Regular Meeting

Tuesday, September 19, 2023 7:00 PM
BOE Regular Meeting - Hybrid via Zoom and In-Person Please click the link below to join the webinar: https://us06web.zoom.us/j/82423272703 Or Telephone: +1 301 715 8592 +1 646 558 8656 Webinar ID: 824 2327 2703, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag, Moment of Silence**
2. **Recognitions/Acknowledgements**
   a. Introduction of New BOE Student Representative, Timothy Hoagland
   b. Introduction of Windsor's Educator of the Year, Kathleen Stoll
   c. Introduction of Windsor's Paraeducator of the Year, Sandra Bailey
   d. Introduction of New Administrators
3. **Audience to Visitors**
4. **Consent Agenda**
   a. Human Resources Report
   b. Approval of BOE Regular Meetings for 2024
5. **Approval of Minutes**
   a. June 20, 2023 Regular Meeting
   b. August 29, 2023 Special Meeting
6. **Student Representative Report**
7. **Board of Education**
   a. President's Report
   b. Set Graduation Date for WHS Class of 2024
   c. Policy Adoption, 1st Reading
      1. AR 5132 Student Dress
   d. Approval of CSDE Partnership Grant
   e. MOU with CCSU regarding Dual Enrollment CTE Courses on Campus (at CCSU) and Developing Opportunities for Dual Enrollment Courses at WHS
   f. CABE Level II Distinction Award
   g. Discussion on the part of the Windsor Education Foundation Grant Award from March 21, 2023 which states, "With support from their teacher, students in the GSA will facilitate workshops with middle school students to help build connections before high school" Possible Board Action (Tabled from June 20, 2023 meeting)
8. **Superintendent's Report**
   a. School Opening Comments
   b. Staffing Update for Opening of 2023-2024 School Year
   c. Fiscal Year 2023 Year End Financial Report
   d. Presentation on State Accountability Report
   e. Update on Transportation
   f. Update on OE Mold
9. **Committee Reports**
10. **Announcements**
    a. Next BOE Regular Meeting is Tuesday, October 17, 2023, 7:00 PM, LPW, Board Room
11. **Audience to Visitors**
12. **Adjournment**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

PREPARED BY: Danielle Batchelder
Director of Business Services
& Human Resources

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: Kathleen Stoll – Bio

SUBJECT: Educator of the Year for 2023-2024

BACKGROUND:

Kathleen Stoll from Poquonock Elementary School

RECOMMENDATION: This is for information only.

Reviewed by: AOB

Recommended by the Superintendent: TH/SB

Agenda Item # 2.b.

FOR IMMEDIATE RELEASE

MEDIA CONTACT:
Gianna Gill
Communications Coordinator
860.687.2000 ext. 1292
ggill@windsorct.org

Kathleen Stoll Recognized as Windsor Public Schools 2023-2024 Educator of the Year





WINDSOR, CT (May 22, 2023) – Kathleen Stoll has been named the 2023-2024 Educator of the Year by Windsor Public Schools. She began her teaching career with the district in 1992 and has been a first grade teacher at Oliver Ellsworth (1992-2014) and later at Poquonock School (2014-Present). In addition to her teaching roles, she has worked as a summer school teacher for 15 years and a private tutor for students in grades K-12 since 2010.

Stoll holds a Bachelor of Science degree in Education from Keene State College and a Master of Science in Reading and Language Arts from Central Connecticut State University. She has been actively involved in various school-based teams, including the Equity Team, Data Building Team, and as a Professional Learning Community (PLC) Leader. She has also served as a science team member, providing support to fellow teachers at Oliver Ellsworth. Outside the classroom, she has contributed to the Windsor community through her involvement with Alex's Lemonade Stand and as a religious education teacher for 9 years.

Stoll's impact extends beyond the classroom, as she has provided private tutoring and mentoring to students of all ages, including adults. When asked about the impact this has had on students at Windsor Public Schools, Kathleen responded "To know that I made a difference in helping not only Elementary students, but high school students still struggling as well as adults remains one of my greatest honors in my career."

She emphasizes the importance of each child reaching their full potential and building trusting relationships with both students and their families. Kathleen recently stated, "As an educator, it is my strong belief and priority that each child reaches their full potential. I strive to reach each and every child as well as their family capitalizing on strengths, personalities, their individual learning style as well as their social emotional wellbeing. My students know that I believe in them and the power of "YET". My motto has always been, "We are a team"; myself, my student and their family. All three units must work together to foster a love of lifelong learning as well as helping each child reach their full potential as a well-rounded individual."

The Windsor Public Schools' Educator of the Year Program recognizes and honors exceptional teaching. Stoll will represent Windsor Public Schools in the State of Connecticut Teacher of the Year program. The announcement of the Educator of the Year will be made by the Windsor Board of Education 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 19, 2023

PREPARED BY: Danielle Batchelder
Director of Business Services
& Human Resources

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: Sandra Bailey – Bio

SUBJECT: Paraeducator of the Year for 2023-2024

BACKGROUND:

Sandra Bailey from Windsor High School

RECOMMENDATION: This is for information only.

Reviewed by: JOB

Recommended by the Superintendent: TH/SB

Agenda Item # 2.c.

FOR IMMEDIATE RELEASE

MEDIA CONTACT:
Gianna Gill
Communications Coordinator
860.687.2000 ext. 1292
ggill@windsorct.org

Windsor Public Schools Recognizes Sandra Bailey as 2023-24 Paraeducator of the Year





WINDSOR, CT (May 22, 2023) – Windsor Public Schools is pleased to recognize Sandra Bailey of Windsor High School as the 2023-2024 Paraeducator of the Year. Bailey was selected from the school building nominees following an application process with a district selection committee. She

was nominated by her colleagues at Windsor High School based on her professionalism, care, and dedication to supporting student achievement.

Bailey has been working at Windsor Public Schools for a total of 10 years. Bailey's colleagues describe her as determined, loving, dedicated, and skilled in her role as a paraeducator. She is an integral part of the WHS community and tirelessly works to meet her students' needs. Her compassion towards her students is what separates her from the pack, as she treats them with dignity and respect and most importantly she treats each day as a new start.

Bailey states, "My greatest accomplishment as a paraeducator lies within the successes of the children that I serve. My purpose on this job is to help students meet their goals in every area possible and when I see a student that I work with overcome challenges, then I see that as a great accomplishment for me. I have worked with students who have had social challenges, emotional challenges, and academic challenges, and when they overcome these challenges, I rejoice with them and affirm them because I too feel that sense of accomplishment."

Outside of her contributions within the high school, Ms. Bailey is a vital part of the greater community. For the past five years, she has rallied her colleagues to help her contribute to an outreach scholarship fund that supports underprivileged children in an inner city area in Jamaica. The group led by Bailey, collects and recycles plastic bottles and cans to generate funds for the scholarship. This initiative continues to receive support from the school community and others. The scholarship helps alleviate the financial hardships faced by these students. Bailey also volunteers at a non-profit organization that visits senior citizens in nursing homes and private residences. The organization also provides regular meals to community members and participates in the annual Walk Against Hunger to combat food insecurity.

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

Bailey will now serve as Windsor Public Schools' nominee for the State of Connecticut Paraeducator of the Year. The Connecticut State Department of Education (CSDE) and the School Paraprofessional Advisory Council established the Anne Marie Murphy Paraeducator of the Year Program in 2013 to recognize one paraeducator across the state who has demonstrated exceptional skills and dedication in the performance of their job. The award is named in honor of Anne Marie Murphy, a paraeducator who was killed in the Sandy Hook shooting.

About Windsor Public Schools:

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WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

PREPARED BY: Danielle Batchelder
Director of Business Services
& Human Resources

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: None

SUBJECT: Newly Hired Administrators

BACKGROUND: The following Administrators have been hired since July 1, 2023.

Newly Hired Administrators		
Name	**Position**	**Location**
Dana Gagne	Acting Principal JFK	JFK
Karen Lawson	Primary Special Ed. Supervisor	POQ/OE
Mary Jo Martinez	Arts & Humanities Supervisor	WHS
Matthew Spector	Assistant Principal	Clover

RECOMMENDATION: This is for information only.

Reviewed by: JB

Recommended by the Superintendent: TH/sb

Agenda Item # 2.d.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

PREPARED BY: Danielle Batchelder

PRESENTED BY: Danielle Batchelder
Director of Business Services/Human Resources

ATTACHMENTS: Human Resources Report

SUBJECT: Human Resources Report for June 1, 2023 – September 8, 2023

Please see the attached report

Reviewed by: OB

Recommended by the Superintendent: TH/RD

Agenda Item # 4.a.

Windsor Public Schools Human Resources Report
June 1, 2023 - September 8, 2023

Certified New Hires

Name	Position	Location	Salary
Matthew Spector	Assistant Principal	Clover	11VE 1
Alexandra Sumner	Grade 4 Teacher	Clover	TMA 5
Allison Kelly	Music teacher	Clover/POQ	TMA 13
Karen Lawson	Primary Special Ed Supervisor	District	CRSP 1
Brianna Feliciano	Grade 5 Teacher	JFK	TMA 2
Destiny Johnson	Grade 5 Teacher	JFK	TBA 2
Emily Lam	Grade 5 Teacher	JFK	TMA 2
Helen Nguyen	Grade 3 Teacher	JFK	TMA 4
Lauren Gilligan	Grade 4 Teacher	JFK	TMA 2
Nkaozer Yang	Special Ed Teacher	JFK	TSIX 12
Tricia Mitchell	Grade 5 Teacher	JFK	TSIX 13
Brian Ozenne	Grade 2 Teacher	OE	TMA 11
Elissa Weissbrod	Special Ed Teacher	OE	TMA 6
Tamia Thomas	Psychologist	OE	TSIX 2
Taylor Billington	Grade 2 Teacher	OE	TBA 4
Tiffany Montesione	Grade 1 Teacher	OE	TMA 9
Alyssa Tweeddale	Grade 2 Teacher	POQ	TMA 2
Melanie Alzamora	Grade 1 Teacher	POQ	TMA 2
Nancy Knoeles	Special Ed Teacher	POQ	TMA 13
Nasrah Raquib	Special Ed Teacher	POQ	TMA 6
Ailis Frost	English Teacher	SAGE	TMA 2
Alexis Bardos	Special Ed Teacher	SAGE	TMA 7
Carolyn Burke	Special Ed Teacher	SAGE	TSIX 13
Chrisshaya Champagnie	Social Studies Teacher	SAGE	TBA 2
Kathryn Gregory	English Teacher	SAGE	TBA 2
Kimberly Dietrichsen	Special Ed Teacher	SAGE	TMA 6
Mary Swain	Science Teacher	SAGE	TBA 4
Matthew Fluharty	Psychologist	SAGE	TSIX 6
Matthew Smith	Math Teacher	SAGE	TMA 6
Shantel Mallery	School Counselor	SAGE	TSIX 4
Yasmin Rincon	Social Studies Teacher	SAGE	TMA 2
Heather Prokup	Dean of Students	SPARK/CBTA/PEAK	TSIX 10
Alexandria Torres	Alternative Ed Teacher	WHS	TBA 3
Amanda Perreault	School Counselor	WHS	TSIX 3
Amy Cunningham	Math Teacher	WHS	TMA 9
Elizabeth Andrian	World Language Teacher	WHS	TBA 5
Francesca Alexander	History Teacher	WHS	TMA 5
John Pascale	Social Studies Teacher	WHS	TMA 4
Mary Jo Martinez	Arts & Humanities Supervisor	WHS	11DH 1
Riannon Mecchi	History Teacher	WHS	TMA 7

Certified Transfers

Name	Previous Position	Location	New Position	Location
Dhalia Ghanesh-May	Head Teacher	Clover	Grade 3 Teacher	JFK
Michael Chirico	Special Ed. Teacher	Clover	Special Ed. Teacher	POQ
Laina Rivers	Grade 3 Humanities	Clover	Grade 3 Stem	Clover
Senala Voronchak	Grade 3 Stem	Clover	Grade 3 Humanities	Clover
Dwayne Williams	Grade 4 Stem	Clover	Grade 5 Stem	Clover
Kelsey Junious	Grade 5 Stem	Clover	Grade 4 Stem	Clover
Michelle Williams	Admin Leader	District	Elementary Curr. Director	District
Bonnie Fineman	Arts/Humanities Director	District	Secondary Curr. Director	District
Katrina Wicks	Director of IT	District	Teacher	LPW
Stacey Paley	Classroom Teacher	JFK	Math Interventionist	JFK
Brianna Feliciano	LTS Teacher	JFK	Grade 4 Teacher	JFK
Helen Nguyen	Grade 4 Teacher	JFK	Grade 3 Teacher	JFK
Lyn Holzman	Dean of Students	LPW	Sped Teacher	JFK

Certified Transfers Cont.

Name	Previous Position	Location	New Position	Location
Noha Abdel-Hady	STEM Director	LPW	Assistant Superintendent	LPW
Stephanie Capizzi	Grade 2 Teacher	OE	Reading Teacher	OE
Alyssa Tweeddale	LTS Teacher	POQ	Grade 2 Teacher	POQ
Kendra Kochel	Special Ed Teacher	POQ	ABA Teacher	OE
Kim Dietrichsen	Sped Teacher ESSR	Sage	Sped Teacher	Sage
Dana Gagne	Dean of Students	Sage	Acting Principal	JFK
Andrea Grace	SPARK Special Ed. Teacher	Sage	Special Ed. Teacher	Sage
Jennifer Wilson	Reading Intervention Teacher	Sage	Dean of Students	Sage
Brianna Olenski	LTS Teacher	WHS	Sped Tutor	WHS

Certified Resignations and Retirements

Name	Position	Location	Reason
Cassandra Carslon	Grade 5 Teacher	Clover	Position Ended
Joesph Keach-Longo	Elementary Teacher	Clover	Resignation
Carolyn Taylor	Music Teacher	Clover	Resignation
Aimee Boehm	Sped Supervisor	DW	Resignation
Santosha Oliver	Asst. Superintendent	DW	Resignation
Jen Michno	Principal	JFK	Resignation
Patrick Milling	Grade 5 Teacher	JFK	Position Ended
Jennifer Blackburn	Sped Teacher	JFK	Agency contracted position
Kathy Richards	Grade 3 Teacher	JFK	Resignation
Kaitlyn McGuire	ABA Sped Teacher	JFK	Resignation
Lisa Bishop	Math Interventionist	JFK	Resignation
Kristen Sargis	Special Education Teacher	OE	Resignation
Jennifer McGoldrick	Grade 2 Teacher	OE	Resignation
Ariel Wagner	Psychologist	OE	Resignation
Aixa Couvertier-Nesmith	Reading Teacher	OE	Resignation
New Position	ABA Teacher	OE	New Position
Jasmin Goicochea	Grade 2 Teacher	OE	Resignation
Sydney Mercier	Grade 2 Teacher	POQ	Resignation
Ashley Nordone	SLP	POQ	Resignation
Barbara Cianciosi	Special Ed Teacher	SAGE	Retirement
Tammi Jackson-Bolden	Special Ed Teacher	SAGE	Resigned
David Lemieux	School Psychologist	SAGE	Retirement
Benjamin Foran	Reading Teacher	SAGE	Position Ended
Sara Paolino	ELA Teacher	SAGE	Resigned
Jorie Welford	Math Teacher	SAGE	Resigned
Rebecca Fortini	English Teacher	SAGE	Resigned
Fayola Williams	Special Ed Teacher	SAGE	Resigned
Tatiana Melo	World Language Teacher	SAGE	Resignation
Joseph Guerrera	Social Studies Teacher	SAGE	Resignation
Patrick Yeoman	Language Arts Teacher	SAGE	Resignation
Kyle Fusco	Language Arts Teacher	SAGE	Resignation
Peter Moore	Science Teacher	WHS	Retirement
Nancy Crilly-Kirk	Social Studies Teacher	WHS	Retirement
Garbiel Elliot	Science Teacher	WHS	Position ended
Daisha Brabham	Social Studies Teacher	WHS	Resignation
Jasmine Hardrick	School Counselor	WHS	Resignation

Non-Certified New Hires

Name	Position	Location
Madison Marques	Building Substitute	Clover
Rashed Ali	Building Substitute	Clover
Amy Rodriguez	FT Tutor	Clover
Mark Francis	Behavior Tech	Clover
Danielle Archer	BCBA	DISTRICT
Regina Wiggins	FT Tutor	JFK

Non-Certified New Hires Cont.

Name	Position	Location
Alexia Dunn	Treehouse Group Leader	JFK
Carline Clanton Watkins	Lunch Monitor	JFK
Britany Buckland	Paraeducator	JFK
Tina Kerr	Food Service	JFK
Jesse Worland	Math Tutor	JFK
Aakifah Khan	Building Sub	JFK
Kathleen Yocius	Food Service	JFK
John Lambert	Lunch Monitor	JFK
Joseph Russell	Safety Assistant	LPW
Samuel Kinuthia	Computer Support Technician	LPW
Annika Christopherson	Paraeducator	OE
Beverly Newson	SLPA	OE
Laheim Walcott	Paraeducator	OE
Mellanee Hardy	Paraeducator	OE
Randle Wiggins	Lunch Monitor	POQ
Carolyn Lindo	Behavior Tech	POQ
DeSean Jones	Para educator	POQ
Sarah Leduc	Administrative Professional	PUPIL SRVS
Gabrielle Deitrick	FT Tutor	Sage
Damaris Ruiz	Administrative Professional	SAGE
Maria Castillo de Pena	Food Service	WHS
Dawn Sandone	Food Service	WHS
Christina Mwaura	Administrative Professional	WHS

Non-Certified Transfers

Name	Previous Position	Location	New Position	Location
Christina Cintron	Behavior Tech	OE	Behavior Tech	Clover
Ruixing Ouyang	Paraeducator	CLO	Paraeducator	Sage
Brianna Olenski	Tutor	Clover	Tutor	WHS
Eugenia McGovern	SPED Tutor	JFK	Paraeducator	JFK
Jennifer Torres	Cashier	JFK	Cook	Sage
Ambika Kumar	Cashier	JFK	Paraeducator	OE
Nitalya Haynes	P/T Tutor	LPW	F/T Tutor	LPW
Jennelle Joseph	Spark Tutor	LPW	CBTA Tutor	LPW
Katherine Dallaire	Paraeducator	OE	Paraeducator	WHS
Jeanette Angel	P/T Para educator	OE	F/T Para educator	POQ
Nyla Ojeda	Paraeducator	OE	Building Sub	OE
Princess Davis	Behavior Tech	OE	Paraeducator	OE
Kellie Mason	TH Group Leader	OE	TH Group Leader	JFK
Kristina Panzarella	Paraeducator	POQ	Para educator	OE
Mathias Hunter	Custodian 2	POQ	Head Custodian 3	POQ
Amanda Duncan	Lunch Monitor	POQ	Temp. Para	POQ
Janessa Montinieri	Lunch Monitor	POQ	Paraeducator	POQ
Kritika Gupta	SPED Tutor	Sage	Paraeducator	Sage
Mary O'Brien	Para educator	Sage	Paraeducator	POQ
Meghan Palnitkar	LTS	WHS	Paraeducator	Sage
Renee Alvarado	Cashier	WHS	Cashier	POQ
Gabriel Elliott	LTS	WHS	Building Sub	WHS

Non-Certified Resignations and Retirements

Name	Position	Location
Carmen Beaulieu	Building Substitute	Clover
Jaswinder Gauba	Building Substitute	Clover
Shelbie Carr	FT Tutor	JFK
Chaunte Cousley-Hewitt	Building Sub	JFK
Anette Wiggins	Lunch Monitor	JFK

Non-Certified Resignations and Retirements Cont.

Name	Position	Location
Natasha Forbes	Paraeducator	JFK
Daniel Pearse	Math Tutor	JFK
Nancy Smith	Lunch Monitor	JFK
Alan Sullivan	Tutor/Job Coach	LPW
Sharon Spaulding	EL Tutor	OE
Malik Yarde	Paraeducator	OE
Jeannette Angel	Paraeducator	OE
Shania Fleeting	Paraeducator	OE
Katherine Dallaire	Paraeducator	OE
Christina Cintron	Behavior Tech	OE
Princess Davis	Paraeducator	OE
Kayla White	Behavior Tech	POQ
Erin Mikuszewski	Paraeducator	POQ
Nizaliz Rodriguez	Admin. Asst.	Sage
Joshua Simons	Paraeducator	Sage
Jazmin Cabrera	Cook	WHS
Alexandra Breen	Coach	WHS
Renee Alvarado	Food Service	WHS
Neeta Singh Ray	Building Sub	WHS

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

PREPARED BY: Terrell M. Hill, PhD **PRESENTED BY:** David Furie

ATTACHMENTS: N/A

SUBJECT: Board of Education Regular Meetings for 2024 Calendar Year

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BACKGROUND:

In accordance with the Freedom of Information Act, the Board of Education must establish a schedule for its regular meetings for the 2024 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 17 @ 7:00 PM
Tuesday, November 21 @ 7:00 PM
Tuesday, December 19 @ 7:00 PM (Public Forum at 6:30 PM)

STATUS:

The following meeting dates are for the 2024 calendar year. Dates in bold indicate a change from the usual third Tuesday of the month:

Wednesday, January 17, 2024 at 6:30 PM (off schedule due to MLK Day Holiday)
Wednesday, February 21, 2024 at 7:00 PM (off schedule due to Presidents' Day Holiday)
Tuesday, March 19, 2024 at 7:00 PM
Tuesday, April 16, 2024 at 7:00 PM
Tuesday, May 21, 2024 at 7:00 PM
Tuesday, June 18, 2024 at 7:00 PM
Tuesday, September 17, 2024 at 7:00 PM
Wednesday, October 16, 2024 at 7:00 PM (off schedule due to Indigenous Peoples' Day)
Tuesday, November 19, 2024 at 7:00 PM
Tuesday, December 17, 2024 at 7:00 PM (Public Forum at 6:30 PM)

First Meeting of 2025: Wednesday, January 22, 2025 at 6:30 PM (off schedule due to MLK Day)

RECOMMENDATION:

Move to approve the regular meeting schedule for the 2024 calendar year.

Recommended by the Superintendent: TH/sb

Agenda Item # 4.6.

Windsor Board of Education
Regular Meeting – Hybrid via Zoom and In-Person
Unapproved Minutes
Tuesday, June 20, 2023
L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, June 20, 2023 Regular Meeting. Any additions or corrections will be made at a future meeting.

Ms. Jill Canter:	Present
Mr. David Furie:	Present
Ms. Juline Golinski:	Present
Mr. Jeremy Halek:	Present
Ms. Darleen Klase:	Present
Mr. Leonard Lockhart:	Present
Mr. Paul Panos:	Present
Ms. Ayana Taylor:	Present
Mr. Nathan Wolliston:	Present

Ms. Golinski attended virtually while all other 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 7:01 PM. Also in attendance was Director of Business Services and Human Resources Danielle Batchelder, Director of Pupil and Special Education Services Kristina Wieckowski and Assistant Superintendent for Instructional Services Dr. Noha Abdel-Hady. Student Representative Tristan Davis was also present.

2. Recognitions/Acknowledgements

a. Recognition--WHS Juried Art Show, Board of Education Purchase Prize to Nicholas Dennis for "Panda Wa Panda Janail"; Superintendent's Purchase Prizes to Tyler Hall for "The Nemean Lion" and to Selma Saeedosman for "Light"; WHS Purchase Prize to Yarizabelliz Castro Roman for "The Power of Education"

   Dr. Hady invited WHS Art teachers Sarah Asplund and Lisa Smith to introduce each of the art award recipients. Tyler Hall and Selma Saeedosman were recognized for their pieces, "The Nemean Lion" and "Light", respectively, selected for the Superintendent's Purchase Prize. Nicholas Dennis was recognized for his piece, "Panda Wa Panda Janail", as the Board of Education Purchase Prize. Yarizabelliz Castro Roman was recognized for the WHS Purchase Prize for her piece, "The Power of Education."

b. Recognition--BOE Student Representative, Tristan Davis

   Mr. Davis was recognized by the board for his service as the BOE Student Representative.

c. Announcement–Windsor Educator of the Year, Kathleen Stoll, and Paraeducator of the Year, Sandra Bailey

   Ms. Batchelder announced Windsor Educator of the Year, Kathleen Stoll, of Poquonock Elementary School. She also announced Paraeducator of the Year, Sandra Bailey, of Windsor High School. Both will be invited to the September 19, 2023 regular meeting for further recognition.

3. Audience to Visitors

   Nova Jacobsen, 50 Lighthouse Hill Rd - As a student at Poquonock Elementary School, she read a statement about her appreciation for Windsor Educator of the Year, Ms. Stoll.

Becky Jacobsen, 50 Lighthouse Hill Rd - She spoke regarding the agenda item 7.d. She stated that the grant is issued by an independent organization and the board cannot dictate how the funds are spent. She objects to the board using the meeting as a platform for discrimination. She disagrees with the concept of indoctrination within the district.

James Madison, 8 Fitzmaurice - He cited a book regarding the transgender community and the challenges that arise with medical transition. He said that children are suggestible and that high school and middle school students should not commingle, referencing agenda item 7.d.

Katheryn Grimshaw Parker, 166 West St - Speaking on behalf of WEF, she was eager to hear the specific concerns of Mr. Panos, Ms. Canter, and Mr. Halek regarding agenda item 7.d. She is concerned that they would bring this up for discussion at all, especially during Pride Month. She said that there was a lack of community involvement with the aforementioned board members as they were not present at the Juneteenth Day events.

Sally Grossman, 34 Remington Rd - Regarding the WEF grant and item 7.d., she quoted comments made during the March 2023 meeting by Mr. Panos and Ms. Canter. She said that they are only concerned about the funding being appropriate when the LGBTQ+ community is involved.

Maggie Essex, 95 Lighthouse Hill Rd - (Virtually) She questioned discussing agenda item 7.d. when funds have already been awarded. She asked that the board show support to all students.

4. Consent Agenda

   b. Enrollment Report
   c. Food Service Report
   d. Human Resources Report

Move the Board of Education approve consent agenda items 4.b. Enrollment Report, 4.c. Food Service Report, 4.d. Human Resources Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

   a. Financial Report

Expenditures for May 31, 2023 $9,397,318

Expenditures through May 31, 2023 $70,238,976

There were questions regarding Special Education tuition, utility costs, and if there would be any remaining budget funds.

Move the Board of Education approve consent agenda items 4.a. Financial Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

5. Approval of Minutes

   a. May 16, 2023 Regular Meeting
   b. May 23, 2023 Special Meeting
   c. June 6, 2023 Special Meeting

Move the Board of Education approve the minutes of the May 16, 2023 PM Regular Meeting, the May 23, 2023 Special Meeting and the June 6, 2023 Special Meeting. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

6. Student Representative Report

Mr. Davis said this is his favorite time of year, award season. He congratulated the track team and Coach Kearse, honors recipients, Adult Education graduates, and Educator and Paraeducator of the Year recipients. He participated in the senior walk-through at the elementary schools and attended graduation and Project Graduation. He thanked everyone who believed in him, especially Mr. Parker, God, his mom, all of his teachers, administrators, mentors and the board. In turn, the board members congratulated him and thanked him for his service with the board.

7. Board of Education

a. President's Report

Mr. Furie attended the Sage Park promotion ceremony and graduation at the Bushnell in Hartford. He said that the senior walk-through of elementary schools is a great tradition.

b. Discussion and Possible Action to Extend the Current Hybrid Format for Board of Education Meetings

Mr. Lockhart suggested to keep the hybrid format. It allow more community participation and virtual committee meetings have been beneficial.

Mr. Panos said it allows flexibility and is an excellent idea.

Move to extend the current hybrid meeting format for the 2023-2024 school year for board members and the public for regular board meetings, including special meetings and leaving finance committee as hybrid and policy, curriculum and long range planning committee meetings as 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.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

c. School Liaison Reports

1. Windsor High School

Both Ms. Taylor and Mr. Wolliston agreed that there was excitement at graduation and that they enjoyed volunteering for Project Graduation. They congratualated the Class of 2023.

2. Sage Park Middle School

Mr. Halek congratulated the 8th graders on their promotion to high school. He welcomed the incoming 6th grade class.

Both Mr. Halek and Ms. Klase thanked the school staff for their hard work.

3. Clover Street School

Mr. Lockhart congratulated the 5th graders on their promotion to middle school. He thanked Principal Lee and all her staff.

4. John F. Kennedy School

Ms. Canter congratulated the 5th graders on their promotion to middle school. She said that JFK sold out of all their school shirts. She read a message from Acting Principal Dana Gagne. Progress reports are now sent electronically.

5. Oliver Ellsworth School

Ms. Golinski said that Oliver Ellsworth School hosted a Humanities and STEM night as well as a spelling bee. There were step-up ceremonies for Pre-K, Kindergarten, and 2nd grade. The school had its best academic year in six years.

6. Poquonock School

Mr. Panos spoke about the promotion ceremonies.

Mr. Furie added that Custodian Horace White will be retiring and he will be missed.

d. Discussion on the part of the Windsor Education Foundation Grant Award from March 21, 2023 which states, "With support from their teacher, students in the GSA will facilitate workshops with middle school students to help build connections before high school"

Dr. Hady reviewed the terms of the WEF grant and the purpose of the program, which includes student summits, workshops and building camaraderie between middle and high school students.

Mr. Panos suggested tabling the discussion until September as there will be no student meetings until after the 2023-2024 school year has begun.

Mr. Wolliston agreed with tabling discussion, but stated the discussion is a waste of time if no policies or laws are being broken.

Mr. Panos expressed his disappointment in the community who spoke in the audience to visitors' agenda item. He had hoped for more open-mindedness.

Mr. Lockhart stated that without the presence of Dr. Hill, Dr. Brase and WEF, there should be no discussion. He reviewed the process for the board to add items to the agenda.

Mr. Furie agreed with tabling discussion until Dr. Hill and Dr. Brase could be included in the discussion.

Ms. Taylor stated that it makes no difference if she agrees with the public's comments. She appreciates their commentary. She thanked the speakers and the representative from WEF for participating in the audience to visitors.

Move to table agenda item 7.d. to the September 19, 2023 Regular Meeting. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

8. Superintendent's Report

Dr. Hady announced that the Class of 2023 Valedictorian was Kruti Dharsandiya and the Salutarian was Abigail Morin-Viall, who had been the student representative to the board in the Fall.

She thanked community scholarship partners who awarded over $106,000 in scholarships.

She congratulated the boys and girls track teams for their various championships and wins.

The WPS Summer Food Program will run from June 19-August 18, Monday through Friday at Sharshon Park and John Fitch Park. Service will be unavailable on July 3rd and 4th. Those aged 18 and under are entitled to one lunch per day, they must be present to receive the meal and it must be consumed onsite.

The WPS Summer Reading Program is underway. Visit the district website for more information.

The annual district administrators annual leadership retreat was held at the firehouse on Bloomfield Avenue. Special thanks to Paul Goldberg for making the event possible.

The WPS Summer Enrichment Program begins on July 10th and runs until July 27th, Monday through Thursday. Registration has closed.

WHS is offering credit recovery, on recommendation by counselors only, and also credit accumulation, which is available to all juniors and seniors.

Dr. Hady announced new administrators for the district. Mr. Matthew Spector has been appointed the new Assistant Principal at Clover Street School. Mr. Dana Gagne will serve as Acting Principal at John F. Kennedy School. Also, Ms. Karen Lawson has been named the new Elementary Special Education Supervisor for PreK -Grade 2.

Dr. Hill's Coffee Talks have concluded for the school year, but will resume in the fall. Dates will be posted to the WPS website.

Tonight is the final regular board meeting for the school year. The next regular meeting will be September 19, 2023. School resumes on August 28th and families are reminded to update both Powerschool as well as the individual schools with information changes. Please visit the district website for additional information.

Special thank you to Jenny Hawran, Howard Marsh and Jahmil Ahmed from WIN-TV as well as Robin Daly and Lexi Schact, board stenographers, and Sam Bathelder, Katrina Wicks, and Kevin Moriarty for their assistance with the meetings.

a. SEL resentation

Dr. Mallery began the presentation on the Social Emotional Learning updates in the district. Joining him in presenting were SEL Specialist Damion Morgan and SSC Coordinator Melanie Gutierrez. The presentation included announcing that Windsor received 3 awards or recognitions related to the district's work in SEL.

After the presentation, the board asked questions and made positive comments about the program.

9. Committee Reports

There were no committee reports.

10. Other Matters/Announcements/BOE Meetings

a. Next BOE Regular Meeting is Tuesday, September 19, 2023, 7:00 PM, LPW, Board Room

The board agreed to hold all announcements until after the executive session. The comments that follow were made prior to adjournment.

Mr. Wolliston is celebrating his grandmother's 91st birthday and his engagement to his fiancee.

Ms. Canter reminded everyone to stay hydrated over the summer.

11. Audience to Visitors

William Pelkey, 133 Portman St - He emphasized the need for more CTE classes in the district. He suggested strong monetary support of the paraeducator staff as they are some of the hardest working individuals in the district. He expressed concern over comments made by the audience earlier in the evening, and at past meetings, that the board has allowed. He said the board should request decorum from the audience.

James Madison, 8 Fitzmaurice - He stated that the age groups of 16-18 and 11-13 should not mix and, regarding agenda item 7.d., a school group discussing sexuality is worrisome.

12. Executive Session – It is proposed that the Board of Education go into Executive Session for the purpose of discussions in Items 12.a. and 12.b. before taking possible action in the public portion of the meeting.

a. Discussion and possible action regarding ratification of the collective bargaining agreement between the Windsor Board of Education and the United Public Service Employees Union (UPSEU), Custodian, Maintenance, and Food Service and Safety Monitor Employees, Local 424-Unit 103 (Executive Session Anticipated)
b. Discussion on para contract negotiations

The board entered into executive session at 9:48 PM.

During executive session, Mr. Halek excused himself from the Para contract negations as a conflict of interest.

They returned to open session at 10:18 PM.

Move that the Board of Education move into executive session for the purpose of discussing Item 12.a., the collective bargaining agreement between the Board of Education and the United Public Service Employees Union (UPSEU), Custodian, Maintenance, and Food Service and Safety Monitor Employees, Local 424-Unit 103 inviting Dr. Noha Hady and Ms. Danielle Batchelder to be part of the discussion and to discuss Item 12.b., the para contract negotiations, inviting Dr. Noha Hady and Ms. Danielle Batchelder to be part of this discussion. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

Move that the Board of Education vote to ratify the Agreement between the Windsor Board of Education and the United Public Service Employees Union (UPSEU), Custodian, Maintenance, and Food Service and Safety Monitor Employees, Local 424-Unit 103 covering July 1, 2023 through June 30, 2026. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

13. Adjournment

Move to adjourn the meeting at 10:20 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

The meeting adjourned at 10:20 PM.

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Ayana K. Taylor, Secretary
Windsor Board of Education

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

Tuesday, August 29, 2023 6:00 PM
L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, August 29, 2023 Special Meeting. Any additions or corrections will be made at a future meeting.

Ms. Jill Canter:	Present
Mr. David Furie:	Present
Ms. Juline Golinski:	Present
Mr. Jeremy Halek:	Present
Ms. Darleen Klase:	Present
Mr. Leonard Lockhart:	Present
Mr. Paul Panos:	Present
Ms. Ayana Taylor:	Present
Mr. Nathan Wolliston:	Present

Ms. Golinski attended virtually, all other board members were physically present.

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

   The meeting was called to order at 6:11 PM. Superintendent Dr. Terrell Hill, Director of Business Services and Human Resources Danielle Batchelder and Assistant Superintendent for Instructional Services Dr. Noha Abdel-Hady were also in attendance.

2. Audience to Visitors

   Karen Mendoza, 721 Kennedy Road - She thanked the board members who participated in the impromptu gathering arranged by Town Council member Nuchette Black-Burke on Sunday, August 27, 2023 regarding the mold issue at Oliver Ellsworth Elementary School. She stated that her child thrives at school due to the staff, but she said that the school is not a healthy environment. She would like to see test results shared with the public and to know what has been done and what will be done in the future.

   Nicole Archer Hardy, 115 Pierce Boulevard - She stated that the district failed families and that although concerns were brought to the board last fall, not enough has been done. She said students should not be forced to sit in the compromised environment at Oliver Ellsworth. She said that safe alternative learning spaces need to be provided and answers given about concerns.

   Jen Delsky, 16 Penncross Drive - She said that communication was lacking between staff and school administration regarding mold in Oliver Ellsworth School. For years there have been issues and immediate remediation is needed and accommodation made for staff and students. She said she expects assistance to be rendered to staff who have been impacted financially.

   Amanda Beane, 103 Pleasant Street - She said that there has been a complete disregard of the mold situation at Oliver Ellsworth. She said that the photos provided to her were taken recently, not last year as stated by Dr. Hill. Although she agrees that mold is present in all buildings, her concern is that this mold can be seen. She said that independent experts have expressed concerns about test results she received that were taken with a hand-held device at the school location.

   Diane Melluzzo-White, 362 Park Avenue - She said she was concerned that the most recent test results were from last September and that the latest results have either not been received or shared as of yet. She would like a second option about the test results being within acceptable limits. She also suggested that the district work with business owners to access classroom space for students on an emergency basis and consider building another site to house students when needed.

The following participants were virtual.

Melanie Savelli, 24 Dudley Town Road - She is concerned about negative impacts on staff and students. She questions if the test results are based on limited testing areas. She said there has been a lack of transparency and asked what will be done now.

Tyler Wilson, 1 Kellogg Street - He said that his students have been ill and now he feels guilty for not asking more questions sooner. He said that it is not a good appearance for the district to have these types of problems.

Jackie Shea, 121 Bloomfield Avenue - When her son experienced illness she had them tested for sensitivities and mold was one of them. What will be done for sensitive staff and students? Why was a Fresh Air system not installed?

Becky Jacobson, 50 Lighthouse Hill Road - She said that the mold in the school isn't shocking but that the lack of transparency and communication were disappointing.

Prior to Agenda Item 3, Mr. Lockhart made a motion to place Agenda Item 4 Discussion of Initiatives to Mitigate Mold Problem at Oliver Ellsworth School before entering into the Executive Session. It was agreed upon by the board members to address the topic while the audience was still present. They thanked the interview candidate for the Director of Pupil and Special Education Services position for their patience.

Motion to place agenda item 4 after item 2. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

A motion was then made relating to Agenda Item 4.

Move that the Superintendent of Windsor Public Schools, along with the Town Manager, appoint a project manager and team.

Provide regular updates for TC, BOE, and OE staff at least weekly and if something important comes up make those updates timely.

Appoint a spokesperson for the updates and for the public Provide a dedicated section on the Windsor Public Schools website about OE that includes timeline of what happened, what is proposed to happen, and documentation.

Hold a forum for OE families, staff and teachers that includes Town Manager, Superintendent, vendors who conducted evaluations, and subject matter experts.

Provide an understanding of possible solutions for children and teachers for the school year and costs - portable classrooms, changes in location for sensitive students and staff, specialized cleaning, testing, additional dehumidifiers, modifications to the existing equipment to mitigate mold formation, etc.

This to be in collaboration with the Town Manager. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Abstain (without conflict), Mr. Nathan Wolliston: Abstain (without conflict)

Yes: 9, No: 0

All the board members spoke in favor of this motion, some also requested immediate action for the sake of the students and staff who are medically impacted. It was also mentioned that building conditions and the physical plant have been a concern to several board members every year with limited action taken. It was suggested to put an Incident Command Director in place instead of a Project Manager.

3. Executive Session – It is proposed that the Board of Education go into Executive Session for the purpose of Items 3.a. and 3.b. before taking possible action in the public portion of the meeting.

   Move that the Board of Education go into executive session for the purpose of Item 3.a., to interview the candidate for the Director of Pupil and Special Education Services, and for Item 3.b. to discuss the collective bargaining agreement between the Board of Education and the United Public Service Employees Union (UPSEU), Windsor BOE Paraeducators Local 424-Unit 59 inviting Dr. Terrell Hill and Ms. Danielle Batchelder to be part of the discussions before taking possible action in public session. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

   Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

   Yes: 9, No: 0

a. Interview Candidate—Director of Pupil and Special Education Services--Dr. Hill will present a candidate for this position. Prior to possible motion in the public portion of the meeting, it is proposed that the Board of Education go into Executive Session to interview the candidate.

   The board entered into executive session at 7:21 PM.

   The board reentered open session at 8:56 PM.

   A roll-call vote was taken for this motion.

   Move to offer Mary Cristofaro the position of Director of Pupil and Special Education Services. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

   Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Abstain (without conflict), Mr. Nathan Wolliston: Abstain (without conflict)

   Yes: 7, No: 0, Abstain: 2

   Congratulations were offered to Mary Cristofaro after her acceptance of the Director of Pupil and Special Education Services position.

b. Ratification of the Collective Bargaining Agreement between the Windsor BOE and the United Public Service Employees Union (UPSEU) Windsor BOE Paraeducators Local 424-Unit 59

   A roll-call vote was taken for this motion.

   Move the Board of Education vote to ratify the Agreement between the Windsor Board of Education and the United Public Service Employees Union (UPSEU) Local 422-Unit 59 (Windsor Paraeducators) covering July 1, 2023 through June 30, 2026. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

   Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

   Yes: 9, No: 0

4. Discussion of Initiatives to Mitigate Mold Problem at Oliver Ellsworth School, with possible Board Action

   For continuity purposes, this motion and discussion occurred after Agenda Item 2.

5. Announcements

   The board, collectively, chose to withhold announcements at this meeting.

6. Adjournment

Move to adjourn at 9:01 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 9, No: 0

The meeting adjourned at 9:01 PM.

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Ayana K. Taylor, Secretary
Windsor Board of Education

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

PREPARED BY: Terrell M. Hill, PhD **PRESENTED BY:** Terrell M. Hill, PhD

ATTACHMENTS: N/A

SUBJECT: Set Graduation Date for Class of 2024

BACKGROUND:

Each year the Board of Education must vote on the date for graduation. We are requesting the Board approve Tuesday, June 11, 2024 as the date for graduation. Graduation will be held at The Bushnell in Hartford. 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 Tuesday, June 11, 2024 as the graduation date for the Class of 2024.

Recommended by the Superintendent: TH/SB

Agenda Item # 7.b.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

Prepared By: Terrell M. Hill, PhD **Presented By:** Darleen Klase

Attachments: AR 5132 Student Dress

Subject: Policy Adoption, 1st Reading

BACKGROUND:

Dr. Hill has revised AR 5132 Student Dress after discussions with students and staff. The listed regulation is for notification.

1. Revised AR 5132 Student Dress

RECOMMENDATION:

Regulations are for information only.

Recommended by the Superintendent: TH/SB

Agenda Item # 7.C.1.

Student Dress - DRAFT

1. Dress Code Philosophy & Values:

Windsor Public Schools are professional centers of learning, and dress and behavior should reflect this while preparing students for college and career readiness. The Windsor Public Schools student dress code supports equitable educational access and helps prepare students to make intellectual and civic contributions to Windsor and the global community. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity or expression, ethnicity, religion, sexual orientation, household income or body type/size.

Our values are:
● All students should be able to dress comfortably for school without fear of unnecessary discipline or body shaming.
● All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
● Student dress code enforcement should not result in unnecessary barriers to school or class attendance.
● Reasons for conflict and inconsistent discipline should be minimized whenever possible.

Our goals are:
● Maintain a safe, professional, and respectful academic environment.
● Allow students to wear clothing of their choice that is comfortable.
● Allow students to wear clothing that supports their gender expression.
● Allow students to wear religious attire without fear of discipline or discrimination.
● Prevent students from wearing clothing with offensive images or language, including profanity, hate speech, and pornography. Clothing or accessories that contain content that is racist, lewd, vulgar, obscene, contains defamatory speech, or threatens others are **not allowed.**
● Prevent students from wearing clothing or accessories with images or language depicting or advocating violence or the use of alcohol or drugs.
● Ensure that clothing is suitable for all scheduled classes where protective or supportive clothing is needed, such as Chemistry, Biology, Art and CTE courses, or Physical Education.

2. Dress Code

Students are expected to wear clothing that is appropriate for school or for any school sponsored event. Students are encouraged to express themselves individually and artistically though their clothing as long as it remains appropriate for an academic environment. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

a. Basic Principle: Certain body parts must be covered for all students at all times.
Clothes must be worn in a way such that genitals, buttocks, breasts and midriff are covered with opaque, 'non-see-through' material. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

b. Students Must Wear:*

- A Top (with fabric in the front, back, and on the sides under the arms), AND
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings, AND
- Shoes, boots, sneakers, sandals, etc. (no bare feet)

c. Students May Wear:

- Durags, bonnets, bandanas, baseball caps, beanies, hoods that do not obscure or hide the face
- Medical face masks
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps, halter tops, off shoulder shirts, and "tube" tops that cover the midriff.
- Visible straps on undergarments worn under other clothing, as long as done in a way consistent with Section 1 above.

d. Students Cannot Wear:

- Clothing with violent language or images.
- Clothing with images or language depicting drugs or alcohol (or any illegal item or activity)
- Clothing with hate speech, profanity or pornography
- Clothing with images or language that creates a hostile or intimidating environment based on any protected class.
- Accessories that could be considered dangerous or could be used as a weapon.
- Sunglasses inside the school building (except for medical reasons).
- Headphones/earbuds during class time (unless indicated in student plan as allowed)
- Any item or head covering that obscures the face (except as a religious observance or for medical reasons, such as a medical face mask).
- No pants hanging below the waistline, exposing buttocks/underwear or shorts worn under pants "No sagging"

3. Dress Code Enforcement

Administration and staff will have private conversations with students who are inappropriately dressed (according to the above standards) regarding their attire. If the outcome of this dialogue finds the student to be in breach of the dress policy, the student will be asked to work with school staff to remedy the situation. If the student fails to remedy the situation, this may result in disciplinary consequences. If no alternate provisions can be found, the student's parent(s) or guardian(s) may be contacted to provide them with an appropriate article of clothing. No student should be affected by dress code enforcement because of race, sex, gender identity or expression, ethnicity, religion, sexual orientation, household income or body type/size.

Students should not be shamed or required to display their body in front of others in school. Shaming includes, but is not limited to:

- Kneeling, bending over, or any other movement to check fit

- Measuring straps or skirt length
- Calling out students about perceived dress code violations in front of others
- Accusing students of "distracting" other students with their clothing

These dress code guidelines apply to the regular days and summer school days as well as after school activities. Additional dress-code guidelines may be applicable for special school events such as graduation ceremonies, proms, dances, and field trips.

4. Non-Compliance Consequences

Windsor High School

A. First Offense	Parent/guardian will be notified of the infraction and a review of the dress requirements will be provided to the student.
B. Second Offense	1-hour Detention and parent notification
C. Third Offense	2-hour detention and parent notification
D. Fourth Offense	Evening Detention and parent conference
E. Subsequent Offenses	Out of School Suspension

Sage Park Middle School

A. First Offense	Parent/guardian will be notified of the infraction and a review of the dress requirements will be provided to the student.
B. Second Offense	Detention and parent notification
C. Third Offense	Extended Detention and parent notification
D. Fourth Offense	Saturday School Detention or Extended Detention (2 days) and parent conference
E. Subsequent Offenses	Saturday School Detention (2 days) or In School Suspension

Elementary Schools

A. First Offense	Parent/guardian will be notified of the infraction and a review of the dress requirements will be provided to the student.
B. Second Offense	Immediate corrective action on the dress and parent notification.
C. Third Offense	Office detention and parent conference.

Regulation Approved:

Terrell M. Hill, PhD
Superintendent of Schools

Windsor Public Schools
Windsor, CT

Section:	**STUDENTS**	
Subject:	**STUDENT DRESS**	**AR-5132**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

1. The Board of Education encourages students to dress in a manner that reflects pride in and respect for themselves, their school, and their community. To promote a positive, safe and non-disruptive learning environment, proper attire should be worn. Therefore, the following attire is prohibited from wear in the Windsor Public Schools during the academic school day:

   A. Coats, jackets or other attire normally worn as outerwear including down vests**;**

   B. Head coverings of any kind including, but not limited to, scarves, do-rags, bandannas, masks, kerchiefs, athletic headbands, hats, caps or hoods, unless the principal has designated the day as a theme day**;**

   C. Footwear which mars/damages floors or is a safety hazard;

   D. Sunglasses (unless required by a doctor's order);

   E. "Name" or other oversized metal belt buckles or chains (wallet chains, etc.)**;**

   F. Spiked or studded bracelets, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached;

   G. Attire or accessories, which have derogatory, offensive, or sexually suggestive words or pictures that may be disruptive to the learning environment;

   H. Attire or accessories, which depict logos or emblems, that encourages the use of drugs, tobacco products, or alcoholic beverages**,** violence or gambling**;**

   I. Shirts and/or blouses that reveal the abdomen, chest, cleavage, or undergarments;

   J. See-through clothing;

   K. Shorts, miniskirts, or pants that reveal the upper thigh or undergarments;

   L. For students in grades K-8, backpacks, athletic bags and/or book bags should be viewed as a means of carrying books to and from school. Backpacks, athletic bags and/or book bags are expected to be left in lockers during school time. Books should be removed from the backpacks and/or back bags in the morning and replaced in the backpacks and/or book bags in the afternoon.

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

M. Backpacks and/or book bags are permitted to be carried between classes at Windsor High School but should not pose an obstruction to safe passage in the classroom or in the corridors.

2. Students who fail to comply with this regulation will be subject to disciplinary action stipulated below.

Non-Compliance Consequences

Windsor High School

A. First Offense	Parent/guardian will be notified of the infraction and a review of the dress requirements will be provided to the student.
B. Second Offense	Detention and parent notification
C. Third Offense	3-hour detention and parent notification
D. Fourth Offense	Saturday School Detention and parent conference
E. Subsequent Offenses	In School Suspension

Sage Park Middle School

A. First Offense	Parent/guardian will be notified of the infraction and a review of the dress requirements will be provided to the student.
B. Second Offense	Detention and parent notification
C. Third Offense	Extended Detention and parent notification
D. Fourth Offense	Saturday School Detention or Extended Detention (2 days) and parent conference
E. Subsequent Offenses	Saturday School Detention (2 days) or In School Suspension

Elementary Schools

A. First Offense	Parent/guardian will be notified of the infraction and a review of the dress requirements will be provided to the student.
B. Second Offense	Immediate corrective action on the dress and parent notification.
C. Third Offense	Office detention and parent conference.

Section:	**STUDENTS**	
Subject:	**STUDENT DRESS**	**AR-5132**

ADMINISTRATIVE REGULATION
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Staff Responsibilities
School personnel, including substitutes, should serve as role models for proper attire in the educational setting. School personnel should ensure that all students adhere to the School Dress Policy.

Exceptions for Designated Days or Events
Each school principal may periodically designate specific days or events (i.e, School picnic, field day, school pictures, athletic events, or spirit week) during which deviations from the approved attire will be permitted, provided the principal determines that such exemptions will facilitate the event, promote school spirit, or otherwise serve an educational interest.

Religious and Health Accommodations
Where the bona fide religious beliefs or health needs or a student conflict with the school dress policy, the schools will provide reasonable accommodation. Any student desiring accommodation shall notify their school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited under this policy.

Accommodation of Free Expression
An item of approved clothing containing an expressive message is permitted. For example, a button supporting a political candidate may be worn. However, expressive items are prohibited if, in the reasonable judgment of school officials, they may tend to disrupt or interfere with educational interests. For example, racist messages, sexist messages, gang insignia, messages promoting drug or alcohol abuse, and profane or pornographic messages or images are prohibited. Also prohibited during the school day are items of clothing that undermine the integrity of required attire, such as a windbreaker that contains expressive writing.

Regulation Approved: August 7, 2008

Elizabeth E. Feser, Ed.D.
Superintendent of Schools

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

RFP092 Family Resource Centers 2024

Family Resource Center Site:

School Name	* Oliver Ellsworth
Address	* 730 Kennedy Rd Windsor, CT 06095
Grade Levels	* Prek-2nd

Estimated Program Budget and Matching Revenue
The administration of an FRC will likely incur costs well over the allocation provided to grantees through CSDE. Applicants for this grant should have developed revenues from other sources that will be used in partnership with state funds that provide a minimal amount of 25 percent in matching funds.

FRC State	* $ 112,629.00		
Fees	$ 121,000.00		
Local	$	☐ Cash	☐ In-kind
Other	$ 5,000.00	☑ Cash	☐ In-kind
Total	$ 238,629.00		

Site Overview

	Lead Applicant	**Partner Applicant**
Organization	* Windsor Public Schools	
Contact Person	* Christina Morales, MSW	
Address	* 601 Matianuck Avenue	
City, State, Zip Code	* Windsor, CT 06095	
Telephone	* 860.687.2000	
Email	* cmorales@windsorct.org	

Organization Type	* ◉ School District ○ Other	○ School District ○ Other
If other type selected, enter type		
Date Of Board Acceptance:	09/26/2023	

This application requires the official approval and/or endorsement of any Board or like body (e.g., Board of Education, town council, etc.), the approval and/or endorsement of such body. This date represents the approval/endorsement of said body prior to submission of the grant application. If it is not possible to obtain Board or like approval prior to submission of the grant application, provide the intended date of approval. The official Board approval or like document must be maintained under separate cover and provided, upon request.

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

RFP092 Family Resource Centers 2024

List the name, title, phone number and e-mail address for each person currently performing the following roles and responsibilities. If a position is currently vacant or a vacancy is expected in the upcoming program year, please indicate the program's intended plan for reemployment.

Staff

	Name	Title	Phone	Email	Comments
Building Principal	* Taran Gruber	* Principal	* 860.687.2070	tgruber@windsorct.org	
FRC Program Administrator	* Christina Morales, MSW	* District Coordinator Family&Community Partnership	* 860.687.2000 x1284	cmorales@windsorct.org	

* Does the FRC Program Administrator meet the legislative qualifications outline in C.G.S. 10-4o: "at least two years of experience in child care, public administration or early care and education and a master's degree in child development, early care and education or a related field"?

☑ Yes: Please indicate area of experience, level and area of degree and graduating college/university:

Christina L. Morales, has a masters from Springfield College and a bachelor's degree from the University of Saint Joseph in Science/Social Work and has a certification in Latino Community Practice. She's worked in the field of youth development and education for 15+ years. She currently leads the Office of Family and Community Partnership for Windsor Public Schools at which the Family Resource Center reports to and collaborates with. Prior to her current role she worked in the Bloomfield Public Schools System overseeing the district's family engagement work as well as the extended learning initiative for three years. Before her work in Bloomfield she worked for a non-profit youth development agency in Hartford implementing the Community Schools Model in partnership with Hartford Public Schools and spent some time working in a non-profit substance abuse/drug prevention organization in resource development and communications and training and events. She is currently the board secretary for the Windsor Chamber of Commerce. She is a facilitator of the Mind in the Making: Seven Essential Skills Every Child Needs. She sits on the Advisory Council for the SDE Engagement and Attendance, Commissioners Network for Family Engagement and CT Family School Partnership's Advisory Council.

☐ No

In any FRC where a program administrator is responsible for multiple programs, please indicate:

	Name	Title	Phone	Email	Comments
FRC Site Coordinator	Christina Pace	School Based Family Resource Center Coordinator	860.687.2070 x 6229	cpace@windsorct.org	

Does this person meet the CSDE grant requirements: "hired for an individual FRC, employed full time and has obtained, at minimum, a bachelor's degree in early care and education, child development or a related field"?

☑ Yes - Please indicate the level and area of degree and graduating university/college:

Christina Pace has a Master's Degree from the University of New Haven with a specialization in victim services. Christina Pace has spent over 10 years working with children and families in the advocacy field which included: 5 years as a child advocate in a domestic violence program where she ran the

children's programming within the shelter, held community support groups, and helped connect families to resources in Middlesex County. After that, Christina Pace, spent 5 years working as a social worker for the Department of Children and Families, where she would assess safety, provide referrals for therapy, developmental services, substance use treatment, and worked closely with schools and families to help each family build their own support network.

☐ No

1. Community Need and Target Population(s) (maximum of 500 words)

* Describe the need for the FRC in this school. Use relevant, current data to make your case. Identify any needs assessment recently conducted by the school or community and the needs or gaps in services/supports identified.

Windsor Public Schools serves nearly 3,200 students in the community of Windsor, Connecticut, a town located in north central Connecticut bordering the capital city; between Hartford and Springfield, Massachusetts. Windsor Public Schools includes six educational institutions of which Oliver Ellsworth School is applying for continuation of resources to support the Family Resource Center. The Town of Windsor is relatively racially balanced between Black (36%) and White 47% inhabitants, with a few Latino (10%) residents, and other residents of Multi-Race and Asian descent (4%); while the racial make-up found in Oliver Ellsworth shows a predominantly minority population (ie., 71% Black or African American, Latino or two or more races, and 29% white,); in the most recent United Way: ALICE Report in 2019, the data showed Windsor families are unable to afford life's basic necessities. The demographic known as ALICE-an acronym for Asset Limited, Income Constrained, Employed - describes households that earn more than the Federal Poverty Level but less than the basic cost of living for the county or state where they live. In Windsor, 29% of our families live below the ALICE threshold. In comparison, the percent of families receiving free or reduced priced meals in the school system is above 40%. In contrast, the town and overall district demographic, Oliver Ellsworth School (OE), which enrolls 464 PK-2 students, has 39%of its students qualifying for free/reduced price meals; 71% represent traditionally under-served racial and ethnic groups; 4% are considered English Language Learners (ELL); and 18.2% are students with disabilities. Two of four pre-k classrooms serve students with special needs who are transitioning from birth to 3 services. Of OE's students, 31% are chronically absent leaving work to be done through the FRC to support families. The FRC will continue to offer home visits to families struggling with attendance to provide additional resources to the families to try and improve attendance outcomes. Based on the Early Development Instrument (EDI) School Profile Report implemented in 2017 to assess kindergarten readiness across 5 domains approximately 26% of our students were considered as vulnerable or not on track developmentally. Unfortunately we have not had an updated report however it is more than likely that our students needs have increased based on standardized assessments and/or the impact of the COVID Pandemic. The OE's Family Resource Center wants to expand its family and community outreach through providing families with resources to support the 5 domain areas: Physical Health & Well Being, Social Competence, Emotional Maturity, Language & Cognitive Development, Communication Skills & General Knowledge. One plan to expand outreach is by hosting monthly peer support groups for parents to ask questions and share advice with other parents for students with IEP's and 504 plans. The FRC will invite special education teachers, interventionists and specialists as guest speakers to the peer support groups to help explain the process and answer questions. We also are working with our Social Emotional Learning Specialist to ensure skill building is being supported for all students at OE.

☐ **2. Location/Space Requirements (maximum of 300 words)**

* Provide a description of the FRC location and space. This must include the host elementary school and the classroom grades offered. Provide an overview of how the FRC is physically incorporated into the public elementary school and describe the designated space allocated for each of the following: - parent resource room (play space, parent activities, meetings and resource library); and - office space for FRC staff, including private meeting space.

The Family Resource Center is located to the left of the front entrance inside Oliver Ellsworth School. The Family Resource Center serves all families at OE and the surrounding community. All visitors are monitored and welcomed by the Director's of First Impression also known as security as you enter the building. The FRC Office is shared with the parent educator. The space includes a play area for birth to 5 families. The play space offers child friendly furniture. All play materials are at children's eye level and easy for children to access and put away. Tables and seating can accommodate both children and adults allowing for full participation in activities. The space is carpeted and there is ample room for small children to safely explore. There is a large variety of developmentally appropriate toys for children birth through school age. Also available are loveseats and tables for a comfortable place for parents to feel welcomed as well as a full size refrigerator, microwave and a keurig machine for parents or community members to use while at workshops or visiting for the day. There's a computer and printer also located in the FRC, that is open to community members to search and apply for jobs. The FRC uses additional space in the building when

needed for programs and workshops: such as the media center or cafeteria and/or classrooms, and uses the playground for play groups when weather permits. The partnership between the FRC and OE continues to strengthen, as OE provides additional use of space throughout the building. At OE the FRC has private office space in addition to workspace in the common area to meet and conference accordingly with families. The FRC is continually supported at the district level and uses space at central office for child care/playgroups and/or adult workshops. The Tree House office is located near a side entrance of a school, next to the gym and cafeteria. The location makes it convenient for parents picking up their children. Tree House also has a large variety of developmentally appropriate toys for preschool age through second grade. The Tree House program is able to utilize the gym, cafeteria, and Family Resource Center, to spend time doing various activities such as play sports, complete homework, art projects, and reading activities.

3. Delivery of Services

Provide a narrative for each of the following components (a-g). Each component must include:

i. A brief description of the service(s); program performance objective(s) supported; and target population(s) to be served, including those deemed "high-risk."

ii. The role the FRC will assume in the delivery of service(s) versus the role of any collaborative partners and the location(s) of where service(s) will be provided.

iii. Data that will be collected by the FRC to measure:
• participation in service(s);
• program quality; and
• participant level changes and outcomes.

Additionally, a memoranda of understanding or memoranda of agreement (MOU/MOA) must be provided for each collaborating partner identified in this application toward achieving any outcomes related to program performance objectives or the delivery of any service or activity of the FRC. All MOU/MOAs shall describe: name(s) of each party involved; a brief description of the scope of work, roles and responsibilities; any financial obligation of each party (if applicable); dates the agreement is in effect; and signatures of each party.

(a) Early Care and Education Component (maximum of 500 words)

* In addition to the items described above (i., ii., and iii.), also include:
• status of compliance with all child day care licensing requirements, as defined under C.G.S., Section 19a-77;
• status of compliance with the standards for the School Readiness Programs pursuant to C.G.S. Section 10-16p; or
• status of accreditation by the National Association for the Education of Young Children (NAEYC), Head Start or criteria established by the other accrediting agencies recognized by the Office of Early Childhood.

Oliver Ellsworth school offers 4 prek classrooms including 2 half day AM and 2 half day PM classes inclusive of special education students. All programs are NAEYC accredited. In support of the half day prek programs the Family Resource Center will offer in addition to its weekly playgroup offerings for children ages 0-5 playgroups to capture this audience. The FRC playgroups are designed to have age-appropriate activities which includes an arts and craft project, a sensory bin, and free play with a variety of items such as a train set, blocks, musical instruments, a doll house, and a play kitchen. Playgroup families are also able to receive free books to take home. All the families that come to playgroups are introduced to the Sparkler app, so that parents can be aware of the developmental milestones, and families that are interested in additional parenting resources are referred to and offered Parents as Teachers or Circle of Security classes, taught by our Parent Educator. We will also offer Parenting Partners: Positive Parenting and Ellen Galinsky's Mind in the Making: Seven Essential LifeSkills Every Child Needs to support some of the early care gaps and STEM and Literacy. Data & Measurement: We want to serve at least 5-7 families in each of our engagement groups offered. Will conduct pre and post surveys and receive satisfaction feedback and adjust accordingly. The FRC will monitor and track data through a bi-weekly data reporting instituted by the Office of Family and Community Partnerships and evaluators. Attendance data will be collected through our Eleyo Childcare System as needed and sign in sheets Early Care and Education is also supported through the Windsor School Readiness Council and the School Readiness Grant. OE's Family Resource Center works in partnership with the School Readiness Liaison, and our Elementary Special Education Supervisor sits as a voting member on the School Readiness Council. The FRC works with the Office of Family and Community Partnerships Welcome Center to refer students to the preschool-aged programs throughout the school year if they are not accepted into our district wide programs. The Family Resource Center will host the School Readiness Liaison at the FRCenter for families to complete the School Readiness application process while their children play. In March, once preschool and kindergarten registration opens up we partner with the Welcome Center and OE

to host welcome calls for NEW families. The Family Resource Center has frequent conversations with playgroup families about preschool, as many parents are stay-at-home parents and anxious about the transition for their children. The Family Resource Center offers families tours of the schools and will connect families with educational coaches, for them to get a deeper understanding of the curriculum. The Family Resource Center also will refer families to Birth to Three when appropriate and the Special Education Department for children ages four and older. Data and measure: The FRC will monitor and track data through a bi-weekly reporting system instituted by the Office of Family and Community Partnerships and evaluators. Referrals are tracked as well as number of families utilizing the resources offered at OE's FRC. Attendance data will be collected through our Eleyo Childcare System as needed and sign in sheets. Additionally this data is tracked in the Cayen 2st Century system.

(b) School-Age Child Care Component (maximum of 500 words)

* In addition to the items described above (i., ii., and iii.), also include:
• Separate descriptions for a before-school program, after-school program and vacation program with the status of compliance with child day care licensing requirements as defined under C.G.S. Section 19a-77.

The Tree House Before Care and After School Program that is held onsite at Ellsworth School. Tree House is open before school from 7:00-9:00 am and after school from 3pm to 6:00 pm. It is open on school holidays and vacations and weather related school closings. Activities primarily take place in the school cafeteria, with additional use of the school gymnasium, FRCenter and outdoor playground. Seventy-Five families were enrolled in the Ellsworth Tree House program during the 2022-2023 school year. We offer this program to prek-2 grade families who attend Ellsworth. Tree House supports student learning by infusing a disguised learning experiences in alignment with school curriculum and modeling school day policies and procedures to support academics and/or positive supports. The Tree House program is a seamless continuation of the students' day. The program provides a healthy snack, homework help, enrichment clubs and structured activities. Tree House staff utilize consistent behavior matrix and language to support the Oliver Ellsworth PBIS philosophy. Families are encouraged to join in on program activities and events. Tree House staff will participate in family events throughout the year such as: a family breakfast, field trips, open houses, a talent show and a summer kick off bbq. The Tree House program is staffed by a program leader who supervises the day to day and several group leaders who maintain a 2:10 ratio. Tree House program leader is provided annual professional development through the Ct Afterschool Network and are first aid-cpr-AED program certified. The FRC Coordinator oversees the program leader who directly supervises the day to day. The FRC supports student recruitment and enrollment working with school staff. The FRC acts as the Tree House liaison between Tree House parents and staff during school hours when the program is closed. The Program Leader and FRC coordinator meet monthly to address program needs with the Office of Family and Community Partnership Coordinator. Program Leaders keep daily attendance records and have regular communication with families. Data and Measure: All attendance, registration and sign in data is tracked in our Eleyo Childcare System and reported out bi-weekly reporting system instituted by the Office of Family and Community Partnerships and evaluators. Quality of programming is evaluated by the number of students attending and monthly parent feedback. Additionally this data is tracked in the Cayen 2st Century system.

(c) Adult Education and Family Literacy Component (maximum of 500 words)

* In addition to the items described above (i., ii., and iii.), also include:
• name and location of the local designate responsible for administering adult education services governed by C.G.S. Sections 10-67 through 10-73d and Title II of the Federal Workforce Investment Act; and details that establishes the coordination of existing local structures in meeting the goals, objectives and long-term vision for local adult education programs.

The Department of Continuing Education for Windsor Public Schools is supported under the Office of Instructional Leadership and offers GED, ABE, ESL and American Citizenship classes that are held throughout the school year, as well as numerous special interest offerings. The Family Resource Center collaborates with the Director of Continuing Education, to increase the number of adults enrolled in Adult Education courses (target referral 5-7 adults) and provides basic skill workshops for families recommended from Oliver Ellsworth school. Additionally we will provide scholarships for students in Adult Education to support their education goals. Data and Measure: The FRC will monitor and track data through a bi-weekly data system instituted by the Office of Family and Community Partnerships. Additionally in this report the FRC will include the number of scholarships paid for and graduation of AE as well the number of referrals made to AE. Additionally this data is tracked in the Cayen 2st Century system. All families participating in the Adult Education program with children are offered the opportunity to participate in additional Families-in-Training programming including: home visits, play and learn groups, referrals to the Sparkler app for developmental screenings, family literacy programs, and lunch and learn programs. Lunch and learn programs provide parent/caregivers access to free topical information (financial literacy, parenting). Oliver Ellsworth offers a variety of Family Literacy programs and events throughout the school year for Ellsworth families. The FRC will continue to offer at least two sessions of Raising Readers Parent Book Club and target at

least 10 families. Daytime and evening sessions will meet the needs of both at-home and working parents. Refreshments, childcare and books will be provided. In addition to Raising Readers the FRC will target Family Literacy by providing special parent child events centered around books. Families at OE will also be targeted to participate and the FRC will collaborate with OE Literacy coaches to prepare and support families entering or currently enrolled in Windsor. Family book clubs will give children birth through second grade and an adult caregiver an opportunity to explore books. Family Book Clubs will provide participants with copies of a book, guided discussions, and activities to reinforce themes found in the book. All FRC families are encouraged to enroll in the Sparkler, is a service that help parents, grandparents, and other caregivers harness the science of early child and brain development to make the most of the early years. Mind in the Making will be offered to families to support literacy and skill building. We are fortunate that the Adult Education Department and classes take place with in direct proximity to our Office of Community and Family Partnerships which houses Centralized Registration and a host of other initiatives. This location creates a streamline for referrals between adult education and the Family Resource Center. All new families entering OE receives a book to welcome them into the district. Data and Measure: All attendance, registration and sign in data is tracked in our Eleyo Childcare System and reported out bi-weekly reporting system instituted by the Office of Family and Community Partnerships and evaluators. Quality of programming is evaluated by the parent feedback surveys.

(d) Support and Training for Family Day Care Providers Component (maximum of 500 words.)

* Provide required items (i., ii, iii.) described above:

Family Day Care Providers and home-based daycare providers will receive support and resources (the most up-to-date Informational materials) and invitations to participate through the FRC. Family Day Care Providers and home-based daycare providers will have access to utilize our Family Resource Center for playgroups, home-visit programs, and parenting and educational workshops provided through the district appropriate for their implementation. The FRC and Parent Educator will maintain collaborative and supportive relationships by checking in and visiting programs to provide technical support. The FRC will also support providers by allowing developmental screenings. Family Day Care Providers and home-based daycare providers will also participate in the home visitation model. The Home Visitation also supports the district's parent teacher home visit model to build trusting relationships. Home visits provide providers with developmental information on all children served in their program. They are able to utilize this information for their own planning purposes as well as share it with families. They can also participate in the Mind in the Making training to learn more about Ellen Gallinsky's Seven Essential Skills Every Child Needs. Data and Measure: All attendance, registration and sign in data is tracked in our Eleyo Childcare System and reported out bi-weekly reporting system instituted by the Office of Family and Community Partnerships and evaluators. Quality of programming is evaluated by the attendance of families and partner feedback surveys. Data both quantitative and qualitative will be shared on visits the FRC and Parent Educator has conducted. Additionally this data is tracked in the Cayen 2st Century system.

(e) Families in Training Component (maximum of 500 words)

* In addition to the items described above (i., ii., and iii.), also include:
• name and location of at least one Connecticut Birth to Three program that is a partner with the FRC and a description of activities that will include children with disabilities or developmental delays.

The Family Resource Center serves as a point of entry for the Oliver Ellsworth School. Playgroups and collaborative community events are often families first experience with the district. The FRC will have scheduled visitation/events etc to welcome all the families of Windsor with young children; thus the numbers to be served in the Ellsworth Family Resource Center Families in Training component will be virtually limitless. We will offer all coordinated programs to register at no charge so that all families have full access. This component will include weekly playgroups, home visits using the Parents as Teachers Curriculum, special evening activities, as well as parent workshops. Programs will be offered from October through June. Playgroups will be regularly scheduled, open to families who have children birth to five years and free with pre-registration required. Families will come for a structured time of age appropriate songs, stories and craft projects based on CT early learning standards. Playgroup participants will leave the playgroup with extension activities that are linked to their child's learning. Through-out the year our playgroup families are invited to participate in a multi- generational playgroup at Windsor Senior Center. In this setting both seniors and children participate in circle time and related craft or activity. The home visit program will service parents in Windsor with children ages birth to five years. Our Parent Educator will schedule regular visits to participant's homes, the FRC or mutually agreed upon setting to discuss their child's language, cognitive, social and motor development. Reference information about local events and programs will also be shared. Our Families in Training component will be housed in the Family Resource Center at OE where there is dedicated space to hold playgroups and parenting reference materials. The OE Family Resource Center is fully supported by the Oliver Ellsworth School community and therefore has access to the entire school building should any space be needed. Most Families in Training activities and programs will be held either in the Family Resource Center or the

school media/library center. However, for special evening activities the school gymnasium and cafeteria will also be used. Home visits will take place in the home of each participant, or at a mutually agreeable location such as the FRC. Participants for the Families in Training component will be recruited in many ways. These include posting flyers throughout town (i.e. town hall, public libraries, schools, churches, daycare home and centers etc) and via submissions in the town bulletin (there is a lot to do in Windsor) and on the Windsor Public Schools website and social media pages. Also information about our program will be included in newsletters at Oliver Ellsworth and Poquonock schools. Additionally, we will take referrals from the CT Birth to Three (CT B-3) program and will be listed as a resource at INFOLINE. CT Birth -three providers will also have full access to our site. We have connected with Building Bridges and spoke with the Director Steve Hunt to partner with throughout the year. Building Bridges does provide Early Intervention Support (EIS) in Windsor. He did explain right now all EIS services must be referred through the 211/website so we wouldn't be able to call them directly to refer a family, but we can make a referral to the website and from there the evaluation will happen with Building Bridges. Families would receive the appropriate resources and then they would help with the transition to an IEP once the child is over 3. They will be free to conduct visits and make observations during our playgroup sessions. They are welcome to utilize our playgroups as opportunities to increase the social emotional learning, language or motor skill goals. The FRC will also serve as alternative meeting space for families. Attendance at FRC programs will help facilitate the transition of children from Birth to Three into the special education preschool at Oliver Ellsworth. Modifications to our curriculum and activities can be made to meet the needs of all families. The FRC will continue to offer Lunch and Learn programs in the FRC. Community guest speakers will present on topics relevant to families in the Windsor community. The Objectives of the Families in Training program will support families in their efforts to provide their children with the best possible environment. This objective will be measured through regular surveys of parents, anecdotal data, tallying participants of our programs, as well as examining our adherence to PAT guidelines. The Office of Family and Community Partnerships will be implementing a new system for tracking Parent Engagement based on research by Joyce Epstein. The Families in Training program will provide a vehicle by which to initiate positive, supportive contact with the families of Ellsworth before kindergarten. We will measure this objective by surveying parents and examining the program roster and participant enrollment list.

(f) Positive Youth Development Component (maximum of 500 words)

* In addition to the items described above (i., ii., and iii.), also include:
• name and location of the local entity responsible for administering C.G.S. Section 10-19m, Youth Service Bureau (YSB), that was consulted to ensure that the alignment and relationship of PYD activities are consistent with the needs of local youth.

Positive Youth Development programs to support Oliver Ellsworth School is aligned with the School Development & Equity Plan. All PYD programs at OE include but is not limited to: 1. Pelican Husky Adventures through Loomis Chaffee an after-school enrichment program for K-2 students who are enrolled in the Tree House afterschool program. Loomis Chaffee High School provided weekly science lessons with the children, and they included fun experiments that every TreeHouse student participates in. 2. District-Wide Mentoring Initiative - the mentor program as it looks at OE for students in K-2 will model the 'My buddy and Me' reading program. Students and mentors will be in groups of 2:8 (2 mentors to 8 students). Mentors, students and families will include an application process, meet and greet and training. The Mentor Initiative is housed by the Office for Family and Community Partnership which oversees the Family Resource Centers in the district. Students involved in the Mentoring program are referred by OE's MTSS team and/or Teachers. Mentors usually join their students once/twice a week for lunch and/or recess located in the Family Resource Center. The Family Resource Center also provides activities to strengthen the mentorship and will supervise online and in-person sessions. 3. MEGA EDUCATION - the FRC will coordinate and build community partnerships to support absenteeism and positive youth development to decrease behavior issues. Working in partnership with Jeffrey Dressler's Mega Education and other businesses in the community. Teachers, students and families will be a part of the process as this approach will increase many academic and social outcomes for Oliver Ellsworth including family engagement, social confidence, attendance and supporting school climate. The FRC will support school administration and/or staff (school social workers, coaches, assistant principal/principal) with outreach to families and align activities to best support students and families who may need additional resources. 4. WATCH DOGS Dads of Great Students Program - the WATCH Dogs Fatherhood Program supports students with positive youth development and absenteeism. Dads volunteer their time in 2/4/6 hour increments at the schools. For the 2022/23 school year, we had over 40 dads participate in the program, including some dads who came on a regular basis. 5. STUDENT ASSEMBLIES - will be hosted during grade level planning with different artists and musicians to support STEM and Literacy. Data and Measure: attendance, registration and sign in data and reported out bi-weekly reporting system instituted by the Office of Family and Community Partnerships and evaluators. Quality of programming is evaluated by the attendance of families and partner feedback surveys. Additionally this data is tracked in the Cayen 2st Century system.

(g) Resource and Referral Component (maximum of 500 words)

* Provide required items (i.,ii., and iii.) described above:

We partner with the Town of Windsor's Youth Service Bureau and Social Services to support our families in the district with needs. The YSB provides a variety of supportive programs to support and promote positive youth development and family engagement. The Social Services department hosts informational events throughout the year with various topics. These topics include issues relating to health needs, financial services, food assistance programs (including weekend wheels), insurance programs, energy assistance, veteran's benefits, and elderly services among others. The Family Resource Center works collaboratively to support families and will work with school social workers to support families with resources and referrals. The FRC staff will log referrals and follow up with families as referrals are made. As programs are offered the FRC will ensure the virtual back pack is updated and will disseminate and engage/recruit families to take part in the beneficial programs being offered in town and through the Office of Family and Community Partnerships. Additionally, the FRC will utilize the Office of Family and Community Partnership's internal Helpful Resource platform to support and promote other resources afforded to families through other community and non-profit programs. Collaboratively, OE's FRC will work with the district's Welcome Center to support new families coming into the district/OE to provide a welcoming environment. Calls/visits for families will be made/scheduled for each family. The FRC will work with the Office Admin to re-establish a welcome packet to support families and the work of the FRC. FRC coordinates food assistance programs with social services in particular weekend wheels and works with school admin/teams to identify families who benefit. The FRC Coordinator will conduct family engagement workshops to support school readiness, classroom learning strategies, sparkler app and the Schools Newsletter. For the 2023/24 School year OE's FRC will continue to expand it's community partnerships, by partnering with Read to Grow to provide age appropriate books free of charge to all families in the community. OE's FRC will also hold drives for toys, winter clothing, and diapers, to directly give back to families in need in partnership with local providers.

4. School Support and Project Alignment

* Describe a plan that coordinates with the public school district to examine and align resources to meet the unique needs of children with disabilities (a mental or physical impairment that substantially limits one or more major life activities) and creates access to FRC administered programs. This must include examining the legal foundation for inclusion in school based services under; Section 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; and Individuals with Disabilities Education Act of 2004.

The OFCP and/or FRC will meet regularly with the PSES department to ensure families are utilizing programs - like playgroups and reading programs to reinforce learning. The FRC will also strengthen the districts priority of school-home connection by offering families parent teacher home visits to help build relationships, learn more about the families, and help refer families to programs in the community, such as social services if there's a need. The FRC will also provide programs for families to attend throughout the year. If there is a need for the FRC Coordinator to sit in on a PPT, the FRC will support the family and school with the necessary resources and be present. The family resource center will offer the Sparkler app as a resource to support families and align with the schools' developmental assessments. Once assessments are completed the FRC will work with families to connect them with resources in addition to the programs at the school and in touch such as Birth to Three if there is a need. Additionally, we will take referrals from the CT Birth to Three (CT B-3) program and will be listed as a resource at INFOLINE. CT Birth -three providers will also have full access to our site. They will be free to conduct visits and make observations during our playgroup. They are welcome to utilize our playgroups as opportunities to increase the social emotional learning, language or motor skill goals of their clients. The FRC will also serve as alternative meeting space for families. Attendance at FRC programs will help facilitate the transition of children from Birth to Three into the special education preschool at Oliver Ellsworth. Modifications to our curriculum and activities can be made to meet the needs of all families. The FRC will continue to offer Lunch and Learn programs in the FRC. Community guest speakers will present on topics relevant to families in the Windsor community.

Attach a letter of support from the school principal that, at minimum, provides:
• confirmation that FRC activities and services have been reviewed;
• details on how the CSDE FRC grant funding and activities are aligned with school improvement priorities and the district's overall strategy to improve academic achievement; and
• acknowledgement that fixed and adequate space requirements of the FRC will be maintained and preserved for the duration of the current grant.

Documents

Type	Document Template	Document/Link
Family Resource Center Principal Letter of Support [Upload at least 1 document(s)]	N/A	FRC OE Letter of Support SY 24 (2023-

2024)

5. Fees and Funding (maximum of 300 words)

* Describe any program fees that will be collected by the FRC lead applicant, including a sliding fee scale that takes into account the financial need of the students and families targeted for services. Any fee structure must provide a narrative that explains its administration, management and how the funds collected will subsequently be used in support of the FRC. Enter N/A if not applicable.

The Tree House Before and After School component is funded by family fees and is inclusive of sibling discounts and sliding fee scale similar to the Free and Reduced Priced School Meals. Fee's are collected and managed by district's Office of Family and Community Partnership through the Eleyo Child Care System. Additionally, families who qualify for Care for kids can also apply for the district's income qualified program. Fees are used to support the positive youth development programs also known as Tree House.

6. Personnel Management (maximum of 500 words)

* Describe the role(s) of personnel that are instrumental to the management design of the FRC, including how program staff will be supervised and evaluated. This section should include a management plan that provides details of personnel interaction at the district, school and FRC program site level. It should also include any internal or external management committees or advisory boards that represent systems of governance and decision-making deemed essential to the FRC program design. In any community that operates two or more FRC sites, this section must describe a management structure that aligns leadership, critical decision-making and coordinated staffing approaches for all FRCs within a centralized organizational structure.

Oversight of the FRC at OE is through the Office of Family and Community Partnerships (Central Office) under the direction of the District Coordinator and collaborates with the building principal. The District Coordinator is a member of the district leadership team and reports directly to the Superintendent. The Office of Family and Community Partnership will conduct bi-weekly to monthly meetings to strategize and build the capacity of the FRC site coordinator. The FRC Coordinator will be evaluated through the Office of Family and Community Partnerships in collaboration with building principal. The Coordinator of OFCP and the Principal meet monthly with other district principals and align best practice strategies. New this year, monthly planning meetings will incorporate the FRC Coordinator, Coordinator of OFCP, and OE administration. The FRC site coordinator works in collaboration with school leadership and sits on Data Teams, Climate Teams, Curriculum Teams, Attendance Committee and early childhood community-based organization committees. The parent educator reports directly to the the FRC Coordinator and meets with the FRC bi-weekly on program implementation and service to families. The TreeHouse (in-kind) program leader also reports directly to the FRC and meets bi-weekly to go over program plans, attendance, staffing and behavior of students.

7. Data Collection and Evaluation (maximum of 500 words)

* Describe a process for collecting, maintaining and reporting relevant program information onservices, activities and participants of the FRC that includes staff roles, ability and experience to collect and analyze electronic data. Include any internal policies and procedures that safeguard the confidentiality and privacy in the storage or transfer or participant information. If selected for funding, agencies may be asked to develop a tailored logic model and formal evaluation plan.

Data Collection will be tracked through the Eleyo Childcare System for the Tree House Program, Cayen and a biweekly report to the Office of Family and Community Partnership to identify numbers of enrollment and attendance using a data dashboard. Pre and Post survey data will be implemented for family engagement workshops, positive youth development programs including the Tree House Before Care and Afterschool Program and other programs conducted by the FRC. All data will be shared with stakeholders and school administration including the Office of Family and Community Partnership. All records, data, and information collected and maintained by the FRC are subject to Windsor Board of Education policies governing confidentiality and privacy.

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

Object		Total
100 - Personal Services > Salaries		$77,579.51
200 - Personal Services > Employee Benefits		$15,423.47
300 - Purchased Professional and Technical Services		$4,488.19
400 - Purchased Property Services		$0.00
500 - Other Purchased Services		$3,400.00
600 - Supplies		$11,737.83
700 - Property		$0.00
800 - Miscellaneous		$0.00
917 - Indirect Costs		$0.00
	Total	$112,629.00
	Allocation	$112,629.00
	Remaining	$0.00

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

100 - Personal Services > Salaries - $77,579.51

Budget Detail		Narrative Description
Object:	100 - Personal Services > Salaries	1.0 FT District Coordinator Family and Community Partnerships Year 1 (10% of salary - oversee State FRC @ OE) = $11,610 1.0 FT Family Resource Center Coordinator = $53,500 .5 PT Parent Educator = $10,802.89 Event Supervision Parenting Workshops/Events ($16/hr x 7 hrs a month x 9 months) $1008 Summer programming (July 2023) $36.05/hr x 9 hrs - $324.45 Summer programming (July 2024) $37.13/hr x 9 hours = 334.17
Purpose:	01 - Public School Activities	
LEA / School:	Oliver Ellsworth School (164-000-SG00001)	
Quantity:	1.00	
Cost:	$77,579.51	
Line Item Total:	$77,579.51	

Total for 100 - Personal Services > Salaries:	$77,579.51
Total for all other Objects:	$35,049.49
Total for all Objects:	$112,629.00
Allocation:	$112,629.00
Remaining:	$0.00

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

200 - Personal Services > Employee Benefits - $15,423.47

Budget Detail		Narrative Description
Object:	200 - Personal Services > Employee Benefits	20% - Benefits: vacation, payroll taxes, workers compensation etc
Purpose:	01 - Public School Activities	
LEA / School:	Oliver Ellsworth School (164-000-SG00001)	
Quantity:	1.00	
Cost:	$15,423.47	
Line Item Total:	$15,423.47	

Total for 200 - Personal Services > Employee Benefits:	$15,423.47
Total for all other Objects:	$97,205.53
Total for all Objects:	$112,629.00
Allocation:	$112,629.00
Remaining:	$0.00

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

300 - Purchased Professional and Technical Services - $4,488.19

Budget Detail		Narrative Description
Object:	300 - Purchased Professional and Technical Services	FRC Annual Alliance Dues $500 PAT Annual Dual Subscription Dues (Birth to 3 & Ages 3 -5 years) $365 PAT FOR FRC Coordinator (New) $1175 Cayen Annual Database Dues $625 Conference Fees for professional development $2500
Purpose:	01 - Public School Activities	
LEA / School:	Oliver Ellsworth School (164-000-SG00001)	
Quantity:	1.00	
Cost:	$4,488.19	
Line Item Total:	$4,488.19	

Total for 300 - Purchased Professional and Technical Services:	$4,488.19
Total for all other Objects:	$108,140.81
Total for all Objects:	$112,629.00
Allocation:	$112,629.00
Remaining:	$0.00

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

500 - Other Purchased Services - $3,400.00

Budget Detail		Narrative Description
Object:	500 - Other Purchased Services	Field Trips and school presentations $300 per quarter for 4 events (playgroup and TreeHouse) 1200 $300 per quarter for 4 events (school assembly) 1200
Purpose:	01 - Public School Activities	
LEA / School:	Oliver Ellsworth School (164-000-SG00001)	
Quantity:	1.00	
Cost:	$2,400.00	
Line Item Total:	$2,400.00	
Object:	500 - Other Purchased Services	Mileage: $500 for mileage
Purpose:	01 - Public School Activities	
LEA / School:	Oliver Ellsworth School (164-000-SG00001)	
Quantity:	1.00	
Cost:	$500.00	
Line Item Total:	$500.00	
Object:	500 - Other Purchased Services	Scholarships for Adult Education Participants - $500
Purpose:	01 - Public School Activities	
LEA / School:	Oliver Ellsworth School (164-000-SG00001)	
Quantity:	1.00	
Cost:	$500.00	
Line Item Total:	$500.00	

Total for 500 - Other Purchased Services:	$3,400.00
Total for all other Objects:	$109,229.00
Total for all Objects:	$112,629.00
Allocation:	$112,629.00
Remaining:	$0.00

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

600 - Supplies - $11,737.83

Budget Detail		Narrative Description
Object:	600 - Supplies	Playgroup food / materials $1250 TreeHouse end of year celebration $650 School Wide events / Positive Youth Development $300/quarter $1200 Summer materials and snacks for playgroups $500 General office supplies $500 Family Engagement events $300/quarter $1200 literacy materials $750 Spring Carnival $650 Family Engagement Workshops Materials $3500 Attendance Incentives $1037.83
Purpose:	01 - Public School Activities	
LEA / School:	Oliver Ellsworth School (164-000-SG00001)	
Quantity:	1.00	
Cost:	$11,737.83	
Line Item Total:	$11,737.83	

Total for 600 - Supplies:	$11,737.83
Total for all other Objects:	$100,891.17
Total for all Objects:	$112,629.00
Allocation:	$112,629.00
Remaining:	$0.00

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

Filter by Location: All - $112,629.00

Object	Purpose	01 - Public School Activities	Total
100 - Personal Services > Salaries		77,579.51	77,579.51
200 - Personal Services > Employee Benefits		15,423.47	15,423.47
300 - Purchased Professional and Technical Services		4,488.19	4,488.19
500 - Other Purchased Services		3,400.00	3,400.00
600 - Supplies		11,737.83	11,737.83
Total		112,629.00	112,629.00
		Allocation	112,629.00
		Remaining	0.00

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
Oliver Ellsworth School	$112,629.00	$0.00	$112,629.00	$112,629.00

Related Documents

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

Required Documents		
Type	**Document Template**	**Document/Link**
Family Resource Center Principal Letter of Support [Upload at least 1 document(s)]	N/A	FRC OE Letter of Support SY 24 (2023-2024)

Optional Documents		
Type	**Document Template**	**Document/Link**
Other Family Resource Center Documentation	N/A	

Windsor School District (0000000164-00) Public School District - FY 2024 - Family Resource Center - Rev 0 - Family Resource Center - Oliver Ellsworth School (164-000-SG00001) - - Continuation

A grant award letter has not yet been generated.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

PREPARED BY: Danielle Batchelder

PRESENTED BY: Danielle Batchelder, Director of Business Services and Human Resources

ATTACHMENTS: Press Release - CSDE Receives $5.9 Million Grant to Improve Educational Outcomes for Students with Disabilities

SUBJECT: CSDE Partnership Grant

BACKGROUND:

The Connecticut State Department of Education (CSDE) has been awarded a five-year, $5.9 million State Personnel Development Grant (SPDG) by the U.S. Department of Education beginning in October 2023 through 2028. This grant will help the CSDE improve and expand statewide efforts to strengthen individualized education program (IEP) development and implementation.

This funding will enhance educators' capacity to monitor student progress, make data-driven decisions, formulate clear and consistent IEPs, enhance student and family experiences, and design specialized instruction in mathematics. This will be achieved by providing funding for the following activities:

- Providing coaching to enhance educators' ability to assess student performance, establish IEP goals, track progress, and adapt the student's educational program as necessary.
- Increasing professional learning opportunities to improve specialized instruction in mathematics using individual student data.
- Offering guidance to new teachers in special education roles.
- Providing training for Birth to Three personnel to create high-quality Individualized Family Service Plans (IFSPs) that incorporate the essential data required for developing IEPs when a student transitions to special education services.

The grant application requires the official approval and/or endorsement of any Board or like body (e.g., Board of Education, town council, etc.).

RECOMMENDATION:

The Board of Education approve the submission of the FY 2024 - Family Resource Center located at Oliver Ellsworth School - Partnership Grant to the State of Connecticut.

Reviewed by: MB

Recommended by the Superintendent: THIS SB

Agenda Item # 7.d.

Press Releases



09/06/2023

Connecticut State Department of Education Receives $5.9 Million Grant to Improve Educational Outcomes for Students with Disabilities

(Hartford, CT) - The Connecticut State Department of Education (CSDE) has been awarded a five-year, $5.9 million State Personnel Development Grant (SPDG) by the U.S. Department of Education beginning in October 2023 through 2028. This grant will help the CSDE improve and expand statewide efforts to strengthen individualized education program (IEP) development and implementation.

This funding will enhance educators' capacity to monitor student progress, make data-driven decisions, formulate clear and consistent IEPs, enhance student and family experiences, and design specialized instruction in mathematics. This will be achieved by providing funding for the following activities:

- Providing coaching to enhance educators' ability to assess student performance, establish IEP goals, track progress, and adapt the student's educational program as necessary, resulting in improved educational outcomes.
- Increasing professional learning opportunities to improve specialized instruction in mathematics using individual student data.
- Offering guidance to new teachers in special education roles, including those with initial certificates and temporary licenses.
- Providing training for Birth to Three personnel to create high-quality Individualized Family Service Plans (IFSPs) that incorporate the essential data required for developing IEPs when a student transitions to special education services.

"Through this innovative partnership we are presented with a unique and transformative opportunity," **Education Commissioner Charlene M. Russell-Tucker said.** "It allows us to strengthen our commitment to upholding high standards of quality and effectiveness in special education practices."

"The Office of Early Childhood is excited to build upon our existing collaborative partnership with the CSDE to support our Birth to Three providers and families in the development of high-quality Individualized Family Service Plans," **Early Childhood Commissioner Beth Bye said**.

Underpinning this grant is the recognition of the need for improved support for educators from pre-service preparation to early childhood through K-12 schooling. The grant will involve collaborative efforts among the various divisions of the CSDE and other partners, including the Connecticut Office of Early Childhood (OEC), the American Institutes for Research (AIR), the RESC Alliance, the State Education Resource Center (SERC), the Connecticut Parent Advocacy Center (CPAC), the University of Connecticut (UConn), Sacred Heart University (SHU), ACT, and school districts yet to be identified.

###

For Immediate Release: September 5, 2023

Media Contact: Matthew Cerrone
Matthew.Cerrone@CT.gov (mailto:Matthew.Cerrone@CT.gov)

Twitter: CT State Department of Education Twitter (https://twitter.com/EducateCT)
Facebook: CT State Department of Education Facebook (https://www.facebook.com/ctdepartmentofeducation/)

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

PREPARED BY: Dr. Noha Abdel-Hady **PRESENTED BY:** Dr. Noha Abdel-Hady

ATTACHMENT: Agreement By and Between Central Connecticut State University and Windsor Public Schools

SUBJECT: MOU with CCSU regarding dual enrollment CTE courses on campus (at CCSU) and developing opportunities for dual enrollment courses at WHS.

BACKGROUND:

In recent years, there has been a growing demand for high-quality CTE programs that not only prepare students for successful careers but also provide them with a head start on their college education. To address this need, we have explored potential partnerships with institutions of higher learning, and CCSU has emerged as an ideal partner.

Key Objectives:

Access to CCSU CTE Courses: Under this proposed MOU, our high school students will have the opportunity to enroll in select CCSU CTE courses, free of charge, on the university campus. This will expand their educational horizons and expose them to a broader range of CTE offerings.
Alignment of In-House Courses: Additionally, we aim to collaborate with CCSU to align our existing in-house CTE courses with their curriculum standards. This alignment will ensure that our courses meet college-level expectations and provide a seamless transition for students who wish to pursue higher education in their chosen CTE fields.
Dual Enrollment Certification: Through this partnership, we will work with CCSU to certify our high school CTE teachers as dual enrollment instructors. This certification will enable them to teach courses that grant both high school and college credit, further enhancing the value of our CTE program.

Benefits:
The proposed MOU with CCSU offers several benefits:

Enhanced Educational Opportunities: High school students gain access to college-level CTE courses, broadening their skill set and knowledge base.
College Readiness: The collaboration will better prepare our students for the academic rigors of college, fostering a college-going culture.
Cost Savings: Enrolling high school students in CCSU courses without tuition fees reduces the financial burden on families.
Improved Teacher Qualifications: Dual enrollment certification elevates the qualifications of our CTE teachers, ensuring high-quality instruction.
Community Collaboration: Strengthening our partnership with CCSU reinforces our commitment to community engagement and educational excellence.

STATUS: N/A

RECOMMENDATION: That the Board of Education approves the MOU with Central Connecticut State University to work collaboratively to develop CTE dual enrollment courses.

Reviewed by: Noha **Recommended by the Superintendent:** TH/SB

Agenda Item # 7.e.

AGREEMENT
BY AND BETWEEN
CENTRAL CONNECTICUT STATE UNIVERSITY
AND
WINDSOR PUBLIC SCHOOLS

This agreement is entered into by and between Central Connecticut State University, having a principal place of business at 1615 Stanley Street, New Britain, CT (hereinafter "CCSU" or "College/University") and WINDSOR PUBLIC SCHOOLS, having a principal place of business at 601 Matianuck Avenue, Windsor, CT (hereinafter the "Contractor" or "WPS").

WHEREAS, the Contractor desires that CCSU give WPS students the opportunity to take up to two evening courses offered by CCSU per semester and to earn university credit if they earn a grade of "C" or higher, and

WHEREAS, CCSU has expressed a willingness to extend this opportunity to WPS students;

NOW THEREFORE, the parties agree as follows:

1. TASKS TO BE PERFORMED

1.1. CCSU shall:

1.1.1. Permit, up to twenty (20) WPS students with a minimum GPA of 3.0 to enroll in up to two on campus, hybrid, or remote courses for which they have satisfied all academic prerequisites each semester on a space available basis, students interested in enrolling who do not meet all established criteria will be considered on a case by case basis in exceptional circumstances;

1.1.2. Provide registration forms for WPS students who are interested in taking such courses;

1.1.3. Provide CCSU, before the beginning of classes each semester, with a list of the WPS students who are enrolled in CCSU courses that semester and information about the courses in which they are enrolled;

1.1.4. Provide a transcript of his or her grades to each student who successfully completes these courses and, with permission of each student, provide a copy of the transcript to Contractor's Superintendent;

1.1.5. Comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). For purposes of this agreement, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of Chapter 99 of Title 34 of the Code of Federal Regulations, as amended from time to time. Nothing in this agreement may be construed to allow CCSU to maintain, use, disclose or share student information in a manner not allowed by federal law or

regulation or by this agreement. CCSU further agrees that it shall not provide any student information obtained under this agreement to any party ineligible to receive data protected by FERPA;

1.2. The Contractor shall:

1.2.1. Provide CCSU no later than one week prior to the beginning of classes in the semester in which students wish to enroll with a list of students who are interested in registering for courses at CCSU and who have met all academic requirements and prerequisites and been recommended by a guidance counselor;

1.2.2. In all respects, Contractor shall comply with the provisions of the Family Educational Rights and Privacy Act (FERPA). For purposes of this contract, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of Chapter 99 of Title 34 of the Code of Federal Regulations, as amended from time to time. Nothing in this agreement may be construed to allow Contractor to maintain, use, disclose or share student information in a manner not allowed by federal law or regulation or by this contract. Contractor agrees that it shall not provide any student information obtained under this contract to any party ineligible to receive data protected by FERPA. This section shall survive the termination, cancellation or expiration of the contract.

2. TERM OF THE AGREEMENT

2.1. The term of the Agreement shall commence upon the execution of this Agreement and expire on 6/30/2025. This Agreement may be extended by a formal written contract amendment signed by the parties hereto and approved by the Office of the Attorney General, if applicable.

3. COST AND PAYMENTS

3.1. Participating students will have the costs of tuition and fees waived in accordance with the Connecticut State University System's Board Resolution numbered 11-56 entitled Tuition and Fee Waiver Authorizations. WPS students shall be responsible for purchasing all required course materials.

4. REQUIRED PROVISIONS – STATE OF CONNECTICUT. References in this section 4 to "contract" shall mean this Agreement.

4.1. Statutory Authority. Connecticut General Statutes §§ 10a-6, 10a-1b, 4a-52a, and/or 10a-151b provide the Institution with authority to enter into contracts in the pursuit of its mission.

4.2. Claims Against the State. The Contractor agrees that the sole and exclusive means for the presentation of any claim against the State arising from this Agreement shall be in accordance with Chapter 53 of the Connecticut General Statutes (Claims Against the

State) and the Contractor further agrees not to initiate legal proceedings in any state or federal court in addition to, or in lieu of, said Chapter 53 proceedings.

4.3. Indemnification. The Contractor hereby indemnifies and shall defend and hold harmless the State, its officers and its employees from and against any and all suits, actions, legal or administrative proceedings, claims, demands, liabilities, monetary loss, interest, attorneys' fees, costs and expenses of whatsoever kind or nature arising out of the performance of this Contract, including those arising out of injury to or death of Contractor's employees or subcontractors, whether arising before, during or after completion of the services hereunder and in any manner directly or indirectly caused, occasioned or contributed to in whole or in part, by reason of any intentional, reckless or negligent act or omission of the Contractor or its employees, agents or subcontractors. Notwithstanding the foregoing, Contractor shall not be obligated to indemnify the State for any claims arising solely out of the negligent acts or omissions of the Students.

4.4. Forum and Choice of Law. The parties deem the Contract to have been made in the City of Hartford, State of Connecticut. Both parties agree that it is fair and reasonable for the validity and construction of the contract to be, and it shall be, governed by the laws and court decisions of the State of Connecticut, without giving effect to its principles of conflicts of laws. To the extent that any immunities provided by Federal law or the laws of the State of Connecticut do not bar an action against the State, and to the extent that these courts are courts of competent jurisdiction, for the purpose of venue, the complaint shall be made returnable to the Judicial District of Hartford only or shall be brought in the United States District Court for the District of Connecticut only, and shall not be transferred to any other court, provided, however, that nothing here constitutes a waiver or compromise of the sovereign immunity of the State of Connecticut. The Contractor waives any objection which it may now have or will have to the laying of venue of any claims in any forum and further irrevocably submits to such jurisdiction in any suit, action or proceeding.

4.5. Non Discrimination. Each party agrees, as required by sections 4a-60 and 4a-60a of the Connecticut General Statutes, not to discriminate against any person on the basis of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, sexual orientation, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such party that such disability prevents performance of the work involved. Each party agrees to comply with all applicable federal and state of Connecticut nondiscrimination and affirmative action laws, including, but not limited to, sections 4a-60 and 4a-60a of the Connecticut General Statutes.

4.6. Executive Order and Other Enactments.

(a) All references in this Contract to any Federal, State, or local law, statute, public or special act, executive order, ordinance, regulation or code (collectively, "Enactments") shall mean Enactments that apply to the Contract at any time during its term, or that may be made applicable to the Contract during its term. This Contract shall always be read and interpreted in accordance with the latest applicable wording and requirements of the Enactments. At the Contractor's request, the Client Agency shall provide a copy of these Enactments to the

Contractor. Unless otherwise provided by Enactments, the Contractor is not relieved of its obligation to perform under this Contract if it chooses to contest the applicability of the Enactments or the Client Agency's authority to require compliance with the Enactments.

(b) This Contract is subject to the provisions of Executive Order No. Three of Governor Thomas J. Meskill, promulgated June 16, 1971, concerning labor employment practices, Executive Order No. Seventeen of Governor Thomas J. Meskill, promulgated February 15, 1973, concerning the listing of employment openings and Executive Order No. Sixteen of Governor John G. Rowland promulgated August 4, 1999, concerning violence in the workplace, all of which are incorporated into and are made a part of this Contract as if they had been fully set forth in it.

(c) This Contract may be subject to (1) Executive Order No. 14 of Governor M. Jodi Rell, promulgated April 17, 2006, concerning procurement of cleaning products and services; and (2) Executive Order Nos. 13F and 13G of Governor Ned Lamont, promulgated September 3, 2021 and September 10, 2021, respectively, concerning protection of public health and safety during COVID-19 pandemic, as extended by Executive Order No. 14A of Governor Ned Lamont, promulgated September 30, 2021. If any of the Executive Orders referenced in this subsection is applicable, it is deemed to be incorporated into and made a part of this Contract as if fully set forth in it.

4.7. Power to Execute. The individual signing this Agreement on behalf of the Facility certifies that s/he has full authority to execute the same on behalf of the Facility and that this Agreement has been duly authorized, executed and delivered by the Facility and is binding upon the Facility in accordance with the terms.

4.8. Sovereign Immunity. The parties acknowledge and agree that nothing in this Contract shall be construed as a modification, compromise or waiver by the State of any rights or defenses of any immunities provided by Federal law or the laws of the State of Connecticut to the State or any of its officers and employees, which they may have had, now have or will have with respect to all matters arising out of this Contract. To the extent that this section conflicts with any other section, this section shall govern.

4.9. Entire Agreement. This written Agreement shall constitute the entire Agreement between the parties and no other terms and conditions in any document, acceptance or acknowledgement shall be effective or binding unless expressly agreed to in writing by the Institution. This Agreement may not be changed other than by a formal written amendment signed by the parties hereto and approved by the Connecticut Attorney General, if applicable.

IN WITNESS WHEREOF, the parties have executed this Contract by their duly authorized representatives with full knowledge of and agreement with its terms and conditions.

WINDSOR PUBLIC SCHOOLS		**Central Connecticut State University**	
By:	[signature]	By:	[signature]
Print Name:	Nohra Abdel-Hady	Print Name:	David McGraw
Title:	Acting Assistant Superintendent	Title:	Manager Contract Compliance & Procurement Services
Date:	03/01/2023	Date:	3/2/2023

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

Prepared By: Terrell M. Hill, PhD **Presented By:** David Furie

Attachments: CABE Board Recognition Awards Application (Level II)

Subject: CABE Level II Distinction Award

BACKGROUND:

The Connecticut Association for Boards of Education (CABE) believes that Boards of Educations 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 that work effectively in this manner.

The Windsor Board of Education received the CABE Level II Distinction Award in 2021 and 2022. 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 CABE Level II Distinction Award to be submitted by the superintendent's office

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Recommended by the Superintendent: TH/sb

Agenda Item # 7.f.

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 34 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 6, 2023**

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)***
- ☐ 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)***
- ☐ 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)***
- ☐ D. The Board uses data to make informed decisions regarding student achievement. ***(provide examples)***
- ☐ E. The Board addresses issues of diversity, equity, and inclusion. ***(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 2022-2023 participants)***

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

- ☐ G. At least one Board member has participated in the CABE Leadership Institute ***(provide names of participants)***
- ☐ H. The Board has participated in professional development about issues of diversity, equity and inclusion. ***(provide a list of workshops and provider)***

Level Two *(minimum of two)*

- ■ A. The Board has developed district goals and reviews them on a regular basis. ***(provide examples)***
- ☐ B. At least 2 members of the Board have participated in the CABE Leadership Institute. ***(provide names of participants)***
- ■ C. The Board has incorporated Board professional development into policy. ***(provide examples)***
- ☐ D. The Board holds a retreat outside of a regular meeting with a component offering professional development. ***(provide copy of agendas)***

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)***
- ☐ 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)***

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.

The Windsor Board of Education plays a very important role in cultivating student achievement and growth. As an elected body, and in collaboration with the Superintendent and administrative team, the Board helps to set the vision for the school district with high expectations for student learning and quality instruction. The Board, despite political differences, works collaboratively to ensure the accomplishment of its goals.

Through its mission statement, "To develop the genius in every child and create life-long learners," the Windsor Board of Education prides itself in offering a robust and diverse curriculum, extensive technology, fine arts, and sports programs for all of its students. Through their budget, they support the technology needs of the district as well as other programming such as MTSS and SEL. Through staff presentations at Board of Education meetings, they receive data from the State Accountability Report, SATs, APs and the School Development Plans and are able to monitor student performance through such platforms. The Board also engages in spirited discussions on academic achievement, discipline, diversity, equity and inclusion throughout the district.

CABE Board Recognition Awards
Board of Distinction Award (Level Two)

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

Connecticut Association of Boards of Education
81 Wolcott Hill Road • Wethersfield, CT 06109
860-571-7446 • 860-571-7452 (fax) • www.cabe.org

LEVEL 2 ITEM 1A. BOARD LEADERSHIP/STUDENT ACHIEVEMENT

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

The Board supports the Superintendent's emphasis on student achievement. The district continues its focus on learning loss and SEL (Supt. letter dated 8/22/22 attached). SEL continued in our schools across the district. The Board received a presentation on 6/20/2023 (presentation attached). Also attached is an SEL newsletter, 9/6/22.

The Board of Education, at its 5/16/23 meeting, approved the addition of the African American Studies Course as an option for 9th graders in place of Early Global Studies (see attached agenda for the 4/18/23 meeting (1st reading) and agenda summary describing the addition for 9th grade students, 5/16/23 (2nd reading)).

This year, the district was awarded a $50,000 state grant to support work with CCSU (under an MOU) to develop Early College Experience (ECE) Career and Technical Education (CTE) courses. The district is in the early planning stages with major work to begin in the field of manufacturing in the spring of 2024.

WINDSOR PUBLIC SCHOOLS

Terrell M. Hill, PhD
Superintendent of Schools
601 Matianuck Avenue • Windsor, CT 06095
TEL | 860-687-2000 EXT 1236 FAX | 860-687-2009 WWW.WINDSORCT.ORG

August 22, 2022

Dear Windsor Public School Families,

Welcome back to the new school year! As we look forward to the first day of school for students on Monday, August 29, I would like to take this opportunity to share some information regarding the upcoming school year. Bus schedules have been posted to the district website. Buildings and grounds have been refreshed and are ready to receive our students.

During the 2022-2023 school year, Windsor Public Schools will re-focus on greater student academic achievement. In order for this to happen, we need students to come to school ready to learn on a daily basis. While we understand there will be behavioral and discipline issues to deal with on occasion, we want to see limited infractions. Those students who intentionally choose to cause a disruption to the learning environment, will face consequences per Board of Education policy.

With the intensity of the pandemic behind us, all staff members will have a renewed focus on creating and maintaining the best possible learning environment. These strategies include our SEL (Social Emotional Learning) staff, counselors, social workers, and psychologists. Each of these staff members are ready to help any student deal with the various issues that often get in the way of quality learning. Those students who choose not to participate in class or cause a disruption to the learning environment face disciplinary consequences.

I am urging all of our parents and guardians to have a discussion regarding the purpose of school, with their child(ren) prior to the start of the new school year. Please contact your child's principal should you have any questions.

I hope you enjoy the remaining days of summer and best wishes for a wonderful 2022-2023 school year.

Sincerely,

Terrell M. Hill

Terrell M. Hill, PhD
Superintendent

WINDSOR PUBLIC SCHOOLS

#weareWINdsor

Windsor Social Emotional Learning Updates

Social Emotional Learning
June 20, 2023

Dr. Michael Mallery - District SEL Coordinator
Damion Morgan - SEL Specialist, Clover Street School
Melani Gutierrez - SSC Coordinator, WHS

3 P's: Purpose, Process, Payoff

1. **Purpose:** To provide an update on SEL progress in Windsor
2. **Process:** Walkthrough all programmatic improvements made in year two
3. **Payoff:** Showcasing the year two outcomes and planning for further success in year three



What skills do we want our children to have and be able to showcase when they graduate?

Social Emotional Learning



(CASEL, 2020)

- Self-Awareness
- Social Awareness
- Relationship Building
- Responsible Decision-Making
- Self-Management

The process through which children and adults **develop the skills,** attitudes, and values necessary to understand and manage life tasks.

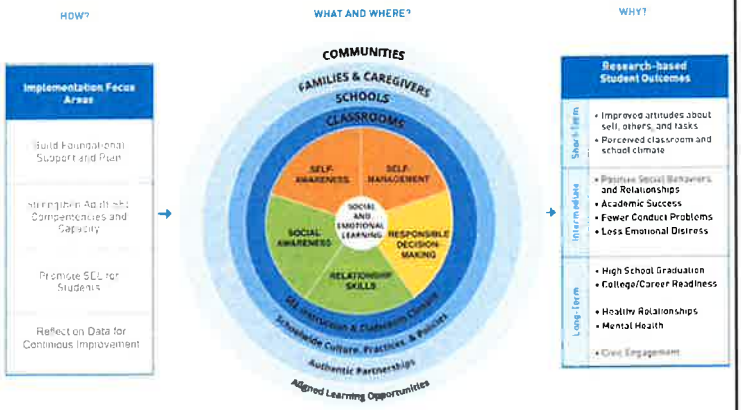
Year One - Initial Plan

1. Conducted initial SEL strategy meetings with each school Admin Team, district office, Office of Family & Community Partnerships (OFCP)
2. Hired a team of SEL specialists assigned to each school
3. Conducted Initial District-wide Professional Development Trainings for teachers/staff/SEL specialists
4. Introduced communication on **SEL SKILLS**
   Strengths | Needs | Challenges
5. In partnership with OFCP, hosted initial SEL events and forums

Our Theory of Action for Effective Implementation

Our SEL Framework is guided by a Theory of Action designed to support the whole-child, school, and family.

It reflects years of field testing.

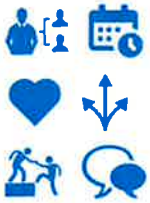


Real Word Application: Employers value SEL

Google amazon

92% Of Fortune 1000 companies say skills such as problem-solving, self-management, relationship skills, and communicating clearly are becoming equally as important than technical skills.

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence.



1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

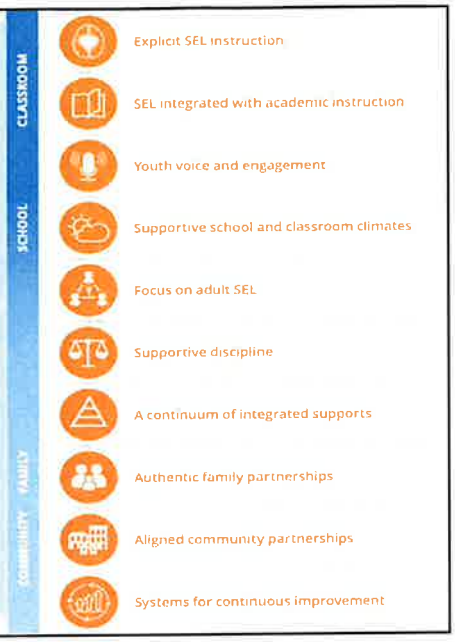
And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.

SEL - Inside Of Windsor Public Schools

Assessment	Tier 1 & 2 Lessons	One-on-One	Student Led Advisory
Star Tickets	Chess Club	Calm Corners	SEL + Family
Skill Development Small Groups	SEL Day	Student Modeling	Sensory
Ambassadors	Workshops	Gamification	Mediations
SEL Blocks	SEL Advisory	SEL + PBIS	SEL Career Exposure

Indicators of Schoolwide SEL...





Windsor Public School Teachers

85% + Social Emotional Learning Teacher Commitment and Interest

"I commit to make a conscious and intentional effort to model social skills required to be successful in an academic environment."

"I commit to contributing and promoting a healthy SEL School Climate. One that gets students excited to show up to school every single day."

"I commit to intentionally teach SEL to make sure our students are aware of the power of learning."



"I would love more dedicated time to work with my students on SEL skills so we can refer back to them before big emotions take over."

"I commit to explicitly name SEL skills, give feedback and reflect with students together to strengthen our skills, attitudes and knowledge of ourselves."

"I commit to Social Emotional Learning by supporting and loving my students even on their bad days."

SEL + Family

Collaboration with Christina Morales and OFCP

THREE CORE STRATEGIES - (Our Strategies are aligned with our districts core beliefs):

1. Collaborative Trusting Relationships focused on Learning
2. High Quality Learning Practices
3. Family & School Capacity Development

INITIATIVES & PROGRAMS

- Family Resource Centers
  - Skill based/relationship building workshops
  - Forums: (SEL, Social Media, Making school connections)
- Parent Teacher Home Visits Initiative
- Fueling Minds Mentoring Program
- SEL - Navigate Cyberbullying and Social Media
- SEL - Self-Care for Family Wellness
- SEL - Game On: Learning Through Play at All Ages
- SEL - Planning for The Future
- SEL - Family Engagement Summit









CSDE's Entry Points for Implementing SEL

APERTURE EDUCATION

State-Level Priorities on SEL

125,445 CT Students Assessed

3 Cohorts

***Windsor Cohort #1**

- Scale-up SEL based on statewide findings provided by districts to improve student academic and behavioral outcomes.
- Intensify tier one supports based on feedback from districts.
- Bolster TA and coaching on using the Devereux Student Strengths Assessment (DESSA) System and integration into implementation practices.
- Unpacking SEL as a measurable indicator to uncover students' needs much earlier.

DESSA Cycle

APERTURE EDUCATION

- Devereux Student **Strengths** Assessment Mini
- Three times per year (September, January, May)*
- Completed by teacher (K-8)
  - High School Student Self Reflect

This form describes a number of behaviors seen in some children. Read the statements that follow the phrase, ***During the past 4 weeks, how often did the child...*** and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

	Never	Rarely	Occasionally	Frequently	Very Frequently
	☒	☑	2	3	4

Item #	*During the past 4 weeks, how often did the child...*	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1.	accept responsibility for what she/he did?	0	1	2	3	4	
2.	do something nice for somebody?	0	1	2	3	4	
3.	speak about positive things?	0	1	2	3	4	
4.	pay attention?	0	1	2	3	4	
5.	contribute to group efforts?	0	1	2	3	4	
6.	perform the steps of a task in order?	0	1	2	3	4	
7.	show care when doing a project or school work?	0	1	2	3	4	
8.	follow the advice of a trusted adult?	0	1	2	3	4	

Raw Score Sum

APERTURE EDUCATION

1. Nationally standardized, strength-based behavior rating scale
2. Assesses social and emotional competencies and is intended to help support instruction, document students' strengths and areas of need
3. Provides data to track interventions and monitor progress at individual and group level for students
4. System enables us to make strategic, data-based decisions about SEL within our schools.

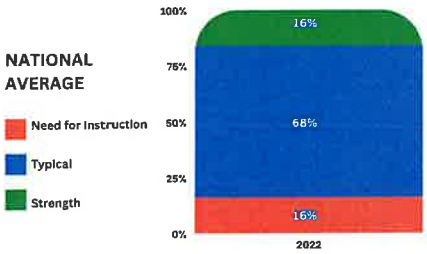
The Aperture 8



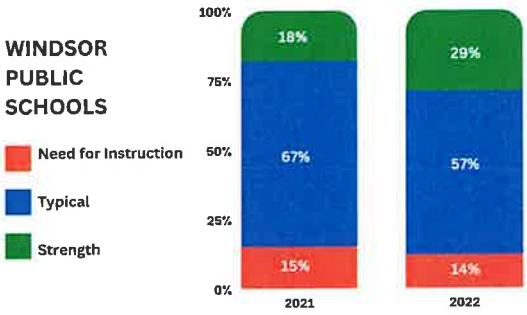


School Staff or Students → SEL Specialists → District SEL Lead

NATIONAL AVERAGE



WINDSOR PUBLIC SCHOOLS



Clover Street School
Serving 3rd-5th Grades

SEL ASSESSMENT OVERVIEW

DESSA Cycle

Data Analysis

Tiered Interventions

Results



SEL Specialist

Damion Morgan

Data Analysis

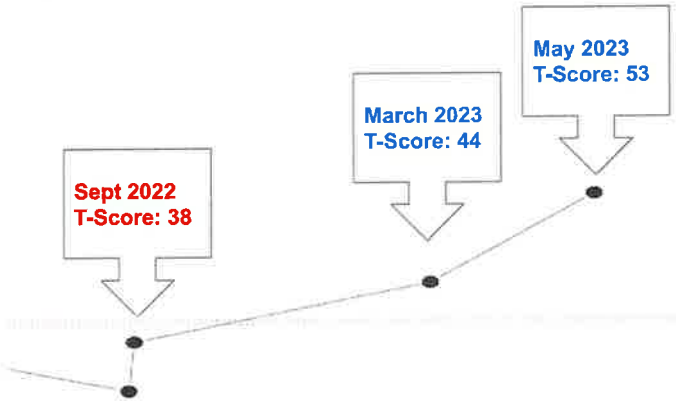
Purpose: To identify areas of need for social emotional learning skills development

The DESSA-MINI SCALE (Reference)

Need Range | 28 - 39

Typical Range | 41 - 59

Strength Range | 61 - 71



2022 - 2023

SEL Tiered Interventions

Aligned with MTSS (Multi-tiered System of Support) school model

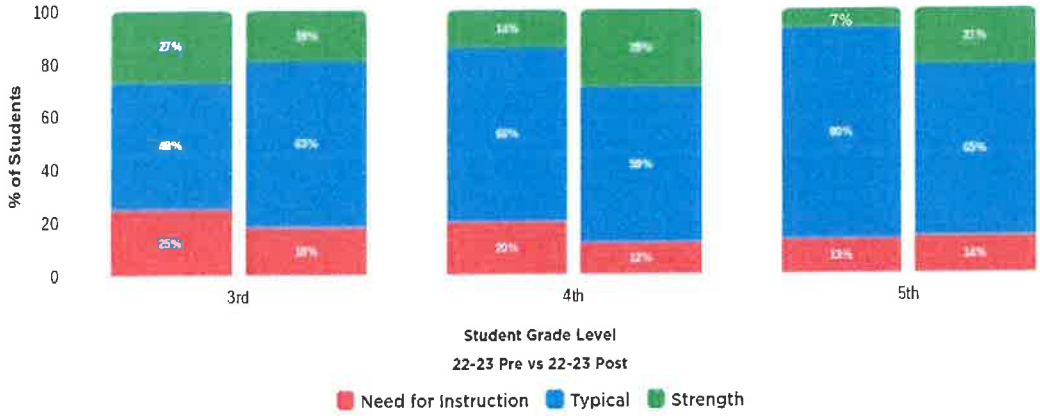
- **Tier I (Whole School & Whole Class)**
  - Pod Days
  - Morning Meeting
  - Morning Broadcast
  - Schoolwide/Classroom Expectations
  - SEL Block
  - Centers
  - Calm Corner
  - Family Events
- **Tier II/III (Small Groups & One-on-One)**
  - Second Step
  - Centervention
  - Lego Education
  - Check In/Check Out





Change in Students' Social and Emotional Competence by Grade Level

Current grades as of 06/16/2023



Windsor High School
Student Support Center

The Student Support Center recognizes that each child comes to us with different SEL competencies. Our mission is to meet them where they are and help develop their SEL skills.

- SEL Competency Lessons
- Student One on One Sessions
- Student Small Group Sessions
- Large Group Workshops
- Peer Mediations



SEL Specialists
Melani Gutierrez - Coordinator
Dianne Shaw
Quinn Fleeting





WHS Student SEL Reflections

Sometimes high school can be a lot, but it's important to really understand what is best for you by being able to have the **self-management skills** to truly put your best potential out there.
Kruti Dharsandiya - WHS Class of 2023 Valedictorian



I am a very observational person. Along with observing others I also observe myself, my actions, behaviors, thoughts and emotions. I am always in tune with myself which is why I would consider **self-awareness** my strongest SEL skill. Learning these skills should be mandatory for all students.
Aleyna Romero - WHS Class of 2023



Everyday I attend school, I really enjoy showcasing and working on my **self-management skills**. I know what I need to get done to be a successful student.
Trey Griggs - WHS Class of 2023

Where We Plan To Go

- Collaboration with Asst. Superintendent of Instructional Services
- Increases in Teacher SEL Competence
  - Professional Learning through Video Modeling and WPS Teacher Demonstrations
  - Increases in School Planning

Teacher-Student SEL Competencies Connections - Ongoing Dream

Example Experiences With Instructional Shifts	SEL Connections—Students	SEL Connections—Teachers
Students will experience working with unfamiliar vocabulary words in their literacy text.	*What self-management skills will students need to use in order to complete this task successfully?*	*What self-management skills will teachers need to use in order to help students successfully complete this task?*
In mathematics, they will have to explain their answers in a more nuanced way; for example, they will have to explain their solution path rather than supplying only their answer.	*What social skills will students need to use in order to complete this task successfully?*	*What social skills will teachers need to use in order to help students successfully complete this task?*

Where We Plan To Go Cont.

- Supporting/Measuring Decreases in Absenteeism/Behavioral Referrals
  - Shifting School Climate and Culture by reimagining MTSS to prevent behavioral concerns before they occur
  - Support from the Urban Assembly
- Increases in Family Engagement and Skill Development
  - Digital Database - Link to Learning
  - Collaboration with District Coordinator of the OFCP
- Continue to be a model for the State of Connecticut and the nation
  - National/State/Local Presentations
  - Reinvite to Harvard University SEL Symposium in August

Windsor SEL Specialist SELebrations

2021-2022 Staff Member of the Year (Clover Street)

Damion Morgan

2022-2023 Staff Member of the Year (John F. Kennedy)

Elyssa Kotler

SEL Specialists Named Staff Person of the Week

Keon Berry

Farrah Beatty

SEL Specialists Named Staff Person of the Month

Nicole Foster

Sam Batchelder

Voted as Staff Go To Support In Crunches Recognitions

Melani Gutierrez

Dianne Shaw

Chris Williams

Windsor National & State Presentations & SELebrations

SEL National Summit – Harvard University

SEL Vision Summit 2022 (National Summit) hosted by Aperture Education - Windsor Specific

SEL Vision Summit 2022 (National Summit) hosted by Aperture Education - Windsor District Stakeholders

SEL National Summit – Dangers of The Mind

Title: SEL in Your District

SEL Webinar – Aperture Education SEL (Damion Morgan)

Title: The Bookend Model: Using Social Emotional Learning to Support Before and After School Programs

State Presentations CSDE – Performance Matters Forum – WPS Featured District

Title: Building Systems Coherence to Strengthen Social-Emotional Learning

SERC Forum – WPS Featured District

Title: Social Emotional Learning and Student Voice

SERC SEL Forum / Talk Tuesday – WPS Featured District

Title: Transforming School Culture and Empowering Youth

CSDE Family Engagement Friday Café

Title: A District Collaborative Response To Support Families with Social Emotional Learning Strategies

University of Connecticut - Leadership in Diversity Conference

Title: Transforming Culture through Social Emotional Learning District Wide

New England PBIS Leadership Forum - WPS Featured District

Title: Building Systems Coherence – Transforming Culture and Empowering Youth Social Emotional/Behavioral Learning

Building an SEL Nation - The Urban Assembly SEL Symposium 2023

Featured District – Windsor Public Schools

Title: Implementing SEL District Wide

Fall 2023 Invitations SEL Summit hosted by SEL Consulting and Harvard University (Reinvite)

Windsor SELebrations

National Awards/Recognition

The Urban Assembly

21-22 SEL Star District

APERTURE EDUCATION

2023 SEL Impact Award

WINDSOR PUBLIC SCHOOLS

#weareWINdsor

Questions?

SOCIAL EMOTIONAL LEARNING NEWSLETTER

SEPTEMBER 6, 2022. ISSUE

Week Two Affirmations

1. I'm resourceful and creative.
2. I'm confident in my teaching abilities.
3. I am amazing, and I am prepared to succeed.
4. I am proud to be a teacher.
5. I have a powerful gift. I have something important to share.



Video Feat.
Kelsey Junious
Clover Street School

SEL

Dear Teachers & Staff

I hope everyone has had a great start to the new school year. We have already made it to week two. Major kudos to each of you for all of the incredible relationship building activities happening throughout the district. Stay inspired and know that you have a community of professionals here to support, encourage, and keep you inspired.

#weareWINdsor
District Coordinator of Social Emotional Learning
Dr. Michael Mallery (Ph.D.)

WINDSOR PUBLIC SCHOOLS

District-Wide SELebrations

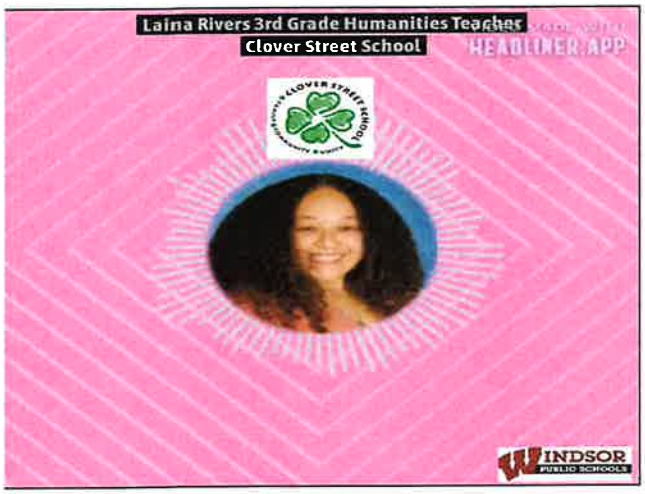
#weareWINdsor #SELiswhatwedo



Aperture Partner Case Study: Bringing SEL to Windsor Public Schools Through a Statewide Partnership **Read More**

Teacher & Staff SEL Commitments

1. I commit to building trustworthy, equitable, and empathetic relationships in the classroom.
2. As an admin assistant, I will make sure all of our families and students feel loved and welcomed when they enter into my building.
3. I will remember (for myself) and share (with others) the power of AND! (I can make a mistake AND I can try again, I am independent AND I need others' support)



Video Feat: Laina Rivers | 3rd Grade
Interview by SEL Specialist Damion Morgan



Video Feat:
Kruti Dharsandiya | WHS Class of 2023

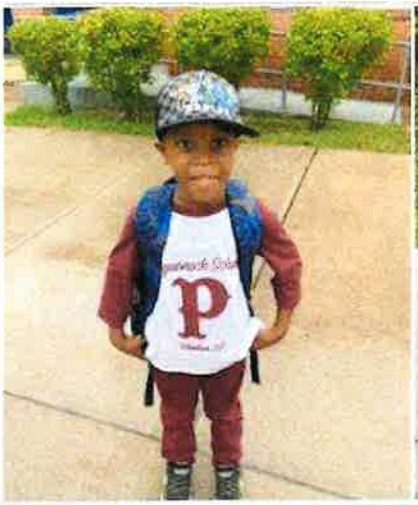


Elyssa Kotler
SEL Specialist
JFK

I'd really like to shoutout Jaylen Dejesus a paraprofessional at JFK! Although he has a specific caseload, he never fails to help out whenever he can. In terms of SEL, during the first week of school, Jaylen made a powerful connection with a 3rd grade student who was really struggling to connect to peers and staff. With positive relationships, comes increased self confidence and Jaylen fostered that almost immediately. I can tell this 3rd grader is excited to continue to build his relationship with Jaylen and grow as a third grade rockstar!

District-Wide SELebrations

#SELiswhatwedo



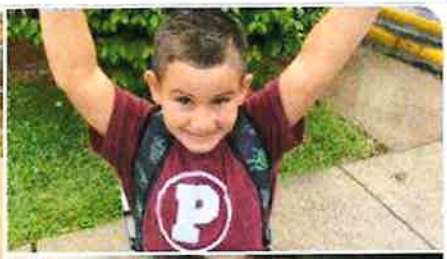


















Photo credits: Gianna Gill
Video - Ms. Bramucci

WPS Teacher Zone



Video Legend
Educational Panel
SEL in Practice
Motivational

Interested in sharing resources with the community? Click Here

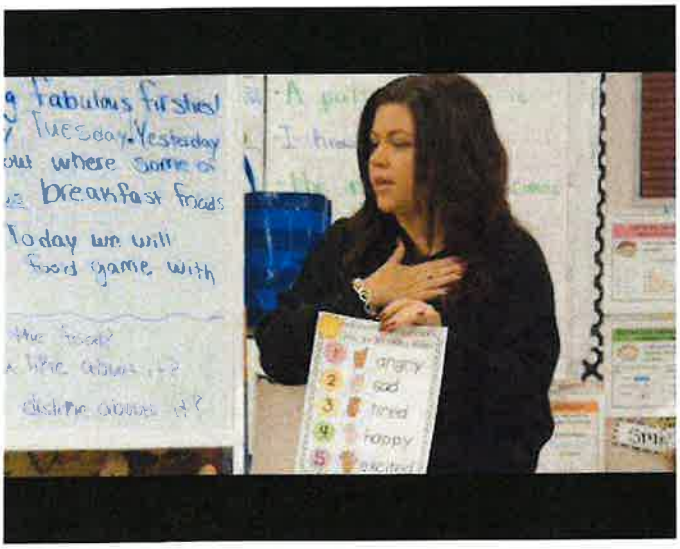
Rita Pierson: Every kid needs a champion | TED



SEL for Teachers: The Role of Mindfulness



Morning Meetings: A Strategy in Elementary 1st Grade Example



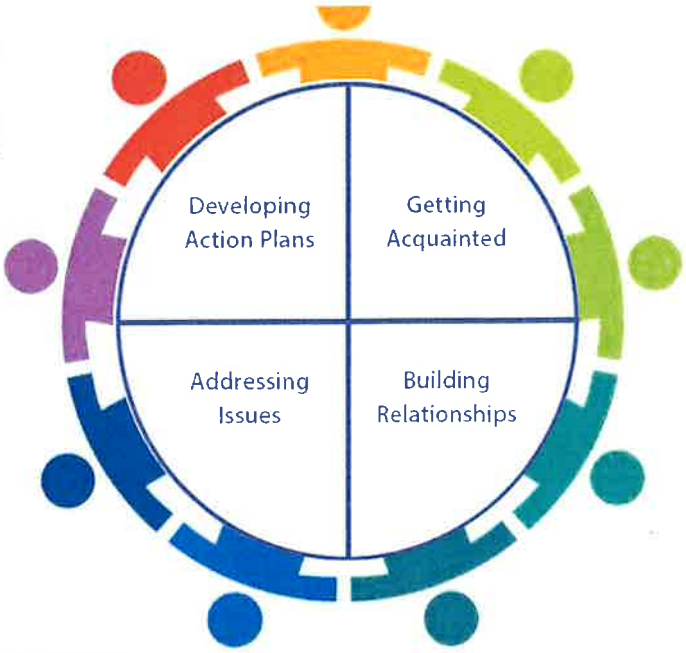
Teacher Panel Integrating SEL



Restorative Circles

A Technique to Build & Restore Relationships

In a school setting, getting acquainted and relationship building occur over time in many smaller Circles. One Circle may establish values and guidelines. Another Circle may be sharing stories. And another Circle may be discussing a challenge in the classroom



Sample Circle Activity

Who Am I Really? Circle

PURPOSE To promote self-reflection at a level deeper than normally experienced and help increase self-awareness.

MATERIALS Centerpiece items, talking piece, worksheet "Who Am I Really?" for each participant, and pens or pencils for participants.

PREPARATION Arrange everyone in a circle of chairs with no other furniture.

Welcome to the space of the Circle.

MINDFULNESS MOMENT Pause, breathe, and listen to the sound.

OPENING Create an inviting and welcoming opening.

Still interested??? Click for full activity



Respect



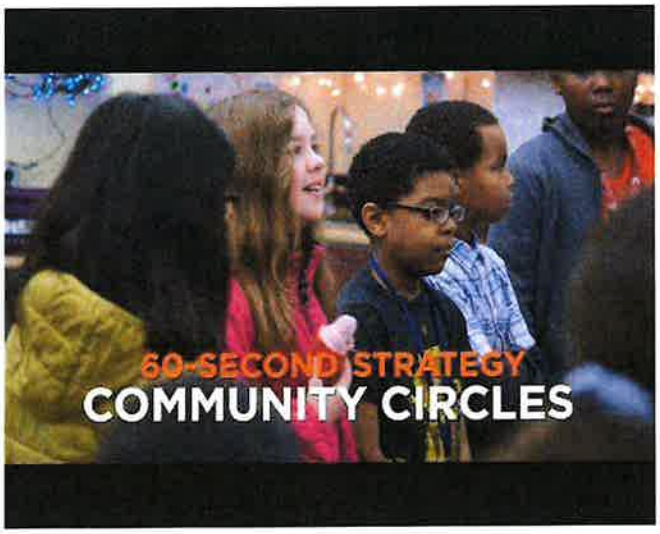
Accountability



Healing



Empathy





SEL
HEALTH AND WELLNESS

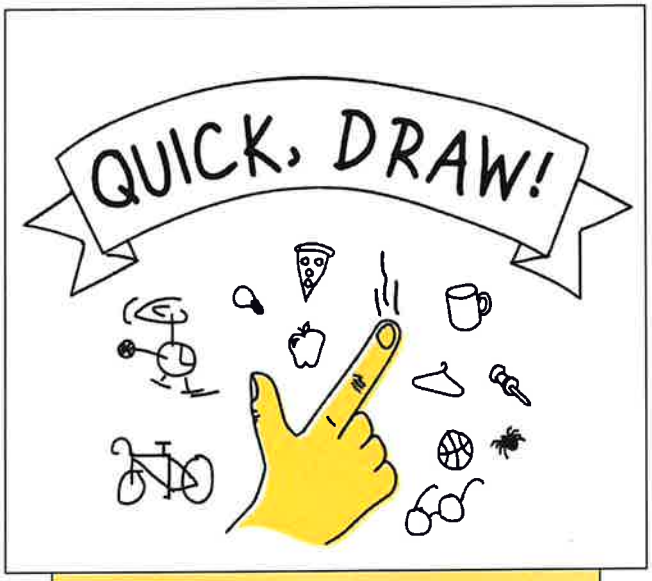




Mindfulness meditation: A Research-proven way to reduce stress.

In more recent years, mindfulness has become a popular way to help people manage their stress and improve their overall well-being — and a wealth of research shows it's effective.

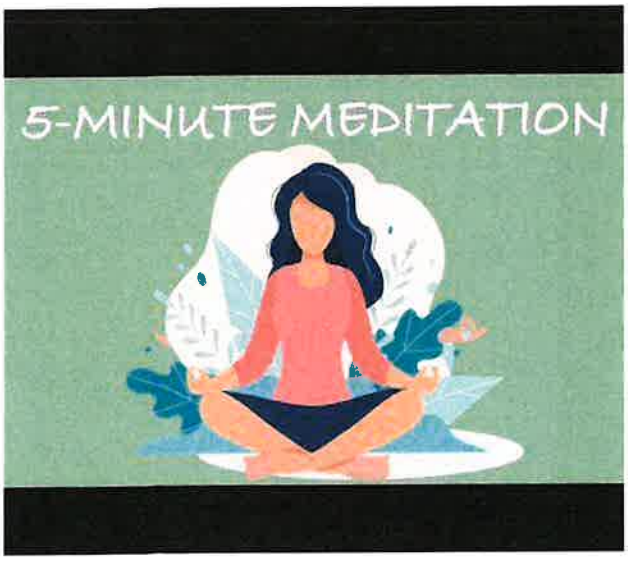
Read Article Here



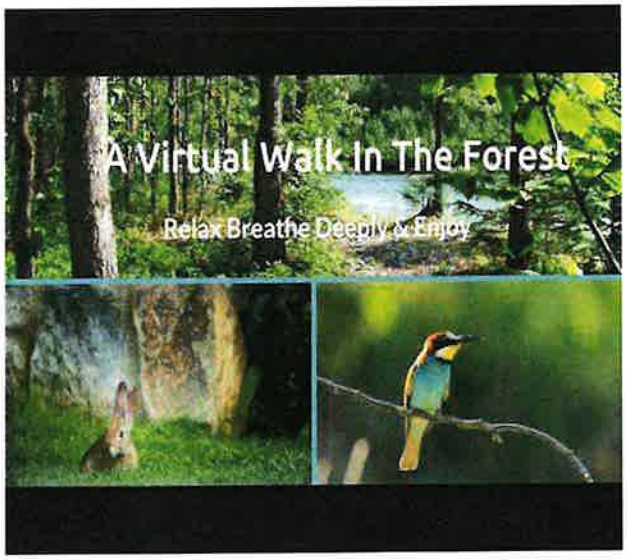
Calming Activity

Quick Draw

5 Minute Meditation



Virtual Nature Walk: A Walk in The Forest

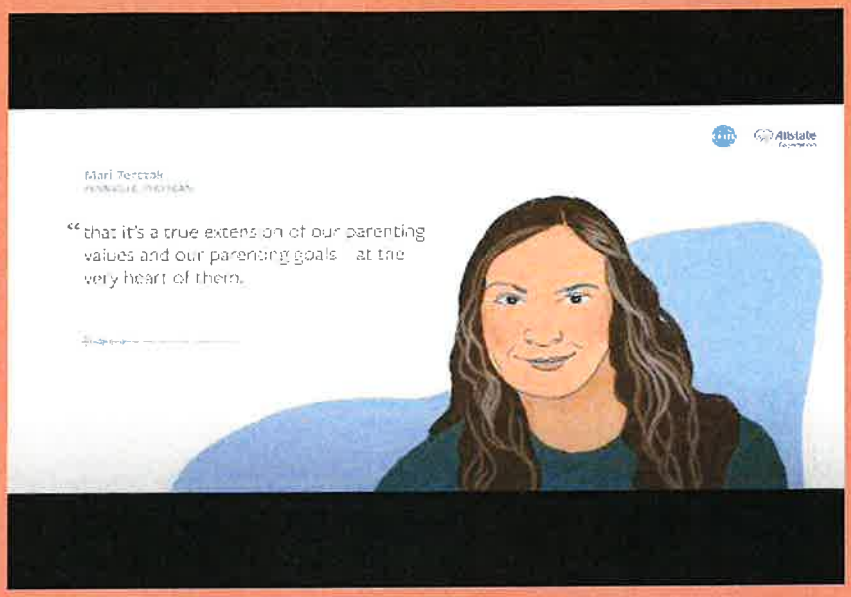


SEL at Home

Parents | Guardians | Family

Videos | Articles | Resources

How can SEL connect to parents' goals? Hear from a parent.



PBS KIDS FOR PARENTS

We all have feelings! When kids develop a strong emotional toolkit, they are better able to handle the ups and downs of life. As parents, we can help children name their feelings, understand them and develop strategies for expressing them in healthy ways.

Click to learn more.

10 Ways Parents Can Bring Social-Emotional Learning Home

Now that parents and caregivers are overseeing learning at home, we need to ensure that students continue to build and practice social and emotional skills in meaningful ways, especially when distractions and anxieties from current events and in their personal communities are at an all-time high. Read more.



Dr. Mallery's Scholastic Corner

Peer-Reviewed Research | Extra Reads | Informational Videos

UIC Distinguished Professor Emeritus Roger Weissberg Origins of CASEL



Social and Emotional Learning Programs for Adolescents

SEL programs try to help adolescents cope with their difficulties more successfully by improving skills and mindsets, and they try to create respectful school environments that young people want to be a part of by changing the schools climate. In. READ FULL ARTICLE

Yeager, D. S. (2017). Social and emotional learning programs for adolescents. *The future of children*, 73-94.

Towards a collaborative approach to measuring SEL in the arts

This article reviews the field of research and practice for arts Social Emotional Learning (SEL) assessment. READ FULL ARTICLE

Lashley, Y., & Halverson, E. R. (2021). Towards a collaborative approach to measuring Social-Emotional Learning in the arts. *Arts Education Policy Review*, *122*(3), 182-192.

Some Additional Higher Education Evidenced-Based Researchers

Diane M Hoffman

Stephanie Jones | Kimberly A. Schonert-Reichl

Karen Bierman | Susanne Denham



Event	Date	Time	Register
SEL Free Webinar (Hosted by Second Step) How to Cultivate Joy Through SEL	9/7/22	2:00PM-3:00PM	Session Registration
SEL Free Webinar (Hosted by CASEL) Strengthening the Parent-Teacher Partnership	9/7/22	4:00PM - 5:00PM	CASEL - WORKSHOP REGISTRATION
SEL Free Webinar (Hosted by CASEL) Demystifying Systemic SEL	9/23/22	11:00AM-12:00PM	CASEL - WORKSHOP REGISTRATION

#SELiswhatwedo



Poquonock School Sam Batchelder	**Clover Street School** Damion Morgan | Nicole Foster
Oliver Ellsworth School Chris Williams	**John F. Kennedy School** Elyssa Kotler
Sage Park Middle School Keon Berry | Farrah Beatty	**Windsor High School - Student Support Center** Dianne Shaw | Kendrick Moore Quinn Fleeting | Melani Gutierrez

For Additional Questions or Inquiries about Windsor Public Schools SEL Initiatives

Please Contact:

Dr. Michael Mallery (Ph.D.)
mmallery@windsorct.org
860-687-2030 ext.3463

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@wpswindsorct

Windsor Board of Education
Regular Meeting – Hybrid via Zoom and In-person
Approved Minutes

Tuesday, April 18, 2023 7:00 PM
L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

The following are the approved minutes of the Tuesday, April 18, 2023 Regular Meeting as approved in the May 16, 2023 Regular Meeting.

Ms. Jill Canter:	Present
Mr. David Furie:	Present
Ms. Juline Golinski:	Absent
Mr. Jeremy Halek:	Present
Ms. Darleen Klase:	Present
Mr. Leonard Lockhart:	Present
Mr. Paul Panos:	Present
Ms. Ayana Taylor:	Present
Mr. Nathan Wolliston:	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 7:04 PM. Also in attendance was Superintendent of Schools Dr. Terrell Hill, Director of Business Services and Human Resources Danielle Batchelder, Director of Pupil and Special Education Services Kristina Wieckowski and Acting Assistant Superintendent for Instructional Services Dr. Noha Abdel-Hady. Student Representative Tristan Davis was also present.

2. Recognitions/Acknowledgements

a. Proclamation--Teacher Appreciation Week, May 8-12

   Mr. Furie read the Teacher Appreciation Week Proclamation. The WEA co-presidents, Jennifer Delskey and John Scanlon, accepted the recognition on behalf of the Windsor Public School teachers. The proclamation will be posted at each school as well as in the central office.

3. Audience to Visitors

   Andrea Luan, 166 Giddings Avenue - As a WPS staff member, she spoke regarding the discrepancies that exist between Oliver Ellsworth Elementary School and Poquonock Elementary School. She spoke specifically regarding the art, music, and health classes.

   A comment was submitted via the Question and Answer option in Zoom. It was submitted after Audience to Visitors was closed. As such, the comment was read during the second Audience to Visitors.

4. Consent Agenda

a. Financial Report

   Expenditures for March 31, 2023 $5,402,101

   Expenditures through March 31, 2023 $55,194,500

c. Food Service Report
d. Human Resources Report

Move the Board accept Consent agenda items 4.a. Financial Report, 4.c. Food Service Report and 4.d. Human Resources Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

b. Enrollment Report

Mr. Wolliston inquired about what was being done to keep students within Windsor. He would like to see more effort to inform families about WPS offerings. It was suggested that the Long-range Planning Committee take up the topic for review.

Move the Board accept Consent agenda items 4.b. Enrollment Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

5. Approval of Minutes

a. March 21, 2023 Regular Meeting

Ms. Canter requested that her comments regarding two situations with DATTCO buses made during the Superintendent's Report, be added to the March 21, 2023 minutes. It was clarified that she did not want them verbatim. She wanted them mentioned. Mr. Lockhart said that the motion would reflect general statements that were made.

Move to approve the minutes of the March 21, 2023 7:00 PM Regular Meeting, amending the unapproved minutes to include remarks regarding DATTCO. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

6. Student Representative Report

Mr. Davis said it was an amazing April. He congratulated Team Paragon, the Jazz Ensemble, and WHS Choir. Upcoming events include Capstone for Seniors, SAT scores for Juniors, JROTC Military Ball, Senior Prom and outing, and National Honor Society Induction. Mr. Davis has chosen to Major in Music Education next year at his chosen school.

7. Board of Education

a. President's Report

Mr. Furie thanked WEA co-presidents Jennifer Delkey and John Scanlon for their attendance. He congratulated TSA, Ms. Hislop, and Team Paragon for successful competitions. On April 29, a 5K run to benefit Weekend Wheels will be held in town. He said that as a representative of CABE, he has noted that other school districts seem to have the same or similar challenges to Windsor. He thanked Dr. Hill, Ms. Batchelder, and Mr. Lockhart

for presenting the Board of Education budget to the Town Council. The Chamber of Commerce is holding an online auction to benefit the community, including WEF.

b. School Liaison Reports

1. Windsor High School

Ms. Taylor is chaperoning the music department trip to Pennsylvania. She spoke highly of the efforts of Erika Fanguillo and her organization of an invitation of 5 students to come to the 1st CT Investors Conference which will be held on Tuesday, May 23rd. She attended boys' volleyball and recommends watching their matches as well as other sports events.

Mr. Wolliston sat with the Action Club during their dress code meeting. He looks forward to hearing what they are going to present at a future board meeting. Dr. Hill pointed out that policy may not be changed but that administrative regulations may be updated.

2. Sage Park Middle School

Mr. Halek said that events that are upcoming include a cluster expo, general science testing and the Spring Choral concert.

Ms. Klase had no additional comments.

3. Clover Street School

Mr. Lockhart suggested visiting the website for events.

4. John F. Kennedy School

Ms. Canter thanked school staff and announced the upcoming Administrative Assistants Day, Nurses Day, and Autism Awareness Month. There will be a PTO meeting, literary and STEM night, SBAC testing, and yearbook purchase extension.

5. Oliver Ellsworth School

Although Ms. Golinski was not present, Mr. Furie announced that there would be a STEM night.

6. Poquonock School

Mr. Panos said that there is a gardening science program and multiple Yard Goats games for the students to attend. Results from the Climate Survey shows that 98% of respondents feel engaged. The administration will be doing a building walkthrough in the near future.

c. Set Last Day of School for 2022-2023

Dr. Hill announced that the last day of school for students would be Friday, June 9, 2023, with a half-day. The last day for staff will be Monday, June 12, 2023.

Move the Board of Education approve a change to their approved 2022-2023 calendar setting Friday, June 9, 2023 as the last day of school for students in grades Pre-K to grade 11 and the last day for teachers would be Monday, June 12, 2023. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

d. Healthy Food Certification

Ms. Batchelder reviewed the reason behind Healthy Food Certification.

The Windsor Board of Education, Pursuant to C.G.S. Section 10-215f, the Windsor Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutritional Standards published by the State of Connecticut Department of Education during the period of July l , 2023, through June 30, 2024. This certificate shall include all food offered for sale to students separately from the reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

The Windsor Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutritional Standards and beverages not listed in Section 10-221 q of the Connecticut General Statutes provided that the following conditions are met: 1. the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2. the sale is at the location of the event; 3. the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

8. Superintendent's Report

Dr. Hill encouraged the community to attend spring sporting events. He congratulated both TSA and Team Paragon. A Dual-Enrollment Night was held in conjunction with Central Connecticut State University. There is hope to offer more ECE courses with no impact on AP classes. He praised Brandon Monroe for a successful "Night of Jazz" at WHS. The next Coffee Talk will be held on April 19, 2023.

a. Academic Performance Update

Dr. Hady and Ms. Fineman presented the Academic Performance Update. Dr. Hady answered, during the presentation, several pages of questions that were presented to her by Mr. Panos just prior to the start of the meeting. Several board members expressed their appreciation for the work that was done.

b. Revised 2023-2024 WHS Program of Studies

Ms. Fineman and WHS Social Studies teacher Daisha Brabham presented the Revised 2023-2024 WHS Program of Studies. In addition to providing the program details and explaining that the course change makes it optional, and not required, they offered student statements regarding the benefits of the course offering. Several board members expressed their impression that the course updates were thoughtful and well-done. Some board members suggested a 2nd reading.

That the Board of Education approves the proposed addition of the African American Studies Course as an option for our 9th graders in place of Early Global Studies, to the Program of Study for the 2023-2024 for a 1st reading

and waive the 2nd reading. This motion, made by Mr. Leonard Lockhart and seconded by Ms. Ayana Taylor, Passed.

Ms. Jill Canter: No, Mr. Jeremy Halek: No, Mr. Paul Panos: No, Mr. David Furie: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 5, No: 3

9. Committee Reports

There were no committee reports.

10. Other Matters/Announcements/Regular BOE Meetings

a. Next BOE Regular Meeting is Tuesday, May 16, 2023, 7:00 PM, LPW, Board Room

Mr. Wolliston spoke about the privatization of education and that he looks forward to investing in the community.

Mr. Panos mentioned that WHS Administrative Assistant Allyson Edwards retired and he wished her the best and regretted that she had left.

Mr. Halek welcomed back staff and students after the spring break week.

11. Audience to Visitors

Carolyn Taylor, Clover Street School staff member - This comment was read by Board of Education Stenographer Robin Daly when it was submitted in the Q & A feature of the Zoom meeting. She wrote that she was in agreement with the first Audience to Visitors speaker about the discrepancies in special class availability at Poquonock Elementary School compared to Oliver Ellsworth Elementary School.

12. Adjournment

Move to adjourn at 10:12 pm. This motion, made by Mr. Paul Panos and seconded by Mr. Leonard Lockhart, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

The meeting adjourned at 10:12 PM.

Ayana Taylor

Ayana K. Taylor, Secretary
Windsor Board of Education

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 16, 2023

PREPARED BY: Dr. Noha Abdel-Hady
Ms. Bonnie Fineman

PRESENTED BY: Dr. Noha Abdel-Hady
Ms. Bonnie Fineman

SUBJECT: Revised 2023-2024 WHS Program of Studies

BACKGROUND:

In our current Program of Studies, social studies courses are sequenced as follows: Early Global Studies (Gr. 9), Modern Global Studies (Gr. 10), US History (Gr. 11), and Civics (Gr. 12). State mandates require that students learn about Holocaust history and take a civics course for graduation; we cover the Holocaust in Modern Global Studies and all seniors take civics. The CSDE, however, does not require that students take Early Global Studies in high school. Our middle school social studies curriculum in grades 6 and 7 covers global studies in a regionalized approach to learning about geography, history, laws, and society; these classes cover eight regions of the world. Due to this intensive global approach to history in the middle grades, students may desire a choice in their freshmen year, so they can explore new perspectives. The African-American and Latinx history course is a viable option. It is a course that embeds all major aspects of social studies instruction- use of primary and secondary sources, close-reading of texts, extensive writing, and research. Finally, African-American and Latinx history is a precursor to all of the following years of history/social studies that the WPS student will encounter because it includes global history, US history, and civics synthesized into one class. We should provide an option for students to select Early Global Studies *or* African-American and Latinx history in their freshman year for credit towards graduation. Both will be strong foundations for subsequent years of study.

STATUS: N/A

RECOMMENDATION: That the Board of Education approves the proposed addition of the African American Studies Course as an option for our 9th graders in place of Early Global Studies, to the Program of Study for the 2023-2024 for a 2nd reading.

Recommended by the Superintendent:_____

Agenda Item #_____

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 Director of Information and Technology. 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 through steady financial increases to support 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 supports the WHS/SPMS TSA (Technology Student Association) and its attendance at state and national competitions. WPS held its 2023 State Conference in March 2023 in which the advisor of the group, Mrs. Meghan Rickis, received a citation from State Representative Maryam Khan for her hard work and dedication to our TSA. Link: https://www.windsorct.org/o/whs/article/1062008

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

- Technology goals for 22-23 school year
- Technology budget
- Technology education at WHS

Technology

Technology tools are integrated within all day-to-day operations of the school district. They are an essential component of the educational curriculum that provides opportunities for students to develop critical thinking, communication, collaboration, and creativity skills while simultaneously strengthening attributes such as persistence and leadership. The department provides critical infrastructure, from broadband, devices, and policy recommendations to digital content and instructional support for both staff and students to further teaching, learning, assessment, accountability, leadership, and culture with a focus on equity.

The goals for the 2022-23 school year are to:

- Implement recommendations resulting from the new federal K-12 Cybersecurity Act of 2021 to better protect student and staff data.
- Support professional development and additional student data sources in the Performance Matters platform to provide for our educators more timely and comprehensive assessment data about the progress of our students.
- Continue to align core technology and contracted services to district priorities as well as seek efficiencies, streamline services, and enhance network and data security.

Towards our goals, to date we have accomplished the following:

- Following recommendations for CISA.gov, we are implementing layered security elements across our district.
- Trained all administrators, classroom teachers, and appropriate support staff on accessing, collecting, and analyzing data in the Performance Matters platform based on their work with students to provide timely information on student progress.
- Continued to align core technology and contracted services to district priorities as well as seek efficiencies, streamline services, and enhance network and data security.

Major 2023-2024 school year work:

- Support the development and retention of exemplary school staff by building out a more comprehensive online learning platform for onboarding and continuing education of staff.
- Continue to align core technology and contracted services to district priorities as well as seek efficiencies, streamline services, and enhance network and data security.
- Ensure district wide instructional technology such as Chromebooks, iPads, and smart boards are properly maintained, and our staff is getting the proper training on the use of the hardware and software.
- Review and reorganize (if needed) technology staff roles and responsibilities to ensure that instructional technology coaching is taking place across the district to maximize the use of technology to drive effective instruction.

SITE: 76 Technology

	Actual Budget 21-22	BOE Adopted Budget 22-23	Superintendents Proposed Budget 23-24	%
Professional Development	$ 2,651	$ 7,000	$ 5,290	
Stipends - Liaisons	9,800	10,500	10,500	
Stipends/Extra Time	18,619	20,000	20,000	Summer work
*Contracted Services - District Licenses	940,828	956,155	1,054,442	All DW licenses
**Equipment	161,725	313,154	678,128	
Supplies	22,561	24,200	24,200	
Service Repairs	8,014	8,700	6,200	
Dues & Fees and Travel	4,219	5,400	5,400	
TOTAL	**$ 1,168,417**	**$ 1,345,109**	**$ 1,804,160**	**34.13%**

Technology	Actual 21-22 FTE	BOE Adopted 22-23 FTE	Superintendents Proposed 23-24 FTE
Director of Information & Technology	1	1	1
MIS Manager	1	1	1
Technology Teacher	2	2	2
^Specialist	2	1	1
Technician	3	3	3
Total	**9**	**8**	**8**

*Increase is due to software annual licenses renewals.

**Annual Chromebook replacement (student and staff) ; iPad Replacement (10% of fleet annually); Continue to replace classroom projectors district wide.

^ 1 FTE Specialist was eliminated in 22/23

Technology Education

Courses in Technology Education are linked to the following Pathways: Technologies: Manufacturing, Communications and Repair, Construction Technologies and Design, Arts and Media.

Technology Education coursework provides students with exposure to digital literacy, engineering design principles, and manufacturing concepts. Each course curriculum is designed to embed STEAM coursework, analysis, critical thinking, and innovation into solving real world challenges which prepares students for future career and/or college opportunities. All students will demonstrate knowledge through engineering, collaboration, and the safe use of tools, materials, and equipment.

The Technology Education pathway exposes students to the knowledge and skills that will contribute to them becoming innovative and technologically savvy citizens of a global society.

Technology Education courses include (courses with an asterisk are eligible for dual credit through one of our concurrent enrolment programs):

- **Grade 9**
  Construction Concepts, Introduction to Wood Technology, Introduction to Precision Manufacturing, Introduction to Drafting and Design, Television Production & Digital Media, Engineering Drawing*, Housing and Interior Design, Introduction to Graphics, Introduction to Digital Photography, Robotics 1, Robotics 2, Introduction to Transportation Technology, Power Technology, Foundations of Technology, S.T.E.A.M. Guitar: A sampling of Technology Education and the Arts, Introduction to Programming through Creative Computing
- **Grade 10**
- Applied Wood Technology, Applied Graphics, Advanced Digital Photography, Applied Precision Manufacturing, *Automotive Systems, Computer Aided Drafting and Design (CADD)*, Applied Graphics, Advanced Television Production and Digital Media, *Computer Assisted Drawing/Computer Assisted Machining* (CADD/CAM) and all courses listed above
- **Grade 11**
- Advanced Automotive Systems, Advanced Drafting and Design, Advanced Graphics, Advanced Wood Technology, Advanced Precision Manufacturing*, Yearbook, and all courses listed above
- **Grade 12**
  All courses listed above

Awards/Recognitions/Competition Wins:

- Participated in NASA Hunch Challenges beginning in 2015. Program recognitions include a 2017 win. Best video for informing elementary through secondary school students about science accomplished on the ISS." It is one of only two awards this year, and was selected by the International Space Station (ISS) Communication Team. The link to the video can be found **here**.
- In 2019 Windsor High School was the first high school in NASA History to receive the distinguished honor of being credited on NASA design plans for a seat track that is used on the International Space Station.

Additional Opportunities for Technology Education students:

- Windsor Technology Student Association (Windsor TSA)
- E-Sports League
- Robotics FIRST
- STEM Warriors Club
- Tech Club
- Tomahawk
- Warrior Productions
- Go Baby Go
- Math Team
- Electrathon
- Art Club
- Electrathon Club
- Leadership Council
- Young Men's Leadership Academy
- Young Women's Leadership Corp

Find Us

Windsor High School
50 Sage Park Road
Windsor, CT 06095
860-687-2020

LEVEL 2 ITEM 1D. BOARD LEADERSHIP/STUDENT ACHIEVEMENT

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

The Board received a presentation (attached) on SEL on 6/20/23. It is the district's continued vision to increase student achievement through improved collaborative partnerships and to further develop capacity (skill and understanding) of families, the schools, and its partners.

The BOE received a presentation on academic and performance data on 10/4/22 (attached) and a performance and academic update on 4/18/23 (attached). The reports are shared with the BOE either at a special meeting or during a regular meeting where discussion ensues and questions are answered by district leadership. The BOE will receive a presentation on the State Accountability Report on 9/19/23 (agenda attached).

WINDSOR PUBLIC SCHOOLS

#weareWINdsor

Windsor Social Emotional Learning Updates

Social Emotional Learning
June 20, 2023

Dr. Michael Mallery - District SEL Coordinator
Damion Morgan - SEL Specialist, Clover Street School
Melani Gutierrez - SSC Coordinator, WHS

3 P's: Purpose, Process, Payoff

1. **Purpose:** To provide an update on SEL progress in Windsor
2. **Process:** Walkthrough all programmatic improvements made in year two
3. **Payoff:** Showcasing the year two outcomes and planning for further success in year three



What skills do we want our children to have and be able to showcase when they graduate?

Social Emotional Learning



(CASEL, 2020)

- Self-Awareness
- Social Awareness
- Relationship Building
- Responsible Decision-Making
- Self-Management

The process through which children and adults **develop the skills,** attitudes, and values necessary to understand and manage life tasks.

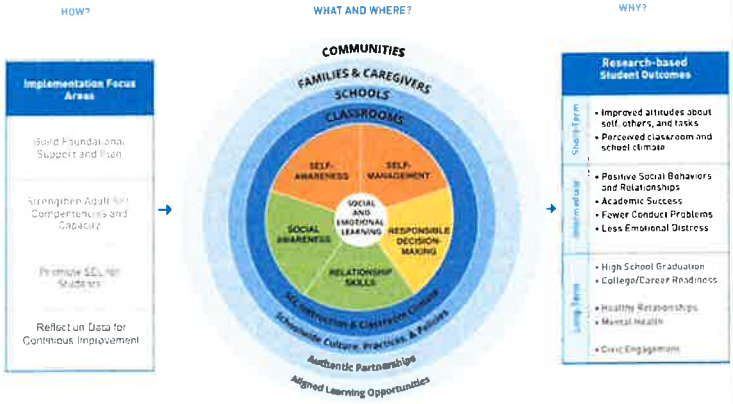
Year One - Initial Plan

1. Conducted initial SEL strategy meetings with each school Admin Team, district office, Office of Family & Community Partnerships (OFCP)
2. Hired a team of SEL specialists assigned to each school
3. Conducted Initial District-wide Professional Development Trainings for teachers/staff/SEL specialists
4. Introduced communication on **SEL SKILLS**
   Strengths | Needs | Challenges
5. In partnership with OFCP, hosted initial SEL events and forums

Our Theory of Action for Effective Implementation

Our SEL Framework is guided by a Theory of Action designed to support the whole-child, school, and family.

It reflects years of field testing.

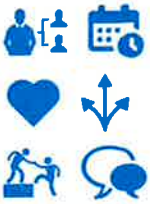


Real Word Application: Employers value SEL

Google amazon

92% Of Fortune 1000 companies say skills such as problem-solving, self-management, relationship skills, and communicating clearly are becoming equally as important than technical skills.

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence.



1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

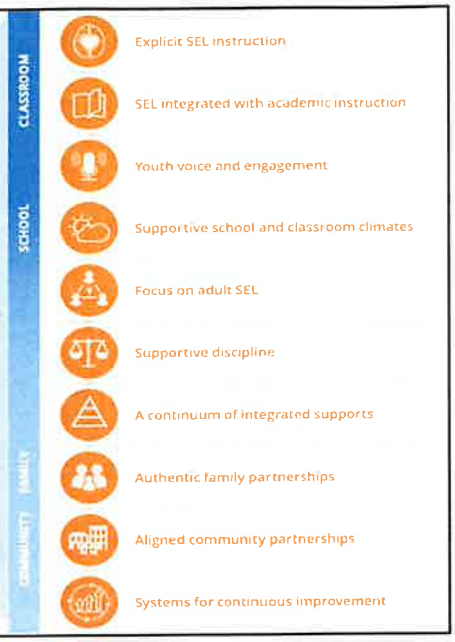
And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.

SEL - Inside Of Windsor Public Schools

Assessment	Tier 1 & 2 Lessons	One-on-One	Student Led Advisory
Star Tickets	Chess Club	Calm Corners	SEL + Family
Skill Development Small Groups	SEL Day	Student Modeling	Sensory
Ambassadors	Workshops	Gamification	Mediations
SEL Blocks	SEL Advisory	SEL + PBIS	SEL Career Exposure

Indicators of Schoolwide SEL...





Windsor Public School Teachers

85% + Social Emotional Learning Teacher Commitment and Interest

"I commit to make a conscious and intentional effort to model social skills required to be successful in an academic environment."

"I commit to contributing and promoting a healthy SEL School Climate. One that gets students excited to show up to school every single day."

"I commit to intentionally teach SEL to make sure our students are aware of the power of learning."



"I would love more dedicated time to work with my students on SEL skills so we can refer back to them before big emotions take over."

"I commit to explicitly name SEL skills, give feedback and reflect with students together to strengthen our skills, attitudes and knowledge of ourselves."

"I commit to Social Emotional Learning by supporting and loving my students even on their bad days."

SEL + Family

Collaboration with Christina Morales and OFCP

THREE CORE STRATEGIES - (Our Strategies are aligned with our districts core beliefs):

1. Collaborative Trusting Relationships focused on Learning
2. High Quality Learning Practices
3. Family & School Capacity Development

INITIATIVES & PROGRAMS

- Family Resource Centers
  - Skill based/relationship building workshops
  - Forums: (SEL, Social Media, Making school connections)
- Parent Teacher Home Visits Initiative
- Fueling Minds Mentoring Program
- SEL - Navigate Cyberbullying and Social Media
- SEL - Self-Care for Family Wellness
- SEL - Game On: Learning Through Play at All Ages
- SEL - Planning for The Future
- SEL - Family Engagement Summit









CSDE's Entry Points for Implementing SEL

APERTURE EDUCATION

State-Level Priorities on SEL

125,445 CT Students Assessed

3 Cohorts

***Windsor Cohort #1**

- Scale-up SEL based on statewide findings provided by districts to improve student academic and behavioral outcomes.
- Intensify tier one supports based on feedback from districts.
- Bolster TA and coaching on using the Devereux Student Strengths Assessment (DESSA) System and integration into implementation practices.
- Unpacking SEL as a measurable indicator to uncover students' needs much earlier.

DESSA Cycle

APERTURE EDUCATION

- ❑ Devereux Student **Strengths** Assessment Mini
- ❑ Three times per year (September, January, May)*
- ❑ Completed by teacher (K-8)
  - ❑ High School Student Self Reflect

This form describes a number of behaviors seen in some children. Read the statements that follow the phrase: ***During the past 4 weeks, how often did the child...*** and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

	Never	Rarely	Occasionally	Frequently	Very Frequently
	☒	☑	2	3	4

Item #	*During the past 4 weeks, how often did the child...*	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1.	accept responsibility for what she/he did?	0	1	2	3	4	
2.	do something nice for somebody?	0	1	2	3	4	
3.	speak about positive things?	0	1	2	3	4	
4.	pay attention?	0	1	2	3	4	
5.	contribute to group efforts?	0	1	2	3	4	
6.	perform the steps of a task in order?	0	1	2	3	4	
7.	show care when doing a project or school work?	0	1	2	3	4	
8.	follow the advice of a trusted adult?	0	1	2	3	4	

Raw Score Sum

APERTURE EDUCATION

1. Nationally standardized, strength-based behavior rating scale
2. Assesses social and emotional competencies and is intended to help support instruction, document students' strengths and areas of need
3. Provides data to track interventions and monitor progress at individual and group level for students
4. System enables us to make strategic, data-based decisions about SEL within our schools.

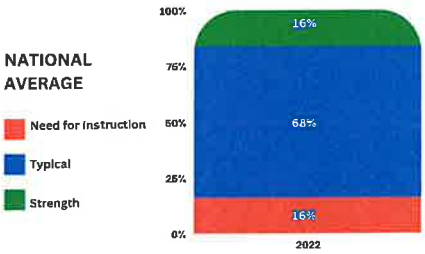
The Aperture 8



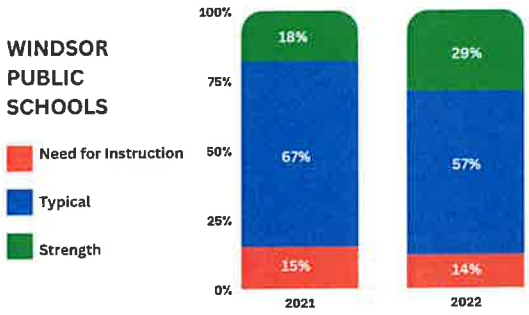


School Staff or Students → SEL Specialists → District SEL Lead

NATIONAL AVERAGE



WINDSOR PUBLIC SCHOOLS



Clover Street School
Serving 3rd-5th Grades

SEL ASSESSMENT OVERVIEW

DESSA Cycle

Data Analysis

Tiered Interventions

Results



SEL Specialist

Damion Morgan

Data Analysis

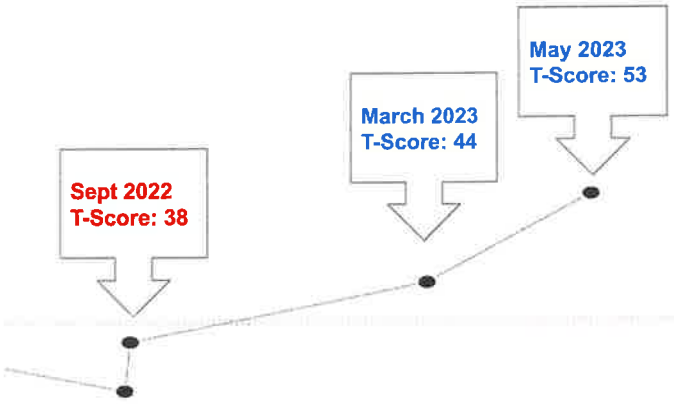
Purpose: To identify areas of need for social emotional learning skills development

The DESSA-MINI SCALE (Reference)

Need Range | 28 - 39

Typical Range | 41 - 59

Strength Range | 61 - 71



SEL Tiered Interventions

Aligned with MTSS (Multi-tiered System of Support) school model

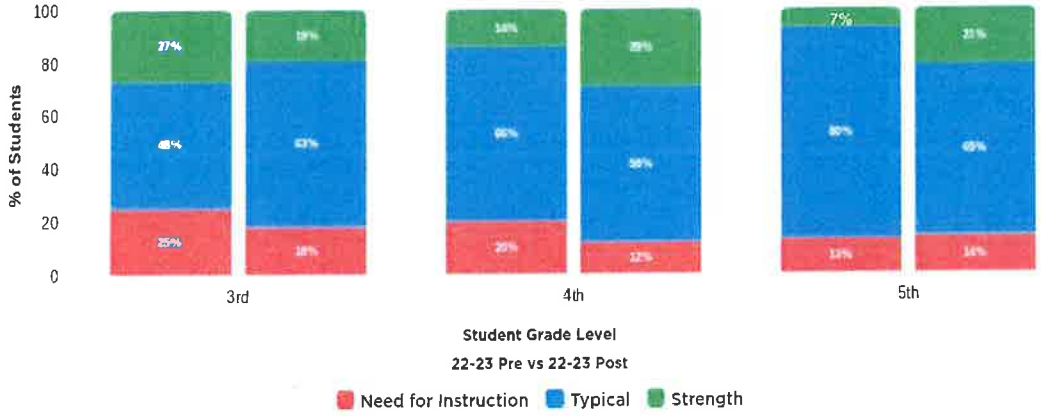
- **Tier I (Whole School & Whole Class)**
  - Pod Days
  - Morning Meeting
  - Morning Broadcast
  - Schoolwide/Classroom Expectations
  - SEL Block
  - Centers
  - Calm Corner
  - Family Events
- **Tier II/III (Small Groups & One-on-One)**
  - Second Step
  - Centervention
  - Lego Education
  - Check In/Check Out





Change in Students' Social and Emotional Competence by Grade Level

Current grades as of 06/16/2023



Windsor High School
Student Support Center

The Student Support Center recognizes that each child comes to us with different SEL competencies. Our mission is to meet them where they are and help develop their SEL skills.

- SEL Competency Lessons
- Student One on One Sessions
- Student Small Group Sessions
- Large Group Workshops
- Peer Mediations





SEL Specialists
Melani Gutierrez - Coordinator
Dianne Shaw
Quinn Fleeting






WHS Student SEL Reflections

Sometimes high school can be a lot, but it's important to really understand what is best for you by being able to have the **self-management skills** to truly put your best potential out there.
Kruti Dharsandiya - WHS Class of 2023 Valedictorian



I am a very observational person. Along with observing others I also observe myself, my actions, behaviors, thoughts and emotions. I am always in tune with myself which is why I would consider **self-awareness** my strongest SEL skill. Learning these skills should be mandatory for all students.
Aleyna Romero - WHS Class of 2023



Everyday I attend school, I really enjoy showcasing and working on my **self-management skills**. I know what I need to get done to be a successful student.
Trey Griggs - WHS Class of 2023

Where We Plan To Go

- Collaboration with Asst. Superintendent of Instructional Services
- Increases in Teacher SEL Competence
  - Professional Learning through Video Modeling and WPS Teacher Demonstrations
  - Increases in School Planning

Teacher-Student SEL Competencies Connections - Ongoing Dream

Example Experiences With Instructional Shifts	SEL Connections—Students	SEL Connections—Teachers
Students will experience working with unfamiliar vocabulary words in their literacy text.	*What self-management skills will students need to use in order to complete this task successfully?*	*What self-management skills will teachers need to use in order to help students successfully complete this task?*
In mathematics, they will have to explain their answers in a more nuanced way; for example, they will have to explain their solution path rather than supplying only their answer.	*What social skills will students need to use in order to complete this task successfully?*	*What social skills will teachers need to use in order to help students successfully complete this task?*

Where We Plan To Go Cont.

- Supporting/Measuring Decreases in Absenteeism/Behavioral Referrals
  - Shifting School Climate and Culture by reimagining MTSS to prevent behavioral concerns before they occur
  - Support from the Urban Assembly
- Increases in Family Engagement and Skill Development
  - Digital Database - Link to Learning
  - Collaboration with District Coordinator of the OFCP
- Continue to be a model for the State of Connecticut and the nation
  - National/State/Local Presentations
  - Reinvite to Harvard University SEL Symposium in August

Windsor SEL Specialist SELebrations

2021-2022 Staff Member of the Year (Clover Street)

Damion Morgan

2022-2023 Staff Member of the Year (John F. Kennedy)

Elyssa Kotler

SEL Specialists Named Staff Person of the Week

Keon Berry

Farrah Beatty

SEL Specialists Named Staff Person of the Month

Nicole Foster

Sam Batchelder

Voted as Staff Go To Support In Crunches Recognitions

Melani Gutierrez

Dianne Shaw

Chris Williams

Windsor National & State Presentations & SELebrations

SEL National Summit – Harvard University

SEL Vision Summit 2022 (National Summit) hosted by Aperture Education - Windsor Specific

SEL Vision Summit 2022 (National Summit) hosted by Aperture Education - Windsor District Stakeholders

SEL National Summit – Dangers of The Mind

Title: SEL in Your District

SEL Webinar – Aperture Education SEL (Damion Morgan)

Title: The Bookend Model: Using Social Emotional Learning to Support Before and After School Programs

State Presentations CSDE – Performance Matters Forum – WPS Featured District

Title: Building Systems Coherence to Strengthen Social-Emotional Learning

SERC Forum – WPS Featured District

Title: Social Emotional Learning and Student Voice

SERC SEL Forum / Talk Tuesday – WPS Featured District

Title: Transforming School Culture and Empowering Youth

CSDE Family Engagement Friday Café

Title: A District Collaborative Response To Support Families with Social Emotional Learning Strategies

University of Connecticut - Leadership in Diversity Conference

Title: Transforming Culture through Social Emotional Learning District Wide

New England PBIS Leadership Forum - WPS Featured District

Title: Building Systems Coherence – Transforming Culture and Empowering Youth Social Emotional/Behavioral Learning

Building an SEL Nation - The Urban Assembly SEL Symposium 2023

Featured District – Windsor Public Schools

Title: Implementing SEL District Wide

Fall 2023 Invitations SEL Summit hosted by SEL Consulting and Harvard University (Reinvite)

Windsor SELebrations

National Awards/Recognition

The Urban Assembly

21-22 SEL Star District

APERTURE EDUCATION

2023 SEL Impact Award

WINDSOR PUBLIC SCHOOLS

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Questions?

Performance & Academic Data Update

WINDSOR PUBLIC SCHOOLS

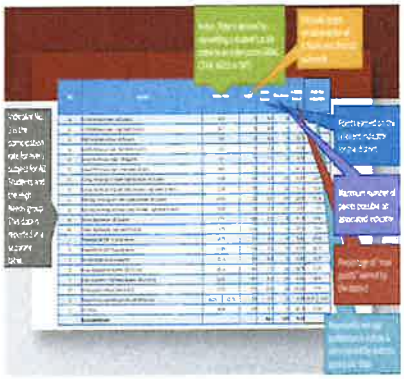
October 4, 2022

Agenda

- Connecticut Next Generation Accountability System
- State & District Assessment Performance
- School Strengths & Strategies for Improvement
- Next Steps

Connecticut Next Generation Accountability System for Districts and Schools

- Provides a more complete picture
- Expands ownership of accountability
- Demonstrates progress on "outcome pre-cursors"



Source: Connecticut State Department of Education

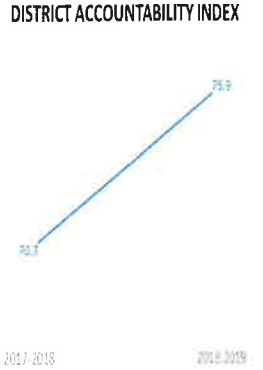
What are the 12 Indicators?

1. **Academic achievement - NGSS, SAT, SmarterBalanced, CTAA (Performance Index)** [H]
2. Academic growth [H]
3. Assessment participation rate [H]
4. Chronic absenteeism [H]
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort
9. Graduation – six-year adjusted cohort [H]
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access

[H] Separate set of points allotted for "High Needs" (students from low-income families, English learners (ELs), or students with disabilities)

District Accountability

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	62.5	75	41.6	50	83.3	90.2
1b. ELA Performance Index - High Needs Students	55.5	75	37.0	50	74.0	77.3
1c. Math Performance Index - All Students	60.2	75	40.1	50	80.3	84.1
1d. Math Performance Index - High Needs Students	53.1	75	35.4	50	70.8	72.2
1e. Science Performance Index - All Students	62.0	75	41.3	50	82.6	83.9
1f. Science Performance Index - High Needs Students	55.1	75	36.7	50	73.5	72.2
2a. ELA Academic Growth - All Students	62.8%	100%	90.8	100	90.8	89.9
2b. ELA Academic Growth - High Needs Students	58.5%	100%	58.5	100	58.5	55.1
2c. Math Academic Growth - All Students	72.9%	100%	72.9	100	72.9	82.5
2d. Math Academic Growth - High Needs Students	54.9%	100%	68.6	100	68.6	55.3
2e. Progress Toward English Proficiency - Literacy	53.5%	100%	29.7	90	33.0	68.6
2f. Progress Toward English Proficiency - Oral	61.9%	100%	55.8	90	61.9	82.1
4a. Chronic Absenteeism - All Students	9.7%	<=9%	43.7	50	81.4	78.3
4b. Chronic Absenteeism - High Needs Students	14.6%	<=9%	30.8	50	61.6	55.7
5. Preparation for CCR - Percent Taking Courses	71.8%	75%	47.9	50	95.7	100.0
6. Preparation for CCR - Percent Passing Exams	52.2%	75%	20.1	50	40.2	56.7
7. On-track to High School Graduation	92.2%	94%	47.3	50	94.5	93.6
8. 4-year Graduation: All Students (2018 Cohort)	93.5%	94%	94.7	100	94.7	93.9
9. 4-year Graduation: High Needs Students (2018 Cohort)	88.9%	94%	92.4	100	92.4	88.8
10. Postsecondary Entrance (Graduating Class 2018)	89.5%	70%	92.4	100	92.4	94.5
11. Physical Fitness (estimated participation rate = 91.6%)	99.1%	75%	36.7	50	73.4	79.6
12. Arts Access	99.0%	90%	45.8	50	91.5	86.5
Accountability Index			1150.2	1450	79.9	74.2



Source: EdSight

Academic Performance Index
Academic Achievement

Accountability Indicator	2018-2019		2021-2022	
	District	State	District	State
1a. ELA Performance Index - All Students	62.5	67.7	59.3	64.2
1b. ELA Performance Index - High Needs Students	55.5	58.1	52.7	54.2
1c. Math Performance Index - All Students	60.2	63.1	55.1	58.6
1d. Math Performance Index - High Needs Students	53.1	52.7	48.1	47.7

Source: EdSight District Preview Draft
"High Needs" (students from low-income families, English learners (ELs), or students with disabilities)

Academic Growth

Average Percentage of Target Achieved

	2018-2019		2021-2022	
Accountability Indicator	**District**	**State**	**District**	**State**
2a. ELA Academic Growth - All Students	60.8%	59.9%	61.9%	60.4%
2b. ELA Academic Growth - High Needs Students	58.5%	55.1%	58.6%	56.2%
2c. Math Academic Growth- All Students	72.9%	62.5%	69.7%	65.2%
2d. Math Academic Growth - High Needs Students	68.9%	59.1%	67.0%	59.1%

Source: EdSight District Preview Draft
"High Needs" (students from low-income families, English learners (ELs), or students with disabilities)

State Assessments - % Proficient

All Students Combined	**Smarter Balanced ELA** Grades 3-8		**Smarter Balanced Math** Grades 3-8		**Next Generation Science Standards (NGSS)** Grades 5, 8 and 11	
	District	**State**	**District**	**State**	**District**	**State**
2018-2019	45.9%	55.7%	43.7%	48.1%	45.8%	51.2%
2019-2020	**NO DATA**					
2021-2022	39.2%	49.1%	32.3%	40%	43.2%	47.0%

Source:EdSight
*2020-2021 data reported separately at https://portal.ct.gov/SDE/Student-Assessment/Main-Assessment/Statewide-Summative-Assessment-Results-2020-21

SAT

	Mean Evidence-based Reading and Writing Score (Benchmark 480)		Mean Math Score (Benchmark 530)	
	District	State	District	State
2018-2019	489	514	468	500
2021- 2022	479	501	467	485
2022 % At/Above Benchmark	48%	56%	23%	35%

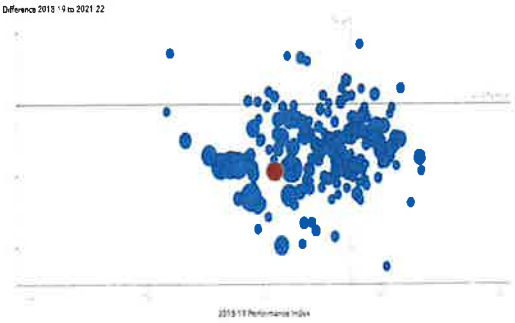
Source:Source: EdSight
2020-2021 data reported separately at https://portal.ct.gov/SDE/Student-Assessment/Main-Assessment/Statewide-Summative-Assessment-Results-2020-21

Academic Performance Index

Accountability Indicator 1: Academic Achievement

2018-19			2021-22		
ELA Performance Index	Math Performance Index	Science Performance Index	ELA Performance Index	Math Performance Index	Science Performance Index
62.5	60.2	62.0	59.3	55.1	58.5

SAT
Smarter Balanced
Next Generation Science Standards (NGSS)
Connecticut Alternate Assessments (CTAA)
Connecticut Alternate Science (CTAS)



Source: EdSight

District Assessment - Mathematics
% At/Above Benchmark

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	STAR/i-Ready *End of Year*	STAR/i-Ready *End of Year*	i-Ready *End of Year*	STAR/i-Ready *End of Year*	i-Ready ***Beginning of Year***
K	N/A	No Data	63	65	November
1	65.5		42	60	5
2	61		35	45.5	11
3	49		44	47	7
4	64.5		43	55	17
5	56		35	38	23
6	41		47	37	22
7	48		32	38	18
8	36		40	30	26

*STAR Test Highlighted

District Assessment - Reading
% At/Above Benchmark

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	STAR *End of Year*	STAR *End of Year*	i-Ready *End of Year*	STAR/i-Ready *End of Year*	i-Ready ***Beginning of Year***
K	75	No Data	N/A	65	November
1	71			75	13
2	65			47	26
3	43		69	62	34
4	43		49	51	28
5	35		31	41	30
6	37		38	41	30
7	33		39	43	26
8	30		49	35	34

*STAR Test Highlighted

General Trends

- District accountability index increase (prior to Covid-19)
- Academic performance remains as an area of opportunity
- Evidence of "covid slide" in state and local data

Strengths & Strategies for Improvement

WINDSOR PUBLIC SCHOOLS

Oliver Ellsworth Elementary School
Poquonock Elementary School

Taran Gruber, Principal
Kyle Wood, Assistant Principal

Jay Mihalko, Principal
Cynthia Romero, Assistant Principal

Strengths

- Academics- Growth and Ready to Learn
- Social-Emotional Learning (SEL) & Assessment
  - DESSA-mini
- Family & Community Partnerships
- Positive Work Environment

Strategies for Improvement

Academics: Curriculum, Instruction and Assessment

- Tier 1 Instruction
- Instructional Coaching
- Data Talks
- Professional Learning Communities (PLCs)

School Climate

- Community & Family Partnerships
- Social-Emotional Learning
- Refine and Refocus Restorative Practices
- Equity

Clover Street School
John F. Kennedy School

Tricia Lee, Principal

Jennifer Michno, Principal

Kim Wood, Assistant Principal

Strengths

Academics: Curriculum, Instruction and Assessment

- Instructional Coaching
- Fully-Staffed
- Data-focused Professional Learning Communities (PLCs)

School Culture

- Parent Participation at Partner Nights and Other Activities
- Social-Emotional Learning (SEL)
- Tier I Behavior Support Systems, Responses and Classroom Practices.

Strategies for Improvement

Academics: Curriculum, Instruction and Assessment

- Use data to inform instructional decisions
- Professional Learning Communities (PLCs)
- Peer Coaching
- Use the School Development Plan to Drive Grade Level Work
- Multi-Tier System of Support (MTSS)
- Address Stagnant Scores for Students Performing on Grade Level

School Culture

- Full Staff Training in Restorative Practices
- Increase Home Visits
- Monthly Whole School Town Meetings

Sage Park Middle School

Liana K. Jorgensen, Principal
William Fisher, Assistant Principal
Jennifer Balnis, Assistant Principal



Strengths

Academics: Curriculum, Instruction and Assessment

- Tier 1 Instruction
- Grade Level Content
- Regularly Scheduled Professional Learning Community meetings
  - Teacher Calibration and Data Analysis
- Multi-Tier System of Support (MTSS)
- Peer Coaching

School Culture

- Social Emotional Learning
- After School Support and Enrichment Programs

Strategies for Improvement

Academics: Curriculum, Instruction and Assessment

- Instructional Coaching
- Peer Visits & Coaching
- Disaggregate Walkthrough Data to Identify Trends
- Data Analysis to Support Differentiated Instruction Based on Students' Needs
- Revise Protocols to Address Chronic Absence

School Culture

- Consistent Implementation of Community Agreements
- Collaborate with Community Health Partners
- Strategies to Re-engage Parents as Partners

Windsor High School

Breon Parker, Principal
Ericka Fanguillo, Assistant Principal
Darry Thomas, Assistant Principal
Christopher Loureiro, Assistant Principal
Nicole Jones, *Humanities Supervisor*
Meagan Mains, *STEM Supervisor*
Lindsey Jardine, *Secondary SPED Supervisor*
Christopher Fulton, *Supervisor of Athletics*
Dana Fudge, *Supervisor of School Counseling*



Strengths

Academics: Curriculum, Instruction and Assessment

- Supervisors of STEM and Humanities Leading alignment of school-wide Academic goals
- Implementation of Performance Matters and Interim Assessments to drive Tiered instruction and intervention
- During School Lab Support
- Restructured After School Support

School Culture

- Full Implementation of our Student Support Center
- Rebranding Advisory block - *Connections*
- Whole-School Culture and Wellness Awareness

Strategies for Improvement

Academics: Curriculum, Instruction and Assessment

- Use data to Improve Tier I and II Instruction
- Tier I standards-based Instruction
- Quarterly academic program audits

School Culture

- Establish a data-driven Culture and fortify the conditions for learning
- Emphasis on cohesive routines and school community connectedness
- Increase opportunities for student voice
- Pilot "Dub Dads" initiative
- Intentional Saturday/extended day activities and supports
- Multi-Tier System of Support

Next Steps

- Implement and monitor School Development Plans.
- Focus on high quality teaching to the rigor of grade level standards.

Questions

Dr. Noha Abdel-Hady
STEM Director
Email:nhady@windsorct.org

Bonnie Fineman
Director of Arts and Humanities
Email: bfineman@windsorct.org

Dr. Santosha Oliver
Assistant Superintendent
Email: soliver@windsorct.org

Performance & Academic Data Update

WINDSOR PUBLIC SCHOOLS

April 18, 2023

Agenda

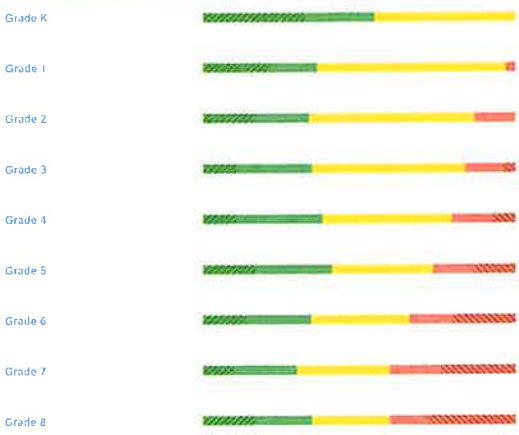
- District Assessment Performance Update (I-ready and PSAT)
- Strengths & Strategies for Improvement
- Next Steps

Math District Wide Performance (K-8)

	Fall %	Winter %	%Growth	Fall # Std.	Winter #Std.	# Growth Std.
Green	16%	36%	+20%	280	624	+344
Yellow	45%	40%	-5%	773	690	-83
Red	38%	24%	-14%	664	403	-261



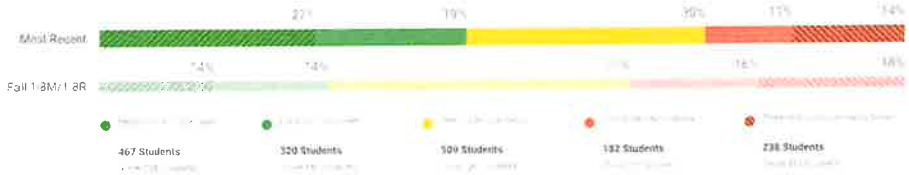
Math Performance By Grade Level (Winter)



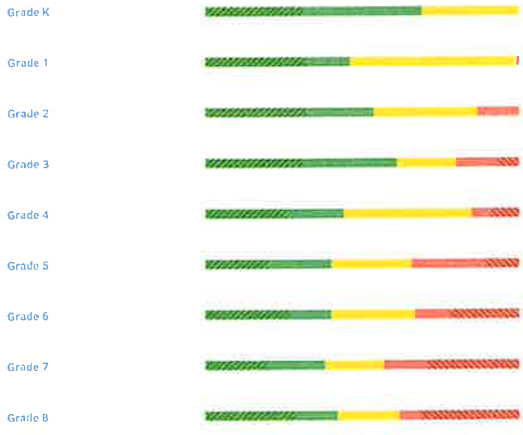
55%	45%	0%
37%	61%	3%
24%	53%	13%
35%	49%	16%
38%	41%	20%
41%	32%	26%
35%	32%	34%
30%	30%	40%
35%	25%	40%

Reading District Wide Performance (K-8)

	Fall %	Winter %	%Growth	Fall # Std.	Winter #Std.	# Growth Std.
Green	28%	46%	+18%	483	787	+304
Yellow	37%	30%	-7%	640	509	-131
Red	34%	24%	-10%	593	420	-173



ELA Performance By Grade Level (Winter)



69%	31%	0%
46%	53%	1%
53%	33%	13%
61%	19%	20%
44%	41%	15%
40%	26%	34%
40%	27%	33%
38%	19%	43%
42%	20%	38%

Fall 2022 PSAT

11th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
898 | 320 to 1520	452 | 160 to 760	446 | 160 to 760	261 Total test takers
18% Met Both Benchmarks	46% Met ERW Benchmark	20% Met Math Benchmarks	Percentage of Test Taker Population by Gender: Female 48% Male 47% No Response 4%

10th grade

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
869 | 320 to 1520	434 | 160 to 760	434 | 160 to 760	235 Total test takers
23% Met Both Benchmarks	51% Met ERW Benchmark	26% Met Math Benchmark	Percentage of Test Taker Population by Gender: Female 53% Male 43% No Response 3%

Fall 2022 PSAT 10th Grade

Group	Number of Test Takers	Met Both Benchmarks	Met No Benchmarks	ERW Benchmark (430)	Math Benchmark (480)
District	235	23% Met Both	46% Met None	Met 51%, Approaching 7%, Strengthen Skills 42%	Met 26%, Approaching 14%, Strengthen Skills 60%
State	28,189	30% Met Both	43% Met None	Met 54%, Approaching 7%, Strengthen Skills 39%	Met 34%, Approaching 11%, Strengthen Skills 56%
Total Group	1,572,697	33% Met Both	40% Met None	Met 57%, Approaching 7%, Strengthen Skills 36%	Met 37%, Approaching 11%, Strengthen Skills 52%

Fall 2022 PSAT 11th Grade

Group	Number of Test Takers	Met Both Benchmarks	Met No Benchmarks	ERW Benchmark (460)	Math Benchmark (510)
District	261	18% Met Both	52% Met None	Met 46% Approaching 8% Strengthen Skills 46%	Met 20% Approaching 15% Strengthen Skills 65%
State	31,000	30% Met Both	43% Met None	Met 56% Approaching 8% Strengthen Skills 36%	Met 31% Approaching 11% Strengthen Skills 57%
Total Group	1,486,604	38% Met Both	35% Met None	Met 63% Approaching 8% Strengthen Skills 29%	Met 40% Approaching 12% Strengthen Skills 49%

School Day 2023 SAT 11th Grade

Group	Number of Test Takers	Met Both Benchmarks	Met No Benchmarks	ERW Benchmark (460)	Math Benchmark (510)
District	246	22% Met Both	53% Met None	Met 45% Approaching 9% Strengthen Skills 47%	Met 25% Approaching 3% Strengthen Skills 72%
State	34,056	33% Met Both	45% Met None	Met 53% Approaching 7% Strengthen Skills 40%	Met 35% Approaching 5% Strengthen Skills 60%
Total Group	635,764	27% Met Both	47% Met None	Met 52% Approaching 7% Strengthen Skills 41%	Met 29% Approaching 7% Strengthen Skills 64%

School Day 2023 SAT 11th Grade

School		District		State		Total Group	
943		937		979		957	
Number of Participants	239	Number of Participants	246	Number of Participants	34,056	Number of Participants	635,764
Met Both Benchmarks	23%	Met Both Benchmarks	22%	Met Both Benchmarks	33%	Met Both Benchmarks	27%
Met ERW	(480) 46%	Met ERW	(480) 45%	Met ERW	(480) 53%	Met ERW	(480) 52%
Met Math	(530) 26%	Met Math	(530) 25%	Met Math	(530) 35%	Met Math	(530) 29%
Met None	51%	Met None	53%	Met None	45%	Met None	47%

Strengths & Strategies for Improvement

Strengths Math

1. Double Digit gains in "Green"
2. Data Talks
3. Number corner in K-2
4. 90% of students moved in Math
5. Average growth of students receiving intervention is 39 points (0.5-0.75 year growth)
6. District wide Vertical Alignment PD
7. Walkthrough Data - Flexible groupings

Strengths ELA

1. Continued to use walkthrough model with frequency and identify trends that can drive instructional improvement
2. Double-digit growth on i-Ready in all grade levels
3. Designed and planned for our first data talks (beginning in February)
4. Designed a new curriculum template and will begin revisions in July
5. Added teacher-directed PD for reading department and ELL teachers
6. Began successful consultation with Dr. Kelley to strengthen adolescent reading instruction
7. Initiated co-teaching model at WHS to pair reading and content-area teachers together
8. Walkthrough data and observational information shows diversity of texts being used in classrooms

Strategies for Improvement & Next Steps

Academics: Curriculum, Instruction and Assessment

Tier 1 Instruction	Data Culture	School-Home Connections
-Professional Development -Instructional Coaching -Curriculum Revision and Alignment -Curriculum & Assessment alignment -Walkthrough w/Feedback	-Data Talks -PLCs -Systems and Processes -Analysis of Walkthrough data w/action -Accountability Indicators	-Communication w/families around academics -At home academics supports -Keeping parents informed

Questions

Dr. Noha Abdel-Hady
Acting Assistant Superintendent
STEM Director
Email:nhady@windsorct.org

Bonnie Fineman
Director of Arts & Humanities
Email: bfineman@windsorct.org

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

Tuesday, September 19, 2023 7:00 PM
L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

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: 824 2327 2703 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 you name and address prior to voicing your comments.

Joining in by Computer:

1. Please go to the following link: https://us06web.zoom.us/j/82423272703
   When prompted for participant or meeting ID, enter 824 2327 2703
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 you 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	D. Furie
2. Recognitions/Acknowledgements	D. Furie
2.a. Introduction of New BOE Student Representative, Timothy Hoagland	B. Parker
2.b. Introduction of Windsor's Educator of the Year, Kathleen Stoll	D. Batchelder/J. Mihalko
2.c. Introduction of Windsor's Paraeducator of the Year, Sandra Bailey	D. Batchelder/B. Parker
2.d. Introduction of New Administrators	D. Batchelder
3. Audience to Visitors	D. Furie
4. Consent Agenda	D. Furie
4.a. Human Resources Report	D. Batchelder
4.b. Approval of BOE Regular Meetings for 2024	D. Furie
5. Approval of Minutes	A. Taylor
5.a. June 20, 2023 Regular Meeting	A. Taylor
5.b. August 29, 2023 Special Meeting	A. Taylor
6. Student Representative Report	T. Hoagland
7. Board of Education	D. Furie
7.a. President's Report	D. Furie
7.b. Set Graduation Date for WHS Class of 2024	T. Hill
7.c. Policy Adoption, 1st Reading	D. Klase
7.c.1. AR 5132 Student Dress	T. Hill
7.d. Approval of CSDE Partnership Grant	C. Morales
7.e. CABE Level II Distinction Award	D. Furie

7.f. Discussion on the part of the Windsor Education Foundation Grant Award from March 21, 2023 which states, "With support from their teacher, students in the GSA will facilitate workshops with middle school students to help build connections before high school" Possible Board Action (Tabled from June 20, 2023 meeting)	P. Panos
8. Superintendent's Report	T. Hill
8.a. School Opening Comments	T. Hill
8.b. Staffing Update for Opening of 2023-2024 School Year	D. Batchelder
8.c. Fiscal Year 2023 Year End Financial Report	D. Batchelder
8.d. Presentation on State Accountability Report	N. Hady
9. Committee Reports	D. Furie
10. Other Matters/Announcements/Regular BOE Meetings	D. Furie
11.a. Next BOE Regular Meeting is Tuesday, October 17, 2023, 7:00 PM, LPW, Board Room	D. Furie
11. Audience to Visitors	D. Furie
12. Adjournment	D. Furie

LEVEL 2 ITEM 2A. BOARD MEMBER PROFESSIONAL DEVELOPMENT

The Board has developed district goals and reviews them on a regular basis.

The Board of Education developed district goals in 2016. They are reaffirmed consistently and are always referred to by the BOE, administration, staff and community. They are attached.

WINDSOR PUBLIC SCHOOLS

Mission Statement

To develop the genius in every child and create life-long learners.

Goals

To accomplish this mission, the Windsor Public Schools, in cooperation with families and the greater Windsor community, will ensure that all students acquire the following skills and behaviors:

1. **All students will demonstrate a strong work ethic, exemplary academic skills, effective oral and written communications, technological aptitude, and necessary skills to work collaboratively with others.**

2. **All students will demonstrate the ability to think critically and to solve complex problems utilizing analytical ability, creativity, research skills, logical reasoning, innovation, integrative understanding and resilience.**

3. **All students will demonstrate a knowledge and understanding of the increasingly global nature of society and behaviors associated with good citizenship.**

4. **All students will graduate from Windsor Public Schools with a clear achievable post-secondary plan.**

5. **All students will demonstrate an understanding of the importance of health and wellness.**

6. **All students will gain an appreciation for the visual and performing arts.**

Approved by the Board of Education: December 20, 2016

LEVEL 2 ITEM 2C. PROFESSIONAL DEVELOPMENT

The Board has incorporated Board professional development into policy.

Attached:

- BL 9250
- BL 9340

LEVEL 2 ITEM 2C

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 2C

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 3A. POLICY

The Board related applicable agenda items to appropriate policies.

Examples of this include the BOE special meeting on 11/1/22 regarding the Board Self-Evaluation (BL 9400 and agenda attached) and BOE regular meetings on 5/16/23 regarding the CABE Student Leadership Awards (BL 9411 and agenda attached) and the 6/20/23 regarding the Hybrid Format for Board of Education Meetings (agenda attached).

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

Tuesday, November 1, 2022 6:30 PM
L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

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: 824 6823 0041 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 you name and address prior to voicing your comments.

Joining in by Computer:

1. Please go to the following link: https://us06web.zoom.us/j/82468230041
   When prompted for participant or meeting ID, enter 824 6823 0041
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 you 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	D. Furie
2. Audience to Visitors	D. Furie
3. Board of Education will engage in Self-evaluation (Executive Session and Possible Action Anticipated)	D. Furie
4. Announcements	D. Furie
5. Adjournment	D. Furie

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.

B9400

Bylaws of the Board

Board Self Evaluation

The Board of Education will review its performance annually. The self-evaluation shall be in writing and discuss the effectiveness of practices, methods of operation, and relationships that affect the ability of Board members and the Board as a whole to carry out their responsibilities. Areas of evaluation shall include:

1. Board meetings
2. Policy development
3. Fiscal management
4. Board role in educational program development
5. Board member orientation/development
6. Relationships between the Board and Superintendent and staff
7. Board members' understanding of district programs and policies
8. Communication of Board members' needs to staff
9. Relationships and communications between the Board and community

The self-assessment shall be timed such that newly elected members will be able to meaningfully contribute constructive criticism. The self-assessment may be conducted in executive session to the extent that the performance of individual Board members with respect to the above-listed matters is discussed.

In tandem with its self-assessment, the Board shall establish goals for itself to recognize and continue its successes, and mitigate areas of concern. Those goals will then be evaluated during the following year's self-assessment.

The Board may designate a committee to plan and coordinate the evaluation and goal-setting process, develop surveys or other instruments, and engage an outside consultant as it deems proper to assist it. However, all Board members' opinions must be solicited and considered, and the resulting evaluation be discussed by the Board as a whole before adoption.

ByLaw Adopted: June 20, 2006

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

Tuesday, May 16, 2023 7:00 PM
L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

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: 842 2525 5532 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 you name and address prior to voicing your comments.

Joining in by Computer:

1. Please go to the following link: https://us06web.zoom.us/j/84225255532
   When prompted for participant or meeting ID, enter 842 2525 5532
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 you 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	D. Furie
2. Recognitions/Acknowledgements	D. Furie
2.a. Recognition—CABE Student Leadership Awards: WHS—Saige Dehaney, Tristan Davis; SPMS—Shai Ann Downs, Daniel Garcia	D. Furie/T. Hill
3. Audience to Visitors	D. Furie
4. Consent Agenda	D. Furie
4.a. Financial Report	D. Batchelder
4.b. Enrollment Report	D. Batchelder
4.c. Food Service Report	D. Batchelder
4.d. Human Resources Report	D. Batchelder
5. Approval of Minutes	A. Taylor
5.a. April 18, 2023 Regular Meeting	A. Taylor
6. Student Representative Report	T. Davis
7. Board of Education	D. Furie
7.a. President's Report	D. Furie
7.b. School Liaison Reports	D. Furie
7.b.1. Windsor High School	A. Taylor/N. Wolliston
7.b.2. Sage Park Middle School	D. Klase/J. Halek
7.b.3. Clover Street School	L. Lockhart
7.b.4. John F. Kennedy School	J. Canter
7.b.5. Oliver Ellsworth School	J. Golinski
7.b.6. Poquonock School	P. Panos
8. Superintendent's Report	T. Hill
8.a. Revised 2023-2024 WHS Program of Studies	N. Hady/B.Fineman

9. Committee Reports	D. Furie
10. Other Matters/Announcements/Regular BOE Meetings	D. Furie
10.a. BOE Special Meeting (Asst. Supt. Interview), Tuesday, May 23, 2023, 6:30 PM, LPW, Board Room	D. Furie
10.b. BOE Special meeting (Supt. Evaluation), Tuesday, June 6, 2023, 6:00 PM, LPW, Board Room	
10.c. Next BOE Regular Meeting is Tuesday, June 20, 2023, 7:00 PM, LPW, Board Room	D. Furie
11. Audience to Visitors	D. Furie
12. Adjournment	D. Furie

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

AMENDED AGENDA

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

Tuesday, June 20, 2023 7:00 PM
L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

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: 854 5346 8145 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 you name and address prior to voicing your comments.

Joining in by Computer:

1. Please go to the following link: https://us06web.zoom.us/j/85453468145
   When prompted for participant or meeting ID, enter 854 5346 8145
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	D. Furie
2. Recognitions/Acknowledgements	D. Furie
2.a. Recognition--WHS Juried Art Show, Board of Education Purchase Prize to Nicholas Dennis for "*Panda Wa Panda Janail*"; Superintendent's Purchase Prizes to Tyler Hall for "*The Nemean Lion*" and to Selma Saeedosman for "*Light*"; WHS Purchase Prize to Yarizabelliz Castro Roman for "*The Power of Education*"	D. Furie/N. Hady
2.b. Recognition–BOE Student Representative, Tristan Davis	D. Furie
2.c. Announcement–Windsor Educator of the Year, Kathleen Stoll, and Paraeducator of the Year, Sandra Bailey	D. Batchelder
3. Audience to Visitors	D. Furie
4. Consent Agenda	D. Furie
4.a. Financial Report	D. Batchelder
4.b. Enrollment Report	D. Batchelder
4.c. Food Service Report	D. Batchelder
4.d. Human Resources Report	D. Batchelder
5. Approval of Minutes	A. Taylor
5.a. May 16, 2023 Regular Meeting	A. Taylor
5.b. May 23, 2023 Special Meeting	A. Taylor
5.c. June 6, 2023 Special Meeting	A. Taylor

6. Student Representative Report	T. Davis
7. Board of Education	D. Furie
7.a. President's Report	D. Furie
7.b. Discussion and Possible Action to Extend the Current Hybrid Format for Board of Education Meetings	D. Furie
7.c. School Liaison Reports	D. Furie
7.c.1. Windsor High School	A. Taylor/N. Wolliston
7.c.2. Sage Park Middle School	D. Klase/J. Halek
7.c.3. Clover Street School	L. Lockhart
7.c.4. John F. Kennedy School	J. Canter
7.c.5. Oliver Ellsworth School	J. Golinski
7.c.6. Poquonock School	P. Panos
7.d. Discussion on the part of the Windsor Education Foundation Grant Award from March 21, 2023 which states, "With support from their teacher, students in the GSA will facilitate workshops with middle school students to help build connections before high school"	P. Panos
8. Superintendent's Report	N. Hady
8.a. SEL Presentation	M. Mallery
9. Committee Reports	D. Furie
10. Other Matters/Announcements/Regular BOE Meetings	D. Furie
10.a. Next BOE Regular Meeting is Tuesday, September 19, 2023, 7:00 PM, LPW, Board Room	D. Furie
11. Audience to Visitors	D. Furie
12. Executive Session – It is proposed that the Board of Education go into Executive Session for the purpose of discussions in Items 12.a. and 12.b. before taking possible action in the public portion of the meeting.	D. Furie
12.a. Discussion and possible action regarding ratification of the collective bargaining agreement between the Windsor Board of Education and the United Public Service Employees Union (UPSEU), Custodian, Maintenance, and Food Service and Safety Monitor Employees, Local 424-Unit 103 (Executive Session Anticipated)	D. Batchelder
12.b. Discussion on para contract negotiations	D. Batchelder
13. Adjournment	D. Furie

LEVEL 2 ITEM 3B. POLICY

Policy discussions are a regular part of Board meetings.

Attached:

- December 20, 2022 regular meeting agenda

AMENDED AGENDA (as of 12/19/22)

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

Tuesday, December 20, 2022 7:00 PM
L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

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: 828 4614 6635 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 you name and address prior to voicing your comments.

Joining in by Computer:

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   When prompted for participant or meeting ID, enter 828 4614 6635
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 you 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	D. Furie
2. Recognitions/Acknowledgements	D. Furie
3. Audience to Visitors	D. Furie
4. Consent Agenda	D. Furie
4.a. Financial Report	D. Batchelder
4.b. Enrollment Report	D. Batchelder
4.c. Food Service Report	D. Batchelder
4.d. Human Resources Report	D. Batchelder
5. Approval of Minutes	A. Taylor
5.a. November 10, 2022 Curriculum Committee	A. Taylor
5.b. November 15, 2022 Regular Meeting	A. Taylor
5.c. November 29, 2022 Policy Committee	A. Taylor
5.d. December 6, 2022 Special Meeting	A. Taylor
6. Student Representative Report	A. Morin-Viall
7. Board of Education	D. Furie
7.a. President's Report	D. Furie
7.b. Policy Adoption, 1st Reading	D. Klase
7.b.1. New P 3542.22 Code of Conduct Governing Procurements Under a Federal Award	D. Klase/S. Oliver
7.b.2. New P 3542.43 Meal Charging Policy	D. Klase/S. Oliver
7.b.3. Revised P/AR 4116.3 Prohibition of Alcohol or Drug Usage	D. Klase/S. Oliver
7.b.4. Revised P/AR 5113 Student Attendance, Truancy and Chronic Absenteeism	D. Klase/S. Oliver
7.b.5. Revised P 5141.21 Administration of Student Medications in the Schools	D. Klase/S. Oliver

7.b.6. Revised P/F 6142.1 Curricular Exemptions	D. Klase/S. Oliver
7.b.7. New P 6146.11 Weighted Grading and Calculation of Grade Point Averages	D. Klase/S. Oliver
7.b.8. New P/AR 6148 Policy to Improve Completion Rates of the Free Application for Federal Student Aid (FAFSA)	D. Klase/S. Oliver
7.b.9. New P/AR 6172.2 Policy Addressing Enrollment in an Advanced Course or Program and Challenging Curriculum	D. Klase/S. Oliver
7.b.10. New P 6172.6 Credit for Online Courses	D. Klase/S. Oliver
7.b.11. Revised P/AR 5112 Age of Attendance	D. Klase/S. Oliver
7.c. School Liaison Reports	D. Furie
7.c.1. Windsor High School	A. Taylor/N. Wolliston
7.c.2. Sage Park Middle School	J. Halek/D. Klase
7.c.3. Clover Street School	L. Lockhart
7.c.4. John F. Kennedy School	J. Canter
7.c.5. Oliver Ellsworth School	J. Golinski
7.c.6. Poquonock School	P. Panos
7.d. Discussion on Adding an Agenda Item to the January Curriculum Committee Meeting	P. Panos
8. Superintendent's Report	T. Hill
8.a. Budget Assumptions, 2nd Reading	D. Batchelder
8.b. Revised 2023-2024 WHS Program of Studies	S. Oliver/N. Hady
9. Committee Reports	D. Furie
10. Other Matters/Announcements/Regular BOE Meetings	D. Furie
10.a. Next BOE Regular Meeting is Wednesday, January 18, 2023, 6:30 PM, (Superintendent Presents Budget, Public Forum, Regular Meeting) LPW, Board Room	D. Furie
11. Audience to Visitors	D. Furie
12. Adjournment	D. Furie

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, Director of Business Services and Human Resources 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:

- 4/4/23 Town Council Special Meeting Agenda
- 6/5/23 BOE Report to Town Council

TOWN OF WINDSOR, CONNECTICUT

Special Meeting Notice

Zoom Instructions

Dialing in by Phone Only:

Please call: **312 626 6799 or 646 558 8656**

1. When prompted for participant or meeting ID enter: **895 7142 5694** then press #
2. You will then enter the meeting muted. During Public Comment if you wish to speak press ***9** to raise your hand.

Joining in by Computer:

Please go to the following link: https://us02web.zoom.us/j/89571425694

When prompted for participant or meeting ID enter: **895 7142 5694**

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 4, 2023**

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. Public Works
5. Landfill Enterprise Fund
6. Resident Transfer Station Enterprise Fund
7. Adjournment

Public Act 75-312 requires notice of special meetings to be posted in the Town Clerk's Office no less than 24 hours prior to the time of such meetings. No other business shall be considered at this meeting than that listed on this Agenda.

Board of Education Report to Town Council
Monday, June 5, 2023

- The Windsor High School Class of 2023 Commencement will take place on Wednesday, June 14, 2023 at the Bushnell Performing Arts Center at 6:30 PM. The last day of school for students Pre-K to Grade 11 will be Friday, June 9, 2023.

- On May 17, 2023, Windsor High School held their annual Art and Fashion Show. The following students' art work were selected as the purchase prizes:
  - BOE Purchase Prize selected by BOE President David Furie
    - *Panda Wa Panda Janail* by **Nicholas Dennis**
  - Superintendent's Purchase Prizes selected by Superintendent Dr. Terrell Hill
    - *The Nemean Lion* by **Tyler Hall**
    - *Light* by **Selma Saeedosman**
  - Windsor High School Purchase Prize selected by Principal Breon Parker
    - *The Power of Education* by **Yarizabelliz Castro Roman**

- The district is pleased to announce the appointment of two administrators:
  - **Mr. Matthew Spector** has been appointed as the new assistant principal for Clover Street School. Mr. Spector is a resident of Windsor as well as a Windsor Volunteer Fire Fighter! Mr. Spector has been a Special Education Teacher/Case Manager for the past 11 years at Simsbury High School. During his tenure, Mr. Spector managed students from grades 9-12 across all academic content areas and was always a member of his school leadership teams. Mr. Spector earned a Bachelor of Science in Special Education with a concentration in Mathematics; Master of Arts in Special Education; and most recently, Educational Leadership, 6th Year Certification from the University of Connecticut.
  - **Noha Abdel-Hady, EdD** has been appointed as Assistant Superintendent for Instructional Services. Dr. Hady began her tenure with Windsor Public Schools in 2016 as the STEM Director and remained in that position until she was appointed Acting Assistant Superintendent in December 2022. Dr. Hady's experience and leadership in both of these roles in Windsor have been an extreme asset to our school community. Before coming to Windsor, she had experience teaching AP level math courses, serving as a Math Coach, a Data Coordinator, an Instructional Facilitator, and High School Principal. She has experienced tremendous success at every level of her career.

- We have additional seniors who have signed to play athletics at a college/university next fall. These students are in addition to those who were recognized at the May town council meeting. They are:
    - Mason Doshi, Boys Lacrosse, SUNY Brockport
    - Victoria Francis, Girls Outdoor Track, Morgan State University
    - Jess Jenkins, Boys Soccer, Mitchell College
    - Ryan Stillman, Boys Soccer, Western CT State University

- The BOE's next regular meeting will be on Tuesday, June 20, 2023 at 7:00 PM in the Board Room at LP Wilson Community Center.

- Dr. Hill's Coffee Talks have concluded for this school year. Please watch for his Coffee Talks for the 2023-2024 school year which will be posted on the district website.

- Please remember to check our website, www.windsorct.org, for the most updated information, athletic schedules and academic calendar. Snow day information will be located on a banner on the website as soon as possible if inclement weather should affect the school day. In addition, the district will send out a communication about schools being closed, delayed or early dismissal through our notification system. Families should make sure their child's school has their most up-to-date contact information.

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 5B. RELATED ORGANIZATIONAL LEADERSHIP

BOE President David Furie, Vice President Leonard Lockhart, BOE Member Nathan Wolliston and Superintendent Dr. Terrell Hill attended the HASA/CABE/CREC In-person Legislative Forum on February 16, 2023. President Furie emailed our Windsor legislators informing them of the event. (Email and flyer attached)

BOE President David Furie, Vice President Leonard Lockhart, BOE Member Nathan Wolliston and Superintendent Dr. Terrell Hill all attended the 2023 CABE Lobbying Day. Three of our Windsor High School students met with board members and Windsor legislators, Maryam Khan, Jane Garibay, Douglas McCrorey and John Kissel.



President Furie testified on CABE Lobbying Day on several educational bills.



HASA/CREC/CABE

2023 LEGISLATIVE FORUM

THURSDAY, FEBRUARY 16
8:45-10 A.M.
STATE CAPITOL, ROOM 310
210 CAPITOL AVENUE, HARTFORD

Join the conversation about legislative priorities and educational issues for the 2023 Session of the CT General Assembly and learn how we can work together to pass Equitable Educational Funding.

We look forward to your participation along with Superintendents, Board of Education members, and CGA Legislators from throughout the Education Committee & Greater Hartford region.

RSVP TODAY!

To RSVP, email Gladys Rivera at CREC, **glrivera@crec.org**

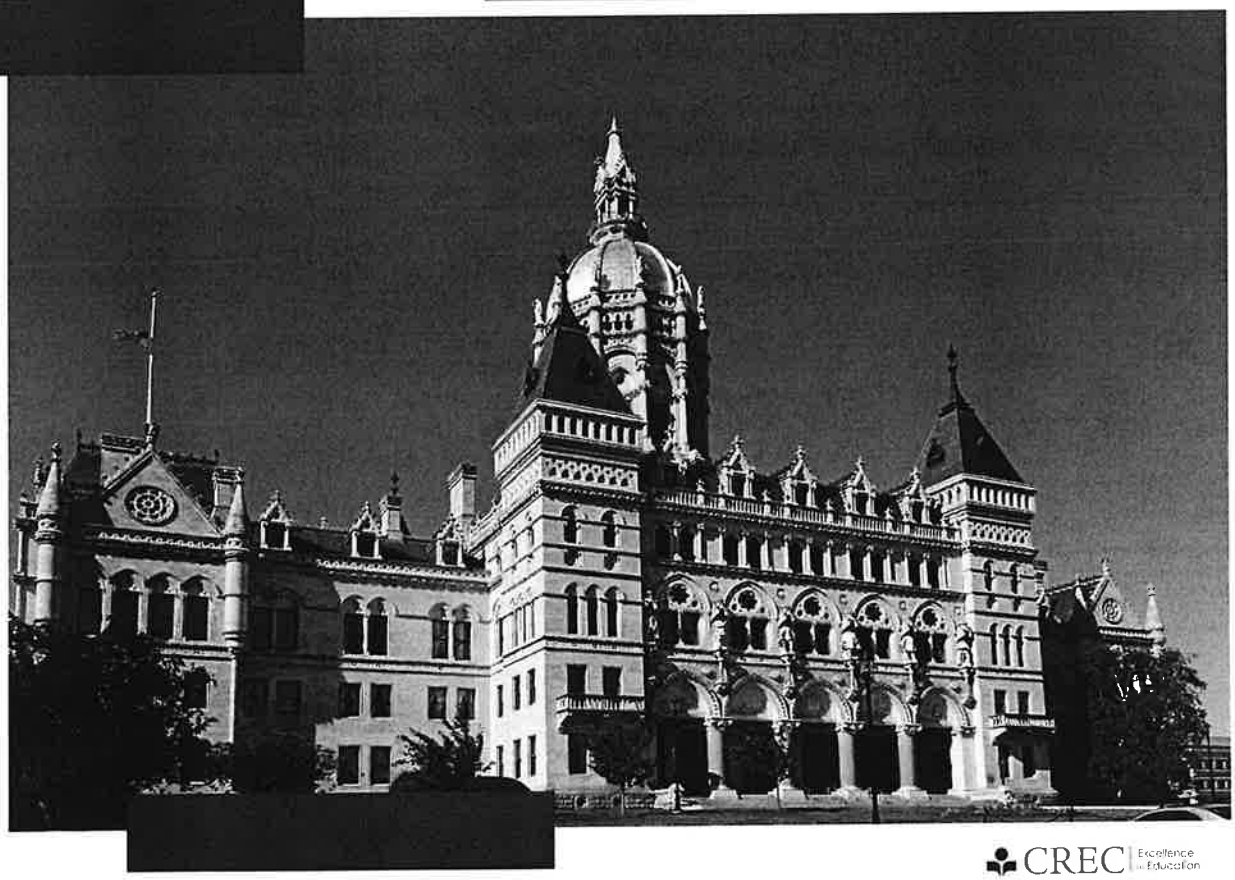
Hosted by:

Capitol Region Education Council (CREC)
Hartford Area Superintendents Association (HASA)
Connecticut Association of Boards of Education (CABE)

Have questions?

Contact Debra Borrero, CREC Director of Public Policy & Strategic Planning, **dborrero@crec.org**

Join the conversation!



CREC Excellence in Education

WINDSOR PUBLIC SCHOOLS

Brown, Sally <sbrown@windsorct.org>

Re: HASA/CABE/CREC Legislative Forum

1 message

Brown, Sally <sbrown@windsorct.org> Fri, Jan 27, 2023 at 9:26 AM
To: "Furie, David" <dfurie@windsorct.org>
Cc: Leonard Lockhart <llockhart@windsorct.org>

Hi David, Dr. Hill is planning to attend. CREC had left Dr. Hill off the initial email. That issue has been corrected.

Thank you, Sally

On Thu, Jan 26, 2023 at 2:13 PM Furie, David <dfurie@windsorct.org> wrote:

Hi Sally

This is for Dr. Hill. Leonard and I were sent this today. I hope Dr. Hill can attend. I will let our legislators (Jane Garibay Maryam Khan, Doug McCrory, and John Kissel) know about it

David

---------- Forwarded message ---------
From: **Florio, Greg** <gflorio@crec.org>
Date: Thu, Jan 26, 2023 at 10:29 AM
Subject: HASA/CABE/CREC Legislative Forum
To: becka59@comcast.net <becka59@comcast.net>, bgranato@wethersfield.me <bgranato@wethersfield.me>, cdavey@boltonct.org <cdavey@boltonct.org>, brfletcher@npsct.org <brfletcher@npsct.org>, celinakelleher2004@gmail.com <celinakelleher2004@gmail.com>, cpattacini@mpspride.org <cpattacini@mpspride.org>, chris.thiesing@somers.k12.ct.us <chris.thiesing@somers.k12.ct.us>, cwilson@cvmco.com <cwilson@cvmco.com>, craig.zimmerman@swindsor.k12.ct.us <craig.zimmerman@swindsor.k12.ct.us>, dfurie@windsorct.org <dfurie@windsorct.org>, rodriguezl@comcast.net <rodriguezl@comcast.net>, dennisgragnolati@gmail.com <dennisgragnolati@gmail.com>, desaid@rockyhillps.com <desaid@rockyhillps.com>, dharris@blmfld.org <dharris@blmfld.org>, fitzsimmonsl@fpsct.org <fitzsimmonsl@fpsct.org>, siutae@fpsct.org <siutae@fpsct.org>, fneill@ewct.org <fneill@ewct.org>, jblea@avon.k12.ct.us <jblea@avon.k12.ct.us>, johndvecchitto@gmail.com <johndvecchitto@gmail.com>, jt06033@gmail.com <jt06033@gmail.com>, kcarey-trull@ewct.org <kcarey-trull@ewct.org>, kim.oliver@hartford.gov <kim.oliver@hartford.gov>, kristinagilton711@gmail.com <kristinagilton711@gmail.com>, llockhart@windsorct.org <llockhart@windsorct.org>, ldaniels@cadrplus.com <ldaniels@cadrplus.com>, lydiatedone@aol.com <lydiatedone@aol.com>, mscata@portlandct.us <mscata@portlandct.us>, merrill@earlychildhoodalliance.com <merrill@earlychildhoodalliance.com>, munderwood@ellingtonschools.net <munderwood@ellingtonschools.net>, patlking@cox.net <patlking@cox.net>, tlavoy@portlandct.us <tlavoy@portlandct.us>, bobbrown@southingtonschools.org <bobbrown@southingtonschools.org>, sarah.bollinger@somers.k12.ct.us <sarah.bollinger@somers.k12.ct.us>, msattan@suffieldstudent.org <msattan@suffieldstudent.org>, tracy00@comcast.net <tracy00@comcast.net>, tharris@easthartfordct.gov <tharris@easthartfordct.gov>, harris.tv@easthartford.org <harris.tv@easthartford.org>, bhcarnemolla@avon.k12.ct.us <bhcarnemolla@avon.k12.ct.us>, bbenigni@berlinschools.org <bbenigni@berlinschools.org>, kheckt@boltonct.org <kheckt@boltonct.org>, kcase@cantonschools.org <kcase@cantonschools.org>, emacri@cromwell.k12.ct.us <emacri@cromwell.k12.ct.us>, ptudryn@ewct.org <ptudryn@ewct.org>, snicol@ellingtonschools.net <snicol@ellingtonschools.net>, cdrezek@enfieldschools.org <cdrezek@enfieldschools.org>, greiderk@fpsct.org <greiderk@fpsct.org>, Bookmana@glastonburyus.org <Bookmana@glastonburyus.org>, grossmanj@granbyschools.org <grossmanj@granbyschools.org>, leslie.torres-rodriguez@hartfordschools.org <leslie.torres-rodriguez@hartfordschools.org>, mbrummett@npsct.org <mbrummett@npsct.org>, lepages@plainvilleschools.org <lepages@plainvilleschools.org>, cbritton@portlandct.us <cbritton@portlandct.us>, zitom@rockyhillps.com <zitom@rockyhillps.com>, mcurtis@simsburyschools.net <mcurtis@simsburyschools.net>, paul.gagliarducci@somers.k12.ct.us <paul.gagliarducci@somers.k12.ct.us>, kcarter@swindsor.k12.ct.us <kcarter@swindsor.k12.ct.us>, smadancy@southingtonschools.org <smadancy@southingtonschools.org>, tvantasel@suffield.org <tvantasel@suffield.org>, wwillett@tolland.k12.ct.us <wwillett@tolland.k12.ct.us>, jmacary@vernonct.gov <jmacary@vernonct.gov>, andrew_marrow@whps.org <andrew_marrow@whps.org>, memmett@wethersfield.me <memmett@wethersfield.me>, sparkhurst@wlps.org <sparkhurst@wlps.org>, Florio, Greg <gflorio@crec.org>, Borrero, Debra <dborrero@crec.org>

Good morning Superintendents and Council Members,

I am excited to announce this year's **HASA/CABE/CREC Legislative Forum** will be held in-person on **Thursday, February 16, 2023 from 8:45 – 10:00 a.m. in Room 310 at the State Capitol**, 210 Capitol Avenue, Hartford. Light breakfast will be served.

Please join us for networking from 8:45-9:00 and discussion on our legislative priorities starting at 9:00 a.m. We will begin our discussion with an overview of CREC's Legislative Priorities and CABE Legislative Priorities followed by an engaging discussion on educational funding issues in Connecticut and its impact on all districts. The Forum is an important opportunity for us to engage in dialogue with our legislators and to partner with you in lobbying efforts regarding these priority areas.

I hope you plan to attend and that you reach out to your local legislators to attend with you. I would greatly appreciate your partnership in helping us increase legislator attendance by sending an email or making a phone call to the legislators who represent

your district. I have attached a sample communication for you to use.

For your convenience, I have attached the CREC Legislative Priorities along with each CREC member district's fact sheet as it relates to this issue. Please share this with your board members and legislators to advocate for the needed change in educational funding.

As you may know, the Education and Appropriations Committee will hold a joint public hearing on Friday, February 3 on SB 1: AAC Transparency in Education and HB 5003: AAC Education Funding in Connecticut. Please consider testifying to have your voice added to resolving the inequities in educational funding.

Please don't hesitate to contact me if you have any questions. Thank you for your partnership and support!

Sincerely,

Greg J. Florio, Ed.D.

Executive Director

CREC (Capitol Region Education Council)

111 Charter Oak Avenue, Hartford, CT 06106

860.524.4063 | gflorio@crec.org | www.crec.org

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--

Sally A. Brown
Executive Assistant to the Superintendent
Terrell M. Hill, PhD

Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
sbrown@windsorct.org

Tel: 860-687-2000 x1236
Fax: 860-687-2009

www.windsorct.org



WINDSOR PUBLIC SCHOOLS

Brown, Sally <sbrown@windsorct.org>

Fw: Lobbying day

1 message

David Furie <dfurie5@sbcglobal.net> Tue, Sep 5, 2023 at 2:06 PM
Reply-To: David Furie <dfurie5@sbcglobal.net>
To: "Brown, Sally" <sbrown@windsorct.org>

About lobbying day.

Sent from AT&T Yahoo Mail on Android

> ----- Forwarded Message -----
> **From:** "David Furie" <dfurie5@sbcglobal.net>
> **To:** "smckay@cabe.org" <smckay@cabe.org>
> **Sent:** Mon, Mar 6, 2023 at 9:28 AM
> **Subject:** Lobbying day
> Hi Sheila
>
> Another question. Windsor is set to meet with our 2 reps and Sen McCrory. Haven't touched base with Senator Kissel (7th Senatorial)- do you know if any other folks from CABE towns in his District (WL, Granbies, Somers, Suffield, Enfield) are attending? If so, maybe we could work together.
>
> David Furie
>
> Sent from AT&T Yahoo Mail on Android

LEVEL 2 ITEM 5C. RELATED ORGANIZATIONAL LEADERSHIP

The Board works closely with its local legislative delegation to improve schools.

At their 2/22/23 regular meeting, the Board voted to support HB 5003: AAC Education Funding in CT. A letter endorsing HB 5003 was signed by all nine Board members and emailed to all Windsor legislators asking them to also support the bill. Attached is the agenda for the 2/22/23 regular meeting, the approved minutes for 2/22/23, the agenda summary and letter endorsing the bill as well as the email communication sent on 3/1/23 to Windsor legislators including Governor Lamont.

As previously stated in Level 2 Item 5B, BOE President David Furie, Vice President Leonard Lockhart, Board Member Nathan Wolliston and Superintendent Dr. Terrell Hill all attended the 2023 CABE Lobbying Day. Three of our Windsor High School students met with board members and Windsor legislators, Maryam Khan, Jane Garibay, Douglas McCrorey and John Kissel.

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

Wednesday, February 22, 2023 7:00 PM
L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

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: 830 8541 3501 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 you name and address prior to voicing your comments.

Joining in by Computer:

1. Please go to the following link: https://us06web.zoom.us/j/83085413501
2. When prompted for participant or meeting ID, enter 830 8541 3501
3. 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 you name and address prior to voicing your comments.
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.

1. Call to Order, Pledge to the Flag and Moment of Silence	D. Furie
2. Recognitions/Acknowledgements	D. Furie/T. Hill
2.a. Recognition – New BOE Student Representative—Tristan Davis	T. Hill/B. Parker
2.b. Recognition—CABE Recognitions	D. Furie
3. Audience to Visitors	D. Furie
4. Consent Agenda	D. Furie
4.a. Financial Report	D. Batchelder
4.b. Enrollment Report	D. Batchelder
4.c. Food Service Report	D. Batchelder
4.d. Human Resources Report	D. Batchelder
5. Approval of Minutes	A. Taylor
5.a. January 18, 2023 Regular Meeting	A. Taylor
5.b. January 24, 2023 Public Forum with Finance Committee	A. Taylor
5.c. January 31, 2023 Public Forum with Finance Committee	A. Taylor
5.d. February 7, 2023 Public Forum with Finance Committee	A. Taylor
6. Student Representative Report	T. Davis
7. Board of Education	D. Furie
7.a. President's Report	D. Furie
7.b. Sage Park Middle School Roof Replacement Project	D. Batchelder
7.c. Discussion on HB 5003 – An Act Concerning Education Funding in Connecticut (Anticipated Action)	L. Lockhart

7.d. Finance Committee's Recommendation regarding the 2023-2024 Financial Plan and Adoption of the 2023-2024 Financial Plan (Anticipated Action)	L. Lockhart
7.e. School Liaison Reports	D. Furie
7.e.1. Windsor High School	A. Taylor/N. Wolliston
7.e.2. Sage Park Middle School	D. Klase/J. Halek
7.e.3. Clover Street School	L. Lockhart
7.e.4. John F. Kennedy School	J. Canter
7.e.5. Oliver Ellsworth School	J. Golinski
7.e.6. Poquonock School	P. Panos
8. Superintendent's Report	T. Hill
9. Committee Reports	D. Furie
10. Other Matters/Announcements/Regular BOE Meetings	D. Furie
10.a. Next BOE Regular Meeting is Tuesday, March 21, 2023, 7:00 PM, LPW, Board Room	D. Furie
11. Audience to Visitors	D. Furie
12. Adjournment	D. Furie

Windsor Board of Education
Regular Meeting –Hybrid via Zoom and In-person
Approved Minutes

Wednesday, February 22, 2023 7:00 PM
L.P. Wilson Community Center, Board Room
601 Matianuck Avenue
Windsor, CT 06095

The following are the approved minutes of the Wednesday, February 22, 2023 Regular Meeting – Hybrid via Zoom and In-person as approved in the March 21, 2023 Regular Meeting.

Ms. Jill Canter:	Present
Mr. David Furie:	Present
Ms. Juline Golinski:	Absent
Mr. Jeremy Halek:	Present
Ms. Darleen Klase:	Present
Mr. Leonard Lockhart:	Present
Mr. Paul Panos:	Present
Ms. Ayana Taylor:	Present
Mr. Nathan Wolliston:	Present

Ms. Canter participated virtually.

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

   The meeting was called to order at 7:02 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Superintendent of Schools Dr. Terrell Hill, Director of Business Services and Human Resources Danielle Batchelder, Acting Assistant Superintendent for Instructional Services Dr. Noha Abdel-Hady, Director of Pupil and Special Education Services Kristina Wieckowski. and Student Representative Tristan Davis.

2. Recognitions/Acknowledgements

   a. Recognition - New BOE Student Representative -Tristan Davis

   Dr. Hill introduced WHS Principal Breon Parker, who announced Tristan Davis as the new BOE Student Representative. Mr. Parker provided a detailed overview of the many traits and qualifications of Mr. Davis, and said it was a pleasure to present him to the Board.

   b. Recognition - CABE Recognitions

   Mr. Furie introduced Bloomfield BOE Chair Donald Harris, who presented on behalf of CABE the 2022 Bonnie B. Carney Award of Excellence for Educational Communications in both Social Media and Website to the Board. The Board recognized District Communications Coordinator Gianna Gill for all her efforts in managing the communications software for the district, and presented her an engraved clock as a token of their appreciation.

   The following motion, if approved, is to be placed after Item 2.b. CABE Recognitions in the agenda and requires a two-thirds majority vote.

   Move the Board of Education add the following agenda item to tonight's meeting: Recognition recognizing Paul J. Panos. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Jeremy Halek,
   Passed.

   Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8 No: 0

The Board recognized BOE Minority Leader Paul Panos for over twenty years of service to the Windsor Board of Education, Windsor Public Schools, and the Town of Windsor. As a token of their appreciation, the Board presented Mr. Panos an engraved crystal bowl.

3. Audience to Visitors

Linnea Carroll, 45 Portman Street - Ms. Carroll expressed her thanks to the Board for their continued support of the robotics program in town.

4. Consent Agenda

Move the Board of Education approve consent agenda items 4.b. Enrollment Report, 4.c. Food Service Report, and 4.d. Human Resources Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos,
Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8 No: 0

a. Financial Report

Expenditures for January 31, 2023:	$7,372,931
Expenditures through January 31, 2023:	$43,869,470

Mr. Panos had questions regarding the magnet school tuition and special education tutor salaries.

Ms. Batchelder explained the magnet school tuition is the total amount of what is being paid this year, which she noted is over budget. She also stated the district has been utilizing the special education tutors in order to help implement service hours throughout the school year.

Move the Board of Education approve consent agenda item 4.a. Financial Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos,
Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8 No: 0

b. Enrollment Report

c. Food Service Report

d. Human Resources Report

5. Approval of Minutes

a. January 18, 2023 Regular Meeting
b. January 24, 2023 Public Forum with Finance Committee Meeting
c. January 31, 2023 Public Forum with Finance Committee Meeting
d. February 7, 2023 Public Forum with Finance Committee Meeting

Move the Board of Education approve the minutes of the January 24, 2023 Public Forum with Finance Committee Meeting, the January 31, 2023 Public Forum with Finance Committee Meeting, and the February 7, 2023 Public Forum with Finance Committee Meeting. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos,
Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

Mr. Panos and Ms. Canter questioned where the discussion of student dress code and the motion to move that the Policy Committee take up the dress code item presented was located in the minutes of the January 18, 2023 Regular Meeting.

BOE Stenographer Alexis Schacht explained to the Board where the discussion and motion was located in the minutes, which was after item 10.b. School Liaison Reports.

Move the Board of Education approve the minutes of the January 18, 2023 Regular Meeting. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos,
Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

6. Student Representative Report

Mr. Davis expressed his thanks to the Board and Mr. Parker for the opportunity to be the student representative. He discussed one of his core values is harnessing power in education. He also mentioned that seniors at WHS are excited to be touring colleges at the moment.

7. Board of Education

a. President's Report

Mr. Furie stated that he visited John F. Kennedy School on January 27 to acknowledge grade 3 student Emma Hadari who was one of the 1st Congressional District winners of the Senator's MLK Essay Contest. On February 4, Mr. Furie attended the robotics FTC qualifier at Sage Park. The Windsor team placed in second out of nineteen teams at the end of the preliminary round. On February 10, he attended the WHS Black History celebration put on by the Music Department. On February 21, Mr. Furie attended a technology event at Central Connecticut State University and stated that a major discussion on the panel was that there is a need for more vocational pathways.

b. Sage Park Middle School Roof Replacement Project

Move that a project for the partial roof replacement at the Sage Park Middle 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. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos,
Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

Mr. Panos asked for clarification on how the project is related to the partial roof replacement that was voted on in a previous meeting.

Ms. Batchelder explained that the partial roof replacement is broken into three phases and that it will also be presented to the Board again next year.

Move the Board of Education to proceed with item 7.d. Finance Committee's Recommendation regarding the 2023-2024 Financial Plan and Adoption of the 2023-2024 Financial Plan (Anticipated Action), and then go back to the regular order of the agenda. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos,
Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

c. Discussion on HB 5003 – AN ACT CONCERNING EDUCATION FUNDING IN CONNECTICUT (Anticipated Action)

Move the Board of Education approve the letter endorsing HB 5003, An Act Concerning Education Funding in Connecticut. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos,
Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

Ms. Klase left the boardroom at 9:28 PM and returned at 9:30 PM.

Mr. Panos asked for clarification on items two and three.

Mr. Lockhart addressed the items to the Board.

d. Finance Committee's Recommendation regarding the 2023-2024 Financial Plan and Adoption of the 2023-2024 Financial Plan (Anticipated Action)

Prior to voting on the main motion, there were substitute motions presented by members of the Board.

Move the Board of Education accept the proposed 2023-2024 budget submitted to the Board by Superintendent Dr. Terrell Hill with a 4.84% increase over the current year's budget. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos,
Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: No, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: No Vote, Mr. Nathan Wolliston: Yes

Yes: 6, No: 1

The board members each spoke in support of, or their concerns about, the budget presented.

Ms. Taylor left the boardroom at 9:18 PM and returned at 9:19 PM.

Move to substitute motion to reduce the current proposal by $110,200 for an increase of $3,589,375 and a percent increase of 4.69%, for a new budget of $80,073,811 by making certain changes in the positions of SEL's and the student support counselors. This motion, made by Mr. Paul Panos and seconded by Mr. Jeremy Halek,
Failed,

Ms. Jill Canter: Yes, Mr. David Furie: No, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: No, Mr. Leonard Lockhart: No, Mr. Paul Panos: Yes, Ms. Ayana Taylor: No, Mr. Nathan Wolliston: Yes

Yes: 3, No: 5

Mr. Panos provided a detailed explanation where he proposed changes to the areas of SEL Specialists and Student Support Coordinators.

The board members each spoke in support of, or their concerns about, the budget presented.

Dr. Hill and Ms. Batchelder answered questions and provided clarification for the board members.

Mr. Wolliston left the boardroom at 8:06 PM and returned at 8:08 PM.

Move to substitute motion to reduce the budget by $16,850 by removing $10,000 from the CABE vendor budget and removing from the Superintendent vendor budget the National Center for School Research and Technology by $6,850, for a total of $16,850 and a new an increase of $3,682,725 and a percent increase of 4.81%, for a new proposed budget of $80,167,161. This motion, made by Mr. Paul Panos and seconded by Mr. Jeremy Halek,
Failed,

Ms. Jill Canter: Yes, Mr. David Furie: No, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: No, Mr. Leonard Lockhart: No, Mr. Paul Panos: Yes, Ms. Ayana Taylor: No, Mr. Nathan Wolliston: Yes

Yes: 3, No: 5

Mr. Panos provided a detailed explanation of the proposed reductions that he indicated in the substitute motion.

The board members each spoke in support of, or their concerns about, the budget presented.

e. School Liaisons Reports

1. Windsor High School

None.

2. Sage Park Middle School

Mr. Halek listed events that are taking place at Sage Park. Events that were mentioned are as follows: on February 22 there was a winter sports ceremony, on February 24 there will be a black history assembly, on March 7 there will be a Teacher Professional Development Day with an early dismal for students, and from March 22 - 24 there will be Parent-Teacher Conferences. Mr. Halek also reminded parents and students that the school store is open and students can use their PBIS points to purchase items.

3. Clover Street School

None.

4. John F. Kennedy School

Ms. Canter congratulated grade 3 student Emma Hadari who was one of the 1st Congressional District winners of the Senator's MLK Essay Contest.

5. Oliver Ellsworth School

None.

6. Poquonock School

Mr. Panos stated that on February 24 there will be a black history assembly. He also mentions that students are enjoying being tutored in math and literacy by the WHS students.

8. Superintendent's Report

Dr. Hill congratulated Paul Panos for all his years of service and Gianna Gill for moving the district communications to the next level. The district website is being noticed at both state and national levels.

Beginning March 1, 2023, additional funding will allow the Windsor Public Schools, operating the National School Lunch and National School Breakfast Programs, to offer meals at no cost to students for the remainder of the school year, 2022-2023. WPS will be offering one free breakfast and one free lunch meal per school day to all students.

On February 23 the WHS Choral Department will hold the Rhythm of the Night Choral Concert at 7:00 PM in the WHS Auditorium.

Senator Chris Murphy paid a visit to John F. Kennedy School on January 27 to acknowledge grade 3 student Emma Hadari. She was one of the 1st Congressional District winners. Her essay may be found on the district website.

Dr. Hill reminded the public more episodes are coming out on his podcast, *Chat and Chill with Super. Hill*, which are listed on the district website.

The next Coffee Talk will be held on Tuesday, February 28, 2022 at 6:00 PM here in the boardroom at LPW. A specific topic to be addressed will be the incidences of students bringing knives to school. Please RSVP on the district website.

On February 17, Dr. Hill participated in the National African American Read-In Day at Clover Street School along with Mr. Lockhart, members of Omega Psi Phi Fraternity Inc., members of Phi Beta Sigma Fraternity Inc., members of Alpha Phi Alpha Fraternity Inc., and members of Kappa Alpha Psi Fraternity Inc.

Ms. Canter responded to the report with questions about the January 23 cancellation of after school activities as well as the after school late buses at the high school.

Dr. Hill addressed her questions to the Board.

9. Committee Reports

None.

10. Other Matters/Announcements/BOE Meetings

a. Next BOE Regular Meeting is Tuesday, March 21, 2023, 7:00 PM, LPW, Board Room

Ms. Taylor wished a happy Black History Month.

Mr. Lockhart expressed his thoughts for former US President Jimmy Carter and thanked him for all that he has done for public education.

Mr. Halek congratulated Mr. Panos for his many years with the BOE.

Mr. Wolliston congratulated Mr. Panos, Ms. Gill, and Mr. Davis. He also reminded the public that Women's History Month will be in March.

Ms. Canter encouraged people to go to the New England Air Museum this month.

Mr. Furie thanked the administration and the board members for their hard work on the budget.

11. Audience to Visitors

Anonymous attendee - The attendee had questions regarding community service hours and monitoring the locations that students report on completing community service.

William Pelkey, 133 Portman Street - Mr. Pelkey stated that he would like to see the budget more directed to students, specifically highlighting CTE. Mr. Pelkey brought up that the Board should take note of balancing the needs of the community when considering the budget. He also said that he was disturbed by a comment that Mr. Wolliston said when discussing the budget regarding leaving decisions to the Superintendent.

12. Adjournment

Move to adjourn the meeting at 9:57 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Ms. Jill Canter: Yes, Mr. David Furie: Yes, Ms. Juline Golinski: Absent, Mr. Jeremy Halek: Yes, Ms. Darleen Klase: Yes, Mr. Leonard Lockhart: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 0

The meeting adjourned at 9:57 PM.

Ayana K. Taylor, Secretary
Windsor Board of Education

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 22, 2023

Prepared By: Terrell M. Hill **Presented By:** Leonard Lockhart

Attachments: Letter endorsing HB 5003 – An Act Concerning Education Funding in Connecticut

Subject: Discussion on HB 5003 – An Act Concerning Education Funding in Connecticut (Anticipated Action)

BACKGROUND:

House Bill 5003 - An Act Concerning Education Funding in Connecticut streamlines the funding system by simplifying it, aligning monies to student need and supporting school districts and municipalities to better project future spending. More specifically, HB 5003 does the following:

- Accelerates the Education Cost Sharing (ECS) grant adjustments by several years fully funding the grant by FY 2025
- Expands the weighted funding to students attending public schools of choice (magnet, charter, AgriScience and Open Choice programs)
- Eliminates general education tuition billing for magnet school operators and AgriScience programs, effective FY 2025
- Maintains current schedule for towns receiving reductions in their ECS grants
    - Many of these districts will see net increases from the elimination of tuition and increased state aid for school choice programs

RECOMMENDATION:

Move the Board of Education approve the letter endorsing *HB 5003, An Act Concerning Education Funding in Connecticut*

Recommended by the Superintendent: TH/SB

Agenda Item # 7.c.

February 2023

Windsor Board of Education Endorses
An Act Concerning Education Funding in Connecticut

House Bill 5003 is a student-centered funding system that will benefit rural, suburban and urban districts

The Windsor Board of Education recognizes the immense challenge legislators face in representing a diverse set of stakeholders with varied interests. We intentionally identify legislation that will benefit school districts in rural, suburban and urban communities. Windsor is part of Connecticut's solution: demonstrating on an annual basis that nine Board Members of different political parties are able to work together to develop a legislative platform for your consideration.

The Windsor Board of Education has unanimously approved this letter outlining our 2023 legislative priority.

HB 5003 - AN ACT CONCERNING EDUCATION FUNDING IN CONNECTICUT

For decades, Connecticut's education funding system has had an over-reliance on property tax and resident income. This has had a direct impact on local mill-rates across Connecticut. Adding to further economic strain, local school districts pay an increasing percentage of the annual tuition to important school programs of choice (magnet, AgriScience, etc.). To supplement this funding system, the state utilizes the Education Cost Sharing (ECS) grant, first developed in 1990. ECS is currently undergoing a formula adjustment to better align with the student needs of Windsor and many other urban, suburban and rural school districts across the state. This is beneficial to most school districts. However, this adjustment is not transformative because it maintains the current disjointed and inequitable funding system.

House Bill 5003 - An Act Concerning Education Funding in Connecticut streamlines the funding system by simplifying it, aligning monies to student need and supporting school districts and municipalities to better project future spending. More specifically, HB 5003 does the following:

- Accelerates the Education Cost Sharing (ECS) grant adjustments by several years fully funding the grant by FY 2025
- Expands the weighted funding to students attending public schools of choice (magnet, charter, AgriScience and Open Choice programs)
- Eliminates general education tuition billing for magnet school operators and AgriScience programs, effective FY 2025
- Maintains current schedule for towns receiving reductions in their ECS grants
    - Many of these districts will see net increases from the elimination of tuition and increased state aid for school choice programs

The fiscal year 2025 targeted in HB 5003 is strategic in that it anticipates a fiscal cliff for many school districts (not Windsor) who utilized American Rescue Plan (ARP) and Elementary and Secondary School Emergence Relief (ESSER) Funding for vital staffing needs due to a significant increase in student mental

health needs post-pandemic. Connecticut received $1.1B in ARP ESSER funds with 71% of school districts using approximately $480M for staffing. Those funds are no longer available after September 2024 (School | State Finance Project).

In FY 2025, with the passage of HB 5003, Windsor Public Schools gain approximately $583K, based upon revenue increases and tuition savings. To learn more about your school district's financials click here for the HB 5003 (formerly HB 5283) calculations.

The current state budget projections show room of approximately $900M under the spending cap. With an estimated cost of $275M, HB 5003 is a major step in the right direction for streamlining and stabilizing Connecticut's school funding system and correcting the State's overreliance on property taxes.

Please do not hesitate to contact any Windsor Board of Education member or our Superintendent of Schools, Dr. Terrell Hill (thill@windsorct.org), should we be of further support for this important bill.

Sincerely,

Mr. David Furie, BOE President
dfurie@windsorct.org

Ms. Ayana Taylor, BOE Secretary
aytaylor@windsorct.org

Ms. Jill Canter
jcanter@windsorct.org

Mr. Jeremy Halek
jhalek@windsorct.org

Mr. Nathan Wolliston
nwolliston@windsorct.org

Mr. Leonard Lockhart, BOE Vice-President
llockhart@windsorct.org

Mr. Paul Panos, BOE Minority Leader
ppanos@windsorct.org

Ms. Juline Golinski
jgolinski@windsorct.org

Ms. Darleen Klase
dklase@windsorct.org

Fwd: Windsor BOE Endorses HB 5003 - An Act Concerning Education Funding in CT

1 message

Brown, Sally <sbrown@windsorct.org> Wed, Mar 1, 2023 at 3:34 PM
To: David Furie <dfurie@windsorct.org>, Leonard Lockhart <llockhart@windsorct.org>, Paul Panos <ppanos@windsorct.org>, Terrell Hill <thill@windsorct.org>

Hello - just wanted you to know when I submitted the letter to Governor Lamont, I used David's name (as Board President) and contact information.

Thanks, Sally

---------- Forwarded message ---------
From: **Brown, Sally** <sbrown@windsorct.org>
Date: Wed, Mar 1, 2023 at 3:27 PM
Subject: Windsor BOE Endorses HB 5003 - An Act Concerning Education Funding in CT
To: Rep. Khan, Maryam <maryam.khan@cga.ct.gov>, Rep. Garibay, Jane <jane.garibay@cga.ct.gov>, Sen. McCrory, Douglas <Douglas.McCrory@cga.ct.gov>, <John.A.Kissel@cga.ct.gov>
Cc: Terrell Hill <thill@windsorct.org>, David Furie <dfurie@windsorct.org>, Leonard Lockhart <llockhart@windsorct.org>, Paul Panos <ppanos@windsorct.org>

Good afternoon,

Please see the attached letter from the Windsor Board of Education endorsing HB 5003 - An Act Concerning Education Funding in CT.

The board is hopeful you will support this important bill - HB 5003.

With thanks and appreciation on behalf of the Windsor Board of Education,

Sally A. Brown
Executive Assistant to the Superintendent
Terrell M. Hill, PhD

Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
sbrown@windsorct.org

Tel: 860-687-2000 x1236
Fax: 860-687-2009

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Sally A. Brown
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Feb 2023 Windsor BOE Endorses HB 5003 An Act Concerning Education Funding in CT.pdf
136K

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

Prepared By: Dr. Terrell Hill **Presented By:** Paul Panos

Attachments: N/A

Subject: Discussion on the part of the Windsor Education Foundation Grant Award from March 21, 2023 which states, "With support from their teacher, students in the GSA will facilitate workshops with middle school students to help build connections before high school." Possible Board Action.

BACKGROUND:

This item was tabled from the June 20, 2023 meeting and was originally placed on the agenda at the request of Mr. Paul Panos, with the support of board members Jill Canter and Jeremy Halek.

RECOMMENDATION:

For discussion and possible Board action.

Recommended by the Superintendent: TH/sb

Agenda Item # 7.g.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

PREPARED BY: Danielle Batchelder
Director of Business Services
& Human Resources

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: None

SUBJECT: Staffing Update for Opening of 2023-2024 School Year

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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

Administration actively recruited new teachers starting in the winter of 2023 through the beginning of September 2023. During the recruitment fairs we were able to hold on the spot interviews with newly graduated students from surrounding colleges and universities.

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)/ Top Schools Jobs (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. All interview processes for teachers' end with an interview with the Director of Business Services & 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 requirement of any certified hire is for the administrator to obtain a reference check with the candidate's direct supervisor. A detailed conversation ensues focusing on areas that are important to Windsor in its new hires.

D. New Teacher/Staff Orientation

All new teachers, including those hired during the prior school year, took part in the 3-day New Teacher/Staff Orientation. As we started two years ago, we included SEL Specialists, Full Time Tutors, Building Substitutes and Behavior Technicians to the orientation. New Teacher/Staff orientation was held August 16th – 18th. 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. Dr. Hady and her technology 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 15, 2023, there were 69 new employees in the district. This number includes teachers, administrators, supervisors, behavior technician, food services, safety monitors, and paraeducators. Teacher openings were due mainly to teachers taking positions in other districts, retirements, resignations, or childrearing.

For all newly hired certified employees (40 total), the breakdown between male and female is 12.5% male and 87.5% female. Of the newly hired certified staff, 37.5% of them are educators of color. The district-wide percentage of certified staff of color now stands at 29.20%.

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

Reviewed by: _____ **Recommended by the Superintendent:** TH/SB

Agenda Item # 8.b.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

PREPARED BY: Danielle Batchelder
Director of Business Services
& Human Resources

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: Year End Budget Site & Category Balances

SUBJECT: Fiscal Year '23 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 2023, which ended June 30th, was $76,484,436. Our unexpended balance is $907. (NOTE: results have not been audited.)

For the Fiscal Year End June 30, 2023, due to driver shortage, there were significant under expenditures in pupil transportation & safety. There was also a significant under expenditures in certified salaries due to being understaffed throughout the year. Offsetting this under expenditure was over expenditures in Special Education OOD Tuition and Transportation, Magnet School Tuition, Special Ed Tutor Salaries, Non-Certified Salaries, and Physical Plant Services.

STATUS:

The projections of expenditures for the close of Fiscal Year 2023 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 $76,484,436.

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 $907 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: AOB

Recommended by the Superintendent: TH/RD

Agenda Item # 8.C.

	2022-2023 Budget	Expenditures YTD 6/30/2023	Encumbrance	Balance 6/30/2023	% Balance
Instructional Services					
Clover Street School	63,170	39,403	0	23,767	**38%**
John F. Kennedy School	84,950	71,469	0	13,481	**16%**
Oliver Ellsworth School	86,730	84,033	0	2,697	**3%**
Poquonock School	69,300	48,436	0	20,864	**30%**
Sage Park Middle School	210,935	182,053	0	28,882	**14%**
Windsor High School	380,644	340,499	0	40,145	**11%**
Windsor High School Interscholastic Sports	207,000	219,947	0	(12,947)	**-6%**
Athletic Coaches	295,000	335,256	0	(40,256)	**-14%**
WHS Career & Technical Education	59,745	54,257	0	5,488	**9%**
Continuing Education	70,400	66,302	0	4,098	**6%**
Instructional Mgt. & Curriculum Development	220,163	217,308	0	2,855	**1%**
Magnet School Tuition	1,460,600	1,771,515	0	(310,915)	**-21%**
Technology	1,314,609	1,267,804	0	46,805	**4%**
Total Instructional Services	**4,523,246**	**4,698,282**	**0**	**(175,036)**	**-4%**
Education Support Services					
Pupil Personnel Services	448,250	579,365	0	(131,115)	**-29%**
Special Education	98,400	67,852	0	30,548	**31%**
Special Education Tuition	5,584,894	6,437,791	0	(852,897)	**-15%**
Policy & Planning	136,386	111,672	0	24,714	**18%**
Employee Personnel Services	148,400	146,901	0	1,499	**1%**
Financial Management	268,340	236,406	0	31,934	**12%**
Financial Services	38,500	33,273	0	5,227	**14%**
Pupil Transportation & Safety	3,735,898	2,555,886	0	1,180,012	**32%**
Special Education Transportation	2,345,697	2,948,468	0	(602,771)	**-26%**
Physical Plant Services	2,051,850	2,772,599	0	(720,749)	**-35%**
Major Maintenance	486,000	259,197	0	226,803	**47%**
L.P. Wilson Center	254,800	252,804	0	1,996	**1%**
Benefits	11,321,867	10,566,116	0	755,751	**7%**
Certified Salaries	33,707,758	32,579,914	0	1,127,844	**3%**
Non-Certified Salaries	9,994,928	10,234,003	0	(239,075)	**-2%**
Regular Ed Tutor Salaries	350,434	340,403	0	10,031	**3%**
Special Ed Tutor Salaries	289,680	591,094	0	(301,414)	**-104%**
Substitute Salaries	699,108	954,106	0	(254,998)	**-36%**
***Treehouse Subsidy	0	117,397	0	(117,397)	
Total Education Support Services	**71,961,190**	**71,785,247**	**0**	**175,943**	**0%**
Total All Sites	**$76,484,436**	**$76,483,529**	**$0**	**$907**	**0%**

* 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 19, 2023

PREPARED BY: Dr. Noha Abdel-Hady **PRESENTED BY:** Dr. Noha Abdel-Hady

SUBJECT: Academic Performance Update

BACKGROUND:

Upon request of the BOE, Dr. Noha Hady will be presenting a 2022-2023 school year academics update to the BOE based on available state/local data for grades K-12, as well as the spring 2023 SAT and AP test scores.

STATUS: N/A

RECOMMENDATION: N/A

Reviewed by: Nhahah **Recommended by the Superintendent:** TH/sb

Agenda Item # 8.d.



Continuous Growth & Development

WINDSOR PUBLIC SCHOOLS

BOE
Academic Update
for 2022-2023 School Year

WINDSOR PUBLIC SCHOOLS

Presentation Overview

- Updates on State Accountability Indicators (As of 9/5/23)
- Connecticut Next Generation Accountability System
- State & District Assessment Performance
  - Spring 2023 AP scores and comparison to 2022
  - Spring 2023 SAT scores
  - Spring 2023 I-ready scores
- 23-24 Priorities and Areas of Focus

WINDSOR PUBLIC SCHOOLS

State Accountability Indicators

1. Academic achievement
2. Academic growth
3. Assessment participation rate
4. Chronic absenteeism
5. Preparation for postsecondary and career readiness – Preparation
6. Preparation for postsecondary and career readiness – Readiness
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort
9. Graduation – six-year adjusted cohort
10. Postsecondary entrance rate
11. Physical fitness
12. Arts access

College and Career Readiness (CCR- Indicator 5)

Percent CCR Course Taking

96.8%

School Year: 2022-23

CCR Course Taking School Year Comparison

Fall of Year ▲	Numerator	Denominator	Percent CCR Course Taking	Difference
2021	509	568	89.6%	
2022	579	598	96.8%	7.2%

Indicator 5: AP/ECE, CTE, Workplace Experience

- **AP Courses**: AP courses are college-level classes offered in high schools, covering various subjects. They prepare students for college-level work, taught by qualified instructors.
- **AP Exams**: These exams are taken at the end of AP courses. They assess students' subject knowledge and skills. Scoring well can earn college credit and boost college applications.

- **ECE Courses:** UCONN Early College Experience Courses are college level courses taught by our certified WHS instructors. Students taking and passing these classes receive UCONN college credit (transferable).

- **CTE Courses:** 2 Courses in one of the 12 Career and Technical Education approved pathways offered at WHS. Students taking two courses in the same pathway.

WINDSOR PUBLIC SCHOOLS

Advanced Placement (AP)

		Score							
	Total Exams	5	4	3	2	1	% passing 2023	% passing 2022	% + or -
Biology	24	3	8	7	6	0	75	67.5	7.5
Calculus AB	11	1	2	5	2	1	72.7	75	-2.3
Calculus BC	16	2	6	5	1	2	81.2	62.5	18.7
Chemistry	25	3	4	12	6	0	76.0	27.3	48.7
Computer Science A	0						N/A	83.3	
Computer Science Princples	24	3	6	8	5	2	70.8		70.8
English Language and Composition	55	3	10	12	24	6	45.4	50.0	-4.6
English Literature and Composition	20	1	2	10	5	2	65.0	88.5	-23.5
Environmental Science	12	1	4	2	5	0	58.3	76.5	-18.2
Macroeconomics	3	0	0	0	1	2	0.0	0.0	0.0
Microeconomics	0						N/A	0.0	
Physics 1	17	2	2	4	7	2	47.0	64.3	-17.3
Physics 2	1	0	1	0	0	0	100.0	100.0	0.0
Psychology	34	3	8	9	7	7	58.8	54.0	4.8
Spanish Language and Culture	0						N/A	57.1	
Statistics	19	5	8	4	2	0	89.4	60.0	29.4
2D Art	10	2	5	1	2	0	80.0	88.9	-8.9
3D Art	1		1	0	0	0	100.0	100.0	0.0
United States Government and Politics	24	7	2	5	9	1	58.3	57.1	1.2
United States History	20	1	4	6	5	4	55.0	58.3	-3.3
World History	31	6	9	10	5	1	80.6	56.8	23.8
Total	347	43	82	100	92	30	64.8	58.9	5.9

5.9% increase in passing scores from Spring 22 to Spring 23.

WINDSOR PUBLIC SCHOOLS

Advanced Placement (AP)

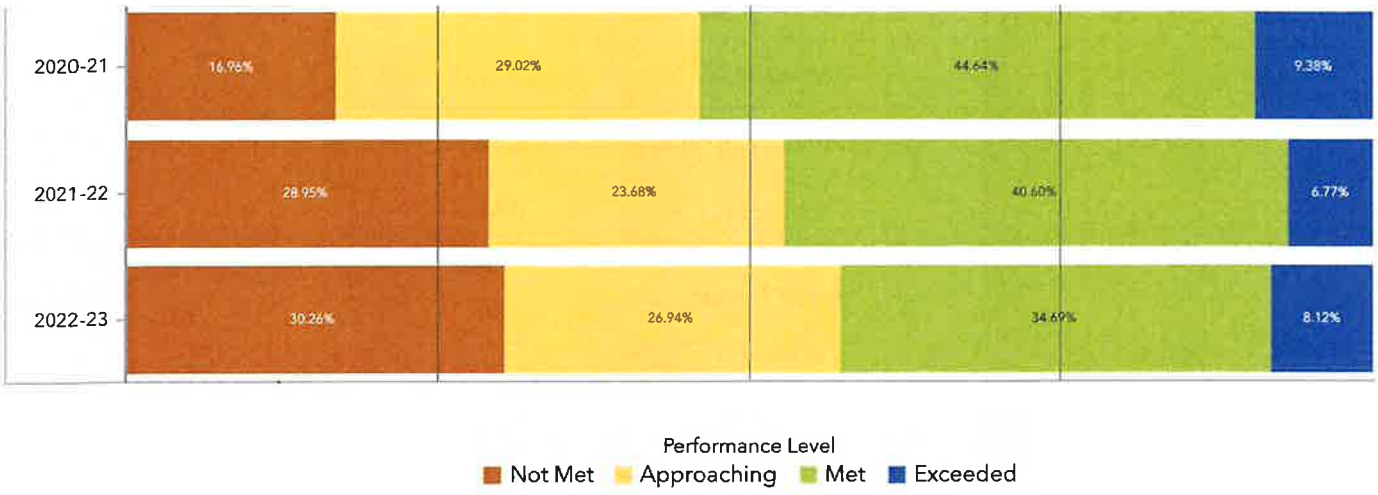
Crs#	Course Title	AP	ECE	Gr 9	Gr 10	Gr 11	Gr 12	Total
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1091	AP English Literature & Comp	Y					21	21
1146	AP World History-Modern	Y			32			32
1156	AP Psychology	Y			1	25	8	34
1163	AP U.S. Gov't/Politics (~~EGE~~)	Y					24	24
1239	AP Calculus AB	Y				1	10	11
1249	AP Statistics	Y			3	5	11	19
1266	AP Computer Sci Principles	Y		1	7	5	11	24
1315	AP Environmental Science	Y					12	12
1735	AP Art*	Y					10	10
1090	Multimodal & Academic Comp-HH (ECE)		Y				39	39
1133	AP U.S. History (ECE)	Y	Y			19	1	20
1182	Contemporary Issues in Sports-HH (ECE)		Y			1	17	18
1238	AP Calculus BC (ECE)	Y	Y			11	5	16
1347	AP Chemistry (ECE)	Y	Y			25		25
1363	AP Physics 1, Mechanical (ECE)	Y	Y			1	16	17
1379	AP Biology (ECE)	Y	Y		24		1	25
1726	Art.Drawing 3 - H* (ECE)		Y			1	7	8
	AP	Ttl				147	130	
	AP	%				50%	45%	
	ECE	Ttl				58	86	
	ECE	%				20%	30%	

--> Total of 1150 students for SY22-23
--> Total Grade 11 Students = 293
--> Total Grade 12 Students = 289

WINDSOR PUBLIC SCHOOLS

SAT ELA Spring 2023 Scores

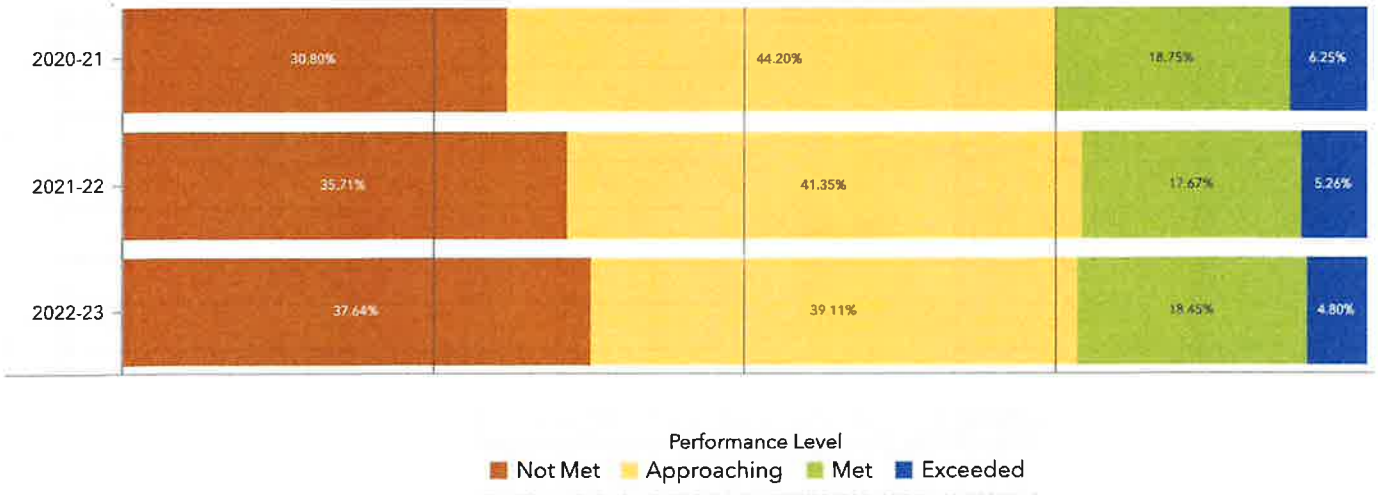
*Important to note that students who took the school day SAT in Spring 2023 had 8th grade remote and 9th grade hybrid.



WINDSOR PUBLIC SCHOOLS

SAT Math Spring 2023 Scores

*Important to note that students who took the school day SAT in Spring 2023 had 8th grade (Algebra 1/Pre-Alg) remote and 9th grade (Algebra II/Algebra I) hybrid.



WHS Post Graduation Plans - Class of 2023

4-yr colleges	90%
2-yr colleges	6%
Vocational/Proprietary	2%
Military	1%
Work Force	1%

i-Ready Math Assessment: % at or Above Benchmark

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	STAR *End of Year*	STAR/i-Ready *End of Year*	i-Ready *End of Year*	i-Ready *End of Year*	i-Ready ***End of year***
K	N/A	No Data	63	65	88
1	65.5		42	60	62
2	61		35	45.5	58
3	49		44	47	44
4	64.5		43	55	54
5	56		35	38	48
6	41		47	37	45
7	48		32	38	34
8	36		40	30	38

*STAR Test Highlighted

WINDSOR PUBLIC SCHOOLS

i-Ready Reading Assessment: % at or above benchmark

*STAR Test Highlighted

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	STAR *End of Year*	STAR *End of Year*	i-Ready *End of Year*	STAR/i-Ready *End of Year*	i-Ready ***End of year***
K	75	No Data	N/A	65	90
1	71			75	74
2	65			47	69
3	43		69	62	61
4	43		49	51	49
5	35		31	41	44
6	37		38	41	50
7	33		39	43	42
8	30		49	35	49

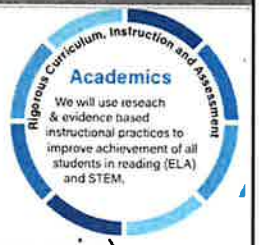
WINDSOR PUBLIC SCHOOLS

SBAC and i-Ready Comparison: Spring 2023 Results

Grade	Subject	SBAC % Prof Spring 2023	i-Ready%Prof Spring 2023	% Difference i-Ready to SBAC
3	ELA	34.80%	61%	↑ 26.2%
3	Math	37.90%	44%	↑ 6.1%
4	ELA	49.30%	49%	↓ 0.3%
4	Math	40%	54%	↑ 14.0%
5	ELA	39.80%	44%	↑ 4.2%
5	Math	31.10%	48%	↑ 16.9%
6	ELA	45.20%	50%	↑ 4.8%
6	Math	33.60%	45%	↑ 11.4%
7	ELA	35.90%	42%	↑ 6.1%
7	Math	32.50%	34%	↑ 1.5%
8	ELA	40%	49%	↑ 9.0%
8	Math	33.10%	38%	↑ 4.9%



Instructional Priorities: Academics



- Tier 1 **(Back to the Basics)**
  - Explicit Teaching
  - Paper-Pencil (No Busy Work) - Note Taking
  - Proper and limited use of technology (5% of the day ~ 20 min)
- Data
  - Data Talks (All core content areas and Administrators)
  - ALL students (SPED, ELL,...)
  - Small groups informed by data

Instructional Priorities: Culture

- SEL
  - Tier 1 SEL: Everyday in every class
  - Links to learning
  - SEL Specialists
- School-to-Home Connections
  - Home Visits
  - Make it easier on families to support students at home
    - Windsor Academy (K-5)
    - Structured Notes (3-12)
    - Google Classroom (6-12)



WINDSOR PUBLIC SCHOOLS

Next Steps

- District accountability index will be released in early October
- Continue to share student performance data with teachers and administrators to create a sense of accountability, transparency, and urgency
- Continue the use of the data talks structures district wide
- Continue our focus on instructional accountability by conducting frequent walkthroughs with feedback, and providing teachers with professional development aligned to areas of needs
- Communicate with families and share resources that can be used at home to support students

Thank YOU…





QUESTIONS

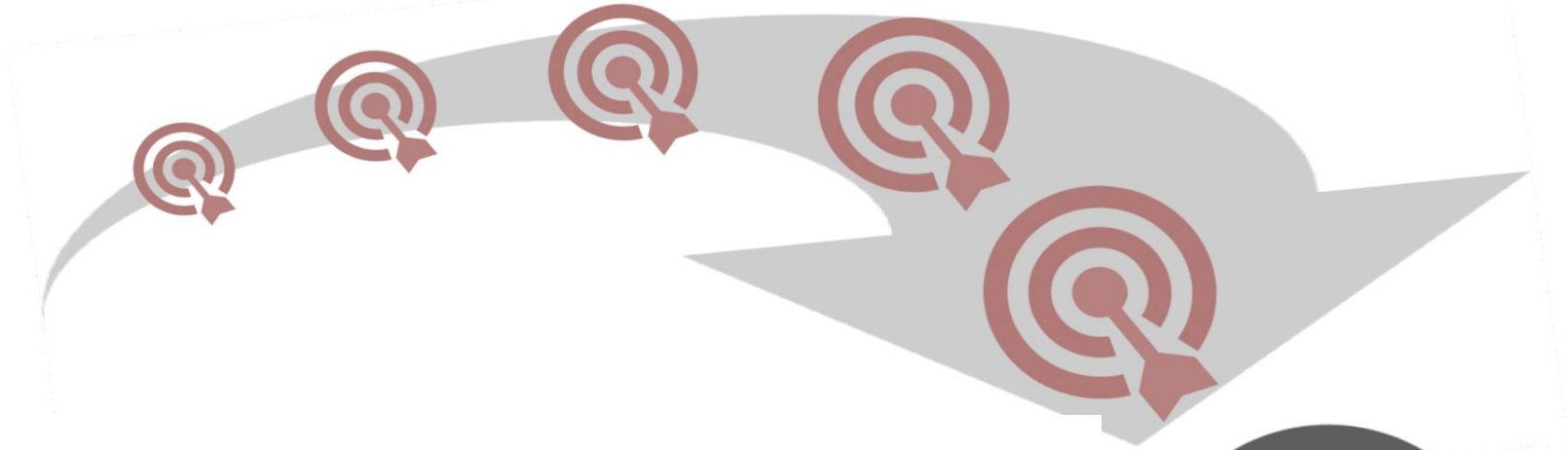





WINDSOR
PUBLIC SCHOOLS

CONTINUOUS GROWTH & DEVELOPMENT

WINDSOR PUBLIC SCHOOLS



BOE
Academic Update
for 2022-2023 School Year



WINDSOR PUBLIC SCHOOLS

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WINDSOR PUBLIC SCHOOLS

State Accountability Indicators

1. Academic achievement
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College and Career Readiness (CCR- Indicator 5)

Percent CCR Course Taking

96.8%

School Year: 2022-23

CCR Course Taking School Year Comparison

Fall of Year ▲	Numerator	Denominator	Percent CCR Course Taking	Difference
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Indicator 5: AP/ECE, CTE, Workplace Experience

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Advanced Placement (AP)

		Score							
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Macroeconomics	3	0	0	0	1	2	0.0	0.0	0.0
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Physics 1	17	2	2	4	7	2	47.0	64.3	-17.3
Physics 2	1	0	1	0	0	0	100.0	100.0	0.0
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3D Art	1		1	0	0	0	100.0	100.0	0.0
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Total	**347**	**43**	**82**	**100**	**92**	**30**	**64.8**	**58.9**	5.9

5.9% increase in passing scores from Spring 22 to Spring 23.

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1363	AP Physics 1, Mechanical (ECE)	Y	Y			1	16	17
1379	AP Biology (ECE)	Y	Y		24		1	25
1726	Art.Drawing 3 - H* (ECE)		Y			1	7	8
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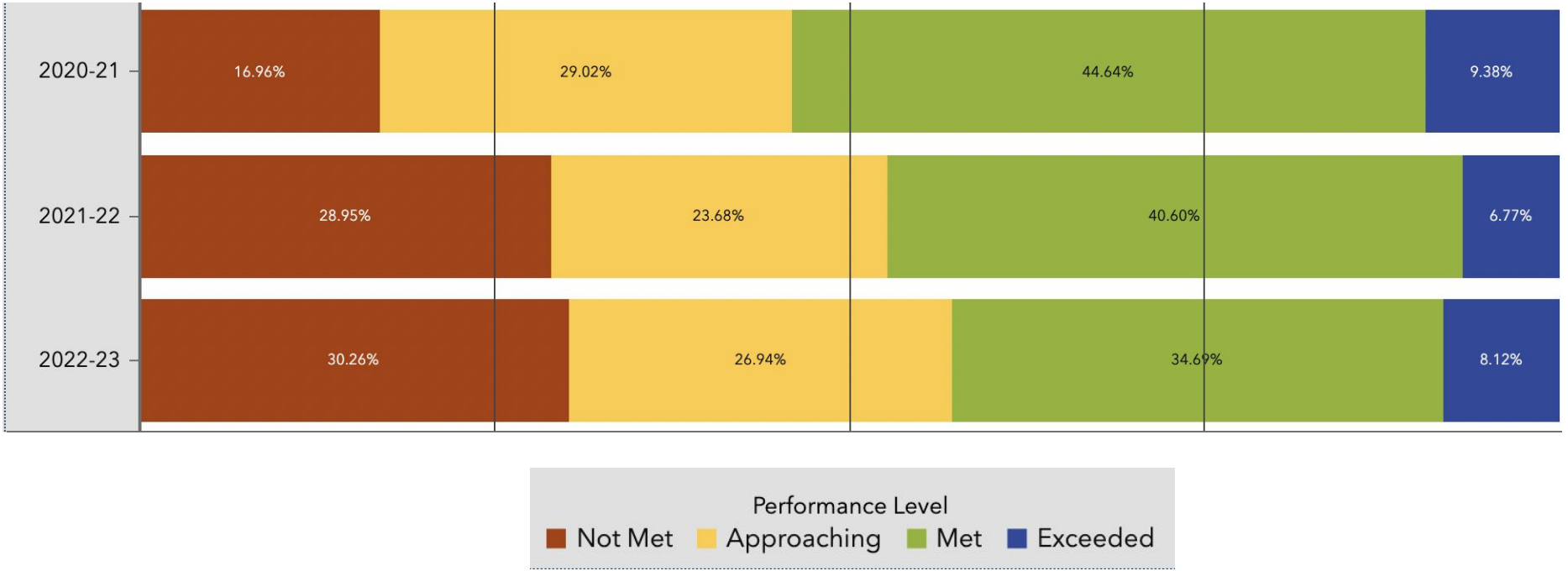
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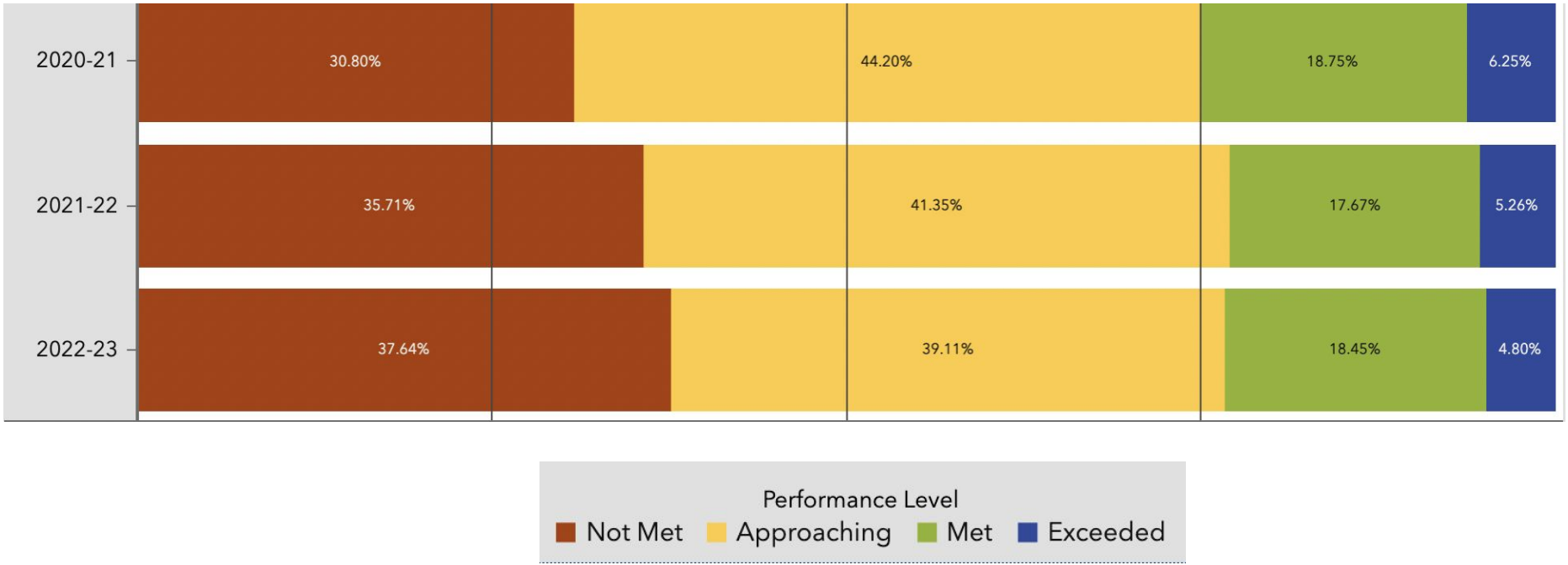
SAT ELA Spring 2023 Scores

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i-Ready Math Assessment: % at or Above Benchmark

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	STAR *End of Year*	STAR/i-Ready *End of Year*	i-Ready *End of Year*	i-Ready *End of Year*	i-Ready ***End of year***
K	**N/A**	**No Data**	**63**	**65**	**88**
1	**65.5**		**42**	**60**	**62**
2	**61**		**35**	**45.5**	**58**
3	**49**		**44**	**47**	**44**
4	**64.5**		**43**	**55**	**54**
5	**56**		**35**	**38**	**48**
6	**41**		**47**	**37**	**45**
7	**48**		**32**	**38**	**34**
8	**36**		**40**	**30**	**38**

*STAR Test Highlighted

i-Ready Reading Assessment: % at or above benchmark

*STAR Test Highlighted

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	STAR *End of Year*	STAR *End of Year*	i-Ready *End of Year*	STAR/i-Ready *End of Year*	i-Ready ***End of year***
K	**75**	**No Data**	**N/A**	**65**	**90**
1	**71**			**75**	**74**
2	**65**			**47**	**69**
3	**43**		**69**	**62**	**61**
4	**43**		**49**	**51**	**49**
5	**35**		**31**	**41**	**44**
6	**37**		**38**	**41**	**50**
7	**33**		**39**	**43**	**42**
8	**30**		**49**	**35**	**49**

WINDSOR PUBLIC SCHOOLS

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NOW WHAT?

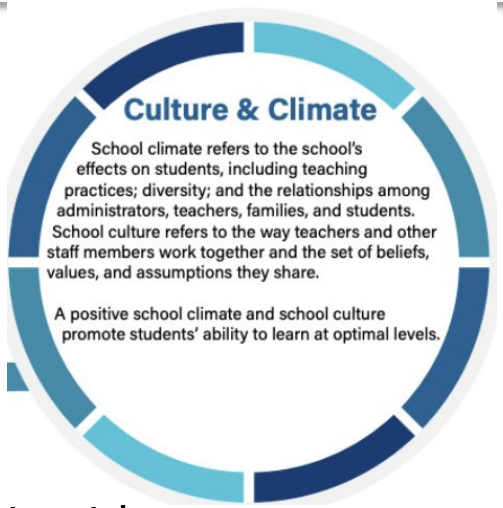
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WINDSOR PUBLIC SCHOOLS

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Thank YOU…











WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

PREPARED BY: Danielle Batchelder
Director of Business Services
& Human Resources

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: None

SUBJECT: Update on Transportation

BACKGROUND:

Ms. Batchelder will give an update on bus transportation for the start of the school year.

RECOMMENDATION: This is for information only.

Reviewed by: _ IOB

Recommended by the Superintendent: THIS b

Agenda Item # 8.e.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 19, 2023

PREPARED BY: Danielle Batchelder
Director of Business Services
& Human Resources

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: None

SUBJECT: Update on Oliver Ellsworth & Mold Spores

BACKGROUND:

Ms. Batchelder will give an update on Oliver Ellsworth Elementary School and concerns regarding mold spores.

RECOMMENDATION: This is for information only.

Reviewed by: _____

Recommended by the Superintendent: TH/SB

Agenda Item # 8.f.