

Curriculum Subcommittee Meeting
Wednesday, May 6, 2026, 5:30 PM
Central Office

I. Call to Order

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

II. Public Comment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

III. Approval of Minutes—April 1, 2026

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

IV. May Monthly Update

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

V. NEASC District Accreditation

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VI. Strategic Planning Preview

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VII. Adjournment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

GRANBY BOARD OF EDUCATION
Granby, Connecticut
Wednesday, April 1, 2026 - 5:30 p.m.
Curriculum Subcommittee Minutes
(subject to approval)

PRESENT: Subcommittee members: Andrew Billig, David Peling

ALSO PRESENT: Assistant Superintendent Jenn Parsons, Board Chair Monica Logan,
Superintendent Cheri Burke

I. Call to Order and Welcome:

The meeting was called to order at 5:51 pm.

II. Public Comment:

There was no public comment this evening.

III. Approval of Minutes - February 4, 2026: Andrew Billig moved to approve the minutes, and David Peling seconded the motion. The motion passed unanimously.

IV. Assistant Superintendent's Monthly Report:

Assistant Superintendent Jenn Parsons provided her monthly report. Click [HERE](#) to view the report.

V. Policy - Restorative Practices:

CABE Policy 5144.12 Restorative Practice Policy was discussed. This policy will be presented to the Board at the May Board meeting for review and discussion. Click [HERE](#) to view the Policy.

VI. Preview of Curriculum Cycle Reports: Assistant Superintendent Parsons provided copies of course syllabi for various classes in high school elective literature courses. The format was discussed by the committee. Assistant Superintendent Parsons also advised that, as part of our 5-year curriculum cycle report, social studies would be up next for review.

VII. Other:

- The Strategic Plan is being worked on. There has been a lot of input from the Board and Community.
- The PD was teacher choice - many took SEL-type courses taught by co-teachers.
- Course selection is underway in the high school.
- Reviewed a new proposed "Maker Space".
- Feedback was received from our career advisory board that our students would benefit from additional guidance or instruction on collaboration and face-to-face time.

VIII. Adjournment:

On a motion by David Peling, seconded by Andrew Billig. The meeting was adjourned at 6:47 p.m.



Date: May 6, 2026

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

From: Jennifer M. Parsons, Assistant Superintendent of Schools

Subject: May Monthly Update

Curriculum Review

Our Social Studies team has been hard at work preparing for their upcoming curriculum review. They have been gathering documents, reviewing artifacts, and having robust discussions with their vertical team about the status of the curriculum, assessments, and instruction across the content area. Curriculum leaders are then reviewing the information compiled to make suggestions for a five-year action plan that will be presented to the District Leadership Team for review and then to the Curriculum Sub-Committee for approval. The team is excited to share their findings and get going with making the suggested changes. Practical Arts will be presenting next fall, with Science following in the spring.

Selection for District-wide NEASC Accreditation

Granby has been selected for the first-ever CAPSS-sponsored cohort for pursuing district-level NEASC (New England Association of Schools and Colleges) Accreditation. As a part of this cohort, Granby Public Schools will be among the first Districts in the state to achieve this impressive status. This process involves reflecting on a recently revised set of 5 core NEASC standards and 32 principles of learning to set priorities for district growth and reflection. This timing and opportunity aligns very nicely with our development of a newly revised strategic plan and will allow our four schools to move in concert towards even higher standards. Internally, we have developed a steering committee that met with our cohort liaisons to learn about the process in an initial candidacy visit last week. CAPSS is sponsoring a professional learning day at no costs to participating districts this spring for all cohort members to come together. The cohort will also support with technical assistance and an offset of the fees associated with the accreditation process.

Compliance and Reporting

The State Department of Education requires a great deal of reporting each spring. Not only do all grants need to be closed out, but there are reports requiring submission of information on student course accomplishment, teachers' certification and employment, and student attendance and discipline. All of this reporting takes a great deal of coordination across central office departments and schools to certify and verify records and submissions. This year, the high school has also been chosen by the Connecticut State Department of Education (CSDE) for a randomly selected audit of access to Career and Technical Education courses through the lens of Civil Rights Compliance. We were notified of this visit just a few weeks ago, and will be responsible for a CSDE visiting team on May 27th to review our processes and procedures and meet with staff and students. Additionally, this audit requires our facility staff to complete checklist reviews of every classroom in the building and host a second visiting team in early summer.

What is District Accreditation?

Some people think of accreditation for only high schools and colleges; however, elementary schools and middle schools in many districts have been accredited for years. District Accreditation takes individual school accreditation a step further by bringing all schools in a district together on the same accreditation cycle, in a guided, collaborative process that involves one self-reflection, one set of priority areas in a district growth plan, and district-wide coordinated accreditation team visits, instead of individual visits for each school. A district-wide steering committee with representatives from all schools leads the effort.

What are the benefits?

District Accreditation:

- fosters K-12 coherence and aligns practices district-wide with the Standards for Accreditation
- ensures a collaborative approach which supports district initiatives and assures families of high-quality learning experiences across the district
- is tailored to meet district needs (entire district, grade levels, groups of schools).
- can be used for strategic planning, or accreditation efforts can be integrated into existing district-wide improvement or strategic plans



Which districts are currently engaged in District Accreditation?

Connecticut: North Stonington, New Milford, Brookfield, Waterbury, Colchester

Maine: Falmouth, York

Massachusetts: Fairhaven, TECCA, Manchester-Essex

New Hampshire: Sanborn Regional, Windham K-8

Vermont: Addison Central (Joint with IB), West River

What is the CAPSS/NEASC Cohort for District Accreditation?

The Connecticut Association of Public School Superintendents (CAPSS) and the New England Association of Schools and Colleges (NEASC) are partnering to establish a cohort model through which a group of districts in Connecticut will embark on District Accreditation together, starting in the fall of 2026. Districts can apply for the cohort in January 2026, and 10-12 districts will be selected by late February 2026. As members of the cohort, district teams will meet together several times each year for professional development around the Vision of a Learner and District Accreditation. Members of the cohort will also receive some financial support for their team visit costs.

What are the details and benefits of the Cohort?

Districts will partner together with CAPSS and NEASC to complete District Accreditation over a 3-year period between 2026 and 2029. CAPSS and NEASC will provide ongoing support and professional development for District Accreditation processes as well as Vision of a Learner development and implementation for cohort district teams. Districts will identify a core team of representatives from each school to form a steering committee to lead the process. NEASC will help districts determine how any currently accredited schools in their districts can work into the District Accreditation cycle.

What are the costs of District Accreditation?

There is a \$1,000 candidacy fee for districts when they submit their respective candidacy applications. Once accepted as candidates, districts pay the regular dues for high schools, and the dues for middle and elementary schools are discounted approximately 50% from the regular dues rate (to about \$1,060 each year). Districts host one visiting team for the Collaborative Conference and one for the Initial Accreditation Visit, and pay the costs for overnight accommodations, meals, and mileage for the visiting team. Visiting teams will be between 8 and 18 members, depending on the size of the district. For schools in the cohort, CAPSS will provide some assistance with visit fees.



What will the ten-year cycle look like for districts in the Cohort?

Spring 2026 – Candidacy application and candidacy visit

Fall 2026 - Self-Reflection

2027 – Collaborative Conference Visit

2028 – Growth plan development and implementation

2029 – Initial Accreditation Visit (Initial Accreditation Granted)

2030 – First Report/New Growth Plan

2032, 2035 – Progress Updates

2036 – New Cycle Begins