

**Windsor Board of Education  
Regular Meeting**

Tuesday, June 16, 2026 7:00 PM

BOE Regular Meeting, Hybrid via Zoom and In-Person Join from PC, Mac, iPad, or Android:  
<https://us06web.zoom.us/j/85450389788> Join via audio: +1 646 558 8656 +1 301 715 8592 Webinar ID: 854  
5038 9788

601 Matianuck Avenue  
Windsor, CT 06095

1. Call to Order, Pledge to the Flag, Moment of Silence  
**Speaker(s):** A. Taylor
2. Recognitions/Acknowledgements  
**Speaker(s):** A. Taylor
  - 2.a. Recognition - WHS Juried Art Show, Board of Education Purchase Prize to Alyvia Pienkowski for "*My Hair Isn't Perfect*", Superintendent's Purchase Prize to Alyvia Pienkowski for "*Unfair Responsibilities*" and WHS Purchase Prize to Rachele Baran for "*Beneath the Skin*"  
**Speaker(s):** A. Taylor, N. Abdel-Hady
  - 2.b. Announcement - Windsor Educator of the Year, Joe Oblon and Paraeducator of the Year, Sam Dukes  
**Speaker(s):** D. Batchelder
  - 2.c. Presentation of CABE Bonnie B. Carney Award of Excellence for Educational Communications - WPS The Pulse Newsletter and Special Projects - The Mobile Classroom and the Instructional Core Wheel  
**Speaker(s):** A. Taylor
3. Audience to Visitors  
**Speaker(s):** A. Taylor
4. Consent Agenda  
**Speaker(s):** A. Taylor
  - 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):** T. Zotter
  - 5.a. May 19, 2026 Regular Meeting  
**Speaker(s):** T. Zotter
6. Student Representative Report  
**Speaker(s):** A. Blume
7. Board of Education  
**Speaker(s):** A. Taylor
  - 7.a. President's Report  
**Speaker(s):** A. Taylor
  - 7.b. Discussion to Extend the Current Hybrid Format for Board of Education Meetings (Action Anticipated)  
**Speaker(s):** A. Taylor
  - 7.c. Discussion on Potential Cell Phone Policy (Action Anticipated)  
**Speaker(s):** P. Panos
8. Acting Superintendent's Report  
**Speaker(s):** N. Abdel-Hady
  - 8.a. Windsor Early Learning Model Overview  
**Speaker(s):** N. Abdel-Hady
  - 8.b. Program of Studies Revision (Honor Cords) (Action Anticipated)  
**Speaker(s):** N. Abdel-Hady
  - 8.c. Superintendent Proposed Cuts (Action Anticipated)  
**Speaker(s):** N. Abdel-Hady
9. Committee Reports  
**Speaker(s):** A. Taylor

10. Other Matters/Announcements/Regular BOE Meetings

**Speaker(s):** A. Taylor

10.a. Next BOE Regular Meeting is Tuesday, September 15, 2026, 7:00 PM, LPW, Board Room

**Speaker(s):** A. Taylor

10.b. BOE Long-Range Planning Committee Meeting, Thursday, September 10, 2026, 6:00 PM, Virtual

**Speaker(s):** A. Taylor

11. Audience to Visitors

**Speaker(s):** A. Taylor

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

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

13. Adjournment

**Speaker(s):** A. Taylor

**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** June 16, 2026

**Prepared By:** Dr. Noha Abdel-Hady

**Presented By:** Ayana Taylor, Dr. Noha Abdel-Hady

**Attachments:** N/A

**Subject:** WHS Juried Art Show Awards

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**Background:**

The Windsor High School Art Department held their art show this past May in the Windsor High School library. As part of the awards, BOE President Ayana Taylor, Acting Superintendent of Schools, Dr. Noha Abdel-Hady, and Dr. Parker, Principal of Windsor High School, selected individual student work which will be professionally framed (if appropriate) and displayed as part of our permanent collection. Here are the 2026 Purchase Prizes:

**Board of Education Purchase Prize: Alyvia Pienkowski**

This year's Board of Education Purchase Prize selected by Ayana Taylor goes to Alyvia Pienkowski for her acrylic painting "My Hair Isn't Perfect."

**Superintendent's Purchase Prizes: Alyvia Pienkowski**

This year, Dr. Abdel-Hady selected Purchase Prize winner: Alyvia Pienkowski for her acrylic painting "Unfair Responsibilities."

**Windsor High School Purchase Prize: Rachelle Baran**

This year's Windsor High School Purchase Prize selected by Dr. Breon Parker goes to Rachelle Baran for their acrylic painting titled, "Beneath the Skin."

**Recommendation:**

Recognize Alyvia Pienkowski and Rachelle Baran and their selected art pieces.

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**Recommended by the Superintendent:**

Agenda Item #

*J. A. Hady*  
2.a.

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** June 16, 2026

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

**Presented By:** Danielle Batchelder

**Attachment:** Joe Oblon - BIO

**Subject:** Educator of the Year for 2026-2027

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**Background:**

Joe Oblon is from Windsor High School

**Recommendation:** Informational Only

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**Reviewed by:** NOB

**Recommended by the Superintendent:** Shahah

**Agenda Item #** 2.b.

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** June 16, 2026

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

**Presented By:** Danielle Batchelder

**Attachment:** Sam Dukes - BIO

**Subject:** Paraeducator of the Year for 2026-2027

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**Background:**

Sam Dukes is from Windsor High School

**Recommendation:** Informational Only

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**Reviewed by:** NOB

**Recommended by the Superintendent:** J. Shady

**Agenda Item #** 2.b.

## **Paraeducator of the Year 26-27 - Sam Dukes Bio**

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

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

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

**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** June 16, 2026

**Prepared By:** Dr. Noha Abdel-Hady

**Presented By:** Ayana Taylor

**Attachments:** N/A

**Subject:** CABE Bonnie B. Carney Award of Excellence for Educational Communications

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**BACKGROUND:**

Windsor Public Schools established The Windsor Pulse Newsletter to update the school community of updates within the Pupil and Special Education Services, Curriculum, Office of Family Community Partnerships, and Social Emotional Learning by their department leaders. The newsletter provides snapshots of the great work being done district-wide.

Recognition of the Instructional Core Wheel began at Convocation 2024 and has been a “North Star” in the district, guiding staff and students to recognize what qualities embody the “Genius in Every Child.” Placed in highly visible locations at each building, it is a reminder of our district mission statement.

The Mobile Classroom was the brain-child of Acting Superintendent Dr. Noha Abdel-Hady. It was unveiled with much pomp and circumstance in May 2025. Traveling throughout the district and visiting area parks and community locations, it has been a visual reminder to “think outside the box.”

**STATUS:**

The Windsor Pulse Newsletter is a continuing project, available quarterly to WPS staff.

The Instructional Core Wheel has been and continues to be a focal point in each school.

The Mobile Classroom has begun scheduling stops around Windsor and will continue to provide student support after school and in the summer months.

**RECOMMENDATION:**

CABE Executive Director Patrice McCarthy will present the CABE Communications Award Plaques.

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**Recommended by the Superintendent:** 

**Agenda Item #** D.C.

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** June 16, 2026

**PREPARED BY:** Danielle Batchelder

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

**ATTACHMENTS:** May 31, 2026 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 May 2026

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:

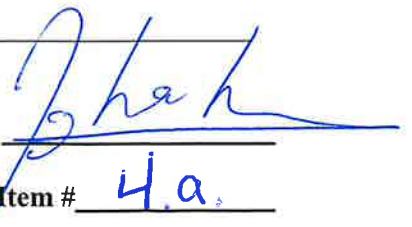
Expenditures for May 31, 2026	\$ 5,372,682
Expenditures & Encumbrances through May 31, 2026	\$79,610,147

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



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



Windsor Public Schools  
Financial Report  
May 31, 2026

	2025-2026 Budget	Expenditures YTD 5/31/26	Encumbrance	Projected Expense	Balance 6/30/2026	% Balance
<b><u>Instructional Services</u></b>						
Clover Street School	50,170	38,119	3,282	3,260	5,509	11%
John F. Kennedy School	71,950	58,417	5,201	2,500	5,832	8%
Oliver Ellsworth School	74,230	53,439	9,156	5,100	6,535	9%
Poquonock School	56,800	41,350	6,781	4,300	4,369	8%
Sage Park Middle School	184,935	152,893	19,699	4,000	8,343	5%
Windsor High School	355,145	260,938	63,624	20,690	9,893	3%
Windsor High School Interscholastic Sports	260,000	253,550	5,950	0	500	0%
Athletic Coaches	336,000	242,505	0	93,496	(1)	0%
WHS Career & Technical Education	59,745	49,763	8,404	0	1,578	3%
Continuing Education	70,400	69,560	562	0	278	0%
Instructional Mgt. & Curr Development	469,649	447,802	17,846	2,600	1,401	0%
Magnet School Tuition	1,860,600	1,295,860	285,000	0	279,740	15%
Technology	1,677,761	1,563,500	114,129	0	132	0%
<b>Total Instructional Services</b>	<b>5,527,385</b>	<b>4,527,696</b>	<b>539,634</b>	<b>135,946</b>	<b>324,110</b>	<b>6%</b>

**Education Support Services**

Pupil Personnel Services	316,350	235,793	41,517	97,500	(58,460)	-18%
Special Education	83,450	69,681	9,903	1,500	2,366	3%
Special Education Tuition	6,779,140	4,807,481	789,015	762,530	420,114	6%
Policy & Planning	133,386	182,863	4,890	2,000	(56,367)	-42%
Employee Personnel Services	152,000	142,976	8,045	0	979	1%
Financial Management	270,840	225,136	21,960	5,620	18,124	7%
Financial Services	38,500	35,070	1,451	0	1,979	5%
Pupil Transportation & Safety	3,759,399	2,174,650	919,246	690,287	(24,784)	-1%
Special Education Transportation	2,773,200	2,464,749	233,820	393,244	(318,613)	-11%
Physical Plant Services	3,150,200	2,925,081	470,541	0	(245,422)	-8%
Major Maintenance	423,000	305,620	105,200	65,000	(52,820)	-12%
L.P. Wilson Center	281,500	185,210	79,520	20,510	(3,740)	-1%
Benefits	14,638,875	12,750,623	330,782	1,557,470	0	0%
Certified Salaries	36,926,243	32,277,831	0	4,582,509	65,903	0%
Non-Certified Salaries	11,988,580	10,903,022	0	1,016,350	69,208	1%
Regular Ed Tutor Salaries	682,550	638,548	0	68,310	(24,308)	-4%
Special Ed Tutor Salaries	512,940	411,464	0	89,620	11,856	2%
Substitute Salaries	781,586	743,461	0	83,352	(45,227)	-6%
FRC & SEL	56,000	42,476	5,192	7,505	827	1%
<b>Total Education Support Services</b>	<b>83,747,739</b>	<b>71,521,735</b>	<b>3,021,082</b>	<b>9,443,307</b>	<b>(238,385)</b>	<b>0%</b>

<b>Total All Sites</b>	<b>\$89,275,124</b>	<b>\$76,049,431</b>	<b>\$3,560,716</b>	<b>\$9,579,253</b>	<b>\$85,725</b>	<b>0%</b>
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WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: June 16, 2026

PREPARED BY: Jen Clarke,  
Registration Coordinator

PRESENTED BY: Danielle Batchelder,  
Chief of Operations

ATTACHMENTS: Student Enrollment Report & Recap

SUBJECT: Student Enrollment as of June 1, 2026

BACKGROUND:

Attached are the enrollment figures as of June 1, 2026. 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.b.

**Windsor Public Schools  
Student Enrollment Report  
June 1, 2026**

**Enrollment in Windsor Public Schools**

Grades PreK - 5	1,363
Grades 6-8	735
Grades 9-12	1,103
<b>Total District Enrollment</b>	<b>3,201</b>

**Windsor Students not in District Schools**

Out of District Placements (SPED)	30
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	57
CREC Montessori Hartford	10
CREC Metropolitan Learning Center (MLC)	42
CREC Miscellaneous Magnet Schools	284
Hartford Host Magnet Schools	188
Miscellaneous Magnet Schools (LEARN, Goodwin College & Global Experience)	23
A.I. Prince Technical High School	21
Howard Cheney Technical High School	11
	<b>666</b>
<b>Total Students</b>	<b>3,867</b>

**Windsor Public Schools  
Student Enrollment Report  
June 1, 2026**

<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	72		0		72
K	85		117		202
1	80		103		183
2	87		130		217
3		108		124	232
4		104		142	246
5		87		124	211
Subtotal K-5					1,291
<b>Total</b>	<b>324</b>	<b>299</b>	<b>350</b>	<b>390</b>	<b>1,363</b>

<b>GRADE</b>	<b>Sage Park Middle School</b>
6	251
7	234
8	250
<b>Total</b>	<b>735</b>

<b>GRADE</b>	<b>Windsor High School</b>
9	259
10	252
11	296
12	296
<b>Total</b>	<b>1,103</b>

<b>District Wide Enrollment</b>	<b>3,201</b>
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ENROLLMENT REPORT 2025-2026  
POQUONOCK SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		<b>Kindergarten</b>											
	23 B. Brown			14	14	14	15	15	15	15	15	14	14
	2 R. Brown			14	14	14	14	14	14	14	14	14	14
	24 Kowalchik			14	14	15	14	14	13	13	13	12	12
	22 Roche			14	14	12	11	11	11	11	11	12	12
	3 Scott			14	14	14	14	14	14	14	13	13	13
	26 Scerra			14	14	15	15	15	15	15	15	15	15
	ABA Ellis			5	5	3	3	3	3	3	3	5	5
	<b>Total</b>		<b>72</b>	<b>0</b>	<b>89</b>	<b>87</b>	<b>86</b>	<b>86</b>	<b>85</b>	<b>85</b>	<b>84</b>	<b>85</b>	<b>85</b>
		<b>Grade 1</b>											
	17 Achim			15	15	15	15	15	15	16	16	16	16
	11 Delsky			14	14	14	13	13	14	13	13	13	13
	14 Cabral			14	14	14	14	14	13	14	14	14	14
	16 Parker			15	15	15	16	17	17	17	17	17	17
	18 Tweeddale			15	15	15	16	16	16	16	16	16	16
	ABA Ellis			4	4	4	4	4	4	4	4	4	4
	<b>Total</b>		<b>81</b>	<b>0</b>	<b>77</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>79</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>80</b>
		<b>Grade 2</b>											
	18 Alzamora			18	18	18	18	18	18	18	18	18	18
	12 Kowaleski			18	18	18	18	18	18	18	18	18	18
	1 McCann			17	17	18	17	16	16	16	16	16	16
	13 Stole			17	17	17	16	17	17	17	17	17	17
	15 Velez			17	17	17	17	17	16	17	17	17	18
	ABA Ellis			0	0	0	0	0	0	0	0	0	0
	<b>Total</b>		<b>109</b>	<b>0</b>	<b>87</b>	<b>88</b>	<b>86</b>	<b>86</b>	<b>85</b>	<b>86</b>	<b>86</b>	<b>86</b>	<b>87</b>
	<b>Sped &amp; Peer</b>												
	<b>Total</b>		<b>96</b>	<b>0</b>	<b>55</b>	<b>61</b>	<b>61</b>	<b>59</b>	<b>63</b>	<b>63</b>	<b>68</b>	<b>69</b>	<b>72</b>
	<b>Poquonock Totals</b>		<b>358</b>	<b>0</b>	<b>308</b>	<b>313</b>	<b>311</b>	<b>310</b>	<b>312</b>	<b>314</b>	<b>318</b>	<b>320</b>	<b>324</b>

ENROLLMENT REPORT 2025-2026  
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				14	14	15	15	15	15	14	14	14
20	Klescezeski				14	14	13	14	14	14	14	14	14
21	Moreno				14	14	14	14	14	14	14	15	15
22	Bishop				15	15	15	15	15	15	15	15	15
23	Heacock				14	14	14	15	15	15	15	15	15
24	Stevens				13	13	14	14	14	14	13	13	14
25	Chapple				14	14	14	14	14	14	14	14	14
26	Nash				14	14	14	14	14	14	14	14	14
29	Waller (ABA)				2	2	2	2	2	2	2	2	2
	<b>Total</b>		<b>113</b>	<b>0</b>	<b>114</b>	<b>114</b>	<b>115</b>	<b>117</b>	<b>117</b>	<b>117</b>	<b>115</b>	<b>116</b>	<b>117</b>
Grade 1													
10	Strickland				14	14	14	14	14	14	14	14	14
11	Adamski				14	14	14	14	15	14	14	14	14
12	Lawrence				16	16	16	15	15	15	15	15	15
14	8 Billington				15	15	14	13	13	12	13	13	13
15	LePage				16	16	15	15	15	15	15	15	15
16	Butterick				15	15	15	15	15	15	15	15	15
17	Gonzalez				14	14	14	15	15	15	15	15	15
29	Waller (ABA)				2	2	2	2	2	2	2	2	2
	<b>Total</b>		<b>100</b>	<b>0</b>	<b>106</b>	<b>106</b>	<b>104</b>	<b>103</b>	<b>104</b>	<b>102</b>	<b>103</b>	<b>103</b>	<b>103</b>
Grade 2													
1	Mayo				21	21	20	21	22	22	22	22	22
13	Barton				22	22	22	22	22	22	22	22	22
3	McDonald				21	21	21	21	21	22	22	22	22
5	Montesione				22	22	22	22	22	21	21	21	21
17	Deziona				20	20	20	20	20	19	18	18	18
7	Ozenne				21	21	21	20	20	20	20	20	20
29	Waller (ABA)				4	4	4	4	4	5	5	5	5
	<b>Total</b>		<b>115</b>	<b>0</b>	<b>131</b>	<b>131</b>	<b>130</b>	<b>130</b>	<b>131</b>	<b>131</b>	<b>130</b>	<b>130</b>	<b>130</b>
<b>Total</b>			<b>38</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>0</b>	<b>0</b>
<b>Oliver Ellsworth</b>			<b>366</b>	<b>0</b>	<b>351</b>	<b>351</b>	<b>349</b>	<b>350</b>	<b>352</b>	<b>350</b>	<b>348</b>	<b>349</b>	<b>350</b>

**ENROLLMENT REPORT 2025-2026**  
**Clover Street School**

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
<b>Grade 3</b>													
25	Burnham				19	20	20	20	20	20	20	20	20
27	Cabral				16	15	13	13	13	14	14	14	14
8	Driscoll				18	18	18	18	18	18	18	18	18
26	Farrell				16	16	17	17	17	17	17	17	17
10	Rivers				19	19	19	19	19	19	19	19	19
11	Sanchez				19	20	20	20	20	20	20	20	20
	<b>Total</b>		<b>90</b>	<b>0</b>	<b>107</b>	<b>108</b>	<b>107</b>	<b>107</b>	<b>107</b>	<b>108</b>	<b>108</b>	<b>108</b>	<b>108</b>
<b>Grade 4</b>													
19	Comer				21	21	21	21	19	20	21	21	21
17	Junious				19	19	19	20	20	20	20	20	21
16	Murray				20	20	21	21	21	21	21	21	21
18	Sumner				21	21	21	21	21	21	21	21	21
24	Steele				20	20	21	21	20	20	20	20	20
	<b>Total</b>		<b>93</b>	<b>0</b>	<b>101</b>	<b>101</b>	<b>103</b>	<b>104</b>	<b>101</b>	<b>102</b>	<b>103</b>	<b>103</b>	<b>104</b>
<b>Grade 5</b>													
15	Grimes				22	22	22	23	23	23	23	23	23
13	Nowusch				22	22	22	22	21	22	22	22	22
14	Jerram				20	20	21	20	21	21	21	21	21
21	Margadonna				21	21	22	21	21	21	21	21	21
	<b>Total</b>		<b>95</b>	<b>0</b>	<b>85</b>	<b>85</b>	<b>87</b>	<b>86</b>	<b>86</b>	<b>87</b>	<b>87</b>	<b>87</b>	<b>87</b>
	<b>Totals</b>		<b>278</b>	<b>0</b>	<b>293</b>	<b>294</b>	<b>297</b>	<b>297</b>	<b>294</b>	<b>297</b>	<b>298</b>	<b>298</b>	<b>299</b>
	<b>Clover</b>												

ENROLLMENT REPORT 2025-2026  
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>													
101	Ponzini				20	19	20	21	20	21	21	21	21
102	Nguyen			21	21	21	21	21	21	21	21	21	21
103	Lamoureux			21	21	21	21	21	21	21	21	21	21
104	Mendola			20	21	21	21	21	21	21	21	21	21
105	May			21	21	21	21	21	21	21	21	21	21
106	Quintanilla			21	21	21	21	21	21	20	20	19	19
	<b>Total</b>		<b>134</b>	<b>0</b>	<b>124</b>	<b>124</b>	<b>125</b>	<b>126</b>	<b>125</b>	<b>125</b>	<b>125</b>	<b>124</b>	<b>124</b>
<b>Grade 4</b>													
107	Gilligan			22	21	21	20	20	21	21	20	19	19
108	Coffey			21	20	20	21	20	21	21	20	20	20
109	Jones			22	22	22	22	22	21	21	21	21	21
110	Estelle			21	21	21	19	19	20	20	20	21	21
112	Kingsley			22	22	22	21	21	21	21	21	21	21
114	Freitas			22	22	22	22	22	20	20	20	20	20
116	DaCosta			22	22	22	21	21	21	21	20	20	20
	<b>Total</b>		<b>146</b>	<b>0</b>	<b>152</b>	<b>150</b>	<b>146</b>	<b>145</b>	<b>145</b>	<b>145</b>	<b>142</b>	<b>142</b>	<b>142</b>
<b>Grade 5</b>													
119	Johnson			22	22	22	21	21	21	21	20	20	20
120	Carpenter			21	21	21	20	20	20	20	20	20	20
124	Lam			23	23	23	23	23	23	23	23	23	23
125	Mitchell			19	19	19	19	19	19	18	19	19	19
127	Bell			22	21	21	21	22	21	21	21	21	21
128	Everett			23	23	23	23	22	22	22	22	21	21
	<b>Total</b>		<b>130</b>	<b>0</b>	<b>130</b>	<b>129</b>	<b>127</b>	<b>127</b>	<b>126</b>	<b>125</b>	<b>125</b>	<b>124</b>	<b>124</b>
<b>John F. Kennedy</b>			<b>410</b>	<b>0</b>	<b>406</b>	<b>403</b>	<b>398</b>	<b>398</b>	<b>396</b>	<b>395</b>	<b>392</b>	<b>390</b>	<b>390</b>

**ENROLLMENT REPORT 2025-2026**  
**Sage Park Middle School**

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
<b>Grade 6</b>											
House 1			121	121	121	122	123	123	125	124	125
House 2			127	127	127	127	125	127	126	127	126
<b>Total</b>	<b>237</b>	<b>0</b>	<b>248</b>	<b>248</b>	<b>248</b>	<b>249</b>	<b>248</b>	<b>250</b>	<b>251</b>	<b>251</b>	<b>251</b>
<b>Grade 7</b>											
House 3			117	118	119	119	118	118	116	116	117
House 4			119	118	118	116	115	117	116	117	117
<b>Total</b>	<b>246</b>	<b>0</b>	<b>236</b>	<b>236</b>	<b>237</b>	<b>235</b>	<b>233</b>	<b>235</b>	<b>232</b>	<b>233</b>	<b>234</b>
<b>Grade 8</b>											
House 5			121	122	122	122	121	121	121	127	127
House 6			124	125	125	125	126	126	126	123	123
<b>Total</b>	<b>256</b>	<b>0</b>	<b>245</b>	<b>247</b>	<b>247</b>	<b>247</b>	<b>247</b>	<b>247</b>	<b>247</b>	<b>250</b>	<b>250</b>
<b>Sage Park Totals</b>	<b>739</b>	<b>0</b>	<b>729</b>	<b>731</b>	<b>732</b>	<b>731</b>	<b>728</b>	<b>732</b>	<b>730</b>	<b>734</b>	<b>735</b>

**ENROLLMENT REPORT 2025-2026**  
**Windsor High School**

	<b>Projected</b>	<b>1-Sept</b>	<b>1-Oct</b>	<b>1-Nov</b>	<b>1-Dec</b>	<b>1-Jan</b>	<b>1-Feb</b>	<b>1-Mar</b>	<b>1-Apr</b>	<b>1-May</b>	<b>1-Jun</b>
<b>Grade 9</b>	<b>283</b>		280	282	283	283	263	263	261	260	259
<b>Grade 10</b>	<b>288</b>		249	248	248	248	250	250	252	251	252
<b>Grade 11</b>	<b>270</b>		306	304	300	300	296	299	298	296	296
<b>Grade 12</b>	<b>273</b>		273	276	275	276	296	296	297	296	296
<b>Windsor High Total</b>	<b>1,114</b>	<b>0</b>	<b>1,108</b>	<b>1,110</b>	<b>1,106</b>	<b>1,107</b>	<b>1,105</b>	<b>1,108</b>	<b>1,108</b>	<b>1,103</b>	<b>1,103</b>

**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** Tuesday, June 16, 2026

**Prepared By:** Patricia Patton

**Presented By:** Danielle Batchelder

**Attachments:** Cafeteria Operations – May 2026

**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 May 2026

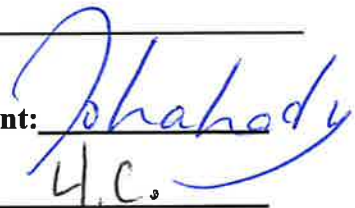
**Recommendation:** Informational Only

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



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



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

4.C.

Windsor School Food Service  
Financial  
May 2026

REVENUE	May 2026	7/1/25 - YTD	May 2025	7/1/24 - YTD
SALES	\$81,109.95	\$765,089.32	\$74,398.91	\$691,807.30
REIMBURSEMENTS - STATE	16,795.00	32,345.00	0.00	41,577.00
FEDERAL REIMBURSEMENT	137,439.86	1,075,659.96	149,208.81	1,201,010.36
CLOC	0.00	165,455.00	0.00	155,824.00
MISC. (Rebates)(Grants)	169.00	5,319.00	0.00	5,429.99
9 Cents Certification	3,442.05	29,797.74	3,709.98	31,232.07
<b>REVENUE TOTALS</b>	<b>\$238,955.86</b>	<b>\$2,073,666.02</b>	<b>\$227,317.70</b>	<b>\$2,126,880.72</b>
REFUND		-	60.10	60.10
TOTAL REVENUE	238,955.86	\$2,073,666.02	227,257.60	\$2,126,820.62
<b>EXPENSES</b>				
WAGES	\$76,494.06	\$711,349.65	\$68,050.57	\$720,680.70
PAYROLL TAXES	4,852.79	49,027.71	5,206.63	63,019.38
BENEFITS	11,429.07	122,763.21	7,678.15	91,135.20
FOOD/MILK	250,091.76	\$1,360,588.94	90,962.11	\$1,096,614.51
PAPER	7,682.19	43,929.34	5,705.42	40,143.83
TRUCK	122.99	1,243.42	0.00	1,405.02
SUPPLIES	1,254.51	24,344.59	4,286.40	26,877.90
EQUIPMENT	1,247.06	308,160.19	14,674.67	461,747.84
SERVICES	4,051.37	53,758.47	152.00	173,152.65
<b>EXPENSE TOTALS</b>	<b>\$357,225.80</b>	<b>\$2,675,165.52</b>	<b>\$196,715.95</b>	<b>\$2,674,777.03</b>
<b>NET INCOME</b>	<b>(\$118,269.94)</b>	<b>(\$601,499.50)</b>	<b>\$30,601.75</b>	<b>(\$547,896.31)</b>
<b>INVENTORY</b>	<b>\$10,659.23</b>			<b>\$22,378.24</b>
<b>OPENING BALANCE 7/1</b>	<b>\$1,055,860.38</b>			<b>\$1,985,269.08</b>
<b>COMPUTED OPERATING POSITION</b>		<b>\$465,020.11</b>		<b>\$1,459,751.01</b>

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of: June 16, 2026**

**PREPARED BY:** Katherine Zager,  
Human Resource Manager

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

**ATTACHMENTS: Human Resources Report**

**SUBJECT: Human Resources Report for May 1, 2026 – May 31, 2026**

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**BACKGROUND:**

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

**RECOMMENDATION:**

Informational

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**Reviewed by:** 

**Recommended by the Superintendent:** 

**Agenda Item #** 4.d.

## Personnel Actions May 1, 2026 - May 31, 2026

### NON-CERTIFIED NEW HIRES / REAPPOINTMENTS

Name	Assignment	School
Michelle Gaither	Paraeducator	Oliver Ellsworth
Tanique Thompson	Administrative Support Assistant (Part-Time)	Poquonock
Sharon Edwards	Middle School Asst. Principal Admin. Assistant	Sage Park
Dominique Rider	Paraeducator	Sage Park
Tori Pilletere	Paraeducator	Windsor High
Christopher Orr	Custodian II (Evenings)	Windsor High
Arohi Verma	Temporary Special Ed. Tutor	Windsor High
Vashonti Mack	AP Proctor	Windsor High
Jacob Lasek	AP Proctor	Windsor High
Carley Parente	AP Proctor	Windsor High
Anneliese Ide	Temporary Building Substitute	Windsor High
Mindy Oswell	Payroll Specialist	LPW/Districtwide

### CERTIFIED NEW HIRES / REAPPOINTMENTS

Name	Assignment	School	Band/Step
N/A	N/A	N/A	N/A

### NON-CERTIFIED REASSIGNMENTS / TRANSFERS

Name	From	To
Marc Mazur	Custodian II (Evenings) at John F. Kennedy	Head Custodian III at John F. Kennedy

### CERTIFIED REASSIGNMENTS / TRANSFERS

Name	From	To
N/A	N/A	N/A

### RESIGNATIONS / SEPARATIONS

Name	Assignment	School
DeWayne Williams	Limited STEM Classroom Teacher (Grade 4)	Clover Street
Yuri Mejias	Custodian II (Evenings)	Clover Street
Mellanee Hardy	Paraeducator	Clover Street
Richelle Anderson	Assistant Cross Country Coach	Sage Park
Tori Pilletere	Paraeducator	Windsor High
Todd Cunha	Assistant Girls' Soccer Coach	Windsor High

### RETIREMENTS

Name	Assignment	School
Kent Dungfelder	Head Custodian III	John F. Kennedy

**Windsor Board of Education**  
**Regular Meeting – Hybrid**  
**Unapproved Minutes**  
Tuesday, May 19, 2026 7:00 PM  
601 Matianuck Avenue  
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, May 19, 2026 Regular Meeting. Any additions or corrections will be made at a future meeting.

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

Mr. Jeremy Halek: Present

Mr. Halek arrived at 7:08 PM. All board members were present in the board room.

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

The meeting was called to order at 7:06 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Acting Superintendent Dr. Noha Abdel-Hady, Chief of Operations Danielle Batchelder, and Director of Pupil and Special Education Services Mary Cristofaro.

2. Recognitions/Acknowledgements

a. Recognition—CABE Student Leadership Awards: WHS Michelle Huff and Emily Romero-Lewis; SPMS Ella Elam and Roberto Marquez

Sage Park Middle School Principal Liana Jorgensen announced the CABE Leadership Award recipients, Roberto Marquez and Ella Elam.

Windsor High School Principal Dr. Breon Parker announced the high school recipients, Michelle Huff and Emily Romero-Lewis.

b. Recognition - Unified Basketball

Athletic Director Chris Fulton introduced Unified Basketball coach Greg Hannan who, with the assistance of the team captain, explained the purpose, goals, and accomplishments of the team. The Unified Basketball team finished first until the State Championship game, where they came in second place for the second year in a row. Their goal is to finish first next season.

c. Recognition - WHS Fashion Design Program

Fashion Design teacher Kim Townsend introduced Senior Syncere Morrison. Mr. Morrison has developed a goal in class to launch his own fashion line and has been learning design, marketing, and merchandising.

d. Recognition - BOE Student Representative - Andrew Blume

Dr. Abdel-Hady and the board members stated their appreciation to Mr. Blume for his dedication to the position of Student Representative.

3. Audience to Visitors

For continuity, agenda item 7.c. was placed immediately before the audience to visitors' agenda item. See Agenda Item 7.c. for the proceedings. After the appointment, the meeting resumed in its original order.

Move the Board of Education place Agenda Item 7.c. Appointment of Chief of Academics and Pupil Services before Agenda Item 3. Audience to Visitors. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.  
Yes: 8, No: 0

Nuchette Black-Burke, 41 Pierce Blvd. Ms. Black-Burke offered congratulations to Ms. Jorgensen on her new appointment and is excited to see what she'll do in the position.

David Furie, 37 Lighthouse Hill Rd - He began by thanking the board for recognizing student accomplishment throughout the district. He said that the original version of the board's budget had been thoughtfully created, and he appreciated Mr. Halek for stating his support of it in an opinion piece in the Windsor Journal.

George Slate, 74 Ethan Dr - Mr. Slate thanked both Dr. Abdel-Hady and the board for creating an original budget that he felt the community needed. He also thanked Mr. Halek for his support of the budget in the Journal. He spoke in appreciation to Dr. Abdel-Hady for self-funding her trip to Finland in an effort to bring their success to Windsor.

#### 4. Consent Agenda

- b. Enrollment Report
- d. Human Resources Report

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

#### a. Financial Report

Expenditures for April 30, 2026 \$13,230,489  
Expenditures and Encumbrances through April 30, 2026 \$74,237,465

Questions were asked regarding percentages.

Mr. Madison left the meeting at 8:17 PM and returned at 8:20 PM. The vote occurred when he was out of the room.

Move the Board of Education approve consent agenda item 4.a. Financial Report. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.  
Yes: 7, No: 0

#### c. Food Service Report

Mr. Wolliston left the room at 8:20 PM and returned at 8:22 PM.

Questions were asked regarding reconciliation of funds owned by students. It was suggested that the total in arrears be added to the Food Service Report in the future.

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

#### 5. Approval of Minutes

- a. April 21, 2025 Regular Meeting
- b. May 14, 2026 Special Meeting

Move the Board of Education approve the minutes of the April 21, 2026 Regular Meeting, the May 14, 2026 Special Meeting. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.  
Yes: 8, No: 0

#### 6. Student Representative Report

Mr. Blume shared the excitement that the students are feeling as the end of the year approaches. He announced that the robotics team competed at a competition in Houston, finishing 16th worldwide. He also said that the marching band participated in the Shad Derby. He announced upcoming activities including the senior outing, the Spring Choral Concert, 8th grade visit to WHS, and the senior hallway walk. He commented that the consensus of the high school students is that there is confidence in the leadership of Dr. Abdel-Hady and her ability to expand opportunities and raise standards.

All of the board members took the opportunity to speak highly of Mr. Blume.

7. Board of Education

a. President's Report

Ms. Taylor attended all of the Teacher Appreciation Breakfasts across the district. She also escorted the Boys Basketball, Football, and Girls Track teams to the capitol for recognitions with Representative Garibay. She also chaperoned Sage Park music for Fantastic Festivals at Six Flags. She marched in the Shad Derby parade as well. She announced additional opportunities to donate toward Project Graduation.

b. School Liaison Reports

1. Windsor High School

Ms. Jacobsen said that the Senior Prom will be held May 23 at Maneely's and the graduation ceremony is at the Bushnell on June 9.

2. Sage Park Middle School

Mr. Panos shared details of the first Silent Dance at Sage Park, allowing students to create personal playlists that are adjusted to their preferred volume. He said that testing at the school was complete. The final spring music performance will be this week and the Sage Park Music department won awards at Fantastic Festivals at Six Flags. The 8th grade promotion ceremony will be held on June 15.

3. Clover Street School

Mr. Lockhart had nothing to report.

4. John F. Kennedy School

Mr. Madison is continuing to collect information for a report.

5. Oliver Ellsworth School

Ms. Davis said that there is a scheduled movie night in June. She thanked all the nursing staff in the district for their dedication to our students.

6. Poquonock School

Mr. Halek attended both the Teacher Appreciation Breakfast at Poquonock School and kindergarten orientation.

c. Appointment of Chief of Academics and Pupil Services (Action Anticipated)

Move the Board of Education hereby offers Liana Jorgensen the position of Chief of Academics and Pupil Services, commencing on July 1, 2026. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed. Mr. Jeremy Halek: Abstain (Without Con, Ms. Maxine Davis: Yes, Ms. Becky Jacobsen: Yes, Mr. Leonard Lockhart: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes  
Yes: 7, No: 0, Abstain (Without Conflict): 1

The following is the roll call vote for the appointment of Liana Jorgensen as Chief of Academics and Pupil Services.

Roll Call:

Maxine Davis - yes

Jeremy Halek - abstain with no conflict

Becky Jacobsen - yes

Leonard Lockhart - yes

James Madison - yes

Paul Panos - yes

Ayana Taylor - yes

Nathan Wolliston - yes

Tracey Zotter - Absent

Yes: 7, No: 0, Abstain: 1

All board members and Dr. Abdel-Hady spoke in support of appointing Liana Jorgensen as the Chief of Academics and Pupil Services.

8. Acting Superintendent's Report

Dr. Abdel-Hady shared that Tuesday, May 26, is the final Coffee Talk of the school year. It will be held at Bart's at 6:00 PM. She announced the district Teacher of the Year, WHS Science Teacher Joe Oblon. She shared that the WHS National Honor Society Induction Ceremony was held on Thursday April 23. She announced the three superintendent awards given

in honor of three previous superintendents: Daniel Howard Scholar is Ambar Liberato, Dr. Earle S. Russell Scholar is Nerissa Williams and the Paul J. Sorbo Scholar is Atrayu Garg. The WHS Art Show is tomorrow night. She congratulated seniors who have signed to colleges and universities, including those who have signed to play sports. She shared the results of the WHS Music Department's participation in the Parks Adjudicated Festival in Hershey, Pennsylvania. She announced upcoming events such as the Honor Cord Ceremony, Scholarship and Awards Night, Commencement, and the Spring Concert.

Dr. Abdel-Hady announced that at the Town Council meeting the night prior, there was a request to cut the proposed BOE budget by \$350,000. She detailed the cuts as follows: \$50,000 from the Technology Budget, \$150,000 from Insurance Funding, \$55,000 which would have been a new PSES Administrative Assistant, \$45,000 from Major Maintenance, \$36,000 savings by eliminating a new BCBA position and reinstating an RBT position, and \$14,000 from the Instructional Services Budget.

At this time, the board voted to make a motion to vote on the cuts. Afterward, there was a roll call vote to approve the adjusted budget as stated.

Move the Board of Education add a motion to approved changes to the proposed budget. This motion, made by Mr. Paul Panos and seconded by Ms. Becky Jacobsen, Passed.

Yes: 8, No: 0

Move the Board of Education accept the changes to the budget as follows: \$50,000 from Technology, \$150,000 from Insurance deposits, \$55,000 from a new PSES Admin position, \$45,000 from Major Maintenance, \$36,000 from not hiring a BCBA technician and reinstating an RBT position, and \$14,000 from Instructional Services. This motion, made by Mr. Nathan Wolliston and seconded by Mr. Paul Panos, Passed.

Mr. Leonard Lockhart: No, Ms. Maxine Davis: Yes, Mr. Jeremy Halek: Yes, Ms. Becky Jacobsen: Yes, Mr. James Madison: Yes, Mr. Paul Panos: Yes, Ms. Ayana Taylor: Yes, Mr. Nathan Wolliston: Yes  
Yes: 7, No: 1

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

Roll Call:

Maxine Davis - yes

Jeremy Halek - yes

Becky Jacobsen - yes

Leonard Lockhart - no He stated that it cuts insurance which is required to be funded, and major maintenance. Every year the board is asked to do more with less. The Superintendent's original budget passed with bipartisan support, was a solid budget, and he doesn't support any cuts to this or the town's budget.

James Madison - yes He said he appreciated Mr. Lockhart's energy, and standing by his commitments.

Paul Panos - yes

Ayana Taylor - yes She said sometimes things need to be cut to move forward.

Nathan Wolliston - yes He said that these cuts are very strategic and in a worse case scenario, the town could take care of some of these things.

Tracey Zotter - absent

Yes: 7, No: 1

She celebrated the appointment of Liana Jorgensen to the position of Chief of Academics and Pupil Services and in turn announced that William Fisher would be Acting Principal of Sage Park Middle School, beginning July 1, 2026.

#### 9. Committee Reports

There were no committee reports.

#### 10. Other Matters/Announcements/Regular BOE Meetings

a. BOE Curriculum Committee, Wednesday, May 27, 2026, 6:00 PM, Virtual

b. Next BOE Regular Meeting is Tuesday, June 16, 2026, 7:00 PM, LPW, Board Room

Mr. Lockhart congratulated the CAFE Leadership Award recipients. He thanked everyone who supported his appointment as NSBA president both in San Antonio and locally. He also announced that he had been appointed to the Governor's Blue Ribbon Commission on K-12 Education Funding and Accountability.

Mr. Wolliston thanked the community for coming to the referendum on May 12 and reminded everyone that June 2 would be the revised budget referendum vote.

Ms. Davis stated how impressed she was with the adjustments that Dr. Abdel-Hady made to the original budget.

11. Audience to Visitors

There were no speakers.

12. Ratification of the collective bargaining agreement between the Windsor Board of Education and the Employees Union (UPSEU) Windsor BOE Paraeducators Local 424-Unit 59 (Executive Session and Action Anticipated)

Move the board enter into executive session for the purpose of discussing the collective bargaining agreement for the Windsor BOE Paraprofessionals Local 424-Unit 59, inviting Acting Superintendent Dr. Noha Abdel-Hady and Chief of Operations Danielle Batchelder, action is anticipated in open session. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 8, No: 0

The board entered into executive session at 9:18 PM and returned to open session at 9:48 PM.

Mr. Wolliston left the meeting at 9:40 PM, prior to the return to open session.

Move that the Board of Education vote to ratify the Agreement between the Windsor Board of Education and the Employees Union (UPSEU) Windsor Paraprofessionals Union Local 424-Unit 59, covering the period July 1, 2026 through June 30, 2030. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed

Yes: 7, No: 0

13. Adjournment

Move to adjourn at 9:49 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

Yes: 7, No: 0

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Tracey Zotter, Secretary  
Windsor Board of Education

**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** June 16, 2026

**Prepared By:** Dr. Noha Abdel-Hady

**Presented By:** A. Taylor

**Attachments:**

**Subject:** Discussion to Extend the Current Hybrid Format for Board of Education Meetings  
(Action Anticipated)

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**BACKGROUND:**

A discussion with possible action to extend the current hybrid meeting format for the 2026-2027 school year for board members and the public for regular board meetings, including special meetings and finance committee meetings.. The policy, curriculum, and long-range planning committee meetings would be virtual. Executive committee meetings would be decided by the BOE President.

**RECOMMENDATION:**

For discussion and possible action.

Move to extend the current hybrid meeting format for the 2026-2027 school year for board members and the public for regular board meetings, including special meetings and finance committee meetings.. The policy, curriculum, and long-range planning committee meetings would be virtual. Executive committee meetings would be decided by the BOE President.

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**Recommended by the Superintendent:** 

**Agenda Item #** 7.b.

**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** June 16, 2026

**Prepared By:** Dr. Noha Abdel-Hady

**Presented By:** P. Panos

**Attachments:** Connecticut State Department of Education POSITION STATEMENT AND POLICY GUIDANCE Personal Technology Use in Connecticut Schools: Impact of Social Media and the Use of Cell Phones on Student Learning and Mental Health

**Subject:** Discussion to change the cellphone use policy to a cellphone free schools (Action Anticipated)

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**BACKGROUND:**

In August of 2024 the Connecticut State Department of Education provided school districts with the Position Statement and Policy Guidance to support the development of districtwide cell phone policies. This was guidance not a requirement. A Windsor BOE Ad Hoc Cell Phone Policy Committee meeting was held on December 3, 2024 to review the processes and procedures at both Sage Park Middle School and Windsor High School. Sage Park's policy is "away for the day" which restricts student phone usage to before and after school only. Windsor High School allows cell phone use during passing time and lunch only. State legislation has been introduced several times in the last several years to allow districts to develop policies that can fully restrict cell phone use, but they have not passed.

**RECOMMENDATION:**

Move the Board of Education advise the Policy Committee to take up the topic of cell phone policy development.

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**Recommended by the Superintendent:**

**Agenda Item #**

*Noha Hady*  
7.C

# POSITION STATEMENT AND POLICY GUIDANCE

## Personal Technology Use in Connecticut Schools: Impact of Social Media and the Use of Cell Phones on Student Learning and Mental Health



STATE OF CONNECTICUT | CONNECTICUT STATE BOARD OF EDUCATION | AUGUST 2024

**DRAFT**

The Connecticut State Board of Education (Board) believes that all students deserve an excellent education that supports growth in knowledge, maturity, wellness, and readiness for a life of success and global citizenship. The Board's *Comprehensive Plan for Education 2023–2028: Every Student Prepared for Learning, Life, and Work Beyond School* prioritizes creating learning spaces that are safe, compassionate, and culturally responsive, and that are designed to support the academic, physical, and social-emotional well-being of all learners. The Board further believes that schools must ensure that Personal Technology Use in Schools policies address student relationships with technology, online spaces, social media, and cell phones and their impact on learning and mental health.

Technology can be employed in schools to personalize and accelerate learning when integrated thoughtfully and appropriately. Students benefit from instruction that incorporates hands-on and digital tools in conjunction with comprehensive digital citizenship modeling and media literacy curricula that teaches technology skills to prepare students for lifelong success. Online platforms can also give youth access to a diverse community, expanding their awareness of others who share abilities and interests, leading to an increased sense of belonging and acceptance. Online educational content can introduce students to different world views, expanding their minds to gain a better understanding of others and the world.

However, in 2023, the United States Surgeon General issued an *Advisory on Social Media and Youth Mental Health*, which highlights the concerning relationship between excessive, unrestricted social media use and increased mental health challenges in youth. Additionally, emerging research suggests that social media has a significant negative impact on brain development at a time in adolescence when identities and a sense of self-worth are forming, and social rewards, pressures and acceptance are paramount.

Students who feel intellectually, physically, and emotionally safe and healthy are more likely to be successful learners. In order to create a school environment that promotes health and safety, it is important to note the impact that unrestricted access to cell phones and social media can have on learning spaces. Between the ages of 10 and 14 the number of students with smartphones more than doubles, from 4 in 10 to 9 in 10. Notifications during the school day and the lure of social media platforms negatively impact students' ability to be fully present in the classroom ([UNESCO](#)) resulting in lost instructional time, fewer opportunities for in-person interactions, and significant competition for dedicated and sustained student attention reported by teachers ([Pew Research Center](#)).

Given the risks and negative impact on learning and mental health, local and regional boards of education, in collaboration with school leaders, educators, families and students, should develop and enact a districtwide Personal Technology Use in Schools policy inclusive of cell phones and current and emerging technologies.

**Therefore, the Board strongly recommends that such policy restricts the use of cell phones during the school day to ensure student engagement in learning, support emotional well-being, and strengthen students' interpersonal skills, peer interaction, and social communication.**

**DRAFT**

## POLICY GUIDANCE

# Personal Technology Use in Schools

The Connecticut State Board of Education (Board), in support of its Position Statement on Personal Technology Use in Schools, offers the following guidance for districts to consider when drafting and adopting policies to restrict access to cell phones during the school day. This guidance emphasizes creating engaging spaces for learning to mitigate the negative impact that cell phones have on student learning. Included in this guidance are considerations for specific policies and practices in elementary, middle, and high school based on developmental readiness and maturity. Specific recommendations are provided for appropriate roles and responsibilities for local and regional boards of education and administrators in policy development; for school leaders and educators in ensuring consistent policy implementation; for families and students in supporting and complying with the district policy; and for higher education institutions and the Connecticut State Department of Education in preparing and supporting educators, school leaders, administrators, and local and regional boards of education.

A comprehensive policy should include language that incorporates age-appropriate restrictions that align with developmental considerations of students and the structure of the school day in each grade-band and school.

### • Elementary School

- The policy for elementary school students should focus on removing cell phones from the classroom to maximize academic, social, and emotional development. Elementary school students' school day environments and experiences and classroom activities should create spaces that encourage personal interaction among peers.
- Specific procedures for collecting and isolating cell phones upon arrival at school or in the classroom may be necessary to ensure compliance with the policy.

### • Middle School

- The policy for middle school students should also focus on removing cell phones from the school day or classroom. Developmentally, this age group is particularly vulnerable to the negative effects of excessive personal technology use and has a difficult time controlling their impulses. Concurrently, middle school students experience increased autonomy and independence during the school day, which can lead to increased opportunity for cell phone misuse.
- Possession of cell phones in this age group is likely to be viewed as a rite of passage into adulthood, so communication and application of policies that restrict use must be developed in consideration of the specific challenges of middle school students.

### • High School

- The policy for high school students regarding school day access and use should still be restrictive; however, as appropriate, high school students may be developmentally ready to take more ownership of controlling excessive use and understanding responsibilities regarding technology use to better prepare them for life after high school.
- Inappropriate and potential illegal use of technology is likely to increase in high school on and off school grounds, including accessing and sharing inappropriate content and cyberbullying, requiring inclusion of expectations regarding technology use in the student Code of Conduct.
- Cell phones that are turned off and kept out of sight create classroom environments where students are less likely to be distracted by interruptions, can focus more on learning, and allow educators to concentrate on instruction instead of constantly monitoring student cell phone use. The policy should therefore address high school students having cell phones on their person during class.

## Responsibilities of local boards of education and superintendents of schools in developing a Personal Technology Use in Schools Policy

- Engage and elicit feedback from school leaders, educators, families, students, and relevant stakeholders in the development and adoption of a policy that aims to mitigate the negative impact of unrestricted access to personal technology in schools.
- Consider the development of associated regulations that align with the policy and provide for professional learning of all school staff in the implementation of the policy.
- Ensure that the foundation for the Personal Technology Use in Schools policy is districtwide in its vision, scope, and implementation.
- Consider the unique vulnerabilities and opportunities of different student developmental stages to create age-appropriate segments of the districtwide policy.
- At all age levels, behavioral expectations related to technology should be included in the student Code of Conduct to address issues such as cyberbullying, accessing/sharing inappropriate content, recording or taking photographs without consent, plagiarism, and the unapproved use of artificial intelligence (AI) software and applications.
- Embed a Personal Technology Use in Schools policy within a broader, intentional digital educational strategy. Consider a systemic approach toward developing digital literacy and citizenship to ensure that it is comprehensive and equips students from Kindergarten through Grade 12 with the skills and tools necessary to safely navigate online spaces.
- Assist families in understanding healthy uses of technology, setting ground rules, utilizing parental controls on devices, and ways to monitor technology use.
- Review and update the district policy regularly to address future technological devices, online platforms, and emerging threats.
- Consult board legal counsel during policy drafting and as needed to ensure compliance with applicable federal and state laws and alignment with best practices. Areas to consider include: school personnel access to content on student personal technology devices; consequences for violations of board policy or student Code of Conduct; accessing or disseminating inappropriate, harmful, or illegal content; material created on personal devices that may fall under the Family Education Rights and Privacy Act (FERPA) or constitute part of an educational record; and access for students with disabilities or medical needs as outlined in individualized education programs (IEP) and Section 504 accommodations.

## Responsibilities of school leaders and educators in supporting consistent implementation of the policy

### • School Leaders:

- Engage educators, families, and students in a mindful introduction to the Personal Technology Use in Schools Policy that is sensitive to the concerns of all involved.
- Support educators in learning about the policy and the consistent, uniform application and enforcement of the district policy and associated regulations.
- Provide educators with professional development on best practices for incorporating technology into classroom lessons and activities using allowable school-issued devices.
- Develop a graduated response to inappropriate personal technology use that encourages students to see the value in a cell-phone-free space and creates opportunities to develop positive skills related to technology use.
- Create a process for exceptions to the Personal Technology Use in Schools policy based on a student's specific needs and as appropriate according to each student's individualized education program (IEP), Section 504 accommodations, individualized health care plan, or learning plan.
- Create a positive environment regarding media and technology by incorporating digital citizenship education as part of the curriculum.

- **Educators:**

- Recognize that impulse control is a skill that needs to be developed and that students require support and instruction to establish healthy and responsible relationships with technology and social media.
- Create engaging lessons that foster in-person group work and collaboration among peers to strengthen students' interpersonal skills, peer interaction, and social communication.
- Model the digital habits and the utilization of personal technology and social media in alignment with the district policy.
- Participate in professional learning opportunities related to supporting positive digital habits, digital citizenship, and integrating the effective use of technology in the classroom.

### **Responsibilities of families, caregivers, and students to support the implementation of and adherence to the policy**

- **Families and Caregivers:**

- Promote student engagement in learning by being mindful of communicating with students via cell phone during the school day and encourage children to use planning and problem-solving skills, coping strategies, and in-school supports to help foster independence.
- Support school initiatives to create technology-free spaces that allow students to fully participate in their education while encouraging in-person connections with peers and adults.
- Model a healthy relationship with social media and screen time at home and reduce the use of technology as a tool for occupying young children.
- Consider using age-appropriate parental controls on smartphones to encourage the development of healthy relationships with technology.
- Establish open lines of communication with children and have regular conversations regarding the safe and responsible use of technology.

- **Students:**

- Request to participate in opportunities to provide feedback in the development of the district policy and grade-band specific policies, as appropriate.
- Follow the district Personal Technology Use in Schools policy and the student Code of Conduct.
- Engage in lessons and classroom discussions related to social and emotional learning, digital citizenship, media literacy, and the responsible use of technology.
- Encourage peers to use technology and social media appropriately, including being aware of and limiting the frequency in which they check their cell phones.
- Report concerning and inappropriate cell phone use and online behavior by peers to a principal, teacher, school counselor, psychologist, social worker, or any trusted adult in the school building.

### **Responsibilities of state-level partners in preparing educators and supporting districts in developing and implementing district policies**

- **Higher Education Institutions (Educator Preparation Programs):**

- Participate in initiatives related to technology use in schools, including the development of model curricula for digital citizenship, media literacy, and responsible use of technology and social media.
- Prepare pre-service candidates to effectively create a positive learning environment in accordance with the Connecticut Common Core of Teaching, focusing on evidence-based approaches to incorporating 21st century technology in the classroom.
- Prepare pre-service candidates to develop student skills and dispositions to respond to real-world digital challenges in safe, effective, and thoughtful ways.
- Contribute to the field of emerging research and best practices related to personal technology use by children and adolescents.

- **Connecticut State Department of Education (CSDE):**

- Develop a Kindergarten through Grade 12 Model Curricula for Digital Citizenship, Media Literacy, and Responsible Use of Technology and Social Media.
- Provide professional learning and technical assistance on the effective integration and implementation of the Kindergarten through Grade 12 Model Curricula.
- Continue to invest in resources that assist school districts in policies that address emerging technologies.
- Monitor future national guidance and federal resources for dissemination to aid districts in maintaining prevailing content in district policies.
- Coordinate and partner with state agencies, policymakers, and stakeholders to support district efforts in policy development and implementation.
- Continue support of and collaboration with the research community to gather data to support district policies and elevate best practices.

## Connecticut Sample Policies

The Connecticut Association of Boards of Education (CABE) has developed a Sample Policy and Guidance for local and regional boards of education. CABE is currently updating this document for use by districts in developing policies.

### [Connecticut Association of Boards of Education: Sample Policy and Guidance: Adopted January 2019, revised November 2023](#)

The following excerpts from sample policies and resources are meant to provide an array of content for districts to consider in developing their own policy to restrict cell phone use during the school day. Policies should consider the needs, ages, and utilization of social media and technology of students; the norms of the school-family relationships and expectations; and the teaching and learning needs of the school community. They are not intended to imply one strategy or policy is best or more successful than another, as this must be determined by the local or regional board of education as to what meets the needs of the district, its staff, families, and students.

#### Torrington Public Schools

- **Elementary school:** Students may bring cell phones and wearable technology to school but must turn their cell phones off or place them on silent mode. Cell phones and wearable technology must remain completely out of view (e.g., in the student's backpack) for the entire school day.
- **Middle School:** Students may bring cell phones and wearable technology to school but must ensure that they are turned off or on silent mode and locked in a district issued cell phone pouch throughout the entire school day. Students will lock their cell phone pouches upon entry to the building and unlock them at dismissal.
- **High School:** Students may bring cell phones and wearable technology to school but must ensure that they are turned off or on silent mode and locked in a district issued cell phone pouch throughout the entire school day. Students will lock their cell phone pouches upon entry into the school building and unlock them at dismissal. Cell phones will only be allowed if requested by a teacher as necessary for a specific lesson, upon approval by an administrator 24 hours in advance. If approved, the mobile kiosk will be signed out to the teacher for that period or the day. At no time will students be obligated to possess or own a personal electronic device to meet their educational needs.

#### Milford Public Schools

- **Elementary School:** No use of a cell phone/smartwatch or other personal communication device will be permitted during school hours. These devices must be turned off or on silent and left in backpacks, stored in a student's locker/cubbie or other place designated by building administration.
- **Middle School:** No use of a cell phone/smartwatch or other personal communication device will be permitted during school hours. These devices must be turned off or on silent and left in backpacks, stored in a student's locker or other place designated by building administration. The exception at the middle school level is when the use of a cell phone is authorized in a classroom for academic purposes with the consent of the teacher.
- **High School:** Possession of a cell phone/smartwatch or other personal communication device while in school is permitted, however, the devices must be turned off or on silent and be out of sight in classrooms during the school day unless authorized by the classroom teacher for academic purposes. Cell phones may be used in non-classroom areas as designated by school administration.

### **Lisbon Public Schools**

- **Grades PreK–Grade 4:** Cell phones/smartwatches are not permitted on school premises.
- **Grades 5–Grade 8:** Cell phones/smartwatches should be off and out of sight when students walk into the building. Cell phones/smartwatches are to be stored in lockers throughout the school day. Students are permitted to use their cell phones/smartwatches during after-school homeroom (3:00–dismissal) per the teacher’s permission (for example: practice is canceled; a parent needs to be notified).
- Parents should not expect to communicate directly with their children using their cell phone/smartwatch during the designated school time. Parents who need to communicate with their child in the case of an emergency should call the school office and communicate with school personnel the nature of their emergency who will then communicate as appropriate with the student impacted by the emergency.

## References and Resources

### Social Media and Mental Health

[Advisory on Social Media and Youth Mental Health](#) The Surgeon General's Advisory (2023) (accessed 8/2/2024)

[Does Social Media Use Cause Depression](#) Child Mind Institute (2024) (accessed 8/2/2024)

[Constant Companion: A Week in the Life of a Young Person's Smartphone Use](#) Common Sense Media (2023) (accessed 8/2/2024)

[Engaging, Safe, and Evidence-Based: What Science Tells Us About How to Promote Positive Development and Decrease Risk in Online Spaces for Early Adolescents](#) UCLA Center for Developing Adolescents (2022) (accessed 8/2/2024)

Haidt, Jonathan. *The Anxious Generation*. Penguin, March 26, 2024.

### Social Media's Impact on Brain Development

[How Social Media Use Affects Adolescent Brain Development](#) New York-Presbyterian Health Matters (2023) (accessed 8/2/2024)

[Why Young Brains are Especially Vulnerable to Social Media](#) American Psychological Association (2023) (accessed 8/2/2024)

[Digital Media and the Developing Brain](#) *The Handbook of Adolescent Digital Media Use and Mental Health* Chiu, Michelle & Chein, Jason (2022) (accessed 8/2/2024)

[Potential Risks of Content, Features and Functions: The Science of How Social Media Affects Youth](#) American Psychological Association (2024) (accessed 8/2/2024)

### Resources for Districts and Educators

[Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions](#) Connecticut State Department of Education (2020) (accessed 8/2/2024)

[Smartphones in School? Only When They Clearly Support Learning](#) UNESCO (2023) (accessed 8/9/2024)

[School-Based Initiatives Promoting Digital Citizenship and Healthy Digital Media Use](#) *The Handbook of Adolescent Digital Media Use and Mental Health* Weintsein, Emily & James, Carrie (2022) (accessed 8/2/2024)

[Guiding Middle and High School Students to Develop a Clear Understanding of Their Cell Phone Use](#) Edutopia (2022) (accessed 8/2/2024)

[Smartwatches: The Next Challenge for School Cellphone Policies](#) Education Week (2024) (accessed 8/2/2024)

[Cellphone Bans in School Are Back. How Far Will They Go?](#) NEA Today (2023) (accessed 8/2/2024)

[Student Social Media Use](#) Goeler, Jody. *The CAFE Journal* (May 2024) (accessed 8/2/2024)

[Framing the Smartphone Policy Deliberations](#) Goeler, Jody. *The CAFE Journal* (June 2024) (accessed 8/2/2024)

[What's It Like To Be a Teacher in America Today?](#) Pew Research Center (2024) (accessed 8/13/2024)

[Teens, Social Media and Technology](#) Pew Research Center (2023) (accessed 8/13/2024)

### Resources for Families and Caregivers

[Online Health and Safety for Children and Youth: Best Practices for Families and Guidance for Industry](#) Substance Abuse and Mental Health Services Administration (2024) (accessed 8/2/2024)

[How Using Social Media Affects Teenagers](#) Child Mind Institute (2024) (accessed 8/2/2024)

[Age-Based Media Reviews and Resources for Families](#) Common Sense Media (accessed 8/5/2024)

[Family Media Plan](#) American Academy of Pediatrics (accessed 8/5/2024)

**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** June 16, 2026

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

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

**ATTACHMENTS:** Windsor Early Learning Model Presentation

**SUBJECT:** Windsor Early Learning Model Overview

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**BACKGROUND:**

Dr. Abdel-Hady will be presenting an overview of the Windsor Early Learning Model (WELM), which is a comprehensive, research-backed instructional framework for kindergarten through grade 2, launching district-wide across both k-2 elementary schools in September 2026. The proposed Windsor Early Learning Model is not a new curriculum. Rather, it is a redesign of how existing Board-approved curriculum resources, instructional time, and student learning experiences are organized throughout the school day.

This model aligns current curriculum materials with research-based best practices in early childhood and elementary education by increasing opportunities for foundational literacy, handwriting, purposeful play, outdoor learning, project-based experiences, social-emotional learning, and intervention/enrichment. It also provides clearer guidance regarding instructional priorities and the allocation of time within the school day.

**STATUS:**

N/A

**RECOMMENDATION:**

Presentation for information only.

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**Recommended by the Superintendent:**



Agenda Item # 8.a.

WINDSOR PUBLIC SCHOOLS

# The Windsor Early Learning Model

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Board of Education — Informational Presentation

June 2026 · Kindergarten – Grade 2 · Both Elementary Schools

# What Is the Windsor Early Learning Model?

A whole-child instructional approach for every K–2 classroom in Windsor.

The Windsor Early Learning Model (WELM) is a comprehensive, research-based instructional framework for kindergarten through grade 2, launching district-wide across both K-2 elementary schools in September 2026.

### **Grounded in brain science**

that confirms K–2 is the most neurologically sensitive window of a child's life, the connections formed at that stage govern reading, reasoning, and emotional regulation for decades.

### **Informed by the world's top systems**

Finland, Estonia, Singapore, and Japan; adapted for Windsor's students, families, and community.

2

Elementary Schools

K–2

Grade Levels

10

Instructional Pillars

Sept  
2026

Launch Date

# Why Now? The Evidence Is Clear.

Our K–2 results show strength — but not long-term retention beyond grade 2.

01

## **K–2 Is the Highest-Leverage Window**

Harvard's Center on the Developing Child confirms 1M+ neural connections per second form in early childhood. NAEP data shows children below reading proficiency at grade 3 rarely catch up. These years are the foundation.

02

## **Screen-Based Learning Is Underperforming**

The ABCD Study (11,000+ children) links heavy early screen exposure to reduced executive function and language delays. Screen-based phonics programs consistently underperform direct, small-group, teacher-led instruction.

03

## **The World's Best Systems Do This Differently**

Finland, Estonia, Singapore, and Japan all prioritize play, oral language, hands-on learning, and teacher autonomy in early grades — and lead the world in long-term academic outcomes.

# Ten Pillars of the Windsor Early Learning Model

Shifting the focus from performance to development.

**1**

Reduced &  
Intentional  
Technology

**2**

Handwriting  
& Fine  
Motor

**3**

Foundational  
Literacy &  
Oral  
Language

**4**

Play-Based &  
Inquiry  
Learning

**5**

Outdoor  
Learning &  
Movement

**6**

Social-Emoti  
onal  
Learning

**7**

Creativity &  
Imagination

**8**

Family  
Partnership

**9**

Student  
Independence  
& Executive  
Function

**10**

Teacher  
Professionalism  
& Autonomy

## WHAT CHANGES

# What K–2 Will Look Like Starting September 2026

Major instructional shifts — and what remains constant.

### MOVING AWAY FROM

- Passive screen time (MyPath, Lexia, Newsela)
- Occasional handwriting practice
- Whole-class, whole-group instruction
- Worksheets as independent practice
- Indoor, sedentary learning
- SEL only when behavior escalates

### MOVING TOWARD

- Intentional, purposeful tech use (teacher-directed only)
- Daily explicit handwriting instruction: every morning (Introducing Cursive G2)
- Small-group, differentiated instruction
- Stations, manipulatives, and hands-on tasks
- Outdoor learning + movement woven into every day
- Community Circle opens every single day

43

# Fiscal Impact: A Cost-Neutral Redesign

Redirecting existing resources — no new budget required.

## RESOURCES REDIRECTED

### Software Licenses — K–2 Eliminated

- MyPath (adaptive math/reading platform)
- Lexia Core5 (reading software)
- Newsela (digital reading platform)
- Other passive-consumption K–2 subscriptions

### 4 Elementary Language Teacher Positions

Not approved following failed referendum.  
Positions are being eliminated.



## REINVESTED INTO WELM

### Classroom Enrichment Materials

- Classroom pets (reduce anxiety, build empathy)
- Classroom gardens & raised garden beds
- Bird feeders & nature observation stations
- Flexible seating (wobble stools, cushions, standing desks)
- Sensory & fine motor stations (manipulatives, etc.)

### 2 Language Enrichment Specialists (NEW)

Replacing 4 positions with 2 redesigned roles.  
Focused on oral language (Eng/Span) development,  
embedded in WELM exploration & purposeful play.

## NEW ROLE

# A New Role: Language Enrichment Specialists

Two positions designed to embed oral language (Spanish and English) development into the WELM model.

**Context:** Following the failed referendum, the 4 Elementary Foreign Language Teacher positions will be cut. Rather than simply eliminating second language support, Windsor is redesigning the investment into a more targeted, model-aligned role that targets oral language development which will have a positive impact on English, Spanish and on our MLL students.

### What They Do

- Facilitate oral language development (Spanish and English) during exploration and purposeful play blocks
- Use storytelling, conversation prompts, and read-alouds as daily practice
- Embed rich vocabulary and discourse into hands-on WELM stations
- Co-teach with classroom teachers during literacy blocks

### What Changes vs. Prior Role

- 4 standalone foreign language teachers → 2 embedded specialists
- Isolated pull-out model → woven into WELM structures
- Separate program → aligned to all 10 WELM pillars and supports oral Spanish and English oral language development
- Net staffing reduction reflects referendum outcome

### Why It Matters

- Oral language is Pillar 3 of WELM; non-negotiable – supports Foreign and English oral language development
- Research shows oral language predicts reading comprehension at 3rd grade
- Singapore's model: oral language before written.
- Play time without intentional language support is a missed opportunity

# What Windsor Families Will See

Real, visible changes starting September 2026.

## Kids coming home talking

About books, questions, projects

## A handwriting notebook

Every child practices daily.  
Every child has a journal and reading bag.

## Dirt on their shoes

Two outdoor learning periods daily. Movement is academic time.

## Happy kids

School designed around joy, purpose, and belonging.

## Richer conversations

More stories and curiosity.  
Less 'just a worksheet.'

## A real partnership

Open classrooms, student-led conferences, family newsletters.

# A Transparent Note on Assessment

What to expect in year one, and the long-term trajectory.

## SHORT-TERM: POSSIBLE DIP

Research on system transitions, including those in Finland, Estonia, and Singapore, indicates that assessments like i-Ready and DIBELS may reflect a temporary dip, particularly in grades 1 and 2, during the first year of implementation.

This is expected when a model shifts from performance-based drilling to foundational, developmental instruction. The surface scores respond to practice repetition, not depth.



## LONG-TERM: STRONGER OUTCOMES

The goal is not just higher scores in K–2: it is retention and transferability of foundational skills beyond grade 2.

Children will enter third grade with:

- Stronger reading comprehension
- Executive function and self-regulation
- Oral English and Spanish language fluency
- Genuine love of learning

These outcomes are what current K–2 instruction is not yet fully delivering, and what WELM is designed to build.

# From Today to Full Launch

A four-stage rollout — already underway.

<p><b>NOW</b> Spring 2026</p>	<p><b>SUMMER</b> Summer 2026</p>	<p><b>LAUNCH</b> September 2026</p>	<p><b>YEAR ONE</b> 2026–2027</p>
<ul style="list-style-type: none"> <li>• BOE informational presentation</li> <li>• Family info nights at both schools</li> <li>• Classroom inventory completed</li> <li>• Teacher leader cohort identified</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-day Summer Institute for all K–2 coaches &amp; teacher leaders</li> <li>• Classrooms redesigned &amp; ready</li> <li>• Schedules finalized</li> <li>• No new budget required</li> </ul>	<ul style="list-style-type: none"> <li>• Every K–2 room opens in the model</li> <li>• Bi-weekly coaching begins</li> <li>• Family learning events launch</li> <li>• Data collection starts</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly data reviews</li> <li>• Coaching cycles throughout year</li> <li>• Mid-year family communication</li> <li>• End-of-year reflection &amp; refinement</li> </ul>

**This is not a pilot. This is a district-wide commitment. Both schools. All K–2. September 2026.**

## A VISION FOR WINDSOR

# Windsor Public Schools is about to do something different.

In a culture of acceleration, we are choosing development.

In an age of screens, we are choosing hands.

In a system that measures everything, we are choosing to trust what we know about children, and about learning.

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**WINDSOR BOARD OF EDUCATION  
AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** June 16, 2026

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

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

**ATTACHMENTS:** 3.26.26 Letter to WHS Families

**SUBJECT:** Program of Studies Revision (Honor Cords)(Action Anticipated)

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**BACKGROUND:**

Over the past year, Windsor High School reviewed its academic recognition practices to ensure they align with the district's commitment to equity, inclusivity, and recognizing student achievement. Through this review, it was determined that the existing honor cord system, which required students to earn an A- or higher for six semesters within a specific subject area, unintentionally limited recognition opportunities for some students due to programmatic needs, course pathways, IEP requirements, language acquisition needs, and other factors that affected access to certain courses and sequences.

As a result of this review, the Board of Education approved revised honor cord criteria as part of the annual Program of Studies approval process. Beginning with the Class of 2027, Windsor High School was scheduled to transition to a new recognition model aligned with the honors distinctions commonly used by colleges and universities, including cum laude, magna cum laude, and summa cum laude. The revised system is intended to recognize overall academic achievement in a more inclusive and equitable manner.

Following Board approval, all Windsor High School families were notified of the revised criteria in March 2026, with implementation scheduled for the 2026-2027 school year.

Since that time, the district has received thoughtful feedback from students, particularly members of the rising senior class. Students expressed concerns that they have spent the majority of their high school careers working under the previous honor cord criteria and that changing expectations immediately prior to their senior year is unfair.

After considering this feedback, the administration is recommending that implementation of the revised honor cord criteria be postponed by one year. This delay would allow the Class of 2027 to remain under the existing honor cord system while providing the Class of 2028 and all future classes ample notice and sufficient time to plan their high school academic experiences with a full understanding of the revised recognition requirements.

**STATUS:**

N/A

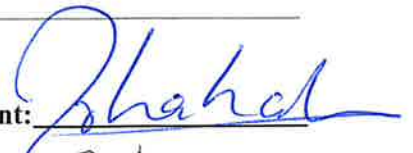
**RECOMMENDATION:**

Move that the Board of Education approve delaying the implementation of the revised honor cord criteria by one year, making the Class of 2028 the first graduating class subject to the new requirements and allowing the Class of 2027 to remain eligible under the previous honor cord criteria.

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**Recommended by the Superintendent:**

**Agenda Item #**

  
8.62





**March 26, 2026**

**Re: Honor Cords**

**Dear Windsor Families,**

Over the past year, we have reviewed our current practices to ensure they reflect our commitment to equity and to celebrating all students' achievements. Through this process, we identified a need to revise the criteria for earning honor cords at graduation.

Under the current system, students earn honor cords by achieving an A- or better for six semesters within a specific subject area. While this has recognized strong academic performance, it has also unintentionally limited opportunities for some students. In certain cases, programmatic needs or course pathways have made it more difficult for students to meet these criteria, despite demonstrating high levels of achievement.

For the 2025–2026 school year, Windsor High School will continue to award honor cords using the current, traditional criteria.

**Beginning with the 2026–2027 school year,** we will implement a revised system aligned more closely with college and university recognition models (cum laude, magna cum laude, and summa cum laude). This updated approach is designed to be more inclusive and equitable, allowing all students the opportunity to be recognized for their academic performance.



The new criteria, approved by the Windsor Board of Education, are as follows:

- Departmental honor cords will no longer be awarded
- Overall GPA will be calculated from the start of grade 9 through the third quarter of grade 12
- Students may earn a general honor cord based on unweighted GPA:
  - **3.30–3.49: Honor Cord (Black)**
  - **3.50–3.79: High Honor Cord (Black and White)**
  - **3.80 and above: Highest Honor Cord (Black, White, and Maroon)**

Please note that honor cord recognition is separate from weighted GPA distinctions such as “distinction” and “high distinction,” which take course rigor into account. Additionally, students will continue to have opportunities to earn special recognition cords, including:

- National Honor Society (gold)
- Rho Kappa (royal blue/white)
- World Language Honor Society (maroon/white)
- JROTC (maroon/black)

While there is never a perfect time for change, we believe this shift represents a more equitable and inclusive way to honor the academic accomplishments of all Windsor High School students.

Thank you for your continued support.

Sincerely,

Breon Parker, Principal

Windsor High School

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** June 16, 2026

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

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

**ATTACHMENT:** None

**SUBJECT:** Superintendent Proposed Cuts (Action Anticipated)

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**BACKGROUND:**

At the February Regular BOE Meeting, the board voted to adopt the Acting Superintendent's proposed budget. The Town Council also adopted the BOE proposed budget. After the May 12, 2026 referendum vote failed, the Town Council requested that the Board of Education cut \$350,000.00 from its proposed budget. A second referendum vote failed on June 2, 2026. The Town Council is holding a meeting on June 15, 2026 to discuss additional cuts.

**STATUS:**

N/A

**RECOMMENDATION:**

Possible Motion:

Move the Board of Education to accept the proposed budget cuts as presented to the Board by Acting Superintendent Dr. Noha Abdel-Hady.

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**Recommended by the Superintendent:**



**Agenda Item #**

B.C.

BOE Meeting June 16, 2026			
Proposed Reductions/Additions for Referendum 3		Proposed Reductions/Additions for Referendum 2	
Reduce the Original Add 4.0 FTE Second Language Teachers	(\$300,000)	Technology Cut	(50,000)
Reduce the Original Add 1.0 FTE School Social Worker	(\$75,000)	Insurance Reduction	(150,000)
Reduce a 1.0 FTE Band Teacher from Grades 3-5	(\$75,000)	PSES Admin Asst	(55,000)
Reduce the Original Add of 10 FTE Para Substitutes to 5 Paras	(\$203,000)	Major Maintenance	(45,000)
Bring all Schools back to level funding	(\$69,000)	No BCBA and Keep RBT	(36,000)
Add back 1.0 FTE Dean at WHS	\$100,000	Instructional Services Reduction	(14,000)
2.0 FTE Language Enrichment Facilitator	\$80,000	<b>Total Reductions</b>	(350,000)
Insurance Reduction	(\$255,121)		
Pay to Play	(\$203,000)		
<b>Total Reductions</b>	(\$1,000,121)		
<b>Proposed 2026-2027 BOE Budget (After 2nd referendum)</b>	<b>Increase</b>	<b>Percent over 25/26</b>	<b>Cut from 2nd Ref</b>
\$92,364,279.84	\$3,049,369.84	3.46%	-\$1,000,121.00
<b>Proposed 2026-2027 BOE Budget (After 1st referendum)</b>	<b>Increase</b>	<b>Percent over 25/26</b>	<b>Cut from 1st Ref</b>
\$93,364,401	4,049,491	4.58%	-\$350,000.00
<b>Original Proposed BOE 2026-2027 Budget</b>	<b>Increase</b>	<b>Percent over 25/26</b>	
93,714,401	4,399,491	4.97%	---

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** June 16, 2026

**PREPARED BY:** Danielle Batchelder

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

**ATTACHMENT:** Details of Agreement—Provided in Executive Session

**SUBJECT:** Ratification of the Collective Bargaining Agreement between the Windsor BOE Administrative Professionals Employees, UPSEU Local 424, Unit 149, (Executive Session and Action Anticipated)

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**BACKGROUND:**

The Windsor Board of Education and the Windsor Administrative Professionals reached agreement for a successor three year contract covering July 1, 2026 through June 30, 2029.

**STATUS:**

The Union has ratified the tentative three year Agreement.

**RECOMMENDATION:**

Move that the Board of Education vote to ratify the Agreement between the Windsor Board of Education and the Windsor Administrative Professionals Union UPSEU Local 424, Unit 149 covering the period July 1, 2026 to June 30, 2029.

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**Reviewed by:** 

**Recommended by the Superintendent:** 

**Agenda Item #** 12.