

**EAST WINDSOR BOARD OF EDUCATION**  
**EAST WINDSOR, CONNECTICUT**  
**Meeting of Wednesday, February 14, 2024**  
**7:30 p.m. - Room A5, Broad Brook Elementary School**  
**14 Rye Street, Broad Brook, CT**

**AGENDA**

---

**I. CALL THE MEETING TO ORDER**

---

**II. PLEDGE OF ALLEGIANCE**

---

**III. ATTENDANCE**

---

**IV. ADDED AGENDA ITEMS**

---

**V. COMMENDATIONS**

Crystal Apple Award Recipients - 2nd Quarter

---

**VI. MINUTES**

January 24, 2024 - Regular Meeting Minutes

---

**VII. PUBLIC PARTICIPATION**

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

**VIII. STUDENT REPRESENTATIVE REPORT**

---

**IX. LEGISLATIVE UPDATE**

Legislative update with Representative Jamie Foster

---

**X. UPCOMING MEETINGS/EVENTS**

- 1) February 21, 2024 - BOE BPR Subcommittee meeting at 5:30 p.m.
  - 2) February 21, 2024 - East Windsor Board of Finance meeting at 7 p.m.
  - 3) February 22, 2024 - BOE Budget Workshop at 6:30 p.m.
  - 4) February 28, 2024 - BOE Budget Workshop at 6 p.m.
  - 5) February 28, 2024 - BOE Regular Meeting 7:30 p.m.
  - 6) February 29, 2024 - BOE Budget Workshop at 6 p.m.
- 

**XI. CURRICULUM REPORT**

---

**XII. NEW BUSINESS: VOTE**

- 1) Vote to approve new course proposals:
    - High School Italian 1
    - UCONN Early College Experience (ECE/3179) Spanish Conversation: Cultural Topics
    - UCONN Early College Experience (ECE/3178) Intermediate Spanish Composition
    - Probability and Statistics
    - Intro to Marketing
    - Business Concepts 2
    - AP Art & Design/Full Yea
    - 3D Design/1 Semester - gr. 10-12
    - 2D Design/1 Semester - gr. 10-12
  - 2) Vote to delete policy 9321 and adopt Series 9000 Bylaws Time, Place and Notice of Meetings
- 

**XIII. NEW BUSINESS: DISCUSSION**

School facilities study and assessment - February 8, 2024 presentation

---

**XIV. LIAISON'S REPORT**

---

**XV. 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.

---

**XVI. MISCELLANEOUS**

---

**XVII. CORRESPONDENCE**

- 1) 2023 District Annual Performance Reports and Determinations
- 2) East Windsor Free Little Library

---

**XVIII. EXECUTIVE SESSION**

- 1) 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.
- 2) Pending litigation

---

**XIX. ADJOURNMENT**

**EAST WINDSOR BOARD OF EDUCATION  
EAST WINDSOR, CONNECTICUT  
REGULAR MEETING MINUTES  
Wednesday, January 24, 2024  
7:30 p.m. - Room A5, Broad Brook Elementary School  
14 Rye Street, Broad Brook, CT**

**I. CALL THE MEETING TO ORDER**

Chair K. Carey-Trull called the meeting to order at 7:30 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, D. Menard, N. Farmer, E. LeBorious, K. Betancourt, G. Resto, Dr. P. Tudryn

Also in attendance: D. Rouillard, R. Galloway, D. Osypuk, T. Field, M. Ryan, Student Representative V. Hernandez, S. Muska and K. Yagaloff from the office of the Board of Selectmen.

**IV. ADDED AGENDA ITEMS**

None

**V. MINUTES**

January 10, 2024 - Regular Meeting Minutes – On a motion by C. Sevarino, second by H. Spencer, to approve the Board minutes. D. Menard requested a correction be made to change “basketball booster club” to “booster club”. PASSED with a unanimous vote.

**VI. PUBLIC PARTICIPATION**

None

**VII. STUDENT REPRESENTATIVE REPORT**

V. Hernandez presented the news and events at all three schools. Chair K. Carey-Trull shared with the Board that a junior on the girls basketball team scored her 1000th point.

**VIII. UPCOMING MEETINGS/EVENTS**

1. January 31, 2024 - BOE Workshop with CABA Nick Caruso & Att. Chinni at 6 PM
2. February 7, 2024 - Board Policy Review Subcommittee Meeting at 5:30 PM
3. February 7, 2024 - Board of Selectmen/Board of Education Public Hearing 7 PM
4. February 14, 2024 - Board of Finance Subcommittee Meeting at 6 PM
5. February 14, 2024 - Outstanding Student Awards at 7 PM
6. February 14, 2024 - BOE Regular Meeting at 7:30 PM
7. February 21, 2024 - Board Policy Review Subcommittee Meeting at 5:30 PM
8. February 28, 2024 - Curriculum Council Subcommittee Meeting at 6 PM
9. February 28, 2024 BOE Regular Meeting at 7:30 PM

Dr. P. Tudryn noted that Representative Jamie Foster will be attending the meeting on February 14, 2024. N. Farmer advised the Board that the Athletics Subcommittee will be meeting on January 31, 2024 prior to the workshop being held that evening.

**IX. FINANCIAL REPORT**

R. Galloway presented the financial report. The focus has been on the Fiscal Year 2025 budget. Projections should be available closer to the end of February or mid-March. A copy of the report was provided to the Board. N. Farmer advised the Board that the Finance Subcommittee reviewed the budget report in greater detail with R. Galloway.

**X. SUPERINTENDENT'S PROPOSED BUDGET**

Dr. P. Tudryn presented the Superintendent's Proposed Budget. He provided an overview of the budget, highlighting that the budget was created to support the priorities outlined in the Board's strategic plan and the Portrait of the Graduate to provide a quality education in each of the three schools. The funding cliff presented new challenges in Fiscal Year 2025 and the leadership team was able to collaborate to come up with solutions to those challenges. Dr. P Tudryn stated he looks forward to working with the Board to continue to provide a quality educational experience to students while also being aware of protecting the local taxpayers. A copy of the budget proposal was provided to the Board and was sent to the town yesterday.

**XI. NEW BUSINESS: DISCUSSION**

Discussion ensued regarding the Board's budget workshop dates. The dates for the budget workshops are: February 22, 2024 at 6:30 PM, February 28, 2024 at 6 PM, February 29, 2024 at 6 PM, and March 6, 2024 at 6 PM.

**XII. PUBLIC PARTICIPATION**

None

**XIII. MISCELLANEOUS**

Dr. P. Tudryn and Chair Kate Carey-Trull informed the Board that copies of the Connecticut School Law books are available for pickup at Central Office. D. Menard informed the Board that the middle school put out a sports survey to parents. Dr. P. Tudryn informed the Board that there is a new state mandate requiring districts to have Diversity Educator Teams. He asked if there were any Board members interested in joining the East Windsor team. Board members F. Neill, E. LeBorious, G. Resto, and Chair K. Carey-Trull expressed their interest. N. Farmer asked that a discussion regarding the change in state law to the entry age for kindergarteners be added to the agenda for a future meeting. H. Spencer advised the Board that the Emergency Management Office ran an active shooter drill within the district. Additionally, the Curriculum Council will be discussing new classes at their next meeting. Dr. P. Tudryn further informed the Board that the East Windsor Police Department conducted active shooter training at the high school during the winter break. H. Spencer advised the Board that a meeting will be scheduled to include the Board of Finance, Board of Selectmen, and Board of Education.

**XIV. CORRESPONDENCE**

Enrollment Report

**XX. EXECUTIVE SESSION**

On a motion by H. Spencer, 2nd by C. Sevarino, the Board entered into executive session for the purpose of discussing pending litigation and contract negotiations at 8:24 PM. The Board came out of executive session at 8:36 PM.

**XXI. ADJOURNMENT**

On a motion by H. Spencer, 2nd by F. Neill, the Board adjourned the meeting at 8:36 PM. The vote PASSED unanimously.

Respectfully submitted,  
Jessica Kennedy  
Board Recording Secretary

## **The Student Representative Report BOE Meeting 02.14.24**

### **Broad Brook School Report**

On February 5th BBES celebrated the 100th day of school. Different classrooms incorporated the number 100 into their day by making hats and more. To celebrate heart health month, STEM and PE classes are focused on a heart health challenge and classrooms can sign out the jump ropes to complete the challenge. At the family mileage club event on February 7th students monitored their heart rate and noticed how exercise changed it. The whole school will celebrate Valentine's Day on February 14th.

### **Middle School Report**

Four middle school students (Eloise Rocca, Sienna Rodriguez, Juliette Provost, and Riley Fox) have received nominations to join the CMEA Elementary Honors Chorus scheduled for April 5th

On February 2nd EWMS hosted its January Pep Rally, where students engaged in activities such as Gaga Ball, Basketball, and Volleyball which resulted in a delightful experience for all.

Exciting news regarding our January attendance has surfaced demonstrating a significant improvement in chronic absenteeism. The rate dropped impressively from 31.27% in December to a noteworthy 20.77%, reflecting a remarkable 10% enhancement.

In the January Attendance Challenge the 7th Grade claimed victory with an exceptional 93.91% attendance rate for January.

### **High School Report**

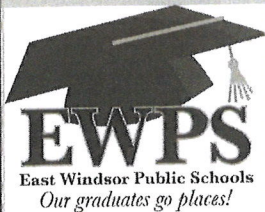
The Class of 2026 is hosting a Red Robin fundraiser on Monday, February 26th. The fundraiser runs all day and will yield 20% profit of fundraising sales!

Student government is hosting a staff appreciation breakfast in the library on Thursday, February 15th. Members of the student government have made small gifts for their teachers and they each plan to bring some food items for the staff to enjoy.

Allyson Crockett designed our cover for this year's yearbook! The cover has been submitted and the club continues to work on creating the rest of this year's book! Club and superlative photos will be taken on March 8th.

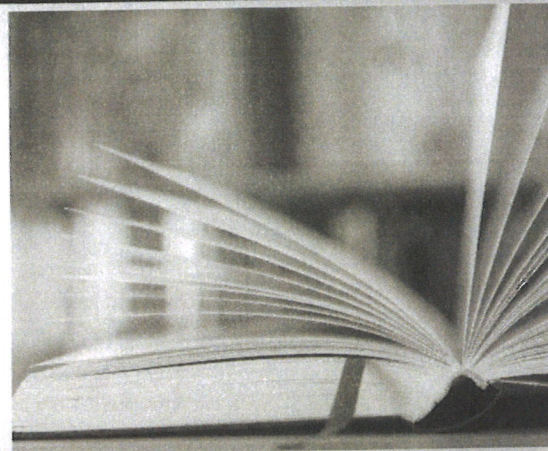
The LEO club is going to have the senior citizens of the East Windsor Senior Center for a visit on Thursday, March 14th and the transition program will have lunch.

Select members of the LEO club as well as our National Honor Society members will be going on a Habitat for Humanity build project on Friday, March 15th.



## CURRICULUM UPDATE: Review of Diagnostic Data

February 14, 2024



### WHAT WE'RE DOING:

- Reviewing data, identifying deficiencies, and aligning instruction to meet the learning needs of students.
- Focusing on improving student achievement to meet our POG goals.
- Helping our teachers improve delivery of instruction.
- Aligning our instructional practices to help struggling students succeed and pushing high achieving students to new levels.

## Portrait of the Graduate

East Windsor Public Schools

### Informed Life-Long Learners

Curious  
Motivated  
Problem-Solvers  
Open-Minded  
Critical Thinkers

### Self-Aware Individuals

Healthy Decision Makers  
Resilient  
Reflective  
Socially-Emotionally Aware

### Responsible Citizens

Civic Contributors  
Clear Communicators  
Culturally & Ethically Aware

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



## HOW WE'RE DOING IT:

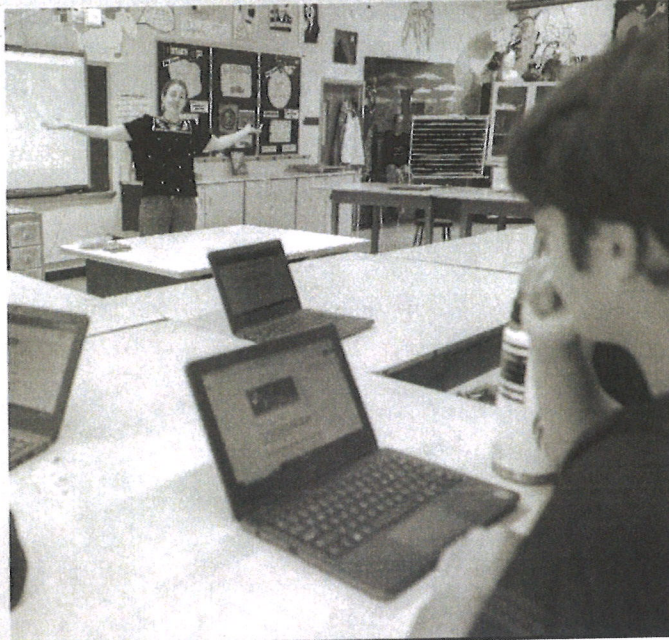
### Equitable Access to Resources

#### The Problem

- East Windsor Students are not consistently meeting grade level standards as assessed by state and national assessments

#### The Solution

- Classroom Instruction
- Intervention Services (Tier 2 & 3)
- i-Ready Personalized Learning Plan in math and English language arts (K-8)
- Reflex mathematics (2-4)
- Frax (3-4)
- ExactPath (9-12)



## HOW THIS SUPPORTS OUR STRATEGIC PLAN:

**Goal:** Expand POG approach to all grades.

**Strategy 3:** Continue implementation of evidence and/or research instructional strategies.

#### **Performance indicators:**

- Identify building based areas of need
- Provide PD on instructional strategies
- Conduct classroom walkthroughs
- Implement data review cycle
- Provide coaching to teachers based on walkthroughs

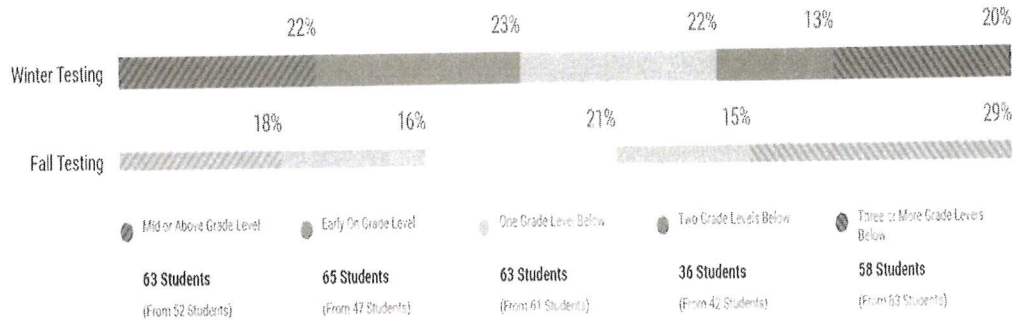


## HOW WE'RE USING DATA

### i-Ready Fall to Winter Diagnostic - ELA (MS)

#### Overall Placement

Students Assessed/Total: 285/314

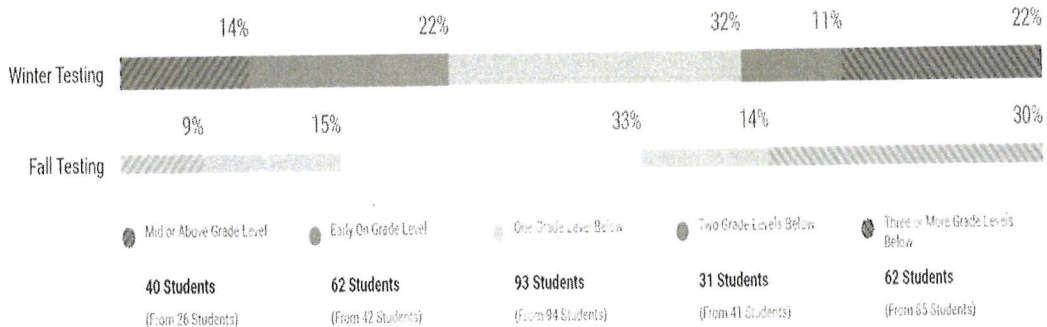


## HOW WE'RE USING DATA

### i-Ready Fall to Winter Diagnostic - Math (MS)

#### Overall Placement

Students Assessed/Total: 288/314

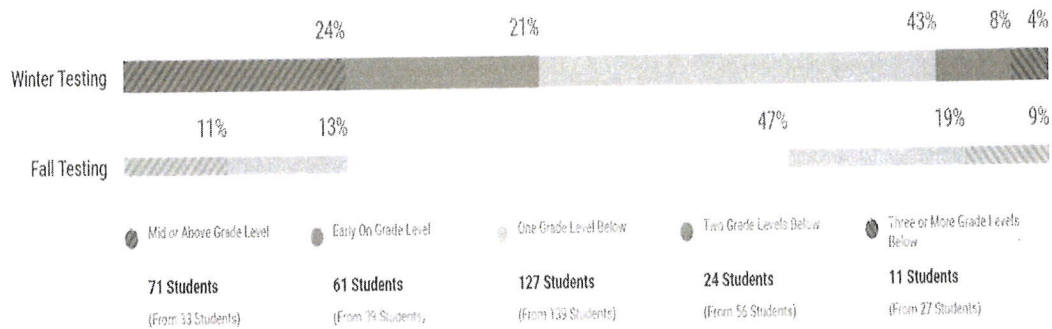


## HOW WE'RE USING DATA

### i-Ready Fall to Winter Diagnostic - ELA (BBS)

#### Overall Placement

Students Assessed/Total: 294/411

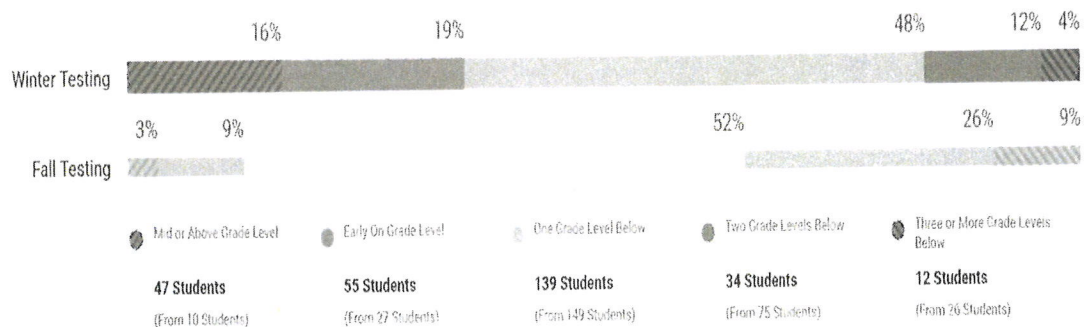


## HOW WE'RE USING DATA

### i-Ready Fall to Winter Diagnostic - Math (BBS)

#### Overall Placement

Students Assessed/Total: 287/411

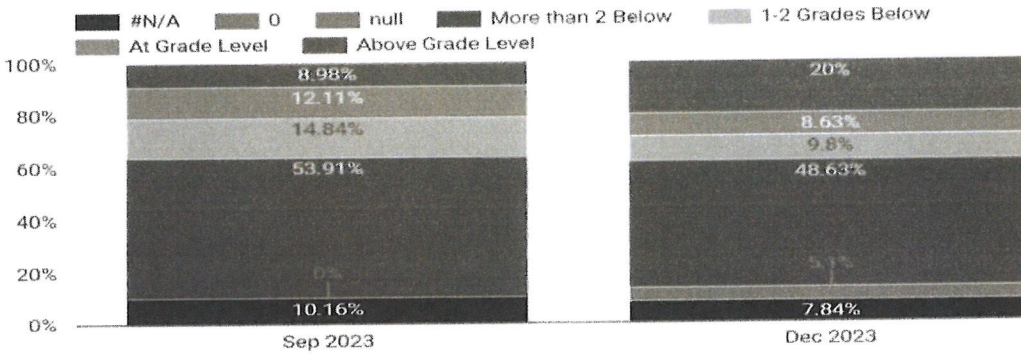


## HOW WE'RE USING DATA

### ExactPath Fall to Winter Diagnostic - Lang Arts (HS)

LA ExactPath

Reading Tier

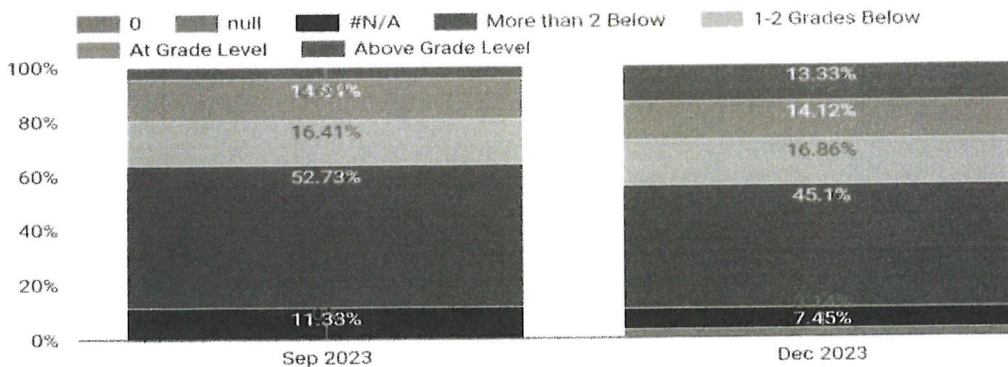


## HOW WE'RE USING DATA

### ExactPath Fall to Winter Diagnostic - Reading (HS)

Reading ExactPath

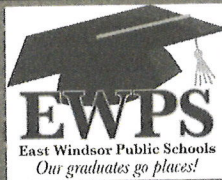
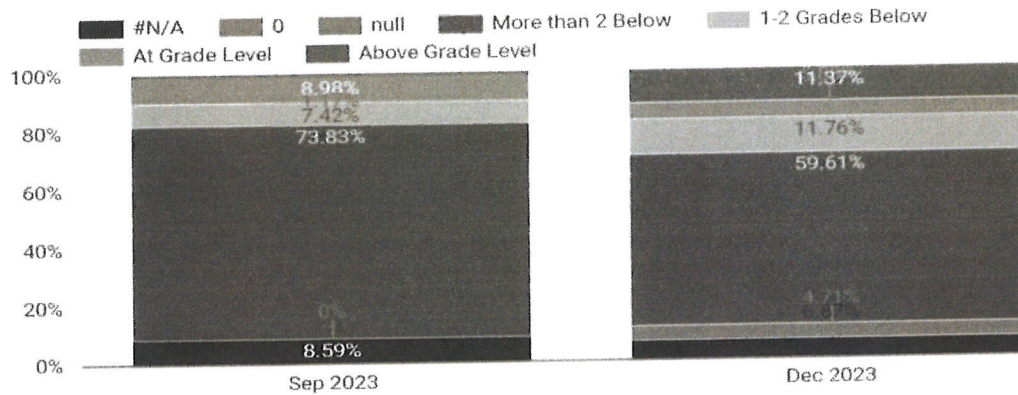
Reading Tier



## HOW WE'RE USING DATA

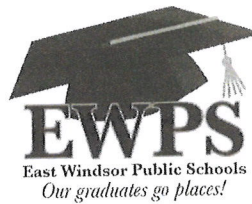
### ExactPath Fall to Winter Diagnostic - Math (HS)

#### Math ExactPath



### Next Steps

- Student Data Analysis
- Student Interventions (Tiers 1, 2 & 3; Personal Learning Paths)
- Professional Development / Coaching / Collaboration
- Student Monitoring and Review
- School & District Trends
- Curriculum Adjustments



**East Windsor Public Schools**  
**Synopsis of East Windsor High School Course Proposals**

**HIGH SCHOOL ITALIAN 1**

Learning a foreign language is an essential skill in today's interconnected world. Italian, as one of the Romance languages, offers students a unique cultural and linguistic perspective. This proposal aims to introduce a High School Italian 1 course to provide students with the opportunity to learn Italian, aligning with ACTFL (American Council on the Teaching of Foreign Languages) standards to enhance their linguistic and cultural competence.

**UCONN EARLY COLLEGE EXPERIENCE - SPANISH CONVERSATION: CULTURAL TOPICS**

This new course is designed to enhance students' Spanish language skills, focusing on conversation and exploring various cultural topics. It aims to help students develop proficiency in spoken Spanish, allowing them to engage in meaningful dialogues while also gaining insight into the diverse cultures of Spanish-speaking countries. Through interactive activities, group discussions, and project-based learning, students will not only improve their language skills but also deepen their understanding of the global community.

**UCONN EARLY COLLEGE EXPERIENCE - INTERMEDIATE SPANISH COMPOSITION**

In this new course students will be building upon the foundation laid in the prerequisite course, students need opportunities to further develop their Spanish writing skills. A composition course is essential for preparing students for college-level Spanish studies and future language-related careers. This course will provide students with a deeper understanding of Hispanic culture, literature and foster intercultural competence.

**PROBABILITY AND STATISTICS**

Probability and statistics courses equip high school students with essential analytical skills crucial for understanding and navigating the world. These courses empower students to interpret data, make informed decisions in various fields, and critically assess information in an era inundated with statistics. Furthermore, a solid foundation in probability and statistics cultivates a logical mindset, enabling students to comprehend risk, randomness, and uncertainty, which are integral aspects of everyday life and numerous professional fields.

**INTRO TO MARKETING**

Students will understand the basics of marketing and how to identify customers and appeal to target markets to generate the most business possible. This will be another course offering in the business pathway. The course will help students understand the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

## **BUSINESS CONCEPTS 2**

This course is ideal for students striving to get a head start on a career in business. Students will take a deeper dive into topics from Introduction to Business I or Entrepreneurship. This course introduces the principles and practices of business management. Topics include: Informational and legal foundations for business management; economic, regulatory, and societal environment of business, finance, and marketing; planning, organizing, leading and controlling a business organization.

## **AP ART & DESIGN**

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

### **3D DESIGN**

Students will investigate the materials, processes, and ideas that artists and designers use, developing an understanding of form through exploration of various materials including but not limited to: clay, fiber, foam, wood, glass and paper. They will communicate their ideas about works of art and design through writing and discussion.

### **2D DESIGN**

Students will investigate the materials, processes, and ideas that artists and designers use, developing an understanding of design through exploration of various materials including but not limited to: printmaking, painting and digital art. They will communicate their ideas about works of art and design through writing and discussion.

**East Windsor Public Schools  
Course/Curriculum Proposal  
2023 - 2024**

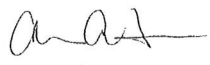
<b>Program/Course</b>	HIGH SCHOOL ITALIAN 1  Full year - grade 9 - 12
<b>Recommended Change</b>	<p>Revised Course-Original format was on-line</p> <p>Learning a foreign language is an essential skill in today's interconnected world. Italian, as one of the Romance languages, offers students a unique cultural and linguistic perspective. This proposal aims to introduce a High School Italian 1 course to provide students with the opportunity to learn Italian, aligning with ACTFL (American Council on the Teaching of Foreign Languages) standards to enhance their linguistic and cultural competence.</p>
<b>Rationale</b>	<p>Introduce a High School Italian 1 course to the current language curriculum.</p> <ul style="list-style-type: none"> <li>● Diverse Language Options: Offering Italian alongside other languages diversifies language choices for students, catering to varied interests and abilities.</li> <li>● Cultural Awareness: Exposure to Italian culture and language will broaden students' cultural horizons and encourage global perspectives.</li> <li>● Career Opportunities: Knowledge of Italian can open doors to careers in international business, tourism, and diplomacy.</li> <li>● Cognitive Benefits: Learning a new language enhances cognitive skills, including problem-solving, memory, and multitasking.</li> </ul>
<b>Alignment to State/National Standards</b>	<p>The proposed course will align with the ACTFL standards, focusing on proficiency levels in listening, speaking, reading, and writing skills. It will also integrate cultural competencies, promoting a deeper understanding of Italian-speaking regions.</p> <p style="text-align: center;"><a href="#"><u>World-Readiness Standards for Learning Languages PDF</u></a></p> <p style="text-align: center;"><a href="#"><u>ACTFL Standards</u></a></p>



<p align="center"><b>Impact on Students</b></p>	<ul style="list-style-type: none"> <li>● Improved Linguistic Competence: Students will develop Italian language skills, helping them communicate effectively in various real-life situations.</li> <li>● Cultural Enrichment: Students will gain insights into Italian history, art, and traditions, fostering cultural competence and global awareness.</li> <li>● Cognitive Development: Learning a new language enhances cognitive abilities, which can benefit students in other academic areas.</li> <li>● Career Opportunities: Proficiency in Italian can open up career options and enhance job prospects.</li> </ul>
<p align="center"><b>Budgetary Considerations</b></p>	<ul style="list-style-type: none"> <li>● Textbooks and Learning Materials: Allocate funds for Italian textbooks, workbooks, and multimedia resources.</li> <li>● Professional Development: Invest in teacher training for educators to deliver the course effectively.</li> <li>● Classroom Resources: Ensure that classrooms have audiovisual equipment and access to language learning software.</li> <li>● Language Proficiency Assessments: Budget for periodic language proficiency assessments. (AAPL exam- for Seal of Biliteracy)</li> </ul>
<p align="center"><b>Recommended Implementation Date</b></p>	<p>The High School Italian 1 course can be implemented at the start of the next academic year, ensuring sufficient time for curriculum development, teacher training, and resource acquisition.</p>
<p align="center"><b>Communication to Students</b></p>	<p>Letter to guardian and students</p> <p>Program of Studies</p> <p>Posted on Facebook, HS communication to guardian (5 quick things)</p>

**Proposed Change Submitted by:** *Lucia Infante*

**Date:** 11/7/2023

Approval by rincipal: 

Approved by Asst. Supt. for Prek-12 Instruction: 

Proposed Changes Presented to Curriculum Council:

Approved by Board of Education:

Date: 12.12.23

Date: 12/12/23

Date: 12/20/23

Date:

**East Windsor Public Schools  
Course/Curriculum Proposal  
2023 – 2024**

<b>Program/Course</b>	<p><b>UCONN Early College Experience (ECE/3179)</b></p> <p><b>Spanish Conversation: Cultural Topics</b></p> <p><b>Full Year course - gr. 11/12</b></p>
<b>Recommended Change</b>	<p><b>** This is a new course**</b></p> <p>This new course is designed to enhance students' Spanish language skills, focusing on conversation and exploring various cultural topics. It aims to help students develop proficiency in spoken Spanish, allowing them to engage in meaningful dialogues while also gaining insight into the diverse cultures of Spanish-speaking countries. Through interactive activities, group discussions, and project-based learning, students will not only improve their language skills but also deepen their understanding of the global community.</p>
<b>Rationale</b>	<p>Address the Need: Many high school students are interested in sharpening their conversational Spanish skills and expanding their knowledge of Spanish-speaking cultures, but existing courses may focus more on grammar and vocabulary. This course will allow students to improve their language skills by placing a strong emphasis on spoken communication and cultural understanding.</p> <ul style="list-style-type: none"> <li>● <b>Practical Application:</b> Learning to engage in conversations is a crucial skill, and it is often underemphasized in language programs. This course provides students with practical skills that can be applied in real-life situations, such as travel, work, or personal interactions.</li> <li>● <b>Broaden Cultural Horizons:</b> The study of culture goes beyond language acquisition. Students will explore the rich traditions, customs, and history of Spanish-speaking countries, fostering a deeper appreciation for global diversity.</li> </ul>
<b>Alignment to State/National Standards</b>	

	<p>This course aligns with the American Council on the Teaching of Foreign Languages <i>ACTFL</i> National Standards by focusing on the following key areas:</p> <p><b>Communication:</b> Students will develop the ability to engage in spontaneous conversations, understand and interpret written and spoken language in various contexts.</p> <p><b>Culture:</b> The course will explore cultural practices, perspectives, and products of the Spanish-speaking world.</p> <p><b>Connections:</b> Students will connect with other disciplines and acquire information and perspectives that extend their knowledge of Spanish-speaking cultures.</p> <p><b>Communities:</b> The course will encourage students to interact in Spanish with native speakers and within the community.</p> <p><a href="#"><u>ACTFL Standards</u></a></p> <p><a href="#"><u>World-Readiness Standards for Learning Languages PDF</u></a></p>
<p><b>Impact on Students</b></p>	<p>Students completing this course will:</p> <ul style="list-style-type: none"> <li>● Develop proficiency in spoken Spanish, enabling them to converse fluently in everyday situations.</li> <li>● Gain a deeper understanding of the cultures of Spanish-speaking countries, fostering a more global perspective.</li> <li>● Be better prepared for college-level language courses or careers that require language proficiency.</li> <li>● Develop critical thinking skills through discussions and projects focused on cultural topics.</li> </ul>
<p><b>Budgetary Considerations</b></p>	<p>Budget considerations may include textbooks, cultural materials, multimedia resources, and professional development for teachers. The creation of an engaging curriculum that integrates cultural content will require initial investment, but it can be sustainable over time with proper planning and resource allocation.</p>
<p><b>Recommended Implementation Date</b></p>	<p>It is recommended that the course is launched in the fall semester of the upcoming academic year to provide students with the opportunity to enhance their language and cultural knowledge and to take two UCONN</p>

	credit classes (3178/3179) to earn six college credits for the entire EWHS school year.
<b>Communication to Students</b>	<p>To communicate this new course to students different methods may be utilize:</p> <p><b>Informational Meetings:</b> Host information sessions for students and parents to introduce the course, its objectives, and the benefits of enrolling. This could be done during Open House and Meet the Parents events during the school year.</p> <p><b>Course Catalog:</b> Include the course description and details in the official school course catalog.</p> <p><b>School Website:</b> Post information about the course on the school's website with a dedicated page for UCONN ECE offerings.</p> <p><b>Social Media:</b> Share updates and announcements on the school's social media platforms.</p> <p><b>Counselor Support:</b> Collaborate with school counselors to inform students of the new course and assist with registration.</p> <p><b>Flyers and Posters:</b> Display visually appealing flyers and posters around the school to pique interest.</p> <p><b>Direct Student Outreach:</b> Reach out to interested students personally, encouraging them to enroll in the course including the Spanish Club in the outreach of encouragement.</p>

**Proposed Change Submitted by: Mariel McDonald**

**Date:** 12.1.2023

**Approval by Principal:**



**Date:** 12.12.23

**Approved by Asst. Supt. for Prek-12 Instruction:**



**Date:** 12/12/23

**Proposed Changes Presented to Curriculum Council:**

**Date:** 12/20/23

**Approved by Board of Education:**

**Date:**

**East Windsor Public Schools  
Course/Curriculum Proposal  
2023 – 2024**

<b>Program/Course</b>	<p><b>UCONN Early College Experience (ECE/3178)</b></p> <p><b>Intermediate Spanish Composition</b></p> <p><b>Full year course - gr. 11/12</b></p>
<b>Recommended Change</b>	<p><b>** This is a new course **</b></p> <p>In this new course students will be building upon the foundation laid in the prerequisite course, students need opportunities to further develop their Spanish writing skills. A composition course is essential for preparing students for college-level Spanish studies and future language-related careers. This course will provide students with a deeper understanding of Hispanic culture, literature and foster intercultural competence.</p>
<b>Rationale</b>	<p>An opportunity for high school students to earn a total of six college credits with the opportunity to take (ECE 3179) for a full year at EWHS. This course aligns with <i>ACTFL</i> standards by focusing on interpersonal, interpretive, and presentational communication skills in Spanish. It emphasizes language proficiency in speaking, listening, reading, and, most importantly, writing, as a critical skill for language learners. The cultural aspects of the course align with the <i>ACTFL</i> Culture standard, promoting cultural awareness and understanding.</p>
<b>Alignment to State/National Standards</b>	<p>This course aligns with <i>ACTFL</i> standards by focusing on interpersonal, interpretive, and presentational communication skills in Spanish.</p> <p>It emphasizes language proficiency in speaking, listening, reading, and, most importantly, writing, as a critical skill for language learners. The cultural aspects of the course align with the <i>ACTFL</i> Culture standard, promoting cultural awareness and understanding.</p> <p><a href="#">ACTFL Standards</a></p> <p><a href="#">World-Readiness Standards for Learning Languages PDF</a></p>


<p align="center"><b>Impact on Students</b></p>	<p>Improved proficiency in Spanish writing and expression. Enhanced intercultural competence. Better preparation for college-level language courses. Greater career prospects in fields requiring Spanish language skills.</p>
<p align="center"><b>Budgetary Considerations</b></p>	<p>Required textbooks and teaching materials. Access to online resources and language learning platforms. Potential costs for cultural events or field trips (if applicable). Compensation for the instructor, if not a current school staff member.</p>
<p align="center"><b>Recommended Implementation Date</b></p>	<p>The Intermediate Spanish Composition course can be introduced in the upcoming academic year, aligning with the <b>UCONN ECE</b> program calendar. It is also recommended that the course is launched in the fall semester of the upcoming academic year to provide students with the opportunity to enhance their language and cultural knowledge. It is also beneficial to take two <b>UCONN</b> credit classes (<b>3178/3179</b>) to earn six college credits for the entire EWHS school year.</p>
<p align="center"><b>Communication to Students</b></p>	<p>Inform students about the new course through various channels:</p> <ul style="list-style-type: none"> <li>● School website and newsletters.</li> <li>● Information sessions or presentations.</li> <li>● Parent-teacher meetings.</li> <li>● Handouts and flyers.</li> <li>● Clearly explain the prerequisites and expectations for the course.</li> <li>● Highlight the benefits of taking this course in terms of language proficiency and cultural understanding.</li> <li>● Encourage students to consult with their current Spanish teachers for guidance.</li> <li>● By offering an Intermediate Spanish Composition course through the UCONN ECE program, we aim to better prepare our high school students for future language learning and career opportunities. This course aligns with national language learning standards, enriches students' cultural awareness, and equips them with vital skills for their academic and professional journeys.</li> </ul>

**Proposed Change Submitted by: Mariel McDonald**

**Date: 12.1.23**

**Approval by Principal:** 

**Date: 12.12.23**

Approved by Asst. Supt. for Prek-12 Instruction: 

Date: 12/12/23

Proposed Changes Presented to Curriculum Council:

Date: 12/20/23

Approved by Board of Education:

Date:



**East Windsor Public Schools  
Course/Curriculum Proposal  
2023 - 2024**

<b>Program/Course</b>	Probability and Statistics
<b>Recommended Change</b>	This course is currently named Trigonometry and Statistics, we would like to change it to Probability and Statistics to match the recommendation from the state of CT regarding graduation requirements and EWHS's graduation requirements.
<b>Rationale</b>	EWHS - requires 3 credits in math to graduate. It is recommended Algebra 1, Geometry and Algebra II, however if Algebra II is not met, based on <a href="#">CT General Statute Section 10-221a</a> , Probability and Statistics is the "or."  Additionally, Probability and Statistics is more relevant and assists students in developing 21st Century skills that align with the Portrait of the Graduate.
<b>Alignment to State/National Standards</b>	This aligns to page Common Core (pg. 79)  <a href="#">Common Core Standards</a>
<b>Impact on Students</b>	This will give students an option that aligns with state of CT recommendations when they are unsuccessful in Algebra 2. This will also give another 4th year of math option for students who may not want to take Pre Calculus, but want to continue with math. This could also serve as a feeder class for AP Statistics.  Probability and statistics courses equip high school students with essential analytical skills crucial for understanding and navigating the world. These courses empower students to interpret data, make

	informed decisions in various fields, and critically assess information in an era inundated with statistics. Furthermore, a solid foundation in probability and statistics cultivates a logical mindset, enabling students to comprehend risk, randomness, and uncertainty, which are integral aspects of everyday life and numerous professional fields.
<b>Budgetary Considerations</b>	None - Name change
<b>Recommended Implementation Date</b>	2024.25 School Year
<b>Communication to Students</b>	School Counseling office during graduation planning Course selection time Program of Studies

**Proposed Change Submitted by:** Allison Andersom

**Date:** 12.1.23

**Approval by Principal:** 

**Date:** 12.12.23

**Approved by Asst. Supt. for Prek-12 Instruction:**



**Date:** 12/12/23

**Proposed Changes Presented to Curriculum Council:**

**Date:** 12/20/23

**Approved by Board of Education:**

**Date:**

**East Windsor Public Schools  
Course/Curriculum Proposal  
2023 - 2024**

<b>Program/Course</b>	Intro to Marketing  Semester Course - gr. 10 - 12
<b>Recommended Change</b>	This course will become one of the high school business offerings based on student feedback. This will assist with the school's pathways work.
<b>Rationale</b>	This will be another course offering in the Business pathway. This will be a prerequisite for Sports and Entertainment Marketing. Business concepts will be a prerequisite for this course.
<b>Alignment to State/National Standards</b>	<p><u><a href="#">MBA Research Marketing Core Standards</a></u></p> <p><b>Standard: Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions</b></p> <p><b>Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience</b></p> <p><b>Standard: Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value</b></p> <p><b>Standard: Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome</b></p> <p><b>Standard: Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences</b></p>

	<b>purchase decisions and enhances future business opportunities</b>
<b>Impact on Students</b>	Students will understand the basics of Marketing and how to identify customers and appeal to target markets to generate the most business possible.
<b>Budgetary Considerations</b>	Textbooks - samples are being shipped. Marketing materials - posters & printing materials \$2000
<b>Recommended Implementation Date</b>	2024/2025 School Year
<b>Communication to Students</b>	This will be communicated through guidance as an elective suggestion to students in grades 10-12.

**Proposed Change Submitted by: Shana Custer**


**Date: 12.1.23**

**Approval by Principal:** 

**Date: 12.12.23**

**Approved by Asst. Supt. for Prek-12 Instruction:**

**Date: 12/12/23**

**Proposed Changes Presented to Curriculum Council:** 

**Date: 12/20/23**

**Approved by Board of Education:**

**Date:**

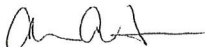
**East Windsor Public Schools  
Course/Curriculum Proposal  
2024-2025**

<b>Program/Course</b>	Business Concepts 2 Semester Course - gr. 10 - 12
<b>Recommended Change</b>	<ul style="list-style-type: none"> <li>● Additional Business course offering</li> <li>● Anticipated college creditBusine</li> <li>● Expand several pathways programs</li> </ul>
<b>Rationale</b>	<p>This accelerated course is ideal for students striving to get a head start on a career in business. Students will take a deeper dive into topics from Introduction to Business I or Entrepreneurship. This course introduces the principles and practices of business management. Topics include: Informational and legal foundations for business management; economic, regulatory, and societal environment of business, finance, and marketing; planning, organizing, leading and controlling a business organization.</p> <p>Business Concepts 2 will dive deeper into foundational concepts established in Business Concepts 1. Students will begin looking at Business law, business in a global economy, government’s role in business, and business communications</p>
<b>Alignment to State/National Standards</b>	<p><b><u>Standard: Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions</u></b></p> <p><b><u>Standard: Understands the concepts, strategies, and systems used to obtain and convey ideas and information</u></b></p> <p><b><u>Standard: Understands the economic principles and concepts fundamental to business operations</u></b></p> <p><b><u>Standard: Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture</u></b></p> <p><b><u>Standard: Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</u></b></p> <p><b><u>Standard: Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources</u></b></p> <p><b><u>Standard: Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives</u></b></p> <p><b><u>Standard: Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning</u></b></p> <p><b><u>Standard: Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career</u></b></p>


<b>Impact on Students</b>	<p>Upon approval, this course will be offered for college credit as part of the EWHS Pathways in business.</p> <p>After completion of this course, students will have a basic working understanding of how businesses are run and what would be required of them should they choose a career in a business related field.</p>
<b>Budgetary Considerations</b>	<ul style="list-style-type: none"> <li>• Staffing of the half year, elective course, personnel cost of staffing additional elective</li> <li>• Curriculum writing and organization of course scope and sequence</li> <li>• Textbooks not to exceed \$3500, estimating 20 books @ \$170/book to span both Business Concepts 1 &amp; 2.</li> </ul>
<b>Recommended Implementation Date</b>	Fall 2024
<b>Communication to Students</b>	Guidance Department course offerings for Fall of 2024

**Proposed Change Submitted by:** Shanna Custer

**Date:** 12.1.23

**Approval by Principal:** 

**Date:** 12.12.23

**Approved by Asst. Supt. for Prek-12 Instruction:** 

**Date:** 12/12/23

**Proposed Changes Presented to Curriculum Council:**

**Date:** 12/20/23

**Approved by Board of Education:**

**Date:**

**East Windsor Public Schools  
Course/Curriculum Proposal  
2023 – 2024**

<b>Program/Course</b>	<p style="text-align: center;"><u>AP Art &amp; Design / Full Year</u></p> <p>The AP Art and Design is a full year course designed to allow students to develop a portfolio in one or more of three areas:</p> <ul style="list-style-type: none"> <li>● AP 2-D Art and Design,</li> <li>● AP 3-D Art and Design,</li> <li>● AP Drawing</li> </ul> <p>This course is equivalent to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. For grades 11/12.</p>
<b>Recommended Change</b>	<p>Add Art to our schools AP offerings</p>
<b>Rationale</b>	<p>This course would allow students who plan on studying art in post secondary the opportunity to develop a comprehensive portfolio for their college applications as well as applying for AP credit via the AP portfolio exams.</p>
<b>Alignment to State/National Standards</b>	<p>Aligns with National Art Standards</p>
<b>Impact on Students</b>	<p>Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful</p>

	synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.
<b>Budgetary Considerations</b>	AP Teacher Training (\$750) AP Portfolio Review Fee (\$98 per student) Supplies (dependent on student needs)
<b>Recommended Implementation Date</b>	2024.25 School Year
<b>Communication to Students</b>	School Counseling office during graduation planning Course selection time Program of Studies

**Proposed Change Submitted by:** Katherine McClelland

**Date:** 12/8/2023

**Approval by Principal** 

**Date:** 12.12.23

**Approved by Asst. Supt. for Prek-12 Instruction:**

**Date:** 12/12/23

**Proposed Changes Presented to Curriculum Council:**

**Date:** 1/24/24

**Approved by Board of Education:**

**Date:**



**East Windsor Public Schools  
Course/Curriculum Proposal  
2023 - 2024**

<b>Program/Course</b>	3D Design / 1 Semester - gr. 10 - 12
<b>Recommended Change</b>	Expand our Art offerings to include sculpture
<b>Rationale</b>	This course would allow students to explore 3D mediums beyond Ceramics, which currently is our only 3D art offering by creating sculptures with a variety of fine art mediums. It would also prepare students wanting to enroll in AP 3D Design
<b>Alignment to State/National Standards</b>	Aligns with National Art Standards
<b>Impact on Students</b>	Students would investigate the materials, processes, and ideas that artists and designers use, developing an understanding of form through exploration of various materials including but not limited to: clay, fiber, foam, wood, glass and paper. They will Communicate their ideas about works of art and design through writing and discussion.
<b>Budgetary Considerations</b>	Supplies (dependent on student enrollment) - approx \$500/semester

<b>Recommended Implementation Date</b>	2024.25 School Year
<b>Communication to Students</b>	School Counseling office during graduation planning Course selection time Program of Studies

**Proposed Change Submitted by:** Katherine McClelland

**Date:** 12/8/2023

**Approval by Principal:** 

**Date:** 12.12.23

**Approved by Asst. Supt. for Prek-12 Instruction:**

**Date:** 12/12/23

**Proposed Changes Presented to Curriculum Council:** 

**Date:** 1/22/24

**Approved by Board of Education:**

**Date:**

**East Windsor Public Schools  
Course/Curriculum Proposal  
2023 - 2024**

<b>Program/Course</b>	2D Design/ 1 Semester - gr. 10 - 12
<b>Recommended Change</b>	Replace Painting I & II (which have not run in 5 yrs) and Digital Design with a general 2D design class that would include: Printmaking, Painting and Digital Art
<b>Rationale</b>	This course would allow students to explore two dimensional mediums beyond drawing that would include both traditional fine art mediums as well as digital art. This course would also prepare students wanting to enroll in AP 2D Design.
<b>Alignment to State/National Standards</b>	Aligns with National Art Standards
<b>Impact on Students</b>	Students would investigate the materials, processes, and ideas that artists and designers use, developing an understanding of design through exploration of various materials including but not limited to: printmaking, painting and digital art. They will Communicate their ideas about works of art and design through writing and discussion.
<b>Budgetary Considerations</b>	Supplies (dependent on student enrollment) - approximately \$500/semester

<b>Recommended Implementation Date</b>	2024.25 School Year
<b>Communication to Students</b>	School Counseling office during graduation planning Course selection time Program of Studies

**Proposed Change Submitted by:** Katherine McClelland

**Date:** 12/8/2023

**Approval by principal:** 

**Date:** 12.12.23

**Approved by Asst. Supt. for Prek-12 Instruction:**

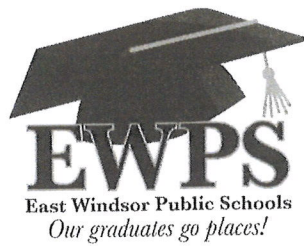
**Date:** 12/12/23

**Proposed Changes Presented to Curriculum Council:**

**Date:** 1/24/24

**Approved by Board of Education:**

**Date:**



To: Patrick Tudryn, Ed.D  
Superintendent

From : Justin T Martin  
Director of Operations & Communications

Date: February 7, 2024

RE: Board Policy 9000 meeting start time

---

As we continue to move through updating policies and procedures, we are moving this policy regarding Board of Education start and end times forward in the process per the request of Board members.

Attached please find the current policy - recommended by admin for deletion - and the standard policy created by Shipman & Goodwin that is recommended to replace the existing policy.

**Bylaws 9000 SERIES**

**ADMIN RECOMMENDATION:** ADOPT S&G Policy

**BOE RECOMMENDATION:** \_\_\_\_\_

**Series 9000: 9321**

**Bylaws of the Board**

**TIME, PLACE AND NOTICE OF MEETINGS**

**1. Regular Meetings**

- A. The East Windsor Board of Education (the “Board”) shall set a calendar of regular meetings for the ensuing year at the first regular meeting in November.
- B. In compliance with the Connecticut General Statutes, the Chairperson [or Secretary] shall file this calendar with the Town Clerk and post this calendar on the Board’s Internet web site, if available, by November 30th each year or other date falling on or before January 31.
- C. The Board shall schedule regular meetings on the 2nd and 4th Wednesday of each month of the year except during the months affected by school vacations, when the Board shall schedule regular meetings accordingly.
- D. If at any point in the meeting, the Board should not maintain a quorum, then the Chairperson of the Board will adjourn the meeting and declare the time and place of the resumption of the meeting, which shall be reflected in a written order of adjournment. A copy of the written order of adjournment will be posted on or near the door of the place where the meeting was held within twenty-four hours after the time of adjournment.
- E. If, in accordance with applicable law, the Board conducts a regular meeting by means of electronic equipment, the Board shall provide, at least forty-eight (48) hours before the meeting, direct notification in writing or by electronic transmission to each member of the Board and post a notice that the Board intends to conduct the meeting solely or in part by means of electronic equipment in the Administrative Offices of the Board, in the office of the Town Clerk [Regional School District Option: in the office of the Town Clerk of each municipal member of the school district], and on the Board’s Internet web site. Such notice shall include instructions for the public to attend and provide comment or otherwise participate in the meeting, by means of electronic equipment or in person, as applicable and permitted by law.

2. Special Meetings

- A. Special meetings may be held when determined by the Board, when so called by the Chairperson, or within fourteen (14) days upon written request of three members of the Board.
- B. No special meeting shall be held unless a notice stating the time, place and purpose of the meeting has been given to each member and to the Town Clerk and has been posted on the Board's Internet web site, if available, twenty-four (24) hours before the time stated for the meeting to convene.
  - 1. If, in accordance with applicable law, the Board holds a special meeting conducted solely or in part by means of electronic equipment, notice of such meeting shall include whether the meeting will be conducted solely or in part by means of electronic equipment. If such meeting is to be conducted by means of electronic equipment, such notice shall include instructions for the public, by means of electronic equipment or in person, to attend and provide comment or otherwise participate in the meeting, as applicable and permitted by law.
- C. When a majority of the members agree that an emergency exists which has made a regular notice impossible, such a meeting may be called at a time or place which may be most convenient. In case of such emergency meeting, a copy of the minutes setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk [Regional School District Option: with the Town Clerk of each municipal member of the school district] no later than seventy-two (72) hours following the holding of such a meeting.

3. Meeting Time and Place

- A. All regular meetings of the Board shall begin at 7 p.m. or as soon thereafter as a quorum is present and shall adjourn no later than 9:30 p.m. unless extended to a time certain by a two-thirds vote of the Board members present. All regular meetings of the Board shall be held in Room A5 at Broad Brook Elementary School, unless otherwise ordered by the Board.
- B. Special Meetings (non-emergency) of the Board shall be held at a time and place to be determined and announced in advance of the meeting.

Legal References:  
Connecticut General Statutes

Public Act 22-3, "An Act Concerning Remote Meetings Under the Freedom of Information Act."

- 1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of certain meetings to be filed and posted on web sites. Notice of special meetings. Executive sessions
- 1-228 Adjournment of meetings. Notice
- 1-229 Continued hearings. Notice
- 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution
- 7-3 Warning of town and other meetings
- 7-4 Record of warning
- 10-218 Officers. Meetings

ADOPTED: \_\_\_\_\_  
REVISED: \_\_\_\_\_

5/6/2022



**ADMIN RECOMMENDATION:** DELETE ADDRESSED IN 9000  
**BOE RECOMMENDATION:** \_\_\_\_\_

## **Bylaws of the Board**

### **Regular Meetings and Special Meetings**

#### **1. Regular Meetings**

- a. Place – East Windsor High School N-4 and other public buildings, as appropriate.
- b. Day – The 2nd and 4th Wednesday of the month. Additional meetings will be called as needed.
- c. Time – 7:30 p.m.
- d. Public Invited
  - (i) Regular Meetings - Regular meetings are open to the public.
  - (ii) Executive Sessions - All executive sessions will be held pursuant to the Connecticut General Statutes 1-200 - 1-231; and 19a-342.
- e. Changing Meeting Place - This action may be taken by approval of the majority of the Board contacted personally or by telephone and pursuant to the C.G.S.
- f. Canceling of Regular Meetings - This action may be taken by approval of the majority of the Board.

#### **2. Special Meetings**

Special meetings shall be called by the Chairperson upon written request of three members, or when deemed necessary by the Chairperson and pursuant to Connecticut General Statutes.

#### **3. Emergency Meetings**

Emergency meetings shall be called by the Chairperson.

#### **4. Advance Mailing or Delivery of Meetings Materials**

Written notice of all special meetings shall be mailed, emailed or delivered to all of the members of the Board at least thirty-six hours prior to the meeting. This condition may be waived under special circumstances by polling the Board and getting agreement of a majority of the members.

5. The Board of Education allows electronic participation whenever there is communication by or to a quorum of the Board, whether the communication is in person or by means of electronic equipment. Meetings in which some Board members participate electronically are subject to the requirements of the Freedom of Information Act.

The Board may allow members to participate in meetings by telephone or other electronic means. Board members may not simply vote electronically, but must be connected with the meeting throughout the discussion of business. If a Board member electronically joins the meeting after an item of business has been opened, the remotely located member shall not participate until the next item of business is opened.

When a Board member participates electronically, the member will be considered present and will have his or her actual physical presence excused. The member shall be counted present for purposes of convening a quorum. The Board Secretary will document it in the Minutes when members participate in the meeting electronically.

Any Board member wishing to participate in a meeting electronically will notify the Board Chairperson and Superintendent as early as possible. The Superintendent will arrange for the meeting to take place in a location with the appropriate equipment so that Board members participating in the meeting electronically may interact and the public may observe or hear the comments made. (Each part of the telephone conference call meeting shall be audible to the public at the location specified in the notice for the meeting. The location designated in the notice as the location of the meeting shall provide two-way communication during the entire telephone conference call and the identification of each party to the telephone conference call shall be clearly stated prior to the meeting.) The Superintendent will take measures to verify the identity of any remotely located participants.

(cf. 9327 – Electronic Mail Communications)

Legal Reference: Connecticut General Statutes

1-200(2) Definitions. “Meeting”

1-206 Denial of access to public records or meetings.

1-225 Meetings of government agencies to be public.

1-227 Mailing of notice of meetings to persons filing written request.

1-228 Adjournment of meetings. Notice.

1-229 Continued hearings. Notice.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

10-218 Officers. Meetings

Bylaw adopted by the Board: March 21, 2000

Bylaw revised: January 8, 2002

Bylaw revised: November 28, 2012



Town of East Windsor & East Windsor Public Schools

## School Facilities Study and Assessment

Board of Selectmen & Board of Education  
Special Meeting

February 8, 2024



### Outline

- Introduction
- Facility Overview and History
- Facility Concerns
- Enrollment vs. Building Size
- Cost Estimates & Comparisons
- Questions



## Introduction

Introduction

### Project Background & Context

- **Original Project Intent**
  - Procure architect for development of district-wide Master Plan and design services for implementation of plan recommendations
    - QA+M – hired in Spring 2023
  - Submit an HVAC Grant Application for each school
- **Master Plan identified that all three schools had multiple inefficiencies that would affect the State's approval of a new HVAC System**
  - Inadequate building envelope conditions
  - Windows past their useful life
  - Poor roof conditions
- **Current Recommendation**
  - Explore new construction or renovate as new to approach projects more holistically

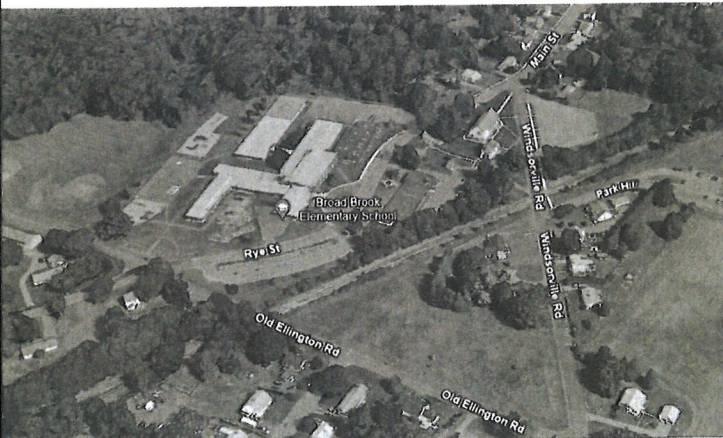




## Facility Overview and History

### Broad Brook Elementary School

Facility Overview and History



Location	14 Rye Street, Broad Brook, CT
Grades	Pre-K to 4
Current Enrollment	381
Originally Constructed	1952
Current Building Area	69,078 SF
Site Area	14 Acres
Additions & Renovations	1959, 1986, 2003 and 2013* <i>Note: CSG provided Owner's Representative Services to complete a permanent 14,990 square foot addition</i>



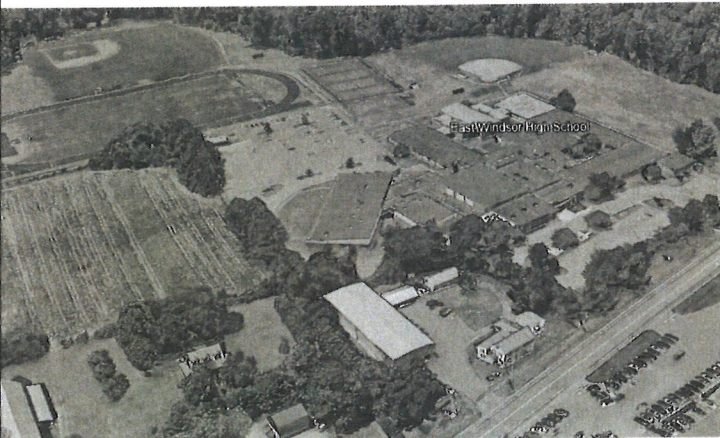
# East Windsor Middle School



Location	38 Main Street, Broad Brook, CT
Grades	5 to 8
Current Enrollment	350
Originally Constructed	1966
Current Building Area	83,035 GSF
Site Area	46 Acres
Additions & Renovations	None



# East Windsor High School



Location	76 South Main Street, East Windsor, CT
Grades	9 to 12
Current Enrollment	350
Originally Constructed	1953
Current Building Area	123,244 GSF
Site Area	39 Acres
Additions & Renovations	1976 and 1996





## Facility Concerns

Facility Concerns

# Broad Brook Elementary School

Building Exterior & Building Envelope	Building Interior	MEP	HazMat
<p><b>Roofing:</b> The A &amp; E Wings that were apart of the additions have roofing completed in 2017. The remainder of the school roofing should be replaced.</p> <p><b>Window Replacement:</b> Multiple window systems installed throughout school. The windows should be made uniform to meet energy and security requirements.</p> <p><b>Exterior Masonry Walls:</b> The exterior walls have major structural issues that need to be addressed and expansion joints should be installed throughout the building's exterior.</p> <p><b>Site:</b> There needs to be accessible pathways installed to access the outdoor fields.</p>	<p><b>Gymnasium Floor:</b> The flooring has significant damage including the separation of wood planks and repair work that is deteriorating.</p> <p><b>Millwork:</b> The millwork throughout the classrooms needs to be replaced to be made ADA compliant.</p> <p><b>ADA Accessibility:</b> There are various locations throughout the building including bathrooms that are not ADA accessible and do not meet code.</p> <p><b>Doors &amp; Hardware:</b> There are varying systems installed throughout the building. These should be upgraded to one system to address security concerns.</p>	<p><b>Heating System:</b> The current system is a combination of baseboard radiation and unit ventilators. The unit ventilators are past their useful life and need to be replaced.</p> <p><b>Air Conditioning:</b> The recent addition has rooftop units that are about 10 years old, but majority of the building still uses window units. The AC system should be upgraded to provide one system throughout the building.</p> <p><b>Electrical:</b> Most of the panelboards throughout the school are from the original construction of the building and are past their useful life. The panelboards should be replaced.</p> <p><b>Fire Protection:</b> A sprinkler system should be installed, and a full code analysis needs to be performed to determine the fire/smoke ratings throughout the building.</p>	<p><b>HazMat Study and Report:</b> There has not been a HazMat or Asbestos testing done throughout the school. This should be performed to determine any remediation that needs to take place.</p> <p><b>Ceiling Tiles:</b> There appears to be asbestos ceiling tiles that are falling in the gymnasium and installed throughout the other areas of the school. These should be tested, abated, and replaced.</p>

NOTE: The above items are not a comprehensive or detailed list of inadequacies throughout the school. The report prepared by QA+M goes into further detail and expands on other issues within the building.





# East Windsor Middle School

Building Exterior & Building Envelope	Building Interior	MEP	HazMat
<p><b>Roofing:</b> A complete roof replacement needs to be completed.</p> <p><b>Window Replacement:</b> The windows should be replaced to meet energy and security requirements.</p> <p><b>Exterior Foundation Walls:</b> There is mortar deterioration and moisture problems at multiple locations that needs to be addressed. The masonry expansion joints need to be replaced or installed where they do not exist.</p> <p><b>Site:</b> There are multiple entrances and exits throughout the building that need to be made ADA accessible.</p>	<p><b>Interior Walls:</b> There are operable divider walls used in the academic wings of the building that need to be replaced since they are past their useful life.</p> <p><b>Millwork:</b> The millwork in the science labs needs to be replaced since it is past its useful life and is not ADA compliant. The millwork in other areas throughout the building needs to be made ADA accessible.</p> <p><b>ADA Accessibility:</b> There are various locations throughout the building including bathrooms that are not ADA accessible and do not meet code.</p> <p><b>Doors &amp; Hardware:</b> There are varying systems installed throughout the building. These should be upgraded to one system to address security concerns. Many doors have large windows that don't meet the current security needs of today.</p>	<p><b>Heating System:</b> The heating system consists of both baseboard radiation and unit ventilators that are past their useful life and need to be replaced.</p> <p><b>Air Conditioning:</b> There are both rooftop units and window units utilized for air conditioning throughout the building. Most of the rooftop units are past their useful life and should be replaced.</p> <p><b>Electrical:</b> Most of the panelboards throughout the school are from the original construction of the building and should be replaced.</p> <p><b>Fire Protection:</b> A sprinkler system should be installed, and a full code analysis needs to be performed to determine the fire/smoke ratings throughout the building. Smoke and heat detectors should be installed.</p> <p><b>Emergency Lighting:</b> This should be installed throughout the building.</p>	<p><b>HazMat Study and Report:</b> There has not been a HazMat or Asbestos testing done throughout the school. This should be performed to determine any remediation that needs to take place.</p> <p>There appears to be flooring tiles, ceiling tiles, and adhesives that are used throughout the building and should be tested and remediated.</p>

NOTE: The above items are not a comprehensive or detailed list of inadequacies throughout the school. The report prepared by QA+M goes into further detail and expands on other issues within the building.



# East Windsor High School

Building Exterior & Building Envelope	Building Interior	MEP	HazMat
<p><b>Roofing:</b> A complete roof replacement needs to be completed.</p> <p><b>Window Replacement:</b> The windows should be replaced to meet energy and security requirements.</p> <p><b>Exterior Foundation Walls:</b> There is mortar deterioration and moisture problems at multiple locations that needs to be addressed. The masonry expansion joints need to be replaced or installed where they do not exist.</p> <p><b>Site:</b> There are multiple entrances and exits throughout the building that need to be made ADA accessible.</p>	<p><b>Interior Walls:</b> There are operable divider walls used in the academic wings of the building that need to be replaced since they are past their useful life.</p> <p><b>Millwork:</b> The millwork in the science labs needs to be replaced since it is past its useful life and is not ADA compliant. The millwork in other areas throughout the building needs to be made ADA accessible.</p> <p><b>ADA Accessibility:</b> There are various locations throughout the building including bathrooms that are not ADA accessible and do not meet code.</p> <p><b>Doors &amp; Hardware:</b> There are varying systems installed throughout the building. These should be upgraded to one system to address security concerns. Many doors have large windows that don't meet the current security needs of today.</p>	<p><b>Heating System:</b> The heating system consists of both baseboard radiation and unit ventilators that are past their useful life and need to be replaced.</p> <p><b>Air Conditioning:</b> There are both rooftop units and window units utilized for air conditioning throughout the building. Most of the rooftop units are past their useful life and should be replaced.</p> <p><b>Electrical:</b> Most of the panelboards throughout the school are from the original construction of the building and should be replaced.</p> <p><b>Fire Protection:</b> A sprinkler system should be installed, and a full code analysis needs to be performed to determine the fire/smoke ratings throughout the building. Smoke and heat detectors should be installed.</p> <p><b>Emergency Lighting:</b> This should be installed throughout the building.</p>	<p><b>HazMat Study and Report:</b> There has not been a HazMat or Asbestos testing done throughout the school. This should be performed to determine any remediation that needs to take place.</p> <p>There appears to be flooring tiles, ceiling tiles, and adhesives that are used throughout the building and should be tested and remediated.</p>

NOTE: The above items are not a comprehensive or detailed list of inadequacies throughout the school. The report prepared by QA+M goes into further detail and expands on other issues within the building.





# Enrollment vs. Building Size

## Enrollment Projections

Enrollment vs. Building Size

Enrollment Projections By Grade*																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2018	102	2023-24	79	87	82	72	74	86	67	82	81	70	72	62	65	57	0	957	1036
2019	108	2024-25	79	85	80	84	70	75	83	65	82	83	63	64	61	70	0	965	1044
2020	106	2025-26	80	83	78	81	81	71	73	80	65	84	75	56	63	65	0	955	1035
2021	105	2026-27	80	82	77	79	79	82	69	71	80	67	76	67	55	67	0	951	1031
2022	106	2027-28	80	83	76	78	77	80	80	67	71	82	60	68	66	59	0	947	1027
2023	107	2028-29	81	83	77	77	76	78	78	77	67	73	74	53	67	71	0	951	1032
2024	106	2029-30	81	83	77	78	75	77	76	75	77	69	66	52	72	0	943	1024	
2025	106	2030-31	81	83	77	78	76	76	75	73	75	79	62	59	65	56	0	934	1015
2026	106	2031-32	82	83	77	78	76	77	74	73	77	71	55	58	70	0	942	1024	
2027	106	2032-33	82	83	77	78	76	77	75	72	78	75	69	63	54	62	0	934	1016
2028	106	2033-34	82	83	77	78	76	77	75	73	72	75	68	61	62	58	0	935	1017

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.  
 \*Based on an estimate of births      \*Based on children already born      \*Based on students already enrolled  
 \*Birth data provided by Public Health Vital Records Departments in each state.      \*\* < 10 Not reported, to protect subgroups with fewer than 10 students

Projected Enrollment in Grade Combinations*									
School Year	PK-K	K-4	PK-8	K-8	5-8	6-8	7-8	5-12	9-12
2023-24	480	401	780	701	300	233	151	556	256
2024-25	473	394	786	707	313	230	155	571	258
2025-26	477	394	776	696	302	229	149	561	256
2026-27	479	399	766	686	287	218	147	552	255
2027-28	474	394	774	694	300	220	151	553	253
2028-29	472	391	767	686	295	217	149	560	265
2029-30	471	390	768	687	297	221	146	553	256
2030-31	471	390	773	692	302	227	154	544	242
2031-32	473	391	770	688	297	223	150	551	254
2032-33	473	391	768	686	295	220	148	543	248
2033-34	473	391	768	686	295	220	147	544	249

Projected Percentage Changes			
School Year	K-12	Diff	%
2023-24	957	0	0.0%
2024-25	965	8	0.8%
2025-26	955	-10	-1.0%
2026-27	951	-4	-0.4%
2027-28	947	-4	-0.4%
2028-29	951	4	0.4%
2029-30	943	-8	-0.8%
2030-31	934	-9	-1.0%
2031-32	942	8	0.9%
2032-33	934	-8	-0.8%
2033-34	935	1	0.1%
Change	-22	-2.3%	

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, births, and similar factors.

NOTE: District enrolled in NESDEC and obtained Enrollment Projects



# Existing Building Size: SF Overage

School	Grade	Current Enrollment	Current Size (GSF)	Correct Size (GSF)	Overage (GSF)	
BBES	Broad Brook Elementary School	Pre-K to 4	480	69,078	67,200	1,878
EWMS	East Windsor Middle School	5 to 8	300	83,035	52,500	30,535
EWHS	East Windsor High School	9 to 12	256	123,244	44,800	78,444

Currently, all three schools are too large for the current enrollment

- The correct size for each school is calculated based on the current enrollment and utilized the CT Space Standards Worksheet
  - The CT State Space Standards is a required form when districts want to receive reimbursement from the Office of Grants Administration (OGA) to assist in funding for their school projects.
- If a school is designed to be larger than what the Space Standards calculate, there are two options:
  - OGA may lower/adjust the District's reimbursement rate
  - The District may utilize Special Legislation to obtain a space waiver via their local legislators



# Option A – Renovate as New

## RIGHT SIZING THE BUILDINGS

School	Grade	Projected Enrollment	Current Size (GSF)	New Size (GSF)	Delta (GSF)
BBES Broad Brook Elementary School	Pre-K to 4	479	69,078	67,060	2,018
EWMS East Windsor Middle School	5 to 8	313	83,035	54,775	28,260
EWHS East Windsor High School	9 to 12	265	123,244	46,375	76,869

**Assumptions:**

- Right sizing the buildings
- Projected enrollment:  
Highest enrollment in the next 10 years based on NESDEC Report (not including the current 23-24 school year)
- New size:  
Calculated based on Projected Enrollment utilizing CT Space Standards Worksheet
- All three buildings will be Renovated as New and adjusted to the correct size based on Projected Enrollment and the new size based on the CT Space Standards Worksheet



# Option A – Renovate as New

## RIGHT SIZING THE BUILDINGS

	BBES	EWMS	EWHS	TOTAL	
Construction Cost per SF	\$475	\$435	\$410	\$120,169,240.55	Est. Total Project Costs
Site Development (LS)	\$3,000,000.00	\$4,000,000.00	\$5,000,000.00	\$75,958,976.95	Est. Total Reimbursement
Soft Costs (LS)	\$5,925,095.00	\$4,730,611.25	\$4,082,337.50	\$44,210,263.60	Est. Total Town Share
<b>Subtotal</b>	<b>\$40,778,595.00</b>	<b>\$32,557,736.25</b>	<b>\$28,096,087.50</b>		
Owner Contingency (LS)	\$2,038,929.75	\$1,627,886.81	\$1,404,804.38		
<b>Subtotal</b>	<b>\$42,817,524.75</b>	<b>\$34,185,623.06</b>	<b>\$29,500,891.88</b>		
Escalation (LS)	\$5,493,782.94	\$4,386,250.58	\$3,785,167.34		
<b>Total</b>	<b>\$48,311,307.69</b>	<b>\$38,571,873.64</b>	<b>\$33,286,059.22</b>		
Est. Reimbursement at 63.21%	\$30,537,577.59	\$24,381,281.33	\$21,040,118.03		
Est. Town Share	\$17,773,730.10	\$14,190,592.31	\$12,245,941.19		

**NOTE:**

- Construction Cost per SF based on estimated values due to current market conditions. All numbers are estimated, they are not final costs.
- Escalation costs are calculated for a 3-year period.



# Option B – Renovate as New

COMBINING EWMS & EWHS UTILIZING EWMS AND MOVING 5TH GRADE TO BBES

School	Grade	Projected Enrollment	Current Size (GSF)	New Size (GSF)	Delta (GSF)
BBES Broad Brook Elementary School	Pre-K to 5	577	69,078	67,317	1,761
EWMS East Windsor Middle School	6 to 8	495	83,035	59,400	23,635
EWHS East Windsor High School	9 to 12				

**Assumptions:**

- Combine EWMS and EWHS into one building utilizing the current EWMS
  - Grade 5 would move to BBES
  - EWHS will be decommissioned and no longer utilized in this capacity
- Projected Enrollment:
  - Highest enrollment in the next 10 years based on NESDEC Report (not including the current 23-24 school year)
- New Size:
  - Calculated based on Projected Enrollment utilizing CT Space Standards Worksheet
- Both buildings will be Renovated as New and adjusted to the correct size based on Projected Enrollment, the new size based on the CT Space Standards Worksheet, and moving of grade levels



# Option B – Renovate as New

COMBINING EWMS & EWHS UTILIZING EWMS AND MOVING 5TH GRADE TO BBES

	BBES		EWMS & EWHS		TOTAL	
Construction Cost per SF	\$475	\$31,975,575.00	\$435	\$25,839,000.00		
Site Development (LS)		\$3,000,000.00		\$7,000,000.00		
Soft Costs (LS)		\$5,945,847.75		\$5,582,630.00		
<b>Subtotal</b>		<b>\$40,921,422.75</b>		<b>\$38,421,630.00</b>		
Owner Contingency (LS)		\$2,046,071.14		\$1,921,081.50		
<b>Subtotal</b>		<b>\$42,967,493.89</b>		<b>\$40,342,711.50</b>		
Escalation (LS)		\$5,513,025.01		\$5,176,247.38		
<b>Total</b>		<b>\$48,480,518.90</b>		<b>\$45,518,958.88</b>	\$93,999,477.77	Est. Total Project Costs
Est. Reimbursement at 63.21%		\$30,644,535.99		\$28,772,533.90	\$59,417,069.90	Est. Total Reimbursement
Est. Town Share		\$17,835,982.90		\$16,746,424.97	\$34,582,407.87	Est. Total Town Share

**NOTE:**

- Construction Cost per SF based on estimated values due to current market conditions. All numbers are estimated, they are not final costs.
- Escalation costs are calculated for a 3-year period.



# Option C – Renovate as New

## CURRENT ENROLLMENT & CURRENT BUILDING SIZE

School	Grade	Current Enrollment	Current Size (GSF)
BBES Broad Brook Elementary School	Pre-K to 4	480	69,078
EWMS East Windsor Middle School	5 to 8	300	83,035
EWHS East Windsor High School	9 to 12	256	123,244

**Assumptions:**

- Current Enrollment (23-24 school year)
- Current Size  
Utilizes current building sizes – State OGA may not accept these sizes due to them exceeding the requirements based on the District's current and projected enrollment and the building sizes calculated utilizing the CT Space Standards Worksheet
- All buildings will be Renovated as New



# Option C – Renovate as New

## CURRENT ENROLLMENT & CURRENT BUILDING SIZE

	BBES		EWMS		EWHS		TOTAL	
Construction Cost per SF	\$475	\$32,812,050.00	\$435	\$36,120,225.00	\$410	\$50,530,040		
Site Development (LS)		\$5,000,000.00		\$5,000,000.00		\$12,000,000.00		
Soft Costs (LS)		\$6,428,048.50		\$6,990,438.25		\$10,630,106.80		
<b>Subtotal</b>		<b>\$44,240,098.50</b>		<b>\$48,110,663.25</b>		<b>\$73,160,146.80</b>		
Owner Contingency (LS)		\$2,212,004.93		\$2,405,533.16		\$3,658,007.34		
<b>Subtotal</b>		<b>\$46,452,103.43</b>		<b>\$50,516,196.41</b>		<b>\$76,818,154.14</b>		
Escalation (LS)		\$5,960,124.38		\$6,481,575.47		\$9,856,297.56		
<b>Total</b>		<b>\$52,412,227.81</b>		<b>\$56,997,771.88</b>		<b>\$86,674,451.70</b>	\$196,084,451.38	Est. Total Project Costs
Est. Reimbursement		\$32,228,639.47		\$22,780,688.78		\$19,915,045.75	\$74,924,374.01	Est. Total Reimbursement
Est. Town Share		\$20,183,588.33		\$34,217,083.10		\$66,759,405.94	\$121,160,077.37	Est. Total Town Share

- NOTE:
- Reimbursement Rate for RNV = 63.21% - Due to the larger SF area for each building, the Reimbursement Rate was adjusted based on the State Space Standards Worksheet
    - BBES = Adjusted Reimbursement Rate = **61.69%**
    - EWMS = Adjusted Reimbursement Rate = **39.97%**
    - EWHS = Adjusted Reimbursement Rate = **22.98%**
  - Construction Cost per SF based on estimated values due to current market conditions. All numbers are estimated, they are not final costs.
  - Escalation costs are calculated for a 3-year period.



# Option D – Renovate as New

COMBINING EWMS & EWHS UTILIZING EWHS AND MOVING 5TH GRADE TO BBES

School	Grade	Projected Enrollment	Current Size (GSF)	New Size (GSF)	Delta (GSF)
BBES Broad Brook Elementary School	Pre-K to 5	577	69,078	67,317	1,761
EWMS East Windsor Middle School	6 to 8	495	123,244	59,400	63,844
EWHS East Windsor High School	9 to 12				

**Assumptions:**

- Combine EWMS and EWHS into one building utilizing the current EWHS
  - Grade 5 would move to BBES
  - EWMS will be decommissioned and no longer utilized in this capacity
- Projected Enrollment:
  - Highest enrollment in the next 10 years based on NESDEC Report (not including the current 23-24 school year)
- New Size:
  - Calculated based on Projected Enrollment utilizing CT Space Standards Worksheet
- Both buildings will be Renovated as New and adjusted to the correct size based on Projected Enrollment, the new size based on the CT Space Standards Worksheet, and moving of grade levels



# Option D – Renovate as New

COMBINING EWMS & EWHS UTILIZING EWHS AND MOVING 5TH GRADE TO BBES

	BBES	EWMS & EWHS	TOTAL	
Construction Cost per SF	\$475	\$435	\$89,841,102.77	Est. Total Project Costs
Site Development (LS)	\$31,975,575.00	\$24,354,000.00	\$56,788,561.06	Est. Total Reimbursement
Soft Costs (LS)	\$3,000,000.00	\$4,000,000.00	\$33,052,541.71	Est. Total Town Share
Subtotal	\$5,945,847.75	\$4,820,180.00		
Owner Contingency (LS)	\$40,921,422.75	\$33,174,180.00		
Subtotal	\$2,046,071.14	\$1,658,709.00		
Escalation (LS)	\$42,967,493.89	\$34,832,889.00		
Total	\$5,513,025.01	\$4,703,372.38		
Est. Reimbursement at 63.21%	\$48,480,518.90	\$41,360,583.88		
Est. Town Share	\$30,644,535.99	\$26,144,025.07		

NOTE:

- Construction Cost per SF based on estimated values due to current market conditions. All numbers are estimated, they are not final costs.
- Escalation costs are calculated for a 3-year period.



# Option E – New Construction

RIGHT SIZING THE BUILDINGS BASED ON ENROLLMENT PROJECTIONS IN OPTION A

School	Grade	Projected Enrollment	Current Size (GSF)	New Size (GSF)	Delta (GSF)
BBES Broad Brook Elementary School	Pre-K to 4	479	69,078	67,060	2,018
EWMS East Windsor Middle School	5 to 8	313	83,035	54,775	28,260
EWHS East Windsor High School	9 to 12	265	123,244	46,375	76,869

**Assumptions:**

- Right sizing the buildings
- Projected enrollment:  
Highest enrollment in the next 10 years based on NESDEC Report (not including the current 23-24 school year)
- New size:  
Calculated based on Projected Enrollment utilizing CT Space Standards Worksheet
- All three buildings will be New Construction and built to the correct size based on Projected Enrollment and the new size based on the CT Space Standards Worksheet



# Option E – New Construction

RIGHT SIZING THE BUILDINGS BASED ON ENROLLMENT PROJECTIONS IN OPTION A

	BBES		EWMS		EWHS			
Construction Cost per SF	\$540	\$36,212,400.00	\$520	\$28,483,000.00	\$550	\$25,506,250		
Site Development (LS)	\$5,000,000.00		\$5,000,000.00		\$12,000,000.00			
Soft Costs (LS)	\$7,006,108.00		\$5,692,110.00		\$6,376,062.50			
<b>Subtotal</b>	<b>\$48,218,508.00</b>		<b>\$39,175,110.00</b>		<b>\$43,882,312.50</b>			
Owner Contingency (LS)	\$2,410,925.40		\$1,958,755.50		\$2,194,115.63			
<b>Subtotal</b>	<b>\$50,629,433.40</b>		<b>\$41,133,865.50</b>		<b>\$46,076,428.13</b>			
Escalation (LS)	\$6,496,104.55		\$5,277,757.88		\$5,911,922.66			
<b>Total</b>	<b>\$57,125,537.95</b>		<b>\$46,411,623.38</b>		<b>\$51,988,350.78</b>			
Est. Reimbursement at 53.21%	\$30,396,498.74		\$24,695,624.80		\$27,663,001.45		\$155,525,512.11	Est. Total Project Costs
Est. Town Share	\$26,729,039.21		\$21,715,998.58		\$24,325,349.33		\$82,755,124.99	Est. Total Reimbursement
							\$72,770,387.11	Est. Total Town Share

**NOTE:**

- Reimbursement is lower for New Construction. Utilizes building sizes based on Enrollment Projections in Option A. Construction Cost per SF based on estimated values due to current market conditions. All numbers are estimated, they are not final costs.
- Escalation costs are calculated for a 3-year period.





# Option F – Miscellaneous Upgrades

## HVAC UPGRADES, ELECTRICAL UPGRADES, ROOF REPLACEMENT, & WINDOW REPLACEMENT

School	Miscellaneous Upgrades	Est. State Reimbursement	Est. Town Share
BBES Broad Brook Elementary School	\$32,144,284.43	\$18,129,142.04	\$14,015,142.38
EWMS East Windsor Middle School	\$31,872,119.92	\$17,772,181.83	\$14,099,938.09
EWHS East Windsor High School	\$55,769,104.40	\$32,344,711.51	\$23,424,392.89
<b>Total</b>	<b>\$119,785,508.75</b>	<b>\$68,246,035.38</b>	<b>\$51,539,473.37</b>

**Assumptions:**

- Utilizes current building areas for each school which are considered as oversized for the current enrollment  
Allows for temporary fixes to the current building issues but still leaves other items that could cause potential issues later  
Does not address all issues in QA+M's report – only includes window replacement, HVAC upgrades, electrical upgrades and roof replacements
- Reimbursement Rate for Miscellaneous Upgrades = 63.21%  
Electrical upgrades are not considered reimbursable by the state
- Costs above are **estimates**, they are not to be utilized as best and final costs  
Costs were determined utilizing a "per SF" value based on current market conditions



# Comparison: Options A-F

## SUMMARY OF OPTIONS, COSTS AND ESTIMATED STATE & TOWN SHARES

Option & Description	Total Cost	Est. State Share	Est. Town Share
<b>Option A</b> Renovate as New - Right Size Buildings	\$120,169,240.55	\$75,958,976.95	\$44,210,263.60
<b>Option B</b> Renovate as New – Combine EWMS & EWHS into EWMS / Move Grade 5 to BBES	\$93,999,477.77	\$59,417,069.90	\$34,582,407.87
<b>Option C</b> Renovate as New - Current Enrollment & Current Building Size	\$196,084,451.38	\$74,924,374.01	\$121,160,077.37
<b>Option D</b> Renovate as New - Combine EWMS & EWHS into EWHS / Move Grade 5 to BBES	\$89,841,102.77	\$56,788,561.06	\$33,052,541.71
<b>Option E</b> New Construction – New, right sized buildings based on Enrollment projections/GSF in Option A	\$155,525,512.11	\$82,755,124.99	\$72,770,387.11
<b>Option F</b> Miscellaneous Upgrades - HVAC Upgrades, Electrical Upgrades, Roof Replacement, Window Replacement	\$119,785,508.75	\$68,246,035.38	\$51,539,473.37



# Pros & Cons: Options A-F

Option & Description	Pros	Cons
<b>Option A - Renovate as New - Right Size Buildings</b>	<ul style="list-style-type: none"> <li>• Corrects building size to meet State of CT Standards</li> <li>• Addresses all major issues in all 3 buildings</li> <li>• Renovating schools increases property value</li> <li>• Reduces operating/maintenance costs through reduction in SF area</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizing existing structure for each building may impact final SF area</li> </ul>
<b>Option B - Renovate as New - Combine EWMS &amp; EWHS into EWMS / Move Grade 5 to BBES</b>	<ul style="list-style-type: none"> <li>• Corrects building size to meet State of CT Standards</li> <li>• Addresses all major issues in all 3 buildings</li> <li>• Renovating schools increases property value</li> <li>• Moves Grade 5 to Elementary School making BBES optimizes its utilization</li> <li>• Reduces operating/maintenance costs through only having 2 buildings rather than 3 and due to reduction in SF area</li> </ul>	<ul style="list-style-type: none"> <li>• Need to find use for EWHS site</li> </ul>
<b>Option C - Renovate as New - Current Enrollment &amp; Current Building Size</b>	<ul style="list-style-type: none"> <li>• Addresses all major issues in all 3 buildings</li> <li>• Renovating schools increases property value</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in reimbursement rate due to oversized building areas</li> <li>• No reduction in maintenance costs</li> <li>• Minimal reduction in operation costs</li> </ul>
<b>Option D - Renovate as New - Combine EWMS &amp; EWHS into EWHS / Move Grade 5 to BBES</b>	<ul style="list-style-type: none"> <li>• Corrects building size to meet State of CT Standards</li> <li>• Addresses all major issues in all 3 buildings</li> <li>• Renovating schools increases property value</li> <li>• Moves Grade 5 to Elementary School making BBES optimizes its utilization</li> <li>• Reduces operating/maintenance costs through only having 2 buildings rather than 3 and due to reduction in SF area</li> </ul>	<ul style="list-style-type: none"> <li>• Need to find use for EWMS site</li> </ul>
<b>Option E - New Construction - New, right sized buildings based on Enrollment projections/GSF in Option A</b>	<ul style="list-style-type: none"> <li>• Corrects building size to meet State of CT Standards</li> <li>• Addresses all major issues in all 3 buildings</li> <li>• New schools increases property value</li> </ul>	<ul style="list-style-type: none"> <li>• Find location /space to build new schools</li> <li>• Need to determine solutions for existing schools</li> <li>• Maintains operating/maintenance costs for all 3 buildings</li> </ul>
<b>Option F - Miscellaneous Upgrades - HVAC Upgrades, Electrical Upgrades, Roof Replacement, Window Replacement</b>	<ul style="list-style-type: none"> <li>• Would address issues that need immediate attention</li> </ul>	<ul style="list-style-type: none"> <li>• Does not provide brand new facility at each school site</li> <li>• Would not increase property value</li> <li>• State may not allow for miscellaneous capital improvements due to major issues that have been on-going (ADA Accessibility Issues)</li> <li>• Maintains operating/maintenance costs for all 3 buildings</li> <li>• Town may need to invest money every year to fix continuous problems outside of the upgrades proposed as part of this scope</li> <li>• Only addresses select problems in each building</li> </ul>

# Next Steps

- **QA+M**
  - Finalize the Master Plan & Facilities Needs Assessment
  - Determine the reimbursement eligibility of each item in the Master Plan & Facilities Needs Assessment
  - Provide cost estimate based on recommendations
- **Town of East Windsor & East Windsor Public Schools**
  - Review and analyze Options A-F to determine plan for facility improvements
  - Determine Town funding availability





Questions



STATE OF CONNECTICUT  
STATE DEPARTMENT OF EDUCATION



**TO:** Superintendents of Schools  
**FROM:** Bryan Klimkiewicz, Special Education Division Director  
**DATE:** February 1, 2024  
**SUBJECT:** 2023 District Annual Performance Reports and Determinations

The Connecticut State Department of Education (CSDE) is required to report annually to the public on the performance of each district in relation to the targets in the State Performance Plan (SPP) under the Individuals with Disabilities Education Act 2004 (IDEA) Section 616(b)(2)(C)(ii)(1).

Upon a review of that data, all states must determine the assignment of each local education agency (LEA) to one of four categories, consistent with IDEA requirements: *Meets Requirements*; *Needs Assistance (Levels 1 and 2)*; *Needs Intervention (Levels 1 and 2)*; or *Needs Substantial Intervention*.

The CSDE will be releasing the LEA 2023 Annual Performance Report (APR) Determinations on **Monday, February 5, 2024**. School district personnel and other interested parties will be able to access the 2023 APRs based on the 2021-22 school year, next Monday on EdSight: [Special Education Annual Performance Reports](#).

The 2023 determinations are based upon the following compliance indicators:

- Indicator 4B (Suspension/Expulsion - significant discrepancy by race/ethnicity)
- Indicator 9 (Disproportionate Representation)
- Indicator 10 (Disproportionate Representation-Disability Category)
- Indicator 11 (Evaluation Timelines)
- Indicator 12 (Preschool Transition)
- Indicator 13 (Secondary Transition)
- General Supervision (Noncompliance corrected within one year)
- Timely and Accurate Data

And the following results indicator:

- Chronic Absenteeism Rate

According to the data used from your LEA's APR, the district's 2023 determination is ***Meets Requirements***. The CSDE would like to acknowledge the district's efforts resulting in this determination.

The CSDE appreciates the district's continued efforts to improve results for students with disabilities. We encourage you to review and analyze the LEA APR to inform the district's future strategic planning and share the information with your staff and families as you work collaboratively to improve educational outcomes for students with disabilities. Please contact Michael Tavernier in the Bureau of Special Education at 860-713-6929 or [michael.tavernier@ct.gov](mailto:michael.tavernier@ct.gov) for questions about the SPP/APR or the determination process.

BK:mtm

cc: Charlene M. Russell-Tucker, Commissioner of Education  
Charles E. Hewes, Deputy Commissioner of Academics and Innovation  
Sinthia Sone-Moyano, Deputy Commissioner for Educational Supports and Wellness  
Michael Tavernier, Education Consultant, Bureau of Special Education  
Diane Murphy, Education Consultant, Performance Office  
District Special Education Director

**State of Connecticut  
Department of Education  
Bureau of Special Education  
2023 IDEA District Determination Process (2021-22 Data)**

Pursuant to Section 616(b)(2)(C)(i) of the Individuals with Disabilities Education Improvement Act 2004 (IDEA) and 34 Code of Federal Regulations (CFR) Section 300.602(b), states are required to make determinations annually on the performance of districts within the state and publicly disseminate those determinations. States are required to compare district level data and performance in relation to state established targets found in the State Performance Plan (SPP), as well as compliance indicators established by the U.S. Office of Special Education Programs (OSEP). Consistent with OSEP's determination upon states, there are four categories that districts may be assigned into:

**(1) Meets Requirements; (2) Needs Assistance; (3) Needs Intervention; or (4) Needs Substantial Intervention.**

For making district determinations based on data and performance, the Connecticut State Department of Education (CSDE) used the following **compliance indicators**:

- **Indicator 4B** – Significant discrepancy in the rate of suspensions and expulsions for racial and ethnic groups that is the result of noncompliant policies, procedures, or practices. Target = 0%
- **Indicator 9** – Disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Target = 0%
- **Indicator 10** – Disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Target = 0%
- **Indicator 11** – Percent of children with parental consent to evaluate, who were evaluated within State-established timelines. Target = 100%
- **Indicator 12** – Percent of children referred by Part C at least 90 days prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthday. Target = 100%
- **Indicator 13** – Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post secondary goals. Target = 100%
- **General Supervision** (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification. Target = 100%
- **Timely and Accurate** submission of district level data, according to state guidelines, using the following data collections: Special education data application and collection (SEDAC) - Oct. 1 Child Count, Evaluation Timelines, Early Childhood Outcomes, ED 166 Discipline Data, and exit data reported via the Public School Information System (PSIS)/SEDAC Data. Target = 100%

And the following **results indicator**:

- **Chronic Absenteeism** – Percent of children with IEPs who are chronically absent. Target = < 20%

## **2023 Determination Indicators:**

**Indicator 4B** – Significant discrepancy in the rate of suspensions and expulsions for racial and ethnic groups

- Met Target = Zero areas of significant discrepancy due to noncompliant policies, procedures or practices
- Did not meet target = At least one area of significant discrepancy due to noncompliant policies, procedures or practices

**Indicator 9** – Disproportionate representation in special education for racial and ethnic groups

- Met Target = Zero areas of disproportionality due to inappropriate identification
- Did not meet target = At least one area of disproportionality due to inappropriate identification

**Indicator 10** – Disproportionate representation in specific disability categories for racial and ethnic groups

- Same as Indicator 9 above

**Indicator 11** – Determine eligibility within State-established timelines

- Met Target = 100%
- Substantial Compliance = 95% - 99.9% performance
- Making progress = Minimum 75% performance with an increase  $\geq 10\%$  over previous year
- Did not meet target =  $< 100\%$  performance and not in substantial compliance or making progress

**Indicator 12** – Implement IEPs by age 3

- Met Target = 100%
- Substantial Compliance = 95% - 99.9% performance
- Making progress = Minimum 75% performance with an increase  $\geq 10\%$  over previous year
- Did not meet target =  $< 100\%$  performance and not in substantial compliance or making progress
- Not Applicable = District does not have early childhood/preK students

**Indicator 13** – Secondary transition goals and services

- Met Target = 100%
- Substantial Compliance = 95% - 99.9% performance
- Making progress = Minimum 75% performance with an increase  $\geq 10\%$  over previous year
- Did not meet target =  $< 100\%$  performance and not in substantial compliance or making progress
- Not Applicable = District does not have a high school

**General Supervision** – Noncompliance corrected within one year

- Met Target = Zero areas of outstanding noncompliance
- Did not meet target = One or more citations of outstanding noncompliance

**Timely and Accurate** – submission of data

- Met Target = 100%
- Did not meet target = One or more data submissions beyond established deadline and/or determined inaccurate

**Chronic Absenteeism** – Percent of children with IEPs who are chronically absent.

- Met Target =  $\leq 20\%$  of children with IEPs who are chronically absent
- Substantial Compliance =  $\leq 35.0\%$  of children with IEPs who are chronically absent
- Making progress = Maximum 45% performance with a decrease of  $\geq 10\%$  over previous year
- Did not meet target =  $> 35.0\%$  of children with IEPs who are chronically absent
- Not Applicable = District does not meet the minimum “n size” of 6 children

**Criteria used to make 2023 Determinations:**

The CSDE used the following criteria to make 2023 determinations (2021-22 data) under indicators 4B, 9, 10, 11, 12, 13, General Supervision, Timely and Accurate Data Reporting, and Chronic Absenteeism. Please note that for the purposes of making determinations, indicator ratings of *Substantial Compliance* and *Making Progress* are considered equivalent to *Meeting Target*.

**Meets Requirements**

All of the above indicators met target, were in substantial compliance or were making progress toward the target

**Needs Assistance**

Level 1 = one or two indicators did not meet the target

Level 2 = one or two indicators did not meet the target AND at least one is the same as the previous year

**Needs Intervention**

Level 1 = three or more indicators did not meet the target

Level 2 = three or more indicators did not meet the target, AND the district was at Needs Intervention or Needs Substantial Intervention in the previous year, AND at least one indicator is the same as the previous year

**Needs Substantial Intervention**

The same indicator has not met the target for five or more consecutive years AND significant progress has not been demonstrated;

OR

The CSDE has determined that the district failed to substantially comply which significantly affects the core requirements of the program, such as the delivery of services to children with disabilities or state exercise of general supervision;

OR

The CSDE has determined that the district is unwilling to comply.

**Enforcement Actions:**

The IDEA regulations at 34 CFR Section 300.600(a) specifically designate the enforcement actions that states must apply after a district’s determination is made.

Determination	Level	Enforcement Actions
Meets Requirements		None
Needs Assistance	1	None
	2	<ul style="list-style-type: none"> <li>Advise the district of available resources of technical assistance to address areas in need of assistance; <i>AND/OR</i></li> <li>Identify the district as a high-risk grantee and impose conditions on use of funds.</li> </ul>
Needs Intervention	1	<ul style="list-style-type: none"> <li>Advise the district of available resources of technical assistance to address areas in need of assistance; <i>AND/OR</i></li> <li>Identify the district as a high risk grantee and impose conditions on use of funds; <i>AND</i></li> <li>Require the district to prepare and implement a corrective action plan to correct the identified areas.</li> </ul>
	2	<ul style="list-style-type: none"> <li>Advise the district of available resources of technical assistance to address areas in need of assistance; <i>AND</i></li> <li>Identify the district as a high risk grantee and impose conditions on use of funds; <i>AND</i></li> <li>Require the district to prepare and implement a corrective action plan to correct the identified areas.</li> </ul>
Needs Substantial Intervention		<ul style="list-style-type: none"> <li>Advise the district of available resources of technical assistance to address areas of noncompliance; <i>AND</i></li> <li>Identify the district as a high risk grantee and impose conditions on use of funds; <i>AND</i></li> <li>Require the district to prepare and implement a corrective action plan to correct the identified areas; <i>AND</i></li> <li>Withhold, in whole or in part, further payments to the district.</li> </ul>



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

From: **Delancey, Joslyn [CT]** <[joslynd@cea.org](mailto:joslynd@cea.org)>

Date: Wed, Jan 31, 2024 at 2:38 PM

Subject: Little Free Library

To:

Cc: Andrews, Nancy [CT] <[nancya@cea.org](mailto:nancya@cea.org)>, Killough, Laurel [CT] <[laurelk@cea.org](mailto:laurelk@cea.org)>, Karkos, Chip [CT] <[chipk@cea.org](mailto:chipk@cea.org)>

Congratulations!

You have been selected to receive a Little Free Library kit and book donation. The kits are being delivered to CEA in Hartford this week (tracking says tomorrow- so fingers crossed). The kit will include all of the pieces to build the library with instructions, glue, and screws. You will need some sort of drill, but the bits are included. You will also receive the pieces to build your post for the library. We recommend that you paint your library (if you plan to paint it) prior to putting it together. (I only say this because I didn't think to paint beforehand and it was a total pain). I'm so excited for you to begin this project, and I hope that you will document with photos and or videos and post using #readacrossCT throughout the experience. Book donations will come after the book drive on March 2nd.

We have a few options for distribution. You can either come to our office at 21 Oak Street in Hartford on the fifth floor or you can schedule a delivery to your school. Please respond with the following information:

Will you pick up or would you prefer a delivery?

If delivery... What is the address of your school?

Who is the best person to contact?

What is the cell phone number of that person?

Will any day next week work for delivery?

Thanks so much! I can't wait to see how this all turns out.

Joslyn



**Joslyn DeLancey** (she/her/hers)

*Foundation President*

Direct: 860-725-6347

Cell: 203 817-2395

21 Oak St., Suite 500, Hartford, CT 06106

[cea.org/cef](http://cea.org/cef)