

**Windsor Board of Education  
Regular Meeting**

Wednesday, October 16, 2024 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/86100344325> Or Telephone: +1 646 558 8656 +1 301 715 8592 Webinar ID: 861  
0034 4325

601 Matianuck Avenue  
Windsor, CT 06095

1. Call to Order, Pledge to the Flag, Moment of Silence  
**Speaker(s):** D. Furie
2. Recognitions/Acknowledgements  
**Speaker(s):** D. Furie
3. Audience to Visitors  
**Speaker(s):** D. Furie
4. Consent Agenda  
**Speaker(s):** D. Furie
  - 4.a. Financial Report  
**Speaker(s):** D. Batchelder
  - 4.b. Enrollment Report  
**Speaker(s):** D. Batchelder
  - 4.c. Food Service Report  
**Speaker(s):** D. Batchelder
  - 4.d. Human Resources Report  
**Speaker(s):** D. Batchelder
5. Student Representative Report  
**Speaker(s):** V. Montilla
6. Approval of Minutes  
**Speaker(s):** L. Lockhart
  - 6.a. September 17, 2024 Regular Meeting  
**Speaker(s):** L. Lockhart
7. Board of Education  
**Speaker(s):** D. Furie
  - 7.a. President's Report  
**Speaker(s):** D. Furie
  - 7.b. Poquonock Elementary School Roof Replacement – Approval of Project and Educational Specifications  
**Speaker(s):** D. Batchelder
  - 7.c. Review of Process of Approving UConn ECE courses in general, and Review of the American Studies ECE Course Approved Last Year 1063 High Honors (English)/1162 High Honors (Social Studies)  
**Speaker(s):** P. Panos
  - 7.d. School Liaison Reports  
**Speaker(s):** D. Furie
    - 7.d.1. Windsor High School  
**Speaker(s):** A. Taylor/N. Wolliston
    - 7.d.2. Sage Park Middle School  
**Speaker(s):** A. King/P. Panos
    - 7.d.3. Clover Street School  
**Speaker(s):** J. Madison
    - 7.d.4. John F. Kennedy School  
**Speaker(s):** J. Canter
    - 7.d.5. Oliver Ellsworth School  
**Speaker(s):** L. Lockhart
    - 7.d.6. Poquonock School  
**Speaker(s):** J. Halek
8. Superintendent's Report  
**Speaker(s):** T. Hill
  - 8.a. WHS Program of Studies 2025-2026, 1<sup>st</sup> Reading

**Speaker(s):** N. Abdel-Hady/D. Fudge

9. Committee Reports

**Speaker(s):** D. Furie

10. Other Matters/Announcements/BOE Meetings

**Speaker(s):** D. Furie

10.a. Next BOE Regular Meeting is Tuesday, November 19, 2024, 7:00 PM, LPW, Board Room

**Speaker(s):** D. Furie

11. Audience to Visitors

**Speaker(s):** D. Furie

12. School Safety Plans (Executive Session)

**Speaker(s):** D. Batchelder

13. Adjournment

**Speaker(s):** D. Furie

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** October 16, 2024

**PREPARED BY:** Danielle Batchelder

**PRESENTED BY:** Danielle Batchelder,  
Chief of Operations

**ATTACHMENTS:** September 30, 2024 Financial Report

**SUBJECT:** Financial Report

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**BACKGROUND:**

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools.

**STATUS:**

The attached report is for the month of September 2024

There were no inter-site transfers during the month.

**RECOMMENDATION:**

No action is necessary. The report is for information only.

The Secretary of the Board of Education should include the following in the minutes of this Board of Education meeting:

Expenditures & Encumbrances through September 30, 2024

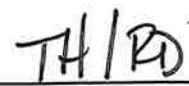
\$15,350,266

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**Reviewed by:** \_\_\_\_\_



**Recommended by the Superintendent:** \_\_\_\_\_



**Agenda Item #** \_\_\_\_\_

4.a.

Windsor Public Schools  
Financial Report  
September 30, 2024

	<b>2024-2025 Budget</b>	<b>Expenditures YTD 9/30/24</b>	<b>Encumbrance</b>	<b>Balance 6/30/2025</b>	<b>% Balance</b>
<b><u>Instructional Services</u></b>					
Clover Street School	50,170	10,782	4,794	34,594	69%
John F. Kennedy School	71,950	14,649	7,793	49,508	69%
Oliver Ellsworth School	74,230	23,806	10,261	40,163	54%
Poquonock School	56,800	21,567	2,925	32,308	57%
Sage Park Middle School	184,935	40,800	36,150	107,985	58%
Windsor High School	355,145	72,662	24,380	258,103	73%
Windsor High School Interscholastic Sports	260,000	98,164	113,115	48,721	19%
Athletic Coaches	320,000	4,066	0	315,934	99%
WHS Career & Technical Education	59,745	2,913	15,691	41,141	69%
Continuing Education	70,400	8,859	1,660	59,881	85%
Instructional Mgt. & Curriculum Development	288,488	17,292	6,643	264,553	92%
Magnet School Tuition	1,860,600	0	0	1,860,600	100%
Technology	1,443,725	924,972	31,603	487,150	34%
<b>Total Instructional Services</b>	<b>5,096,188</b>	<b>1,240,532</b>	<b>255,015</b>	<b>3,600,641</b>	<b>71%</b>

**Education Support Services**

Pupil Personnel Services	384,250	36,115	9,060	339,075	88%
Special Education	96,400	4,959	3,683	87,758	91%
Special Education Tuition	6,779,140	475,226	91,498	6,212,416	92%
Policy & Planning	133,386	48,612	18,290	66,484	50%
Employee Personnel Services	152,000	28,335	2,100	121,565	80%
Financial Management	270,840	83,849	114,820	72,171	27%
Financial Services	38,500	17,970	3,797	16,733	43%
Pupil Transportation & Safety	3,408,754	7,406	2,121	3,399,227	100%
Special Education Transportation	2,622,200	161,112	0	2,461,088	94%
Physical Plant Services	2,693,517	611,111	1,917,221	165,185	6%
Major Maintenance	423,000	7,239	34,848	380,913	90%
L.P. Wilson Center	272,900	59,330	163,823	49,747	18%
Benefits	12,596,761	2,615,680	0	9,981,081	79%
Certified Salaries	36,426,508	5,259,475	0	31,167,033	86%
Non-Certified Salaries	11,272,722	1,931,267	0	9,341,455	83%
Regular Ed Tutor Salaries	364,352	34,641	0	329,711	90%
Special Ed Tutor Salaries	507,000	49,630	0	457,370	90%
Substitute Salaries	757,788	61,501	0	696,287	92%
<b>Total Education Support Services</b>	<b>79,200,018</b>	<b>11,493,458</b>	<b>2,361,261</b>	<b>65,345,299</b>	<b>83%</b>

<b>Total All Sites</b>	<b>\$84,296,206</b>	<b>\$12,733,990</b>	<b>\$2,616,276</b>	<b>\$68,945,940</b>	<b>82%</b>
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**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** October 16, 2024

**PREPARED BY:** Jen Clarke,  
Registration Coordinator

**PRESENTED BY:** Danielle Batchelder,  
Chief of Operations

**ATTACHMENTS:** Student Enrollment Report & Recap

**SUBJECT:** Student Enrollment as of October 1, 2024

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**BACKGROUND:**

Attached are the enrollment figures as of October 1, 2024. Mrs. Batchelder will answer any questions.

**STATUS:**

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

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

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

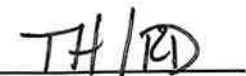
**Private Placement - Special Education:** Those students who have been identified special education through the planning and placement team (PPT) process that have been parentally placed at a non-public school located in Windsor (i.e., St. Gabriel, Trinity Christian, Madina Academy, Praise Power & Prayer,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

**RECOMMENDATION:**

Informational

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**Reviewed by:** 

**Recommended by the Superintendent:** 

**Agenda Item #** 4.b.

**Windsor Public Schools  
Student Enrollment Report  
October 1, 2024**

**Enrollment in Windsor Public Schools**

Grades PreK - 5	1,394
Grades 6-8	719
Grades 9-12	1,125
<b>Total District Enrollment</b>	<b>3,238</b>

**Windsor Students not in District Schools**

Out of District Placements (SPED)	31
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	37
CREC Montessori Hartford	8
CREC Metropolitan Learning Center (MLC)	43
CREC Miscellaneous Magnet Schools	239
Hartford Host Magnet Schools	198
Miscellaneous Magnet Schools (LEARN, Goodwin College & Global Experience)	21
A.I. Prince Technical High School	17
Howard Cheney Technical High School	15
	<b>609</b>
<b>Total Students</b>	<b>3,847</b>

**Windsor Public Schools  
Student Enrollment Report  
October 1, 2024**

<b>GRADE</b>	<b>Poquonock School</b>	<b>Clover Street School</b>	<b>Oliver Ellsworth School</b>	<b>John F. Kennedy School</b>	<b>Total</b>
PreK	62		34		96
K	72		100		172
1	87		130		217
2	108		114		222
3		96		140	236
4		85		136	221
5		95		135	230
<b>Subtotal K-5</b>					<b>1,298</b>
<b>Total</b>	<b>329</b>	<b>276</b>	<b>378</b>	<b>411</b>	<b>1,394</b>

<b>GRADE</b>	<b>Sage Park Middle School</b>
6	233
7	246
8	240
<b>Total</b>	<b>719</b>

<b>GRADE</b>	<b>Windsor High School</b>
9	299
10	279
11	280
12	267
<b>Total</b>	<b>1,125</b>

<b>District Wide Enrollment</b>	<b>3,238</b>
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ENROLLMENT REPORT 2024-2025  
JF KENNEDY SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
<b>Grade 3</b>													
1	Stout			19	19								
2	Nguyen			21	21								
3	Lamoureux			22	22								
4	Pierce			20	20								
5	May			20	20								
6	Schultz			20	20								
8	Freitas			19	18								
	<b>Total</b>		<b>130</b>	<b>141</b>	<b>140</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grade 4</b>													
7	Gilligan			23	23								
9	Jones			23	23								
10	Estelle			22	23								
12	Kingsley			23	22								
14	Feliciano			23	23								
16	DaCosta			20	22								
	<b>Total</b>		<b>120</b>	<b>134</b>	<b>136</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grade 5</b>													
19	Johnson			22	22								
20	Carpenter			23	23								
24	Lam			23	23								
25	Mitchell			22	22								
27	Bell			23	23								
28	Everett			21	22								
	<b>Total</b>		<b>121</b>	<b>134</b>	<b>135</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Totals</b>			<b>371</b>	<b>409</b>	<b>411</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>John F. Kennedy</b>													



**ENROLLMENT REPORT 2024-2025**  
**Windsor High School**

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
<b>Grade 9</b>	302	294	299								
<b>Grade 10</b>	283	276	279								
<b>Grade 11</b>	292	278	280								
<b>Grade 12</b>	270	270	267								
<b>Windsor High Total</b>	<b>1,147</b>	<b>1,118</b>	<b>1,125</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** Wednesday, October 16, 2024

**Prepared By:** Patricia Patton

**Presented By:** Danielle Batchelder

**Attachments:** Cafeteria Operations – July, August & September

**Subject:** Food Service Financial Report

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**Background:** The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School and Windsor High School. We operated our Summer Food Service Program at John Fitch Park and Sharshon Park during summer break serving lunch. We are complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in all our programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

**Status:** Financial Report for July, August & September

**Recommendation:** Informational Only

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**Reviewed by:** 

**Recommended by the Superintendent:** TH/RD

**Agenda Item #** 4.C.

Food Service Financial Statement  
July, August, September  
2024

REVENUE	Jul, Aug, Sept 24	7/1/24 YTD	Jul, Aug, Sept 23	7/1/23 - YTD
SALES	\$77,304.43	\$77,304.43	\$87,945.12	\$87,945.12
REIMBURSEMENTS - STATE			0.00	0.00
REIMBURSEMENTS - FEDERAL	162,784.29	162,784.29	167,258.62	167,258.62
CLOC	62,903.00	62,903.00	61,981.00	61,981.00
MISC. (Rebates)			958.51	958.51
9 Cents Certification	4,350.42	4,350.42	3,845.28	3,845.28
Grant	4,753.79	4,753.79	130,148.05	130,148.05
<b>REVENUE TOTALS</b>	<b>\$312,095.93</b>	<b>\$312,095.93</b>	<b>\$452,136.58</b>	<b>\$452,136.58</b>
MealTimeRefunds			-1,061.55	-1,061.55
<b>GROSS PROFIT</b>	<b>\$312,095.93</b>	<b>\$312,095.93</b>	<b>\$451,075.03</b>	<b>\$451,075.03</b>
<b>EXPENSES</b>				
WAGES	\$116,116.92	\$116,116.92	\$106,400.99	\$106,400.99
PAYROLL TAXES	8,882.94	8,882.94	8,139.67	8,139.67
BENEFITS	20,764.31	20,764.31	9,817.85	9,817.85
FOOD/MILK/ICE CREAM	207,019.03	207,019.03	194,072.45	194,072.45
			8,474.92	8,474.92
TRUCK	174.56	174.56	720.01	720.01
SUPPLIES / PAPER	53,866.52	53,866.52	498.71	498.71
EQUIPMENT	154,344.60	154,344.60	118,341.24	118,341.24
SERVICES	26,834.69	26,834.69	560.50	560.50
<b>EXPENSE TOTALS</b>	<b>\$588,003.57</b>	<b>\$588,003.57</b>	<b>\$447,026.34</b>	<b>\$447,026.34</b>
<b>NET INCOME</b>	<b>(\$275,907.64)</b>	<b>(\$275,907.64)</b>	<b>\$5,110.24</b>	<b>\$5,110.24</b>
<b>INVENTORY</b>	<b>\$16,258.02</b>			<b>\$23,176.18</b>
<b>OPENING BALANCE 7/1</b>	<b>\$1,985,269.08</b>			<b>\$1,836,198.52</b>
<b>COMPUTED OPERATING POSITION</b>	<b>\$1,725,619.46</b>			<b>\$1,864,484.94</b>

**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** October 16, 2024

**Prepared By:** Katherine Zager, Human Resources Manager      **Presented By:** Danielle Batchelder, Chief of Operations

**Attachments:** Human Resources Report

**Subject:** Human Resources Report for September 1, 2024 – September 30, 2024

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**NEW HIRES / REAPPOINTMENTS**

<b>First Name</b>	<b>Last Name</b>	<b>Position</b>	<b>Location</b>
Sydney	Smith	Special Education Teacher	JFK
Jenny	Rodriguez	Special Education Teacher	JFK
Andrew	Giza	Special Education Teacher	Sage Park
Tara	Smith	Special Education Teacher	Windsor High
Santoshi	Mogalapuri	Long-Term Substitute (Science)	Windsor High
Amaechi	Kofoworola	Paraprofessional	Clover
Kamal	Young	Paraprofessional	Clover
Ileana	Garcia	Paraprofessional	Clover
Lenora	Turcotte	Paraprofessional	Clover
Kayla	White	ABA Paraprofessional	JFK
Andre	Blair	Part-Time Treehouse Group Leader	JFK
Melinda	Cervone	Part-Time Lunchroom Monitor	Oliver Ellsworth
Parminder	Kaur	Paraprofessional	Oliver Ellsworth
Jacqueline	Borowiec	Paraprofessional	Oliver Ellsworth
Sandra	Vega	Part-Time Lunchroom Monitor	Poquonock
Tyra	Anderson	Full-Time Math Tutor	Sage Park
Tamika	O'Connor	Head Girls Soccer Coach	Sage Park
Aiden	McGraw	Part-Time Lifeguard (After School)	Windsor High
Zreinu	Clark	Part-Time Job Coach	L.P. Wilson/CBTA
Kemalo	Williams	Substitute Custodian	Districtwide

### REASSIGNMENTS / TRANSFERS

First Name	Last Name	Position	Location
Sara	Payette	Part-Time Multilingual Learner Tutor	Clover
Carolyn	Lindo	Behavior Technician	JFK
Amanda	Duncan	Paraprofessional	Oliver Ellsworth
Naheedt	Ahsan	Paraprofessional	Sage Park
Ashley	Lindberg	Paraprofessional	Poquonock
Maxine	Williams	Paraprofessional	Windsor High

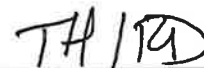
### RESIGNATIONS / SEPARATIONS / RETIREMENTS

First Name	Last Name	Position	Location
Amy	Tebecio	Special Education Teacher	Clover
NkaoZer	Yang	Special Education Teacher	JFK
Carolyn	Burke	Special Education Teacher	Sage Park
Natalie	Ciarcia	Special Education Teacher	Sage Park
Amanda	Waltman	Special Education Teacher	Windsor High
Amaechi	Kofoworola	Paraprofessional	Clover
Ileana	Garcia	Paraprofessional	Clover
Hien	Tran	ABA Paraprofessional	JFK
Anjali	Sooden	Building Substitute	Oliver Ellsworth
Mary Louise	Miller	Part-Time Reading Tutor	Poquonock
Shannon	Kammerer	Nurse	Sage Park
Ruth	Spaulding	Part-Time Multilingual Learner Tutor	Windsor High
Benjamin	Alas	Part-Time Lifeguard (After School)	Windsor High

Reviewed by: \_\_\_\_\_



Recommended by the Superintendent: \_\_\_\_\_



Agenda Item # \_\_\_\_\_

4.d.

**Windsor Board of Education**  
**Regular Meeting – Hybrid**  
**Unapproved Minutes**  
Tuesday, September 17, 2024 7:00 PM  
L.P. Wilson, Board Room  
601 Matianuck Avenue  
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, September 17, 2024 Regular Meeting. Any additions or corrections will be made at a future meeting.

Ms. Jill Canter: Present  
Mr. David Furie: Present  
Mr. Jeremy Halek: Present  
Mr. Anthony King: Present  
Mr. Leonard Lockhart: Present  
Mr. James Madison: Present  
Mr. Paul Panos: Present  
Ms. Ayana Taylor: Present  
Mr. Nathan Wolliston: Present  
Ms. Canter attended the meeting virtually.

1. Call to Order, Pledge to the Flag, Moment of Silence  
The meeting was called to order at 7:05 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Superintendent of Schools Dr. Terrell Hill, Chief of Operations Danielle Batchelder, Assistant Superintendent for Instructional Services Dr. Noha Abdel-Hady, and Director of Pupil and Special Education Services Mary Cristofaro.
2. Recognitions/Acknowledgements
  - a. Introduction of New BOE Student Representative, Victor Montilla  
Windsor High School Principal Dr. Parker introduced the student representative for the fall semester, Mr. Victor Montilla.
  - b. Introduction of Windsor’s Educator of the Year, Christina McCann  
Poquonock Elementary School Principal Mr. Mihalko introduced Windsor's Educator of the Year Christina McCann.
  - c. Introduction of Windsor’s Paraeducator of the Year, Susan Lyons  
John F. Kennedy Elementary School Principal Mr. Gagne introduced Windsor's Paraeducator of the Year Susan Lyons.
  - d. Introduction of New Administrators  
Ms. Batchelder introduced John F. Kennedy Elementary School Principal Mr. Dana Gagne and Acting Assistant Principal Kristin Blume.
3. Audience to Visitors  
George Slate, 74 Ethan Drive - He referenced a communication he sent to Vice-President Taylor. He also spoke about the Board of Education budget.

4. Consent Agenda
  - a. Human Resources Report
  - b. Approval of BOE Regular Meetings for 2025

Move the Board of Education approve consent agenda items 4a. Human Resources Report, 4b. Approval of BOE Regular Meetings for 2025. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

5. Approval of Minutes
  - a. June 18, 2024 Regular Meeting
  - c. September 10, 2024 Special Meeting

Move the Board of Education approve the minutes of the June 18, 2024 Regular Meeting and the September 10, 2024 Special Meeting. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

- b. June 25, 2024, Special Meeting
- Ms. Canter and Mr. Panos requested changes be made to the June 25, 2024, Special Meeting minutes to more accurately reflect their comments.

Mr. Lockhart said that changes may be made pending review of the video recording.

Move the Board of Education the June 25, 2024 Special Meeting with any necessary corrections. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

6. Student Representative Report
- Mr. Montilla reported on the atmosphere and events taking place at Windsor High School.

Several board members commented on the report.

7. Board of Education
    - a. President's Report
- Mr. Furie reported on various district events.

- b. Set Graduation Date for WHS Class of 2025
- Move the Board of Education approve Tuesday, June 10, 2025 as the graduation date for the Class of 2025. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

- c. CAFE Level II Distinction Award
- Mr. Panos was not in support of the motion.

Move the Board of Education approve its submission of the required criteria for the CAFE Level II Distinction Award to be submitted by the superintendent's office. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Mr. Paul Panos: No, Ms. Jill Canter: Yes, Mr. David Furie: Yes, Mr. Jeremy Halek: Yes, Mr. Anthony King: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes

Yes: 8, No: 1

d. Cell Phone Policy: Review of Cell Phone Policy with Board discussion and possible Board action and/or referral to the Policy Committee

The current cell phone practices at Windsor High School and Sage Park Middle School were presented and discussed.

Move to create a special ad hoc committee to address cell phone usage. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

8. Superintendent's Report

Ms. Batchelder gave a status update for Oliver Ellsworth Elementary School construction as well as DATTCO transportation.

Dr. Hill reported on recent and upcoming school events.

a. Staffing Update for Opening of 2024-2025 School Year

Ms. Batchelder gave the staffing update for the start of the school year.

b. Fiscal Year 2024 Year End Financial Report

Ms. Batchelder reviewed the Fiscal Year 2024 Year End Report.

Move the Board approves the return of \$1,386 to the Town with the details of the projected budget/category surpluses and deficits as attached. (Final amount subject to completion of the audit.).

This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

9. Committee Reports

There were no committee reports.

10. Other Matters/Announcements/BOE Meetings

a. Next BOE Regular Meeting is Wednesday, October 16, 2024, 7:00 PM, LPW, Board Room

Some board members took the opportunity to make announcements.

11. Audience to Visitors

George Slate, 74 Ethan Drive - Mr. Slate restated his concern about the budget.

12. Adjournment

Move to adjourn. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 9, No: 0

The meeting adjourned at 9:32 PM.

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Leonard O. Lockhart, Secretary  
Windsor Board of Education

**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** October 16, 2024

**Prepared By:** Danielle Batchelder

**Presented by:** Danielle Batchelder.  
Chief of Operations

**Attachments:** Educational Specifications for POQ Roof Replacement

**Subject:** Poquonock Elementary School Roof Replacement – Approval of Project and Educational Specifications

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**BACKGROUND:**

The existing flat roofs at Poquonock School were installed in 1999. The existing roofing type to be replaced is siplast bituminous. In many areas the roofing granules on the granulated cap sheets are washing off, causing the top roof layer to lose its UV protection. This is causing UV degradation allowing alligating, crazing, and blistering to develop. Blisters indicating that moisture and air are infiltrating the roofing system. This project would remove and replace 90,000 sq. ft. of roofing. The new roof will have a 25-year warranty.

The preliminary estimate of the roof replacement cost is approximately \$2,330,000 including a construction contingency. If approved, the estimated state grant reimbursement would be 48% of the cost.

**STATUS:**

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

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

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

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Reviewed by: 

Recommended by the Superintendent: 

Agenda Item #

7.6.



## **PROJECT RATIONALE**

The long range plan for Poquonock Elementary School calls for provision of a safe and appropriate learning environment. The current school flat roof areas designated to be replaced were installed in 1999, all roof sections are now approaching a minimum of twenty-five years in age. These flat roof sections have suffered from numerous leaks in recent years. While repairs have consistently been made to the roof in recent years, the roof continues to leak. Many of these leaks have resulted in damage to the facility and school equipment, furniture and supplies.

## **LONG RANGE PLANS**

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

## **DETAILED DESCRIPTION**

The existing roof areas to be replaced will have the existing built-up roof system removed down to the metal, gypsum or wood roof deck (no slope). A new 2-ply modified built-up roof system of approximately 46,595 sq. ft. will be installed on  $\frac{1}{2}$ " reinforced gypsum cover board adhered to  $\frac{1}{4}$ " per ft. sloped polyisocyanurate insulation on the flat metal, gypsum or wood roof deck. The minimum depth of the polyisocyanurate insulation shall be 4.2 inches at the roof drains and the average R-value will exceed 30R. The roof surface will have a minimum  $\frac{1}{4}$ " per ft. slope per state building code. Work critical to the roof replacement project include survey of the existing roof system, inspection to identify and replace deteriorated roof deck and review of roof drain placement and impact on rainwater drainage.

Existing roof drains will be replaced new and scuppers will be added as required to meet all current applicable codes for drainage. Installation of new roof drains required due to the increase in insulation depth.

The new roof system will include the installation of extruded aluminum fascia as required to provide an edge to edge warranty. Further additional wood blocking may be added at select mechanical units to maintain the minimum 8" flashing height required by industry standards. The addition of wood blocking required due to the increase in insulation depth.

Other work includes the following:

1. Installation of metal edge flashings.
2. Removal and installation of the new roof hatch with guardrail and ladder up post to meet current code.
3. Installation of new ballasted edge guardrails.
4. Repointing of existing brick chimneys to eliminate water infiltration.

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

An alternate to increase the 20 year warranty to 25 years will be included in the project. The 25 year warranty shall provide an edge to edge, non-pro rated, labor and material, no dollar limit warranty.

## **BUILDING SYSTEMS**

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

## **INTERIOR BUILDING ENVIRONMENT**

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

## **SITE DEVELOPMENT**

Parking:	Not applicable.
Traffic flow:	Not applicable.

Bus access:	Not applicable.
Sidewalks:	Not applicable.
Landscaping:	Not applicable.
Recreational use:	Not applicable.
Playgrounds:	Not applicable.
Outdoor athletic facilities:	Not applicable.
Instructional use of site:	Not applicable.
Equipment:	Not applicable.
Ecological:	Not applicable.

## **CONSTRUCTION BONUS REQUEST**

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

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

## **FACILITY USES**

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

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

**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** October 16, 2024

**Prepared By:** Terrell M. Hill

**Presented By:** Paul Panos

**Attachments:** N/A

**Subject:** Review of process of approving UConn ECE courses in general, and review of the American Studies ECE course approved last year 1063 High Honors (English) / 1162 High Honors (Social Studies)

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**BACKGROUND:**

Minority Leader Paul Panos placed this item on the agenda with the support of Board members Jeremy Halek, Jill Canter and James Madison.

**STATUS:**

Explanation for the review:

Approval of the ECE courses by the Board of Education requires that the courses be described in enough detail that the Board can understand what is in it, or at least know that it has been generally accepted widely by universities, such as AP courses or existing UConn courses. These course descriptions are generally available from UConn or the College Board (for AP courses).

The American Studies course that was approved last year by the Board had no detail to it because it was said that the course was not yet designed or written, and that it required the summer to be able to design and write the course.

It is not a standard course, such as English Literature or Chemistry, etc. If an ECE course is the same as an AP course, the content is known. If it is a UConn course, its syllabus and curriculum are available from UConn.

No syllabus or course timeline or curriculum was provided in 2023, when the Board was asked to approve it. Only in September of 2024, after the course was running, was a list of the literature readings and a schedule of units of the history provided.

The Board should be provided with the content of a new course before it is brought for approval.

There will be some discussion of the American Studies course.

**RECOMMENDATION:**

For discussion

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**Recommended by the Superintendent:** TH/sb

# WINDSOR BOARD OF EDUCATION AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of:** October 16, 2024

**PREPARED BY:** Dana Fudge

**PRESENTED BY:** Dana Fudge  
Dr. Noha Abdel-Hady

**ATTACHMENTS:** Program of Studies Changes (2025-2026)

**SUBJECT:** WHS Program of Studies 2025-2026

**BACKGROUND:**

The Windsor High School Program of Studies 2025-2026 is being presented at the BOE meeting on October 16, 2024. The draft Program of Studies includes the new/revised course(s) presented this evening to the Board of Education. The changes are attached.

**RECOMMENDATION:**

That the Board of Education approve the proposed changes to the WHS 2025-2026 Program of Studies for a 1<sup>st</sup> Reading.

Reviewed by:  Recommended by the Superintendent: TH/Sb

Agenda Item # 8.a.



**Windsor High School  
Program of Studies Changes  
2025-2026**

**ADDITIONS**

**Update Graduation Requirement Chart:**

**Credit Distribution Requirement:**

<b>10 Credits in Humanities including:</b>		
English	4 credits	
Social Studies	3.5 credits	1 credit of U.S. History and 1/2 credit of Civics, 1 credit Human Geography or African American Latino Studies, and 1 credit Global Studies
Fine Arts	1 credit	
World Language	1 credit	
Humanities Elective	.5 credits	Electives include English and Social Studies
<b>9 Credits in Science, Technology, Engineering and Mathematics Including:</b>		
Math	3 credits	
Science	3 credits	1 credit of Integrated Science and 1 credit of Biology
Science, Technology, Engineering and Mathematics Electives	3 credits	Electives include Career & Technical Education (CTE) and JROTC
<b>6 credits in College, Career, and Life Skills including:</b>		
Physical Education & Wellness	1 credit	
Health & Safety	1 credit	
Financial Literacy	.5 credit	Electives include Personal Finance, Math for Business and Economics (ECE), Economics (Honors, AP or ECE)
Any Elective	3.5 credits	
<b>Total Credits</b>	<b>25 credits</b>	
<b>Citizenship</b>		
Community Service	20 hours	Students will evidence the ability to be a contributing member of the school and local community, and demonstrate knowledge and skills in career activities by satisfactory completion of 20 learning through service hours over 4 years. Prorated at 5 hours per year for students entering Windsor High School in a grade level other than 9th grade.

<p>Completion of the Free Application for Federal Student Aid (FAFSA)</p>		<p>Starting with the Class of 2025, all students in Connecticut must complete the Free Application for Federal Student Aid (FAFSA) as a graduation requirement. However, if a student does not plan to attend college or institution requiring financial aid, they may submit a <b>waiver</b> to opt out of completing the FAFSA. For further details on how to submit a waiver, or for assistance with the FAFSA process, please contact the school counseling office.</p>
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High school graduation credit will be granted to students for Algebra I, Geometry and World Language courses successfully completed in Grades 6, 7 or 8. Class grades in 6, 7 and 8 do not count towards high school GPA. **Students must attend Windsor High School to be awarded the credits from middle school.** High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited at a maximum of six credits. One 3-credit semester course, or its equivalent, at such an institution shall equal 1 credit for purposes of this policy. Some ECE courses may equal more than 1 credit. Please see the Program of Studies for more information.

► **AFJROTC**

None

► **ART**

None

► **CAREER & TECH ED**

**ECE Introduction to Allied Health Professionals.**

**High Honors**

**.5 credit. Prerequisite: None.** Overview of health professions and the team approach to health care delivery. Includes an understanding of the history of health care and its sociopolitical implications, as well as a deep exploration of careers in the area of health care. This course aligns with UCONN's AH1100.

**ECE EMT Training**

**High Honors**

**1.0 credit. Prerequisites: Medical Emergencies, ECE Introduction to Allied Health Professionals, or ECE Medical Terminology, Age 16+. Successful completion of biology and chemistry recommended.** Instruction in basic life support skills, treatment of bleeding control and shock recognition, care for trauma victims, medical emergencies. Supervised practice experience and hands-on instruction of theory. Includes a 10-hour observation experience outside of classroom instruction. Meets the performance requirements of the National Registry of Emergency Medical Technicians (NREMT) certification exam. This course aligns with UCONN's AH4092.

## **ECE Medical Terminology**

## **High Honors**

**.5 credit. Prerequisites: None.** Introduction and mastery of medical terminology through presentation of word roots, prefixes and suffixes. Disease processes, symptoms, diagnosis, and treatments that affect various body systems. Terminology associated with disease processes, symptoms, diagnosis, clinical procedures, laboratory tests, and treatments that affect various body systems. This course aligns with UCONN's AH2001.

## **► ENGLISH**

The senior programming will switch to a semester-based model, where all seniors are taking Senior Seminar and a choice semester course. We believe in offering choice and options to our students that engage our seniors in coursework that is relevant and interesting to them. Furthermore, we believe that in offering choice, we will also allow our seniors to take some responsibility over their education. Senior Seminar will offer a similar experience to all of our students prior to graduating. We will still be offering Multimodal and AP Literature but plan to introduce these courses as NL as they will mimic their Humanities counterpart, Civics, which is also NL for seniors. We will be offering African American Literature as one of these options. Currently, it is offered as an elective to all students. Further, we hope to open up American Studies as an Honors-level course. We'd like to give more opportunities for students to take the course and for teachers to teach it.

### **Senior Seminar**

### **NL**

**.5 credit. Open to Grade 12. Satisfies 12th grade English requirement** The Senior Seminar is a dynamic, semester-long course designed to prepare students for life beyond high school by engaging them in critical exploration of education, career choices, and personal interests. Through reflective analysis, research, and creative production, students will explore the impact of education on their personal and professional growth, investigate potential career paths, and examine how hobbies and interests contribute to meaning and purpose. Key projects include writing personal narratives, conducting career research, and producing a podcast on hobbies, integrating technology to effectively communicate their findings and passions. This course encourages self-reflection, critical thinking, and multimedia communication, providing a holistic approach to post-secondary readiness.

### **Film as Literature**

### **NL**

**.5 credit. Open to Grade 12. Satisfies 12th grade English requirement** Film as Literature is a semester-long course that explores how films, like traditional works of literature, serve as rich texts for analysis and interpretation. Students will examine narrative elements, literary devices, and thematic patterns such as the coming-of-age genre, speculative fiction, social justice, and globalization. Through in-depth analysis of character development, cinematic techniques, and rhetorical strategies, students will learn to critically engage with films as texts that reflect societal values, historical contexts, and emerging moralities. Units of study include analyzing the structure of film, exploring futuristic speculative fiction, understanding the complexities of social justice, and examining the multifaceted impact of globalization. Students will actively

engage in discussions, debates, research, and multimedia projects, synthesizing their insights into thought-provoking presentations and creative video stories.

### **Voices Under Fire: Literature, Censorship, and Advocacy**

**NL**

**.5 credit. Open to Grade 12. Satisfies 12th grade English requirement** In this year-long course, *Voices Under Fire: Literature, Censorship, and Advocacy*, students will explore contemporary texts that have faced censorship and analyze the social, political, and cultural reasons behind their banning. Through the study of these works, students will critically examine the impact of censorship on freedom of expression and marginalized voices. They will engage in debates, creative projects, and advocacy initiatives, developing their own agency in advocating for intellectual freedom. By exploring multiple perspectives, students will also reflect on their identities and the role literature plays in shaping societal values. The course fosters critical thinking, empathy, and civic engagement, preparing students to be advocates for themselves and others.

### **Sports and Society**

**NL**

**.5 credit. Open to Grade 12. Satisfies 12th grade English requirement.** This semester-long course explores the complex intersection between sports, ethics, culture, and literature, using sports as a lens to examine broader societal values and challenges. Students will engage with core concepts like ethical dilemmas in sports, the influence of race and gender in athletic spheres, the parallels between sports and military conflict, and the role of sports in shaping cultural and societal identities. Through literary analysis, journalistic writing, and multimedia projects, students will investigate how athletes, coaches, and sports organizations reflect and challenge societal norms, while critically analyzing how sports literature and media narratives shape public perceptions. Assessments will include research-based writing, personal reflections, and creative projects, allowing students to connect sports literature themes to their own lives and experiences.

### **Leaving Your Legacy**

**NL**

**.5 credit. Open to Grade 12. Satisfies 12th grade English requirement.** In *Leaving Your Legacy*, seniors reflect on their experiences at WHS and explore ways to positively impact their school community and beyond. Through Youth Participatory Action Research (YPAR), students will examine the challenges faced by younger peers, identify community needs, and develop solutions for positive change. The course emphasizes the importance of mentorship, leadership, and effective communication as students create and implement action plans that align with their values and goals. By engaging in research, arts-based methods, and collaborative discussions, students will learn how to enact grassroots change and leave a lasting legacy on their school, empowering them to become advocates and decision-makers in their community.

► **MATH**

None

► **MUSIC**

None

► **PHYSICAL EDUCATION/HEALTH**

None

► **SCIENCE**

**Sustainable Agriculture**

**College**

**.5 credit. Prerequisite: Integrated Science 1.** This course immerses students in gardening as we learn about traditional and innovative approaches to growing food. Students will explore how agriculture has driven human civilization and continues to play a critical role in meeting essential needs like food, clothing, and shelter. Through hands-on projects such as managing an aquaponics system, and cultivating an herb garden, and growing plants from seed in the greenhouse, students will develop practical skills in plant biology, soil science, and water management. The course also incorporates business fundamentals, teamwork, and problem-solving abilities. Field trips, lab work, and real-world applications provide a dynamic learning environment, equipping students with the knowledge and skills to succeed in the expanding field of sustainable agriculture.

► **SOCIAL STUDIES AND HISTORY**

We are re-writing the scope and sequence of Social Studies. First, we will take away Early Global Studies (HH, H, and C) and replace it with Human Geography (AP, H, C). The AP option will allow students to earn college credit as early as their freshman year of high school. Instead of offering Modern Global Studies (C, H) for tenth grade, we will be offering Global Studies (C, H). First, this helps to avoid some of the lapses information that some students have when entering 10th grade when they have chosen to take African American Latino versus Early Global Studies. While it is not entirely dependent, the two courses to some degree work in tandem. According to teachers, both the modern and early global courses cover a large amount of content that is not entirely relevant or of interest to students. Global Studies is a truncated version that focuses on the most important aspects of both courses. A course on African American Latino Studies and Human Geography both explore the relationship between people and place, focusing on how culture and identity are shaped by geography; thus making them more comparable choices for freshmen. Both courses address power dynamics, migration patterns, and historical contexts to understand social and spatial phenomena.

Revisions have also been made to both Civics and US History in order to make them more relevant and historically responsible to the modern world.

### **Human Geography**

**College, Honors, AP**

#### **1.0 credit. Grade 9 Requirement.**

Human Geography is a foundational Social Studies course for freshmen that will build important skills in analysis of maps, graphs, charts, and various other types of historical texts. Students will explore the impact of geography across global regions, touching upon such topics as migration patterns, cultural exchange, and economic development. This course will provide a foundation for perceptive and critical reading of challenging texts and rich, analytical argument-writing. The AP level of this course will pave the way for students to take AP World History in 10th grade.

### **Global Studies**

**College, Honors**

**1.0 credit. Grade 10 Requirement.** Global Studies provides an overview of the major political, economic, and cultural developments across the global landscape between the year 1200 and the present day. Students will explore civilizations across every global region, tying together common themes and surfacing key differences. Students will analyze change and continuity in political structures, the impact of trade, and key social and cultural developments. The course will put an emphasis on critical analysis of historical texts and the composition of rich and detailed historical arguments. This course will build on concepts introduced in Grade 9 courses and will serve as a foundation for Grade 11 Social Studies courses.

### **► SPECIAL EDUCATION**

None

### **► WORLD LANGUAGE**

None

## CHANGES

### ► AFJROTC

**Course Description Change - JROTC 1: A Journey into Aviation History/Citizenship Character and Air Force Tradition.** Add "Not Offered 2025-2026."

**Course Description Change - JROTC 2: The Science of Flight/Communication, Awareness and Leadership.** Remove "NOT OFFERED 2024-2025."

**Course Description Change - JROTC 3: Exploring Space/Life Skills and Career Opportunities.** Add "Not Offered 2025-2026."

**Course Description Change - JROTC 4: As 400 Management of the Cadet Corps/LE 400 Principles of Management.** Remove "Not Offered 2024-2025."

### ► ART

None

### ► CAREER & TECH ED

**Introduction to Health Careers and Health Care Services.**

**1699 Honors**

Change to .5 credit from 1.0 credit

#### **Update Course descriptions:**

**ECE Architecture and Interior Design 2**

**1680 High Honors**

**1.0 Credit. Prerequisite: Architecture and Interior Design 1.** Semester 1 begins by studying the differences between traditional and contemporary home designs. Students then develop their own floor plan design based on the principles of good interior design. Several research projects are used to provide "real-life" problem-solving techniques. Semester 2 students will be building their designs. The Chief Architect software will be used to design a house for a client then used to present a 3D walkthrough of the property. This course aligns with CCSU's TE245.

**ECE Precision Manufacturing 2**

Change level to High Honors. Add the ECE in front of the title. Add Prerequisite: Manufacturing 1/Engineering 1 for the ECE credit. Change the last sentence to: This course aligns with CCSU's MM236.

**ECE Engineering 1**

Add ECE and change level to High Honors. Prerequisite: Algebra 1 or higher. Add last sentence: This course aligns with CCSU's MM121.

## **ECE Engineering 2**

Add ECE, change level to HH. Add last sentence: This course aligns with CCSU TE221

### **Update Course descriptions:**

Change under the Education and Training Cluster next to NOT OFFERED add 2025-26.

Foundations of Technology: Change the date next to NOT OFFERED add 2025-26 .

Transportation and Technology 1: add NOT OFFERED 2025-26.

Fashion Merchandising: Remove NOT OFFERED (we are going to try and run the class)

Yearbook: Change the NOT OFFERED to add 2025-26 .

## **► ENGLISH**

**Move course from elective section to English courses (for seniors) and change the level from honors to NL**

### **African American Literature**

**NL**

**.5 credit. Open to Grade 12. Satisfies 12th grade English requirement** This course incorporates writers from the 18th century through the Harlem Renaissance and beyond, each of whom contributed greatly to the diverse body of American literature. Students will analyze major concepts within the literature that are associated with brotherhood, bias, identity, community, rebellion, and spiritual resistance. The course will emphasize how experiences with these issues impact all people. The students will evaluate the authors' works for their literary merit and will connect the literature with American history, society, and culture. Students will be encouraged to share personal perspectives, as related to the literature. This course is best suited for juniors, but is open to all students. It is a companion to English 11 and AP Language and Composition, both of which require critical reading of American literature. It also serves as a literary backing for the African American history course offered by the social studies department.

### **Update Course description:**

### **American Studies**

**Honors**

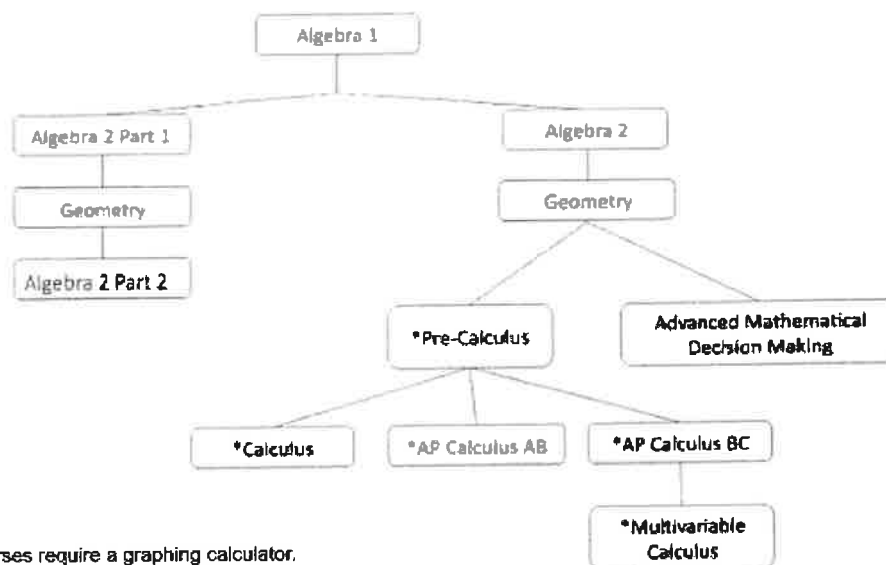
**2.0 credit. Open to 11th.** American Studies provides students the opportunity to explore what it means to be American as both a historian and a literary scholar. Throughout this course, students will investigate concepts such as the American identity, democratic ideals, the tensions between the individual and American society, diverse perspectives on the American dream, and active citizenship. Through the marriage of historical documents and literature, students will develop a deeper understanding of, and appreciation for, those people, events, institutions and

turning points that have shaped American history and that continue to influence the nation and students' lives today. Students will come to understand the American experience in a way that respects and acknowledges the various cultural perspectives as they examine fiction, visuals, political movements, literature, film, and historical texts.

**This course fulfills the state U.S. History requirement. Students earn 2.0 credits with 1.0 credit each towards graduation for English and Social Studies.**

► **MATH**

**Update the Math Course Diagram:**



**Update course description:** Add course will fulfill financial literacy requirement.

**ECE Math for Business and Economics**

**.5 Credit. Prerequisite: Pre-Calculus. Course will fulfill financial literacy requirement.** This course extends students' knowledge of linear equations and inequalities, matrices, systems of linear equations, and linear programming. Other topics include sets, counting, probability and statistics; mathematics of finance; and applications to business and economics. This course is an alternative to Calculus for college-bound students interested in business and economics. This course aligns to UCONN's MATH 1070Q

► **MUSIC**

None

► **PHYSICAL EDUCATION/HEALTH**

None

► **SCIENCE**

Update Course description:

**Anatomy and Physiology**

**1345 College**

**1.0 credit. Open to grades 11-12. Prerequisite: Successful completion of Biology.** This course examines the human body systems, the form in which they exist, and how they function and interact with one another. Topics include an in-depth exploration of the structures and functions of each body system. This includes protection and defense; thermoregulation; support and movement; communication, control, and integration; environmental exchange; and reproduction. **Dissections are an integral part of the course.**

**Needed to revise the prereq for these two courses when we swapped Alg 2 and Geometry:**

**ECE General Chemistry I and II**

**1356 ECE**

**1.0 Credit.** Prerequisite: Algebra 2. It is recommended that students receive an average of a B- or higher in Algebra 2 Honors or High Honors

**AP Chemistry**

**1347 AP**

**1.0 Credit.** Prerequisite: Algebra 2. It is recommended that students receive an average of a B- or higher in Algebra 2 Honors or High Honors

► **SOCIAL STUDIES AND HISTORY**

**Update course description:** Add counts for financial literacy requirement.

**Economics**

**.5 credit. Grade 10, 11 or 12. Course will fulfill financial literacy requirement.** This course is a detailed examination of the five factors of production (land, labor, capital, management, and government). It examines wealth in the American economy; around the areas of money, credit, and banking; national income analysis; government spending and taxing policies; and international economics. This course is highly recommended for the college-bound business-oriented student.

## Economics

AP/ECE

**1.0 credit. Grade 11 or 12. Course will fulfill financial literacy requirement.** Students should be able to read a college level textbook and possess basic mathematics and graphing skills. The primary focus of the first semester is microeconomics, the study of the principles of economics that apply to the decisions of individual producers and consumers. The second semester focuses on macroeconomics examining government policies used to increase national income and stabilize prices, and also the role of international trade on economic growth. This course prepares students for both AP Microeconomics and Macroeconomics exams. Students are required to take both exams. This course qualifies for 6 credits of University of Connecticut Early College Experience credit.

### Update Course descriptions:

## United States History

Honors, College

**1.0 credit. Grade 11 Requirement.** This U.S. History course offers a comprehensive exploration of the nation's past, focusing on significant events, figures, and movements that have shaped American society. Through the examination of primary and secondary sources, students will develop critical thinking and research skills while analyzing key topics such as the foundations of America, expansion and conflict, industrialization, and contemporary issues. The course employs diverse instructional strategies, including lectures, group projects, and multimedia resources, to engage students actively in their learning. Assessments will encompass formative and summative methods, ensuring students can articulate their understanding of historical contexts and their relevance to contemporary society. Ultimately, this course aims to empower students to become informed citizens who can engage thoughtfully with the world around them. Students will need to pass in order to graduate.

## Civics

NL

**.5 credit Grade 12 requirement.** This course focuses on what it means to be an active member in the community through civic engagement, awareness, and a knowledge of the American government. Students will engage in activities that promote critical thinking by asking questions, finding evidence, and making claims. Students will inquire and make arguments about the founding ideals, the structure of federal and state governments, and public policies. Special emphasis will be given to the skills of argumentation, using inquiry, and thinking about how we as citizens can affect change in society.

## American Studies

Honors

**2.0 credit. Open to 11th.** American Studies provides students the opportunity to explore what it means to be American as both a historian and a literary scholar. Throughout this course, students will investigate concepts such as the American identity, democratic ideals, the tensions between the individual and American society, diverse perspectives on the American dream, and active citizenship. Through the marriage of historical documents and literature, students will

develop a deeper understanding of, and appreciation for, those people, events, institutions and turning points that have shaped American history and that continue to influence the nation and students' lives today. Students will come to understand the American experience in a way that respects and acknowledges the various cultural perspectives as they examine fiction, visuals, political movements, literature, film, and historical texts.

**This course fulfills the state U.S. History requirement. Students earn 2.0 credits with 1.0 credit each towards graduation for English and Social Studies.**

### ► **SPECIAL EDUCATION**

**Course Description Change (edited the wording) & move course to special education section in POS**

#### **Bridges Program (@Windsor High School)**

Bridges is a special education program that provides a "home base" to students through Resource Study classes. Students who are enrolled in the Bridges program may receive support inside and outside of the scheduled Bridges block. Students can be referred to Bridges for many different reasons (behavior, organization, academic). This program may only be accessed by Special Education students.

Bridges offers students an opportunity to develop and apply study skills needed for successful performance in their courses. Students will receive direct instruction in organizational methods, learning strategies and self-awareness techniques. Specific instruction around each student's IEP goals and objectives, including post-secondary transition, will be emphasized. The primary goal of the course is to promote independent learning and to increase each student's sense of responsibility for his/her learning and achievements. In addition to direct instruction, students will receive academic support for their other classes. Students may complete this course more than once.

#### **Update Course descriptions:**

##### **Consumer Math**

**1753**

**Prerequisite: Recommendation of PPT.** This course is designed for students in grades 9-12 who require individualized mathematics instruction. The course is offered at 2 levels: per a PPT decision. The course emphasizes the application of basic math skills and concepts to daily living and real-world situations. Course concepts include specialized instruction on IEP goals and objectives, place value, rounding, fractions, decimals, money management, budgeting, and measurement. Individual and small group instruction is provided. This course may be repeated for credit.

**Pre-Algebra**

**1754**

**Prerequisite: Recommendation of PPT.** This course is designed for students who require instruction in pre-Algebra skills prior to enrolling in Algebra 1. Topics include the following: review of place value, fractions, decimals; algebraic expressions and integers; word problems; solving equations; graphing; ratios, proportions and percents; and probability. Individualized and small group instruction is provided. This class is supported by a general education math teacher as well. This course may be repeated for credit.

► **WORLD LANGUAGE**

**Update Course description:**

**Spanish 1**

**1457 College**

**1.0 Credit.** First-year students begin developing their four basic skills of listening, reading, writing and speaking in the target language. They are expected to comprehend the target language spoken by their teacher and peers. They read and write sentences and short paragraphs and study the language through a comprehension-based proficiency oriented curriculum. The culture of the Spanish-speaking people is introduced through the use of audio visuals and readings.

**UpdateTable Added in Special Programs at WHS (for CCSU):**

Central Connecticut State University Early College Experience Program

CCSU Early College Experience (ECE) provides academically motivated students the opportunity to take university courses while still in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree.

ECE instructors, who are certified as adjunct professors by CCSU faculty, create a classroom environment fostering independent learning, creativity and critical thinking—all pivotal for success in college. WHS CCSU ECE courses are listed below.

Engineering 1 - Offered starting 2025-26
Engineering 2 - Offered starting 2025-26
Architecture & Interior Design 2 - Offered starting 2025-26

Precision Manufacturing - Offered  
starting 2025-26

**Course Description Change-** Update AP Exam statements for ALL AP courses and under the AP section in the program of study regarding exam fee. Starting 2025-2026 AP exam fee for families will be the following: if a student doesn't receive free or reduced lunch they will pay the full AP exam fee and students who receive free or reduced lunch they will not pay the AP exam fee.

**Update: Counselor Caseload for Classes 2025-2028**

**Grade 9 (2028)**

A-CH Tess Albert  
CI-HA Michael Broxterman  
HE-M Amanda Perreault  
N-SL Roxanne Atterbury-Whyne  
SM-Z Carol Normoyle

**Grade 10 (2027)**

A-CO Tess Albert  
CR-HI Michael Broxterman  
HO-ME Amanda Perreault  
MI-R Roxanne Atterbury-Whyne  
S-Z Carol Normoyle

**Grade 11 (2026)**

A-D Tess Albert  
E-I Michael Broxterman  
J-N Amanda Perreault  
O-R Roxanne Atterbury-Whyne  
S-Z Carol Normoyle

**Grade 12 (2025)**

A-C Tess Albert  
D-H Michael Broxterman  
I-M Amanda Perreault  
N-T Roxanne Atterbury-Whyne  
U-Z Carol Normoyle

**Life Skills**

A-Z (All Grades) Tess Albert

**L.P. Wilson**

A-Z (All Grades) Ross Burba

**MLL**

A-Z (All Grades) Michael Broxterman

## DELETIONS

**Remove course from Program of Study:** (The senior programming will switch to a semester-based model, where all seniors are taking Senior Seminar and a choice semester course)

**English 12** 1074 Honors  
1075 College

**1.0 credit. Prerequisite: English 11.** This Common Core State Standards-aligned course is a full year course designed to strengthen students' critical reading and writing skills. Students will prepare for college-level work by studying complex literary texts and contemporary non-fiction selections. In completing the requirements for this course, students will prepare a comprehensive reading and writing project that incorporates research, revision, and presentation. Students will also be responsible for completing several summative writing assessments, in which they will learn to plan, draft, and proofread a formal, multi-page document. Conceptual units include: Ourselves Among Others; Ethics and Morality; The Role of Gender and Identity in the Human Experience; The Universal Journey and Author Study; The Triumphs and Struggles of the Human Journey and Author Study.

(The re-writing of the scope and sequence of Social Studies. Take away Early Global Studies (HH, H, and C) and replace it with Human Geography (AP, H, C). The AP option will allow students to earn college credit as early as their freshman year of high school. Take away Modern Global Studies (C, H) for tenth grade, and offer Global Studies (C, H).)

**Early Global Studies** 1120 HH  
1121 Honors  
1122 College

**1.0 credit. Grade 9 requirement.** Early Global Studies provides a survey of significant cultural, economic and political themes that emerged in the ancient and medieval world. Students will examine the elements of early societies, compare the beliefs and history of major religions, analyze the rise and fall of the empires, and trace the power of trade and money in bringing people together in cooperation and conflict. The college and honors version of this course will serve as a foundation to sophomore year Modern Global Studies; the High Honors level will serve as a foundation for Advanced Placement World History– Modern in the 10th grade.

**Modern Global Studies** 1125 Honors  
1126 College

**1.0 credit. Grade 10 requirement.** This course involves the study of the development of world civilization through history, politics, and the arts. The student gains an understanding of the

significant cultural, economic and political ties that have existed among western, African and Asian civilizations from the eighteenth century to the present.

**Remove the section on Alternative Education Options:** At this time the program does not exist.

**Remove course from Program of Study: (Part of Alternative Education Program which no longer exists)**

**Study Skills**

1793 Basic S1

1794 Basic S2

.5 credit. Prerequisite: Recommendation of PPT. This course offers students an opportunity to develop and apply study skills needed for successful performance in their courses. Students will receive direct instruction in organizational methods, learning strategies and self-awareness techniques. Specific instruction around each student's IEP goals and objectives, including post-secondary transition, will be emphasized. Students will also learn to utilize assistive technology. The primary goal of the course is to promote independent learning and to increase each student's sense of responsibility for his/her learning and achievements. In addition to direct instruction, students will receive academic support for their other classes. Students may complete this course more than once and is graded on a pass/fail basis.

**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** October 16, 2024

**Prepared By:** Terrell M. Hill

**Presented By:** Danielle Batchelder  
Chief of Operations

**Attachments:** N/A

**Subject:** School Safety Plans (Executive Session)

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**BACKGROUND:**

The board would like to receive an update on the School Safety Plans

**STATUS:**

N/A

**RECOMMENDATION:**

Move to enter executive session for the purpose of discussing school safety plans. We invite Superintendent Hill, Chief of Operations Danielle Batchelder and Safety and Security Officer Kelvan Kears into executive session.

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**Recommended by the Superintendent:** TH/sb

**Agenda Item #** 12.