

**Windsor Board of Education
Regular Meeting**

Tuesday, November 19, 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/86776915835> Or Telephone: +1 646 558 8656 +1 301 715 8592 Webinar ID: 867
7691 5835

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
 - 2.a. CAPSS Student Leadership Awards for Sage Park Middle School—Harsshad Venkatesh, Academic Excellence; Grant Cauley, Community Service; Ameera Elarabi, Leadership. CAPSS Student Leadership Awards for Windsor High School—Samuel Garcia, Academic Excellence; Alexa Banbury, Community Service; Auboni Chambers, Leadership
Speaker(s): T. Hill/L. Jorgensen/B. Parker
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. Approval of Minutes
Speaker(s): L. Lockhart
 - 5.a. October 16, 2024 Regular Meeting
Speaker(s): L. Lockhart
6. Student Representative Report
Speaker(s): V. Montilla
7. Board of Education
Speaker(s): D. Furie
 - 7.a. President's Report
Speaker(s): D. Furie
 - 7.b. School Liaison Reports
Speaker(s): D. Furie
 - 7.b.1. Windsor High School
Speaker(s): A. Taylor/N. Wolliston
 - 7.b.2. Sage Park Middle School
Speaker(s): A. King/P. Panos
 - 7.b.3. Clover Street School
Speaker(s): J. Madison
 - 7.b.4. John F. Kennedy School
Speaker(s): J. Canter
 - 7.b.5. Oliver Ellsworth School
Speaker(s): L. Lockhart
 - 7.b.6. Poquonock School
Speaker(s): J. Halek
8. Superintendent's Report
Speaker(s): T. Hill
 - 8.a. Budget Assumptions, 1st Reading
Speaker(s): D. Batchelder
 - 8.b. WHS Program of Studies 2025-2026, 2nd Reading

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

8.c. State Accountability Report

Speaker(s): N. Abdel-Hady

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, December 17, 2024. At 6:30 PM there will be a Public Forum on the Budget Process and the Regular Meeting will begin at 7:00 PM, LPW, Board Room

Speaker(s): D. Furie

10.b. Ad Hoc Cell Phone Policy Committee Meeting, Tuesday, December 3, 2024, 6:00 PM, Virtual

Speaker(s): D. Furie

11. Audience to Visitors

Speaker(s): D. Furie

12. Adjournment

Speaker(s): D. Furie

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: November 19, 2024

Prepared By: Terrell M. Hill, PhD

Presented By: Terrell Hill/L. Jorgensen/B. Parker

Attachments: None

Subject: CAPSS Student Leadership Awards

BACKGROUND:

The Connecticut Association of Public School Superintendents' Student Leadership Award is given to three students at both Sage Park Middle School and Windsor High School who show leadership to the school, academic prowess relative to ability, and service to others in the community. The goal of the award is to focus on students whose accomplishments and activities go beyond academic success and include service and leadership, making them role models for other students.

STATUS:

N/A

RECOMMENDATION:

For information only:

This year's recipients chosen from Sage Park Middle School are:

- Harshaad Venkatesh – Academic Excellence
- Grant Cauley – Community Service
- Ameera Elarabi – Leadership

This year's recipients chosen from Windsor High School are:

- Sam Garcia – Academic Excellence
- Alexa Banbury – Community Service
- Auboni Chambers – Leadership

Ms. Jorgensen, SPMS Principal, will read a short bio on each of the SPMS recipients.
Dr. Breon Parker, WHS Principal, will read a short bio on each of the WHS recipients.

Recommended by the Superintendent: TH/Sb

Agenda Item # 2.a.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 19, 2024

PREPARED BY: Danielle Batchelder

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: October 31, 2024 Financial Report

SUBJECT: Financial Report

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 October 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 for October 31, 2024	\$ 9,008,809
Expenditures & Encumbrances through October 31, 2024	\$24,359,075

Reviewed by: _____

NOB

Recommended by the Superintendent: _____

TH/SB

Agenda Item # _____

4.a.

Windsor Public Schools
Financial Report
October 31, 2024

	2024-2025 Budget	Expenditures YTD 10/31/24	Encumbrance	Balance 6/30/2025	% Balance
<u>Instructional Services</u>					
Clover Street School	50,170	15,751	5,426	28,993	58%
John F. Kennedy School	71,950	24,963	3,244	43,743	61%
Oliver Ellsworth School	74,230	32,818	5,174	36,238	49%
Poquonock School	56,800	25,679	6,572	24,549	43%
Sage Park Middle School	184,935	70,751	31,954	82,230	44%
Windsor High School	355,145	100,721	20,262	234,162	66%
Windsor High School Interscholastic Sports	260,000	149,131	108,148	2,721	1%
Athletic Coaches	320,000	10,570	0	309,430	97%
WHS Career & Technical Education	59,745	12,314	11,885	35,546	59%
Continuing Education	70,400	12,560	3,025	54,815	78%
Instructional Mgt. & Curriculum Development	288,488	22,905	14,407	251,176	87%
Magnet School Tuition	1,860,600	4,290	5,148	1,851,162	99%
Technology	1,443,725	956,103	65,538	422,084	29%
Total Instructional Services	5,096,188	1,438,556	280,783	3,376,849	66%

<u>Education Support Services</u>					
Pupil Personnel Services	384,250	61,541	33,228	289,481	75%
Special Education	96,400	21,762	6,822	67,816	70%
Special Education Tuition	6,779,140	1,019,458	100,264	5,659,418	83%
Policy & Planning	133,386	52,442	29,671	51,273	38%
Employee Personnel Services	152,000	51,920	18,080	82,000	54%
Financial Management	270,840	104,120	97,119	69,601	26%
Financial Services	38,500	32,284	3,756	2,460	6%
Pupil Transportation & Safety	3,408,754	9,886	343,431	3,055,437	90%
Special Education Transportation	2,622,200	492,913	104,165	2,025,122	77%
Physical Plant Services	2,693,517	945,332	1,626,257	121,928	5%
Major Maintenance	423,000	58,466	0	364,534	86%
L.P. Wilson Center	272,900	86,620	149,190	37,090	14%
Benefits	12,596,761	3,247,680	245,335	9,103,746	72%
Certified Salaries	36,373,508	9,748,052	0	26,625,456	73%
Non-Certified Salaries	11,251,856	3,524,441	0	7,727,415	69%
Regular Ed Tutor Salaries	364,352	100,681	0	263,671	72%
Special Ed Tutor Salaries	507,000	130,098	0	376,902	74%
Substitute Salaries	792,788	177,259	0	615,529	78%
FRC & SEL	56,000	12,698	4,765	38,537	69%
Total Education Support Services	79,217,152	19,877,653	2,762,083	56,577,416	71%

Total All Sites	\$84,313,340	\$21,316,209	\$3,042,866	\$59,954,265	71%
------------------------	---------------------	---------------------	--------------------	---------------------	------------

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 19, 2024

PREPARED BY: Jen Clarke,
Registration Coordinator

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: Student Enrollment Report & Recap

SUBJECT: Student Enrollment as of November 1, 2024

BACKGROUND:

Attached are the enrollment figures as of November 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*

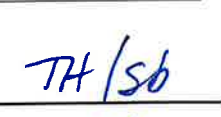
Out of District - Special Education: Those students who are placed at a Connecticut State Department of Education (CSDE) approved private special education program as recommended by a planning and placement team (PPT) as part of a student's individualized education program (IEP). Additionally, this category 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

Reviewed by: 

Recommended by the Superintendent: 

Agenda Item # 4.6.

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

Enrollment in Windsor Public Schools

Grades PreK - 5	1,402
Grades 6-8	716
Grades 9-12	1,125
Total District Enrollment	3,243

Windsor Students not in District Schools

Out of District Placements (SPED)	29
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	34
CREC Montessori Hartford	8
CREC Metropolitan Learning Center (MLC)	43
CREC Miscellaneous Magnet Schools	238
Hartford Host Magnet Schools	197
Miscellaneous Magnet Schools (LEARN, Goodwin College & Global Experience)	21
A.I. Prince Technical High School	17
Howard Cheney Technical High School	14
	601
Total Students	3,844

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

GRADE	Poquonock School	Clover Street School	Oliver Ellsworth School	John F. Kennedy School	Total
PreK	61		38		99
K	70		102		172
1	86		129		215
2	107		114		221
3		96		141	237
4		87		138	225
5		96		137	233
Subtotal K-5					1,303
Total	324	279	383	416	1,402

GRADE	Sage Park Middle School
6	233
7	245
8	238
Total	716

GRADE	Windsor High School
9	298
10	280
11	280
12	267
Total	1,125

District Wide Enrollment	3,243
---------------------------------	--------------

ENROLLMENT REPORT 2024-2025
 OLIVER ELLSWORTH SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten											
19	Allen			12	12	12							
20	Klescezeski			12	12	12							
21	Moreno			12	12	12							
22	Bishop			13	13	13							
23	Heacock			12	12	13							
24	Stevens			13	13	13							
25	Chapple			13	13	14							
26	Nash			13	13	13							
	Total		131	100	100	102	0	0	0	0	0	0	0
		Grade 1											
10	Strickland			19	19	19							
12	Butterick			19	18	17							
13	Fleury Barton			19	17	17							
14	Och			18	19	20							
15	Adamski			19	18	19							
16	Lawrence			18	19	19							
17	Cook			19	20	18							
	Total		135	131	130	129	0	0	0	0	0	0	0
		Grade 2											
1	Mayo			16	15	15							
2	Billington			17	17	17							
3	McDonald			18	18	18							
6	Verdone			16	16	16							
7	Gonzalez			16	16	16							
8	Ozenne			15	16	16							
11	Montesione			16	16	16							
	Total		123	114	114	114	0	0	0	0	0	0	0
		Sped & Peers		33	34	38							
	Total		46	33	34	38	0	0	0	0	0	0	0
	Totals		435	378	378	383	0	0	0	0	0	0	0

**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
Grade 3													
1	Stout			19	19	19	0	0	0	0	0	0	0
2	Nguyen			21	21	20							
3	Lamoureux			22	22	22							
4	Pierce			20	20	19							
5	May			20	20	21							
6	Schultz			20	20	20							
8	Freitas			19	18	18							
	Total		130	141	140	139	0	0	0	0	0	0	0
Grade 4													
7	Gilligan			23	23	23							
9	Jones			23	23	23							
10	Estelle			22	23	23							
12	Kingsley			23	22	23							
14	Feliciano			23	23	23							
16	DaCosta			20	22	22							
	Total		120	134	136	137	0	0	0	0	0	0	0
Grade 5													
19	Johnson			22	22	23							
20	Carpenter			23	23	23							
24	Lam			23	23	23							
25	Mitchell			22	22	23							
27	Bell			23	23	23							
28	Everett			21	22	22							
	Total		121	134	135	137	0	0	0	0	0	0	0
	22 Rodriguez (ABA)*					3							
	Totals		371	409	411	416	0	0	0	0	0	0	0

* Enrollment number does not reflect the number of students on the teachers case load

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
Grade 9	302	294	299	298							
Grade 10	283	276	279	280							
Grade 11	292	278	280	280							
Grade 12	270	270	267	267							
Windsor High Total	1,147	1,118	1,125	1,125	0	0	0	0	0	0	0

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: Tuesday, November 19, 2024

Prepared By: Patricia Patton

Presented By: Danielle Batchelder

Attachments: Cafeteria Operations – October 2024

Subject: Food Service Financial Report

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 October 2024

Recommendation: Informational Only

Reviewed by: NOB **Recommended by the Superintendent:** TH/sb
Agenda Item # 4.c.

Windsor School Food Service
Financial Statement
October 2024

REVENUE	October 2024	7/1/24- YTD	October 2023	7/1/23- YTD
SALES	\$95,456.00	\$172,760.43	\$56,491.43	\$137,437.34
REIMBURSEMENTS - STATE	0.00	0.00		130,148.05
ACCOUNTS RECEIVABLE FED	151,400.53	314,184.82	139,885.14	307,143.76
CLOC	0.00	62,903.00	43,884.00	105,865.00
MISC. (Rebates)& Grants	0.00	4,753.79	902.41	1,860.92
9 Cents Certification	3,958.83	\$8,309.25	3,414.80	7260.08
REVENUE TOTALS	\$250,815.36	\$562,911.29	\$244,577.78	\$689,715.15
Refunds				
REVENUE TOTALS	\$250,815.36	\$562,911.29		
EXPENSES				
WAGES	\$73,731.41	\$189,848.33	\$73,731.41	\$180,132.40
PAYROLL TAXES	5,640.45	14,523.39	5,879.33	14,019.00
EMPLOYEE BENEFITS	10,664.06	31,428.37	10,664.06	20,481.91
FOOD/MILK/ICE CREAM	134,870.12	341,889.15	155,336.11	349,408.56
PAPER	6,420.74	9,631.11	4,873.12	13,348.04
TRUCK/GAS/Mileage	285.31	459.87	175.31	895.30
SUPPLIES	9,645.60	63,512.12	3,640.68	4,139.39
EQUIPMENT	4,776.81	159,121.41	12,153.18	130,494.42
SERVICES	9,163.40	35,998.09	700.10	1,036.60
EXPENSE TOTALS	\$255,197.90	\$846,411.84	\$267,153.30	\$713,955.62
NET INCOME	-\$4,382.54	-\$283,500.55	(\$22,575.52)	(\$24,240.47)
INVENTORY	\$16,238.01			\$18,726.39
OPENING BALANCE 7/1	\$1,985,269.08			\$209,503.15
COMPUTED OPERATING POSITION		\$1,718,006.54		\$203,989.07

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: November 19, 2024

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

Attachments: Human Resources Report

Subject: Human Resources Report for October 1, 2024 – October 31, 2024

NEW HIRES / REAPPOINTMENTS

First Name	Last Name	Position	Location
Kimberly	Aitkin	Special Education Teacher	Clover
Laura	Waller	Pre-K Special Education Teacher	Oliver Ellsworth
Stacy	Viegas	Digital Graphic Arts Teacher	Windsor High
Elizabeth	Hanlon	Adult Ed. Teacher	L.P. Wilson
Jamil	Jones	Custodian II (Evenings)	Clover
Amari	Gary	Paraprofessional	Clover
Celia	Brown	Paraprofessional	Clover
Leslie	Israel	Paraprofessional	Clover
Jordyn	Williams	Paraprofessional	Clover
Rima	Mughayyer	Part-Time Lunchroom Monitor	John F. Kennedy
Joseph	Barile	Part-Time Treehouse Group Leader	John F. Kennedy
Jayla	Rivera	Part-Time Cashier	John F. Kennedy
Alison	Lloyd	Part-Time Reading Tutor	John F. Kennedy
Travone	Brock	Custodian II (Evenings)	Oliver Ellsworth
Timothy	Porter	Building Substitute	Oliver Ellsworth
Richelle	Wells	Paraprofessional	Oliver Ellsworth
Ananda	Burnard	Building Substitute (Temporary)	Oliver Ellsworth
Michael	Loftus	Part-Time Tutor (SPARK)	Sage Park
Riham	Khalifa	Full-Time Tutor (Multilingual Learners)	Windsor High
Jayquan	Richardson	Part-Time Safety Assistant	Windsor High
Michael	Brehon	Full-Time Safety Assistant	Windsor High
Angela	Wilson	Full-Time Structured Literacy Tutor	Districtwide
Anthony	Walker	Substitute Custodian	Districtwide

REASSIGNMENTS / TRANSFERS

First Name	Last Name	Position	Location
Melanie	Alzamora	Classroom Teacher	Poquonock
Laura	Eskenazi	Reading Intervention Teacher	Sage Park
Melissa	Kowalchik	Kindergarten Teacher	Poquonock
April	Moore	Part-Time Lunchroom Monitor	John F. Kennedy
Stephanie	Marcelino	Part-Time Safety Assistant	Windsor High
Joseph	Byrd	Part-Time Safety Assistant	Windsor High
Paul	Broxterman	Full-Time Safety Assistant	L.P. Wilson
Caitlin	O'Neil	Senior Accounts Payable Coordinator	L.P. Wilson

RESIGNATIONS / SEPARATIONS / RETIREMENTS

First Name	Last Name	Position	Location
Nasrah	Raquib	Special Education Teacher	Poquonock
Laura	Buck	Reading Intervention Teacher	Sage Park
Monica	Brase	Science Teacher (Alternative Ed.)	Windsor High
Robert	Wheeler	Custodian II (Evenings)	Clover
Britany	Buckland	Paraprofessional	John F. Kennedy
Jordan	Sanchez	Part-Time Cashier	John F. Kennedy
LA'Tosha	Woodard	Assistant Varsity Girls Tennis Coach	Windsor High
Kimberly	Hillman	Varsity Girls Lacrosse Coach	Windsor High
Brendan	Hockenberry	Maintenance Worker (Licensed)	Districtwide

Reviewed by: NEB

Recommended by the Superintendent: TH/SB

Agenda Item # 4.d.

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

Wednesday, October 16, 2024 7:00 PM
BOE Regular Meeting, LP Wilson Board Room
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Wednesday, October 16, 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: Absent
Mr. Leonard Lockhart: Present
Mr. James Madison: Present
Mr. Paul Panos: Present
Ms. Ayana Taylor: Present
Mr. Nathan Wolliston: Present

Mr. Wolliston attended the meeting virtually. At 9:39 PM, Mr. Wolliston left the meeting when the executive session began.

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

The meeting was called to order at 7:03 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

3. Audience to Visitors

Andrew Blume, 416 Pond Bridge Road - He expressed an interest in additional language offerings at the high school.

4. Consent Agenda

a. Financial Report

Expenditures and encumbrances through September 30, 2024 \$15,350,266

Move the Board of Education approve consent agenda items 4.a. Financial Report and 4.c. Food Service Report. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

b. Enrollment Report

Questions were asked about Pre-K enrollment.

Move the Board of Education approve consent agenda item 4.b. Enrollment Report. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

c. Food Service Report

See 4.a. Consent Agenda Motion.

d. Human Resources Report

Questions were asked about district turn-over and nursing positions.

Move the Board of Education approve consent agenda item 4.d. Human Resources Report. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

5. Student Representative Report

Mr. Montilla provided an overview of events, activities and announcements at Windsor High School.

6. Approval of Minutes

a. September 17, 2024 Regular Meeting

Move the Board of Education approve the minutes of the September 17, 2024 PM Regular Meeting. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

7. Board of Education

a. President's Report

Mr. Furie detailed recent Connecticut Association of Boards of Education events. He also announced awards and certifications presented by CABA to the district.

b. Poquonock Elementary School Roof Replacement – Approval of Project and Educational Specifications

Ms. Batchelder detailed the status and process of the Poquonock Elementary School roof replacement.

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

Yes: 8, No: 0

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)

Secondary Curriculum Director Bonnie Fineman reviewed the process of creating an ECE class in conjunction with UCONN. She answered questions provided by the board. Assistant Superintendent of Instructional Services Dr. Noha Abdel-Hady answered additional questions as needed.

d. School Liaison Reports

1. Windsor High School

Ms. Taylor spoke about a Project Graduation fundraiser at Barts, Senior Night sports events, and School Governance Council.

2. Sage Park Middle School

Mr. Panos spoke about assemblies and conferences.

3. Clover Street School

Mr. Madison spoke about attendance, a field trip, and an upcoming dance.

4. John F. Kennedy School

Ms. Canter provided dates of upcoming and past events. She also spoke about a recycling program beginning at JFK.

5. Oliver Ellsworth School

Mr. Lockhart spoke positively of the HVAC process at Oliver Ellsworth Elementary School.

6. Poquonock School

Mr. Halek updated the community about important dates for Poquonock Elementary School.

8. Superintendent's Report

Dr. Hill offered congratulations to Coach Fleeting, thanks to Quest Global for supply donations, and the positive response to Citizen's Academy at WHS. He gave details about upcoming district events.

Safety and Security Officer Kelvan Kearsse updated the board on the Certificate of Residency statistics.

Dr. Abdel-Hady provided the most recent statistics regarding truancy, attendance, and chronic absenteeism. Additional details will be available at a future meeting.

a. WHS Program of Studies 2025-2026, 1st Reading

Director of Counseling Dana Fudge and Bonnie Fineman updated the board with details of changes, deletions, and alignments of the 2025-2026 WHS Program of Studies.

When needed, Dr. Abdel-Hady also answered questions.

Move the Board of Education approve the proposed changes to the WHS 2025-2026 Program of Studies as a 1st Reading. 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. Leonard Lockhart: Yes, Mr. James Madison: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes
Yes: 7, No: 1

9. Committee Reports

None

10. Other Matters/Announcements/BOE Meetings

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

Ms. Taylor corrected a date she provided earlier.

11. Audience to Visitors

None

12. School Safety Plans (Executive Session)

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 Kearsse into executive session. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

The board entered into executive session at 9:38 PM.

The board returned to open session at 10:29 PM.

13. Adjournment

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

Yes: 7, No: 0

The meeting adjourned at 10:29 PM

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 19, 2024

PREPARED BY: Danielle Batchelder

PRESENTED BY: Danielle Batchelder,
Chief of Operations

ATTACHMENTS: Budget Assumptions 2025 – 2026

SUBJECT: Budget Assumptions in Preparation for Developing the FY 2025 – 2026 Budget
1st Reading

BACKGROUND:

Each year a set of Budget Assumptions is adopted by the Board of Education. These assumptions include cost estimated for the next fiscal year's budget and priorities in the development of the budget. The Superintendent is presenting proposed budget assumptions for consideration by the Board.

RECOMMENDATION:

That the Board of Education accept for a 1st Reading the Budget Assumptions for FY 2025 – 2026.

Reviewed by:

NOB

Recommended by the Superintendent:

TH/Sb

Agenda Item #

8.a.

DRAFT Budget Assumptions for 2025-2026

1st Reading

1. **Enrollment:** Each year the Windsor School District commissions the New England School Development Council (NESDEC) to conduct an enrollment projection study. NESDEC uses the cohort survival technique as well as current town-specific information into the generation of the enrollment forecasts for preparing Windsor's enrollment forecasts.

District Wide enrollment had a steady increase between 2014 – 2019, with the highest enrollment in 2019/2020 at 3,308. The district enrollment began to decrease over FY21 and FY22 to a low of 3,242. As of October 1, 2023, we were back up to 3,305 which was the trend prior to the pandemic. Enrollment as of October 1, 2024 was 3,238 and the projected enrollment for 2025/2026 is a slight decrease to 3,215. The slight decrease is insignificant compared to hiring more or reducing staff. Also, October 1st enrollments are consistently lower than enrollment Winter/Spring enrollment numbers.

2. **Staffing & Programs:** Based on the likelihood that the approved budget will be lean, any requests for staffing increase will be highly scrutinized and should be made with the realization that they may not survive the budget process. Decisions around staffing and program redesign or development will be driven by their potential impact on raising student achievement while honoring the commitment to be fiscally responsible.
3. **Health Insurance:** Claims have increased significantly over the past few years with the largest increase in FY24. Claims have increased by 3.7 million over the past three years. We have some very high claimants. Prior to 2021, the district had a good running streak with extremely low claims which allowed us to remain flat. We are anticipating needing to add funds to the insurance fund for 2025/2026.
4. **State & Federal Funding/Grants:** ECS Funding & Excess Cost Funding for Windsor is expected to remain stable for 25/26. Historical data is hopeful for WPS entitlement grants. Over the past 3 years, Title I grant has increased an average of 1.91% each year and IDEA grants have increased an average of 2.82% each year. Funding reliability of the Alliance Grant (most recently referred to as ECS Alliance Grant) has varied over the past 12 years. 24/25 is year 12 of the grant. Funding for 25/26 is highly likely to remain consistent with the 24/25 funding level.
5. **Energy:** All schools are now utilizing gas instead of oil for energy and all buildings have been upgraded to LED. Up until recently, this was a yearly savings for the district. However, inflation rates are at an all-time high. Locking in a rate sooner rather than later is important. Cost-saving measures within the facility and operations area are a must.
6. **Facilities:** All capital needs are presented to the Physical Plant Manager. The need to maintain our buildings is a priority.
7. **Transportation:** Windsor and Dattco entered into a new 5-year contract beginning July 1, 2021. Windsor's yard became unionized by the Teamsters in the Fall of 2020 which played a major factor in negotiations for term 2 of the contract. The percent increase for 2025/2026 is 3.90% which equates to approximately \$221,432 increase.
8. **Diesel Fuel/Gas:** Fuel has been volatile over the past year. We anticipate an increase to both Diesel and Regular Gas. The lock in price for Diesel in 24/25 is \$2.72/gallon. The lock in price for Gas in 2024 is \$2.60/gallon. The projected rate for Diesel in 25/26 is \$3.50 and for Gas in 2025 is \$3.50. This is an overall increase of \$108,540.

**WINDSOR BOARD OF EDUCATION
AGENDA ITEM**

For Consideration by the Board of Education at the Meeting of: November 19, 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 updates to the Windsor High School Program of Studies were presented at the BOE meeting on October 16, 2024 for a 1st reading. The updated changes are attached.

RECOMMENDATION:

Move the Board of Education to approve the proposed changes to the WHS 2025-2026 Program of Studies as a 2nd reading.

Reviewed by:



Recommended by the Superintendent:

TH/SB

Agenda Item #

8.6.

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

ADDITIONS

Update Graduation Requirement Chart:

Credit Distribution Requirement:

10 Credits in Humanities including:		
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
9 Credits in Science, Technology, Engineering and Mathematics Including:		
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
6 credits in College, Career, and Life Skills including:		
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	
Total Credits	25 credits	
Citizenship		
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 <i>waiver</i> 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>
---------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

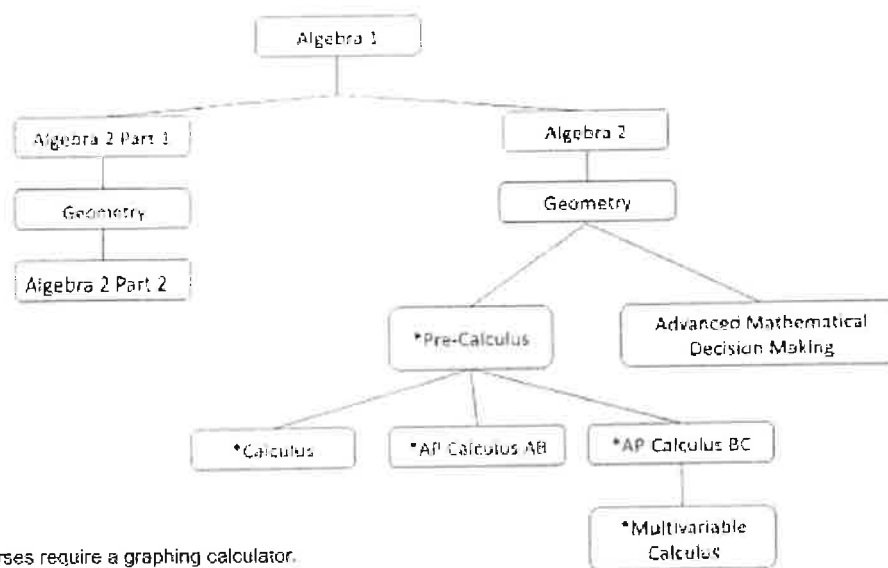
2.0 credit. Open to 11th. American Studies provides students the opportunity to explore what it means to be American as both a historian and a literary scholar. Throughout this course, students will investigate concepts such as the American identity, democratic ideals, the

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: November 19, 2024

PREPARED BY: Dr. Noha Abdel-Hady

PRESENTED BY: Dr. Noha Abdel-Hady

ATTACHMENTS: BOE Academic Update November 19, 2024 Presentation

SUBJECT: State Accountability Report

BACKGROUND:

Upon request of the BOE, Dr. Noha Abdel-Hady will be presenting the 2023-2024 Next Generation Accountability Report to the BOE.

RECOMMENDATION: N/A

Reviewed by:



Recommended by the Superintendent:

TH/sb

Agenda Item #

8.c.

Taking Windsor To New Heights



BOE Academic Updates

2024 - 2025



Superintendent's Priorities

Culture &
Climate

Academics

Culture-Expectations

Courageous

Be Brave in Decision-Making : Take calculated risks that prioritize student well-being and learning, even when it challenges the status quo.

Speak Up for What's Right: Advocate for all students, especially those who are marginalized or underserved, ensuring equity and inclusion in every classroom.

Embrace Change: Approach new initiatives and challenges with an open mind, ready to adapt and innovate.

Caring

Show Empathy: Listen actively to students, colleagues, and parents, showing understanding and compassion in all interactions.

Build Relationships : Foster a supportive and nurturing environment where every student feels valued and respected.

Support Your Colleagues: Collaborate and offer help when others are in need, contributing to a positive and cohesive school culture.

Committed

Dedicate Yourself to Excellence: Consistently strive to improve your practice, seeking professional development and feedback to enhance student outcomes.

Follow Through : Keep your promises and stay consistent in your actions, ensuring reliability and trustworthiness.

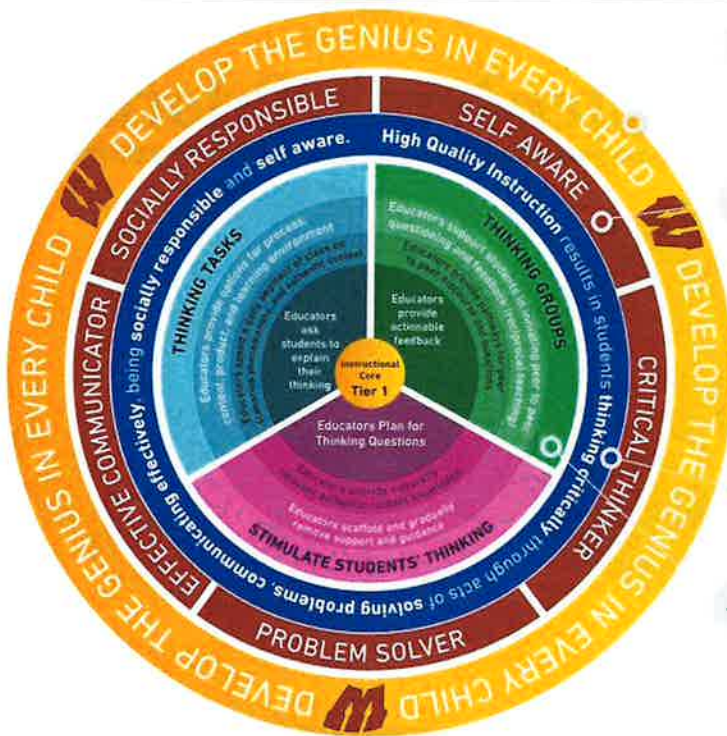
Hold High Expectations: Maintain rigorous academic and behavioral standards for all students, believing in their ability to succeed.

Creative

Innovate in the Classroom : Experiment with new teaching strategies, technologies, and resources to engage and inspire students.

Encourage Curiosity : Cultivate a learning environment where questioning and exploration are encouraged and celebrated.

Think Outside the Box: Approach challenges with a solutions-oriented mindset, finding unique ways to overcome obstacles.



01 WPS Mission
Highest Aspiration
School to Home Connection | Why?

02 POC Attributes
Desired Qualities
SEL | What?

03 Shared understanding
of High Quality
Instruction
DATA | How?

04 Expectations for
Daily Practices
Tier 1 | How?



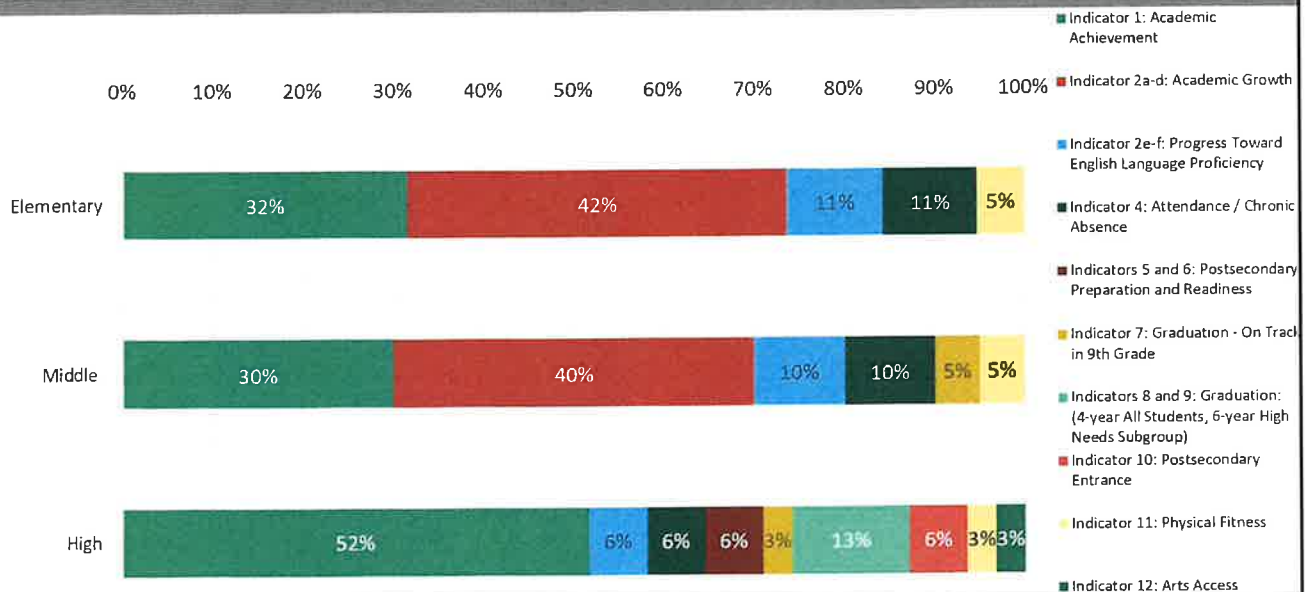


Next Generation Accountability

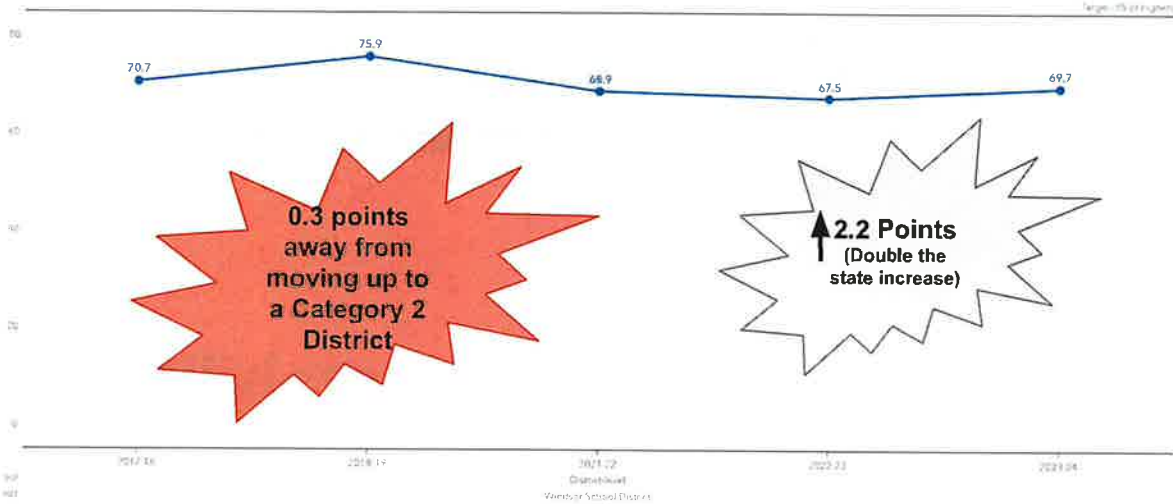
2024 - 2025



State Accountability Percentages



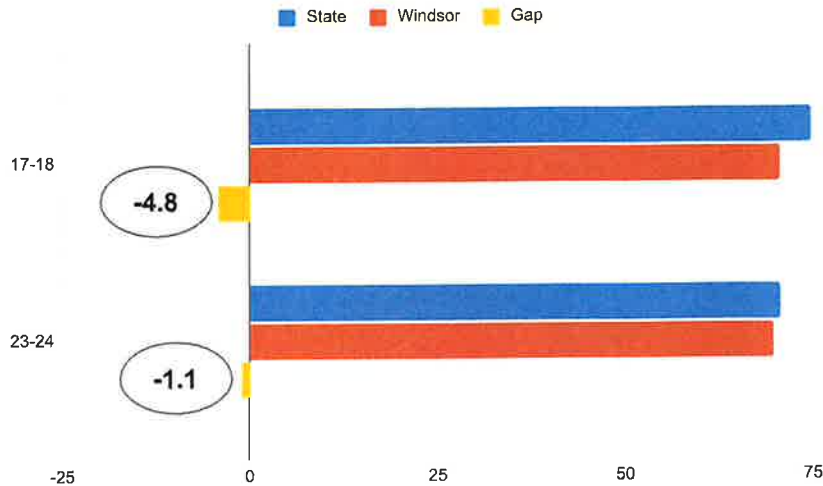
District Wide Index



District Vs. State

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned (23-24)	State % Points Earned (23-24)	Difference from STATE to WIN
1a. ELA Performance Index - All Students	60.7	75	40.5	50	81	85.2	-4.2
1b. ELA Performance Index - High Needs Students	53.2	75	35.5	50	71	72.1	-1.1
1c. Math Performance Index - All Students	57.8	75	38.6	50	77.1	80.2	-3.1
1d. Math Performance Index - High Needs Students	49.9	75	33.3	50	66.6	66.1	0.5
1e. Science Performance Index - All Students	62	75	41.4	50	82.7	82.4	0.3
1f. Science Performance Index - High Needs Students	54.5	75	36.3	50	72.7	68.5	4.2
2a. ELA Academic Growth - All Students	58.40%	100%	58.4	100	58.4	58.7	-0.3
2b. ELA Academic Growth - High Needs Students	54.20%	100%	54.2	100	54.2	54.2	0
2c. Math Academic Growth - All Students	65.20%	100%	65.2	100	65.2	61.4	3.8
2d. Math Academic Growth - High Needs Students	59.80%	100%	59.8	100	59.8	55.1	4.7
2e. Progress Toward English Proficiency - Literacy	62.40%	100%	31.2	50	62.4	58.9	3.5
2f. Progress Toward English Proficiency - Oral	56.20%	100%	28.1	50	56.2	55.2	1
4a. Chronic Absenteeism - All Students	17.10%	<=5%	25.8	50	51.6	49.3	2.3
4b. Chronic Absenteeism - High Needs Students	24.10%	<=5%	11.8	50	23.6	17.9	5.7
5. Preparation for CCR - Percent Taking Courses	97.40%	75%	50	50	100	100	0
6. Preparation for CCR - Percent Passing Exams	33.20%	75%	22.1	50	44.3	59.1	-14.8
7. On-track to High School Graduation	79.40%	94%	42.2	50	84.4	89.9	-5.5
8. 4-year Graduation: All Students (2023 Cohort)	85.80%	94%	91.2	100	91.2	94	-2.8
9. 6-year Graduation: High Needs Students (2021 Cohort)	82.10%	94%	87.3	100	87.3	92.1	-4.8
10. Postsecondary Entrance (Graduating Class 2023)	63.10%	75%	84.1	100	84.1	91.2	-7.1
11. Physical Fitness (estimated participation rate = 96.6%)	43.00%	75%	28.7	50	57.4	63	-5.6
12. Arts Access	53.10%	60%	44.2	50	88.4	91.7	-3.3
Accountability Index			1010	1450	69.7	70.8	-1.1

Closing the Gap with State Avg.

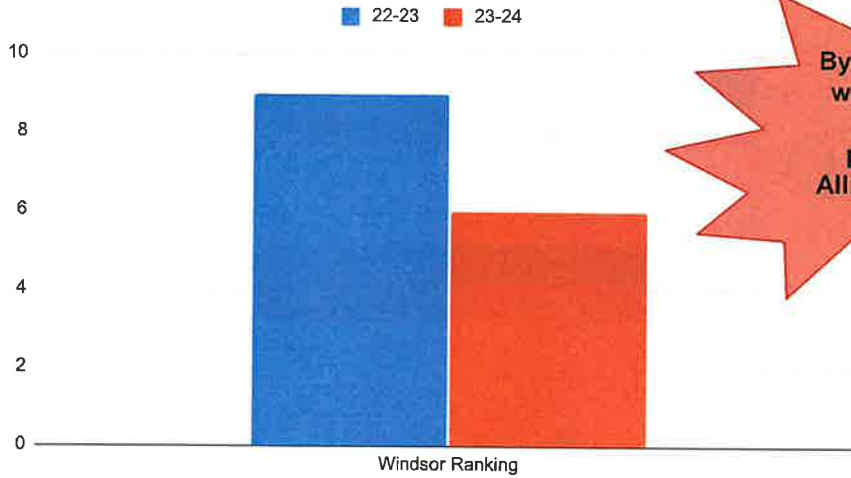


District Wide Index

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned (23-24)	% Points Earned (22-23)	Growth from 22-23 to 23-24
1a. ELA Performance Index - All Students	60.7	75	40.5	50	81	79.3	0.7
1b. ELA Performance Index - High Needs Students	53.2	75	35.5	50	71	70.4	0.8
1c. Math Performance Index - All Students	57.8	75	38.6	50	77.1	73.9	3.2
1d. Math Performance Index - High Needs Students	49.9	75	33.3	50	66.6	63.8	2.8
1e. Science Performance Index - All Students	62	75	41.4	50	82.7	76.8	5.9
1f. Science Performance Index - High Needs Students	54.5	75	36.3	50	72.7	65.5	7.2
2a. ELA Academic Growth - All Students	58.40%	100%	58.4	100	58.4	58	0.4
2b. ELA Academic Growth - High Needs Students	54.20%	100%	54.2	100	54.2	57	-2.8
2c. Math Academic Growth - All Students	65.20%	100%	65.2	100	65.2	61.9	3.3
2d. Math Academic Growth - High Needs Students	59.80%	100%	59.8	100	59.8	56.4	3.4
2e. Progress Toward English Proficiency - Literacy	62.40%	100%	31.2	50	62.4	63.3	-0.9
2f. Progress Toward English Proficiency - Oral	56.20%	100%	28.1	50	56.2	71.1	-14.9
4a. Chronic Absenteeism - All Students	17.10%	<=5%	25.8	50	51.6	39.1	12.5
4b. Chronic Absenteeism - High Needs Students	24.10%	<=5%	11.8	50	23.6	10.5	13.1
5. Preparation for CCR - Percent Taking Courses	97.40%	75%	50	50	100	100	0
6. Preparation for CCR - Percent Passing Exams	33.20%	75%	22.1	50	44.3	37.9	6.4
7. On-track to High School Graduation	79.40%	94%	42.2	50	84.4	82.7	1.7
8. 4-year Graduation - All Students (2023 Cohort)	85.80%	94%	91.2	100	91.2	93.3	-2.1
9. 6-year Graduation - High Needs Students (2021 Cohort)	82.10%	94%	87.3	100	87.3	94.6	-7.3
10. Postsecondary Entrance (Graduating Class 2023)	63.10%	75%	84.1	100	84.1	77.6	6.5
11. Physical Fitness (estimated participation rate = 96.6%)	43.00%	75%	28.7	50	57.4	40.2	17.2
12. Arts Access	53.10%	60%	44.2	50	88.4	86.4	2.0
Accountability Index			1010	1450	69.7	67.5	2.2

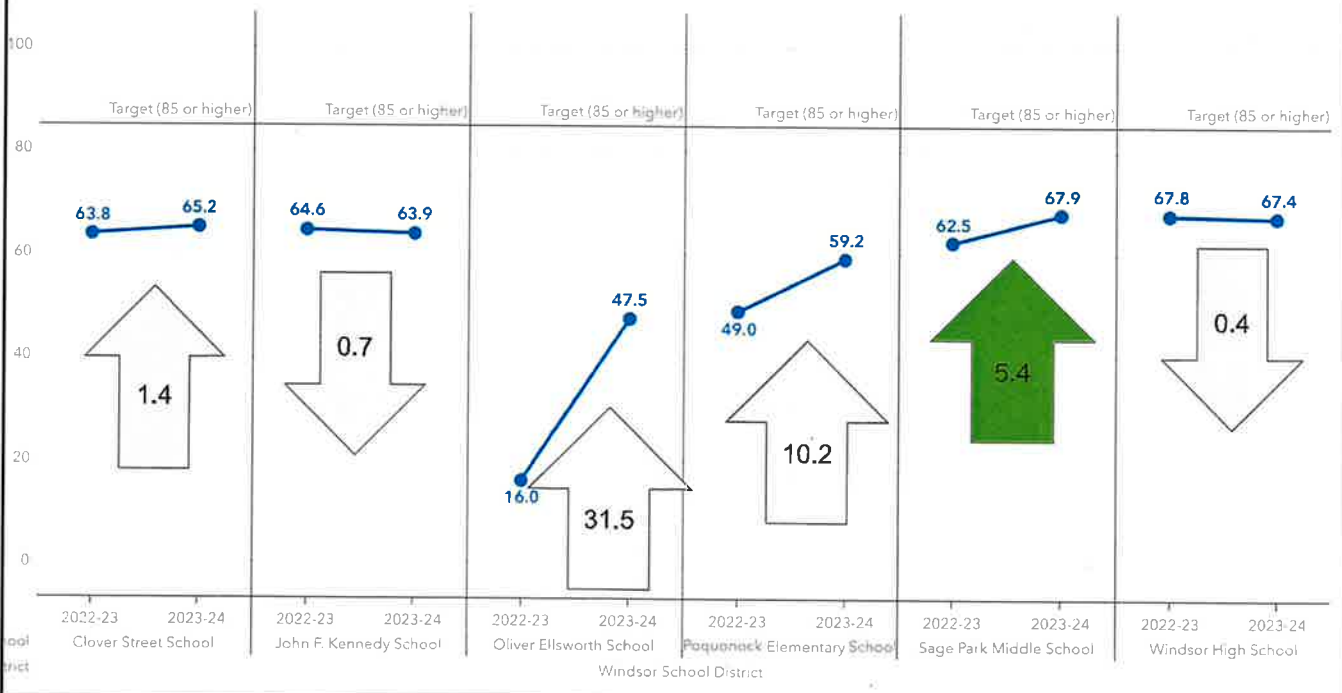
Alliance Districts

Ranking within Alliance (36 Districts)



By the fall of 26 we will be the highest performing Alliance District

Accountability Index²



Focus Indicators

- High Needs students performance and growth
- Continue our work on Fitness Assessment
- High school on track for graduation (4 years and 6 years High Needs)
- Chronic Absenteeism

Next Steps

- **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)
 - Using our North Star to guide our work
- **Data**
 - Data Talks (All core content areas and Administrators)
 - Data talks with SPED teachers and MLL Teachers
 - Small groups informed by data

- Auditing our Math and ELA curriculum K-8
- Piloting BookWorms K-3
- Focus on our North Star practices with an emphasis on critical thinking
- Transitioning to Standards based goals and objectives to ensure our students with special needs are progressing academically
- Systems at WHS to ensure students who are at risk of failing are caught early and proper interventions are put in place

Taking Windsor To New Heights



THANK YOU

2024 - 2025