Regular Meeting

Tuesday, November 15, 2022 7:00 PM
Regular Meeting - Hybrid Meeting via Zoom and In-Person, please click the link to join the meeting: https://us06web.zoom.us/j/87422552835 or telephone 1-646-558-8656 or 1-301-715-8592.Meeting ID: 874 2255 2835, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag, Moment of Silence**
2. **Recognitions/Acknowledgements**

a. CAPSS Student Leadership Awards for Sage Park Middle School—Daisy Wimberly, Academic Excellence; Sophia Mancino, Community Service; Joshua Looby, Leadership. CAPSS Student Leadership Awards for Windsor High School—Evan Roche, Academic Excellence; Jerren Langford, Community Service; Kruti Dharsandiya, Leadership

3. **Audience to Visitors**
4. **Consent Agenda**

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

5. **Approval of Minutes**

a. October 18, 2022 Regular Meeting
b. November 1, 2022 Special Meeting

6. **Student Representative Report**
7. **Board of Education**

a. President's Report
b. Discussion on WHS Credit Recovery Classes
c. School Liaison Reports

1. Windsor High School
2. Sage Park Middle School
3. Clover Street School
4. John F. Kennedy School
5. Oliver Ellsworth School
6. Poquonock School

8. **Superintendent's Report**

a. Budget Assumptions, 1st Reading
b. Curriculum Development, 1st Reading

1. Culinary Arts 2

9. **Committee Reports**
10. **Other Matters/Announcements/BOE Meetings**

a. BOE Policy Committee, Tuesday, November 29, 2022, 6:00 PM, Virtual Meeting
b. BOE Special Meeting, Tuesday, December 6, 2022, 6:30 PM, LPW, Board Room
c. Next BOE Regular Meeting is Tuesday, December 20, 2022, 7:00 PM, LPW, Board Room

11. **Audience to Visitors**
12. **Discussion and possible action regarding ratification of collective bargaining agreements between the Windsor Board of Education and the Windsor School Administrators and Supervisors Association (WSASA) (Executive Session Anticipated)**
13. **Adjournment**

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 15, 2022

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:

Daisy Wimberly – Academic Excellence
Sophia Mancino – Community Service
Joshua Looby – Leadership

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

Evan Roche – Academic Excellence
Jerren Langford – Community Service
Kruti Dharsandiya – Leadership

Ms. Jorgensen, SPMS Principal, will read a short bio on each of the SPMS recipients.
Mr. 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 15, 2022

PREPARED BY: Danielle Batchelder

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

ATTACHMENTS: October 31, 2022 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 2022

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, 2022	$ 5,742,785
Expenditures through October 31, 2022	$20,946,174

Reviewed by: NOB **Recommended by the Superintendent:** TH/Sb

Agenda Item # 4.a.

Windsor Public Schools
Financial Report
October 31, 2022

	2022-2023 Budget	Expenditures YTD 10/31/2022	Encumbrance	Balance 6/30/2023	% Balance
Instructional Services					
Clover Street School	63,170	13,190	5,925	44,055	**70%**
John F. Kennedy School	84,950	35,824	6,792	42,334	**50%**
Oliver Ellsworth School	86,730	33,261	11,014	42,455	**49%**
Poquonock School	69,300	17,160	1,504	50,636	**73%**
Sage Park Middle School	210,935	70,322	21,226	119,387	**57%**
Windsor High School	380,644	82,371	41,225	257,048	**68%**
Windsor High School Interscholastic Sports	207,000	129,502	52,859	24,639	**12%**
Athletic Coaches	295,000	0	0	295,000	**100%**
WHS Career & Technical Education	59,745	11,402	13,523	34,820	**58%**
Continuing Education	70,400	16,625	235	53,540	**76%**
Instructional Mgt. & Curriculum Development	220,163	152,587	45,419	22,157	**10%**
Magnet School Tuition	1,460,600	0	0	1,460,600	**100%**
Technology	1,314,609	1,008,213	96,932	209,464	**16%**
Total Instructional Services	**4,523,246**	**1,570,457**	**296,654**	**2,656,135**	**59%**
Education Support Services					
Pupil Personnel Services	448,250	95,149	23,407	329,694	**74%**
Special Education	98,400	21,129	10,354	66,917	**68%**
Special Education Tuition	5,584,894	1,049,607	167,204	4,368,083	**78%**
Policy & Planning	136,386	55,155	9,904	71,327	**52%**
Employee Personnel Services	148,400	47,891	2,547	97,962	**66%**
Financial Management	268,340	65,254	99,604	103,482	**39%**
Financial Services	38,500	18,507	999	18,994	**49%**
Pupil Transportation & Safety	3,735,898	27,075	60	3,708,763	**99%**
Special Education Transportation	2,345,697	457,294	0	1,888,403	**81%**
Physical Plant Services	2,051,850	826,973	1,203,522	21,355	**1%**
Major Maintenance	486,000	99,010	22,030	364,960	**75%**
L.P. Wilson Center	254,800	78,208	171,625	4,967	**2%**
Benefits	11,321,867	3,179,794	253,634	7,888,439	**70%**
Certified Salaries	33,707,758	7,881,068	0	25,826,690	**77%**
Non-Certified Salaries	9,994,928	2,937,499	0	7,057,429	**71%**
Regular Ed Tutor Salaries	350,434	79,628	0	270,806	**77%**
Special Ed Tutor Salaries	289,680	116,119	0	173,561	**60%**
Substitute Salaries	699,108	78,813	0	620,295	**89%**
Total Education Support Services	**71,961,190**	**17,114,173**	**1,964,890**	**52,882,127**	**73%**
Total All Sites	**$76,484,436**	**$18,684,630**	**$2,261,544**	**$55,538,262**	**73%**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 15, 2022

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

PRESENTED BY: Danielle Batchelder

ATTACHMENTS: Student Enrollment Report & Recap

SUBJECT: Student Enrollment as of November 1, 2022

BACKGROUND:

Attached are the enrollment figures as of November 1, 2022. 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: NOB

Recommended by the Superintendent: TH/SB

Agenda Item # 4.b.

Windsor Public Schools
Student Enrollment Report
November 1, 2022

Enrollment in Windsor Public Schools

Grades PreK - 5	1,471
Grades 6-8	710
Grades 9-12	1,152
Total District Enrollment	**3,333**

Windsor Students not in District Schools

Out of District Placements (SPED)	41
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	74
CREC Montessori Hartford	5
CREC Metropolitan Learning Center (MLC)	46
CREC Miscellaneous Magnet Schools	249
Hartford Host Magnet Schools	216
Miscellaneous Magnet Schools (LEARN, Goodwin College & Global Experience)	36
A.I. Prince Technical High School	22
Howard Cheney Technical High School	13
	702
Total Students	**4,035**

Windsor Public Schools
Student Enrollment Report
November 1, 2022

GRADE	Poquonock School	Clover Street School	Oliver Ellsworth School	John F. Kennedy School	Total
PreK	97		47		144
K	93		119		212
1	103		136		239
2	83		141		224
3		85		126	211
4		106		122	228
5		93		120	213
Subtotal K-5					1,327
Total	**376**	**284**	**443**	**368**	**1,471**

GRADE	Sage Park Middle School
6	213
7	232
8	265
Total	**710**

GRADE	Windsor High School
9	305
10	284
11	291
12	272
Total	**1,152**

District Wide Enrollment	**3,333**

ENROLLMENT REPORT 2022-2023
POQUONOCK SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten											
23	Neals				15	14							
2	Brown				16	15							
24	Eskenazi				16	16							
22	Roche				16	16							
3	Scott				16	16							
26	Scerra				16	16							
		Total	**102**	**92**	**95**	**93**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 1											
1	Kowalski				18	17							
12	Holke				17	16							
15	McCann				18	18							
17	Stoll				18	17							
16	Harrison				18	18							
18	Velez				18	17							
		Total	**82**	**104**	**107**	**103**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 2											
14	Temple				21	21							
11	Delskey				20	20							
8	Mercier				19	20							
9	Parker				22	22							
		Total	**100**	**82**	**82**	**83**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	PK Smart Start				63	65							
	Sped & Peer				30	32							
		Total	**64**	**89**	**93**	**97**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Poqunonock	**Totals**	**348**	**367**	**377**	**376**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ENROLLMENT REPORT 2022-2023
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				15	15							
	20 Butterick				14	15							
	21 Moreno				15	15							
	22 Bishop				14	14							
	23 Heacock				15	15							
	24 Bartholomew				15	15							
	25 Chapple				15	15							
	26 Verdone				15	15							
		Total	**130**	**116**	**118**	**119**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 1											
	10 Strickland				19	19							
	12 Venegas				19	19							
	13 Fleury Barton				19	19							
	14 Och				20	20							
	15 Adamski				19	20							
	16 Miller				18	19							
	17 Cook				19	20							
		Total	**130**	**134**	**133**	**136**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 2											
	1 Mayo				20	20							
	2 Coffey				19	19							
	3 McDonald				21	21							
	6 McGoldrick				21	21							
	7 Gonzalez				20	20							
	8 Goicochea				19	19							
	11 Capizzi				21	21							
		Total	**124**	**137**	**141**	**141**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	PK Smart Start				0								
	Sped & Peers				41	47							
		Total	**77**	**41**	**41**	**47**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Oliver Ellsworth		**Totals**	**461**	**428**	**433**	**443**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ENROLLMENT REPORT 2022-2023
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 Stevens				16	17							
	2 Richards				20	20							
	3 Lamoureux				18	17							
	4 Filomeno				17	17							
	5 Stout				18	18							
	6 Schultz				17	17							
	8 Estelle				20	20							
		Total	**122**	**126**	**126**	**126**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 4											
	7 Nyuyen				20	20							
	9 Jones				20	20							
	10 Bell				21	20							
	12 Kasavage				21	21							
	14 Croarkin				20	20							
	16 DaCosta				20	21							
		Total	**115**	**123**	**122**	**122**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 5											
	19 Everett				19	21							
	20 Carpenter				20	20							
	24 Freitas				20	20							
	25 Kingsley				19	20							
	27 Elnemr				20	20							
	28 Tateishi				19	19							
		Total	**132**	**116**	**117**	**120**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
John F. Kennedy		**Totals**	**369**	**365**	**365**	**368**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ENROLLMENT REPORT 2022-2023
Clover Street School

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3											
	25 Darrell				18	18							
	8 Dugalic				18	17							
	27 Rivers				16	16							
	11 Sanchez				17	17							
	8 Driscoll				17	17							
		Total	**109**	**90**	**86**	**85**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 4											
	24 Comer				18	18							
	14 Michalic				17	18							
	26 Williams				16	17							
	18 Keach-Longo				17	17							
	12 Burnham				18	18							
	16 Murray				18	18							
		Total	**92**	**105**	**104**	**106**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
		Grade 5											
	19 Junious				24	24							
	15 Grimes				23	22							
	13 Webster/Steele				24	24							
	17 Nowsch				23	23							
		Total	**80**	**93**	**94**	**93**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	Clover	**Totals**	**281**	**288**	**284**	**284**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ENROLLMENT REPORT 2022-2023
Sage Park Middle School

		Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 6												
House 1				103	104							
House 2				108	109							
	Total	**222**	**207**	**211**	**213**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Grade 7												
House 3				107	110							
House 4				121	122							
	Total	**256**	**221**	**228**	**232**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Grade 8												
House 5				129	132							
House 6				132	133							
	Total	**257**	**258**	**261**	**265**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Sage Park	**Totals**	**735**	**686**	**700**	**710**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

ENROLLMENT REPORT 2022-2023
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	**274**		303	305							
Grade 10	**297**		283	284							
Grade 11	**280**		292	291							
Grade 12	**272**		270	272							
Windsor High Total	**1,123**	**1,138**	**1,148**	**1,152**	**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 15, 2022

Prepared By: Patricia Patton **Presented By:** Danielle Batchelder

Attachments: Cafeteria Operations – October, 2022

Subject: Food Service Financial Report

Background: The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities and Saint Gabriel's School. 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 Goslee Pool Stroh Park and Wilson Library 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, 2022

Recommendation: Informational Only

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

Agenda Item # 4.c.

Windsor School Food Service
Financial Report
October 2022

REVENUE	October 2022	7/1/22- YTD	October 2021	7/1/21-YTD
SALES	$22,077.69	$52,004.37	$12,949.89	$52,526.90
REIMBURSEMENTS - STATE			6,072.05	87,635.02
ACCOUNTS RECEIVEABLE FED	141,253.21	305,508.04	304,644.50	745,607.46
CLOC		56,029.00	-	52,350.00
MISC. (Rebates)		1,747.75	-	
8 Cents Certification	3,692.00	7935.12	-	
REVENUE TOTALS	**$167,022.90**	**$423,224.28**	**$323,666.44**	**$938,119.38**
EXPENSES				
WAGES	$71,628.98	$187,242.20	$77,014.12	$178,116.15
PAYROLL TAXES	5,479.62	14,324.02	5,891.58	13,625.88
EMPLOYEE BENEFITS	10,032.91	43,018.45	12,471.83	49,887.32
FOOD/MILK/ICE CREAM	120,070.64	267,339.55	122,195.62	339,685.59
PAPER	5,999.24	18,945.98	12,402.69	29,600.57
TRUCK/GAS/Mileage	99.85	119.40	66.57	576.66
SUPPLIES	0.00	1,267.01	0.00	503.54
EQUIPMENT	24,292.11	31,050.96	1,639.10	12,382.65
SERVICES	467.80	957.80	438.60	547.60
EXPENSE TOTALS	**$238,071.15**	**$564,265.37**	**$232,120.11**	**$624,925.96**
NET INCOME	**($71,048.25)**	**-$141,041.09**	**$91,546.33**	**$313,193.42**
INVENTORY	**$16,231.22**			**$18,726.39**
OPENING BALANCE 7/1		**$1,836,198.52**		**$209,503.15**
COMPUTED OPERATING POSITION		**$1,695,157.43**		**$541,422.96**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 15, 2022

PREPARED BY: Nicole Damiata
HR Manager

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

ATTACHMENTS: None

SUBJECT: Human Resources Report for October 1, 2022 – October 31, 2022

NEW HIRES/REAPPOINTMENTS

First Name	Last Name	Position	Location
Rosemary	Acosta-Googe	Lunchroom Monitor	POQ
Kathryn	Alfisi	Special Ed. Tutor	SAGE
Ophir	Bullock	Student Support Coordinator	SAGE
Erin	Cabral	Nurse	DIST Float
Cynthia	Coates	Special Ed. Teacher	POQ
Denise	Gupta	Special Ed. Tutor	SAGE
Amy	Lamenzo	Art Teacher	CLOV/POQ
Jazmin	Llanos	Tree House Group Leader	POQ
Lisa	Patriarco	Tutor	POQ
Sheereen	Rahmati	Paraeducator	OE
Ziah	Regis	Tree House Group Leader	OE
Alexandra	Russo	Speech and Language Clinician	JFK
Camai	Schoenfeld	Paraeducator	POQ
Sharon	Spaulding	Special Ed. Tutor	OE
Tremaine	Taylor	Social Worker	SAGE
Angela	Wilson	Tutor	POQ
Tynique	Woods-Culver	Paraeducator	WHS

REASSIGNMENT/TRANSFER

First Name	Last Name	Position	Location	Reason
Stephen	Bianchi	Fire Instructor	WHS	Transfer
Rae	Ouyang	Paraeducator	CLOV	Transfer
Carlos	Rosario	Phys.Plnt/Optns. Manager	LPW	Transfer

RESIGNATIONS/SEPARATIONS

First Name	Last Name	Position	Location
Carmen	Bealieu	Building Substitute	CLOV
Terrell	Beckman	Tutor	OE
Erin	Curtis	Tree House Group Leader	POQ
Dania	Dieujuste	Paraeducator	POQ

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

Agenda Item # 4.d.

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

Tuesday, October 18, 2022 7:00 PM
L.P. Wilson Community Center
601 Matianuck Avenue
Windsor, CT 06095

The following are the unapproved minutes of the Tuesday, October 18, 2022 Regular Meeting - Hybrid via Zoom and In-person. Any additions or corrections will be made at a future meeting.

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

Mr. Wolliston was participating virtually.

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

   The meeting was called to order by Mr. Furie at 7:03 PM with the Pledge to the Flag and a Moment of Silence.

   Also in attendance were Superintendent of Schools Dr. Terrell Hill, Director of Business Services and Human Resources Danielle Batchelder, Assistant Superintendent of Instructional Services Dr. Santosha Oliver, Director of Pupil and Special Education Services Kristina Wieckowski, and Student Representative Abigail Morin-Viall.

2. Recognitions/Acknowledgements

   None.

3. Audience to Visitors

   Christina Chapple, 1 East Lane, Bloomfield, CT 06002 – Ms. Chapple stated that Oliver Ellsworth has a substantial mold problem. She discussed the history and extent of the mold problem, and that as a teacher at the school she is concerned over the health of students and other teachers in the school. She asks that the Board look further into this mold problem.

4. Consent Agenda

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

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

   Yes: 9, No: 0

   a. Financial Report

   Expenditures and Encumbrances through September 30, 2022: $15,203,389

b. Enrollment Report

c. Food Service Report

d. Human Resources Report

5. Approval of Minutes

a. September 20, 2022 Regular Meeting
b. October 4, 2022 Special Meeting

Move the Board of Education approve the minutes of the September 20, 2022 Regular Meeting and the October 4, 2022 Special Meeting. This motion, made by Ms. Ayana Taylor and seconded by Mr. Paul Panos,
Passed.

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

Yes: 9, No: 0

6. Student Representative Report

Ms. Morin-Viall spoke that Windsor High School recently had their Student Governance Council (SGC) elections. The SGC is a board of administrators, parents, teachers, BOE representatives, and two student representatives. She stated that there was a low turnout of students that ran for SGC as a result of ineffective communication. She suggests that information be advertised on the DUB HUB, which after interviewing her peers, states is the best outlet of communication for engaging with the student population.

7. Board of Education

a. President's Report

Mr. Furie spoke about attending Dr. Hill's Coffee Talk earlier that evening and echoed what was discussed, highlighting the importance for everybody to do better and that everybody has a role to play in order for students to do well. He also spoke about the most recent Poquonock Newsletter providing a video discussing how parents can support their student's education. Mr. Furie mentioned that Veterans Day is coming up on November 11th, and applauds all of the schools for holding presentations discussing the importance of the holiday. Mr. Furie also wanted to shout out WHS for sharing opportunities on the DUB HUB that offer different career pathways and opportunites for students to consider. Mr. Furie closed by expressing his condolences on the passing of WPS teacher, Dar McCormick, extending his condolences to her family.

b. Review of DATTCO Bus Contract

Move that the Board of Education seek guidance, regarding the DATTCO Bus Contract, from the District's attorneys, Shipman and Goodwin. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos,
Passed.

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

Yes: 9, No: 0

Mr. Lockhart expressed his support of the motion and mentioned that the Board had expressed their concerns regarding the bussing issues in the previous academic year, and that they are still expressing their concerns at this time.

Mr. Panos expressed his support for Shipman and Goodwin to review the contract and provide guidance.

Ms. Canter also expressed her support for Shipman and Goodwin to review the contract and provide guidance, detailing how the bussing issues are impacting the students.

Mr. Furie expressed his support for Shipman and Goodwin to review the contract and provide guidance.

Mr. Halek expressed his support of the motion.

c. School Liaison Reports

1. Windsor High School

Ms. Taylor and Mr. Wolliston attended the first SGC meeting the previous night. Ms. Taylor stated there are two vacancies for community representatives and said that those who are interested in volunteering should contact the Prinicipal's administrative assistant, Allyson Edwards.

2. Sage Park Middle School

Mr. Halek stated that the Scholastic Book Fair will be held from October 24-28, the Parent Teacher Conferences will be held from October 26-28, and a TSA Parent Meeting will be held on November 2nd from 5:00 PM-6:00 PM

Ms. Klase stated that on October 19th, SPMS will be hosting the Dads of Great Students, that they are inducting 30 new members into the National Junior Honor Society, and the Builders Club will be conducting a canned food drive at the school.

3. Clover Street School

Mr. Lockhart said he recently walked through Clover with Principal, Tricia Lee. He mentioned that he is excited about the new playground. He stated that it was a great visit overall and that he is looking forward sharing his ideas with the Superintendent regarding the space, as well as attending the next SGC and PTO Meetings.

4. John F. Kennedy School

Ms. Canter stated there was a Fire Prevention Assembly on October 14th and said it was great thing for the students to attend every year. She mentioned that Picture Day will be October 24th. She also said that lost articles of clothing are collected in the cafeteria, and that they need to be picked up before the end of month, otherwise they will be donated. She stated that students will still receive their free breakfast and free lunch through October 31st.

5. Oliver Ellsworth School

Ms. Golinski said OE will have their first SGC Meeting for the school year on October 20th. The meeting will be held virtually from 6:00 PM-7:00 PM. She also said that OE will be holding its second annual Trunk or Treat on October 28th from 5:30 PM-7:00 PM, pre-registration is required to attend.

6. Poquonock School

Mr. Panos said that PTO is busy with fundraising, highlighting the Lyman Orchards Pie Fundraiser. On Veterans Day there will be an event at 9:30 AM. Mr. Panos also stated that the school store is opening, that students can dress like a character from a book they like at the end of the month, and that there are videos for SEL that were shown focusing on being kind. He also mentioned that Principal Mihalko said that based off their first assessments, the school is doing well.

8. Superintendent's Report

Dr. Hill said that he had his first Coffee Talk last month at The Bean in the center of town. He thanked The Bean for hosting and supplying the free coffee, and encourages people to support local businesses. After hearing from a Windsor senior at the Coffee Talk, he is pleased to annouce the newly created WPS VIP Warrior pass for Windsor senior residents 65 and older. The pass will allow Windsor senior community members free entry to all HOME 2022-2023 Windsor High School sporting events. To receive the pass please contact Gianna Gill, ggill@windsorct.org, as well as the district website to followup on game schedules.

The Office of Family and Community Partnerships (OFCP) committed to three presentations over the past two weeks, being led by OFCP Coordinaotor, Christina Morales. The first was a presentation to the Hartford Foundation, which is a primary funder for the OFCP, and was focused on the evaluation findings for the last two years of the grant work implemented. The Hartford Foundation was very pleased by the presentation. The 50-page final evaluation report is posted on the district website.

Second, Principal Mihalko and 2nd Grade Teacher Sydney Mercier co-presented with Ms. Morales at the State Department of Education Family Engagement Session for the Performance Matters Conference regarding Parent Teacher Home Visits (PTHV) as An Equity Strategy. The State Department of Education sent Dr. Oliver sent an email communicating a job well done. Additionally, the OFCP launched PTHV Week September 19-24 for the first time this year in support of the National

organization. Throughout the last two months the schools have submitted 52 visits from SPMS, POQ, and OE; final report in November.

Lastly, the OFCP submitted an application on a family engagement promising practice highlighting the Volunteer Appreciation Event held last spring, and it was accepted in the John Hopkins National Network of Partnership Schools Promising Practices 2022 booklet. The booklet is online and can also be found on the district website

Windsor Public Schools supported and attended the Black SEL Summit in North Carolina hosted by Dangers of the Mind Education Fund. WHS alumni, Kristen Hopkins, is founder and CEO. Ashley Matthews, Dr. Mallery, Christina Morales and a parent from Sage Park were in attendance. Dr. Mallery presented on how SEL is being implemented district-wide in a breakout session. Christina Morales was given an award for her commitment to elevating African American voices in SEL. A grant was submitted to CT Family School Partnership Network (CFSP) to support an SEL Family Engagement Forum, details soon to come. The grant was approved for $7,000. The OFCP program assistant and a team of community stakeholders including Talcott Resolutions, Trinity Church, and WHS Assistant Principal Darry Thomas, presented on how grant funds would be implemented to other district leadership and teams. The CFSP is a statewide federally funded network to support districts implementing family engagement and community partnership best practice strategies.

The district received a generous donation from Corey Turner Home Improvement Contractors in Glastonbury as part of their recent *Gear Up for Fall* Event. This year, Turner Home Improvement Contractors, LLC donated $400 to Windsor Public Schools. The money will be used for a Book Vending Machine, similar to a food vending machine, at Clover Street School. Students will earn "coins" and then be able to "pay for (with fake money)" a new book from the vending machine.

Last Thursday, the district hosted the Windsor Public Schools' portion of the Town's initiative, Citizen's Academy. Community members heard about our schools through the principals and tours were given of the WHS school building by the WHS assistant principals.

Dr. Hill said he had his second Coffee Talk prior to the meeting this evening and reported that there was a large turnout. The next Coffee Talk is on Wednesday, November 16 at 6:00 PM-7:00 PM in the LPW Auditorium.

Dr. Hill then yielded the floor to Director of Business Services and Human Resources, Danielle Batchelder, to provide an update on DATTCO. Ms. Batchelder stated that she will be reaching out to Shipman and Goodwin for guidance on the contract. She updated the Board that after speaking with each school principal and their admin assistant, that she is happy to see robo-call updates are being sent out to parents first thing every morning. She also informed the Board that there are many failed attempts in sending message to parents, which is due to not having the correct contact information on PowerSchool. She stated that parents need to log onto PowerSchool every single year to update their contact information to make sure the information is getting sent to the right place. She detailed that many reminders are sent out for parents to update their information. Ms. Batchelder also stated another issue that many parents have started their day by the time the notification is sent out, so parents aren't seeing the notifcation when it comes in. Ms. Batchelder also updated the Board that DATTCO is in the process of migrating to a new GPS system for the district to see the location of the busses.

a. WHS Program of Studies 2023-2024, 1st Reading

Move that the Board of Education to approve the proposed changes to the WHS 2023-2024 Program of Studies for a 1st Reading and waving the 2nd Reading. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos,
Passed.

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

Yes: 9, No: 0

Dr. Oliver and Director of Counseling Dana Fudge reviewed the updates to the Windsor High School Program of Studies for the 2023-2024 school year. They went over each of the proposed revisions, which were separated into three categories of additions, changes, and deletions by department.

Move the Board of Education move agenda item 8.b. Discussion on Windsor School Administrators' and Supervisors' Association (WSASA) Contract (Executive Session and Possible Action) to after item 11. Audience to Visitors. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos,
Passed

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

Yes: 9, No: 0

b. Discussion on Windsor School Administrators' and Supervisors' Association (WSASA) Contract (Executive Session and Possible Action)

Move the Board of Education enter into executive session to discuss the WSASA bargaining contract. We invite Superintendent Dr. Terrell Hill and Director of Business Services and Human Resources Danielle Batchelder into executive session. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos,
Passed

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

Yes: 9, No: 0

Entered executive session: 8:41 PM
Returned to open session: 9:15 PM

After returning from executive session, Mr. Furie asked the Board if anyone had closing comments.

Ms. Klase brought up a request that was made at the Coffee Talk for announcements to be sent in other languages and said that it would be helpful to consider. She also said that it would be helpful to encourage parents to have their children ready to board the bus when it arrives to assist in avoiding more delays.

Mr. Halek encouraged everyone to vote on Election Day on November 8th as well as get to know the candidates running.

Mr. Wolliston encouraged everyone to vote on Election Day on November 8th.

Ms. Golinski wished everyone a happy and safe Halloween.

Ms. Taylor encouraged everyone to vote, as well as said the Night of 1001 Pumpkins is on October 26th at LPW and Nightmare on Broad Street is on Halloween. She also congratulated the Cross Country Team for winning at their conference. She also wished her son a happy 11th birthday for this Thursday.

Ms. Canter wished everyone a happy and safe Halloween and encouraged everyone to vote and honor our veterans.

Mr. Lockhart echoed for everyone to vote and honor our veterans. He spoke of the Town Center TIF and asked all board members look at long term what is needed to continue funding the school district and how the TIF will be impacting the funding.

Mr. Panos wished everyone a happy Halloween.

Mr. Furie wished everyone a safe and happy Halloween and happy Veterans Day.

9. Committee Reports

None.

10. Other Matters/Announcements/Regular BOE Meetings

a. BOE Special Meeting, Tuesday, November 1, 2022, 6:30 PM, LPW, Board Room

b. BOE Curriculum Committee, Thursday, November 10, 2022, 4:30 PM, Virtual

c. Next BOE Regular Meeting is Tuesday, November 15, 2022, 7:00 PM, LPW, Board Room

11. Audience to Visitors

None.

12. Adjournment

Move to adjourn the meeting at 9:21 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

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

Yes: 9, No: 0

The meeting adjourned at 9:21 PM.

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Ayana K. Taylor, Secretary
Windsor Board of Education

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

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

The following are the unapproved minutes of the Tuesday, November 1, 2022 Special Meeting - Hybrid via Zoom and In-person. Any additions or corrections will be made at a future meeting.

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

Ms. Golinski and Ms. Taylor participated virtually.

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

   The meeting was called to order by Mr. Furie at 6:37 PM with the Pledge to the Flag and a Moment of Silence. Also in attendance was Superintendent of Schools Dr. Terrell Hill.

2. Audience to Visitors

   None.

3. Board of Education will engage in Self-evaluation (Executive Session and Possible Action Anticipated)

   Move the Board of Education enter into executive session to conduct a self-evaluation inviting Dr. Hill and Nick Caruso from CABE to attend. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos,
   Passed.

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

   Yes: 9, No: 0

   Mr. Lockhart stated that the purpose of the annual self-board assessment was to have the opportunity for the Board to take a look at themselves, the operations, interactions with the Superintendent, as well as the community. The Board will evaluate how well they are doing their jobs and see if there are areas where they can do better to support the mission of WPS.

   Mr. Furie added that the importance of the evaluation was to make sure that the Board is effectively working together as a group. He stated that he finds it helpful and is glad they are doing it.

   Entered executive session: 6:42 PM
   Returned to open session: 8:34 PM

4. Annoucements

Mr. Furie said that the self-evaluation was a very good opportunity for the Board and that they have an idea of where they are moving forward. He also said congratulations to the recipients of the WPS 2022 Annual Service Awards. He said the ceremony is a great opportunity for board members to interact with the staff of WPS.

5. Adjournment

Move to adjourn the meeting at 8:35 PM. This motion, made by Mr. Leonard Lockhart and seconded by Mr. Paul Panos, Passed.

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

Yes: 9, No: 0

The meeting adjourned at 8:35 PM.

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Ayana K. Taylor, Secretary
Windsor Board of Education

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 15, 2022

Prepared By: Terrell M. Hill, PhD **Presented By:** Paul Panos

Attachments:

Subject: Discussion on WHS Credit Recovery Classes

BACKGROUND:

This item was placed on the agenda at the request of Mr. Paul Panos, with the support of President David Furie and Vice President Leonard Lockhart.

Mr. Panos wishes to have a discussion of student assessment in the WHS Credit Recovery classes with a possible referral to the Policy Committee.

STATUS: N/A

RECOMMENDATION:

For discussion and possible action.

Recommended by the Superintendent: TH/sb

Agenda Item # 7.b.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 15, 2022

PREPARED BY: Danielle Batchelder

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

ATTACHMENTS: Budget Assumptions 2023 – 2024

SUBJECT: Budget Assumptions in Preparation for Developing the FY 2023 – 2024 Budget 1st Reading

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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 2023 – 2024.

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

Agenda Item # 8.a.

DRAFT Budget Assumptions for 2023-2024

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 has had a steady increase over the past few years. In 18/19, enrollment increased from 3,250 to 3,269. Enrollment increased again for 19/20 to 3,308. October 1, 2020, enrollment was slightly lower at 3,291 and dropped again as of 10/01/2021 to 3,247. The belief is that this slight decreased is due to the pandemic and more families choosing to home school. As of 10/1/2022 enrollment increased to 3,307 which was the trend prior to the pandemic.

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 over the past year by more than 1.7 million over prior years. We've had 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 approximately $500,000 to the insurance fund for 2023/2024.

4. **State & Federal Funding/Grants:** ECS Funding & Excess Cost Funding for Windsor is expected to remain stable for 23/24. Historical data is encouraging for WPS entitlement grants. Over the past 3 years, Title grants have increased an average of 11.52% each year and IDEA grants have increased an average of 3.52% each year.

5. **ESSER Funding:** There are 35.5 FTE's (1.8 million) funded under ESSER funding. This funding will be eliminated as of 9/30/2023.

6. **ECS Alliance Grant:** Funding reliability of the Alliance Grant (most recently referred to as ECS Alliance Grant) has varied over the past 10 years. 22/23 is year 10 of the grant. Funding for 23/24 is highly likely to remain consistent with the 22/23 funding level.

7. **Energy:** All schools utilize 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. The lock-in rate for natural gas and electricity is roughly 50% higher than in previous years. This is an increase of over $250,000. Cost-saving measures within the facility and operations area are a must.

8. **Facilities:** All capital needs are presented to the Physical Plant Manager. The need to maintain our buildings is a priority.

9. **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 2023/2024 is 4.07% which equates to approximately $247,509 increase.

10. **Diesel Fuel/Gas**: Fuel has been increasing greatly with no signs of stopping anytime soon. We anticipate a significant increase to both Diesel and Regular Gas. The lock in price for Diesel in 22/23 is $2.78/gallon. The lock in price for Gas in 2022 is $2.39/gallon. The projected rate for Diesel in 23/24 is $3.75 and for Gas in 2023 is $3.30. This is an overall increase of $152,893.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 15, 2022

Prepared By: Santosha Oliver, Ph.D. **Presented By:** A. Taylor/S. Oliver

Attachments: See electronic documents attached to agenda from November 10, 2022

Subject: Curriculum Development 1st Reading

Background:

The following curriculum was presented at the BOE Curriculum Meeting on November 10, 2022. The Curriculum Committee is bringing this curriculum to the full board for a 1st Reading.

- Culinary Arts 2

Recommendation:

Move the Board approve as a 1st Reading

- Culinary Arts 2

Reviewed by: S. Oliver **Recommended by the Superintendent:** TH/sb

Agenda Item # 8.b.1.

Windsor Public Schools
Curriculum
Grade 9 - 12
Revised:

Purpose of the Course: Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing with the culinary pathway. It is an intense hands-on training program that includes menu planning, food preparation and cooking. It also includes skills learned in Culinary I such as reviewing knife skills, safety and sanitation skills and nutrition. Strong importance is given to professional skills related to food procurement and the individual's contribution to the "culinary arts team."

Grade Level: 9-12

Course Name: Culinary Arts II

Name of the Unit: Unit 1: Cooking Methods

Length of the Unit: 15 blocks (86 minutes)

Purpose of the Unit: In this unit, students dig deeply into how cooking affects a food's nutritive value, texture, color, aroma and flavor. They engage in the many different cooking techniques and how they are categorized; food cooking techniques are categorized by dry, moist and combination cooking techniques. Apply this knowledge to the hands-on learning. Students truss and cut up a chicken, and bake half and fry half. Students choose their choice of essay; how is chicken like a map (the metaphor strategy) or baked vs. fried (Compare and contrast) essay, that they feel will be best to write an informational text about their topic; in addition, they compete in the Iron Chef Competition and present to staff members and classmates.

Standards Addressed in the Unit:

C. Nutritional Needs: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

> C.7: Evaluate sources of food and nutrition information, including food labels, related to health and wellness

D. Acquisition, Handling, and Use of Foods: Demonstrate the ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

D.8: Demonstrate the ability to select, store, prepare, and serve nutritious foods
D.9: Describe principles to maximize nutrient retention in prepared foods.
D.10:Utilize USDA dietary guidelines to select foods that promote a healthy lifestyle

E. Food Safety: Evaluate factors that affect food safety, from production through consumption.

E.11: Determine conditions and practices that promote safe food handling, production, and consumption.
E. 12: Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention

G. Safety Issues: Demonstrate procedures applied to safety issues.

G.16: Demonstrate procedures applied to safety issues.
G.17: Demonstrate skills in safe handling of knives, tools, and equipment.
G.18: Examine procedures for safe and secure storage for equipment and tools

H. Food Safety and Sanitation: Demonstrate food safety and sanitation procedures.

H.20: Explain and demonstrate methods for properly handling and storing both raw and prepared foods.
H.21: Explain and demonstrate techniques for food handling and preparation that prevent cross contamination between raw, cooked, and ready-to-eat foods and between animal or fish sources and other food products.

CCSS.ELA-LITERACY.W.11-12.8

CCSS.ELA-LITERACY.SL.11-12.1

CCSS.Mathematics 3, C.7, D.8, D.9, D.10, E

Essential Questions:

- Why is safety and sanitation in the kitchen important?
- What is the difference between clean and sanitary?
- How can you ensure safety and prevent serious illness or even death during the flow of food?
- Why is it important to communicate with your team throughout the flow of food?
- Where does food come from? (CTE & Science)
- How can consuming fresh produce, seafood, and meat positively affect ourselves, our families, and the world around us? (CTE & Science)

Big Ideas:

- Safety and sanitation in the kitchen are of the utmost importance, because if you don't have proper sanitation, it doesn't matter how good the food tastes if you kill or harm someone because of bacteria which causes food borne illnesses.

- Different cooking techniques alter foods in multiple ways, in terms of taste, nutrition, calories, and appearance.
- It is essential to serve different tastes, textures and dry, moist and combination cooking techniques for nutrition and culinary awareness.
- Time management and teamwork are essential skills in the culinary industry and success in the culinary classroom.
- Knowledge gets you the job; working well with others enables you to keep your job.
- Mise en place; everything in its place for a smooth-running kitchen.
- The culinary field has many options for career paths that include travel, promotion and passion.
- We eat with our eyes first, plating is important.

Students Will Know (Concepts):

- Moist, dry or combination cooking techniques.
- The cost saving measures of identifying the best techniques for properly cooking foods (focusing on taste, structure, nutrition).
- The structure of a recipe.
- The structure of the brigade de cuisine system.
- The brigade de cuisine impacts the kitchen business.
- Industries make great contributions to the local community and economy.

Students Will Be Able To (Skills):

- Recall proper safety and sanitation techniques when dealing with raw meat.
- Recognize, explain and execute different cooking methods, e.g., dry, moist and combination cooking techniques.
- Explain characteristics to look for when selecting the best cooking methods for a cut of meat.
- Recognize common portions into which meat and poultry are cut.
- Fabricate a chicken into eight pieces, meeting industry standards, while demonstrating proper safety and sanitation procedures.
- Truss a chicken.
- Use technology, including the internet, to produce recipes, lab planning and shopping lists.
- Identify nutritional and gastronomical benefits, through their cooking methods.
- Work as a team to research, solve, and present recipes to customers.

Key Words and Phrases:			
Dry Cooking Techniques	Moist Cooking Techniques	Combination Cooking Techniques	Evaporates
Caramelization	Mirepoix	Bouquet Garni	Roux
Coagulate	Trussing	USDA grades of meat &	Bacteria, e.g., E. Coli,

		poultry	Salmonella

Common Learning Experiences:

- Review safety and sanitation procedures.
- Establish norms for working in collaborative teams.
- Review the expectations for conducting the brigade de cuisine system.
- Review the process for creating a professional restaurant atmosphere.
- Participate in informational recipe searches through cookbooks and the internet.
- Demonstrate knowledge in dry, moist and combination cooking techniques.
- Maintain recipes, lab planning sheets, shopping lists and food costs.
- Compose on-demand explanations of the textures found in foods.
- Participate in the iron chef competition, (lab plan, recipe, knife skills, cook, present to customers).
- Compete in FCCLA culinary competitions.
- Assist in Culinary Arts III luncheons.

Suggested Genres for Culinary Industry opportunities, & Independent Reading
• Industry; celebrity chefs, restaurant how too, B & B start-ups • Nonfiction (history, biographies, technology) • Print media (newspaper, magazine, data base) • Cookbooks • Exposure to culinary professionals in area

Significant Task 1: Cooking Methods

Standard 2.b: In this Task, students will truss and then fabricate a chicken by breaking down poultry into 8 standard parts.

The teacher will conduct demonstrations and trial runs to ensure knowledge of cooking techniques and cooking methods (see resources below). Students will then

- Truss Chicken
- Cut up chicken into the 8 parts;
- Bake half the chicken and fry half the chicken;
- Compare/Contrast baked vs fried chicken in terms of nutrition, time, taste and texture;
- Identify poultry terminology and grades of meat; and
- Create and evaluate recipes.

This Task should serve as a precursor to the end-of-unit assessment.

Timeline: 3 blocks (86 minutes)

Key Vocabulary:

Dry Cooking Techniques	Moist Cooking Techniques	Combination Cooking Techniques	Evaporates

Caramelization	Mirepoix	Bouquet Garni	Roux
Coagulate	Trussing	USDA grades of meat & poultry	Bacteria, e.g., E. Coli, Salmonella

Grading Rubric: **Chicken -Project Progress Rubric**

Enrich/Extend: When completing the Task, students should write recipes and add to the Collaborative Cookbook. The proceeds will go to CCMC.

Resources:	
Teacher Resources	**Student Materials/Resources**
Culinary Essentials (Johnson & Wales) Jacques Pepin New Complete Techniques Prostart Textbook Cooking Methods Lesson Lesson Plans - Windsor High School Library Significant Task Notes Windsor Chamber of Commerce Website Connecticut Business and Industry Association *Chicken -Project Progress Rubric*	Culinary Essentials - Textbook: Prostart Textbook Iron Chef The Official Book Chefs knives Small wares Large Kitchen Equipment

Assessments:

- Brigade system
- Organizational recipes and lab planning sheets
- Presentations to judges
- Performance based assessment
- Schoolwide Rubric #2

Notes: Enrich and extend with guest speakers such as a professional chef & or restaurant manager and Sample Business Plan Template

Windsor Public Schools
Curriculum
Grade 9 - 12
Revised:

Purpose of the Course: Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing with the culinary pathway. It is an intense hands-on training program that includes menu planning, food preparation and cooking. It also includes skills learned in Culinary I such as reviewing knife skills, safety and sanitation skills and nutrition. Strong importance is given to professional skills related to food procurement and the individual's contribution to the "culinary arts team."

Grade Level: 9-12

Course Name: Culinary Arts II

Name of the Unit: Unit 2: Farm to Table

Length of the Unit: 10 blocks (86 minutes)

Purpose of the Unit: We have many choices when it comes to food. We can buy it from stores that bring it in from other states or even import food from other parts of the world. There is a cost for our health due to shipping time and freshness, creating a market for preservatives as well as a cost to the environment due to the fossil fuels used to ship over long distances. To meet consumer needs, supermarkets purchase much of their food from factory farms, and have created a market for genetically modified organisms or GMOs. Fortunately, there has been a push in recent years for people to purchase and eat local foods. The farm-to-table movement, also referred to as the farm-to-fork movement, promotes the consumption of fresh, local, seasonal produce and meat. (Hyder, 2011)

Standards Addressed in the Unit:

B. Nutrition and Wellness Practices: Analyze factors that influence nutrition and wellness practices across the life span.

> B.3: Describe the impact of global and local events and conditions on the cost and availability of foods.

C. Nutritional Needs: Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.

> C.5: Explain the relationship of nutrition and wellness to individual and family health throughout the life span addressing the diversity of people, culture, and religions.

E. Food Safety: Evaluate factors that affect food safety, from production through consumption.

F. Career Paths: Analyze career paths within hospitality, food production and services, and food science.

F.14: Determine education and training requirements and opportunities for career paths in food production and services.

F. 15: Identify opportunities for employment.

J. Planning Menu Items: Demonstrate menu planning based on standardized recipes.

J.26: Describe and apply menu planning principles to develop, adjust, and modify recipes and menus.

K: Food Preparation: Demonstrate preparation for menu categories to produce a variety of food products.

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.B
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

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Essential Questions:

- How do our food choices affect us?
- How do farms work, and why are they important? (Writing, CTE & Science)
- How can we make healthy food choices? (CTE & Science)
- How does food make it to our tables? (CTE & Science)
- How can consuming fresh produce, seafood, and meat positively affect ourselves, our families, and the world around us? (CTE & Science)

Big Ideas:

- Safety and sanitation in the kitchen are important because without it, you can get someone sick or kill someone with bacteria that causes food borne illnesses.
- Mise en place - everything in its place - for smooth running kitchen
- Farming enables us to grow plants from seed.
- Taking care of crops and animals to create sustenance for our families can be gratifying.
- The culinary field has many options for career paths that include travel, promotion, and agriculture.
- Plating is important.

- Foods can come from plants and animals.
- The similarities and differences between farm and factory farming.
- People can process crops to make new foods, e.g., bread.
- Sustainable agriculture includes conventional farming and organic farming.

Students Will Know (Concepts):

- The logistical process of food production from farm to table.
- Recognize how consuming fresh produce, seafood, meat can positively affect ourselves, our families, and the world we live in.
- Farms make great contributions to the local community and economy.
- Farm to fork concepts.
- Strategies to accommodate cultural differences.

Students Will Be Able To (Skills):

- Explain the logistical process of food production from farm to table.
- Cook and prepare foods that meet the standards of farm to table production.
- Produce high quality recipes contrasting conventional foods with farm to table products.
- Use technology to create a farm to table project.
- Identify nutritional and gastronomical benefits, through their choice of wholesome organic and locally grown foods
- Compare and contrast conventional farming (using pesticides and herbicides) and organic farming.
- Compare and contrast food that is home-grown or locally produced and transported long distances.
- Compare and contrast farm raised or factory produced or wild food.
- Compare and contrast whole food and processed food.

Key Words and Phrases:			
Build knowledge through culinary skills	Whole foods vs. processed	Mandoline	Choose and present their farm to table projects
Collaborate with others	Organic vs. conventional	Pigment	Interview process
Solanine	Grass fed vs. corn fed	Flavones	

Common Learning Experiences

- Review safety and sanitation in the kitchen.
- Establish norms for labs utilizing the brigade system.
- Demonstrate knowledge of managing farm to table operations.
- Demonstrate knowledge of creating a farm to table experience.
- Participate in farm to table lab.
- Participate in self-reflection, and food memories.
- Maintain recipes, lab planning sheets, shopping lists and food costs.

- Present farm to table project.
- Interview an older family, friend or staff member to document a family food history.

Suggested Genres for Culinary Industry opportunities, & Independent Reading
• Barbecue is an American tradition -- of enslaved Africans and Native Americans (Michael Twitty) • Thirsty World (Peter Gleick) • Health Benefits of Organic Food • EPA's Agricultural • Exposure to culinary professionals in area • History of the Farm to Table movement

Significant Task 1: Farm to Table Project

Timeline: 3 blocks (86 minutes)

Key Vocabulary: TBD

Grading Rubric: school wide rubric #2

Extend/Enrich: When completing the Task, students should write recipes and add to the Collaborative Cookbook. The proceeds will go to CCMC.

Resources:	
Teacher Resources	**Student Materials/Resources**
Culinary Essentials (Johnson & Wales) Farm to Table: The Essential Guide to Sustainable Food Systems for Students, Professionals, and Consumers school wide rubric #2 Farm to Table Project Materials Copy of Farm to Table Story Presentat... Presentation Checklist Notecard Organizer	Farm to Table: A Movement for Local and Organic Food Farm to Table Videos Indoor and outdoor gardens Mandoline Food Processor Chefs knives, tournee knives, paring knives Smallwares Large Kitchen Equipment Video Cameras school wide rubric #2

Essential Question: How can memories, food stories, traditions and food preparation and preservation link us from generation to generation and guide us in preservation and pride of our families?

Links to CCSS: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence to complete the task.

Practicing interview skills	Capturing your food story and collecting history for you personally, your family and culture
Planting, harvesting, cooking, plating and serving farm to table menu	Solutions to preservation, and food preparation

CCSS-Aligned Mini-Lessons: Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Industry Partnership Part 2:
Student groups- through further inquiry and teamwork- decide on the recipe and cooking techniques, as well as measurements, food-cost, purchasing & receiving and nutrition standards. Students present findings to the staff members and classmates.

In order to complete this task, students/class may:

- Work as a whole class and small groups on recipes and farm to table ideas
- Watch:Documentary and Ted Talk
- Use articles, books and digital resources to research ingredients.
- Use articles, books and digital resources to research a solution to an agreed upon recipe.
- Engage in team discussions and brainstorming about the recipe and ingredients.
- Use graphic organizers and note taking strategies to document research.

Recipe research should include:

- Well written recipes, as follows:
  - Overview of healthy recipes
  - Background information/ research gathered, as related to farm to table procedures
  - Proposed solutions
  - Explanation of the group's process that was used to solve the problem
- Proper time management
- Logical organization of mise en place
- Use of kitchen tools (knifes, small wares, large kitchen equipment)
- Applicable audio or visual elements

Ideas for sharing Industry Problem Presentation:

- Present dishes to other classmates and staff for feedback; invite other students (culinary arts 1) to volunteer and critique farms to table projects and labs.
- Contact the school (*Dub Hub* or *Windsor Weekly*) to share the work accomplished

through the Farm to Table Project, Lab and Capturing your Families Food Story.

Timeline: 4 blocks (86 minutes)

Extend/Enrich: Consider yourself a future chef/farmer and write a plan for a farm to table business you would like to open in Windsor or Connecticut that you think will boost the local economy.

Resources:	
Teacher Resources	**Student Materials/Resources**
The Kitchen Counter Cooking School *Yellow Farmhouse Template* Culinary Essentials Textbook Farm to Table cookbook Farm to Table for schools Lesson Plans - Windsor High School Library *Rubric*: school wide rubric #2	*Reading resources*: Culinary Essentials Textbook Damn Delicious: 100 recipes Connecticut Department of Agriculture Farm to Table cookbook *Yellow Farmhouse Template* Before we eat from farm to table

Resources:	
Teacher Resources	**Student Materials/Resources**
Culinary Essentials - Textbook: (Johnson & Wales University Prostart Textbook - National Restaurant Association www.coolcatteacher.com Iron Chef Lesson Plans: https://www.coolcatteacher.com/how-iron-chef-lesson-plans-make-cooperative-learning-awesome Windsor High School Library Collaboration with math learning lab	Culinary Essentials - Textbook: (Johnson & Wales University) Prostart Textbook - National Restaurant Association Farm to Table: The Essential guide to Sustainable Food Systems for Students, Professionals, and Consumers Participate in peer and self-evaluation Engage in performance based assessments Guest Speakers - professional chef & or restaurant manager

Windsor Chamber of Commerce Website Connecticut Business and Industry Association	Prepare an entrée *Enrichment tools*: Kahoots - culinary arts Farm to Fork - youtube videos

Assessments:

- Farm to table movement, projects, lab & capturing our food story
- Organizational recipes and lab planning sheets
- Presentations to peers and other staff members
- School wide rubric #2 - works collaboratively
- School wide rubric #5 - problem solving

Purpose of the Course: Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing with the culinary pathway. It is an intense hands-on training program that includes menu planning, food preparation and cooking. It also includes skills learned in Culinary I such as reviewing knife skills, safety and sanitation skills and nutrition. Strong importance is given to professional skills related to food procurement and the individual's contribution to the "culinary arts team."

Grade Level: 9-12

Course Name: Culinary Arts II

Name of the Unit: Unit 3: The Cost of Convenience (Convenience vs. Homemade Food)

Length of the Unit: 15 blocks (86 minutes)

Purpose of the Unit: Creating homemade dishes from scratch takes skill and dedication, however there are times that convenience is best in terms of consistency of products. In this unit we delve into comparing contrasting homemade vs convenience products, in terms of skill, time, taste, value and cost analysis. We achieve that by creating a convenience vs homemade project, labs as well as a collaboration food analysis with mathematics class.

Standards Addressed in the Unit:

B.3: Describe the impact of global and local events and conditions on the cost and availability of foods.
C.5: Explain the relationship of nutrition and wellness to individual and family healthy throughout the life span addressing the diversity of people, culture, and religions
E. Food Safety: Evaluate factors that affect food safety, from production through consumption.
F.14: Determine education and training requirements and opportunities for career paths in food production and services.
F. 15: Identify opportunities for employment.
J.26: Analyze food, equipment, and supplies needed for menus.
CCSS: Mathematics: Reason quantitatively and use units to understand problems

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Essential Questions:

- Is it worth the effort to make a homemade product? Consider the ingredients, cost and the time needed for both homemade and convenience. (CTE & Mathematics)
- How can we make healthy food choices? (CTE & Science)

Big Ideas:

- Safety and sanitation in the kitchen are important.

- Mise en place - everything in its place - for smooth running kitchen
- Time management and teamwork are essential skills in the culinary industry and success in the classroom.
- There are advantages and disadvantages of convenience and homemade food.
- Convenience foods save time but can cost more money.
- Cost, taste, yield and preparation time should be considered during the procurement of supplies.

Students Will Know (Concepts):

- We have many food choices and recognize there are many variables in terms of appearance, taste, preparation time & cost.
- Strategies to accommodate cultural differences.
- The difference between convenience and homemade foods.

Students will be able to (Skills):

- Produce high quality recipes.
- Cook and prepare foods, including baked goods, that meet the standards of both convenience and homemade dishes.
- Compare convenience and homemade products in terms of preparation time, cost and flavor.
- Discuss low cost and high cost convenience foods.
- Use technology to create a professional convenience vs. homemade project
- Apply written cost evaluations.
- Identify nutritional and gastronomical benefits, through their choice of choosing recipes for homemade cuisines as well as preparing convenient products.

Key Words and Phrases:			
Build knowledge through culinary skills	Convenience vs. Homemade	As Purchased (AP)	Create and present their convenience vs. homemade projects
Collaborate with others	Portion Cost	Perpetual inventory	Hidden cost
Standardized recipes	Conversion Factor	Requisition	

Common Learning Experiences:

- Review safety and sanitation procedures in the kitchen.
- Establish norms for labs utilizing the brigade system.
- Participate in convenience vs. homemade critical analysis and lab
- Maintain recipes, lab planning sheets, shopping lists and food costs
- Compose on-demand explanations of the differences between convenience and homemade products.
- Present convenience vs. homemade project.
- Collaborate with math students and share your knowledge of your culinary skills

Culinary Industry opportunities, & Independent Reading
• Eating History: 30 Turning Points in the Making of American Cuisine • www.fda.gov food-additives • Health Benefits of Whole Foods (non-processed) • Homemade vs Convenience • Exposure to math professionals in school for purpose of collaborative unit • History of Convenience Foods

Significant Task 1: Convenience vs. Homemade Project

In this task students will compare the differences between a convenience product and a homemade product by testing their lab and recipe costing skills.

Timeline: 4 blocks (86 minutes)

Grading Rubric: school wide rubric #2

Extend/Enrich: When completing the Task, students should write recipes and add to the Collaborative Cookbook. The proceeds will go to CCMC.

Resources:	
Teacher Resources	**Student Materials/Resources**
	Required Video: What is Convenience Food? • Eating History: 30 Turning Points in the Making of American Cuisine • www.fda.gov food-additives • Health Benefits of Whole Foods (non-processed) • Homemade vs Convenience (hi) • Exposure to math professionals in school for purpose of collaborative unit • History of Convenience Foods

Resources:		
Teacher Resources	**Student Materials/Resources**	

Teaching resources: Culinary Essentials textbook ProStart textbook *Rubric*: School wide rubric #2: school wide rubric #2	• Required - Watch:http://www.theaudiopedia.com What is CONVENIENCE FOOD? What does CONVENIENCE FOOD mean? • Eating History: 30 Turning Points in the Making of American Cuisine • www.fda.gov food-additives • Health Benefits of Whole Foods (non-processed) • Homemade vs Convenience (hi) • Exposure to math professionals in school for purpose of collaborative unit • History of Convenience Foods

Significant Task 2: Convenience vs. Homemade Lab: Apply Team skills for success in kitchen. Students will prepare a convenience product such as Betty Crocker Cookie Mix and Homemade Cookies to compare and contrast taste, convenience, price and time management.

Essential Question: Why is it important to understand and figure out costs of products in terms of ratios and analyze how is shrinkage and edible portion involved in food cost calculations?

Links to CCSS: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence to complete the task.

The importance of using exact ingredients	Capturing your food story and collecting history for you personally, your family and culture
Identifying the roles of flavorings, and seasonings and in baking the roles of flavorings such as chocolate and cocoa	Solutions to preservation, and food preparation

CCSS-Aligned Mini-Lessons: Integrate multiple sources of information presented in diverse formats in order to make informed decisions and solve problems

Industry Partnership Part 2:
Student groups- through further inquiry and teamwork- decide on the recipe and cooking techniques, as well as measurements, food-cost, purchasing & receiving and nutrition standards. Students present findings to the staff members and classmates.

In order to complete this task, students/class may:

- Work as a whole class and small groups on recipes and convenience vs homemade ideas
- Use articles, books and digital resources to research ingredients.
- Use articles, books and digital resources to research a solution to an agreed upon recipe.
- Engage in team discussions and brainstorming about the recipe and ingredients.
- Use graphic organizers and note taking strategies to document research.

Recipe research should include:

- Well written recipes, as follows:
  - Overview of professional restaurant recipes
  - Background information/ research gathered, as related to convenience vs. homemade procedures
  - Proposed solutions
  - Explanation of the group's process that was evaluate the complex components of convenience vs. homemade labs
- Proper time management
- Logical organization of mise en place
- Use of kitchen tools (knifes, small wares, large kitchen equipment)
- Applicable audio or visual elements

Ideas for sharing Industry Problem Presentation:

- Present dishes to other classmates and staff for feedback; invite other students (culinary arts 1) to volunteer and critique convenience vs homemade projects and labs.
- Contact the school (*Dub Hub* or *Windsor Weekly*) to share the work accomplished through the convenience vs. homemade project, lab and collaboration unit with the math class.

Timeline: 5 blocks (86 minutes)

Extend/Enrich: Consider yourself a future chef/entrepreneur and write a plan for a healthy convenient product for a business you would like to open in Windsor or Connecticut that you think will boost the local economy.

Resources:	
Teacher Resources	**Student Materials/Resources**
The Kitchen Counter Cooking School Culinary Essentials Textbook - Johnson & Wales University Semi-Homemade The Complete Cookbook WHS Library - Cookbooks *Rubric*: school wide rubric #2	*Reading resources*: Culinary Essentials Textbook ocs.google.com/presentation/d/1c8_8O0QjaeOyBiuy1SNWO1EZlSCs88GaidOfEugY5Ps/edit#slide=id.p Connecticut Department of Labor Semi-Homemade The Complete Cookbook Exemplars of previous students convenience vs. homemade projects

Resources:

Teacher Resources	Student Materials/Resources
Culinary Essentials - Textbook - Prostart Textbook - National Restaurant Association https://www.fs.fed.us/wildflowers/ethnobotany/food/spices.shtml www.coolcatteacher.com Iron Chef Lesson Plans: https://www.coolcatteacher.com/how-iron-chef-lesson-plans-make-cooperative-learning-awesome Library Web page Collaboration with math learning lab Windsor Chamber of Commerce Website Connecticut Business and Industry Association	Culinary Essentials - Textbook: Prostart Textbook Participate in peer and self-evaluation Engage in performance based assessments Guest Speakers - professional chef & or restaurant manager Prepare a smoothie *Enrichment tools*: Kahoots - culinary arts Convenience product - youtube videos

Assessments:

- Convenience vs. homemade projects, lab & capturing our cost analysis
- Organizational recipes and lab planning sheets
- Presentations to peers and other staff members
- School wide rubric #2 - works collaboratively
- School wide rubric #5 - problem solving

Notes:

Revised:

Purpose of the Course: Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing with the culinary pathway. It is an intense hands-on training program that includes menu planning, food preparation and cooking. It also includes skills learned in Culinary I such as reviewing knife skills, safety and sanitation skills and nutrition. Strong importance is given to professional skills related to food procurement and the individual's contribution to the "culinary arts team."

Grade Level: 9-12

Course Name: Culinary Arts II

Name of the Unit: Unit 4: Proteins

Length of the Unit: 15 blocks (86 minutes)

Purpose of the Unit: Proteins are vital to our health and good sauces are the pinnacle of all cooking, many times the most memorable part of a fine meal is the sauce that enhances the meat or fish entree. Protein builds, maintains and repairs body tissues, and is essential for healthy muscles, skin, bones, eyes and hair, it also plays a role in fighting diseases, there are many ways to get your protein. We will prepare meat and fish and discover how qualities of meat generate value in the culinary world in different aspects. When we apply the right cooking technique as well as cutting skills and procurement; we get the most out of our protein dishes, for ultimate taste, nutrition and cost effectiveness.

Standards Addressed in the Unit:

B.3: Describe the impact of global and local events and conditions on the cost and availability of foods.

C.5: Explain the relationship of nutrition and wellness to individual and family healthy throughout the life span addressing the diversity of people, culture, and religions

E. Food Safety: Evaluate factors that affect food safety, from production through consumption.

F. Career Paths: Analyze career paths within hospitality, food production and services, and food science.

F.14: Determine education and training requirements and opportunities for career paths in food production and services.

F.15: Identify opportunities for employment.

J.26: Analyze food, equipment, and supplies needed for menus.

K. Food Preparation: Demonstrate preparation for menu categories to produce a variety of food products

K.27: Describe and demonstrate a variety of cooking methods such as roasting, baking, broiling, smoking, grilling, sauteing, frying, deep frying, braising, stewing, poaching, steaming, and convention.

K.28: Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating a variety of foods.

K.29: Describe and demonstrate the process for preparing various meats.

K.30: Describe and demonstrate the process for preparing sauces.

Essential Questions:

- How do you avoid cross-contamination?
- How does the quality of meat generate value in the industry? (CTE)
- What makes Kobe beef different from other beef?
- How do you decide what would be the best cooking technique to apply to your protein dishes? (CTE)
- Why as a Windsor resident, would you want to learn how to filet your own fish? (CTE)
- How should you create compound sauces? (CTE)
- How would you select the best choice of meat? (CTE & Economics)
- Which type of fish (fresh, frozen, flash-frozen) is best to purchase and why? Consider the event and clientele. (CTE & Science & Economics)
- How can we make healthy food choices? (CTE & Science)

Big Ideas:

- Proper safety and sanitation techniques are important.
- Mise en place - everything in its place - for smooth running kitchen
- Proper handling and storage of meat and poultry is important.
- It is important to be familiar with the various market forms of fish, and proper handling and storage of the fish is vital to food safety.
- Aging affects the texture of meat.
- There are popular cuts of beef, pork and chicken.
- Texture, color and different cooking techniques are not only important for nutrition but for taste and appearance as well.

Students Will Know (Concepts):

- Safety and sanitation procedures when dealing with raw meat.
- Grading and inspection.
- The composition of meats and the characteristics that affect texture.
- Strategies to accommodate cultural differences.
- The three general tests that can be done when checking the quality of fresh fish (look, feel, smell).
- The proper storing and defrosting procedures for raw chicken, beef, pork and fish.
- Food-borne illnesses related to beef, pork and chicken.

Students will be able to (Skills):

- Explain the inspection and grading of meats and poultry in the United States.
- Recall the different cuts of beef, pork and chicken and identify the most common cuts of each protein.
- Explain the characteristics to look for when selecting the best cooking methods for a cut of meat.
- Recognize the sub primal meat cuts and the best cooking methods for each.
- Review doneness of meat for human consumption.
- Identify the 5 mother sauces and compound sauces.
- Prepare a mother sauce.
- Cook and prepare proteins beef & fish, e.g., filet a fish.
- Identify the three general tests of fresh fish and apply them to procurement and storage.
- Produce high quality recipes utilizing the mother sauces.
- Identify nutritional and gastronomical benefits, through their choice of choosing recipes for fish and beef cuisines.

Key Words and Phrases:			
Build knowledge through culinary skills	Marbling	Butterflied	Vacuum-packed
Collaborate with others	Thickening Agent	Primal cuts	Filets
Standardized recipes	Gelatinization	Fabricated cuts	

Common Learning Experiences:

- Review expectations for managing procurement and storage analysis
- Establish norms for labs utilizing the brigade system
- Review the process for cutting across the grain for meats.
- Prepare mother sauces.
- Demonstrate knowledge in fileting fish.
- Maintain recipes, lab planning sheets, shopping lists and food costs
- Compose on-demand explanations of the differences between the USDA grades of meat.
- Participate in the meat-cutting, meat cooking, fish fileting, fish cooking and preparing

mother sauce lab
- Collaborate with teacher and guest fish filet presenter.
- Share culinary knowledge.

Suggested Genres for Culinary Industry opportunities, & Independent Reading
• www.ams.usda.gov • www.beefitswhatsfordinner.com>cuts>beef grades • Health Benefits of Whole Foods (non-processed) • EPA's Aquaculture • Farm to Table project - Savannah Prince

Significant Task 1: Proteins
Significant Task #1 - Fish: Students will be able to identify the characteristics of fresh fish, and contrast them with characteristics of not-so-fresh fish.

Teacher demonstrates how to identify a fresh fish and then filets fish, Students will then filet fish. They will then create a lab plan organizing their recipes, lab assignments and cooking methods utilizing fish.

Students will prepare their shopping lists and create their lab plans including, whole, drawn, dressed, filet, steaks and butterfly filets.
Students will then apply their lab plans and write a reflection on their lab experiences.

- Identify key vocabulary to help explain the structure of each text
    - EPA's Aquaculture
- Analysis of grades of meat and primal cuts
- Analysis of flash frozen, frozen and fresh fish
- iConn's Power Search
    - www.ams.usda.gov
    - Guest Speakers - Fisherman that specializes in filleting fish

Required:
https://www.chefs-resources.com/culinary-videos/how-to-fillet-fish-videos/

Watch:
https://www.facebook.com/watch/?v=517597608848276

Extend/Enrich: Groups write recipes and add to Collaborative Cookbook with proceeds going to CCMC.

Resources:	

Teacher Resources	Student Materials/Resources	
Teaching resources: Culinary Essentials textbook ProStart textbook *Rubric*: School wide rubric #2: school wide rubric #2	• Health Benefits of Proteins • Homemade vs Convenience (hi) • Exposure to guest fisherman on the art and skill of fileting a fish • History of fishing in the Connecticut River • Culinary Essentials textbook • ProStart textbook	

Significant Task 2: Meat Cutting Students will be able to describe the internal composition and structure of meat and identify how this relates to meat selection and cooking methods.

Teacher demonstrates meat-cutting and demonstrates cutting across the grain for a more tender cut.

Students cut across the grain and cook the meat, and create a recipe utilizing the meat.

Meat cutting goal
significant task goal:

Students identify the best way to cut meat - across the grain for an ultimate cut of meat - much more tender cut of meat.

Timeline: (TBD by teacher/ *See*: Length of Unit)

Resources:	
Teacher Resources	**Student Materials/Resources**
The Kitchen Counter Cooking School Culinary Essentials Textbook Prime, Choice, or Select? What You Should Know. - Clover Meadows Beef WHS Culinary Arts classroom library - Cookbooks & Cooks Journal *Rubric*:	*Reading resources*: Culinary Essentials Textbook **Watch:** Barbecue is an American tradition -- of enslaved Africans and Native Americans (Michael Twitty) Connecticut Department of Labor

school wide rubric #2 Healthy Soul Food Sunday Cook Alon…	• The Art of Beef Cutting: A Meat Professional's Guide to Butchering and Merchandising • USDA meat grades https://www.google.com/search?q=usda+meat+grades+chart&safe=active&rlz=1CAYZDA_enUS864&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiNjZbftsrqAhXhYt8KHbEBBFgQ_AUoAXoECA4QAw&biw=1240&bih=617#imgrc=kI1_VeemRiJPXM

Teach the Standards

Essential Question: Why is it important to understand and figure out grades of meat, and qualities associated with fresh fish.
Links to CCSS: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence to complete the task.

The importance of using exact ingredients	Mother Sauces Project - identifying the 5 mother sauces and preparing them
Identifying the roles of mother sauces, compound sauces and key ingredients of sauces.	Analyze the characteristics that make up a quality sauce

CTE-Aligned Mini-Lessons: Integrate the quality of stocks on preparing your mother sauces - Identify parts of stocks and compare homemade stock to commercial bases.

Apply the Standards

Industry Partnership Part 2:
Student groups- through further inquiry and teamwork- decide on the recipe and cooking techniques, as well as identifying grades of meat and peak freshness, purchasing & receiving and nutrition standards. Students present findings to the staff members and classmates.

In order to complete this task, students/class may:

- Work as a whole class and small groups on recipes for fish and beef ideas
- Use articles, books and digital resources to research ingredients.
- Use articles, books and digital resources to research a solution to an agreed upon recipe.
- Engage in team discussions and brainstorming about the recipe and ingredients.
- Use graphic organizers and note taking strategies to document characteristics of a quality sauce.

Recipe research should include:

- Well written recipes, as follows:
  - Overview of professional restaurant recipes
  - Background information/ research gathered, as related to protein foods
  - Proposed solutions
  - Explanation of the group's process that was evaluate the complex components of teamwork while preparing sauces
- Proper time management
- Logical organization of mise en place
- Use of kitchen tools (knifes, small wares, large kitchen equipment)
- Applicable audio or visual elements

Ideas for sharing Industry Problem Presentation:

- Present dishes to other classmates and staff for feedback; invite other students (culinary arts 1) to volunteer and critique protein labs.
- Contact the school (*Dub Hub* or *Windsor Weekly*) to share the work accomplished through the mother sauce project, and protein labs.

Extend/Enrich: Consider yourself a future chef/entrepreneur and write a plan for a healthy protein concept for a business you would like to open in Windsor or Connecticut that you think will boost the local economy.

Resources:

Teacher Resources	Student Materials/Resources
Culinary Essentials - Textbook: Johnson & Wales University	Culinary Essentials - Textbook: Johnson & Wales University
Prostart Textbook - National Restaurant Association	Prostart Textbook - National Restaurant Association
Library Web page	Participate in peer and self-evaluation
Windsor Chamber of Commerce Website	Engage in performance based assessments
Connecticut Business and Industry Association	Guest Speakers - Fisherman that specializes in fileting fish
5 French Mother Sauces Guide to Béchamel, Velouté, Espagnole, Hollandaise & Tomato	Prepare a mother sauce
	How to make the '5 French Mother Sauces' at home
	Enrichment tools:
	Kahoots - culinary arts

	Mother Sauces- youtube videos

Assessments:

- Mother sauce project & protein labs
- Organizational recipes and lab planning sheets
- Brigade system - team skills

- School wide rubric #2 - works collaboratively
- School wide rubric #5 - problem solving

Grade 9 - 12
Revised:

Purpose of the Course: Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing with the culinary pathway. It is an intense hands-on training program that includes menu planning, food preparation and cooking. It also includes skills learned in Culinary I such as reviewing knife skills, safety and sanitation skills and nutrition. Strong importance is given to professional skills related to food procurement and the individual's contribution to the "culinary arts team."

Grade Level: 9-12

Course Name: Culinary Arts II

Name of the Unit: Unit 5: Herbs and Spices

Length of the Unit: 13 blocks (86 minutes)

Purpose of the Unit: Herbs and spices offer variety in your culinary dishes, as well as serve medicinal purposes; historically spices were highly valued and still are. In this unit we will discover why spices were historically such a valuable commodity. How should spices be added to foods and at what part of the cooking process. We will identify how we make connections between the use of chemicals on food and the effects on our bodies and the environment. We will identify the differences between herbs and spices. We will also grow herbs in our garden at Windsor High School.

Standards Addressed in the Unit:

B.3: Describe the impact of global and local events and conditions on the cost and availability of foods.

C.4: Describe the effects of nutrients on health, appearance and peak performance.

C.5: Explain the relationship of nutrition and wellness to individual and family healthy throughout the life span addressing the diversity of people, culture, and religions

E. Food Safety: Evaluate factors that affect food safety, from production through consumption.

F.14: Determine education and training requirements and opportunities for career paths in food production and services.

F.15: Identify opportunities for employment.

K.32: Describe and demonstrate the process for preparing various salads, dressings,

marinades and seasonings.

K.28: Describe the fundamentals of time and temperature as they relate to cooking, cooling, and reheating
a variety of foods.

J.26: Analyze food, equipment, and supplies needed for menus.

LS4 - Make observations of plants to compare the diversity of life in different habitats.

ESS - Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

LS - Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

Essential Questions:

- Why were spices historically such a valuable commodity (CTE & Social Studies)
- When should spices be added to foods? (CTE)
- Why as a Windsor resident, would you want to learn how to grow your own herbs? (CTE)
- How should you properly store dry herbs? (CTE)
- How might you analyze how food makes it to our tables and recognize how consuming fresh herbs can positively affect ourselves, our families, and the world around us? (CTE)
- How would your life be different if there were no pollinators? (Earth Science
- How can we make healthy food choices? (CTE & Science)

Big Ideas:

- Throughout history spices have played a vital role in food preparation, food preservation and medicines.
- The timing of when to add herbs and spices to your dishes is important. When used correctly herbs and spices enhance the flavor of the food, but used incorrectly, may ruin the flavor of foods.
- Herbs add flavors to foods.
- Herbs can be reused over and over again at no cost, i.e., rooting herbs for regrowth.

Students Will Know (Concepts):

- Mise en place - everything in its place for smooth running kitchen
- Where herbs come from.
- The variety, culinary and medicinal value of different herbs and spices.
- We have many food choices and recognize there are many variables in terms of appearance, taste, preparation time & cost.
- The growing, sowing, harvesting and preservation of herbs.
- It is important to be familiar with the vast variety of herbs and spices and the handling of drying and freezing your herbs for the winter months.

Students Will Be Able To (Skills):

- Produce high quality herbs from a herb garden.
- Identify procedures for storing herbs and spices.
- Prepare a dish utilizing herbs and spices.
- Prepare a dish utilizing the herbs students grew themselves.
- Identify ways to accommodate cultural differences.
- Identify the nutritional, gastronomical, medicinal value of different herbs and spices.
- Dry their own herbs properly.
- Prepare bouquet garni.
- Identify three ways to save money through growing food with scraps.

Key Words and Phrases:			
Build knowledge through culinary skills	Sachet	Herb	Flavoring
Collaborate with others	Aroma	Complexity	Supporting Flavor
Bouquet Garni	Spice	Deglaze	

Common Learning Experiences:

- Review expectations for growing herbs, procurement, drying, & storage.
- Establish norms for labs utilizing the brigade system.
- Review the process for chiffonading herbs.
- Engage in labs utilizing herbs.
- Participate in preparing bouquet garni.
- Demonstrate knowledge in gardening.
- Maintain recipes, lab planning sheets, shopping lists and food costs.
- Compose on-demand explanations of the differences in herbs and spices.
- Participate in the herbs & spices project.
- Participate in the food security project.
- Growing and maintaining herbs.
- Collaborate with culinary arts & earth science teachers and share your knowledge of your culinary skills.

Suggested Genres for Culinary Industry opportunities, & Independent Reading

- Ron Finley TED talk about "guerrilla gardening"
- EPA's Crop Production
- Regrow Vegetables from Scraps in Water | 4 Foolproof Veggies & How We Eat Them
- 10 Store Bought Vegetables & Herbs You Can Regrow For SEEDS & More Greens!

- 14 Store Bought Vegetables & Herbs You Can Regrow
- Health Benefits of Whole Foods (non-processed)
- Ron Finley: Urban Gangsta Gardener in South Central LA | Game Changers
- 5 Ways to Make Your Garden Regenerative

Significant Task 1: Herbs & Spices Project - Students determine when to use a combination of herbs and spices for their recipes. Students will identify how we make connections between the use of chemicals on food and the effects on our bodies and the environment. For example: Identify why using a homemade adobo spice mix instead if store-bought adobo is optimal for your health.

- Identify key vocabulary to help explain the structure of each text
    - EPA's Crop Production
- Analysis of herbs and spices
- Analysis of proper storage of herbs and spices
- Exemplary examples of former students herbs & spices projects
    - https://www.usda.gov/media/blog/2012/08/31/let-kids-play-their-food
    - Guest Speaker - Chef of Farm to Table or from Yellow Farm House
    - *Black Enterprise -your ultimate guide to financial empowerment*

- Demonstration of chiffonade with herbs, and demonstration on how to create a bouquet garni with your fresh herbs

Significant Task #1 - Herbs & Spices Project: Herbs & spices offer variety in your culinary dishes, as well as serve medicinal purposes; historically spices were highly valued and still are. Herbs and spices build flavor and promote wellness.

Information sheet on herbs – identify popular herbs used in American Cooking.

Google Slides: Herbs & Spices: pg. 362 in Culinary Essentials book

Herbs are plants that grow in temperate or mild climates.

The parts of the plant that are harvested and used as herbs are the leaves and the stems.

Spices are obtained from the bark, buds, fruits, roots, seeds or stems of plants and trees. Unlike herbs, spices are commonly used just in dried form.

Define herbs and spices in in google slides, and give 10 examples of each - 20 total

In an inspiration map, prezi or powerpoint - that is attractive and educational.

Compare and contrast herbs and spices that you could use in a recipe.

Required:

Timeline: 1 block (86 minutes)

Enrich/Extend: Word wall for increased understanding of vocabulary and for showcasing student work for the benefit of all students.

Resources:		
Teacher Resources	**Student Materials/Resources**	
Teaching resources: Culinary Essentials textbook ProStart textbook AN ACT CONCERNING CONNECTICUT'S SEED LAW. *Rubric:* School Wide Rubric #6…	• Health Benefits of fresh herbs • Dacian Levy - Herbs and Spices • Exposure to guest chef on the art and skill of utilizing fresh herbs and spices and plating with herbs • History of the search for better routes to the spice-rich lands of the East, which led to an era of great exploration and expansion • Culinary Essentials textbook • ProStart textbook • • **Starting Herbs from seed & patience when …** • **Watch:** • Farmin' in The Hood 2	

Significant Task 2: Planting and Harvesting Herbs

Students plant herbs in the classroom garden, and outdoor garden and monitor them, and take care of them and pick them for their recipes. Students identify where their food comes from with this hands-on
Assignment, as well as how to plant, sow and harvest their herbs. They will evaluate and create ways to
preserve their herbs by drying and freezing them for the winter months, to have ultimate seasonings and fresh flavorings all year round.

Timeline: 1 block (86 minutes)

Enrich/Extend:

Resources:	
Teacher Resources	**Student Materials/Resources**

The Flavor Bible Culinary Essentials Textbook WHS Culinary Arts classroom library - Cookbooks & Cooks Journal *Rubric*: school wide rubric #2 From www.lifelab.org: • The Growing Classroom Standards Database links lessons to the Common Core and Next Generation • Common Core Standards Used in Cooking and Tasting Activities • Next Generation Science Standards Suitable for Garden-Based Learning	*Reading resources*: Culinary Essentials Textbook **Watch: Lesson 12. Herbs and Spices—Flavor on Demand - video Dailymotion** Connecticut Department of Labor • Herbs & Spices Identification Chart

Industry Partnership Part 2:
Student groups- through further inquiry and teamwork- decide on the recipe and cooking techniques, as well as identifying appropriate herbs for desired optimal flavor, planting & harvesting and nutrition standards. Students present baked goods, and mini quiches or frittatas utilizing their herbs with their recipes to the Older Americans at the annual breakfast.

In order to complete this task, students/class may:

- Work as a whole class and small groups on recipes for savory baked goods and mini quiches or frittatas.
- Use articles, books and digital resources to research ingredients.
- Use articles, books and digital resources to research a solution to an agreed upon recipe.
- Engage in team discussions and brainstorming about the recipe and ingredients.
- Utilize their interest in gardening by joining the gardening club.

Recipe research should include:

- Well written recipes, as follows:
  - Overview of professional restaurant recipes
  - Background information/ research gathered, as related to foods showcasing herbs and spices
  - Proposed solutions for preserving herbs
  - Explanation of the group's process that was evaluate the complex components of teamwork of utilizing herbs and spices as preservatives in food rather than using chemicals
- Proper time management

- Logical organization of mise en place
- Use of kitchen tools (knifes, small wares, large kitchen equipment)
- Applicable audio or visual elements

Ideas for sharing Industry Problem Presentation:

- Present dishes to other classmates and staff for feedback; invite other students (FCCLA Members) to volunteer and examine the herbs and spices projects and labs utilizing herbs and spices.
- Contact the school (*Dub Hub* or *Windsor Weekly*) to share the work accomplished through the collaborative Earth Science/Culinary Arts 2 project

Extend/Enrich: Consider yourself a future chef/entrepreneur and write a plan for a herbs and spices/ agricultural concept for a business you would like to open in Windsor or Connecticut that you think will boost the local economy.

Teach the Standards

Essential Question: Why is it important to understand and figure out the difference in herbs and spices, and when is the best time to use them in your recipes?

Links to CCSS: The garden provides ample opportunity for making science inviting and relevant to students' lives by inspiring active exploration and problem solving

The importance of using identifying how grind your herbs utilizing a mortar and pestle, a meat tenderizer and a food processor	Herbs and Spices Project - identifying 20 herbs and 20 spices & their culinary and holistic benefits
Identifying the roles of herbs and spices in your recipes	Analyze the characteristics that make up quality herbs in terms of peak flavor and freshness

CTE-Aligned Mini-Lessons: Students will research and locate and prepare recipes for Older Americans breakfast utilizing herbs that we are growing.

Apply the Standards

Resources:

Teacher Resources	Student Materials/Resources
Culinary Essentials - Textbook - (Johnson & Wales University)	Culinary Essentials - Textbook: (Johnson & Wales University) Prostart Textbook: (National Restaurant

Prostart Textbook Library Web page Windsor Chamber of Commerce Website Connecticut Business and Industry Association *43 Types of Herbs and Spices Used in Hotel Kitchen | Food Production*	Association Participate in peer and self-evaluation Guest Speaker - Chef who specializes in *Farm to Table Cuisine* Why dandelions are important Common Dandelion: Edible, Medicinal, Cautions & Other Uses Pollinators Under Pressure *Enrichment tools*: Kahoots - culinary arts - herbs and spices Herbs & Spices - youtube videos

Assessments:

- Herbs & spices project
- Food Security Project
- Brigade system - team skills
- School wide rubric #2 - works collaboratively
- School wide rubric #5 - problem solving
- School wide rubric # 6 - community service

Notes:

There is an expectation that all students will work on their language and listening skills on an ongoing basis. Windsor High School has a variety of opportunities for culinary arts students to display their creativity, and cooking skills to showcase their work in their project of Capturing our Food Stories. The culinary program industry is also supported by the local chefs and community members.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 15, 2022

Prepared By: Danielle Batchelder

Presented By: Danielle Batchelder
Director of Business Services &
Human Resources

Attachments: Details of Agreement – Provided in Executive Session

Subject: Ratification of the Collective Bargaining Agreement between the Windsor School Administrators and Supervisors Association (WSASA) and the Windsor Board of Education.

Background:

The Windsor Board of Education and the Windsor School Administrators and Supervisors Association (WSASA) reached an agreement for a successor three-year contract covering July 1, 2023 through June 30, 2026.

Status:

The Association voted "yes" on the proposed 2023-2026 contract.

Recommendation:

The Board of Education should ratify this Agreement. A suggested motion: Move that the Board of Education vote to ratify the Agreement between the Windsor Board of Education and Windsor School Administrators and Supervisors Association (WSASA) covering July 1, 2023 through June 30, 2026.

Reviewed by: DB

Recommended by the Superintendent: TH/sb

Agenda Item # 12.