

EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
Meeting of Wednesday, March 26, 2025
7:00 p.m. (or immediately following the town Board of Finance Meeting)
Broad Brook Elementary School
Room A5
14 Rye Street, Broad Brook, CT

Join with Google Meet:
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

I. CALL THE MEETING TO ORDER

II. PLEDGE OF ALLEGIANCE

III. ATTENDANCE

IV. ADDED AGENDA ITEMS

V. MINUTES

- 1) March 5, 2025 - Special Meeting Minutes
 - 2) March 12, 2025 - 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. UPCOMING MEETINGS AND EVENTS

March 25th - Kindergarten Parent Night 6 PM at BBES

March 25th - BOE Board Policy Review Subcommittee Meeting at 6 PM at BBES
March 26th - Curriculum Council Meeting 6 PM at BBES
March 26th - East Windsor Board of Finance Public Hearing 7 PM at Town Hall
March 26th - BOE Regular Meeting 7 PM (immediately after town meeting) at BBES
March 27th - 2nd Annual Charity Basketball Game 6:30 PM at EWHS
April 1st - BOE Budget Workshop with East Windsor Board of Finance 7 PM at Town Hall
April 2nd - Ad Hoc Committee on School Renovations Planning 6 PM at Town Hall
April 4th & 5th - EWHS Drama Production Clue the Musical at 6:30 PM
April 8th - Rededication of EWHS Track 2:30 PM
April 9th - BOE Finance Subcommittee Meeting 6 PM at BBES
April 9th - BOE Regular Meeting 7 PM at BBES
April 10th - BBES PTO Meeting 7 PM at EWMS
April 11th - BOE Athletic Subcommittee Meeting 11 AM at EWHS
April 16th - BOE Board Policy Review Subcommittee Meeting at 5:30 PM at BBES
April 23rd - BOE Regular Meeting 7 PM at BBES

IX. UPDATE: SCHOOL RENOVATIONS PROJECT

X. FINANCIAL REPORT

XI. PERSONNEL REPORT

XII. NEW BUSINESS: DISCUSSION

Board Policy Review: First reading 6000 series

XIII. NEW BUSINESS: VOTE

Healthy Food Certification

XIV. LIAISON'S AND SUBCOMMITTEE REPORTS

XV. PUBLIC PARTICIPATION

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- 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.

XVI. MISCELLANEOUS

XVII. CORRESPONDENCE

- 1) Enrollment Report
 - 2) All Town Pops Concert correspondence
 - 3) Student Silver Award Project correspondence
 - 4) Paraeducator Union correspondence
 - 5) US DOE Reduction in Force correspondence
-

XVIII. EXECUTIVE SESSION

- 1) Pending litigation
-

XIX. ADJOURNMENT

**EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
SPECIAL MEETING MINUTES
Wednesday, March 5, 2025
6:00 p.m. - Town Hall Meeting Room
11 Rye Street, Broad Brook, CT**

I. CALL THE MEETING TO ORDER

Chair K. Carey-Trull called the meeting to order at 6:01 p.m.

II. PLEDGE OF ALLEGIANCE

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

III. ATTENDANCE

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

IV. STATEMENT BY THE BOARD CHAIR

Board of Education Chair K. Carey-Trull read a statement regarding the work to date on the school renovation projects.

V. PUBLIC PARTICIPATION

Marissa Prior (80 Graham Road) expressed concern with 5th through 12th grade students in a combined middle/high school, specifically inquiring about various instances where students will need to be kept separate and how student safety will be ensured. Ms. Prior suggested making schools kindergarten through 8th grade and 9th through 12th grade.

Dr. P. Tudryn advised that while there would be some shared spaces, the middle school and high school will still operate independent of each other on a shared campus. He shared that many from the Board visited area districts where the same model was used and was successful. E. LeBorious thanked Ms. Prior for sharing her concerns and stated it is a Board priority to keep students safe.

Andrew Hettrick (2 Jesse Lane) shared the importance of updated school facilities. He encouraged the town to move forward with the project. He feels updated buildings will keep quality faculty and staff in the schools and will bring the community together.

Jason Bowsza (121 East Road) thanked people for coming to the meeting. He encouraged members of the public to stay involved in the process and reminded them of the Ad Hoc Committee on School Renovation Planning meeting at 7 PM.

Allie Camire (35 Broad Brook Road) stressed the importance of the project as an investment. She stated she would like to see a younger community move to town. Ms. Camire inquired about teacher interest in the project. She commended teachers for their work, considering the limited resources they have.

Dr. P. Tudryn shared that CSG met with stakeholders from all three schools. He advised that safety was not expressed as a concern. The highest priorities expressed were the space and resources that would be available. G. Resto shared that both the administration and the 5th grade team support keeping 5th grade in the middle school.

Marissa Prior (80 Graham Road) asked if moving 5th grade to the elementary school had been considered.

**East Windsor Board of Education
Special Meeting Minutes - March 5, 2025**

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Secretary F. Neill shared a list of pros and cons that had been considered by the Board and the administration.

Marissa Prior (80 Graham Road) asked about the impact on the curriculum.

Dr. P. Tudryn informed her that teacher sharing occurs now. Combining buildings would increase flexibility for staffing.

E. LaBorious and Chair K. Carey-Trull encouraged members of the public to stay involved and engaged in the process. D. Menard advised there will be solid division between the middle school and high school portions of the buildings.

Angela Filipone (100 Rockville Road) expressed concerns with security and lockdown protocols.

D. P. Tudryn advised there are several different types of drills. He further clarified the difference between “secure building” and “lockdown” and advised that the schools would have the ability to implement a secure building in individual areas of the building, minimizing the impact on students.

Amber Russell (337 Rye Street) inquired about the timeframe for the project and if students would transition to new buildings mid-school year.

Dr. P. Tudryn advised that conceptual designs will have to be drafted followed by structural designs. At this time, the timeline is fluid with the priority being the middle/high school and then Broad Brook Elementary School.

Following a request from the public, Board members introduced themselves.

Valerie Galinski (32 Abbe Road) inquired about the developmental impact on students.

Chair K. Carey-Trull reminded the public that 5th grade has been part of the middle school for at least 15 years. Dr. P. Tudryn advised that school psychologists did participate in weighing the pros and cons of keeping the 5th grade at the middle school and did not have concerns.

Secretary F. Neill shared how the project came about as a result of the need for a litany of updates to current school facilities.

Andrew Hettrick (2 Jesse Lane) inquired about if maintenance would continue on existing buildings while the renovations project was being considered.

Chair K. Carey-Trull advised that the facilities subcommittee is taking current needs into account. N. Farmer advised work is still being done as needed with taxpayer impact in mind.

Clarification of the project timeline was requested.

Vice Chair H. Spencer advised that the timeline is still unknown at this phase of the project. She advised that ideally the combined middle/high school construction would take place first and Broad Brook renovations would take place second. E. LeBorious advised that the Board is following the guidance of CSG. Dr. P. Tudryn advised that all committees involved in the project are considering all factors to determine the best way to move forward with the projects.

D. Menard advised that CSG will look at the best way to move forward now that it has been decided that 5th grade will stay at the middle school. Decisions will be made based on considerations such as taxpayer cost, state reimbursement, size of the buildings, etc. She encouraged the public to join the meetings and be involved as often as possible.

VI. MISCELLANEOUS

Vice Chair H. Spencer thanked the public for their support. A member of the public expressed gratitude for the ways the district is keeping students engaged and supported.

Chair K. Carey-Trull advised that the website is a good resource for the most up to date information.

Chair K. Carey-Trull allowed a member of the public to make a comment. Wayne Shary (113 Depot Street) expressed displeasure with the 3 minute rule during public comment.

VII. ADJOURNMENT

On a motion by Vice Chair H. Spencer, second by G. Resto, the Board adjourned the meeting at 6:54 PM. PASSED with a unanimous vote.

Respectfully submitted,
Jessica Ripley
Board Recording Secretary

DRAFT

**EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
REGULAR MEETING MINUTES
Wednesday, March 12, 2025
6:00 p.m. - Room A5, Broad Brook Elementary School
14 Rye Street, Broad Brook, CT**

I. CALL THE MEETING TO ORDER

Vice Chair H. Sevarino called the meeting to order at 7:09 p.m.

II. PLEDGE OF ALLEGIANCE

Vice Chair H. Sevarino led the Board in the Pledge of Allegiance.

III. ATTENDANCE

In attendance: Vice Chair H. Spencer, Secretary F. Neill, C. Sevarino, K. Betancourt, E. LeBoriosis, D. Menard, G. Resto, N. Farmer, Dr. P. Tudryn

Also in attendance: D. Rouillard, T. Field, A. Anderson, B. Kaminski, R. Galloway, K. MacDonald

Absent: Chair K. Carey-Trull

IV. ADDED AGENDA ITEMS

None

V. BOARD RECOGNITION

In recognition of Board Appreciation Month, the Board was presented with cards created by the students of East Windsor. Books were donated to the libraries of all three schools on behalf of the Board.

VI. MINUTES

- 1) February 12, 2025 - Regular Meeting Minutes: On a motion by C. Sevarino, second by K. Betancourt, to approve the Board minutes. PASSED with a unanimous vote by all members present.
- 2) February 26, 2025 - Regular Meeting Minutes: On a motion by C. Sevarino, second by D. Menard, to approve the Board minutes. PASSED with a unanimous vote by all members present.

VII. PUBLIC PARTICIPATION

NONE

VIII. STUDENT REPRESENTATIVE REPORT

A copy of the student representative report was provided to the Board.

IX. HIGH SCHOOL REPORT

Principal A. Anderson presented the high school report. The report focused on test data from multiple evaluations as well as how East Windsor's data compares to neighboring districts, Alliance districts, and state data. Results were broken down by grade as well as fall and spring data. Information on interventions was also provided. H. Spencer inquired about data from the Accountability Index. A. Anderson advised data from 2020 is not included statewide. Dr. P.

Tudryn further explained that special education students who require additional accommodations are not excluded in the data despite their requirements for alternative education arrangements. It was further clarified that those special education students are considered students who do not graduate despite the fact that graduating would prohibit them from the services the law requires the district provide to them. Discussion ensued regarding district tutors and the percentage of students who would benefit from math support. The Board thanked A. Anderson for the presentation and for her leadership and efforts to improve the test scores.

X. NEW BUSINESS: DISCUSSION

Discussion ensued regarding the 9000 Series policies. Dr. P. Tudryn also advised the Board that the 6000 Series will be included on the next agenda. He advised that he will be working with the Board Policy Review committee to develop a timeline for the amended documents to be reviewed. N. Farmer informed the Board that the posting of the agenda must include all supporting documents as well. Dr. P. Tudryn thanked her for the reminder and advised he would look into it.

XI. NEW BUSINESS: VOTE

- 1) FY2026 Budget - Dr. P. Tudryn summarized the recent Budget Workshop meeting and informed the Board that revisions have been made to the FY25-26 budget and a tutor could be maintained without an impact to the budget. On a motion by N. Farmer, second by C. Sevarino, to approve sending the Board of Education's budget for \$29,079,442.98 to the Board of Finance. N. Farmer expressed the importance of having the math tutor in place in September. PASSED with a unanimous vote by all members present.
- 2) EWHS Field Trip Request - Dr. P. Tudryn advised the Board that the Tolland Board of Education has approved allowing East Windsor students to join them on the trip to Spain. Discussion ensued regarding the excitement surrounding the trip. On a motion by F. Neill, second by K. Betancourt, to approve the EWHS Field Trip Request. PASSED with a unanimous vote by all members present. The Board requested Dr. P. Tudryn thank the Tolland Board of Education on their behalf.

XII. LIAISON'S AND SUBCOMMITTEE REPORTS

C. Sevarino advised that the East Windsor Greater Together Community Fund and the Hartford Foundation for Public Giving are giving away \$100,000 (\$5,000 per group). Dr. P. Tudryn advised that the district will be submitting a proposal. Discussion ensued regarding the various opportunities for the district to benefit from the donations. N. Farmer reminded the Board that PTO Bingo is Friday night. K. Betancourt encouraged the Board to attend the All Town Pops concert. D. Menard advised the next Ad Hoc Committee meeting is April 2nd. H. Spencer inquired about submitting questions prior to the meeting. D. Menard asked that questions be submitted to her in writing. H. Spencer requested that the architect attend the next meeting. E. LeBorious inquired about updates to the website. Dr. P. Tudryn requested suggestions be sent to him via email.

XIII. PUBLIC PARTICIPATION

NONE

XIV. MISCELLANEOUS

NONE

XV. CORRESPONDENCE

A copy of the enrollment report was provided to the Board. D. Menard inquired about a decrease in enrollment numbers from last year. Dr. P. Tudryn advised this was due to the change in kindergarten enrollment.

XVI. EXECUTIVE SESSION

On a motion by K. Betancourt, second by C. Sevarino, to enter into executive session to discuss the appointment, employment, performance, evaluation, dismissal or the health of a public officer or employee, provided such individual may require that the discussion be held at an open meeting – Superintendent’s Evaluation and pending litigation. PASSED with a unanimous vote by all members present at 8:22 PM. The Board exited the executive session at 8:58 PM.

XVII. ADJOURNMENT

On a motion by K. Betancourt, second by C. Sevarino, the Board adjourned the meeting at 8:59 PM. PASSED with a unanimous vote by all members present.

Respectfully submitted,
Jessica Ripley
Board Recording Secretary

DRAFT

The Student Representative Report BOE Meeting 03.26.25

Broad Brook Elementary School Report

The Grade 4 band performed to a full house alongside the MS and HS band at the All Town Pops concert.

Broad Brook School students and families continue to read and complete activities for our One School One Book: The Chocolate Touch.

The March Family Mileage Club met on March 17th. Many families attended and had an opportunity to exercise together. Special thanks to Noreen Farmer for help running the event. We plan on holding the April event outside.

Middle School Report

On March 13th the 7th grade took a field trip to the Connecticut Science Center. On March 14th they celebrated Pi Day with engaging activities focused on Pi. To everyone's amazement, Zoe McNamara recited over 100 digits of Pi.

The 8th grade is running a fundraiser with top staff participants earning the chance to race on inflatables on March 28th.

Students in grades 5-8 who are part of the band and chorus showcased their talents at the All-Town Pops Concert.

Looking ahead, students will take part in the March incentive event on March 28th, which will feature an exciting Student vs. Staff basketball game.

High School Report

Seventeen dedicated students from East Windsor High School spent over two months preparing for the Westfield State University 2025 Model Congress—and their hard work paid off. Our students proposed four bills, all of which successfully passed committee scrutiny on Friday, March 7th and full Senate and House debate on Saturday, March 8th!

Mariella Lukasik and Christina Keyes introduced a bill to regulate unhealthy chemical additives in food. Kasey Macsata and Zoie Ruff proposed legislation to lower economic barriers for local farmers entering supermarkets. Ava Carter and Miki Vong advocated for the installation of safety gates at subway stations to prevent falls onto the tracks. Liam Towers and Cooper King championed a bill to make epinephrine auto-injectors more affordable. These outstanding legislative efforts were supported by extensive research and idea development from Kylie Keyes, Kassie Keyes, Ava Young, Gianna Sigleski, Nicole Brown, Jonathan Corsetti, Ali Taylor, Ella Marschall, and Tim Mehan. Notably, Liam and Cooper's bill was awarded runner-up for Best Written Bill.

The Model Congress offers students a unique opportunity to engage in structured debates on some of America's most pressing issues fostering an appreciation for civil discourse, respect for diverse opinions, and a platform for the next generation of leaders to make their voices heard. These students continue to **not hide their panther pride** and exemplify what it means to have **self awareness**, be a **responsible citizen** and a **life-long learner**.

FY25 YTD BUDGET REPORT

FOR 2025 08							
ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED	
1010 General Fund School							
0001 BROAD BROOK ELEMENTARY							
3,477,202.92	0.00	3,477,202.92	2,304,157.28	1,059,186.62	113,859.02	96.7%	
0002 EAST WINDSOR MIDDLE SCHOOL							
3,430,893.71	0.00	3,430,893.71	2,192,796.68	1,145,213.82	92,883.21	97.3%	
0003 EAST WINDSOR HIGH SCHOOL							
3,344,994.36	5,375.00	3,350,369.36	2,077,452.46	1,017,680.79	255,236.11	92.4%	
0004 SPECIAL EDUCATION							
6,976,635.50	0.00	6,976,635.50	4,567,967.14	2,307,675.50	100,992.86	98.6%	
0006 FACILITIES							
1,838,755.99	0.00	1,838,755.99	1,268,635.29	279,723.24	290,397.46	84.2%	
0007 TECHNOLOGY							
393,680.50	0.00	393,680.50	274,858.26	105,563.64	13,258.60	96.6%	
0008 CURRICULUM							
204,507.50	0.00	204,507.50	156,490.74	18,500.42	29,516.34	85.6%	
0011 DISTRICT WIDE							
6,307,530.55	-5,791.31	6,301,739.24	5,266,062.97	391,298.40	644,377.87	89.8%	
0012 TRANSPORTATION							
1,143,263.43	328.31	1,143,591.74	678,310.04	533,215.83	-67,934.13	105.9%	
0013 HEALTH DEPARTMENT							
424,657.54	0.00	424,657.54	260,337.95	94,034.47	70,285.12	83.4%	
0017 ATHLETIC DEPARTMENT							
264,100.00	88.00	264,188.00	155,442.52	88,835.96	19,909.52	92.5%	
0018 BAND							
16,424.00	0.00	16,424.00	10,004.35	1,384.45	5,035.20	69.3%	
0019 EDUCATION FUNDING OFFSETS							
-478,000.00	0.00	-478,000.00	0.00	0.00	-478,000.00	.0%	
4700 BOE -District wide							
0.00	0.00	0.00	-20,555,000.00	0.00	20,555,000.00	100.0%	
TOTAL General Fund School							
27,344,646.00	0.00	27,344,646.00	-1,342,484.32	7,042,313.14	21,644,817.18	20.8%	
TOTAL REVENUES							
-1,529,259.00	0.00	-1,529,259.00	-20,835,077.26	0.00	19,305,818.26		
TOTAL EXPENSES							
28,873,905.00	0.00	28,873,905.00	19,492,592.94	7,042,313.14	2,338,998.92		
GRAND TOTAL							
27,344,646.00	0.00	27,344,646.00	-1,342,484.32	7,042,313.14	21,644,817.18	20.8%	

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

FY25 YTD BUDGET REPORT

FOR 2025 08

	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
2366 FRC							
43300 STATE GRANTS							
23660000 43300		CARE 4 KIDS REVENUE					
	0.00	0.00	0.00	-14,663.89	0.00	14,663.89	100.0%
TOTAL STATE GRANTS	0.00	0.00	0.00	-14,663.89	0.00	14,663.89	100.0%
44010 FEES & CHARGES							
23660000 44010		PRE-K BEFORE/AFTER FEES					
	-252,820.00	0.00	-252,820.00	-108,745.62	0.00	-144,074.38	43.0%
TOTAL FEES & CHARGES	-252,820.00	0.00	-252,820.00	-108,745.62	0.00	-144,074.38	43.0%
51010 SALARIES PAID TO TEACHERS							
23660000 51010		FRC SUMMER SALARIES					
	15,094.41	31,127.19	46,221.60	40,935.99	0.00	5,285.61	88.6%
23660002 51010		FRC SALARIES					
	144,286.13	9,281.00	153,567.13	111,240.14	41,472.58	854.41	99.4%
TOTAL SALARIES PAID TO TEACHER	159,380.54	40,408.19	199,788.73	152,176.13	41,472.58	6,140.02	96.9%
52100 GROUP INSURANCE							
23660000 52100		FRC MEDICAL/DENTAL					
	25,104.00	0.00	25,104.00	0.00	0.00	25,104.00	.0%
23660324 52100		FRC GROUP LIFE INSURANCE					
	43.20	0.00	43.20	0.00	0.00	43.20	.0%
TOTAL GROUP INSURANCE	25,147.20	0.00	25,147.20	0.00	0.00	25,147.20	.0%

FY25 YTD BUDGET REPORT

FOR 2025 08

	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
52200 EMPLOYER SHARE SOCIAL SECURITY							
23660000 52200	14,794.27	FRC FICA 0.00	14,794.27	0.00	0.00	14,794.27	.0%
TOTAL EMPLOYER SHARE SOCIAL SE	14,794.27	0.00	14,794.27	0.00	0.00	14,794.27	.0%
53010 PURCHASED PROF SERVICES							
23660000 53010	500.00	FRC REG PROFESSIONAL SERVICES 0.00	500.00	487.06	36.74	-23.80	104.8%
TOTAL PURCHASED PROF SERVICES	500.00	0.00	500.00	487.06	36.74	-23.80	104.8%
53200 PROF EDUCATIONAL SERVICES							
23660000 53200	500.00	FRC PROFESSIONAL DEVELOPMENT 0.00	500.00	0.00	0.00	500.00	.0%
TOTAL PROF EDUCATIONAL SERVICE	500.00	0.00	500.00	0.00	0.00	500.00	.0%
53240 FIELD TRIPS							
23660005 53240	1,000.00	FRC FIELD TRIPS 0.00	1,000.00	493.56	0.00	506.44	49.4%
TOTAL FIELD TRIPS	1,000.00	0.00	1,000.00	493.56	0.00	506.44	49.4%
54400 RENTALS							
23660000 54400	600.00	FRC STORAGE RENTAL 0.00	600.00	504.08	1,052.82	-956.90	259.5%

FY25 YTD BUDGET REPORT

FOR 2025 08							
ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED	
TOTAL RENTALS	600.00	0.00	600.00	504.08	1,052.82	-956.90	259.5%
55300 COMMUNICATIONS							
23660000 55300	FRC VERIZON WIRELESS	1,700.00	0.00	1,700.00	0.00	1,700.00	.0%
TOTAL COMMUNICATIONS		1,700.00	0.00	1,700.00	0.00	1,700.00	.0%
55800 TRAVEL REIMBURSEMENT							
23660002 55800	FRC Travel	842.40	557.60	1,400.00	639.43	760.57	45.7%
TOTAL TRAVEL REIMBURSEMENT		842.40	557.60	1,400.00	639.43	760.57	45.7%
56010 SUPPLIES							
23660000 56010	FRC Summer Misc	-24,534.03	24,534.03	0.00	0.00	0.00	.0%
23660002 56010	FRC REG SUPPLIES	1,625.43	501.57	2,127.00	1,446.12	680.88	68.0%
TOTAL SUPPLIES		-22,908.60	25,035.60	2,127.00	1,446.12	680.88	68.0%
56900 OTHER SUPPLIES							
23660000 56900	FRC SUMMER LOCAL EXPENSES	11,150.00	0.00	11,150.00	2,119.70	9,030.30	19.0%
TOTAL OTHER SUPPLIES		11,150.00	0.00	11,150.00	2,119.70	9,030.30	19.0%

FY25 YTD BUDGET REPORT

FOR 2025 08							
	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
58100 DUES & FEES							
23660002 58100		FRC DUES & MEMBERSHIPS					
	-2,642.00	2,682.00	40.00	787.47	279.93	-1,027.40	2668.5%
TOTAL DUES & FEES	-2,642.00	2,682.00	40.00	787.47	279.93	-1,027.40	2668.5%
TOTAL FRC	-62,756.19	68,683.39	5,927.20	35,244.04	42,842.07	-72,158.91	1317.4%
TOTAL REVENUES	-252,820.00	0.00	-252,820.00	-123,409.51	0.00	-129,410.49	
TOTAL EXPENSES	190,063.81	68,683.39	258,747.20	158,653.55	42,842.07	57,251.58	
GRAND TOTAL	-62,756.19	68,683.39	5,927.20	35,244.04	42,842.07	-72,158.91	1317.4%

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

FY25 YTD BUDGET REPORT

FOR 2025 08

	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
2750 Food Service							
43333 STATE REVENUE							
27500000 43333		STATE REVENUE					
	0.00	0.00	0.00	-311,862.35	0.00	311,862.35	100.0%
TOTAL STATE REVENUE	0.00	0.00	0.00	-311,862.35	0.00	311,862.35	100.0%
44608 MISC REVENUE							
27500000 44608		MISC REVENUE					
	0.00	0.00	0.00	-654.68	0.00	654.68	100.0%
TOTAL MISC REVENUE	0.00	0.00	0.00	-654.68	0.00	654.68	100.0%
51900 OTHER SALARIES							
27500000 51900		CAFE WAGES/SALARIES					
	0.00	0.00	0.00	164,049.90	3,076.92	-167,126.82	100.0%
TOTAL OTHER SALARIES	0.00	0.00	0.00	164,049.90	3,076.92	-167,126.82	100.0%
55700 FOOD SERVICE MANAGEMENT							
27500000 55700		FOOD SERVICE MANAGEMENT					
	0.00	0.00	0.00	180,149.20	2,478.61	-182,627.81	100.0%
TOTAL FOOD SERVICE MANAGEMENT	0.00	0.00	0.00	180,149.20	2,478.61	-182,627.81	100.0%
57300 EQUIPMENT							
27500000 57300		FOOD SERVICE EQUIPMENT					
	0.00	0.00	0.00	0.00	26,348.12	-26,348.12	100.0%

FY25 YTD BUDGET REPORT

FOR 2025 08							
	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
TOTAL EQUIPMENT	0.00	0.00	0.00	0.00	26,348.12	-26,348.12	100.0%
57350 TECHNOLOGY SOFTWARE							
27500000 57350 FOOD SERVICE SOFTWARE	0.00	0.00	0.00	0.00	15,204.00	-15,204.00	100.0%
TOTAL TECHNOLOGY SOFTWARE	0.00	0.00	0.00	0.00	15,204.00	-15,204.00	100.0%
TOTAL Food Service	0.00	0.00	0.00	31,682.07	47,107.65	-78,789.72	100.0%
TOTAL REVENUES	0.00	0.00	0.00	-312,517.03	0.00	312,517.03	
TOTAL EXPENSES	0.00	0.00	0.00	344,199.10	47,107.65	-391,306.75	
GRAND TOTAL	0.00	0.00	0.00	31,682.07	47,107.65	-78,789.72	100.0%

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

FY25 YTD BUDGET REPORT

FOR 2025 08

	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
2000 School Grants							
20212115 ARP ESSER III							
43100 FEDERAL GRANT REVENUE							
20212115 43100	0.00	FY21 ARP ESSER III REVENUE	0.00	-107,278.31	0.00	107,278.31	100.0%
53200 PROF EDUCATIONAL SERVICES							
20212115 53200	62,100.00	ESSER III PROF & TECH SERVICES	62,100.00	62,000.00	0.00	100.00	99.8%
54010 PURCHASED PROP SERVICES							
20212115 54010	22,481.03	ESSER III PURCH PROP SERV	22,481.03	22,481.03	0.00	0.00	100.0%
TOTAL ARP ESSER III	84,581.03		84,581.03	-22,797.28	0.00	107,378.31	-27.0%
20240319 FY24 ARP DUAL CREDIT							
43100 FEDERAL GRANT REVENUE							
20240319 43100	-7,050.83	FY24 ARP ESSER DUAL CREDIT REV	-7,050.83	-7,050.83	0.00	0.00	100.0%
51010 SALARIES PAID TO TEACHERS							
20240319 51010	1,421.60	ARP ESSER DUAL CREDIT SALARIES	1,421.60	0.00	0.00	1,421.60	.0%
53010 PURCHASED PROF SERVICES							
20240319 53010	2,000.00	FY24 ARP DUAL CREDIT PURCH SER	2,000.00	2,000.00	0.00	0.00	100.0%

FY25 YTD BUDGET REPORT

FOR 2025 08

	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
56010 SUPPLIES							
20240319 56010	3,629.23	FY24 ARP DUAL CREDIT SUPPLIES 0.00	3,629.23	3,629.23	0.00	0.00	100.0%
TOTAL FY24 ARP DUAL CREDIT	0.00	0.00	0.00	-1,421.60	0.00	1,421.60	100.0%
20240321 FY24 TITLE I PART A							
43100 FEDERAL GRANT REVENUE							
20240321 43100	-171,043.91	FY24 TITLE I PART A REVENUE 0.00	-171,043.91	-49,196.57	0.00	-121,847.34	28.8%
53010 PURCHASED PROF SERVICES							
20240321 53010	43,500.00	FY24 TITLE I PURCH PROF SERV 0.00	43,500.00	16,787.56	800.00	25,912.44	40.4%
56010 SUPPLIES							
20240321 56010	127,543.91	FY24 TITLE I SUPPLIES 0.00	127,543.91	47,363.61	320.00	79,860.30	37.4%
TOTAL FY24 TITLE I PART A	0.00	0.00	0.00	14,954.60	1,120.00	-16,074.60	100.0%
20240326 FY24 TITLE II A							
43100 FEDERAL GRANT REVENUE							
20240326 43100	-26,717.75	FY24 TITLE IIA REVENUE 0.00	-26,717.75	-26,717.75	0.00	0.00	100.0%

FY25 YTD BUDGET REPORT

FOR 2025 08								
ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED		
51100 SALARIES OF REGULAR EMPLOYEES								
20240326 51100	FY24 TITLE II A SALARIES	20,000.00	0.00	20,000.00	20,000.00	0.00	0.00	100.0%
53010 PURCHASED PROF SERVICES								
20240326 53010	FY24 TITLE II A PURCH SERV	6,717.75	0.00	6,717.75	6,717.75	0.00	0.00	100.0%
TOTAL FY24 TITLE II A		0.00	0.00	0.00	0.00	0.00	0.00	.0%
20240341 FY24 HTFD OPEN CHOICE								
43300 STATE GRANTS								
20240341 43300	HARTFORD OC REVENUE	0.00	0.00	0.00	-188,669.00	0.00	188,669.00	100.0%
51010 SALARIES PAID TO TEACHERS								
20240341 51010	HTFD OC TEACHER SAL	0.00	0.00	0.00	132,046.61	24,046.61	-156,093.22	100.0%
51100 SALARIES OF REGULAR EMPLOYEES								
20240341 51100	HTFD OC COMMUNICATIONS	0.00	0.00	0.00	109,038.42	48,461.52	-157,499.94	100.0%
51100B INSTRUCTIONAL SAL								
20240341 51100B	HTFD OC PARA SAL	0.00	0.00	0.00	37,624.11	0.00	-37,624.11	100.0%
TOTAL FY24 HTFD OPEN CHOICE		0.00	0.00	0.00	90,040.14	72,508.13	-162,548.27	100.0%

FY25 YTD BUDGET REPORT

FOR 2025 08

	ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
20240342 FY24 FAFSA COMPLETION							
43100 FEDERAL GRANT REVENUE							
20240342 43100		FY24 FAFSA COMPLETION REVENUE					
	-2,070.00	0.00	-2,070.00	-2,070.00	0.00	0.00	100.0%
51010 SALARIES PAID TO TEACHERS							
20240342 51010		FY24 FAFSA COMPLETION SALARIES					
	330.00	0.00	330.00	176.04	0.00	153.96	53.3%
55990 OTHER PURCHASED SERVICES							
20240342 55990		FY24 FAFSA COMPLETION OTH PURC					
	1,740.00	0.00	1,740.00	0.00	0.00	1,740.00	.0%
TOTAL FY24 FAFSA COMPLETION	0.00	0.00	0.00	-1,893.96	0.00	1,893.96	100.0%
20240356 FY24 TITLE IV							
43100 FEDERAL GRANT REVENUE							
20240356 43100		FY24 TITLE IV REVENUE					
	-26,149.44	0.00	-26,149.44	-1,772.64	0.00	-24,376.80	6.8%
51100 SALARIES OF REGULAR EMPLOYEES							
20240356 51100		FY24 TITLE IV SALARIES					
	4,500.00	0.00	4,500.00	527.70	0.00	3,972.30	11.7%
53010 PURCHASED PROF SERVICES							
20240356 53010		FY24 TITLE IV PURCH SERV					
	1,000.00	0.00	1,000.00	1,000.00	0.00	0.00	100.0%

FY25 YTD BUDGET REPORT

FOR 2025 08

ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
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56010 SUPPLIES

20240356 56010	FY24 TITLE IV SUPPLIES	20,649.44	0.00	20,649.44	335.84	8,421.77	11,891.83	42.4%
TOTAL FY24 TITLE IV		0.00	0.00	0.00	90.90	8,421.77	-8,512.67	100.0%

20240365 FY24 SUMMER ENRICHMENT

43300 STATE GRANTS

20240365 43300	FY24 SUMMER EN REVENUE	-158,074.90	0.00	-158,074.90	-158,074.90	0.00	0.00	100.0%
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51010 SALARIES PAID TO TEACHERS

20240365 51010	FY24 SUMMER EN SALARIES	119,461.98	0.00	119,461.98	119,461.98	0.00	0.00	100.0%
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52200 EMPLOYER SHARE SOCIAL SECURITY

20240365 52200	SUMMER ENRICHMENT FICA	12,933.39	0.00	12,933.39	12,933.39	0.00	0.00	100.0%
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53010 PURCHASED PROF SERVICES

20240365 53010	FY24 SUMMER EN PURCH SERVICES	1,107.50	0.00	1,107.50	1,107.50	0.00	0.00	100.0%
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55100 STUDENT TRANSPORTATION

20240365 55100	FY24 SUMMER EN TRANSPORTATION	18,452.56	0.00	18,452.56	18,452.56	0.00	0.00	100.0%
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56010 SUPPLIES

20240365 56010	FY24 SUMMER EN SUPPLIES	6,119.47	0.00	6,119.47	6,119.47	0.00	0.00	100.0%
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FY25 YTD BUDGET REPORT

FOR 2025 08								
ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED		
TOTAL FY24 SUMMER ENRICHMENT	0.00	0.00	0.00	0.00	0.00	0.00	.0%	
20240367 FY24 IDEA PART B EXTENDED PARA								
43100 FEDERAL GRANT REVENUE								
20240367 43100	FY24 IDEA PART B ESP REV							
-1,600.00	0.00	-1,600.00	-1,600.00	0.00	0.00	100.0%		
53300 EMPLOYEE TRAINING NON DIRECT								
20240367 53300	FY24 IDEA ESP TRAINING							
1,600.00	0.00	1,600.00	1,600.00	0.00	0.00	100.0%		
TOTAL FY24 IDEA PART B EXTENDE	0.00	0.00	0.00	0.00	0.00	.0%		
20250315 FY25 SHEFF OC REVENUE								
43300 STATE GRANTS								
20250315 43300	FY25 SHEFF OC REVENUE							
-99,517.00	0.00	-99,517.00	-47,170.40	0.00	-52,346.60	47.4%		
51010 SALARIES PAID TO TEACHERS								
20250315 51010	FY25 SHEFF OC SALARIES							
94,517.00	0.00	94,517.00	65,801.27	28,715.72	0.01	100.0%		
53010 PURCHASED PROF SERVICES								
20250315 53010	FY25 SHEFF OC PROF SERVICES							
5,000.00	0.00	5,000.00	243.95	2,000.02	2,756.03	44.9%		

FY25 YTD BUDGET REPORT

FOR 2025 08

ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
TOTAL FY25 SHEFF OC REVENUE	0.00	0.00	18,874.82	30,715.74	-49,590.56	100.0%
20250316 FY25 IDEA 611						
43100 FEDERAL GRANT REVENUE						
20250316 43100	FY25 IDEA 611 REVENUE	-275,303.00	-144,989.85	0.00	-130,313.15	52.7%
51100B INSTRUCTIONAL SAL						
20250316 51100B	FY25 IDEA 611 SALARIES	275,303.00	179,488.14	28,548.24	67,266.62	75.6%
TOTAL FY25 IDEA 611	0.00	0.00	34,498.29	28,548.24	-63,046.53	100.0%
20250317 FY25 IDEA 619						
43100 FEDERAL GRANT REVENUE						
20250317 43100	FY25 IDEA 619 REVENUE	-11,489.00	-5,897.43	0.00	-5,591.57	51.3%
51100B INSTRUCTIONAL SAL						
20250317 51100B	FY25 IDEA 619 SALARIES	11,489.00	5,897.43	0.00	5,591.57	51.3%
TOTAL FY25 IDEA 619	0.00	0.00	0.00	0.00	0.00	.0%
20250320 FY25 ARPA MENTAL HEALTH						
43100 FEDERAL GRANT REVENUE						

FY25 YTD BUDGET REPORT

FOR 2025 08								
ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED		
20250320 43100	FY25 ARPA MENTAL H REVENUE							
-46,869.00	0.00	-46,869.00	-34,446.76	0.00	-12,422.24	73.5%		
51010 SALARIES PAID TO TEACHERS								
20250320 51010	FY25 APRA MENT SALARIES							
46,869.00	0.00	46,869.00	40,576.90	6,292.09	0.01	100.0%		
TOTAL FY25 ARPA MENTAL HEALTH								
0.00	0.00	0.00	6,130.14	6,292.09	-12,422.23	100.0%		
20250321 FY25 TITLE IA								
43100 FEDERAL GRANT REVENUE								
20250321 43100	FY25 TITLE IA REVENUE							
-392,744.00	0.00	-392,744.00	-156,776.44	0.00	-235,967.56	39.9%		
51010 SALARIES PAID TO TEACHERS								
20250321 51010	FY25 TITLE I SALARIES							
156,358.75	0.00	156,358.75	89,475.41	52,901.15	13,982.19	91.1%		
52010 EMPLOYEE BENEFITS								
20250321 52010	FY25 TITLE IA BENEFITS							
65,708.16	0.00	65,708.16	65,708.16	0.00	0.00	100.0%		
53010 PURCHASED PROF SERVICES								
20250321 53010	FY25 TITLE IA PURCH PROF SERV							
50,000.00	0.00	50,000.00	5,350.00	0.00	44,650.00	10.7%		
55990 OTHER PURCHASED SERVICES								
20250321 55990	FY25 TITLE IA OTHER PURCH SERV							
15,000.00	0.00	15,000.00	14,250.00	750.00	0.00	100.0%		

FY25 YTD BUDGET REPORT

FOR 2025 08

ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED
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56010 SUPPLIES

20250321 56010	FY25 TITLE IA SUPPLIES	105,677.09	0.00	105,677.09	0.00	1,722.90	103,954.19	1.6%
TOTAL FY25 TITLE IA		0.00	0.00	0.00	18,007.13	55,374.05	-73,381.18	100.0%

20250322 FY25 ALLIANCE GRANT

43300 STATE GRANTS

20250322 43300	FY25 ALLIANCE REVENUE	-186,987.00	0.00	-186,987.00	-101,131.97	0.00	-85,855.03	54.1%
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51010 SALARIES PAID TO TEACHERS

20250322 51010	FY25 ALLIANCE SALARIES	182,932.00	0.00	182,932.00	113,510.52	69,466.93	-45.45	100.0%
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52010 EMPLOYEE BENEFITS

20250322 52010	FY25 ALLIANCE BENEFITS	1,298.52	0.00	1,298.52	1,298.52	0.00	0.00	100.0%
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56010 SUPPLIES

20250322 56010	FY25 ALLIANCE SUPPLIES	2,756.48	0.00	2,756.48	1,497.08	0.00	1,259.40	54.3%
TOTAL FY25 ALLIANCE GRANT		0.00	0.00	0.00	15,174.15	69,466.93	-84,641.08	100.0%

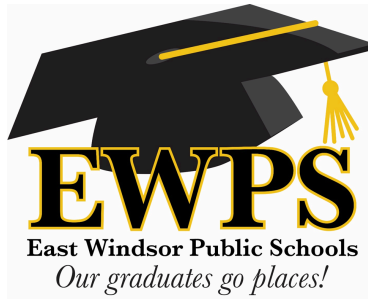
20250323 FY25 FRC GRANT

43300 STATE GRANTS

20250323 43300	FY25 FRC GRANT REVENUE							
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FY25 YTD BUDGET REPORT

FOR 2025 08							
ORIGINAL APPROP	TRANFRS/ADJSMTS	REVISED BUDGET	YTD ACTUAL	ENCUMBRANCE/REQ	AVAILABLE BUDGET	% USED	
-111,363.00	0.00	-111,363.00	-55,681.50	0.00	-55,681.50	50.0%	
51010 SALARIES PAID TO TEACHERS							
20250323 51010	FY25 FRC GRANT	SALARIES					
89,500.00	0.00	89,500.00	53,451.25	0.00	36,048.75	59.7%	
53010 PURCHASED PROF SERVICES							
20250323 53010	FY25 FRC GRANT	PURCH SERV					
4,460.00	0.00	4,460.00	6,737.92	273.09	-2,551.01	157.2%	
55990 OTHER PURCHASED SERVICES							
20250323 55990	FY25 FRC OTHER	PURCH SERVICES					
6,180.00	0.00	6,180.00	815.00	0.00	5,365.00	13.2%	
56010 SUPPLIES							
20250323 56010	FY25 FRC GRANT	SUPPLIES					
8,223.00	0.00	8,223.00	4,741.54	207.68	3,273.78	60.2%	
TOTAL FY25 FRC GRANT							
-3,000.00	0.00	-3,000.00	10,064.21	480.77	-13,544.98	-351.5%	
20250326 FY25 TITLE II A							
43100 FEDERAL GRANT REVENUE							
20250326 43100	FY25 TITLE IIA	REVENUE					
-35,610.00	0.00	-35,610.00	-17,180.09	0.00	-18,429.91	48.2%	
51100 SALARIES OF REGULAR EMPLOYEES							
20250326 51100	FY25 TITLE IIA	SALARIES					
20,000.00	0.00	20,000.00	2,454.25	0.00	17,545.75	12.3%	



Prepared: March 14, 2025

Appointments:

Nina Willett - Part time Paraeducator, EWHS, effective 1/29/25

Kiersten Walker - Nurse Substitute, District Wide, effective 02/21/2025

Transfers:

Carla Puztai - Appointment, Business Office Associate, effective date TBD

David Chapman - Head Custodian, EWMS, effective TBD

Resignations & Retirements:

Kathryn Smyrak - Resignation, BBES School Nurse, effective end of school year

Rebecca St John - Resignation, EWHS Vocation Coordinator, effective end of school year

Alan Patenaude - Retirement, EWMS Head Custodian, effective 7/1/2025

Wendy Gage - Retirement, Health Care Coordinator District Wide, effective 7/1/2025

Susan Henneberry - Contract complete, BBES Interim Assistant Principal, effective 03/07/2025

Kiersten Walker - Resignation, Nurse Substitute, District Wide, effective 03/03/2025

Angela Nelson - Resignation, EWMS Paraprofessional, effective 03/03/2025

Danielle Gabalis - Resignation, Accounts Payable Associate, effective 02/28/2025

Nina Willett - Resignation, Part time Paraeducator, EWHS, effective 02/05/2025

Jane Wilkinson - Resignation, BBES Tutor, effective 2/28/2025

Carrie Villar - Resignation, EWHS Special Ed Paraeducator, effective 1/24/2025

Stipends:

Avalon Borra - EWHS Science Teacher, Science PLC Leader, effective 03/24/2025

Kinjalben Sevak - EWHS Tutor, After School Math Tutor (grant funded), effective 1/18/2025

Spring Coaches:

Brenden Ebert - EWHS Baseball Head Coach, effective 3/1/2025

Andrew Masters - EWHS Boys Outdoor Track Head Coach, effective 3/1/2025

Elizabeth Reid - EWHS Varsity Softball Assistant Coach, effective 3/1/2025

Kaylee Miodonka - EWHS Varsity Softball Head Coach, effective 3/1/2025

Avalon Borra - EWHS Track & Field Assistant Coach, effective 3/1/2025

Decovan Dufort - EWHS Girls Outdoor Track Head Coach, effective 3/1/2025

Holly Surette - EWMS Track & Field Assistant Coach, effective 3/1/2025

Jillian Ellefson - EWMS Track & Field Head Coach, effective 3/1/2025

Abigail Oppenheimer - EWMS Softball Coach, effective 3/1/2025

Series 6000
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SERIES 6010: WEIGHTED GRADING AND CALCULATION OF GRADE POINT AVERAGES

ADMIN RECOMMENDATION: NEW
BOE RECOMMENDATION:

WEIGHTED GRADING AND CALCULATION OF GRADE POINT AVERAGES

The East Windsor Board of Education (the “Board”) recognizes the importance of parents and students understanding the manner in which grade point averages are calculated within the East Windsor Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which grade point averages are calculated within the District.

I. Calculation of Grade Point Average for Purposes of the Connecticut Automatic Admissions Program

The Board understands its obligation under state law to identify students in the District who are eligible for the Connecticut Automatic Admissions Program (“CAAP”).

In accordance with state law, for each student who completes eleventh grade, the District will: (1) calculate the unweighted grade point average for purposes of the CAAP (“CAAP GPA”), and (2) determine whether such student’s CAAP GPA is above or below the minimum established by the Board of Regents for Higher Education (“BOR”). The District shall share a student’s CAAP GPA and whether the student is above or below the minimum established by the BOR with the student, the student’s parent or guardian, the Connecticut State Department of Education (“CSDE”), and, upon request, a participating institution for purposes of applying to such institution under the CAAP.

The District shall notify each student enrolled in the student’s final year of high school, and the parent or guardian of such student, whether the student may be admitted to at least one participating institution under the CAAP based on the academic threshold established by such institution.

II. Calculation of Grade Point Averages and Class Percentile Rank For All Other Purposes

The Board believes that, due to the rigorous nature of certain classes and programs, the grades earned in such classes and programs deserve additional weight for purposes of calculating grade point average and determining class rank. These rigorous classes and programs listed in the program of studies include the following: honors classes, advanced placement classes, dual enrollment, dual credit or early college enrollment. Therefore, it is the policy of the Board to grant grades earned in such courses additional weight for the aforementioned purposes. A student’s grade point average shall be calculated as referenced in the high school program of study.

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy, if necessary.

Legal Reference:

Connecticut General Statutes § 10-220g

Connecticut General Statutes § 10-220q

Connecticut General Statutes § 10a-11h

Public Act 24-47, “An Act Modifying the Connecticut Automatic Admissions Program”

ADOPTED: _____

REVISED: _____

SERIES 6030: HOMEWORK

ADMIN RECOMMENDATION: NEW
BOE RECOMMENDATION:

HOMEWORK

It is the policy of the East Windsor Board of Education (the “Board”) to ensure that all students comply with the homework requirements imposed by the school in which the child is enrolled. It is also the policy of the Board that any imposition of homework should be related to the curriculum goals and standards recognized as appropriate for the student's grade.

The Superintendent or his/her designee shall be responsible for developing procedures in furtherance of this policy.

Legal Reference:
Connecticut General Statutes §10-221(b)

ADOPTED: _____

REVISED: _____

SERIES 6050: PROMOTION AND RETENTION

ADMIN RECOMMENDATION: NEW
BOE RECOMMENDATION:

PROMOTION AND RETENTION

It is the policy of the East Windsor Board of Education that student promotion shall be determined by academic performance and social and emotional maturity. The Administration and faculty shall apply these criteria when determining whether to promote or retain a student. Retention is an extraordinary measure that should be the result of the combined professional judgment of the school principal, teachers, guidance counselor and/or other support personnel.

The Superintendent or his/her designee shall be responsible for developing procedures, in furtherance of this policy, that are designed to foster student achievement and reduce the incidence of social promotion. Such procedures shall:

1. Include objective criteria for the promotion and graduation of students,
2. Provide for the measuring of the progress of students against such criteria and the reporting of such information to parents and students,
3. Include alternatives to promotion such as transition programs, and
4. Provide for supplemental services.

Such procedures may require students who have substantial academic deficiencies that jeopardize their eligibility for promotion or graduation to attend after school programs, summer school or other programs that are designed to assist students in remedying such deficiencies.

Legal Reference:

Connecticut General Statutes § 10-221(b)

Connecticut General Statutes § 10-223a

ADOPTED: _____

REVISED: _____

SERIES 6100: PARENT-TEACHER COMMUNICATION

ADMIN RECOMMENDATION: NEW BOE RECOMMENDATION:

PARENT-TEACHER COMMUNICATION

The East Windsor Board of Education (the “Board”) believes that parents should be knowledgeable about the education that the East Windsor Public Schools (the “District”) provides to enrolled students. The Board believes that parents are most knowledgeable when they have regular communication with teachers. Therefore, it is the policy of the Board to encourage parent-teacher communication. The Superintendent or designee shall be responsible for developing procedures in furtherance of this policy.

The Superintendent is further required to include information about parental involvement and actions taken to improve parental involvement in the strategic school profile that is submitted annually to the Board and Commissioner of Education. Such actions to improve parental involvement may include methods to engage parents in the planning and improvement of school programs and to increase support to parents working at home with their children on learning activities.

The procedures developed in furtherance of this policy may include monthly newsletters, required regular contact with all parents, drop-in hours for parents, home visits, and the use of technology to allow parents to check on their children’s assignments and students to receive assistance if needed.

Such procedures shall require the District to conduct two flexible parent-teacher conferences for each school year. In addition, the procedures shall require the District to:

- A. Offer parents the option of attending parent-teacher conferences by telephonic, video, or other conferencing platform,
- B. Conduct one parent-teacher conference, in addition to the two flexible parent-teacher conferences described above, during periods when the District provides remote learning for more than three consecutive weeks, and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning (for purposes of this policy, and in accordance with applicable law, “remote learning” means instruction by means of one or more Internet-based software platforms as part of a remote learning model), and
- C. Request from each student’s parent the name and contact information of an emergency contact person who may be contacted if the student’s parent cannot be reached to schedule a parent-teacher conference required during periods of District-provided remote learning.

The procedures must also require a teacher conducting a parent-teacher conference that is required in section (B) above to provide a copy of the document, to be developed by the Department of Education, to provide information concerning educational, safety, mental health, and food insecurity resources and programs available for students and their families, to the parent prior to the parent-teacher conference. If, after making three attempts, a teacher is unable to make contact with a student’s parent in order to schedule a parent-teacher conference required in section (B) above, the teacher shall report such inability to the school principal or designee. Such principal or designee shall contact any emergency contact person designated by the student’s parent to ascertain such student’s and family’s health and safety.

Legal reference:

Connecticut General Statutes:

§ 10-220(c) Duties of Boards of Education

§ 10-221(g) Boards of Education to prescribe rules, policies and procedures

ADOPTED: _____

REVISED: _____

SERIES 6150: PARENT AND FAMILY ENGAGEMENT POLICY FOR TITLE I STUDENTS

ADMIN RECOMMENDATION: NEW
BOE RECOMMENDATION:

PARENT AND FAMILY ENGAGEMENT POLICY FOR TITLE I STUDENTS

In accordance with Section 1010 of the Every Student Succeeds Act (“ESSA”), Public Law 1114-95, it is the policy of the East Windsor Board of Education (the “Board”) to provide parents and family members of students participating in the district’s Title I programs meaningful opportunities to participate in the education of their children within these programs. To facilitate parental and family participation, the Board encourages parents and family members of Title I eligible students to be involved in regular meetings, communications, and activities that will inform them about the district’s Title I programs, to participate in the improvement of such programs and to help improve their child’s progress within these programs.

This policy has been developed jointly with, and agreed upon by, parents and family members of children participating in Title I programs. The district shall distribute this written Parent and Family Engagement Policy to parents and family members of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy shall be made available to the public and updated periodically, as necessary to carry out the requirements of the parent and family engagement portion of Section 1010 of ESSA.

The Board shall conduct, with the meaningful involvement of Title I parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools receiving Title I funds. The Board shall use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the policy. Such annual evaluation shall include identifying:

1. Barriers to greater participation by parents in activities authorized by 20 U.S.C. § 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
2. The needs of parent and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies to support successful school and family interactions.

Each year, each school within the district that is involved in Title I programs shall conduct a meeting, at a convenient time, to involve parents in the planning, review and improvement of programs funded by Title I. All parents of participating children must be invited and encouraged to attend. At this meeting, parents shall be given a description and explanation of the Title I programs, the curriculum in use at the school, the forms of academic assessment used to measure student progress, the achievement levels of the challenging State academic standards, and information regarding the importance of parental involvement and their right to be involved.

In addition to the required annual meeting, and if requested by parents, schools within the district that are involved in Title I programs shall offer opportunities for regular meetings at flexible times of the day in order to allow parents to formulate suggestions for the Board’s Title I programs and their application to their child(ren)’s programs; and to participate, as appropriate, in decisions related to the education of their children. Parents will be given opportunities to participate in the joint development of the district’s Title I

plan, as required by Section 1006 of ESSA, and in the process of any school review and improvement in accordance with the State's plan, as required by Section 1111 of ESSA. At any time, if a parent is dissatisfied with a school's Title I program, he/she shall have the opportunity to submit comments for review at the district level.

The Board will provide the coordination, technical assistance and other support necessary to assist and build capacity of Title I schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. Parental and family engagement in Title I programs shall be coordinated and integrated with parental and family engagement strategies, to the extent feasible, under other federal, state, local and district programs.

In order to build the schools' and parents' capacity for strong parental involvement, the Board shall:

1. Provide assistance to parents of students participating in Title I programs in understanding topics such as the challenging state academic standards, state and local academic assessments, the requirements under Title I, and how to monitor their child's progress and work with educators to improve the achievement of their children;
2. Provide materials and training to help parents to work with their children, such as literacy training and using technology (including education about the harms of copyright piracy);
3. Educate teachers, specialized instructional support personnel, staff and administrators, with the assistance of parents, about how to better communicate and work with parents;
4. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs, conduct other activities that encourage and support parent participation;
5. Ensure that information related to school and parent programs, meetings and other activities is sent to participating parents in a format and, to the extent practicable, in a language the parents can understand;
6. Provide such other reasonable support for parental involvement activities as parents may request; and
7. Inform parents and parental organizations of the existence and purpose of parent resource centers within the State.

School-Parent Compact

This policy further requires that each school involved in Title I programs shall jointly develop with parents of participating children a school-parent compact that outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The school-parent compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet the challenging State academic standards;
2. Indicate the ways in which each parent will be responsible for supporting their child's learning,

volunteering in their child's classroom, and participating, as appropriate, in decisions related their child's education and positive use of extracurricular time;

3. Address the importance of ongoing teacher-parent communication through parent-teacher conferences, frequent reports to parents, reasonable access to school staff, and opportunities to volunteer, participate in, and observe their child's classroom activities; and
4. Ensure regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

The Board authorizes the Superintendent, or his/her designee, to develop a school-parent compact and other procedures such as those relating to meetings, parent communication and parental involvement activities, as he/she deems necessary in order to ensure compliance with this policy.

The Superintendent is required to include information about parental involvement and actions taken to improve parental involvement in the strategic school profile he or she submits annually to the Board and Commissioner of Education. Such actions to improve parental involvement may include methods to engage parents in the planning and improvement of school programs and to increase support to parents working at home with their children on learning activities.

Legal References:

Connecticut General Statutes:

§ 10-220(c). Duties of Boards of Education

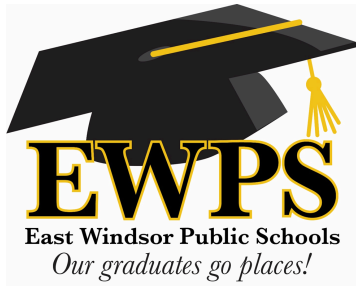
Federal Law:

20 U.S.C. § 6318. Parent and family engagement

20 U.S.C. § 7801. Definitions

ADOPTED: _____

REVISED: _____



ADMINISTRATION

70 South Main Street
East Windsor, CT 06088
860.623.3346

Patrick Tudryn, Ed. D
Superintendent

Darryl Rouillard
*Asst. Superintendent of
Curriculum and Personnel*

Deirdre Osypuk, PhD
Director of Special Education

[Parents Name]
[Parents Address]

[Date]

Re: Meeting for Parents of Students Participating in Title I Programs

Dear [insert parent name]:

Each year, [insert name of school] must conduct a meeting to involve parents of students participating in programs conducted under Title I of the Every Student Succeeds Act of 2015 in the planning, review and improvement of programs funded by Title I. This year, the meeting will be held on [insert date, time] at [insert location of meeting].

At this meeting, parents will be provided with a description and explanation of the Title I programs available in the district, the curriculum in use at the school, the forms of academic assessment used, the challenging State academic standards, and information regarding the importance of parental involvement. We welcome this opportunity to speak with parents of participating students and to inform you of the important work being done within our school. All parents of students participating in Title I programs are encouraged to attend and participate in the discussion.

For your convenience and information, enclosed with this letter is a copy of the East Windsor Board of Education's Parent and Family Engagement Policy for Title I Students. We look forward to seeing you on [insert date and time].

Sincerely,

[insert name of building principal]

Enclosure

cc: Patrick Tudryn, Ed.D
Superintendent of Schools



ADMINISTRATION

70 South Main Street
East Windsor, CT 06088
860.623.3346

Patrick Tudryn, Ed. D
Superintendent

Darryl Rouillard
*Asst. Superintendent of
Curriculum and Personnel*

Deirdre Osypuk, PhD
Director of Special Education

Parent-School Compact

Parents, students and staff involved in Title I programs within the East Windsor School District agree to share responsibility for improving student academic achievement. In furtherance of this agreement, these parties agree to the following:

The East Windsor School District shall be responsible for:

- providing high-quality curriculum and instruction in a supportive and effective learning environment that enables students in the [name of school] Title I program to meet the challenging state academic standards;
- communicating with parents regarding their child's progress and providing timely information about Title I programs and assessment tools;
- encouraging ongoing communication between teachers and parents;
- educating staff about the importance of parental involvement;
- providing, at minimum, annual parent-teacher conferences during which the school-parent compact will be discussed as it related to the individual child's achievement;
- providing frequent reports to parents on their child's progress;
- providing reasonable access to school staff;
- providing opportunities for parents to volunteer, participate in and observe their child's classroom activities; and
- ensuring regular, two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Teachers participating in Title I programs shall be responsible for:

- communicating with parents on an ongoing basis;
- participating in parent-teacher conferences, at least annually, during which the school-parent compact will be discussed as it relates to the individual child's achievement;
- providing frequent reports to parents on their child's progress; and
- providing opportunities for parents to volunteer, participate and observe their child's classroom activities.

Parents shall be responsible for supporting their child's learning in the following ways:

- volunteering in their child's classroom;
- encouraging positive use of their child's extracurricular time; and
- participating, as appropriate, in decisions relating to their child's education.

SERIES 6170: PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL

ADMIN RECOMMENDATION: NEW
BOE RECOMMENDATION:

PARENTAL ACCESS TO INSTRUCTIONAL MATERIAL

In accordance with federal law, state law, and East Windsor Board of Education (the “Board”) policy, parents or guardians shall be permitted access to instructional material used as part of the educational curriculum for any student and all curriculum approved by the Board’s curriculum committee established pursuant to section 10-220 of the Connecticut General Statutes and all associated curriculum materials (“Curriculum”). Curriculum does not include academic tests or academic assessments.

"Instructional Material" means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Upon request, the district shall permit parents or guardians to inspect any Instructional Material and Curriculum. The district shall grant reasonable access to Instructional Material and Curriculum within a reasonable period of time after a request is received from a parent or guardian.

Legal Reference:

Federal Law:

Elementary and Secondary Education Act of 1965, 20 U.S.C. § 1232h, as amended by the Every Student Succeeds Act, Pub. L. 114-95

State Law:

Conn. Gen. Stat. § 10-220, Duties of Boards of Education

Public Act 23-160, “An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes.”

ADOPTED: _____

REVISED: _____

SERIES 6200: POLICY FOR THE EQUITABLE IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

ADMIN RECOMMENDATION: NEW
BOE RECOMMENDATION:

POLICY FOR THE EQUITABLE IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

The East Windsor Board of Education (the “Board”) will use equitable methods to identify students enrolled in the East Windsor Public Schools (the “District”) that have an extraordinary learning ability and/or outstanding talent in the creative arts, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs. Such students will be identified as gifted and/or talented.

I. Definitions

For purposes of this policy:

“Extraordinary learning ability” means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.

“Gifted and talented” means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential. The term includes children with extraordinary learning ability (“gifted”) and children with outstanding talent in the creative arts (“talented”).

“Outstanding talent in the creative arts” means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

“Planning and placement team (“PPT”),” for purposes of the evaluation, identification or determination of the specific educational needs of a child who may be gifted or talented, means a group of certified or licensed professionals who represent each of the teaching, administrative, and pupil personnel staffs, and who participate equally in the decision making process.

II. Referral

Any student enrolled in grades kindergarten through twelve, inclusive, in a District school may be referred to the PPT to determine eligibility as gifted and talented. A referral may come from any source, including the student’s teacher, an administrator, the student’s parent/guardian, or the student.

III. Evaluation and Identification

The PPT shall be responsible for conducting evaluations and identifying whether students are eligible as gifted and talented, and shall meet, as needed during the school year to determine the eligibility of groups of children for whom evaluation and identification as gifted and talented are planned. When a child has been individually referred to the PPT for consideration as a gifted and talented child, the PPT

shall provide the student's parent(s)/guardian(s) with written notice of the referral. A PPT meeting may be conducted for a group of students solely for the purpose of identifying these students as gifted and talented.

The Board requires the use of multiple methods of identification of gifted and talented students. The PPT will use the following methods of evaluation in determining whether a student is eligible as gifted and talented:

Group Assessment. The PPT may use an appropriate standardized test administered to all students in a particular grade. In administering standardized tests, the PPT will use a locally normed cut score to identify students for consideration for gifted and talented classification. Parent/guardian consent is not required prior to the administration of a group assessment.

Individual Evaluation. Individual evaluations may be recommended by the PPT in appropriate circumstances, such as when there is a possibility of identifying the student as gifted and talented in areas that are not typically addressed by large-scale standardized tests, such as social studies, a technical discipline, music, creative arts, or performing arts. The PPT may also recommend an individual assessment for a student referred to the PPT for an evaluation when the student is in a grade level in which group assessments are not administered. Before a student is individually evaluated for identification as gifted or talented, the PPT must secure the written consent from a parent/guardian.

After the PPT has determined from an individual or group assessment that a student has potential for or has demonstrated extraordinary learning ability or outstanding talent in the creative arts, the student will be identified as gifted and talented only if the PPT determines that the child requires differentiated instruction or services beyond those provided in the general education program in order to realize the child's intellectual, creative or specific academic potential.

The results of the PPT meeting concerning a determination of the child's identification as gifted or talented shall be provided to the parent or guardian electronically or, if the District does not have the parent or guardian's email address on file, in writing. Such notice shall include, but is not limited to, (1) an explanation of how such student was identified as gifted and talented; and (2) the contact information for (A) the District employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District employee in charge of the provision of special education and related services, (B) the employee at the Connecticut State Department of Education who has been designated as responsible for providing information and assistance to boards of education and parents or guardians of students related to gifted and talented students and, (C) any associations in the state that provide support to gifted and talented students.

If a parent/guardian disagrees with the results of the evaluation conducted by the PPT, the parent/guardian has a right to a hearing.

The District may identify up to ten (10) percent of the total student population for the District as gifted and talented.

IV. Provision of Services

The provision of services for gifted and talented students by the Board is discretionary.

The school district shall offer academic enrichment programming for students in grades 5 through 8 who are identified as Gifted and Talented through the PPT process. Participation in these enrichment opportunities is at the discretion of parents, allowing families to determine the best fit for their child's

educational needs. The district may offer enrichment programming for students in other grade levels, including but not limited to high school students, through a variety of advanced academic options such as Advanced Placement (AP) courses and dual enrollment opportunities with local colleges and universities.

In evaluating and identifying students as gifted or talented, the District shall ensure that such methods do not screen out students who are English learners because of their limited English proficiency unless demonstrated proficiency in English is required for meaningful participation. In providing services, if any, for gifted and talented students, the District shall ensure that students who are English learners/multilingual learners receive appropriate language assistance services while participating in gifted and talented services.

Legal Reference:

- Conn. Gen. Stat. § 10-76a
- Conn. Gen. Stat. § 10-76xx
- Conn. Agencies Regs. § 10-76a-1
- Conn. Agencies Regs. § 10-76a-2
- Conn. Agencies Regs. § 10-76d-1
- Conn. Agencies Regs. § 10-76d-9(c)
- Connecticut State Department of Education, Gifted and Talented Education: Guidance Regarding Identification and Service (March 2019), available at <https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf>
- United States Department of Education, Office for Civil Rights, Ensuring Meaningful Participation in Advanced Coursework and Specialized Programs for Students Who Are English Learners (June 2023), available at <https://www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-ap-participation-el.pdf>

ADOPTED: _____

REVISED: _____

SERIES 6250: INDIVIDUALS WITH DISABILITIES EDUCATION ACT

ADMIN RECOMMENDATION: NEW
BOE RECOMMENDATION:

INDIVIDUALS WITH DISABILITIES EDUCATION ACT - ALTERNATIVE ASSESSMENTS FOR STUDENTS WITH DISABILITIES FOR STATEWIDE AND DISTRICT-WIDE ASSESSMENTS

The East Windsor Board of Education will, in all respects, comply with the requirements of state and federal law with regard to the special education of students with disabilities. Decisions about whether a student with a disability eligible for special education and related services under the Individuals with Disabilities Education Act shall participate in alternative assessment(s) to particular statewide or district-wide assessments shall be made by each student’s planning and placement team in accordance with applicable state and federal law.

Legal References:

Conn. Gen. Stat. § 10-14q

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et seq.

34 C.F.R. § 300.320 et seq.

Connecticut Alternate Assessment (CTAA) Test Administration Manual, English Language Arts and Mathematics (Dec. 9, 2019), available at <https://ct.portal.cambiumast.com/core/fileparse.php/51/urlt/CTAA-Test-Administration-Manual-TAM.pdf>.

CTAA and Alternate Science Learner Characteristics Inventory (LCI), available at <https://portal.ct.gov/-/media/SDE/Student-Assessment/Special-Populations/LCI.pdf?la=en>.

ADOPTED: _____

REVISED: _____

SERIES 6700: CURRICULAR EXEMPTIONS

ADMIN RECOMMENDATION: NEW
BOE RECOMMENDATION:

CURRICULAR EXEMPTIONS

Boards of education are required, by statute, to provide HIV/AIDS instruction and implement the sexual abuse and assault awareness and prevention program described in this policy. Boards of education may, but are not required to, provide family life education and firearms safety programs. For instruction in any of these areas, as well as dissection, state law provides that parents and guardians may submit a written request for a curricular exemption, which must be granted in accordance with the terms described below.

Mandatory Curricular Exemptions:

Upon the written request of a parent or guardian received by the school district prior to planned instruction in the areas set forth below, the East Windsor Board of Education (the “Board”) shall permit curricular exemptions for instruction in the following areas:

1. Dissection;
2. Family life education;
3. HIV/AIDS;
4. Sexual abuse and assault awareness and prevention program; or
5. Firearms safety programs.

Definitions:

“Dissection Instruction” is defined as instruction in which a student must participate in, or observe, the dissection of any animal.

“Family Life Education Instruction” is defined as instruction pertaining to family planning, human sexuality, parenting, nutrition and the emotional, physical, psychological, hygienic, economic and social aspects of family life.

“HIV/AIDS Instruction” is defined as ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS) offered by the district pursuant to state law.

“Sexual abuse and assault awareness and prevention program” is defined as the state-wide program identified or developed by the Department of Children and Families, in collaboration with the Department of Education and Connecticut Sexual Assault Crisis Services, Inc. (or a similar entity) that includes age-appropriate educational materials designed for children in grades kindergarten to twelve, inclusive, regarding child sexual abuse and assault awareness and prevention that may include, but not be limited to, (A) the skills to recognize (i) child sexual abuse and assault, (ii) boundary violations and unwanted forms of touching and contact, and (iii) ways offenders groom or desensitize victims, and (B) strategies to (i) promote disclosure, (ii) reduce self-blame, and (iii) mobilize bystanders.

Written Request for Mandatory Exemption:

Parents who wish to exercise such exemptions must notify the school district in writing in advance of the instruction to be provided.

Permissive Curricular Exemptions:

Except for the mandatory curricular exemptions noted above, or otherwise required by law, the Board does not require teachers to exempt students from any other aspect of the curriculum.

Alternative Assignments:

1. Any student excused from participating in, or observing, the dissection of any animal as part of classroom instruction shall be required to complete an alternate assignment to be determined by the teacher.
2. Any student excused from participating in the sexual abuse and assault awareness and prevention program or a firearm safety program shall be provided, during the period of time in which the student would otherwise be participating in such program, an opportunity for other study or academic work as determined by the teacher.
3. Any student excused from any other aspect of the curriculum may be required by the teacher to complete an alternative assignment as determined by the teacher.

Legal References:

Conn. Gen. Stat. § 10-16c.
Conn. Gen. Stat. § 10-16e.
Conn. Gen. Stat. § 10-18c.
Conn. Gen. Stat. § 10-18d.
Conn. Gen. Stat. § 10-19(b).
Conn. Gen. Stat. § 17a-101q.

ADOPTED: _____

REVISED: _____

**EAST WINDSOR BOARD OF EDUCATION
Curricular Exemption Request Form**

I request that my child be exempted from instruction in the following areas:

Check all that apply:

- 1. Dissection _____
- 2. Family life education _____
- 3. HIV/AIDS _____
- 4. Sexual abuse and assault awareness and prevention program _____
- 5. Firearm safety program _____

I recognize that teachers may require my child to complete alternative assignments in lieu of the curricular instruction planned in the area of exemption.

This form must be completed annually and returned to the school principal by

Date

Name of Student (Please Print)

Parent's/Guardian's Signature

Date

Or

Student's Signature (if 18 years of age)

Date

SERIES 6730: POLICY ADDRESSING ENROLLMENT IN AN ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM

ADMIN RECOMMENDATION: NEW

BOE RECOMMENDATION:

POLICY ADDRESSING ENROLLMENT IN AN ADVANCED COURSE OR PROGRAM AND CHALLENGING CURRICULUM

The East Windsor Board of Education (the “Board”) understands the importance of providing opportunities for students to enroll in an advanced course or program and offering students challenging curriculum in the East Windsor Public Schools (the “District”). In accordance with Connecticut law, this policy shall explain the manner in which the District determines eligibility for enrollment in advanced courses or programs and creates academic plans for students in the District.

I. Definitions

For purposes of this policy:

"Advanced course or program" means an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board in grades nine to twelve, inclusive.

“Advanced placement” program is a program authorized by the College Board that offers college-level courses and exams that students take in high school.

“Dual credit/Dual enrollment” courses are college courses offered by high schools in partnership with a college or university. Students taking these courses in high school are simultaneously enrolled with the partner higher education institution. Students who successfully complete a dual credit/dual enrollment course earn credit toward high school graduation as well as college course credit that appears on a student transcript issued by a college or university.

"Prior academic performance" means the course or courses that a student has taken, the grades received for such course or courses and a student's grade point average.

II. Eligibility Criteria

Consistent with state law, the District will identify students in grades eight and nine who may be eligible to take or enroll in an advanced course or program. Students will be eligible to enroll in advanced courses or programs throughout their high school career, even if they are not identified as eligible in grades eight or nine.

Eligibility for enrollment in an advanced course or program shall not be based exclusively on a student’s prior academic performance. There are multiple methods by which a student may satisfy the eligibility criteria for enrollment in an advanced course or program, including:

- Recommendations from teachers, administrators, school counselors or other school personnel.
- A student’s prior academic performance, as determined by evidence-based indicators of how a student will perform in an advanced course or program including CSDE AP Potential.
- The District administration may, in its discretion, identify and publicize additional criteria. Any

such criteria shall be established prior to the commencement of an academic term.

III. Creation of an Academic Plan/Challenging Curriculum

The District will create an academic plan for each student who is identified in grade eight or nine as eligible for enrollment in an advanced course or program. Such plan may be designed to enroll the student in one or more advanced courses or programs and allow the student to earn college credit or result in career readiness. Such academic plan will also be aligned with:

- The courses or programs offered by the Board,
- The student’s student success plan, created pursuant to Conn. Gen. Stat. § 10-221a(j),
- High school graduation requirements, and
- Any other policies or standards adopted by the Board relating to the eligibility for student enrollment in advanced courses or programs.

The academic plan may be part of the student’s success plan, which plan is required for each student by Conn. Gen. Stat. §10-221a.

A student, or the student’s parent or guardian, may decline to implement the provisions of an academic plan created for such student.

IV. Guiding Principles and Implementation

The Board recognizes that course access and academic planning should be guided by considerations beyond traditional course eligibility criteria.

The District will utilize practices designed to ensure that eligibility for enrollment in an advanced course or program, including appropriate evaluation and testing procedures, do not screen out students who are English learners/multilingual learners because of their limited English proficiency unless an advanced or specialized program is demonstrated to require proficiency in English for meaningful participation.

The Superintendent or designee shall be responsible for implementing this policy and developing procedures in furtherance of this policy and in accordance with guidance provided by the Connecticut State Department of Education.

Legal Reference:

Connecticut General Statutes § 10-221a

Connecticut General Statutes § 10-221w

Connecticut General Statutes § 10-221x

Connecticut State Department of Education, District Guidance for Developing an Advanced Course Participation Policy (April 2022)

United States Department of Education, Office for Civil Rights, Ensuring Meaningful Participation in Advanced Coursework and Specialized Programs for Students Who Are English Learners (June 2023)

ADOPTED: _____

REVISED: _____

SERIES 6750: CREDIT FOR ONLINE COURSES

**ADMIN RECOMMENDATION: NEW
BOE RECOMMENDATION:**

CREDIT FOR ONLINE COURSES

The East Windsor Board of Education (“Board”), in accordance with Connecticut General Statutes § 10-221a, sanctions the receipt of online course credit to be used toward high school graduation requirements, in accordance with this policy.

I. CREDIT FOR ONLINE COURSES

A. Pre-approval of Courses

To receive credit for online courses to be used toward high school graduation requirements, for courses that are not part of the Board’s remote learning model, students must, prior to registering for the course, receive approval from the high school principal or designee. The decision of the principal or designee with regard to online course credit approval is final. Pre-approval for online course credit may be granted if the requirements set forth below are met.

B. Requirements for Online Coursework

- (1) The workload required by the online course is equivalent to that of a similar course taught in a traditional classroom setting;
- (2) The content of the online course is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;
- (3) The course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in online demonstrations, discussion boards or virtual labs;
- (4) The program of instruction for such online coursework is planned, ongoing and systematic;
- (5) The courses are:
 - a. taught by teachers who are certified in Connecticut or another state and have received training on teaching in an online environment, or
 - b. offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or regionally accredited; and
- (6) The principal has determined, in the principal’s professional judgment, that, given the student’s academic and disciplinary history, the student is appropriately suited to engage in online coursework.

C. Additional Requirements

Only students in grades 9-12 are eligible to receive credit toward high school graduation by taking online courses. Students who have been pre-approved shall receive such credit upon completing the online course and obtaining a passing grade.

Any expense incurred for taking an online course identified by the student and/or parent to supplement the District's curricular offerings shall be the responsibility of the student/parent and shall not be the responsibility of the Board.

Legal References

Public Act No. 22-80, "An Act Concerning Childhood Mental and Physical Health Services in Schools"

Connecticut General Statutes § 10-4w

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-221a

Connecticut State Department of Education, Standards for Remote Learning Grades 9-12 (February 2022), available at

<https://portal.ct.gov/-/media/SDE/Remote-Learning-Commission/CT-Standards-for-Remote-Learning-Grades-9-12-FINAL.pdf>.

APPROVED: _____

REVISED: _____

EAST WINDSOR PUBLIC SCHOOLS - ENROLLMENT 2024-2025									
	<u>Oct. 1</u>	<u>Nov. 1</u>	<u>Dec. 1</u>	<u>Jan. 1</u>	<u>Feb. 1</u>	<u>Mar. 1</u>	<u>April 1</u>	<u>May 9</u>	<u>June 1</u>
PreK	68	67	68	69	68	69			
K	66	66	64	66	63	64			
Grade 1	89	87	88	88	87	89			
Grade 2	78	79	79	80	80	79			
Grade 3	70	69	70	70	69	70			
Grade 4	70	70	71	72	71	71			
Total	441	438	440	445	438	442			
Grade 5	81	79	80	81	80	79			
Grade 6	71	70	69	69	69	69			
Grade 7	84	83	84	83	81	81			
Grade 8	82	83	84	83	83	83			
Total	318	315	317	316	313	312			
Grade 9	63	62	62	62	62	61			
Grade 10	72	72	72	71	69	69			
Grade 11	63	62	62	62	61	60			
Grade 12	61	62	62	62	61	61			
Transition Program	10	9	9	9	9	9			
Total	269	267	267	266	262	260			

Grand Total 1,028 1,020 1,024 1,027 1,013 1,014

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

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

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

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

----- Forwarded message -----

From: **Joel Whalen** <jpwhalen75@yahoo.com>

Date: Thu, Mar 13, 2025 at 7:08 PM

Subject: Pops Concert

To: <kcareytrull@ewct.org>

Good evening Ms. Carey-Trull-

Could you please share the below message with the Board of Ed?

Thank you!

Joel Whalen

Good evening Zoe and Gianna

I just want to congratulate you and your students on an outstanding concert tonight!

To be able to hear from the youngest of our musicians and singers in the music program all the way to the High School students was a wonderful showcase of the program that is growing and thriving here in town.

The fact that the auditorium was standing room only is a testament to both of your dedication to our students and the program.

For a smaller district, I am impressed with the number of students that were on stage this evening. You are both creating something special and would have to say we might be the envy of other programs in the area.

As Nora and Evan continue through the program, I am excited for what is to come and look forward to many more outstanding performances!

I am also encouraged to see the level of support that all 3 schools and district administration provides to the music program in East Windsor.

Bravo to you and each one of the students that shared their talents with us tonight.

Joel Whalen

Re: AnnaLai's GS Silver award project.

Patrick Tudryn <ptudryn@ewct.org>

Wed, Mar 12, 2025 at 9:59 AM

To: Vicky Navaroli <vleung22000@hotmail.com>

Cc: Matthew Ryan <mryan@ewct.org>, Laura Foxx <lfoxx@ewct.org>, Kyle MacDonald <KMacdonald@ewct.org>, Jessica Ripley <jripley@ewct.org>, Patrick Tudryn <ptudryn@ewct.org>

Good morning, Dr. Navaroli,

Thank you for the update on the project. I'm glad to hear about the positive collaboration between AnnaLai's troop, Troop 10113, and the Arts and Culture Committee.

I've copied Kyle MacDonald, Director of School Facilities, on this email. Please coordinate directly with him regarding materials and scheduling, as he oversees the school grounds.

Additionally, once the project is complete, we would love for AnnaLai to present her work at a Board of Education meeting. Our Board members strongly support student-led initiatives and community partnerships that benefit both the schools and the broader community. This project aligns well with the district's strategic plan and the Portrait of a Graduate.

Looking forward to seeing the finished product!

Patrick

Patrick Tudryn, Ed.D

Superintendent of Schools

East Windsor Public Schools

860-623-3347 ext. 7404

ptudryn@ewct.org

On Thu, Mar 6, 2025 at 2:23 PM Vicky Navaroli <vleung22000@hotmail.com> wrote:

Hi Dr. Tudryn and Mr. Ryan,

I wanted to provide you with an update on AnnaLai's Silver award project.

We met with the Arts and Culture Committee and they have agreed to assist AnnaLai with her project. They will be providing some supplies and members to assist in creating the grid. We have decided that the grid will be completed in 2 sessions. The first session is to draw the lines and stencil the numbers into the grid. This will allow for sufficient drying time before the second session. The second session is to have the community assist to drawing small colored designs (doodles) onto the grid to make it visually appealing. We are thinking of having the first session on Monday, April 16th (rain date April 17th) which is during spring break week. The second session will be on April 26th (rain date April 27th).

AnnaLai's troop, Troop 10113, will be purchasing numbered stencils for each square in the 1-100 numbers grid. The Arts and Culture committee will be providing the paint/brushes and they are going to see if DPW will have a striping machine to draw the straight lines that we can borrow. If not we will purchase one.

The grid will be approximately 400 square feet. The stencil numbers have measurements of 12 inch (H) by 9 inch (W) sized. With two numbers in a box, we would need the box to be about 20 X 20 inches per square. Then would need about 3-4 inch lines as the grid surrounding each of the squares.

Please let me know if there is any other information you would need to know regarding her project. We hope that this meets your approval so that we can go ahead with obtaining the rest of the supplies and getting everything ready to paint!

Sincerely,
Dr. Vicky Navaroli

March 7, 2025

East Windsor Board of Education Members
76 South Main Street
East Windsor CT 06088

Dear Board Members,

March is Board of Education appreciation month. The para-educators of East Windsor School system would like to take this opportunity to thank the members of the Board. *Kate Carey-Trull, Heather Spencer, Francis Neill, Courtney Sevarino, Kari Betancourt, Denise Menard, Elizabeth LeBorious, Gabriela Resto and Noreen Farmer.*

School board members are volunteers serving as advocates striving for quality education opportunities for every student, not only to our students, but also the staff and our community. The members of our board take on this responsibility not for a paycheck, but for their commitment to our community and its children.

Thank you for that commitment and to ensure that East Windsor is able to meet the needs of our students and to deliver the highest quality of education for the community.

Thank you, each and every one of you, we truly appreciate all you do.

Sincerely,



Karen M. Kasheta
Para-Educator Union President

----- Forwarded message -----

From: **Zisa, Kimberly** <Kimberly.Zisa@ct.gov>

Date: Thu, Mar 13, 2025 at 12:57 PM

Subject: IMPORTANT UPDATE: U.S. Department of Education Reduction in Force

To:

Sent on behalf of Commissioner Russell-Tucker

Dear Superintendents,

Following the U.S. Department of Education's (ED) announcement regarding the reduction in force (RIF), we are providing you with information that the CSDE has received.

In their [press release](#), ED has stated they "...will continue to deliver on all statutory programs under their purview, including formula funding, student loans, Pell Grants, funding for special needs students, and competitive grantmaking." We have been informed that ED is working to finalize an FAQ that provides a Department-wide overview of the RIF, and the Office of Elementary and Secondary Education (OESE) at ED is working on an additional FAQ on the impact of these reductions.

It is important to note that to date, the CSDE has not had any funding interruptions to any of the federal programs administered by the federal Department of Education, and ED officials have said that the distribution of formula funds should not be affected by the RIF. They noted, however, that there may be a brief delay in accessing COVID relief funding while OESE redistributes responsibilities, but ED has said these delays should be temporary. ED officials have also confirmed that state email inboxes, which is one of our primary communication avenues with ED, are still being monitored by ED staff.

As always, we will continue to monitor developments at the federal level, assess how they may affect Connecticut, and keep you informed as more information becomes available.

Charlene



Charlene M. Russell-Tucker
Commissioner
CONNECTICUT Education
Phone: 860-713-6551
Charlene.russell-tucker@ct.gov

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