

**Curriculum Subcommittee Meeting**  
**Wednesday, December 3, 2025, 5:30 PM**  
**Central Office**

**I. Call to Order**

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

**II. Public Comment**

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

**III. Approval of Minutes - November 5, 2025**

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

**IV. Assistant Superintendent's Monthly Report**

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

**V. 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}}**

**VI. Textbook Approval**

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

**A. AP Calculus**

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

**VII. Curriculum Cycle Update**

*{{Goal-}}*

*{{Attachment:}}*

{{RecommendedMotion}}

**VIII. School Climate Legislation Update**

*{{Goal-}}*

*{{Attachment:}}*

{{RecommendedMotion}}

**IX. Adjournment**

*{{Goal-}}*

*{{Attachment:}}*

{{RecommendedMotion}}

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

**PRESENT:** Subcommittee members: Liz Barlow, David Peling, Ed.D.

**ALSO PRESENT:** Superintendent Cheri Burke, Assistant Superintendent Jenn Parsons, and GMHS English Department Chair Carolyn Weiser

**ABSENT:** Jessica Diglio-Tsaptinos

**I. Call to Order and Welcome:**

The meeting was called to order at 5:30 pm.

**II. Public Comment:**

There was no public comment this evening.

**III. Approval of Minutes:**

Dave Peling motioned to approve the minutes from the September 3, 2025, curriculum subcommittee. Liz Barlow seconded the motion. All voted in favor. Motion carried at 5:33 pm.

**IV. English Curriculum Update:**

**IV.A. Approval of 3 new English 12 Electives**

Carolyn Weiser and Jenn Parsons reviewed the sequence of the English curriculum at the high school. The team discussed 3 potential new English 12 electives: Dystopian and Post Apocalyptic Fiction, Myths and Monsters, and From Damsels to Daredevils. The team reviewed potential materials, some of which were noted to cover mature themes. Options for sharing a disclosure to parents and students regarding these themes were discussed, and after extensive discussion, the committee declined to motion to approve the new courses at this time, and table the matter until the December meeting.

**IV.B. Class title change:**

Following the discussion of the course, Dave Peling motioned that the Curriculum Subcommittee approve the course name change of an English class to Reel Writing. Liz Barlow seconded. All voted in favor with no discussion. Motion carried at 6:50 pm.

- V. **Textbook Approval:**  
A new precalculus textbook review was on the agenda for this meeting, but due to time constraints, this matter was tabled until the December meeting.
- VI. **Assistant Superintendent's Monthly Report:**  
This was shared in written form and will be reviewed individually by members, due to time constraints.
- VII. **Curriculum Review Cycle:**  
The committee did not get to this matter, and it will be postponed until the next meeting.
- VIII. **Adjournment:**  
Liz Barlow motioned to adjourn, seconded by Dave Peling. All voted in favor with no discussion. Motion carried at 6:53 pm.

Respectfully submitted,

Liz Barlow  
Chair, Policy and Curriculum Subcommittee



**Date:** December 3, 2025

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

**From:** Jennifer M. Parsons, Assistant Superintendent of Schools

**Subject:** December Monthly Update

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### **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 was the first full day session. The secondary schools had 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 participated in PK-12 vertical content area team sessions in the afternoon. We 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 hosted 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.

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
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- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

**Action: \_\_\_Approved \_\_\_Not Approved**

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**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.

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Building based	Workbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
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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:**

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- Director of Curriculum/BOE Curriculum Sub Committee

**Action: \_\_\_Approved \_\_\_Not Approved**

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**X New course**

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**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.

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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.

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Building Based	Staffing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
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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**



**GRANBY PUBLIC SCHOOLS  
GRANBY, CONNECTICUT**

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

**Page 1: overview**

Course: AP Statistics

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

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

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Copyright date: 2025 Edition: Eighth

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Cost per student edition: \$176.98 Quantity: 20

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Cost per teacher edition: \$495.98 Quantity: 1

---

Budgeted item: \$4,035.58

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

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Other texts reviewed:

Title	Publisher	Copyright
N/A		

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

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

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

# 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
<b>Year 1: Review</b>	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

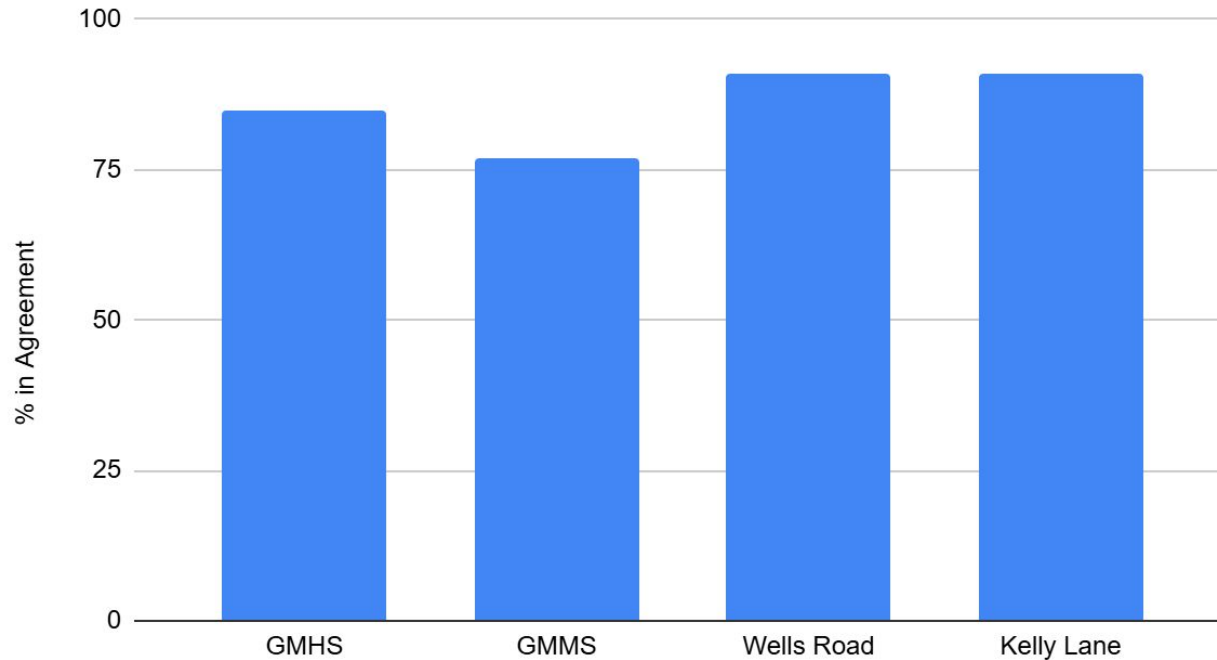
# School Climate Presentation



**December 3, 2025**

# 2024-25 School Climate Survey Results

My child is physically and emotionally safe at school.



# Recent Data: Verified Acts of Bullying 2020-2025

	Kelly Lane (PK-2)	Wells Road (3-5)	GMMS (6-8)	GMHS (9-12)	Total
2020-21	0	0	0	0	0
2021-22	0	0	3	1	4
2022-23	0	2	2	3	7
2023-24	0	2	1	6	9
2024-25	0	0	4	3	7

Old Definition:

**“Bullying”** means an act that is direct or indirect and severe, persistent or pervasive, which:

- (1) causes physical or emotional harm to an individual;
- (2) places an individual in reasonable fear of physical or emotional harm; or
- (3) infringes on the rights or opportunities of an individual at school.

# What has changed?

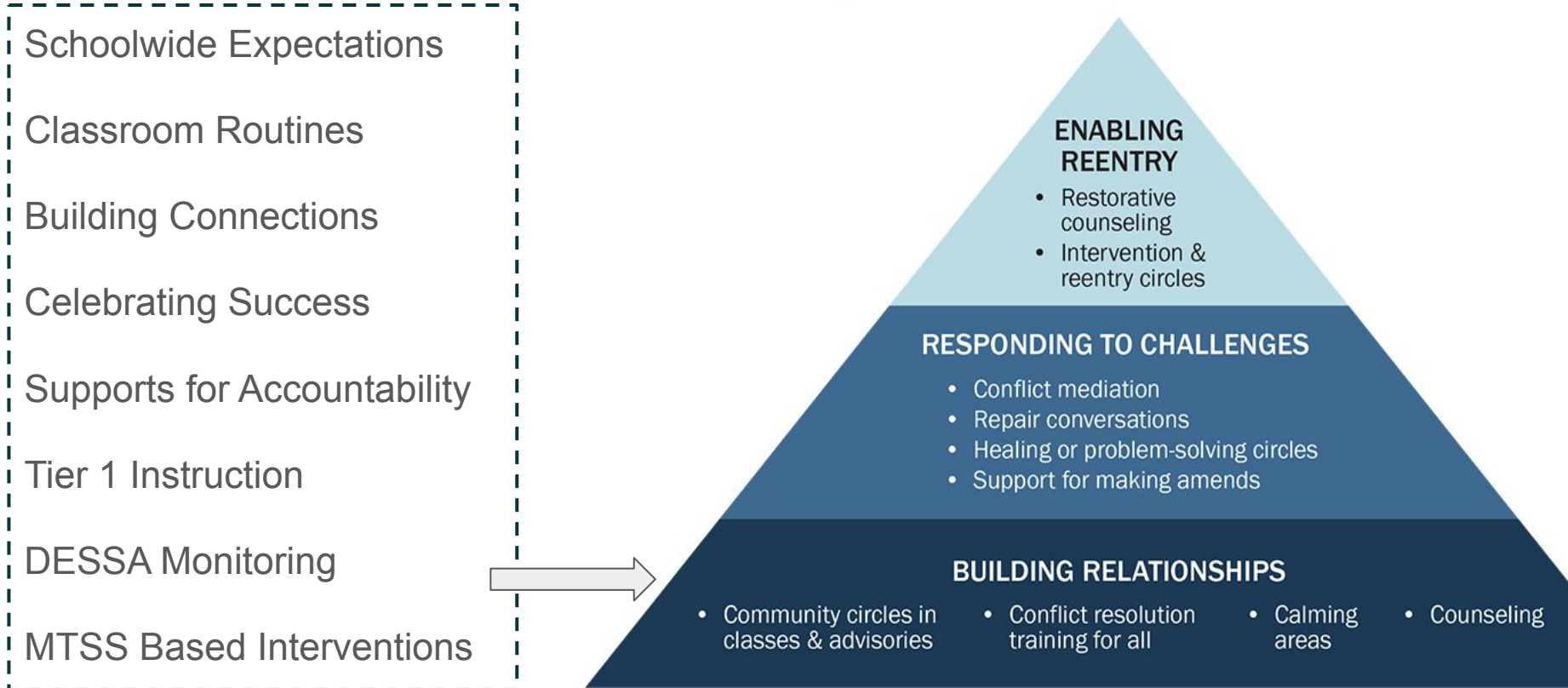
Public Act 23-167 significantly modified existing school climate legislation and policy. The new school climate provisions become mandatory for all districts in 2025-26.

The following elements are included among the changes:

- Requires the adoption of a new School Climate policy
- Outlines expectations on responding to “challenging behavior”
- Redefines terms and responsibilities associated with school climate personnel
- Establishes new training requirements

According to legislation, school climate is, *“the quality and character of the school life, with a particular focus on the **quality of the relationships** within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.”*

# Proactive School Climate Work & Restorative Practices



# Connecticut School Climate Guidance



CONNECTICUT STATE DEPARTMENT OF EDUCATION — APRIL 2025

The purpose of this guidance is to (1) provide an outline of new school climate legislation required to be implemented in school year 2025-26; (2) provide resources for schools to begin to assess current efforts, artifacts and procedures; (3) facilitate supports to ensure district compliance and best practice implementation; and (4) assist in building welcoming and supportive school climates and cultures.

Public Act 23-167 significantly modified existing school climate legislation and policy. Districts may choose to implement these modified provisions in the 2024-25 school year, but the new school climate provisions become mandatory for all districts in 2025-26. The following elements are included among the changes:

- Requires the adoption of a new School Climate policy
- Outlines expectations on responding to “challenging behavior”
- Redefines terms and responsibilities associated with school climate personnel
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## ELEMENTS:

- ❖ Policy
- ❖ Coordinator
- ❖ Specialists
- ❖ Committee
- ❖ Survey
- ❖ Plan
- ❖ Challenging Behavior Response
- ❖ Training
- ❖ Restorative Work

# Where is Granby?

- School Climate Policy adopted 6/4/25
- Key roles identified
- School Climate Committees formed
- School Climate Improvement Plans drafted based on Spring '25 surveys
- Plans will be posted online prior to 12/31/25
- Operationalizing forms and protocol
- Restorative Work Ongoing

# Revised Definitions

## GRANBY PUBLIC SCHOOLS Challenging Behavior Reporting Form

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

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

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

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

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

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

Email: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Contact me by:  Phone  Email

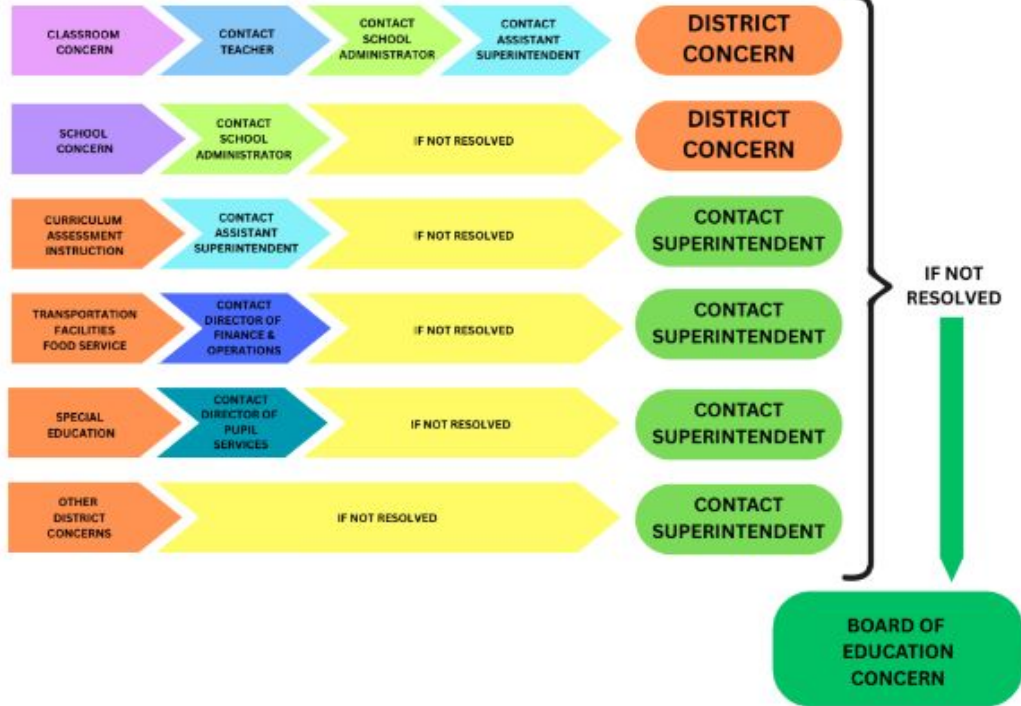
Was this previously reported to any school employee prior to this report?  Yes  No

If yes, identify to whom, when, and what was reported?

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

**"Bullying"** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

## Guide to Addressing School Concerns for Parents & Community



### School Climate Coordinator:

Jennifer Parsons, Assistant Superintendent

### School Climate Specialists:

*Granby Memorial High School:*

Corey Rewenko, Dean of Students  
with Mike Dunn, Principal

*Granby Memorial Middle School:*

Alex Schwartz, Assistant Principal  
with Heather Tanis, Principal

*Wells Road Intermediate School:*

Katie Busbey, Instructional Specialist  
with Pauline Greer, Principal

*Kelly Lane Primary School:*

Lis Diemer, Early Intervention Specialist  
with Kim Loveland, Principal

# How Can Parents Partner with the School?

## 1. **Stay Informed**

- Review the **district's school climate policy** (you can find it on the BOE website)
- Know who your **school climate coordinator** and **school climate specialist** are

## 2. **Respond to Surveys**

- Complete the **school climate survey** to provide input and feedback

## 3. **Communicate with your child's teacher and administration as needed**

- Bring up climate-related concerns or ideas (bullying, safety, behavior protocols, social-emotional supports) so they can be addressed

*Questions?*