Regular Meeting - Virtual Meeting

Tuesday, September 15, 2020 7:00 PM
Town Hall, Council Chambers - Closed to the Public Please click the link below to join the webinar: https://us02web.zoom.us/j/88357911044 Or Telephone: 312 626 6799 or 646 558 8656 Webinar ID: 883 5791 1044, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Recognitions/Acknowledgements**
   a. Introduction of Windsor Educator of the Year Rochelle Brown
3. **Board of Education**
   a. President's Report
   b. Set Graduation Date for Class of 2021 (Action Anticipated)
   c. Discussion of Equity Materials by RE·Center for Teacher Professional Development
4. **Superintendent's Report**
   a. Reopening Update
   b. Staffing Update for Opening of 2020-2021 School Year
   c. Fiscal Year 2021 Update
   d. Fiscal Year 2020 Year End Financial Report
5. **Consent Agenda**
   a. Enrollment Report
   b. Human Resources Report
   c. Approval of BOE Regular Meetings for 2021
   d. Appointment of Replacement Representative to Town of Windsor Insurance Commission
6. **Approval of Minutes**
   a. June 17, 2020 Regular Meeting
   b. August 6, 2020 Policy Committee
   c. August 19, 2020 Special Meeting
7. **Other Matters/Announcements/Regular BOE Meetings**
   a. Next BOE Regular Meeting is Tuesday, October 20, 2020, 7:00 PM, Town Hall, Council Chambers
8. **Adjournment**

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2020

Prepared By: Terrell M. Hill, PhD
Assistant Superintendent for Human Resources

Presented By: Terrell M. Hill, PhD

Attachments: Rochelle Brown - Bio

Subject: Educator of the Year for 2020-2021

BACKGROUND: Ms. Rochelle Brown has been selected as the 2020-2021 Windsor Public Schools' Educator of the Year. Ms. Brown has just commenced twenty-one years of teaching third grade, second grade and now kindergarten for the district. Brown currently serves as a member of the District Equity Committee at Windsor Public Schools, as well as being an Equity Committee Representative for Poquonock School.

Early in her career at Oliver Ellsworth School, Brown and a colleague established the Empowered Leadership Academy after a disparity in achievement was found within the district between boys of color and their peers. The Academy, which met with boys of color in grades 3-5, aimed to help diminish this disparity in part by expanding the boys' exposure to certain experiences, such as museums and cultural events. The intent was to focus on student interests, provide the exposure based on those interests and encourage the boys to read.

Brown will serve as Windsor Public Schools' representative for the State of Connecticut Teacher of the Year program. Ms. Brown gave her speech via the Opening Day Convocation video on August 27th.

RECOMMENDATION: This is for information only.

Reviewed by: _____ **Recommended by the Superintendent:** _____

Agenda Item # 2a.

FOR IMMEDIATE RELEASE

MEDIA CONTACT:
Maureen Bilotta
Communications Specialist
860.687.2000 ext. 1292
mbilotta@windsorct.org

Rochelle Brown Recognized as Windsor Public Schools 2020-2021 Educator of the Year



WINDSOR, CT (May 27, 2020) – Windsor Public Schools is pleased to announce Rochelle Brown as the 2020-2021 Educator of the Year. A committee of her peers selected her through a process which was conducted through virtual interviews and meetings.

Brown began her teaching career with Windsor Public Schools in 1999. She began as a third grade teacher at Oliver Ellsworth School, and after five years moved to teach second grade. Rochelle stayed with the second grade for 10 years and then went to teach second grade at Poquonock School. Since 2017, she has been teaching Kindergarten at Poquonock School.

Brown received her Bachelor of Arts in Health and Society from the University of Rochester, College of Arts and Sciences. She received a Master of Science in Teaching and Curriculum at the University of Rochester, Margaret Warner Graduate School of Education and Human Development in Rochester, New York. Brown currently serves as a member of the District Equity Committee at Windsor Public Schools, as well as being an Equity Committee Representative for Poquonock School.

Early in her career at Oliver Ellsworth School, Brown and a colleague established the Empowered Leadership Academy after a disparity in achievement was found within the district between boys of color and their peers. The Academy, which met with boys of color in grades 3-5, aimed to help diminish this disparity in part by expanding the boys' exposure to certain experiences, such as museums and cultural events. The intent was to focus on student interests, provide the exposure based on those interests and encourage the boys to read.

"Rochelle is a consummate professional who goes above and beyond for her students and families. Her class, commitment and passion for teaching and learning is unmatched. This is a well-deserved honor for Rochelle," said Tracie Peterson, Principal of Poquonock School. She goes on to say that Brown is willing to sacrifice her time and energy to ensure that every student has the "skills, support and encouragement they need to be successful."

Serving as a member of Poquonock School's Equity Committee, Brown has focused on ways in which her students and their families experienced school. Brown stated that she reflected on the students from different populations that were sitting before her and what she could do for them. She said, "My goal became to connect families through literacy. I wanted to find a more relatable way to reach the families before me. It had been a dream of mine to have some sort of platform to have students connect to books that they could relate to."

In the Fall of 2018, Brown developed the idea to start documenting children's books. It began with a small list shared with the families of her students to provide them with a starting point to find books that were representative of them and culturally inclusive. The list has become more comprehensive and has been shared with her colleagues in the district at a recent Professional Development workshop. Brown continually researches books to expand the list, extends the resource to a larger community through social media platforms, and has a goal to develop a personal blog or YouTube channel to provide read-alouds. *Kidlitlove8* is the Instagram account that Brown established in March 2020 as a means of providing parents and teachers with a variety of multicultural children's books. While there are many wonderful children's books that have been published, less than 25% of these books focus on multicultural characters. Brown's desire and ultimate purpose for creating this resource is to have children enjoy books that are reflective of their heritages, cultures, and backgrounds.

"No matter the depths of lessons planned, professional development opportunities, or feedback given, my students will not learn if they don't feel a genuine connection to me, both within and outside of Poquonock School. It is my desire to ensure that every student who sits within my classroom feels seen, heard, recognized, and validated….one book at a time", Brown said.

The Windsor Public Schools' Educator of the Year Program recognizes and honors excellence in teaching. The recipient serves as a visible and vocal representative of what is best in the profession. The program celebrates excellence by recognizing educators who have inspired a love for learning in their students and who have distinguished themselves in the profession.

Brown will serve as Windsor Public Schools' representative for the State of Connecticut Teacher of the Year program. The Windsor Board of Education will announce the Educator of the Year at their June meeting.

About Windsor Public Schools:

Windsor Public Schools serves nearly 4,000 students in the community of Windsor, Connecticut, a town located in north central Connecticut between Hartford and Springfield,

Massachusetts. Windsor Public Schools is comprised of six schools: Oliver Ellsworth School, Poquonock School, Clover Street School, John F. Kennedy School, Sage Park Middle School, and Windsor High School. The mission of Windsor Public Schools is to develop the genius in every child and create life-long learners. For more information about the Windsor Board of Education and any of its schools, please visit www.windsorct.org.

###

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2020

PREPARED BY: Craig A. Cooke, Ph.D. **PRESENTED BY:** Craig A. Cooke, Ph.D.

ATTACHMENTS:

SUBJECT: Set Graduation Date for Class of 2021

BACKGROUND:

Each year the Board of Education must vote on the date for graduation. We are requesting the Board approve Monday, June 14, 2021 as the date for graduation. Graduation will be held at The Bushnell in Hartford. Location site subject to change based on state guidance and social distancing requirements. Connecticut State law now allows the graduation date be set early on in the school year.

RECOMMENDATION:

The Board shares the above information with the public.

Move the Board of Education approve Monday, June 14, 2021 as the graduation date for the Class of 2021.

Recommended by the Superintendent: _____

Agenda Item # 36.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2020

PREPARED BY: Craig A. Cooke, Ph.D. **PRESENTED BY:** Paul Panos

ATTACHMENTS: RE·Center Materials – "5 Shifts to Co-Create Equity"

SUBJECT: Discussion of Equity Materials by RE·Center for Teacher Professional Development

---

BACKGROUND:

This item was placed on the agenda at the request of Mr. Paul Panos with the support of Mr. Brian Bosch and Mr. Jim Ristas.

RECOMMENDATION:

For informational purposes only.

Recommended by the Superintendent:_____

Agenda Item # 30.

5 Shifts to Co-Create Equity

RE·CENTER
RACE & EQUITY IN EDUCATION
formerly The Discovery Center

1. Mainstream → Margins

Educational systems—like all systems in the U.S.—were designed by, and for, individuals with 'mainstream' identities: *white, male, English-speaking, middle class+, Christian, neurotypical, able-bodied, heterosexual, cis-gender, etc.* Upholding the policies, practices, and culture that best serve students with mainstream identities, systemically creates and reinforces marginalization. Transforming educational institutions requires centering the experiences of people living through marginalization and oppression; they understand their experiences best and hold the greatest potential to envision new systems and generate solutions. Systems designed to serve students in the margins will serve all students well.

2. Colorblind → Color Conscious

The myth of *colorblindness* functions as a tool to avoid confronting issues of race, racism, and white privilege and makes it difficult to examine implicit bias, structural racism, and to celebrate differences. Statements like, "I don't see color," are scientifically and experientially inaccurate, and erase important aspects of an individual's identity while denying that racial differences exist and impact people's lives and access to opportunities. Sustainable changes to the inequitable policies, practices, and patterns that create and maintain racially disparate outcomes become possible when individuals and systems commit to being *conscious* about racial differences and the impacts of racism.

3. Deficit → Systemic*

*Adapted from Five Shifts of Consciousness for Multicultural Educators. Gorski, 2010

Instead of addressing the root causes of inequities, initiatives to fix the 'achievement gap' rely on a *deficit* framework which places blame on students of color, low-income students, and students with other marginalized identities for their lack of educational attainment (i.e. there's something wrong with the culture, values, or motivation of under-performing students and/or their families). A *systemic* approach examines the structural barriers—like access to safe and affordable housing, health care, and living wages—created by racism, classism, sexism, etc. along with the policies, practices, and cultural patterns that reinforce marginalization. Addressing the 'opportunity gap' requires us to remove those barriers to academic achievement. Where the problem is positioned matters, because it will determine how solutions are generated.

Example: *Deficit:* The problem is that these parents don't speak English
Systemic: The problem is that our school isn't prepared to accommodate our linguistically diverse community

4. Equality → Equity

Equality: everyone gets the same thing. Equity: everyone gets what they need to grow and thrive. In a society where injustice is present, equity may not feel 'fair.' The legacies of indigenous genocide, slavery, colonization, white supremacy, patriarchy, etc., have shaped the systems and institutions that uphold our current inequitable society. People are born into different geographic locations and social positions with the mechanics and cultural patterns of oppression already in place. Given this context, shallow commitments to *equality* and a desire to "treat everyone the same" will produce disparate outcomes because the current status quo is inherently unequal. Instead, there must be a commitment to repairing, mitigating, and transforming the histories and current realities of inequity and injustice.

5. Racism requires INTENT to harm → If the IMPACT negatively affects people of color: that is racism

Many understandings of racism inaccurately require an *intent* to harm a person because of their race or skin color; seeing racism as a moment, rather than a system. Racism does not require an active *intent* to harm people of color; instead, many racial inequities are unintended and remain in place by not acknowledging that racially disparate *impact* is an indicator of racism. Upholding specific policies or defending actions which create inequity, even if they were based on good intentions, contributes to marginalization and oppression. Educational systems marginalize Black and Brown students—by design and by default—a reality made invisible by colorblindness, reinforced by deficit thinking, and hidden behind an inadequate commitment to equality. In an equitable environment, all members of the community must take responsibility for the ways they contribute to patterns of racism while committing to address the many ways racism affects people of color, even when there was no intention to harm them.

Copyright © 2018. RE·Center *Race & Equity in Education*. All Rights Reserved

5 Shifts to Co-Create Equity

RE·CENTER
RACE & EQUITY IN EDUCATION
formerly The Discovery Center

Shift 1: Mainstream → Margins



Educational systems—like all systems in the U.S.—were designed by, and for, individuals with 'mainstream' identities: *white, male, English-speaking, middle class+, Christian, neurotypical, able-bodied, heterosexual, cis-gender, etc.* Upholding the policies, practices, and culture that best serve students with mainstream identities, systemically creates and reinforces marginalization. Transforming educational institutions requires centering the experiences of people living through marginalization and oppression; they understand their experiences best and hold the greatest potential to envision new systems and generate solutions. Systems designed to serve students in the margins will serve all students well.

This shift leads us to believe that:

1. Our current educational system is producing exactly the outcomes it was designed to produce.
2. We must fix the system that creates marginalization, **not** fix those individuals who are marginalized by the system.
3. In the margins, people experience repression and cultivate resistance and resilience.
4. Those most directly impacted by marginalization must be centered in the creation of new approaches to teaching and learning.
5. _____
   _____
6. _____
   _____

Copyright © 2018. RE·Center *Race & Equity in Education*. All Rights Reserved

5 Shifts to Co-Create Equity

RE·CENTER
RACE & EQUITY IN EDUCATION

Shift 2: Colorblind → Color Conscious



Colorblind...

...to Color-conscious

The myth of *colorblindness* functions as a tool to avoid confronting issues of race, racism, and white privilege and makes it difficult to examine implicit bias, structural racism, and to celebrate differences. Statements like, "I don't see color," are scientifically and experientially inaccurate, and erase important aspects of an individual's identity while denying that racial differences exist and impact people's lives and access to opportunities. Sustainable changes to the inequitable policies, practices, and patterns that create and maintain racially disparate outcomes become possible when individuals and systems commit to being *conscious* about racial differences and the impacts of racism.

This shift leads us to believe that:

1. Saying things like: "I don't see color," and "I treat all my students the same regardless of race," dehumanizes and erases the racialized experiences of Black and Brown students.
2. Being 'colorblind' will not solve racism; instead, it allows racism to grow unchecked and unexamined.
3. Our inability to see the impacts of racism doesn't mean they don't exist in our classroom and workplace.
4. We can, and must, develop the skills to effectively identify and respond to racism through self-examination and believing the experiences of people of color.
5. _____
6. _____

Copyright © 2018. RE·Center *Race & Equity in Education*. All Rights Reserved

5 Shifts to Co-Create Equity

RE·CENTER
RACE & EQUITY IN EDUCATION
formerly The Discovery Center

Shift 3: Deficit → Systemic



Deficit...



...to Systems

Instead of addressing the root causes of inequities, initiatives to fix the 'achievement gap' rely on a *deficit* framework which places blame on students of color, low-income students, and students with other marginalized identities for their lack of educational attainment (i.e. there's something wrong with the culture, values, or motivation of under-performing students and/or their families). A *systemic* approach examines the structural barriers—like access to safe and affordable housing, health care, and living wages—created by racism, classism, sexism, etc. along with the policies, practices, and cultural patterns that reinforce marginalization. Addressing the 'opportunity gap' requires us to remove those barriers to academic achievement. Where the problem is positioned matters, because it will determine how solutions are generated.

Example: Deficit: The problem is that these parents don't speak English.

Systemic: The problem is that our school isn't prepared to accommodate our linguistically diverse community.

This shift leads us to believe that:

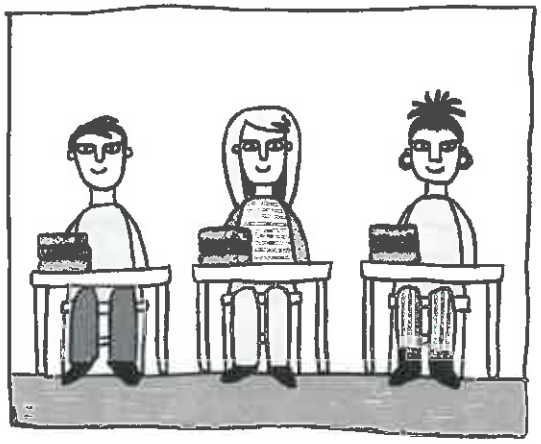
1. Blaming students of color for a lack of educational achievement, while ignoring the racist system which determines the kinds of opportunities they have access to, is a form of racism rooted in a deficit ideology.
2. We should not feel pity for our students who experience racism, poverty, and trauma; nor should we simply encourage them to develop the grit necessary to endure or escape. Instead, we should equip them with the skills to critically examine and transform the very systems which create and maintain oppression.
3. Educational systems, and the individuals who hold authority in them, must take responsibility for creating greater equity within their spheres of influence.
4. We'll need to develop intersectional and interconnected movements for liberation and justice to create equitable learning environments within a larger inequitable society.
5. _____
   _____
6. _____
   _____

Copyright © 2018. RE·Center *Race & Equity in Education*. All Rights Reserved

5 Shifts to Co-Create Equity

RE·CENTER
RACE & EQUITY IN EDUCATION

Shift 4: Equality → **Equity**



Equality...



...to Equity

Equality: everyone gets the same thing. Equity: everyone gets what they need to grow and thrive. In a society where injustice is present, equity may not feel 'fair.' The legacies of indigenous genocide, slavery, colonization, white supremacy, patriarchy, etc., have shaped the systems and institutions that uphold our current inequitable society. People are born into different geographic locations and social positions with the mechanics and cultural patterns of oppression already in place. Given this context, shallow commitments to *equality* and a desire to "treat everyone the same" will produce disparate outcomes because the current status quo is inherently unequal. Instead, there must be a commitment to repairing, mitigating, and transforming the histories and current realities of inequity and injustice.

This shift leads us to believe that:

1. All people are equal in terms of value, dignity, agency, and humanity.
2. Systems of racism and oppression keep some people in power and marginalize others, based on their social identities. Without interruption, this inequality will continue to produce unequal outcomes.
3. Commitments to equality are shallow and ineffective (i.e. after decades of pursuing equality post Brown v. Board of Education in 1954, we have greater disparity in educational outcomes between white students and students of color); commitments to equity are required.
4. We need equitable approaches to education rooted in an accurate understanding of history and designed to address and transform current inequity and injustice.
5. _____
   _____
6. _____
   _____

Copyright © 2018. RE·Center *Race & Equity in Education*. All Rights Reserved

5 Shifts to Co-Create Equity

RE·CENTER
RACE & EQUITY IN EDUCATION

Shift 5: Racism requires INTENT to harm → <u>If the IMPACT negatively affects people of color: that is racism</u>



"Racism requires INTENT to harm"...



...to "If the IMPACT negatively affects people of color: that is racism."

Many understandings of racism inaccurately require an *intent* to harm a person because of their race or skin color; seeing racism as a moment, rather than a system. Racism does not require an active *intent* to harm people of color; instead, many racial inequities are unintended and remain in place by not acknowledging that racially disparate *impact* is an indicator of racism. Upholding specific policies or defending actions which create inequity, even if they were based on good intentions, contributes to marginalization and oppression. Educational systems marginalize Black and Brown students—by design and by default—a reality made invisible by colorblindness, reinforced by deficit thinking, and hidden behind an inadequate commitment to equality. In an equitable environment, all members of the community must take responsibility for the ways they contribute to patterns of racism while committing to address the many ways racism affects people of color, even when there was no intention to harm them.

This shift leads us to believe that:

1. Racism is the systemic and institutionalized domination, discrimination, and dehumanization of black people and people of color; regardless of intent.
2. Unintentional racism harms students of color, just as much as intentional racism.
3. Microaggressions, disparities in discipline, academic tracking, standardized tests, and any other data that demonstrates a disproportionate negative impact on students of color are indicators of racism.
4. There is no such thing as reverse racism or "non-racism." There is either racism, or anti-racism.
5. _____
   _____
6. _____
   _____

Copyright © 2018. RE·Center *Race & Equity in Education*. All Rights Reserved

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2020

Prepared By: Terrell Hill, PhD
Assistant Superintendent for Human Resources

Presented By: Terrell Hill, PhD

Attachments: None

Subject: Staffing Update for Opening of 2020-2021 School Year

---

BACKGROUND: For the September Board of Education meeting, information is always provided on all of the personnel actions that have taken place since the June Board of Education meeting.

A. Recruitment Fairs

Human Resources actively recruited new teachers during these unusual times. Due to the Covid-19 Pandemic, many recruiting fairs were cancelled. Some were replaced with virtual online career fairs via (ZOOM or Microsoft Teams). We participated in the ones put on by CREC and the CT SDE. Interestingly, many of the teachers who applied to the district did so because they had heard very positive commentary from friends and family who presently work in the district.

B. Advertisements

We advertised our teacher openings in the CT REAP (website with CT educational jobs), CEA (CT Educ. Assoc.), CASCIAC (CT Assoc. of Schools and CT Interscholastic Athletic Conference), CAPSS (CT Assoc. of Public School Superintendents) and the Windsor Public Schools Website. In our efforts to reach a much larger and, more diverse population we continue to contract with Education Week (edweek.org)/ TopSchoolsJobs (topschoolsjobs.org).

C. Hiring Process

Candidates participate in multiple rounds of interviews, which typically include representation from teachers, supervisors, building administrators and central office administrators. Due to the Covid-19 Pandemic, almost all interviews were conducted virtually via (Google Meet or ZOOM). All interview processes for teachers end with an interview with the Assistant Superintendent for Human Resources. Interview processes for administrators below the rank of cabinet or building principal end with an interview with the Superintendent.

Another important piece of the process is the reference check. Administrators complete a district reference check form by personally contacting at least three (3) of the candidates' references. A detailed conversation ensues focusing on areas that are important to Windsor in its new hires.

D. New Teacher Orientation

All new teachers, including those hired during the prior school year, took part in a blended format of virtual learning which included individual and whole group work. New teacher orientation was held August 19th through the 21st. August 20th was the main orientation for all new teachers. The orientation focused on new initiatives from the Instructional Services Department; informational sessions from Pupil Services, Office for Family and Community Partnerships, WEA Union Reps, and technology. Katrina Wicks and her team provided training around the districts' overall technology processes. Marge Renno and her Induction Support teachers presented to new faculty the requirements for TEAM (Teacher Education and Mentoring Program). They specifically focused on *Teacher Responsibility and Ethics*.

E. Statistics

As of September 8, 2020, there were 51 new employees in the district. This number includes teachers, administrators, supervisors, food services, safety monitors, and paraeducators. Of the "newly hired" certified employees, 11 actually began contracted employment during the 2019-2020 school year. Teacher openings were due mainly to teachers taking positions in other districts, retirements, resignations, or childrearing.

For all newly hired certified employees (46 total), the breakdown between male and female is 17% male and 83% female. Of the newly hired certified staff, 20% of them are educators of color. The district-wide percentage of certified staff of color now stands at 21.2%.

RECOMMENDATION: The BOE receive this report for informational purposes only.

Reviewed by: _____ **Recommended by the Superintendent:** _____

Agenda Item # 4b.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2020

Prepared By: Danielle Batchelder **Presented By:** Danielle Batchelder

Attachments: Financial Report Dated August 31, 2020
Budget Update for COVID-19 Related Expenses

Subject: Fiscal Year 2021 Update

Background:

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools. Typically we do not provide an August report, but we are doing so due to additional costs related to opening.

The additional expenses that are outlined on the second attachment detail purchases related to the COVID-19 pandemic and staff changes. The additional expenses thus far will be offset once the district receives the Elementary and Secondary School Emergency Relief Fund (ESSER Fund) of $474,402 and the Coronavirus Relief Fund (CRF) of $698,842.

Recommendation:

For informational purposes only.

Reviewed by: DB **Recommended by the Superintendent:**

Agenda Item # 4c.

Windsor Public Schools
Financial Report
August 31, 2020

	2020/2021 Budget	Expenditures YTD 8/31/2020	Encumbrance	Balance 8/31/2020	% Balance
Instructional Services					
Clover Street School	63,170	705	11,123	51,342	**81%**
John F. Kennedy School	84,950	2,829	16,926	65,195	**77%**
Oliver Ellsworth School	86,730	7,399	41,161	38,170	**44%**
Poquonock School	69,300	4,539	29,620	35,141	**51%**
Sage Park Middle School	210,935	19,289	43,223	148,423	**70%**
Windsor High School	398,069	19,502	21,084	357,483	**90%**
Windsor High School Interscholastic Sports	207,000	9,395	15,620	181,985	**88%**
Athletic Coaches	275,000	0	0	275,000	**100%**
WHS Career & Technical Education	59,745	0	0	59,745	**100%**
Continuing Education	70,400	0	13,557	56,843	**81%**
Instructional Mgt. & Curriculum Development	288,772	41,470	49,621	197,681	**68%**
Magnet School Tuition	1,480,600	0	0	1,480,600	**100%**
*Technology	878,518	461,866	316,240	100,412	**11%**
Total Instructional Services	**4,173,189**	**566,994**	**558,175**	**3,048,020**	**73%**
Education Support Services					
*Pupil Personnel Services	454,950	11,617	23,944	419,389	**92%**
Special Education	98,150	139	3,903	94,108	**96%**
Special Education Tuition	5,068,264	273,831	29,159	4,765,274	**94%**
Policy & Planning	142,350	42,446	3,624	96,280	**68%**
Employee Personnel Services	129,000	44,468	1,968	82,564	**64%**
Financial Management	280,442	8,288	5,323	266,831	**95%**
Financial Services	38,500	5,015	0	33,485	**87%**
Pupil Transportation & Safety	3,075,248	0	0	3,075,248	**100%**
Special Education Transportation	2,231,659	0	15,980	2,215,679	**99%**
*Physical Plant Services	1,918,850	250,377	1,555,782	112,691	**6%**
Major Maintenance	461,000	53,880	87,690	319,430	**69%**
L.P. Wilson Center	254,800	16,853	184,981	52,966	**21%**
Benefits	10,923,331	1,453,562	334,660	9,135,109	**84%**
Certified Salaries	32,886,258	2,213,475	0	30,672,783	**93%**
Non-Certified Salaries	9,044,854	874,887	0	8,169,967	**90%**
Regular Ed Tutor Salaries	336,700	3,168	0	333,532	**99%**
Special Ed Tutor Salaries	284,000	1,905	0	282,095	**99%**
Substitute Salaries	747,732	549	0	747,183	**100%**
**COVID-19	0	23,290	334,797	(358,087)	
Total Education Support Services	**68,376,088**	**5,277,750**	**2,581,811**	**60,516,527**	**89%**
Total All Sites	**$72,549,277**	**$5,844,744**	**$3,139,986**	**$63,564,547**	**88%**

*** Pandemic related purchases within individual dept/sites include but not limited to:**
PSES PPE (touchless thermometers; N95 Masks, Disposable gown, goggles = $12,560
Hand sanitizer, Disinfectant Wipes, Additional Cleaning Supplies, Air Filters - $29,653
Technology Related Purchases - PD Platform, Hotspots, Devices, etc. - $54,561

****Included but not limited to purchases such as:**
Reusable Face Shields, Masks, Lanyards, Disposable Masks & Gloves - $30,542
Desk Partitions, Table Dividers & Sneeze Guards and Signage District Wide - $92,977
Elementary Desks - $231,609

Budget Update for COVID-19 Related Expenses

Below is an evolving list of additional expenses WPS have incurred due to the COVID-19 pandemic. The additional expenses thus far will be offset by grants and additional funds the district is expecting from the state. The two funding sources and allocations that were communicated to WPS thus far are:

Grant/Funding Source	WPS Allocation
Elementary & Secondary School Emergency Relief Fund (ESSER Fund)	$474,402
Coronavirus Relief Fund (CRF)	$698,842
Total Allocation due to WPS	**$1,173,244**

Additional Expenses Incurred To Date

		Expense	
Staffing			
1.0 FTE Teacher - Clover - Grade 5		$75,000	
1.0 FTE Teacher - JFK - Distance Learning		$75,000	
1.0 FTE Teacher - OE - Special Education		$75,000	
1.0 FTE Teacher - OE - Grade 1		$75,000	
1.0 FTE Teacher - OE - Grade 2		$75,000	
1.0 FTE Teacher - POQ - PreK		$75,000	
1.0 FTE Teacher - POQ - Grade 2		$75,000	
1.0 FTE Teacher - Elementary Special Education		$75,000	
1.0 FTE Nurse - Floating - District Wide		$75,000	
(2.0) FTE Teachers - Sage Park Middle School		($150,000)	Retirements/Resignation not being backfilled for FY 20/21 Only
(2.0) FTE Teachers - Windsor High School		($150,000)	
	Sub Total	**$375,000**	
Furniture			
Elementary Desks		$231,609	
	Sub Total	**$231,609**	
PPE and Cleaning Supplies & Materials			
Face Shields; Masks; Gloves; Mask Lanyards		$34,091	
Classroom, Labs, Café. & Countertop Protective Dividers/Barriers		$83,647	
Floor, Window, & Door Signage		$9,330	
Hand Sanitizer; Disinfectant Wipes & Increased Cleaning Supplies		$22,046	
Equipment (Air Filters, Portable Air Scrubbers, Cleaning)		$22,116	
	Sub Total	**$171,230**	
Technology			
PD Platforms & Software		$16,560	
Hotspots, Devices, Phones		$38,001	
	Sub Total	**$54,561**	
Grand Total Expenses as of 9/10/2020		**$832,400**	

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2020

PREPARED BY: Danielle Batchelder **PRESENTED BY:** Danielle Batchelder

ATTACHMENTS: Year End Budget Site & Category Balances

SUBJECT: Fiscal Year '20 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 2020, which ended June 30th, was $70,913,361. Our unexpended balance is $731,560. (NOTE: results have not been audited.)

For the Fiscal Year End June 30, 2020, due to the COVID19 Pandemic, there were significant under expenditures in pupil transportation & safety, special education transportation, athletic coaches and supplies & materials at the schools and district wide. Other line items that were under expended were benefits, certified and non-certified salaries, and magnet school tuition. Offsetting this under expenditure was over expenditures in payroll and benefits for the school food staff and treehouse staff. These two depts are self-sustaining under normal circumstances. Due to the pandemic, these two depts did not generate the revenue from March through June 2020 to cover their payroll and benefit costs. Other line items that were over expended were special education tuition, technology and substitute salaries.

STATUS:

The projections of expenditures for the close of Fiscal Year 2020 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 $70,913,361.

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

RECOMMENDATION:

That the Board approves the return of $731,560 to the Town with the details of the projected budget/category surplus's and deficits as attached. (Final amount subject to completion of the audit.)

Reviewed by: _____ **Recommended by the Superintendent:** _____

Agenda Item # 4d.

Windsor Public School
Year End Financials
June 30, 2020

	2019/2020 Budget	Expenditures YTD 6/30/2020	Encumbrance	Balance 6/30/2020	% Balance
Instructional Services					
Clover Street School	63,167	49,966	0	13,201	21%
John F. Kennedy School	84,950	72,362	0	12,588	15%
Oliver Ellsworth School	86,730	76,080	0	10,650	12%
Poquonock School	69,296	57,715	0	11,581	17%
Sage Park Middle School	210,935	189,095	0	21,840	10%
Windsor High School	397,511	353,990	0	43,521	11%
Windsor High School Interscholastic Sports	207,000	207,000	0	0	0%
Athletic Coaches	263,000	213,166	0	49,834	19%
WHS Career & Technical Education	59,745	59,682	0	63	0%
Continuing Education	70,400	68,876	0	1,524	2%
Instructional Mgt. & Curriculum Development	318,380	302,515	0	15,865	5%
Magnet School Tuition	1,500,600	1,393,413	0	107,187	7%
Technology	777,405	833,685	0	(56,280)	-7%
Total Instructional Services	**4,109,119**	**3,877,545**	**0**	**231,574**	**6%**
Education Support Services					
Pupil Personnel Services	402,800	369,960	0	32,840	8%
Special Education	94,350	88,670	0	5,680	6%
Special Education Tuition	4,968,886	5,111,236	0	(142,350)	-3%
Policy & Planning	142,350	140,534	0	1,816	1%
Employee Personnel Services	129,000	123,800	0	5,200	4%
Financial Management	280,442	272,572	0	7,870	3%
Financial Services	38,500	39,733	0	(1,233)	-3%
Pupil Transportation & Safety	2,857,789	2,387,004	0	470,785	16%
Special Education Transportation	2,121,699	2,072,536	0	49,163	2%
Physical Plant Services	1,971,850	1,903,240	0	68,610	3%
Major Maintenance	436,000	435,902	0	98	0%
L.P. Wilson Center	254,800	249,118	0	5,682	2%
Benefits	10,869,681	10,746,142	0	123,539	1%
Certified Salaries	32,472,322	32,326,181	0	146,141	0%
Non-Certified Salaries	8,495,885	8,411,935	0	83,950	1%
Regular Ed Tutor Salaries	336,700	311,155	0	25,545	8%
Special Ed Tutor Salaries	284,000	286,293	0	(2,293)	-1%
Substitute Salaries	647,188	692,985	0	(45,797)	-7%
Payroll & Benefits for SFSD & Treehouse	0	335,260	0	(335,260)	
Total Education Support Services	**66,804,242**	**66,304,256**	**0**	**499,986**	**1%**
Total All Sites	**$70,913,361**	**$70,181,801**	**$0**	**$731,560**	**1%**

* Please note that the final balance is subject to change upon completion of the fiscal audit

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2020

PREPARED BY: Danielle Batchelder **PRESENTED BY:** Danielle Batchelder

ATTACHMENTS: Student Enrollment Report & Recap

SUBJECT: Student Enrollment as of September 1, 2020

BACKGROUND:

Attached are the enrollment figures as of September 1, 2020. Mrs. Batchelder will answer any questions.

STATUS:

In prior BOE enrollment reports, the enrollment report grouped all students into one category labeled "Outside Placement/Private Placement (SPED)". Beginning in September 2016, the Out Placement/Private Placement (SPED) line was separated into two categories:

1. *Out of District Placement-Special Education students*
2. *Private Placement Special Education students*

Out of District - Special Education: Those students who are placed at a Connecticut State Department of Education (CSDE) approved private special education program as recommended by a planning and placement team (PPT) as part of a student's individualized education program (IEP). Additionally, this category may include a family who moves into Windsor with a child who has a disability who has already been placed in a private special education program and/or children who are placed in Windsor foster home(s) by the Department of Children and Families (DCF) and are already enrolled in a private special education program.

Private Placement - Special Education: Those students who have been identified special education through the planning and placement team (PPT) process that have been parentally placed at a non-public school located in Windsor (i.e., St. Gabriel, Trinity Christian, Madina Academy, Praise Power & Prayer, etc.).

RECOMMENDATION:

Informational

Reviewed by: _____ **Recommended by the Superintendent:** _____

Agenda Item # 5a.

Windsor Public Schools
Student Enrollment Report
September 1, 2020

Enrollment in Windsor Public Schools

Grades PreK - 5	1,436
Grades 6-8	750
Grades 9-12	1,129
Total District Enrollment	**3,315**

Windsor Students not in District Schools

Out of District Placements (SPED)	50
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	18
CREC Montessori Hartford	6
CREC Metropolitan Learning Center (MLC)	63
CREC Miscellaneous Magnet Schools	284
Hartford Host Magnet Schools	172
Miscellaneous Magnet Schools	24
A.I. Prince Technical High School	19
Howard Cheney Technical High School	12
	648
Total Students	**3,963**

Windsor Public Schools
Student Enrollment Report
September 1, 2020

GRADE		Poquonock School	Clover Street School	Oliver Ellsworth School	John F. Kennedy School	Total
PreK		58		66		124
K		68		123		191
1		90		139		229
2		117		122		239
3			96		124	220
4			77		134	211
5			107		115	222
Subtotal K-5						1,312
Total		**333**	**280**	**450**	**373**	**1,436**

GRADE		Sage Park Middle School
6		257
7		252
8		241
Total		**750**

GRADE	Windsor High School
9	318
10	275
11	265
12	271
Total	**1,129**

District Wide Enrollment	**3,315**

ENROLLMENT REPORT 2020-2021
POQUONOCK SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten											
2	Brown			10									
3	Scott			10									
Distance Learning - 22	Roche			12									
Distance Learning - 23	Blume			15									
24	Eskenazi			11									
26	Scerra			10									
		Total	**78**	**68**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 1											
1	McCann			12									
12	Elkey			15									
15	Velez			12									
Distance Learning - 17	Stoll			25									
16	Turin			12									
18	Hernandez			14									
		Total	**122**	**90**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 2											
8	Mercier			15									
9	Parker			16									
10	Olensiak			19									
11	Delskey			17									
Distance Learning - 13	Hoogewerff			17									
14	Couchon			18									
18	Neals			15									
		Total	**92**	**117**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	PK Smart Start			21									
	Sped & Peer			37									
		Total	**51**	**58**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Poqunonock	**Totals**	**343**	**333**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ENROLLMENT REPORT 2020-2021
OLIVER ELLSWORTH SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten											
19	Adamski			15									
20	Butterick			15									
21	Tedeschi			15									
Distance Learning - 22	Bishop			19									
23	Wazkelewicz			13									
24	Bartholomew			13									
Distance Learning - 25	Chapple			19									
26	Marcella			14									
		Total	**141**	**123**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 1											
10	Strickland			13									
11	Capizzi			15									
12	Furie			18									
13	Fleury			7									
Distance Learning - 14	Moreno			25									
Distance Learning - 15	D'Errico			27									
16	Miller			18									
17	Strempfer			16									
		Total	**126**	**139**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 2											
1	Mayo			18									
Distance Learning - 2	Goicohea			22									
3	Majors			16									
6	Broyles			12									
Distance Learning - 5	Heilman			21									
7	Gonzalez			17									
8	Coffey			16									
		Total	**116**	**122**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	PK Smart Start			23									
	Sped & Peers			43									
		Total	**78**	**66**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Oliver Ellsworth		**Totals**	**461**	**450**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ENROLLMENT REPORT 2020-2021
JF KENNEDY SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3											
1	L. Macaluso			15									
Distance Learning - 2	Richards			41									
3	Lamoureux			19									
4	Filomeno			16									
6	Johnston			17									
8	Estelle			16									
		Total	**121**	**124**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 4											
5	Eckman			16									
Distance Learning - 7	Brown			40									
9	Jones			13									
10	Silliman			15									
12	Bishop			12									
14	Atkins			11									
16	Nguyen			14									
18	Caselli			13									
		Total	**109**	**134**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 5											
19	Bowman			12									
20	Paley			11									
Distance Learning - 24	Freitas			45									
25	Mazur			12									
27	Baker			25									
28	Schultz			10									
		Total	**135**	**115**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
John F. Kennedy		**Totals**	**365**	**373**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ENROLLMENT REPORT 2020-2021
Clover Street School

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3											
Distance Learning - 6	Lewis			31									
8	Dugalic			14									
10	Murray			13									
11	Sanchez			13									
25	Darrell			11									
26	Rivers			14									
		Total	**83**	**96**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 4											
9	Michalic			14									
14	McLaughlin			15									
Distance Learning - 18	Keach-Longo			25									
24	Comer			13									
27	Williams			10									
		Total	**103**	**77**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 5											
12	Grimes			17									
Distance Learning - 13	Carlson			32									
15	Junious			13									
16	Webster			14									
17	Nowsch			14									
19	Siegel			17									
		Total	**99**	**107**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Clover	**Totals**	**285**	**280**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ENROLLMENT REPORT 2020-2021
Sage Park Middle School

		Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 6												
Team 1			88									
Team 2			83									
Team 3			86									
	Total	**245**	**257**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Grade 7												
Team 4			83									
Team 5			84									
Team 6			85									
	Total	**232**	**252**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Grade 8												
Team 7			85									
Team 8			78									
Team 9			78									
	Total	**239**	**241**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Sage Park	**Totals**	**716**	**750**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ENROLLMENT REPORT 2020-2021
Windsor High School

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	304	318									
Grade 10	272	275									
Grade 11	296	265									
Grade 12	292	271									
Windsor High Total	**1,164**	**1,129**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2020

Prepared By: Terrell M. Hill, PhD
Assistant Superintendent for Human Resources

Presented By: Terrell M. Hill, PhD

Attachments: Human Resources Report

Subject: Human Resources Report for June 1, 2020 – August 31, 2020

Please see the attached report.

Reviewed by: _____ **Recommended by the Superintendent:** _____

Agenda Item # 5b.

WINDSOR PUBLIC SCHOOLS
HUMAN RESOURCES
Windsor, CT

To: Members of the Board of Education
From: Terrell Hill, PhD, Assistant Superintendent for Human Resources
RE: Staffing Update for Opening of 2020-2021 School Year
Date: September 15, 2020

CERTIFIED NEW HIRES

NAME	SCHOOL	POSITION	SALARY
Richelle Anderson	Sage Park	Physical Education Teacher	BA2
Autumn Baltimore	Kennedy	Principal	Admin1
Miranda Broyles	Ellsworth	Grade 2 Teacher (New Position)	BA1
Lauren Canoni	Windsor High	Math Teacher	MA1
Jessica Coffey	Ellsworth	Grade 2 Teacher	MA3
Sheryl Comer	Clover	Grade 4 Teacher	MA3
Aixa Couvertier-Nesmith	Ellsworth	Reading Teacher	MA12
Alys Cross	Windsor High	Special Education Teacher	MA11
Alexa D'Errico	Ellsworth	Kindergarten Teacher	MA2
Lynn Dewey	Windsor High	Child Development Teacher	BA7
Sanela Dugalic	Clover	Grade 3 Teacher	BA2
Gabriela Ewald	Kennedy	Grade 5 Teacher	BA2
Jasmine Fenton	Sage Park	Social Worker (New Position)	6thYr4
Vanessa Fleury	Ellsworth	Grade 1 Teacher (New Position)	BA1
Mercedes Jones	Kennedy	Grade 4 Teacher	BA1
Elaina Madden	Ellsworth	Special Education Teacher (New Position)	BA1
Jay Mihalko	Poquonock	Principal	Admin4
Karen Moreno	Ellsworth	Grade 1 Teacher	MA6
Helen Nguyen	Kennedy	Grade 4 Teacher	MA1
Taylor Oleksiak	Poquonock	Grade 2 Teacher (New Position)	BA2
Jelenne Parker	Poquonock	Grade 2 Teacher	MA6
Matthew Pogson	Windsor High	Automotive Teacher	MA12
Mark Prelli	Sage Park	Grade 7 Math Teacher (Limited)	MA10
Giuliana Ribera	Windsor High	Science Teacher	MA1
Rebecca Schultz	Kennedy	Grade 5 Teacher	BA1
David Shaw	Windsor High	Special Education Teacher	MA1
Jeffrey Siegel	Clover	Grade 5 Teacher (New Position)	MA9
Emily Turin	Poquonock	Grade 1 Teacher	MA1
Ilda Tushe	Clover/Kennedy	ELL Interventionist	MA2
Candice Webster	Clover	Grade 5 Teacher	MA7
Mary Whittemore	Windsor High	Secondary Literacy Interventionist	MA12
Gladynell Yuiza	Sage Park	Special Education Teacher	BA3
Jami Zolotor	Kennedy	Special Education Teacher	MA1

CERTIFIED STAFF APPOINTMENTS WITH PRIOR WINDSOR EXPERIENCE

NAME	SCHOOL	POSITION	SALARY
Jessica Addie	Districtwide/Ellsworth	STEM Coach (PK-2)	MA11
Aimee Boehm	Poquonock	Assistant Principal	Admin1
Shelby Eckman	Kennedy	Grade 3 STEM Teacher	MA2
Jessica Gonzalez-Perez	Ellsworth	Grade 2 Teacher	BA4
Kelsey Junious	Clover	Grade 5 Teacher	BA1
Molly McLaughlin	Clover	Grade 4 Teacher	MA2
Sydney Mercier	Poquonock	Teacher	BA1
Cohl Miller	Clover/Poquonock	Art Teacher	BA6
Dejenne Mobley	Kennedy	Special Education Teacher	MA6
Anthony Ridzon	Poquonock/Kennedy	Health and Physical Education Teacher	BA2
Alicia Rossi	Districtwide/Ellsworth	Speech and Language Pathologist	6thYr4
Taylor Story	Poquonock	Special Education Pre-K Teacher (New Position)	BA2
Douglas Von Hollen	Sage Park	Math Teacher	MA12

CERTIFIED LEAVES

NAME	ASSIGNMENT/SCHOOL	REASON FOR LEAVE
Sheena Mayes-Boyle	English Teacher/Windsor High	Childrearing
Kristen Michalak	French Teacher/Sage Park	Childrearing
Ryan Michalak	Health Teacher/Sage Park	Military
Melissa Smith	Grade 7 Math Teacher/Sage Park	Childrearing
Amy Taylor	Science Teacher/Windsor High	Childrearing
Kaitlyn Tinsley	Special Education Teacher/Ellsworth	Childrearing

CERTIFIED RETIREMENTS (FROM JUNE)

NAME	ASSIGNMENT/SCHOOL	YEARS IN WINDSOR
Elaine Chartier	Grade 5 Teacher/Clover	28
Elizabeth Clark	Math Coach/Ellsworth	14
Gwen Drake	Kindergarten Teacher/Ellsworth	17
Bonnie Emerson	Elementary Math Teacher/Kennedy	21
Andrew Giza	Special Education Teacher/Windsor High	32
Francis Halish	Science Teacher/Windsor High	35
Dale Jaworski	Grade 2 Teacher/Ellsworth	35
Cynthia Lindsley	Grade 3 Teacher/Clover	34
Lynne Markwell	Reading Teacher/Ellsworth	23
Sandra Ossolinski	Math Teacher/Windsor High	20
Nancy Pansa	Math Techer/Sage Park	17
Susan Trummel-Cadieux	Grade 2 Teacher/Poquonock	32
Karen Vann	Special Education Teacher/Windsor High	28
Beverly Wyman	Physical Education Teacher/Sage Park	36

CERTIFIED RESIGNATIONS (FROM JUNE)

NAME	SCHOOL	ASSIGNMENT	REASON	SVCS YRS
Steven Carvalho	L.P. Wilson	Director of Pupil and Special Ed. Services	Another District	8
Elisabeth Coburn	Poquonock	Grade 2 Teacher	Personal	3
Shacara Cook	Windsor High	Fashion Design Teacher	Personal	8-months
Christina Cornell	Ellsworth	Grade 1 Teacher	Personal	2
Katherine Gurski	Poquonock	Special Education Teacher	Another District	1
Allison Mendola	Clover	Grade 5 Teacher	Personal	2
Tracie Peterson	Poquonock	Elementary School Principal	Another District	13
Mary Kay Ravenola	Kennedy	Elementary School Principal	Another District	17.5
Patricia Rivera	Sage Park	Special Education Teacher	Another District	6
Cynthia Romero	Kennedy	ELL Interventionist	Personal	10
Lisa Savage	Clover	Grade 4 Teacher	Personal	21
Patricia Slater	Ellsworth	Pre-K Special Education Teacher	Another District	4
Eileen St. Jacques	Ellsworth	Pre-K Special Education Teacher	Another District	1.5
Jennifer Su	Clover	Grade 4 Teacher	Personal	5
Danielle Taylor	Kennedy	Grade 4 Teacher	Another District	5
Nancy Thomson	Windsor High	Career & Technical Education Teacher	Personal	2

CERTIFIED TRANSFERS/REASSIGNMENTS

NAME	FROM	TO	FTE
Shannon Brown	Grade 5 Teacher/Kennedy	Grade 4 Teacher/Kennedy	1.0
Kathryn Carlin	SpEd Teacher/Ellsworth	Classroom Teacher/Ellsworth	1.0
Randolph Ewart	Math Teacher/Windsor High	Math Teacher/Windsor High	.8
Shane Fye	Grade 5 STEM Teacher/Kennedy	Grade 6 Math Teacher/Sage Park	1.0
Andrea Kay	Math Teacher/Windsor High	Math Teacher/L.P. Wilson-Spark	1.0
Nichole Kirchmeier	Math Teacher 1.0/Windsor High	Math Teacher/Windsor High	.6
Ryan Michalak	Phys. Educ.-Health Teacher/Sage Park	Health Teacher/Sage Park	1.0
Meghan O'Brien	Grade 6 Math Teacher/Sage Park	Grade 6 Teacher/Sage Park	1.0
Brie Reynolds	Grade 1 Teacher/Poquonock	SpEd Teacher/Poquonock	1.0

NON-CERTIFIED NEW HIRES

NAME	ASSIGNMENT	SCHOOL
Sarah Armata	Occupational Therapist	District
Tikuan Johnson	Safety Assistant	Windsor High
Andrea Lewis	Nurse	Kennedy
Katherine Maxwell	Clerical Assistant	District
Nitzaliz Rodriguez	Administrative Assistant	Sage Park
Janine Santos	Administrative Assistant	Windsor High
Cheyenne-Mone Smith	Treehouse Group Leader	Clover
Miroslaw Zyzdorf	Maintenance Worker	L.P. Wilson

NON-CERTIFIEDTRANSFERS/REASSIGNMENTS

NAME	FROM	TO
Ivelisse DeJesus	Support Assistant/Pupil Services	Acctg. Supp. Asst/Pupil Services
Julii DeNigris	Nurse/Kennedy	Nurse/Windsor High
Kristy Organ	Part-time Clerk/Poquonock	Admin. Supp. Clerk/PPS

NON-CERTIFIED RESIGNATIONS/RETIREMENTS/LEAVES
(FROM JUNE)

NAME		ASSIGNMENT	SCHOOL
ELIZABETH	ALLEN-WATERHOUSE	LUNCHROOM MONITORS	KENNEDY ELEMENTARY
MARISA	AUSTIN-CASARES	SUBSTITUTE CROSSING GUARD	DISTRICT
ROBIN	BACH	FOOD SERVICE	SAGE PARK MIDDLE SCHOOL
DOMANEQUE	BOYCE	PARA - SPECIAL ED FT	ELLSWORTH ELEMENTARY
ADRIANNA	BREDA	PARA - SPECIAL ED FT	ELLSWORTH ELEMENTARY
ROSEANNE	BUCKNAM	NURSES	WINDSOR HIGH SCHOOL
SUZANNE	CODY	PUPIL SERVICES ACCTG SUP ASST	PUPIL SERVICES
NOEL	CONKLIN	CAMP TREEHOUSE GROUP LEADER	CLOVER ELEMENTARY
TAMAR	ESPINOSA	ASST PRIN ADMIN ASSISTANT	SAGE PARK MIDDLE SCHOOL
WHITNEY	EVANS	FOOD SERVICE	WINDSOR HIGH SCHOOL
MICHAEL	FOGARASI	MAINTENANCE WORKER	LP WILSON DISTRICT OFFICE
LAURIE	GALLER	ASST PRIN ADMIN ASST 46 WK	WINDSOR HIGH SCHOOL
KATHRYN	GENEST	REGISTERED DIETICIAN - FDSERV	DISTRICT
GRACE	GODSON	FOOD SERVICE	SAGE PARK MIDDLE SCHOOL
JOAN	GORDON	LUNCHROOM MONITORS	KENNEDY ELEMENTARY
THOMAS	GREEN	BEHAVIOR TECHNICIAN	ELLSWORTH ELEMENTARY
JOY	HASS	FRC BOOKKEEPER	LP WILSON DISTRICT OFFICE
JENNIFER	HENNESSEY	OCCUPATIONAL THERAPIST	ELLSWORTH ELEMENTARY
SHIRLEY	IVERY	FOOD SERVICE	DISTRICT
EILENE	KLEVA	FOOD SERVICE	ELLSWORTH ELEMENTARY
DONNA	LAPOINTE	SR ACCOUNTS PAY COORDINATOR	LP WILSON DISTRICT OFFICE
JAYDEN	MCADAMS	CAMP TREEHOUSE GROUP LEADER	MAIL - NO HOME SCHOOL
BRANDON	MCLEAN	CAMP TREEHOUSE GROUP LEADER	KENNEDY ELEMENTARY
JOHN	MIRANDA	TREE HOUSE GROUP LEADER	POQUONOCK ELEMENTARY
RENEE	NEWMANROBERTS	FOOD SERVICE	SAGE PARK MIDDLE SCHOOL
VIRGINIA	NICHOLAS	FOOD SERVICE	ELLSWORTH ELEMENTARY
KEILA	NUNEZ	PARA - SPECIAL ED FT	SAGE PARK MIDDLE SCHOOL
ESTEFANI	RUIZ	LUNCHROOM MONITORS	CLOVER ELEMENTARY
ELIZABETH	SANTOS	SAFTEY ASSISTANT SUBSTITUTE	LP WILSON DISTRICT OFFICE
DAWN	SCOTT	PARA - SPECIAL ED FT	WINDSOR HIGH SCHOOL
JUDITH	STEWART	FOOD SERVICE	SAGE PARK MIDDLE SCHOOL
SHIA	STEWART	TREE HOUSE GROUP LEADER	POQUONOCK ELEMENTARY
MOLLY	VONEISENGREIN	FOOD SERVICE	POQUONOCK ELEMENTARY
TORI	WALLACE	FOOD SERVICE	DISTRICT
KELLI	WELCH	SAFTEY ASSISTANT SUBSTITUTE	DISTRICT
BRANDON	WILSON	PARA - SPECIAL ED FT	CLOVER ELEMENTARY
SEBRINA	WILSON	CLERICAL ASST/HOURLY	DISTRICT

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2020

PREPARED BY: Craig A. Cooke, Ph.D. **PRESENTED BY:** Craig A. Cooke, Ph.D.

ATTACHMENTS:

SUBJECT: Board of Education Regular Meetings for 2021 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 2021 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, unless there is a holiday or special event at Town Hall in Council Chambers. In that case, an alternative available date has been chosen. The last approved Regular Meetings in the current year are:

Tuesday, October 20
Tuesday, November 17
Tuesday, December 15

STATUS:

The following dates have been held by the Town Manager's office for the 2021 calendar year. Dates in bold indicate a change from the usual third Tuesday of the month:

Wednesday, January 20, 2021 at 6:30 PM (off schedule due to MLK Day Holiday)
Wednesday, February 17, 2021 (off schedule due to President's Day Holiday)
Tuesday, March 16, 2021
Tuesday, April 20, 2021
Tuesday, May 18, 2021
Tuesday, June 15, 2021
Tuesday, September 21, 2021
Tuesday, October 19, 2021
Tuesday, November 16, 2021
Tuesday, December 21, 2021 at 7:00 PM (Public Forum at 6:30 PM)

First Meeting of 2022: Wednesday, January 19, 2022 at 6:30 PM (off schedule due to MLK Day)

RECOMMENDATION:

Move to approve the regular meeting schedule for the 2021 calendar year.

Recommended by the Superintendent: _____

Agenda Item # 5c.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 15, 2020

Prepared By: Craig A. Cooke **Presented By:** Danielle Batchelder

Attachments:

Subject: Appointment of Replacement Representative to Town of Windsor Insurance Commission

---

BACKGROUND:

The Insurance Commission reviews and recommends to the Risk Manager of the Town of Windsor various coverages that are necessary for both the Town and Board of Education. The Commission is comprised of five members. The Board of Education and Town Council each appoint two members, one Democrat and one Republican, to the commission. Those four appointments select a fifth member.

STATUS:

Republican David Ross has recently moved out of Windsor and has resigned from the Insurance Commission, leaving a republican vacancy on the commission.

RECOMMENDATION:

Move to appoint James P. Anderson as a Republican member to the Windsor Insurance Commission for a four year unexpired term to expire November 30, 2021 or until a successor is appointed.

Recommended by the Superintendent: _____

Agenda Item # 5d.

Windsor Board of Education
Regular Meeting – Virtual Meeting
Unapproved Minutes
Wednesday, June 17, 2020 7:00 PM
Town Hall, Council Chambers - Closed to the Public

The following are the unapproved minutes of the June 17, 2020 Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:00 PM:

Present Board Members:
Mr. Leonard Lockhart
Ms. Maryam Khan
Ms. Ayana Taylor
Mr. Paul Panos
Mr. Brian Bosch
Mr. David Furie
Ms. Charlotte Ricketts
Mr. James Ristas

Absent Board Members:
Mr. Ronald Eleveld

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

Discussion:
The meeting was called to order by Mr. Lockhart at 7:00 p.m. with the Pledge to the Flag and a Moment of Silence. Also in attendance were Superintendent of Schools Dr. Craig Cooke, Assistant Superintendent for Instructional Services Dr. Santosha Oliver, Assistant Superintendent for Human Resources Dr. Terrell Hill, Director of Business Services Danielle Batchelder and Director of Pupil and Special Education Services Steven Carvalho.

2. Recognitions/Acknowledgements
2.a. Recognition--WHS Juried Art Show, Board of Education Purchase Prize to Jalah Cooper for "Fear" and to Devon Featherstone for "River's Edge"; Superintendent's Choice Purchase Prize to Melina Mercado for "Sunflowers"; WHS Purchase Prize to Corinthia Saez for "Finding One's Self"

Discussion:
Mr. Lockhart and Dr. Cooke recognized Windsor High School Art students Jalah Cooper, Devon Featherstone, Melina Mercado and Corinthia Saez for their Purchase Prize artwork pieces selected at the Virtual WHS Annual Juried Art Show. The student's artwork was introduced, and the students will receive their purchase prizes as a part of their recognition.

2.b. Recognition--BOE Student Representative, Athena Camacho

Discussion:
Dr. Cooke recognized Athena Camacho, BOE Student Representative for the second semester, and stated that while Athena's term was primarily virtual, her input and reports she submitted were helpful for the Board.

2.c. Announcement--Windsor Educator of the Year and Paraeducator of the Year

Discussion:
Dr. Hill announced the 2020-2021 Teacher of the Year Ms. Rochelle Brown, Kindergarten teacher at Poquonock School. Ms. Brown will serve as Windsor Public Schools' representative for the State of Connecticut Teacher of the Year Program.

Dr. Hill also announced the 2020-2021 Paraeducator of the Year Ms. Maria Sau, Paraeducator at Poquonock School. Ms. Sau will now serve as Windsor Public Schools' nominee for the State of Connecticut Paraeducator of the Year. Ms. Brown and Ms. Sau will speak at the 2020-2021 District Convocation.

2.d. Recognition--Tracie Peterson, Principal, Poquonock School and Mary Kay Ravenola, Principal, John F. Kennedy School

Discussion:
Dr. Cooke reported Mrs. Ravenola is unable to join the meeting because she is packing to move on Wednesday. Ms. Peterson offered her thanks to Dr. Cooke and the Board for their support over the years. Mr. Lockhart, Dr. Cooke and Board members expressed their thanks and best wishes to principals Tracie Peterson and Mary Kay Ravenola as they move into the next phases of their professional lives.

2.e. Recognition--Patricia Patton, Food Service Director and Staff of Food Service

Discussion:
Dr. Cooke announced that the Board had planned to recognize Patricia Patton in person, the new Food Services Director for the district, however, she had a death in the family and is currently in Pennsylvania. He recognized her efforts during the shutdown and thanked she and her staff for providing over 40,000 meals during that time. Patti will be formally recognized at a later meeting. Dr. Cooke also thanked Danielle Batchelder for her work with Food Services.

3. Student Representative Report

Discussion:
None.

4. Board of Education
4.a. President's Report

Discussion:
Mr. Lockhart reported he attended the high school's end of year virtual awards ceremonies, the drive up promotions and graduation for the Class of 2020; the Board completed the Superintendent's evaluation and offered him an extension of his contract. He requested that Executive Committee members check email on a daily basis through the summer, and that all Board members check their email at least once a week on Fridays. Mr. Lockhart attended both the rally hosted by the Human Rights Commission and the one presented by students and supported by the WEA and he expressed his thanks and congratulations on the events, especially to the students.

5. Superintendent's Report
5.a. Distance Learning/Coronavirus Update

Discussion:
Dr. Cooke reported on the Class of 2020 graduation at Windsor High, gave an update on summer school programming, announced Windsor Food Service will continue to serve meals through the summer at three locations: Windsor High School, Oliver Ellsworth, and the Windsor Public Library. Dr. Cooke asked that parents/families please check email on a regular basis as primary communication from the district over the summer will be through email. Dr. Cooke extended his thanks to Gary Dowgewicz for being at all the Board meetings and all the late nights through the years; he also thanked Frank and Jose from the Town's technology Department for their help.

5.b. Financial Status 2019-2020 School Year

Discussion:
Dr. Cooke and Ms. Batchelder were available for any questions on the financial status for the 2019-2020 school year. Discussion was held regarding the format of the budget book.

5.c. Discussion on CARES Act Funding

Discussion:
Dr. Cooke reported that he and Ms. Batchelder found out hours prior to the meeting that the application is expected on Friday of this week and they will be prepared to submit that; projected funding is $476,801 but they do not know what percentage will go to non-public schools in Windsor. The non-public schools have also had increased costs due to remote learning and cleaning and we will work directly with them as they go through the district for the funds. The estimate for that is $30,000. It's anticipated that there is going to be a lot of cost in furniture and equipment. Discussion was held with the town that if we need more items we can go back to the town; the biggest focus will be keeping class sizes low and also the social-emotional wellbeing of the students. Brief discussion ensued.

6. Committee Reports

Discussion:
None.

7. Consent Agenda
7.a. Financial Report
7.b. Enrollment Report
7.c. Food Service Report
7.d. Human Resources Report

Motion Passed: Motion to accept Consent Agenda items 7.a. Financial Report, 7.b. Enrollment Report, 7.c. Food Service Report and 7.d. Human Resources Report passed with a motion by Mr. David Furie and a second by Mr. Paul Panos.

8 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Maryam Khan Yes
Ms. Ayana Taylor Yes
Mr. Paul Panos Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Absent
Mr. David Furie Yes
Ms. Charlotte Ricketts Yes
Mr. James Ristas Yes

8. Approval of Minutes
8.a. May 19, 2020 Regular Meeting

Discussion:
Ms. Khan requested the minutes be corrected to reflect that she was in attendance.

Motion Passed: Motion to approve the minutes of the May 19, 2020 Regular meeting as corrected passed with a motion by Ms. Ayana Taylor and a second by Mr. David Furie.

8 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Maryam Khan Yes
Ms. Ayana Taylor Yes
Mr. Paul Panos Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Absent
Mr. David Furie Yes
Ms. Charlotte Ricketts Yes
Mr. James Ristas Yes

8.b. June 9, 2020 Special Meeting

Discussion:
Ms. Khan noted that Ms. Taylor's comments were not included in the minutes under Announcements and requested they be added. Ms. Taylor expressed her support for Dr. Cooke and his work and recognized the students and their demonstration regarding the unsettled status of what's going on in this nation. Ms. Ricketts requested that the spelling of her name be corrected under announcements.

Motion Passed: Motion to approve the minutes of the June 9, 2020 Special Meeting as corrected passed with a motion by Ms. Ayana Taylor and a second by Mr. James Ristas.

8 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Maryam Khan Yes
Ms. Ayana Taylor Yes
Mr. Paul Panos Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Absent
Mr. David Furie Yes
Ms. Charlotte Ricketts Yes
Mr. James Ristas Yes

9. Other Matters/Announcements/Regular BOE Meetings
9.a. Next BOE Regular Meeting is Tuesday, September 15, 2020, 7:00 PM, Town Hall, Council Chambers

Discussion:
Mr. Lockhart stated he hopes that when the Board meets in September they will be able to safely come together.

Ms. Ricketts addressed recent events in the country, congratulated the Class of 2020, hopes that Windsor can remain a role model, and thanked teachers and staff.

Ms. Khan addressed the demonstration on the green, equity work being done in the district, the drive through promotion parades, graduation and extended thanks to teachers, building staff and administration for all their hard work.

Mr. Ristas congratulated the Class of 2020, suggested considering continuing the drive through graduation rather than the Bushnell based on parent comments, and noted the district was ahead of the curve with distance learning because of our technology staff.

Ms. Taylor extended her thanks as a parent and Board member to Dr. Cooke, the entire cabinet, educators, staff and custodians for their work during this crazy time. She addressed the student led event on the Green, and congratulated the Class of 2020.

Mr. Furie congratulated the Class of 2020, spoke about graduation, the student-led Black Lives Matter demonstration, congratulated all students who were promoted, and thanked all District teachers and staff for their work.

Mr. Panos congratulated the Class of 2020, congratulated staff on their work to make distance learning successful and expressed disappointment there won't be Smarter Balanced or SAT scores for this year.

Mr. Lockhart congratulated the Class of 2020, spoke about the importance of equity and inclusion to the students of Windsor, and addressed the issue of racism.

10. Adjournment

Motion Passed: The meeting adjourned at 8:46 pm with a motion by Mr. Paul Panos and a second by Mr. David Furie.

8 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Maryam Khan Yes
Ms. Ayana Taylor Yes
Mr. Paul Panos Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Absent
Mr. David Furie Yes
Ms. Charlotte Ricketts Yes
Mr. James Ristas Yes

_____

Ayana K. Taylor, Secretary
Windsor Board of Education

Windsor Board of Education
Policy Committee - Virtual Meeting
Unapproved Minutes

Thursday, August 6, 2020 4:00 PM

L.P. Wilson Community Center, Board Room - Closed to the Public

The following are the unapproved minutes of the August 6, 2020 Policy Committee - Virtual Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 4:00 PM:

Present Board Members:
Mr. Leonard Lockhart
Ms. Maryam Khan
Mr. David Furie
Mr. James Ristas

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

Discussion:
The virtual meeting was called to order at 4:00 PM by Chair Ms. Maryam Khan. Superintendent Dr. Craig Cooke and Assistant Superintendent for Human Resources were also in attendance.

2. Review of Policies/Regulations to be Considered for Waiver

Discussion:
The committee reviewed new P 6114.81 Emergencies and Disaster Preparedness - Pandemic/Epidemic Emergencies and the policies and regulations that may be affected by the new policy. The policy will move forward to the full board for consideration at their Special Meeting on August 19, 2020.

2.a. Summary of Policies/Regulations Affected by COVID-19 Pandemic
2.b. New 6114.81 P Emergencies and Disaster Preparedness - Pandemic/Epidemic Emergencies
2.c. 1212 P/AR School Volunteers
2.d. 1250 P/AR Visits to the Schools
2.e. 1330 P/AR Use of School Facilities
2.f. 3524.2 P Policy Regarding Use of Green Cleaning Products
2.g. 3541 P/AR Transportation
2.h. 4112.3 P Employment and Student Teacher Checks
2.i. 4118.3 P Guidelines for Acceptable use of Computers, Networks, and the Internet (Personnel)
2.j. 5113 P/AR Student Attendance, Truancy, and Chronic Absenteeism
2.k. 5114 P/AR Student Discipline
2.l. 5141.3 P/AR Health Assessments
2.m. 6340 P/AR Guidelines for Acceptable Use of Computers, Networks, and the Internet (Students)
2.n. 9325 BL Meeting Conduct

3. Adjournment

Discussion:
The meeting was adjourned at 4:46 PM.

_____
Ayana K. Taylor, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting - Virtual Meeting
Unapproved Minutes

Wednesday, August 19, 2020 6:30 PM
Town Hall, Council Chambers - Closed to the Public

The following are the unapproved minutes of the August 19, 2020 Special Meeting - Virtual Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:32 PM:

Present Board Members:
Mr. Leonard Lockhart
Ms. Maryam Khan
Ms. Ayana Taylor
Mr. Paul Panos
Mr. Brian Bosch
Mr. Ronald Eleveld
Mr. David Furie
Ms. Charlotte Ricketts
Mr. James Ristas

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

Discussion:
The meeting was called to order at 6:32 PM by Mr. Lockhart with the Pledge of Allegiance and a Moment of Silence. Also in attendance: Superintendent of Schools Dr. Craig A. Cooke, Assistant Superintendent for Human Resources Dr. Terrell Hill, Director of Business Services Ms. Danielle Batchelder, Assistant Superintendent for Instructional Services Dr. Santosha Oliver and Interim Director of Pupil and Special Education Services Barbara Trinks.

2. Revisions to 2020-2021 School Calendar

Discussion:
Dr Cooke thanked the board for their patience with this third revision to the school calendar.

Motion Passed: Move the Board of Education accept the proposed revisions to the 2020-2021 school calendar passed with a motion by Mr. David Furie and a second by Mr. Paul Panos.

9 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Maryam Khan Yes
Ms. Ayana Taylor Yes
Mr. Paul Panos Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Ms. Charlotte Ricketts Yes
Mr. James Ristas Yes

3. Reopening Plan for 2020-2021 School Year

Discussion:
Dr. Cooke presented the WPS Reopening Plan to the Board of Education and the community. Each Cabinet member presented their portion in turn. Questions were taken by the board following the presentation.

Question topics from the board included changing learning formats, custodial work, ventilation systems, homeschooling families with and without an IEP or 504, and the procedure for positive COVID test results.

Discussion ensued.

Dr. Cooke urged the community to read the Reopening Plan, the Executive Summary and the School Annex Plans.

4. Policy Adoption - New P 6114.81 Emergencies and Disaster Preparedness, Pandemic/Epidemic Emergencies

Discussion:
Mr. Panos inquired if this was a temporary assignment of duties to the Superintendent.

Dr. Cooke responded that this policy would be reviewed monthly and is temporary.

Motion Passed: Move to adopt new P 6114.81 Emergencies and Disaster Preparedness, Pandemic/Epidemic Emergencies as a first reading, waiving the second reading and approving the policy for immediate use and distribution passed with a motion by Ms. Maryam Khan and a second by Mr. Paul Panos.

9 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Maryam Khan Yes
Ms. Ayana Taylor Yes
Mr. Paul Panos Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Ms. Charlotte Ricketts Yes
Mr. James Ristas Yes

5. CARES Funds

Discussion:
Dr. Cooke reviewed the usage of the CARES Funds and how receiving the funds has positively impacted the school district. The funds totaled over $450,000 and have been used for PPE materials, signage, safety, and the hiring of an additional teacher.

6. Announcements

Discussion:
Ms. Ricketts had no announcements, but hopes for a smooth start to the school year.

Mr. Eleveld wishes the community health and safety. He suggests visiting the New York Department of Health website as it has a lot of very good information about the virus.

Ms. Khan commented that it has been a rough summer, but she hopes the community is safe and healthy. The community needs to stay flexible and whatever choices that families make, she wishes them a good start to the school year.

Mr. Ristas thanked Dr. Cooke and his staff for their work on the reopening plan. He suggested that updated data be made available in an easier format.

Ms. Taylor thanked Dr. Cooke, the Cabinet, staff, custodians, and nurses for all their hard work. There has been much anxiety, but they are supported.

Mr. Bosch stated that reopening is about being safe and effective learning. He also said that the updated WPS app is very nice and user friendly. He wanted the board to consider ways to show students they support them with care packages. He also informed the community that the Northwest Park Country Fair will not proceed as normal, but there are many great activities on their website to participate in.

Mr. Furie thanked Dr. Cooke and the central office staff for doing a thorough job with the reopening plan. He urges families to stay flexible and wants them to know he is aware of their struggles. He is glad that students have been given a choice on how to attend school.

Mr. Panos thanked Dr. Cooke and feels that the reopening committee deserves a lot of credit. He stated his concern is that there is no way to be absolutely safe and that social-emotional problems may occur when attempting to be too safe.

Mr. Lockhart wanted the community to know that we are in this together and that we will find a way through.

7. Adjournment

Discussion:
The meeting was adjourned at 9:09 PM.

Motion Passed: Move to adjourn the meeting at 9:09 PM passed with a motion by Mr. Paul Panos and a second by Mr. Ronald Eleveld.

9 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Maryam Khan Yes
Ms. Ayana Taylor Yes
Mr. Paul Panos Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Ms. Charlotte Ricketts Yes
Mr. James Ristas Yes

_____

Ayana K. Taylor, Secretary
Windsor Board of Education