

**Windsor Board of Education
Regular Meeting**

Tuesday, September 15, 2026 7:00 PM

BOE Regular Meeting - Hybrid via Zoom and In-Person Join from PC, Mac, iPad, or Android:
<https://us06web.zoom.us/j/81318060386> Join via audio: +1 646 558 8656 +1 301 715 8592 Webinar ID: 813
1806 0386

601 Matianuck Avenue
Windsor, CT 06095

1. Call to Order, Pledge to the Flag, Moment of Silence
Speaker(s): A. Taylor
2. Recognitions/Acknowledgements
Speaker(s): A. Taylor
 - 2.a. Introduction of New BOE Student Representative, Bre-Anna Stewart
Speaker(s): B. Parker
 - 2.b. Introduction of Windsor's Educator of the Year, Joe Oblon
Speaker(s): D. Batchelder/B. Parker
 - 2.c. Introduction of Windsor's Paraeducator of the Year, Sam Dukes
Speaker(s): D. Batchelder/B. Parker
 - 2.d. Introduction of New Administrators
Speaker(s): D. Batchelder
3. Audience to Visitors
Speaker(s): A. Taylor
4. Consent Agenda
Speaker(s): A. Taylor
 - 4.a. Human Resources Report
Speaker(s): D. Batchelder
 - 4.b. Approval of BOE Regular Meetings for 2027
Speaker(s): A. Taylor
5. Approval of Minutes
Speaker(s): T. Zotter
 - 5.a. June 16, 2026 Regular Meeting
Speaker(s): T. Zotter
 - 5.b. August 18, 2026 Policy Committee Meeting
Speaker(s): T. Zotter
6. Student Representative Report
Speaker(s): B. Stewart
7. Board of Education
Speaker(s): A. Taylor
 - 7.a. President's Report
Speaker(s): A. Taylor
 - 7.b. Set Graduation Date for WHS Class of 2027
Speaker(s): N. Abdel-Hady
 - 7.c. Clover Partial Roof Replacement (Action Anticipated)
Speaker(s): D. Batchelder
 - 7.d. CABA Level II Distinction Award (Action Anticipated)
Speaker(s): A. Taylor
8. Superintendent's Report
Speaker(s): N. Abdel-Hady
 - 8.a. Fiscal Year 2026 Year End Financial Report
Speaker(s): D. Batchelder
 - 8.b. 25/26 Lunch Debt
Speaker(s): N. Abdel-Hady
 - 8.c. Disproportionality and High Rates of Suspensions in School Discipline - Indicator 4A and 4B
Speaker(s): N. Abdel-Hady/L. Jorgensen
 - 8.d. School Zoning and Residency Update
Speaker(s): N. Abdel-Hady/L. Jorgensen
 - 8.e. Pay to Play Update
Speaker(s): N. Abdel-Hady/C. Fulton
 - 8.f. FRC Grant (Action Anticipated)

	Speaker(s): N. Abdel-Hady/M. Mallery
8.g.	Policy Adoption, 1st Reading
	Speaker(s): N. Wolliston
8.g.1.	Rewrite P/AR 4100 Recruitment and Selection and deletion of P 4211 Recruitment and Selection (Non-Certified)
	Speaker(s): D. Batchelder
8.g.2.	Revised P/AR 5111 and Form 1 School Accommodation - Admission Residency
	Speaker(s): N. Abdel-Hady
8.g.3.	Revised P 5114 Student Discipline
	Speaker(s): N. Abdel-Hady
8.g.4.	NEW P 5123.3 Graduation Ceremonies (Participation)
	Speaker(s): N. Abdel-Hady
8.g.5.	NEW P/AR 5131.81 Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices
	Speaker(s): N. Abdel-Hady
8.g.6.	Revised AR 6340 Guidelines for Acceptable Use of Computers, Networks, and the Internet (Students)
	Speaker(s): N. Abdel-Hady
9.	Committee Reports
	Speaker(s): A. Taylor
9.a.	Curriculum Committee Report
	Speaker(s): B. Jacobsen
9.b.	Policy Committee Report
	Speaker(s): N. Wolliston
10.	Other Matters/Announcements/Regular BOE Meetings
	Speaker(s): A. Taylor
10.a.	BOE Curriculum Committee Meeting, Wednesday, September 23, 2026, 5:30 PM, Virtual
	Speaker(s): A. Taylor
10.b.	Next BOE Regular Meeting is Tuesday, October 20, 2026, 7:00 PM, LPW, Board Room
	Speaker(s): A. Taylor
11.	Audience to Visitors
	Speaker(s): A. Taylor
12.	Executive Session - Ratification of UPSEU Windsor BOE Custodial, Maintenance, Food Service, and Safety Monitor Employee Local 424-Unit103 Contract (Action Anticipated)
	Speaker(s): A. Taylor
13.	Adjournment
	Speaker(s): A. Taylor

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Danielle Batchelder
Chief of Operations

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: Joe Oblon - BIO

SUBJECT: Educator of the Year for 2026-2027

BACKGROUND:

Joe Oblon is from Windsor High School

RECOMMENDATION: This is for information only.

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # 2.b.

Educator of the Year 2026-2027 - Mr. Joseph Oblon - BIO

Windsor Public Schools is proud to announce that Joseph Oblon has been named Teacher of the Year for the 2027 academic year. For the past 11 years, he has been a steady and dedicated presence in our science department, where he teaches 9th-grade Integrated Science, AP Environmental Science, and Sustainable Agriculture. Joseph has graduated with Master's of Arts in Curriculum and Instruction from the University of Connecticut and has dedicated 11 years to teaching Windsor High School students.

Bringing Science to Life

Mr. Oblon's main teaching philosophy is that science must feel relevant to the lives his students actually live in order for them to succeed academically and enjoy the subject. When new curriculum standards were introduced, he chose to design a custom curriculum from scratch: "While the outer space-focused curriculum would excite some, I instead advocated to develop our own curriculum in house that would appeal to a larger population of students. I lead the curriculum work to reorganize the standards into units centered on real-world applications, including how cell phones function, the physics behind protective equipment like helmets and phone cases, and the environmental impact of energy production and fossil fuel use," says Joseph Oblon. This practical approach clearly works, as evidenced by his AP Environmental Science (APES) class last year, in which 100% of his students passed the national exam. Several of Mr. Oblon's APES students decided to seek a degree in Environmental Science upon graduating from Windsor High School.

Innovation and Hands-on Learning

One of Mr. Oblon's most visible contributions is the transformation of a former storage room into a modern Aquaponics Lab. He secured over \$36,000 in grants to build a space with 1,000 grow sites and fish tanks for sustainable fertilization. In this lab, students in his Sustainable Agriculture course learn how to manage pests, grow their own food, and help the environment by reducing the carbon footprint. Recently, Mr. Oblon's class set a record by producing over 100 bags of salad in a single quarter. Many students who attended Joseph Oblon's class are already using this knowledge to start their own home gardens.

A Leader in the Classroom and Community

In the classroom, Mr. Oblon focuses on building a strong community through "thinking groups". By regularly changing seating and group assignments, he ensures that students learn alongside every peer in the room, encouraging them to solve problems together rather than relying solely on the teacher. Mr. Oblon ensures, "Across all three courses I teach, the use of thinking groups provides opportunities for students to effectively communicate, think critically, and problem-solve."

Outside of Windsor Public Schools, Joseph builds a strong community as a Director at the Meriden Youth Theater at YMCA, a program serving over 300 children. He is also a theater technician for Meriden Public Schools and a vocalist with the community choir Accidental Harmony.

We are incredibly grateful for the energy, care, and integrity Joseph Oblon brings to our schools every day. He leads by example and helps our students become informed, responsible members of the community. Please join us in congratulating him on this well-deserved achievement!

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Danielle Batchelder
Chief of Operations

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: Sam Dukes- BIO

SUBJECT: Paraeducator of the Year for 2026-2027

BACKGROUND:

Sam Dukes worked at Windsor High School during 2025/2026 school year and is currently a Behavior Technician at LPW - SPARK Program

RECOMMENDATION: This is for information only.

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # Z.C.

Paraeducator of the Year 2026-2027 - Mr. Samuel Dukes - Bio

Samuel Dukes joined Windsor High School 3 years ago, yet he has already won the hearts of students and employees alike. "I look back at my time as a student in high school and remember that I wish I had someone I could talk to and just vent my problems to," shares Samuel in his essay. "I keep reflecting on my time in high school, and I remember Mr. Wells, a resource teacher I met in my sophomore year. He changed the trajectory of my life by just being an ear for me to vent to. So I strive to be that for all the students and be the pillar of understanding that they deserve in their lives."

Paraeducators play a vital role in our school system, assisting teachers and staff in delivering instructional services. They support students in mastering material, ensure they feel safe and seen, and help those with various needs thrive in the classroom. Samuel has gone above and beyond in these duties, earning the respect and admiration of the entire Windsor Public Schools community. As the District Paraeducator of the Year, Samuel will serve as Windsor's nominee for the State of Connecticut's Anne Marie Murphy Paraeducator of the Year award.

Samuel's dedication to service is nothing new; before joining Windsor Public Schools, he received the Top Customer Service in CT (2013) award and the Community Involvement Award. He also volunteers his time as a mentor for at-risk youth at CRT in Hartford and with Big Brothers Big Sisters of Central Connecticut. We are truly thankful for everything Samuel does for Windsor Public Schools and look forward to many more years of working together!

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Danielle Batchelder
Chief of Operations

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: None

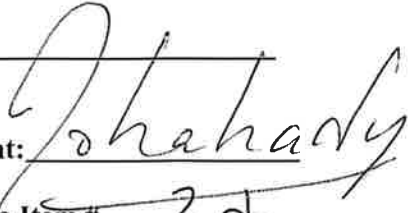
SUBJECT: Newly Hired Administrators/Supervisors/Managers

BACKGROUND: The following Administrators have been hired since July 1, 2026.

Newly Hired Administrators		
Name	Position	Location
Dr. Noha Abdel-Hady	Superintendent of Schools	DW
Mr. Benjamin Eskenaz	Assistant Principal	WHS
Mr. William Fisher	Acting Principal of SPMS	SPMS
Ms. Liana Jorgensen	Chief of Academics & Pupil Services	DW
Ms. Elizabeth LaPane	School Food Manager	DW
Ms. Tanecia Raphael	Acting Secondary Special Education Supervisor	SPMS & WHS
Ms. Jennifer Wilson	Acting Assistant Principal of SPMS	SPMS

RECOMMENDATION: This is for information only.

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # 2.2.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Katherine Zager,
Human Resource Manager

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: Human Resources Report

SUBJECT: Human Resources Report for June 1, 2026 – August 31, 2026

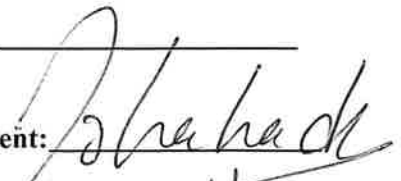
BACKGROUND:

Attached are the personnel actions from June 1, 2026 – August 31, 2026. Mrs. Batchelder will answer any questions.

RECOMMENDATION:

Informational

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # 4.a.

Personnel Actions June 1, 2026 - August 31, 2026

NON-CERTIFIED NEW HIRES / REAPPOINTMENTS

Name	Assignment	School
Jhimon Smith	Part-Time Reading Tutor	Clover Street
Leonardo Ortiz	Custodian II (Evenings)	Clover Street
Elizabeth LaPane	Food Service Manager	Districtwide
Cellestine Anglin	Part-Time Food Service General Worker	John F. Kennedy
Samuel Cimini	Custodian II (Evenings)	John F. Kennedy
Shannon Crockwell	Building Substitute	John F. Kennedy
Taylor Marotto	Paraeducator	John F. Kennedy
Marc Kotler	Full-Time Structured Literacy Tutor	L. P. Wilson
Melissa Smith	Adult Ed. Teacher	L. P. Wilson
Wendell Williams	Full-Time Safety Monitor	L. P. Wilson
Ranson Spence	Substitute Custodian	LPW/Districtwide
Alexa Garcia	Paraeducator	Oliver Ellsworth
Janel Bolorin	Building Substitute Paraeducator	Oliver Ellsworth
Kennyce Mccaskill	Paraeducator	Oliver Ellsworth
Khaliah Bell	Paraeducator	Oliver Ellsworth
Nathan Gregoire	Part-Time Lunchroom Monitor	Oliver Ellsworth
Nika Terrill	Paraeducator	Oliver Ellsworth
Selines Paulino	Part-Time Lunchroom Monitor	Oliver Ellsworth
Valery Collazo	Part-Time Food Service General Worker	Oliver Ellsworth
Lauryn Wholey	Paraeducator	Sage Park
Paulette Webb	Middle School Principal Admin. Assistant	Sage Park
Rachel Delskey	Building Substitute	Sage Park
Valerie Scheer	Full-Time Reading Tutor	Sage Park
Aleasha Macklin	Part-Time Food Service General Worker	Windsor High
Colin Haydu	Assistant Football Coach	Windsor High
Jordan Watson	Assistant JV Boys Soccer Coach	Windsor High
Justin Wilson	In-School Suspension Coordinator	Windsor High
Katherine Wendus	Part-Time Food Service Cashier	Windsor High
Kennedy Cramer	Temporary Paraeducator	Windsor High
Michelle Savoie	Assistant Girls Soccer Coach	Windsor High
Nesrin Akkus	Building Substitute	Windsor High
Serena Wilson	Full-Time Special Education Tutor	Windsor High

CERTIFIED NEW HIRES / REAPPOINTMENTS

Name	Assignment	School	26-'27 Grade/Step
Amy Tebecio	Special Education Teacher	Clover Street	TSIX / 14
Darcy Schuster	Classroom Teacher (Grade 5)	Clover Street	TMA / 14
Laura Chiara	Special Education Coach	Districtwide	TSIX / 14
Anthea Grotton	Classroom Teacher (Grade 5)	John F. Kennedy	TMA / 14
Corae Calbert	Special Education Teacher	John F. Kennedy	TMA / 10
Victoria Ostrowski	Certified LTS Classroom Teacher (Grade 1)	Oliver Ellsworth	N/A
Yzabella Waddell	Special Education Teacher	Oliver Ellsworth	TBA / 4
Stephanie Pawlowicz	Speech Language Pathologist	Poquonock	TSIX / 10
Alexander Peterson	Mathematics Teacher	Sage Park	TBA / 3
Alyssa Hovey	Science Teacher	Sage Park	TMA / 3

Luz del Carmen Velasco Gonzalez	World Language Teacher	Sage Park	TBA / 3
Alicia Lukason	School Psychologist	Sage Park (0.6FTE), LPW (0.4FTE)	TSIX / 12
Hannah Labovitz	Special Education Teacher	WHS (0.6FTE), Sage Park (0.4FTE)	TMA / 8
Chloe Goodin	English & MLL Teacher	Windsor High	TMA / 5
Kiara Matthews-Wakefield	English Teacher	Windsor High	TBA / 5
Kristine Vincent	Business Education Teacher	Windsor High	TDOC / 14
Morgan Moore	Social Studies Teacher	Windsor High	TMA / 6
Ryan Morais	Science Teacher	Windsor High	TMA / 5
Taylor Pacekonis	World Language Teacher	Windsor High	TMA / 14

NON-CERTIFIED REASSIGNMENTS / TRANSFERS

Name	From	To
Amoke Bigelow	Asst Principal Admin Assist. (46 Wk) at SPMS	Asst Principal Admin Assist. (52 Wk) SPMS
Nicole Ciccarelli	Asst. Girls Swimming & Diving Coach at WHS	Head Girls Swimming & Diving Coach at WHS
O'Shady Daron	Asst. Varsity Boys Soccer Coach at WHS	Varsity Boys Soccer Coach at Windsor High
Ana Lopez	Behavior Technician at John F. Kennedy	Registered Behavior Technician DW
Frank Sgro	Custodian II (Evenings) at WHS	Maintenance Worker at Windsor High
Jazmin Vega	Full-Time Food Service Floater	Full-Time Food Service Cashier at WHS
Barbara Cianciosi	Full-Time Math Tutor at Sage Park	Part-Time Math Tutor at Sage Park
Stephanie Marcelino	Full-Time Safety Monitor at WHS	High School Counseling Support Asst (46wks)
Ronald Vaughn	Paraeducator at John F. Kennedy	Behavior Technician at John F. Kennedy
Madison Marques	Limited Teacher (Grade 3) at Clover	Building Substitute at Clover
Michelle Clayton	LTS Teacher (Grade 4) at JFK	Building Substitute at John F. Kennedy
Jabbar Floyd	Paraeducator at Oliver Ellsworth	Safety Monitor at Windsor High School
Erin McGovern	Paraeducator at SPMS	Library/Media Paraeducator at Sage Park
Samuel Dukes	Paraeducator at WHS	Behavior Technician (CBTA) at L.P. Wilson
Zreinu Clark	Part-Time Job Coach at CBTA (L.P. Wilson)	Paraeducator at CBTA (L.P. Wilson)
Michele Rosario	Part-Time Math Tutor at Poquonock	Full-Time Math Tutor at Sage Park
Amanda Mocombe	Part-Time SPARK Tutor at L.P. Wilson	Full-Time Special Ed. Tutor at Windsor High
Sevasti K. Pelton	Principal Admin Assist. at SPMS	Executive Assistant to the Superintendent
Lisa Williamson	Safety Monitor at L.P. Wilson	Safety Monitor at Oliver Ellsworth
Zena Davenport-Streeter	Safety Monitor at Oliver Ellsworth	Safety Monitor at Windsor High School
Joseph Bienasz	Social Studies Teacher at WHS	Full-Time SPARK Tutor at L.P. Wilson
Hannah Tracy	Substitute Nurse (Districtwide)	School Nurse at Sage Park

CERTIFIED REASSIGNMENTS / TRANSFERS

Name	From	To
Linda Pinard	Special Ed. Teacher at Sage Park	Limited Special Ed. Teacher at Sage Park
Heather Prokup	Dean of Students at LPW (SPARK)	Special Ed. Teacher at Sage Park
Andrea Grace	Special Ed. Teacher at LPW (SPARK)	Dean of Students at LPW (SPARK)
Yolanda Vega	Special Ed. Teacher at OE and POQ	Special Ed. Teacher at LPW (SPARK)
Liana Jorgensen	Principal at Sage Park	Chief of Academics and Pupil Svcs DW
William Fisher	Assistant Principal at Sage Park	Acting Principal at Sage Park
Jennifer Wilson	Dean of Students at Sage Park	Acting Assistant Principal at Sage Park
Jessica Addie	Math Coach at Oliver Ellsworth	Acting Dean of Students at Sage Park
Matthew Fluharty	School Psychologist at Sage Park and WHS	School Psychologist at Sage Park
Lauren Urena	Speech Lang. Pathologist at POQ (0.4FTE)	Speech Lang. Path. at OE (0.4FTE)
Noved Mclean	Speech Lang. Pathologist at Oliver Ellsworth	Speech Lang. Path. at CLO, WHS, OOD

Carlton Palmer	P.E. & Health Teacher at L.P. Wilson and JFK	P.E. & Health Teacher at L.P. Wilson and WHS
Nicole Sbalcio	Band Teacher at John F. Kennedy	Band at JFK (0.6FTE) & CLO (0.4FTE)
Jessica Coffey	Classroom Teacher (G3) at John F. Kennedy	Classroom Teacher (G1) at Oliver Ellsworth
Shawnese Dezonie	Classroom Teacher (G2) at Oliver Ellsworth	Classroom Teacher (G1) at Oliver Ellsworth
Vanessa Barton	Classroom Teacher (G2) at Oliver Ellsworth	Classroom Teacher (G1) at Oliver Ellsworth
Lori Butterick	Classroom Teacher (G1) at Oliver Ellsworth	Kindergarten Teacher at Oliver Ellsworth
Laurie Stevens	Kindergarten Teacher at Oliver Ellsworth	Classroom Teacher (G2) at Oliver Ellsworth
Christina Chapple	Kindergarten Teacher at Oliver Ellsworth	Classroom Teacher (G2) at Oliver Ellsworth
Jill Lepage	Classroom Teacher (G1) at Oliver Ellsworth	Kindergarten Teacher at Oliver Ellsworth
Kellie Lawrence	Speech Language Pathologist at JFK and Poq.	Speech Language Pathologist at JFK, POQ, OE
Lauren Grimshaw	Expulsion Teacher at L.P. Wilson	Science Teacher at LPW (0.8FTE) and WHS (0.2FTE)

NON-CERTIFIED RESIGNATIONS / SEPARATIONS

Name	Assignment	School
Cathy McQuade	Part-Time Reading Tutor	Clover Street
Amy Luzzi	Paraeducator	John F. Kennedy
Dominique Denbow	Building Substitute	John F. Kennedy
Jessica Atkins	Part-Time Multi-Lingual Learner Tutor	John F. Kennedy
Kathleen Yocius	Part-Time Food Service General Worker	John F. Kennedy
Nancy Field	Part-Time Math Tutor	John F. Kennedy
Rockell Foster	Building Substitute	John F. Kennedy
Brien Wilson	Behavior Technician	L.P. Wilson
Kathy Kijak	Adult Ed. Teacher	L.P. Wilson
Sarah Connelly Zitney	Full-Time Structured Literacy Tutor (IDEA Grant)	L.P. Wilson
Shania Fleeting	Part-Time SPARK Tutor	L.P. Wilson
Angela Rodriguez	Part-Time Treehouse Group Leader	Oliver Ellsworth
Dakesha Scrivens	Paraeducator	Oliver Ellsworth
Isabella Owusu	Part-Time Treehouse Group Leader	Oliver Ellsworth
Maryann Cheney	Part-Time Food Service General Worker	Oliver Ellsworth
Melinda Cervone	Part-Time Lunchroom Monitor	Oliver Ellsworth
Yesenia Vazquez	Part-Time Lunchroom Monitor	Oliver Ellsworth
Sierra Gilmore	Paraeducator	Poquonock
Tiffanie Ugbomoiko	Paraeducator	Poquonock
Kritika Gupta	Paraeducator	Sage Park
Melissa Smith	Part-Time Math Tutor	Sage Park
Osheia Blomquist	Paraeducator	Sage Park
Shane Sinclair	Assistant Boys Soccer Coach	Sage Park
Sharon Edwards	Assistant Principal Administrative Assistant	Sage Park
Walter Crain	Building Substitute	Sage Park
Andrew Schwapp	Assistant Football Coach	Windsor High
Andrew Schwapp	Assistant Football Coach	Windsor High
Ashley Sanzaro	Head Varsity Field Hockey Coach	Windsor High
Christina Mwaura	High School Principal Administrative Assistant	Windsor High
Coleen Bruscato	Paraeducator	Windsor High
Diane Lubynsky	Part-Time Cashier	Windsor High
Janet Quintas	Part-Time Food Service General Worker	Windsor High
Nicholas Rice	Head Varsity Boys Swimming & Diving Coach	Windsor High
Nicholas Rice	Head Varsity Girls Swimming & Diving Coach	Windsor High
Steven Kassoy	Assistant JV Boys Soccer Coach	Windsor High
Todd Cunha	Assistant Girls Soccer Coach	Windsor High

CERTIFIED RESIGNATIONS / SEPARATIONS

Name	Assignment	School
Kimberly Aitkin	Special Ed. Teacher	Clover Street
Samantha Greco	Speech Language Pathologist	Clover Street
Terrell Hill	Superintendent of Schools	Districtwide
Cortney Gee	Special Ed. Teacher	John F. Kennedy
Karen Lawson	Department Supervisor (PSES)	LPW/Districtwide
Lisa Adamski	Classroom Teacher (Grade 1)	Oliver Ellsworth
Jade Cabral	Classroom Teacher (Grade 1)	Poquonock
Julia Cechini	Mathematics Teacher	Sage Park
Laura Cookson	English Teacher	Sage Park
Nathaniel Hood	Special Ed. Teacher	Sage Park
Nicole Ortiz	Special Ed. Teacher	Sage Park
Alexandria Torres	English Teacher	Windsor High
Amanda Plachta	School Counselor	Windsor High
Janet Llana	World Language Teacher	Windsor High
William Alexander	Limited Social Studies Teacher	Windsor High

NON-CERTIFIED RETIREMENTS

Name	Assignment	School
Patricia Patton	Food Service Coordinator	L.P. Wilson/Districtwide
Sally Brown	Executive Assistant to the Superintendent	L.P. Wilson/Districtwide
Linda Sammartano	Full-Time Math Tutor	Oliver Ellsworth
Anne-Marie Curtis	Library/Media Paraeducator	Sage Park
Priscilla Long	Full-Time Food Service Cashier	Windsor High

CERTIFIED RETIREMENTS

Name	Assignment	School
Karen Baker	Music Teacher	Clover Street
Linda Pinard	Special Ed. Teacher	Sage Park
Lynn Valentin	World Language Teacher	Sage Park
Mona Fitzgerald	Science Teacher	Sage Park
Gloria Wellington	Business Education Teacher	Windsor High
Lee Ann Currey	Science Teacher	Windsor High
Christine Onofrey	English Teacher	Windsor High

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Dr. Noha Abdel-Hady

PRESENTED BY: Ayana Taylor

ATTACHMENTS: Letter to Town Clerk

SUBJECT: Board of Education Regular Meetings for 2027 Calendar Year

BACKGROUND:

In accordance with the Freedom of Information Act, the Board of Education must establish a schedule for its regular meetings for the 2027 calendar year and submit it to the Town Clerk.

The meetings are held on the third Tuesday of the month, with the exception of July and August, in the Board Room at the L.P. Wilson Community Center, 601 Matianuck Avenue, Windsor. The last approved Regular Meetings in the current year are:

Tuesday, October 20, 2026 at 7:00 PM

Tuesday, November 17, 2026 at 7:00 PM

Tuesday, December 15, 2026 at 7:00 PM (Public Forum at 6:30 PM)

STATUS:

The following meeting dates are for the 2027 calendar year. Dates in bold indicate a change from the usual third Tuesday of the month:

Wednesday, January 19, 2027 at 6:30 PM (off schedule due to MLK Day)

Wednesday, February 17, 2027 at 7:00 PM (off schedule due to Presidents' Day Holiday)

Tuesday, March 16, 2027 at 7:00 PM

Tuesday, April 20, 2027 at 7:00 PM

Tuesday, May 18, 2027 at 7:00 PM

Wednesday, June 16, 2027 at 7:00 PM (Off schedule due to WHS Graduation)

Tuesday, September 21, 2027 at 7:00 PM

Tuesday, October 19, 2027 at 7:00 PM

Tuesday, November 16, 2027 at 7:00 PM

Tuesday, December 21, 2027 at 7:00 PM (Public Forum at 6:30 PM)

First Meeting of 2028: Wednesday, January 19, 2027 at 6:30 PM (off schedule due to MLK Day)

RECOMMENDATION:

Move to approve the regular meeting schedule for the 2027 calendar year.

Recommended by the Superintendent:

Agenda Item #

Noha Hady
4.b.



Dr. Noha Abdel-Hady
Superintendent of Schools
601 Matianuck Avenue • Windsor, CT 06095

EMAIL | nhady@windsorct.org TEL | 860-687-2000 EXT 1236 FAX | 860-687-2009 WWW.WINDSORCT.ORG

September 16, 2026

Mr. Scott Nolan, Town Clerk
Town of Windsor
275 Broad Street
Windsor, CT 06095

RE: Board of Education Regular Meeting Schedule for Calendar Year 2027

Dear Mr. Nolan,

At their regular meeting, the Board of Education approved their Calendar of Regular Meetings for the year 2027.

The meetings are held on the third Tuesday of the month, with the exception of July and August, unless there is a holiday or special event at the L.P. Wilson Community Center, Board Room. In that case, an alternative available date has been chosen. Dates in bold below indicate a change from the usual third Tuesday of the month.

Wednesday, January 20, 2027 at 6:30 PM (off schedule due to MLK Day)

Wednesday, February 18, 2027 at 7:00 PM (off schedule due to Presidents' Day Holiday)

Tuesday, March 17, 2027 at 7:00 PM

Tuesday, April 21, 2027 at 7:00 PM

Tuesday, May 19, 2027 at 7:00 PM

Wednesday, June 16, 2027 at 7:00 PM (off schedule due to Graduation)

Tuesday, September 15, 2027 at 7:00 PM

Tuesday, October 20, 2027 at 7:00 PM

Tuesday, November 17, 2027 at 7:00 PM

Tuesday, December 15, 2027 at 7:00 PM (Public Forum at 6:30 PM)

First Meeting of 2028: Wednesday, January 19, 2028 at 6:30 PM (off schedule due to MLK Day)

During July and August, Board of Education meetings are held only by call of a special meeting, if necessary, and will be held in the Board Room or Room 17 at the L.P. Wilson Community Center.

Sincerely,

Dr. Noha Abdel-Hady
Superintendent of Schools

Cc: Town Manager Board of Education
WIN-TV Kevin Moriarty, District MIS
Staff

Windsor Board of Education
Regular Meeting – Hybrid via In-Person and Zoom
Unapproved Minutes

Tuesday, June 16, 2026 7:00 PM
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, June 16, 2026 Regular Meeting. Any additions or corrections will be made at a future meeting.

Ms. Maxine Davis:	Present
Mr. Jeremy Halek:	Present
Ms. Becky Jacobsen:	Present
Mr. Leonard Lockhart:	Present
Mr. James Madison:	Present
Mr. Paul Panos:	Present
Ms. Ayana Taylor:	Present
Mr. Nathan Wolliston:	Absent
Ms. Tracey Zotter:	Present

All board members were present in the board room.

1. Call to Order, Pledge to the Flag, Moment of Silence

The meeting was called to order at 7:11 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent Dr. Noha Abdel-Hady and Chief of Operations Danielle Batchelder.

2. Recognitions/Acknowledgements

- a. Recognition - WHS Juried Art Show, Board of Education Purchase Prize to Alyvia Pienkowski for "*My Hair Isn't Perfect*", Superintendent's Purchase Prize to Alyvia Pienkowski for "*Unfair Responsibilities*" and WHS Purchase Prize to Rachelle Baran for "*Beneath the Skin*"

Dr. Abdel-Hady introduced the winners of the WHS Juried Art Show. Alyvia Pienkowski for "*My Hair Isn't Perfect*", the Board of Education Purchase Prize winner, and her piece "*Unfair Responsibilities*", the Superintendent's Purchase Prize winner. Rachelle Baran won the WHS Purchase Prize for "*Beneath the Skin*".

Art Teachers Sarah Asplund and Lisa Smith introduced the student winners. Alyvia Pienkowski was unable to attend.

- b. Announcement - Windsor Educator of the Year, Joe Oblon and Paraeducator of the Year, Sam Dukes

Dr. Abdel-Hady announced the district Teacher of the Year, Joe Oblon, and the Paraeducator of the Year, Sam Dukes. Both of them will speak at Convo"Nation" and be introduced at the September 15, 2026, Regular BOE Meeting.

- c. Presentation of CABA Bonnie B. Carney Award of Excellence for Educational Communications - WPS The Pulse Newsletter and Special Projects - The Mobile Classroom and the Instructional Core Wheel

Dr. Abdel-Hady introduced Patrice McCarthy, CABA Executive Director, who explained the history and significance of the Bonnie B. Carney Award of Excellence for Educational Communications. She presented the board with three awards: WPS The Pulse Newsletter and Special Projects - The Mobile Classroom and the Instructional Core Wheel.

Mr. Lockhart thanked Ms. McCarthy for taking the time to attend and personally present the awards.

3. Audience to Visitors

Emily Romero-Lewis, 83 Merriman Road - She advocated for keeping the current honor cord system, and to find a way to implement both recognitions without combining them.

Maya White, 140 Sheffield Drive - She also spoke regarding honor cords. She said that the proposed change, while imitating college recognition, should be left to colleges, and that the current system is appropriate at the high school.

Victoria Acevedo, 1356 Crest Drive - She explained that the old honor cord system showcases hard work.

George Slate, 74 Ethan Drive - Mr. Slate made budget cut suggestions including increasing co-pays for insurance.

Naomi Champlain, 202 Old Village Circle - Ms. Champlain stated that she was not recognized as "Gifted and Talented" until her family advocated for her in 6th grade. She hopes that more gifted students can be recognized for their talents earlier.

Bre-Anna Stewart, 325 Conestoga Street - She suggested that the honor cord system should stay the same based on surveys that she had students complete regarding their opinions on the matter. She said that prior to a new process being put in place, a better functioning and more inclusive policy could be created.

Jennifer Delskey, 16 Penncross Drive - Ms. Delsekey spoke regarding the budget. She said that there is a misconception between the BOE "wants" and "needs". She said that Dr. Abdel-Hady listened to a diverse group of individuals from within and without the district in order to determine the best solutions to the "needs" of the district. Above all, she listened the the people who serve the families in the schools.

4. Consent Agenda

- a. Financial Report Expenditures for May 31, 2026 \$5,372,682
Expenditures and Encumbrances through May 31, 2026 \$79,610,147
- b. Enrollment Report
- d. Human Resources Report

Move the Board of Education approve consent agenda items 4.a. Financial Report, 4.b. Enrollment Report, and 4.d. Human Resources Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.
Yes: 8, No: 0

c. Food Service Report

Questions were asked about the school lunch debt, it was decided that Dr. Abdel-Hady would include this information in her Superintendent's Report at each regular board meeting.

Move the Board of Education approve consent agenda item 4.c. Food Service Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.
Yes: 8, No: 0

5. Approval of Minutes

- a. May 19, 2026 Regular Meeting

Move the Board of Education approve the minutes of the May 19, 2026 Regular Meeting. This motion, made by Ms. Tracey Zotter and seconded by Mr. Paul Panos, Passed.
Yes: 8, No: 0

6. Student Representative Report

Mr. Blume remarked on the successful end of the school year. He spoke about graduation and Project Graduation. He also mentioned upcoming summer activities such as the Outdoor Track National Competition and Fresh Start for upcoming Freshmen. He spoke in support and agreement with the student speakers regarding the potential Honor Cord changes.

Both Mr. Lockhart and Mr. Panos thanked and congratulated him for his service.

7. Board of Education

a. President's Report

Ms. Taylor spoke about the recent events she attended at multiple schools. She thanked the volunteers who made Project Graduation a success. She announced that there is a life guard shortage at local pools and the opportunity for students to apply.

b. Discussion to Extend the Current Hybrid Format for Board of Education Meetings (Action Anticipated)

This continuation of the hybrid format has been voted on for the last several years with the intention to allow for easier community and board member access to meetings.

Move to extend the current hybrid meeting format for the 2026-2027 school year for board members and the public for regular board meetings, including special meetings and finance committee. Policy, curriculum and long range planning committee meetings would be virtual. Executive committee meetings would be decided by the BOE President. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

c. Discussion on Potential Cell Phone Policy (Action Anticipated)

Mr. Panos suggested the board refer the topic of a cell phone policy to the policy committee with the suggestion that the current procedure at Sage Park Middle School be applied at all schools. The whole board was in support of pushing this topic to the policy committee.

Move the Board of Education advise the policy Committee to take up the topic of cell phone policy development. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Maxine Davis: Yes, Mr. Jeremy Halek: Yes, Ms. Becky Jacobsen: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Ms. Tracey Zotter: Yes
Yes: 8, No: 0

8. Acting Superintendent's Report

Dr. Abdel-Hady announced that not only did the district graduate the Class of 2026 from Windsor High School, the CBTA program graduated 5 students, and Adult Education graduated 15 students. Team meetings have been held across the district, with the District Leadership Team, in the Mobile Classroom, stopping at various spots in town on Thursday morning. Summer reading fliers are available on the district website and at both branches of the Windsor library. A reset of the high school climate has already begun. Staff members have met with the Cabinet to become realigned with expectations.

a. Windsor Early Learning Model Overview

For continuity, this item was moved to after 8.b. Program of Studies Revision. Mr. Lockhart left the meeting from 8:50 PM until 8:52 PM, missing the vote on the motion to move the agenda items.

Move the Board of Education move agenda item 8.b. Program of Studies Revision (Honor Cords) to before item 8.a. This motion, made by Mr. Paul Panos and seconded by Ms. Tracey Zotter, Passed.

Ms. Maxine Davis: Yes, Mr. Jeremy Halek: Yes, Ms. Becky Jacobsen: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Ms. Tracey Zotter: Yes
Yes: 7, No: 0

Dr. Abdel-Hady presented the Windsor Early Learning Model that has already been established at the K-2 schools this year. Portions of the model have been in place during this school year, with all changes taking effect for the 26/27 school year. It provides hand-on learning as a primary focus and limits technology use.

Ms. Jacobsen left the meeting from 9:03 PM until 9:09 PM.

The board had the opportunity to ask questions related to the presentation.

b. Program of Studies Revision (Honor Cords) (Action Anticipated)

Dr. Abdel-Hady provided an overview of the honor cord distribution process as well as the letter sent to families in the Spring detailing a change to the program for the upcoming school year. She said that after reviewing the impending change and obtaining insight from multiple groups in the district, she advises the board to postpone the implementation of the new process until further review can be done and a possible alternative solution be devised.

Move that the Board of Education approve delaying the implementation of the revised honor cord criteria by one year, making the Class of 2028 the first graduating class subject to the new requirements and allowing the Class of 2027 to remain eligible under the previous honor cord criteria. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

Ms. Taylor is referring this topic to the curriculum committee for review.

c. Superintendent Proposed Cuts (Action Anticipated)

Dr. Abdel-Hady outlined her proposed budget cuts based on the Town Council vote on Monday, June 15, 2026. Her itemized deductions are as follows: eliminate the addition of 4 FTE Second Language Teachers for \$300,000, eliminate the addition of 1 FTE School Social Worker for \$75,000, reduce by 1 FTE Band Teacher from grades 3-5 for \$75,000, reduce original 10 para positions to 5 for \$203,000, all schools back to level funding at \$69,000, insurance reduction of \$255,121, and require Pay to Play for \$203,000 savings. Budget additions will be maintaining the Dean of Students at WHS for a cost of \$100,000, and adding 2 FTE Language Enrichment Facilitators for an \$80,000 cost. Total reductions will be \$1,000,121 at the Town Council's request, making the BOE Proposed Budget 3.46% over the 25/26 budget.

There was discussion regarding the proposed cuts.

Move the Board of Education to accept the proposed budget cuts as presented to the Board by Acting Superintendent Dr. Noha Abdel-Hady. This motion, made by Ms. Tracey Zotter and seconded by Mr. Paul Panos, Passed.

Mr. Leonard Lockhart: No, Ms. Maxine Davis: Yes, Mr. Jeremy Halek: Yes, Ms. Becky Jacobsen: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Ms. Tracey Zotter: Yes

Yes: 7, No: 1

The following is the roll call vote for the approval of the adjusted budget.

Roll Call:

Maxine Davis - yes

Jeremy Halek — yes He said that he believes this is a fair compromise.

Becky Jacobsen — yes She said, "Unfortunately, yes."

Leonard Lockhart - no He said that these are hard cuts from the BOE side, which keeps being asked to cut. He said that the BOE is empathetic to the tax burdens, but he, as a voting board member, is responsible for advocating for funding for public schools. These are difficult cuts that he does not believe he sees on the town side. He is emphatically voting no.

James Madison — yes

Paul Panos — yes He thinks this is an appropriate cut to make. He said there is a lot of flexibility in the education budget and more cuts could probably be made.

Ayana Taylor — yes She said this is an unfortunate thing to do, and although she fights every day for the kids, it can't be done alone. She hopes that these cuts sting a little. She sadly votes yes, but realizes that it needs to be done, and is more than enough.

Nathan Wolliston — absent

Tracey Zotter - yes She reluctantly votes yes because she hates that the cuts need to be made, but in an effort to compromise, she votes yes.

Yes: 7, No: 1

9. Committee Reports

There were no committee reports.

10. Other Matters/Announcements/Regular BOE Meetings
 - a. Next BOE Regular Meeting is Tuesday, September 15, 2026, 7:00 PM, LPW, Board Room
 - b. BOE Long-Range Planning Committee Meeting, Thursday, September 10, 2026, 6:00 PM, Virtual

Mr. Halek, Mr. Lockhart, and Ms. Taylor congratulated the Class of 2026.

Ms. Davis thanked the OE staff for a wonderful job for the year.

Mr. Lockhart asked that everyone be safe over summer vacation.

Ms. Taylor wished everyone a happy Juneteenth and 250th Anniversary. She asked that everyone be extra cautious with pool safety and hot cars.

11. Audience to Visitors

George Slate, 74 Ethan Drive - Mr. Slate made additional comments regarding the budget and insurance expenditures. He requested that Mr. Lockhart begin providing updates regarding his commission post under Governor Lamont. He also wanted to dispel myths regarding Alliance Districts. Regarding the budget he said that many "yes" towns are voting "no" this year.

12. Ratification of the collective bargaining agreement between the Windsor Board of Education and the Windsor Administrative Professionals UPSEU Local 424, Unit 149 (Executive Session and Action Anticipated)

Move the board enter into executive session for the purpose of discussing the collective bargaining agreement for the Windsor BOE Administrative Professionals Employees UPSEU Local 424, Unit 149, inviting Acting Superintendent Dr. Noha Abdel-Hady and Chief of Operations Danielle Batchelder, action is anticipated in open session. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

The board entered into executive session at 10:28 PM. They returned to open session at 10:45 PM.

Move that the Board of Education vote to ratify the Agreement between the Windsor Board of Education and the Employees Union (UPSEU) Windsor Administrative Professionals Union Local 424, Unit 149, covering the period July 1, 2026 through June 30, 2029. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

13. Adjournment

Move to adjourn the meeting at 10:46 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

Tracey Zotter, Secretary
Windsor Board of Education

Windsor Board of Education
Policy Committee Meeting – Virtual via Zoom
Unapproved Minutes
Tuesday, August 18, 2026 5:30 PM

The following are the unapproved minutes of the Tuesday, August 18, 2026 Policy Committee Meeting. Any additions or corrections will be made at a future meeting.

Mr. Leonard Lockhart: Present
Mr. James Madison: Present
Mr. Nathan Wolliston: Present

1. Call to Order, Pledge to the Flag, Moment of Silence

The meeting was called to order at 5:32 PM by Committee Chair Wolliston, with the Pledge to the Flag and a Moment of Silence. Also in attendance were Superintendent Dr. Noha Abdel-Hady, Chief of Operations Danielle Batchelder, and Chief of Academics and Pupil Services Liana Jorgensen.

2. Audience to Visitors

There were no speakers.

3. Rewrite P/AR 4100 Recruitment and Selection and deletion of P 4211 Recruitment and Selection (Non-Certified)

Ms. Batchelder reviewed the complete rewrite of this policy based on state requirements and the deletion of a redundant policy.

4. Revised P/AR 5111 and Form 1 School Accommodation - Admission Residency

Dr. Abdel-Hady explained that the revision of this policy is to put into official writing the process that has already been in place within the district regarding residency and the Certificate of Residency form. She addressed questions from the committee.

5. Revised P 5114 Student Discipline

Dr. Abdel-Hady outlined the changes that the state has made to this policy. Questions were asked about the section regarding protected classes and defamatory language.

6. NEW P 5123.3 Graduation Ceremonies (Participation)

Dr. Abdel-Hady explained that this new policy allows the district to have distinct participation expectations for graduation ceremonies.

7. NEW P/AR 5131.81 Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

Dr. Abdel-Hady stated that the state has recommended the adoption of cell phone policies, and after reviewing policies from districts such as Farmington, South Windsor, New Britain, and Meriden, Windsor has chosen to implement this model policy written by CAFE which follows Sage Park Middle School's "Away for the Day" practice that was already in place. This policy restricts personal electronic devices to before and after school for middle and high schools with complete restrictions for elementary students.

8. Revised AR 6340 Guidelines for Acceptable Use of Computers, Networks, and the Internet (Students)

Dr. Noha Abdel-Hady advised the committee that the revision of this policy aligns this policy with the new cell phone policy by deleting a section regarding bringing personal electronic devices to school.

After all agenda items were reveiwd, the committee decided by unanimous consent, to send all items to the full board at the September 15, 2026 Regular Meeting of the Board.

9. Adjournment

Move to adjourn at 6:03 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. James Madison, Passed.

Yes: 3, No: 0

Tracey Zotter, Secretary
Windsor Board of Education

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Dr. Noha Abdel-Hady

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: N/A

SUBJECT: Set Graduation Date for Class of 2027

BACKGROUND:

Each year the Board of Education must vote on the date for graduation. We are requesting the Board approve Tuesday, June 15, 2027 as the date for graduation. Graduation will be held at The Bushnell in Hartford. Connecticut State law now allows the graduation date to be set early in the school year.

RECOMMENDATION:

The Board shares the above information with the public.

Move the Board of Education approve Tuesday, June 15, 2027 as the graduation date for the Class of 2027.

Recommended by the Superintendent: 

Agenda Item # 7.b.

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: September 15, 2026

Prepared By: Danielle Batchelder

Presented by: Danielle Batchelder,
Chief of Operations

Attachments: Educational Specifications for Clover Partial Roof Replacement

Subject: Clover Street Elementary School Partial Roof Replacement – Approval of Project and Educational Specifications

BACKGROUND:

The current school roof areas designated to be replaced were installed in 1997 and 1995, all roof sections are now approaching a minimum of twenty-nine and thirty-one years in age respectively. These roof sections have suffered from numerous leaks in recent years. While repairs have consistently been made to the roof in recent years, the roof continues to leak. Many of these leaks have resulted in damage to the facility and school equipment, furniture and supplies.

The existing roof areas to be replaced will have the existing modified built-up roof system removed down to the metal roof deck. A new Thermo-plastic fully adhered roof system of approximately 41,969 sq. ft. will be installed on 1/2" cover board on a 1/4" per ft. tapered insulation system on a flat (no slope) metal roof deck. Additionally, 838 sq. ft. of existing sloped standing seam sloped roof will be cleaned, refurbished and painted. Existing roof drains will be replaced and scuppers will be added as required to meet all current applicable codes.

The preliminary estimate of the partial roof replacement cost is approximately \$2,387,000 including a construction contingency. If approved, the estimated state grant reimbursement would be 48% of the cost.

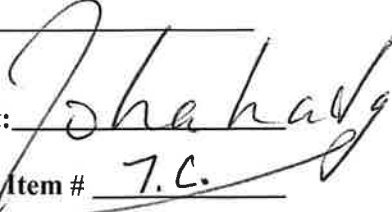
STATUS:

The partial roof replacement project qualifies for partial reimbursement by the State of Connecticut. The State requires that a formal approval process be followed by the Board of Education and the Town Council. The State requires a formal approval by the Board of Education to approve the project and the Educational Specification of the project.

RECOMMENDATION: In order to comply with applicable funding regulations, the Board of Education must approve the Educational Specifications and forward a request to the Town Council for necessary legislative action. The following motion is needed in order to apply for grant reimbursement:

“Move that a project for the roof replacement at the Clover Street Elementary School be approved by the Board of Education, as well as the Educational Specifications for such project. Further, that completion of this project and authorization for the code compliance grant be implemented.”

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # 7.C.

EDUCATIONAL SPECIFICATIONS FOR THE PARTIAL ROOF REPLACEMENT FOR THE CLOVER STREET ELEMENTARY SCHOOL, WINDSOR CT

PROJECT RATIONALE

The long range plan for the Clover Street Elementary School calls for provision of a safe and appropriate learning environment. The current school roof areas designated to be replaced were installed in 1997 and 1995, all roof sections are now approaching a minimum of twenty-nine and thirty-one years in age respectively. These roof sections have suffered from numerous leaks in recent years. While repairs have consistently been made to the roof in recent years, the roof continues to leak. Many of these leaks have resulted in damage to the facility and school equipment, furniture and supplies.

LONG RANGE PLANS

The current long range plan for the Clover Street Elementary Schools calls for the current facility to be utilized in it's current capacity as a school for in excess of 20 years. In order to comply with this aspect of the plan, and to provide a safe and healthy leaning environment it is necessary to replace the existing Clover Street Elementary School roof. The new roof system which will meet all the requirements of the State Department of Education, including the minimum 1/4" per foot slope/pitch requirement.

THE PROJECT

The existing roof areas to be replaced will have the existing modified built-up roof system removed down to the metal roof deck. A new Thermo-plastic fully adhered roof system of approximately 41,969 sq. ft. will be installed on 1/2" cover board on a 1/4" per ft. tapered insulation system on a flat (no slope) metal roof deck. Additionally, 838 sq. ft. of existing sloped standing seam sloped roof will be cleaned, refurbished and painted.

Existing roof drains will be replaced and scuppers will be added as required to meet all current applicable codes.

Other work includes the following:

1. Installation of extruded aluminum metal fascia
2. Installation of metal edge flashings
3. A new ladder will be installed to provide safe code compliant transitions/ movement between different roof levels.

4. Existing gas line will be raised to accommodate increased depth of the new tapered insulation system.
5. Perimeter edge ballasted guard rails will be installed where roof top mechanical units are within 10'-0" of the roof edge perimeter.

The new roof system will have a minimum 20 year edge to edge, non-pro rated, labor and material, no dollar limit warranty to meet Connecticut Office of School Construction Grants and Review requirements.

BUILDING SYSTEMS

Security:	Not applicable
Public Address:	Not applicable
Technology:	Not applicable
Phone System:	Not applicable
Clocks:	Not applicable
Security camera:	Not applicable

INTERIOR BUILDING ENVIRONMENT

Acoustics:	Not applicable
Lighting:	Not applicable
HVAC:	Not applicable
Plumbing:	Not applicable
Windows/Doors	

SITE DEVELOPMENT

Site Acquisition:	Not applicable.
Parking:	Not applicable.
Drives:	Not applicable.
Walkways:	Not applicable
Outdoor Athletic Facilities	Not applicable.
Landscaping:	Not applicable.
Site Improvements:	Not applicable.

CONSTRUCTION BONUS REQUEST

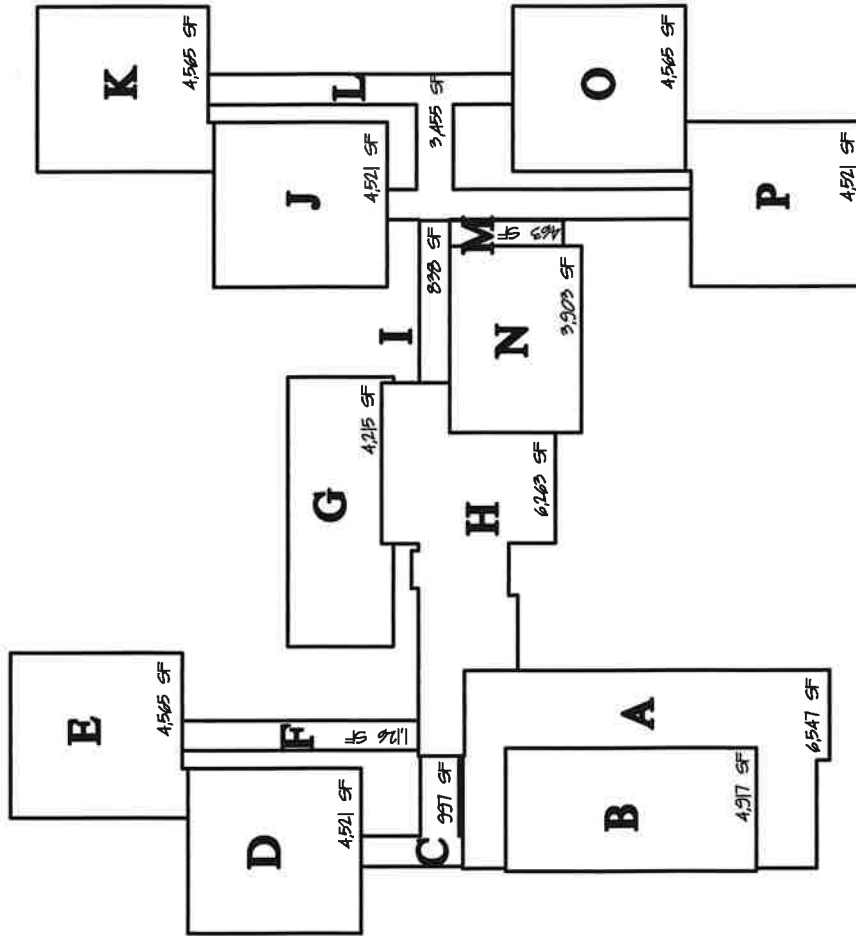
Clover Street Elementary School does not house any of the special programs eligible for a school construction bonus which can be designated for this project.

School Readiness:	C.G.S. 10-285a(e) – Not applicable
Lighthouse Schools;	C.G.S. 10-285a(f) – Not applicable
CHOICE:	C.G.S. 10-285a(g), as amended – Not applicable
Full-day Kindergarten:	C.G.S. 10-285a(h) – Not applicable
Reduced Class Size:	C.G.S. 10-285a(h) – Not applicable
Regional Vo-Ag Center:	C.G.S. 10-65 – Not applicable
Interdistrict Magnet School:	C.G.S. 10-264h – Not applicable
Interdistrict Cooperative School:	C.G.S. 10-158a – Not applicable
Regional Special Education Center:	C.G.S. 10-76e – Not applicable

FACILITY USES

The Clover Street Elementary School will be designated to facilitate activities during school hours, before and after school hours, and throughout the entire calendar year.

Occasionally various Town Departments and local community organizations will utilize facilities at the Clover Street Elementary School for activities when it is not being used by the students, in accordance with Board of Education Policy.



S C H E M A T I C R O O F P L A N

SCALE: N.T.S.



HRA
 HOBARD &
 ROSA
 ARCHITECTS
 100 RIVERVIEW CENTER
 MAIN STREET
 MERIDEN, CT.

PROJECT DATA:	
STATE	
PROJ#	
DATE	10-25-25
CON#	2021-92

PARTIAL ROOF REPLACEMENT
 CLOVER STREET ELEMENTARY SCHOOL
 57 CLOVER STREET - WINDSOR, CT

LEGEND

ROOF AREA DESIGNATION	SQ. FT.	PITCH	EXIST ROOF ON EXIST BUILDING	NEW ROOF ON EXIST BUILDING	NEW ROOF ON NEW ADDITION	TYPE OF ROOFING	ORIGINAL CONSTRUCTION DATE	DATE OF LAST REPAIR REPLACEMENT	PROGRAMMATIC AREA BELOW REPLACEMENT ROOF
A	6,547 SF	1/4" PER FT.	X			THERMO PLASTIC MEMBRANE	1957	2010	KITCHEN, BOILER/MECH. ROOM, STOR. NURSE
B	4,917 SF	1/4" PER FT.		X		THERMO PLASTIC MEMBRANE	1957	1997	CAFETERIA
C	997 SF	1/4" PER FT.		X		THERMO PLASTIC MEMBRANE	1957	1997	ENTRANCE CANOPY
D	4,521 SF	1/8" PER FT.		X		THERMO PLASTIC MEMBRANE	1957	1995	CLASSROOMS, TOILETS
E	4,565 SF	1/4" PER FT.		X		THERMO PLASTIC MEMBRANE	1957	1995	CLASSROOMS, TOILETS
F	1,126 SF	1/4" PER FT.		X		THERMO PLASTIC MEMBRANE	1957	1997	CANOPY
G	4,216 SF	1/4" PER FT.		X		THERMO PLASTIC MEMBRANE	1988	1997	LIBRARY, CLASSROOM
H	6,263 SF	1/4" PER FT.	X			PVC MEMBRANE	1957	2017	LOBBY/ENTRANCE, ADMIN. OFFICE CONFERENCE
I	898 SF	1/4" PER FT.		X		STANDING SEAM METAL ROOF	1957	1995	CANOPY
J	4,521 SF	1/4" PER FT.		X		THERMO PLASTIC MEMBRANE	1957	1995	CLASSROOMS, TOILETS
K	4,565 SF	1/4" PER FT.		X		THERMO PLASTIC MEMBRANE	1957	1995	CLASSROOMS, TOILETS
L	3,455 SF	1/4" PER FT.		X		THERMO PLASTIC MEMBRANE	1957	1995	CANOPY
M	463 SF	1/4" PER FT.	X			PVC MEMBRANE	1988	2017	STORAGE
N	3,303 SF	1/8" PER FT.	X			PVC MEMBRANE	1988	2017	GYMNASIUM
O	4,565 SF	1/4" PER FT.		X		THERMO PLASTIC MEMBRANE	1957	1997	CLASSROOMS, TOILETS
P	4,521 SF	1/4" PER FT.		X		THERMO PLASTIC MEMBRANE	1957	1997	CLASSROOMS, TOILETS

TOTAL AREA OF ROOF TO BE REPLACED	41,969 SF
STANDING SEAM ROOF TO BE PAINTED	898 SF
TOTAL AREA OF ROOF TO NOT BE REPLACED	17,176 SF
TOTAL	59,983 SF

PROJECT DATA:

STATE
PROJECT
DATE 10-19-05
CONTRACT 201-21

HRA

HIBBARD &
ROSA
ARCHITECTS
100 RIVERVIEW CENTER
MAIN STREET
MIDDLETOWN, CT.

PARTIAL ROOF REPLACEMENT
CLOVER STREET ELEMENTARY SCHOOL
57 CLOVER STREET - WINDSOR, CT

WINDSOR BOARD OF EDUCATION AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

Prepared By: Dr. Noha Abdel-Hady

Presented By: Ayana Taylor

Attachments: CABA Board Recognition Awards Application (Level II) attached to the September 15, 2026 agenda

Subject: CABA Level II Distinction Award

BACKGROUND:

The Connecticut Association for Boards of Education (CABA) believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as “teams”. The CABA Board Recognition Awards are designed to recognize Boards that work effectively in this manner.

The Windsor Board of Education received the CABA Level II Distinction Award for the last five years.. Boards of Education are able to apply yearly for this distinction.

RECOMMENDATION:

Move the Board of Education approve its submission of the required criteria for the CABA Level II Distinction Award to be submitted by the superintendent's office

Recommended by the Superintendent:



Agenda Item # 7.d.

CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as "teams." The **CABE Board Recognition Awards** are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 37 Level One criteria, including a minimum of three in each area, will earn the Level One **CABE Board Leadership Award**.

In order to appropriately recognize those Boards which are truly exemplary, CABE has now established a second level of awards, the **Board of Distinction Award**. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the **Board of Distinction Award**.

Please respond to the criteria requested on this form and send your information, with supporting data, to CABE when you believe your Board has earned a Leadership Award or a Board of Distinction Award. If you have any questions, need further information, or require help in satisfying any of the criteria, please contact us for assistance.

Deadline for submission is: **Friday, October 2, 2026**

REQUIRED CRITERIA

1. Board Leadership/Student Achievement

Level One (minimum of three)

- | | |
|--|--|
| ☐ A. The Board has developed district goals for this year. (provide copy of goals) | ☒ D. The Board uses data to make informed decisions regarding student achievement. (provide examples) |
| ☐ B. The Board has conducted a self-evaluation and developed a plan for improvement in the past 12 months. (provide copy of plan or descriptive narrative) | ☐ E. The Board addresses issues of diversity, equity, and inclusion. (provide examples) |
| ☐ C. The Board has conducted a superintendent evaluation in past 12 months. | |
| ☐ D. The Board monitors its performance against a Board of Education code of conduct. (provide copy of code) | |
| ☐ E. The Board has conducted meetings pursuant to Board policy. | |
| ☐ F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. (provide copy of meeting calendar) | |
| ☐ G. The Board ensures that student voice is part of its decision-making process. (provide bylaws that allow for student voice) | |
| ☐ H. The Board models civil discourse while conducting Board business. (provide examples) | |
| ☐ I. The Board conducts orientation for new Board members. (provide agenda or bylaws) | |

Level Two (minimum of three)

- | | |
|---|---|
| ☒ A. The Board of Education works to improve student achievement. (provide description) | |
| ☐ B. The Board relates the mission statement and goals to agenda items. (provide examples) | |
| ☒ C. The Board supports the appropriate use of technology in educational programming. (provide examples) | |
| | 2. Board Member Professional Development |
| | Level One (minimum of three) |
| | ☐ A. A majority of Board members have taken part in workshops or other in-service training during the last year. (provide list of workshops and/or in-service training) |
| | ☐ B. The Board provides adequate funds to permit Board members to take part in training. (provide budget or listing for Board professional development) |
| | ☐ C. A majority of the Board attended the CABE/CAPSS Convention in the last 12 months. (provide list of Convention participants) |
| | ☐ D. A majority of the Board participated in the CABE Board Member Academy in the last 12 months. (provide list of programs and board members who attended) |
| | ☐ E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months. (provide agenda) |
| | ☐ F. New Board members are provided orientation, including attending CABE New Board Member Orientation. (provide list of 2025-2026 participants) |
| | ☐ G. The Board has participated in professional development about issues of diversity, equity and inclusion. (provide a list of workshops and provider) |

CABE Board Recognition Awards Board Leadership Award and Board of Distinction Award

Level Two (minimum of two)

- ☐ A. The Board has developed district goals and reviews them on a regular basis. **(provide examples)**
- ☒ B. The Board has incorporated Board professional development into policy. **(provide examples)**
- ☒ C. The Board holds a retreat outside of a regular meeting with a component offering professional development. **(provide copy of agendas)**
- ☐ E. The Board promotes the school system to the public. **(provide copies of information disseminated)**
- ☐ F. The Board disseminates information to the public on its decisions in a unified, timely manner. **(provide copy of information provided)**

Level Two (minimum of two)

- ☐ A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, CABE Equity Toolkit, etc.) during the past year. **(provide agenda and report the end results of the program)**
- ☒ B. The Board has successfully worked with other community leaders. **(provide description and/or supporting documentation)**
- ☒ C. The Board works with the community's local cable access channel. **(provide description)**
- ☐ D. The Board works with other Boards of Education. **(provide description)**

3. Policy

Level One (minimum of three)

- ☐ A. The Board has developed and adhered to procedure for policy review. **(provide procedure)**
- ☐ B. The Board has a regular process for reviewing policies every three years.
- ☐ C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- ☐ D. The Board has adopted all required policies.
- ☐ E. The Board has reviewed appropriate policies as law and regulations have changed.
- ☐ F. The Board relies on policies as "living documents," by referring to them at Board meetings or in Board agendas.
- ☐ G. The Board provides the district policy manual in a searchable online version. **(provide URL)**
- ☐ H. The Board has a Code of Ethics. **(provide Code of Ethics)**

Level Two (minimum of three)

- ☒ A. The Board relates applicable agenda items to appropriate policies. **(provide sample agendas that show this practice)**
- ☒ B. Policy discussions are a regular part of Board meetings. **(provide agendas where this takes place)**
- ☐ C. The Board has adopted a policy addressing diversity equity, and inclusion. **(provide policy)**
- ☒ D. The Board has adopted a policy on civility. **(provide policy)**

4. Community Relations

Level One (minimum of three)

- ☐ A. The Board has clear, written policies on Community-Board Relations. **(provide copy)**
- ☐ B. The Board provides opportunities for appropriate participation at meetings by members of the community. **(provide copies of two recent agendas)**
- ☐ C. The Board seeks active community involvement with the schools. **(provide examples)**
- ☐ D. The Board demonstrates cooperation with news media. **(describe)**

5. Related Organizational Leadership

Level One (minimum of three)

- ☐ A. A Board member serves on the CABE Board of Directors. **(provide name)**
- ☐ B. One or more Board members are active participants in the Convention Committee, CABE Government Relations Committee, Resolutions Committee or Federal Relations Network. **(provide name(s))**
- ☐ C. One or more Board members actively serve on a RESC Board. **(provide name(s) and RESC)**
- ☐ D. One or more Board members participated in the NSBA Convention, CUBE or other NSBA-sponsored activity in the last 12 months. **(provide name(s))**
- ☐ E. One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in last 12 months. **(provide name(s))**
- ☐ F. The Board has submitted a resolution to CABE for consideration by the CABE Delegate Assembly in last two years. **(provide resolution(s))**
- ☐ G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CABE's Negotiations Service. **(provide date information sent)**

CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

Level Two *(minimum of two)*

- ☒ A. Representatives of the Board presented a workshop related to a district initiative at the annual CABE/CAPSS Convention or NSBA Convention. ***(provide a copy of any handouts and presentation materials)***
- ☐ B. The Board has sponsored a Legislative Breakfast or some other legislative event. ***(provide invitation or agenda)***
- ☒ C. The Board works closely with its local legislative delegation to improve the schools. ***(provide description)***
- ☐ D. The Board sponsors an annual area meeting. ***(provide agenda)***

Optional Question:

Level One

Please tell us what, in your opinion, makes your Board's leadership especially effective.
Feel free to provide any information that other Boards would find beneficial in learning about your Board's leadership.

Level Two

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

Optional Question for Level 2

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

The effectiveness of our Board in relation to student achievement comes from its inquisitive nature and the thorough scrutiny of all presented data. Composed of both seasoned and newly initiated members, the Board benefits from diverse perspectives that spark thoughtful questions and revitalize conversations. Varied perspectives allow our Board to operate collaboratively across all demographics.

Rather than simply accepting surface-level data, members expect in-depth standardized test scores, attendance records, graduation rates, and performance gaps. Every data point is treated as a tool to evaluate current curriculum, determine resources, and hold district leadership accountable to measurable benchmarks of academic excellence.

CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

To be eligible for the Board of Distinction Award, a motion must be made at a board meeting to approve the application. If the majority votes in favor, the Board Chair and Superintendent should sign below **(please attach minutes)**.

_____	_____
Board Chair	Date
_____	_____
Superintendent	Date

LEVEL 2 ITEM 1A. BOARD LEADERSHIP/STUDENT ACHIEVEMENT

The Board of Education works to improve student achievement. (provide description)

The Board continues to support the Superintendent's emphasis on student achievement. Through its budget, the Board continued its support of the SEL programs in all our schools and Language Enrichment Facilitators at each of our lower elementary schools.

LEVEL 2 ITEM 1C. BOARD LEADERSHIP/STUDENT ACHIEVEMENT

The Board of Education supports the appropriate use of technology in educational programming.

Through its budget process, the Board receives detailed information from the Assistant Superintendent for Instructional Services who oversee the IT Department. The Board of Education supports the use of technology in the district through programs listed on the attached documents. In addition, the Board supports technology that emphasises 21st century instructional practices using technological tools including 1:1 Chromebooks, iPads, assistive technologies, and specialty software technologies used in CTE, unified arts, and in the general education environment.

The Board continues to support the WHS/SPMS TSA (Technology Student Association) and its attendance at state and national competitions.

The following attachments indicates the Board's commitment to technology instruction for Windsor Public Schools' students:

- Technology goals for 25-26 school year
- Technology budget
- Technology education at WHS

CLIMATE & CULTURE

DOMAIN 3: RESPONSIBLE USE OF EMERGING TECHNOLOGIES

Key Results by 2030

1. All students K–12 will receive annual instruction on digital citizenship, AI ethics, and online safety through a standardized district-wide curriculum.
2. A 1:1 student-to-device ratio will be sustained across grades 3-12 with equitable access to high-quality digital tools and internet connectivity.
3. The district will maintain 100% compliance with state and federal data privacy regulations, supported by annual cybersecurity audits.
4. All instructional staff will receive training in the pedagogical use of AI and digital tools by 2027, with advanced workshops for instructional leaders by 2028.
5. Student projects in grades 6–12 will include at least one component of responsible tech use or AI-supported research or creation by 2030.

Key Performance Indicators

1. Teaching digital citizenship, the responsible use of AI and online safety district-wide.
2. Expanding student access to technology and digital learning tools.
3. Protecting student data and maintaining cybersecurity.
4. Providing staff professional development around the effective use of AI as a teaching tool.



DOMAIN 4: ATTENDANCE MATTERS

Key Results by 2030

1. Each school will have an active attendance team and early intervention plan, with chronic absenteeism rate maintained below the state average.
2. 100% of schools will implement tiered attendance incentive systems that recognize individual and group improvements.
3. Family outreach efforts will be tracked and show a 90% response rate to school communication regarding attendance support.
4. Student engagement data (surveys, participation logs) will show measurable increases in student interest and investment in learning.
5. Attendance dashboards and trackers will be updated biweekly and used in school leadership meetings to monitor trends and intervene early.

Key Performance Indicators

1. Launching attendance incentives and early interventions systems through school attendance teams.
2. Strengthening family partnerships to remove attendance barriers.
3. Ensuring students feel valued and engaged in their learning.





Primary Cost Drivers Technology

Technology (\$150,194, 8.95%)

- Utility Software Increase = \$97,639
- Academic Software Increase = \$38,760
- Hardware Increase = \$13,795

Percent Increases are in reference to this specific driver from 2025-2026 BOE Approved Budget

Level 2 Item 1C. - Education at WHS

The 12 Windsor Career Clusters

The 12 Windsor Career Clusters have a variety of career pathways in which eligible secondary and postsecondary recipients can create programs of study for students, leading to numerous related occupations.



The 12 Windsor Career Clusters



Architecture and Construction

Architecture and Construction focuses on careers in designing, planning, managing, building, and maintaining the built environment.



Arts, A/V Technology and Communications

Arts, A/V Technology and Communications is focused on designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism and entertainment services.



Business Management and Administration

Business Management and Administration focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.



Education and Training

Education and Training focuses on planning, managing, and providing education and training services, and related learning support services. Current Connecticut teacher shortage areas include mathematics (7–12), science (7–12), technology education (PK–12), and world languages (7–12).



Finance

Finance focuses on services for financial and investment planning, banking, insurance, and business financial management.



Health Science

Health Science focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.



Hospitality and Tourism

Hospitality and Tourism focuses on management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services.



Information Technology

Information Technology focuses on building linkages in information technology occupations for entry level, technical and professional careers related to the design, development, support, and management of hardware, software, multimedia and systems integration services.



Manufacturing

Manufacturing focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering.



Marketing

Marketing focuses on planning, managing, and performing activities to reach organizational objectives.



Science, Technology, Engineering, and Mathematics (STEM)

STEM focuses on planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Although listed as a separate funding cluster, the Connecticut State Board of Education (Board) believes STEM education is key to preparing students for college, career, and civic life. Thus, high-quality STEM instruction should be incorporated across the clusters and pathways to provide students with numerous opportunities to problem solve, innovate and critically analyze complex problems.



Transportation, Distribution, and Logistics

Transportation, Distribution, and Logistics focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation

LEVEL 2 ITEM 1D. BOARD LEADERSHIP/STUDENT ACHIEVEMENT

The Board uses data to make informed decisions regarding student achievement (provide examples).

- At their 11.18.25 meeting, the Board received an extensive presentation on the State Accountability Report, which included an update on the State Accountability Indicators (as of 10.2025), the CT Next Generation Accountability System, the State and District Assessment Performance and areas of focus and priorities. (Presentation attached)
- The Board, at their 9.16.25 meeting, Curriculum Directors Dr. Bonnie Fineman and Michelle Williams gave an assessment data overview update on the 2024-2025 school year which included a K-8 I-Ready update, SAT and PSAT, and College Board Advanced Placement data. (Presentation attached).

Level 2 Item ID.

WPS State Accountability Update

November 18, 2025

ONE DISTRICT. ONE DIRECTION. ACCELERATING TOWARDS EXCELLENCE.



District Priorities





Next Generation Accountability

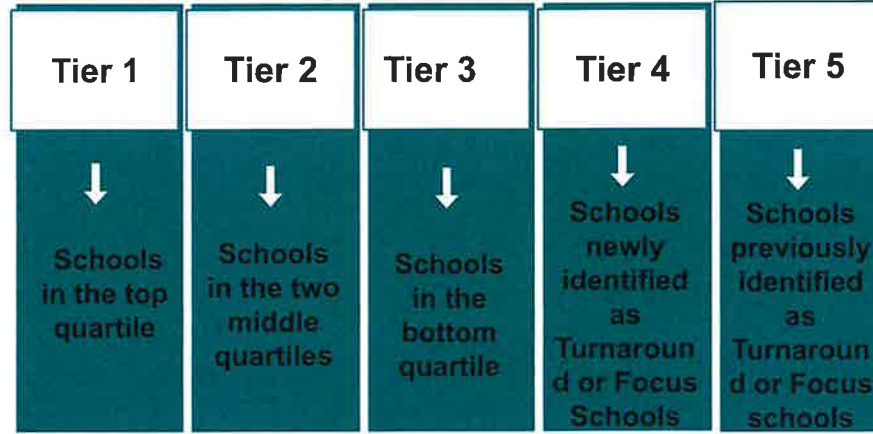
2024 - 2025



State Accountability Report

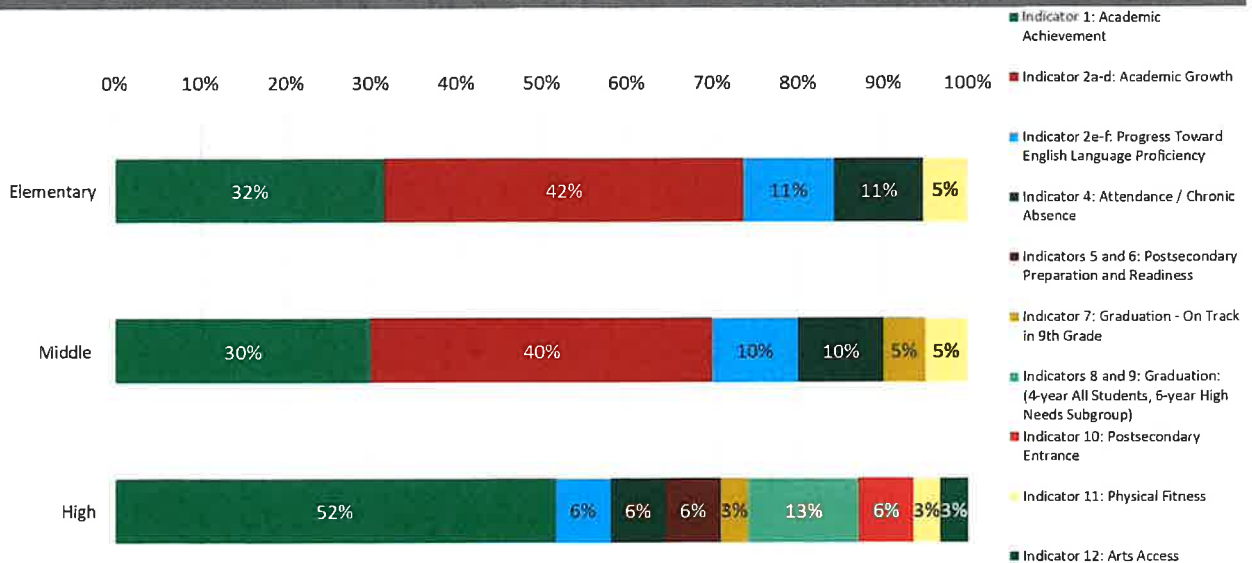
- Provides a more complete picture of a school or district;
- Guards against narrowing of the curriculum to the tested subjects;
- Expands ownership of accountability to more staff; and
- Allows schools to demonstrate progress on “outcome pre-cursors”

State Accountability Report



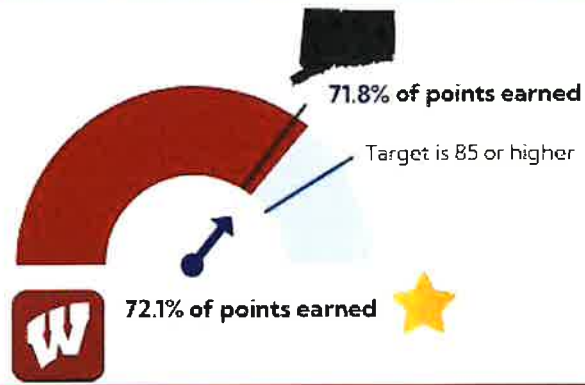
Source: [public-edsight.ct.gov/Next Generation Accountability Dashboard: School Categories, Support Schools, and Schools of Distinction 2024-25](https://public-edsight.ct.gov/Next%20Generation%20Accountability%20Dashboard%20School%20Categories%20Support%20Schools%20and%20Schools%20of%20Distinction%202024-25)

State Accountability Percentages

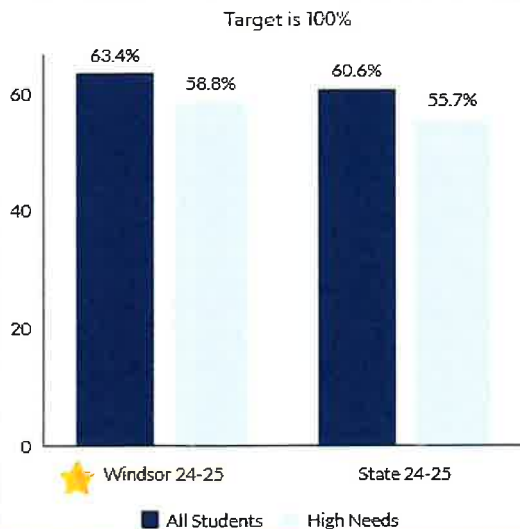


Next Generation Accountability Success

Accountability Index points earned exceeds the State



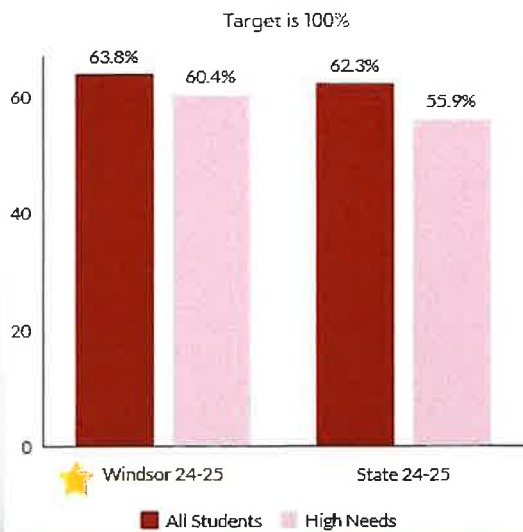
Key Takeaway: We are better preparing our students for success in college, careers, and life.



2ab. ELA Academic Growth All Students High-Needs

All students' growth increased 5% over prior year AND surpassed the State by 2.8%

High-needs students' growth increased 4.6% over prior year and surpassed the State by 3.1%



2cd. MATH Academic Growth All Students High-Needs

All students' growth decreased by 1.4% over prior year BUT we surpassed the State by 1.5%

High-needs students' growth increased .6% over prior year and surpassed the State by 1.5%

★ **W +9.4%**

Literacy proficiency increased over the prior year by 5.7% and we surpassed the State by 9.4%

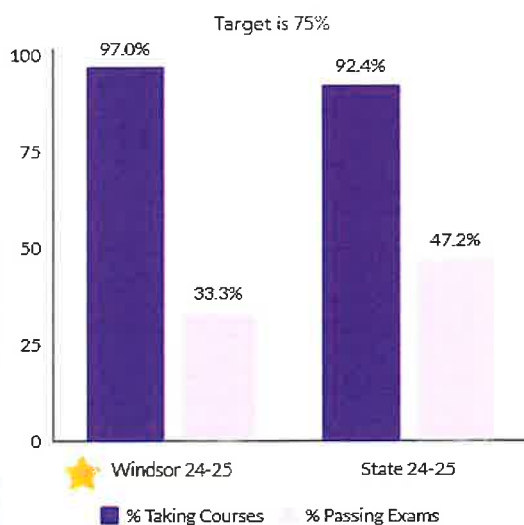
★ **W +16.4%**

Oral proficiency increased over the prior year by 15.9% and we surpassed the State by 16.4%

2ef. EL Progress toward English Proficiency Literacy Oral

120 students took the LAS Links (Listening Academic and Speaking) Assessment in 24-25 that assesses English Language Learners' proficiency

Key Takeaway: Our most vulnerable learners are beating the State average in ELA, Math, and EL



5. Preparation for College and Career Readiness (CCR) % taking courses Exams

Windsor exceeds the state target of 75% for the % of students taking CCR courses

An area of opportunity is to increase the % of students passing exams.

7. On Track to High School Graduation



80.9%

of our high school students are on-track to High School Graduation, increasing 1.5% over the prior year.

9. 6-Year Graduation: High Needs Students

 **12.7%**

increase in Windsor's 6-Year Graduation rate for High Needs students, surpassing the state rate by 7.5%

10. Postsecondary Entrance



+3.2%

increase in Windsor High students entering postsecondary schools

Key Takeaway: Our high school students are more prepared for postsecondary success



11. Physical Fitness

The physical fitness rate of our students surpassed the State by 1.9% and increased

+7.9%

Windsor's physical fitness rate in 24-25 is 50.9%.

The State target is 75%

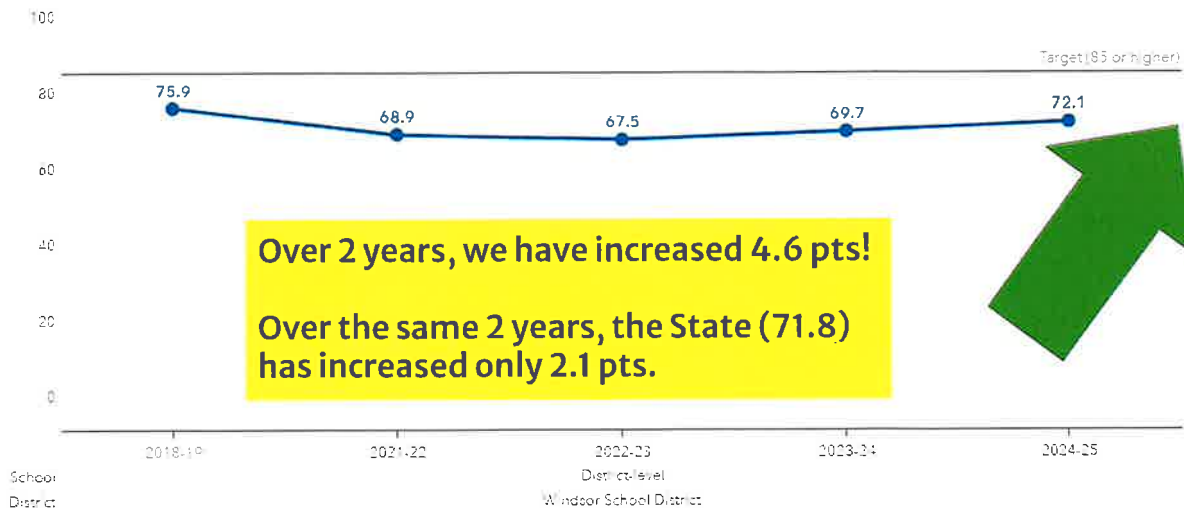


100%

participation rate



District Wide Index, 24-25





District Vs. State, 24-25

Windsor School District Next Generation Accountability 2024-25 Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned (24-25)	State % Points Earned (24-25)	Difference from STATE to WIN
1a. ELA Performance Index - All Students	61.3	75	40.9	50	81.7	86.3	-4.6
1b. ELA Performance Index - High Needs Students	53.6	75	35.7	50	71.5	73.2	-1.7
1c. Math Performance Index - All Students	57.7	75	38.5	50	76.9	81.5	-4.6
1d. Math Performance Index - High Needs Students	49.7	75	33.1	50	66.2	67.5	-1.3
1e. Science Performance Index - All Students	59.6	75	39.8	50	79.5	83.5	-4.0
1f. Science Performance Index - High Needs Students	52.7	75	35.2	50	70.3	69.5	0.8
2a. ELA Academic Growth - All Students	63.4%	100%	63.4	100	63.4	60.6	2.8
2b. ELA Academic Growth - High Needs Students	58.8%	100%	58.8	100	58.8	55.7	3.1
2c. Math Academic Growth - All Students	63.8%	100%	63.8	100	63.8	62.3	1.5
2d. Math Academic Growth - High Needs Students	60.4%	100%	60.4	100	60.4	55.9	4.5
2e. Progress Toward English Proficiency - Literacy	68.1%	100%	34.1	50	68.1	58.7	9.4
2f. Progress Toward English Proficiency - Oral	72.1%	100%	36.0	50	72.1	55.7	16.4
4a. Chronic Absenteeism - All Students	18.2%	<=5%	23.7	50	47.3	51.3	-4.0
4b. Chronic Absenteeism - High Needs Students	24.6%	<=5%	10.8	50	21.5	20.8	0.7
5. Preparation for CCR - Percent Taking Courses	97.0%	75%	50.0	50	100.0	100.0	0.0
6. Preparation for CCR - Percent Passing Exams	33.3%	75%	22.2	50	44.4	62.9	-18.5
7. On-track to High School Graduation	80.9%	94%	43.1	50	86.1	91.4	-5.3
8. 4-year Graduation: All Students (2024 Cohort)	85.2%	94%	90.6	100	90.6	94.6	-4.0
9. 6-year Graduation: High Needs Students (2022 Cohort)	94.8%	94%	100.0	100	100.0	92.9	7.1
10. Postsecondary Entrance (Graduating Class 2024)	66.3%	75%	88.4	100	88.4	89.3	-0.9
11. Physical Fitness (estimated participation rate = 100.0%)	50.9%	75%	33.9	50	67.8	65.4	2.4
12. Arts Access	52.5%	60%	43.8	50	87.5	91.9	-4.4
Accountability Index			1045.9	1450	72.1	71.8	0.3

Gap Indicators

Indicator	Windsor Index/Rate	High Needs Index/Rate	State Gap	State Index/Rate	Windsor Gap
ELA Performance Index Gap	61.3	53.6	7.7	73.2	-11.9
Math Performance Index Gap	57.7	49.7	8.0	67.5	-17.8
Science Performance Index Gap	59.6	52.7	6.9	69.5	-16.8
Graduation Rate Gap (2022 Cohort)	85.2	94.8	-9.6	92.9	7.7

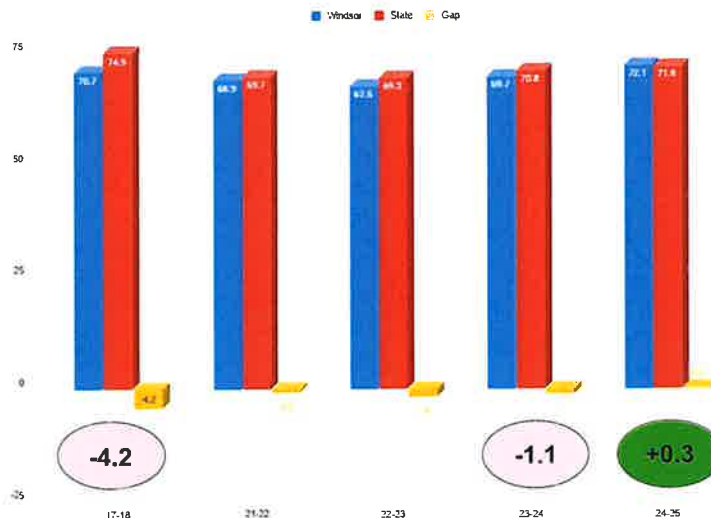
Assessment Participation Rates

Indicator	Participation
ELA - All Students	97.1
ELA - High Needs Students	95.9
Math - All Students	97.0
Math - High Needs Students	95.8
Science - All Students	96.2
Science - High Needs Students	94.8

Source: public-edsight.ct.gov > Accountability > Summary Reports > [Windsor School District 2024-25](#)



Closing the Gap with State Avg.





District Wide Index, Growth 23-24 to 24-25

Windsor School District Next Generation Accountability 2024-25 Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned (24-25)	% Points Earned (23-24)	Growth from 23-24 to 24-25
1a. ELA Performance Index - All Students	81.3	75	40.9	50	81.7	81.0	0.7
1b. ELA Performance Index - High Needs Students	53.6	75	35.7	50	71.5	71.0	0.5
1c. Math Performance Index - All Students	57.7	75	38.5	50	78.9	77.1	1.8
1d. Math Performance Index - High Needs Students	49.7	75	33.1	50	66.2	66.6	-0.4
1e. Science Performance Index - All Students	59.6	75	39.8	50	79.5	82.7	-3.2
1f. Science Performance Index - High Needs Students	52.7	75	35.2	50	70.3	72.7	-2.4
2a. ELA Academic Growth - All Students	63.4%	100%	63.4	100	63.4	58.4	5.0
2b. ELA Academic Growth - High Needs Students	58.8%	100%	58.8	100	58.8	54.2	4.6
2c. Math Academic Growth - All Students	63.8%	100%	63.8	100	63.8	65.2	-1.4
2d. Math Academic Growth - High Needs Students	60.4%	100%	60.4	100	60.4	59.8	0.6
2e. Progress Toward English Proficiency - Literacy	68.1%	100%	34.1	50	68.1	62.4	5.7
2f. Progress Toward English Proficiency - Oral	72.1%	100%	36.0	50	72.1	58.2	13.9
4a. Chronic Absenteeism - All Students	18.2%	<=5%	23.7	50	47.3	51.6	-4.3
4b. Chronic Absenteeism - High Needs Students	24.6%	<=5%	10.8	50	21.5	23.6	-2.1
5. Preparation for CCR - Percent Taking Courses	97.0%	75%	50.0	50	100.0	100.0	0.0
6. Preparation for CCR - Percent Passing Exams	33.3%	75%	22.2	50	44.3	44.3	0.0
7. On-track to High School Graduation	80.9%	94%	43.1	50	86.1	84.4	1.7
8. 4-year Graduation: All Students (2024 Cohort)	85.2%	94%	90.6	100	90.6	91.2	-0.6
9. 6-year Graduation: High Needs Students (2022 Cohort)	94.8%	94%	100.0	100	100.0	87.3	12.7
10. Postsecondary Entrance (Graduating Class 2024)	66.3%	75%	88.4	100	88.4	84.1	4.3
11. Physical Fitness (estimated participation rate = 100.0%)	50.9%	75%	33.9	50	67.8	57.4	10.4
12. Arts Access	52.5%	60%	43.8	50	87.5	88.4	-0.9
Accountability Index			1045.9	1450	72.1	69.7	2.4

Source: public-edsight.ct.gov > Accountability > Summary Reports > [Windsor School District 2024-25](#) and 2023-2024

Gap Indicators

Indicator	Most High Needs Rate	High Needs Rate	Size of Gap 24-25	Size of Gap 23-24	% Gap met: Outlier in 24-25?	How much did the gap increase/decrease from 23-24 to 24-25?
ELA Performance Index Gap	21.4	53.6	17.9	33.7	Y	-1.2 Gap increased and became an outlier
Math Performance Index Gap	59.3	49.7	19.6	17.6	Y	1.1 Gap increased and became an outlier
Science Performance Index Gap	59.8	52.7	16.9	16.2	N	0.7 Gap increased but is not an outlier
Graduation Rate Gap (2022 Cohort)	94.0	94.8	0.8	11.0	N	10.2 Gap increased but is not an outlier

Indicator	Participation Rate (%) 24-25	Participation Rate (%) 23-24	How much did our participation improve from 23-24 to 24-25?
ELA - All Students	97.1	97.1	0.0
ELA - High Needs Students	95.6	95.8	-0.2
Math - All Students	87.9	96.4	-8.5
Math - High Needs Students	95.9	94.0	1.9
Science - All Students	90.2	96.2	-6.0
Science - High Needs Students	94.8	94.2	0.6

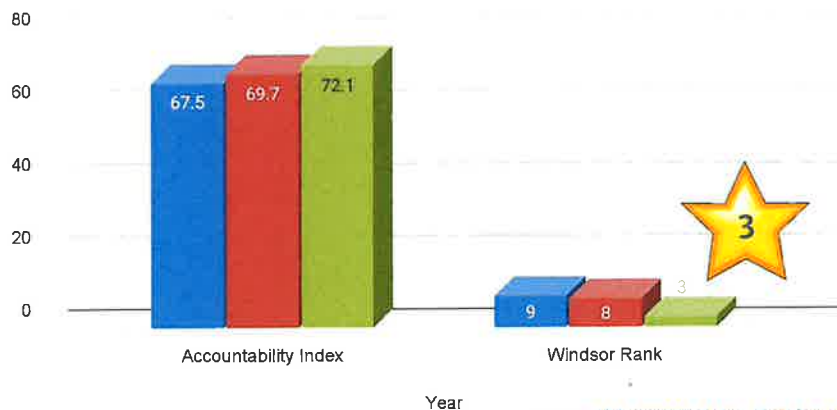
Participation Rate



We are 3 out of 36 Alliance Districts!

Accountability Index and Windsor Rank

22-23 23-24 24-25



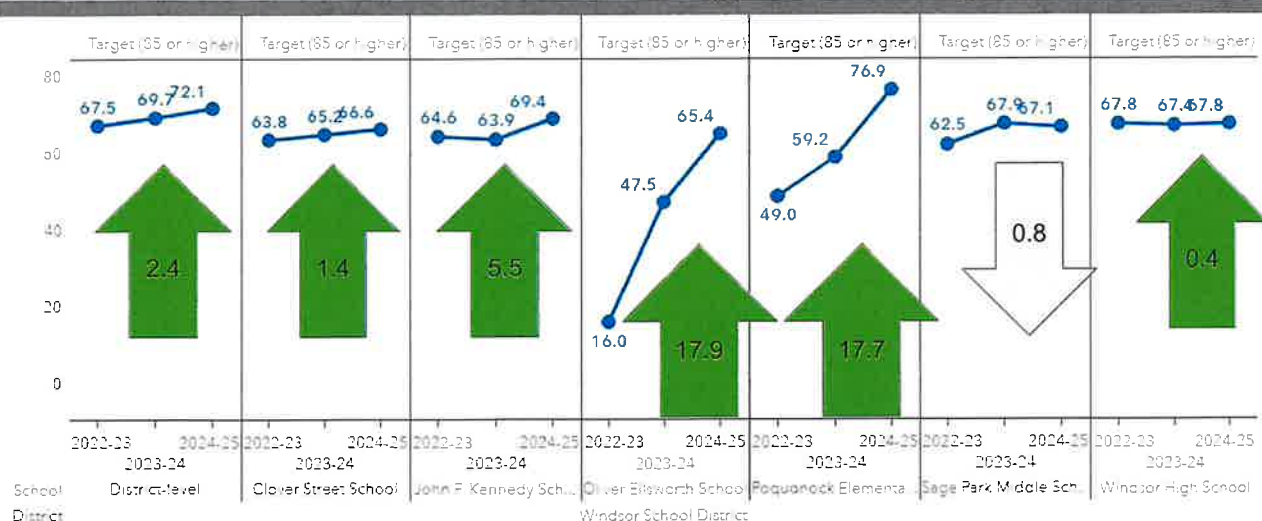
In 24-25, only Vernon (76.3) and Norwalk (73.9) were ahead of us.

Source: public-edsight.ct.gov > [Next Generation Accountability Dashboard](#)

[List of Alliance Districts](#)



Accountability Index by School



Focus Indicators

- Math Growth and Performance
 - Pilot New Math Program
- Continue our work on Fitness Assessment
- High school on track for graduation (4 years)
 - Systems at WHS to ensure students who are at risk of failing are caught early and proper interventions are put in place
- Chronic Absenteeism
 - Tracking Data
 - Attendance Teams
 - Review Coding

- Focus on our North Star practices with an emphasis on critical thinking
- Strengthen our work with Standards-based goals and objectives to ensure our students with special needs are progressing academically and making adequate growth
- Systems at WHS to ensure students who are at risk of failing are caught early and proper interventions are put in place

A photograph of a white sign with red and black text, leaning against a brick wall. The sign has a red diagonal stripe across the top and bottom. The text 'Thank You' is in large red letters, 'November 18, 2025' is in black, and the district motto is at the bottom in white on a red background.

Thank You

November 18, 2025

ONE DISTRICT. ONE DIRECTION. ACCELERATING TOWARDS EXCELLENCE.

2024-25 Assessment Data Overview

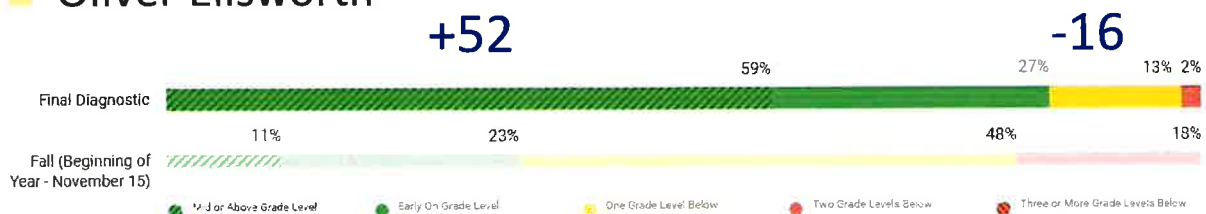
i-Ready, PSAT, SAT, & AP



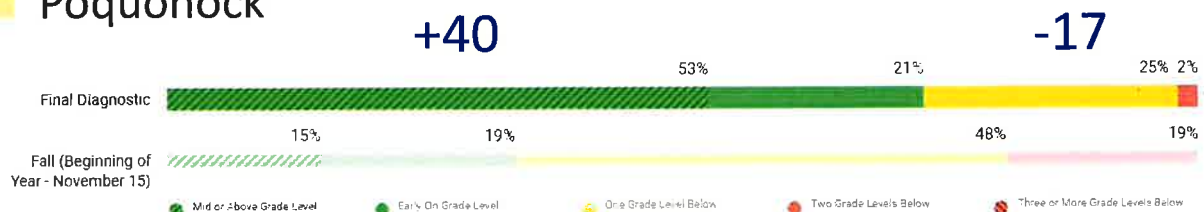
Presented by: Michelle Williams
Dr. Bonnie Fineman

i-Ready Performance Reading Grade 2

Oliver Ellsworth



Poquonock

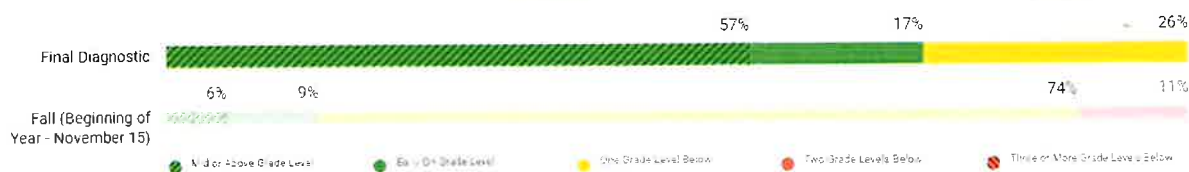


i-Ready Performance Math Grades K- 2

Oliver Ellsworth

+59

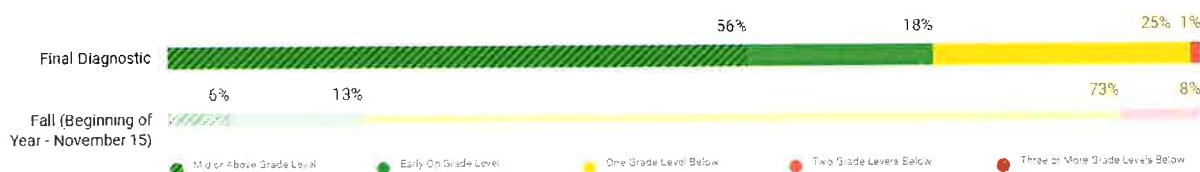
-11



Poquonock

+55

-7



i-Ready Performance Reading Grades 3-5

Clover

+15

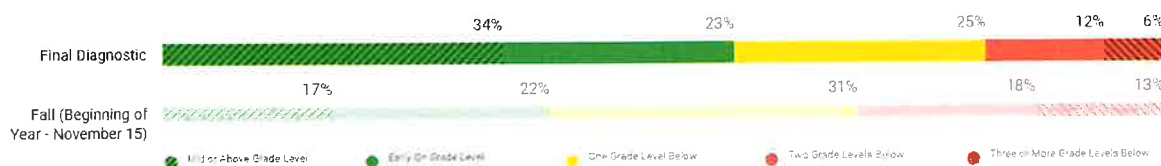
-15



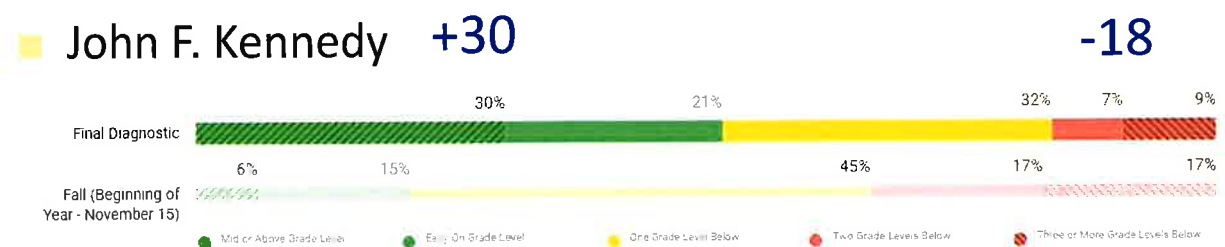
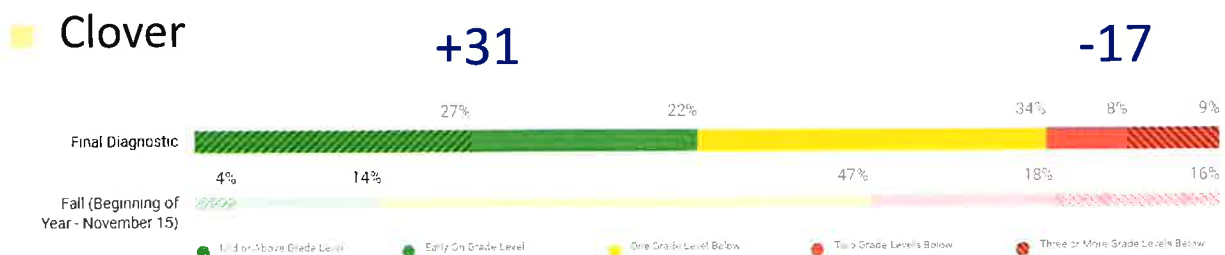
John F. Kennedy

+18

-13



i-Ready Performance Math Grades 3-5



i-Ready Types of Growth

Annual Typical Growth

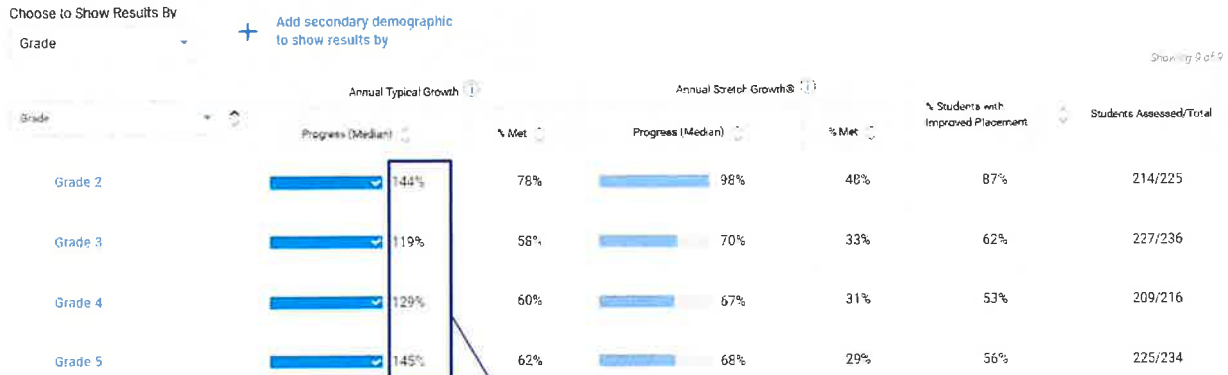
- The average annual growth for a student at this grade and baseline placement

Stretch Growth

- Growth which puts below-grade-level students on a pathway to proficiency, and on-grade-level students on a pathway to advanced proficiency



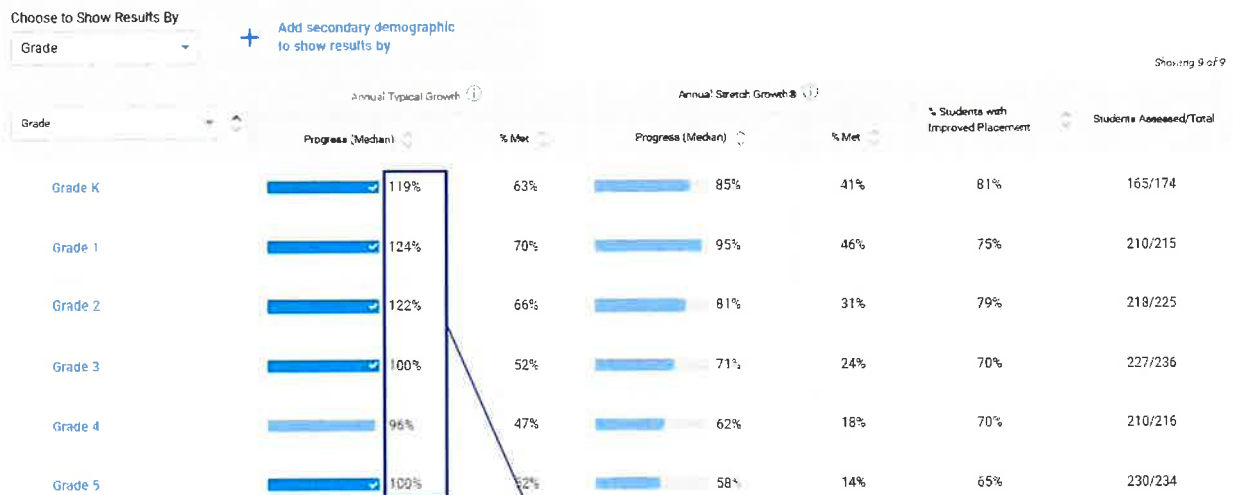
i-Ready Reading Growth Grades 2-5



Students earned more growth than is typical in a year.



i-Ready Math Growth Grades K-5



5/6 grades earned more growth than is typical in a year.



Next Steps

Reading

- Ensure fidelity of Implementation of Bookworms reading curriculum in all grades.

Math

- Begin K-12 math audit (District Mathematics Committee)
- Refine curriculum, i.e. unit placements

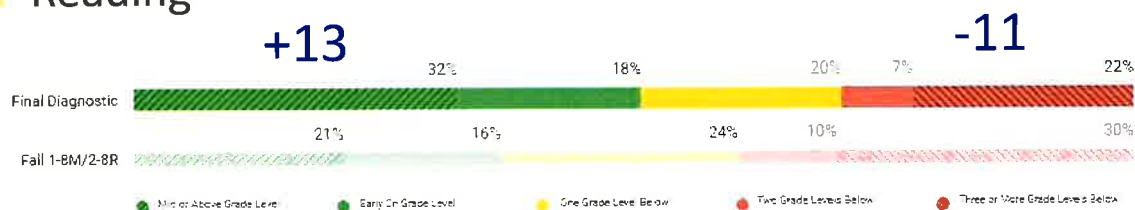
Both

- Develop strong understanding of High Quality Instruction

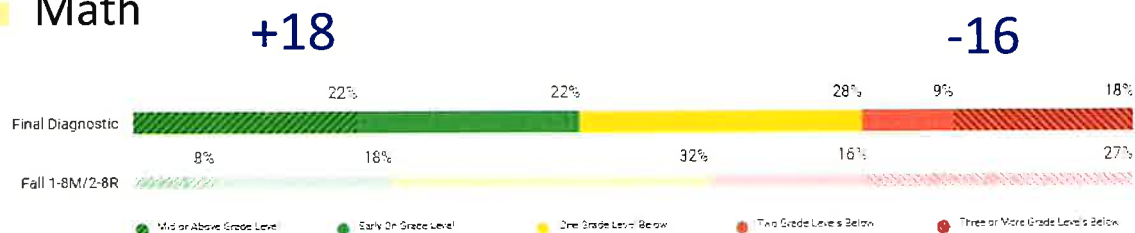


i-Ready Performance Grades 6-8

Reading



Math



i-Ready Types of Growth

■ Annual Typical Growth

- The average annual growth for a student at this grade and baseline placement

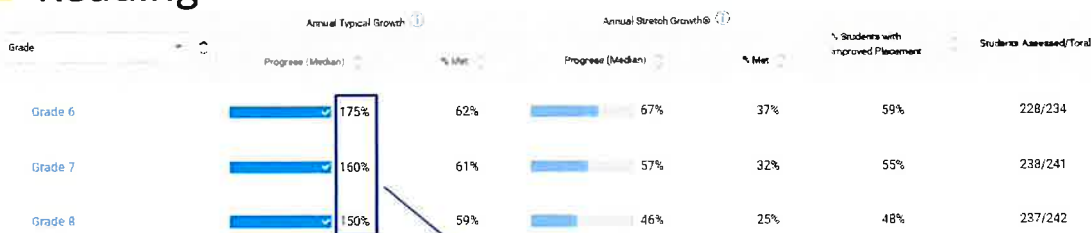
■ Stretch Growth

- Growth which puts below-grade-level students on a pathway to proficiency, and on-grade-level students on a pathway to advanced proficiency

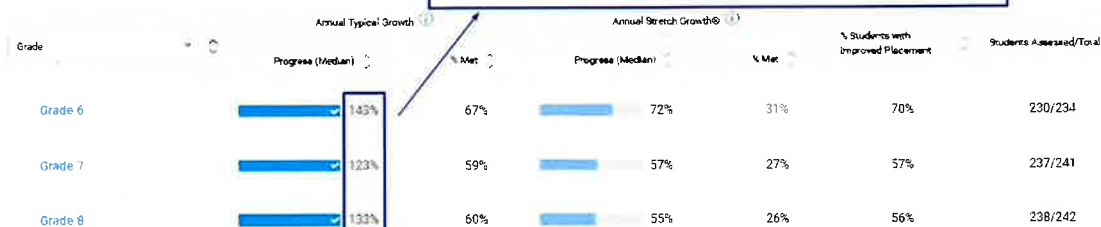


i-Ready Growth Grades 6-8

■ Reading



■ Math



Next Steps- Grades 6-8

- Reading
 - Continue Disciplinary Literacy Initiative and data talks
 - Refine curriculum, i.e., guaranteeing high quality Tasks
- Mathematics
 - Begin K-12 math audit (District Mathematics Committee)
 - Further develop BTC implementation
- Both
 - Develop strong understanding of High Quality Instruction (HQI) and “Academic Identity”



PSAT Growth Grades 9 & 10



■ Grade 9 (Fall 2024-Spring 2025)

+54

Average Scores

Total

757

Average Scores

Total

811

Math
384

Reading and Writing
373

Math
404 +20

Reading and Writing
408 +35

■ Grade 10 (Fall 2024-Spring 2025)

+13

Total

848

Average Scores

Total

861

Math

425

Reading and Writing

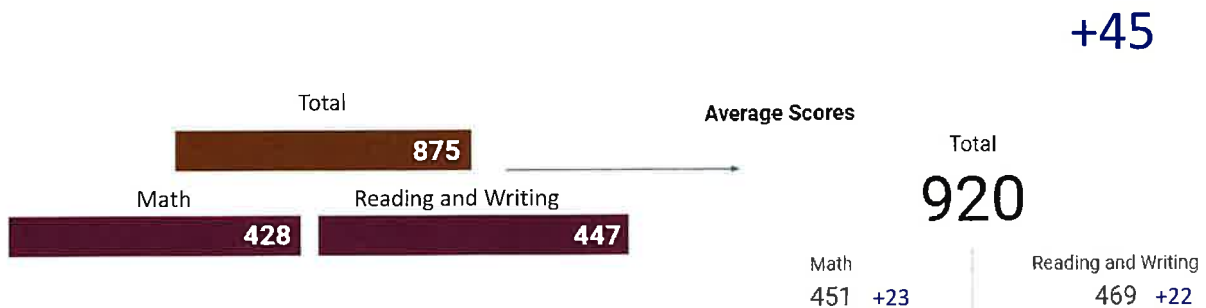
423

Math
431 +6

Reading and Writing
431 +8



SAT Growth & Performance Grade 11 (Fall 2024-Spring 2025)



As freshmen, this cohort earned a combined score of 802. Their math score was a 399, and their reading and writing score was a 403. They improved their overall score by 118 points.



Next Steps- Grades 9-11

- Reading & Writing
 - Continue Disciplinary Literacy Initiative and data talks
 - Refine curriculum: ex. American Studies
- Math
 - Begin K-12 math audit (District Mathematics Committee)
 - Further develop BTC implementation
- Both
 - Performance Matters Assessments
 - Develop strong understanding of High Quality Instruction (HQI) and "Academic Identity"



What is Advanced Placement (AP)?

- College Board-approved curriculum with corresponding tests
 - Curriculum is accelerated and highly rigorous
 - “Passing score” is considered a 3+
 - Highly competitive universities require 4-5, if they accept AP credit at all
- AP teachers are trained and submit a syllabus
- AP and Early College Experience (ECE) are not equivalent



AP at Windsor High School

- 15 educators teach 21 AP courses
- In 2024-25: 236 AP students who took 389 exams
- 71% of WHS students earned a 3+ with 74% of exams considered “passing”
- Pass-rate at WHS outpaced the State by approximately 2%



AP Performance

- From 2023-24 to 2024-25, passing scores increased by 12%
- 93 students scored a 3+
- Eight courses saw double-digit improvements from the year before
- Five highest pass rates were in: 2D Art (100%), Calculus AB (94%), Chemistry (92%), Physics (90%), and English Literature (79%)



AP Awards

- 15 students were named AP Scholars
- 8 students earned AP Scholar with Honor
- 9 students earned AP Scholar with Distinction
- 26 students received the AP School Recognition Award
- 8 students earned the AP First-Generation Recognition Award



Next Steps- Advanced Placement

- Continue to build cadre of instructors
- Continue to build offerings, including new courses of interest
- Continue to track data to determine reasons for double-digit growth and how to sustain it
- Better inform families about the financial benefits of AP and ECE
- Develop strong understanding of High Quality Instruction (HQI) and “Academic Identity”



BOE Members' Questions



Questions?

Michelle Williams
Dir. of Elementary Curriculum
email: mwilliams@windsorct.org

Dr. Bonnie Fineman
Dir. of Secondary Curriculum
email: bfineman@windsorct.org



LEVEL 2 ITEM 2B. PROFESSIONAL DEVELOPMENT

The Board has incorporated Board professional development into policy.

Attached:

- BL 9250
- BL 9340

LEVEL 2 ITEM 2B

B9250

Bylaws of the Board

Remuneration and Reimbursement

Remuneration

Board of Education members shall receive no compensation for their services.

Reimbursement

Attendance by members of the Board at school board conventions or seminars held out of State, shall be approved by a majority of the Board at least two (2) months prior to the convention or seminar. The Board of Education will pay expenses for conventions and seminars held out of State in accordance with Board policies related to expense reimbursement as follows:

- A. Pre-paid registration fees;
- B. Reimbursement for hotel accommodations and meals for Board of Education members only;
- C. Travel expenses for Board of Education members only; and
- D. Board of Education members shall not be reimbursed for expenses of a spouse or companion.

Each member of the Board may attend school Board conventions or seminars within the State without the prior approval of the Board, provided that the remuneration or reimbursement for expenses shall be limited to registration fees and housing accommodations if appropriate as provided for by the Board in its annual budget.

Bylaw Adopted: January 19, 2005

LEVEL 2 ITEM 2B

B9340

Bylaws of the Board

Membership in Associations

The Board of Education may ordinarily hold membership and attend meetings of such local, state, regional and national school board associations as may exist, and may look upon such memberships as opportunities for in-service training.

(cf. [1500](#) - Relations between area, state, regional and national associations and the schools)

(cf. [9140](#) - Board representatives)

Bylaw Adopted: January 19, 2005

LEVEL 2 ITEM 2C. BOARD MEMBER PROFESSIONAL DEVELOPMENT

The Board holds a retreat outside of a regular meeting with a component offering professional development.

The Board of Education scheduled a retreat on Saturday, November 15, 2025. Agenda items included overviews of district operations and an introduction of Administrators. Attorney Thomas Mooney from Shipman and Goodwin, led a board orientation. A copy of the agenda is attached.

Level 2 Item 2C

AMENDED

Windsor Board of Education

Special Meeting - BOE Retreat - In-Person

Saturday, November 15, 2025 9:00 AM

L.P. Wilson Community Center, Board Room

- | | |
|--|---------------|
| 1. Call to Order, Pledge to the Flag and Moment of Silence | A. Taylor |
| 2. Overview of BOE goals, mission, vision, and Strategic Operating Plan 25-30 | N. Abdel-Hady |
| 3. Overview of Business and Operations | D. Batchelder |
| 4. Overview of SPED numbers, services, programs, success and challenges | M. Cristofaro |
| 5. Introduction of Administrators | D. Batchelder |
| 6. Board Orientation with Attorney Thomas Mooney, Shipman and Goodwin | T. Mooney |
| 7. Discussion and possible action regarding the Board/Superintendent contract
(Executive Session Anticipated) | A. Taylor |
| 8. Adjournment | A. Taylor |

Public Act 75-342 requires notice of special meetings to be posted in the Town Clerk's office not less than 24 hours prior to the time of such meeting. No other business shall be considered at this meeting than that listed on this agenda.

LEVEL 2 ITEM 3A. POLICY

The Board related applicable agenda items to appropriate policies.

Examples of this include the BOE special meeting on 11.15.25 regarding the Board Orientation (BL 9230 and agenda attached) and BOE regular meetings on 5.19.26 regarding the CAFE Student Leadership Awards (BL 9411 and agenda attached) and the 6.16.26 regarding the Hybrid Format for Board of Education Meetings (agenda attached).

LEVEL 2 ITEM 3A

B9411

Bylaws of the Board

Recognition of Accomplishments by Students, Staff Members, Citizens or Members of the Board of Education

Recognition for Accomplishment

The Board is committed to recognizing and reinforcing the positive efforts and performance of individuals involved in the school system. The Superintendent shall develop procedures to honor the distinguished or exceptional achievements of students, staff and citizens. This should also include retiring staff who have contributed to the school system over an extended period of time. This may be done by recognition at Board meetings, letters of recognition, or other appropriate methods.

Bylaw Adopted: January 19, 2005

Level 2 Item 3A

Windsor Board of Education

Regular Meeting - Hybrid Meeting via Zoom and In-Person

Tuesday, May 19, 2026, 7:00 PM

L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

The Executive Committee will be available to meet with community members at 6:30 PM in the Board Room.

Zoom Instructions for Phone:

1. Please call: 1-646-558-8656 or 1-301-715-8592.
2. Enter meeting ID number 810 0843 8245 then press #.
3. During "Audience to Visitors", if you wish to speak, press *9 to raise your hand. When you are acknowledged, please give your name and address.

Zoom Instructions for Computer:

1. [Zoom link for the Board of Education Meeting.](#)
2. Enter meeting ID # 810 0843 8245.
3. During "Audience to Visitors", if you wish to speak, click Raise Hand. When you are acknowledged, please give your name and address. If you do not have a microphone, you need to follow the phone instructions above to speak.
4. During "Audience to Visitors," if you do not wish to speak, you may type your comments into the Q&A feature as follows: name, address, comments.

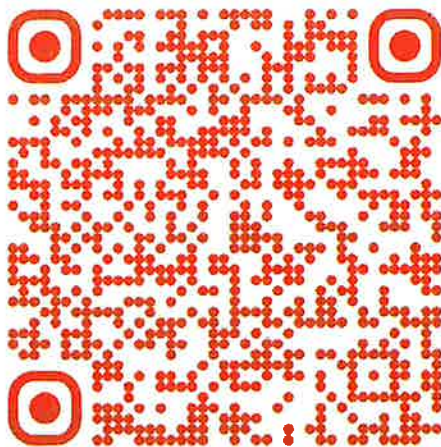
Agenda Items:

1. Call to Order, Pledge to the Flag and Moment of Silence
2. Recognitions/Acknowledgements
 - 2.a. Recognition—CABE Student Leadership Awards: WHS—Michelle Huff, Emily Romero-Lewis; SPMS—Ella Elam, Roberto Marquez
 - 2.b. Recognition - Unified Basketball
 - 2.c. Recognition - WHS Fashion Design Program
 - 2.d. Recognition – Andrew Blume, BOE Student Representative
3. Audience to Visitors
4. Consent Agenda
 - 4.a. Financial Report
 - 4.b. Enrollment Report
 - 4.c. Food Service Report
 - 4.d. Human Resources Report
5. Approval of Minutes
 - 5.a. April 21, 2026 Regular Meeting
 - 5.b. May 14, 2026 Special Meeting
6. Student Representative Report
7. Board of Education
 - 7.a. President's Report
 - 7.b. School Liaison Reports
 - 7.b.1. Windsor High School
 - 7.b.2. Sage Park Middle School
 - 7.b.3. Clover Street School

Speakers:

- A. Taylor
A. Taylor
B. Parker/L. Jorgensen
G. Hannan
K. Townsend
A. Taylor
A. Taylor
A. Taylor
D. Batchelder
D. Batchelder
D. Batchelder
D. Batchelder
T. Zotter
T. Zotter
T. Zotter
A. Blume
A. Taylor
A. Taylor
A. Taylor
B. Jacobsen/N. Wolliston
T. Zotter/P. Panos
L. Lockhart

7.b.4. John F. Kennedy School	J. Madison
7.b.5. Oliver Ellsworth School	M. Davis
7.b.6. Poquonock School	J. Halek
7.c. Appointment of Chief of Academics and Pupil Services (Action Anticipated)	A. Taylor
8. Acting Superintendent's Report	N. Abdel-Hady
9. Committee Reports	A. Taylor
10. Other Matters/Announcements/Regular BOE Meetings	A. Taylor
10.a. BOE Curriculum Committee Meeting – Virtual, Wednesday, May 27, 2026, 6:00 PM	A. Taylor
10.b. Next BOE Regular Meeting is Tuesday, June 16, 2026, 7:00 PM, LPW, Board Room (Hybrid)	A. Taylor
11. Audience to Visitors	A. Taylor
12. Ratification of the collective bargaining agreement between the Windsor Board of Education and the Employees Union (UPSEU) Windsor BOE Paraprofessionals Local 424-Unit 59 (Executive Session and Action Anticipated)	D. Batchelder
13. Adjournment	A. Taylor



Agenda and Attachments

Bylaws of the Board

Orientation of Candidates and New Members

The Board of Education and the administrative staff shall assist each candidate for election to the Board and each newly elected member to understand the Board of Education's functions, policies, procedures and the operation of the school district. Each candidate shall be:

1. Given selected material on the functions of the Board of Education and the school district,
2. Invited to attend Board meetings, and
3. Invited to meet with the Superintendent and other administrative personnel to discuss services they perform for the Board.

Each newly-elected member shall be:

1. Provided with a copy of the Board's policies and bylaws, administrative regulations and other available materials pertaining to orientation of new members, and
2. Encouraged to attend, at district expense, workshops for newly-elected members as approved by the Board in its annual budget.

Bylaws Adopted: January 19, 2005

Level 2 Item 3A

AMENDED

Windsor Board of Education

Special Meeting - BOE Retreat - In-Person

Saturday, November 15, 2025 9:00 AM

L.P. Wilson Community Center, Board Room

- | | |
|--|---------------|
| 1. Call to Order, Pledge to the Flag and Moment of Silence | A. Taylor |
| 2. Overview of BOE goals, mission, vision, and Strategic Operating Plan 25-30 | N. Abdel-Hady |
| 3. Overview of Business and Operations | D. Batchelder |
| 4. Overview of SPED numbers, services, programs, success and challenges | M. Cristofaro |
| 5. Introduction of Administrators | D. Batchelder |
| 6. Board Orientation with Attorney Thomas Mooney, Shipman and Goodwin | T. Mooney |
| 7. Discussion and possible action regarding the Board/Superintendent contract
(Executive Session Anticipated) | A. Taylor |
| 8. Adjournment | A. Taylor |

Public Act 75-342 requires notice of special meetings to be posted in the Town Clerk's office not less than 24 hours prior to the time of such meeting. No other business shall be considered at this meeting than that listed on this agenda.

Level 2 Item 3A

Windsor Board of Education

Regular Meeting - Hybrid Meeting via Zoom and In-Person

Tuesday, June 16, 2026, 7:00 PM

L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

The Executive Committee will be available to meet with community members at 6:30 PM in the Board Room.

Zoom Instructions for Phone:

1. Please call: 1-646-558-8656 or 1-301-715-8592.
2. Enter meeting ID number 854 5038 9788 then press #.
3. During "Audience to Visitors", if you wish to speak, press *9 to raise your hand. When you are acknowledged, please give your name and address.

Zoom Instructions for Computer:

1. [Zoom link for the Board of Education Meeting.](#)
2. Enter meeting ID # 854 5038 9788.
3. During "Audience to Visitors", if you wish to speak, click Raise Hand. When you are acknowledged, please give your name and address. If you do not have a microphone, you need to follow the phone instructions above to speak.
4. During "Audience to Visitors," if you do not wish to speak, you may type your comments into the Q&A feature as follows: name, address, comments.

Agenda Items:

1. Call to Order, Pledge to the Flag and Moment of Silence

2. Recognitions/Acknowledgements

2.a. Recognition--WHS Juried Art Show, Board of Education Purchase Prize to Alyvia Pienkowski for "*My Hair Isn't Perfect*", Superintendent's Purchase Prize to Alyvia Pienkowski for "*Unfair Responsibilities*" and WHS Purchase Prize to Rachelle Baran for "*Beneath the Skin*"

2.b. Announcement--Windsor Educator of the Year, Joe Oblon and Paraeducator of the Year, Sam Dukes

2.c. Presentation of CABE Bonnie B. Carney Award of Excellence for Educational Communications – The Windsor Pulse Newsletter, Instructional Core Wheel, and Windsor Mobile Classroom

3. Audience to Visitors

4. Consent Agenda

4.a. Financial Report

4.b. Enrollment Report

4.c. Food Service Report

4.d. Human Resources Report

5. Approval of Minutes

5.a. May 19, 2026 Regular Meeting

6. Student Representative Report

7. Board of Education

7.a. President's Report

7.b. Discussion to Extend the Current Hybrid Format for Board of Education Meetings (Action Anticipated)

Speakers:

A. Taylor

A. Taylor

A. Taylor/N. Abdel-Hady

D. Batchelder

P. McCarthy

A. Taylor

A. Taylor

D. Batchelder

D. Batchelder

D. Batchelder

D. Batchelder

T. Zotter

T. Zotter

A. Blume

A. Taylor

A. Taylor

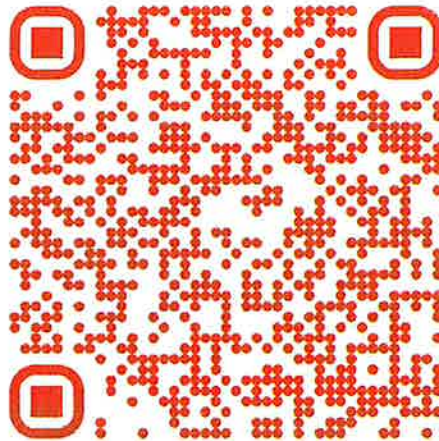
A. Taylor

Agenda Items:

- 7.c.** Discussion on Potential Cell Phone Policy (Action Anticipated)
- 8.** Acting Superintendent's Report
 - 8.a.** Windsor Early Learning Model Overview
 - 8.b.** Program of Studies Revision (Honor Cords) (Action Anticipated)
 - 8.c.** Superintendent Proposed Cuts (Action Anticipated)
- 9.** Committee Reports
- 10.** Other Matters/Announcements/Regular BOE Meetings
 - 10.a.** Next BOE Regular Meeting is Tuesday, September 15, 2026, 7:00 PM, LPW, Board Room (Hybrid)
 - 10.b.** Long-Range Planning Committee Meeting, Thursday, September 10, 2026, 6:00 PM, Virtual
- 11.** Audience to Visitors
- 12.** Ratification of the Collective Bargaining Agreement between the Windsor BOE Administrative Professionals Employees, UPSEU Local 424, Unit 149, (Executive Session and Action Anticipated)
- 13.** Adjournment

Speaker:

P. Panos
N. Abdel-Hady
N. Abdel-Hady
N. Abdel-Hady
N. Abdel-Hady
A. Taylor
A. Taylor
A. Taylor
A. Taylor
A. Taylor
D. Batchelder
A. Taylor



Agenda and Attachments

LEVEL 2 ITEM 3B. POLICY

Policy discussions are a regular part of Board meetings.

Attached:

- October 21, 2025 regular meeting agenda
- April 21, 2026 regular meeting agenda

Level 2 Item 3B

Windsor Board of Education Regular Meeting - Hybrid Meeting via Zoom and In-Person

Tuesday, October 21, 2025 7:00 PM

L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

The Executive Committee will be available to meet with community members at 6:30 PM in the Board Room.

Zoom Instructions

Dialing in by Phone Only:

1. Please call: 1-646-558-8656 or 1-301-715-8592
2. When prompted for participant or meeting ID, enter: 822 9658 6994 and then press #
3. You will then enter the meeting muted. During "Audience to Visitors", if you wish to speak, press *9 to raise your hand. Please give your name and address prior to voicing your comments.

Joining in by Computer:

1. Please go to the following link: <https://us06web.zoom.us/j/82296586994>
When prompted for participant or meeting ID, enter 822 9658 6994
2. Only if your computer has a microphone for two-way communication, then during "Audience to Visitors", if you wish to speak, press **Raise Hand** in the webinar control. If you do not have a microphone, you will need to call in on a phone in order to speak. Please give your name and address prior to voicing your comments.
3. During "Audience to Visitors," if you do not wish to speak, you may type your comments into the Q&A feature as follows: name, address, comments.

1. Call to Order, Pledge to the Flag and Moment of Silence

2. Recognitions/Acknowledgements

3. Audience to Visitors

4. Planetarium Presentation

5. Consent Agenda

5.a. Financial Report

5.b. Enrollment Report

5.c. Food Service Report

5.d. Human Resources Report

6. Approval of Minutes

6.a. September 16, 2025 Regular Meeting

6.b. September 22, 2025 Curriculum Committee Meeting

6.c. September 23, 2025 Special Meeting

6.d. October 6, 2025 Curriculum Committee Meeting

6.e. October 9, 2025 Policy Committee Meeting

6.f. October 14, 2025 Special Meeting

7. Student Representative Report

8. Board of Education

8.a. President's Report

8.b. Revision to 2025-2026 School Calendar

9. Acting Superintendent's Report

9.a. WHS Program of Studies 2026-2027, 1st Reading

9.b. Curriculum Development, 1st Reading

D. Furie

D. Furie

D. Furie

R. Zenczak/S.Rodonis

D. Furie

D. Batchelder

D. Batchelder

D. Batchelder

D. Batchelder

L. Lockhart

L. Lockhart

L. Lockhart

L. Lockhart

L. Lockhart

L. Lockhart

L. Lockhart

B. Smart

D. Furie

D. Furie

D. Batchelder

N. Abdel-Hady

D. Fudge

A. Taylor

9.b.1. Geometry	M. Mains
9.b.2. English Seminar (English 12)	M. Martinez
9.b.3. Human Geography, Global Studies	M. Martinez
9.b.4. Sports & Society	M. Martinez
9.b.5. Film to Literature	M. Martinez
9.b.6. Voices Under Fire: Literature, Censorship, and Advocacy	M. Martinez
9.b.7. African American Literature	M. Martinez
9.b.8. Leaving your Legacy	M. Martinez
9.c. Policy Adoption, 1st Reading	N. Wolliston
9.c.1. Revised P 3542.43 Meal Charging	D. Batchelder
9.c.2. Revised P/AR 4311.2 Family and Medical Leave	D. Batchelder
9.c.3. Revised P/AR 5118.1 Homeless Children and Youth	M. Cristofaro
9.c.4. Revised P/AR 5131.911 Bullying Prevention and Intervention	D. Batchelder
9.c.5. Revised P 5141.21 Administering Medications	M. Cristofaro
9.c.6. Revised P/AR 5145 Policy Regarding Students and Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990	M. Cristofaro
9.c.7. Revised P/AR 6172.2 Policy Addressing Enrollment in an Advanced Course or Program and Challenging Curriculum	N. Abdel-Hady
10. Committee Reports	D. Furie
10.a. Curriculum Committee Report	A. Taylor
10.b. Long-Range Planning Committee Report	T. Zotter
10.c. Policy Committee Report	N. Wolliston
11. Other Matters/Announcements/Regular BOE Meetings	D. Furie
11.a. BOE Swearing In of New BOE Members, BOE Special/Organizational Meeting, Monday, November 10, 2025, 6:00 PM, Windsor Town Hall, Council Chambers	D. Furie
11.b. BOE Special Meeting/Retreat, Saturday, November 15, 2025, 9:00 AM, LPW, Board Room, Hybrid	D. Furie
11.c. Next BOE Regular Meeting is Tuesday, November 18, 2025, 7:00 PM, LPW, Board Room, Hybrid	D. Furie
12. Audience to Visitors	D. Furie
13. Discussion on Transportation Contract (Executive Session and Action Anticipated)	D. Batchelder
14. Adjournment	D. Furie

Level 2 Item 3B

Windsor Board of Education Regular Meeting - Hybrid Meeting via Zoom and In-Person

Tuesday, April 21, 2026, 7:00 PM

L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

The Executive Committee will be available to meet with community members at 6:30 PM in the Board Room.

Zoom Instructions for Phone:

1. Please call: 1-646-558-8656 or 1-301-715-8592.
2. Enter meeting ID number 862 5587 8721 then press #.
3. During "Audience to Visitors", if you wish to speak, press *9 to raise your hand. When you are acknowledged, please give your name and address.

Zoom Instructions for Computer:

1. [Zoom link for the Board of Education Meeting.](#)
2. Enter meeting ID # 862 5587 8721.
3. During "Audience to Visitors", if you wish to speak, click Raise Hand. When you are acknowledged, please give your name and address. If you do not have a microphone, you need to follow the phone instructions above to speak.
4. During "Audience to Visitors," if you do not wish to speak, you may type your comments into the Q&A feature as follows: name, address, comments.

Agenda Items:

1. Call to Order, Pledge to the Flag and Moment of Silence
2. Recognitions/Acknowledgements
 - 2.a. Proclamation - Teacher Appreciation Week, May 4-8, 2026
 - 2.b. Recognition - WHS Girls Flag Football Champions - 2025
 - 2.c. Recognition - WHS Boys Basketball Division II Champions
 - 2.d. Recognition - Poquonock Elementary School Literacy Programs "One School, One Book" and "ReadBowl"
3. Audience to Visitors
4. Consent Agenda
 - 4.a. Financial Report
 - 4.b. Enrollment Report
 - 4.c. Food Service Report
 - 4.d. Human Resources Report
5. Approval of Minutes
 - 5.a. March 17, 2026 Regular Meeting
 - 5.b. March 19, 2026 Policy Committee Meeting
 - 5.c. March 31, 2026 Special Meeting
6. Student Representative Report
7. Board of Education
 - 7.a. President's Report
 - 7.b. School Liaison Reports
 - 7.b.1. Windsor High School

Speakers:

- A. Taylor
A. Taylor
A. Taylor
T. Huff
K. Smith
J. Mihalko

A. Taylor
A. Taylor
D. Batchelder
D. Batchelder
D. Batchelder
D. Batchelder
T. Zotter
T. Zotter
T. Zotter
T. Zotter
A. Blume
A. Taylor
A. Taylor
A. Taylor
B. Jacobsen/N. Wolliston

Agenda Items:

- 7.b.2. Sage Park Middle School
- 7.b.3. Clover Street School
- 7.b.4. John F. Kennedy School
- 7.b.5. Oliver Ellsworth School
- 7.b.6. Poquonock School
- 7.c. Healthy Food Certification
- 8. Acting Superintendent's Report
 - 8.a. Set Last Day of School for 2025-2026
 - 8.b. 2025-2026 Leader and Educators' Evaluation and Support Plan
 - 8.c. Policy Adoption, 1st Reading
 - 8.c.1. Revised P/AR 5112 Admission to the Public Schools at or Before Age Five and Form 2
 - 8.c.2. Revised P 5141.21 Administration of Student Medications in the Schools
 - 8.c.3. Revised P 6142.1 Curricular Exemptions and Form 1
 - 8.c.4. New P 6161 Library Collection Development and Maintenance, Library Displays and Programs, and Library Material Review and Reconsideration
 - 8.c.5. New P 6170 Parental Access to Instructional Material
 - 8.d. Recommended Non-Renewal of Teachers (Executive Session If Needed)
- 9. Committee Reports
 - 9.a. Curriculum Committee
 - 9.b. Finance Committee
 - 9.c. Long Range Planning Committee
 - 9.d. Policy Committee
- 10. Other Matters/Announcements/Regular BOE Meetings
 - 10.a. Next BOE Regular Meeting is Tuesday, May 19, 2026, 7:00 PM, LPW, Board Room (Hybrid)
- 11. Audience to Visitors
- 12. Adjournment

Speakers:

- T. Zotter/P. Panos
- L. Lockhart
- J. Madison
- M. Davis
- J. Halek
- D. Batchelder
- N. Abdel-Hady
- N. Abdel-Hady
- N. Abdel-Hady
- N. Wolliston
- N. Abdel-Hady
- M. Cristofaro
- N. Abdel-Hady
- N. Abdel-Hady
- N. Abdel-Hady
- D. Batchelder
- A. Taylor
- B. Jacobsen
- L. Lockhart
- T. Zotter
- N. Wolliston
- A. Taylor
- A. Taylor
- A. Taylor
- A. Taylor



Agenda and Attachments

LEVEL 2 ITEM 3D. POLICY

The Board has adopted a policy on civility. Board policy 9271 Code of Ethics addresses civility (attached).

Bylaws of the Board

Code of Ethics

As a guide to performing their duties, Board members should:

1. Be an advocate of high quality free public education for all Connecticut children;
2. As an agent of the state, uphold and enforce all laws, rules, regulations and court orders pertaining to public schools, and bring about any needed change only through legal and ethical means;
3. Help create public schools which meet the individual educational needs of all children regardless of their ability, race, color, national origin, ancestry, sex, sexual orientation, physical or mental disability, religion or social standing;
4. Work to help the community to understand the importance of proper support for public education;
5. Become informed about the nature, value and direction of contemporary education and support needed change in the schools;
6. Recognize that a Board member's responsibility is not to "run the schools," but to see that they are well-run through effective policies;
7. Exercise care in any discussions concerning the employment, performance, promotion, evaluation, health or dismissal of a Windsor Public School employee or applicant for employment because (1) they do not supervise such employees and (2) they may be required to make impartial judgments concerning such employees. Board members should refrain from such discussions unless acting as a personal reference during the normal course of the hiring process.
8. Recognize that they are prohibited from discussing confidential information they receive as Board members concerning academic or disciplinary matters related to Windsor Public school students except as permitted by law.
9. Confine Board action to policy-making, planning, and appraisal, and consult with those who will be affected by the Board's actions;
10. Arrive at conclusions after fully discussing the issue at an open meeting, and abide by the principle of majority rule;
11. Recognize that authority rests only with the whole Board assembled in a meeting, and make no personal promises nor take any private action that may compromise the Board;
12. Acknowledge that the Board represents the entire school community, and will refuse to surrender their independent judgment to special interests or partisan political groups;
13. Never use the position on the Board for personal gain;
14. Hold confidential all matters pertaining to the schools that, if disclosed, might needlessly injure individuals or the schools;
15. Ensure that all school business transactions be open and ethical;
16. Ensure that the best personnel available are appointed to all positions in the district;

17. Refer all complaints through the proper "chain of command" within the system, and act on such complaints at public meetings only when administrative solutions fail;
18. Treat all fellow Board of Education members, school district employees and community members with mutual respect, trust, civility and regard for each other's respective roles and responsibilities; and
19. Practice and promote ethical behavior in the Boardroom as a model for all members of the school district.

Bylaw Adopted: January 19, 2005

LEVEL 2 ITEM 4B. COMMUNITY RELATIONS

The Board has successfully worked with other community leaders. A monthly BOE report (attached) is provided to the town governing body, Town Council, on a monthly basis. Either the BOE President or Secretary attends the meeting to give the report and answer any questions from Town Council members. Additionally, the Chair of BOE Finance Committee (along with the Superintendent, Chief of Operations, and BOE President) provides a presentation on the BOE budget each April (April TC meeting agenda attached). The Town Council membership is invited to district events such as convocation and graduation. They receive a copy of the BOE agenda and attachments for all regular and special meetings.

All Town Council meetings are live streamed and available to the community on the town's website. They are also available through our local cable access channel.

Attachments:

- 6/1/26 BOE Report to Town Council
- 4/6/26 Town Council Special Meeting Agenda



Board of Education Report to Town Council

Monday, June 1, 2026

1. Chronic Absenteeism

- a. **Widespread Improvement:** When comparing 2024-2025 and 2025-2026, from October to April, overall Chronic Absenteeism is down 3.7%.
 - i. **Sage Park** is most improved with a 5.5% decrease in its year-to-date average.
 - ii. **Windsor High's** Chronic Absenteeism is down over 4% in its year-to-date average.
 - iii. **Poquonock** nearly halved its rate of Chronic Absenteeism in April this year at 5.6% compared to April of 2025 with Chronic Absenteeism of 10.8%.
 1. These successes are contributed in large part: by our newly required Attendance tracker initiative where attendance teams in each school are constantly monitoring attendance data and providing early intervention and support; and by our intentional focus on ensuring teachers are creating engaging and cognitively demanding tasks to keep students engaged and wanting to come to school.
 2. We continue to see a trending issue of families pulling their students out of school for vacations during school days as prices are usually cheaper during these offseason times.

2. Advanced Placement (AP)

- a. 217 students took AP exams this year (this includes AP Art and Design students even though they have a submission deadline instead of an exam).
 - i. 20 unique AP exams/courses were taken. Two of those exams, European History and Physics C: Mechanics, were taken in classes we do not offer. The 2 students self-studied for those.
 - ii. Exam scores will be available later this summer.
- b. We are working to widen the selection of not just AP classes but ECE classes that provide students with college credit from our partner universities such as UCONN. This is part of a greater effort to offer more rigorous courses to support students in challenging themselves and better prepare them for college.

3. I-Ready (Internal Data: Universal Screener)

- a. **Universal Progress Across All Grades:** For English Language Arts (ELA) and Math, when comparing Fall 2025 scores to Spring 2026 scores, every grade level from 2 through 8 showed a positive trend, increasing the percentage of students meeting or exceeding grade level benchmarks.
- b. **Successful Reduction of Severe Learning Gaps:** Every grade level successfully reduced the number of students performing “Two or more grade levels below”.
 - i. **ELA Highlight**
 1. **Grade 2** demonstrated the most significant improvement in the district, with proficiency (students on or above grade level) jumping from 39% in the Fall to 82% in the Spring!
 - ii. **Math Highlight**
 1. Grade 3 saw the percentage of students performing “Two or more grade levels below” drop dramatically from 30% in the Fall down to just 11% in the Spring. **Grades 1 and 2** virtually eliminated this category, dropping to just 1%.

4. General District Updates:

- a. We are excited to share several leadership updates for the 2026–2027 school year:
 - Ms. Liana Jorgensen has been appointed as the district’s new Chief of Academics and Pupil Services.
 - Mr. William Fisher has been appointed Acting Principal of Sage Park Middle School effective July 1.
- b. We are grateful for the continued partnership between the Town Council, Board of Education, families, staff, and the greater Windsor community in supporting the success of our students. Following the Town Council’s recent reduction of the Board of Education budget by \$350,000, reductions were made to ensure minimum impact on students and staff.
- c. Windsor Public Schools is preparing to launch a new district-wide early learning initiative inspired by some of the world’s highest-performing educational systems and grounded in research on child development and foundational learning. The model will focus on strengthening early literacy, student engagement, social-emotional development, hands-on learning, and joyful classroom experiences with purposeful time outside in nature, this is a K-2 initiative. More information will be shared with families and the community in the coming months as we prepare for implementation in the 2026–2027 school year.
- d. The last day of school for students will be June 15, 2026. Graduation will be held on June 9th at the Bushnell.

Level 2 Item 4B
TOWN OF WINDSOR, CONNECTICUT
Special Meeting Notice



Zoom Instructions

Dialing in by Phone Only:

Please call: **309 205 3325** or **312 626 6799**

1. When prompted for participant or meeting ID enter: **889 9840 7392** and then press #
2. You will then enter the meeting muted. During 'Public Comment' if you wish to speak press *9 to raise your hand. Please give your name and address prior to voicing your comments.

Joining in by Computer:

Please go to the following link: <https://us02web.zoom.us/j/88998407392>

When prompted for participant or meeting ID enter: **889 9840 7392**

1. Only if your computer has a microphone for two way communication, then during Public Comment if you wish to speak press **Raise Hand** in the webinar control. If you do not have a microphone you will need to call in on a phone in order to speak.
2. During 'Public Comment' if you do not wish to speak you may type your comments into the Q&A feature.

AGENCY: **Town Council**

DATE: **April 7, 2026**

PLACE: **Hybrid Meeting – in person in Council Chambers and via Zoom**

TIME: **6:30 PM**

AGENDA

1. Call to Order
2. **Board of Education**
3. Revenues
4. Library
5. Public Works
6. Landfill Enterprise Fund
7. Resident Transfer Station Enterprise Fund
8. Adjournment



TOWN COUNCIL
HYBRID MEETING – VIRTUAL AND IN-PERSON
April 7, 2026
Special Town Council Meeting
Council Chambers

APPROVED MINUTES

1) CALL TO ORDER

Mayor Black-Burke called the meeting to order at 6:30 p.m.

Present: Mayor Nuchette Black-Burke (virtual), Deputy Mayor Darleen Klase, Councilor Mary Armstrong (virtual), Councilor James Durant, Councilor Kristin Gluck Hoffman, Councilor Anthony King (virtual), Councilor Ojala Naeem and Councilor William Pelkey

Absent: Councilor Ronald Eleveld

2) BOARD OF EDUCATION

Superintendent of Schools, Dr. Noha Abdel-Hady; President, Ayana Taylor; Vice President of Board, Leonard Lockhart; and Chief of Operations, Danielle Batchelder were present.

Dr. Noha Abdel-Hady, Superintendent of Schools, presented the Board of Education's proposed FY 27 budget. She began by providing context about Windsor Public Schools, which serves approximately 3,200 students across six schools plus a program at LP Wilson. The student demographics reflect the town's diversity: 42% Black, 25% Hispanic, 20% White, 3.2% Asian, and 9.4% two or more races. Nearly half the students qualify for free or reduced lunch, and 22% receive special education services.

Dr. Abdel-Hady highlighted the district's strategic plan for excellence, which focuses on three key areas: culture (embodied by the "4 C's" - caring, courageous, committed, and creative), academics (guided by their "North Star" instructional core wheel), and world-class expectations. She emphasized recent achievements, including outperforming the state average on accountability reports for the first time since before COVID, ranking third among 36 Alliance districts (up from ninth the previous year), and moving from 157th to 119th out of 199 Connecticut districts in accountability rankings.

The budget presentation detailed six major cost drivers totaling a 4.97% increase. The proposed budget for the 2026-2027 school year of \$93,714,400 represents an increase of 4.97% or \$4,439,276 over the 2025-2026 budget.

Dr. Abdel-Hady explained that the rollover cost (maintaining current services at next year's rates) would be 6.14%, but through strategic trade-offs and additions, they reduced the request to 4.97%. The budget includes cutting higher-level administrative positions while



adding front-line support staff, including ten paraprofessional substitutes and four world language teachers for elementary schools.

This increase of 4.97% is driven primarily by fixed obligations: contractual salaries, employee benefits, special education requirements and essential operational costs. These non-negotiables account for the majority of the increase and ensure that we will meet all legal, instructional and safety mandates.

A breakdown of the primary cost drivers include:

Salaries: 2026/2027 Contractual obligations of all bargaining groups = \$1,985,227 or 3.88% of the budget

Benefits: Includes employee health, dental, life and disability insurances. Also includes worker's compensation, unemployment, social security and non-certified retirements benefits. Employee benefits = \$1,373,997 or 9.39% of the budget.

Transportation: \$890,916 or 13.64% of the budget. Includes student transportation and special education transportation.

Physical Plant: \$464,075 or 12.04 of budget.

Technology: \$150,194 or 8.95 of budget which includes utility software, academic software and hardware increases.

Miscellaneous: \$87,867 or 8.74 of budget includes course reimbursement (contractual), schools' increases, and CTE increase.

Council members praised the thoroughness of the presentation and the strategic approach to budget development.

Councilor King appreciated the focus on contractual obligations that cannot be controlled, noting that approximately 4.7% of the increase is non-discretionary.

Councilor King said the ECS is currently undergoing some potential increases in funding. If that increases, do we know if that will impact this budget cycle, or will it impact a future budget cycle? Dr. Hady responded that it would not impact the FY – 27 budget but rather the one after that – FY 28.

Councilor Pelkey asked for staff in general, what is a year over year rate of attrition/retention? Can you also explain to me the different tiers of 1, 2 and 3. Dr. Hady stated tier 1 is what we do for everybody. Tier 2 is for kids that are missing prerequisites and in order to access grade level content, they need more support. Tier 3 is for when students are not able to catch up. They're not able to make enough growth. The staff retention rate is roughly 93.6% - 95%.



Councilor Naeem commended the inclusion of stakeholder feedback in budget development and questioned teacher retention and salary competitiveness. Dr. Hady responded that retention rates are approximately 95%, and while salaries may not be the highest regionally, the district's positive culture has become a significant factor in attracting and retaining staff.

Councilor Naeem asked about the Educational Cost Sharing (ECS) grant. Does it get increased each year? If not when's the last time there was an increase? Dr. Hady replied 2013 was the last time it was increased.

Councilor Naeem inquired if there might be some challenges with recruitment and retention efforts. Dr. Hady said salary has not been one of the reasons people leave. During exit interviews they ask individuals why they want to work in the Windsor Public Schools. Lots of them say it's because of the community and family feeling they get there and they are happy to come to work because of it. Also, the Superintendent is involved with staff and has a weekly email that goes out to them.

Councilor Gluck Hoffman inquired about mental health support priorities. Dr. Hady identified social media as a primary concern, explaining how the district is implementing tiered support systems and teaching both students and families about managing technology's impact. She asked about the AP's FTE and it being removed. Dr. Hady said it is not an AP, but rather an administrator, a supervisor position being removed.

Councilor Gluck Hoffman asked what the biggest issue is with the kids that the school needs to support? Dr. Hady said social media has had a huge impact because kids have gotten used to receiving quick information and the phones are with them 24/7. Sometimes we lose kids because they're not ready to receive instruction due to mental health issues. They do a lot of work with the students in connection classes and homeroom around social media and cyberbullying.

Councilor Armstrong asked about mental health support and what they do about that in the schools. Dr. Hady stated they have school psychologists, BCBAs, and social workers. They also have a partnership with outside clinicians which are situated in the building.

Councilor Armstrong asked if there was any help that the school gives such as a grant that can be provided to kids that need help. Dr. Hady stated no, that it's usually done through the family's insurance.

Councilor Armstrong inquired if the school operates on the standard 'No child left behind' program? Dr. Hady replied that they do as per the law that was enacted in 2015.

Deputy Mayor Klase asked how they plan to reduce the magnet school tuition. Dr. Hady said the bill that passed last year through the State of CT states the schools only get charged 58% of the full percentage. If that doesn't stay, then they would have to bring back the \$300,000 next year.



Deputy Mayor Klase inquired if students are returning from the magnet schools. Dr. Hady said yes.

Councilor Durant asked if there was a student to teacher ratio they strive to have? Ms. Batchelder stated for elementary school is it 15-16 student. Some are lower, some are higher, but no more than 18-19 max. At the high school, the AP classes are at 24 and the college classes are maxed out at 20.

Councilor Durant wanted to know if he could get an average cost between the three tiers (tier 1, tier 2, and tier 3). Dr. Hady replied the cost is really for the classroom teachers. Tier 2 and 3 are delivered by specialist. The tiers are just a classification for specific groups of students. You can't do a direct correlation of cost for student per tier besides the cost for the teachers running the class.

Councilor Pelkey is astounded at the percentage increases. How did they get those numbers? Dr. Hady reminded everyone that the past two years were the first two years that they have ever increased insurance.

Councilor Pelkey asked if it can be determined if there will be dips in the medical costs that they can expect? Dr. Hady explained that is tough to determine as they have no idea who might get a serious illness in the future.

Councilor Pelkey said he was talking about the medical only. If he looks at those drivers are we in a cycle for certain items? Dr. Hady gave an example of gas going up by \$1.00 in just two weeks. Councilor Pelkey asked if we renewed everything recently and is that causing the cost to increase? Dr. Hady said DATCO had a big increase this year due to becoming unionized. They are now offering medical insurance to their drivers. That was a big cost driver.

Councilor Naeem asked what the accountability report is about. Dr. Hady stated the accountability report is somewhat the same as a report card that the state gives them as school districts. It has 12 indicators, but mainly it looks at student performance. She explained the indicators more in depth.

Councilor Naeem asked if physical fitness measures are done at every grade and every level. Is there an assessment done? Dr. Hady said physical fitness happens in grades 4, 8 and once at the high school level. She explained the other areas in which assessments are made as well.

Councilor Naeem said Special Ed service costs are at \$2,500,000. So that's about 30% of the total budget. She believes that includes what we're spending to service that population within our district and district costs for tuition and transportation. Out of district costs for a student is \$133,000. Councilor Naeem would like to know what the average cost for non-special education is that we put out of the district. Dr. Hady said that would only impact



magnet schools. It costs about \$5,000 per student. Councilor Naeem stated so that comes to \$125,000 more for special needs.

Councilor Naeem inquired if there is anything that they can help advocate for, specifically for students that are really not in our control? That's a significant chunk from our budget for a smaller percentage of our student population. Dr. Hady added that chunk does not even have certified teachers in their facilities. That's a problem that we can't control. When she first was here, they were in the low 60's for out of district, now they're in the low 40's.

Councilor Armstrong asked who does the performance reviews for teachers? Dr. Hady responded the building administrators. So, between principals, assistant principals. It gets divided in the building depending on your role.

Councilor Gluck Hoffman asked if students are allowed to have phones during class? They have them on them, but the expectation is that they don't see them.

3) REVENUES

Jim Bourke, Finance Director, stated the following:

For fiscal year 2026, the adopted budget is \$152,012,160. At this point, we are estimating revenues for this year to be approx. \$3.0M (\$3,030,310) more than what was budgeted.

- General property taxes are expected to exceed budgeted amounts by approximately \$1.2 million
- Conveyance fees are expected to exceed budget by \$835K due to several large corporate real estate transactions.
- Building permits are expected to exceed budget by \$560,000.
- Revenue for Special Education-Excess Costs is expected to come in under budget by approximately \$200K
- Interest income is expected to come in under budget by \$100K. This is due to federal reserve rate reductions during the early part of the fiscal year.

For fiscal year 2027, the proposed General Fund revenue budget totals \$159,343,550. Of this amount, general property taxes are expected to contribute approx. 86% and state aid about 9.5%. The majority of non-tax revenue items are showing small to moderate increases or decreases. Other items of note are:

- Interest income, which is projected to see a decrease of \$200K, in anticipation of potential federal reserve rate reductions.
- Special Education Excess Cost grant is budgeted to decrease \$300K. Grant reimbursements to cities and towns are based on a few core factors: how much a district spends on an eligible special-education student above its required threshold, whether the placement is made by Windsor Public Schools



or a state-agency, the amount of funding the state has appropriated for the program in that year and the demand on the funds, which reduces each district's reimbursement percentage.

- No use of opening cash is included in the Town manager's proposed budget, as per Town Council policy.

No comments/questions from councilors.

4) LIBRARY SERVICES

Gaye Rizzo, Director of Library Services, stated the overall FY 26 General Fund budget is expected to come in over budget by \$20,130 or 0.9% due to the use of Special Revenue Funds for HVAC design at the Wilson Branch and an additional Windsor Library Association donation to the tutoring program, as well as anticipated additional Personnel costs for retirement succession planning. The FY 26 General Fund expenditures are expected to come in over budget by \$10,730 or 0.5% due to retirement succession planning costs. The overall FY 27 proposed budget reflects an increase of \$222,340 or 10.3% as compared to the FY 26 overall budget mostly due to use of Special Revenue funds for the planned roof replacement project and to supplement purchases of books and cataloguing after the closure of a long-time library discount wholesaler. Also contributing to this is the utilization of copy machine Special Revenue funds to replace a public copier. The FY 27 General Fund proposed budget reflects an increase of \$77,690 or 3.8% mostly due to Personnel costs.

Ms. Rizzo provided an engaging historical perspective on Windsor's library firsts, including being the first to lend non-traditional items like camcorders and art prints, and recently becoming one of the first libraries in the state to restart an LP record collection alongside their "Library of Things" collection. She highlighted the ongoing migration to a new integrated library system scheduled for June 3rd and the popular tutoring program at the Wilson branch that has operated for over three decades with volunteer support.

Councilor King raised concerns about wait times for digital books through the Libby platform. Ms. Rizzo explained that the library has two levels of access - consortium-wide and individual collections - and that when holds reach seven for any book, they purchase it individually, potentially reducing actual wait times. She suggested residents also try Hoopla as an alternative platform.

Councilor Pelkey inquired about the balance between digital and physical materials costs, with Ms. Rizzo noting they track database usage carefully and eliminate underused services while acknowledging that software costs continue to rise annually.



5) PUBLIC WORKS

Director of Public Works Mark Goossens; Public Works Operations Manager, Jesse English; and Building and Facilities Manager, Marco Aglieco were present. Mr. Goossens gave an overview of the budget as follows:

The overall FY 26 expenditures are expected to be under budget by \$233,590 or 2.8% primarily due to Personnel costs for partial year vacancies, offset in part by an increase in Services. The FY 26 General Fund expenditures are expected to be under budget by \$245,250 or 3.4% mostly due to Personnel costs for partial year vacancies, offset in part by an increase in Supplies and Services. The overall FY 27 proposed budget reflects an increase of \$376,430 or 4.5% as compared to the FY 26 budget mostly due to Services, Personnel and Maintenance & Repair costs. The FY 27 General Fund proposed budget reflects an increase of \$236,820 or 3.2% mostly due to Maintenance & Repair and

Council members universally praised the department's work. Councilor Pelkey complimented their ability to maintain the budget while keeping infrastructure in excellent condition.

Councilor Durant asked about coordination with the school system's facilities staff. Town Manager Souza explained that the town provides maintenance for large field areas, playgrounds, and snow removal at schools, while the board of education handles immediate building areas. This arrangement has worked well for nearly four decades.

Councilor Naeem inquired about pavement funding levels. Town Manager Souza clarified that road maintenance appears in multiple budget areas, including general services pay-as-you-go funding, state aid, and local capital improvement program monies dedicated entirely to pavement work.

6) LANDFILL ENTERPRISE FUND

Director of Public Works Mark Goossens gave an overview of the budget as follows:

FY 26

Revenues for the Enterprise Fund no longer include tipping fees for solid waste disposed at the Landfill. There are now two primary sources of revenue funds. One source is from interest earnings on the "fund balance" of the Enterprise Fund. Interest rates continue to remain very strong in FY26, resulting in approximately \$625,000 from this revenue source.

The other primary source is from reimbursements for the closure and capping work at the site, from a State Grant that has been designated for this purpose. Reimbursement for FY26 is projected to be approximately \$720,000, and the total of reimbursements received by the end of FY26 are expected to be approximately \$1.85 Million.



FY 27

Reimbursement for FY 27 is projected to be approximately \$128,000 retainage for the project. Once this is received, we will have fully depleted the \$2 million total grant.

Expenditures for both fiscal years are related primarily to the closure and capping work at the site. The FY27 proposed budget includes costs related to the CT DEEP closed landfill certification process, and the long-term, post-closure obligations at the landfill. It also includes funds for the project designed to address aesthetic conditions within the adjacent wetlands.

At the end of FY27, the estimated end-of-year retained earnings balance available for future obligations is estimated to be approximately \$19.3 million.

Mr. Goossens detailed the closure process, noting that the impervious landfill cap covers the entire solid waste footprint and construction of ancillary features should conclude by the end of FY 26.

The town has received approval from Connecticut DEEP and the U.S. EPA for addressing wetlands concerns through natural filtration methods rather than more costly interventions. Once construction is complete, documentation will be submitted for official closure certification to begin the 30-year post-closure monitoring period.

Councilor Pelkey asked about annual maintenance costs. Mr. Goossens estimated it would be approximately \$400,000 annually for groundwater monitoring, gas system maintenance, erosion repair, road maintenance, and other required activities.

7) RESIDENT TRANSFER STATION ENTERPRISE FUND

Director of Public Works, Mark Goossens, gave the following presentation on the Resident Transfer Station Enterprise Fund as follows:

The transfer station operates as a separate "stand-alone" enterprise fund, with the goal of operation with a positive fund balance. Based on current waste stream volumes and interest income estimates, the fund expects to realize a \$6,880 net loss at the conclusion of FY 26, which is about \$1,400 greater than the target in the approved FY 26 budget.

Councilor King confirmed that tire recycling would indeed be free for residents. Mr. Goossens said yes they will be.

Councilor Armstrong asked about the facility location. Mr. Goossens replied it is at 500 Huckleberry Road near Northwest Park.

Councilor Pelkey inquired about residency verification procedures. Mr. Goossens explained they request ID for new users and rely on recognition for regular customers.



8) ADJOURNMENT

MOVED by Councilor Gluck Hoffman seconded by Councilor Armstrong to adjourn the meeting at 8:39 p.m.

Motion Passed 8-0-0 (Councilor Eleveld absent)

Respectfully Submitted,

Helene M. Albert
Recording Secretary

LEVEL 2 ITEM 4C. COMMUNITY RELATIONS

The Board of Education and district often work with Windsor Community Television: WIN-TV.

WIN-TV provides videotaping services for Board of Education meetings in our newly renovated Board Room and livestreams our meetings out into the community. They also are available to tape other district events. This year, WIN-TV taped our August New Teacher Orientation, a three-day event. They were able to take the taped video, and edit and produce training guides for our human resources department for future use with new employees.

From WIN-TV's website:

Windsor Community Television (WIN-TV) is a private, non-profit, corporation and was incorporated by the State of Connecticut in January of 1982. WIN-TV is a public, education, and government (PEG) cable community access provider. The Hartford area franchise holder in 1981 was Times Mirror Communication Inc. and was required, by a franchise agreement with the Connecticut Department of Public Utilities Control (DPUC), to establish Community Access Television in each of the six Hartford Franchise towns once proper wiring passed a sufficient number of homes in each town.

Once the station was incorporated, Times Mirror supported WIN-TV through direct dollar grants, employed the Station Manager, and shared equipment. With this strong support from the Franchise, WIN-TV was ready to begin programming from its first home, the basement of Windsor Public Library. Programming was created by community volunteers and we were on the air two hours each weekday evening when volunteers could come to the station and run the tapes.

The station has grown since then to a 24 hour community station. With the ability to watch programming on demand as well as a mobile app coming soon.

LEVEL 2 ITEM 5A. RELATED ORGANIZATIONAL LEADERSHIP

Representatives of the Board presented a workshop related to a district initiative at the annual CABE/CAPSS Convention

- Dr. Noha Abdel-Hady, Acting Superintendent for Windsor Public Schools and Sage Park Middle School Principal Liana Jorgensen presented *Systematizing Success: The Central Office Blueprint for Coherence, Vision and Results*. (presentation attached)

WORKSHOP INFORMATION AND SCHEDULE

D3 | Systematizing Success: The Central Office Blueprint for Coherence, Vision, and Results (MNEL)

In a time when districts are navigating complex demands and evolving community needs, coherence at the central office is not optional—it's essential. This session will reveal how a unified vision and aligned systems can transform every corner of a district. Through real-world examples, you'll explore how Windsor is driving excellence by designing and implementing a clear central office blueprint rooted in coherence, clarity, and results. From a custom-built Instructional Core Wheel to strategic use of walkthrough tools, data talks, district wide professional learning and a visionary innovative mobile classroom, this session will highlight the power of systems thinking.

Moderator: **Leonard Lockhart**, Board Member, Windsor Board of Education
Presenters: **Naha Abdel-Hady**, Acting Superintendent, Windsor Public Schools; **Liana Jorgensen**, Principal, Sage Park Middle School, Windsor Public Schools

D4 | How Changes in Washington D.C. Will Impact Your School District (MNEL, APE, TOOLS)

Regardless of your politics it is clear that the Trump administration has radically overhauled the role of the federal government in K-12 education. The proposed elimination and/or consolidation of the federal Department of Education will effectively terminate a cabinet-level agency that has been in existence for forty-five years. Moreover, the Trump administration has implemented significant changes in the way Title IX and other federal education laws are interpreted.

Moderator: **Marion Manzo**, Chair, Region #15 Board of Education
Presenters: **Zachary Schurin**, Attorney, Pullman & Comley; **Mark Sammaruga**, Attorney, Pullman & Comley

D5 | Board Chair Check In (MNEL, APE, C, TOOLS)

This session is an extension of the virtual Board Chair Check Ins and Updates CABE has held since the beginning of the COVID-19 pandemic. This in-person session will allow Board Chairs to continue to have conversations and learn from one another and CABE Staff.

Facilitator: **Patrice McCarthy**, Executive Director and General Counsel, CABE

WORKSHOP INFORMATION AND SCHEDULE

D6 | Fostering High Leverage Engagement Practices via Classroom Drop-Ins: A Quick (5-minute) Turn-Key Opportunity for Superintendents (MNEL TOOLS)

We will share the perspectives and insights of superintendents (from five diverse CT districts) who have uniquely and creatively adopted classroom drop-ins to build trust with their staff and foster district-wide high leverage engagement practices. Following a brief overview of the classroom drop-in framework, as developed in partnership with educational consultants at EASTCONN Regional Education Service Center, administrators will share how they have utilized this non-evaluative, culture and climate centered practice in their districts and with their boards to reflect upon and progress monitor school and district improvement efforts in the area of student engagement and high leverage instructional practices.

Moderator: **LaToya Ireland**, Board Member, Waterbury Board of Education
Presenters: **Ravit Stein**, Director of Consultation & Professional Learning, EASTCONN; **Mary Anne Butler**, Superintendent, Stonington Public Schools; **Sean McKenna**, Superintendent, Griswold Public Schools; **Matthew Dunbar**, Superintendent, Suffield Public Schools; **Susan Nash-Ditzel**, Superintendent, Killingly Public Schools; **Christopher Bitgood**, Superintendent, Canterbury Public Schools

5:30 - 6:05 PM

Reception // Mystic Ballroom
Sponsored by Pullman & Comley
 All participants are invited to this reception to meet with other board members and administrators from across the state, talk with members of the CABE Board of Directors and review all you have learned today. This is an excellent opportunity to relax with your colleagues.

6:05 - 8:15 PM

Dinner // Mystic Ballroom
Election Results
President's Remarks
Teacher of the Year

8:15 - 11:00 PM

Evening Reception
 // Mystic Ballroom

Sponsored by Shipman & Goodwin
 You are cordially invited to the Friday Evening Reception. The perfect end to a busy day. Enjoy dessert! Network with new and old friends! Relax after a busy day or dance the night away!

Level 2 Item 5A

Systematizing Success: The Central Office Blueprint for Coherence, Vision, and Results

**Dr. Noha Abdel Hady, Acting Superintendent of Schools
and
Liana K. Jorgensen, Principal**



The Importance Of Coherence

- **The Problem:** Districts face complex demands (equity, achievement gaps, community needs). Incoherence at the Central Office leads to fragmented efforts and wasted resources.
- **The Promise:** A unified vision and aligned systems transform the district, driving predictable, sustainable excellence. Coherence is non-negotiable.

"The Data Binder"



"Data Binder Lessons"

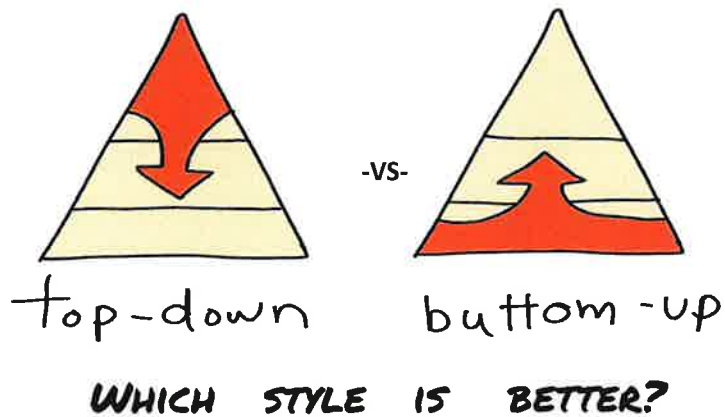
"The Data Binder"



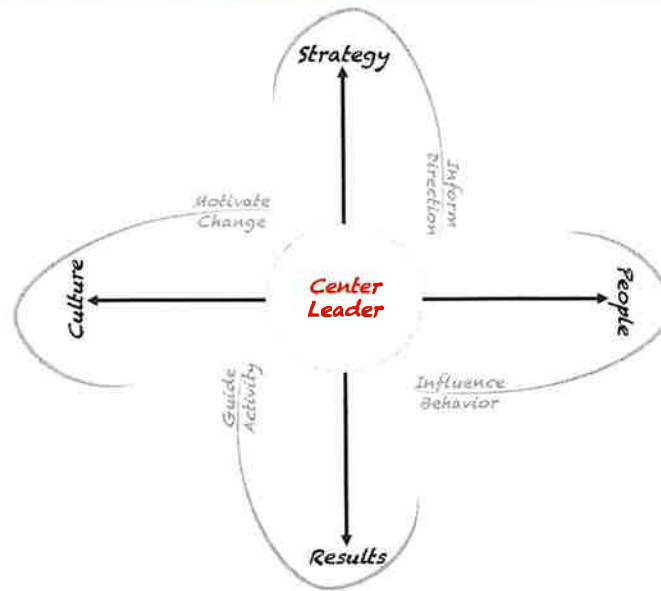
- Importance of Coherence
- Clear Messaging
- Strategic Planning
- Alignment to a Goal
- Relevance
- Financial Implications
- Buy-In
- Fighting the Battle of a "Fad"



Building Coherence Across the District



Building Coherence Across the District



Before you can...Can you ?

Structural Frame - The Artichect

Focus: Systems, roles policies and structures

Human Resource Frame – The Coach

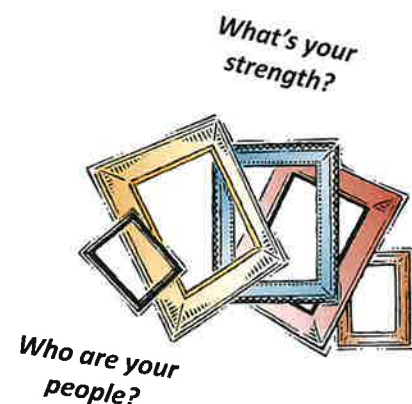
Focus: People, relationships, and empowerment

Political Frame – The Advocate

Focus: Power, influence, and coalition-building

Symbolic Frame – The Visionary

Focus: Meaning, culture, and inspiration



"Effective school leaders lead through all four frames balancing structure, people, politics, and purpose to move a community from compliance to commitment."

The Layers of Change

Technical Changes

Changes in structures, tools, or processes, often straightforward and procedural.

Examples within the Instructional Core Wheel:

- Implementing a new lesson planning template or walkthrough tool
- Setting clear I-Ready benchmark targets
- Adjusting schedules or data talk protocols
- Providing new instructional materials aligned to standards

Impact:

- Improves efficiency and consistency
- Easier to measure and monitor
- Does not automatically change beliefs or practices

Adaptive Changes

Changes that require new learning, shifts in mindset, and shared ownership, transformational in nature.

Examples within the Instructional Core Wheel:

- Deepening understanding of the student, teacher, content relationship
- Building collective efficacy around instructional practices
- Developing a culture of actionable feedback and reflective practice
- Strengthening trust, collaboration, and accountability within teams

Impact:

- Sustains improvement over time
- Strengthens the "why" behind instructional decisions
- Leads to a culture of continuous learning and innovation

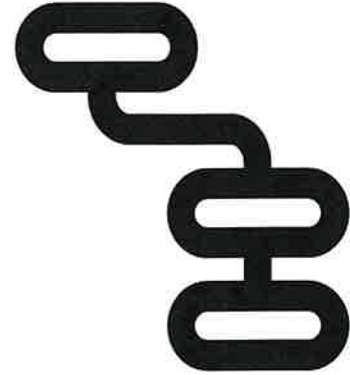
The Power of Systems Thinking

- Alignment
 - Builds Momentum
 - Coalesce Groups
 - Steers the Path
- Clear Communication
 - Reinforces Understanding
 - Builds Trust
 - Promotes Equity
- Commitment to Follow Through
 - "F" Word = Fidelity
 - Expected Consistency
 - Becomes the Norm



The Work In Action

- Shared Vision of the Instructional Core
- Systematized Data Protocols
- Aligned Professional Learning



Instructional Core Wheel

- Codified the district's non-negotiables
- Definition of High Quality Instruction
- Custom built and personal
- Reflect the values the district holds dear
- New initiatives must align with the wheel
- Foundation for "The Work"
 - School Improvement Plan
 - Strategic Operating Plan
 - Staff Professional Development
 - Leadership Enhancement
 - Curriculum Development



Lens of a Teacher

The Goal:

- Learning happens at the intersection of teacher, student and the task.
- Aligns all the non negotiables in one place.
- Gives a clear explanation for what the district believes is high quality instruction.
- Moves from isolated practices to collective efficacy



Systematized Data Protocols

- Walkthrough Tools
 - Authentically Created
 - Data Dashboard
 - Continuous Improvement
 - District-Wide Calibration
- Data Talks
 - Quarterly
 - Collaborative Reflections
 - Major Content Areas & Special Education
 - Tangible Commitments



Lens of an Administrator

The Goal:

- It drives the work (coherence and alignment)
- The framework that connects all initiatives, every district priority lives through the wheel.
- Encourages teachers to be facilitators of learning.
- Provides snapshots professional learning, reflection, growth and compass towards efficacy as a building.



Aligned Professional Learning

- Windsor Nation
- ConvoNation
- Professional Development District Wide
- Pre-fabricated Slides used to Instruct
- Clear Expectations for Everyone
- District Wide Professional Development Calendar



Lens of a Student

The Goal:

- My learning is important!
- I am part of the learning process, with the teacher and my peers in the classroom.
- My learning will involve teachers asking me difficult questions.
- My learning will also include my teacher giving me feedback on my work for me to improve.



Extension of the Instructional Core Wheel



Mobile Classroom

- Equitable access for all district children k-5.
- Targeted academic support, enrichment, and instruction in flexible spaces designed for engagement.
- Ensures students engage in meaningful thinking tasks, outside the traditional classroom.

Lens of a Parent

The Goal:

- Understanding of the district priorities. "North Star"
- No matter which school children attend, learning will be consistent, challenging, and engaging.
- Learning is about thinking and engagement with teacher, student and task.
- We meet students where they are and guide them forward.



The Rule of Seven

- **Visual Displays**
Posted around the building and embedded in documents
- **Language in Communication**
Referenced in newsletters, meetings, and updates.
- **Professional Learning**
Used in PD sessions and coaching conversations.
- **Feedback and Reflection**
Connected to walkthroughs and instructional rounds.
- **Team Collaboration**
Built into PLC discussions and goal-setting.
- **Celebrations and Recognition**
Core-aligned shoutouts or highlights.
- **Decision-making**
Referenced when choosing strategies or priorities.



Wheels of Success

Academics



Culture



&

Instructional Core Wheel 2.0



LEVEL 2 ITEM 5C. RELATED ORGANIZATIONAL LEADERSHIP

One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in the last 12 months.

- Day-on-the-Hill
 - Ayana K. Taylor
 - Leonard O. Lockhart

- CABE Delegate Assembly
 - Ayana K. Taylor
 - Nathan G. Wolliston
 - Leonard L. Lockhart

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Danielle Batchelder,
Chief of Operations

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: Year End Budget Site & Category Balances

SUBJECT: Fiscal Year '26 Year End Balances

BACKGROUND:

Board Policy 3160 allows the board to transfer any unencumbered portion of any budget site to another budget site, but expenditures shall not exceed the appropriation made by the fiscal authority of the Town.

The Board of Education's budget for Fiscal Year 2026, which ended June 30th, was \$89,275,124. Our unexpended balance is \$562,199. (NOTE: results have not been audited.)

For the Fiscal Year End June 30, 2026, due to brining students back from OOD placements, there were significant under expenditures in Special Education OOD Tuition. The other significant under expenditure was in magnet school tuition due to the change is state law to put a cap on magnet school tuition costs. Offsetting these under expenditures was over expenditures in Special Education Transportation, Physical Plant Services and Major Maintenance.

STATUS:

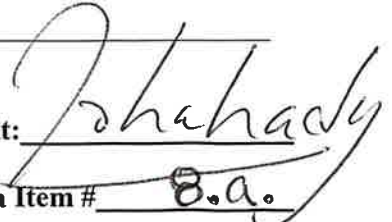
The projections of expenditures for the close of Fiscal Year 2026 are **within** the total approved appropriation from the Town of Windsor for the Fiscal Year. The total expenditures for the fiscal year did **not** exceed the budget appropriation of \$89,275,124.

The attached financial report outlines the budget sites and categories that were over budget and their subsequent budget sites and categories that offset the deficits.

RECOMMENDATION:

That the Board approves the return of \$562,199 to the Town with the details of the projected budget/category surpluses and deficits as attached. (Final amount subject to completion of the audit.)

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # 8.a.

Windsor Public Schools
Financial Report
6/30/2026

	2025-2026 Budget	Expenditures YTD 6/30/26	Encumbrance	Balance 6/30/2026	% Balance
Instructional Services					
Clover Street School	50,170	43,035	0	7,135	14%
John F. Kennedy School	71,950	65,616	0	6,334	9%
Oliver Ellsworth School	74,230	64,838	0	9,392	13%
Poquonock School	56,800	50,445	0	6,355	11%
Sage Park Middle School	184,935	167,082	0	17,853	10%
Windsor High School	355,145	318,191	0	36,954	10%
Windsor High School Interscholastic Sports	260,000	259,260	0	740	0%
Athletic Coaches	336,000	335,423	0	577	0%
WHS Career & Technical Education	59,745	55,833	0	3,912	7%
Continuing Education	70,400	69,651	0	749	1%
Instructional Mgt. & Curr Development	469,649	459,630	0	10,019	2%
Magnet School Tuition	1,860,600	1,535,520	0	325,080	17%
Technology	1,677,761	1,563,500	0	114,261	7%
Total Instructional Services	5,527,385	4,988,024	0	539,361	10%

Education Support Services					
Pupil Personnel Services	316,350	278,790	0	37,560	12%
Special Education	83,450	71,862	0	11,588	14%
Special Education Tuition	6,779,140	6,298,328	0	480,812	7%
Policy & Planning	133,386	196,296	0	(62,910)	-47%
Employee Personnel Services	152,000	150,680	0	1,320	1%
Financial Management	270,840	252,134	0	18,706	7%
Financial Services	38,500	36,451	0	2,049	5%
Pupil Transportation & Safety	3,759,399	3,702,672	0	56,727	2%
Special Education Transportation	2,773,200	3,118,535	0	(345,335)	-12%
Physical Plant Services	3,150,200	3,395,622	0	(245,422)	-8%
Major Maintenance	423,000	527,200	0	(104,200)	-25%
L.P. Wilson Center	281,500	283,520	0	(2,020)	-1%
Benefits	14,638,875	14,638,875	0	0	0%
Certified Salaries	36,926,243	36,796,907	0	129,336	0%
Non-Certified Salaries	11,988,580	11,903,065	0	85,515	1%
Regular Ed Tutor Salaries	682,550	705,821	0	(23,271)	-3%
Special Ed Tutor Salaries	512,940	495,628	0	17,312	3%
Substitute Salaries	781,586	819,521	0	(37,935)	-5%
FRC & SEL	56,000	52,994	0	3,006	5%
Total Education Support Services	83,747,739	83,724,901	0	22,838	0%

Total All Sites	\$89,275,124	\$88,712,925	\$0	\$562,199	1%
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* 2025/2026 Audit is still in process.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Dr. Noha Abdel-Hady

PRESENTED BY: Dr. Noha Abdel-Hady
Superintendent

ATTACHMENTS: N/A

SUBJECT: 25/26 Lunch Debt

BACKGROUND:

The Board of Education will receive an update regarding outstanding student meal debt from the 2025–2026 school year. At the close of the fiscal year, Windsor Public Schools had a total of \$56,671.79 in unpaid student meal balances across the district.

In accordance with federal school meal program requirements, unpaid meal debt cannot remain as an expense of the district's nonprofit food service account and must be addressed using an allowable non-food-service funding source. As a result, schools were required to use funds from their individual school budgets to cover their outstanding balances.

The administration will provide the Board with a breakdown of meal debt by school, discuss the financial impact on school-level budgets, and review considerations for addressing and reducing student meal debt moving forward.

RECOMMENDATION:

For Informational Purposes Only

Recommended by the Superintendent:

Agenda Item #

N. Hady
8.6.

Meal Debt School Breakdown 25-26

School	Students Affected	Households Affected	Total Outstanding Debt
Clover Street School	51	49	-\$6,698.00
John F. Kennedy School	79	75	-\$10,113.30
Oliver Ellsworth School	38	38	-\$2,718.55
Poquonock Elementary School	25	25	-\$1,291.70
Sage Park Middle School	130	125	-\$13,530.30
Unenrolled	52	50	-\$5,155.15
Windsor High School	237	217	-\$32,952.24
DISTRICT TOTAL	612	482	-\$72,459.24

Breakfast Meal Count by Eligibility: First Week of School Comparison: 2026 - 2027 vs. 2025 - 2026

District	9.1.26 - 9.9.26		8.25.25 - 9.2.25		Difference
	This Year	Last Year	This Year	Last Year	
Free Students	2,068	1,858	210	More free eligible students receiving breakfast	
Reduced Students	476	384	92	More reduced price meal eligible students receiving breakfast	
Paid Students	1,380	1,143	237	More paid students receiving breakfast	
Total Breakfast	3,924	3,385	539		

School	This Year		Last Year		Difference
	This Year	Last Year	This Year	Last Year	
Elementary	2,071	1,657	414	More at Elementray receiving breakfast	
Sage Park	780	544	236	More at Sage Park receiving breakfast	
WHS	1,073	1,184	-111	less at WHS receiving breakfast	
Total Breakfast	3,924	3,385	539		

Breakfast - Elementary		This Year	Last Year
Free Students		1,062	914
Reduced Students		258	202
Paid Students		751	541
Total Breakfast		2,071	1,657

Breakfast - Sage Park		This Year	Last Year
Free Students		371	276
Reduced Students		95	75
Paid Students		314	193
Total Breakfast		780	544

Breakfast - WHS		This Year	Last Year
Free Students		635	668
Reduced Students		123	107
Paid Students		315	409
Total Breakfast		1,073	1,184

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Liana Jorgensen

PRESENTED BY: Noha Abdel-Hady, Liana Jorgensen and Mary Cristofaro

ATTACHMENTS: Presentation

SUBJECT: Disproportionality and High Rates of Suspensions in School Discipline - Indicator 4A and 4B

BACKGROUND:

The administration will provide the Board of Education with an overview of Connecticut State Department of Education (CSDE) Indicators 4A and 4B, which examine long-term suspension and expulsion rates for students with disabilities, including disproportionality by race and ethnicity. The presentation will review Windsor Public Schools' 2024-25 discipline data, the district's identification under these indicators, the CSDE review process, and the district's ongoing work to strengthen behavioral supports and disciplinary practices.

RECOMMENDATION:

For Informational Purposes Only

Recommended by the Superintendent:

Agenda/Item #

N. Hady
8.C.

Introductory Meeting for the Community of Practice on Disproportionality and High Rates of Suspensions in School Discipline



Connecticut State Department of Education — January 21 and March 5, 2026



Welcoming Remarks

*John D. Frassinelli, Division Director
School Health, Nutrition, and Family Services*



Agenda



Introduction and Purpose



Procedure to Determine
Disproportionality and High
Suspension Rates



Community of Practice and
Next Steps



Questions and Answers

Introduction and Purpose

Eben McKnight, Consultant
State Education Resource Center



Indicators 4A and 4B Definitions

Indicator 4A: Percent of local educational agencies (LEA) that have a **significant discrepancy**, as defined by the State, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and

Indicator 4B: Percent of LEAs that have: (a) a **significant discrepancy**, as defined by the State, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

Sessions at a Glance

- MTSS/PBIS Training (Series)
- MTSS for Leadership
- School Discipline Community of Practice
- Understanding Disproportionality in School Discipline series
- Using Data and Protocols to determine Effective behavior Supports for Students
- Classroom Practices for improving student learning
- Aligning/Integrating Practices Using the MTSS Framework
- Pyramid
- Impact of Childhood trauma for Students of Color
- Wired from birth-Executive functioning: (What does Race and Culture have to do with it?)
- Intro to Restorative Practices
- Deepening Collaboration: The Interconnected Systems Framework (ISF)
- Social Emotional Learning within Multi-tiered Systems of Support
- Designing for Belonging to Strengthen School Communities



Why This Matters

Exclusionary discipline is linked to missed instruction, disengagement, higher future misbehavior, later incarceration, and higher rates of school and community involvement for Black and Latino students.

Positive relationships, belonging, improved mental health, and health outcomes for students with a history of discipline/school exclusion are associated with depression, lower self-confidence, and high-risk behaviors.



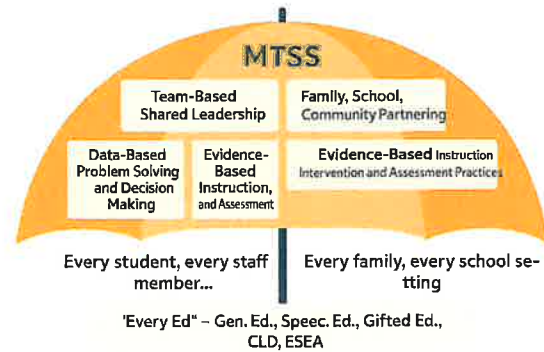
A recent statewide analysis:

14% of students at youth ages 12-17 are at-risk or involved in school and community involvement.

Students with a history of discipline/school exclusion are more likely to experience homelessness, and face severely limited lifetime earnings.

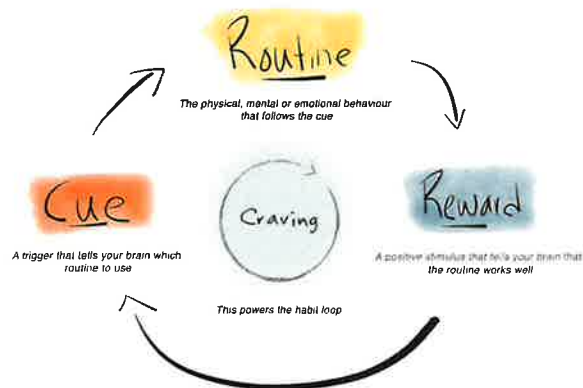
Where this Work Lives in Our Systems

MTSS is the big umbrella that encompasses and integrates practices to support the **academic, behavioral, social-emotional** and **linguistic** success of all students



Systems Matter

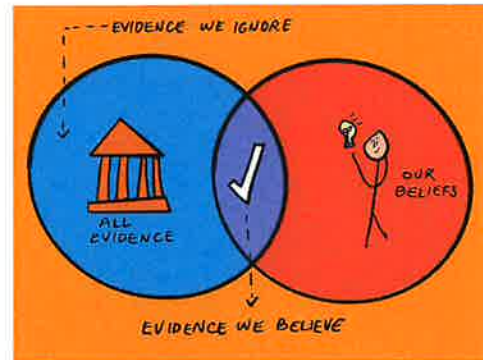
- **Systems reduce decision fatigue** by embedding habits, routines, and cognitive shortcuts that make desired behaviors automatic freeing people to **think deeply rather than react automatically**
- Effective MTSS works as a “**plug and play**” efficiency: with clear, predictable structures that allow educators to insert the **right intervention at the right time**, regardless of staffing changes or logistics
- Well-designed systems **create consistency and fidelity**, ensuring that supports are **timely, coordinated**, and **sustainable** so teams can stay focused on student needs rather than reinventing processes



How do we know?

Assumptions are claims or beliefs that are accepted as true even if it is not supported by evidence

Evidence is the body of information that indicates whether a belief or proposition is true or valid



Procedure to Determine Disproportionality

Keryn Felder, Education Consultant
Performance Office



Disproportionality is when representation of a group is significantly different from its proportion in the general population, often indicating unequal outcomes.

What is Used to Calculate Disproportionality?

- Enrollment
- Suspension Rate
- Relative Risk Index

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Source: Public School Information System (PSIS) counts – October and June (*may not match EdSight*)

Exclusion Rules

- Less than 6 students of a group are suspended (numerator)
- Less than 20 students in a group are enrolled (denominator)

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Suspension Rate

If a student has two or more suspensions (ISS, OSS) or expulsions they are counted *once*.

$$\frac{\text{Count of students who had at least one suspension}}{\text{Enrollment of students}}$$

ISS = In-School-Suspension

OSS = Out-of-School Suspension

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Suspension Rate Example

	EXP	OSS	ISS
Alicia		2	
Betsy	2		
Fred	1	3	3
Gina		1	
Heather		2	3
Michael		1	1
Nathan	1		
Robert			1
Sonia			1
William		1	
School Enrollment = 100			

Each student is counted once (10), the enrollment is 100:

$$\frac{10}{100} = 10\%$$

NOTE: For illustrative purposes only. Suspension Rates are not calculated for the sample size above.

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Suspension Rate By Subgroup

	Gender
Alicia	F
Betsy	F
Fred	M
Gina	F
Heather	F
Michael	M
Nathan	M
Robert	M
Sonia	F
William	M
School Enrollment = 100	

Sample School Information:

Gender

- 30 Female
- 70 Male

$$\frac{5}{30} = 17\%$$

$$\frac{5}{70} = 7\%$$

NOTE: For illustrative purposes only. Suspension Rates are not calculated for the sample size above.

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Suspension Rate By Subgroup

	Race Ethnicity
Alicia	Two or More
Betsy	White
Fred	Black
Gina	Hispanic
Heather	Hispanic
Michael	Black
Nathan	White
Robert	Two or More
Sonia	Hispanic
William	Asian
School Enrollment = 100	

Sample School Information:

Race/Ethnicity

- 2 American Indian
- 7 Asian
- 20 Black
- 27 Hispanic
- 5 Pacific Islander
- 9 Two or more races
- 30 White

Asian	Black	Hispanic
$\frac{1}{7} = 14\%$	$\frac{2}{20} = 10\%$	$\frac{3}{27} = 11\%$
Two or More	White	School
$\frac{2}{9} = 22\%$	$\frac{2}{30} = 7\%$	$\frac{10}{100} = 10\%$

NOTE: For illustrative purposes only. Suspension Rates are not calculated for the sample size above.

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- RRI is the Black or African American and Hispanic/Latino suspension rate divided by the white student suspension rate.
- If there are fewer than 20 Black or African American or Hispanic/Latino students in the subgroup then the suspension rate cannot be calculated; therefor the RRI also cannot be calculated.
- **If the district does not have at least 20 white students to calculate a white student suspension rate, then the statewide white suspension rate for the year is used for the RRI calculation.**

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From EdSight:

Suspension Rates, 2024-25 by Race/Ethnicity

State of Connecticut

[Export .csv file](#)

Notes regarding the COVID-19 pandemic:

- In the 2019-20 school year, in-person classes were suspended in mid-March; all districts switched to fully remote instruction for the remainder of the school year.
- In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully remotely for the entire school year.

District	Race/Ethnicity	Count	%
State	American Indian or Alaska Native	83	6.4
	Asian	557	2.0
	Black or African American	8,162	12.7
	Hispanic/Latino of any race	15,037	8.9
	Native Hawaiian or Other Pacific Islander	36	7.8
	Two or More Races	1,100	2.4
	White	9,895	8.2

Black RRI

$$\frac{12.7}{4.2} = 3.1\%^*$$

Hispanic RRI

$$\frac{8.9}{4.2} = 2.1\%^*$$

Discipline Tiers Results

2024-25, Tier 3, State of Connecticut

Your search returned 1 result(s)

[Export .csv file](#)

[Export formatted .xlsx file](#)

District Name	Tier	Suspension Rate for Black or African American Students		Suspension Rate for Hispanic/Latino Students		Overall Suspension Rate		Relative Risk Index (RRI) for Black or African American Students		Relative Risk Index (RRI) for Hispanic/Latino Students	
		2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
State of Connecticut	Tier 3	12.1	12.7	9.1	8.9	7.0	6.8	3.1	2.1	2.1	2.1

* Slight variance due to rounding

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Visit [EdSight](#) → Students → Discipline → [District Discipline Tiers](#)



Discipline Tiers Results

2024-25, All Tiers, State of Connecticut

Your search returned 1 result(s).

[Export csv file](#)

[Export formatted .xlsx file](#)

District Name	Tier	Suspension Rate for Black or African American Students		Suspension Rate for Hispanic/Latino Students		Overall Suspension Rate		Relative Risk Index (RRI) for Black or African American Students		Relative Risk Index (RRI) for Hispanic/Latino Students	
		2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
State of Connecticut	Tier 3	13.1	12.7	9.1	8.9	7.0	6.8	3.1	3.1	2.1	2.1

- **Tier 4** - Consistently High Suspension Rates (may also have high disproportionality): Overall, Black or African American, or Hispanic/Latino suspension rate $\geq 15\%$ in 2 recent years.
- **Tier 3** - Consistently High Disproportionality: Not in Tier 4 AND either Black or African American or Hispanic/Latino RRI ≥ 3 in 2 recent years.
- **Tier 2** - Consistently Medium Disproportionality: Not in Tiers 4 or 3 AND either Black or African American or Hispanic/Latino RRI ≥ 2 in 2 recent years.
- **Tier 1** - Low Suspension Rate/Disproportionality: All other districts

[Methodology](#)

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In 2017, the Connecticut State Department of Education created the Early Indication Tool (EIT), a K-12 system that uses statistical methods to predict student performance and identify clusters of students who are at-risk of missing milestones and/or dropping out, and ultimately facilitates more timely interventions.

Contact your [LEA Security Manager](#) to find out who has access in your district.

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Community of Practice and Next Steps

Dr. Kim Traverso, Program Manager for
Indicator 4, Education Consultant
Student Support Services



Community of Practice FAQs

1. What is the purpose of the Connecticut State Department of Education CoP Protocol to address disproportionate suspension/expulsion of students of color?
2. What are the main components of the protocol?
3. How do districts develop concrete plans for improvement?



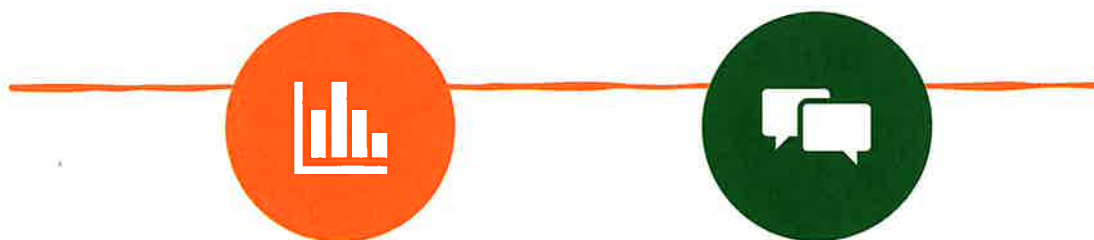
NEXT STEPS



SAVE THE DATE:



APRIL 23, 2026



QUESTIONS AND ANSWERS

PARTICIPANT'S VOICE

Contacts:

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Keryn Felder Keryn.Felder@ct.gov

Dr. Kimberly Traverso Kimberly.traverso@ct.gov

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Dr. Noha Abdel-Hady

PRESENTED BY: Dr. Noha Abdel-Hady and
Liana Jorgensen

ATTACHMENTS: N/A

SUBJECT: School Zoning and Residency Update

BACKGROUND:

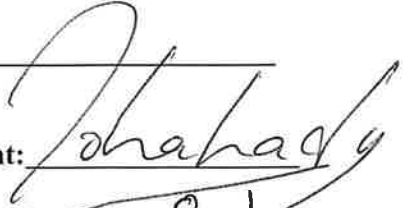
Windsor Public Schools assigns students to schools based on established attendance areas and verifies student residency in accordance with Board of Education policy and applicable Connecticut law. Board Policy 5117 addresses school attendance areas, while Board Policy and Administrative Regulation 5111 address student admission and residency requirements.

The administration will provide the Board of Education with an update regarding current school zoning and residency practices, including attendance-area assignments, residency verification procedures, enrollment considerations, and the processes used when a student's residency or school assignment changes. The discussion will also provide an opportunity to review current practices and identify any areas where policy, administrative procedures, or communication may need clarification or updating to support consistent and equitable implementation across the district.

RECOMMENDATION:

For Informational Purposes Only

Recommended by the Superintendent:


Agenda Item # 8. d.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Dr. Noha Abdel-Hady

PRESENTED BY: Dr. Noha Abdel-Hady and
Christopher Fulton

ATTACHMENTS: N/A

SUBJECT: Pay to Play Update

BACKGROUND:

As part of the 2026–2027 budget reductions following the second unsuccessful budget referendum, the Windsor Board of Education reduced the district’s athletics budget by \$203,000. To preserve athletic opportunities for students while addressing this reduction, the district implemented a Pay-to-Play fee structure for middle and high school athletics beginning with the 2026–2027 school year.

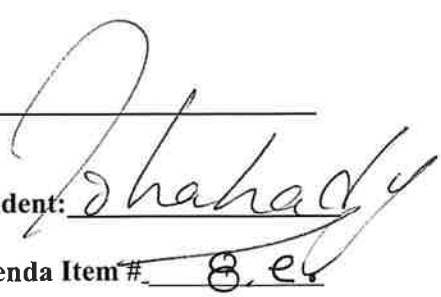
The district established a two-tier participation fee structure of \$100 and \$120, depending on the sport, with financial assistance provisions for students who qualify for free or reduced-price meals. The district has also established procedures for the collection, accounting, and monitoring of participation fees and related contributions.

This agenda item will provide the Board with an update on the implementation of Pay-to-Play, including student participation, fee collection, financial assistance and sponsorships, operational considerations, and the program’s financial impact to date.

RECOMMENDATION:

For Informational Purposes Only

Recommended by the Superintendent:


Agenda Item # 8.e

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

PREPARED BY: Dr. Noha Abdel-Hady

PRESENTED BY: Dr. Noha Abdel-Hady and
Dr. Michael Mallery

ATTACHMENTS: N/A

SUBJECT: FRC Grant

BACKGROUND:

Windsor Public Schools has received approval from the Connecticut State Department of Education for the continuation of the FY 2027 Family Resource Center (FRC) Grant at Oliver Ellsworth School. The grant provides \$122,650 in state funding to support the district's Family Resource Center and its services for children and families. The proposed grant budget supports personnel, employee benefits, professional and technical services, program services, and supplies.

The Family Resource Center provides a range of family and student supports, including early childhood playgroups, family education and literacy activities, before- and after-school programming through Tree House, parent education and home visits, positive youth development activities, and connections to community resources and services.

The grant application identifies Windsor Public Schools as the lead applicant and Oliver Ellsworth Elementary School as the Family Resource Center site serving PreK through Grade 2. The application requires official Board of Education approval/endorsement, with September 15, 2026 identified as the intended date of Board acceptance.

RECOMMENDATION:

Move the Windsor Board of Education approve and accept the Connecticut State Department of Education FY 2027 Family Resource Center Grant in the amount of \$122,650 for the continuation of the Family Resource Center at Oliver Ellsworth School, as presented.

Recommended by the Superintendent:


Agenda Item # 8.F.

WINDSOR BOARD OF EDUCATION AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2026

Prepared By: Dr. Noha Abdel-Hady

Presented By: N. Wolliston/N. Abdel-Hady

Attachments: See electronic documents attached to the September 15, 2026 agenda

Subject: Policy Adoption, 1st Reading

BACKGROUND:

The Board of Education Policy Committee reviewed the following policies at their meeting on August 18, 2026. The committee is bringing the policies to the full Board as a 1st reading, potentially waiving the 2nd reading.

1. Rewrite P/AR 4100 Recruitment and Selection and Delete P 4211 Recruitment and Selection (Non-Certified)
2. Revised P/AR 5111 and Form 1 School Accommodation - Admission Residency
3. Revised P 5114 Student Discipline
4. New P 5123.3 Graduation Ceremonies (Participation)
5. New P/AR 5131.81 Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices
6. Revised AR 6340 Guidelines for Acceptable Use of Computers, Networks, and the Internet (Students)

Administrative Regulations are informational only.

RECOMMENDATION:

Move the Board of Education approve the Rewritten Policy 4100 Recruitment and Selection, Revised Policy 5111 and Form 1 School Accommodation - Admission Residency, Policy 5114 Student Discipline, and deleting Policy 4211 Recruitment and Selection (Non-Certified), New Policy 5123.3 Graduation Ceremonies (Participation) and New Policy 5131.81 Personal Technology Use in Schools/Cellular Phones/Electronic Communication as a 1st reading, waiving the 2nd reading, and approving the policies for immediate use and distribution.

Recommended by the Superintendent:


Agenda Item # 8.9.

Rational for Rewrite and Deletion of Policy/Administrative Regulation

(Rewrite) P/AR 4100 Recruitment and Selection

And

(Delete) P 4211 Recruitment and Selection (Non-Certified)

This is a total rewrite of the current policy and deletion of P/AR 4100 Recruitment and Selection and deletion of P 4211 Recruitment and Selection (Non-Certified)

To comply with Public Act 26-12, effective October 1, 2026, this model policy and administrative regulation written by CABE, have been updated to incorporate the expanded job posting disclosures regarding wage ranges, benefit summaries, and paycode transparency guidelines.

Key Revisions include:

1. Job Posting Wage and Benefits Transparency (P.A. 26-12) requires all public, external, internal, transfer, and promotional job postings to include:
 - a. The wage rate or a good-faith wage/salary range; and
 - b. A general description of the position's benefits, including health insurance, retirement plans, fringe benefits, and paid leave options.
2. Paycode Transparency Guide Disclosure (P.A.26-12) mandates that districts with 100 or more employees maintain and publish a plain-language guide on their website detailing all pay codes used for overtime and wage differentials, available in multiple common languages spoken by staff.
3. Automated Employment Decision Technology Notice (P.A.26-12) requires advance written disclosure if AI or automated screening systems are used during recruitment.
4. TRB Reemployment Compliance (C.G.S. §10-183v) reaffirms the 45% maximum compensation cap for retired certified teacher in non-shortage areas, proper notification protocols, and health benefit rules.

The deletion of P 4211 is due to the fact that the rewrite of P/AR 4100 incorporates both Certified and Non-Certified employees.

Personnel -- Certified/Non-Certified

Recruitment and Selection

The Board directs the Superintendent to develop and maintain a recruitment program to attract and retain the most effective personnel, as defined by federal law, in the District's schools. All District teachers must meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternate routes to certification.

Increasing Educator Diversity

The Board of Education believes it is especially important to ensure that recruitment, hiring, and retention efforts increase educator diversity. The administration is directed to make a determined and substantial effort to ensure that the district's recruitment procedures increase diversity, consistent with C.G.S. §10-56ee and Public Act 23-167.

Fair Employment Practices and Public Notices

The schools shall engage in fair and sound personnel practices in the appointment of all district employees. The administration shall be responsible for establishing recruitment, selection, and appointment procedures.

The Superintendent shall ensure that the District is in compliance with provisions of Title I and the Every Student Succeeds Act (ESSA). Handbooks and recruitment materials shall comply with federal law regarding the qualifications of instructional personnel. Parent/guardians of students in Title I schools shall be informed annually of their right to request information regarding teacher and paraprofessional qualifications.

Job Posting Transparency (P.A. 26-12)

Effective October 1, 2026, the Superintendent or designee shall ensure that all public, external, internal, promotional, and transfer job postings published or distributed by the District include:

1. The wage rate or a good-faith estimate of the wage/salary range for the position; and
2. A general description of the position's benefits, including health insurance, retirement options, fringe benefits, and paid leave provisions.

(Districts with 100 or more employees shall also post on the District website a plain-language guide explaining all pay codes used for overtime and wage differentials, available in English, Spanish, and any common language spoken by members of the workforce.)

Automated Employment Decision Technology

If the District utilizes automated or AI-driven technology to screen job applications or evaluate employees, advance written notice shall be provided to candidates detailing the technology's purpose and the nature of the decision-making process.

Personnel -- Certified/Non-Certified

Recruitment and Selection (continued)

Hiring of Retired Teachers

A retired teacher receiving benefits from the Teachers' Retirement Board (TRB) may be reemployed by the Board for up to one full school year in a position:

1. Designated by the Commissioner of Education as a subject shortage area, or
2. At a school located in a priority school district for the school year in which the teacher is being employed.

Such reemployment may be extended for an additional school year, provided the Board:

1. Submits a written request for approval to the Teachers' Retirement Board,
2. Certifies that no qualified candidates are available prior to the reemployment of such teacher, and
3. Indicates the type of assignment to be performed, the anticipated date of rehire, and the expected duration of the assignment.

The forty-five percent (45%) limitation applies if the retired teacher has worked for more than two years in either a subject shortage area or a priority school district.

The salary of such teacher shall be fixed at an amount at least equal to that paid other teachers in the District with similar training and experience for the same type of service.

Except as indicated above, a certified educator receiving retirement benefits from the TRB may not be employed in a certified position receiving compensation paid out of public money appropriated for school purposes, except that such educator may be employed in such a position and receive no more than forty-five (45%) of the maximum salary level for the assigned position. Any certified educator who receives in excess of such amount shall reimburse the Board for the amount of such excess. Fringe benefits offered by the District, if taken by the employed retired individuals, are included in the maximum compensation calculation.

Applicant Disclosure Requirements

On the application form, an applicant for any position in the school district shall disclose any previous relationship with the Superintendent or any Board member. Previous relationships will include any business, financial, personal, political, or family connections. The Superintendent shall provide the Board with full disclosure of any prior knowledge or relationship with any candidate recommended for employment.

The Board authorizes the Superintendent to employ teachers. (If the Superintendent is not authorized to employ teachers, the Superintendent will submit nominations to the Board of Education, and the Board shall accept or reject such nominations not later than thirty-five (35) calendar days from submission.)

Personnel -- Certified/Non-Certified

Recruitment and Selection

Legal Reference: Connecticut General Statutes (continued)
 10-220 Duties of Boards of Education.
 31-126 Unfair Employment Practices.
 46a-60 Discriminatory employment practices prohibited.
 Title IV Equal Employment Opportunities.
 34 C.F.R. 200.55 Federal Regulations.
 P.L. 114-95 Every Student Succeeds Act, S.1177-55, 56
 PA 23-167 An Act Concerning Transparency in Education Section 10.
 PA 26-12 An Act Concerning Pay Transparency, Employee Benefits
 Disclosure, and Workplace Accommodations.

Policy adopted:

Windsor Public Schools

Windsor, CT

Personnel – Certified/Non-Certified

Recruitment and Selection

Process Overview – Certified/Non-Certified Staff

1. Identify the need for the position and establish the job specification.
2. Draft job posting ensuring compliance with P.A. 26-12 (must include good-faith salary range and general description of benefits).
3. Internally post the position (including notification of promotion or transfer opportunities).
4. Externally post the position.
5. Applications are collected in the District Office or the electronic portal until closing date.
6. Applications are screened by the building Principal and/or department supervisor.
7. Initial screening interview performed by committee:
 - a. K-6 District Committee: Principal and designees, including grade-level representatives.
 - b. 7-12 District Committee: Assistant Principal, department supervisor, content area teacher, team leader.
8. Candidates are asked to teach a sample lesson (where applicable).
9. Finalist (s) interview with building Principal and/or Superintendent.
10. Superintendent notifies the Board of Education or executes hiring pursuant to Board authorization.

Regulation approved:

Dr. Noha Abdel-Hady

Superintendent of Schools

Windsor Public Schools

Personnel – Certified/Non-Certified

Recruitment and Selection

Process Overview – Certified/Non-Certified Staff (continued)

Job Posting Disclosure Specifications (P.A. 26-12):

All internal and external job postings generated by the District must contain the following language:

1. **Compensation:** “The salary/wage range set in good faith for this position is (\$X to \$Y per hour/year), depending on experience and collective bargaining placement.”
2. **Benefits Summary:** “This position includes a comprehensive benefits package featuring (health/dental/vision insurance options, CT Teachers’ Retirement System (TRB)/MERS eligibility, paid sick and personal leave, life insurance, and professional development opportunities).”

Initial Application Screening

Initial application screening should be conducted by the building Principal (and other relevant administrators). Screening criteria shall be job-related, objective, and compliant with equal opportunity standards. If automated screen systems (AI) are utilized, candidates must be provided advance notice of the system’s role in the evaluation process. The purpose of the initial application screening is to identify the top candidates to be invited to interviews. Information to review shall include application, cover letter, resume, transcripts, and letters of recommendation.

TRB Reemployment Verification

Prior to executing a contract with a retired certified educator under C.G.S. §10-183v:

1. Central Office shall verify whether the position is in a state-designated shortage area or the District is listed as a priority school district.
2. If not, Central Office shall ensure total annual earnings (including district-provided health benefits if accepted) do not exceed 45% of the maximum salary level for the assigned position.
3. Central Office shall submit required reemployment forms to the Teachers’ Retirement Board (TRB).

Regulation approved:

Dr. Noha Abdel-Hady

Superintendent of Schools

Windsor Public Schools

emancipated child or student eighteen years of age or older, as provided by law. The Board may seek to recover such amount through available civil remedies.

Legal Reference: Connecticut General Statutes.

[10-15](#) Towns to maintain schools.

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247.

[10-76a](#) – [10-76g](#) re special education.

[10-184](#) Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) – as amended by PA 98-243, and PA 00-157.

[10-186](#) Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26, An Act Concerning Graduation Requirements and Placement of Older Students.

Appeals to state board. Establishment of hearing board.

[10-233a](#) – [10-233f](#) Inclusive; re: suspend, expel, removal of pupils.

[10-233c](#) Suspension of pupils.

[10-233d](#) Expulsion of pupils.

[10-233k](#) Notification of school officials of potentially dangerous students (as amended by PA 01-176).

[10-261](#) Definitions.

State Board of Education Regulations.

[10-76a-1](#) General definitions (c) (d) (q) (t).

[10-76d-7](#) Admission of student requiring special education (referral).

[10-204a](#) Required immunizations (as amended by PA 98-243).

Regulation Approved: April 21, 2009

Regulation Revised: August 12, 2026

FORM 1

CERTIFICATION OF RESIDENCY

(For families living with someone who is the owner/tenant of residence in Windsor)

As a part of our residency verification process, we are requesting that you, as the owner/tenant of the residence in Windsor, verify that:

School: _____ School Year: _____

Name of Student(s): _____

and his/her parent(s)/guardian(s): _____

reside at: _____ with me. (List Address and Apartment/Unit Number)

I, _____ (Local Resident/Relative/etc.) certify that the above named student(s) and parent(s)/guardian(s) reside with me at the above listed address seven days a week, in a residence owned or occupied by me in the Town of Windsor. I realize that if I make a false statement as to the residency, I may be held liable for a share of the cost of the education of the said student(s) if they, in fact, do not reside in Windsor. My relationship to student(s) is _____. I can be reached at home _____ or work _____.

I understand that a Certificate of Residency is valid only for the current school year and will need to be resubmitted annually, or immediately upon a change in the student's living situation, whether within the Town of Windsor or to a residence outside of Windsor. I agree to notify the school immediately regarding the termination of the student's full-time physical presence (permanent residency) in the Town of Windsor, in which event the student will no longer be eligible for free school privileges and may be subject to immediate disenrollment.

Finally, I understand that should the student be found to be attending Windsor Schools illegally, the Town of Windsor reserves the right to recover the costs of such education from me, the undersigned. I will cooperate with the Town of Windsor when an investigation is conducted to verify residency of the above-named student(s).

I understand that a false statement may lead to the disenrollment of the above-named student(s) and may lead to my prosecution under the criminal statutes of the State of Connecticut, which is stated below (Larceny 53a-122). I also understand that this document may be used as evidence in a court of law.

RELEASE OF INFORMATION

To Whom It May Concern:

I hereby give consent to any authorized representative of the Windsor Public Schools to obtain any information in your files pertaining to my permanent residency (address). This may include homeowners (landlord), residential managers, rental agents, caseworkers, housing authorities, utilities (electric, gas, phone, cable tv, etc.) or any agency regarding my permanent residence (address).

Information obtained by this release will be used to verify my residency for the purposes of public school enrollment in accordance with Connecticut General Statute 10-253.

**LARCENY 1st DEGREE, 53a-122 – The property or service is obtained by
DEFRAUDING A PUBLIC COMMUNITY and such property exceeds \$2,000.**

Class B Felony – Not less than 1 year nor more than 20 years and/or a fine up to \$10,000.

Signed: _____ Date: _____ (Legal
Resident of Windsor)

Signed: _____ Date: _____ (Parent or
Guardian of Student(s))

OATH

Both personally appeared _____ & _____ and
subscribed to and swore to the truth of the foregoing before me this _____ day of
_____, 20_____.

Notary Public's Signature My commission
expires: _____

Print Name _____ Telephone # _____

If you have any questions regarding this form please contact the Welcome Center, Windsor Public Schools at (860) 687-2000 Ext. 1263.

Rational For Revised Policy

P/AR 5111 School Accommodation – Admission Residency

This policy and regulation govern the eligibility of students for free school accommodations in Windsor based on residency, and the process the District follows to verify and, where necessary, challenge a student's residency. The proposed changes add a requirement that parents/guardians who reside with a relative with their child (ren) complete a Certificate of Residency (Form 5111.1) at registration and renew it annually, and that they immediately notify the Office of Registration of any change in a student's living situation, whether the family moves within Windsor or out of Windsor. The decision to formalize this requirement reflects the District's experience that residency status can change during the school year without the District's knowledge, which delays identification of students who are no longer eligible for Windsor school accommodations and creates inequity for Windsor taxpayers and resident families.

Requiring an annual certification, together with a clear, immediate notification obligation, gives the District a consistent, proactive tool for verifying residency rather than relying solely on reactive investigations after a concern is raised. Consistent with existing due-process protections in the regulation, a student found to no longer reside in Windsor because of an unreported move may be subject to immediate disenrollment, though the established notice-and-appeal procedure in AR5111 continues to apply.

Students

School Accommodation – Admission Residency

Children who are legal residents of Connecticut shall be entitled to all free school privileges of the Windsor Public School District.

1. Children residing with their natural parents or court appointed adoptive parents or guardians or emancipated minors or pupils eighteen years of age or older, who themselves are bona fide residents of the Town of Windsor.
2. Children residing with relatives or non relatives, when it is the intention of such relatives or non relatives and of the children or their parents or guardians that such residence is to be permanent, provided without pay, and not for the sole purpose of obtaining school accommodations.
3. Children residing in Windsor as a result of placement by the Commissioner of Children and Families, or by other agencies or persons licensed by the Department of Children and Families, and eligible residents of facilities operated by the Department of Mental Health, the Department of Mental Retardation, or by the Connecticut Alcohol and Drug Abuse Commission who are 18 to 21 years of age, provided that payment for the child's education shall be made by the school district where the child would otherwise be attending, pursuant to Connecticut General Statutes, Section 10-253 (a).
4. Children who are placed in temporary shelters located in Windsor, or Windsor residents who are placed in temporary shelters, as defined in Connecticut General Statutes, Section 10-253(e), located in other communities, shall be allowed to enroll in Windsor schools in accordance with the provisions of that section. (McKinney-Vento Homeless Education Assistance Improvements Act of 2001)

School accommodations shall not be provided for any child whose legal residence is in another state except by special agreement in accordance with Connecticut General Statutes, Section 10-253(c).

As a condition of continued eligibility for school accommodations, the parent/legal guardian of each enrolled student shall annually complete and submit a Certificate of Residency (Form 5111.1), and shall immediately notify the Office of Registration of any change in the student's living situation, whether the change is within the Town of Windsor or to a residence outside of Windsor. Failure to submit an updated Certificate of Residency or to notify the district of a change in residency may result in the immediate disenrollment of a student who no longer resides in Windsor, in accordance with the procedures set forth in the accompanying administrative regulation.

Legal References:

Connecticut General Statutes

[10-15](#) Towns to maintain schools.

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247.

[10-76a-10-76g](#) re special education.

[10-184](#) Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) as amended by PA 98-243, and PA 00-157.

[10-186](#) Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26, An Act Concerning Graduation Requirements and Placement of Older Students.

Appeals to state board. Establishment of hearing board.

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[10-233c](#) Suspension of pupils.

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[10-261](#) Definitions.

State Board of Education Regulations.

[10-76a-1](#) General definitions (c) (d) (q) (t).

[10-76d-7](#) Admission of student requiring special education (referral).

[10-204a](#) Required immunizations (as amended by PA 98-243).

Policy adopted: April 21, 2009

Policy Revised: August 12, 2026

Students

School Accommodation – Admission Residency

Student Registration Documentation

1. At the time of registration, the parent/legal guardian shall provide a completed registration packet to include proof of residence, **a completed Certificate of Residency (Form 5111.1) if it applies**, and any other documents as required by the state statutes (e.g., health form). Proof of residency may include affidavits, document leases, utility bills, mortgage statement, **a completed Certificate of Residency (Form 5111.1)**, or any other relevant documents to show permanent residency. At certain times of the year, it may be necessary to schedule an appointment to complete this process.
2. At the time of registration, or where the Board has reason to believe that a child is not entitled to school accommodations, a verification of residency shall be required. Such verification may include affidavits or other documentation that confirms residency, such as a recent utility bill, automobile registration, **a completed Certificate of Residency (Form 5111.1)**, or rent receipt.
3. If the student is living with someone other than his/her legal guardian that individual must complete an affidavit provided by the district that the child is living with him or her.
4. Factors to consider in determining a student's permanent residence:
 - a. Evidence of permanent residence may include:
 - (1) The child lives and sleeps seven (7) days a week, twelve (12) months a year at the Windsor address, with his/her natural or legally adoptive parents.
 - (2) The child lives and sleeps seven (7) days a week, twelve (12) months a year at the Windsor address with a court-appointed guardian.
 - (3) The child lives and sleeps seven (7) days a week, twelve (12) months a year in Windsor and is an emancipated minor or an adult.
 - b. Inquiry may be made into whether there is the intention that residence be permanent. Such evidence may include:
 - (1) Statements of the person with whom the child is living, the child and the child's parents as to their intention concerning residency;
 - (2) Statements as to the purpose of the residence indicating whether or not permanent residence exists;

- (3) Documents, e.g., guardianship agreement revocable at will, which may indicate arrangement is not permanent;
 - (4) Statements as to the purpose of the residence indicating whether or not permanent residence exists;
 - (5) Documents, e.g., guardianship agreement revocable at will, which may indicate arrangement is not permanent;
 - (6) Legal relationships: child to host family; legal guardianship; emancipation or termination of parental rights; pending adoption proceedings;
 - (7) Exercise of parental control:
 - i. Decisions as to the child's education;
 - ii. Decisions on medical care;
 - iii. Signature on disciplinary notices, report cards, permission slips, absence notices;
 - iv. Attendance at parent-teacher conferences, and other school events;
 - (8) Financial responsibility:
 - i. Health or other insurance coverage;
 - ii. Income tax claim as dependent;
 - (9) Where the child has:
 - i. His/her bedroom--at parents' or host family or both;
 - ii. Clothes, personal belongings;
 - (10) Where the child spends weekends, holidays, school vacations, summer vacation, how often the child visits parents or parents visit child;
 - (11) How long it has been since child lived with parents
- c. Residence with relatives or non-relatives must be "without pay."
- (1) Any exchange of value is considered payment.
 - (2) "Pay" does not mean profit; reimbursement of living expenses constitutes "pay."
 - (3) "Pay" includes payment by the student.

(4) Any exchange of value is considered payment.

(5) "Pay" does not mean profit; reimbursement of living expenses constitutes "pay."

(6) "Pay" includes payment by the student.

d. Residence must not be for the sole purpose of receiving an education.

5. If there is a question about the student eligibility for free school privileges, the building administrator shall contact the ~~Superintendent Executive Assistant and the District Residency Officer~~ ~~Director of Business Services~~ to review pertinent data.

6. Certificate of Residency (Form 5111.1) for students living with relatives — Annual Renewal. The parent/legal guardian of each enrolled student shall complete and submit a Certificate of Residency (Form 5111.1) on an annual basis if the student's living situation remains unchanged, to confirm the student's continued eligibility for school accommodations in Windsor. The building administrator or Welcome Center shall notify parents/guardians of the annual submission deadline.

7. Certificate of Residency (Form 5111.1) for students living with relatives — Immediate Notification of Change in Residency. The parent/legal guardian shall immediately notify the Office of Registration of any change in the student's living situation, whether the change involves a new address within the Town of Windsor or a move to a residence outside of Windsor. An updated Certificate of Residency (Form 5111.1), or other proof of residency acceptable under Section 2 above, shall be submitted at that time.

8. Failure to Renew or to Notify the District of a Change in Residency. Failure to submit an updated Certificate of Residency (Form 5111.1) upon request, to renew the Certificate of Residency annually, or to notify the Office of Registration of a change in the student's living situation, may result in the immediate disenrollment of a student who is found to no longer reside in Windsor, subject to the Student Disenrollment procedures set forth below.

Student Disenrollment

1. Where there is reasonable doubt by the building administrator as to the residence of a pupil, the Principal shall collect as much information as possible to substantiate the claim and review that information with the Residency Officer.

2. The collection of this information may include a request for documentation by the parent/guardian to support the student's continued eligibility for school accommodations.

3. If it is apparent in the collection of this documentation that the student is not eligible for continued enrollment, the parent/guardian shall be advised to withdraw the student.

4. In those cases where the parent/guardian is unwilling to withdraw the student, and where there appears to be sufficient cause to consider disenrollment of a student, the

Director of Business Services may work with the Residency Officer, and the Windsor Police Department or other investigative agency to collect additional information to be used at a disenrollment hearing.

5. Upon completion of the investigation, if there continues to be reason to pursue the disenrollment of the student:

- a. The parent and/or guardian shall be notified by certified mail, return receipt requested, that an investigation discloses that the pupil is not legally enrolled in school. This notice shall be sent to the actual address, if known, or the address of record, of the parent or guardian listed as the responsible party on school records. The notice shall include a statement informing the parent/guardian that they have the right to appeal to the Board of Education.
- b. The parent or guardian may appeal to the Board of Education by presenting to the Superintendent of Schools a written request for a hearing by the Board. The notice of appeal shall be presented to the Superintendent's Office no later than seven (7) calendar days after the date of mailing the notice specified in a. above.
- c. If no appeal is filed, effective ten (10) calendar days from the date of mailing of said notice, the students will no longer be permitted to attend classes and all school books and equipment are to be returned on that date to the office of the administrator.
- d. If an appeal is timely presented to the Superintendent, the pupil may continue to attend school until the Board has completed the hearing and made its decision.

Board Hearing Procedure

1. The Board will conduct a hearing within ten (10) days after receipt of the written request and make a stenographic record or tape recording of the hearing. The Board may delegate this responsibility to a committee of at least three Board members or to an impartial hearing board in accordance with Connecticut General Statutes, Section 10-186. References to the "board" in these regulations refer to the board, a committee of the board or to the impartial hearing board, as the case may be.
2. The Board will conduct a hearing within ten (10) days after receipt of the written request and make a stenographic record or tape recording of the hearing. The Board may delegate this responsibility to a committee of at least three Board members or to an impartial hearing board in accordance with Connecticut General Statutes, Section 10-186. References to the "board" in these regulations refer to the board, a committee of the board or to the impartial hearing board, as the case may be.
3. A written notice of the date set for hearing by the Board, shall be sent to the parent/guardian and shall include a:
 - a. Statement of the time, place and nature of the hearing;

- b. Statement of the legal authority and jurisdiction under which the hearing is to be held;
- c. Reference to the particular sections of the statutes and regulations involved;
- d. Short and plain statement of the matters asserted.
- e. Clarifying statement that at the hearing the parent/guardian has the burden of proving that the student resides in Windsor, i.e., the parent must bring evidence of residency.

The notice shall also advise the parent or guardian of the right to be represented by counsel, to present evidence and argument, to have witnesses on their behalf and to cross-examine witnesses presented by the administration.

- 4. The hearing before the Board shall be conducted in accordance with Connecticut General Statutes, Subsection 4-176e and 4-180a inclusive and section 4-181a.
- 5. At the hearing, the parent/guardian shall have the burden of proving residency by a preponderance of the evidence.
- 6. The Board's decision shall be in writing and shall be issued not more than ten (10) days following completion of the hearing.
- 7. If the decision of the Board is in favor of enrollment, the pupil shall be allowed to enroll immediately or to continue enrollment and no record of these proceedings will be kept in the student's cumulative file.
- 8. If the decision of the Board is against enrollment:
 - a. The child shall not be permitted to enroll in the Windsor Public Schools, or
 - b. In the case of disenrollment, permission for continued enrollment shall terminate in three (3) school days. The student shall return all schoolbooks and equipment within three (3) school days.
 - c. Upon denying school accommodations, the Board shall notify the school district, if known, under which jurisdiction the Board has reason to believe such child should be attending school.
- 9. Where an appeal to the State Department of Education is timely filed, any student denied school accommodations by the Board as the result of a residency determination may continue in attendance, upon request of the parent, guardian, emancipated child or student eighteen years of age or older, pending determination of such appeal.
- 10. If the Hearing Board of the State Department of Education makes a determination that the child was not a resident of the school district and, therefore, not entitled to school accommodations by the Board, the Board may assess tuition against the parent, guardian,

emancipated child or student eighteen years of age or older, as provided by law. The Board may seek to recover such amount through available civil remedies.

Legal Reference: Connecticut General Statutes.

[10-15](#) Towns to maintain schools.

[10-15c](#) Discrimination in public schools prohibited. School attendance by five-year olds, as amended by PA 97-247.

[10-76a](#) – [10-76g](#) re special education.

[10-184](#) Duties of parents (re mandatory schooling for children ages five to sixteen, inclusive) – as amended by PA 98-243, and PA 00-157.

[10-186](#) Duties of local and regional boards of education re school attendance. Hearings. Amended by PA 96-26, An Act Concerning Graduation Requirements and Placement of Older Students.

Appeals to state board. Establishment of hearing board.

[10-233a](#) – [10-233f](#) Inclusive; re: suspend, expel, removal of pupils.

[10-233c](#) Suspension of pupils.

[10-233d](#) Expulsion of pupils.

[10-233k](#) Notification of school officials of potentially dangerous students (as amended by PA 01-176).

[10-261](#) Definitions.

State Board of Education Regulations.

[10-76a-1](#) General definitions (c) (d) (q) (t).

[10-76d-7](#) Admission of student requiring special education (referral).

[10-204a](#) Required immunizations (as amended by PA 98-243).

Regulation Approved: April 21, 2009

Regulation Revised: August 12, 2026

FORM 1

CERTIFICATION OF RESIDENCY

(For families living with someone who is the owner/tenant of residence in Windsor)

As a part of our residency verification process, we are requesting that you, as the owner/tenant of the residence in Windsor, verify that:

School: _____ School Year: _____

Name of Student(s): _____

and his/her parent(s)/guardian(s): _____

reside at: _____ with me. (List Address and Apartment/Unit Number)

I, _____ (Local Resident/Relative/etc.) certify that the above named student(s) and parent(s)/guardian(s) reside with me at the above listed address seven days a week, in a residence owned or occupied by me in the Town of Windsor. I realize that if I make a false statement as to the residency, I may be held liable for a share of the cost of the education of the said student(s) if they, in fact, do not reside in Windsor. My relationship to student(s) is _____. I can be reached at home _____ or work _____.

I understand that a Certificate of Residency is valid only for the current school year and will need to be resubmitted annually, or immediately upon a change in the student's living situation, whether within the Town of Windsor or to a residence outside of Windsor. I agree to notify the school immediately regarding the termination of the student's full-time physical presence (permanent residency) in the Town of Windsor, in which event the student will no longer be eligible for free school privileges and may be subject to immediate disenrollment.

Finally, I understand that should the student be found to be attending Windsor Schools illegally, the Town of Windsor reserves the right to recover the costs of such education from me, the undersigned. I will cooperate with the Town of Windsor when an investigation is conducted to verify residency of the above-named student(s).

I understand that a false statement may lead to the disenrollment of the above-named student(s) and may lead to my prosecution under the criminal statutes of the State of Connecticut, which is stated below (Larceny 53a-122). I also understand that this document may be used as evidence in a court of law.

RELEASE OF INFORMATION

To Whom It May Concern:

I hereby give consent to any authorized representative of the Windsor Public Schools to obtain any information in your files pertaining to my permanent residency (address). This may include homeowners (landlord), residential managers, rental agents, caseworkers, housing authorities, utilities (electric, gas, phone, cable tv, etc.) or any agency regarding my permanent residence (address).

Information obtained by this release will be used to verify my residency for the purposes of public school enrollment in accordance with Connecticut General Statute 10-253.

LARCENY 1st DEGREE, 53a-122 – The property or service is obtained by DEFRAUDING A PUBLIC COMMUNITY and such property exceeds \$2,000.

Class B Felony – Not less than 1 year nor more than 20 years and/or a fine up to \$10,000.

Signed: _____ Date: _____ (Legal Resident of Windsor)

Signed: _____ Date: _____ (Parent or Guardian of Student(s))

OATH

Both personally appeared _____ & _____ and subscribed to and swore to the truth of the foregoing before me this _____ day of _____, 20____.

Notary Public's Signature My commission expires: _____

Print Name _____ Telephone # _____

If you have any questions regarding this form please contact the Welcome Center, Windsor Public Schools at (860) 687-2000 Ext. 1263.

Rational for Revised Policy

P 5114 Student Discipline

In 2023, the General Assembly passed legislation, now codified at Connecticut General Statutes Section 10-222aa *et seq.*, making significant changes to the statutory provisions related to school climate. Among other things, the revised law contains a new definition of bullying and requires boards of education to address challenging behavior in accordance with the revised school climate law. In light of these changes, we have revised the Student Discipline policy to reflect that, when appropriate, the school district will implement strategies to address student behavior, consistent with the School Climate Policy, with or without engagement with the discipline process. The revised policy also incorporates the updated definition of bullying and the definition of challenging behavior.

In addition, the definition of a protected class has been expanded to include individuals who are victims of sexual assault or human trafficking, as required by Public Act 25-139. We also expanded the list of conduct that may lead to disciplinary action to include the use of language, imagery, symbols, or conduct that demeans, threatens, or discriminates against an individual on the basis of their membership in a protected class. Language concerning the unauthorized possession, display, or dissemination of images depicting nudity, including synthetically created images, has also been updated to reflect the federal Take It Down Act and recent changes in Connecticut law. We have also included an opportunity for boards to expand the policy's definition of generative artificial intelligence ("AI") to include more systems than ChatGPT.

Further, the revised policy incorporates new procedural requirements for suspension and expulsion hearings. Specifically, Public Act 25-93 requires school personnel to consult with the district's local homeless education liaison to determine whether a student is homeless, and, if so, to consider the impact of homelessness on the student's behavior before proceeding with suspension or expulsion.

The policy has also been updated to ensure compliance with the IDEA when a student who is eligible for special education and related services under the IDEA has been suspended for ten (10) school days in the same school year, even if not consecutive. In that circumstance, the district must provide such student with services to enable the student to continue to participate in the general education curriculum and make progress toward meeting the goals in the student's IEP.

The update also reflects the expanded requirement for school boards to provide an alternative educational opportunity for students aged 16 to 18. Statutes previously required boards to provide students between 16 and 18 who are expelled for the first time an alternative educational opportunity for those who wish to continue their education. P.A. 26-1, section 41 now requires boards to provide alternative education opportunities to student 16-18 who are expelled for the first or second time.

Finally, legal references throughout the policy have been updated to reflect current statutory citations.

[NOTE TO CLIENT: Pursuant to ~~Public Act 23-167~~[Connecticut General Statutes Section 10-222cc](#), boards of education must adopt and implement the Connecticut School Climate Policy, which was developed by the Connecticut Association of Boards of Education, by ~~the 2025-2026 school year, and they may choose to adopt and implement the policy earlier.~~ [Boards of education that have already adopted the Connecticut School Climate Policy are advised to review Section III of this model Student Discipline policy and make revisions, as appropriate, to reflect the new definition of bullying set forth in the Connecticut School Climate Policy.](#) ~~Boards of education that have not yet adopted the Connecticut School Climate Policy are advised to maintain the bullying language, as written in Section III and until they adopt the Connecticut School Climate Policy.]~~ [July 1, 2025. As such, this policy includes updated definitions of bullying and challenging behavior, as defined by state law and the School Climate Policy. Please ensure that your District's handbook notices and/or codes of conduct are updated to reflect the changes to the student discipline policy, including updated definitional terms.\]](#)

STUDENT DISCIPLINE

It is the policy of the Windsor Board of Education (the “Board”) to create a school environment that promotes respect of self, others, and property within the Windsor Public Schools (the “District”). Compliance with this policy will enhance the Board and the District’s ability to maintain discipline and reduce interference with the educational process that can result from student misconduct. Pursuant to this policy, the District shall promote the utilization of consistent discipline practices, both within and across schools in the District, while also promoting the consideration of individual circumstances arising in each student disciplinary matter.

Where appropriate, the District ~~implements~~[utilizes](#) strategies that teach, encourage, and reinforce positive student behavior ~~that do not require engagement with the discipline system.~~ [Such strategies include, but are not limited to, using evidence and research-based interventions, including restorative practices, and may be implemented with or without imposing discipline, as appropriate. In addition to implementing this Student Discipline policy, the District shall address student behavior in accordance with the Board’s School Climate Policy, Restorative Practices Response Policy, and any school rules, student handbook, and/or code of conduct provisions regarding the same.](#)

I. Definitions

- A. [Bullying](#) means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
- B. ~~A.~~ **Cannabis** means marijuana, as defined by Conn. Gen. Stat. § 21a-240.

- C. **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.
- D. ~~B.~~ **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- E. ~~C.~~ **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g., hunting); type of projectile; force and velocity of discharge; method of discharge (e.g., spring v. CO2 cartridge) and potential for serious bodily harm or death.
- F. ~~D.~~ **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.
- G. ~~E.~~ **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- H. ~~F.~~ **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- I. ~~G.~~ **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.
- J. ~~H.~~ **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique

firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.

K. ~~I.~~ **Generative Artificial Intelligence ("AI")** refers to a technology system, including but not limited to ChatGPT, capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.

L. ~~J.~~ **Protected Class Harassment** is a form of discrimination on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, [status as a victim of sexual assault or status as a victim of trafficking in persons](#), or any other basis prohibited by state or federal law ("Protected Class"). Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment against any individual on the basis of that individual's association with someone in a Protected Class may be a form of Protected Class harassment.

M. ~~K.~~ **In-School Suspension** means an exclusion from regular classroom activity for no more than five (5) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

- N. ~~L.~~ **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- O. ~~M.~~ **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- P. ~~N.~~ **School Days** shall mean days when school is in session for students.
- Q. ~~O.~~ **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- R. ~~P.~~ **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- S. ~~Q.~~ **Suspension** means the exclusion of a student from school and/or transportation services only, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.
- T. **Synthetically created image** means any photograph, film, videotape or other image of a person that (A) is (i) not wholly recorded by a camera, or (ii) either partially or wholly generated by a computer system, and (B) depicts, and is virtually indistinguishable from what a reasonable person would believe is the actual depiction of, an identifiable person.
- U. ~~R.~~ **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.
- V. ~~S.~~ Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the District to another regular education classroom program in the District shall not constitute a suspension or expulsion.

W. ~~T.~~ For purposes of this policy, references to “school”, “school grounds” and “classroom” shall include physical educational environments, including on school transportation, as well as environments in which students are engaged in remote learning, which means instruction by means of one or more Internet-based software platforms as part of a remote learning model.

II. Scope of the Student Discipline Policy

A. *Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:*

1. Suspension. Students may be **suspended** for conduct on school grounds, on school transportation, or at any school-sponsored activity that **violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.**
2. Expulsion. Students may be **expelled** for conduct on school grounds, on school transportation, or at any school-sponsored activity that either **(1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.**

B. *Conduct off School Grounds:*

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct **violates a publicized policy of the Board and is seriously disruptive of the educational process.**

C. *Seriously Disruptive of the Educational Process:*

In making a determination as to whether ~~such~~off campus conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school;** (2) **whether other students from the school were involved or whether there was any gang involvement;** (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon,** as defined in Section 29-38 of the Connecticut General Statutes, and **whether any injuries occurred;** and (4) **whether the conduct involved the use of alcohol.** The Administration and/or the Board may also consider (5) **whether the off-campus conduct involved the illegal use of drugs.**

D. *Misconduct Involving Cannabis:*

A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. ~~1.~~ Striking or assaulting a student, member of the school staff or other person(s).
2. ~~2.~~ Theft.
3. ~~3.~~ The use of obscene or profane language or gestures, ~~the~~.
4. The possession, display and/or display dissemination of obscenity or pornographic images or the unauthorized or inappropriate possession, display and/or display dissemination of images, pictures or photographs depicting nudity, including intimate synthetically created images.
5. ~~4.~~ Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
6. ~~5.~~ Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
7. The use of one or more of the following: objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression); other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership; display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class; graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership; bigoted conduct or communications;

and/or physical, written, electronic or verbal threats based on Protected Class membership.

8. ~~6.~~ Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participate in the investigation of such reports.
9. ~~7.~~ Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.
10. ~~8.~~ Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.
11. ~~9.~~ A walk-out from or sit-in within a classroom or school building or school grounds.
12. ~~10.~~ Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of AI to engage in such conduct.
13. ~~11.~~ Possession and/or use of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
14. ~~12.~~ Possession of any ammunition for any weapon described above in Paragraph ~~11~~13.
15. ~~13.~~ Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
16. ~~14.~~ Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.

17. ~~15.~~ Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph ~~15~~17, the term “electronic nicotine delivery system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For purposes of Paragraph ~~15~~17, the term “electronic cannabis delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph ~~15~~17, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph ~~15~~17, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.
18. ~~16.~~ Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
19. ~~17.~~ Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph ~~15~~17 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting,

manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.

- 20. ~~18.~~ The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
- 21. ~~19.~~ Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
- 22. ~~20.~~ Trespassing on school grounds while on out-of-school suspension or expulsion.
- 23. ~~21.~~ Making false bomb threats or other threats to the safety of students, employees, and/or other persons.
- 24. ~~22.~~ Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.
- 25. ~~23.~~ Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.
- 26. ~~24.~~ Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
- 27. ~~25.~~ Leaving school grounds, school transportation or a school-sponsored activity without authorization.
- 28. ~~26.~~ Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.
- 29. ~~27.~~ Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or

similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

30. ~~28.~~ Possession and/or use of a beeper or paging device on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.

31. ~~29.~~ Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.

32. ~~30.~~ Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

33. ~~31.~~ Hazing.

~~32. Bullying, defined as an act that is direct or indirect and severe, persistent or pervasive, which:~~

34. Challenging behavior, including, but not limited to, bullying, as defined in the Board's School Climate Policy and above.

- ~~a. causes physical or emotional harm to an individual;~~
- ~~b. places an individual in reasonable fear of physical or emotional harm; or~~
- ~~c. infringes on the rights or opportunities of an individual at school; or~~

~~Bullying shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.~~

35. ~~33.~~ Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

36. ~~34.~~ Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.
37. ~~35.~~ Engaging in a plan to stage or create a violent and/or sexual situation or activity for the purposes of recording it by electronic means and/or recording such situation or activity by electronic means. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.
38. ~~36.~~ The unauthorized publication or dissemination of a recording (photographic or audio) of another individual without permission of the individual or a school employee. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.
39. ~~37.~~ Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
40. ~~38.~~ Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.
41. ~~39.~~ Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.
42. ~~40.~~ Any action prohibited by any Federal or State law.
43. ~~41.~~ Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

- A. An administrator responsible for a school program (“responsible administrator”) may consider recommendation of expulsion of a student in

grades three to twelve, inclusive, in a case where the responsible administrator has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.

- B. A responsible administrator must recommend expulsion proceedings in all cases against any student in **grades kindergarten to twelve, inclusive**, whom the District Administration has reason to believe:
1. was in **possession on school grounds, on school transportation**, or at a **school-sponsored activity** of a **deadly weapon, dangerous instrument, martial arts weapon, or firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or
 2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon, a dangerous instrument** or a **martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or
 3. was engaged **on or off school grounds or school transportation** in **offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278. Sale or distribution of less than one (1) kilogram of cannabis is not subject to mandatory expulsion.
- The terms “**dangerous instrument**,” “**deadly weapon**,” “**electronic defense weapon**,” “**firearm**,” and “**martial arts weapon**,” are defined above in Section I.
- C. In any preschool program provided by the Board or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board, no **student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board in accordance with Section IX of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds, on school transportation, or at a preschool program-sponsored event. The term “**firearm**” is defined above in Section I.
- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or designee determines that a student should or must be expelled, the Superintendent or designee shall forward such recommendation to the Board so that the Board can consider and act upon this recommendation.

- E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to twelve, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Behavior that Causes a Serious Disruption

- A. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students; caused self-harm; or caused physical harm to a teacher, another student, or other school employee not later than twenty-four (24) hours after such behavior occurs.
- B. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.
- C. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.
- D. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

VI. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if the student deliberately causes a serious disruption of the educational process. When a student is removed by a teacher, the teacher must send the student to a designated area and notify the ~~responsible administrator or the administrator's~~ building principal or designee at once.

- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the responsible administrator or the administrator's designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VII. Procedures Governing Suspension

- A. The responsible administrator or the administrator's designee shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than the following: five (5) consecutive school days for an in-school suspension; ten (10) consecutive school days for an out-of-school suspension for students in grades three through twelve, inclusive; or five (5) consecutive school days for an out-of-school suspension for students in grades preschool to two, inclusive. In cases where suspension is contemplated, the following procedures shall be followed.
 - 1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the responsible administrator or the administrator's designee at which the student is informed of the alleged misconduct and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
 - 2. Prior to conducting the informal hearing referenced above, an administrator, school counselor or school social worker at the student's school must contact the District's Homeless Education Liaison to determine whether the student is a homeless child or youth, as defined by the McKinney-Vento Homeless Assistance Act. If a student is determined to be a homeless child or youth, the responsible administrator or the administrator's designee must consider the impact of homelessness on the student's behavior during the informal hearing.
 - 23. If suspended, such suspension shall be an in-school suspension, except the responsible administrator or the administrator's designee may impose an out-of-school suspension on any student:
 - a. in grades three to twelve, inclusive, if, during the informal hearing, (i) the responsible administrator or the

administrator's designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that the student should be excluded from school during the period of suspension; or (ii) the responsible administrator or the administrator's designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the District Administration to address the student's disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, or

- b. in grades preschool to two, inclusive, if the responsible administrator or the administrator's designee
 - (i) determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that caused physical harm;
 - (ii) requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program ("IEP") or plan pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504") for such student upon such student's return to school immediately following the out-of-school suspension; and
 - (iii) considers whether to convene a Planning and Placement Team ("PPT") meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.

34. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by responsible administrator or the administrator's designee, but only considered in the determination of the length of suspensions.

45. By telephone, responsible administrator or the administrator's designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.

- ~~56~~. Whether or not telephone contact is made with the parent or guardian of such minor student, responsible administrator or the administrator's designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the responsible administrator or the administrator's designee), offering the parent or guardian an opportunity for a conference to discuss same.
- ~~67~~. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
- ~~78~~. Not later than twenty-four (24) hours after the commencement of the suspension, the responsible administrator or the administrator's designee shall also notify the Superintendent or designee of the name of the student being suspended and the reason for the suspension.
- ~~89~~. The student shall be allowed to complete any classwork, including examinations, without penalty, which the student missed while under suspension.
- ~~910~~. The Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program. The Superintendent may delegate this authority to building or program level administrators.
- ~~1011~~. Notice of the suspension shall be recorded in the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VII.A(~~910~~), above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration. The Superintendent may delegate this authority to building or program level administrators.
- ~~1112~~. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from

the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.

~~42~~¹³. The decision of the responsible administrator or the administrator's designee with regard to disciplinary actions up to and including suspensions shall be final.

~~13~~¹⁴. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the responsible administrator or the administrator's designee specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board. The responsible administrator or the administrator's designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VIII. Procedures Governing In-School Suspension

- A. The responsible administrator or the administrator's designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy or seriously disrupts the educational process as determined by the responsible administrator or the administrator's designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by responsible administrator or the administrator's designee.
- C. In-school suspension may be served in the school or program that the student regularly attends or in any other school building within the jurisdiction of the Board.

- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

IX. Procedures Governing Expulsion Hearing

A. ***Emergency Exception:***

Except in an emergency situation, the Board shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. ***Hearing Panel:***

- 1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
- 2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. ***Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):***

- 1. Written notice of the expulsion hearing must be given to the student, and, if the student is a minor, to the student's parent(s) or guardian(s) at least five (5) business days before such hearing, not including the day of such hearing.
- 2. A copy of this Board policy on student discipline shall also be given to the student, and if the student is a minor, to the student's

parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.

3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place and nature of the hearing, including if the hearing will be held virtually, via video conference.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - c. A short, plain description of the conduct alleged by the Superintendent or designee.
 - d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.
 - e. The student may cross-examine witnesses called by the Superintendent or designee.
 - f. The student may be represented by an attorney or other advocate of the student's choice at the student's expense or at the expense of the student's parent(s) or guardian(s).
 - g. A student is entitled to the services of a translator or interpreter, to be provided by the Board, whenever the student or the student's parent(s) or guardian(s) requires the services of an interpreter because they do not speak the English language or are disabled.
 - h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
 - i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.
 - j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an

emergency exists, such hearing shall be held as soon after the expulsion as possible.

4. Prior to conducting the expulsion hearing, an administrator, school counselor, or school social worker at the student's school must contact the District's Homeless Education Liaison to determine whether the student is a homeless child or youth, as defined by the McKinney-Vento Homeless Assistance Act.

D. *Hearing Procedures:*

1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and others participating in the hearing (if applicable), briefly explain the hearing procedures, and swear in any witnesses called by the Superintendent/designee or the student. If an impartial board or more than one person has been appointed, the impartial board shall appoint a Presiding Officer.
2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape or digital recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
3. The Superintendent or designee shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
4. Formal rules of evidence will not be followed. The Board (or the impartial board) has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial, irrelevant and/or any other objections to its submission.
5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board (or the impartial board) will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or designee.

7. Each witness for the Superintendent or designee will be called and sworn. After a witness has finished testifying, the witness will be subject to cross-examination by the opposite party or the witness' legal counsel, by the Presiding Officer and by Board members (or the impartial board).
8. The student shall not be compelled to testify at the hearing.
9. After the Superintendent or designee has presented the Administration's case, the student will be asked if the student has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). The student may also choose to make a statement at this time. If the student chooses to make a statement, the student will be sworn and subject to cross examination and questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). Concluding statements will be made by the Superintendent or designee and then by the student and/or the student's representative.
10. In cases where the student has denied the allegation, the Board (or the impartial board) must determine whether the student committed the offense(s) as charged by the Superintendent or designee.
11. If the Board (or the impartial board) determines that the student has committed the conduct as alleged, then the Board (or the impartial board) shall proceed with the second portion of the hearing, during which the Board (or the impartial board) will receive and consider relevant evidence regarding the length and conditions of expulsion.
12. When considering the length and conditions of expulsion, the Board (or the impartial board) may review the student's attendance, academic and past disciplinary records. The Board (or the impartial board) may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VII.A ~~(9)~~, ~~(10)~~, (11), (12), above, and Section XI, below. The Board (or the impartial board) may ask the Superintendent or designee for a recommendation as to the discipline to be imposed.
13. Evidence of past disciplinary problems that have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the

second portion of the hearing, during which the Board (or the impartial board) is considering length of expulsion and nature of alternative educational opportunity to be offered.

14. If a student is determined to be a homeless child or youth as described in Subsection IX.C(4), the Board (or the impartial board) must consider the impact of homelessness on the student's behavior. Such student may not be expelled without a plan of interventions and supports to mitigate the impact of homelessness on the student's behavior. If the student is identified as a homeless child or youth and is expelled more than one time, the student shall be provided a meeting with the District's Homeless Education Liaison.
15. ~~14.~~ Where administrators presented the case in support of the charges against the student, neither such administrative staff nor the Superintendent or designee shall be present during the deliberations of the Board (or the impartial board) either on questions of evidence or on the final discipline to be imposed. The Superintendent or designee may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board (or the impartial panel) as to the appropriate discipline to be applied.
16. ~~15.~~ The Board (or the impartial board) shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
17. ~~16.~~ Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board (or the impartial board) may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board (or the impartial board). The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.
18. ~~17.~~ The Board (or the impartial board) shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision

shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.

19. ~~18.~~ The hearing may be conducted virtually, via video conference, at the direction of the Board (or the impartial board), in the event school buildings are closed to students or individuals are provided limited access to school buildings due to a serious health or other emergency. Any virtual hearing must provide the student the due process rights identified in this Subsection D.

EF. ***Presence on School Grounds, on School Transportation, and Participation in School-Sponsored Activities During Expulsion:***

During the period of expulsion, the student shall not be permitted to be on school property or on school transportation, and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the District in accordance with this policy, unless the Superintendent or designee specifically provides written permission for the student to enter school property or school transportation for a specified purpose or to participate in a particular school-sponsored activity.

FG. ***Stipulated Agreements:***

In lieu of the procedures used in this Section, the Superintendent or designee and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board (or the impartial board) rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on the student's own behalf.

If the parties agree on the facts, but not on the disciplinary recommendation, the Superintendent or designee and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts

to the Board (or the impartial board) in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents and/or student over the age of 18 understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board (or the impartial board) rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

X. Alternative Educational Opportunities for Expelled Students

A. ***Students under sixteen (16) years of age:***

Whenever the Board expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

B. ***Students sixteen (16) to eighteen (18) years of age:***

1. The Board shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year-old student expelled for the first or second time if the student requests it and if the student agrees to the conditions set by the Board (or the impartial board). Such alternative educational opportunity may include, but shall not be limited to, the placement of a student who is at least seventeen years of age in an adult education program. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to participation in the adult education program.
2. The Board is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a ~~second~~ third, or subsequent, time.
3. The Board shall count the expulsion of a student when the student was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such student when the student is between the ages of sixteen and eighteen.

C. ***Students eighteen (18) years of age or older:***

The Board is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.

D. ***Content of Alternative Educational Opportunity***

1. For the purposes of Section X, and subject to Subsection X.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the Connecticut State Board of Education (“CSBE”), with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.
2. The Superintendent or designee shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the CSBE. Such administrative regulations shall include, but are not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.

E. ***Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”):***

Notwithstanding Subsections X.A. through D. above, if the Board expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.

F. ***Students for whom an alternative educational opportunity is not required:***

The Board may offer an alternative educational opportunity to a student for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.

XI. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine through twelve, inclusive, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the District if the student graduates from high school.

In cases where the student's period of expulsion is shortened or waived in accordance with Section IX.D(4617), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by the Board. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XII. Change of Residence During Expulsion Proceedings

A. ***Student moving into the District:***

1. If a student enrolls in the District while an expulsion hearing is pending in another public school district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing. The procedures outlined above in Section IX

and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.

2. Where a student enrolls in the District during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board (or the impartial board) shall make its determination pertaining to expulsion based upon a hearing held by the Board (or the impartial board), which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board. The procedures outlined above in Section IX and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.

B. *Student moving out of the District:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. *Suspension of IDEA students:*

Notwithstanding the foregoing, if a responsible administrator suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:

1. The responsible administrator shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the District is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the District, except as set forth in subsection (3) below.
3. If an IDEA student is being suspended and that student has already been removed from their current placement for ten (10) school days in the same school year, school personnel, in consultation with at least one of the student's teachers, must determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, so long as the suspension does not constitute a change in placement. If the suspension constitutes a change in placement, subsection (B) below will apply.

B. *Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:*

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the District that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).
2. The District shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school

days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of the student's disability.

3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement the responsible administrator (or designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. *Removal of Special Education Students for Certain Offenses:*

1. A responsible administrator may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
 - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds, on school transportation, or at a school-sponsored activity, or
 - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school, on school transportation, or at a school-sponsored activity; or

- c. Has inflicted serious bodily injury upon another person while at school, on school premises, on school transportation, or at a school function.
2. The following definitions shall be used for this subsection XIII.C.:
 - a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
 - b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).
 - c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
 - d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIV. Procedures Governing Expulsions for Students Identified as Eligible under Section 504

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:
 1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 2. The District shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine

whether the student's behavior was a manifestation of the student's disability.

3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
 4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

XV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.
- B. If a student who committed an expellable offense seeks to return to the District after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by the Board for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XVI. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the

discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVII. Dissemination of Policy

The District shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVIII. Compliance with Documentation and Reporting Requirements

- A. The District shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The District shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the District shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the District shall report the violation to the local police.

Legal References:

Connecticut General Statutes:

§ 10-15c	Discrimination in public schools prohibited. School attendance by five-year olds
§ 10-16	Length of school year
§ 10-74j	Alternative education
§§ 4-176e through 4-180a and § 4-181a	Uniform Administrative Procedures Act
§ 10-222d	Safe school plans. Definitions. Safe school-
§ 10-222aa through 10-222kk	School climate assessments
§§ 10-233a through 10-233f	Suspension and expulsion of students
§ 10-233l	Expulsion and suspension of children in preschool programs

- [§ 10-236c](#) [Disruptive or harmful behavior. Behavior intervention meetings for certain students. Notice to parents](#)
- § 10-253 School privileges for children in certain placements, nonresident children, children in temporary shelters, homeless children and children in juvenile detention facilities. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.
- § 19a-342a Use of electronic nicotine delivery system or vapor product prohibited. Exceptions. Signage required. Penalties
- § 21a-240 Definitions
- § 21a-277 Penalty for illegal manufacture, distribution, sale, prescription, dispensing
- § 21a-278 Penalty for illegal manufacture, distribution, sale, prescription, or administration by non-drug-dependent person
- §§ 21a-408a through 408p Palliative ~~Use~~[use](#) of ~~Marijuana~~[marijuana](#)
- § 29-35 Carrying of pistol or revolver without permit prohibited. Exceptions
- § 29-38 Weapons in vehicles
- [§ 46a-58](#) [Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. Restitution](#)
- § 53a-3 Definitions
- § 53-206 Carrying of dangerous weapons prohibited
- § 53-344 Sale or delivery of cigarettes or tobacco products to persons under twenty-one.
- § 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to persons under twenty-one years or age

Public Act ~~24-45~~[25-168, Sec. 261](#), “An Act Concerning ~~Education Mandate Relief, School Discipline and Disconnected Youth.~~[the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.](#)” (definition of “synthetically created image”)

Public Act ~~24-93~~[25-93](#), “An Act ~~Concerning Various and Assorted Revisions to the~~[Increasing Resources for Students, Schools and Special Education](#)~~-Statutes.~~”

[Public Act 25-139, “An Act Concerning Human Trafficking and Sexual Assault Victims.”](#)

[Public Act 26-1 An Act Concerning the Reallocation of Certain State Funds and Various Provisions Relating to Education, Public Safety, General Government, Elections, Intermediate Care Facilities and Warehouse Distribution Centers](#)

Packer v. Board of Educ. of the Town of Thomaston, 717 A.2d 117 (Conn. 1998).
State v. Hardy, 896 A.2d 755 (Conn. 2006).
State v. Guzman, 955 A.2d 72 (Conn. App. Ct. 2008).

Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

Federal law:

Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.

[Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*](#)

Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).

[Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*](#)

U.S.C. § 921 (definition of “firearm”)

18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)

18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)

21 U.S.C. § 812(c) (identifying “controlled substances”)

34 C.F.R. § 300.530 (defining “illegal drugs”)

Gun-Free Schools Act, 20 U.S.C. § 7961

Honig v. Doe, 484 U.S. 305 (1988)

U.S. Department of Education Office for Civil Rights, U.S. Department of Justice Civil Rights Division, *Resource on Confronting Racial Discrimination in Student Discipline* (May 2023)

[Take It Down Act, Public L. 119-12](#)

[McKinney Vento Homeless Assistance Act, 42 U.S.C. § 11343a](#)

Adopted Policy: September 18, 2007

Revised Policy: June 18, 2013

Revised Policy: January 20, 2016

Revised Policy: April 17, 2018

Revised Policy: September 18, 2018

Revised Policy: February 19, 2020

Revised Policy: May 17, 2022

Revised Policy: June 17, 2025

Revised Policy: _____

Windsor Public Schools
Windsor, CT

Rational for New Policy

P 5123.3 Graduation Ceremonies (Participation)

The District recognizes graduation as an important milestone that celebrates student achievement and the successful completion of secondary education. This policy provided by CABE establishes clear, consistent, and equitable expectations for participation in graduation ceremonies, while allowing limited exceptions for unique circumstances.

The policy also reinforces expectations for student conduct, cooperation, attire, and the resolution of outstanding school obligations. Establishing these guidelines in advance will provide clarity for students and families and help ensure that graduation remains a dignified and meaningful celebration for all.

GRADUATION CEREMONIES (PARTICIPATION)

The Board believes that completion of the requirements for a diploma from the District is an achievement that improves the community as well as the individual. Therefore, the Board wishes to recognize that achievement annually in a publicly held graduation ceremony.

Only students who have successfully completed all requirements and obligations prescribed by Board policy and the school administration will be eligible to participate in the graduation ceremony, except as provided below:

1. A foreign exchange student may be permitted to participate in the graduation ceremonies at the discretion of the school administration, upon successful completion of the school year.
2. A student who is within one semester credit of meeting graduation requirements at the end of the school year will be permitted to participate in the graduation ceremonies with his/her class if he/she has made arrangements to complete the credit. His/her diploma will be awarded when the requirement has been met.
3. Additional exceptions may be approved by the Board in unusual circumstances, upon recommendation of the school administration.

The school administration shall notify all students of the requirements and obligations that must be met in order to participate in the graduation exercises. Individual students who are not or may not be eligible to participate in the graduation ceremonies, and their parent(s)/guardian(s), shall be notified by certified mail no later than two (2) weeks after completion of the first semester of their senior year.

Limitations:

1. These activities shall be free from innovative acts and interruptions which diminish the dignity of the activities for the other participants and their family.
2. Participation shall be a privilege, reserved to those who conduct themselves according to the established guidelines, rather than a right.
3. Participation privileges shall be withdrawn from any student whose conduct is not according to established guidelines.
4. Cooperation must be exhibited with school staff members and administration in senior activities, including the graduation ceremony.

5. In order to preserve the dignity of the graduation ceremony, students must conform to school-sanctioned standards and expectations for behavior and attire.
6. Prior to the graduation ceremony, school properties must be returned and all outstanding fees paid.

Legal Reference:

Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures

Adopted Policy: _____

Windsor Public Schools
Windsor, CT

Rational For New Policy Adoption

P/AR 5131.81 Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

This policy and regulation govern student possession and use of personal technology, including cell phones, during the school day. The draft is adapted from the Connecticut Association of Boards of Education (CABE) Model Policy 5131.81 and aligned with the Connecticut State Board of Education's Position Statement and Policy Guidance, including the August 2024 adoption and the August 5, 2026 update, *Personal and Purposeful Technology Use in Connecticut Schools*.

After years of piloting different approaches to managing personal cell phone use, gathering input through family and staff focus groups, and reviewing the substantial body of research on the effects of cell phones on student learning and well-being, we are proposing a cell phone-free instructional day so that students can stay focused on their academic growth and social-emotional success. The policy reflects current WPS practice: elementary students remain "away for the day," with no personal devices permitted at school or on the bus to or from school. Middle and high school students are restricted "bell to bell," with no exception for lunch; devices may be used after the dismissal bell, including on the bus ride home. Enforcement and confiscation procedures are addressed through the Student Code of Conduct rather than spelled out in the policy itself, keeping the policy focused on expectations while giving building administrators consistent, well-defined tools for implementation.

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

This policy reflects the “Position Statement and Policy Guidance for Personal Technology Use in Connecticut Schools: Impact of Social Media and the Use of Cell Phones on Student Learning and Mental Health” developed by the CT State Department of Education and adopted by the CT State Board of Education on August 21, 2024, and further strengthened by the State Board of Education's August 5, 2026 update, Position Statement and Policy Guidance: Personal and Purposeful Technology Use in Connecticut Schools: Impact of Cell Phones, Social Media, and Screen Time on Student Learning and Mental Health.

The Windsor Board of Education (Board) believes that students who feel emotionally and intellectually safe in their school environment are more likely to engage in their learning and reach their fullest potential.

Emerging research suggests that social media significantly negatively impacts brain development during adolescence, when identities and a sense of self-worth are forming and social rewards, pressures, and acceptance are paramount. This research, as well as the addictive algorithms embedded in social media platforms themselves, is of concern to the Board, as the Board recognizes that unfettered access to social media interferes with the opportunities the District provides to ensure students benefit from school environments that build skills in social interaction and communication, provide for stimulating intellectual engagement in the classroom, and support peer-to-peer and peer-to-adult relationship building.

There is a growing body of evidence that student access to cellular telephones and other personal technology during the school day may be detrimental to student emotional well-being, social development, and academic growth. The use of personal technology at school is therefore considered a privilege, not a right.

Thus, to safeguard the learning environment and enhance system-wide opportunities for student academic success and overall well-being, the Board shall restrict the use of personal technology in all District schools “bell to bell,” consistent with the recommendation of the Connecticut State Board of Education, and provide the following guidance to the Superintendent in working with staff, students, and parents/guardians to establish administrative regulations that differentiate among elementary, middle, and high school levels.

The Board fully recognizes that a collective response is required to ensure all members of the school community join together to ensure all students have full access to the District curriculum, day-to-day instructional opportunities, healthy and constructive peer-to-peer relationships, and the foundational skills and attitudes that promote effective digital citizenship.

Definitions:

Personal Device means any device owned by an individual with the capability to process, store, transmit, or access information independently, including but not limited to mobile phones, smartphones, smartwatches and other wearable technology, Smart glasses, headphones, tablets, PCs, laptops, and cameras.

Restrictions means limiting conditions, or the limitation or control, of the possession or use of a Personal Device.

Collective Action means action taken together by members of the school community - the Board of Education, administration, staff, students, and parents/caregivers - to achieve a common objective, including limiting distractions and the addictive algorithms embedded in social media applications.

Policy Implementation Guidelines:

- Emphasis shall be placed on creating engaging learning spaces to mitigate the negative impact that personal devices have on student learning.
- Consideration shall be given to specific elementary, middle, and high school practices based on developmental readiness and maturity.

Elementary School - “Away for the Day”

- Elementary students shall not bring personal devices to school, and personal devices shall not be used, activated, or visible on school property or on District-provided transportation to or from school, including the bus ride home.
- School day environment, classroom experiences, and activities shall focus on creating spaces that encourage peer interaction and hands-on, play-based learning.
- Specific procedures for elementary implementation shall be effectively communicated to all school community members and enforced to ensure compliance with this policy.

Middle and High School - “Away for the Day: Bell to Bell”

- Practices shall focus on removing personal devices from the instructional day, from the first bell to the dismissal bell, with no exception for lunch.
- Students may use personal devices after the dismissal bell, including while riding District-provided transportation home.
- Specific procedures for collecting and/or securing personal devices upon arrival at school shall be effectively explained to middle and high school students and parents, taking into consideration the developmental characteristics of adolescents' need for increased autonomy and independence, and concerns related to social media's addictive algorithms.
- Practices shall ensure appropriate filters are in place to mitigate illegal use and access to inappropriate sites when device use is authorized.

Responsibilities of the Board of Education and the Superintendent in Developing the District Personal Technology Use Policy:

- The Board and the Superintendent shall engage and elicit feedback from school leaders, educators, families, students, and relevant stakeholders in developing and adopting a policy that aims to mitigate the negative impact of unrestricted access to personal technology in the District's schools.
- The Superintendent shall develop administrative regulations that align with this policy and provide for the professional learning of all school staff in implementing the policy.
- The Board shall ensure that the Personal Technology Use in Schools policy's foundation is districtwide in its vision, scope, and implementation.

- The Superintendent shall work with staff to assist families in understanding healthy uses of technology, setting ground rules, utilizing parental controls on devices, and monitoring technology use.
- The Board shall review and update this policy regularly to address future technological devices, online platforms, emerging threats, and legislative and court action.

Responsibilities in Supporting the Implementation of and Adherence to the District Policy

School Leaders:

- Engage educators, families, and students in an introduction to this policy that is sensitive to the concerns of all involved.
- Support educators in the consistent, uniform application and enforcement of this policy and associated regulations.
- Provide educators with professional development on best practices for incorporating technology into classroom lessons and activities using authorized, school-issued devices.
- Implement a graduated response to violations of this policy, consistent with the Student Code of Conduct, that encourages students to see the value of a personal-technology-free learning environment.
- Create a process for individualized exceptions to this policy consistent with a student's IEP, Section 504 accommodations, individualized health care plan, or learning plan.
- Incorporate digital citizenship education content and skills into the curriculum.

Teachers and Staff:

- Recognize that impulse control is a skill that must be developed, and that students require support and instruction to establish healthy and responsible relationships with technology and social media.
- Create engaging lessons that foster in-person group work and collaboration among peers to strengthen students' interpersonal skills, peer interaction, and social communication.
- Model healthy digital habits and use personal technology and social media in alignment with District policy.
- Fully engage in professional development related to supporting positive digital habits, digital citizenship, and effective use of technology in the classroom.

Families and Caregivers:

- Promote student engagement in learning by refraining from communicating with students via personal devices during the school day and encouraging children to use planning and problem-solving skills, coping strategies, and in-school supports to foster independence. (See the District/school communication plan for how to reach a child in the case of an emergency.)
- Support school initiatives to create technology-free spaces that allow students to fully participate in their education while encouraging in-person connections with peers and adults.
- Model a healthy relationship with social media and screen time at home, and reduce the use of technology as a tool for occupying young children.
- Consider using age-appropriate parental controls on smartphones and other devices to encourage the development of healthy relationships with technology.

Students:

- Participate in opportunities to provide feedback in the development of District policy and grade-band specific regulations, as appropriate.
- Follow this policy, associated regulations, and the Student Code of Conduct.
- Engage in lessons and classroom discussions related to social and emotional learning, digital citizenship, media literacy, and the responsible use of technology.
- Encourage peers to use technology and social media appropriately.
- Report concerning or inappropriate cell phone use and online behavior by peers to a principal, teacher, school counselor, psychologist, social worker, or other trusted adult in the school building.

Enforcement

Violations of this policy shall be addressed in accordance with the Student Code of Conduct, which shall provide for progressive disciplinary measures. Personal devices possessed or used in violation of this policy are subject to confiscation in accordance with administrative regulations and the Student Code of Conduct.

Responsibility/Liability

Any student who brings a personal device to school does so at his or her own risk and is personally responsible for its security. Neither school personnel nor the Board assumes responsibility or liability for the loss, theft, damage, or vandalism of a personal device brought onto school property, or for its unauthorized use.

(cf. 5114 - Suspension and Expulsion/Due Process)

(cf. 5131 - Conduct)

(cf. 5131.8 - Off School Grounds Misconduct)

(cf. 5131.82 - Restrictions on Publications and Written or Electronic Material)

(cf. 5131.911 - Connecticut School Climate Policy)

(cf. 5131.913 - Cyberbullying)

(cf. 5144 - Discipline/Punishment)

(cf. 5145.44 - Title IX/Sexual Harassment)

(cf. 5145.51 - Peer Sexual Harassment)

Legal Reference:Connecticut General Statutes

10-233j Student possession and use of telecommunications devices

Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)

Bethel School District v. Fraser, 478 US 675 (1986)

Tinker v. Des Moines Independent Community Dist., 393 US 503 (1969)

Policy adopted: _____

Dr. Noha Abdel-Hady

Superintendent of Schools

Windsor Public Schools

Windsor, CT

Students

Electronic Devices

Personal Technology Use in Schools/Cellular Phones/Electronic Communication Devices

The District recognizes the importance of technology in the educational setting. While cellular telephones and other personal technology may serve as a form of technology, they can pose a significant distraction to the learning environment if used without the direction of teachers.

The use of personal technology at school is a privilege, not a right.

Definitions

A “Personal Device” or “cellular telephone or wireless communication device” is a handheld or worn electronic device that can receive and/or transmit voice, text, or data messages, or otherwise process, store, transmit, or access information, without a cable connection. This includes, but is not limited to, cellular telephones, smartphones, smartwatches and other wearable technology, tablets, and any current or emerging wireless handheld technologies developed for similar purposes.

“School property” means any school building, bus, or facility, including grounds owned or occupied by the Board, and includes the location of a District-sponsored activity and transportation provided by the District to attend such an activity.

“Instructional school day” means the moment a student enters the school building until the final dismissal bell. It includes, but is not limited to, study halls and any other structured or non-structured instructional activity that occurs during the normal school day, including the administration of examinations.

“Kept in the ‘off’ position” means the device is powered completely off, and not simply set to vibrate, silent, standby, hibernation, or airplane mode.

“Away for the day” means a personal device may not be brought to school, and may not be possessed, visible, used, or activated by a student on school property or on District-provided transportation, from the time the student arrives at the bus stop or school in the morning until the student leaves school property or exits District-provided transportation at the end of the school day.

Use of Personal Devices at School or School Events

Elementary School Students (“Away for the Day”)

- Elementary students may not bring personal devices to school.
- Personal devices may not be possessed, visible, used, or activated on school property or on District-provided transportation at any time during the school day, including on the bus ride to and from school.
- If a personal device is inadvertently brought to school, it must remain powered off and stored out of sight (e.g., in a backpack) for the entire school day, including on the bus.

Middle and High School Students (“Away for the Day: Bell to Bell”)

- Students may bring personal devices to school, but such devices must be powered off (kept in the “off” position) and stored in a non-visible, secure location from the first bell of the instructional day until the dismissal bell, with no exception for lunch.
- Personal devices may not be accessed by students at any time during the instructional day, including during lunch or passing time between classes.
- Students may use personal devices after the dismissal bell, including while waiting for or riding District-provided transportation home.
- The use of personal devices is strictly prohibited at all times in locker rooms or restroom areas while at school or a school-related event, as long as it falls within the Instructional school day. Devices used in this manner will be immediately confiscated.
- Individual school schedules may require minor flexibility as approved by the principal.

Unauthorized Use of Devices

A student's possession, display, or use of a personal device on school property contrary to the provisions of this regulation shall be considered unauthorized use, including but not limited to conduct which:

- Interferes with or disrupts the instructional or educational environment;
- Violates academic integrity, such as reproducing images of tests, communicating test or examination contents or answers, or otherwise assisting students in a manner that violates Board policy or the Student Code of Conduct;
- Communicates grades or evaluation results, or the contents of any evaluation activity, in violation of a student's privacy;
- Is used to commit a crime under federal or state law;
- Violates a student's or other person's reasonable expectation of privacy, including use of photographic capabilities in locker rooms, restrooms, other changing areas, or classrooms; or
- Is profane, indecent, obscene, threatening, discriminatory, bullying, or harassing in nature, including cyberbullying, harassment, intimidation, or the sharing of private information without consent.

Other Responsible Uses

Personal devices are permissible in the following circumstances, notwithstanding the general restrictions of this regulation:

- Instructional or Educational Purposes, as determined by the classroom teacher with the approval of the building principal or designee.
- IEP, Section 504, or Health Care/Medical Plan, when the use of a personal device is authorized pursuant to a student's Individualized Education Program (IEP), Section 504 Accommodation Plan, or Health Care/Medical Plan with supportive documentation from the student's physician.
- Health, Safety, or Emergency Reasons, at the discretion of the principal.
- School Trips or School-Sponsored Activities, at the discretion of the principal or designee, provided such use is not disruptive to the activity.
- Other reasons determined appropriate by the principal.

Enforcement

A personal device possessed or used in violation of this regulation is subject to confiscation by school personnel, including classroom teachers. Confiscated devices shall be turned in to the school office as soon as possible.

Violations of this regulation shall be addressed through the Student Code of Conduct, which governs progressive disciplinary measures for repeated or serious violations. Any student who refuses to surrender a device to school personnel upon request shall be subject to discipline as provided in the Student Code of Conduct.

Families should direct questions about a specific incident, confiscation, or disciplinary consequence to the building principal or designee.

Responsibility/Liability

Any student who brings a personal device to school does so at his or her own risk and is personally responsible for its security. Neither school personnel nor the Board assumes responsibility or liability for the loss, theft, damage, or vandalism of a personal device brought onto school property, or for its unauthorized use.

Regulation approved: _____

Rational For Revised Policy

AR 6340 Guidelines for Acceptable Use of Computers, Networks and the Internet (Students)

This regulation governs student use of technology devices, networks, and the Internet across the District. Section 10 previously permitted students to bring and use personally owned ("BYOD") devices at school. The decision to remove this provision and require the use of only District-issued or District-approved devices reflects the District's investment in a technology monitoring program that allows teachers and staff to actively supervise student activity while working on technology; this program is only compatible with District-owned and District-approved devices. This change will ensure consistent, District-wide monitoring of student technology use during instructional time and will be implemented at the discretion of building administrators and the Superintendent or her designee.

Section: Instruction

Subject: COMPUTER TECHNOLOGY

BOARD OF EDUCATION POLICY

WINDSOR PUBLIC SCHOOLS

WINDSOR, CT

1. The Windsor Board of Education recognizes that today's students will grow up in a technological society in which the computer will play a major role. To prepare students to be successful and contributing members of such a society, the Windsor Schools have an obligation to provide students, K-12, with the experience necessary to understand and use computers.
2. It is the commitment of the Board that students and staff be provided the opportunity to acquire computer literacy. Computer technology will be used for both instruction and management.
3. The Superintendent and staff are directed to develop programs toward these ends.

Policy Adopted: 6/16/92

AR6340

Instruction

Guidelines for Acceptable Use of Computers, Networks and the Internet (Students)

Introduction

The tools and resources provided by computing equipment, networks and the Internet support the goals and objectives of the Windsor Public Schools. The district supports their use by students for productivity, information access, communication and problem-solving. Technology provides new tools and exciting opportunities that truly enhance teaching and learning in our schools.

While actively supporting the use of available tools by all students, the district also recognizes that there may be use that is inappropriate or objectionable. Although regulations cannot totally eliminate the possibility of such use, they can significantly limit unacceptable utilization of equipment, networks and the Internet. Our intent is to maximize the educational value of all electronic resources. These regulations provide direction for the privilege of using these powerful resources in ways that are effective, safe, responsible and legal.

User Access and Explanation of Guidelines

Access to information technology through the Windsor Public Schools is a privilege, not a right. Students and parents/guardians shall be required to read, sign and return the WPS Technology Use Agreement form to their appropriate school.

Newly hired staff shall be required to read and sign the WPS Technology Use Agreement form.

The Windsor Public School Acceptable Use Regulations (AUR) shall govern all use of technology devices, digital resources, and network infrastructure. Because information technology is constantly changing, not all circumstances can be anticipated or addressed in this AUR. All users are expected to understand and comply with both the "letter" and the "spirit" of the AUR and show good judgment in their use of these resources.

In Section 7, these regulations also address topics regarding the district web site including the release of student information, work or images.

1. Responsibilities for Implementing Regulations

- A. The district is responsible for informing students and families about these regulations for the acceptable use of technology.
- B. The district will request that parents/guardians and/or students annually sign and return forms stating that they have read regulations and agree to abide by them. This procedure will include information on release of student information on the district web site. A Technology Use Agreement form is included in the Appendix to these regulations. Forms may be revised as needed.
- C. The district will also use Internet filtering software to prevent access to material that is obscene, pornographic, harmful to minors or is prohibited according to criteria in Section 2. See Section 4 for further information on Internet filtering.
- D. Students are responsible for following acceptable use regulations whenever they use the computing resources of the district. This includes use of the district email system (for example, if sending a message to a teacher) or other district resources that can be accessed or used off-site.
- E. The district will educate students about Internet safety and appropriate online behavior including social networking, chat and cyberbullying.

2. Regulations

- A. Technology is provided for educational purposes in keeping with the academic goals of Windsor Public Schools, and that student use for any other purpose is inappropriate.
- B. The data, files and Internet access of all students are considered to be the property of the school district. Administration reserves the right to access, monitor and review

all use of district computer resources, including the overriding of passwords, when necessary. Students should not have any expectation of privacy in the use of district technology resources.

C. In order to ensure that technology use is effective, safe and responsible, certain activities and behaviors are not permitted. The following are prohibited:

- 1) Creating, communicating, using or knowingly accessing media or text that are obscene, profane, pornographic, inflammatory, harassing, threatening, bullying, degrading, defaming, harmful to minors or promote violence or illegal activities.
- 2) Creating, communicating, using or knowingly accessing media or text that are offensive because they are based on slurs or stereotypes related to race, gender, ethnicity, religion, sexual orientation or disability or handicap.
- 3) Creating, using or knowingly accessing sites that are used to post personal information or initiate personal relationships or dating.
- 4) Vandalism of equipment.
- 5) Attempts to bypass or circumvent Internet filtering. If a website is blocked by the district filter, it is not be accessed through other means such as proxy servers or the use of cellular networks.
- 6) Attempts to disrupt the performance of equipment, software or networks including attempts to access any resource or tool for which the user is not authorized.
- 7) Tampering or unauthorized modification of hardware, software or networks including the uploading, creation and spread of computer viruses.
- 8) Tampering with data and files belonging to or being used by others. Unauthorized access to others' files is also prohibited.
- 9) Installation of any programs or online services on district computers.
- 10) Use of file-sharing software or networks unless they have been set up by the district for school purposes.
- 11) Sharing of personal data. See Section 7 for regulations on release of student information on the district website.
- 12) Making personal plans to meet any person or persons contacted via the Internet even if they have been part of a school activity which involved interaction on the Internet.

13) Sharing of passwords, using of others' accounts or other activities that compromise the security of the computer systems, including leaving computers "signed on" when unattended.

14) Intentional wasting of network resources.

15) Use of school technology for commercial purposes or financial gain, including selling or buying. Students should not enter credit card or Social Security information.

16) Use or transmission of any resource that constitutes a violation of copyright laws as described in district copyright regulations.

17) Use of school technology for any form of illegal behavior including accessing dangerous information that, if acted upon, could cause damage or danger to others.

18) Saving any files to district computing resources for which you do not have a legal license or that violates copyright laws.

D. Students are to report security or technical problems as well as other violations of regulations to an appropriate staff member. Students will be instructed that if they inadvertently access objectionable materials on the Internet or other locations. They should report this immediately to the staff member in charge. Students shall not demonstrate problems to other student users.

3. Role of Parents/Guardians

A. Parents/guardians will be informed about acceptable use regulations and the role of such regulations in providing a safe, appropriate and productive learning environment. This will include distribution and return of a Technology Use Agreement form. Parents/guardians will also be provided with information on how to reach the Educational Technology Curriculum Supervisor with any questions regarding these regulations.

B. When use of a specific technology violates a specific tenet of the student's religion, parents/guardians may contact the Educational Technology Curriculum Supervisor to have their child exempted from use. This provision will be noted on the Technology Use Agreement form.

4. Internet Filtering

A. The Children's Internet Protection Act (CIPA) requires that schools filter Internet access if they receive ERate discounts for Internet access, service or internal connections.

B. The district implements a system to filter out Internet Sites with content/material considered inappropriate or harmful and unacceptable for student viewing. Such

content includes that which is considered obscene, child pornography, harmful to minors or is prohibited according to criteria in Section 2.

C. The Internet changes rapidly making it impossible to filter all objectionable sites. Students have the responsibility to monitor their own Internet use. As noted in Section 2, if objectionable materials are inadvertently accessed, students should report this to the staff member in charge.

D. Filtering is only one technique to manage Internet access and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors.

E. Filtering systems will not be disabled during any times when students are using technology. However, specific sites may be unblocked if determined to be appropriate according to these regulations. If a student believes that a site should not be blocked, they should report this to the appropriate teacher who can send a request to the Educational Technology Curriculum Supervisor.

5. Student Disciplinary Action

As previously stated, students are expected to follow these regulations at all times when using computers, networks, the Internet and all district technology. Failure to follow acceptable use regulations will lead to disciplinary action up to and including suspension and expulsion as well as possible loss of privileges to use technology in one or more locations within the school for specific periods of time. Illegal activity will also be reported to appropriate authorities.

Students who engage in misconduct using personal technology outside of school may be subject to discipline. Any disciplinary action shall be based upon whether the conduct is determined to be severely disruptive of the educational process so that it markedly interrupts or severely impedes day-to-day operations of a school. In addition, such conduct must also be violative of a publicized school policy.

6. Warranties/Indemnification

The district makes no warranties of any kind, whether expressed or implied, related to the use of district computers and computer systems, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the district of the content, nor does the district make any guarantee as to the accuracy or quality of information received. The district shall not be responsible for any damages, losses or costs a student suffers in using the Internet and electronic communications. This includes loss of data and service interruptions. Use of any information obtained via the Internet and electronic communications is at the students' own risk.

7. The Windsor Public Schools Web Site

A. Purposes of the Site

The Windsor Public Schools web site provides opportunities to communicate information about the district and its individual schools. Internal audience will include staff and students while external audience will include parents, community members, prospective employees and anyone who has an interest in the Windsor Public Schools. The site will foster communications not only by providing information but also by enabling others to contact the school district. The site may provide a forum in which the district shares with others the creative work of students and staff. The site can also be utilized to identify or provide instructional resources, projects and material for students and staff.

The Windsor Public Schools web site refers to all official pages published by the district and its schools at <http://www.windsorct.org>.

8. Student Safeguards

- A. District employees may release student information in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.
- B. Any student information protected by statute will not be permitted on the district website.

9. Technology Related Services Provided by the Windsor Public Schools

What are Google Apps for Education?

Windsor Public Schools provides staff and students with a Google Apps for Education account. Google Apps is a free web based suite of programs provided by Google for schools to use. All staff and students in Windsor Public Schools have access to Google Apps for Education. All of the Google Apps services can be accessed from anywhere an Internet connection is available (school, home, smart phone, etc.).

~~10. Bring Your Own Technology~~10. District-Approved Technology Devices

~~Technology plays a large role in our students' lives. Personal devices, defined as privately owned portable electronic devices, can enhance and enrich learning opportunities both at home and at school. Windsor Public Schools is committed to allowing responsible, learning-centered use of personal devices at school so as to provide as many pathways to understanding as possible for our students.~~ Technology plays a large role in our students' lives and can enhance and enrich learning opportunities both at home and at school. Windsor Public Schools has invested in a district-wide technology monitoring program that allows teachers and staff to actively monitor student activity while students are working on technology. Because this monitoring program is only available on District-owned and District-approved devices, only such WPS-approved devices may be used by students at school; personal, privately owned devices are not permitted for instructional or academic use during the school day.

A. General Information

The district maintains a wireless network with access only to the Internet. Access to the Windsor Public Schools staff and student wireless network, ~~whether with school-provided or personal devices,~~ **limited to WPS-approved devices**, is filtered in compliance with the Children's Internet Protection Act (CIPA). Access to the Windsor Public Schools wireless network is a privilege, not a right. Any use of the wireless network entails personal responsibility and compliance with all school rules and the signed Technology Use Agreement. The use of the wireless network also allows IT staff to conduct investigations regarding inappropriate Internet use at any time.

B. Guidelines for Use

- 1) ~~Use of personal devices during the school day is at the discretion of teachers and staff. Students shall use only WPS-approved devices during the school day. Teachers are expected to actively monitor student technology use, through the District's approved technology monitoring program, whenever students are working on district-approved devices.~~
- 2) The primary purpose of the use of ~~personal devices~~ **WPS-approved devices** at school is educational.
- 3) The use of ~~personal devices~~ **WPS-approved devices** falls under the Windsor Public School's Acceptable Use Regulations, found in the student handbook.
- 4) Students shall make no attempts to circumvent the school's network security and/or filtering policies. This includes setting up proxies and downloading programs to bypass security.
- 5) Students shall not distribute pictures, audio or video of students or staff without their permission (distribution can be as small as emailing/texting to one other person or as large as posting images or video online).
- 6) Only the Internet gateway provided by the district may be accessed while on school grounds. Personal Internet-connected devices such as but not limited to cell phones/cell network adapters are not permitted to be used to access outside Internet sources at any time.
- 7) ~~Students are required to have updated anti virus software running on their device. Free virus protection products are readily available online.~~
- 8) ~~Personal technology~~ **A student's WPS-approved device** may be searched by school personnel if there are reasonable grounds for suspecting that the search will turn up evidence that a student has violated or is violating either the law or the rules of the school.
- 9) There is no expectation of personal privacy in the use of ~~personal technology~~ **WPS-approved devices** at school. The District's information technology staff have the ability to identify users and monitor all **BYOD WPS-approved** devices logged on to the network.

C. School Liability Statement

~~1) Students bring their devices to use at Windsor Public Schools at their own risk. It is their duty to be responsible in the upkeep and protection of their devices. 1) Liability for the loss, theft, or damage of a WPS-approved device issued to a student is addressed in the District's Technology Device Use Agreement, which each student and parent/guardian must sign prior to receiving a District-issued device.~~

2) As personal devices are not allowed at school, Windsor Public Schools is in no way responsible for:

- a. Personal devices that are broken while at school or during school-sponsored activities
- b. Personal devices that are lost or stolen at school or during school-sponsored activities

~~10.~~ 11. Revision of Acceptable Use Regulations

These regulations will be evaluated and updated as needed in response to the changing nature of technology and its application in the Windsor Public Schools.

The Superintendent or his/her designee may also develop additional administrative procedures to govern the day-to-day management and operations of the district's technology as long as they are consistent with Board policy and acceptable use regulations.

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

10-15b Access of parent or guardians to student's records.

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.).

Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs.
implementing FERPA enacted as part of 438 of General Education Provisions
Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect
to educational records, as amended 11/21/96.

Children's Internet Protection Act of 2000 (HR 4577, P.L.106-554)

Communications Act of 1934, as amended (47 U.S.C. 254[h],[I])

Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801
et seq., Part F)

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Reno v. ACLU, 521 U.S. 844 (1997)

Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)

Board of Education v. Pico, 457 U.S. 868 (1988)

Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

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~~Craig A. Cooke, Ph.D.~~ Dr. Noha Abdel-Hady

Superintendent of Schools

Windsor Public Schools

Windsor, CT