

Regular Board of Education Meeting
Wednesday, November 19, 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: Ms. Sofia Brenson and Madison Schantz, student representatives, will report on activities taking place at the high school.

{{RecommendedMotion}}

V. Reports and Discussion

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. Wells Road School Update

{{Goal-}}

{{Attachment:}}

Rationale: Mrs. Pauline Greer, Principal, will present a school report to the Board of Education.

{{RecommendedMotion}}

B. Kelly Lane School Update

{{Goal-}}

{{Attachment:}}

Rationale: Mrs. Kimberly Loveland, Principal, will present a school report to the Board of Education.

{{RecommendedMotion}}

C. Draft 2026-2027 School Calendar

{{Goal-}}

{{Attachment:}}

Rationale: The Board will discuss the draft 2026-2027 school calendar. This calendar will go to the Board for approval at the December 3, 2025 meeting.

{{RecommendedMotion}}

VI. Business Requiring Action

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. Director of Finance & Operations Report

{{Goal-}}

{{Attachment:}}

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

{{RecommendedMotion}}

B. Minutes - November 5, 2025 Regular Meeting Minutes

{{Goal-}}

{{Attachment:}}

Rationale: The Board will approve the November 5, 2025, 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

Recommended Motion

2. Granby Education Foundation

Goal

Attachment

Recommended Motion

VIII. Superintendent's Report

Goal

Attachment

Rationale: Superintendent Burke will provide district updates.

Recommended Motion

IX. Action Items

Goal

Attachment

Rationale: The Board will put forth any action items at this time.

Recommended Motion

X. Adjournment

Goal

Attachment

Recommended Motion



Date: November 2025
To: Granby Board of Education
From: Pauline Greer, Principal of Wells Road Intermediate School
Subject: Annual Wells Road Intermediate School Report 25-26

1. What are some notable school successes that have occurred within the past year?

- Our present 4th graders had a successful year with ELA skills. This was validated by their SBAC scores. Strongest start for a grade level since prior to the pandemic.
- We have added an additional way to showcase our students doing the right thing. The Wells Road Brag Board spotlights students who are helping their classmates, teachers or school environment. We are shouting out students who are caught making good and kind choices!
- The School Climate Committee is off to a great start. The committee has worked on creating school “teams,” and has also been working with our school psychologist and social worker to cross reference data and put together systematic responses to students struggling with social-emotional or behavioral issues.
- For the first time ever, and in response to our climate survey, 5th grade families were invited in for our *5th grade Farewell* celebration which also included our traditional *Kindness Matters* award.
- The courtyard project is moving forward under the direction of Meg Jabaily, the parent of one of our 5th graders. Mrs. Jabaily has been working with students, staff, community members, and facilities. The courtyard now contains a newly restored gazebo, freshly painted picnic tables, lined planter boxes, and new trees. In addition, a student-designed balance beam.
- Grades 3 and 4 have successfully launched the new English Language Arts (ELA) resource HMH, aligned to the science of reading, along with strategic use of professional development time to support continued learning, alignment, and growth.
- Results that were over 90% positive on our Climate Survey data, include a welcoming atmosphere (95%), principal accessibility (95%), emotionally safe and supportive environment (91%). Families also believe that the school is sensitive to issues related to race, gender and disabilities (97%). Staff report that the climate is positive. They feel a sense of collegiality, safety, care, communication, and leadership.

2. How is your school working to support the district goal of connection?

- Building leadership (including classroom teachers) have been trained and are providing professional development regarding Restorative Practices. They are also facilitating restorative conversations.

- The Wells Road Weekly via ParentSquare provides communication to families regarding upcoming dates, as well as school wide celebrations, processes and policies. In addition, staff and families are using ParentSquare for regular daily communications, weekly newsletters and special events and reminders.
- Our School Resource Officer is working hard building relationships with students. He is already making connections with students! Children look forward to his visits especially in the morning. His check-ins start the day off right!
- Student advocacy grows and grows. Students have asked for a celebration of World Diabetes Awareness Day, support for our neighbors in Jamaica and have even advocated for ways to help students do better on the bus!
- Creation of Wells Road Teams comes from our School Climate Committee. Students were sorted in mixed grade level groups to help make additional adult and student connections. The Teams will also spend time discussing specific topics such as gratitude, empathy, etc.
- Wells Road Connects is a new opportunity to address topics delineated by families in the spring climate survey.

3. How is your school working to support the district goal of believe?

- 3rd and 4th grade teachers are working with one another, staff developers and the ELA instructional coach to implement the new reading (HMH) program with fidelity. The plan includes internal learning walks to calibrate and learn from one another.
- The School Climate Committee has reviewed and analyzed data and created a School Climate Plan to address continued growth and positive school climate. The plan is also being discussed and reviewed by the School Leadership Team in order to ensure implementation.
- Students continue to create personal goal tracking sheets that make their own growth transparent. Goals are being reached daily!
- Wells Road student leadership includes 5th grade student council, Library Crew and Peer Mentoring. It is important that the students believe in their own abilities to be leaders.
- Our grade-level PLCs are focused on developing lessons and resources to support small-group instruction across ELA and math. This collaborative time includes Special Education teachers who help to make learning appropriate for all.

4. How is your school working to support the district goal of achieve?

- Grade-level PLCs have developed goals utilizing data. For example, 5th grade ELA teachers are implementing reading fluency based on HMH. Students are tracking their reading fluency progress. Fluency (accuracy and rate) has a large impact on comprehension.
- In math, students are focusing on fact fluency and performance tasks. This year, Data Team goals to teacher goals will be tied to these areas. Teachers have implemented math fact fluency protocols and strategies for students.
- This year 3rd grade is administering the 8 subtests of DIBELS. This focus on foundational reading skills is important to drive small-group instruction and help to ensure that children are solid readers by the end of 3rd grade. Parents will receive detailed reports of students' DIBELS scores for literacy. These reports also provide tips on how families can support students at home.
- MTSS and weekly Data Team meetings use data warehouse and analytics tool *EduClimber* to

help planning, look across historical data and review trendlines to track student progress.

- Based on Learning Walk feedback, teachers are using long-term goals and essential questions to support student understanding. Not only posting “I can” statements, but referring to how one learning connects to another helps to move students forward.
- Increased use IXL helps students to practice skills at their level.

5. Describe any challenges and unique school level considerations?

- Increased behavioral, academic and social-emotional learning needs require more specialized programming.
- Staffing challenges, particularly in securing special education teaching assistants, affect the consistency and quality of support provided to students due to a shortage of qualified candidates.
- In addition, finding time for specific training for regular education and TAs across academic and behavioral needs can be challenging.
- The need to modernize instructional spaces is a key challenge as we aim to create more flexible and engaging learning environments for students.
- Improve recreational spaces to fit the needs of intermediate age students.

6. What are the long-term plans that support your school’s interests and needs?

- We want to implement the science of reading program with fidelity through grade 5. We want to ensure that students leave their elementary experience as strong readers and writers with the support of ongoing professional development, pacing, and curriculum alignment.
- We will work to implement clear, developmentally appropriate report cards and progress reports providing families with transparent insights into student growth and data.
- For students' social and behavioral needs we would like to continue to enhance training in social emotional practices including restorative.
- Fostering a culture of schoolwide celebration and leadership where students take the lead on the climate of school.



Date:
To: Granby Board of Education
From: Kim Loveland, Principal
Subject: Annual Kelly Lane School Report 2025-26

1. What are some notable school successes that have occurred within the past year?

- Kelly Lane continues with a high attendance rate of 95.2% for the 2024-2025 school year, demonstrating strong student engagement and family support.
- Positive results from the Climate Survey data, where parents report the school is safe, accessible, communicative, and offers ways for families to be involved. Staff report feeling supported, safe, and that there is a clear vision for communication and academics for the school.
- We have successfully launched the new English Language Arts (ELA) resource HMH, aligned to the science of reading, along with strategic use of professional development time to support continued learning, alignment, and growth.
- Maureen Harrington, author of *Ivy the Very Determined Dog*, visited the school with Ivy to read her book to students and discuss the inspiration and process of storytelling.
- 90% of Kindergarten students performed at or above benchmark on Acadience in Spring of 2025, teacher collaboration and Dibels scores increased from 35% in the fall to 82% in the spring. This is credited to PLC goals that centered teachers on progress monitoring with targeted group instruction to address various needs.
- Kelly Lane hosted its first Moving Up Celebration for the 2nd grade. Students and families came together to celebrate their achievements and highlight their accomplishments at their time, not only in 2nd grade, but all of their cherished memories of Kelly Lane.
- We have successfully added one full-day PreK classroom of approximately 15 students to the program with little impact on the overall budget.
- Three units of Purposeful Play have been created and implemented in classrooms. Students plan, organize, and problem solve in a play-based structure through activities such as Pizza Shop, where they created an entire restaurant experience from setting up tables and taking orders to creating the orders (with playdough) and serving the diners!

2. How is your school working to support the district goal of connection?

- Check In/Check Out system developed for Structured Resource, tied to individual students' goals and data to support self-regulation and inclusion in the classroom.
- The School Resource Officer is working hard building relationships with students through mentorships, reading to classrooms, and visiting at recess, creating not only a sense of safety, but a feeling of community and belonging within the school, as well as connectedness.
- Professional development provided to staff regarding Trauma Informed Practices and Restorative Practices, building understanding of the impact of trauma on student learning and the importance of community and relationship building.
- The Play Associate is working with community partnerships and teachers to develop Play Sets for students in need by taking donations and creating kits for individual students to have the opportunity to practice play skills at home, in connection with what they do in school.
- Staff and families are using ParentSquare for regular communications. Staff are focusing on maintaining strong communication with families through weekly newsletters and regular contact with families via ParentSquare to ensure that all stakeholders are informed and involved in the school community, as well as aware of how their children are doing in the classroom.
- Grade 2 had their first Moving Up Ceremony. Students were excited to share their accomplishments and celebrate with their families all of their growth.
- Minor and Major Referrals have been created and implemented where common expectations and language are in place, and clear communication with families is present.

3. How is your school working to support the district goal of believe?

- We have a targeted professional development plan for staff regarding the implementation of HMH through coaches and consultants, along with a strong PLC collaborative focus on the implementation of HMH aligned to student achievement data.
- Our grade-level PLCs are focused on developing lessons and resources to support small-group instruction across ELA and math that target high-leverage teaching strategies.
- The Climate Committee has reviewed and analyzed the climate survey data and created a School Climate Plan to address continued growth and positive school climate.
- Professional development for Teaching Assistants regarding academic and behavioral supports for classrooms and individual students allows students to be successful at high levels within the classroom and TAs to have training with evidence-based strategies.
- The RISE Program was developed to support students with significant needs. The design and implementation of the program have been accomplished through collaboration of the BCBA, speech pathologists, school psychologists, social workers, and special education teachers.

4. How is your school working to support the district goal of achieve?

- Grade-level PLCs have developed goals across math and ELA, utilizing data to identify and implement high-leverage Tier I classroom teaching strategies to be measured and revised multiple times throughout the year to ensure high levels of growth for all students.
- Our grade-level PLCs are focused on utilizing data from DIBELS and Acadience, as well as other classroom data, to drive small-group instruction across ELA and math to ensure students' needs are being met at varying levels across Tier I, Tier II, and Tier III.
- The school schedule has been created to ensure TAs are consistently present during small group instruction across all grade levels, so students have more access and opportunities to small group targeted instruction.
- Intervention has partnered with classroom teachers to develop tier I goals for students based on DIBELS and Acadience scores and developed resources to utilize in small groups to support continued growth.
- Classrooms are implementing HMH across grade levels with consistency to support the science of reading and working collaboratively to align lessons and assessments to maximize student achievement and data collection.
- Parents received detailed reports of students' DIBELS scores for literacy and Acadience for math. They were able to see the levels of success relative to nationwide norms as well as areas of challenge. Conferences were used as a springboard for this conversation and introduction to these data sources.

5. Describe any challenges and unique school-level considerations?

- Finding time for specific training for TAs across academic and behavioral needs can be challenging, requiring job-embedded training and creative use of time.
- Increasing social-emotional learning (SEL) needs, particularly in behavior support, require more resources, such as trained tutors and specialists, to maintain a positive learning environment.
- Staffing challenges, particularly in securing special education teaching assistants, affect the consistency and quality of support provided to students due to a shortage of qualified candidates.
- Funding for the continuing Play Associate position and program needs could become a challenge depending on grant acquisition.

6. What are the long-term plans that support your school's interests and needs?

- With the ongoing implementation of the new reading legislation, we are committed to implementing an effective foundational literacy program through ongoing professional development, pacing, and curriculum alignment with the use of the HMH resource.

- Our long-term goal is to comply with the new play legislation by integrating play-based learning strategies in early childhood while balancing academic rigor and meeting state requirements. This will require ongoing planning and resources to implement play-based learning strategies in the early grades while balancing academic rigor.
- Utilizing EduClimber to identify student learning goals and overall achievement in team meetings, as well as to track student progress within Tier I, II, and III, will be important to assessing how we are meeting the diverse needs of our students.
- We will work to implement clear, developmentally appropriate report cards and progress reports for Pre-K through 2nd grade, providing families with transparent insights into student growth.
- In looking ahead, thinking about how we could update/restructure the cafeteria with a potential removal of the stage to create a larger space where students and staff can convene as a whole school community.
- Adding a department head position at Kelly Lane will be important to maintain high levels of feedback and support to teachers in regards to teacher evaluation and growth.

2026-2027 District Calendar



Granby Public Schools
Connect. Believe. Achieve

AUGUST							5	EXPLANATION OF DATES:				FEBRUARY							18	
S	M	T	W	T	F	S	Aug.	25	First Day of School				S	M	T	W	T	F	S	
						1	Aug.	26	Early Release					1	2	3	4	5	6	
2	3	4	5	6	7	8	Sept.	7	Labor Day - No School				7	8	9	10	11	12	13	
9	10	11	12	13	14	15	Sept.	16	Professional Development - Early Release				14	15	16	17	18	19	20	
16	17	18	19	20	21	22	Sept.	21	Yom Kippur - No School				21	22	23	24	25	26	27	
23	24	25	26	27	28	29	Oct.	12	Columbus Day - No School				28							
30	31						Oct.	21	Professional Development - Early Release											
							Nov.	3	Professional Development - No School				MARCH							21
SEPTEMBER							20	Nov.	20	Early Release ALL - Conferences				S	M	T	W	T	F	S
S	M	T	W	T	F	S	Nov.	25	Holiday - Early Release					1	2	3	4	5	6	
							Nov.	26 & 27	Thanksgiving Recess - No School				7	8	9	10	11	12	13	
6	7	8	9	10	11	12	Dec.	23	Holiday - Early Release				14	15	16	17	18	19	20	
13	14	15	16	17	18	19	Dec.	24 - 31	Holiday Recess - No School				21	22	23	24	25	26	27	
20	21	22	23	24	25	26	Jan.	1	New Years Day - No School				28	29	30	31				
27	28	29	30				Jan.	18	MLK Jr. Day - No School											
							Jan.	19	Professional Development - No School				APRIL							17
OCTOBER							21	Feb.	15	Presidents Day - No School				S	M	T	W	T	F	S
S	M	T	W	T	F	S	Feb.	16	Vacation Day - No School								1	2	3	
				1	2	3	Feb.	24	Professional Development - Early Release				4	5	6	7	8	9	10	
4	5	6	7	8	9	10	March	19	Professional Development - No School				11	12	13	14	15	16	17	
11	12	13	14	15	16	17	March	26	Good Friday - No School				18	19	20	21	22	23	24	
18	19	20	21	22	23	24	April	12-16	Spring Break - No School				25	26	27	28	29	30		
25	26	27	28	29	30	31	May	28	Professional Development - Early Release											
							May	31	Memorial Day - No School				MAY							20
NOVEMBER							18	June	3	Early Release				S	M	T	W	T	F	S
S	M	T	W	T	F	S	June	4	Early Release										1	
1	2	3	4	5	6	7	June	7	Projected Last Day of School				2	3	4	5	6	7	8	
8	9	10	11	12	13	14														
15	16	17	18	19	20	21														
22	23	24	25	26	27	28	Parent Conference Days: Early Release Days				16	17	18	19	20	21	22			
29	30						Kelly Lane/Wells Road Conferences				23	24	25	26	27	28	29			
							November	20	23	24	30	31								
							March	10	11	12										
DECEMBER							17	GMMS/GMHS Conferences				JUNE							8	
S	M	T	W	T	F	S	November	19	20	S	M	T	W	T	F	S				
		1	2	3	4	5	March	17	18			1	2	3	4	5				
6	7	8	9	10	11	12	Total Days of School: 180				6	7	8	9	10	11	12			
13	14	15	16	17	18	19		No School - ALL				13	14	15	16	17	18	19		
20	21	22	23	24	25	26		Early Release - ALL				20	21	22	23	24	25	26		
27	28	29	30	31				Early Release - Kelly/Wells				27	28	29	30					
								Early Release - GMMS/GMHS												
JANUARY							18													
S	M	T	W	T	F	S		Regular Hours	Early Release	Delayed Opening	Weather Related Early Release									
					1	2	GMMS/GMHS	7:35-2:30	7:35-12:10	9:35-2:30	7:35-10:45									
3	4	5	6	7	8	9	Wells Road Int. School	8:30-3:25	8:30-1:05	10:30-3:25	8:30-11:45									
10	11	12	13	14	15	16	Kelly Lane Primary School	8:30-3:25	8:30-1:05	10:30-3:25	8:30-11:45									
17	18	19	20	21	22	23	Pre-School (A.M.)	8:45-11:15	8:45-10:15	No Session	8:45-11:15									
24	25	26	27	28	29	30	Pre-School (P.M.)	12:30-3:00	11:00-12:30	12:30-3:00	No Session									
31							Full-Day Pre School (M-F)	8:45-3:00	8:45-12:30	10:30-3:00	8:45-11:45									
							B.E.A.R. Transition Academy	8:00-2:00	8:00-11:45	10:00-2:00	8:00-10:30									
							AM Pre School will be cancelled if there is a 2-hour delay due to inclement weather.													
							Pm Pre School will be cancelled if there is an unscheduled early release due to inclement weather.													

GRANBY PUBLIC SCHOOLS
BUSINESS OFFICE
15-B North Granby Road
Granby, CT 06035
(860) 844-5253

stevenson@granbyschools.org

To: Cheri P. Burke, Superintendent of Schools

From: Nickie Stevenson, Director of Finance & Operations

Re: October 2025 Budget Expense Report

Date: November 10, 2025

Please find attached the October 2025 budget expense report for the current fiscal year, reflecting all transactions processed through 10/31/2025.

Personnel and Program Accounts

Overall, both personnel and program expenditures continue to remain within the parameters of the approved budget. As we progress further into the school year, we are beginning to see the typical fluctuations associated with a budget of this size. Budget transfers will be completed, as needed, to ensure appropriate alignment of expenditures across accounts.

For example, the previous negative balance within the Custodial and Maintenance personnel account, resulting from a staff leave of absence, was mitigated through available funds in other personnel accounts. Variances of this nature are monitored on an ongoing basis, and adjustments will continue to be made to maintain fiscal alignment throughout the year.

Special Education

Projected special education expenses for FY 2026 continue to align with the district's planned budget. As of the October reporting period, the available balance is approximately \$400,000. It is important to note, however, that additional student outplacements or increased in-district service needs may emerge as the year progresses, all of which could impact this available balance.

Quality and Diversity Fund (Q&D)

To date, the district has received \$31,000 in Quality and Diversity (Q&D) revenue. This amount is comprised of approximately \$10,000 in Summer School tuition and \$21,000 in Pre-K tuition.

Reimbursement Revenue to the Town

FY 2026 revenue reimbursements to the Town remain favorable, currently totaling \$2,346,975. This reflects an increase of approximately \$31,000 from the September report due to two additional Hartland students enrolling in Granby Public Schools effective November 1, 2025. To date, Board of Education expense reimbursements totaling \$309,601 have been received and transferred to the Town.

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

Row #	Description	Budget	Adjusted Budget	YTD Expended	Encumbered	Balance	Combined % Expended and Encumbered
01	Communications	\$92,889	\$92,889	\$24,818	\$60,814	\$7,256	92.2%
02	Conference & Travel	\$53,994	\$53,994	\$14,097	\$4,981	\$34,916	35.3%
03	Dues and Fees	\$40,012	\$40,012	\$33,940	\$449	\$5,623	85.9%
04	Equipment	\$9,500	\$9,500	\$204	\$0	\$9,296	2.1%
05	Legal Services/Insurance	\$160,470	\$161,970	\$57,355	\$103,204	\$1,411	99.1%
06	Library/Media	\$60,581	\$60,581	\$24,230	\$10,832	\$25,518	57.9%
07	Purchased Services	\$1,212,475	\$1,239,028	\$280,966	\$822,526	\$135,536	89.1%
08	Repairs & Maintenance	\$568,244	\$568,244	\$213,112	\$330,481	\$24,651	95.7%
09	Software	\$500,305	\$500,305	\$323,621	\$105,138	\$71,545	85.7%
10	Special Education	\$4,314,930	\$4,314,930	\$1,072,422	\$2,998,978	\$243,530	94.4%
11	Student Activities/Athletics	\$415,776	\$415,776	\$41,853	\$127,945	\$245,979	40.8%
12	Supplies	\$579,012	\$579,012	\$230,511	\$151,010	\$197,491	65.9%
13	Textbooks	\$112,880	\$112,880	\$33,790	\$574	\$78,516	30.4%
14	Transportation	\$1,232,920	\$1,204,866	\$91,305	\$1,063,182	\$50,379	95.8%
15	Tuition	\$11,317	\$11,317	\$0	\$11,317	\$0	100.0%
16	Utilities	\$852,044	\$852,044	\$220,072	\$547,737	\$84,235	90.1%
17	Unallocated Appropriation	\$0	\$0	\$0	\$0	\$0	
	Program	\$10,217,348	\$10,217,348	\$2,662,297	\$6,339,168	\$1,215,883	88.1%

PERSONNEL ACCOUNTS
Granby Board of Education FY 2026
October 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	\$604,861	\$1,121,099	\$0	100.0%
19	Central Office	\$598,191	\$578,759	\$179,996	\$397,820	\$943	99.8%
20	Certified Staff	\$11,870,327	\$11,943,327	\$2,821,631	\$9,118,613	\$3,083	100.0%
21	Custodial and Maintenance	\$1,533,303	\$1,556,303	\$513,094	\$1,042,590	\$620	100.0%
22	School Secretaries	\$706,231	\$725,663	\$239,394	\$486,269	\$0	100.0%
23	Special Education	\$4,819,753	\$4,689,624	\$1,083,321	\$3,448,713	\$157,590	96.6%
24	Student Activities/Athletics	\$574,117	\$574,117	\$65,742	\$505,598	\$2,776	99.5%
25	Teaching Assistants	\$445,622	\$445,622	\$100,565	\$340,103	\$4,953	98.9%
26	Technology Support Services	\$274,096	\$274,896	\$138,971	\$135,925	\$0	100.0%
27	Tutors	\$35,589	\$35,589	\$5,661	\$29,928	\$0	100.0%
28	Employee Benefits	\$6,650,933	\$6,650,933	\$1,988,276	\$4,535,356	\$127,302	98.1%
29	Unallocated Appropriation	\$0	\$0	\$0	\$0	\$0	
	Personnel	\$29,200,794	\$29,200,794	\$7,741,514	\$21,162,014	\$297,266	99.0%
	100 General Fund	\$39,418,142	\$39,418,142	\$10,403,810	\$27,501,182	\$1,513,149	96.2%

SPECIAL EDUCATION ACCOUNT DETAIL
Granby Board of Education FY 2026
October 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	\$550,041	\$1,686,712	\$38,125	98.3%
02	Secretaries	\$110,692	\$110,692	\$35,968	\$74,724	\$0	100.0%
03	Support Services	\$519,932	\$519,932	\$110,727	\$386,608	\$22,597	95.7%
04	Teaching Assistants	\$1,830,695	\$1,756,695	\$379,904	\$1,289,670	\$87,121	95.0%
05	Tutors	\$61,556	\$27,428	\$6,681	\$11,000	\$9,746	64.5%
	TOTAL PERSONNEL	\$4,819,753	\$4,689,624	\$1,083,321	\$3,448,713	\$157,590	96.6%
06	Communications	\$100	\$100	\$42	\$0	\$58	42.0%
07	Conference & Travel	\$14,125	\$14,125	\$328	\$1,092	\$12,705	10.1%
08	Dues and Fees	\$2,250	\$2,250	\$700	\$250	\$1,300	42.2%
09	Legal Services	\$27,500	\$27,500	\$1,660	\$25,840	\$0	100.0%
10	Purchased Services	\$182,017	\$182,017	\$48,456	\$89,337	\$44,224	75.7%
11	Software	\$9,860	\$9,860	\$7,250	\$1,421	\$1,188	87.9%
12	Supplies/Textbooks	\$51,950	\$51,950	\$19,389	\$3,324	\$29,236	43.7%
13	Transportation	\$1,137,463	\$1,137,463	\$108,667	\$977,668	\$51,128	95.5%
14	Tuition	\$2,889,666	\$2,889,666	\$885,930	\$1,900,046	\$103,691	96.4%
	TOTAL PROGRAM	\$4,314,930	\$4,314,930	\$1,072,422	\$2,998,978	\$243,530	
	OVERALL TOTAL	\$9,134,683	\$9,004,555	\$2,155,743	\$6,447,692	\$401,119	95.5%

SUPPLEMENTAL INFORMATION
Granby Board of Education FY 2026
October 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	\$631,882	\$300,513	-\$331,370
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	\$9,089	-\$32,911
Totals	\$2,261,811	\$2,346,975	\$309,601	-\$2,037,374

*From Other Towns

QUALITY AND DIVERSITY FUND (Q&D)

Description	Budget	YTD	Difference (YTD vs. Budget)
Opening Balance	\$211,803	-	-
Expenses	\$984,237	\$137,746	\$846,491
Revenue	\$969,686	\$31,328	-\$938,358
Ending Balance	\$197,252	\$105,385	-\$91,867

GRANBY BOARD OF EDUCATION
Granby, Connecticut
Wednesday, November 5, 2025 - 7:00 p.m.
Regular Meeting Minutes

The Granby Board of Education's regular meeting was held on Wednesday, November 5, 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, Heather Lombardo, Donna Nolan (ZOOM), David Peling, Ed. D., and Ann Woods. **ABSENT:** Monica Logan, Jessica Diglio-Tsaptsinos

ALSO PRESENT: Superintendent Cheri Burke, Assistant Superintendent Jenn Parsons, Nickie Stevenson - Director of Finance and Operations

Call to Order and Welcome:

Vice Chair Lombardo called the meeting to order at 7:01 p.m.

Chairperson's Report: Vice Chair Lombardo reviewed the important context regarding when the Board of Education meetings occur and that the board convenes to listen to reports from the Superintendent, approve budgets and contracts, and handle necessary business tasks to ensure Granby schools run effectively. Board meetings are not public hearings but rather business meetings that are held publicly. She briefly reviewed legal standards surrounding FOIA and the need to follow the posted agenda following public comment. Residents may contact and engage with board members via email or other means outside business meetings, and may also make comments.

Public Comment:

1. Mike Kramarenko - 150 Notch Rd., Granby - He described the limitations on public comment as constitutional violations. He addressed issues he has heard of, including bullying, bus issues, alleged fighting without consequences, and disciplining students. He read an excerpt from a book that had explicit language, which he stated may be found in some school libraries.
2. Beth Carroll - Quail Lane, Granby - She stated she was impacted by the challenge with the ZOOM meeting last meeting. She addressed her issue with the one-sided nature of public comment and stated that she wants a response to her questions during the meeting. She focused on the savings of \$937,000 and would like that money tracked monthly. She would like information on what was spent on the bleachers and roof.
3. Lynn Krauss (ZOOM) - W. Granby Rd., Granby- She stated she fully supported Mike and Beth in their public comments.

Student Representative Reports:

There were no reports this evening. Both representatives were absent from the meeting.

Reports and Discussion:

- **Granby Memorial High School Update:** Mr. Michael Dunn, Principal of GMHS, presented a school report to the Board of Education. To view the report, click [HERE](#).
- **Granby Memorial Middle School Update:** Mrs. Heather Tanis, Principal of GMMS, presented a school report to the Board of Education. To view the report, click [HERE](#).

Business Requiring Action:

- **Approval of Minutes:** On a motion made by Liz Barlow and seconded by David Peling, the updated September 17, 2025, minutes were approved. All members voted in favor with no discussion at 8:05 pm.
- **Approval of Minutes:** On a motion made by Liz Barlow and seconded by David Peling, the October 15, 2025 minutes were approved. Members voted in favor with no discussion, with Ann Woods abstaining at 8:06 pm.

Board Standing Committee Reports:

- A. Curriculum/Policy/Technology/Communication—This committee met tonight, and Liz Barlow reviewed her notes from the meeting. Updates to the English curricular offerings were proposed, with attention paid to the appropriateness of the book choices for electives. Options for making parents aware of mature themes were discussed, and the matter was tabled.
- B. Finance/Personnel/Facilities— This committee’s next meeting will be on Wednesday, Nov. 19th at 5:30 pm.

Other Board-Related Reports:

- A. CREC/CABE— No updates shared.
- B. Granby Education Foundation—The GEF pledged a \$100,000 grant for the Public Library for a teen space for kids for cooking classes, study rooms, etc, to work alongside town funds for the library renovation. It is meant to give kids an additional place to go and enjoy a space with activities just for them.

Superintendent’s Report:

- Superintendent Burke mentioned she will attempt to address issues raised during public comment at each meeting. Some items are tabled for research, others are built into future agendas. If she lacks the necessary information, she takes notes and commits to discussing those items at the next meeting.
- Financial reports are shared at the finance subcommittee, during BOE and BOF meetings, and 3 open forums are upcoming for public discussion, as the district strategic plan is being updated.
- A publicly available searchable school library database was added in 2023, and the book discussed during public comment is not in our school libraries.

- She thanked Asst. Superintendent Parsons for the excellent PD Day that just occurred on Tuesday, Nov. 4th. Jenn Parsons added about the importance of collaboration for Art, PE, Tech, SLPs, and SPED teachers, who attended joint sessions with specialists from other towns.
- Senator Kissel visited our schools on Monday, Nov. 3rd. He is doing a walking tour of SPED programs so he can advocate for more funding for special education and necessary upcoming projects in the schools.
- Lastly, she spoke about unifying our branding at the high school. It's important to have consistency in our branding with fonts, images, colors, etc. There is a branding committee at the high school, and their next steps are to survey all students and staff, and then a final vote to pick an option for the Bear logo. The students and staff are very excited to be a part of the process. This is happening at zero cost, and any changes to signage or uniforms will be done only as those items are up for replacement in the schedule.

Action Items:

There were no action items put forth.

Adjournment: There being no other business to come before the Board, the meeting was adjourned at 8:25 p.m. on a motion made by Liz Barlow and seconded by David Peling, Ed.D. All members present voted in favor with no discussion.

Submitted by:

Elizabeth Barlow

Secretary, Granby Board of Education

Recording by:

Michelle L. Crowley

Administrative Assistant to the Superintendent