

EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
Meeting of Wednesday, January 8, 2025
7:00 p.m. - Room A5, Broad Brook Elementary School
14 Rye Street, Broad Brook, CT

Google Meet joining info
Video call link: <https://meet.google.com/sph-kwwy-cey>
Or dial: (US) +1 216-930-8933 PIN: 881 600 728#
More phone numbers: <https://tel.meet/sph-kwwy-cey?pin=8659140360724>

AGENDA (AMENDED)

I. CALL THE MEETING TO ORDER

II. PLEDGE OF ALLEGIANCE

III. ATTENDANCE

IV. ADDED AGENDA ITEMS

V. MINUTES

December 11, 2024 - Regular Meeting Minutes

VI. 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.
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VII. STUDENT REPRESENTATIVE REPORT

VIII. BROAD BROOK SCHOOL REPORT

IX. STRATEGIC PLAN UPDATE

X. NEW BUSINESS: VOTE

Appointment of four members of the Board of Education to the East Windsor Board of Selectmen Ad Hoc Committee on School Renovation Planning

XI. LIAISON'S AND SUBCOMMITTEE REPORTS

XII. PUBLIC PARTICIPATION

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 - 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.
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XIII. MISCELLANEOUS

XIV. CORRESPONDENCE

- 1) Increasing Educator Diversity Plan Approval
 - 2) CAPSS Alliance Districts Emails
 - 3) CAPSS Alliance Open Letter to Connecticut Education Leaders
 - 4) CAPSS Legislative Priorities
-

XV. ADJOURNMENT

**EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
REGULAR MEETING MINUTES
Wednesday, December 11, 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 7:00 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, C. Sevarino (via Google Meet), K. Betancourt, E. LeBoribus, D. Menard, G. Resto (arrived at 7:03 during Commendations), N. Farmer, Dr. P. Tudryn

Also in attendance: D. Rouillard, J. Martin, R. Galloway, C. Gustafson, B. Kaminski, T. Field, L. Daitch

Absent: Secretary F. Neill, Student Representative M. Lukasik

IV. ADDED AGENDA ITEMS

On a motion by Vice Chair H. Spencer, second by D. Menard, to amend the agenda to add a vote on the June 13, 2024 special meeting minutes during agenda item six, Minutes. Passed with a unanimous vote by all members present.

V. COMMENDATIONS

C. Gustafson gave a brief summary of the North Chamber Acts of Kindness Award. L. Daitch introduced East Windsor Middle School student Charlotte Hebert and shared her accomplishments and a summary of the acts of kindness that led to Charlotte being nominated to receive the award. T. Field shared information about the other middle school award recipient, Jack Clifford. B. Kaminski shared information about the two high school students, Shamar Croome-Wilson and Roman Schiessl, who also received awards.

VI. MINUTES

- 1) November 13, 2024 - Regular Meeting Minutes: On a motion by Vice Chair H. Spencer, second by E. LeBoribus, to approve the Board minutes. PASSED with a unanimous vote.
- 2) June 13, 2024 - Special Meeting Minutes: On a motion by D. Menard, second by Vice Chair H. Spencer, to approve the Board minutes. PASSED with a unanimous vote.

VII. PUBLIC PARTICIPATION

None

VIII. STUDENT REPRESENTATIVE REPORT

A copy of the Student Representative Report was provided to the Board.

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

Dr. P. Tudryn highlighted the January 9, 2025 Finance Subcommittee meeting, moved to accommodate a Facilities Subcommittee Meeting.

X. POSITIVE SCHOOL CLIMATE AND EQUITY REPORT

C. Gustafson presented the Positive School Climate and Equity Report. The report focused on how the School Climate and Equity Committee is working to create positive connections with families and a positive learning environment, in alignment with the second goal in the district's strategic plan. C. Gustafson shared information on legislative updates, social emotional learning lessons and district practices, the district's commitment to restorative practices and family engagement, as well as community partnerships and engagement. A copy of the report was provided to the Board.

XI. SUPERINTENDENT'S REPORT

Dr. P. Tudryn provided an update on the work being done in the Facilities Subcommittee. Ed. Specs meetings have taken place at all three schools. CSG representatives advised the initial draft of the Ed. Specs should be out this month. J. Giuliano of CSG advised that there have been five bids for the architecture RFP. Ira Yellen reviewed a two month timeline and plan for engaging community members in the project. D. Menard spoke to the suggestion of a de facto subcommittee of the Board of Selectmen including members of the BOE Facilities Subcommittee and members of town groups and committees. Dr. P. Tudryn provided further clarification and information. Discussion ensued regarding concern related to how rushed Board members feel the timeline has become as well as the potential creation of an additional subcommittee. Dr. P. Tudryn will be creating a shared document where Board members can add questions for CSG in advance of the next regular meeting.

XII. PERSONNEL REPORT

A copy of the personnel report was provided to the Board.

XIII. FINANCE REPORT

R. Galloway presented the Finance Report to the Board. Funding for the Teacher Residency Program was discussed briefly. Discussion ensued regarding asking state representatives to speak at a regular board meeting. Chair K. Carey-Trull will be looking into their availability.

XIV. NEW BUSINESS: VOTE

On a motion by Vice Chair H. Spencer, second by K. Betancourt, to approve the Board of Education goals as presented. Discussion ensued regarding how the Board would monitor

meeting their goals. The topic will be added to the agenda for discussion at the next regular Board meeting. PASSED with a unanimous vote.

XV. LIAISON AND SUBCOMMITTEE REPORTS

Vice Chair H. Spencer advised that the Board of Selectmen accepted the recommendations of Capital Improvement Planning and the recommendations will be forwarded to a Town Meeting. She further advised that the Board Policy Review subcommittee will be reviewing the 9000 Series Policies. N. Farmer advised that the PTO is holding their holiday store. They are in need of morning volunteers for the final day, December 12th.

XVI. PUBLIC PARTICIPATION

None

XVII. MISCELLANEOUS

K. Betancourt shared that the first home scrimmage for the Tri Town hockey team is Saturday, December 14th, at the rink in Enfield. Chair K. Carey-Trull reminded the Board about community events like the Torchlight Parade. D. Menard inquired about regular Board of Education meetings being live streamed. Dr. P. Tudryn advised that work is being done to facilitate that via Google Meet in the new year.

XVIII. CORRESPONDENCE

Copies of the 2025 Board of Education subcommittee meeting schedule and the December enrollment report were provided to the Board. Dr. P. Tudryn highlighted the ESSER Report which recognizes East Windsor Public Schools strategic spending of ESSER funds. Chair K. Carey-Trull commended Dr. Tudryn on his efforts. Dr. P. Tudryn thanked R. Galloway and D. Rouillard for their work as well.

XIX. EXECUTIVE SESSION

On a motion by K. Betancourt, second by Vice Chair H. Spencer, the Board entered into Executive Session to discuss pending litigation and contract negotiations. PASSED with a unanimous vote. The Board entered into Executive Session at 8:25 PM. The Board came out of Executive Session at 8:55 PM.

X. ADJOURNMENT

On a motion by N. Farmer, second by K. Betancourt, the Board adjourned the meeting at 8:55 PM. PASSED with a unanimous vote.

Respectfully submitted,
Jessica Ripley
Board Recording Secretary

The Student Representative Report BOE Meeting 01.08.25

Broad Brook Elementary School Report

On December 17th, BBS students performed at the annual winter concerts. Using props they made in art class, each class performed a seasonal song. Both concerts were spectacular! BBES also held a spirit week in December before winter break.

Middle School Report

EWMS proudly raised \$375 for CCMC Pajama Day on December 13th. On December 20th, over 160 students joined in celebrating the perfect attendance incentive for the month of December. Additionally, the EWMS band and chorus showcased their talents during the Torchlight Parade on December 21st.

This year, 15 East Windsor Middle School students will represent the school at the CMEA Eastern Regionals. Among them are 13 chorus members, 1 orchestra musician, and 1 band performer. The participating students are:

Christopher Clark: French Horn, Orchestra
Jacob Provost: Mallet Percussion, Band
Kendall Johns: Alto, Mixed Choir
Genesis Abudo: Alto, Mixed Choir
Eloise Rocca: Soprano, Mixed Choir
Ephraim Decker: Tenor, Mixed Choir
Ruth Decker: Alto, Mixed Choir
Victoria Vazquez: Alto, Mixed Choir

Jace Arre: Tenor, Mixed Choir
Isabella Bloznalis: Soprano, Mixed Choir
Riley Fox: Alto, Mixed Choir
Abigail King: Alto, Mixed Choir
Juliette Provost: Alto, Mixed Choir
William Howard: Soprano, Mixed Choir
Olivia Collins: Soprano, Mixed Choir

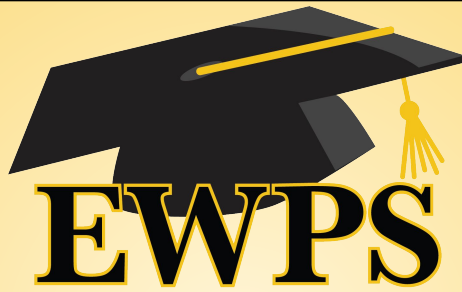
High School Report

At East Windsor High School we are proud to recognize students for their demonstration of our Portrait of the Graduate (POG) competencies. Each quarter, we are holding a special Student Recognition Breakfast where teachers and staff nominate students who excel in one or more of the POG areas (life-long learner, self aware individual, responsible citizen, etc.).

At our most recent breakfast on Friday, December 13th, we proudly celebrated students who exemplify these values through their achievements in and out of the classroom. These students have shown commitment, growth, and a positive impact on our school community. We hope you'll join us in congratulating them and encouraging all students to strive for excellence in these important areas. These students do not hide their panther pride and are pridetworthy.

The quarter's honorees were:

Jayden Ortiz, Gabryella Guzie, Kalia Lewis, Kristina Keyes, Santana Cameron, Jaylon Jackson, Nate Clarke, Rialynn Hernandez, Noah Backus, Emmit Soboslai, Rosaly Nogueurra, Sam Rodriguez



East Windsor Public Schools
Our graduates go places!

BBS - Number Corner
 EWPS Board of Education
 January 8, 2025

POG and Strategic Plan Alignment

Portrait of the Graduate
 East Windsor Public Schools

- Informed Life-Long Learners**
 - Curious
 - Motivated
 - Problem-Solvers
 - Open-Minded
 - Critical Thinkers
- Self-Aware Individuals**
 - Healthy Decision Makers
 - Resilient
 - Reflective
 - Socially-Emotionally Aware
- Responsible Citizens**
 - Civic Contributors
 - Clear Communicators
 - Culturally & Ethically Aware

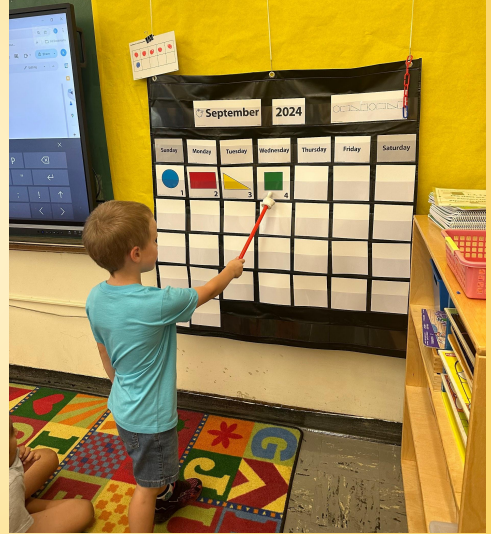
East Windsor Graduates are Informed Life Long Learners, Responsible Citizens & Self Aware Individuals

Strategy #3: Continue implementation of evidence and/or research instr

Actions:	Timeline:	Led By:
-Identify building-based areas of need	0-3 months	-Curriculum Director
-Identify strategies based on areas of need		-District Administrators
-Provide professional development on instructional strategies		
-Conduct classroom walkthroughs to identify use of instructional strategies	12-15 months	
-Identify and implement data review cycle	16-18 months	
-Provide feedback and/or professional development based on classroom walkthrough		-PoG committee

Number Corner

- Grades K-2
- Supplements Illustrative Math
- 10 minutes a day
- Provides additional instruction and practice in basic math skills, number sense and problem solving



3

Number Corner Components - Grades K-2

Calendar Grid

Patterns that introduce and reinforce a variety of key number and geometry skills. Grades K-5

Calendar Collector

Collections that promote deep understandings of estimation and counting, place value, measurement, and data. Grades K-5

Computational Fluency

Activities, games, and practice pages designed to develop and maintain computational fluency. Grades K-5

Number Line

Number line activities that promote counting skills and number sense. Grades K-3

Number Path

Number line activities that promote counting skills and number sense. Grades K-1

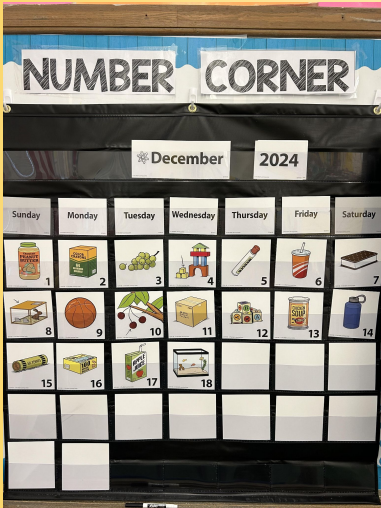
Days in School

Activities and routines that capitalize on the number of days students have been in school. Grades K-1



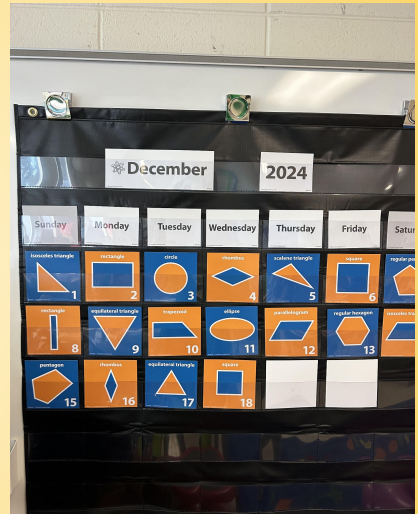
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Calendar Grid



Grade 1

[Kindergarten
Video of Student
Interaction with
calendar](#)



Grade 2



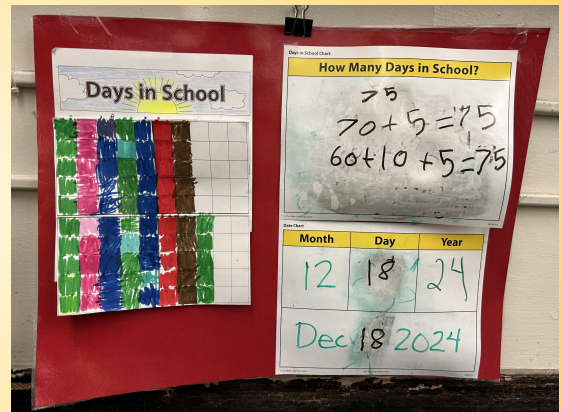
Days in School

Kindergarten Days in School

Count by 10's

- Number Line
- Ten frames
- Chains
 - Red and Blue by 5's

[Video of Kindergarten Days in School](#)



Grade 1 Days in School Models



September Sample Display

Of the items shown below, some are ready-made and included in your kit, you'll prepare others from classroom materials and the included print originals. Refer to the Preparation section in each workout for details about preparing the items shown. The display layout shown fits on a 10' x 4' bulletin board or on two 6' x 4' bulletin boards. Other configurations can be used according to classroom needs. If you have extra space, a Number Corner header may be made from bulletin board letters, student-drawn letters, or other materials. You will also need a standard pocket chart this month.

January February March April May June July August September October November December

Finger Formation Display Cards
Used in Number Corner workouts throughout the year.

Classroom Number Line
As you accumulate more strips, they can be moved below the display or to another location in the classroom.

Number Path Pocket Chart
Extra red and blue covers can be kept in a zip-top bag pinned to the board.

Plastic Link Chains & 10-Frames
Used in the Days in School routine. You might make a colored paper background for the collection.

Calendar Collector Pocket Chart
Used in the Calendar Collector workouts to display the weekly collections. You may want to save some room to post a statement about the collection when the 11 is tallied at the end of the third week.

Shape Posters
Made from chart or butcher paper and copies of the shape songs print originals.

Circle We See in the World
Rectangle We See in the World
Triangle We See in the World
Square We See in the World

Number Corner Third Edition Kindergarten Teachers Guide

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September Sample Display

Of the items shown below, some are ready-made and included in your kit, you'll prepare others from classroom materials and the included print originals. Refer to the Preparation section in each workout for details about preparing the items shown. The display layout shown fits on a 10' x 4' bulletin board or on two 6' x 4' bulletin boards. A Number Corner header may be made from precut or handmade letters.

January February March April May June July August September October November December

Calendar Grid Pocket Chart
Remember to consult a calendar for the starting day of the month and year. Include the label for the year at the top of the chart.

Calendar Grid Observations Chart
A piece of 24" x 36" chart paper works well.

Classroom Number Line
By the end of the year, you will have 16 or 17 strips. Plan space for the line to continue and, if possible, be placed where students can interact with it.

Number Path Pocket Chart
Extra red and blue covers can be kept in a zip-top bag pinned to the board.

Magic Wall & Magnetic Tile
Post the Magic Wall near the calendar grid display. Keep the blue and red magnetic tiles nearby.

Calendar Collector Pocket Chart & Data Collection Graph
Assemble the graph from copies of the included print originals, the included title cards, and a sentence strip for a heading. Pin up a few plastic bags beside the graph to hold extra pieces. See the Preparation section for details. You'll use similar elements for Calendar Collector displays in October and January.

Date Chart, Days in School Chart & 100-Frame
The frame measures approximately 10" wide by 12" tall including the header and is constructed from copies of two print originals. The charts are included in the Number Corner kit.

Word Resource Cards
Post these during Calendar Collector Day 5. Looking at the Weekly Collection Total.

Number Corner Third Edition Grade 1 Teachers Guide

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September Sample Display

Of the items shown below, some are ready-made and included in your kit; you'll prepare others from classroom materials and the included print originals. Refer to the Preparation section in each worksheet for details about preparing the items shown. The display layout shown fits on a $10' \times 4'$ bulletin board or on two $6' \times 4'$ bulletin boards. Sheets of tagboard or pieces of cloth make good backgrounds for the displays.

Calendar Grid Observations Chart
You might use $24'' \times 36''$ chart paper. If you laminate the chart before writing on it, you can reuse it in future months.

Calendar Grid Pocket Chart
Remember to consult a calendar for the starting day of the month and year. Include the label for the year at the top of the chart.

Classroom Number Line
As you accumulate strips, you may need to move them to another location in the classroom. If possible, keep the number line where students can interact with it.

Magic Wall & Magnetic Tiles
You'll use these in Daily Rectangle activities this month.

Number Line Segments
Each segment measures $4'' \times 11''$. If you like, you can use half sheets of $9'' \times 12''$ construction paper to make backgrounds.

Calendar Collector Display
If you have extra space, hang a geared display clock (such as a Judy Clock) or other time-related displays.

Daily Rectangle Recording Chart
You might use $24'' \times 36''$ chart paper. If space is tight, consider posting it separately on an easel, a bulletin board, or the wall.

Number Corner Third Edition Grade 2 Teachers Guide
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Teacher feedback

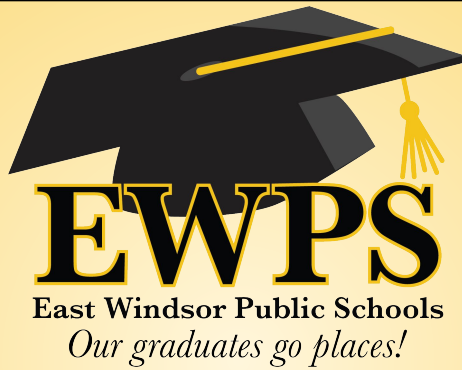
- Students enjoy determining the pattern on the calendar.
- Students are being exposed to standards that are taught later in the year. They are noticing that they already learned it.
- For the small amount of time, many different concepts are being reviewed and taught.



10

Any questions?





Strategic Plan Update Board of Education January 8, 2025

1

Strategic Plan Goals:

- Expand Portrait of the Graduate instructional model to all grades
- Provide opportunities for ALL students to find their path to success
- Update and maintain facilities conducive to modern teaching and learning
- Increase awareness and understanding of EWPS accomplishments and challenges



Goal 1: Implementing Portrait of the Graduate to all grades:

- Audited and revised K-12 instructional plans
- Created timeline for implementation
- Redesigning summer learning programs
- Provided PD for educators
- POG rubrics have been implemented
- All indicators have been linked to teachers/classes
- Appeared on report cards Fall 2024
- **Instructional Monitoring through MTSS**



3

Goal 2: Provide opportunities for ALL students to find their path to success

- Strengthened Teacher Home visit Program
- Established student recognition programs
- Strengthened student advisory programming/resources (DESSA)
- Restorative practices
- Expand college and career options
- 8 Course proposals approved by BOE
- **Expand Community Partnerships to increase student opportunities**



4

Goal 3: Updating Facilities

- CIP Tours
- **Partnering with CSG, the facilities subcommittee, and the town to pursue building upgrades**
- Completed demographic enrollment study
- Prioritizing capital improvements
- Conducting mechanical needs assessment (ongoing)
- Developing master plan
- Completed a new high school track

On Schedule



5

Goal 4: Improve communication and community outreach

- Superintendent's Updates
- Website
- Facebook
- **Community Survey**
- Community Calendar
- Policy Updates
- Internal communications
- Principal communications to parents and staff
- Recruitment/Retention
- ATM meetings

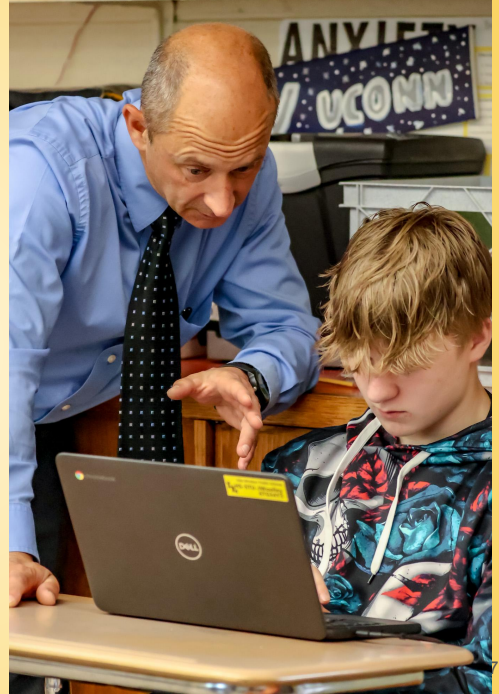
On Schedule



6

THE RESULTS

- Ongoing data analysis and professional development is **building the capacity of teachers.**
- Our teachers are **implementing best instructional strategies.**
- Our **students are engaging in rigorous learning experiences** and student achievement is improving.
- The **community is informed and supportive** of the students' success



Questions?



Thank you



GOAL 1
Expand Portrait of a Graduate to All Grade Levels

Expanding Portrait of a Graduate to all grade levels.

Strategy #1: Address K-12 curriculum needs.

<p>Actions:</p> <ul style="list-style-type: none"> -Create curriculum revision cycle -Create timeline for curriculum revision -Conduct an annual audit of the current curriculum -Redesign summer learning programs to support student success 	<p>Timeline:</p> <ul style="list-style-type: none"> 0-3 months Annually 12-18 months 	<p>Led By:</p> <ul style="list-style-type: none"> - Curriculum Director - PLCs - District and building administrators 	<p>Performance Indicators:</p> <ul style="list-style-type: none"> - Curriculum maps completed - Data that shows improved student achievement - Design Summer Learning Plan 	<p>Feedback: Curriculum Revision Cycle and Timeline:</p> <ul style="list-style-type: none"> - Draft Established - Plan for SY 25.26: Science K-12, Mathematics 6-8, Music 5-12, Electives 9-12 (Public Speaking, TBD), World Language 6-12, ELA 9-12, Health K-12, Digital Citizenship 6-8 - Completed Curriculum work 24-25: ELA K-4 and 5-8*, STEM K-4, Physical Education K-12, UConn ECE Spanish Conversation, UConn ECE Spanish Composition, Electives 9-12 (AP Art & Design, 2D Design, 3D Design, Business Concepts 2, Intro to Marketing,) - Implemented: Heggerty & Foundations (K-3 early literacy - phonics; Bridge the Gap 4-8); Number Corner K-2; Purposeful Play PK-K
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				<p>Course Proposals: AP Music Theory, Music Theory, Unified Music, Internship Class</p> <p>Audit:</p> <ul style="list-style-type: none">- ongoing (year 3 of 4) <p>Summer Learning:</p> <ul style="list-style-type: none">- Developed and distributed- Credit Recovery
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Strategy #2: Enhance and expand Portrait of the Graduate model to all grade levels and inform students and parent of benefits.

<p>Actions:</p> <ul style="list-style-type: none"> -Schedule district wide committee work days - Draft rubrics - Share with district staff - Provide PD for all staff on use of rubric - Pilot rubrics - Revise rubrics - Include on reports cards - communicate with staff/community 	<p>Timeline:</p> <ul style="list-style-type: none"> 0-3 months 12-15 months 16-18 months 	<p>Led By:</p> <ul style="list-style-type: none"> Curriculum Director - District Administrators - PoG committee 	<p>Performance Indicators:</p> <ul style="list-style-type: none"> - Updated report cards - Completed rubrics - Feedback from pilot rubrics - Communications with families 	<p>Feedback:</p> <p>Committee Days:</p> <ul style="list-style-type: none"> - Completed Committee Meetings 22-23 - Advertising to the community - ongoing - Presentations made to all staff - completed <p>Rubrics:</p> <ul style="list-style-type: none"> - Final draft - completed - High School Pathways work - ongoing - Senior Capstone Project - completed - POG in use and included on report cards (district-wide)
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Strategy #3: Continue implementation of evidence and/or research instructional strategies.

Actions:	Timeline:	Led By:	Performance Indicators:	Feedback:
<ul style="list-style-type: none"> -Identify building-based areas of need -Identify strategies based on areas of need -Provide professional development on instructional strategies -Conduct classroom walkthroughs to identify use of instructional strategies -Identify and implement data review cycle -Provide feedback and/or professional development based on classroom walkthrough 	<div style="border: 1px solid green; padding: 5px; margin-bottom: 10px; display: inline-block;">0-3 months</div> <div style="border: 1px solid blue; padding: 5px; margin-bottom: 10px; display: inline-block;">12-15 months</div> <div style="border: 1px solid magenta; padding: 5px; display: inline-block;">16-18 months</div>	<p>Led By:</p> <ul style="list-style-type: none"> -Curriculum Director -District Administrators -PoG committee 	<p>Performance Indicators:</p> <ul style="list-style-type: none"> - Needs Assessment Completion - Strategic Planning - Professional Development - Instructional Monitoring - Data-Driven Feedback 	<p>Feedback:</p> <ul style="list-style-type: none"> - Areas of need identified - ILT created to map out SY24.25 <p>Professional Development: Ongoing</p> <ul style="list-style-type: none"> - Objectives/Learning Targets - Student Engagement - Mathematical Practices - Student to Student Discourse - DOK/Rigor - ELA/Social Studies Strategies/Science of Reading - Problem Solving - Feedback - Accountable Talk - Integrating Prior Knowledge - MTSS (District-wide) <p>Data: Ongoing / Planning</p> <ul style="list-style-type: none"> - Lyman Data Systems - i-Ready K-8 personalized learning - Exact Path 9-12 personalized learning - Intervention Data/Assessments - Updated* (Dibels & Acadience) - Reflex & Frax Math - PSAT/SAT/AP

				<ul style="list-style-type: none">- PowerSchool- Google Data Studio- DESSA (SEL) <p>Feedback: Ongoing</p> <ul style="list-style-type: none">- Through weekly newsletters, ILT, PD- 5 Quick Things (hs)- Through individualized conversations
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GOAL 2

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

EWPS Strategic Plan 2021-2026

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

Strategy #1: Create positive connections with families

<p>Actions:</p> <ul style="list-style-type: none"> - Continue Parent Teacher Home Visit program -Provide staff with historical and current perspectives of the town -Create and implement a communications plan -Establish student recognition programs -Provide professional development 	<p>Timeline:</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Annually</p>	<p>Led By:</p> <ul style="list-style-type: none"> - Safe School Climate and Equity Coordinator - School social workers - Building administrators/teachers 	<p>Performance Indicators:</p> <ul style="list-style-type: none"> - Improved attendance - Parent survey results - Summary of home visits - Narrative of historical perspective - Parent participation in identified activities - PS evaluations and agendas - Parent Teacher Conferences 	<p>Feedback:</p> <p>Home Visitation: Ongoing</p> <ul style="list-style-type: none"> - PD for Home Visits provided/PTHV & LEAP - Ongoing Home Visits <p>Student Recognition:</p> <ul style="list-style-type: none"> - Outstanding Student - Annual Award Ceremonies - Most Improved Student (bb) - Yard Goats - Problem Solver Awards (ms) - Quarterly Awards (ms) - National Honor Society (hs) - LEO Club Induction (hs) - Athletic Awards/Senior Night (hs) - POG Student Recognition Breakfast (hs) - North Central Act of Kindness Award (ms & hs) - Attendance Incentives (District) - Parent Education Programming in
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				<p>collaboration with Local Prevention Council (Screenagers: Under the Influence)</p> <ul style="list-style-type: none">- Beginning of year orientation programs for new-to-district students and families- Music Awards after every Band and Chorus Concert (ms)
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Strategy #2: Continue to create a positive learning environment

<p>Actions:</p> <ul style="list-style-type: none"> - Utilize RP coaching -Continue to conduct district-wide safe school climate & equity meetings -Continue to utilize advisory/morning meeting -Continue implementation of research based SEL curriculum -Continue to utilize strategies following Restorative Practice philosophy -Provide ongoing PD regarding ACES/Restorative Practice/Trauma -Provide professional development 	<p>Timeline:</p> <ul style="list-style-type: none"> 0-3 months Monthly Annual 	<p>Led By:</p> <ul style="list-style-type: none"> - Safe School Climate and Equity Coordinator - Safe school climate and Equity committees (school and district) - Teachers - RP coach - Administrators 	<p>Performance Indicators:</p> <ul style="list-style-type: none"> - Updated report cards - Completed rubrics - PD evaluations - Feedback from pilot rubrics - Communications with families 	<p>Feedback:</p> <p>Restorative Practices:</p> <ul style="list-style-type: none"> - Continuation of the Reset Room at MS & HS - Annual PD for all staff <p>Safe School Climate:</p> <ul style="list-style-type: none"> - Meetings (district & school) - Safe School Leaders (hs) - Student Council (ms) - Advisory calendar - Weekly plan in POST IT/Beacon/WAAG - Dr. Hill - student presentations (ms) - past - Internet Safety - Officer White (Ct.St. Police) - past - School Resource Officer (Valencia) - DARE Program - Safety Presentation by Deputy Chief Murphy (ms) - Monthly Incentives (attendance & behavior) - DESSA - MTSS - Parent Education Programming - planned - Establishment of Local Prevention Council (LPC) - Establishment of YSB - Establishment of JRB - Diversity Club
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				<ul style="list-style-type: none"> - Student leadership opportunities - networking (SERC Youth Empowerment Symposium; CAS Elementary Leadership Presentations, EdRising State Conference) - Revision of School Climate plan for SY25-26 implementation <p>Equity work PD: Ongoing</p> <ul style="list-style-type: none"> - MTSS Data Practices - Responsive Classroom training (BB) - ongoing - Creating and Sustaining a Safe School Environment - Advisory Lessons - Educators Rising - Increasing Educator Diversity plan - Open Choice Partnership - WEST ED collaboration for HS and MS
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Strategy #3: Ensure equitable access to resources

<p>Actions:</p> <ul style="list-style-type: none"> -Continue to use non-exclusionary discipline -Continue and expand access to free and reduced breakfast and lunch - Review data related to program access - Expand college and career opportunities - Provide professional development - Address technology access issues - Address transportation issues 	<p>Timeline:</p> <ul style="list-style-type: none"> 0-3 months Annual 	<p>Led By:</p> <ul style="list-style-type: none"> Superintendent Building administrators District administrators Guidance counselors Food Service Director Director of Technology 	<p>Performance Indicators:</p> <ul style="list-style-type: none"> - Review discipline data - Review course/program data - Food service participation rates - Outcomes of MTSS meetings - PD agendas 	<p>Feedback:</p> <p>Discipline:</p> <ul style="list-style-type: none"> - Reset room to return to class - Parent Conferences - Teacher/Student Restorative conferences <p>Breakfast & Lunch:</p> <ul style="list-style-type: none"> - District-wide <p>College and Career:</p> <ul style="list-style-type: none"> - Think about your futures week (hs) - Career Day (ms) - Pathways (NC3T) - Career Speaker Day (hs) - Business Teacher - STEM (bb) - Gifted & Talented (ms) - Exact Path (diagnostic) - Pathways Advisory Committee - Scholar Check-in (hs) - Community Partnerships (IBEW, STARBASE, Webster Bank, EW Waste- Water Treatment) <p>Technology:</p> <ul style="list-style-type: none"> - 1:1 Student Devices - ongoing to Chromebooks - Transition to ViewSonic Boards - ongoing - Network Hardware update - completed
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				<ul style="list-style-type: none">- Upgrade of internet speed - completed- GoGuardian - completed- Copiers - completed- School Security - completed- Camera upgrade - ongoing
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GOAL 3
Updating and
maintaining facilities

EWPS Strategic Plan 2021-2026

Addressing facility issues, ensuring teaching and learning space is adequate for today's student needs.

Strategy #1: Develop preventative maintenance plan

<p>Actions:</p> <ul style="list-style-type: none"> - Develop 3-year maintenance plan - HVAC - Fire protection - Plumbing - Electrical 	<p>Timeline:</p> <p style="text-align: center;">Annually</p>	<p>Led By:</p> <ul style="list-style-type: none"> - Facilities Director - Building principals 	<p>Performance Indicators:</p> <ul style="list-style-type: none"> - Completed 3-year plan supported through budget 	<p>Feedback:</p> <ul style="list-style-type: none"> - BBS (1 of 3 new) & MS Boilers (updated) - BBS Gym Ceiling - BBS Gym Shades - School Roof Planning - ongoing hs & bb - 5 year service repair plan active - Gymnasium Floors (district-wide) - Updated Software for Building Management System - district-wide - completed - Refurbished Stage (hs) - New Lighting Panel and lights (hs) - Hardtop Play Area (bb) *Town Shared Project - Bulldog Carving (bb) - High school track - Kitchen Facility Improvements (district-wide) on-going - HS - Cafe tables on-going - POS Software and Equipment upgrade (district-wide) on-going
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				<ul style="list-style-type: none"> - MS Water main - MS Entryway flooring - Radon Testing (district-wide) *New CT Law - Indoor Quality Air Act Inspections and testing (district-wide) *New CT Law
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Strategy #2: Conduct facility needs assessment

Actions: <ul style="list-style-type: none"> - Develop survey – faculty and staff - Complete total assessment of current campus needs 	Timeline: <div style="border: 1px solid green; padding: 2px; display: inline-block; margin-bottom: 5px;">16-18 months</div> <div style="border: 1px solid blue; padding: 2px; display: inline-block;">Annual</div>	Led By: <ul style="list-style-type: none"> - Facilities Director - Superintendent - Building principals - Finance Director - Faculty/Staff 	Performance Indicators: <ul style="list-style-type: none"> - Completed assessment with cost analysis and input from faculty and staff 	Feedback: Survey: <ul style="list-style-type: none"> - Completed Prioritized capital improvements: (BBS Chimney Envelope, BBS Additional Boiler) Current Needs: <ul style="list-style-type: none"> - Ongoing - Conducting mechanical needs assessment - Ongoing (boilers, hvac, plumbing, electrical)
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Strategy #3: Ensure equitable access to resources

<p>Actions: -Complete feasibility study for future programs</p>	<p>Timeline: 16-18 months</p>	<p>Led By: - Facilities Director</p>	<p>Performance Indicators: - Align space needs with upcoming program of study</p>	<p>Feedback: Feasibility Study: - Completed - Using CSG Facilities Report to pursue upgrades - Completed demographic enrollment study - Working with the town and facilities subcommittee to pursue new school buildings</p>
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GOAL 4

Involving the Community –
Improving communication
and community outreach

EWPS Strategic Plan 2021-2026

Through leadership of school administration and Board of Education, increase awareness and understanding of school system accomplishments and challenges.

Strategy #1: Create and adopt a communications plan.

Actions: - Create communications plan for buildings, district and BOE communications -Utilize communications plan -Complete website audit -Update website	Timeline: 6-12 months	Led By: - Superintendent - Building and district communications	Performance Indicators: - Creation of plan - Sample communications - New website	Feedback: Communication Plan: - Ongoing Website Audit: - Completed New Website: - Completed - Fall 2023
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Strategy #2: Develop a plan to connect Alumni/Seniors and other community groups with school programs/events

Actions: - Add school based events to school calendars -Follow communications plan related to communications -Establish community calendar	Timeline: Annual Monthly	Led By: - Building Principals - PTO Leaders	Performance Indicators: - Coordinated calendar	Feedback: Calendars: Ongoing - Five Village Voice Newsletter - Parent letters sent home - PTO and Booster Club - Facebook - East Windsor Arts Commission (Mural & Crosswalk) - Pathways Advisory Committee (local business leaders) - Weekly Newsletters (hs) - Monthly Newsletters - Parent Portal/School Messenger - Veterans Day Activities - Community Surveys
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Strategy #3: Expand community outreach to support Portrait of Graduate

Actions: -Work with all boards to gain awareness, understanding and support of plan	Timeline: Annual	Led By: <ul style="list-style-type: none"> - Board of Education - Superintendent - Community Partners - Parent Groups 	Performance Indicators:	Feedback: <ul style="list-style-type: none"> Monthly - Town Senior Staff Meetings - Board of Finance - Marketing of Strategic Plan and Portrait of the Graduate
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Strategy #4: Plan for Community Celebration upon completion of strategic plan.

Actions: -Organize a committee to plan event and potential fundraising event	Timeline: 5 year	Led By: <ul style="list-style-type: none"> - Superintendent - School Board - Community Partners 	Performance Indicators: <ul style="list-style-type: none"> - Set date for event - Secure venue - Develop timeline for event planning 	Feedback: <ul style="list-style-type: none"> - Ongoing
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STATE OF CONNECTICUT

STATE BOARD OF EDUCATION



November 12, 2024

Dear Superintendent:

Thank you for your very diligent efforts in submitting a revised Increasing Educator Diversity Plan (Plan) compliant with Public Act (P.A.) 23-167 Section 10.

The purpose of this letter is to inform you that the Connecticut State Department of Education (CSDE) has completed a review of your Plan. The Plan was reviewed by CSDE staff trained to use the Increasing Educator Diversity Review and Feedback Tool (Feedback Tool) to determine if the Plan submitted has characteristics of a strong plan and is on track for successfully increasing educator diversity.

Following a thorough review and careful deliberation, we are delighted to inform you that your Plan has been approved.

In accordance with P.A. 23-167 Section 10 your approved Plan must be publicly available. Specifically, in relevant part, P.A. 23-167 Section 10(c) states: “. . . [f]or the school year commencing July 1, 2024, and each school year thereafter, each local and regional board of education shall implement the increasing educator diversity plan approved by the commissioner . . . and [e]ach such board shall make such plan available on the Internet web site of such board.”

Thank you for your commitment to prioritize building a teacher workforce that reflects the demographic diversity of the state’s K–12 students. Please email questions about your Plan and/or Plan feedback to: SDE.IEDPlans@ct.gov.

Sincerely,

Charlene M. Russell-Tucker
Commissioner of Education

cc: Sinthia Sone-Moyano, Deputy Commissioner for Educational Supports and Wellness
Dr. Shuana K. Tucker, Chief Talent Officer
Michael P. McKeon, Director of Legal and Governmental Affairs

Enclosure: (1)

Increasing Educator Diversity Plan



COVER PAGE	
District:	East Windsor Public Schools
Vision:	EWPS supports a culturally aware, engaged, and diversified staff that supports the growth, sense of belonging, and development of the students they serve. This will promote our Portrait of The Graduate approach: that all East Windsor graduates be informed life-long learners, responsible citizens, and self-aware individuals.
Theory of Action	If the leadership of EWPS identifies strategies to recruit, select, and retain a highly-skilled and diverse teaching faculty, and the district strategically incorporates practices to bolster its hiring pool, ensure equitable opportunities for candidates, and cultivates a supportive staff culture for staff of diverse backgrounds, then the school experience and academic outcomes will improve for all students.
Team Lead:	Erin Barazza, Human Resources Manager and Cheryl Gustafson - Safe School Climate and Equity Director
Team Members:	Justin Martin - Director of Operations and Communications, Lynda Daitch - Asst. Principal, Dr Christine Johnson - School Psychologist, Michelle Wylie - Teacher / Teacher in Residency Cooperating Teacher, Kate Carey-Trull - Board of Education, Elizabeth Leborious - BOE member, Frances Neill - Board of Education, Gabriella Resto - Board of Education

Increasing Educator Diversity Plan



RECRUITMENT								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/ Engagement Efforts
(What are we trying to do?)	(name, position)	What?	Who Owns This?	By When?	(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
Create a system for potential candidates to learn about the EWPS district.	Justin Martin, Director of Communications and Operations	<p>Expand social media presence in career-related platforms.</p> <p>Create media highlighting the diversity of EWPS student body and staff featuring it as an inclusive, welcoming, employer.</p> <p>Direct correspondence regarding employment opportunities to educator prep programs at HBCUs and local colleges and universities.</p>	<p>Justin Martin, Director of Communications and Operations</p> <p>Justin Martin, Director of Communications and Operations</p> <p>Erin Barraza, HR Manager</p>	<p>Spring 2025</p> <p>Spring 2025</p> <p>Spring 2025</p>	<p>Track number of posts, views, and shares on social media.</p> <p>Completed video for distribution.</p> <p>Increase in number of communications disseminated to colleges. (Baseline in 23-24: Not yet begun)</p> <p>Track "How did you hear about us?" responses from applications submitted.</p>	<p>Communications Director (in place) and allocation of current technology resources.</p> <p>Video footage and media of staff.</p> <p>Utilize current hiring platform to collect feedback from potential candidates.</p>	<p>Staff reluctance to appear in video. We can mitigate this by offering to record in a comfortable setting, assist with a script, videotape them teaching and take a voice over recording.</p>	<p>Communications Director and Building Admins to identify teachers to be featured.</p>
Create career pathways for EWPS students to learn about careers in education.	Darryl Rouillard, Asst Superintendent of Curriculum and Personnel	Expand current Educators Rising program and curriculum to be integrated with EWHS program of study (as credit-bearing class including practical / apprenticeship experience).	Barbara Kaminski, Asst. Principal	SY 2027-28	<p>Enrollment in EdRising program will increase at least 10% each year. (Baseline 2023-24 - 9 students)</p> <p>EdRising will be available as a course offering to EWHS students.</p>	<p>Curriculum will need to be written and approved by BOE.</p> <p>Teacher to teach curriculum.</p>	<p>Funding is not available to support the additional course offering.</p> <p>Shortage of staff available with appropriate CTE certification.</p>	<p>Asst Superintendent of Curriculum and Personnel and EWHS building will need to be consulted to discuss feasibility of program.</p> <p>University programs to offer dual-enrollment opportunity.</p>
Expand recruitment efforts to attract a larger candidate pool.	Erin Barraza, HR Manager	Participate in career fairs hosted by colleges and various professional organizations	Erin Barraza, HR Manager	Spring 2025	Track number of visitors to EWPS tables through sign in sheet (ie Google Form, QR code, that collects contact info for follow up.) (Baseline 23-24 - 0; Practice not started)	<p>Schedule time out of office to attend job fairs.</p> <p>Marketing merchandise to represent district.</p> <p>Laptop / Google Suite to collect information.</p> <p>Portable monitor to play video / media about EWPS.</p>	<p>Low attendance at fair.</p> <p>Failure to follow up (both prospective employee / employer)</p>	<p>Professional organizations / university (teacher prep) programs offering fairs need to be contacted so that EWPS can sign up to participate.</p> <p>Utilize district social media (Facebook / LinkedIn) to advertise our presence at career fairs.</p>
Create pathway opportunities for current support staff members to pursue higher level careers in education.	Darryl Rouillard, Asst Superintendent of Curriculum and Personnel	<p>Utilize new educator evaluation plan to identify support staff (paras) with an interest in pursuing certification</p> <p>When possible, assign staff where work responsibilities will fulfill clinical / practicum hours.</p> <p>Open professional development opportunities to support staff with an interest in pursuing certification.</p> <p>District will commit to participating in Teacher Residency program as long as state continues to support this initiative</p>	<p>Darryl Rouillard, Asst. Superintendent of Curriculum and Personnel</p> <p>Building Administrators and Program Directors</p> <p>Darryl Rouillard, Asst. Superintendent of Curriculum and Personnel</p>	<p>SY 2025-26</p> <p>SY 2025-26</p> <p>Spring 2025</p>	<p>Track number of staff interested in pursuing teaching certification.</p> <p>Feedback from employee surveys; "Does your current position align with your career goals?"</p> <p>Track number of support staff participating in optional professional development opportunities.</p>	<p>Time will be needed to collaborate with building administrators regarding collection of staff interest (per eval plan).</p> <p>Development of survey question and time to evaluate staff responses (technology platform already is in place).</p> <p>Process to track support staff participation in teacher PD.</p>	<p>Low interest in pursuing teaching credentials by support staff. Can be mitigated by supportive conversations with administrators who see potential talent.</p>	<p>Building administrators, program directors need to be made aware of initiative.</p> <p>When clinical / practicum hours can be offered, coordination of schedule, documentation, and supervision will need to be established with building admin / directors, university supervision / professor, and staff member.</p> <p>Communicate optional PD offerings to support staff.</p>

Increasing Educator Diversity Plan



HIRING & SELECTION								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/ Engagement Efforts
(What are we trying to do?)	(name, position)	What?	Who Owns This?	By When?	(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
EWPS will improve hiring practices to reduce unconscious bias in the screening and interview process.	Erin Barazza, Human Resources Manager	<p>Establish applicant screening question to identify applicants who can best support our diverse student community.</p> <p>Create a universal tool to screen applications such as a checklist of attributes sought by district / school.</p> <p>Establish interview committees at all levels that includes a representative group of staff and stakeholders.</p> <p>Create an unbiased, easy-to-understand universal tool to rate interview responses.</p> <p>Train building leadership and hiring teams in unconscious bias in hiring.</p>	<p>Erin Barraza, HR Manager</p> <p>Erin Barraza, HR Manager</p> <p>Building Administrator</p> <p>Erin Barraza, HR Manager</p>	Spring 2025	<p>New screening tools will be developed and implemented district wide.</p> <p>Compliance with hiring practices at every level.</p> <p>Increase number of diverse certified staff by 5% by SY 2030-31</p>	<p>Time to create screening tools and time to review with building administrators.</p> <p>Time for train the trainer on inclusive hiring practices.</p> <p>Time for Vector training on DEI hiring practices.</p>	<p>District does not receive a high number of qualified, diverse applicants. To mitigate this, we would need to reevaluate our recruitment efforts.</p> <p>Staff does not volunteer to participate in hiring committees because time requirements to train. We can mitigate by offering release time for training.</p>	Building administrators will need to learn about new practices. Will provide training during ATM.

Increasing Educator Diversity Plan



RETENTION								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/ Engagement Efforts
(What are we trying to do?)	(name, position)	What?	Who Owns This?	By When?	(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
Expand initiatives to reduce turnover and retain / maintain current staffing.	Erin Barazza, Human Resources Manager	<p>Provide a buddy teacher to all new hires to support transition into school responsibilities.</p> <p>Establish monthly check-ins with building administrator for the first three months of the job, and as needed thereafter.</p> <p>Establish affinity groups for new teachers to meet one another as well as district level administration.</p> <p>Continue to enhance our New Teacher Orientation process (possible tour of town, meet and greet with students such as EdRising students, buddy teacher, etc)</p>	<p>Building Admin</p> <p>Building Admin</p> <p>Erin Barazza, HR Director Cheryl Gustafson, TEAM District Facilitator</p> <p>Darryl Rouillard, Asst Superintendent of Curriculum and Personnel</p>	<p>SY 2025-26</p> <p>SY 2025-26</p> <p>SY 2025-26</p> <p>SY 2025-26</p>	<p>Number of staff resignations from district (to work in another district) will reduce. Baseline SY 23-24 approx 7.5%.</p>	<p>Time for check-ins with staff (could be informal).</p> <p>Food for potential gatherings, and if appropriate, transportation.</p>	<p>Time and funding restraints for New Teacher events. Can be mitigated through advanced planning / building time into professional development schedule.</p>	<p>Ryan Galloway, Director of School Finance and Business to determine funding possibilities and Darryl Rouillard, Asst Superintendent of Curriculum and Personnel to establish how to integrate into professional development / New Teacher initiatives.</p>
Support non-certified staff in advancing their education to become a certified staff member.	Darryl Rouillard, Asst Superintendent of Curriculum and Personnel	<p>Utilize new educator evaluation plan to identify support staff (paras) with an interest in pursuing certification</p> <p>When possible, assign staff where work responsibilities will fulfill clinical / practicum hours.</p> <p>Open professional development opportunities to support staff with an interest in pursuing certification.</p>	<p>Darryl Rouillard, Asst. Superintendent of Curriculum and Personnel</p> <p>Building Administrators and Program Directors</p> <p>Darryl Rouillard, Asst. Superintendent of Curriculum and Personnel</p>	<p>SY 2025-26</p> <p>SY 2025-26</p> <p>Spring 2025</p>	<p>Track number of staff interested in pursuing teaching certification.</p> <p>Feedback from employee surveys; "Does your current position align with your career goals?"</p> <p>Number of support staff participating in optional professional development opportunities.</p>	<p>Time will be needed to collaborate with building administrators regarding collection of staff interest (per eval plan).</p> <p>Development of survey question and time to evaluate staff responses (technology platform already is in place).</p> <p>Process to track support staff participation in teacher PD.</p>	<p>Low interest in pursuing teaching credentials by support staff. Can be mitigated by supportive conversations with administrators who see potential talent.</p>	<p>Building administrators, program directors need to be made aware of initiative.</p> <p>When clinical / practicum hours can be offered, coordination of schedule, documentation, and supervision will need to be established with building admin / directors, university supervision / professor, and staff member.</p> <p>Communicate optional PD offerings to support staff.</p>

From: **Macary, Joseph** <jmacary@vernon-ct.gov>
Date: Wed, Dec 18, 2024 at 4:05 PM
Subject: CAPSS CT Alliance Districts - Finalized SpEd Letter
To: jdiabacco@ansonia.org <jdiabacco@ansonia.org>, jthompson@blmfld.org <jthompson@blmfld.org>, asantos-dejesus@bridgeportedu.net <asantos-dejesus@bridgeportedu.net>, catherinecarbone@bristol12.org <catherinecarbone@bristol12.org>, walsk@danbury.k12.ct.us <walsk@danbury.k12.ct.us>, mconway@derbyps.org <mconway@derbyps.org>, anderson.t@easthartford.org <anderson.t@easthartford.org>, eforti@mail.east-haven.k12.ct.us <eforti@mail.east-haven.k12.ct.us>, ptudryn@ewct.org <ptudryn@ewct.org>, cdrezek@enfieldschools.org <cdrezek@enfieldschools.org>, saustin@groton.k12.ct.us <saustin@groton.k12.ct.us>, ghighsmith@hamden.org <ghighsmith@hamden.org>, rodriguez@hartfordschools.org <leslie.torres-rodriguez@hartfordschools.org>, snash@killinglyschools.org <snash@killinglyschools.org>, mgeary@mpspride.org <mgeary@mpspride.org>, mark.benigni@meridenk12.org <mark.benigni@meridenk12.org>, christopher.montini@naugatuck.k12.ct.us <gasper@csdnb.org>, gasper@csdnb.org <gasper@csdnb.org>, superintendent@nhboe.net <superintendent@nhboe.net>, RitchieC@newlondon.org <RitchieC@newlondon.org>, estrellaa@norwichpublicschools.org <kstringfellow@norwichpublicschools.org>, brentonP@plainfieldschools.org <brentonP@plainfieldschools.org>, rioux@putnam.k12.ct.us <rioux@putnam.k12.ct.us>, tlucero@stamfordct.gov <tlucero@stamfordct.gov>, osundeu@stratfordk12.org <osundeu@stratfordk12.org>, melindasmith@thompsonpublicschools.org <melindasmith@thompsonpublicschools.org>, mwilson@torrington.org <mwilson@torrington.org>, vruffin@waterbury.k12.ct.us <vruffin@waterbury.k12.ct.us>, tbombero@waterbury.k12.ct.us <tbombero@waterbury.k12.ct.us>, neilcavallaro@whschools.org <neilcavallaro@whschools.org>, melony.brady-shanley@winchesterschools.org <melony.brady-shanley@winchesterschools.org>, tyoungberg@windham.k12.ct.us <tyoungberg@windham.k12.ct.us>, thill@windsorct.org <thill@windsorct.org>, soliver@windsorct.org <soliver@windsorct.org>, sparkhurst@wlp.org <sparkhurst@wlp.org>, frabinowitz@capss.org <frabinowitz@capss.org>, CLevyDavid@Bridgeportedu.net <CLevyDavid@bridgeportedu.net>, bsilver@blmfld.org <bsilver@blmfld.org>, iriswhite@bristol12.org <iriswhite@bristol12.org>, casimk@danbury.k12.ct.us <casimk@danbury.k12.ct.us>, alongey@enfieldschools.org <alongey@enfieldschools.org>, slessard@norwichpublicschools.org <slessard@norwichpublicschools.org>, borgesh@stratk12.org <borgesh@stratk12.org>, dschwartz@waterbury.k12.ct.us <dschwartz@waterbury.k12.ct.us>, freeman.burr@winchesterschools.org <freeman.burr@winchesterschools.org>
Cc: Mark.benigni@meridenk12.org <Mark.benigni@meridenk12.org>, Frances Rabinowitz <frabinowitz@capss.org>

Dear CAPSS Colleagues,

Hope that everyone is doing well. Attached is a Final ‘Open Letter to CT Education Leaders’ about Special Education Costs in Connecticut. Special Thanks to Pat Tudryn (East Windsor) for his feedback and comments. Happy Holidays to you and your families. Mark & Joe

Alliance Special Education Committee

Heather Borges (Stratford)
Joe DiBacco (Ansonia)
Stacey McCann (Middletown)
Madeline Negrón (New Haven)
Darren Schwartz (Waterbury)
Melinda Smith (Thompson)
Pat Tudryn (East Windsor)
Iris White (Bristol)

From: **Macary, Joseph** <jmacary@vernon-ct.gov>

Date: Thu, Dec 26, 2024 at 9:51 AM

Subject: Re: CAPSS CT Alliance Districts - Finalized SpEd Letter

To: jdibacco@ansoniamail.com <jdibacco@ansoniamail.com>, jthompson@blmfd.org <jthompson@blmfd.org>, asantos-dejesus@bridgeportedu.net <asantos-dejesus@bridgeportedu.net>, catherinacarbhone@bristol12.org <catherinacarbhone@bristol12.org>, walstk@danbury.k12.ct.us <walstk@danbury.k12.ct.us>, mconway@derbyps.org <mconway@derbyps.org>, anderson.t@easthartford.org <anderson.t@easthartford.org>, eforti@mail.east-haven.k12.ct.us <eforti@mail.east-haven.k12.ct.us>, ptudryn@ewct.org <ptudryn@ewct.org>, cdrezek@enfieldschools.org <cdrezek@enfieldschools.org>, saustin@groton.k12.ct.us <saustin@groton.k12.ct.us>, leslie.torres-rodriguez@hartfordschools.org <leslie.torres-rodriguez@hartfordschools.org>, snash@killinglyschoools.org <snash@killinglyschoools.org>, mgeary@mpspride.org <mgeary@mpspride.org>, mark.benigni@meridenk12.ct.us <mark.benigni@meridenk12.ct.us>, christopher.montini@naugatuck.k12.ct.us <christopher.montini@naugatuck.k12.ct.us>, gasper@csdnb.org <gasper@csdnb.org>, superintendent@nhboe.net <superintendent@nhboe.net>, RitchieC@newlondon.org <RitchieC@newlondon.org>, kstringfellow@norwichpublicschools.org <kstringfellow@norwichpublicschools.org>, brentonP@plainfieldschools.org <brentonP@plainfieldschools.org>, riouxs@putnam.k12.ct.us <riouxs@putnam.k12.ct.us>, tlucero@stamfordct.gov <tlucero@stamfordct.gov>, osundeu@stratfordk12.org <osundeu@stratfordk12.org>, melindasmith@thompsonpublicschools.org <melindasmith@thompsonpublicschools.org>, mwilson@torrington.org <mwilson@torrington.org>, vruffin@waterbury.k12.ct.us <vruffin@waterbury.k12.ct.us>, tbomboro@waterbury.k12.ct.us <tbomboro@waterbury.k12.ct.us>, neilcavallaro@whschools.org <neilcavallaro@whschools.org>, melony.brady-shanley@winchesterschools.org <melony.brady-shanley@winchesterschools.org>, tyoungberg@windham.k12.ct.us <tyoungberg@windham.k12.ct.us>, thill@windsorct.org <thill@windsorct.org>, soliver@windsorct.org <soliver@windsorct.org>, sparkhurst@wlp.org <sparkhurst@wlp.org>, frabinowitz@capss.org <frabinowitz@capss.org>, CLevyDavid@Bridgeportedu.net <CLevyDavid@Bridgeportedu.net>, bsilver@blmfd.org <bsilver@blmfd.org>, iriswhite@bristol12.org <iriswhite@bristol12.org>, casimk@danbury.k12.ct.us <casimk@danbury.k12.ct.us>, along@danbury.k12.ct.us <along@danbury.k12.ct.us>, slessard@danbury.k12.ct.us <slessard@danbury.k12.ct.us>, norwichpublicschools.org <norwichpublicschools.org>, borgesh@stratk12.org <borgesh@stratk12.org>, dschwartz@waterbury.k12.ct.us <dschwartz@waterbury.k12.ct.us>, freeman.burr@winchesterschools.org <freeman.burr@winchesterschools.org>

Dear CAPSS Colleagues,

Happy Holidays. Enjoy this well-deserved break. Our 'Open Letter to CT Education Leaders' about Special Education Costs in Connecticut has been received by the CSDE Commissioner and also sent to Governor Lamont. Based on our discussions and Friday Conference Call with the Commissioner, Special Education Costs have become a topic of discussion for the upcoming budget season. Please relay your insights & thoughts to your local legislative delegation. Thank you. Mark & Joe



Open Letter to Connecticut Education Leaders

December 18, 2024

We write to you for your assistance, in providing a solution to what is fast becoming a critical issue, one that is preventing us from providing an appropriate and adequate educational program to all of our students. This issue is especially critical to the 36 Alliance Districts that represent over 52 percent of Connecticut's population of students with disabilities. Alliance districts are also predominantly situated in the Connecticut communities in need of support as reflected by nearly all economic indicators including per capita income; adjusted equalized net grand list per capita; equalized mill rate; per capita aid to children receiving Temporary Family Assistance program benefits; and unemployment rate. The issue facing us is uncontrolled tuition costs charged by private schools working with our most needful students. This includes the specialized transportation costs associated with outplacement services and the rising number of students in need of these services.

These tuition fees increase anywhere from seven or ten and sometimes over 20 percent per year. We often don't receive tuition rate increases for outplaced students until well after the fiscal year begins. This practice forces us to reallocate dollars that would have been used for other things such as - sports, curriculum, facilities, or student services.

Rising transportation costs associated with outplaced students are unsustainable. It is extremely difficult to find transportation for outplaced students and equally difficult to find bus monitors for these students. Annual transportation budget increases for outplaced students rise 10 to 15 percent per year and, again, force us to reassign funds mid-year intended for other equally important student services. In reality, we cancel plans or cut programs to cover these costs.

We have no way of calculating how many students will require these services. One unanticipated student requiring outplaced services with transportation can cost a district more than an additional \$325,000.

The burden of these costs on our local taxpayers is not sustainable. Equally damaging is that despite our best efforts the way we cover these costs directly impacts our ability to provide an

adequate educational program to the majority of our students. Thus we offer the following resolution, which requires your assistance and action.

Recommendations:

- Provide recurring annual grants or funding to incentivize school districts to create and/or sustain in-district programming equivalent or superior to services found in out-of-district special education facilities rather than leaving districts beholden to private tuition rates. A continuum of comprehensive special education programs and supports requires unique building space needs along with staffing that includes but is not limited to certified special education teachers, paraprofessionals, behavior support staff, and related services providers (OT, PT, SLP, BCBA, nursing, school psychologists, school social workers, etc.). Such action supports the least restrictive environment found in the federal special education law of IDEA. Districts with a strong continuum of special education support have higher in-district costs that often do not qualify for reimbursement through excess cost grant or Medicare but place a strain on the local school budgets.
- Strengthen the current CSDE process for special education outplacement programs receiving state endorsement. The State Department of Education must provide greater oversight and quality assurance at any state-approved special education facility. Individual districts should not be responsible for ensuring that state-approved special education providers have the ability and expertise to provide appropriate services to their students. Districts are responsible for ensuring individual education plans are appropriately written and the outplacement should be responsible for the implementation of those plans. Districts will continue to monitor the student's individualized educational programs at any of the facilities on the state-approved list of providers.
- Create an oversight board that has the authority to set and approve special education facility tuition rates and annual increases. The rates are now set by private service providers. This creates a monopoly. Other states have eliminated this issue. For example, the Massachusetts Department of Elementary and Secondary Education sets the rates for outplaced students. By doing this, rates are known to local school districts during the budget process, not after the budget has been set. If Connecticut sets the rates, it could be done in January and allow us to much more accurately build our budgets with CSDE oversight to ensure rate increases are reasonable and consistent with the increases to the cost of living.
- Fully fund special education excess cost and create an equitable excess cost formula. Alliance districts have greater transience with the movement of students in and out of districts. Districts often absorb new unforeseen costs in the middle to late in the school

year that do not qualify for excess cost under the current formula despite having a significant financial burden. Forcing cities and towns to cover these unique and unanticipated expenses is damaging the overall educational program provided to our communities.

- Out-of-state approved private special education facilities in which the rates are set by that state department of education should be eligible for excess cost regardless if the program is for or not for profit. CSDE recently changed this practice of reimbursement for districts without any notification.

Following these recommendations would create a competitive market for all. Unaddressed, these issues will increasingly cause financial hardship for our districts that will soon become insurmountable. Connecticut is a state with a well-deserved reputation for public education excellence, please help us continue to maintain this level of distinction. Thank you for your time and consideration.

Sincerely,



Mark D. Benigni
Co-Chair, CAPSS CT
Alliance Districts Committee



Joseph Macary
Co-Chair, CAPSS CT
Alliance Districts Committee

2022-23 Disability	State of CT		Alliance Districts	
	Count	% of Total	Count	% of Total
All Disabilities	82,659	100.0%	43,205	52.3%
Autism	11,841	100.0%	6,240	52.7%
Emotional Disability	5,091	100.0%	2,624	51.5%
Intellectual Disability	2,782	100.0%	1,835	66.0%
Learning Disability	31,068	100.0%	16,452	53.0%
Other Disabilities	5,554	100.0%	3,142	56.6%
Other Health Impairment	16,707	100.0%	7,730	46.3%
Speech Language Impairment	9,616	100.0%	5,133	53.4%

From: **Frances Rabinowitz** <frabinowitz@capss.org>
Date: Tue, Dec 31, 2024 at 9:09 AM
Subject: CAPSS Educational Priorities and 2025 Legislative Priorities
To:
Cc: Chris Smith <Chris@consult-ct.com>, Brandon Hayden <Brandon@consult-ct.com>

Good morning, everyone,

My very best wishes for a New Year that brings joy and peace to each of you. Attached are two important documents that will be very helpful in your advocacy for our children in the 2025 session and beyond.

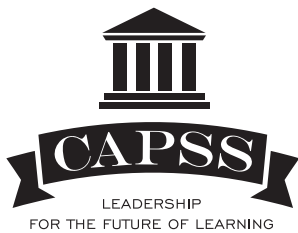
The CAPSS Priorities is a “rebirth” of the Blueprint and speaks to CAPSS priorities for education in Connecticut. The title is **ELEVATE, FUND, IMPROVE.** In broad terms it is the CAPSS strategic plan for education in Connecticut. Many thanks to Ted Segi, Betty Feser, Kathy Guay, Paulien Rorick and the CAPSS Board for their work on this plan.

The Plan is followed by the legislative priorities for the 2025 legislative session. The legislative committee, led by Matt Conway and Jan Perruccio did an amazing job of translating the CAPSS Priorities into specific proposals for this session. I am very grateful to Matt, Jan and the committee for this excellent work.

Please share these priorities and 2025 proposals with your local delegation. Each member of the General Assembly will receive a copy as well and we have already met with some legislators and will continue to meet with others throughout the session. They are also available on our website and in print form if needed.

I am available, as is Jan, to come to your area meetings / board meetings or whatever event you think will push our priorities forward.
Thank you again for your caring and advocacy for our children, staff and families.

Happy New Year!
Fran



LEADERSHIP
FOR THE FUTURE OF LEARNING

ELEVATE • FUND • IMPROVE
CAPSS Priorities for Connecticut
Public Education: Looking Forward

INTRODUCTION

In 2021, the Connecticut Association of Public School Superintendents (CAPSS) published a *Blueprint to Transform Connecticut's Public Schools*, a vision of continuous improvement coupled with a comprehensive, long-term set of recommendations for addressing the educational and fiscal needs of Connecticut's school districts. Progress on the recommendations was published each of the last three years. Coupled with the *Blueprint*, CAPSS put forward an annual public policy agenda with legislative proposals. The legislature and CAPSS accomplished much in strengthening public education in Connecticut in spite of the significant impact of COVID and its lingering effects on families, students and staff.

Looking Forward

As the 2025 legislative session nears, CAPSS is ever mindful of its mission:

“To lead the continuous improvement of public education for all students by advocating public policy for children, and by developing and supporting executive school leaders.”

We believe it is time for CAPSS to revisit and reconsider its public policy priorities as well as its proposals for legislative action with the aspiration to address the current needs of all Connecticut staff and families. CAPSS believes in the ability of every Connecticut student to develop the knowledge, skills and character needed to succeed in their education, as well as in their adult life, as they become responsible and engaged citizens.

While there is much work to do to improve our schools, **let us never forget the overwhelming success of public education in this country.** Compulsory schooling for all, financially supported by all citizens and governments, has **enabled dramatic social and economic mobility for millions of young people**, generation after generation. Few other public or private enterprises can claim such success. Moreover, Connecticut Public Schools is one of the top systems in the nation.

In order to sustain the quality of Connecticut Public Education, we know that equal access to high quality instruction and to successful outcomes for all students requires teachers to develop a personal relationship with each student, differentiate instruction to meet individual student's needs and maintain continuous communication with parents and families. Moreover, we know that additional supports are needed for students with special needs, students of color, students living in poverty, students whose home and first language is other than English and students who are disengaged from school. Finally, it is essential that towns be able to provide sufficient budgets to enable high-quality professional development and support for staff, both professional and non-certified, and to have the necessary tools and supports to fulfill their assigned roles.

Today's students need to acquire the skills to read, write, speak, compute, innovate, engage in scientific inquiry, and work together to solve complex/real-life problems, but they also must develop a love of learning, an appreciation for the history of

this country, a respect for others and the importance of contributing to the betterment of our society. All those involved in leading public education must stay focused on continuously improving students' commitment to their learning and achievement and to ensuring that all students are treated equitably and with dignity.

THE ESSENTIAL QUESTION THAT HAS GUIDED CAPSS IN DEFINING ITS PRIORITIES GOING FORWARD IS:

What changes in CT Public Schools are imperative over the next 10 years that will result in greater success for every student?

CAPSS has chosen to focus on three essential areas for the next three years.

1 Elevating the Education Profession

2 Raising the State's Percentage Share of Education Expenses

3 Improving Pre-School Programs

The rationale for each of these priorities follows ...



Elevating the Education Profession

At the heart of any educational enterprise is the continuous, daily teacher-student interaction. Nothing is more important to the future success of public education in Connecticut than the quality of its teaching force. The need for a more diverse workforce is absolutely essential, as is listening to the voices of educators on how to improve and grow the profession.

However, physical and psychological conditions that teachers are often daily experiencing in our schools is of serious concern. Research studies conducted in the 2023-24 school year by the Pew Research Center, RAND, Kraft and Lyon and many others show teachers are experiencing increasing stress in their jobs including depression and burnout. Research is also suggesting that the overall health of the profession is at one of its lowest points.



Based on this sampling of data, the overwhelming need to elevate the education profession is imperative. Teacher mental health is essential, as is substantive and appropriate professional development. True professional educators have earned the respect of their communities due to their training, experience and genuine commitment to their students, but they need more support.

The salaries of Connecticut public school educators must be increased. The pandemic of 2020-22 helped prove how much education is harmed when there is no continuous, demanding and supportive teaching provided to each student. We are facing a crisis. There is a present shortage of teacher candidates, a projection of even greater shortages over the next 10 years, and a negative salary differentiation between the teaching profession and other bachelor's degree occupations.



A Historical Lens

Connecticut led the nation in 1986 with a Teacher Salary Enhancement Act (TSEA) that elevated all starting salaries and increased compensation to all teachers. It was also equity-based with greater state funds provided to school districts with the greatest need and the least local capacity to pay. For at least 20 years thereafter, the TSEA helped bring more highly-qualified young people into the public schools as teachers.

After the increase in teacher salaries, college students choosing education as their major had higher SAT scores than previously, and student achievement in Connecticut in the later 1990's, when compared to other states and the nation, was at an all-time high level.

It has been 40 years since the leaders of this state have taken the bold step to demonstrate “We want the best for our children”. Today’s students can and will do better than we have done if we invest more in their future NOW.

Nothing will advance CT public education more than elevating the entire education profession.



Raising total compensation, particularly for starting teachers in every town, must be at the center of all proposals. CT must also address the issues of certification, professional development, student teaching, teacher shortages, teacher evaluation, appropriate use of non-certified staff, the work hours of the day and year, advancement, mentoring, diversity and more. These factors are all part of the “total condition” of the education profession, and every one of them needs clarification and greater expectations.

CONNECTICUT’S RECENT EXPERIENCE HAS BEEN A FEW THOUSAND TEACHING VACANCIES ON THE FIRST DAY OF SCHOOL. THIS IS VERY HARMFUL TO STUDENT LEARNING.



CAPSS RECOMMENDATION

The Governor and General Assembly should:

Enact legislation in 2025 that begins a two-year Blue Ribbon Commission on “Elevating the Education Profession”, including raising the salaries of incoming starting teachers, and improving the job satisfaction of all teachers with action expected in the 2027 session and implementation in the 2027-28 school year.

2 Raise the State's Share of Education Expenses

The State of Connecticut has made very little progress in the last 20 years in increasing the state's share of the total revenue for public elementary and secondary education. Hovering around 40%, annual increases from the State have barely kept pace with inflation and certainly have not provided for more equalized expenditures among school districts. While a good deal of more equity/fairness exists today than before Horton vs. Meskill, the total State funds (from all grants and State funded programs) are not sufficient to accomplish the task of helping the poorest communities, with the most challenged students, to close the expenditure and achievement gaps. (Local funds support roughly 54% and federal funds 6%).

In addition, local communities do not have sufficient resources to fund a multi-year raising of teacher salaries. The State must be prepared to initiate and sustain the increases.



With the full funding of the current Education Cost Sharing (ECS) formula and grant to take place in 2025-26, it is time to fix a new target (which could include the required elevation of teacher salaries) that would move the State's total share of the enterprise to be equal to that paid by the 169 towns of CT. Of course, the annual increase in the ECS grant (or its successor) should be reasonable, sustainable, and of a size in each community so that it will be used appropriately on educational opportunities and NOT on property tax relief.

The single greatest failure of the last 25 years has been the inability or unwillingness to fund the promise of State support for the excess costs of special education students needing significant intervention. Virtually all of



the additional costs of special education for the last two-plus decades have been covered by funds from 169 towns. Sufficient funding for special education has been a very broken promise by both the State and Federal governments. This failure has harmed both special and regular education and has eroded the public confidence in the total public education enterprise. The ECS grant does not directly support special education, except in the most holistic view of all revenues supporting all expenditures. The State's Special Education Excess Cost grant should be increased to the level where all districts receive 100% of their calculated grant.

There are also critical needs in the following areas:

- Expanding multilingual programs,
- Merging and supporting several school improvement grants focused on Priority and Alliance Districts,
- Rethinking the delivery of adult basic education,
- Adequately funding the six regional education service centers,
- Continuing the quest for a fair and sustainable method of funding magnets, charters, vo-ag centers, tech schools and interdistrict choice programs.

These increases should be considered after both the new ECS grant and a fully funded EXCESS cost grant have been accomplished.

The State of Connecticut has a legal and moral obligation to appropriately fund its public schools.

Only the State can counteract the influence of local wealth on education disparities among towns.

The State will reduce inequities in its school funding system and increase student achievement only if it genuinely commits to significantly increasing state aid as a percentage of all revenues for public schools. It is essential to the future of Connecticut Public Education.

CONNECTICUT CONTINUES TO RANK IN THE BOTTOM QUARTILE OF ALL STATES, IN THE PERCENTAGE OF SCHOOL REVENUES PROVIDED BY STATE GOVERNMENT.



CAPSS RECOMMENDATION

The Governor and General Assembly should:

- 1) Adopt a revised ECS formula with a new full funding level that more significantly closes the expenditure gap between rich and poor towns without reducing the current ECS grant of any town; and annually increase “the foundation” level of the ECS formula.
- 2) Provide sufficient funds for 2025-26 so that all towns receive in their Excess Cost Grant the full amount calculated, and paid earlier in the school year.

3 Improve Pre-School Programs

CAPSS has supported the growth and integration of programs for three- and four-year-olds for over 60 years, since the beginnings of Head Start in 1965. Moreover, CAPSS agrees with the long-range plan and recommendations of the CT Commissioner of Early Childhood and the Governor's Blue Ribbon Panel, and supports the equitable compensation of early childhood workers as a number one priority. However, this will necessitate a major infusion of State funds. The state funding of pre-school began in 1997 as one response to Sheff vs. O'Neill, and funding grew for approximately 10 years. Unfortunately, but for federal funds, the State financial commitment to three- and four-year-olds has been relatively frozen for the last 20 years.



CAPSS believes in the continued use of many providers: private and public, Head Start, school systems, etc., but with greater clarity around the role of local leaders, the capacity of local district leadership and greater use of the resources of school districts. In most communities, the "coordinating" role for serving three- and four-year-olds has been the School Readiness Council.

One new option is for the local school district to accept a broader role. This is important to achieve a clearly defined integration of preschool with the K-12 system. In order to reach each child, this "coordination infrastructure," with multiple providers, should be encouraged and supported. The State could provide new (small) incentive funds to encourage



school districts, who so choose, to take on this broader role as directed by the readiness council and accepted by the Superintendent of Schools. The district could engage in: communications with families, data gathering, evaluation, professional development, and student assessments to enhance the quality of preschool and provide seamless integration from preschool to grade 12.

The content of the curricular programs for three- and four-year-olds should be clearly defined by the State in both the outcomes and the experiences for children. CAPSS also believes strongly in serving the whole child and the whole family, and advocates for wraparound programs and year-round approaches that often include Family Resource Centers, School Based Health Clinics and before and after school childcare services. Lastly, the recent statewide emphasis on early reading success makes coherent communication with all providers on the “science of reading” absolutely essential.

While Connecticut has been a leader, nationally, in serving an increasing percentage of three- and four-year-olds, it is imperative that the preschool experience be a quality one for every child in Connecticut.

State policy and leadership should focus its resources on the communities and families with the greatest need for preschool programs.

CONNECTICUT’S EXPERIENCE AND SIGNIFICANT NATIONAL RESEARCH HAVE ESTABLISHED A DIRECT AND CAUSAL RELATIONSHIP BETWEEN A QUALITY PRE-SCHOOL EXPERIENCE AND LATER STUDENT SUCCESS THROUGHOUT SCHOOL, FURTHER EDUCATION AND LIFE.



CAPSS RECOMMENDATION

The Governor and General Assembly should:

Begin the sustainable, annual and incremental implementation of the Blue Ribbon Panel’s Early Childhood Plan, and add incentive funds for school districts willing and able to take on a community-defined broader role to enhance the quality of programs and build a better bridge to kindergarten.

CONCLUSION

In conclusion, Connecticut stands at a critical juncture in public education. The challenges ahead demand bold action, thoughtful policy reform and sustained financial commitment to ensure every student has the opportunity to thrive. These priorities are not just about improving educational outcomes; they are also about creating a more equitable, supportive and sustainable system that prepares all students for the future. Thus, CAPSS is recommending:

- Sustainably and annually increasing state funding for public schools,
- Supporting an appropriately compensated teaching profession with working conditions that re-ignite the joy of teaching,
- Serving better all three- and four-year olds through higher quality and more stable pre-school programs,
- Strongly supporting the powerful recommendations of Young People First in the Dalio Foundation's and CCM's report, particularly improvement in ECS funding, more community schools, and greater coordination among youth services' agencies, and



- Ensuring leadership, at every level, is committed to knowing every student, setting clear and high expectations, assuring accountability for improving achievement, and working passionately to ensure equity for every child.

THE TIME TO ACT IS NOW.

By investing in our educators, ensuring equitable funding for all districts and supporting early childhood education, Connecticut can build on its legacy of excellence and lead the nation in providing a high-quality education for every child. CAPSS is ever mindful that the decisions we make in the coming years will shape the future of our State, and it is deeply committed to ensuring that the future is one in which every student can succeed, every educator is valued, and every community can flourish. Let us work together to make this vision a reality, because the success of our public schools will, ultimately, determine the future success of Connecticut itself.



CAPSS 2025 LEGISLATIVE PROPOSALS

In the context of the longer-range CAPSS Priorities previously articulated, CAPSS believes that the following specific legislative proposals should be considered in the 2025 session of the General Assembly.

1 Elevate the Education Profession

To elevate education as a profession, there is a need to attract and retain educators, diversify the educator pool, improve the quality of educators' professional experiences, improve educator autonomy, and eliminate mandates that impact educator morale.

RECOMMENDATIONS

- Establish a Blue Ribbon Commission to enhance and elevate the profession through a comprehensive two-year study of compensation, locally focused high-quality professional development, educator diversification, recruitment and retention efforts, and educator preparation programs.
- Create livable and competitive pay for educators, provided by the State, to ensure a widely diverse and highly-skilled workforce.
- Develop a committee that includes the Connecticut State Department of Education (CSDE), the Department of Labor (DOL), the Teachers Retirement Board (TRB), educator preparation programs, educators, and other key partners to create a long-term workforce plan to address educator shortages and retirement trends.
- Provide grants for districts to invest in high-quality, ongoing professional development to enhance teacher skills and knowledge.
- Allocate \$3.5 million to continue professional learning for districts' leadership teams in the Science of Reading.
- Restore autonomy to educators by reducing legislative decisions and mandates that deprofessionalize the profession while preserving the autonomy of the CSDE.



2 Funding and Finance

RECOMMENDATIONS

Under the current funding model for the States' ECS Grant, 89 districts will receive increased support, while 70 districts will see reductions. Some districts are facing significant cuts to their state aid, affecting financially struggling communities the most.

- Revise the Education Cost Sharing (ECS) formula to ensure equitable funding distribution and address the growing needs of districts.
- Hold harmless all districts for the 25-26 school year while the formula is reworked so that all districts remain whole.
- Increase the foundation from \$11,525, established in 2013 (10-162f), to reflect the impact of inflation on services provided to students and the education workforce.
- Fully fund Excess Cost Funding for Special Education to meet the needs of students with disabilities.
- Incentivize the creation and maintenance of high-quality locally and regionally created educational programs for students.
- Monitor and review the impact of the Magnet School Tuition cap on district budgets and student access.



3

Supporting Early Childhood Education

Significant research has established a direct and causal relationship between a quality preschool experience and later successful student achievement through school and higher education. CAPSS supports financial assistance for universal preschool for all three- and four-year-olds in Connecticut, focusing initially on the communities and families with the greatest need for preschool programs.

RECOMMENDATIONS

- Consolidate efforts and increase funding for pre-kindergarten programs for all three- and four-year-olds whose parents are seeking access to high-quality early education programs across the state.
- Eliminate the kindergarten parent waiver so that all children have equitable access to kindergarten education across the state.
- Support marginalized families by studying the programmatic and financial needs in each community and offering tiered support to families close to the free-and-reduced lunch eligibility cutoff.
- Provide grants to Boards of Education to establish and implement partnerships to expand access to early childhood education by fostering partnerships with childcare providers and other districts by establishing pathways among the CSDE, Boards of Education, Office of Early Childhood, and the Department of Children and Families (DCF) to more effectively support the needs of young children and their families.





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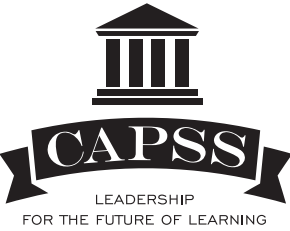
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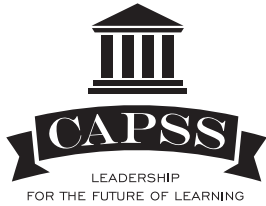
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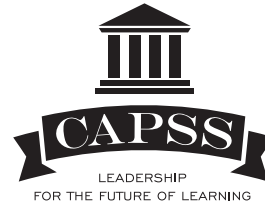
FOR MORE INFORMATION, CONTACT

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



CAPSS 2025 LEGISLATIVE PROPOSALS

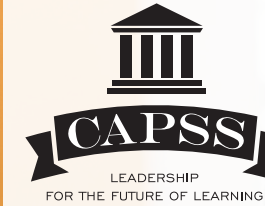
This document outlines specific legislative proposals for consideration during the 2025 legislative session. It serves as a complement to the first-year action steps of the long-range CAPSS plan for public education – **ELEVATE, FUND, IMPROVE: CAPSS Priorities for Connecticut Public Education: Looking Forward.**



CAPSS MISSION

To lead the continuous improvement of public education for all students by advocating public policy for children, and by developing and supporting executive school leaders.

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CAPSS 2025 LEGISLATIVE PROPOSALS



ELEVATE THE EDUCATION PROFESSION

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- Establish a Blue Ribbon Commission to enhance and elevate the profession through a comprehensive two-year study of compensation, locally focused high-quality professional development, educator diversification, recruitment and retention efforts, and educator preparation programs.
- Create livable and competitive pay for educators, provided by the State, to ensure a widely diverse and highly-skilled workforce.
- Develop a committee that includes the Connecticut State Department of Education (CSDE), the Department of Labor (DOL), the Teachers Retirement Board (TRB), educator preparation programs, educators, and other key partners to create a long-term workforce plan to address educator shortages and retirement trends.
- Provide grants for districts to invest in high-quality, ongoing professional development to enhance teacher skills and knowledge.
- Allocate \$3.5 million to continue professional learning for districts' leadership teams in the Science of Reading.
- Restore autonomy to educators by reducing legislative decisions and mandates that deprofessionalize the profession while preserving the autonomy of the CSDE.

FUNDING AND FINANCE

Under the current funding model for the States' ECS Grant, 89 districts will receive increased support, while 70 districts will see reductions. Some districts are facing significant cuts to their state aid, affecting financially struggling communities the most.

RECOMMENDATIONS

- Revise the Education Cost Sharing (ECS) formula to ensure equitable funding distribution and address the growing needs of districts.
- Hold harmless all districts for the 25-26 school year while the formula is reworked so that all districts remain whole.
- Increase the foundation from \$11,525, established in 2013 (10-162f), to reflect the impact of inflation on services provided to students and the education workforce.
- Fully fund Excess Cost Funding for Special Education to meet the needs of students with disabilities.
- Incentivize the creation and maintenance of high-quality locally and regionally created educational programs for students.
- Monitor and review the impact of the Magnet School Tuition cap on district budgets and student access.

SUPPORTING EARLY CHILDHOOD EDUCATION

Significant research has established a direct and causal relationship between a quality preschool experience and later successful student achievement through school and higher education. CAPSS supports financial assistance for universal preschool for all three- and four-year-olds in Connecticut, focusing initially on the communities and families with the greatest need for preschool programs.

RECOMMENDATIONS

- Consolidate efforts and increase funding for pre-kindergarten programs for all three- and four-year-olds whose parents are seeking access to high-quality early education programs across the state.
- Eliminate the kindergarten parent waiver so that all children have equitable access to kindergarten education across the state.
- Support marginalized families by studying the programmatic and financial needs in each community and offering tiered support to families close to the free-and-reduced lunch eligibility cutoff.
- Provide grants to Boards of Education to establish and implement partnerships to expand access to early childhood education by fostering partnerships with childcare providers and other districts by establishing pathways among the CSDE, Boards of Education, Office of Early Childhood, and the Department of Children and Families (DCF) to more effectively support the needs of young children and their families.

