

Regular Board of Education Meeting
Wednesday, May 6, 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. Chairperson's Report

{{Goal-}}

{{Attachment:}}

Rationale: Vice Chair Heather Lombardo will share remarks.

{{RecommendedMotion}}

IV. Awards and Recognition

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. CASBO 2026 Rising Star Award Nomination

{{Goal-}}

{{Attachment:}}

Rationale: Nickie Stevenson was nominated for the CASBO 2026 Rising Star Award and was appreciated for everything she does for our district and is valued as a wonderful member of CASBO.

{{RecommendedMotion}}

B. CAFE Leadership Awards

{{Goal-}}

{{Attachment:}}

Rationale: CAFE's Leadership Award recognizes students' distinguished school leadership.

{{RecommendedMotion}}

1. Granby Memorial Middle School

- Connor Morad
- Xyanne Wilson

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

a. Granby Memorial High School

- Catherine Shine
- Madison Schantz

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

V. Student Representative Reports

{{Goal-}}

{{Attachment:}}

Rationale: Ms. Sofia Brenson and Madison Schantz, Student Representatives, will report on activities taking place at the high school.

{{RecommendedMotion}}

VI. Reports and Discussion

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. CABE Policy 5144.12 — Restorative Practices

{{Goal-}}

{{Attachment:}}

Rationale: This policy is being presented to the Board for review and discussion.

{{RecommendedMotion}}

VII. Business Requiring Action

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. April 1, 2026 - Regular Board of Education Meeting Minutes

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VIII. Committee Reports

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

A. Board Standing Committee Reports

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

1. Curriculum/Policy/Technology/Communication

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

2. Finance/Personnel/Facilities

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

B. Other Board-Related Reports

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

1. CREC/CABE

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

2. Granby Education Foundation

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

IX. Public Comment

{{Goal-}}

{{Attachment:}}

Rationale: Granby community engagement and attendance at Board of Education public meetings is welcomed and encouraged. As is our custom, the Board views Public Comment as an opportunity for members of the public to share their comments and concerns with the Board, and Board members will not be responding to comments or engaging in a dialog. As it deems appropriate, the Board may place such matters on the agenda for future meetings for discussion in accordance with the Freedom of Information Act.

Procedurally, public remarks will be limited to 5 minutes and speakers will be asked to identify themselves by name and address. We expect comments to be respectful and civil in tone, and we do not permit name-calling, raised voices, personal attacks or vulgarity.

Lastly, we note that the Superintendent is responsible for student and personnel matters. No speaker will be permitted to use public comment to bring complaints against any teacher, student or staff member or to discuss student matters, which are confidential. Therefore, the use of student, teacher or staff names is not permitted. Any such complaints or concerns should be directed to the Superintendent and her team.

{{RecommendedMotion}}

X. Superintendent's Report

{{Goal-}}

{{Attachment:}}

Rationale: Superintendent Burke will provide district updates.

{{RecommendedMotion}}

XI. Action Items

{{Goal-}}

{{Attachment:}}

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

{{RecommendedMotion}}

XII. Executive Session

{{Goal-}}

{{Attachment:}}

Rationale: The Granby Board of Education will adjourn to executive session for discussion and possible action concerning the superintendent's contract.

{{RecommendedMotion}}

XIII. Adjournment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

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

GRANBY BOARD OF EDUCATION
Granby, Connecticut
Wednesday, April 1, 2026 - 7:00 p.m.
Regular Meeting Minutes
(subject to approval)

The Granby Board of Education's regular meeting was held on Wednesday, April 1, 2026, at 7:00 p.m. in the Granby Town Hall Meeting Room, located at 15-B N. Granby Road, and via the Zoom Meeting Platform.

PRESENT: Board members: Monica Logan, Donna Nolan, Heather Lombardo, Ann Woods, David Peling, Ed. D, and Andrew Billig.

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

Call to Order and Welcome:

Board Chair Monica Logan called the meeting to order at 7:00 p.m.

Chairperson's Report:

- Chair Logan announced that Liz Barlow has resigned from the Board of Education. She thanked her for her service and noted that there is no information at this time on a replacement.
- The Town and Board of Education will be working with a third party, EastConn, to evaluate potential opportunities for improved collaboration between the Town and BOE and determine what is in the best interest of the schools. They are experts in this field, and the Board looks forward to working with them, along with the Town, on this project.
- The Board of Finance has asked the Board of Education to reduce its budget by \$100,000, and more will be discussed concerning this reduction under Business Requiring Action.
- Going forward, the Public Comment portion of the meeting will be moved to the end of the meeting, right before the Superintendent Update.

David Peling addressed a comment made at the previous Board meeting by a community member that Open Choice students are not welcome into the Granby community. Dave expressed his unwavering support for the program and its students, stating that all students in the Open Choice program are welcomed, valued, and fully embraced by the Granby family. He also shared his appreciation for the diverse perspectives these students bring to Granby schools and affirmed that he will always be an advocate for Open Choice students.

Donna Nolan added that she echoed what David Peling stated and agreed that the Open Choice program provides tremendous benefits to both the schools and students of Granby. She shared that she has had personal experience with students staying with her family during the sports season and described it as a wonderful experience for everyone involved.

Student Representative Reports:

- Madison's Updates:
 - She wished Sophia good luck at Nationals for swimming.
 - Thanked everyone who came out to support the Empty Bowls fundraiser. They were able to raise \$3,200.00 for Granby and Hartland food banks.
 - The National English Honor Society will have its first chapter induction on Monday, April 6th, at 5:00 pm. She is excited to be a part of this event.
 - Boys and Girls Baseball and Softball both had scrimmages.

Reports and Discussion:

- **Schools in the Spotlight** (*Click links below to view presentations*)

[Wells Road School - Pauline Greer - Principal](#)

Courtney Piotroski, Literacy Coach, presented along with three fourth-grade students: Ivy Norrick, Hudson Bedard, and Sammy Jensen. The students shared their examples of incorporating music and art into their reading lessons.

[Kelly Lane School - Kim Loveland - Principal](#)

Kim Loveland, along with her Pre K teachers, Mrs. Farnsworth and Mrs. Peterson, presented their Pre K Edition presentation.

- [Granby BEAR Transition Academy and GAP Announcement](#)

Superintendent Burke shared an exciting update regarding the continued growth and success of the Granby B.E.A.R. (Bringing Emerging Adults Resources) Transition Academy. The B.E.A.R. program will relocate from the YMCA to a new site at South Congregational Church, 242 Salmon Brook Street, for the 2026–2027 school year.

Business Requiring Action:

- **Revised FY 27 Operating Budget:**
 - Superintendent Burke shared the Revised FY Operating Budget. Click [HERE](#) to view the Memo.
 - On a motion by Heather Lombardo, seconded by Andrew Billig, the Board of Education adopted the Revised FY27 Operating Budget, with one opposing vote by Donna Nolan.

Donna Nolan stated that she appreciates the movement in the numbers but is concerned that it is not enough. With enrollment declining, she remains concerned about the overall budget. She appreciates the work that has gone into the proposal; however, she feels there are additional areas where reductions could be made.

Ann Woods stated that she is concerned about the proposed reductions, noting that they will impact both parents and teachers. She acknowledged that there is a small group of residents who are concerned about the budget, but emphasized that she believes this is a responsible budget and that she was confident in the original proposal. She thanked everyone for their hard work in presenting the revised budget proposal.

David Peling stated that there are structural issues that need to be addressed and that the three boards should work together to develop both a five-year and a ten-year plan for the growth of Granby. He emphasized the importance of promoting Granby and attracting businesses to the town. Regrettably, we have to additionally cut the budget, but he is in support of the revised budget.

Andrew Billig wanted to clarify that the 3.5% is not the actual increased expense going to the individual taxpayer. He thanked everyone for their time and hard work. He also expressed concern about changing a secretary position to a 10-month role, noting that summer support is critical for high school students. His concern is who is going to take on all of the responsibilities and additional work without additional compensation. He stated that he is in support of the revised budget.

Heather Lombardo stated that we are just starting to see the growth and progress from the COVID years. She doesn't want to see that progress plateau. If we are just looking at the math, then we are doing a disservice to our students and school system. She was in support of the 3.8% budget, and she is in support of the 3.5% budget.

Monica Logan is entirely grateful to the staff for making reductions. As a parent, she is concerned that we are in a rut of finding reductions and taking things away. Granby has a revenue problem and lacks the infrastructure to support large organizations to bring in substantial revenue. The Board of Education in the past three years has doubled the amount of revenue to the Town of Granby - we bring in almost 3 million dollars by thinking creatively and developing programs. That is not the job of the Board of Education; it's to educate kids. We are thinking outside the box to benefit Granby. We need to work collaboratively with the Town to build resources and shared infrastructure. We need to work together. The budget breaks down to about \$18/mo. per taxpayer. She is in support of this revised budget.

- **March 16, 2026, Board of Education Budget Workshop meeting minutes:**
 - On a motion by Heather Lombardo, seconded by Donna Nolan, the March 16, 2026, Board of Education Budget Workshop meeting minutes were approved.
- **March 18, 2026 - Board of Education Regular meeting minutes:**
 - On a motion by Heather Lombardo and seconded by Donna Nolan, the March 18, 2026, Board of Education Regular meeting minutes were approved.

Board Standing Committee Reports:

- Curriculum/Policy/Technology/Communication:
This committee met tonight and discussed Syllabi for Senior English courses, CAFE Restorative Practice Policy, and Assistant Superintendent Jen Parsons gave her monthly report. Click [HERE](#) to view the report.
- Finance/Personnel/Facilities: There is no meeting this month.

Other Board-Related Reports:

- CREC/CAFE - No Updates.
- Granby Education Foundation - A liaison is needed from the Board.

Public Comment:

Please note that the following are brief summaries of each individual's statement. To hear the full public comments and view the meeting in its entirety, please refer to the link above.

1. Valerie Raggio - 88 Simsbury Road - She is in support of the budget and the Board of Education. She thanked everyone for all of the hard work that has gone into the budget proposals and presentations. She also expressed her support for the Open Choice program and students. Supporting the budget supports our teachers. She praised the teachers for their dedication and efforts in working with all students.
2. Kristal Fiorentino - Loomis Street - She stated that she initially felt angry but reflected and realized that nothing gets resolved without compassion. Her main concern with the budget is transparency, and she expressed frustration over discrepancies, such as stipends and the amounts listed as savings by doing things in-house - she feels it's misleading. She requested that the Board: 1) stop attacking people with a difference of opinion, 2) take feedback seriously, and 3) be much more transparent in their budget process.

Superintendent's Report:

- No School on Friday, April 3rd, for the holiday. All schools and offices will be closed.
- Monday, April 6th, is the Public Budget Hearing at GMHS at 7:00 PM.
- The week of April 13-17th is Spring Vacation for students and teachers.
- Wednesday, May 6th, will be our next Regular Board of Education meeting.

Action Items:

- There are no action items at this time.

Adjournment:

On a motion by David Peling, seconded by Donna Nolan, the Board of Education adjourned, with all in favor, no discussion, at 9:15 pm.

Recording by:

Michelle L. Crowley

Administrative Assistant to the Superintendent
and Assistant Superintendent