

**EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
Meeting of Wednesday, April 9, 2025**

7:00 p.m.

**Broad Brook Elementary School
Room A5
14 Rye Street, Broad Brook, CT**

Join with Google Meet:

Video call link: <https://meet.google.com/sph-kwwy-cey>

Or dial: (US) +1 216-930-8933 PIN: 881 600 728#

More phone numbers: <https://tel.meet/sph-kwwy-cey?pin=8659140360724>

AGENDA

I. CALL THE MEETING TO ORDER

II. PLEDGE OF ALLEGIANCE

III. ATTENDANCE

IV. ADDED AGENDA ITEMS

V. MINUTES

- 1) March 26, 2025 - Regular meeting minutes
-

VI. PUBLIC PARTICIPATION

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

VII. STUDENT REPRESENTATIVE REPORT

VIII. MIDDLE SCHOOL REPORT

IX. FACILITIES UPDATE

X. NEW BUSINESS: VOTE

New course proposals:

- 1) Unified Music at East Windsor High School
 - 2) AP Music Theory at EWHS
 - 3) Music Theory
 - 4) Career and Community Connection (Elective Course at EWHS)
-

XI. LIAISON'S AND SUBCOMMITTEE REPORTS

XII. PUBLIC PARTICIPATION

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 - 5) Questions which can be answered during the meeting may be answered at the option of the Superintendent and Chairman of the Board of Education. Other inquiries which may require analysis/investigation will be answered at the next scheduled Board meeting.
-

XIII. MISCELLANEOUS

XIV. CORRESPONDENCE

- 1) CAPSS Statement on Executive Order to Dismantle the US Department of Education
 - 2) Speaking Invitation - Literacy Forum
-

XV. EXECUTIVE SESSION

To discuss pending litigation and contract negotiations

XVI. ADJOURNMENT

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

I. CALL THE MEETING TO ORDER

Chair K. Carey-Trull called the meeting to order at 8:22 p.m.

II. PLEDGE OF ALLEGIANCE

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

III. ATTENDANCE

In attendance: Chair K. Carey-Trull, Vice Chair H. Spencer, Secretary F. Neill, C. Sevarino, K. Betancourt, E. LeBoriosis, D. Menard, G. Resto, N. Farmer (via Google Meet), Dr. P. Tudryn, M. Lukasik

Also in attendance: D. Rouillard, R. Galloway, J. Bowsza

IV. ADDED AGENDA ITEMS

On a motion by Vice Chair H. Spencer, second by E. LeBoriosis, to continue the meeting past 9:30. PASSED with 8 in favor, 1 opposed (K. Betancourt).

V. MINUTES

- 1) March 5, 2025 - Regular Meeting Minutes: On a motion by F. Neill, second by H. Spencer, to approve the Board minutes. F. Neill requested to have the list of pros and cons added for reference. E. LeBoriosis asked for a correction to the spelling of her name. PASSED with a unanimous vote by all members present.
- 2) March 12, 2025 - Regular Meeting Minutes: On a motion by C. Sevarino, second by H. Spencer, to approve the Board minutes. PASSED with a unanimous vote by all members present.

VI. PUBLIC PARTICIPATION

NONE

VII. STUDENT REPRESENTATIVE REPORT

Chair K. Carey-Trull thanked Student Representative Mariella Lukasik for her statements during the budget presentation. M. Lukasik presented the student representative report. N. Farmer congratulated M. Lukasik on her fundraising efforts.

VIII. UPCOMING MEETINGS AND EVENTS

March 25th - Kindergarten Parent Night 6 PM at BBES

March 26th - Curriculum Council Meeting 6 PM at BBES

March 26th - East Windsor Board of Finance Public Hearing 7 PM at Town Hall

March 26th - BOE Regular Meeting 7 PM (immediately after town meeting) at BBES

March 27th - 2nd Annual Charity Basketball Game 6:30 PM at EWHS

April 1st - BOE Board Policy Review Subcommittee Meeting at 5:45 PM at BBES

April 1st - BOE Budget Workshop with East Windsor Board of Finance 7 PM at Town Hall
April 2nd - Ad Hoc Committee on School Renovations Planning 6 PM at Town Hall
April 4th & 5th - EWHS Drama Production Clue the Musical at 6:30 PM
April 8th - Rededication of EWHS Track 2:30 PM
April 9th - BOE Finance Subcommittee Meeting 6 PM at BBES
April 9th - BOE Regular Meeting 7 PM at BBES
April 10th - BBES PTO Meeting 7 PM at EWMS
April 11th - BOE Athletic Subcommittee Meeting 9 AM at EWHS
April 16th - BOE Board Policy Review Subcommittee Meeting at 5:30 PM at BBES
April 23rd - BOE Regular Meeting 7 PM at BBES

Dr. P. Tudryn highlighted the charity basketball game and the rededication of the track. Additionally, he noted the change in Board Policy Review Subcommittee meeting to April 1, 2025. N. Farmer noted a correction for the start time of the Athletic Subcommittee meeting.

IX. UPDATE: SCHOOL RENOVATIONS PROJECT

Dr. P. Tudryn and D. Menard provided an update on the school renovations project. They advised that a design plan for Broad Brook Elementary School was presented during a recent meeting. The Ad Hoc Committee should be receiving more indepth plans from CSG and the architects ahead of the April 2nd meeting. While there are some challenges with the layout of the combined middle/high school relative to shared spaces, work is being done to create a design that is acceptable to the Board. Dr. P. Tudryn advised that during a meeting with state representatives, Senator Anwar inquired about the idea of combining with Ellington schools at the high school level. First Selectman J. Bowsza noted the idea was not well received and advised it is not something he feels would be beneficial. Dr. P. Tudryn advised that the meeting was positive overall and there were indications of future legislation relative to special education space waivers. Discussion ensued regarding the idea of combining East Windsor Public Schools with Ellington Public Schools.

X. FINANCIAL REPORT

R. Galloway presented the financial report. He is working toward the end of FY25 as well as on the budget for FY26. N. Farmer advised that quarterly projections are on the agenda for the Finance Subcommittee meeting in April. E. LeBorious requested clarification on the food service lines. D. Menard expressed her thanks to R. Galloway and Dr. P. Tudryn for the work done with the budget. N. Farmer advised the Board of a proposed change in legislation relative to funding for the Family Resource Center. A copy of the financial report was provided to the Board.

XI. PERSONNEL REPORT

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

XII. NEW BUSINESS: DISCUSSION

A copy of the 6000 series policies were provided to the Board for first reading. Vice Chair H. Spencer asked members of the Board to review. Dr. P. Tudryn advised that the 5000 series would be shared at a meeting in April and a plan would be developed for adopting all of the policies as a whole. Dr. P. Tudryn requested questions be sent via email to him or J. Ripley.

XIII. NEW BUSINESS: VOTE

On a motion by Vice Chair H. Spencer, second by Secretary F. Neill, the East Windsor Board of Education, Pursuant to C.G.S. Section 10-215f, certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutritional Standards published by the State of Connecticut Department of Education during the period of July 1, 2025, through June 30, 2026. This certificate shall include all food offered for sale to students separately from the reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups. PASSED with a unanimous vote.

On a motion by Vice Chair H. Spencer, second by E. LeBorions, the East Windsor Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutritional Standards and beverages not listed in Section 10-221 q of the Connecticut General Statutes provided that the following conditions are met:

1. the sale is in connection with an event occurring after the end of the regular school day or on the weekend;
2. the sale is at the location of the event;
3. the food and beverage items are not sold from a vending machine or school store.

An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales. PASSED with a unanimous vote.

XIV. LIAISON’S AND SUBCOMMITTEE REPORTS

C. Sevarino advised that the Curriculum Council heard a presentation on the Talented and Gifted program as well as additional programs for children who do not qualify for the Talented and Gifted program. N. Farmer advised that the PTO bingo night was a success and the special person dance will be held in May. F. Neill advised that the Booster Club is holding the Krispy Kreme donut fundraiser and the girl scouts are still selling cookies.

XV. PUBLIC PARTICIPATION

NONE

XVI. MISCELLANEOUS

Dr. P. Tudryn advised that he and D. Rouillard were invited to speak during a literacy forum hosted by ConnCAN, the CT Commission on Women, Children, Seniors, Equity and Opportunity, and the Right to Read CT Coalition at the legislative office building. The invitation commended the district’s success. F. Neill inquired about what may come about with the potential disbanding of the federal Department of Education. Dr. P. Tudryn advised that correspondence will continue to be shared as it is received. E. LeBorions advised that she’d heard that funding for FRC is looking better than it had previously. Additionally, she inquired about scheduling a Board of Education special meeting following the Ad Hoc meeting.

XVII. CORRESPONDENCE

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

XVIII. EXECUTIVE SESSION

On a motion by Vice Chair H. Spencer, second by D. Menard, to enter into executive session to discuss pending litigation. PASSED with a unanimous vote by all members present at 9:32 PM. The Board exited the executive session at 9:53 PM.

XIX. ADJOURNMENT

On a motion by Vice Chair H. Spencer, second by D. Menard, the Board adjourned the meeting at 9:54 PM. PASSED with a unanimous vote.

Respectfully submitted,
Jessica Ripley
Board Recording Secretary

DRAFT

The Student Representative Report

BOE Meeting 04.09.25

Broad Brook Elementary School Report

Broad Brook School concluded its reading of their One School One Book, *The Chocolate Touch* on March 28th. Students enjoyed the book and the accompanying activities. This annual event would not be possible without the support of the PTO who purchase the books.

On Monday, March 31, the third and fourth graders participated in an assembly to kick off the SBA testing. The Yard Goats wanted to support the SBA kck off again but, unfortunately, Chompers couldn't make it. In Chompers absence, Biscuit came to raffle off a family 4 -pack of tickets to a Yard Goats game. Jayceon Miller won the prize. All students signed a pledge to do their best. Testing starts next week.

Middle School Report

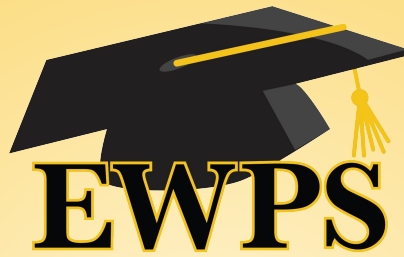
EWMS had an exciting and eventful week! We held a fun-filled student vs. staff basketball game and hosted our first-ever inflatable Staff Race, where Mr. Elliott took home the win. EWMS was also proud to host the Great History Challenge, with over 30 EWMS students participating.

High School Report

During the week of March 17th, EWHS proudly celebrated our 5th Annual Think About Your Future Week, an exciting opportunity for students to explore their academic and career paths. The week was packed with meaningful experiences, including PSAT and SAT testing, college field trips, and our highly anticipated Career Speakers Day.

- Freshmen and sophomores had the chance to visit one of several postsecondary institutions, including Elms College, CT State Asnuntuck, Lincoln Technical Institute, the University of Connecticut, and Western New England University.
- Juniors attended the Hartford National College Fair at the CT Convention Center, where they connected with representatives from colleges across the country.
- Seniors took a significant step toward graduation by completing their Senior Exit Interviews, reflecting on their high school journey and future goals.

On Career Speakers Day, we welcomed over 25 professionals from a diverse range of industries, giving students insight into potential career paths. Our guest speakers included an architect, hair stylist, veterinarian, chef, social worker, mechanic, engineer, accountant, photographer, and many more.



East Windsor Public Schools
Our graduates go places!



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

EWPS Strategic Plan

GOAL 1
Expand Portrait of a
Graduate to
All Grade Levels

Expanding Portrait of a Graduate to all grade levels.

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

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

EWPS Strategic Plan 2021-2026

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

Strategy #2: Continue to create a positive learning environment



EWMS Updated Science Curriculum



Grades 5-8

- Science learning revolves around figuring out an phenomenon.
- Students are motivated to figure out what's in front of them, and teachers guide that process to deep science learning.
- Collaborative
- Investigative



Lesson 1

MY learning Target:

Today we will analyze McKenna's symptoms to develop a model that explains what could be causing her health issues



WHY: So I can explain what is going on inside McKenna's body

I know I am successful when:

I can develop a model based on evidence to explain what is causing M'Kenna to feel the way she does.

I can ask questions that arise from careful observation of *McKenna's Doctor's Note* to clarify and seek additional information about what is going on inside the body of M'Kenna that is causing her symptoms).

Slide A

Exploring a Real Case About a Girl Who Gets Sick

Her primary complaints are that her stomach hurts after she eats and that she has diarrhea and stomach cramping.

Turn and Talk

Knowing that McKenna's primary complaints are that her stomach hurts after she eats and that she has diarrhea,

are there other symptoms you might expect McKenna to have as well?

Audio clip of McKenna's symptoms: <https://youtu.be/zGNxUJcSkMA>

McKenna's Doctor's Note



Make a T-chart in your science notebook.

[illegible]

Make I NOTICE Statements based on observations about M’Kenna’s Doctor’s Note. What do you NOTICE?

THINK

Where do you THINK each symptom might occur in McKenna's body? On the handout, "Mapping McKenna's symptoms to her body systems," write each symptom on the body system you think it is affecting.

WONDER

What does this make you WONDER about M’Kenna and her symptoms?

M'Kenna's Doctor's

Note Patient's Name:

M'Kenna

Age: 13

Symptoms

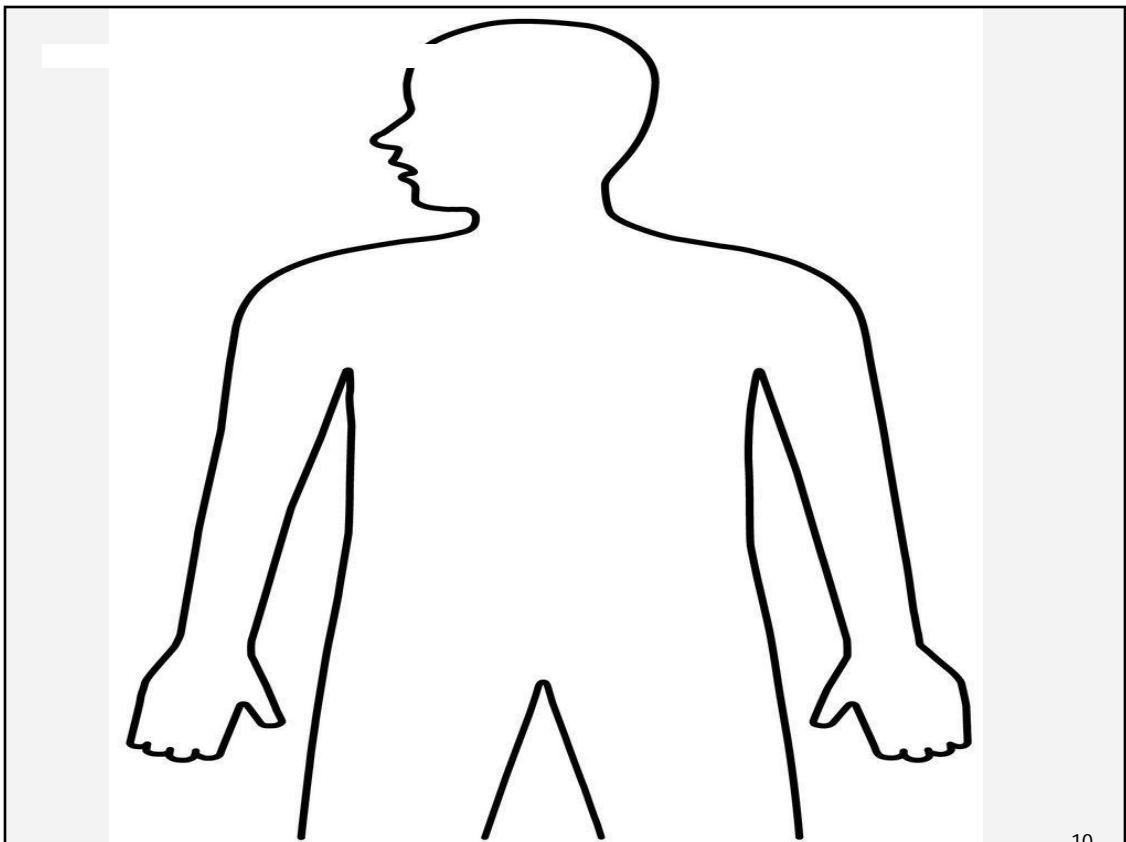
Symptoms that started first <ul style="list-style-type: none"> ✓ Nausea ✓ Vomiting ✓ Abdominal cramps ✓ Diarrhea <input type="checkbox"/> Constipation 	Symptoms that started later <ul style="list-style-type: none"> <input type="checkbox"/> Fever ✓ Fatigue ✓ Weight loss <input type="checkbox"/> Fainting <input type="checkbox"/> Weight gain <input type="checkbox"/> Back pain <input type="checkbox"/> Leg pain ✓ Muscle cramps ✓ Rapid heartbeat with exercise <input type="checkbox"/> Swollen joints <input type="checkbox"/> Difficulty walking or moving <input type="checkbox"/> Confusion <input type="checkbox"/> Dizziness ✓ Brain fog or difficulty concentrating <input type="checkbox"/> Headaches <input type="checkbox"/> Numbness <input type="checkbox"/> Slow heartbeat <input type="checkbox"/> Cold feet or hands <input type="checkbox"/> Chest pain <input type="checkbox"/> High blood pressure ✓ Difficulty breathing with exercise <input type="checkbox"/> Difficulty breathing all the time <input type="checkbox"/> Chest pain <input type="checkbox"/> Wheezing <input type="checkbox"/> Asthma 	Notes <p>The patient complains that her stomach hurts after she eats and that she feels nauseated. Her parents say she eats regular meals but has suddenly started losing a lot of weight. The patient says she often has diarrhea and stomach cramping. She has a hard time breathing when she tries to play basketball and gets out of breath quickly. The patient complains of feeling tired and weak all the time.</p>
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Initial model

Build an initial model to explain the following question:

What is causing M'Kenna to have symptoms in all of these different parts of her body?

- Use pictures, symbols, and words to try to explain what is going on inside M'Kenna.
- How could all of these symptoms be happening in different body systems?
- Why did some symptoms start happening before others?
- Record questions that you have if you become stuck.



Sharing Our Initial Models



Make a T-chart in your science notebook titled, “Comparing our models” to record similarities and differences between models.

[illegible]

Sharing Our Initial Models

Write down similarities and differences between models in your notebook first with a partner, then during a silent gallery walk.

- Leave your model at your seat.
- Walk to another student's model.
- Record similarities and differences you see about the ideas in the model.
- Wait until I say "go" to find another model.

Turn and Talk ➡ Gallery Walk

[illegible]



Initial Consensus Model in a Scientists Circle



Develop a whole-group record of what we agree on and where we have competing ideas across the initial models.

- What do we all seem to agree on?
- What do we disagree on?
- What are some new ideas that we may want to consider?

Progress Trackers: What have you figured out?

- Write the question we are working on in the left column:

1. What's going on with M'Kenna's body that is making her feel the way she does?

- Write what you have figured out so far in the column on the right. You can write in pictures or words. Take as much space as you need to record your thoughts.

[illegible]

Lesson 2

MY learning Target for Thursday. 11/7/24

Today we will compare McKenna's digestive system with a healthy one by interpreting endoscopy images and food data



WHY: Can we see anything inside M'Kenna that looks different?

I know I am successful when:

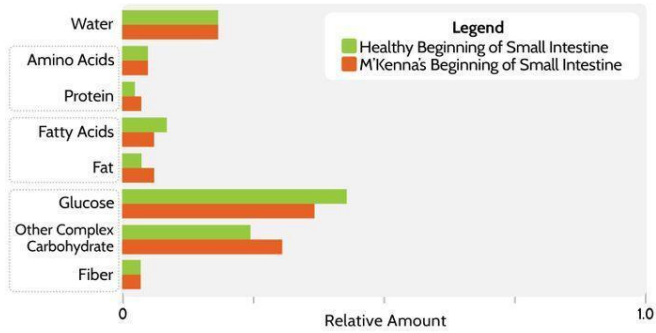
I can analyze images and graphs to identify patterns in McKenna's digestive system (DOK 3).

I can revise a model based on new evidence (DOK 3).

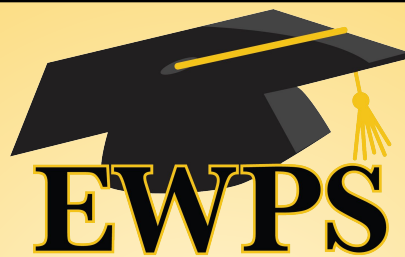
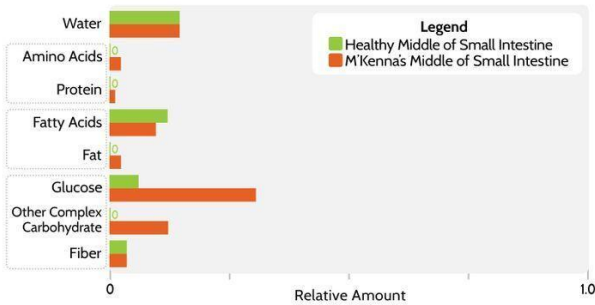
Video link to interactive:

<http://bit.ly/tour-digestive-system>

Food Molecules



Food Molecules



East Windsor Public Schools

Our graduates go places!

Questions?



**East Windsor Public Schools
Course/Curriculum Proposal
2025 – 2026**

Program/Course	Unified Music at East Windsor High School
Recommended Change	Adding this course to the Program of Studies as either a half year or full year course.
Rationale	Expanding our Unified programs to includes Music Course would be highly beneficial to both Special Ed, STRIVE, and General Education students. This class would look more similar to a “General Music” or “Music Appreciation” class, where the curriculum is centered around learning about musical concepts. For all parties involved, the social skills and relationships built would be incredibly worthwhile. This would also be a course where the Special Education and STRIVE students would be able to be in a Music Class tailored to their needs while also being enrolled in an Inclusion class with General Education peers.
Alignment to State/National Standards	This course would allow the Music Teacher at East Windsor High School to work with diverse groups of students including, non-disabled and disabled peers, to collaborate on the music standards. With the assistance of the teacher the non-disabled peers would be able to meet the standards allowing all students the ability to access the curriculum.

<p>Impact on Students</p>	<p>General Ed students would be able to be in the class to assist and build relationships with their peers, which would greatly benefit not only the involved students, but the culture and climate of the school as a whole. Making sure STRIVE and Special Ed students are being able to make and learn music in the least restrictive environment, with help from their teachers and peers, would allow them to be able to find a place in the Music Department where they may have not had one before, as well as building and maintaining relationships with their General Ed peers.</p>
<p>Budgetary Considerations</p>	<p>Professional Development training in adaptive learning to be able to bring back and deliver the best possible instruction methods.</p>
<p>Recommended Implementation Date</p>	<p>Recommended to implement this class as soon as possible for registration for the 2025-26 school year.</p>
<p>Communication to Students</p>	<p>Students would be able to sign up for this class, and rosters would be evaluated by necessary personnel (STRIVE teacher, Music Teacher, Guidance Dept.) to make sure strong relationships could be built and both the students and the curriculum were set up for success to create the most welcoming and safe musical environment for all students and staff involved.</p>

Proposed Change Submitted by:Gianna Borowski

Date: 11/5/2024

Approval by Principal:



Date: 11/6/2024

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



Date: 12/4/24

Proposed Changes Presented to Curriculum Council:



Date: 2/20/25

Approved by Board of Education:

Date:

**East Windsor Public Schools
Course/Curriculum Proposal
2025 – 2026**

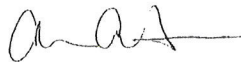
Program/Course	Advanced Placement (AP) Music Theory at EWHS
Recommended Change	Adding this course as a 1 year long class to our Program of Studies.
Rationale	<p>AP Music Theory teaches the fundamentals of music, harmony and voice leading, as well as an introduction to Modal Theory and Form. This class can supplement a 1 or 2 semester Music Theory course at an accredited college or university.</p> <p>In this course, while preparing for the AP Exam, students will learn how to sing melodies on sight, identify concepts of music in the context of larger historical works, and be able to complete and compose basic melodies and harmonies based on cues and prompts.</p> <p>Teaching them critical thinking skills, inner ear and singing skills, as well as music and theory history and common practice, this class offers a great deal of content and learning for high performing music students.</p> <p>Adding an AP course to our roster of classes would also allow students who are artistically inclined to be able to have an edge in college applications, being able to pass the exam for college credits.</p>
Alignment to State/National Standards	As the AP Music Theory exam is through CollegeBoard, the curriculum aligns itself to be up-to-date with the best practices and musical knowledge for the AP Students' benefit.

Impact on Students	Allowing students to become more well-rounded by enhancing their theory and literacy skills in music can help to create more well-rounded musicians and students who take ownership of their own learning. Regardless of if they are looking to pursue a path in music post graduation, AP Music Theory strengthens their musical skills and “tool-box” for them to be able to take into their own life and use outside of music in the classroom.
Budgetary Considerations	Training for this position to be able to teach an Advanced Placement course, as well as a set of workbooks and textbooks in alignment with the curriculum. Payment for exams for students taking the class would also be necessary.
Recommended Implementation Date	As soon as possible so that students may begin registering for this course for the beginning of the 2025-26 school year.
Communication to Students	Students have asked about both Music Theory and AP Music Theory, and have expressed interest in enrolling in these courses. This class would be better suited towards students either currently enrolled in ensembles or with prerequisite knowledge of music reading and writing. The standard Music Theory course could, in the future, be used as a prerequisite course for the AP class.

Proposed Change Submitted by: Gianna Borowski

Date: 11/5/2024

Approval by Principal:



Date: 11/6/24

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



Date: 12/4/24

Proposed Changes Presented to Curriculum Council:



Date: 2/26/25

Approved by Board of Education:

Date:

**East Windsor Public Schools
Course/Curriculum Proposal
2025 – 2026**

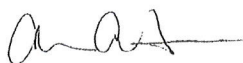
Program/Course	Music Theory
Recommended Change	Adding to the Program of Studies as a 1 semester long course.
Rationale	<p>A Music Theory course at East Windsor High School would entail the learning of reading, writing, and understanding the background and complexities of music.</p> <p>Encouraging critical and creative thinking, students will learn how to write and compose music, as well as enhancing their reading abilities at the same time.</p> <p>Providing students with a basis of musical fundamentals including harmony, melody, chordal recognition and form, they can develop a more mature and sophisticated knowledge of how music works, which they can take into their own lives and personal interactions with music.</p> <p>Naturally intercepting with other subjects such as math (critical decoding skills), ELA (language and vocabulary skills) and History (Music history recognition) it would fit well into their schedules.</p> <p>This course would allow Band and Chorus students to supplement some of their technical knowledge by taking it alongside their ensemble, or give students not enrolled in other music courses a chance to build their artistic voices.</p>
Alignment to State/National Standards	As most of the existing classes are Performance-based, this course would allow for the fulfillment of classes based around the other standards in music: Creating, Connecting and Responding.

<p>Impact on Students</p>	<p>For Band and Chorus students, they would be able to spend more time on learning the intricacies of music literacy and inner ear building, which will help them immensely in their individual musicianship in ensembles. For students not enrolled in ensembles, they will have a unique chance to connect with music and composition that can help them to become more musical outside of school in their own endeavors.</p> <p>This is an introductory to Music Theory course. It is designed to support students who may be interested in taking AP Music Theory, but are unsure they are ready for the AP level course. It is also designed to give EWHs students a more robust music elective that is a semester class.</p>
<p>Budgetary Considerations</p>	<p>Purchasing a set of textbooks or workbooks in alignment with the curriculum of the class.</p>
<p>Recommended Implementation Date</p>	<p>Recommended to implement this class as soon as possible for registration for the 2025-26 school year.</p>
<p>Communication to Students</p>	<p>Students have already expressed interest in this course, and have asked about the possibility of it running. This should be mainly marketed towards students with an interest in learning more about music, especially if they are in ensembles. This would be a good elective for students who want to take music more seriously and learn more about writing, creating and decoding.</p>

Proposed Change Submitted by: Gianna Borowski

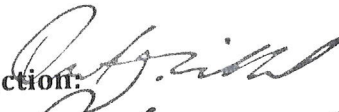
Date: 11/5/2024

Approval by Principal:



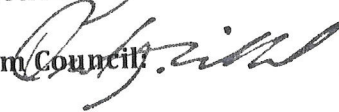
Date: 11/6/24

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



Date: 12/4/24

Proposed Changes Presented to Curriculum Council:



Date: 2/26/25

Approved by Board of Education:

Date:

**East Windsor Public Schools
Course/Curriculum Proposal
2025 – 2026**

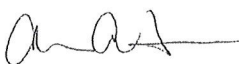
Program/Course	<p>Career and Community Connection</p> <p>Elective course at EWHS</p>
Recommended Change	<p>This is a new course to take the place of the portfolio that is no longer required by the state. This course would be a semester course where students can earn .5 credits.</p>
Rationale	<p>We are proposing this course to offer our students real life experiences before they graduate high school. This semester course will be tailored to the student's interests. Students will be able to participate in internships or job shadow opportunities in fields they are interested in pursuing. This course also aligns to our work with College & Career Pathways.</p>
Alignment to State/National Standards	<p>This course aligns with NCCS standards:</p> <p>CCSS.ELA-Literacy.W.11-12.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><u>CCSS.ELA-Literacy.W.11-12.4</u></p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CCSS.ELA-Literacy.W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>

	<p>sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.SL.11-12.3</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>CCSS.ELA-Literacy.SL.11-12.6</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)</p>
Impact on Students	<p>This course would allow seniors to actively participate in an internship or job shadow experience. This course will also allow students to refine their skills such as resume writing and interviewing. Students will produce a presentation (choice of modality) that focuses on their experience and how their experience aligns with the competencies of the Portrait of the Graduate.</p>
Budgetary Considerations	<p>This course will utilize free resources that may include but are not limited to Skills to Pay the Bills, Overcoming Obstacles, Defined Careers, Big Future (College Board), etc.</p>
Recommended Implementation Date	<p>SY 2025-2026</p>
	<p>Information about the course will be communicated via the program of studies and guidance counselor sessions and/or</p>


Communication to Students	guidance counselor push ins during the course selection process. This will also be discussed at Open House and the Block Party.
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Proposed Change Submitted by: Barbara Kaminski


Date: 11/5/24

Approval by Principal: 

Date: 11/5/24

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

Date: 12/4/24

Proposed Changes Presented to Curriculum Council: 

Date: 12/26/25

Approved by Board of Education:

Date:

CAPSS Statement on Executive Order to Dismantle the U.S. Department of Education

(Hartford, CT) – The Connecticut Association of Public School Superintendents (CAPSS) joins the Connecticut State Department of Education in recognizing the seriousness of the executive order recently signed by President Donald Trump calling for the dismantling of the U.S. Department of Education.

While the long-term implications of this order remain unclear, CAPSS reaffirms its unwavering commitment to ensuring that every child in Connecticut receives a high-quality, equitable public education. Our superintendents, educators, and local education leaders continue to work every day to meet the needs of students, families, and communities across our state.

Public education is—and must remain—a cornerstone of our democracy. While education is primarily a state and local responsibility, the federal government has historically played an essential role in protecting student rights, promoting equity, and supporting critical programs for our most vulnerable learners. The prospect of weakening or eliminating that support is deeply concerning.

CAPSS will continue to partner with the Connecticut State Department of Education, state policymakers, and national advocacy organizations to protect and advance the progress we've made. Our priority remains focused on the students we serve and the educators we support.

We will closely monitor any changes at the federal level and advocate vigorously to ensure that Connecticut's schools are not negatively impacted by decisions that threaten the resources, protections, or structures that support public education.

For media inquiries, please contact:

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From: **Amy Dowell** <amy@goodpolicypartners.com>

Date: Wed, Mar 26, 2025 at 7:57 AM

Subject: Speaking Invitation, Literacy Forum- April 4th

To: <ptudryn@ewct.org>, <drouillard@ewct.org>

CC: Savarese, Deirdre <Deirdre.Savarese@ct.gov>

Dear Superintendent Tudryn and Darryl,

Dierdre from the CSDE Reading Center sent me your contact information- we have worked closely with the Center on the Right to Read efforts over the past several years.

ConnCAN (I am a consultant to them) and the CT Commission on Women, Children, Seniors, Equity and Opportunity are hosting a literacy forum at the Legislative Office Building next **Friday April 4th at 10am- 11:30am**, and we have been told the implementation work underway in East Windsor has been impressive. Would you be willing to participate as a team or individually- either in person or via zoom- in the forum to discuss your journey as a district?

The forum will include Commissioner Russell Tucker, CSDE Reading Center Director Melissa Hickey, legislative leaders who sponsored this work, and literacy experts from the state. We would love it if you and/or your team could discuss the work underway in East Windsor (no materials required, just your voices), and then there will be some Q and A. We have invited one or two additional districts as well.

The event will be at the Legislative Office Building, but we can also have you participate remotely if needed. The invite is attached.

Please let me know if this is possible, and if you have any questions.

Thank you so much!

Amy Dowell

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Amy Dowell

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[Good Policy Partners](#)

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