

EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
Meeting of Wednesday, December 11, 2024
7:00 p.m. - Room A5, Broad Brook Elementary School
14 Rye Street, Broad Brook, CT

AGENDA

I. CALL THE MEETING TO ORDER

II. PLEDGE OF ALLEGIANCE

III. ATTENDANCE

IV. ADDED AGENDA ITEMS

V. COMMENDATIONS

NCAOK Award Recipients

VI. MINUTES

November 13, 2024 - Regular Meeting Minutes

VII. PUBLIC PARTICIPATION

- 1) Speakers should preface remarks by stating their name and address.
 - 2) Please limit your comments to three minutes.
 - 3) This section of the meeting shall last no longer than 20 minutes.
 - 4) Any comments should be made in an appropriate manner. Inappropriate comments may result in the speaker being asked to leave. No speaker making an oral presentation shall include charges or complaints of a personal nature against any individual. All such charges or complaints concerning individual employees of the Board of Education should be sent to the immediate superior of the person to whom the complaint relates. All such charges or complaints concerning a Board of Education member or Superintendent of Schools should be sent to the Chairperson of the Board and to such other Board members deemed appropriate. (ref.BP 9325)
 - 5) Questions which can be answered during the meeting may be answered at the option of the Superintendent and Chairman of the Board of Education. Other inquiries which may require analysis/investigation will be answered at the next scheduled Board meeting.
-

VIII. STUDENT REPRESENTATIVE REPORT

IX. UPCOMING MEETINGS AND EVENTS

December 12, 2024 - BOE Special Meeting: Executive Session at 6 PM

December 17, 2024 - BBES Winter Concerts at 10 AM and 2 PM

December 18, 2024 - BPR Subcommittee Meeting at 5:30 PM
December 18, 2024 - East Windsor Board of Finance Meeting at 7 PM
December 21, 2024 - East Windsor Torchlight Parade at 5:30 PM
January 8, 2025 - Facilities Subcommittee Meeting at 6 PM
January 9, 2025 - Finance Subcommittee Meeting at 6 PM
January 10, 2025 - Athletic Council Subcommittee Meeting at 9 AM
January 15, 2025 - BPR Subcommittee Meeting at 5:30 PM
January 16, 2025 - EWHS Concert at 6 PM
January 22, 2025 - Curriculum Council Subcommittee Meeting at 6 PM
January 28, 2025 - EWHS Block Party at 6 PM

X. POSITIVE SCHOOL CLIMATE AND EQUITY REPORT

XI. SUPERINTENDENT'S REPORT

Facilities Update

XII. PERSONNEL REPORT

XIII. FINANCE REPORT

XIV. NEW BUSINESS: VOTE

Board of Education Goals

XV. LIAISON'S AND SUBCOMMITTEE REPORTS

XVI. PUBLIC PARTICIPATION

- 1) Speakers should preface remarks by stating their name and address.
 - 2) Please limit your comments to three minutes.
 - 3) This section of the meeting shall last no longer than 20 minutes.
 - 4) Any comments should be made in an appropriate manner. Inappropriate comments may result in the speaker being asked to leave. No speaker making an oral presentation shall include charges or complaints of a personal nature against any individual. All such charges or complaints concerning individual employees of the Board of Education should be sent to the immediate superior of the person to whom the complaint relates. All such charges or complaints concerning a Board of Education member or Superintendent of Schools should be sent to the Chairperson of the Board and to such other Board members deemed appropriate. (ref.BP 9325)
 - 5) Questions which can be answered during the meeting may be answered at the option of the Superintendent and Chairman of the Board of Education. Other inquiries which may require analysis/investigation will be answered at the next scheduled Board meeting.
-

XVII. MISCELLANEOUS

XVIII. CORRESPONDENCE

- 1) 2025 Subcommittee Meeting Schedule
 - 2) Enrollment Report
 - 3) ESSER Report
-

XIX. EXECUTIVE SESSION

To discuss pending litigation and contract negotiations.

XX. ADJOURNMENT

**EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
REGULAR MEETING MINUTES
Wednesday, November 13, 2024
7:00 p.m. - Room A5, Broad Brook Elementary School
14 Rye Street, Broad Brook, CT**

I. CALL THE MEETING TO ORDER

Chair K. Carey-Trull called the meeting to order at 7:11 p.m.

II. PLEDGE OF ALLEGIANCE

Chair K. Carey-Trull led the Board in the Pledge of Allegiance.

III. ATTENDANCE

In attendance: Chair K. Carey-Trull, Vice Chair H. Spencer, Secretary F. Neill, C. Sevarino, K. Betancourt, E. LeBorious, D. Menard, G. Resto, N. Farmer, Dr. P. Tudryn, Student Representative M. Lukasik

Also in attendance: D. Rouillard, A. Anderson, B. Kaminski, T. Field, L. Daitch, L. Foxx, M. Ryan

IV. ADDED AGENDA ITEMS

None

V. COMMENDATIONS

Crystal Apple Award Recipients - 1st Quarter: The 1st quarter award recipients were introduced to the Board by their respective building administrators:

Tyler Porcello - Broad Brook Elementary School (in absentia)

Heather Sharp - East Windsor Middle School

Stacy Corbin - East Windsor High School

Dr. P. Tudryn thanked Horace Mann and D. Mosher for his continued support of East Windsor Schools and the Crystal Apple award.

VI. MINUTES

October 23, 2024 - Regular Meeting Minutes: On a motion by C. Sevarino, second by Vice Chair H. Spencer, to approve the Board minutes. PASSED with eight members in favor, one abstaining (D. Menard).

VII. PUBLIC PARTICIPATION

None

VIII. STUDENT REPRESENTATIVE REPORT

Student Representative M. Lukasik presented the student representative report to the Board. In addition to the report, M. Lukasik also shared that various high school student groups honored veterans on November 11th and participants from all three schools ran the Veterans Day 5k.

Chair K. Carey-Trull congratulated M. Lukasik on receiving the 1st quarter Outstanding Student Award.

IX. UPCOMING MEETINGS AND EVENTS

November 14, 2024 - BBES PTO Meeting at 7 PM

November 15-16, 2024 - CABE/CAPPS Convention in Groton, CT

November 18, 2024 - BOE Special Meeting re: Board Goals at 6 PM
November 20, 2024 - BPR Subcommittee Meeting at 5:30 PM
November 20, 2024 - East Windsor Board of Finance Meeting at 7 PM
December 4, 2024 - Facilities Subcommittee Meeting at 5:30 PM
December 4, 2024 - Curriculum Council Subcommittee Meeting at 6:30 PM
December 10, 2024 - 4th Grade Band Recital at EWHS at 6 PM
December 11, 2024 - Finance Subcommittee Meeting at 6 PM
December 11, 2024 - BOE Regular Meeting at 7 PM
December 18, 2024 - BPR Subcommittee Meeting at 5:30 PM
December 18, 2024 - East Windsor Board of Finance Meeting at 7 PM
December 21, 2024 - East Windsor Torchlight Parade at 5:30 PM

Dr. P. Tudryn reminded the Board that pickup for the PTO pie fundraiser is November 14th. He also reminded the Board that the CABA/CAPPS convention is November 15th and 16th. Additionally, he informed the Board of the need for an executive session which will take place at the end of the Board Goals special meeting on November 18th. F. Neill shared that there will be a middle school band concert on November 19th at 6:30 PM. N. Farmer informed the Board that the Athletic Subcommittee will meet quarterly, calling additional meetings if necessary.

X. HIGH SCHOOL REPORT

D. Rouillard and A. Anderson presented the high school report. The report focused on the New England Association of Schools and Colleges and their work to create academic standards in districts. NEASC monitors the progress of the district, provides accreditation, and feedback focusing on growth and the priorities of the district. A copy of the report was provided to the Board.

XI. NEW BUSINESS: VOTE

- 1) Dr. P. Tudryn spoke to Policy 5136, Co-Op Sports Series. Dr. P. Tudryn advised the Board that the policy has been reviewed in multiple subcommittees with one revision made based on feedback. He shared estimates for the costs related to athletics including an estimate of costs per athlete. Additionally, he shared that the tri-town hockey booster club provides a supplement to offset the costs for those athletes. Various members expressed concern regarding equitability across all sports. Discussion ensued. It was determined that more information was needed before the Board would be able to vote to adopt the policy. Dr. P. Tudryn requested a list of specific questions from the Board be sent via email no later than Friday, November 22nd. On a motion by D. Menard, second by Vice Chair H. Spencer, to table the vote to adopt Policy 5136, Co-Op Sports Series. PASSED with a unanimous vote.
- 2) On a motion by Vice Chair H. Spencer, second by E. LeBorious, to approve the meeting schedule for 2025 as set forth. A brief discussion ensued for clarification. PASSED with a unanimous vote.

XI. LIAISON'S AND SUBCOMMITTEE REPORT

C. Sevarino attended a recent Board of Selectmen meeting where they discussed and voted on the Capital/Non-recurring transfer pertaining to the School Facilities Project. She advised they voted to transfer and rename funding from East Windsor High School Roof Engineering to Town Property-School HVAC. She also shared that the Arts and Culture Commission has bottle cap artwork displayed in town hall. Vice Chair H. Spencer shared that Series 6000 will be discussed

at the next Board Policy Review subcommittee meeting. F. Neill attended the town pension meeting. She reports that the market is doing well.

XII. PUBLIC PARTICIPATION
None

XIII. MISCELLANEOUS

K. Betancourt shared that she met with Christopher Todd, the Executive Director of Early College Programs for UConn. She shared that he is able to attend Board of Education meetings and can review current course offerings. Additionally, she shared that she and N. Farmer experienced the new security system at the high school. Discussion ensued regarding the new security system. F. Neill shared that she joined the 5th and 6th grade band field trip to UMass and appreciates the effort Ms. Stinson has put into the program. Additionally, she attended a girl scout trip to the East Windsor Police Department and found it fascinating. G. Resto shared that the screening of Screenagers will take place on November 14th. Dinner and childcare will be provided.

IX. CORRESPONDENCE

A copy of the enrollment report was provided to the Board. Chair K. Carey-Trull advised that the 2024 choice numbers will be shared in the next report. A letter from the NCTC regarding a BBES student's participation in their upcoming production was also shared with the Board.

X. ADJOURNMENT

On a motion by D. Menard, second by C. Sevarino, the Board adjourned the meeting at 8:43 PM. PASSED with all members in favor.

Respectfully submitted,
Jessica Ripley
Board Recording Secretary

DRAFT

The Student Representative Report BOE Meeting 12.11.24

Broad Brook Elementary School Report

The November family mileage club event on November 21st was a success. This was the first indoor mileage club for the school year. On Tuesday, November 26th the pre-K classes hosted their annual Friendship Feast. Families joined the students in their classrooms to enjoy snacks and create crafts together. The event was enjoyed by all. BBES would like to invite the Board of Education to our annual winter concerts on December 17th at 10:00 AM and 2:00 PM.

Middle School Report

On Tuesday, November 26th, over 150 students celebrated perfect attendance for the month of November by participating in a Bingo event. Students had the chance to win gift cards and EWMS t-shirts. The same day, EWMS hosted an "Anything But a Backpack" day, which was a huge success, with both students and staff enjoying the creative and fun experience.

Boys' basketball tryouts are well underway, and girls' tryouts will begin on December 9th. Earlier in the month, on November 19th and 21st, EWMS held its fall concerts, which drew a standing-room-only crowd. The students delivered an outstanding performance! Additionally, three talented middle school students who are members of the high school jazz band participated in the EWHS Jazz Band performance on the 21st. On Saturday, December 7th, over 20 students will be auditioning for the Connecticut Music Regionals.

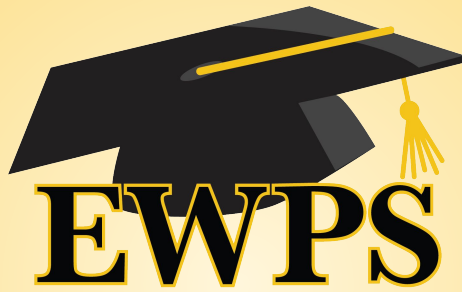
High School Report

On Monday November 25th, 12 juniors were inducted into the National Honor Society. To become a member of NHS students must apply and their applications are evaluated by a faculty council of 5 high school staff members who remain anonymous. To be eligible to apply, they must be in the junior or senior class with a cumulative grade point average of 5.67 or better. The new class of inductees are safe school leaders, members of student government, delegates in model congress, and student athletes. They have dedicated their time serving their communities through youth sports, our family resource center, and our trolley museum, to name a few. They are high achievers in the classroom and they take the most rigorous courses available to them. They are leaders through all of these engagements and commitments. The speeches prepared by our present members were thoughtful and really gave meaning and purpose to the four pillars - scholarship, service, leadership and character. Our new members have wasted no time getting involved in supporting our annual munsons fundraiser.

Congratulations to all of our new inductees:

Evan Bober, Ava Carter, Liliana Dacosta, Gabryella Guzie, Kasey Macsata, Ella Marschall, Timothy Mehan, Lily Raymond, Elizabeth Romel, Thomas Romel, Kaitlyn Rouleau, Mikilana Vong.

These 12 new inductees, along with the current NHS members exemplify what it means to be life-long learners that self advocate and are responsible citizens. They all do not hide their panther pride and are prideworthy.



East Windsor Public Schools

Our graduates go places!

Safe School Climate and Equity Report December 11, 2024

1

Focus Areas

School Climate Legislation Mandates

School Climate Programming

Social Emotional Learning

Equity Focus

Family & Community Engagement

Community Partnerships



2

Alignment with Strategic Plan



Goal 2 - Providing opportunities for all students to find their own path to success and ensuring equitable access for all along that path.

Establishing an environment of equity, respect, empathy, and responsibility.

Strategy #1 – Create positive connections with families.

Strategy #2 – Continue to create a positive learning environment.



3

School Climate Legislative Update PA 23-167

All Boards of Education are required to approve a new school climate policy by no later than the start of the 2025-26 school year.

Critical Elements of New Policy

- **New definition of bullying and 'challenging behavior'**
- **Develop School Climate Improvement Plans**

Elements that are currently in place

- Staffing Requirements
- Training Requirements - Effective SY24-25
- Restorative Practices Response Policy
- School Climate Survey



4

School Climate Programming Technical Assistance



EWHS and EWMS Participation in 2-year CSDE / RSCO pilot Community of Practice: **Leadership for Learning**

Comprehensive Assessment of Leadership for Learning (CALL)

District Area of Focus = Culture Shift

Building a strong community intensely focused on student learning

EWMS Focus Area: Adult relationships to students

EWHS Focus Area: Programs exist to establish positive student behavioral expectations



Social Emotional Learning

Districtwide – Restorative Practices & DESSA

Broad Brook Elementary School

- **Scheduling to provide dedicated SEL time**
- DARE program
- Schoolwide SEL events - Unity Day, Great Kindness Challenge

EWMS

- **Safe School Climate Committee updating SEL / ROAR advisory lessons**
- Professional development restorative practice, de-escalation strategies

EWHS

- Advisory programming
- **Focus on SEL PD as ILT focus area**
- Educators Rising students developing SEL lessons



Equity Focus

Continued district wide commitment to Restorative Practice

Focus on Tier 1 instructional practice; high expectations and opportunities for all

Partnership with Open Choice & RSCO

Multi Tiered Systems of Supports
Addressing attendance barriers

Increasing Educator Diversity
Educators Rising
Connecticut Teacher Residency Program



Family Engagement Focus

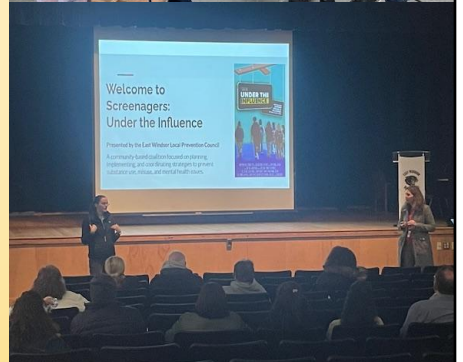
Orientation programming to welcome new students and families

Partnerships with CREC and EW Community Services

Home Visitation Training - LEAP/ PTHV

Collaborative focus to support school attendance

Establishment of Local Prevention Council

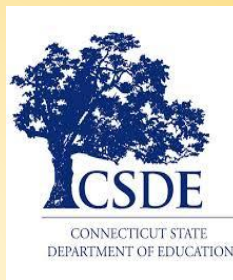


Community Partnerships



Establishment of

- Juvenile Review Board
- Youth Services Bureau
- Local Prevention Council



Continued high interest for CREC Open Choice recruitment



YMCA Community Roundtable



Veterans Day Programming

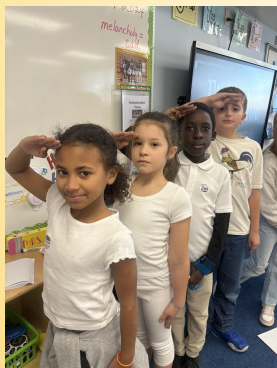


Community Partnership Highlight: Veterans Day Activities

Tribute to Veterans at EWHS

Q&A with Col. Philip Wielhouwer at EWMS

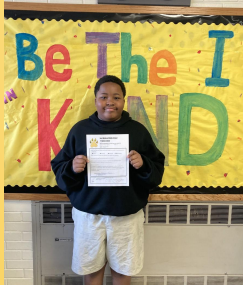
Boot Camp Activities at BBS



Promoting Positivity through Community Partnerships Student Recognition Programs



EWPS Outstanding Student Award
EWMS Pawsitivity Problem Solver Awards
Yard Goats Most Improved Student
UConn Stars of Honor



Perfect and Improved Attendance Recognitions

North Central Act of Kindness Award
EWHS POG Student Recognition Breakfast
EWMS Quarterly Awards

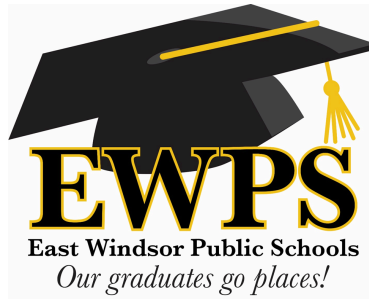


Questions



Cheryl Gustafson
Safe School Climate and Equity Director
cgustafson@ewct.org





Prepared: December 4, 2024

Appointments:

Susan Relis, EWHS Transition Job Coach, new hire, effective 10/25/2024

Hannah Guinan, BBES Paraeducator, new hire, effective 11/25/2024

Salina Anderson, BBES Behavioral Support Specialist, new hire effective 12/9/2024

Transfers:

George Marusak - Paraeducator, transfer from EWMS to BBES (replacing Denise Kadluboski, retired 10/10/2024) effective 11/4/2024, **transfer date changed to 12/4/2024**

Graham Brown - EWMS Paraeducator, transfer to BBES, effective 11/11/2024

Melissa Shannon, EWHS Paraeducator, transfer to EWMS, effective 11/11/2024

Resignations & Retirements:

Charissa Kearney - Resignation, EWMS Paraeducator, effective 11/7/2024

Melissa Abercrombie - Resignation, EWHS School Secretary, effective 12/19/2024

Terminations:

Mary Jo Lamas - EWHS School Nurse, effective November 4, 2024

Stipends:

Sharon Whalen - EWHS Guidance PLC leader, effective 8/27/2024

EWHS Winter Coaches:

Andrew Masters - Assistant Indoor Track Coach

Dan Ward - Head Indoor Track Coach

Bari Winner - Girls Varsity Basketball Coach

Scott Shelton - Boys Varsity Basketball Coach

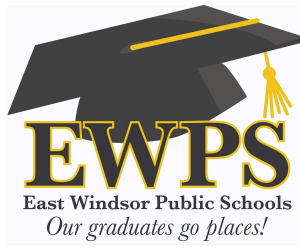
Tara Prochorena - Girls Junior Varsity Basketball Coach

Travis Kupac - Boys Junior Varsity Basketball Coach

EWMS Winter Coaches:

Madison Lockwood - EWMS Girls Basketball Coach

Josue Mercado - EWMS Boys Basketball Coach



To: East Windsor Board of Education
From : Ryan Galloway, Finance Director
Date: December 4th, 2024
RE: Board of Ed Meeting - 12.11.24

Fiscal Year Projections Summary

I've attached the latest projection sheet, summarizing where we currently stand on the budget. Key highlights include some projected savings from staffing changes, equipment repairs, and potential utility savings, though these are offset by shortfalls in special education funding and higher medical costs.

- Projected Savings: Staffing changes, equipment/repair management, and potential utility savings contribute positively.
- Hourly Staffing: Despite movements, projections remain steady.
- 2% Reserve Fund Impact: Revenue shortfall from Special Education (\$114K) and medical expenses increase (\$160K). Potential to reduce reserve usage as year progresses.
- Revenue Reductions: Special Education Services and Excess Cost funding reduced by a combined \$114K.
- Deficits: Teacher Residency Program (\$51K),
- Surpluses: EWHS teacher savings, EWMS Tutors, and reduced business staff salary costs.
- Insurance & Services: Higher medical claims (\$160K)
- Transportation & Tuition: Overages in McKinney-Vento, Special Ed transportation, Magnet, and Vo-Ag tuition.
- Supplies: Expected to remain within budget, with potential savings.

EXP TYPE	LVL	#	FY25 BUDGET	#	FY25 EXP	#	FY25 BAL	#	FY25 ENC	#	FY25 EXP+ENC	#	FY25 EST EXP	#	FY25 EST BAL
SALARIES	1	\$	18,397,025.76	\$	4,914,554.00	\$	3,367,806.54	\$	10,114,665.22	\$	15,029,219.22	\$	18,236,944.94	\$	160,080.82
BENEFITS	2	\$	4,350,290.23	\$	2,678,485.00	\$	1,534,168.52	\$	137,636.71	\$	2,816,121.71	\$	4,510,350.76	\$	(160,060.53)
PURCHASED SERVICES	3	\$	805,614.43	\$	374,189.40	\$	129,537.54	\$	301,887.49	\$	676,076.89	\$	824,031.64	\$	(18,417.21)
PROPERTY SERVICES	4	\$	1,133,372.00	\$	320,898.29	\$	113,519.05	\$	698,954.66	\$	1,019,852.95	\$	1,098,372.00	\$	35,000.00
PURCHASED OTHER SERVICES	5	\$	3,722,039.58	\$	822,575.41	\$	395,388.07	\$	2,504,076.10	\$	3,326,651.51	\$	3,691,196.97	\$	30,842.61
SUPPLIES	6	\$	408,469.00	\$	216,174.61	\$	160,323.11	\$	31,971.28	\$	248,145.89	\$	408,857.73	\$	(388.73)
EQUIPMENT	7	\$	16,800.00	\$	2,845.57	\$	11,573.40	\$	2,381.03	\$	5,226.60	\$	16,800.00	\$	-
MISC EXP	8	\$	40,294.00	\$	30,619.00	\$	8,775.00	\$	900.00	\$	31,519.00	\$	40,404.00	\$	(110.00)
REVENUE OFFSET		\$	(1,529,259.00)	\$	-	\$	-	\$	-	\$	-	\$	(1,415,058.22)	\$	(114,200.78)
TOTAL		\$	27,344,646.00	\$	9,360,341.28	\$	5,721,091.23	\$	13,792,472.49	\$	23,152,813.77	\$	27,411,899.82	\$	(67,253.82)

Estimated Balance	\$ (67,253.82)	
Supplemental Spending	\$ (68,725.06)	(Prek Offset + Extra Choice)
Estimated Remainder	\$ 1,471.24	

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04							
ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED	
1010 General Fund School							
0001 BROAD BROOK ELEMENTARY							
3,477,202.92	0.00	3,477,202.92	970,842.84	2,166,381.73	339,978.35	90.2%	
0002 EAST WINDSOR MIDDLE SCHOOL							
3,430,893.71	0.00	3,430,893.71	932,329.97	2,342,898.22	155,665.52	95.5%	
0003 EAST WINDSOR HIGH SCHOOL							
3,344,994.36	5,375.00	3,350,369.36	891,213.55	2,065,300.15	393,855.66	88.2%	
0004 SPECIAL EDUCATION							
6,498,635.50	0.00	6,498,635.50	2,067,619.61	4,167,676.21	263,339.68	95.9%	
0006 FACILITIES							
1,838,755.99	0.00	1,838,755.99	624,316.05	627,160.17	587,279.77	68.1%	
0007 TECHNOLOGY							
393,680.50	0.00	393,680.50	179,617.13	199,789.46	14,273.91	96.4%	
0008 CURRICULUM							
204,507.50	0.00	204,507.50	121,137.87	23,646.80	59,722.83	70.8%	
0011 DISTRICT WIDE							
6,307,530.55	-5,791.31	6,301,739.24	3,209,506.59	882,023.82	2,210,208.83	64.9%	
0012 TRANSPORTATION							
1,143,263.43	328.31	1,143,591.74	312,524.69	873,588.12	-42,521.07	103.7%	
0013 HEALTH DEPARTMENT							
424,657.54	0.00	424,657.54	114,120.80	246,384.72	64,152.02	84.9%	
0017 ATHLETIC DEPARTMENT							
264,100.00	88.00	264,188.00	48,135.22	55,803.30	160,249.48	39.3%	
0018 BAND							
16,424.00	0.00	16,424.00	4,041.08	4,202.75	8,180.17	50.2%	
4700 BOE -District wide							
0.00	0.00	0.00	-9,568,000.00	0.00	9,568,000.00	100.0%	
TOTAL General Fund School							
27,344,646.00	0.00	27,344,646.00	-92,594.60	13,654,855.45	13,782,385.15	49.6%	
TOTAL REVENUES							
-1,529,259.00	0.00	-1,529,259.00	-9,632,725.58	0.00	8,103,466.58		
TOTAL EXPENSES							
28,873,905.00	0.00	28,873,905.00	9,540,130.98	13,654,855.45	5,678,918.57		
GRAND TOTAL							
27,344,646.00	0.00	27,344,646.00	-92,594.60	13,654,855.45	13,782,385.15	49.6%	

** END OF REPORT - Generated by Ryan Galloway **

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04

ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
-----------------	-----------------	----------------	------------	-----------------	------------------	--------

2000 School Grants

20212115 ARP ESSER III

43100 FEDERAL GRANT REVENUE						
0.00	0.00	0.00	-107,278.31	0.00	107,278.31	100.0%
53200 PROF EDUCATIONAL SERVICES						
62,100.00	0.00	62,100.00	62,000.00	0.00	100.00	99.8%
54010 PURCHASED PROP SERVICES						
22,481.03	0.00	22,481.03	22,481.03	0.00	0.00	100.0%
TOTAL ARP ESSER III						
84,581.03	0.00	84,581.03	-22,797.28	0.00	107,378.31	-27.0%

20240319 FY24 ARP DUAL CREDIT

43100 FEDERAL GRANT REVENUE						
-7,050.83	0.00	-7,050.83	-7,050.63	0.00	-0.20	100.0%
51010 SALARIES PAID TO TEACHERS						
1,421.60	0.00	1,421.60	0.00	0.00	1,421.60	.0%
53010 PURCHASED PROF SERVICES						
2,000.00	0.00	2,000.00	2,000.00	0.00	0.00	100.0%
56010 SUPPLIES						
3,629.23	0.00	3,629.23	0.00	0.00	3,629.23	.0%
TOTAL FY24 ARP DUAL CREDIT						
0.00	0.00	0.00	-5,050.63	0.00	5,050.63	100.0%

20240321 FY24 TITLE I PART A

43100 FEDERAL GRANT REVENUE						
-171,043.91	0.00	-171,043.91	-34,459.51	0.00	-136,584.40	20.1%
53010 PURCHASED PROF SERVICES						
43,500.00	0.00	43,500.00	7,680.56	0.00	35,819.44	17.7%
56010 SUPPLIES						
127,543.91	0.00	127,543.91	41,516.01	7,133.12	78,894.78	38.1%
TOTAL FY24 TITLE I PART A						
0.00	0.00	0.00	14,737.06	7,133.12	-21,870.18	100.0%

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04

ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
-----------------	-----------------	----------------	------------	-----------------	------------------	--------

20240326 FY24 TITLE II A

43100 FEDERAL GRANT REVENUE -26,717.75	0.00	-26,717.75	-20,680.91	0.00	-6,036.84	77.4%
51100 SALARIES OF REGULAR EMPLOY 20,000.00	0.00	20,000.00	19,328.69	0.00	671.31	96.6%
53010 PURCHASED PROF SERVICES 6,717.75	0.00	6,717.75	6,769.44	0.00	-51.69	100.8%
TOTAL FY24 TITLE II A 0.00	0.00	0.00	5,417.22	0.00	-5,417.22	100.0%

20240341 FY24 HTFD OPEN CHOICE

51010 SALARIES PAID TO TEACHERS 0.00	0.00	0.00	100,993.19	54,963.68	-155,956.87	100.0%
51100 SALARIES OF REGULAR EMPLOY 0.00	0.00	0.00	54,519.21	102,980.73	-157,499.94	100.0%
51100B INSTRUCTIONAL SAL 0.00	0.00	0.00	14,216.14	0.00	-14,216.14	100.0%
TOTAL FY24 HTFD OPEN CHOICE 0.00	0.00	0.00	169,728.54	157,944.41	-327,672.95	100.0%

20240356 FY24 TITLE IV

43100 FEDERAL GRANT REVENUE -26,149.44	0.00	-26,149.44	-1,772.64	0.00	-24,376.80	6.8%
51100 SALARIES OF REGULAR EMPLOY 4,500.00	0.00	4,500.00	436.80	0.00	4,063.20	9.7%
53010 PURCHASED PROF SERVICES 1,000.00	0.00	1,000.00	1,175.00	0.00	-175.00	117.5%
56010 SUPPLIES 20,649.44	0.00	20,649.44	335.84	0.00	20,313.60	1.6%
TOTAL FY24 TITLE IV 0.00	0.00	0.00	175.00	0.00	-175.00	100.0%

20240365 FY24 SUMMER ENRICHMENT

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04

ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
43300 STATE GRANTS						
-158,074.90	0.00	-158,074.90	-158,074.90	0.00	0.00	100.0%
51010 SALARIES PAID TO TEACHERS						
119,461.98	0.00	119,461.98	119,461.98	0.00	0.00	100.0%
52200 EMPLOYER SHARE SOCIAL SECU						
12,933.39	0.00	12,933.39	12,933.39	0.00	0.00	100.0%
53010 PURCHASED PROF SERVICES						
1,107.50	0.00	1,107.50	1,107.50	0.00	0.00	100.0%
55100 STUDENT TRANSPORTATION						
18,452.56	0.00	18,452.56	18,452.56	0.00	0.00	100.0%
56010 SUPPLIES						
1,119.27	0.00	1,119.27	6,119.47	0.00	-5,000.20	546.7%
TOTAL FY24 SUMMER ENRICHMENT						
-5,000.20	0.00	-5,000.20	0.00	0.00	-5,000.20	.0%

20240367 FY24 IDEA PART B EXTENDED PARA

43100 FEDERAL GRANT REVENUE						
-1,600.00	0.00	-1,600.00	-1,600.00	0.00	0.00	100.0%
53300 EMPLOYEE TRAINING NON DIRE						
1,600.00	0.00	1,600.00	1,600.00	0.00	0.00	100.0%
TOTAL FY24 IDEA PART B EXTENDE						
0.00	0.00	0.00	0.00	0.00	0.00	.0%

20250315 FY25 SHEFF OC REVENUE

43300 STATE GRANTS						
-99,517.00	0.00	-99,517.00	-25,750.10	0.00	-73,766.90	25.9%
51010 SALARIES PAID TO TEACHERS						
94,517.00	0.00	94,517.00	28,943.24	65,635.93	-62.17	100.1%
53010 PURCHASED PROF SERVICES						
5,000.00	0.00	5,000.00	1,090.92	2,909.12	999.96	80.0%
TOTAL FY25 SHEFF OC REVENUE						
0.00	0.00	0.00	4,284.06	68,545.05	-72,829.11	100.0%

20250316 FY25 IDEA 611

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04							
ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED	
43100 FEDERAL GRANT REVENUE -275,303.00	0.00	-275,303.00	-45,631.13	0.00	-229,671.87	16.6%	
51100B INSTRUCTIONAL SAL 275,303.00	0.00	275,303.00	72,652.57	65,253.12	137,397.31	50.1%	
TOTAL FY25 IDEA 611 0.00	0.00	0.00	27,021.44	65,253.12	-92,274.56	100.0%	
20250317 FY25 IDEA 619							
43100 FEDERAL GRANT REVENUE -11,489.00	0.00	-11,489.00	-1,252.07	0.00	-10,236.93	10.9%	
51100B INSTRUCTIONAL SAL 11,489.00	0.00	11,489.00	5,897.43	0.00	5,591.57	51.3%	
TOTAL FY25 IDEA 619 0.00	0.00	0.00	4,645.36	0.00	-4,645.36	100.0%	
20250320 FY25 ARPA MENTAL HEALTH							
43100 FEDERAL GRANT REVENUE -46,869.00	0.00	-46,869.00	-6,695.58	0.00	-40,173.42	14.3%	
51010 SALARIES PAID TO TEACHERS 46,869.00	0.00	46,869.00	8,927.44	37,941.57	-0.01	100.0%	
TOTAL FY25 ARPA MENTAL HEALTH 0.00	0.00	0.00	2,231.86	37,941.57	-40,173.43	100.0%	
20250321 FY25 TITLE IA							
43100 FEDERAL GRANT REVENUE -392,744.00	0.00	-392,744.00	0.00	0.00	-392,744.00	.0%	
51010 SALARIES PAID TO TEACHERS 156,358.75	0.00	156,358.75	32,409.14	96,183.91	27,765.70	82.2%	
52010 EMPLOYEE BENEFITS 65,708.16	0.00	65,708.16	0.00	0.00	65,708.16	.0%	
53010 PURCHASED PROF SERVICES 50,000.00	0.00	50,000.00	0.00	0.00	50,000.00	.0%	

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04

ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
55990 OTHER PURCHASED SERVICES						
15,000.00	0.00	15,000.00	0.00	15,000.00	0.00	100.0%
56010 SUPPLIES						
105,677.09	0.00	105,677.09	0.00	0.00	105,677.09	.0%
TOTAL FY25 TITLE IA						
0.00	0.00	0.00	32,409.14	111,183.91	-143,593.05	100.0%

20250322 FY25 ALLIANCE GRANT

43300 STATE GRANTS						
-186,987.00	0.00	-186,987.00	0.00	0.00	-186,987.00	.0%
51010 SALARIES PAID TO TEACHERS						
182,932.00	0.00	182,932.00	45,386.10	137,546.08	-0.18	100.0%
52010 EMPLOYEE BENEFITS						
1,298.52	0.00	1,298.52	1,298.52	0.00	0.00	100.0%
56010 SUPPLIES						
2,756.48	0.00	2,756.48	201.08	1,200.00	1,355.40	50.8%
TOTAL FY25 ALLIANCE GRANT						
0.00	0.00	0.00	46,885.70	138,746.08	-185,631.78	100.0%

20250323 FY25 FRC GRANT

43300 STATE GRANTS						
-111,363.00	0.00	-111,363.00	-10,340.72	0.00	-101,022.28	9.3%
51010 SALARIES PAID TO TEACHERS						
89,500.00	0.00	89,500.00	320.00	0.00	89,180.00	.4%
53010 PURCHASED PROF SERVICES						
4,460.00	0.00	4,460.00	6,278.75	0.00	-1,818.75	140.8%
55990 OTHER PURCHASED SERVICES						
6,180.00	0.00	6,180.00	815.00	0.00	5,365.00	13.2%
56010 SUPPLIES						
8,223.00	0.00	8,223.00	3,473.37	10.93	4,738.70	42.4%
TOTAL FY25 FRC GRANT						
-3,000.00	0.00	-3,000.00	546.40	10.93	-3,557.33	-18.6%

20250326 FY25 TITLE II A

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04

	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
43100 FEDERAL GRANT REVENUE							
-35,610.00	0.00		-35,610.00	0.00	0.00	-35,610.00	.0%
51100 SALARIES OF REGULAR EMPLOY							
20,000.00	0.00		20,000.00	1,181.60	0.00	18,818.40	5.9%
53010 PURCHASED PROF SERVICES							
15,610.00	0.00		15,610.00	4,065.00	10,000.00	1,545.00	90.1%
TOTAL FY25 TITLE II A	0.00	0.00	0.00	5,246.60	10,000.00	-15,246.60	100.0%

20250332 FY25 SHEFF ED ENHANCEMENT

43100 FEDERAL GRANT REVENUE							
-3,600.00	0.00		-3,600.00	0.00	0.00	-3,600.00	.0%
5111A NON INSTRUCTIONAL SAL							
3,250.00	0.00		3,250.00	0.00	0.00	3,250.00	.0%
56010 SUPPLIES							
350.00	0.00		350.00	0.00	0.00	350.00	.0%
TOTAL FY25 SHEFF ED ENHANCEMEN	0.00	0.00	0.00	0.00	0.00	0.00	.0%

20250354 FY25 ED RISING

51010 SALARIES PAID TO TEACHERS							
3,000.00	0.00		3,000.00	0.00	0.00	3,000.00	.0%
53010 PURCHASED PROF SERVICES							
2,000.00	0.00		2,000.00	0.00	0.00	2,000.00	.0%
55800 TRAVEL REIMBURSEMENT							
600.00	0.00		600.00	0.00	0.00	600.00	.0%
56010 SUPPLIES							
9,400.00	0.00		9,400.00	7,000.00	0.00	2,400.00	74.5%
TOTAL FY25 ED RISING	0.00	0.00	15,000.00	7,000.00	0.00	8,000.00	46.7%

20250355 FY25 SHEFF OC ACCEPTANCE RATE

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04								
ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED		
43100 FEDERAL GRANT REVENUE								
-3,600.00	0.00	-3,600.00	0.00	0.00	-3,600.00	.0%		
53250 PARENT ACTIVITIES								
500.00	0.00	500.00	0.00	0.00	500.00	.0%		
55990 OTHER PURCHASED SERVICES								
1,500.00	0.00	1,500.00	0.00	0.00	1,500.00	.0%		
56010 SUPPLIES								
1,600.00	0.00	1,600.00	0.00	0.00	1,600.00	.0%		
TOTAL FY25 SHEFF OC ACCEPTANCE	0.00	0.00	0.00	0.00	0.00	.0%		
0.00								
20250356 FY25 TITLE IV								
43100 FEDERAL GRANT REVENUE								
-31,649.00	0.00	-31,649.00	0.00	0.00	-31,649.00	.0%		
51100 SALARIES OF REGULAR EMPLOY								
4,500.00	0.00	4,500.00	0.00	0.00	4,500.00	.0%		
53010 PURCHASED PROF SERVICES								
1,000.00	0.00	1,000.00	0.00	0.00	1,000.00	.0%		
56010 SUPPLIES								
28,249.00	0.00	28,249.00	786.50	62.00	27,400.50	3.0%		
TOTAL FY25 TITLE IV	0.00	2,100.00	786.50	62.00	1,251.50	40.4%		
2,100.00								
TOTAL School Grants	0.00	93,680.83	293,266.97	596,820.19	-796,406.33	950.1%		
93,680.83								
TOTAL REVENUES	0.00	-1,589,367.83	-420,586.50	0.00	-1,168,781.33			
-1,589,367.83								
TOTAL EXPENSES	0.00	1,683,048.66	713,853.47	596,820.19	372,375.00			
1,683,048.66								
GRAND TOTAL	0.00	93,680.83	293,266.97	596,820.19	-796,406.33	950.1%		
93,680.83								

** END OF REPORT - Generated by Ryan Galloway **

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04

	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
2366 FRC							
43300 STATE GRANTS							
23660000 43300		CARE 4 KIDS REVENUE					
	0.00	0.00	0.00	-9,826.49	0.00	9,826.49	100.0%
TOTAL STATE GRANTS	0.00	0.00	0.00	-9,826.49	0.00	9,826.49	100.0%
44010 FEES & CHARGES							
23660000 44010		PRE-K BEFORE/AFTER FEES					
	-252,820.00	0.00	-252,820.00	-78,783.62	0.00	-174,036.38	31.2%
TOTAL FEES & CHARGES	-252,820.00	0.00	-252,820.00	-78,783.62	0.00	-174,036.38	31.2%
51010 SALARIES PAID TO TEACHERS							
23660000 51010		FRC SUMMER SALARIES					
	46,221.60	0.00	46,221.60	43,923.87	0.00	2,297.73	95.0%
23660002 51010		FRC SALARIES					
	153,567.13	0.00	153,567.13	65,196.34	82,341.54	6,029.25	96.1%
TOTAL SALARIES PAID TO TEACHER	199,788.73	0.00	199,788.73	109,120.21	82,341.54	8,326.98	95.8%
52100 GROUP INSURANCE							
23660000 52100		FRC MEDICAL/DENTAL					
	25,104.00	0.00	25,104.00	0.00	0.00	25,104.00	.0%
23660324 52100		FRC GROUP LIFE INSURANCE					
	43.20	0.00	43.20	0.00	0.00	43.20	.0%
TOTAL GROUP INSURANCE	25,147.20	0.00	25,147.20	0.00	0.00	25,147.20	.0%

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04								
	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED	
52200 EMPLOYER SHARE SOCIAL SECURITY								
23660000 52200	14,794.27	FRC FICA 0.00	14,794.27	0.00	0.00	14,794.27	.0%	
TOTAL EMPLOYER SHARE SOCIAL SE	14,794.27	0.00	14,794.27	0.00	0.00	14,794.27	.0%	
53010 PURCHASED PROF SERVICES								
23660000 53010	500.00	FRC REG PROFESSIONAL SERVICES 0.00	500.00	107.06	0.00	392.94	21.4%	
TOTAL PURCHASED PROF SERVICES	500.00	0.00	500.00	107.06	0.00	392.94	21.4%	
53200 PROF EDUCATIONAL SERVICES								
23660000 53200	500.00	FRC PROFESSIONAL DEVELOPMENT 0.00	500.00	0.00	0.00	500.00	.0%	
TOTAL PROF EDUCATIONAL SERVICE	500.00	0.00	500.00	0.00	0.00	500.00	.0%	
53240 FIELD TRIPS								
23660005 53240	1,000.00	FRC FIELD TRIPS 0.00	1,000.00	70.00	423.56	506.44	49.4%	
TOTAL FIELD TRIPS	1,000.00	0.00	1,000.00	70.00	423.56	506.44	49.4%	
54400 RENTALS								
23660000 54400	600.00	FRC STORAGE RENTAL 0.00	600.00	116.98	1,052.82	-569.80	195.0%	

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04							
	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
TOTAL RENTALS	600.00	0.00	600.00	116.98	1,052.82	-569.80	195.0%
55300 COMMUNICATIONS							
23660000 55300 FRC VERIZON WIRELESS	1,700.00	0.00	1,700.00	0.00	0.00	1,700.00	.0%
TOTAL COMMUNICATIONS	1,700.00	0.00	1,700.00	0.00	0.00	1,700.00	.0%
55800 TRAVEL REIMBURSEMENT							
23660002 55800 FRC Travel	1,400.00	0.00	1,400.00	269.79	0.00	1,130.21	19.3%
TOTAL TRAVEL REIMBURSEMENT	1,400.00	0.00	1,400.00	269.79	0.00	1,130.21	19.3%
56010 SUPPLIES							
23660002 56010 FRC REG SUPPLIES	2,127.00	0.00	2,127.00	1,145.98	0.00	981.02	53.9%
TOTAL SUPPLIES	2,127.00	0.00	2,127.00	1,145.98	0.00	981.02	53.9%
56900 OTHER SUPPLIES							
23660000 56900 FRC SUMMER LOCAL EXPENSES	11,150.00	0.00	11,150.00	2,119.70	0.00	9,030.30	19.0%
TOTAL OTHER SUPPLIES	11,150.00	0.00	11,150.00	2,119.70	0.00	9,030.30	19.0%
58100 DUES & FEES							
23660002 58100 FRC DUES & MEMBERSHIPS							

FY25 BUDGET REPORT AS OF 10.31.24

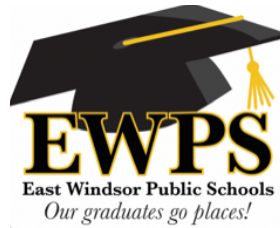
FOR 2025 04							
ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED	
40.00	0.00	40.00	535.55	122.55	-618.10	1645.3%	
TOTAL DUES & FEES							
40.00	0.00	40.00	535.55	122.55	-618.10	1645.3%	
TOTAL FRC							
5,927.20	0.00	5,927.20	24,875.16	83,940.47	-102,888.43	1835.9%	
TOTAL REVENUES							
-252,820.00	0.00	-252,820.00	-88,610.11	0.00	-164,209.89		
TOTAL EXPENSES							
258,747.20	0.00	258,747.20	113,485.27	83,940.47	61,321.46		
GRAND TOTAL							
5,927.20	0.00	5,927.20	24,875.16	83,940.47	-102,888.43	1835.9%	

** END OF REPORT - Generated by Ryan Galloway **

FY25 BUDGET REPORT AS OF 10.31.24

FOR 2025 04								
	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED	
2750 Food Service								
43333 STATE REVENUE	0.00	0.00	0.00	-15,480.64	0.00	15,480.64	100.0%	
44608 MISC REVENUE	0.00	0.00	0.00	-44.06	0.00	44.06	100.0%	
51900 OTHER SALARIES	0.00	0.00	0.00	58,520.94	6,538.46	-65,059.40	100.0%	
55700 FOOD SERVICE MANAGEMENT	0.00	0.00	0.00	53,546.07	5,126.45	-58,672.52	100.0%	
TOTAL Food Service	0.00	0.00	0.00	96,542.31	11,664.91	-108,207.22	100.0%	
TOTAL REVENUES	0.00	0.00	0.00	-15,524.70	0.00	15,524.70		
TOTAL EXPENSES	0.00	0.00	0.00	112,067.01	11,664.91	-123,731.92		
GRAND TOTAL	0.00	0.00	0.00	96,542.31	11,664.91	-108,207.22	100.0%	

** END OF REPORT - Generated by Ryan Galloway **



Background Summary:

In August, the Board of Education identified updating board goals and improving culture and climate at board meetings as a priority. The Board met on three occasions at Special Board of Education meetings in September, October, and November. Through these mini-retreats, the Board spent time reflecting on past successes and missteps, brainstormed, and created three goals. These goals are meant to strengthen collaboration among board members, improve communication both on the board and in the community, and increase awareness of the board's work in addressing school facility needs.

Goal 1:

The Board of Education will strive to communicate effectively and openly with one another, working collaboratively to create an inclusive and welcoming work environment for all board members.

Measurable Action Step - To create a Board of Education handbook designed to help new board members familiarize themselves quickly with their roles and responsibilities, understand key policies that impact the board, and create an onboarding process for new members.

Goal 2:

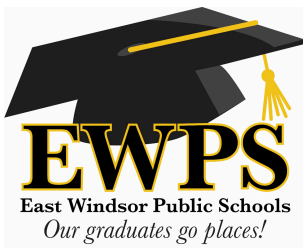
The Board of Education will work collaboratively to effectively communicate the board actions and school accomplishments with town boards and the community at large. Each board member will be responsible for communicating with a "to be assigned" town board or nonprofit.

Measurable Action Step - The Board of Education will develop a Board communications plan to improve the sharing of information and build strong relationships with town boards, community-based nonprofits. The Board will maintain a presence at community events, assigning members to reach out personally to arts and culture organizations, the senior center, the Friends of the Library, and other like-minded organizations.

Goal 3:

The Board of Education will work collaboratively to create, update, and maintain a long-term facilities plan that is a living document, aligns with the Capital Improvement Plan, and prioritizes school district needs.

Measurable Action Step - Incorporate a public awareness campaign on the state of school facilities into the Board's communications plan.



BOARD OF EDUCATION

70 South Main Street
East Windsor, CT 06088

Kate Carey-Trull
Chair
kcarey-trull@ewct.org

Heather Spencer
Vice Chair
hspencer@ewct.org

Frances Neill
Secretary
fneill@ewct.org

Patrick Tudryn, Ed. D
Superintendent
ptudryn@ewct.org

Board of Education 2025 Subcommittee Meeting Schedule

- January 8, 2025 - Facilities at 6 p.m.
- January 9, 2025 - Finance at 6 p.m.
- January 10, 2025 - Athletic Council at 9 a.m. *Held at EWHS, Room N4
- January 15, 2025 - Board Policy Review at 5:30 p.m.
- January 22, 2025 - Curriculum Council at 6 p.m.
- February 5, 2025 - Facilities at 5:30 p.m.
- February 12, 2025 - Finance at 6 p.m.
- February 19, 2025 - Board Policy Review at 5:30 p.m.
- February 26, 2025 - Curriculum Council at 6 p.m.
- March 5, 2025 - Facilities at 5:30 p.m.
- March 12, 2025 - Finance at 6 p.m.
- March 19, 2025 - Board Policy Review at 5:30 p.m.
- March 26, 2025 - Curriculum Council at 6 p.m.
- April 2, 2025 - Facilities at 5:30 p.m.
- April 9, 2025 - Finance at 6 p.m.
- April 11, 2025 - Athletic Council at 9 a.m. *Held at EWHS, Room N4
- April 16, 2025 - Board Policy Review at 5:30 p.m.
- April 23, 2025 - Curriculum Council at 6 p.m.
- May 7, 2025 - Facilities at 5:30 p.m.
- May 14, 2025 - Finance at 6 p.m.
- May 21, 2025 - Board Policy Review at 5:30 p.m.
- May 28, 2025 - Curriculum Council at 6 p.m.

Meetings are held at:
Broad Brook Elementary School, Room A5
14 Rye Street #9552
Broad Brook, CT 06016

EAST WINDSOR PUBLIC SCHOOLS - ENROLLMENT 2024-2025									
	<u>Oct. 1</u>	<u>Nov. 1</u>	<u>Dec. 1</u>	<u>Jan. 1</u>	<u>Feb. 1</u>	<u>Mar. 1</u>	<u>April 1</u>	<u>May 9</u>	<u>June 1</u>
PreK	68	67	68						
K	66	66	64						
Grade 1	89	87	88						
Grade 2	78	79	79						
Grade 3	70	69	70						
Grade 4	70	70	71						
Total	441	438	440						
Grade 5	81	79	80						
Grade 6	71	70	69						
Grade 7	84	83	84						
Grade 8	82	83	84						
Total	318	315	317						
Grade 9	63	62	62						
Grade 10	72	72	72						
Grade 11	63	62	62						
Grade 12	61	62	62						
Transition Program	10	9	9						
Total	269	267	267						

Grand Total 1,028 1,020 1,024

There are 73 students enrolled in EWPS from the Choice Program as of October 1, 2024.

EAST WINDSOR PUBLIC SCHOOLS - ENROLLMENT 2023-2024									
	<u>Oct. 1</u>	<u>Nov. 1</u>	<u>Dec. 1</u>	<u>Jan. 1</u>	<u>Feb. 1</u>	<u>Mar. 1</u>	<u>April 1</u>	<u>May 9</u>	<u>June 1</u>
PreK	79	77	75	74	71	72	71	73	70
K	87	88	89	88	90	91	90	90	90
Grade 1	82	82	80	79	79	79	78	79	78
Grade 2	72	72	70	69	70	71	71	70	69
Grade 3	74	73	73	73	74	76	75	73	72
Grade 4	86	87	87	87	87	89	87	86	86
Total	480	479	474	470	471	478	472	471	465
Grade 5	67	67	67	67	67	68	68	66	66
Grade 6	82	84	84	84	85	86	85	85	85
Grade 7	81	86	86	86	87	87	86	86	86
Grade 8	70	70	69	71	73	72	73	71	72
Total	300	307	306	308	312	313	312	308	309
Grade 9	72	73	73	73	73	73	72	72	73
Grade 10	62	61	59	62	62	63	63	64	64
Grade 11	65	68	68	65	65	65	61	62	62
Grade 12	57	56	56	56	55	54	54	54	54
Transition Program	11	11	11	11	11	9	9	9	9
Total	267	269	267	267	266	264	259	261	262

Grand Total 1,047 1,055 1,047 1,045 1,049 1,055 1,043 1,040 1,036

There are 73 students enrolled in EWPS from the Choice Program as of October 1, 2023.

From: **Frances Rabinowitz** <frabinowitz@capss.org>
Date: Wed, Dec 4, 2024 at 10:16 AM
Subject: ESSER Brochure
To:

Good morning, everyone,

In the attached link, you will find the final report from CAPSS on the work that was done with our ESSER advisors and school districts using the ARP Plan, ESSER dollars. We are very grateful to the Commissioner and the State Department of Education who funded CAPSS to hire eleven retired superintendents who became thought partners with school districts as they allocated their ESSER funding. The ESSER Advisors worked with the Superintendents and leadership teams in many districts. Some of the projects are highlighted in this attachment. I think they are incredibly impressive and many are sustainable.

The ESSER advisors, as you know, also created several briefs for CAPSS superintendents including topics such as communication, diversity, equity and inclusion as well as, social and emotional learning. In 2022, they initiated our Spring Conference and highlighted the summer programs funded by ESSER dollars. Many thanks to these distinguished “retired superintendents”:

David Abbey
David Erwin
Elizabeth Feser

Eileen Howley

Karen List
Susan Moreau
Elizabeth Osga
Janet Robinson
Guy Stella
Michael Wasta
Mark Winzler

They remain a CAPSS advisory group and provide amazing skill , wisdom and cutting-edge thinking.

We are also thankful to the Superintendents and school districts who contributed to this report and we will have printed copies sent to you as well.

They include:

Neil Cavallaro- West Haven
Erica Forti- East Haven
Matt Geary- Manchester
Tamu Lucero- Stamford
Sean McKenna- Griswold

Cynthia Ritchie-New London
Leslie Torres-Rodriguez- Hartford
Shawn Simpson- Wolcott
Patrick Tudryn- East Windsor
Tracy Youngberg- Windham

We will share this report with the Commissioner and our Education Partners as well as the State Board of Education, the General Assembly and our Federal delegation.

This is a snapshot of the excellent work that our superintendents and school districts accomplished for our students during a very difficult time.

Thank you, all,

Fran



Recovery, Innovation, and Transformation

*How Connecticut Applied American Rescue Plan (ARP)
Elementary and Secondary School Emergency
Relief (ESSER) Funds*



OCTOBER 2024

ACKNOWLEDGEMENTS

The work supported by the ARP/ESSER funds in Connecticut was made possible by Connecticut's State Department of Education, the Connecticut Association of Public School Superintendents (CAPSS), the ESSER Advisors (funded by ARP/ESSER funds), and of course, the superintendents and other frontline educators of Connecticut public schools. All are appreciative of legislators who recognized the needs of education throughout the pandemic period.

Contributing Superintendents

Neil Cavallaro

West Haven Public Schools

Erica Forti

East Haven Public Schools

Matthew Geary

Manchester Public Schools

Tamu Lucero

Stamford Public Schools

Sean McKenna

Griswold Public Schools

Cynthia Ritchie

New London Public Schools

Leslie Torres-Rodriguez

Hartford Public Schools

Shawn Simpson

Wolcott Public Schools

Patrick Tudryn

East Windsor Public Schools

Tracy Youngberg

Windham Public Schools

Charlene Russell Tucker

State Commissioner of Education

Frances Rabinowitz

Executive Director of CAPSS

CAPSS Administrative Support Team

ESSER Advisors

TABLE OF CONTENTS

How Connecticut Supported its Districts in Using ARP/ESSER Funds.	1
ARP/ESSER Plans and Planning.	2
Hartford’s ARP ESSER Plan	3 - 6
Windham’s Plan: Driven by Priorities	7 - 8
The Wolcott Plan: Key Investments	9
East Windsor Plan: Avoiding Cliffs	10
Stamford Aims for Academic Recovery	11 - 12
SPOTLIGHTS:	
Advanced Manufacturing Lab at East Haven High School	13
Social and Emotional Well-Being in Manchester	14
New London’s Early Childhood Initiative	15
The Transformation of an Alternative Program: <i>Elevating Educational Opportunities for All Griswold Learners</i>	16
Getting Serious About Time in East Haven	17
West Haven Responds to Engagement Challenges.	18
Manchester Invests in Curriculum and Instruction	19
Re-imagined Summer Schools in Connecticut	20
Science of Reading (SOR) MasterClass	21 - 22
Impact of ARP/ESSER Educational Funding In Connecticut	23 - 24

HOW CONNECTICUT SUPPORTED ITS DISTRICTS IN USING ARP/ESSER FUNDS

The Covid-19 Pandemic was an extended exercise in dealing with unimaginable challenges. As such, there were no playbooks available to guide educators through the three-year time period from March 2020 to May 2023. Local departments of public health interpreted government health mandates and provided guidance in carrying them out. However the scramble to continue public education for over 500,000 Connecticut children fell squarely on invention and ingenuity among Connecticut's educational leaders.

Wisdom and hard work helped Connecticut navigate the everchanging challenges of educating during a pandemic. State Commissioner, Miguel A. Cardona, Ed.D., (now the US Secretary of Education), took bold leadership in ensuring that the welfare and interests of students were prime. Under his leadership, the State Department of Education modified some of the most sacred tenets of public education. School calendars, state testing, and absence protocols were just some of the standards that had to bend in the turbulent winds of the pandemic. Furthermore, the State Department of Education was tasked with administering the largest federal grants ever awarded to Connecticut's public education system.

Dr. Cardona, and subsequently Commissioner Charlene Russell-Tucker, took on the huge task of organizing and managing the State Department of Education in service to the American Rescue Plan (ARP) and the Elementary and Secondary School Emergency Relief (ESSER) Funds' grants. The State Department provided technical support to districts to guide both the application and accountability of funds. On-line seminars, training in educational economics, consultant pairings, and published guidelines all helped local districts understand the parameters and procedures required.

The State Department also reached out to the Connecticut Association of Public School Superintendents (CAPSS), inviting them to partner in ensuring that the impact of the funds would be maximized. CAPSS organized a team of "ESSER Advisors" who were available to districts to help with programmatic planning and effective use of the funds. ESSER Advisors were all former superintendents with distinguished records of success in planning and programming, thus understanding the job of the superintendent and being skilled in educational design.

ESSER Advisors confirmed their purposes, defined their protocols, and committed to meeting frequently in order to continuously assess needs and improve their services. Their work included consultations with districts as well as the sponsorship of on-line discussion groups on specific topics, the production of white papers on matters of urgency, and the sponsorship of a major conference for Connecticut leaders in March of 2023.

While these tiers of leadership helped Connecticut districts to employ available resources with high levels of purpose and effectiveness, it was Connecticut's superintendents, administrators, teachers and service providers that worked their magic with students.

This publication is but a sampler of the kinds of innovations and programs that resulted from the prudent use of ARP/ESSER funds. As a result, Connecticut is on its way to recovery and beyond.

ARP/ESSER PLANS AND PLANNING

The Planning

ARP/ESSER grants were unique in a number of ways:

- The funds were issued in response to a pandemic crisis.
- The allocations were larger than any previous grants.
- Districts had significant latitude in determining how to use the money.
- Customary supplanting rules were absent from the regulations.
- The expectation was that these grants were not going to be renewable.

Although the permissible uses for grant funds were broad and had sufficient flexibility to serve a wide variety of district sizes and needs, there were two additional areas of requirement. One related to the time tables for use and the other on how the plans were to be created. Districts were required to have stakeholder involvement in the planning process, to apply at least some funds to certain categories of use and to submit their plans for approval to the State Department of Education. There was both discretion and accountability in the planning guidelines.

The State Department of Education not only made its staff available to superintendents to support technical development of plans, it provided funds for ESSER advisors to partner with districts in planning and to offer various kinds of professional development support.

The Plans

This publication is designed to be a sampler of the plans and projects that have been funded or co-funded with ARP/ESSER dollars. It includes pieces that illustrate comprehensive district plans and others that spotlight a specific project or priority. The plans reflect research, creativity, best practices and innovation. In some cases, evidence of results is already emerging and has been shared in the articles. In others, the initiatives have been seeded, and a time released harvest is anticipated over the coming months and years.

We extend our appreciation to our contributing districts. They have shared a fine representation of the kinds of work that all Connecticut districts did in renewing educational experiences and outcomes in the post pandemic world.



HARTFORD'S ARP ESSER PLAN

As one of Connecticut's largest and most challenged cities, Hartford received a substantial sum of ARP/ESSER funds. The Hartford Public School District thus was tasked with developing a comprehensive plan that would use these funds to provide for the educational and supporting needs of its students. The representation of that plan is shared here and illustrates how Connecticut cities approached both needs and opportunities.

NEW CURRICULUM

Wit & Wisdom

The 2023-2024 adoption of **Wit & Wisdom** as a cornerstone of our **K-5 literacy compendium is a key addition to our literacy curriculum following careful selection by a dedicated committee of stakeholders.** Aligned with the new Right to Read Legislation, our district received a waiver to incorporate Wit & Wisdom into our curriculum, complementing existing resources like Foundations, Heggerty, and Geodes. With a focus on language comprehension and knowledge building, Wit & Wisdom empowers students to explore diverse perspectives, engage in rich discussions, and develop critical thinking skills through deep textual analysis, enhancing their overall comprehension abilities.

American Reading Company

The adoption of **American Reading Company as the core curriculum for bilingual and dual language K-5 classrooms** signifies a commitment to meeting the literacy needs of all learners in both English and Spanish. Through daily engagement with literature, peer dialogue, research, and writing, students develop not only language proficiency but also gain knowledge in science, social studies, and various genres. ARC's structured modules, supplemented by Heggerty and phonics materials, foster a culture of reading and writing, promoting skill development and reader identities while real-time data tracking via SchoolPace empowers stakeholders to target support and interventions effectively.

Scholastic's PreK On My Way

PreK On My Way offers a comprehensive, full-year program designed to nurture children's development across all domains, from social-emotional to cognitive skills, through engaging activities and materials. **With a focus on language, literacy, math, and 10 content areas, including science, social studies, and fine arts, the program fosters critical thinking and reasoning while supporting children's curiosity and self-expression.** Through a developmentally appropriate approach and a blend of print and digital resources, PreK On My Way empowers children to embark on their learning adventure with confidence and enthusiasm, laying a strong foundation for future academic success.

The Impact

Implementing **Wit & Wisdom** will ensure equitable access to rigorous grade-level texts, aligning with TNTP's recommendation for strong instruction and deep engagement, as well as Common Core State Standards for regular practice with complex texts and evidence-based literacy skills. Integrating Wit & Wisdom with Foundations and Geodes will foster **authentic application of foundational skills to connected text, enhancing students' comprehension** and weaving together strands for skilled reading across all resources.

American Reading Company's Level 1 rating, demonstrating "Strong Evidence" of efficacy under ESSA, ensures federal funding standards are met, validating its impact on **bilingual and dual language programs.** By offering rigorous texts, writing tasks, and opportunities for research and critical thinking, ARC **equips students with foundational literacy skills and supports vocabulary development, writing instruction, and independent reading,** all in alignment with state standards and supplemented by phonemic awareness and phonics instruction for a comprehensive biliteracy program.

PreK On My Way is strategically designed to target academic, social, and emotional domains, laying a robust foundation for future academic success. Aligned with state standards and Head Start Early Learning Outcomes, its **culturally diverse content engages children in purposeful play and guided activities, empowering teachers with resources to nurture children's holistic development and maximize their potential in and beyond the classroom.** Research underscores that focused instruction on language, literacy, and math skills leads to enhanced cognitive growth, a principle embedded within PreK On My Way's comprehensive approach to learning across diverse content areas.

SECOND STEP & SCHOOL-CONNECT SOCIAL EMOTIONAL LEARNING CURRICULUM

Second Step and School-Connect are CASEL-approved curricula seamlessly integrated into our K-12 educational framework, emphasizing the development of the 5 CASEL competencies. From **PreK through 8th grade**, students engage in weekly Second Step lessons, **fostering essential social-emotional skills and positive relationship building**. In high schools, School-Connect forms a pivotal part of seminar curricula, where students explore the intersection of Social-Emotional competencies, College and Career Readiness, and Portrait of a Graduate skills, preparing them holistically for success in high school and beyond.

The Impact

Investing in social-emotional learning equips students with crucial emotional awareness and communication skills, fostering healthy relationships and constructive conflict resolution. **Through programs like Seminar, high school students not only enhance their academic abilities but also develop vital interpersonal skills essential for success both in school and future careers, aligning with the goals outlined in the HPS Portrait of a Graduate.** With elementary schools making significant progress in completing Second Step lessons, the commitment to Social Emotional Learning education is evident, ensuring students are equipped with the tools to navigate emotions and relationships effectively.

THE SCIENCE OF READING

Beginning in the 2020-2021 school year, Hartford Public Schools started transitioning from a whole language balanced literacy approach to a Structured Literacy Model rooted in the Science of Reading research. **This 5-year transformation includes comprehensive training for teachers through Language Essentials for Teachers of Reading and Spelling (LETRS), equipping them with the latest research-backed strategies for teaching language skills effectively.** Furthermore, initiatives extend beyond the classroom, with partnerships formed to educate families about the five pillars of literacy and empower them to support their children’s reading development through targeted workshops and engaging events like Family and Arts Literacy Nights.

The Impact

The integration of research-based practices from the Science of Reading has had a profound impact across Hartford Public Schools, as evidenced by measurable outcomes. **Through LETRS professional learning, teachers have significantly improved their understanding and implementation of foundational literacy skills,** with pretest scores averaging 62% and increasing to an average posttest score of 90% for Volume 1, and pretest scores averaging 75% and increasing to an average posttest score of 95% for Volume 2, involving 250 and 143 K-3 teachers respectively. The LETRS for Early Childhood Educators program has similarly demonstrated effectiveness, with an average pretest score of 52% increasing to an average posttest score of 91%, and 143 Early Childhood Staff receiving their EC LETRS Certificate of Completion. While the impact of family sessions is still being assessed, initial feedback indicates positive engagement and support for literacy initiatives within the community.

SCHOLASTIC EXPORTS

Hartford Public Schools fosters innovation and skill-building through its diverse gaming programs, catering to students from elementary to high school. With Minecraft Education, elementary students not only explore subjects but also cultivate collaboration and community through friendly challenges. Middle schoolers dive deeper into life skills through “Gaming Concepts: Life Skills,” while high schoolers can join competitive leagues like PlayVS and Esports, honing teamwork and strategic thinking. For those eager for a scholarly approach, the “Gaming Concepts Fundamentals” elective offers a comprehensive exploration of gaming, from history to nutrition needed for gaming, preparing students for success both in and out of the virtual arena.

The Impact

Hartford Public Schools’ Scholastic Esports program has revolutionized education by leveraging gaming to foster essential skills and a sense of belonging. **With 404 high school students enrolled in Gaming Concepts Fundamentals and 900 middle school students participating in Gaming Concepts: Life Skills, the program has significantly impacted student engagement and attendance.** With 21 competitive teams and 4 schools offering Gaming Clubs, Scholastic Esports has not only transformed classrooms into collaborative hubs but also empowered students, including those from marginalized groups, to excel in an inclusive and supportive environment, setting a precedent for engaging and effective learning experiences.

SCALING EQUITY INNOVATION GRANTS

The Scaling Equity Innovation Grants, supported by ESSER funding, **allocated substantial resources directly to all schools within the district to drive academic recovery and innovation.** These grants empowered schools to address persistent challenges and explore new programming avenues. Beyond financial assistance, they offer a unique opportunity to pilot initiatives that could become scalable solutions benefiting the entire district.

The Impact

The Scaling Equity Innovation Grants are making a substantial impact on 40 schools within the district, with **\$15.4 million allocated across various initiatives.** These grants prioritize three key areas:

1. **Student Engagement** (\$6.9M): Implementing attendance incentives, expanding extracurricular offerings, and introducing Social-Emotional Learning (SEL) initiatives.
2. **Teacher Professional Learning & Leadership** (\$2.7M): Providing professional development opportunities, promoting collaboration, and incentivizing leadership roles.
3. **Tutoring and Other Extended Learning** (\$1.4M): Offering tutoring sessions, academic programs on Saturdays, and other opportunities for extended learning.

Through these focused efforts, the grants aimed to enhance student engagement, support teacher growth, and provide additional learning opportunities, fostering academic success and overall well-being within the district.

ATTENDANCE, ENGAGEMENT AND CULTURE INFRASTRUCTURE

ACE (Attendance, Engagement and Culture) provides a structure to help students experiencing learning, social-emotional, attendance and/or behavioral difficulties to receive tiered support. **ACE is a process to leverage district resources to provide interventions across multiple domains with the expressed intent to “develop students that graduate ready to transform our world.”** The ACE structure incorporates current programs, practices, techniques, and interventions for all students and allows for collaborative conversations to occur amongst central office and school level staff.

The Impact

Hartford Public Schools’ ACE (Attendance, Culture, and Engagement) infrastructure is making significant strides in addressing chronic absenteeism. Notably, there has been a groundbreaking 15% reduction in Grade 9 chronic absenteeism, alongside a **district-wide 11% decrease in Chronic Absenteeism** and a 13% increase in Average Daily Attendance. **Over 2,600 students have been re-engaged,** with over 23,000 Home Visits and 21,000 Twilight Visits conducted, demonstrating proactive engagement with families. This initiative employs a variety of targeted interventions tailored to address the specific needs of students and families, including personalized outreach, mentoring programs, and family engagement initiatives. Additionally, school-based strategies focus on deepening student connections to school, fostering a positive school climate, and implementing individualized approaches through intensive case management and personalized attendance plans.

MULTILINGUAL TRANSLATION FAMILY SUPPORTS

Hartford Public Schools’ Multilingual Family Supports makes it possible for every parent and caregiver to actively participate in their child’s education through seamless communication with school staff. **Offering comprehensive translation and interpretation services, the district ensures that language barriers do not hinder strong relationships and collaborative partnerships in student learning.** These supports extend to bilingual (Spanish/English) communication for district documents and events, as well as tailored provisions for families speaking “low incidence languages,” promoting inclusivity and accessibility across the community.

The Impact

The Multilingual Translation Family Supports provided by our school district have had a profound impact on fostering inclusive and accessible communication channels for all families. **From 2019 to 2023, Hartford Public Schools witnessed a remarkable 185% increase in the minute usage of interpretation and translation services across the district.** This significant surge underscores the profound impact of our Multilingual Translation Family Supports in fostering inclusive and accessible communication channels for all families. By offering translation services for crucial interactions such as events, documents, parent-teacher conferences, special education services, and meetings, we ensure that language barriers do not hinder parental engagement in their child’s education. This comprehensive approach not only promotes equity but also strengthens relationships between school staff and families, ultimately enhancing student success through meaningful collaboration and understanding across diverse linguistic communities.

COMMUNICATION DEPARTMENT WEBSITE REFRESH

The Hartford Public Schools Communication Department transitioned the district website from WordPress to Thrillshare, a new platform operated by Apptegy. Additionally, all school websites were migrated to the Thrillshare platform, **enabling centralized management to streamline operations and ensure consistent branding across all schools.** With Thrillshare, website updates and management are now more intuitive, enhancing efficiency and accessibility for all stakeholders.

The Impact

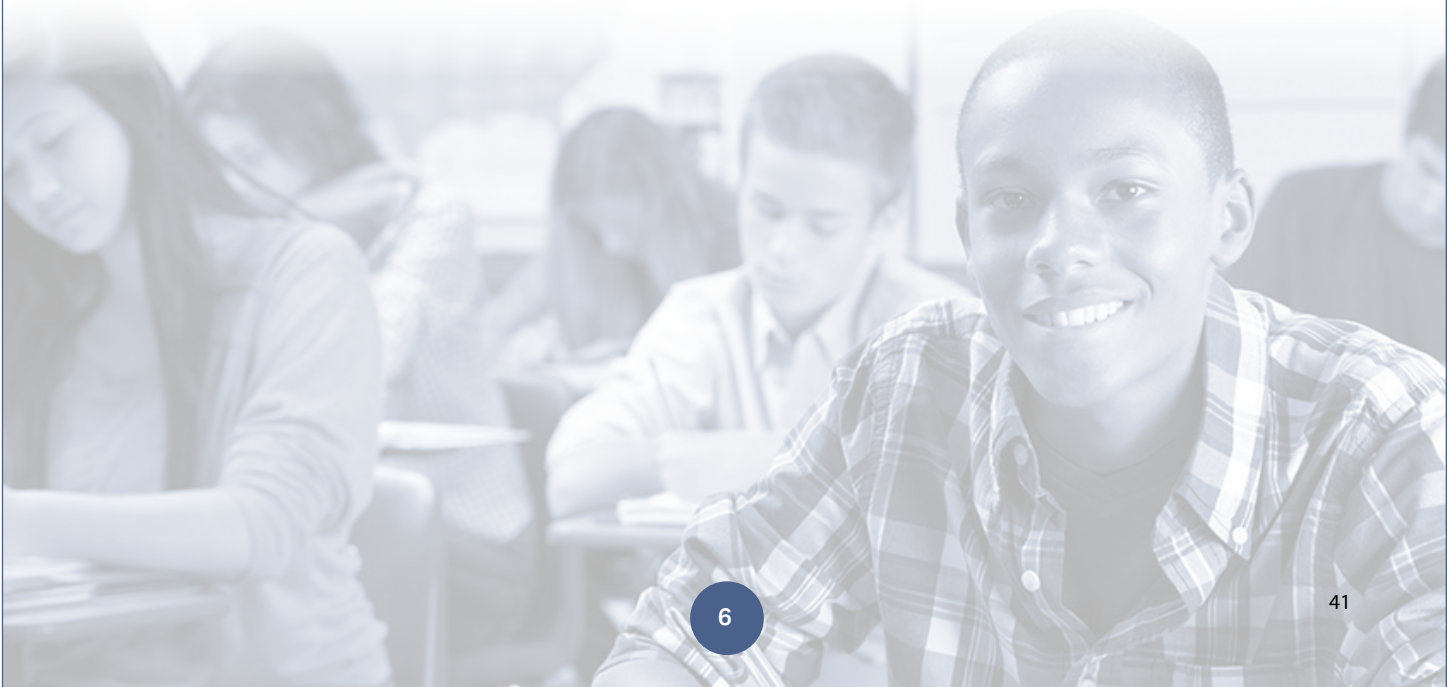
The transition to the Thrillshare platform by the HPS Communication Department has brought about significant positive changes for both schools and the district. With easier updates for district and school websites, including smart mobile adaptation, maintaining current and relevant information has become more efficient. **This centralized approach ensures brand continuity across all schools and streamlines district-wide communication, thereby promoting consistency and accessibility for stakeholders.** Moreover, by eliminating the need for third-party website development and hosting, schools can save money, and redirect resources towards other educational priorities.

HARTFORD PRINCIPAL LEADERSHIP ACADEMY (HPLA)

The Hartford Principal Leadership Academy (HPLA) aims to cultivate a strong pipeline of assistant principals by offering an intensive 6-month professional journey for aspiring school leaders within HPS. **Through a structured curriculum and mentorship, participants deepen their understanding of the HPS context and develop leadership skills aligned with the district's goals.** By the program's conclusion, graduates emerge equipped to lead their schools with excellence, ensuring the success of all students. Key components include attending ten leadership development sessions, receiving mentorship, one to one coaching and completing a Capstone project to apply their learning.

The Impact

The Hartford Principal Leadership Academy (HPLA) has a profound impact on aspiring school leaders within Hartford Public Schools, empowering them with the essential skills and knowledge for effective leadership. **The inaugural class of 6 fellows, set to graduate in June 2024,** exemplifies the program's success. Through targeted professional development, mentorship, and an in-depth understanding of the district's context, HPLA graduates emerge as highly effective assistant principals prepared to champion excellence for all students. This investment in leadership development not only **enhances school leadership teams but also cultivates a culture of ongoing improvement and student achievement district-wide.**



WINDHAM'S PLAN: DRIVEN BY PRIORITIES

ESSER funds provided the Windham district with tangible opportunities to address the impact of COVID-19 including students' academic, social, emotional, physical and mental health needs. The district's overarching goal was to invest these emergency funds in a way that ensured the district emerged stronger after the pandemic.

A summary of the district's most impactful investments include:

Priority # 1: Learning Acceleration, Academic Renewal and Student Enrichment

- 1) **Expanded Summer Learning Program:** The Windham Public School District was highlighted in the 2022 CAPSS Summer Learning publication for its K-8 Expanded Summer Learning Programs. This opportunity, extending over three summers, allowed the district to invest more than three million dollars in student accelerated learning. In addition, the program enhanced a professional development focus on Project-Based Learning (PBL) and provided expanded experiential learning opportunities for K-8 students. It also increased student exposure to the arts and physical education. Indicators of success included positive feedback from students, staff and families and increased performance by K-8 students who attended the summer programs.
- 2) Windham invested ESSER funds in learning opportunities that celebrated the district's diversity. These activities were important in addressing any existing bias as well as promoting the cultivation of cultural competence and the development of bilingualism.
- 3) ESSER funds were used to support a two-year commitment to *Courageous Conversations* training. This training had an impact in addressing district goals of access, opportunity and results for all students, most especially racially, ethnically and economically marginalized populations.
- 4) WPS also used ESSER funds to connect the dots in its dual language programs and the Science of Reading Masterclass training. A multi-day training opportunity entitled, "The Science of the Bilingual Reading Brain" was well received by participants, and led to strategic instructional changes designed to positively impact our dual language learners.
- 5) WPS worked strategically to utilize short term hires to support district wide literacy, numeracy and behavioral goals. ESSER funds allowed the district to hire additional Board-Certified Behavioral Analysts (BCBA) for specialized programs, as well as additional interventionists, building-based substitutes and paraprofessionals. At Windham High School, a formal tutoring process funded by ESSER allowed high school teachers to work with their students after school hours. Finally, the district was able to offer all building principals an executive coaching opportunity that allowed them to have regular 1:1 session with an executive coach to support their leadership growth.
- 6) **Grow Your Own Teachers:** WPS also maximized the use of ESSER funds in its long-range staffing goals. A series of financial incentives were offered to employees to support obtaining certifications, course reimbursement and cross endorsements. The district also strengthened connections to Eastern Connecticut State University. Field trips to the University were offered to the University for students in middle and high schools interested in becoming teachers.

Priority # 2: Family & Community Connections

The district used the ESSER funds to focus on improving student attendance and engaging families in their child's educational journey. Additional Family Liaisons were hired to ensure families in all schools received the support necessary to navigate the pandemic. Windham partnered with the Center for Public Research and Learning (CPRL) to provide a district Leadership Team and an attendance team at Windham High School. Field trip access and student activities were significantly increased within district schools and through "Before and After School Programs". WPS also purchased two passenger vans that will be used to transport families to and from important school meetings and events.

Priority # 3: Social, Emotional and Mental Health of Students and Staff

The social, emotional and mental health of students and staff was a major focus throughout the pandemic. ESSER funds were used to enhance planning, implementing and assessing the way the district supports students' social and emotional development with a strong emphasis on re-engaging the community at large.

In response to staff and community input, the district allocated ESSER funds to pay for additional after school club experiences, new equipment for instrumental music, art and athletic programs, and new athletic uniforms at both the middle and high school levels. Simultaneously, the district began a District Wide Arts Expo that engaged students, families, staff and the community at large in a celebration of students' artistic and musical talents. This two-day event, which has now occurred in the Spring of 2023 and 2024, has allowed the district to make clear learning connections for students by displaying the work completed in their performance-based classes such as art, music, dance, choir and digital artistry.

Understanding that there are profound post-secondary benefits to student athletes, and given the fact that the district has a strong history of athletic accolades at the high school level, and that the community enthusiastically supports athletics, the district used ESSER funds to construct a new Turf Field and Track. The field was opened to the school and community in the Fall of 2023 and has already played a key role in expanding possibilities for Windham High School athletes. The district also utilized ESSER funds to create a Fitness Center at Windham Middle School.

Priority # 4: Strategic Use of Technology, Staff Development & the Digital Divide

Community perception about digital access changed because of the pandemic. Windham's focus on equitable access, opportunity and results for students made it imperative for the district to ensure a more sustainable approach to technology. The ESSER funds provided early in the pandemic allowed the district to increase the community's ability to access the internet and offered teachers a virtual platform to deliver instruction.

ARP/ESSER funds have helped the district and Town to offset the costs of overall infrastructure improvements, devices for both students and staff and to provide the professional development necessary to operationalize this goal. These shifts motivated the district to finally make the jump to PowerSchool, a popular Student Information System, and have allowed the district to respond to the digital assessment requirements that now exist at the high school level.

Priority # 5: Building Safe & Healthy Schools

WPS took advantage of the ESSER funds to ensure school safety and security measures. District schools have received new phones, new security cameras and new lock down buttons that initiate prerecorded safety messages and instantly notify local law enforcement of a situation. The district is also in the process of installing blue lights on the exterior of our schools that will come on during a lock down to notify parents and community members that it is not safe to access our schools. In addition to these major security purchases, the district has also offset the cost of HVAC repairs and supplies used to ensure clean and healthy facilities.



THE WOLCOTT PLAN: KEY INVESTMENTS

The Wolcott Public Schools utilized the American Rescue Plan (ARP) and Elementary and Secondary School Emergency Relief (ESSER) funds to enhance educational experiences for their students in various areas. By allocating these resources, the district aimed both to train staff and invest in programming in order to improve outcomes for students. Some key areas that were focused on with these funds were to improve literacy, social-emotional learning and well being, and supporting students with learning differences.

Footsteps 2 Brilliance

One of the key initiatives included the implementation of the **Footsteps 2 Brilliance** literacy program, which provides engaging and effective tools to improve reading skills and foster a love for literature among students. Footsteps 2 Brilliance (F2B) is an interactive, bilingual early literacy program designed for students in pre-K through 3rd grade.

Footsteps 2 Brilliance utilizes mobile technology to connect school, home, and the community for academic success. Its innovative mobile technology platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. This enables school districts, for the first time ever, to leverage the mobile devices that parents already own to create a community of literacy learners. It also provides real-time data tracking to help educators monitor student progress and tailor instruction accordingly. With Footsteps 2 Brilliance, students have access to a fun and engaging platform that fosters a love for learning and sets a solid foundation for literacy development.

Character Strong

In addition to a focus on literacy, the district focused on social emotional well being of staff and students. With that said, the district introduced **Character Strong** in grades PK-12. Character Strong is a social-emotional learning (SEL) and character education program designed for elementary, middle, and high school students. It provides a comprehensive and research-backed framework that focuses on fostering positive school climates, promoting student well-being, and supporting character development. The program includes a variety of resources and tools to facilitate the integration of SEL and character education into the school curriculum:

- **Character Strong Curriculum:** This includes lesson plans, videos, and activities that educators can use to teach essential social-emotional skills such as empathy, growth mindset, and responsible decision-making.
- **Student Leadership:** Character Strong promotes student leadership by providing resources and guidance for student-led initiatives and projects that focus on community-building and social-emotional growth.
- **Professional Development:** The program offers professional development opportunities for educators to deepen their understanding of SEL practices and learn effective strategies for fostering positive school climates.
- **Online Platform:** The Character Strong online platform provides an easy-to-use interface where educators can access lesson plans, track student progress, and monitor the overall impact of the program on their school's culture and climate.
- **Family Engagement:** Character Strong encourages family involvement through parent resources and communication tools, helping families support their children's social-emotional development at home.

Character Strong works by integrating SEL and character education throughout the entire school environment. This systematic approach helps students develop the social-emotional skills, attitudes, and habits needed to thrive both academically and emotionally while fostering a school-wide culture of kindness, respect, and resilience.

Movia Robotics

Wolcott Public Schools also invested ARP/ESSER funds in supporting the diverse learning populations. Therefore, the district purchased several Kebbi Robots through **MOVIA Robotics**.

The MOVIA Kebbi Robot is an innovative educational robot that combines artificial intelligence, software, and hardware technology to create an interactive and engaging learning experience. Kebbi is designed for use in both home and school environments and offers a unique set of capabilities, including facial expressions, body movements, and communicative interactions.

This advanced technology allows Kebbi to deliver life skills, daily living, learning readiness, and academic content to children and adults with Autism Spectrum Disorder (ASD) and other special needs. Kebbi comes with a preprogrammed curriculum developed by a team of educational experts to maximize success in the classroom. Additionally, the customization tools allow teachers to add whatever lessons they may need to meet students' diverse needs.

Through the strategic allocation of ARP/ESSER funds, Wolcott Public Schools has solidified its dedication to offering outstanding educational opportunities and resources for students. These initiatives have helped to foster student development and achievement within a nurturing and supportive learning atmosphere.

EAST WINDSOR PLAN: AVOIDING CLIFFS

With news of ESSER funds being received by the school district, the East Windsor Board of Education and its leadership team immediately recognized that these funding sources would not be infinite. With that in mind, the superintendent and senior leadership team developed a list of needs that could be addressed with one-time purchases.

“We knew that this money would eventually run out,” said Superintendent Patrick Tudryn, “so the board, our finance director, and our assistant superintendent worked together to insure two things. One was that we were using these funds in a way that would directly impact the education of students, and the other was that our use of funds would not create future financial hardship for our district.”

Thus, a specific plan was developed to use the funds, first and foremost, to improve classroom instruction through coaching and curriculum and to address facility, technology, and security concerns.

“We knew, as students and staff returned to normal after the pandemic, that we would need to address learning loss and behavioral challenges,” said Assistant Superintendent Darryl Rouillard. “We used funding to implement and expand the MTSS model (Multiple Tiered Systems of Support) from K-12. We knew that our students would benefit from the focused approach to academic and social-emotional outcomes for all students and that using ESSER funds to implement this model would be of great benefit.”

In addition, the East Windsor school leadership team chose to provide professional development for the building and district wide administrators. This professional development included best practices in supervision and evaluation, observation and feedback of instruction, accountability, and highly effective leadership skills.

“The goal is to improve the skills of the leadership team regarding observation, feedback and supervision of staff providing direct instruction to students,” Superintendent Tudryn said. “In addition, the district partnered with an outside consultant who provided an instructional audit. Based upon the results of that work, further professional development was provided to the entire staff, impacting roughly 350 staff members.”

East Windsor hired an executive coach for all of the district administrators, who worked with the team on skills related to teacher evaluation, including how to judge the competence of instructional practices. “It was essentially a ‘train-the-trainers’ model, and our administrators can now offer coaching on best practices to our own teachers,” said Mr. Rouillard. “So the goal is to be able to effectuate change at the teacher level, on our own.”

“We knew this was the type of sustainable model that would have a long-lasting effect on our program, well after ESSER funds expired,” Superintendent Tudryn said.

In addition, East Windsor school leaders provided training to the PreK-12 staff. One example is the Science of Reading training, which provided teachers with the most up-to-date strategies for addressing state mandates while also providing training associated with correlating new curricular materials. “These initiatives directly addressed the learning loss associated with the pandemic and new research in literacy instruction.” Mr. Rouillard said.

Another area of need centered around technology improvements. School leadership decided to purchase student and staff laptops to move the district forward in its 1:1 environment. As devices came out of warranty, the devices were replaced and functional ones recycled to classrooms. Funds were also used for those devices that were broken and required repair outside of warranty or replacement.

“In addition, all students in East Windsor were offered a district-provided Dell laptop for use at home during full remote learning and were able to keep the laptop to use as an instructional resource once returning to in-person learning,” school officials said.

The funding for replacement and maintenance for devices over three years was only part of the initiative. In addition, the district moved to Powerschool for its student data management system, Frontline for employees, and Munis for financial software. All of these initiatives transformed the delivery of services to students. Funds were also used to address longstanding website concerns. A new website was built that significantly improved access of information by the community at large.

Lastly, school officials, working with the facilities director, with engineers, and with contractors, were able to address and repair long standing facility issues. East Windsor’s school buildings are, on average, 70 years old. Initiatives included plumbing upgrades, such as touchless water faucets and fountains, electrical and HVAC repairs, fire safety technology upgrades, and updated school security cameras and related technology.

“At the end of the day, we are pretty satisfied with the decisions we made and the way in which we had the foresight to use one-time funds in a responsible manner that improved our delivery of education without impacting our budget,” Superintendent Tudryn said.

STAMFORD AIMS FOR ACADEMIC RECOVERY

The duration of the pandemic and the difficult circumstances under which teaching and learning fell led to concerning academic losses. The Stamford Public School District recognized the enormity of student needs and employed significant ESSER dollars in initiatives that aimed at academic recovery. Two of these initiatives are described below.

Acceleration Academy

Over two thousand struggling students in grades K-12 participated in Stamford's Acceleration Academy during the 2022-23 school year. Under the direction of individual school principals and a school program leader, planning and assessment applications were submitted and approved by Central Office prior to the program start. The instructional focus was on literacy, but math, EL (English Learners), STEM (Science/Technology/Engineering/Math), interdisciplinary and SEL (Social/Emotional Learning) sessions were also included.

Credit recovery was the focus at the high schools. The Academy guidelines consisted of class sizes ranging from six to eight students. Classes were one hour in duration and included direct instruction and progress monitoring. There were three sessions, each ten weeks long. Classes were held before or after school with certified Stamford Public School teachers. Teachers at the middle school level were provided professional development on Acceleration strategies for interdisciplinary courses.

Positive results of the program include the following:

CRITERIA	EVIDENCE OF EFFECTIVENESS
School Attendance	10% Reduction in absences at 10 schools
Program Attendance	80%
DIBELS Assessment	More than 10% increase in reading for students scoring at the proficiency level
DIBELS Assessment	9.4% increase in reading for English language learners scoring at proficiency level
Middle School Reading Inventory	5.6% increase in students scoring at proficiency level
Middle School Math Inventory	6.7% increase in students scoring at proficiency level
Credit Recovery at High School Level	119 students successfully completed courses (43%)
Student Surveys	Over 90% of students strongly agreed that their teachers cared about them
Student Surveys	77% of students reported that the program helped them improve

High-Dosage Tutoring Program

In connection with the Connecticut High Dosage Tutoring Program announced in summer 2023, Stamford partnered with the Great Oaks (GO) Foundation. The program began in January 2024, at two middle schools and served 100 students. The GO Foundation is a non-profit organization with the mission of preparing students for college success through school tutoring and mentoring. The GO Foundation was able to secure four GO Fellows who tutored and mentored as part of the federal AmeriCorps program.

The High Dosage Tutoring Program provided daily math instruction by a math teacher paired with a GO Fellow-in math class or math lab. The High Dosage Math Tutoring follows the design principles from the Annenberg Research Institute including frequency, group size, personnel, focus, measurement, curriculum, scheduling and delivery mode. Tutoring occurred during the day, three times a week for 45 minutes per session with tutors working with the same student in groups of no more than four students. Pedagogically, teachers and fellows follow the DMI model- Develop, Mentor and Instruct.

As determined by an outside evaluator, the collaboration between the Stamford Public Schools and the GO Foundation was positive. Several highlights revealed from the evaluation included the program was implemented with fidelity, and survey results from teachers, fellows, students and parents were uniformly positive. The students' survey results repeatedly highlighted satisfaction with their teachers, their increasing skills in math and their improved affinity for math class.

The partnership will continue throughout the 2024-25 school year with 160 high school students and 200 middle school students.



ADVANCED MANUFACTURING LAB AT EAST HAVEN HIGH SCHOOL

East Haven Public Schools not only set its eyes on pandemic recovery with ESSER funds but also on the future of post-secondary career options for its students. Recognizing the dramatic decline in the percentage of East Haven High School students enrolling in traditional four-year college programs, the district found both need and opportunity to build additional Career and Technical Education (CTE) pathways for students. These pathways enable students to explore, access and acquire baseline industry level skills that render them employable in good paying jobs upon high school graduation.

The district allocated \$550,000 of ESSER grant funding towards establishing an Advanced Manufacturing Lab. The investment targeted both facility adaptations as well as equipment purchases. Facility modifications included soundproofing existing walls, installing new flooring, upgrading electrical systems and ensuring adequate ventilation for the Advanced Manufacturing Lab. Newly purchased equipment included specialized Haas machinery, compressors and other state-of-the-art tools. This investment represents a significant expansion of East Haven's Career and Technical Education (CTE) offerings.

External consultants were tapped to provide necessary guidance on the process and expertise in facility design and equipment selection. The aim was to optimize the learning environment for students. These enhancements not only modernized the infrastructure but are also pivotal to demonstrating commitment to cutting-edge educational experiences in manufacturing. With this new initiative, the district now offers all students a robust CTE pathway, equipping them with essential skills and knowledge for future careers in manufacturing and related industries.

The project was celebrated by the town's bipartisan legislative delegation through a visit and tour of the renovated facilities at East Haven High School. Both local and state leaders endorsed the program as an important step forward in supporting a vibrant future for East Haven students.



SOCIAL AND EMOTIONAL WELL-BEING IN MANCHESTER

The pandemic resulted in epic levels of challenge with the social and emotional well-being of students and the adults in their world. Illness, isolation, and life and death uncertainties tested all in one way or another. The manifestations of these stressors had major impact on student availability to attend, focus and learn.

Districts recognized the ground-swell of social and emotional needs early on in the pandemic. Counselors, social workers, psychologists and other student service professionals were fully mobilized by districts. Still, the needs were greater than the resources.

Many districts sought to use ARP/ESSER funding to add staff to their student service departments. Labor shortages, however, made it soon clear that the supplies of qualified personnel were not going to fill all needs. A new approach to the challenge was in order.

Manchester was just one Connecticut district that took a new approach. Manchester extended its capacity by adding five therapists through the engagement of Community Health Resources (CHR). With full caseloads of the therapists, the district is now able to bill Husky insurances for a substantial part of the costs. This reimbursement is helping to make the service model a sustainable one.

NEW LONDON'S EARLY CHILDHOOD INITIATIVE

Innovation and initiative are fundamental to the way the New London Public School District rolls. New London is Connecticut's first and only all-magnet school district and is also home to a unique schooling approach through a multi-age, year-round schooling option. As a result, when confronted with the Coronavirus induced educational crisis, it was no surprise that the district worked to turn misfortune into fortune.

Through an extraordinary city-district partnership, organized by the city's Long-Term Recovery Committee, and supported by several local businesses and city agencies, the city and district collaborated to develop New London's Early Childhood Education Initiative. This partnership exemplifies the community's creative use of resources and collaborations to enhance educational and support services for youth.

During the 2021-2022 school year, the city and the school district co-purchased an empty facility, the B.P. Learned Mission Building, which now serves as a school for more than eighty (80) Pre-K students, between the ages of three (3) and four-and-a half (4.5) during the day, and a hub for community services in the evenings. The City of New London and the New London School District combined \$1.525 million in federal Coronavirus relief funds to purchase the building.

The Pre-K city-district partnership offers a broad array of general and special education services, including music, art, and physical education classes. Six (6) full-day preschool classes and four (4) half-day classes for preschool special education students ensure that children of all abilities can access quality early learning experiences. Related services are available through speech and language pathology, occupational therapy, physical therapy, school psychology services, social work, and full-time nursing services. Free breakfast and lunch are contributed by New London's Child Nutrition Program. By encompassing these services within the school setting, student needs are met in an integrated and seamless manner.

In addition to education, the Center provides human services, including clothing, community meals, and mental health consultation – all without cost. Community offerings at the center are popular (80-100 people) and offer information on a wide variety of topics. The Park and Recreation Department offers enrichment classes for students.

Community partners housed in the Center include the Head Start Liaison, Family Resource Center, Youth Affairs Early Childhood Resource Center, and the Family Community Engagement Coordinator. Other partners include the Birth to Age 3 Early Childhood Specialist, Parks and Recreation, Child and Family Agency, School Based Health Centers, the New London Public Library as well as businesses and agencies. The strength of the partnerships ensures consistent communication, coordination, and support.

The Center is one of an important range of district efforts to narrow the financial achievement gaps that exist in New London, as eighty-five (85) percent of district students qualify for free and reduced lunch and thirty-two (32) percent are English, or Multilingual learners.

The success of New London's Early Childhood Education Initiative has been a catalyst for continued initiatives associated with birth through age eight (8) learning. Researchers from the Columbia University for Public Leadership are working with the district to create a Portrait of the Third Grade Graduate. Additionally, the district has implemented the Early Development Inventory, a new type of research assessment tool that organizes young children's areas of strengths and needs.

The Early Childhood Center at BPMission represents a shining example of effective partnerships and creative resource utilization in service to comprehensive support and educational excellence. Perhaps Superintendent Cynthia Ritchie said it best.

"The city, school district, and community have risen together to support a common vision for young children. This work is a true model of collaboration that aims to place all young children on a trajectory for a lifetime of success."



THE TRANSFORMATION OF AN ALTERNATIVE PROGRAM

Elevating Educational Opportunities for All Griswold Learners

Covid-19 was not a blessing. It was, however, an impetus to examine and address equity needs. The Griswold Public Schools did just that in the re-imagining of the Griswold Alternative School into the Soule Street Academy. The re-imagined vision included relocation, commitment to physical, social and emotional wellness, and programming that elevated student access to state-of-the-art technology and instruction.

The existing Griswold Alternative Program had been conceived and executed in the last century. The program was housed in a rural area of the community in a century-old barn that had previously been used as a gymnastics school. The building had grown tired, lacked a robust technology infrastructure and was plagued with HVAC inadequacies. Furthermore, its remote location made it difficult for students to engage freely in activities that were available on the district's main campus.

The district's leadership team was aware that the senior center in the community was being replaced by new construction. Although the old center was not a readied facility, its possibilities were many. Location, space and condition all offered promise. The opportunity was immediate; the funding was not. And then Covid-19 struck.

Urgencies that fell from the pandemic placed a strong emphasis on healthy air quality, excellent technology, and social and emotional wellness. The opportunities that came from the availability of ARP/ESSER funds were a strong match to the needs. By applying the Covid relief funding to renovations of the former senior center, Griswold was able to elevate physical, social, emotional and educational opportunities for alternative education students. Equity scored big on this project.

The project received much support from town officials and residents who volunteered for committee work. Student and teacher voice were key in planning. Approximately 90% of the \$665,000 project was funded by ARP/ESSER funds. The investment has had immediate impact on the educational experience of students and promises to deliver such for years to come.



GETTING SERIOUS ABOUT TIME IN EAST HAVEN

The East Haven Public Schools got serious about time, very serious about time. In fact, over a three-year period it committed nearly six million dollars of its ESSER allocation to extend the school day by 30 minutes for every student in grades PK-12. That totals to 90 hours of additional instruction each year.

The scale of the project was big, but so were the needs. It was an effort to help close academic gaps that were exacerbated during the pandemic and to get all students on track in reading by the end of third grade.

Recognizing that simply adding time to the school day would not automatically translate into better learning outcomes for students, the district developed a 30-minute targeted instructional block. The leadership team collectively determined the non-negotiables that would make the instructional block successful:

- The block had to happen every day, including early dismissals or delayed openings.
- Every adult, regardless of role, would be responsible for supporting the academic and/or social emotional growth and development of a small group of students.
- Skills would be sequenced and prioritized to build and scaffold appropriately.
- Pre and post assessments would be used to measure student growth and development over specific cycles of instructional focus.

What were the lessons? What were the results?

- **Leadership Matters.** The superintendent and her leadership team played a critical role in recognizing a need for change and ensuring that many perspectives were engaged. A shared vision was achieved through the energy and wisdom of key stakeholders including administrators, teachers, staff, parents, union officials, the Board of Education and town officials.
- **Moving achievement happens best when everyone is on board.** The expectations of the project included every adult regardless of role. This not only gave students more personalized learning but enabled them to develop connections and relationships with more adults.
- **Small group instruction is powerful.** Small groups allow for targeted instruction that best meet students where they are. The small group model aligns well with *The Science of Reading (SOR)* initiative that aims to get every student reading on grade level by the end of third grade.
- **Professional capacity of administrators, teachers and staff grew.** Coaching increased the skill set for principals helping them to evaluate effectiveness of instruction and provide useful feedback to teachers and staff.
- **Disruptive behaviors and office referrals were minimized.** When kids are engaged and focused in targeted instruction, both behavior and academic performance improve.
- **Significant improvement in academic performance can be achieved.** Evidence of this follows.

INDICATOR OF ACADEMIC IMPROVEMENT	EVIDENCE OF EFFECTIVENESS
Performance on Math and English/Language Arts Assessments for Students Eligible for Free/Reduced Lunch	This marks the highest rate of improvement for this category of students since inception of reporting (Rate doubled)
Literacy assessment tool: DIBELS (Dynamic Indicators of Basic Early Literacy Success)	For the first time in over four years, all grade levels K-5 posted improvements in their benchmark data from the beginning to the middle to the end of the year
Kindergarten Literacy Assessment	75% of kindergarten students performed at or above proficiency, thus entered grade one with the strongest set of foundation literacy skills in over a decade.
Smarter Balanced Assessment-Reading	The district posted a 12% increase in grade 3 students scoring at proficiency of higher.

Using the district’s ESSER funding to extend the school day provided the resources necessary to develop a shared post Covid vision within the school community — a vision that channeled the collective energy of the school district — administrators, teachers, staff — in a common direction. The impact included improved student performance, noticeable recovery from learning loss and increased capacity of administrators and staff. It also aligned with and enhanced the district’s participation in the CAPSS/CSDE Science of Reading (SOR) campaign to assure reading competency for every child by third grade. It was, in short, a bold move that paid off.

WEST HAVEN RESPONDS TO ENGAGEMENT CHALLENGES

The on-set of the pandemic changed the patterns of daily life for all children, families and educators. The routines of school attendance were abruptly halted and replaced with partial week, partial day and remote learning modes. The human incentives of connectiveness and belonging were strained by the substituted schedules. Furthermore, the shift to remote instruction brought many challenges in the availability and reliability of technology, the adaptation of teaching strategies for delivery of instruction and the role shifts that students and their families experienced as a result of the pandemic. Together these factors proved to be disincentives to student engagement and attendance.

The disruptions to normalcy lasted long enough to spawn changes in daily life that became new norms for many students. When schools reopened for a statutory schedule of in-person hours and days, fidelity to attendance had waned significantly for some students. .

West Haven’s Outreach Program

Originally funded by Federal ESSER money, the West Haven Public Schools Outreach Program was designed to work directly with families in an effort to re-engage students in school by providing a crucial link with professional mental health staff in the Pupil Services Department.

Six full-time staff members, who are culturally aligned with the diverse community they serve, were hired to staff the Outreach Program. Being from the community and speaking the languages of the community these workers were in a unique position to gain the trust of students and parents. Having gained trust, the workers are able to collaborate with the district professional mental health staff to engage the students and their families in solving problems that contributed to students’ disengagement from school.

Working directly with families in their homes, the workers address any issue that may be interfering with a student’s ability to attend school, from clothing issues to food insecurity to day-care needs.

Improvement in student attendance is reflected in the data.

SCHOOL YEAR	CHRONIC ABSENTEE RATE
2021-22	23.7%
2022-23	20%
2023-24	Final data is expected to show continued improvement

This program has been so successful that upon the termination of ESSER funding, the community of West Haven assumed the cost of the program.



MANCHESTER INVESTS IN CURRICULUM AND INSTRUCTION

During the pandemic period of remote instruction, districts made significant modifications to curriculum and instruction. While the modifications kept the threads of learning moving forward, it was well recognized that reduced time, abridged curricula and the narrowing of instructional tools were likely going to impact achievement. Indeed, subsequent assessments confirmed that student achievement had taken a step backward in most districts during this time.

Districts engaged in thoughtful review of options to deal with learning deficits. Some elected to pursue acceleration models of teaching. Others hired additional teachers, providing stronger ratios of teachers to students. Many beefed up their summer programs or provided additional instruction through tutoring sessions. Still others capitalized on the infusion of technology that had been purchased with pandemic funds. Most chose a combination of strategies. Such was the case in Manchester.

Manchester took a multi-faceted approach to addressing student math achievement. The District invested in professional development for its math teachers in Peter Liljedahl's *Building Thinking Classrooms in Mathematics*. It also purchased and implemented the *IXL Math Program* and necessary technology. The District further supported math recovery with "push in" and "pull out" support for students who would benefit from individual or small group instruction.

Perhaps one of the most critical strategies is Manchester's focus on resulting data. Detailed analysis of student progress is underway. The District is carefully monitoring the math progress both on IXL and SBAC measurements and studying the relationship between them as noted in the slide below. This is but a small example of the analysis.

In order to compound math growth even further, Manchester embraced the opportunity to provide high dosage tutoring (HDT) to its students under a special grant. More than 70 middle school students participated in the HDT program with 25 Manchester High School students serving as tutors. Results? The HDT students completed 3 times the number of skills expected for students at their grade level. Seventy-one percent of the HDT participants are either at or approaching grade level performance in math.

Manchester's investments in curriculum and instruction are paying big dividends in student achievement.

All							
Grade	Not Pin 5/11	SB 2023 At/Ab	DL 5/11 At/Abov	IXL Fall At/Ab	SB 2023 Ap/Ab	IXL 5/11 Ap/Abov	IXL Fall Ap/Ab
3	11.00%	n/a	62.00%	25.00%	n/a	82.00%	63.00%
4	10.00%	34.50%	52.00%	23.00%	57.81%	76.00%	60.00%
5	7.00%	34.30%	40.00%	12.00%	63.41%	67.00%	39.00%
6	16.00%	19.70%	39.00%	16.00%	46.94%	56.00%	35.00%
7	17.00%	24.70%	26.00%	4.00%	52.56%	40.00%	34.00%
8	12.00%	17.80%	25.00%	14.00%	37.62%	41.00%	30.00%
3-8	12.00%	23.20%	41.00%	15.87%	47.20%	61.00%	41.31%

Math Instruction

- IXL – Year 2 implementation underway with teachers in grades 2-8 becoming more comfortable with utilization
- 41% of students grades 3-8 at or above grade level compared to 23.2% at or above goal on 2023 SB
- 61% of students grades 3-8 within one grade level of grade level compared with 47.2% of students at approaching or better on 2023 SB

Math Smarter Balanced – IXL Comparison

RE-IMAGINED SUMMER SCHOOLS IN CONNECTICUT

In the Winter of 2022 when it was clear there had been substantial learning loss due to the pandemic, CAPSS took action to support one of the most obvious interventions – expanded and enhanced summer school opportunities.

The ESSER Advisors were tasked with developing strategies to assist districts expand the number and improve the quality of summer learning activities available to students. With significant additional funding from the federal government on the horizon, districts were encouraged to think differently and creatively about their summer learning opportunities.

The ESSER Advisors began by researching the literature on effective summer learning programs. This research led to the publication of, "[Summer Learning: A Program Guide](#)". This guide provided districts with a step-by-step process for designing, implementing and evaluating state-of-the art effective summer learning programs.

At the end of the 2022 school year, CAPSS contacted districts regarding summer programs they created that they thought were going to be significant and effective in addressing this learning loss issue. Districts across Connecticut responded.

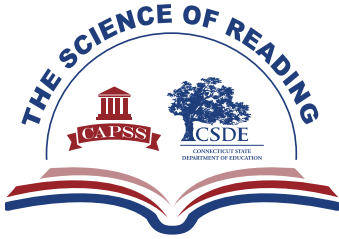
During the summer of 2022 ESSER Advisors visited programs in 19 districts ranging from small rural towns to large urban cities. What was found during these visitations was an incredible array of creative, innovative, engaging and effective programs. Some highlights included:

- Programs addressing basic skills and emotional learning using highly engaging, active learning strategies and materials, e.g., crime scene investigation, robotic construction and programming, medical training, creating treasure maps, marine research, gardening, theater, etc.
- Students eagerly attending the programs while demonstrating remarkable independence and enthusiasm.
- Programs partnering with community agencies to make the programs comprehensive and expansive.
- Programs that were highly structured and consistent but also creative, innovative and fun.
- Programs that encouraged teachers to create and utilize new and creative strategies to address curriculum standards through professional learning and testing laboratory settings.
- Programs so comprehensive that parents flocked to them as they were meeting not only their child's learning needs but providing essential daycare as well.
- High school programs that allowed students to make up work, gave incoming students a leg up on freshman year and gave upper-grade students an opportunity to earn college credits.

At the end of the summer, CAPSS created a document describing these sample programs, "Summer Learning, ESSER-Funded Summer Programs in Connecticut School Districts". In this document each program was briefly described, highlighting the innovative/creative elements of the program along with evaluation strategies to gauge effectiveness. Contact information was listed for program managers and a link to more details was provided.

Finally, at the CAPSS statewide conference in March of 2023, all 19 districts were invited to share elements of their summer programs with participants in a *Science Fair for Adults* format. The response from conference attendees was extremely positive.

SCIENCE OF READING (SOR) MASTERCLASS



Supported by ARP/ESSER Funding, the Connecticut State Department of Education and the Connecticut Association of Public School Superintendents (CAPSS) began an innovative, formal partnership in June 2022 to implement a program of learning that would empower and support school district literacy leadership teams to deepen their knowledge of the Science of Reading (SOR) and build aligned systemic practices. Interested superintendents submitted applications for participation and committed to the following:

- Convene a districtwide literacy leadership team.
- Participate in a MasterClass statewide and regional support structures, including technical assistance sessions, coaching, and online modules.
- Establish school-based literacy leadership teams and prioritize reading professional learning activities in each school.
- Communicate to school-based literacy leadership teams the expectations for establishing and executing a plan for providing a comprehensive reading instruction model.
- Allocate resources and schedule time to support fully the implementation of SOR structures and practices across the district, schools, and classrooms.

Currently, 41 districts, one charter school, and over 400 superintendents and district leaders in four cohorts have participated in the SOR MasterClass. Each district team attends five plenary sessions on the components of Reading. This robust and comprehensive professional development program includes presentations by nationally recognized experts, current research, and additional resources that ensure the participants are exposed to cutting-edge information and best practices. Moreover, the program structure encourages collaboration and the sharing of ideas across districts, which can lead to innovative approaches and the broadening of participants' perspectives.

The approach of providing ongoing, tailored support between plenary sessions demonstrates a commitment to deep, sustained professional development. The visits by Executive and Reading Coaches allow for customization to the specific needs of each district, ensuring that the strategies and practices discussed during the plenary sessions are effectively implemented at the ground level. Engaging with specialists, leadership teams, and conducting classroom walk-throughs helps create a holistic view of each district's needs, making the support more impactful.

An expansive collection of SOR resources has been made available to all participants. This includes SOR webpages that are packed with tools, templates, models and presentation materials. An online District Literacy Scan is available to aid districts in assessing their literacy needs and developing improvement plans. Reinforcement of learning has been captured in virtual modules that serve to review and reinforce the MasterClass experiences.

We've already seen some great results with our SBAC scores coming in as well as our end of year Aimsweb results...all time high for our grade three current students.
(Portland Public Schools)

This embedded coaching and this professional learning is really key... It's not a one size fits all... It's the collaboration, it's the working together and it's seeing results we are seeing.
(Groton Public Schools)

Our data confirms... The Science of Reading is not a pendulum swing. It is a knowledge that informs our decision to do the best we possibly can for all students while continuing to build teacher capacity around essential components. Our data confirms it is more about teacher pedagogy than a program.
(Southington Public Schools)

SCIENCE OF READING (SOR) MASTERCLASS

Classroom walkthroughs have been both popular and impactful during district visits. MasterClass Coaches participate with members of the district literacy leadership team in observing reading instruction. Literacy “Look-for Guides” focus the observations on important elements of reading. A post-walk through guide provides a debrief protocol for processing the data collected during the observations. The observers then determine next steps for further developing literacy instruction.

An optional year two of support by Executive Coaches and Reading Coaches is now also provided based on the feedback from district teams.

The SOR MasterClass has received overwhelming positive reviews and feedback from participants. Emerging formative assessment data has begun to show growing staff confidence in Reading instruction and improvement in the use of formative assessment data.

The Science of Reading MasterClass has changed the way we look at and interpret data.
(Canton Public Schools)

We implemented systems and structures to ensure that we can maintain fidelity to the Science of Reading.
(New Haven Public Schools)

At Lincoln Bassett we remained focused on student data. Some of our spring data is as follows. For our HMH growth measure there was 41% of our students in the fall who were three or more grade levels below. In the spring we decreased that dramatically to 18%.
(New Haven Public Schools)

IMPACT OF ARP/ESSER EDUCATIONAL FUNDING IN CONNECTICUT

As ARP/ESSER funding comes to a close, the question of impact is now front and center. What did this unprecedented infusion of resources mean to Connecticut’s public schools and the students they serve? How have these funds impacted student outcomes and the future? Perhaps the answers are best addressed through the title of this publication: “Recovery, Innovation, and Transformation ...”.

Recovery

Indeed, a prime intent of the ARP/ESSER funding was to recover from the pandemic—to regain strength and normalcy that had been disrupted and to make restorations for lost learning. As the intensity and duration of the health crisis grew, so did the distortion of routines and systems that support learning. Time, place and relationships became increasingly fluid and unpredictable. Remote instruction in shortened school sessions, often with substitute staff, challenged the quality and quantity of instruction. While remote instruction helped to maintain a lifeline to learning, few doubted that learning outcomes would take a significant hit as the pandemic dragged on.

In 2021, the Edunomics Lab at Georgetown University released a mathematical tool entitled “The Calculator” that predicted the amount of learning loss that students had experienced because of the pandemic.¹ The model predicted how much learning in math and reading had been lost for each school district based on the variables of in-person vs. remote instruction and characteristics of the schools and students. As one might guess, the longer that students remained out of school, the greater the loss in learning.

Connecticut schools chose a number of strategies to address the lost learning, many of which are described in the programs shared in this publication. Among them were enhanced and extended summer programs, longer school days, tutoring and changes in instructional approaches.

Individual districts have been monitoring academic recovery through ongoing assessments. They are also looking to track performance on state accountability measures. The aggregate state recovery as reported on state accountability measures has been mixed and modest but is trending in the right direction.² Districts with minimal learning loss, high levels of student engagement and attendance, and fully certified teaching staffs have been in better positions to attain pre-pandemic levels of academic achievement. Those that struggle with attendance and staffing shortages that grew during the pandemic are fighting multiple front challenges.

Innovation

Many of the investments that Connecticut made with ESSER dollars were in “innovations”. Simply defined, an innovation is doing something new. Innovation has been critical to recovery in post pandemic plans.

As described in the “Recovery” section above, attendance and engagement were major challenges that emerged during the pandemic. In the early pandemic period, technology, connectivity, and technical support were common challenges, leaving some students with obstacles in accessing the available education. Attendance and attention in remote classes varied widely. Even after schools found solutions to the technology challenges and re-opened with hybrid models, irregular attendance patterns continued. Covid-19 infections, contact tracing, mandatory quarantines and new family and personal routines kept many students separated from school attendance.

The State supported LEAP Program (Learner Engagement and Attendance Program) has been an innovative response to the attendance challenges. The program included 15 CT districts in home visitations designed to re-engage students with attendance problems.³ The results have been promising with some significant and sustained gains in attendance. Although attendance in itself is not a guarantee of achievement, it is a pre-requisite.

Another innovation that emerged was the State partnership with the Connecticut Association of Public School Superintendents (CAPSS) to sponsor the Science of Reading (SOR) initiative. The SOR initiative seeks to advance the goal of having all children reading on grade level by grade 3 through comprehensive training of staff in the Science of Reading. The SOR innovation is also described in this publication.

¹ Edunomics Lab, Georgetown University. **Calculating Investments to Remedy Learning Loss.** <https://edunomicslab.org/calculator/>.

² CT State Department of Education. Press Release: **Connecticut Students Show a Second Year of Improved Attendance and Mathematics and Science Scores**, August 27, 2024. <https://portal.ct.gov/sde/press-room/press-releases/2024/improved-attendance-and-mathematics-and-science-scores>

³ CT State Department of Education. Video Production: **Learner Engagement and Attendance Program – LEAP.** <https://portal.ct.gov/sde/chronic-absence/learner-engagement-and-attendance-program-leap>.

Transformations

Beyond innovations are transformations, where systems and structures change. Two things drove needs and opportunities for transformation: radically different parameters of time, space and relationships and the availability of ARP/ESSER funds.

One of the most obvious transformations that accelerated during the pandemic was the role of technology in education. Remote instruction required the availability of one-to-one devices and connectivity between school staff and student homes. Districts and communities used ARP/ESSER funds to build that capacity. While remote learning was not intended to be a long-term substitute for in-person learning, some of the experiences proved to have promising utility and benefit beyond the pandemic.

One-to-one technology opened the door to new depths of personalized learning and assessments. It changed the way educators collaborated and learned, creating bursts of opportunities in professional development. It also opened new avenues of communication with families through on-line conferences, electronic messaging and learning opportunities. While schools and classrooms have returned as the centers of teaching and learning, technology applications continue to play major new roles in instruction and communication.

Samples of district transformation projects are also presented in this publication. New London launched a center of coordinated services for its early education programs. Griswold reimagined its alternative program with new space and identity. East Haven paved a pathway from East Haven High School to advanced manufacturing jobs. These transformational visions became reality with the support of ARP/ESSER funds.





FOR MORE INFORMATION, CONTACT:

Frances Rabinowitz
Executive Director
frabinowitz@capss.org
(860) 236-8640 ext. 160