

Curriculum Subcommittee Meeting
Wednesday, April 1, 2026, 5:30 PM
Central Office

I. Call to Order

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

II. Public Comment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

III. Approval of Minutes - February 4, 2026

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

IV. Assistant Superintendent Monthly Report

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

V. Policy - Restorative Practices

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VI. Preview of Curriculum Cycle Reports

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VII. Adjournment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

GRANBY BOARD OF EDUCATION
Granby, Connecticut
Wednesday, February 4, 2026 - 5:30 p.m.
Curriculum Subcommittee Minutes
(subject to approval)

PRESENT: Subcommittee members: Liz Barlow, Andrew Billig

ALSO PRESENT: Assistant Superintendent Jenn Parsons, Board Chair Monica Logan, Superintendent Cheri Burke, Literacy Coaches Meghan Bovol and Courtney Piotrowski

I. Call to Order and Welcome:

The meeting was called to order at 5:34 pm.

II. Public Comment:

There was no public comment this evening.

III. Motion: Andrew Billig motioned to change the agenda order to accommodate our guests. Liz Barlow seconded. Motion carried at 5:35 pm.

IV. Update on Elementary Reading Program. Assistant Superintendent Parsons shared the timeline for the state mandated new reading program. The presentation is linked [here](#). Literacy coach Meghan Bovol discussed their role in the selection of materials and the implementation of the curriculum. Teachers are enthusiastic and supportive of the new program; there has been limited pushback, and the only identified challenge with the new program is the pace.

V. Approval of Minutes:

Andrew Billig motioned to approve the [minutes](#) of the January 7, 2025, meeting of the Curriculum Subcommittee. Liz Barlow seconded the motion. There was no discussion. Motion passed at 6:20 pm.

VI. Assistant Superintendent's Monthly Report:

Jenn Parsons provided her monthly report, linked [here](#).

VII. Early Childhood Legislation Update

Assistant Superintendent Parsons noted that a new state law will require the district to survey parents about family history with learning to read. The goal is to support early identification of reading difficulties. As always, families can choose not to share the information with the district.

VIII Adjournment

Liz Barlow adjourned the meeting with no discussion at 6:48 pm.

Respectfully submitted,

Liz Barlow
Chair, Policy and Curriculum Subcommittee



Date: April 1, 2026

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

From: Jennifer M. Parsons, Assistant Superintendent of Schools

Subject: April Monthly Update

Secondary Scheduling

Our Year 2 Work Group has been busy researching and proposing shifts for the upcoming year around second year goals regarding interventions and student supports and scheduling classes to allow for maximum utilization. The Work Group will be presenting to the Guiding Coalition this week their plan for aligning and strengthening supports and structures to allow students to receive informal help from teachers as well as be scheduled for more intentional systemic support for learning and accessing resources. One example of this will be planning for a type of specialized study hall called a learning center with a focus on supporting executive functioning or receiving guidance in a specific content area. These shifts require no additional resources at this point beyond creatively scheduling the staff available. Additionally, the group will suggest section size guidance for the teams creating the secondary schedules and suggesting that the high school leadership team take a deeper dive into courses that potentially conflict and consider running alternating year electives in order to preserve the breadth of courses offered while honoring staffing needs. The middle and high school are well underway with selecting courses and setting up the schedule for next year.

Supporting School Climate

Granby, via the assistant superintendent, was recently selected to participate on a regional work group facilitated by EdAdvance to advise the state school climate consultant on the needs of districts implementing the new school climate policy. Collaboration in this area allowed districts to share resources and support the state in creating guiding documents for all schools in Connecticut. Granby is well underway with implementing the revised school climate policy, working with restorative practices, and implementing the challenging behavior forms and language. School climate teams are ensuring all school staff are up to speed on the changes that have been made and we are looking to share additional information with families in the coming months. On March 20, our last professional learning day, all staff participated in a choice session focused around SEL topics such as trauma informed teaching, running restorative circles, mindfulness, tips and tricks for creating supportive learning environments and proactive problem solving.

Reimagining Teaching and Learning

The work with the strategic plan has really picked up in the past two months. A solid draft has been developed by the working group and will be reviewed by the District Leadership Team next week before coming to the Board in May. Multiple stakeholder groups have had insight into the development through surveys, participation and community forums. We are excited to share with you the work in the coming months and the team feels it will be an excellent vehicle to carry us through the next few years and unite the initiatives across the district, from operations to instruction. This exciting work has been augmented by Learning Walks, a visit to all four schools in one day by a group of teachers that results in actionable feedback for school teams.

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline

Introduction

Related to all matters of student discipline, the Board of Education requires district staff to make every effort to correct student challenging behavior through school-based resources and to support students in learning the skills necessary to enhance a positive school climate and avoid challenging behavior.

For most behaviors, schools should minimize the use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement to the extent practicable while in compliance with state statutes, local ordinances, and mandatory reporting laws. It is the goal of the Granby Public Schools and the Board of Education that the juvenile and criminal justice systems be utilized rarely to address all forms of challenging behavior.

All challenging behavior procedures and responses shall ensure due process and be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, gender identity or expression, age, or disability.

For the school year beginning July 1, 2025, the Granby Board of Education adopts this “Restorative Practices Response” policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. This policy shall not include the involvement of school resource officers or other law enforcement officials unless the behavior or conflict becomes violent or criminal.

The Board of Education (Board) supports the District’s fundamental mission to provide all students the opportunity to achieve academically and socially and emotionally, ethically, civically, and intellectually at the highest levels and to become a contributing and engaged citizen in our diverse society. All students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Schools play an important role in helping families and children make responsible decisions, cooperate with others, and have a successful life. Children, at times, find it difficult to manage their emotions and focus on their studies effectively. Developmentally appropriate social and emotional skills building allows students to cope with stress so they can access learning and develop into productive adults. Learning is a social activity, meaning children must be ready to learn by regulating their emotions and working constructively with others. Social and emotional learning (SEL) helps build a positive school climate by developing emotional intelligence through self-awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision-making. Students should receive effective and engaging teaching, with curriculum, instruction, and assessment designed to address the needs of diverse learners.

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline (continued)

Restorative approaches recognize students' unique strengths, needs, and interests and present an opportunity for schools to develop a structure that utilizes practices that will create a more equitable path for all students. Utilizing restorative practices allows schools to embody more equitable approaches and meet students' short—and long-term needs.

The Board believes that all students have a right to attend schools that are safe and free from unnecessary disruption. Appropriate student behavior, reinforced by an effective system of discipline, is essential to creating and maintaining a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

The Board requires District schools to implement restorative practices in response to conflict and harm. The “Restorative Practices Response” philosophy supported by the Board views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board recognizes that schools may involve a wide range of people in the “Restorative Practices Response” process, voluntarily including victims, who are often teachers, school staff, bystanders, other students, and the school community.

The four main goals of Restorative Practices Response are:

1. **Relationship Building:** creating a school environment where everyone is safe, welcomed, supported, and included in all school-based activities and focuses on high-quality, constructive relationships among the school community members;
2. **Accountability:** Restorative Practices Response strategies hold each student accountable for any challenging behavior;
3. **Community Safety:** Restorative Practices recognize the need to keep the school community safe through strategies ensuring that all students have a role in repairing relationships affected by challenging behavior. In safe, supportive education environments, students feel a sense of belonging, and allow schools to challenge policies and procedures that prevent student growth.
4. **Competency Development:** Restorative Practices Response seeks to increase the social-emotional intelligence skills of those who have harmed others, address underlying factors that lead students to engage in the form of challenging behavior, and build on strengths.

Definitions

Through adopting the Connecticut School Climate Policy (5131.911), the Board endorses a “Restorative Practices Response” approach to student discipline. As defined in Policy 5131.911,

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

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline

Definitions (continued)

“**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.

“**Evidence-Based Practices**” in education refer to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

“**School Climate**” means the quality and character of school life, with a particular focus on the quality of the relationships within the school community. It is based on patterns of people’s experiences of school life and reflects the norms, goals, and organizational structures within the school community.

“**Social and Emotional Learning**” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

“**Emotional Intelligence**” means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem-solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

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

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

Purpose

The purpose of this policy is to support school discipline that:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behavior;
2. Maintains safe and engaging learning communities;

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline

Purpose (continued)

3. Assures consistency and coherence across all schools in the District;
4. Defines and communicates expectations for student behavior;
5. Defines and communicates expectations for staff responsibility related to school discipline;
6. Balances the needs of the student, the needs of those directly affected by “challenging behaviors,” and the needs of the overall school community;
7. Assures equity across racial, ethnic, and cultural groups and all other protected classes, including, but not limited to, gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression.

General Principles

1. A positive school climate is best accomplished by preventing challenging behaviors before they occur and using effective restorative practices in response to those challenging behaviors that may occur despite proactive measures.
2. School safety and academic success are formed and strengthened when all school staff and employees build positive relationships with students and their parents and/or guardians.
3. Effective school climate maximizes the amount of time students spend learning academically, socially, and emotionally, ethically, civically, and intellectually, and minimizes the amount of time students cause disruption or are removed from their classrooms due to an act of challenging behavior.
4. School discipline should be reasonable, timely, fair, age-appropriate, and should be proportionate to the student’s challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, offer students an opportunity to learn from their mistakes, and is more likely to result in engaging rather than punitive responses to challenging behavior. The school community should adopt policies that promote a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging and disengaged students, educators, and families of students in the school community.
5. Effective school climate improvement is a restorative process that engages all school community members in promoting a positive school climate. The vast majority of challenging behaviors should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment.

Students

Challenging Behavior Prevention: Restorative Practices Response in Student Discipline

General Principles (continued)

6. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence. We must commit to eliminating institutional racism and any other discrimination that presents barriers to success. The school community should create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
7. Challenging behaviors, which may be subject to disciplinary action, including any within the school environment, but not limited to those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

General Policy Guidelines

The District's system of school climate improvement is built on the incorporation of restorative practices, which should include:

Evidence and research-based system-level restorative practices that focus on:

- 1) building high-quality, constructive relationships among the school community,
- 2) holding each student accountable for any challenging behavior, and
- 3) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices should be guided by the Connecticut School Climate Standards:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behaviors.
2. The school district community adopts policies that promote: a) a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and b) a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally reengaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to: a) promote learning and the positive academic, social, emotional, ethical, and civic development of students. b) enhance engagement in teaching, learning, and school-wide activities. c) address barriers to teaching and learning; and d) develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.

Policy adopted:

GRANBY PUBLIC SCHOOLS

Granby, Connecticut