Board of Education Meeting
Wednesday, November 4, 2026, 7:00 PM
Town Hall Meeting Room

I. CALL TO ORDER AND WELCOME
{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

II. PLEDGE OF ALLEGIANCE
{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

III. AWARDS AND RECOGNITION
{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

A. Facilities Employee of the Year - Kevin Tulloch
{{Goal-}}
{{Attachment:}}
Rationale:
Presentation of Facilities Employee of the Year, Kevin Tulloch, Kelly Lane Head Custodian.

Ms. Lombardo will present the certificate award and Mr. DeGray will speak to Mr. Tulloch's accomplishments in the district.
{{RecommendedMotion}}

IV. STUDENT REPRESENTATIVE REPORTS
{{Goal-}}
{{Attachment:}}
Rationale: Ms. Madison Schantz and Ms. Teagan Hall, Student Representatives, will report on activities taking place at the high school.
{{RecommendedMotion}}

V. BOARD BUSINESS, DISCUSSION AND ACTION
{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

A. Superintendent's Report
{{Goal-}}
{{Attachment:}}
Rationale: Superintendent Burke will provide district updates.
{{RecommendedMotion}}

1. District Highlights
{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

2. Enrollment / Personnel
{{Goal-}}
{{Attachment:}}
{{RecommendedMotion}}

3. Other District Matters

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

B. Finance and Operations

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

1. Facilities

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

a. Granby Memorial Middle School - 5 Year HVAC State Mandate - Update/ Results

{{Goal-}}

{{Attachment:}}

Rationale: Josh Boudreau, Senior Engineer for Fuss & O'Neill, and Director of Facilities, Chris DeGray, will present the results of the October 4, 2026, state-mandated, 5 Year HVAC project.

{{RecommendedMotion}}

2. Other Finance and Operations Matters

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

a. Capital Funds Reallocation - Action

{{Goal-}}

{{Attachment:}}

Rationale: Director of Finance and Operations, Nicole Stevenson will request reallocation of small capital funds for the final transportation lease payment.

{{RecommendedMotion}}

C. Teaching and Learning

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

1. Curriculum Subcommittee Update - Information

{{Goal-}}

{{Attachment:}}

Rationale: Sharing of highlights from the Curriculum Subcommittee meeting.

{{RecommendedMotion}}

a. Minutes - October 7, 2026 - Action

{{Goal-}}

{{Attachment:}}

Rationale: Approve or/[amend] the Curriculum Subcommittee Meeting Minutes from the October 7, 2026 meeting.

{{RecommendedMotion}}

2. Secondary School Reports

{{Goal-}}

{{Attachment:}}

Rationale: Presentation of GMMS & GMHS School Reports by Principals.

{{RecommendedMotion}}

a. Granby Memorial High School - Update - Information/ Discussion

{{Goal-}}

{{Attachment:}}

Rationale: Principal Mike Dunn will present a school report to the Board of Education.

{{RecommendedMotion}}

b. Granby Memorial Middle School - Update - Information/ Discussion

{{Goal-}}

{{Attachment:}}

Rationale: Principal Ashly Darnell will present a school report to the Board of Education.

{{RecommendedMotion}}

VI. BOARD LIAISON REPORTS - INFORMATION

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. CREC/CABE

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

B. Granby Education Foundation

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

C. PTO/SEPTO

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

D. Other Board Liaison Assignments

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VII. PUBLIC COMMENT

{{Goal-}}

{{Attachment:}}

Rationale:

The Board of Education welcomes public participation and values the diverse perspectives, questions, and concerns of our community. The Board has a responsibility to provide a respectful, orderly, and equitable forum where all members of the community have a meaningful opportunity to be heard.

Comments should be directed to the Board and focus on matters of public concern. Disagreement and criticism is welcome, and the board requires that all speakers respect the legal privacy and dignity of our students and employees. Concerns or allegations involving identifiable individuals should be addressed through appropriate district channels rather than through public comment. Personal attacks, intimidation, harassment, or disruptive conduct interfere with the purpose of this forum. The Chair may intervene, pause, or end comments when necessary to preserve an orderly and respectful environment.

Speakers must state their name and address for the record, and limit comments to 5 minutes.

The Board will not engage in dialogue or respond during public comment; however, matters

raised may be considered for follow-up or placed on a future agenda in accordance with the Freedom of Information Act.
{{RecommendedMotion}}

VIII. BOARD GOVERNANCE AND LEADERSHIP

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

A. Chairperson's Report

{{Goal-}}
{{Attachment:}}
Rationale: The Board Chair will share remarks.
{{RecommendedMotion}}

1. IBAC (Intra Board Advisory Committee) Update

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

2. PBCPC (Public Building and Capital Project Committee) Update

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

3. Other board priorities and updates.

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

IX. POLICIES, CONTRACTS AND BOARD ACTION

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

A. Approval of Minutes

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

1. Regular Board of Education Meeting - October 21, 2026

{{Goal-}}
{{Attachment:}}
Rationale: Approve [amend] Board of Education Minutes from October 21, 2026.
{{RecommendedMotion}}

X. ADJOURNMENT

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

Granby Public Schools:

Granby Memorial Middle School

5-Year HVAC Evaluation BOE Presentation



Granby Public Schools

Resourceful Learners • Effective Communicators • Positive Contributors

FUSS & O'NEILL

Solve better. Go further.

Assessment Overview

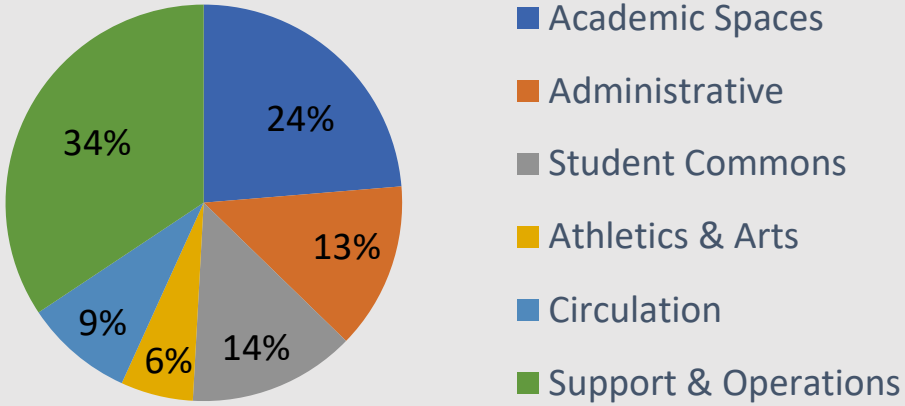
BOE Summary – November 2026

Connecticut State Mandate sSB287: Each local and regional board of education must provide for a uniform inspection and evaluation of HVAC systems in school buildings under its jurisdiction. Evaluations must be performed by qualified professionals (F&O) and assess whether systems are operating properly and providing adequate ventilation and indoor air quality.

Building and HVAC System Overview:

- 69,457 SF middle school
- 8 RTUs, 5 Air Handlers, 15 Exhaust Fans
- HVAC systems installed in 1992 (~34 years old)

Room Count by Category



FUSS & O'NEILL

Key Findings

- Most systems provide less outdoor air than required
- Many occupied spaces are not meeting ASHRAE ventilation requirements
  - ~75% of rooms are below ASHRAE requirement
- RTU-1, RTU-2 and RTU-3 provide no outdoor air
- 25 Rooms/Spaces not receiving the required exhaust
- Equipment age and condition are major factors

Space	Serving Unit(s)	ASHRAE Required OA	Measured OA
Aux Gym	RTU-1	502 CFM	0 CFM
Main Gym	RTU-2 & RTU-3	2,084 CFM	0 CFM

FUSS & O'NEILL

Controls & Operational Issues

- Outdoor air dampers not responding to BAS commands
- Possible failed actuators or stuck dampers
- Some 2nd floor VAV controls not integrated into BAS
- RTU-6 not functional

Recommended Actions

- Implement ASHRAE-based maintenance program
- Repair/recommission dampers and controls
- Rebalance systems and verify room compliance
- Replace or supplement deficient equipment
- Provide ventilation to unserved spaces
- Upgrade deficient exhaust systems







FUSS & O'NEILL

HVAC & Ventilation Capital Planning Roadmap

Critical Repairs & Compliance

- Dampers & actuators
- BAS recommissioning
- System balancing
- Exhaust repairs

Targeted Equipment Renewal

- Replace RTU-1/2/3
- Exhaust upgrades
- VAV integration
- Serve unventilated areas

Comprehensive Modernization

- Replace remaining HVAC
- Upgrade BAS platform
- Enhanced monitoring
- Energy recovery review

FUSS & O'NEILL

Granby Public Schools

Facilities & Safety/Security Updates 11.4.2026



Ventilation Checklist

Instructions

1. Read the IAQ Backgrounder and the Background Information for this checklist.
2. Keep the Background Information and make a copy of this checklist for **each** ventilation unit in your school, as well as a copy for future reference.
3. Complete the Checklist.
   - Check the "yes," "no," or "not applicable" box beside each item. (A "no" response requires further attention.)
   - Make comments in the "Notes" section as necessary.
4. Return the checklist portion of this document to the IAQ Coordinator.

example, a fire escape floor plan) ❑ ❑ ❑

1b. Ensured that the ventilation system was on and operating in "occupied" mode ❑ ❑ ❑

ACTIVITY 1: OBSTRUCTIONS

1c. Ensured that outdoor air intakes are clear of obstructions, debris, clogs, or covers ❑ ❑ ❑

1d. Installed corrective devices as necessary (e.g., if snowdrifts or leaves frequently block an intake) ❑ ❑ ❑

ACTIVITY 2: POLLUTANT SOURCES

1e. Checked ground-level intakes for pollutant sources (dumpsters, loading docks, and bus-idling areas) ❑ ❑ ❑

1f. Checked rooftop intakes for pollutant sources (plumbing vents; kitchen, toilet, or laboratory exhaust fans; puddles; and mist from air-conditioning cooling towers) ❑ ❑ ❑

1g. Resolved any problems with pollutant sources located near outdoor air intakes (e.g., relocated dumpster or extended exhaust pipe) ❑ ❑ ❑

ACTIVITY 3: AIRFLOW

1h. Obtained chemical smoke (or a small piece of tissue paper or light plastic) ❑ ❑ ❑

1i. Confirmed that outdoor air is entering the intake appropriately ❑ ❑ ❑

SYSTEM CLEANLINESS

ACTIVITY 4: AIR FILTERS

2a. Replaced filters per maintenance schedule ❑ ❑ ❑

2b. Shut off ventilation system fans while replacing filters (prevents dirt from blowing downstream) ❑ ❑ ❑

2c. Vacuumed filter areas before installing new filters ❑ ❑ ❑

2d. Confirmed proper fit of filters to prevent air from bypassing (flowing around) the air filter ❑ ❑ ❑

2e. Confirmed proper installation of filters (correct direction for airflow) ❑ ❑ ❑

ANNUAL INDOOR AIR QUALITY CHECKLIST

* 6 checklist sections, nearly 300 individual metrics
* Required to be performed for each school

1. Building and Grounds Maintenance
2. Food Service
3. Integrated Pest Management
4. Ventilation
5. Walkthrough Inspection
6. Waste Management

This is a 3+ month process to complete. Granby Facilities performs this work internally. Quotes for external vendors to complete checklist surveys for all 4 schools are over $120k, creating an annual savings for the district.

SUMMER 2026 PROJECTS







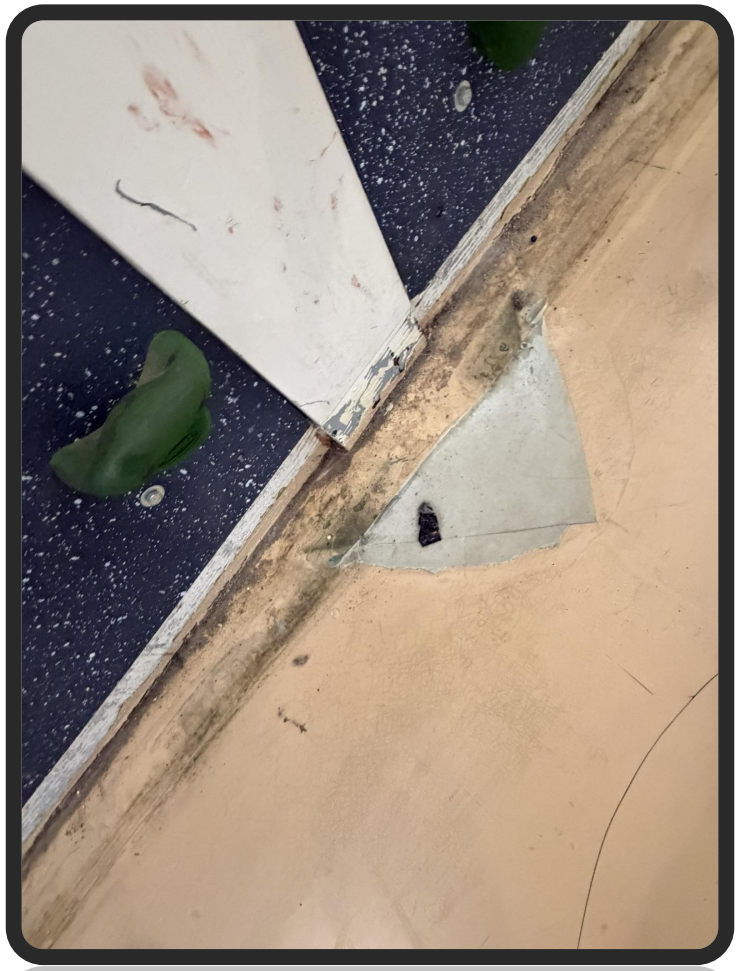




WELLS ROAD GYM FLOOR

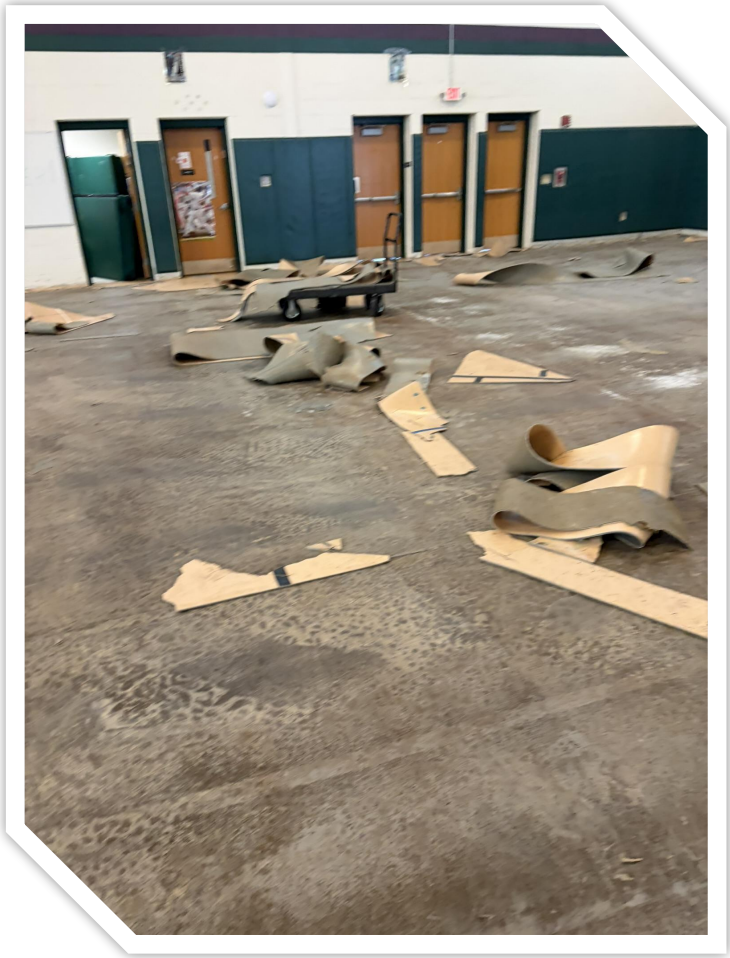




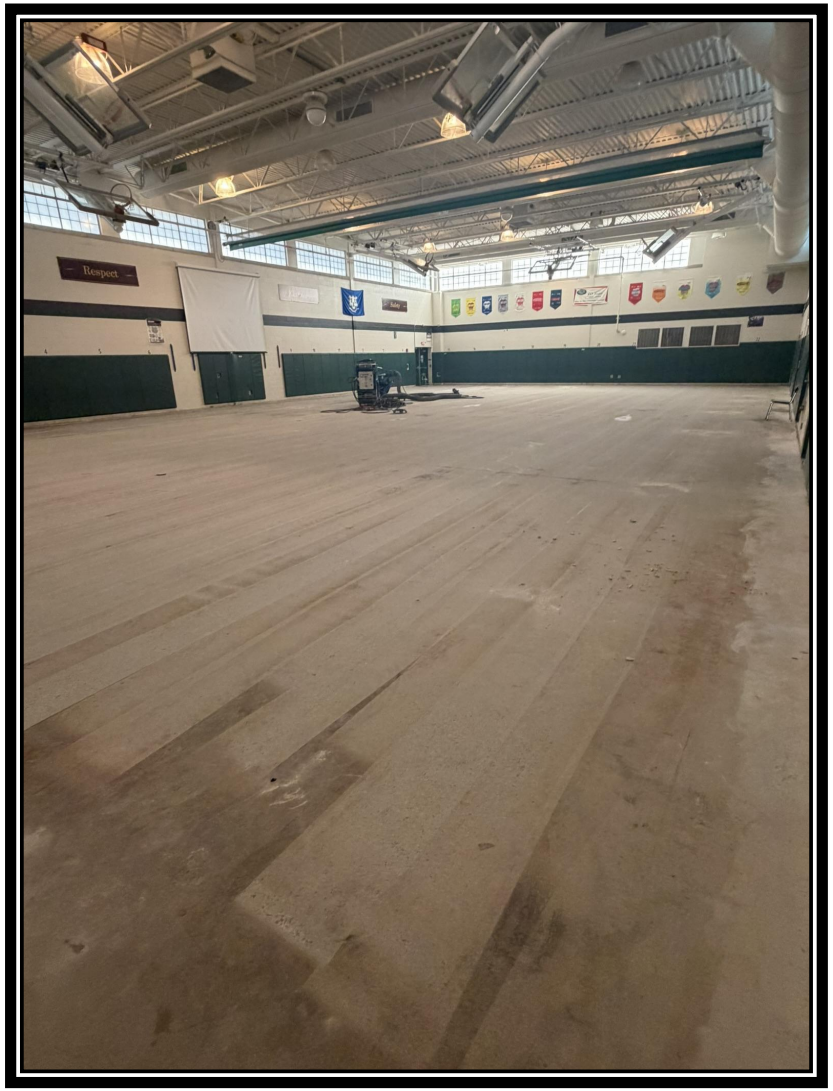






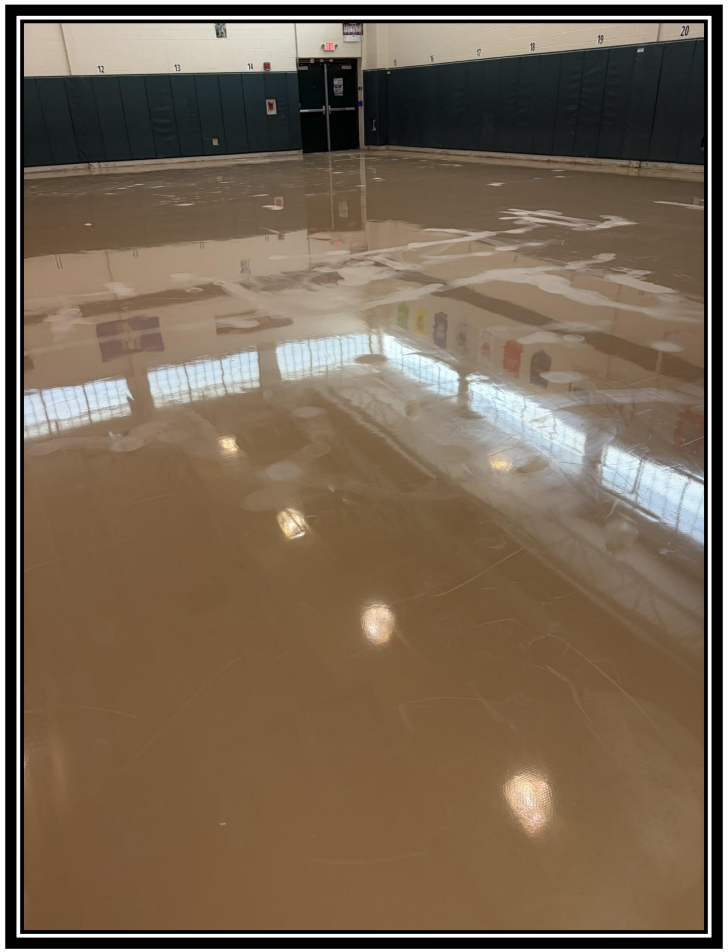





Respect


BLASTRAC
9
10






Kindness
Safety




Safety



Kelly Lane /Wells Road Propane Conversion Projects




KOMATSU


KOMATSU


KOMATSU


STP3




STP3


STP3


CAUTION


CAUTION








FLAMMABLE
GAS
2



Kelly Lane



Wells Road



Kelly Lane



Wells Road

Wells Road Building Envelope Repairs




26















Tile Work Cost Savings:

- Sourced 250 matching granite tiles from Georgia (under $3k)
- Saved $300k on project
- Courtyard work TBD

Safety and Security Updates



The Program

The "I Love U Guys" Foundation's programs for crisis response and post-crisis reunification are used in more than 75,000 schools, districts, departments, agencies, organizations and communities around the world. They are created through the research-based best practices of school administrators, psychologists, public space safety experts, families, and first responders.

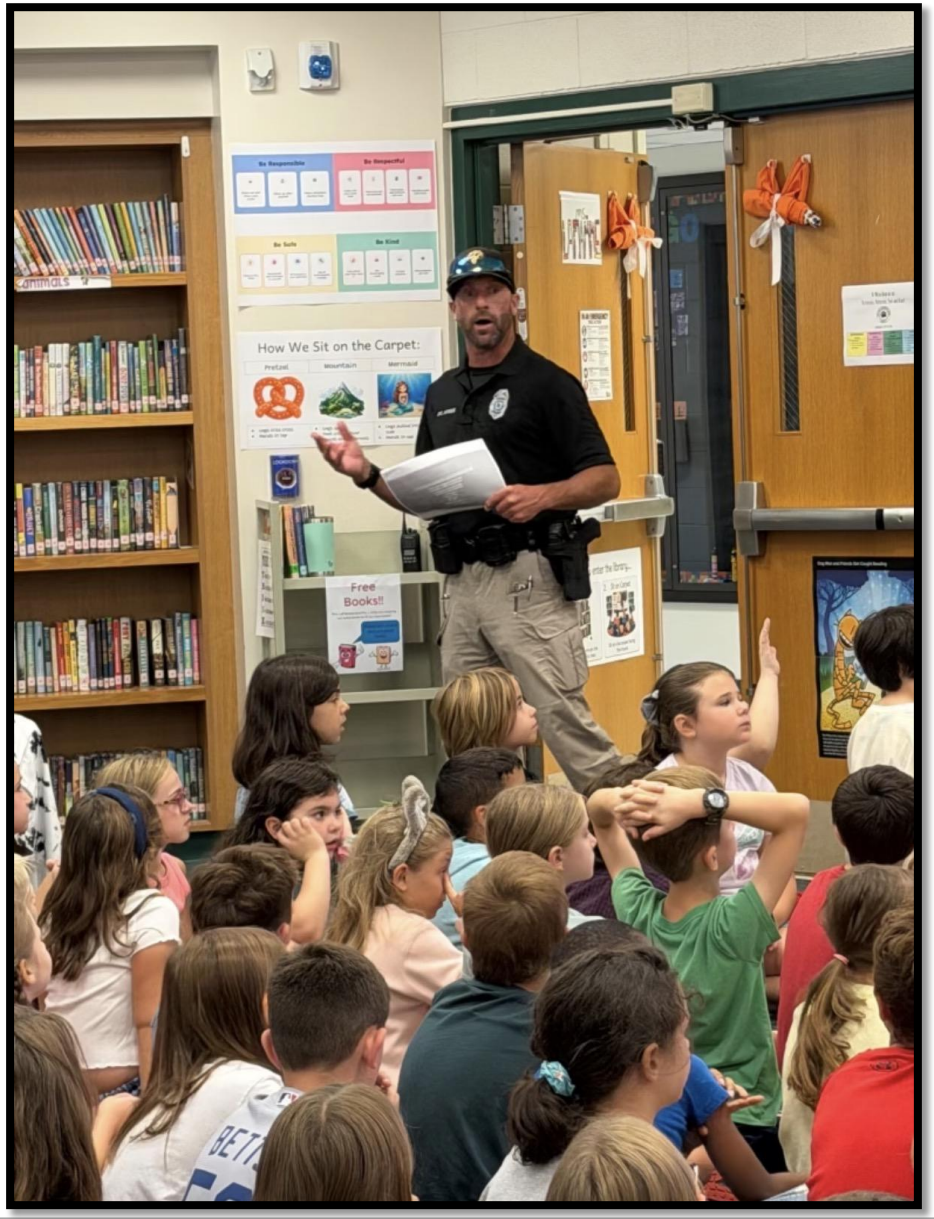
The CT Dept of Safety and Homeland Security is exploring options to make this mandatory in all CT K-12 schools in upcoming years.

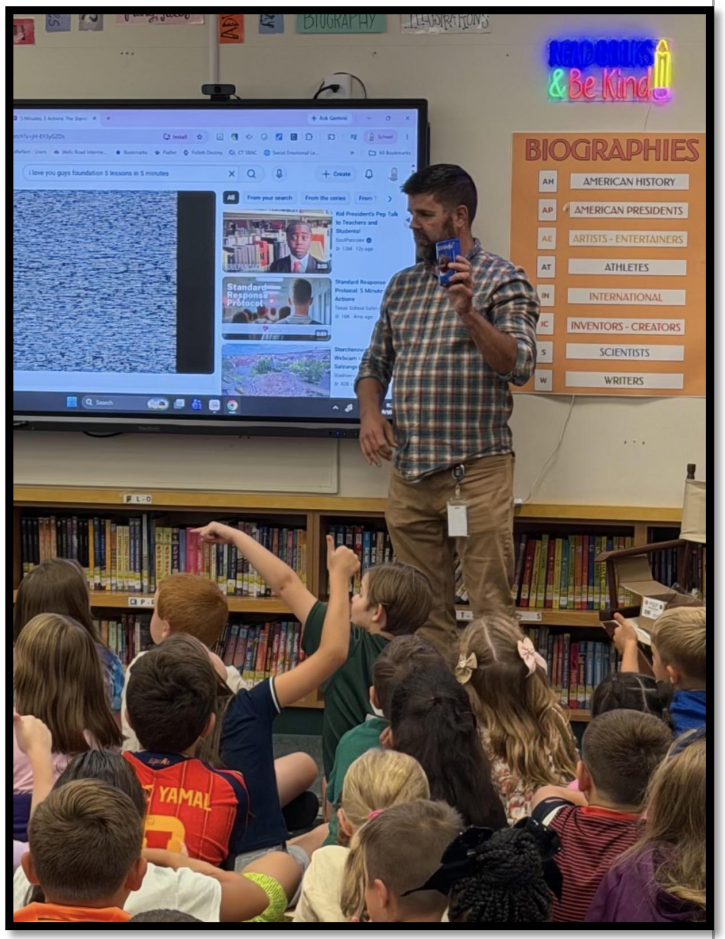


The Standard Response Method

- Standardizes emergency response in clear and plain language
- All training materials and resources are free from the foundation
- Emergency Management Director and SRO have received trainer certification for emergency response and reunification
- Partnership with Granby PD and specifically the school SRO


BIOGRAPHIES
SMALL TOWN SEPTIC
3


How We Sit on the Carpet:
Free Books!!


BIOGRAPHIES
AMERICAN HISTORY
AMERICAN PRESIDENTS
ARTISTS - ENTERTAINERS
ATHLETES
INTERNATIONAL
INVENTORS - CREATORS
SCIENTISTS
WRITERS

Lockdown System Upgrades

"Lockdown"

Immediate threat in building – When a person or situation presents an immediate threat to students and staff in the building.

- Upgrades and enhancements to lockdown systen
- Upgrades to card access systems
- Upgrades to burglar panel systems
- Upgrades to lockdown response system at Granb
- Enhanced staff and student education and traini

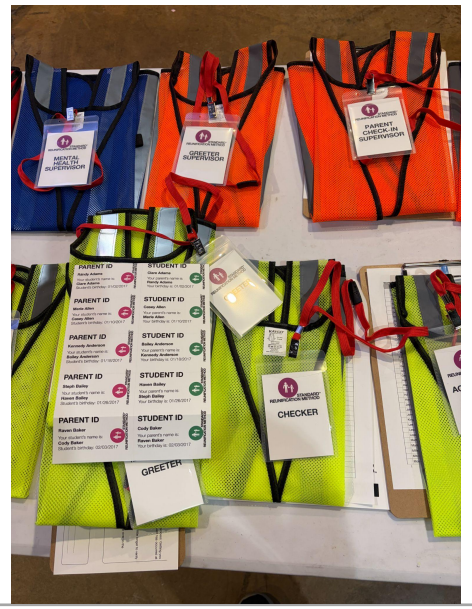




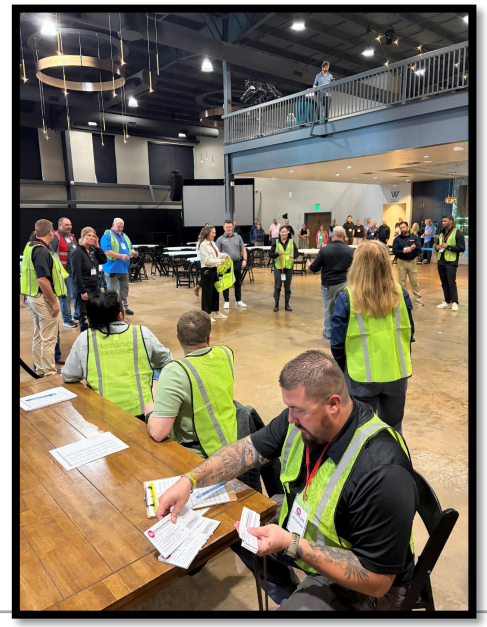

OCKDOWN
PUSH
LIFT HERE

REUNIFICATION

- Upgrades to reunification planning supplies and site.
- Enhancements to reunification response, communications systems.
- Upcoming training and table top exercises









What's Next?

- Awaiting December town vote results on Middle School and Athletic Fields
- Upgrades and repairs to the High School auditorium, theater stage, and curtain system
- Replacement of aging department custodial and maintenance equipment
- Ongoing security upgrades and school mapping systems


Any
Questions?
?

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

stevensonn@granbyschools.org

To: Cheri P. Burke, Superintendent of Schools

From: Nickie Stevenson, Director of Finance & Operations

Re: Request for Reallocation of Capital Funds

Date: October 19, 2026

Per Town Charter, the use of funds for small capital purchases not identified in the original budget request requires approval from all three Boards - the Board of Education, Board of Finance, and Board of Selectmen. As with any budget, expenditures may fluctuate over the course of the year due to projects coming in over or under budget, as well as unanticipated emergency needs.

The District is currently soliciting bids for a new transportation contract scheduled to commence July 1, 2027. As part of this transition, the District's existing fleet of 16 buses will be transferred to the successful bidder. To facilitate the transfer of titles for each bus, all outstanding lease obligations must be satisfied.

The final lease payment of $12,026.23 is due in December 2027. As this payment was not included in the current fiscal year's planned expenditures, the District is requesting approval to reallocate existing small capital funds to ensure the obligation is satisfied and the fleet transfer can be completed without outstanding lease payments.

With Board of Education approval, the District requests that $12,026.23 be reallocated from the remaining balance of the Wells Road wall project, which currently stands at $16,812.07, to fund this final lease payment.

This is the only small capital fund reallocation being requested at this time.

[Subject to Approval]

Board of Education - Curriculum Subcommittee Meeting - Minutes
October 7, 2026, at 5:30PM
Board of Education, 15B N. Granby Rd., Granby, CT 06035

CALL TO ORDER AND WELCOME
Board Chair, Dave Peling, called the meeting to order at 5:45PM.

Present Board Members: Heather Lombardo, Dave Peling, and Andrew Billig
Also Present: Superintendent Cheri Burke and Assistant Superintendent Jennifer Parsons
Not Present: Jess Diglio-Tsaptsinos

APPROVAL OF MINUTES - JUNE 3, 2026
Dave Peling moved to approve the minutes of the June 3, 2026 Curriculum Subcommittee meeting. Andrew Billig seconded. Motion carries with majority in attendance.

ASSISTANT SUPERINTENDENT'S MONTHLY UPDATE:
No members of the public attended the meeting. Jennifer Parsons provided highlights for the start of the school year, including the onboarding of 22 certified staff and two new administrators.

SUBCOMMITTEE OVERVIEW
Assistant Superintendent Parsons reviewed the role and responsibilities of the curriculum committee members in support of the new members to the committee.

CURRICULUM UPDATE
Jennifer Parsons reviewed the curriculum review process.

ACCOUNTABILITY MEASURES
Both Social Studies and the Arts curriculum will be shared with the Board of Education this year.

ADJOURNMENT
Dave Peling moved to adjourn the meeting and Andrew Billig seconded. All were in favor. The meeting was adjourned at 6:52PM.

Submitted By:
Dave Peling
Dave Peling, Chair

GMHS School Report



Granby Board of Education
November 4, 2026

Notable Successes

- 90% ‘26 took 1+ college course, highest ever 94% AP testers 3+, NGSS grew 66 to 75
- Student athlete % increased 60 to 72, 13 HALO noms (2 wins!), Fall sports .850 W %!
- Student voice: Branding, Connect Days, Peer Mentoring, Advisory Council
- Collaborative time increased, Teams worked on NEASC Prep/Vision of Learner, Grading, Safe School Climate, Innovative Schooling, AI









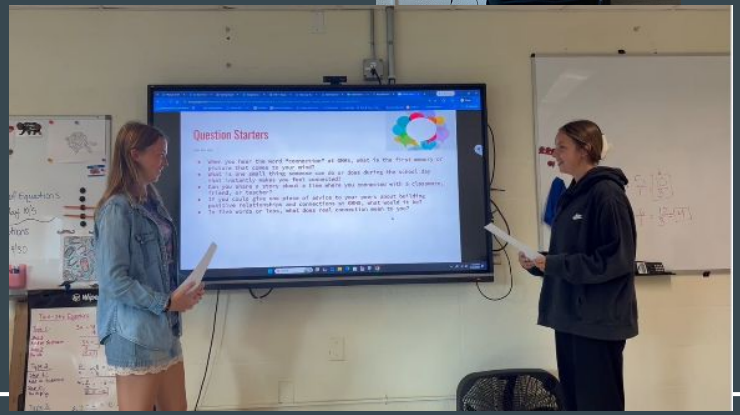
Supporting “Connect”

- **Strengthen student voice/ leadership (Stu. Gov. Bears Advisory Council, spirit initiatives, assemblies)**
- **Increase student input in advisory planning**
- **Improve monitoring of referral/attendance data to improve systems/consistency of restorative responses**
- **Create school based attendance team**









CONNECT.

Supporting “Believe”

- **Operationalize Beliefs about Learning through instructional expectations and sharing**
- **Implement school-wide grading philosophy, re-take and late policies, and opportunities to practice, apply feedback and revise work into grading and assessment practices**





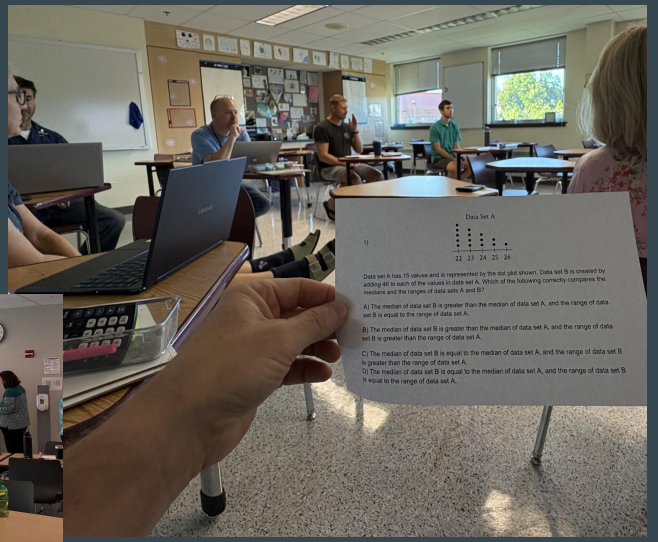




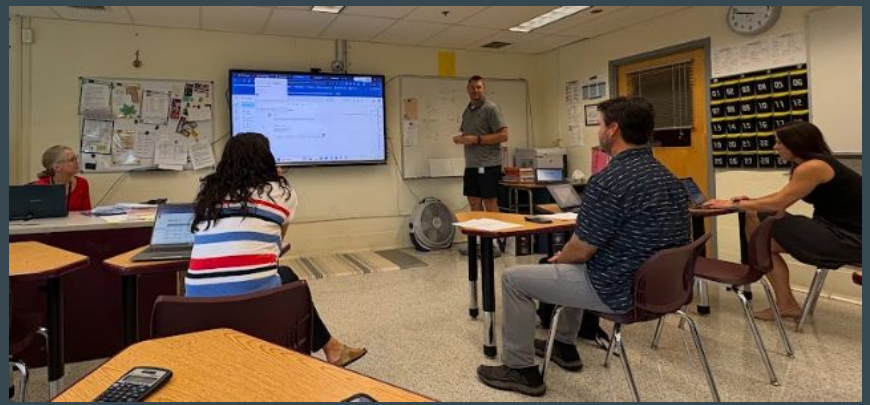
Supporting “Achieve”

Practice, practice, practice!:

- **Student practice…**
- **…Teachers sharing instructional practices and…**
- **…Developing data practices**







ACHIEVE

One-Page Achievement Action Report

Goal 3: Achieve | Strategic Action 2

Strategic Action 3.2: Continue to develop processes and protocols that measure and support student learning, growth, and mastery of standards as measured by statewide assessments.

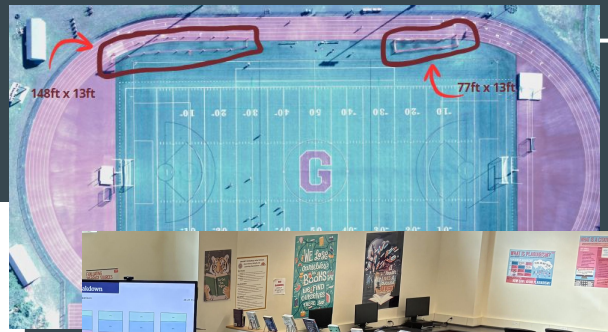
School / Principal	GMHS / Mike Dunn
Primary Measures	PSAT 9/10, School Day SAT Grade 11; NGSS Grade 11; course/common assessments; Learning Center/intervention data
2025–26 Baseline	2026 SAT: ERW 76% proficient / 546 average; Math 45% / 511. PSAT: Gr. 9 ERW 80%, Math 50%; Gr. 10 ERW 78%, Math 55%. Grade 11 NGSS: 75%
2026–27 Year-End Target(s)	P/SAT ERW proficiency to 80%; SAT Math proficiency to 70%; maintain or improve Grade 11 NGSS from 75%; demonstrate positive PSAT-to-SAT growth for each monitored cohort.

#	Specific Strategy	Lead / Team	Timeline	Evidence / Interim Measure
1	Coaches and teachers will instruct students on using College Board achievement score reports to set improvement goals	English and Math Teachers and coaches	November after PSAT scores are released	Shared Understanding Score Report materials with students and families, student goal sheets
2	Students will engage in more frequent opportunities to practice using released P/SAT-aligned warmups and refined benchmarks which teachers will track using DnA	English, Math, Social Studies teachers	September and ongoing	New warm ups and benchmarks are in place in all math classrooms, Improved benchmark performance data relative to teacher/team growth goals
3	Support teachers/teams in using EduClimber and DnA data to set goals and target instructional practices to address individual student needs	Coaches with Teachers, Departments	November and ongoing	EduClimber and DnA data, goals, instructional practices
4	Track new/improved interventions to support PSAT growth (English and Math Interventions and Learning Centers)	MTSS, Department Chairs and coaches	Every 6 weeks and ongoing	New/improved interventions in English and Math result in student growth
5	Strengthen discipline-specific practices (vertical work in math, close reading/annotation in English, Social Studies and Science) to support student perseverance and deep thinking	Departments	Ongoing	Protocols for team sharing of instructional practices, instructional feedback



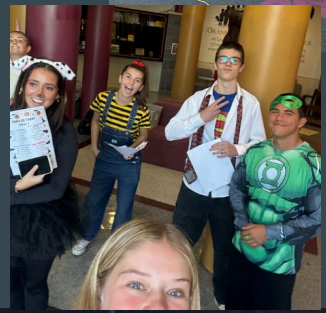
Considerations

- **Athletic facilities in need of immediate repair!**
- **Ongoing student mental health and wellness challenges including around technology**
- **Continued need for support for targeted interventions in reading, math, mental health**
- **Ongoing alignment of GMHS curriculum, assessment, instruction, resources and pathways to Vision of the Learner**











Long-term Plans

- **Athletic facilities upgrades**
- **Further development and staffing of interventions/programming to meet academic, social, behavioral needs including alternative programming**
- **Revised offerings/pathways for college and career preparation to meet ever-evolving landscape**
- **Continuing to adapt to evolving technologies including AI**









Annual School Report 2026–27

Granby Memorial High School

Principal, Mike Dunn

BOE Meeting: November 3, 2026

1. NOTABLE SCHOOL SUCCESSES

- 90% of the class of 2026 took one or more of the 32 college courses offered at GMHS.
- Our highest ever performance of 94% of all AP testers who scored 3+ on AP exams.
- Student athlete participation increased from 60% to 72% and the Fall season is at a .850 win % so far!
- Student voice grew through Branding, Connect Days, Peer Mentoring, Advisory Council
- GMHS students received 13 HALO nominations- resulting in 2 wins!
- Collaborative time for teachers increased and Professional Learning Teams worked on NEASC Prep/Vision of the Learner, Grading Practices, Safe School Climate, Innovative Schooling and AI Capacity

2. CONNECT — Strengthen relationships and engagement across the district.

- 1.1. Build a districtwide culture of belonging and connection through relationship-centered practices.
    - **Building Strategies/Examples:**
        - Strengthen student voice and leadership initiatives (Student Government, Bears Advisory Council, spirit initiatives, assembly planning)
    - **Evidence of Progress/Early Impact:**
        - Held 2 whole assemblies to date and planning for 2 more
        - Held 2 monthly Bears Advisory Council meetings
        - Increase positive responses to climate survey per Safe School Climate plan goals (manageable homework, understanding the why of lessons, etc.)

- 1.2. Strengthen opportunities for students to build relationships through classroom curriculum and consistent advisory support
    - **Building Strategies/Examples:**
        - Increase student input into advisory planning
    - **Evidence of Progress/Early Impact:**
        - Student survey feedback, new participation structures will show increased numbers of students.

- 1.3. Expand restorative and relationship-centered practices across all buildings with consistent training and follow-up.
    - **Building Strategies/Examples:**
        - Improve monitoring of referral and attendance data to improve systems and consistency of restorative responses
        - Create school based attendance team
    - **Evidence of Progress/Early Impact:**
        - Teacher use of restorative practices for minor behaviors, clear revised behavior expectations in the staff and student handbook.
        - 20% decline in behavior referrals and Attendance Data. SmartPass used to track improved student engagement and attendance from 1st to 4th Quarter this school year.

3. BELIEVE — Ensure equitable, high-quality learning experiences for every student.

- 2.2. Develop and communicate a shared vision of high-quality teaching and learning aligned to district beliefs about learning and elements of effective instruction.
    - **Building Strategies/Examples:**
        - Operationalize Beliefs about Learning through instructional expectations including academic tasks that *encourage critical thinking, creative problem-solving, discourse, and inquiry* per our evaluation plan competencies and sharing
    - **Evidence of Progress/Early Impact:**
        - Instructional expectations aligned with Elements of Effective Instruction shared with all staff, supported by sharing protocols in department and faculty meetings, classroom visits and walkthrough data.

- 2.4. Develop consistent standards-aligned grading and assessment practices.
    - **Building Strategies/Examples:**
        - Develop, refine and implement school-wide grading philosophy that includes school wide redo/retake and late work policies.
        - Incorporate opportunities to practice, apply feedback and revise work into grading and assessment practices for all students.
    - **Evidence of Progress/Early Impact:**
        - School-wide grading philosophy and revised school-wide retake/late policies
        - Consistent separation of habits of work from academic reporting in rubrics

4. ACHIEVE — Promote growth, well-being, and readiness for life beyond graduation.

- 3.2. Continue to develop processes and protocols that measure and support student learning, growth, and mastery of standards as measured by statewide assessments.

    - **Building Strategies/Examples:**
        - Coaches and teachers will instruct students on using College Board achievement score reports to set improvement goals
        - Students will engage in more frequent opportunities to practice using released P/SAT-aligned warmups and refined benchmarks which teachers will track using DnA
        - Coaches will support teachers/teams in using EduClimber and DnA data to set goals and target instructional practices to address individual student needs
        - MTSS team will track new/improved interventions to support PSAT improvement (English and Math Interventions/and Learning Centers)
        - Teachers will strengthen discipline-specific practices (vertical work in math, close reading/annotation in English, Social Studies and Science) to support student perseverance and deep thinking
    - **Evidence of Progress/Early Impact:**
        - Score Report materials are shared with students and families, student goal sheets
        - New warm ups and benchmarks are in place in all math classrooms
        - Improved benchmark performance data relative to teacher/team growth goals
        - New/improved interventions in English and Math result in student growth
        - Protocols for team sharing of instructional practices, instructional feedback

- 3.5. Design future-ready pathways and experiences informed by student interests and career goals.
    - **Building Strategies/Examples:**
        - Career and Technology Education (CTE) partnerships will advise career programming pathways, and aid in development of innovation lab space.
    - **Evidence of Progress/Early Impact:**
        - Innovation lab construction and programing
        - Articulated process to revise course pathways

- 3.8. Enhance digital literacy to ensure that technology use, including Artificial Intelligence (AI), supports critical thinking and is utilized in informed, effective, and ethical ways.
    - **Building Strategies/Examples:**
        - Develop teacher and team capacity in using AI tools to enhance efficiency, and develop AI guidelines for students
        - Partner with student groups (Student Government, SPAC, etc.) to explore phone/screen-free initiatives
    - **Evidence of Progress/Early Impact:**
        - AI guidelines articulation, increased teacher practices
        - Screen-free programing

5. CHALLENGES / UNIQUE SCHOOL CONSIDERATIONS

- Athletic facilities in need of immediate repair.
- Ongoing student mental health and wellness challenges including around technology/AI
- Continued need for support for targeted interventions in reading, math, mental health
- Ongoing alignment of GMHS curriculum, assessment, instruction, resources and pathways to the Vision of the Learner

6. LONGER-TERM NEEDS / PLANNING CONNECTIONS

- Athletic facilities upgrades
- Further development and staffing of interventions and programming to meet evolving specific academic, social and behavioral needs of students including alternative programming
- Revised offerings and pathways for college and career preparation to meet the ever-evolving career landscape
- Continuing to adapt to evolving technologies including AI

One-Page Achievement Action Report

Goal 3: Achieve | Strategic Action 2

Strategic Action 3.2: Continue to develop processes and protocols that measure and support student learning, growth, and mastery of standards as measured by statewide assessments.

School / Principal	**GMHS / Mike Dunn**
Primary Measures	**PSAT 9/10, School Day SAT Grade 11; NGSS Grade 11; course/common assessments; Learning Center/intervention data**
2025–26 Baseline	**2026 SAT: ERW 76% proficient / 546 average; Math 45% / 511. PSAT: Gr. 9 ERW 80%, Math 50%; Gr. 10 ERW 78%, Math 55%. Grade 11 NGSS: 75%**
2026–27 Year-End Target(s)	**P/SAT ERW proficiency to 80%; SAT Math proficiency to 70%; maintain or improve Grade 11 NGSS from 75%; demonstrate positive PSAT-to-SAT growth for each monitored cohort.**

#	Specific Strategy	Lead / Team	Timeline	Evidence / Interim Measure
1	Coaches and teachers will instruct students on using College Board achievement score reports to set improvement goals	English and Math Teachers and coaches	November after PSAT scores are released	Shared Understanding Score Report materials with students and families, student goal sheets
2	Students will engage in more frequent opportunities to practice using released P/SAT-aligned warmups and refined benchmarks which teachers will track using DnA	English, Math, Social Studies teachers	September and ongoing	New warm ups and benchmarks are in place in all math classrooms, Improved benchmark performance data relative to teacher/team growth goals
3	Support teachers/teams in using EduClimber and DnA data to set goals and target instructional practices to address individual student needs	Coaches with Teachers, Departments	November and ongoing	EduClimber and DnA data, goals, instructional practices
4	Track new/improved interventions to support PSAT growth (English and Math Interventions and Learning Centers)	MTSS, Department Chairs and coaches	Every 6 weeks and ongoing	New/improved interventions in English and Math result in student growth
5	Strengthen discipline-specific practices (vertical work in math, close reading/annotation in English, Social Studies and Science) to support student perseverance and deep thinking	Departments	Ongoing	Protocols for team sharing of instructional practices, instructional feedback

Granby Memorial Middle School Report

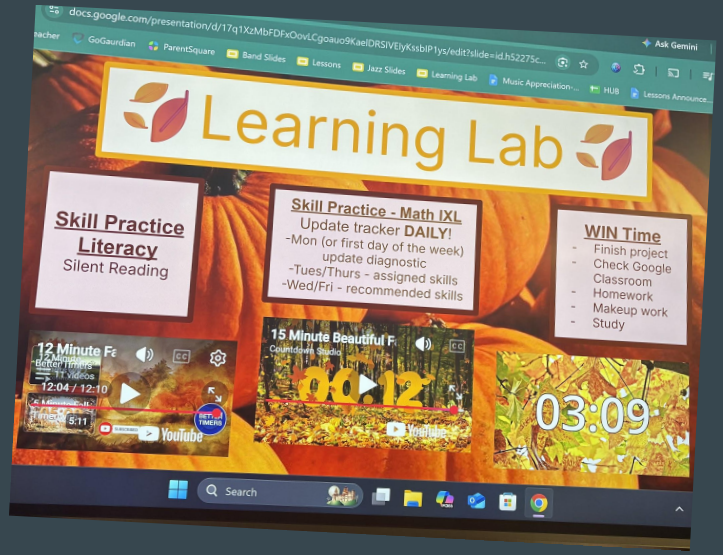


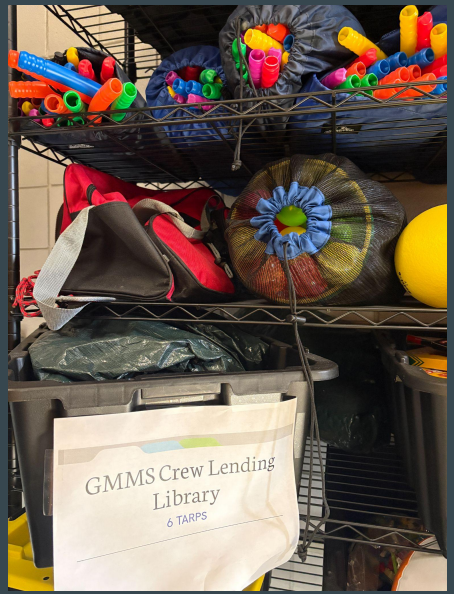
Granby Board of Education
November 04, 2026

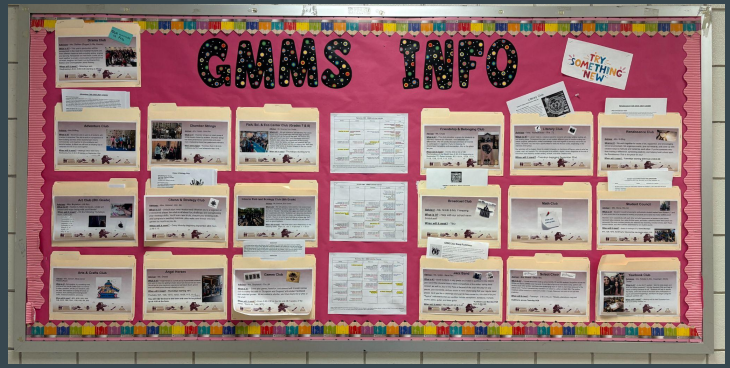
Notable Successes

- No Place For Hate
- Structured Learning Lab
- Lending Library
- Increased student involvement in Activities and Clubs

NO place for HATE®
An ADL Education Program



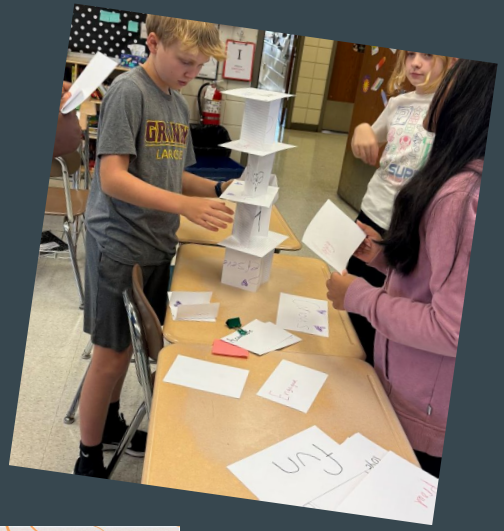




Supporting “Connect”

- Crew Program
- Strengthening Home-School Communication
- Increase Parent Participation





Communication

Sending Curricular Updates via ParentSquare

Frequent, small, purposeful

Updates: As needed updates about projects, assessments, or fun lessons.

Glimpse into classes: Work samples, student photos, or links as appropriate.

Facilitating conversation: Ask me about… (quick note to engage students and parents in conversation at home).

Quarterly Curricular



CONNECT.

Supporting “Believe”

- Professional Development
- Continuum of Services
- Attendance and Punctuality

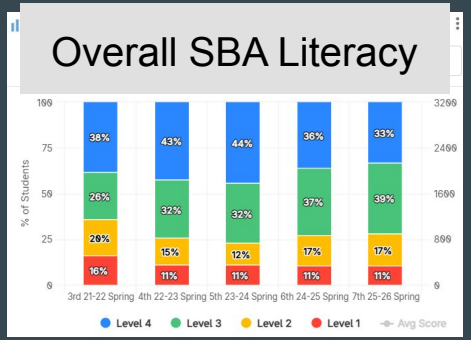


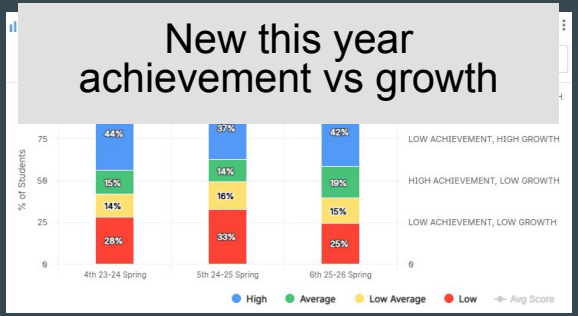


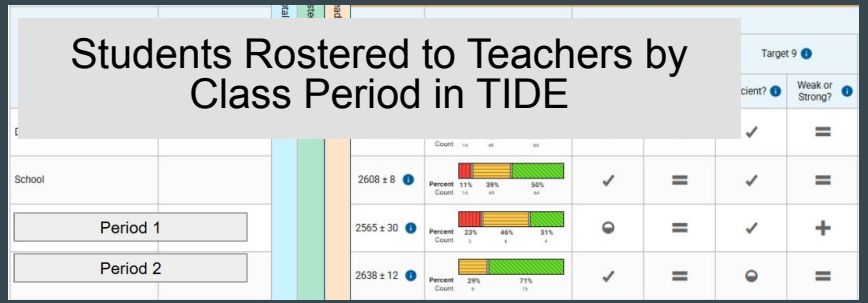


Supporting “Achieve”

- Data Literacy with EduClimber
- IXL Data Analysis and Student Goal Setting









Goal 3: Achieve | Strategic Action 2

Strategic Action 3.2: Continue to develop processes and protocols that measure and support student learning, growth, and mastery of standards as measured by statewide assessments.

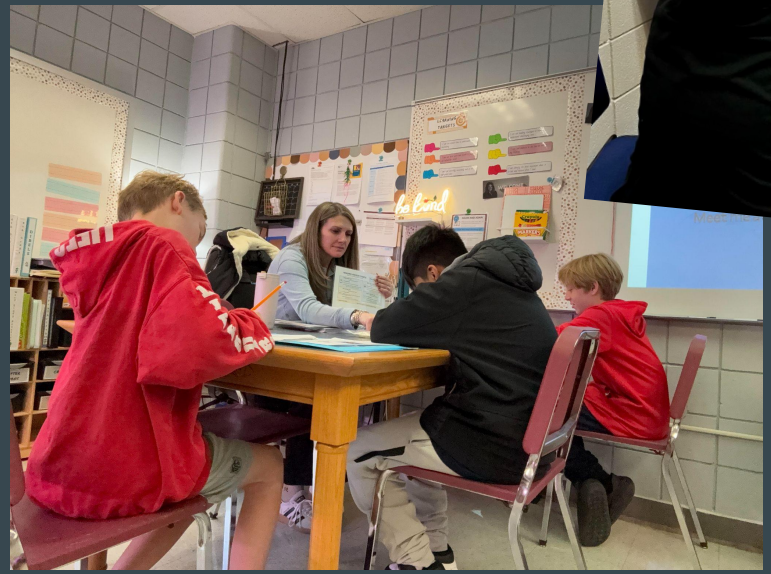
School / Principal	**GMMS / Ashly Darnell**
Primary Measures	**Smarter Balanced Assessment, NGSS, IXL**
2025–26 Baseline	**ELA current 6th grade - 61% at or above (67% growth), 7th grade - 69% (67.9% growth) 8th grade - 73% at or near standard (60.5% growth)** **MATH current 6th grade - 40% at or above (54% growth), 7th grade - 55% (63% growth) 8th grade - 57% (59.2% growth)**
2026–27 Year-End Target(s)	**Have each student reach 70% of the growth goal for ELA and math. If each student reached 70% of their growth goal, our total mastery would increase as it is directly related.**

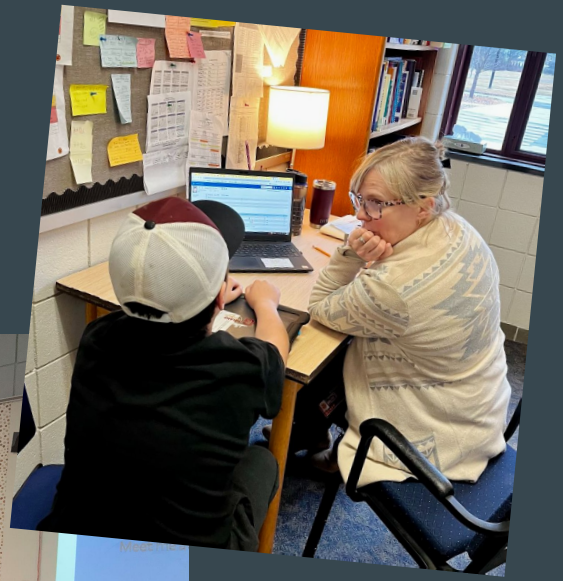
#	Specific Strategy	Lead / Team	Timeline	Evidence / Interim Measure
1	**Track cohort growth for SBA and NGSS**	Coaches	Fall	Completed in Educlimber and reviewed in team time
2	**ID students below and near benchmark using SBA, NGSS, IXL data**	Coaches and Curricular Team Teachers	Fall	Noted in Ongoing Department Agendas
3	**Teachers set goals and track progress using SBA, NGSS, and other benchmark data, monitor and adjust instruction through evaluation process**	Administrators and Teachers	Ongoing	Completed during the evaluation process
4	**Curricular teams review all levels of SBA data and plan responsive instruction including intervention**	Coaches, Curricular Team Teachers, Reading & Math Interventionists	Ongoing	Collaboration meetings notes and targeted lessons with interventionists
5.	**Students review performance/assessment data, set goals and monitor progress over the course of the year to build student ownership.**	ELA/Math Teachers and Students	Fall, Winter, Spring	IXL benchmark assessment reports and work with teachers



Considerations

- Intervention Scheduling and Student Access
- Specialized Student Support





Long-term Plans

- Interdisciplinary Instruction
- Renovation / Orchestra Space
- Student Passage Portfolios





Annual School Report 2026–27

Granby Memorial Middle School

Principal, Ashly Darnell

BOE Meeting: November 3, 2026

1. NOTABLE SCHOOL SUCCESSES

- **No Place for Hate:** The school is continuing its second year of the No Place for Hate initiative, with a student group established to promote inclusion, respect, and a positive school climate.
- **Learning Lab:** Students participate in dedicated on-going practice to strengthen independent reading and math skills. This opportunity is available to nearly all students, with the exception of those participating in workshop or intervention programs.
- **Crew Lending Library:** GMMS received a grant to purchase resources that are used during Crew. These items include games and materials to promote interpersonal skills.
- **Increased student engagement and enrollment in clubs and activities:**
    - Total participants across all clubs: 316 (some students in multiple clubs)
    - Total GMMS students enrolled in clubs: 214 (of current total school enrolment 393 = 54%)
    - Total clubs that ran during the 2025-26 school year: 18
    - Total different adults connected with students through clubs: 19

2. CONNECT — Strengthen relationships and engagement across the district.

1.2. Strengthen opportunities for students to build relationships through classroom curriculum and robust models of advisory support.

- **Building strategies / examples:** CREW Program
    - Crew Leaders plan and facilitate weekly activities that strengthen students' social-emotional learning and community building. Activities focus on building relationships, identifying personal strengths as learners, setting goals, communicating needs, and expressing gratitude. This year's focus is on collaboration and positive peer-to-peer relationships.
- **Evidence of progress / early impact:**
    - 63% of students agreed that peers are kind to each other. Our goal for the end of the year would be that more than 80% of students would agree that peers are kind to each other.
    - There is also interest in expanding student leadership opportunities by introducing Crew Ambassadors to increase student engagement and strengthen the program.

1.4. Strengthen consistent, two-way communication, and responsiveness.

- **Building strategies:** ParentSquare
    - The goal is to meet families' communication needs while increasing ParentSquare use and engagement. Strategies include shifting ParentSquare communications to proactive unit information rather than communications after a unit is taught.
    - Provide meaningful communication through ParentSquare to increase usage.
- **Evidence of Progress / early impact:**
    - From our 2025 School Climate Survey Data, 30% of families do not feel that teachers communicate how families can help their students learn. GMMS will decrease this data point to less than 10% of families with improved communication and resources shared with families through a proactive approach.
    - Last year we had 58% of our parents "interact" with the Parent Square platform with 25 comments and 103 appreciations. To date this school year, we have 42% parents interacting with 40 comments and 118 appreciations. Our goal for the end of the year would be for more than 80% of parents to interact with the platform.
    - Our campus expectation is that teachers send out quarterly newsletters that include proactive information about their class.

3. BELIEVE — Ensure equitable, high-quality learning experiences for every student.

2.2 Develop and communicate a shared vision of high-quality teaching and learning aligned to district beliefs about learning and elements of effective instruction.

- Building strategies / examples: Instructional Improvement and Student Engagement:
  - Focus our professional development on the Elements of Effective Instruction model to strengthen instructional practices, increase student engagement, and support student achievement.
  - Increase student engagement by creating multiple ways for students to access course standards. For example, visual representation, hands-on activities, repeated themes, and discussions to explore ideas.
- Evidence of progress / early impact:
  - Teachers have identified the focus area of varied content, materials and methods as professional growth to better service students in their class.
  - Plans include establishing clear instructional “look-fors” and conducting internal teacher rounds to encourage collaboration, reflection, and the sharing of effective practices.

2.5 Ensure that educators use standards-aligned materials with multiple entry points to provide all students with equitable access to rigorous content.

- Building strategies / examples: Continuum of Services:
  - Provide a variety of structures for students to receive academic support.
  - Strengthen the implementation of various co-teaching models through professional learning, collaborative planning, and ongoing reflection to ensure instruction effectively supports students with diverse learning needs.
- Evidence of progress / early impact:
  - We have expanded our services to include structured literature classes, learning labs, and co-teach classes to include more opportunities to meet student needs and provide individualized support.
  - Co-teachers have identified a need for additional strategies and professional learning to better support students with diverse learning needs.
  - Currently collaborating with district Special Education staff to support teachers.

2.6 Strengthen Multi-Tiered Systems of Support (MTSS) and intervention strategies that support each student’s success and well-being.

- Building strategies / examples: Attendance and Punctuality:
  - Monitor and analyze attendance and tardiness data to identify trends and students who may need additional support.
  - Refine school-to-home communication protocols to promote timely, consistent communication with families and encourage improved attendance and punctuality.
- Evidence of progress / early impact:
  - The Student Support Team is implementing a revised protocol to improve consistency in identifying student needs, monitoring attendance concerns, and coordinating school-to-home communication and follow-up.
  - Our goal is to track students individually and have our social workers, school counselors, case managers, family engagement specialist, and BCBA work together to provide information to parents, mental health services, and other interventions to address absences and tardiness.
  - Smart Pass has been implemented across the campus and we are analyzing data to identify and support students that are missing instructional time.

4. ACHIEVE — Promote growth, well-being, and readiness for life beyond graduation.

3.2 Continue to develop processes and protocols that measure and support student learning, growth, and mastery of standards as measured by statewide assessments.

- Building strategies / examples: EduClimber Implementation and Data-Informed Decision-Making:
  - The technology team and Instructional Coaches (ICs) have collaborated to build a data warehouse within EduClimber, improving teachers’ access to robust student performance data.
- Evidence of progress / early impact:
  - Instructional Coaches are building teachers’ capacity to interpret and use data to inform instructional planning, identify student needs, and guide interventions.

- Teachers have used student data to create professional goals for the school year so that their professional growth is directly related to increased student achievement.
- Teachers are using the data to make informed decisions about classroom instruction and individualized interventions.

3.2 Continue to develop processes and protocols that measure and support student learning, growth, and mastery of standards as measured by statewide assessments.

- Building Strategies/examples: IXL Data and Student Goal Setting:
  - Support math and ELA teachers in using IXL reports to help students understand their individual growth and progress.
  - Encourage students to set meaningful, achievable goals based on their data to increase ownership of learning and make IXL practice more purposeful and effective.
- Evidence of progress / early impact:
  - Families have received directions for accessing and understanding IXL student reports to strengthen home-school partnerships. Reports have also been sent home to increase awareness of student progress and encourage continued support at home.
  - Math and ELA teachers have reviewed IXL reports with students to help them understand their individual progress, recognize areas for growth, and establish meaningful learning goals.

5. CHALLENGES / UNIQUE SCHOOL CONSIDERATIONS

1. Intervention Scheduling and Student Access: The current intervention model identifies students who would benefit from targeted support; however, scheduling constraints related to intervention teachers being assigned as teachers of record limit the number of students who can access intervention courses. The school is creating rotating groups of students to maximize the impact of available resources for this school year and is considering restructuring intervention teacher assignments for the next school year. Our second intervention teacher this year has helped increase the impact of intervention for students. The reading intervention teacher has screened all students that have not met mastery and started supports. Meetings with intervention teachers every three to six weeks provide opportunities to review processes, assess effectiveness, and identify areas for improvement.

2. Growing Need for Specialized Student Support: As the special education population and the complexity of student needs continue to grow, additional consideration must be given to the staffing, programming, and resources necessary to support students effectively. Elementary and high school campuses have established behavioral support programs, and the middle school must evaluate its current structures and future needs to ensure appropriate supports are available for students during this critical developmental and transitional period.

6. LONGER-TERM NEEDS / PLANNING CONNECTIONS

1. Interdisciplinary Instruction and Powerful Task Design: Continue investing in professional development and collaborative planning time to support the development of meaningful, interdisciplinary learning experiences. Emphasis on powerful task design will help teachers create engaging, rigorous learning opportunities that promote critical thinking, problem-solving, and connections across content areas.

2. Building Renovations: Consider the need for dedicated, appropriately designed orchestra space as part of future building renovation planning. Replace outdated HVAC and mechanicals across the building. Adequate learning spaces and facilities are essential to support a variety of programming for our students.

3. Crew and Student Passage Portfolios: Continue developing the Crew program through the implementation of student passage portfolios that document students' academic, social-emotional, and personal growth throughout middle school in relation to the Vision of a Learner. Future planning should consider the time, resources, and structures needed to support portfolio development, reflection, and meaningful transitions between grade levels and into high school

Goal 3: Achieve | Strategic Action 2

Strategic Action 3.2: Continue to develop processes and protocols that measure and support student learning, growth, and mastery of standards as measured by statewide assessments.

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The minutes presented within this document are a summary of the discussion that took place at the Board of Education meeting. To view the meeting in its entirety and hear full reports please click the following link: October 21, 2026 Meeting

[Subject to Approval]
Regular Board of Education Meeting Budget Workshop - Minutes
October 21, 2026, at 7:00 PM
Granby Senior Center, 15C N. Granby Rd., Granby, CT 06035
Join Zoom Meeting:
https://us06web.zoom.us/s/81236080306?pwd=x57Mnz0qJigQKJjaiJvCycxEZIPeoa.1#success

CALL TO ORDER AND WELCOME
Board Chair, Heather Lombardo, called the meeting to order at 7:01 p.m. and led the Pledge of Allegiance.

Present Board Members: Heather Lombardo, Dave Peling, Ann Woods, John Limeburner, Joel Danke, Jessica Diglio-Tsaptsinos, and Andrew Billig.
Also Present: Superintendent Cheri Burke, Assistant Superintendent Jennifer Parsons and Director of Finance and Operations, Nicole Stevenson. **Excused** were Student Representatives, Madison Schantz and Teagan Hall.

CHAIRPERSON'S REPORT
Heather Lombardo, provided information regarding the purpose of the budget workshop; which is to initiate the budget planning process earlier than usual, aiming to focus closely on board priorities and community feedback before the process begins. Ms. Lombardo provided dates for other budget workshops and meetings pertaining to the budget, as detailed below:

- **January 6, 2027:** Superintendent's Proposed Budget presented at meeting.
- **January 19, 2027:** Three-Board Meeting with the three operating boards: Board of Finance, Board of Education, and Board of Selectmen.
- **January 20, February 17, and March 17, 2027**: Budget Workshops.
- **March 22, 2026**: Board of Finance meeting: Board of Education budget and municipal budgets are set.
- **April 5, 2026**: Public Hearing.
- **April 19, 2026:** Town Budget Vote.

PUBLIC COMMENT
Lynn Kraus presented questions regarding the Public Comment segment and the way Public Comment will be hosted and requested public comment be allowed after presentations.

Beth Carroll (Quail Ln, Granby): Ms. Carroll encouraged a respectful, collaborative, and non-adversarial approach, between the community and the Board of Education, to the budget process and requested detail in the budget, including school-by-school and line-item breakdowns.

Noreen Harnett (Rushford Meade, Granby), proud teacher in the Granby Public School system, expressed sadness of losing many colleagues yearly due in large part to salary. Ms. Harnett emphasized that they leave

to make an additional $5,000, $10,000, or more just down the road. She expressed that it is also difficult when community members are critical of teachers when they are working incredibly hard to educate their students.

Town Resident questioned $220,000 in unspent funds from the previous year and how they were allocated. The resident raised concerns and questioned the presumed $90,000 and $40,000 expenditures and necessity of those expenses and their purpose. Suggested that some funds could have been used for teacher bonuses.

Motion:
A request to recess from Public Comment to regain order was made. Ann Woods motioned and John Limeburner seconded. The Board recessed by unanimous vote at 7:15PM.

The Board reconvened, with all in attendance, and resumed the Public Comment session at 7:19PM.

Corinne DelGallo (Strawberry Fields) expressed appreciation for the Board and Superintendent's early start to the budget process and encouraged collaborative communication. She emphasized investing in teacher compensation and benefits to support recruitment and retention, and recommended increasing special education staffing to address growing student needs and educator workloads. Ms. DelGallo cited lower salaries and longer workdays, compared to neighboring districts and within Hartford County, for prioritizing the teacher compensation.

Stephanie Stupienski (Twilight Drive) a 24-year district teacher, emphasized the importance of retaining experienced, high-quality educators by offering competitive salaries. Ms. Stupienski expressed concern over losing colleagues to other districts due to compensation and stressed the importance of maintaining the quality of education for future generations.

Beth Norris (Stonewall Drive) expressed appreciation for the Board's work. Shared that she is a new resident and chose Granby specifically for its schools. Expressed disappointment for teachers being asked "to do more with less," and unfairness in the thought. She hoped to find ways to support our teachers and students through that budgeting process.

Jodi Okenquist (Pendleton Rd), a proud 19-year Granby Public Schools teacher thanked the Board for its work on the budget and emphasized that strong schools benefit the entire community. She expressed concern about teacher turnover, with her own children experiencing mid-year turnover, and urged the Board to prioritize closing the salary gap with neighboring districts to attract and retain quality educators.

Maureen Eberly (Silky Rd) disputed the accuracy of the previous meeting minutes regarding their comments on the rationale for the district not receiving a special education grant and requested that the minutes be amended to accurately reflect her remarks. Ms. Eberly offered to provide a written copy of their original comments for clarification.

Reports and Discussion

A. Salaries / Benefits

Ms. Lombardo expressed the importance of being able to have a high-level conversation on the items listed on the agenda, to gather perspective, priorities, questions and community feedback. The Board discussed salaries and benefits as top priorities for the upcoming budget, emphasizing teacher retention, competitive compensation, contract step increases, and working conditions. Mr. Limeburner gave an overview of salary step components and teacher contracts and the impacts on salary with the salary step process, along with adequate preparation time. Superintendent Burke noted declining applicant pools and significant salary gaps with neighboring districts, which contribute to recruitment and retention challenges. Ms. Woods also acknowledged community feedback supporting additional coaching and intervention positions and compensation for advanced education through the many community feedback emails received, in addition to those who spoke during Public Comment. Mr. Danke noted that town spending limits are also influenced by the Board of Selectmen and Board of Finance.

B. Teaching & Learning

Ms. Lombardo discussed current class sizes in relation to board established guidance, noting that several grade levels are at or near capacity. Members considered whether adjusting class size guidelines could reduce classroom needs, while weighing the effects on student achievement, teacher workload, and recruitment. Discussion emphasized the importance of maintaining student achievement as a priority and evaluating class sizes alongside support systems, including teacher assistants, special education staff, and intervention services. Mr. Danke emphasized research that shows small-group instruction is what truly supports student achievement.

Discussion also surrounded the roles of Teacher Assistants. Superintendent Burke provided an overview of the different roles Teacher Assistants take on, such as mandated roles versus other supporting roles and how they impact classrooms, support and needs. Mr. Limeburner cautioned that class sizes impact teacher burden, attractability to the district for staff, and teaching and learning as a whole.

The Board also reviewed Granby High School's 18 AP course offerings and 57% student participation rate. Assistant Superintendent, Jenn Parsons, outlined startup costs for new AP courses.

Ms. Lombardo mentioned Instructional Coaches and specialists. Ms. Parsons, Assistant Superintendent, gave an overview of the importance of the roles of Instructional Coaches and specialists across the district.

Superintendent Burke emphasized the importance of maintaining fine arts and athletics, as they are essential for student engagement, mental wellness, and attendance. Ms. Burke mentioned World Language was already affected at the Elementary level, as Spanish was eliminated in 2024. Mandarin was sunsetted in SY25-26, due to budget constraints. Further reductions would impact 6th grade or

middle school World Language offerings, though most CT districts start world language in 6th grade and Granby's reduction in this area would be an exception in the state.

Ms. Burke praised the School Resource Officer program, which Granby implemented 1.5 years ago. The program supports safety, lockdown planning, reunification protocols, summer programs, and positive student relationships. While Granby Public Schools is paying 100% of the officer's base salary and benefits, Ms. Burke expressed that opportunities can be explored for cost-sharing with the Police Department. Ms. Burke detailed some of the areas in which the SRO positively contributes to the community across the district and provides a seamless collaboration and connection between parents, students, staff and the district office. A detailed SRO presentation will be delivered on December 16th by SRO, Officer Dufresne.

C. Equipment / Furniture / Supplies
Ms. Lombardo mentioned that this area is naturally reduced, as the process continues and this area will be reviewed and fine tuned further throughout the process.

D. Special Education
Ms. Lombardo noted that a full Pupil Services update will be presented by Kate Weingartner on December 2nd. Ms. Lombardo noted that in-district special education programs (GAP, Bears, RISE) saved over $1,000,000 last year by keeping students in-district, rather than out placing them. Savings included $200,000 in tuition reimbursement returned to the town and approximately $800,000 in direct budget savings. The focus for FY27 is sustaining existing high-quality programs rather than expanding capacity.

E. Student Activities / Athletics
Ms. Lombardo noted that the fields need attention and that issue is being addressed. Ms. Lombardo also noted that the Booster Clubs do a lot of fundraising for athletics/ activities. Ms. Lombardo also stated community-building is important and community feedback has been that activities are welcomed, and an essential mental-health need, especially in the world of technology. Mr. Limeburner and Mr. Peling brought up budget constraints and a need to maintain activities, not expand at this time.. Ms. Burke mentioned that she is looking into having Parks and Recreation share the opportunity for activities. Athletic Director Karl Gates will present participation data and middle school interest survey results in December. Volleyball is experiencing rapid growth.

Ms. Lombardo and Ms. Burke mentioned refurbishing/ redoing the high school stage floor and replacing auditorium curtains, which are queued for the FY28 Small Capital budget.

F. Transportation
Finance and Operations Director, Nicole Stevenson, reported that the current 5-year transportation contract expires at the end of this school year. An RFP was issued for transportation, bids are due mid-November. The RFP transitions Granby out of owning its bus fleet over the next 5 years, shifting fleet ownership to the vendor. There will be parameters and requirements to transferring ownership.

G. Technology

Ms. Burke started the conversation with an overview of district device replacement cycles, which were paused two years ago. Ms. Parsons spoke on the process of redistributing existing iPads and Chromebooks into classroom carts rather than 1:1 at Wells Road. Ms. Parsons also mentioned that in the replacement cycle, staff laptop replacement is scheduled in the upcoming Small Capital lease budget. Ms. Burke wanted everyone to keep in mind that software licensing, cybersecurity, servers, upkeep and other necessary infrastructure costs continue to rise and drive the budget in this area and not replacement devices. Mr. Limeburner mentioned that the reduction in Chromebooks from 1:1 in higher levels of learning limits learning beyond the classroom and impacts student achievement and access.

Business Requiring Action

A. Regular Board of Education Meeting Minutes - October 7, 2026

The October 7, 2026 minutes were amended by vote of the Board on October 21, 2026 **to read:**
Maureen Eberly *joined via Zoom to provide concerns that the district lost a state special education grant and provided feedback regarding inconsistencies with and insufficient supporting data, as well as concerns over budget errors and discrepancies.*
Which previously read:
Maureen Eberly joined via Zoom to provide feedback on students' scores and shared her feelings on previous budget meetings and overall budget processes and information.

Ann Woods moved to approve the October 7, 2026, Regular Board of Education meeting minutes, as amended in the Public Comment section. Dave Peling seconded the motion. Mr. Danke and Mr. Limeburner abstained, and Ms. Diglio-Tsapsinos and Mr. Billig voted in favor. The motion passed.

B. Finance Subcommittee update

Mr. Danke provided an overview of the Finance Subcommittee Meeting, which was earlier in the day. Salaries and steps, the Excess Cost Grant, Per Pupil Expenditures and contract negotiations were amongst the important topics discussed in that meeting.

1. Expense Report Approval - September 2026

Nicole Stevenson, Director of Finance and Operations, provided an overview of the September 2026 Expense Report. Ms. Stevenson mentioned that the personnel and program expenditures remain on track with current appropriation. However, with Special Education, the anticipated RISE grant was not received, but necessary positions were filled. The shortfall was offset through regular education salary savings. Q&D revenue is resulting as expected. Revenue to the town remains favorable at approximately $2.57 million with a slight decrease driven by the excess cost revenue.

Motion:

John Limeburner moved to approve the September 2026 Expense Report. Jessica Diglio-Tsapsinos seconded. All were in favor.

Superintendent's Update
Ms. Burke mentioned the importance of understanding the Board's priorities early, which provides a longer runway to gather data and present meaningful information ahead of the January Superintendent's Proposed Budget presentation. Ms. Burke encouraged the community to tune into upcoming, detailed presentations from specific departments.

Adjournment
Dave Peling moved to adjourn the meeting and John Limeburner seconded. All were in favor. The meeting was adjourned at 9:26PM.

Submitted By:
Jennifer Arnold
Jennifer Arnold

Board of Education Meeting - Budget Workshop
Motions/ Votes

October 21, 2026, at 7:00 PM
Granby Senior Center 15C N. Granby Rd., Granby, CT 06035

Motion to Recess from Public Comment:
Motion:
A request to recess from Public Comment to regain order was made by Heather Lombardo. Ann Woods moved to recess from Public Comment and John Limeburner seconded. The Board recessed by unanimous vote at 7:15PM.

Regular Board of Education Meeting Minutes - October 7, 2026

The October 7, 2026 minutes were amended by vote of the Board on October 21, 2026 **to read:**
Maureen Eberly *joined via Zoom to provide concerns that the district lost a state special education grant and provided feedback regarding inconsistencies with and insufficient supporting data, as well as concerns over budget errors and discrepancies.*
Which previously read: Maureen Eberly joined via Zoom to provide feedback on students' scores and shared her feelings on previous budget meetings and overall budget processes and information.

Ann Woods moved to approve the October 7, 2026, Regular Board of Education meeting minutes, as amended in the Public Comment section. Dave Peling seconded the motion. Mr. Danke and Mr. Limeburner abstained, and Ms. Diglio-Tsapsinos and Mr. Billig voted in favor. The motion passed.

Expense Report Approval - September 2026
Motion:
John Limeburner moved to approve the September 2026 Expense Report. Jessica Diglio-Tsapsinos seconded. All were in favor.

Adjournment
Dave Peling moved to adjourn the meeting and John Limeburner seconded. All were in favor. The meeting was adjourned at 9:26PM.