

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

I. Call to Order

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

II. Public Comment

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

III. Approval of Minutes—September 3, 2025

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

IV. English Curriculum Update

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

A. Approval of three (3) new English 12 electives.

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

1. Dystopian and Post Apocalyptic Fiction

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

2. Myths and Monsters

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

3. From Damsels to Daredevils: How Women's Stories are Told

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

B. Approval of one (1) English elective course name change.

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

1. New Name: Reel Writing

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

V. Textbook Approval

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

A. Precalculus

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VI. Asst. Superintendent's Monthly Report

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VII. Curriculum Review Cycle

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VIII. Adjournment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

GRANBY BOARD OF EDUCATION
Granby, Connecticut
Wednesday, September 3, 2025 - 5:30 p.m.
Curriculum Subcommittee Minutes

PRESENT: Subcommittee members: Liz Barlow, Jessica Diglio-Tsaptinos, David Peling, Ed.D., and Board Chair Monica Logan

ALSO PRESENT: Superintendent Cheri Burke, Assistant Superintendent Jenn Parsons, and Superintendent intern Mike Luzietti

Call to Order and Welcome: The meeting was called to order at 5:30 pm.

Public Comment: There was no public comment this evening.

Motion to Amend: Liz Barlow motioned to amend the agenda to include the appointment of a new chair of the subcommittee. Dave Peling seconded the motion. All voted in favor. Motion carried at 5:31 pm.

Motion to Appoint: Monica Logan motioned to appoint Liz Barlow new chair of the curriculum subcommittee. Dave Peling seconded the motion. All voted in favor. Motion carried at 5:32 pm.

Assistant Superintendent's Monthly Report: Jenn Parsons reported on the administrative retreat held on 8/18 for strategic planning. The team traveled to the Wilson-Gray YMCA in Hartford to welcome our Choice families to the district. Bears BBQ catered the event, funded by the grant, and about 70 family members attended. Choice students make up 103 out of our 1675 total students. We welcomed 9 new certified staff and one more following a successful orientation. Convocation was held and included training in the Parent Square app and Restorative Practices, as required by the state. Summer work included work on a new K-3 screening program to coincide with the new required reading curriculum. We are transitioning from the STAR to the IXL assessments. At the middle school, teachers are building common formative assessments. At the HS, grading policies are being updated, and the report card standards are being updated for the elementary level. Staff turnover has decreased over the last three years from 20 to 16, and now 10 certified educators.

Assistant Superintendent Parsons reported on a "data preview" of last year's summative assessment performance. The committee asked for some comparative data on our DRG and other nearby schools. Data will be shared with the full board this fall.

Summer Curriculum Updates: Jenn Parsons reported that summer work included elementary reading curriculum, HS grades 9-10 intervention programming, K-8 math work, MS and HS world language alignment on assessments, and Unified Arts updates. Assistant Superintendent Parks noted that the state standards and curriculum resources are posted on her page on the district website, and the UA curricula will go up soon. HS teachers will send home syllabi before the Open House, as part of our plan for transparency. The HS Program of Studies is being updated and will be posted; this is a living document that is continuously updated. The Health Class syllabus is updated to include a “sensitive topics” section with clarification of the Opt Out process and resources for students and families. Dave Peling inquired about how we can approve more specific curricula to protect teachers.

Strategic Planning Updates: Superintendent Burke shared that two robust sessions were held with the leadership team. We are in the last year of the prior plan, with the pillars “Connect, Believe, Achieve.” Her two goals of Communication and Achievement stand. We need to work as a board to reschedule the retreat.

Adjournment: Dave Peling motioned to adjourn, seconded by Jessica Diglio-Tsapsinos. All voted in favor. Motion carried at 6:48 pm.

Respectfully submitted,

Elizabeth Harmon Barlow
Chair, Policy and Curriculum Subcommittee

Proposed GMHS English progression (updated 10/2025)

Note: 4 English credits are required for graduation plus 0.5-1.0 capstone credit taken in the junior or senior year

Grade 9	
English 9	
Grade 10	
English 10: World Literature	English 10H: World Literature
<p>10th grade elective choices (Humanities credit):</p> <ul style="list-style-type: none"> ● AP Capstone Seminar ● Journalism ● Principles of Speech and Communication ● Reel Writing ● Writing with Purpose and Style 	
Grade 11	
English 11: American Literature	<p>Choice of</p> <ul style="list-style-type: none"> ● AP Capstone Seminar ● AP English Language & Composition ● AP English Literature & Composition
<p>11th grade elective choices (Humanities credit):</p>	
<p>Proposed New Courses:</p> <ul style="list-style-type: none"> ● Dystopias & Post-Apocalyptic Fiction ● Myths and Monsters ● From Damsels to Daredevils: How Women's Stories Are Told 	<ul style="list-style-type: none"> ● Reel Writing (proposed name change) ● Journalism (CCSU dual enrollment) ● Principles of Speech and Communication ● Writing with Purpose and Style
Grade 12	
<p>Choice of 2 English Electives*</p> <p>*Seniors who opt for 2 English electives must choose one reading and one writing course.</p>	<p>Choice of</p> <ul style="list-style-type: none"> ● AP Capstone Seminar ● AP English Language & Composition ● AP English Literature & Composition
English Electives	
Reading (11-12)	Writing (10-12)
<p>Proposed New Courses:</p> <ul style="list-style-type: none"> ● Dystopias & Post-Apocalyptic Fiction ● Myths and Monsters ● From Damsels to Daredevils: How Women's Stories Are Told 	<ul style="list-style-type: none"> ● Reel Writing (proposed name change) ● Journalism (CCSU dual enrollment) ● Principles of Speech and Communication ● Writing with Purpose and Style

ELA Curriculum Presentation



November 5, 2025

Last Year's Curriculum Revision

- English 9
- English 10 & 10H
- Film as Text
- Journalism
- Stronger alignment to CCSS
- Stronger alignment to the Vision of the Graduate (VOG)
- Establishment of assured experiences
- Increased student engagement

Informational Items for Presentation

- Progression of English courses
- English 11 curriculum revision
- Re-activation of course code for credit-bearing section of Strategy Literacy

Progression of English Courses: Gr. 9-10

English 9

English 10: World Literature

**English 10 Honors:
World Literature**

10th grade elective choices (Humanities credit):

- **AP Capstone Seminar**
- **Choice of 4 writing-based electives (see upcoming slide)**

Progression of English Courses: Gr. 11

English 11: American Literature

Choice of

- **AP Capstone Seminar**
- **AP English Language & Composition**
- **AP English Literature & Composition**

11th grade elective choices (Humanities credit) – all available electives

Progression of English Courses: Gr. 12

Choice of 2 English Electives*

*Seniors who opt for 2 English electives must choose one reading and one writing course.

Choice of

- AP Capstone Seminar
- AP English Language & Composition
- AP English Literature & Composition

Reading (11-12)

Proposed New Courses:

- Dystopias & Post-Apocalyptic Fiction
- Myths and Monsters
- From Damsels to Daredevils: How Women's Stories Are Told

Writing (10-12)

- Reel Writing (proposed name change)
- Journalism (CCSU dual enrollment)
- Principles of Speech and Communication
- Writing with Purpose and Style

Note: If students do not opt for AP Capstone Seminar during Grades 10-12, they will take the ½ year capstone course during their junior or senior year.

English 11 Course Revision

- Preserve the most significant themes and texts that are the hallmarks of American literature
- Introduce new themes and texts that clearly align with standards and generally held principles of American literature
- Standardize common assessments and assured experiences across all sections

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

Proposed New Courses

- Reel Writing (name change for Film as Text)
- Dystopian and Post-Apocalyptic Fiction
- Myths and Monsters
- From Damsels to Daredevils: How Women's Stories Are Told

Sample 2D Map – Course Overview

Dystopian and Post-Apocalyptic Fiction

Myths and Monsters Summary

1. Introduction to Mythology
2. World Myths – Homer’s *Odyssey* (excerpts), world myth excerpts
3. The Quest – Potential Texts: *The Hobbit*, *The Golden Compass*, *The Thief*, *The Wizard of Oz*, *The Sword in the Stone*
4. Famous Monsters – Potential Texts: *Beowulf*, *Frankenstein*, *Dracula*, *The Strange Case of Jekyll & Mr. Hyde*, *The Picture of Dorian Gray* (teacher choice and/or book clubs)
5. Who is the Real Monster? – Short Story & Nonfiction Unit
 - a. Potential texts: “The Monsters Are Due on Maple Street”, “The Interlopers”, “The Lottery”, “The Most Dangerous Game?” “The Crawler”, “The Haunting of Hill House”, “The Cask of Amontillado”; Nonfiction: Kitty Genovese Story, The Milgram Experiment, Elizabeth Bathory

Damsels to Daredevils Summary

1. Introduction to Women's Literature – Short Story & Nonfiction Unit
 - a. Sample texts: “The Yellow Wallpaper”, “The Story of an Hour”, and “The Red Fox Fur Coat”
2. Voices of Self-Reliance – Potential Texts: *Little Women* or *Jane Eyre* (teacher choice)
3. Illusions and Realities – Potential Texts: “A Streetcar Named Desire” or “The Glass Menagerie” (teacher choice)
4. Belonging and Becoming – see below
5. Claiming Voice: Modern Struggles with Agency – see below

Texts under review include *Hunger Games*, *Divergent*, *Lessons in Chemistry*, *Jane Austen*, *Interpreter of Maladies*, *The Awakening*, *The Bell Jar*, *The Scarlet Letter*, *Circe*, *A Thousand Splendid Suns*, *Swingtime*, *Wide Sargasso Sea*

Questions?

Motions

Thank you for your time!

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Granby Public Schools Course Proposal Request

To be completed for recommendation of:

New course

Revision of a course (not offered for 2 or more years, change in credit, level, alignment to standards, etc.)

Course elimination

Course level change

Impact on Graduation Requirements

Date Submitted: October 30, 2025 **Teacher:** Carolyn Weiser **Department/School:** GMHS English

Course Information:

- Course title: Dystopian and Post-Apocalyptic Fiction
- Grade(s) and level (AP, honors, academic): Grades 11-12, academic
- Number of credits: 0.5
- Prerequisites: English 9 and 10/10H

Background/Course History:

Current English reading electives have had a history of low student request, reflecting a lack of interest in the courses offered. Thus, the English Department has been working to develop courses that preserve some of the more popular and/or significant literary texts while addressing themes that are more likely to increase student engagement.

Rationale for recommendation: (Vision, mission, standards, enrollment)

The proposed course is part of a three-course offering of reading-based courses designed to increase upper-classmen interest and engagement in the ELA Grade 11-12 reading standards, as well as to develop stronger alignment to the Vision of the Graduate (VOG). Additionally, in order to ensure common educational experiences across all reading-based classes, they all follow the same format, address the same CT Common Core Standards, and ask students to fulfill the same summative assessments across a standardized set of five units. The hope is to increase willing enrollment in reading-based instruction as reading is a key skill necessary for college and career readiness.

Curriculum: (Alignment to Standards (common core expectations), integration of other content area standards, performance assessment, rubrics)

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

The course meets the Connecticut Common Core Standards for English Language Arts, grades 11-12. All summative assessments are graded via departmental rubrics.

How will the content of this course be delivered? Course content will be delivered as a one-semester English elective course.

Timelines for consideration (significant dates/deadlines/professional development/curriculum writing):

Fall 2025 approval will allow for listing in the upcoming 2026-27 GMHS Program of Studies.

Budget Implications (textbooks, supplemental resources, staffing, scheduling, professional development training, and curriculum writing):

This column to be checked by Director of Curriculum	Budget Need Area:	Yes/No: Complete for each area listed	Amount Needed	Purpose – WHY??
Add to new text budget	Textbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building based	Workbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building Based	Staffing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to PD budget	Professional Development	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to Curriculum Budget	Curriculum Writing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Other :	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other:

FOR OFFICE USE ONLY:

Date BOE sub-committee reviewed: _____

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Action: ___Approved ___Not Approved

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Granby Public Schools Course Proposal Request

To be completed for recommendation of:

X New course

Revision of a course (not offered for 2 or more years, change in credit, level, alignment to standards, etc.)

Course elimination

Course level change

Impact on Graduation Requirements

Date Submitted: October 30, 2025 **Teacher:** Carolyn Weiser **Department/School:** GMHS English

Course Information:

- Course title: Myths and Monsters
- Grade(s) and level (AP, honors, academic): Grades 11-12, academic
- Number of credits: 0.5
- Prerequisites: English 9 and 10/10H

Background/Course History:

Current English reading electives have had a history of low student request, reflecting a lack of interest in the courses offered. Thus, the English Department has been working to develop courses that preserve some of the more popular and/or significant literary texts while addressing themes that are more likely to increase student engagement.

Rationale for recommendation: (Vision, mission, standards, enrollment)

The proposed course is part of a three-course offering of reading-based courses designed to increase upper-classmen interest and engagement in the ELA Grade 11-12 reading standards, as well as to develop stronger alignment to the Vision of the Graduate (VOG). Additionally, in order to ensure common educational experiences across all reading-based classes, they all follow the same format, address the same CT Common Core Standards, and ask students to fulfill the same summative assessments across a standardized set of five units. The hope is to increase willing enrollment in reading-based instruction as reading is a key skill necessary for college and career readiness.

Curriculum: (Alignment to Standards (common core expectations), integration of other content area standards, performance assessment, rubrics)

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

The course meets the Connecticut Common Core Standards for English Language Arts, grades 11-12. All summative assessments are graded via departmental rubrics.

How will the content of this course be delivered? Course content will be delivered as a one-semester English elective course.

Timelines for consideration (significant dates/deadlines/professional development/curriculum writing):

Fall 2025 approval will allow for listing in the upcoming 2026-27 GMHS Program of Studies.

Budget Implications (textbooks, supplemental resources, staffing, scheduling, professional development training, and curriculum writing):

This column to be checked by Director of Curriculum	Budget Need Area:	Yes/No: Complete for each area listed	Amount Needed	Purpose – WHY??
Add to new text budget	Textbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building based	Workbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building Based	Staffing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to PD budget	Professional Development	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to Curriculum Budget	Curriculum Writing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Other :	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other:

FOR OFFICE USE ONLY:

Date BOE sub-committee reviewed: _____

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Action: ___Approved ___Not Approved

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Granby Public Schools Course Proposal Request

To be completed for recommendation of:

New course

Revision of a course (not offered for 2 or more years, change in credit, level, alignment to standards, etc.)

Course elimination

Course level change

Impact on Graduation Requirements

Date Submitted: October 30, 2025 **Teacher:** Carolyn Weiser **Department/School:** GMHS English

Course Information:

- Course title: From Damsels to Daredevils: How Women's Stories are Told
- Grade(s) and level (AP, honors, academic): Grades 11-12, academic
- Number of credits: 0.5
- Prerequisites: English 9 and 10/10H

Background/Course History:

Current English reading electives have had a history of low student request, reflecting a lack of interest in the courses offered. Thus, the English Department has been working to develop courses that preserve some of the more popular and/or significant literary texts while addressing themes that are more likely to increase student engagement.

Rationale for recommendation: (Vision, mission, standards, enrollment)

The proposed course is part of a three-course offering of reading-based courses designed to increase upper-classmen interest and engagement in the ELA Grade 11-12 reading standards, as well as to develop stronger alignment to the Vision of the Graduate (VOG). Additionally, in order to ensure common educational experiences across all reading-based classes, they all follow the same format, address the same CT Common Core Standards, and ask students to fulfill the same summative assessments across a standardized set of five units. The hope is to increase willing enrollment in reading-based instruction as reading is a key skill necessary for college and career readiness.

Curriculum: (Alignment to Standards (common core expectations), integration of other content area standards, performance assessment, rubrics)

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

The course meets the Connecticut Common Core Standards for English Language Arts, grades 11-12. All summative assessments are graded via departmental rubrics.

How will the content of this course be delivered? Course content will be delivered as a one-semester English elective course.

Timelines for consideration (significant dates/deadlines/professional development/curriculum writing):

Fall 2025 approval will allow for listing in the upcoming 2026-27 GMHS Program of Studies.

Budget Implications (textbooks, supplemental resources, staffing, scheduling, professional development training, and curriculum writing):

This column to be checked by Director of Curriculum	Budget Need Area:	Yes/No: Complete for each area listed	Amount Needed	Purpose – WHY??
Add to new text budget	Textbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building based	Workbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building Based	Staffing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to PD budget	Professional Development	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to Curriculum Budget	Curriculum Writing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Other :	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other:

FOR OFFICE USE ONLY:

Date BOE sub-committee reviewed: _____

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Action: ___Approved ___Not Approved

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Granby Public Schools Course Proposal Request

To be completed for recommendation of:

- New course**
- Revision of a course (not offered for 2 or more years, change in credit, level, alignment to standards, etc.)**
- Course elimination**
- Course level change**
- Impact on Graduation Requirements**

Date Submitted: October 30, 2025 **Teacher:** Carolyn Weiser **Department/School:** GMHS English

Course Information:

- Course title: Reel Writing
- Grade(s) and level (AP, honors, academic): Grades 10-12, academic
- Number of credits: 0.5
- Prerequisites: English 9

Background/Course History: This request is simply a re-naming of a currently existing course with approved curriculum. It has been offered and runs nearly every year.

Rationale for recommendation: (Vision, mission, standards, enrollment)

The revised curriculum for this course was presented to the Board of Education curriculum sub-committee in November 2024. The only change requested is to change the name from the current "Film as Text" to "Reel Writing." The rationale is two-fold: 1) to increase the likelihood that the course will be granted NCAA approval for English credit and 2) to emphasize to students that this course is a writing course, not just watching films.

Curriculum: (Alignment to Standards (common core expectations), integration of other content area standards, performance assessment, rubrics)

The course meets the Connecticut Common Core Standards for English Language Arts, grades 11-12.

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

How will the content of this course be delivered? Course content will continue to be delivered in the manner it traditionally has been taught, as a one-semester English elective course.

Timelines for consideration (significant dates/deadlines/professional development/curriculum writing):

Fall 2025 approval will allow for listing in the upcoming 2026-27 GMHS Program of Studies and application to the NCAA to allow for D1 athletes to gain course credit in the next academic year.

Budget Implications (textbooks, supplemental resources, staffing, scheduling, professional development training, and curriculum writing):

This column to be checked by Director of Curriculum	Budget Need Area:	Yes/No: Complete for each area listed	Amount Needed	Purpose – WHY??
Add to new text budget	Textbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building based	Workbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building Based	Staffing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to PD budget	Professional Development	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to Curriculum Budget	Curriculum Writing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Other :	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other:

FOR OFFICE USE ONLY:

Date BOE sub-committee reviewed: _____

Action: ___Approved ___Not Approved



**GRANBY PUBLIC SCHOOLS
GRANBY, CONNECTICUT**

**RECOMMENDATION FOR A NEW TEXTBOOK
BOE CURRICULUM SUBCOMMITTEE**

Page 1: overview

Course: AP Statistics

Title of Book: The Practice of Statistics for the AP® Course

Publisher: BFW Publisher Author(s): Daren S. Starnes; Josh Tabor

Copyright date: 2025 Edition: Eighth

Cost per student edition: \$176.98 Quantity: 20

Cost per teacher edition: \$495.98 Quantity: 1

Budgeted item: \$4,035.58

Staff Endorsements: : Larry Auer (AP Stats Teacher) and Elyse Nevins (Math Dept Chair)

Other texts reviewed:

Title	Publisher	Copyright
N/A		

Reason a new text is requested: The current textbooks are outdated.

Reasons for this text selection: This is the most current edition of the Stats book that was recommended to the AP Statistics Teacher.

	0	1	2	3	4	5
To what extent do you agree with the following statements?						
Text focuses on major objectives of course.	0	1	2	3	4	5
Text reflects key concepts/big ideas from CT Frameworks/Curriculum.	0	1	2	3	4	5
Subject matter is geared to interest, ability, and needs of students.	0	1	2	3	4	5
Text utilizes grade appropriate ideas, concepts, skills, and vocabulary.	0	1	2	3	4	5
Critical thinking and problem solving strategies are evident.	0	1	2	3	4	5
Text suggests a variety of activities for multiple intelligences/learning styles	0	1	2	3	4	5
Suggested activities inspire creativity & extension where possible	0	1	2	3	4	5
Suggested activities encourage collaboration with other students.	0	1	2	3	4	5
Allows for ancillary exercises to develop mastery of concepts/skills.	0	1	2	3	4	5
Text, or support materials, include suggestions for both remediation and enrichment.	0	1	2	3	4	5
Text features improve and enhance clarity.	0	1	2	3	4	5
Text includes useful supports for students in appendix, glossary, or resource section.	0	1	2	3	4	5
Incorporates the use of technology for extension.	0	1	2	3	4	5
Written and pictorial content reflect the pluralistic, multi-ethnic nature of our society, both past and present.	0	1	2	3	4	5
Diversity and equity are represented throughout the text.	0	1	2	3	4	5
Content is relevant over a period of years (not quickly outdated).	0	1	2	3	4	5
Overall, this text will serve as a valuable resource to teachers and students.	0	1	2	3	4	5

GRANBY PUBLIC SCHOOLS
GRANBY, CT

APPROVAL OF A NEW TEXT

Date _____

This text _____
Has been authorized by the parties who have signed below to be used in

(Course title, grade, or subject)

Assistant Superintendent Date _____

Chair of the Curriculum Subcommittee Date _____

Chair of the Board of Education (final approval) Date _____



Date: November 5, 2025

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

From: Jennifer M. Parsons, Assistant Superintendent of Schools

Subject: September Monthly Update

Curriculum Work

The beginning of this school year has been busy updating stage 1 curriculum documents for sharing with families and the public. Documents are in the final stages of being finalized and will be posted on each school's curriculum page as well as the main curriculum page. Curriculum is published at the grade levels for students K-8 and at the course level for high school. Curriculum documents were pushed out to families and Parent Square and reviewed at the Curriculum Nights. Additionally a Board of Education presentation was conducted on October 15, 2025 and a video reviewing curriculum development was also created and posted on the curriculum site and sent to parents. Curriculum will begin to be reviewed and approved on a five year cycle. The District Leadership team has been planning for the work ahead this year and the subcommittee will hear a presentation from Social Studies this spring.

A Strategic Focus

The beginning of the school year involved meetings with each school to conduct a deep dive into summative and formative data and create action steps for improvement for the year. Each school used this analysis as a springboard for developing their school plans which will be presented at the November Board of Education Meetings. Teaching members of the District Leadership Team (DLT), Department Chairs, Content Area Specialist and Instructional Coaches then incorporated work in their domains into their Teacher Evaluation and Growth goals for the year to monitor their work with their departments. Additionally, the DLT participated in an overview session on Strategic Planning and will be involved moving forward with the creation of the next Strategic Plan which will in turn inform future goal setting.

Professional Growth

This fall educators have engaged in two early release professional learning sessions focused on building goals. Tuesday November 4th will be the first full day session. The secondary schools will have sessions crafted around restorative practices and building work and the elementaries will have time for building work and guided planning with the new literacy resource, Into Reading. All teachers will participate in PK-12 vertical content area team sessions in the afternoon. We have partnered with local districts and our smaller departments such as wellness, music, world language, technical education and library media will be collaborating across towns. We will be hosting the regional art collective with teachers from Avon, East Granby and Granby. Following this day our next session will kick off semester two on January 20th.

Granby Public Schools

Curriculum Review



Curriculum is a broad term used to refer to the specific learning standards, big ideas and essential questions, assessments, and common activities and lessons within a specific course or subject area. Curriculum is the backbone from which teachers plan their daily lessons and learning targets. Developing curriculum requires implementing a cycle of continuous improvement in which teachers and administrators are regularly reflecting on the needs of their students within the community and greater society. A review cycle paces the work of improvement and ensures all subject areas will be regularly reviewed and updated.

Every five years each content area will undergo a systematic review of the department's curriculum and present the findings to the Curriculum Sub-committee and the District Leadership Team. The work will be led by K-12 vertical teams under the direction of the Department Chairpeople and Content Area Specialists in conjunction with building based administration and the Assistant Superintendent. Following a curriculum review there will be a five year action plan developed for each content area that will be developed, implemented and evaluated in the following years.

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
- Continue to research any potential recommendations

Curriculum Review Schedule 2024-29

	24-25	25-26	26-27	27-28	28-29
Year 1: Review	English	Social Studies/ Practical Arts	Science/ PE Wellness	Math	World Language/ Fine Arts
Year 2: Develop	World Language/ Fine Arts	English	Social Studies/ Practical Arts	Science/ PE Wellness	Math
Year 3: Implement	Math	World Language/ Fine Arts	English	Social Studies/ Practical Arts	Science/ PE Wellness
Year 4: Integrate	Science/ PE Wellness	Math	World Language/ Fine Arts	English	Social Studies/ Practical Arts
Year 5: Evaluate	Social Studies/ Practical Arts	Science/ PE Wellness	Math	World Language/ Fine Arts	English

All district level curriculum is housed in the EduPlanet software platform. Our curriculum development model follows the backwards design model in which the desired results for learning are first identified and broken down in stage 1 and then the assessments are created in stage 2. Stages 1 & 2 compose the core curriculum. Stage 3 is the learning plan the teachers create under the guidance of department leaders and in conjunction with colleagues so that students can achieve the desired results.

The review will be divided into four sections. For each section please review coordinating documentation and summarize your thoughts and recommendations.

Questions for Overall Reflection:

- What is the overall department philosophy statement?
- What data supports success in this content area? Where does data indicate room for improvement? (consider summative results, benchmark data, enrollment numbers, student receiving acknowledgement, etc...)
- What were the results of the teacher/student/parent survey and how can those results influence our work?
- What district policies overlap with this content area?

Please assess the level of completion of each stage of curriculum:

Stage 1: Desired Results - Overview, Standards, Big Ideas, Essential Questions

Stage 2: Assessment - Summative and Common Formative

Stage 3: Instruction & Resources - Instructional Approach through to Lesson Level Outcomes

Please mark with:

(+) The documents are complete and at a high level of quality.

(X) The documents may not be complete or thorough enough to ensure a shared understanding of the expectations. Level 2 could also mean that the level of quality is not where we would like it to be. Some work is needed.

(-) The documents are not complete or accurate. Work is needed.

Course	Stage 1: What	Stage 2: Assessment	Stage 3: How	Completion in EduPlanet
K				
1				
2				
3				
4				
5				
6				
7				
8				
HS Course				
HS Course				
HS Course				
HS Course				

Section 1: Desired Results

Please briefly answer each question below, including core documents in an appendix format:

- What standards and other professional resources drive instruction in the content area?
- Have there been any recent changes with state and national standards and legislation that will impact curriculum in the content area?
- To what degree is the current curriculum addressing all of the most current standards?
- What are the desired outcomes for a graduate by the end of a K-12 educational pathway within this content area?
- What are the key skills and dispositions desired at the end of grades 2, 5, 8 leading up to graduation?
- What are the various course pathways and electives offered at the high school level?
- Is the curriculum vertically aligned K–12 or are there redundancies or gaps across grade levels?
- What is the status of the desired results portion of the curriculum for each grade level and course on the completed chart?
- Do the desired results reflect high expectations for all learners and an appropriate level of rigor?

Using the answers above please provide an overall summary of three highlights within desired results and three areas for growth:

Section 2: Assessment

Please briefly answer each question below, including core documents in an appendix format:

- What is the status of the assessment portion of the curriculum for each grade level and course on the completed chart?
- What types of assessments are included in units?
- Are there two or more common formative assessments that are used to inform instruction before each summative?
- How well are local assessments aligned to standards and curriculum?
- Are there clear success criteria aligned with the assessments and tools for grading in a uniform approach?
- Are there a variety of ways for students to express their learning in each unit and across the course?
- Are the assessments used aligned with the state summative assessment?
- What do state/local assessment data show about student achievement and growth?
- Are there disparities among student groups?
- Please attach a copy of the assessment calendar for this content area indicating which assessments are archived in the district database.

Using the answers above please provide an overall summary of three highlights within desired results and three areas for growth:

Section 3: Instruction and Resources

Please briefly answer each question below, including core documents in an appendix format:

- What is the status of the instruction and resource portion of the curriculum for each grade level and course on the completed chart?
- Are units broken down into lesson level learning outcomes?
- What are current, research-based best practices in this area?
- What instructional practices currently exist at a systemic level?
- Do instructional look-fors exist for this content area and to what level are they used?
- Is there alignment between the written and taught curriculum?
- What resources are being utilized and what is the quality and relevance of these including whole class and small group resources, print and digital?
- Does instruction promote inquiry, problem-solving, and creativity?
- Does the curriculum reflect diverse perspectives and voices?
- What are the interdisciplinary, SEL, and technology connections present currently?
- What assured learning experiences and field learning opportunities are in place?
- Do all students have access to rigorous coursework, extensions and differentiated experiences?
- Are materials and resources accessible for all learners including multilingual learners and students with disabilities?
- What interventions are in place for students who are not successful in this content area?

Using the answers above please provide an overall summary of three highlights within desired results and three areas for growth:

Section 4: Summary and Next Steps

Utilizing the summary from each of the three sections please use the areas for growth to create a three year action plan.

As you plan, think about how you will know the goals have been achieved, and what data will support those conclusions.

What resources will be needed, financial, time and professional learning?

How is the impact of curriculum implementation monitored year-to-year?

How will progress on “areas for growth” be tracked before the next five-year review?

What are the budget implications of needed revisions or adoptions?

DRAFT