hours.”

Resource Selection

Policy 6144

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

Whole Class Resources:

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

Examples: math textbook or whole class novel

Choice Based Resources:

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

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

Independent Resources:

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

Examples: classroom or school library books, individual research projects

Connecticut Legislation 2023

Sec. 3. Subsection (e) of section 10-220 of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2023):

(e) Each local and regional board of education shall establish a school district curriculum committee. (Sub-committee & District Leadership Team)

The committee shall recommend, develop, review and approve all curriculum for the local or regional school district. (Curriculum Review Cycle)

Each local and regional board of education shall make available all curriculum approved by the committee and all associated curriculum materials. (Website)

ON GOING SAFETY & SECURITY

CURRENT PROJECTS (SMALL CAP):

- Upgrade school lockdown systems to separate UL listed panels
- Install additional cameras in key areas and replace existing outdated cameras
- Add a secondary lockdown pull station strategically in each school
- Install card reader/fob systems on 23 sets of necessary double doors at GMHS
- Install card access to highly secure locations
- Additional work TBD for key access and sprinkler system updates



GRANBY PUBLIC SCHOOLS
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stevenson@granbyschools.org

To: Cheri P. Burke, Superintendent of Schools
From: Nickie Stevenson, Director of Finance & Operations
Re: September 2025 Budget Expense Report
Date: October 7, 2025

Please find attached the September 2025 budget expense report for this fiscal year encompassing transactions through 9/30/2025.

Personnel and Program Accounts

An analysis of both personnel and program accounts indicate that projected expenditures remain on track to be covered within the approved budget. The current negative balance in the custodial and maintenance line is attributable to a temporary leave of absence. This variance is expected to be offset through available funds within other budgeted line items as the fiscal year progresses.

Special Education

At this point in time, estimated special education expenditures for FY 2026 remain aligned with the district's spending plan. Outplacement tuition, transportation and purchased services continue to represent significant cost drivers and will be monitored closely throughout the year to ensure continued alignment with budget projections.

Quality and Diversity Fund (Q&D)

As reported last month, no revenue has been recorded to date, with expenses increasing as expected. Once the district receives grant funds and tuition revenues are posted, we will start to see a shift in the ending balance, reflecting anticipated revenue-to-expenditure alignment.

Revenue to the Town

At this point in time, revenue to the Town for FY 2026 remains favorable at \$2,316,118. No funds have been received and provided to the Town to date.

PROGRAM ACCOUNTS
Granby Board of Education FY 2026
September 2025 Budget Expense Report

Row #	Description	Budget	Adjusted Budget	YTD Expended	Encumbered	Balance	Combined % Expended and Encumbered
01	Communications	\$92,889	\$92,889	\$17,773	\$62,182	\$12,935	86.1%
02	Conference & Travel	\$53,994	\$53,994	\$8,436	\$4,419	\$41,139	23.8%
03	Dues and Fees	\$40,012	\$40,012	\$33,223	\$449	\$6,340	84.2%
04	Equipment	\$9,500	\$9,500	\$204	\$0	\$9,296	2.1%
05	Legal Services/Insurance	\$160,470	\$160,470	\$49,950	\$100,309	\$10,211	93.6%
06	Library/Media	\$60,581	\$60,581	\$16,679	\$13,319	\$30,583	49.5%
07	Purchased Services	\$1,212,475	\$1,212,475	\$189,810	\$912,284	\$110,380	90.9%
08	Repairs & Maintenance	\$568,244	\$568,244	\$152,727	\$357,624	\$57,893	89.8%
09	Software	\$500,305	\$500,305	\$304,868	\$116,840	\$78,597	84.3%
10	Special Education	\$4,314,930	\$4,314,930	\$856,624	\$3,139,354	\$318,952	92.6%
11	Student Activities/Athletics	\$415,776	\$415,776	\$26,718	\$132,421	\$256,637	38.3%
12	Supplies	\$579,012	\$579,012	\$202,678	\$165,220	\$211,113	63.5%
13	Textbooks	\$112,880	\$112,880	\$26,334	\$6,845	\$79,702	29.4%
14	Transportation	\$1,232,920	\$1,232,920	\$104,612	\$1,073,824	\$54,484	95.6%
15	Tuition	\$11,317	\$11,317	\$0	\$0	\$11,317	0.0%
16	Utilities	\$852,044	\$852,044	\$162,785	\$612,985	\$76,274	91.0%
17	Unallocated Appropriation	\$0	\$0	\$0	\$0	\$0	
	Program	\$10,217,348	\$10,217,348	\$2,153,421	\$6,698,074	\$1,365,853	86.6%

PERSONNEL ACCOUNTS
Granby Board of Education FY 2026
September 2025 Budget Expense Report

Row #	Description	Budget	Adjusted Budget	YTD Expended	Encumbered	Balance	Combined % Expended and Encumbered
18	Administration	\$1,692,632	\$1,725,960	\$406,844	\$1,319,116	\$0	100.0%
19	Central Office	\$598,191	\$578,759	\$111,332	\$466,422	\$1,005	99.8%
20	Certified Staff	\$11,870,327	\$11,943,327	\$1,427,617	\$10,515,301	\$410	100.0%
21	Custodial and Maintenance	\$1,533,303	\$1,533,303	\$330,620	\$1,224,664	-\$21,981	101.4%
22	School Secretaries	\$706,231	\$725,663	\$132,890	\$592,773	\$0	100.0%
23	Special Education	\$4,819,753	\$4,712,624	\$509,731	\$4,117,745	\$85,148	98.2%
24	Student Activities/Athletics	\$574,117	\$574,117	\$22,203	\$543,707	\$8,207	98.6%
25	Teaching Assistants	\$445,622	\$445,622	\$34,722	\$403,174	\$7,725	98.3%
26	Technology Support Services	\$274,096	\$274,896	\$92,648	\$182,249	\$0	100.0%
27	Tutors	\$35,589	\$35,589	\$1,927	\$33,662	\$0	100.0%
28	Employee Benefits	\$6,650,933	\$6,650,933	\$1,188,998	\$5,311,592	\$150,344	97.7%
29	Unallocated Appropriation	\$0	\$0	\$0	\$0	\$0	
	Personnel	\$29,200,794	\$29,200,794	\$4,259,532	\$24,710,404	\$230,859	99.2%
	100 General Fund	\$39,418,142	\$39,418,142	\$6,412,953	\$31,408,478	\$1,596,712	95.9%

SPECIAL EDUCATION ACCOUNT DETAIL
Granby Board of Education FY 2026
September 2025 Budget Expense Report

Row #	Description	Budget	Adjusted Budget	YTD Expended	Encumbered	Balance	Combined % Expended and Encumbered
01	Administrative/Certified	\$2,296,877	\$2,274,877	\$288,596	\$1,985,360	\$921	100.0%
02	Secretaries	\$110,692	\$110,692	\$22,816	\$87,876	\$0	100.0%
03	Support Services	\$519,932	\$519,932	\$54,707	\$442,279	\$22,945	95.6%
04	Teaching Assistants	\$1,830,695	\$1,779,695	\$141,484	\$1,581,221	\$56,990	96.8%
05	Tutors	\$61,556	\$27,428	\$2,127	\$21,009	\$4,292	84.4%
	TOTAL PERSONNEL	\$4,819,753	\$4,712,624	\$509,731	\$4,117,745	\$85,148	98.2%
06	Communications	\$100	\$100	\$42	\$0	\$58	42.0%
07	Conference & Travel	\$14,125	\$14,125	\$4,649	\$927	\$8,549	39.5%
08	Dues and Fees	\$2,250	\$2,250	\$400	\$400	\$1,450	35.6%
09	Legal Services	\$27,500	\$27,500	\$1,023	\$26,477	\$0	100.0%
10	Purchased Services	\$182,017	\$182,017	\$29,599	\$107,597	\$44,821	75.4%
11	Software	\$9,860	\$9,860	\$4,029	\$4,492	\$1,338	86.4%
12	Supplies/Textbooks	\$51,950	\$51,950	\$17,620	\$3,465	\$30,864	40.6%
13	Transportation	\$1,137,463	\$1,137,463	\$103,890	\$922,152	\$111,421	90.2%
14	Tuition	\$2,889,666	\$2,889,666	\$695,373	\$2,073,843	\$120,451	95.8%
	TOTAL PROGRAM	\$4,314,930	\$4,314,930	\$856,624	\$3,139,354	\$318,952	
	OVERALL TOTAL	\$9,134,683	\$9,027,555	\$1,366,355	\$7,257,099	\$404,100	95.5%

SUPPLEMENTAL INFORMATION
Granby Board of Education FY 2026
September 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*	\$787,550	\$601,025	\$0	-\$601,025
Special Education Tuition*	\$759,666	\$759,666	\$0	-\$759,666
B.E.A.R. Transition Academy Tuition*	\$84,737	\$52,264	\$0	-\$52,264
Excess Cost Grant	\$587,858	\$861,163	\$0	-\$861,163
Pay for Participation	\$42,000	\$42,000	\$0	-\$42,000
Totals	\$2,261,811	\$2,316,118	\$0	-\$2,316,118

*From Other Towns

QUALITY AND DIVERSITY FUND (Q&D)

Description	Budget	YTD	Difference (YTD vs. Budget)
Opening Balance	\$211,803	-	-
Expenses	\$984,237	\$71,451	\$912,786
Revenue	\$969,686	\$0	-\$969,686
Ending Balance	\$197,252	\$140,352	-\$56,900

GRANBY BOARD OF EDUCATION
Granby, Connecticut
Wednesday, September 17, 2025 - 7:00 p.m.
Regular Meeting Minutes

The Granby Board of Education's regular meeting was held on Wednesday, September 17, 2025, at 7:00 p.m. in the Granby Town Hall Meeting Room, located at 15-B N. Granby Road, via the Zoom Meeting Platform and live on the GCTV network.

PRESENT: Board members: Liz Barlow, Jessica Diglio-Tsapsinos, Heather Lombardo, Donna Nolan, Ann Woods, and Chair Monica Logan. **ABSENT:** David Peling, Ed.D.

ALSO PRESENT: Superintendent Cheri Burke, Assistant Superintendent Jenn Parsons, Nickie Stevenson - Director of Finance and Operations, and Student Representatives: Sofia Brenson and Madison Schantz.

Call to Order and Welcome:

Chair Logan called the meeting to order at 7:00 p.m. We observed a moment of silence to honor the life of former Board of Finance member and active participant in the Granby Education Foundation, Jenny Emery.

Awards and Recognition:

Sarah Warner - Teacher of the Year - Sarah was recognized with an award for being chosen as Granby's Teacher of the Year.

Public Comment: The Board of Education heard public comments from eight community members. Three were in-person and five were via ZOOM.

1. Mike Kramarenko - 150 Notch Rd., Granby
2. Bill Glueck - 18 Barkhampston Rd., Granby
3. Robert Flanagan - Woodcliff Dr., Granby
4. Beth Carroll (ZOOM) - No address stated
5. Mike Fusick (ZOOM) - Northwoods Rd., Granby
6. Lynn Krauss (ZOOM) - W. Granby Rd., Granby
7. John Myers (ZOOM) - No address stated
8. Maureen Eberly (ZOOM) - Sophie Rd, Granby

Student Representative Reports:

Madison Schantz and Sofia Brenson highlighted the following events: they just had school picture day, all fall sports are now in full swing, and they are all having successful seasons so far. The seniors are busy preparing now that the Common App has opened up to start with college applications. And a special note that the volleyball team had a very successful fundraising event.

Reports and Discussion:

Summative Testing Report: Assistant Superintendent Jennifer Parsons presented the Summative Testing Report. To view the presentation, click [HERE](#).

Asst. Superintendent Parsons discussed that results are analyzed at the district, school, grade, teacher, and student levels and compared with statewide trends and neighboring districts. In 2023, the Connecticut School + State Finance Project revised the Demographic Reference Groups (DRGs), reclassifying Granby as a DRG C district along with East Granby, Suffield, Tolland, Region 7, and Region 10.

Granby has maintained strong performance in literacy and science while narrowing the math gap. Gains were seen on both the Smarter Balanced Assessments and the SAT Math. Granby consistently exceeds state averages and ranks in the upper half of DRG C, except for math in grades 3–8. Planned curriculum revisions, stronger assessment practices, and standards-based instruction are expected to drive additional growth.

Elementary students (K–4) will begin a new literacy program, mandated by state legislation, to strengthen foundational reading. In math, coaches will support teachers in increasing fact fluency, applying skills to extended problems, and reinforcing Illustrative Mathematics. At the secondary level, increased instructional time and higher rigor will further support achievement.

At the student level, focus will include goal setting and refining the intervention to accelerate growth. Instructional specialists are updating Multi-Tiered System of Support (MTSS) criteria and models. Teachers and support staff will analyze student-level data throughout the year, with growth for all learners at the center of the conversation.

Finance and Operations Report: Nickie Stevenson, Director of Finance & Operations, presented the July-August 2025 Budget Expense Report. To view the report, click [HERE](#).

Business Requiring Action:

Approval of Healthy Food Certification (HFC) - Participation in the healthy food option of HFC:

That the Board will discuss and consider the approval pursuant to CGS Section 10-215f, the Granby Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2025, through June 30, 2026. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

Motion made by Donna Nolan, seconded by Liz Barlow. Passed unanimously at 8:27 p.m.

Approval of Minutes:

That the Board of Education vote to approve the September 3, 2025, Regular Meeting Minutes as written. Motion made by Donna Nolan, seconded by Heather Lombardo. Passed unanimously at 8:28 p.m.

Board Standing Committee Reports:

- A. Curriculum/Policy/Technology/Communication—This committee will meet next on November 5th at 5:30 p.m.
- B. Finance/Personnel/Facilities— This committee met tonight, and Donna Nolan reviewed her notes from the meeting.

Other Board-Related Reports:

- A. CREC/CABE— Chair Logan attended a CABE seminar today discussing grant funding.
- B. Granby Education Foundation—The GEF had a meeting on 9/16/25 and discussed that they have new leadership and are excited about this school year and how they can support teachers with grant money for all different-sized projects.

Superintendent’s Report:

Superintendent Burke reported that we have had several successful open houses and curriculum nights at our schools. Liz Barlow added to this topic and spoke about the open house at the high school, and seeing the high attendance and increased curriculum transparency was wonderful. It was a very positive experience for the families. Superintendent Burke also spoke about the SRO program, which was just discussed at this month’s PDs for teachers, and it is off to a great start. She then added a few reminders: There is no school on October 2nd, and our next Board of Education meeting will be on October 15th.

Executive Session:

That the Board of Education enters into Executive Session for a student discipline matter. Motion made by Donna Nolan, seconded by Heather Lombardo. Passed unanimously at 8:38 p.m. Returned to Public Session at 8:55 p.m.

Adjournment: There being no other business to come before the Board, the meeting was adjourned at 8:55 p.m. on a motion made by Heather Lombardo and seconded by Jessica Diglio-Tsaptinos.

Submitted by:

Elizabeth Barlow

Secretary, Granby Board of Education

Recording by:

Michelle L. Crowley

Administrative Assistant to the Superintendent