

EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
Meeting of Wednesday, April 8, 2026
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. BOARD RECOGNITION
Board Appreciation Month

VI. MINUTES
March 11, 2026 - 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.
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VIII. STUDENT REPRESENTATIVE REPORT

IX. EAST WINDSOR HIGH SCHOOL REPORT

X. SUPERINTENDENT'S REPORT

Family Resource Center Program Review and Recommendations

XI. OLD BUSINESS: DISCUSSION

FY27 Budget

XII. NEW BUSINESS: DISCUSSION

1) BOE Subcommittee Assignments

XIII. NEW BUSINESS: VOTE

- 1) Waive first reading of Policy 5600: Meal Charging Policy
 - 2) Policy 5600: Meal Charging Policy
 - 3) Waive first reading of Policy 5300: Student Wellness, Nutrition, and Physical Activity
 - 4) Adopt Policy 5300: Student Wellness, Nutrition, and Physical Activity
 - 5) Adopt Policy 5700: Staff Conducting Home Visits
 - 6) Revised 2025-2026 School Year Calendar
 - 7) Approval of FRC Exemption Verification
-

XIV. LIAISON'S AND SUBCOMMITTEE REPORTS

XV. PUBLIC PARTICIPATION

- 1) Speakers should preface remarks by stating their name and address.
 - 2) Please limit your comments to three minutes.
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 - 5) Questions which can be answered during the meeting may be answered at the option of the Superintendent and Chairman of the Board of Education. Other inquiries which may require analysis/investigation will be answered at the next scheduled Board meeting.
-

XVI. MISCELLANEOUS

XVII. CORRESPONDENCE

- 1) EWPS Budget Freeze
- 2) 2025 Cohort Graduation Results
- 3) BBES Book Donation - E. LeBorious

- 4) CSDE Letter re: Caissa K-12 Engagement and Outreach
 - 5) EWPS Donation Letter
 - 6) Confirmation of 2025-26 Evaluation and Support Plan (ESP) Checklist Submission
 - 7) Educator Rising Memo and Newsletter
-

XVIII. ADJOURNMENT

**EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
REGULAR MEETING MINUTES
Wednesday, March 11, 2026 at 7:00 p.m.
Broad Brook Elementary School, Room A5
14 Rye Street, Broad Brook, CT**

I. CALL THE MEETING TO ORDER

Chair D. Menard called the meeting to order at 7:05 PM.

II. PLEDGE OF ALLEGIANCE

Chair D. Menard led the Board in the Pledge of Allegiance.

III. ATTENDANCE

In attendance: Chair D. Menard, Vice Chair N. Farmer, Secretary F. Neill, C. Sevarino, E. LeBorious, G. Resto (via Google Meet), K. Betancourt, C. Seymour, C. Starvish, Dr. P. Tudryn

Also in attendance: D. Rouillard, R. Galloway, C. Gustafson, Student Representative T. Mehan, First Selectman J. Bowsza

IV. ADDED AGENDA ITEMS

NONE

V. MINUTES

February 11, 2026 - Regular meeting minutes, February 18, 2026 - Special meeting minutes, February 25, 2026 - Special meeting minutes: On a motion by F. Neill, second by C. Sevarino, to approve the February 11, 2026 regular meeting minutes, February 18, 2026 special meeting minutes, February 25, 2026 special meeting minutes. PASSED with a unanimous vote by all members present.

VI. PUBLIC PARTICIPATION

NONE

VII. STUDENT REPRESENTATIVE REPORT

Student Representative T. Meehan presented the student representative report.

On a motion by N. Farmer, second by F. Neill, to take item OLD BUSINESS: VOTE Board of Education Budget Proposal out of order.

VIII. OLD BUSINESS: VOTE

First Selectman J. Bowsza provided an explanation for the need of the Board of Education to reduce their budget.

On a motion by N. Farmer, second by E. LeBorious, to table discussion on Old Business: Vote. PASSED

On a motion by N. Farmer, second by F. Neill, to take item EXECUTIVE SESSION out of order to discuss a pending claim including East Windsor Police Chief Carl.

IX. EXECUTIVE SESSION

On a motion by N. Farmer, second by F. Neill, to enter into Executive Session to include East Windsor Police Chief Carl. PASSED with a unanimous vote by all members present at 7:55 PM. The Board exited the Executive Session at 8:20 PM.

On a motion by N. Farmer, second by F. Neill, to come back into the regular board meeting at 8:22 PM. PASSED with a unanimous vote by all members present.

On a motion by N. Farmer, second by F. Neill, to take OLD BUSINESS: VOTE Board of Education Budget Proposal off the table. PASSED with a unanimous vote by all members present.

Dr. P. Tudryn provided updates to the FY27 budget which included a reduction in medical costs. The budget would need to be cut an additional \$490,000 to get to 2%. Utilizing the full 2% fund would reduce the budget to 2.99%. The Board will hold a special meeting on Tuesday, March 17th at 6 PM to discuss how to reduce the budget.

On a motion by C. Sevarino, second by E. LeBorions, to return to the agenda as posted. PASSED with a unanimous vote by all members present.

X. SUPERINTENDENT'S REPORT

Dr. P. Tudryn updated the Board regarding the rescheduling of parent teacher conferences which were rescheduled due to an unexpected snow day. Additionally he advised that teacher Sophia Sundar Raj was selected to receive the Connecticut Teacher Residency Program (CT TRP) Alumni Core Value Award.

XI. NEW BUSINESS: DISCUSSION

Dr. P. Tudryn introduced Policy 5700: Staff Conducting Home Visits to the Board. Suggested revisions will be made prior to the next board meeting.

XII. OLD BUSINESS: DISCUSSION

Discussion ensued regarding the community forum. Dr. P. Tudryn advised that he will be attending an upcoming PTO meeting to provide an update on the school renovations projections. Additionally, the renderings and community forum slide deck will be available for viewing at the upcoming concert at EWHS.

XIII. LIAISON'S AND SUBCOMMITTEE REPORTS

N. Farmer advised that the finance subcommittee continues to meet and review the budget. The East Windsor Friends of Music has started holding meetings to support the EWPS music programs. C. Sevarino attended the recent Board of Selectmen meeting with nothing notable to report. F. Neill advised that an upcoming Purse Bingo event will be held at the American Legion Hall in Enfield.

XIV. PUBLIC PARTICIPATION

NONE

XV. MISCELLANEOUS

K. Betancourt advised the Tri-Town Hockey Team hosted their annual Pink Out night game, raising over \$2,300 for the cancer center in Enfield. N. Farmer advised that the Athletic Subcommittee will be meeting March 13, 2026 at 9 AM at EWHS.

XVI. CORRESPONDENCE

- 1) Literacy Review Update
- 2) BBES One School One Book

XVII. ADJOURNMENT

On a motion by F. Neill, second by C. Seymour, the Board adjourned the meeting at 9:29 PM. PASSED with a unanimous vote by all members present.

Respectfully submitted,
Jessica Bergeron
Board Recording Secretary

DRAFT

The Student Representative Report BOE Meeting 04.08.26

Broad Brook Elementary School Report

On March 24th, Mrs. Foxx and Mr. Ryan welcomed new kindergarten families during an evening information session. Twenty families learned more about the kindergarten program and visited classrooms.

On March 26th, BBES celebrated a belated Read Across America Day. East Windsor High School students visited to read *Green Eggs and Ham* to students in kindergarten through grade 4, followed by a hands-on activity making a "pan of green eggs and ham." The school also welcomed three officers from the East Windsor Police Department, who spent time reading to students during their lunch waves.

The school-wide One School, One Book celebration concluded with a final Spirit Day to celebrate the program's success. Students were invited to bring a favorite stuffed animal to school for the day.

On March 27th, first-grade students participated in an engaging in-school field trip during STEM class hosted by the Lutz Museum. The presenters brought a variety of live animals, providing students with a close-up look of different species while teaching them about animal habitats and how various creatures adapt to their environments.

Middle School Report

The 8th Grade recently held their First Semester Awards Ceremony to recognize students for their hard work and achievements.

On Saturday, March 14th, EWMS students participated in the Destination Imagination Tournament. In 2nd place for the "Win It Big" Challenge was the team of Harsh, Zayden, Kendra, Juliette, Ryan and Danny.

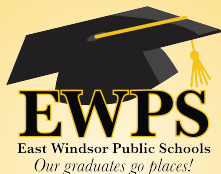
Taking 1st place in the "Win It Big" Challenge was the team of Varsitha, Iris, Zubari, Jaden, and Barrett.

Additionally, 1st place in the "Becoming Super" Challenge went to Mackenzie, Riley, Samuel, and Nathan. We are incredibly proud of all three teams for their outstanding work and representation of EWMS.

On March 27th, Ms. Stinson, the EWMS band and chorus teacher, received the Emerging Educator Award from the CMEA

High School Report

For the second year in a row, our National Honor Society students planned and executed an easter egg hunt in partnership with East Windsor Parks and Recreation. The event was free for pre k - grade 4 students in East Windsor and held alongside the annual Bunny Breakfast. At the bunny breakfast, EWHS students offered a coloring station, an Easter egg bag decorating station, a yard games station, and a face painting station. At the conclusion of the breakfast, everyone went outside for the egg hunt. In preparation for the event, our students held a candy drive, gathered and prepped all materials, and delegated jobs for the day. They did a wonderful job and showed that they do not hide their panther pride.



East Windsor High School
Board of Education
April 8, 2026



Strategic Plan

GOAL 1 Expand Portrait of the Graduate to All Grade Levels	Expanding Portrait of the Graduate to all grade levels.
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.
GOAL 4 Involving the Community – Improving communication and community outreach	EWPS Strategic Plan 2021-2026 Through leadership of school administration and Board of Education, increase awareness and understanding of school system accomplishments and challenges.

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Expanding our Advanced Placement Offerings

Music Theory First year offered at EWHS, 3 students opted to take AP.

Goals:

- Expand musical offerings at the High School level, both at academic and AP levels
- Add classes to program of studies that cater to both performing and non-performing students
- Provide equitable access to advanced arts coursework
- Offer the opportunity for students to earn college credit



Skills:

- Critical thinking and problem solving through musical analysis
- Advanced listening skills
 - Sight reading and musical dictation
- Composition and arranging skills
- Connecting concrete musical elements to expression
- Deepening musical understanding connects itself to stronger performance skills

ASE 11 - ELA Skills with Mrs. Kotula and Ms. Pacheco

Goals:

- to improve students' abilities to comprehend and critically think about texts
- to use targeted reading strategies to deconstruct text and questions about text
- to understand purpose of and how to answer SAT-style questions
- to show student growth through tracking reading strengths and weaknesses
- to build students' confidence in their reading skills

Skills:

Reading	Writing
<ul style="list-style-type: none"> • SAT Question of the Day • Annotating: Analytical and Gist • Typing skills • Citing evidence • Justification of answers • Evaluation of answers • IXL 	<ul style="list-style-type: none"> • Collaboration • Leadership • Inferencing • Author Purpose • Connecting to the text • Speaking and Listening • Tracking your learning • Multiple Choice Practice
	<ul style="list-style-type: none"> • Grammar: Commonly confused words, sentence structure, clause and phrase types, possessives, appositives • Roots, Suffixes, Prefixes • Sentence Diagramming

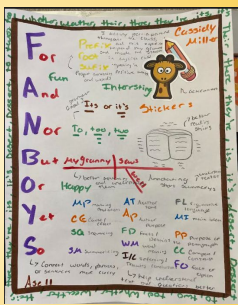
ASE 11 - ELA Skills with Mrs. Kotula and Ms. Pacheco

Student Reflections and Feedback at Semester End:

"[The class] helped because on my reading PSAT in the spring I got a 400 and in the fall after taking ASE for a little bit I got a 460 so I would say that it helped a lot." - Cooper King, Grade 11

"These skills will help me to learn by pushing me to read through harder books or poems instead of giving up when I read them and don't understand the first time." - Kianna Regan, Grade 11

"Learning these skills have already made improvements in my English class, history classes, and social life as my test scores have improved and my socializing now that my grammar has been worked on has become better." - Cassidy Miller, Grade 11



ASE 11 - Math Skills with Mr. Shelton

Goals:

- to improve students' abilities to understand and analyze mathematical concepts and problems
- to use targeted problem-solving strategies to break down complex questions and multi-step tasks
- to understand the structure of and how to approach SAT-style math questions
- to show student growth through tracking strengths and areas for improvement in mathematical skills
- to build students' confidence in their ability to solve problems and think critically in math

ASE 11 - Math Skills with Mr. Shelton

Skills:

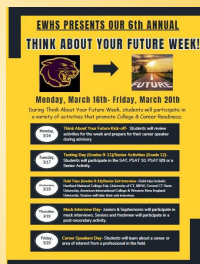
- IXL - targeted skill building
 - Recommendations based on diagnostic
 - Assigned skills to provide additional practice for current content
- SAT Prep:
 - SAT Question of the Day
 - Small problem sets of similar types
 - Complete modules within one class period
 - Use AI to approximate score based on performance on modules
- 1-on-1 work on current content being covered in core math class
- Group work at the boards (Building Thinking Classrooms) to discuss SAT questions and problem solving approach
- Targeted assistance with Desmos (embedded graphing calculator in all College Board math assessments)

ASE 11 - Math Skills with Mr. Shelton

- "In the beginning, I didn't think I needed the class and I hated having to be in the class. But, once I gave it a chance and we got through the semester, I feel like it really helped to prepare me for the SAT and helped me to perform better in Pre-Calculus." - Liam Towers (Grade 11)
- "It really gives me the extra help that I need to truly grasp the concepts we're learning in math class. I haven't had that before and that's been the cause of some of my struggles." - Cayla Pearson (Gr. 11)
- "The class has really helped me out a lot. I need the 1-on-1 time with Mr. Shelton to help me with the Pre-Calculus class. It also helped me with my SAT." - Cooper King (Gr. 11)

Think About Your Future Week 2026

- During Think About Your Future Week, students participate in a variety of activities that promote both college and career readiness.
- This year EWHS held its 6th annual Think About Your Future Week from March 16th-March 20th.
- Each day highlighted a different experience for our students.



Day 1- Career Speaker Preparation & SAT Pep Rally

- Think About Your Future Week Kickoff in advisory
 - Career Speaker Preparation
 - Kahoot
- Grade 11- SAT Pep Rally
 - Growth is the Goal! Panther Pride!
 - Schedule review
 - Test day tips and reminders
 - Kahoot



Day 2- PSAT/SAT Day & Senior Portfolio Work Day

- Standardized Testing
 - Grade 9- PSAT 8/9
 - Grade 10- PSAT 10
 - Grade 11- SAT
- Grade 12- Senior Portfolio Work Day
- Grade 11- Special Lunch and indoor field day



Day 3- Post Secondary Field Trips & Senior Exit Interview

- 6 field trips offered to students in Grades 9-11
- Seniors took exit interview









Day 4- Mock Interview Day

- Resume Writing via School Links
- Mock Interviews with Business/Community Partners



Day 5- Career Speaker Day & Alumni Speakers

- 30 Career Speakers representing a variety of fields including health sciences, engineering, technology, the arts, public/human services, business, agriculture and more





EWPS

Strategic Plan

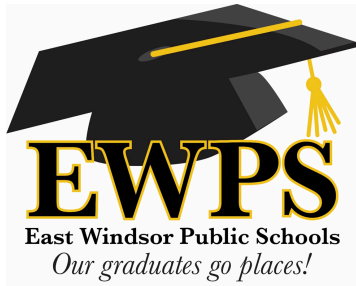
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GOAL 2 Providing opportunities for all students to find their way path to success and ensuring equitable access for all along that path.	<i>EWPS Strategic Plan 2021-2026 Establishing an environment of equity, respect, empathy, and responsibility.</i>
GOAL 4 Involving the Community - Improving communication and community outreach	<i>EWPS Strategic Plan 2021-2026 Through leadership of school administration and Board of Education, increase awareness and understanding of school system accomplishments and challenges.</i>

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EWPS

Questions?

21



ADMINISTRATION

70 South Main Street
East Windsor, CT 06088
860.623.3346

Patrick Tudryn, Ed. D
Superintendent

Darryl Rouillard
*Asst. Superintendent of
Curriculum and Personnel*

Deirdre Osypuk, PhD
Director of Special Education

MEMORANDUM

To: Board of Education

From: Superintendent of Schools

Date: April 2, 2026

Subject: Family Resource Center Program Review and Recommendations

Dear Members of the Board of Education,

Attached for your review is the 2013 Program Review of the Family Resource Center (FRC). While the review was completed more than a decade ago, much of its content remains highly relevant to the current operation of the FRC. The foundational goals, service delivery framework, and community needs outlined in the document continue to align closely with the mission and services the FRC provides to our families today.

In reviewing the current structure of the program, it has become clear that updates to governance, oversight, and operational procedures are necessary to ensure the long-term sustainability, transparency, and effectiveness of the Family Resource Center. The following recommendations are presented for the Board's consideration.

Proposal for Board Oversight

At this time, I recommend that the Board of Education formally serve as the advisory board for the Family Resource Center. The original advisory board that previously fulfilled this role is no longer active. Establishing the Board as the advisory body would provide consistent oversight and accountability while strengthening the alignment between the FRC's work, the school district's mission, and the needs of the community.

To accomplish this in an efficient and sustainable manner, I recommend incorporating Family Resource Center oversight into the Board's existing meeting structure and subcommittee processes.

Integration into Board Subcommittees

Finance Subcommittee:

The Family Resource Center would be placed on the Finance Subcommittee agenda twice annually, once in the Fall and once in the Spring.

- **Spring Meeting**

- Review and provide feedback on the proposed FRC budget for the upcoming fiscal year.
- Review and approve recommendations related to program costs and potential salary adjustments.

- **Fall Meeting**

- Review summer program financial performance.
- Review beginning-of-year financial status once all grants and program funding have been finalized.

This schedule would allow for consistent financial oversight while aligning with the district's existing budget cycle.

Curriculum Council:

The Family Resource Center would appear on the Curriculum Council agenda one to two times per year.

The focus of these discussions would include:

- Review of proposed programming for the summer and upcoming school year.
- Ensuring that proposed programming included in grant applications aligns with community needs related to:
 - Early childhood programming
 - Before- and after-school care
 - Family support services

This process would help ensure that FRC programming continues to reflect both community priorities and district educational goals.

Board Policy Review Committee:

The Board Policy Review (BPR) Committee would review the Family Resource Center bylaws annually.

This review would:

- Ensure the bylaws remain aligned with current governance practices.
- Provide an opportunity to recommend updates as needed.

Annual Program Report

The Family Resource Center will present an annual report to the Board of Education each Fall during a regular Board meeting. This report will provide a summary of the previous year's programming, financial performance, and key outcomes. It will include:

- A review of the prior year's financials
- Enrollment data for programs and services
- Staffing updates
- Highlights of current initiatives and new developments

Operational and Governance Updates Needed

In addition to strengthening oversight, several operational and governance areas require attention.

Director's Contract:

The Director's employment contract has not been updated for several years. A review and revision are recommended to ensure that it reflects:

- Current expectations and responsibilities
- Appropriate performance metrics
- Alignment with district employment policies

Job Descriptions and Staffing Structure:

To ensure clarity of roles and alignment with district practices, all job descriptions associated with the operation of the Family Resource Center will be reviewed and updated through support provided by the East Windsor Public Schools Human Resources Department.

Updated job descriptions will then be presented to the Board of Education for approval as part of the Board's regular personnel approval cycle. This process will ensure that staffing roles remain current, transparent, and consistent with district expectations and operational needs.

In addition, the Human Resources Department will provide ongoing support related to personnel management, including hiring processes, employment documentation, and compliance with district policies.

Bylaws:

The FRC bylaws have not been updated since 2013. Revising these bylaws will ensure they reflect:

- The updated governance structure
- Current operational practices
- Best practices for organizational oversight and accountability

Handbook Review and Updates

The Family Resource Center Handbook will follow the district's established procedures for the review and revision of program handbooks. Each summer, the handbook will be reviewed and updated as needed to ensure alignment with program requirements and best operational practices. Revisions completed

during the summer months will inform the final draft of the handbook, which will be prepared in advance of the launch of Fall programming.

Financial Management

The Family Resource Center has transitioned to utilizing the Munis financial system for its financial management processes. Continuing to operate within Munis allows the program to maintain consistent alignment with district financial procedures and oversight. The use of Munis supports:

- Effective management of accounts payable and receivable
- Efficient bank reconciliation processes
- Increased transparency in financial reporting
- Integration with district payroll and financial systems

The EWPS Finance Department will continue to provide operational support and oversight to ensure that appropriate financial management and reporting procedures remain in place.

Employee Timekeeping

Family Resource Center employees have transitioned to the district's electronic timekeeping system. Continuing to utilize electronic timecards supports modern payroll practices while strengthening accuracy and accountability in time reporting. This system helps:

- Streamline payroll processing
- Reduce potential errors
- Improve accountability and recordkeeping

These practices ensure the Family Resource Center remains aligned with district operational and payroll procedures.

Conclusion

The Family Resource Center remains an important component of the district's commitment to supporting families and young children in our community. By strengthening governance structures, improving financial oversight, and integrating the program more fully into existing Board processes, we can ensure that the FRC continues to operate effectively and responsibly.

I appreciate the Board of Education's attention to this matter and look forward to discussing these recommendations at our next upcoming regular meeting on April 8, 2026.

Sincerely,



Patrick Tudryn

**FAMILY RESOURCE
CENTER
PROGRAM REVIEW**

EAST WINDSOR, CONNECTICUT

DECEMBER 4, 2013
MARGARET K. FOSTER
CONSULTANT

FAMILY RESOURCE CENTER

PROGRAM REVIEW

The Advisory Board of the East Windsor Family Resource Center (FRC) voted at their meeting on November 6, 2013 to obtain a financial and operational review of the FRC for the fiscal years 2012 and 2013. This review was prompted by concerns regarding the financial status of the FRC and its overall financial management and practices. These concerns were generated when the board was informed at their October 16, 2013 meeting that there was an FY13 operating deficit of approximately \$31,000 and a current payable due to the Board of Education (BOE) of approximately \$52,000 for salary reimbursements.

I was retained on November 14, 2013 to conduct this review. Three full days were spent meeting with school district and town employees, program staff, and the chair of the FRC Advisory Board. Follow-up questions and discussions took place by telephone and email.

PROGRAM OVERVIEW

Superintendent Philip Morton established the Family Resource Center for the East Windsor School District in 1997 based on the state of Connecticut's Family Resource Center Programs (see attached state program description, Exhibit #1). Up until September, 1997 the town operated a similar program called "Birth to School/Day Care" which replaced an earlier YMCA program called "Latch Key Program" that was located in the Broad Brook Elementary School and offered before and after-school care.

The Service Components of a Family Resource Center, as outlined by the state are:

- Quality Full-Day Child Care and Readiness Programs
- School-Age Child Care
- Resource and Referral Services
- Families in Training
- Adult Education
- Support and Training for Family Day-Care Providers
- Teen Pregnancy Prevention (Positive Youth Development)

All of the above services are included in East Windsor's Family Resource Center brochure (Exhibit #2) and on the programs' website:

http://www.eastwindsork12.org/Departments_Programs/Family-Resource-Center

The **Mission Statement**, as printed on the Center's brochure, is:

"The East Windsor Family Resource Center will ensure that healthy, well-prepared children are coming into the school, open to learning, ready to grow and achieve their personal best. This is accomplished through the partnership of parents, educators and the East Windsor Community who embrace the value of lifetime learning experiences."

In practice, the FRC is governed by an Advisory Board of 12 members, 10 voting and two non-voting positions. (By-laws attached, Exhibit #3.)

The Family Resource Center has one full-time director. The present director was hired in March, 2013 following the retirement of the director who had been in that position since December 26, 2006. Other administrative staff include a part-time bookkeeper who has been working at the FRC since 2008 and a data tracker who enters enrollment numbers in program services covered by the FRC grant, as well as daily attendance numbers, in the state's Cayen data management software system.

FRC's director and preschool head teacher are the only 40-hour per week employees who are eligible for health and dental benefits. They participate in the school district's health, dental, and life insurance group plans. It appears that FRC employees are also eligible for the optional and contributory pension plan offered through the Town of East Windsor for those employees who work over 1,000 hours per year. The cost is 2% of their regular salary. I have not been able to determine how many FRC employees meet the 1,000 hour threshold and there are no FRC employees currently enrolled in the town's pension plan.

The FRC is not part of the BOE accounting system except for salary, benefit, and tax payments. The FRC bookkeeper uses QuickBooks accounting software to register tuition and other fee payments and to pay most of the operating bills such as office and educational supplies, snacks, and services. It is also used to pay and receive payroll expenses with the Board of Education.

The Family Resource Center offices and classrooms have been located in Broad Brook Elementary School since the program began in 1997.

For the purpose of this audit and review, I focused on those services that produce revenue and incur the vast majority of expenses. These are generated primarily by the Child Care programs and the Summer Program. The other component services noted on the previous page are primarily referral services to other state or local agencies. Within the service called "Child Care", there are six revenue-producing programs that will be reviewed in more detail:

1. Before School Childcare
2. After School Childcare
3. Half-Day Preschool Programs
4. Breakfast Program
5. Early Release Days
6. Extended Days
7. Summer Program

BEFORE SCHOOL CHILDCARE

This childcare service is designed to accommodate families who need childcare before the regular elementary or preschool classes begin each day. Students may be dropped off at Broad Brook Elementary School at 7 am and will be cared for until 9:05 am. Parents can register their students on a weekly or daily basis.

Tuition for this program is eligible for a Connecticut Dept. of Social Service subsidy program called Care4Kid which helps low to moderate income Connecticut families with childcare costs. The amount of the subsidy received by each family is income-based and all applications and other paperwork are processed entirely through the Care4Kids program. Care4Kids notifies the FRC office of those participating families who are eligible for the subsidy and sends a monthly tuition payment directly to FRC for application towards a tuition payment. These payments are then entered in FRC's QuickBooks accounting system.

Program Data:

- Cost: \$40 per week; \$9 per day
- # of students served:
 - FY12: Numbers inaccessible at this time.
 - FY13: approximately 61
 - FY14: approx. 46
- FY14 Staff: (schedule for FY12 & FY13 could not be provided by FRC personnel)
 - 1 coordinator: 6:30 am – 9:05 am
 - 1 group leader: 7:00 am – 9:00 am
 - 3 group leaders: 7:15 am – 8:45 am
- Program Tuition Revenue
 - FY12 \$ Unable to determine: combined with After School Care
 - FY13 \$ Unable to determine: combined with After School Care

AFTER SCHOOL CHILDCARE

Similar to the Before School Childcare program, this childcare service allows children to remain at Broad Brook School after the last regular classes end. Students are cared for from 3:40 pm until 6 pm. Parents can register their students on a weekly or daily basis.

After School Childcare is also eligible for Care4Kids tuition subsidies and payments are processed as described above for the Before School Childcare program

Program Data:

- Cost: \$50 per week; \$11 per day
- # of students served:
 - FY12: Numbers inaccessible at this time.
 - FY13: approximately 68
 - FY14: approx. 51
- FY14 Staff: (staff schedule for FY12 & FY13 could not be provided by FRC personnel)
 - 1 coordinator
 - 9 group leaders (hours vary)
 - 2 asst. group leaders (hours vary)
- Program Tuition Revenue
 - FY12 \$ Unable to determine: combined with Before School Care
 - FY13 \$ Unable to determine: combined with Before School Care

NOTE: The Before School Childcare and After School Childcare services are the two major revenue-producing programs for FRC. Combined revenue:

- FY12: \$210,183
- FY13: \$179,192

HALF-DAY PRESCHOOL

The Family Resource Center offers both a half-day and full-day preschool program for ages 3, 4, and 5.

- AM Session: 9:05 am – 11:55 am
- PM Session: 12:50 pm – 3:40 pm

In addition to the FRC preschool program, Broad Brook Elementary School offers two school-administered preschool classes on a half-day basis only. At \$25 per week, the Broad Brook classes are very popular and there is a consistent waiting list to enroll.

The cost for the FRC program is \$60 per week. There is an agreement between FRC and the BOE to offer the FRC preschool program to students on the Broad Brook waiting list at a cost of \$25 per week. The BOE pays FRC an additional \$25 per week for those waiting-list students when they receive an invoice from FRC. Therefore, the FRC has a net loss of \$10 per week on waiting-list students.

Both Broad Brook and FRC preschool students can ride district school buses.

Program Data:

Tuition:

Tuition costs for each student enrolled in the preschool program are entered into the QuickBooks accounting system by the bookkeeper. She then enters check and cash payments against amounts owed into QuickBooks. At any time, she is thus able to generate an accounts receivable statement.

- Families can apply to the state-sponsored Care4Kids financial aid program for a tuition subsidy.
- Checks and cash tuition payments are presented in person, mailed, or left in an unlocked cash box in the cafeteria.
- Cost:
 - FY12: Half day: \$56/week; Full day: \$112/week
 - FY13: Half day: \$60/week; Full day: \$120/week
 - FY14: Half day: \$13/day; \$60/week
Full day: \$26/day; \$120/week
- # of students served:
 - FY12: Numbers inaccessible at this time.
 - FY13: 24
 - FY14: 27
- # of FY14 Staff: (staff schedule for FY12 & FY13 could not be provided by FRC personnel)
 - 1 head teacher: 8 am – 4 pm
 - 2 group leaders: 1 pm – 3 pm for one leader; schedule not available for other leader
 - 3 teacher assistants: 3-4 hours per day
- Program Tuition Revenue
 - FY12 \$42,627
 - FY13 \$32,856

BREAKFAST PROGRAM

The Breakfast Program is offered only to FRC participants from 7 am to 8:45 am. (Broad Brook Elementary students are able to get school-served breakfast starting at 8:45 am under a separate program.) Cereal, granola bars, and milk are made available. The milk is provided from regular cafeteria supplies and is charged to the FRC program from the Cafeteria program. The FRC Program Director purchases the cereal and granola bars from Costco using the program's American Express card. Cafeteria staff is not used for the FRC program. Money is collected by FRC staff on

site, placed in an envelope marked "Breakfast" and then placed in an unlocked cash box, located in the cafeteria. This program is not part of the federal or state breakfast/ lunch programs.

Program Data:

- Cost: \$1 per meal
- # of students served: 6-8 per day
- Program Revenue:
 - FY12 \$266
 - FY13 \$291

EARLY RELEASE DAYS

On those days when all schools close at 1:30 pm, this program offers daycare services until 6:00 pm for both elementary and middle school students. This is a flexible service which allows parents to register a child only as needed.

Program Data

- Cost: \$10/day
- # of students served: In the past three years, participation has averaged 50 each early release day.
- Staff: 10; hours vary but average 2.75 hours per staff member per day
 - 1 coordinator
 - 1 teacher
 - 6 group leaders;
 - 2 asst. group leaders
- Program Tuition Revenue
 - FY12 \$7,406
 - FY13 \$3,826

EXTENDED FULL DAYS

During school vacations, snow days, and some holidays when school is closed, the daycare center remains open from 7 am to 6 pm.

Program Data

- Cost: \$40/day
- # of students served: Average 19 per day

- # of Staff: 7; hours vary but average 5 hours per staff member per day
 - 1 coordinator
 - 1 teacher
 - 4 group leaders
 - 1 asst. group leader
- Program Tuition Revenue:
 - FY12 \$18,478
 - FY13 \$14,290

SUMMER PROGRAM

This program is not part of the state's Family Resource Program model but was added in 2001 because it was believed to be a much-needed program for East Windsor families. Given that the income revenue for this program has never been included in FRC's annual budget, one can only conclude that it was intended to be a financial break-even program. However tuition revenue has not covered expenses for FY12, FY13, or FY14 as shown in the table on page 9.

The program is operated for approximately seven weeks in July and August, five days per week from 7 am to 6 pm, for campers ages 5-12. There is a counselor-in-training component for campers ages 13 & 14 who are offered reduced tuition in return for their help in running activities and supervising younger campers. This is a daycare program, not an education program, but it does offer some educational components like art classes and field trips to local points of interest. The state's Care4Kids subsidy program can be used for Summer Program tuition.

The Summer Program is held at the nonprofit-owned Scout Hall in East Windsor. It was determined that Scout Hall is a better facility for the program because it is air-conditioned, has hiking trails, playing fields, and an accessible, fully-equipped kitchen. Rent in FY14 for Scout Hall was \$6,200.

Program Data

- Cost:
 - FY12: \$120/half day; \$165/full day
 - FY13: \$130/half day; \$170/full day
 - FY14: \$135/half day; \$175/full day
- # of students served:
 - FY12: Numbers inaccessible at this time.
 - FY13: 75-80
 - FY14: 65

- Expenses:
 - Payroll and payroll taxes
 - Facilities rent
 - Field trips: 2 times/week
 - Transportation for field trips (vendor buses)
 - Snacks
 - Supplies
- # of Staff:
 - FY12: 28 (no position breakdown available)
 - FY13: 25
 - One director
 - Two planning coordinators
 - 17 counselors
 - 5 asst. counselors
 - FY14: 21
 - One director
 - Two planning coordinators
 - 14 counselors
 - 4 asst. counselors

- Program Revenue and Expenses:

	FY12	FY13	FY14
	(Summer, 2011)	(Summer, 2012)	(Summer, 2013)
Revenue Tuition	82,283	81,698	68,308
Expenses			
Salaries	73,031	92,634	75,150
FICA	6,814	6,467	5,750
Other	<u>14,792</u>	<u>16,259</u>	<u>14,391</u>
Total	94,637	115,360	95,291
NET INCOME	(12,354)	(33,662)	(26,983)

GENERAL

BANK ACCOUNTS

The Family Resource Center has three bank accounts with Webster Bank. All three accounts use the BOE's tax identification number:

1. Checking account for operations (salary, taxes, and benefits payments, accounts payable for services and supplies). Most of the FRC's banking activity occurs in this account: depositing tuition payments and transfers from the grant account. Balance in this account as of 11/19/13 was \$269.20

2. Municipal savings account. Internally, this account is called the FRC's "Reserve" account. According to the former FRC director, this account existed when she began as director in 2000. There have been no deposits to this account since 12/31/04 except interest payments. A summary of all account activity since FY05 is below:

	Beginning Balance	Interest Income	Withdrawals	Ending Balance
FY06	80,604.58	2,925.85	0.00	83,530.43
FY07	83,530.43	3,935.65	0.00	87,466.08
FY08	87,466.08	3,106.67	(10,000.00)	80,572.75
FY09	80,572.75	1,088.08	0.00	81,660.83
FY10	81,660.83	268.64	(20,000.00)	61,929.47
FY11	61,929.47	157.12	0.00	62,086.59
FY12	62,086.59	103.29	(10,000.00)	52,189.88
FY13	52,189.88	81.48	0.00	52,271.36
FY14 (as of 11/20/13)	52,271.36	18.97	(45,000.00)	7,290.33
		Total interest earned		11,685.75
		Total withdrawals		(85,000.00)

3. Checking account for grant income. This appears to be only a "pass through" account to receive grant funds from the BOE and then transfer those funds to the operations checking account. The account maintains a consistent balance of \$72.15.

GRANTS

The East Windsor Family Resource Center has received the following state grants:

- FY12
 - Family Resource Center Program: \$ 92,435
 - After School Program: \$ 85,500
- FY13
 - Family Resource Center Program: \$105,213
 - After School Program: \$ 80,198 (reduced from original \$85,099)
- FY14
 - Family Resource Center Program \$104,500

Family Resource Center Grant:

- Supports program administration, preschool, and daycare services.
- Money used primarily for salaries of the director and teachers, FICA, parent home visits, training, and supplies.

After School Program:

- Supports after-school activities at the middle school.
- Monies used primarily for salaries of Director, 5-7 teachers and aides, FICA, transportation, and parent involvement activities.

Grant Administration & Finances:

- FRC state grant funds are received by the town treasurer who records the funds in the BOE grant fund account.
- FRC receives reimbursement checks from BOE to cover grant-eligible expenses the BOE has paid on behalf of FRC and which FRC repaid the BOE in full. Those expenses are primarily grant salaries, benefits, and taxes.
- FRC writes checks from the pass-through account for deposit into the FRC operating account to cover eligible costs incurred and paid from the operating checking account during the grant period.
- Sometime before or during FY13, grants management became the responsibility of the school business manager who requests the funds from the state on behalf of FRC, monitors the expenses, and files state grant reports. The business manager also sends financial grant activity reports to the town treasurer.
- According to the CT State Dept. of Education Bureau of Grants Management website:
 - Grantees must complete program activities by June 30.
 - They must fully encumber funds by June 30 but can liquidate encumbrances through July 30.

- These grants cannot be carried over to another fiscal year and cannot be amended after June 30.
- No payments can be made in a subsequent year to cover prior year activities.
- Unexpended funds must be returned to the state and cannot be reallocated in a subsequent year.

OTHER PROGRAM FINANCIAL PROCESSES & PROCEDURES

Payroll:

- The East Windsor Family Resource Program does not have its own federal Employee Identification Number (EIN). Since an EIN is required for paying employees and deducting taxes, the FRC payroll is processed through the East Windsor Board of Education, using the Board of Education's EIN, by mutual agreement.
- At the end of each month, the BOE human resources manager sends FRC an invoice for FRC salaries, benefits, and FICA taxes that were paid by the BOE.
- FRC then writes a check from their operations checking account made out to East Windsor Board of Education for the amount of the invoice. That check is sent to the town treasurer. (The town treasurer informed me that checks from FRC are received 60-90 days in arrears.)
- If any of the salaries, taxes, and benefits in a given month's payments are grant-eligible expenses, the FRC director completes a purchase order for those amounts and sends it to the business manager.
- The business manager approves the grants payment and processes a check for FRC which is deposited to the grants checking account and credited to the salary, FICA, and benefits expense accounts in QuickBooks.
- FRC then writes a check from the grants checking account to be deposited into the operations checking account to cover a portion of the original operations check used to pay the payroll invoice from BOE.

Accounts Payable:

- Most invoices for the FRC program are paid directly by the bookkeeper using the operations checking account and recorded in the QuickBooks accounts payable program. The bookkeeper assigns the expense to the account the director has written on the invoice.
- The FRC does not pay sales taxes on its purchases of educational supplies and services, using the Board of Education's tax exempt permit #3-156-098.

- The bookkeeper generates a handwritten and unsigned check, attaches it to the invoice and a “Check Request Form”, and leaves in the principal’s school mailbox .
- The principal reviews the “Check Request Form”, signs the checks, and returns to the bookkeeper who then mails the checks.

Bank Account Transfers:

- Money transfers between bank accounts is completed by the director. Based on past practice, Advisory Board approval has neither been requested nor obtained.

CASH MANAGEMENT

Cash is received for tuition and the breakfast program through the mail, in the cash box located in the cafeteria, or in person.

- Cash/checks received directly by bookkeeper: Bookkeeper completes a multi-copy receipt and gives the original to the parent/guardian immediately.
- Cash/checks received through mail: Bookkeeper completes a multi-copy receipt and gives the parent the original when they pick up their child at the end of the day’s session or she mails it to the parent/guardian.
- Cash/checks received through the cash box: According to the bookkeeper, cash is put into the cash box in sealed envelopes with student’s name and payment information. The bookkeeper then follows the same procedure as if received through the mail.

The envelopes of cash and checks are kept in a locked file cabinet in the FRC office. The director and bookkeeper have keys to the file cabinet. During the day, the bookkeeper removes all the money received that day, counts it, copies all checks, completes a bank deposit slip, and then puts the money, the deposit slip, and copies of checks and receipts in the locked file drawer. The money stays there until the director makes a bank deposit, usually once a week. The director gives the deposit receipt to the bookkeeper who attaches it to the receipts and check copies and files it.

PURCHASING

There is no purchase order or written pre-approval system in place within the FRC Program. The FRC Advisory Board does not receive or approve a “warrant” of expenses at their meeting. Purchases are discussed between the director and bookkeeper and orders for supplies and/or services are placed by the director.

There is no form used to assign an expense account for each purchase of supplies or services. The director assigns the cost to an expense account.

The FRC has an American Express credit card in the program's name. The card is kept in a locked file drawer. It is used primarily by the director for the purchase of snacks and breakfast foods at Costco, postage stamps, and Summer Program expenses like field trips. (The bookkeeper has been asked infrequently to buy supplies using the credit card.) The director gives receipts to the bookkeeper who then matches them to the card's monthly statement. Each charge on the American Express monthly statement is entered in the appropriate QuickBooks expense account.

SUPERVISION

According to the job description for the FRC director contained in the Advisory Board by-laws, the director is supervised by the principal of Broad Brook Elementary School. However, in conversations with both the director and principal, the two have only recently begun weekly meetings. The principal explained that the previous principal told her that very little supervision of this program is needed. The principal now understands that more active supervision of the FRC program and director are needed.

FINDINGS & RECOMMENDATIONS

FINDING #1

During conversations with many school district administrative staff and FRC staff, it was repeatedly stated that the operational and financial management of the FRC program were in a “gray area” within the overall school operations. For example, the FRC director only recently became aware that her direct supervisor is the principal of Broad Brook Elementary School. She believed that she reported to both the superintendent and Advisory Board Chair. Further, the BOE business manager processes grant receipts and reimbursement payments, and is responsible for state reports but is unaware of the overall financial status of the FRC program. This “gray area” has resulted in a serious lack of financial and managerial oversight and is the most significant contributing factor to the FRC’s current financial difficulty.

RECOMMENDATION #1

The East Windsor FRC should be fully incorporated into the operational and financial oversight of the BOE. The Board of Education and FRC Advisory Board has taken steps toward this goal of incorporation of the FRC into the school district’s operation and oversight with these actions:

- In a February 9, 2009 request from the State of Connecticut Dept. of Public Health, former Supt. Timothy Howes verified that the East Windsor Board of Education administers the Family Resource Center Program and retains responsibility of its management and oversight. (Exhibit #4)
- The FRC’s June 5, 2012 revised by-laws state that the BOE is “Responsible for fiscal oversight of the East Windsor Family Resource Center”. (Exhibit 3)
- On June 13, 2012 the BOE voted unanimously “...that the Family Resource Center is a Board of Education entity/program that is run and operated by the Board of Education.” (Exhibit #5)

The BOE and administrators, in concert with the FRC Advisory Board, should take the actions necessary to fulfill the intent of these actions by bringing the total financial operations of the program into the Board of Education’s management. Specifically:

- All revenue, including grants, tuition, and fees should be processed through the BOE Administration’s Business Office and reported through the same accounting system as other BOE revenue-producing operations such as Cafeteria. Likewise, all bills should be paid through the Business Office, using the Phoenix accounting system. In East Windsor, revenue producing operations like Cafeteria and FRC are called “Nonmajor Special Revenue Funds”.

- A. QuickBooks should be retained in the FRC office but used only for entering tuition costs and payments per student. Invoices and statements which are important tools for monitoring monies owed and received by each program can then be produced. QuickBooks should no longer be the primary accounting system used to pay any expenses. QuickBooks should only be an FRC internal recordkeeping system for tuition and fee monies owed and collected. It will also provide an accounts receivable report at any time to determine which parents/guardians owe tuition. Statements can be mailed and phone calls made by FRC personnel to remind parents of overdue payments.

FINDING #2

Since 2008, and perhaps even earlier, operating funds have been obtained by transferring thousands of dollars from what has been called the "Reserve" account to the operating checking account to allow the FRC program to "pay its bills". These transfers were not temporary "loans" for cash flow purposes because no deposits, other than bank interest, have been made to the "reserve" account since 2006. (See page 10 for account activity in the reserve account since FY06). Reliance on funds from this reserve account to cover routine operating expenses makes it clearly apparent that the FRC Program, as a whole, is not financially self-supporting. However, because financial recordkeeping is not done on a program-by-program basis, it is impossible to determine which individual programs, if any, may be self-supporting.

RECOMMENDATION #2

In practice and in the accounting system, separate revenue and expense records should be kept for each individual program (Before School Care and After School Care could be combined, per decision of the BOE and FRC Advisory Board). After one year of this detailed accounting, it should become apparent where there are program deficits and surpluses so it can be determined where to increase fees, decrease expenses, or to completely eliminate a program.. The current FRC salary account within the BOE's Phoenix accounting system is 1-10-840-2500-10-00920. Working with the business manager and human resources manager, subaccounts for all FRC programs could be created within the #840 FRC's overall account. If financial management and oversight remain within the FRC office and are not incorporated into the BOE, subaccounts can be established in QuickBooks.

NOTE: In a comparison of tuition costs for Before/After School Childcare and Preschool with two other East Windsor childcare providers, I found FRC's costs for those two programs to be competitive.

FINDING #3

There are currently multiple bank accounts in the name of the Family Resource Center which are managed through a system of inter-account transfers made exclusively by the FRC director. This system of multiple accounts, managed in the current manner, is not transparent, is inefficient, and is inappropriate for a program with a \$400,000+ budget.

RECOMMENDATION #3

Working with the BOE's business manager and town treasurer, these bank accounts should be closed and the fund balances added to the Family Resource Program Special Revenue account within the Board of Education's bank account and accounting system. If financial management and oversight remain within the FRC office and are not incorporated into the BOE, only the operations checking account is needed.

FINDING #4

There is a long-standing practice of paying FRC salaries through the BOE's Phoenix accounting system. The BOE is then always credited 100% for salaries by a reimbursement check from FRC. Some other accounts payable are processed through the district's accounting system, again, credited 100% by a reimbursement check from FRC. If any salaries and expenses are part of a state grant, the business manager processes a BOE check as a reimbursement to FRC. As a result, there is \$0 financial activity reflected in the BOE general fund accounting system which is the desired result at the present time. This system enables the business manager, who is technically responsible for the program's finances, to have a record of the FRC's grant expenses.

However, this system of payments and reimbursements has important negative consequences. Besides being redundant and not transparent, the process of crediting grant revenue to expenses results in inaccurate reporting of revenue and expenses for the whole FRC Program. In effect, it results in a decrease in actual expenses and shows no grant revenue for the FRC Program. As can be seen in Exhibit #6, the town's FY12 audit for the FRC Program (listed as "After School Program Fund") states \$0 in "Intergovernmental Revenues" (aka "Grants") when in fact, the FRC received \$177,935 in grant revenue that year:

\$92,435 Family Resource Center Grant

\$85,500 After School Program Grant

RECOMMENDATION #4

For transparency and accurate recording of revenue and expenses, in both budgeting and recordkeeping, FRC grant revenue should be recorded as revenue and not as a credit to expenses. If financial management and oversight is incorporated into the BOE, grant-funded salaries and expenses can be charged directly to the proper grant fund.

FINDING #5

Grant activity is not being completed by the CT State Dept. of Education's deadline of June 30 for spending and encumbering funds. As of November 25, 2013, FY13 unexpended grant funds were still being discussed between the FRC director and the business manager and some state grant funds had to be returned to the state.

RECOMMENDATION #5

Communication between the BOE Business Office and the FRC director and bookkeeper should be improved with regular grant expense reports supplied to the FRC office by the Business Office. Regular communication and reports will facilitate timely actions on grant receipts and spending. Regardless of whether financial management and oversight remains with FRC or is incorporated into the BOE, better communication is needed between entities.

FINDING #6

The QuickBooks system maintained by the FRC bookkeeper contains the only financial accounting records for this program. QuickBooks is an adequate accounting system for a \$400,000 + program such as the FRC. However, it appears that many entries are made on a cash basis instead of an accrual basis which is the proper form for all governmental accounting. In addition, accounting entries are either not being entered correctly or not in a timely way. For example, the FY13 operating deficit was \$31,064 as of October 15, 2013 but the FY13 operating deficit was \$35,551 on November 18. FY13 accounting activity should have been closed by early August.

Another example is the FY12 balance sheet showing a negative \$6,728 in accounts receivable. (Exhibit #7) Accounts receivable is a positive number. During the last 18 months, this amount should have been researched and corrected.

RECOMMENDATION #6

The FRC bookkeeper must be diligent about entering revenue and expenses in the correct fiscal year. For example, if a tuition payment for June preschool is received in July, the revenue must be entered into QuickBooks with a June 30 date to reflect the tuition was earned in the fiscal year ending June 30, even though it was received in the following fiscal year. The same posting practice must be done for expenses paid. For example, salaries paid in July for work done in June, must be posted with a June expense date to reflect the services rendered were in the previous fiscal year, even though it was paid in the following fiscal year.

Proper use of accrual-based accounting will result in accurate records and reports, especially at fiscal-year's end. In addition, the bookkeeper must frequently review the accounts receivable reports in QuickBooks to find and correct errors. Financial management and oversight by the BOE should prompt a regular review of proper accounting procedures.

FINDING #7

A significant accounts receivable amount existed at the end of FY13. According to the attached balance sheet, (Exhibit #8) \$9,834 was owed to FRC as of June 30, 2013. If current monthly deposits average \$6,000 per month, this outstanding amount represents more than 1.5 months of late payments.

RECOMMENDATION #7

The bookkeeper should keep the director informed on a weekly basis of the status of late tuition payments. Statements should be mailed regularly with follow-up calls made directly to families. The director is currently working on updates to the parents' handbook which includes consequences for late tuition payments. In June, extra collection efforts should begin to collect all outstanding tuition payments due in the current fiscal year. If financial management and oversight is incorporated into the BOE, the business manager should also review the status of accounts receivable on a regular basis.

FINDING #8

FRC internal staffing and expense budgets are not kept in a financial accounting and recordkeeping system such as Excel. Instead, I found handwritten budgets and budgets typed in a word processing document that are not able to be revised, updated, and/or monitored in either an efficient, financially-sound manner.

RECOMMENDATION #8

Staffing and benefits are almost 90% of the FRC budget and should be monitored closely, ideally on a weekly basis. This is a crucial practice since most of the program salaries are variable, i.e. hourly rates with varied work days per week. However, prior to October, 2013, records of electronic staff schedules, hours actually worked, rate of pay, and annualized salaries could not be found. Excel spreadsheets containing every employee, rate of pay, and hours worked should be maintained for each bi-weekly pay period, and a running subtotal kept. The subtotals should be compared to total salaries budgeted for the year with budget to actual percentages calculated. In this way, the director will know after each pay period whether or not she is exceeding the salary money available for each program. The director recently started Excel spreadsheets with schedules but should expand the spreadsheet to include actual hours worked and actual salaries paid.

When the electronic staff schedules are fully created, I strongly recommend that adult to student ratios are calculated because it appears that many programs exceed the 1 adult to 10 student state-recommended ratio with more adults than may be needed.

FINDING #9

FRC employees appear to be hired for one-year appointments. However, the information provided in appointment letters is inconsistent from letter to letter. For example, copies of appointment letters that were reviewed have the rate of pay and position title but are not consistent in stating which program the person will work in, how many hours per day or week, and the salary funding source, i.e. tuition or grant funded. There are no FY14 appointment letters. It also appears that not all mandatory employment forms have been completed by FRC employees.

RECOMMENDATION #9

Appointment letters are important for both internal staff budgets and for the human resource manager when she is setting up the employee in the payroll system. A copy of the appointment letter, sent to the human resource manager, should tell her that a particular person is now working for the East Windsor Family Resource Center at a stated rate of pay and in a stated program. The employment letter also acts as a prompt for the human resources manager to ensure that the new employee provides all required payroll documentation including social security #, W-4 tax withholding, I-9 immigration status, etc. My conversation with the human resource manager was reassuring in that she is going to review the records for all FRC employees to confirm they have all necessary paperwork on file. Furthermore, she is also going to begin processing all FRC employees through the district's online criminal background check system.

FINDING #10

The presence of a head teacher and coordinator during the same hours on early release days with both earning over \$21 per hour is unnecessary and not an efficient use of limited funds. It should be noted that during extended days, both the head teacher and coordinator are scheduled but their schedules overlap by only ½ hour.

RECOMMENDATION #10

This is just one example of an area where a close look at who is working what schedule and what their clearly-defined role and task is would probably identify salary savings. I believe there are other redundant roles within program schedules.

The FRC director explained that the preschool head teacher works in other programs such as Early Release and Extended Day to increase her hours to 40 hours per week thus making her benefits-eligible. The roles and tasks needed for each program should be identified by the director and then the director should fill the positions based on program needs instead of staff needs. The BOE and/or Advisory Board should also clearly define benefits eligibility: how many minimum hours per week worked for how many weeks per year.

FINDING #11

Tuition and breakfast payments are primarily received in a free-standing and unlocked cash box located in the cafeteria. The cash box could easily be opened and money taken or the entire cash box could be taken by an unauthorized individual.

RECOMMENDATION #11

The FRC Program should purchase a slotted cash box (many on Amazon.com for under \$100) with a key lock. The box should be permanently mounted to a wall or counter in an easily accessible location in or near the school's main office. Parents or guardians who pay at school, should be instructed to put their envelope containing cash or check inside the slot. An authorized FRC employee (director or bookkeeper) should then unlock and remove the box's contents daily.

FINDING #12

Although most program revenue is received in the form of checks, there is some cash received. Cash is received by the bookkeeper in a sealed envelope and counted by her with no other person present to witness the counting and reporting for deposit. Having a single person counting and reporting is not a proper method for cash handling procedures and could lead to theft or the appearance of theft.

RECOMMENDATION #12

Two persons should be present at the time of the opening of the sealed envelopes. One person counts the cash while the other person observes. When the total amount of cash is agreed upon, both individuals should sign a form attesting to the amount of cash received. The form should be attached to the record of the bank deposit.

FINDING #13

There is no pre-approval system in place for purchasing of supplies and services.

RECOMMENDATION #13

Whether or not the FRC Program is managed by the Board of Education or remains a quasi-independent program, a pre-approval system should be put in place for all non-salary and benefits purchases. If the program becomes the management responsibility of the BOE, the same purchase order system and warrant approval system should be applied to the FRC Program as is used by all other school programs and departments.

If it remains a quasi-independent program, a system similar to a purchase order system should be instituted whereby the director can provide written approval up to a certain dollar amount (relatively low for a single approval). Over that dollar amount, both the director and principal should approve the expenditure with signatures required before purchases are made. Each month the Advisory Board should receive a report of all expenses paid and approve all expenses, excluding salaries which must be paid in a state and/or federal specified timeframe.

FINDING #14

Summer Program revenue and expenses are not included in FRC program budgets. Despite being an FRC supported and operated program, the significant revenue and expenses of this program have not been presented to the Advisory Board at the same time the program's annual budget has been approved.

RECOMMENDATION #14

Summer Program revenue and expenses should be included in the annually-approved program budget with all necessary revenue and expense detail provided, as determined by the Advisory Board or the BOE, whichever entity is managing the FRC finances in the future.

Family Resource Centers

Family Resource Centers

What are Family Resource Centers?

The Connecticut Family Resource Center concept promotes comprehensive, integrated, community-based systems of family support and child development services located in public school buildings. This model is based on the "Schools of the 21st Century" concept developed by Dr. Edward Zigler of Yale University.

Family Resource Centers provide access, within a community, to a broad continuum of early childhood and family support services which foster the optimal development of children and families. They offer parent education and training; family support; preschool and school-age child care; teen pregnancy prevention (positive youth development services); and family day-care provider training. Family Resource Centers provide:

- quality child care;
- physical accessibility in public schools;
- hours of operation consistent with family schedule; and
- family support and child care services administered by school or community-based agencies collaborating with schools.

What is the Philosophy?

Family Resource Centers embody the underlying concept that healthy development and good education begin with access to quality child care and support services from birth. This concept fosters the development of a system for child care and family support that takes advantage of the physical accessibility of the public school. The school is an institution that is known to, recognized by, and accessible to all families. The model offers preschool programs with operating hours that are consistent with parents' schedules. The Connecticut model offers flexibility, in that family support and child-care services can be administered by the school or by community-based agencies on behalf of the school.

Family Resource Centers are expected to prevent an array of childhood and adolescent problems by strengthening effective family management practices and establishing a continuum of child care and support services that children and parents need. By using local public school buildings and resources, Family Resource Centers, with the collaboration of the school system, are able to better prepare children and families for success.

School-based Family Resource Centers collaborate with the many resources in their communities, including child-care providers, School Readiness Councils, local United Ways and service providers of the Departments of Social Services and Children and Families.

This philosophical foundation is designed to provide the best possible start for children and families of all racial, ethnic and socioeconomic groups living in communities in which Family Resource Centers are located. Like the public school system, Family Resource Centers provide a common ground for all families to benefit from the services offered, and a unique opportunity for families of diverse cultures and backgrounds to share and learn from each other.

Who is Eligible for Services?

All families who reside in the designated service area, regardless of income, are eligible for services offered by the center. Some services may require a family contribution based on a sliding fee scale established by the center or school.

What is the Legislative Authority?

Connecticut General Statutes Section 10-40 provides the authorization for Connecticut Family Resource Center Programs.

What are the Service Components?

Centers must provide or collaborate with existing agencies to offer the following services:

✦ Quality Full-Day Child Care and School Readiness Programs

Quality full-day child care and school readiness are services offered year-round for children ages three to five who are not enrolled in school. This service and the school-age child-care component operate on a sliding fee scale. Centers must be licensed by the Connecticut Department of Public Health and are expected to be accredited or in the process of being accredited by the National Association for the Education of Young Children or other accrediting agencies recognized by the State Department of Education.

Preschool programs must be in compliance with all state statutes and regulations governing child care and, in the case of the school readiness program, in compliance with the standards set for programs pursuant to Section 10-16p, as amended.

✦ School-Age Child Care

This component is offered for children enrolled in school up to the age of 12 for before and after regular school hours and on a full-day basis during school holidays and school vacation. This service is offered from 7:00 a.m. until school starts and from the end of the school day until 6:00 p.m., and is in operation full-time (7:00 a.m.- 6:00 p.m.) during the summer and when school is not in session.

✦ Resource and Referral Services

Family Resource Centers, by their location and access to families, have established themselves as a primary resource and referral service for issues concerning the well-being of families. Support services are provided to parents of newborn infants to ascertain their needs and provide them with referrals to other services and organizations and, if necessary, education in parenting skills.

✦ Families in Training

This component provides, within available appropriations, community support services to expectant parents and parents of children under the age of 3. Such services shall include, but not be limited to, providing information and advice to parents on their child's language, cognitive, social and motor development, visiting a participant's home on a regular basis, organizing group meetings at the center for neighborhood parents of young children and providing a reference center for parents who need special assistance or services. The program shall provide for the recruitment of parents to participate in such programs.

✦ Adult Education

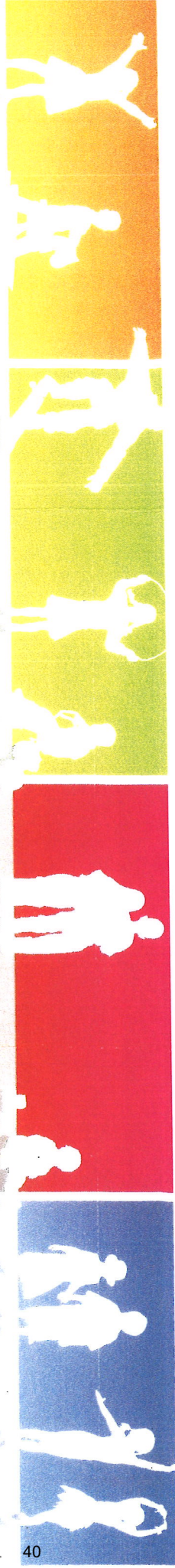
This component offers a range of adult education opportunities, including parent training and adult education, support and educational services to parents with children who are participants of the child-care services of the program and who are interested in obtaining a high school diploma or its equivalent. Parents and their preschool-age children may attend classes together in parenting and child-rearing skills so as to promote the mutual pursuit of education while enhancing parent-child interaction. English as a Second Language (ESL) and Basic Skills may also be offered through this component.

✦ Support and Training for Family Day-Care Providers

A continuum of child-care opportunities are provided for families. The staff of the center offer training and technical assistance and other support to providers in the community and serve as an information and referral system for other childcare needs or coordinate such systems as may already exist in the community.

✦ Teen Pregnancy Prevention (Positive Youth Development)

The Family Resource Center provides a teen pregnancy prevention program to adolescents emphasizing responsible decision-making and communication skills. Aimed at children in Grades 4 through 6, this component offers a range of recreational and educational opportunities targeted at preventing teen pregnancy, substance abuse and school dropouts.



Connecticut Family Resource Centers offer the following components:

- Quality Full-Day Preschool Childcare
- School-Age Child Care
- Families-In-Training (Playgroups, Home Visits)
- Adult Education
- Support & Training for Family Daycare Providers
- Positive Youth Development (4th-6th grade)
- Resource and Referral Services

East Windsor Family Resource Center

Mission Statement

The East Windsor Family Resource Center will ensure that healthy, well-prepared children are coming into the school, open to learning, ready to grow and achieve their personal best. This is accomplished through the partnership of parents, educators and the East Windsor Community who embrace the value of lifetime learning experiences.

East Windsor Family Resource Center

Broad Brook Elementary School
14 Rye Street
Broad Brook, CT 06016
Telephone: 860-627-9741
Facsimile: 860-623-0717

Email: Kfaherty@ewct.org

Exhibit #2





FRC Childcare Programs

All programs are held at the Broad Brook Elementary School.

Servicing Ages 3 through 12

Hours of Operation: 7:00 A.M-6:00 P.M

- Before School Program
7:00 A.M – 9:00 A.M
- Extended Day Program for Pre-K
- Pre-School AM or PM
(Half Day Sessions)
- After School Program
2:45 P.M – 6:00 P.M
- Vacations, Holiday & School
Closings.
- Snow Days
- Summer Program(K-6th grade)
- Pre-school Summer Program for
3 to 5 years old



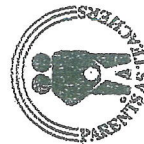
Additional Family Resource
Center Programs:

- Evening Playgroups
 - Parenting Classes
 - Raising Readers
Parent Club
 - Book Buddy Program
 - Community
Involvement
-

"Birth to School" FRC Programs

Daily Parent/Caregiver & Child
Playgroups:

- Monday – Ages 2 to 5
- Tuesday – Under 2
- Wednesday – Birth to 5
- Thursday – Birth to 5
"Movement to Music"



All Playgroups are held at the
Broad Brook Elementary School
Room 2
10:00 to 11:00 AM

"Parents as Teachers"
Home Visit Program

"Welcome Baby Basket"

EXHIBIT

EAST WINDSOR FAMILY RESOURCE CENTER

ADVISORY BOARD BYLAWS

ORGANIZATION

The Family Resource Center Advisory Board consists of 12 members – 10 voting positions and 2 non-voting positions.

Advisory Board Positions:

- Parent of a Broad Brook student enrolled in the program
- Parent of a Middle School student enrolled in the program
- Parent of a child under the age of 4
- Business Professional
- Health Care Professional
- Social Services Professional
- Family Child Care Provider
- Public Safety Representative
- East Windsor Superintendent of Schools
- Broad Brook School Principal
- Family Resource Center Director (non-voting)
- Teaching Consultant (non-voting)

Terms and conditions of the Advisory Board Appointments:

- No more than 2 positions of the voting board can consist of Board of Education employees, excluding the Superintendent & the Broad Brook Elementary School Principal Advisory Board positions.
- Employees of the Family Resource Center cannot serve on the Advisory Board in a voting position.
- The Advisory Board reserves the right to appoint alternative candidates to open Board positions that cannot be filled with candidates meeting the position criteria.

ORANIZATIONAL FUNCTIONS

East Windsor Board of Education:

- Responsible for fiscal oversight of the East Windsor Family Resource Center

Family Resource Center Advisory Board:

- Accountable to the East Windsor Board of Education
- Appoints Program Director
- Approves and adopts a self-supporting budget
- Reviews curriculum, activities and programs
- Actively seeks and selects volunteers for membership on the Advisory Board as needed

Program Director:

- Directly reports to the Broad Brook School Principal
- Responsible for informing the Family Resource Center Advisory Board of curriculum, activities and programs
- Responsible for the staff hiring, terminations and staff salary/hourly rates with Broad Brook School Principal approval
- Develops curriculum, activities and programs
- Directs and supervises programs
- Develops self-supporting budget and is responsible for grant writing for additional funding
- Provides financial reports to the Family Resource Center Advisory Board and the East Windsor Board of Education
- Develops and maintains a Parent Center
- Promotes public relations
- Serves as liaison with the Broad Brook Elementary School Principal to the East Windsor Board of Education ^{and}
- Develops and maintains staff job descriptions, staff handbook, parent handbook and conducts annual performance evaluations
- Promotes the Mission Statement and Goals of the Family Resource Center

STATE OF CONNECTICUT

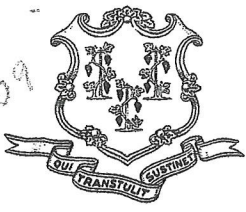
DEPARTMENT OF PUBLIC HEALTH

RECEIVED

FEB 11 2009

SUPERINTENDENT OF SCHOOLS
EAST WINDSOR PUBLIC SCHOOLS

MFE
2/23/09



2/9/2009

Timothy S. Howes, Superintendent
70 South Main Street
East Windsor, CT 06088

Re: East Windsor Family Resource Center

The above referenced program(s) is currently being reviewed to determine whether such program requires a child day care license to operate.

Connecticut General Statutes, Section 19a-77(b)(1)(A) provides that a program administered by a public school system is not required to be licensed to operate. "Administered by" as used in the statute means that a public school system retains ultimate responsibility for the management and oversight of the program and for the program staff and the children served.

Please verify below with an "X" whether your public school system administers the above named child day care program(s).

Yes, the Board of Education administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program. This arrangement is effective from (start date): 9/1/98 to (end date): present.

No, the Board of Education does not administer the above named program.

Superintendent of Schools Timothy S. Howes

Signature

Printed Name

for the East Windsor
City or Town

Board of Education at (860) 623-3346

Phone Number

This completed form may be faxed to my attention at (860) 509-7541. Additional documentation may be requested to assist with the review of this program. Thank you for your assistance in clarifying the status of this program.

Sincerely,

Sandra L. Lok, Child Care Licensing Supervisor
Quality Enhancement Unit
Community Based Regulation Section

Phone:



Telephone Device for the Deaf: (860) 509-7191
410 Capitol Avenue - MS # 12-DA
P.O. Box 340308 Hartford, CT 06134

Affirmative Action / An Equal Opportunity Employer

VIII. NEW BUSINESS (VOTE REQUIRED)

On a motion by W. Raber, 2nd by C. Simonelli the Board voted that the Family Resource Center is a Board of Education entity/program that is run and operated by the Board of Education. Vote 7-0 Absent: L. Stanley, K. Bilodeau

On a motion by W. Raber, 2nd by N. DeSousa the Board approved the Technology Plan as presented. Vote 7-0 Absent: L. Stanley, K. Bilodeau

On a motion by W. Schultz, 2nd by C. Simonelli the Board approved to go out to bid for a three year commitment for financial services. Vote 6-1 6 in favor, 1 opposed W. Raber Absent: L. Stanley, K. Bilodeau

On a motion by C. Simonelli, 2nd by N. DeSousa the Board approved Policy 2400(a) The BOE and Superintendent Evaluation Process. Vote 7-0 Absent: L. Stanley, K. Bilodeau

On a motion by W. Raber, 2nd by G. Michna the Board voted to approve the Resolution for Schools and Libraries Universal Services (E-Rate) for 2012-13. This resolution authorizes filing of the Form 471 applications for funding year 2012-13 and the payment of the applicant's share upon approval of funding and receipt of services. Vote 7-0 Absent: L. Stanley and K. Bilodeau

On a motion by C. Simonelli, 2nd by N. DeSousa the Board voted to approve the Middle School schedule revision. Vote 7-0 Absent: L. Stanley, K. Bilodeau

On a motion by W. Schultz, 2nd by W. Raber the Board voted to approve the new High School bell schedule. Vote 7-0 Absent: L. Stanley, K. Bilodeau

IX. NEW BUSINESS: DISCUSSION

None

X. LIAISONS' REPORTS

None

XI. VOTE TO GO INTO EXECUTIVE SESSION AND MOTIONS AFTER EXECUTIVE SESSION

At 9:39 p.m. on a motion by W. Raber, 2nd by C. Simonelli the Board voted to go into executive session to discuss the appointment of a public officer or employee. Vote 7-0 Absent: L. Stanley, K. Bilodeau

Superintendent T. Kane was invited into the session.

Executive session recessed at 10:00 p.m.

TOWN OF EAST WINDSOR, CONNECTICUT
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
 NONMAJOR GOVERNMENTAL FUNDS
 FOR THE YEAR ENDED JUNE 30, 2012

	Nonmajor Special Revenue Funds					Nonmajor Permanent Funds			Total Nonmajor Governmental Funds
	Miscellaneous Grants Fund	Policy Private Duty Fund	Senior Center Fund	After School Program Fund	Subtotal	Cemetery Trust Fund	Veterans Trust Fund	Subtotal	
REVENUES									
Assessment including interest and liens	\$ -	\$ -	\$ -	\$ -	\$ 630,341	\$ -	\$ -	\$ -	\$ 630,341
Intergovernmental revenues	322,287	-	-	-	2,686,947	-	-	-	2,686,947
Licenses, fees and charges for goods and services	-	215,334	4,015	426,313	2,200,733	-	-	-	2,200,733
Revenues from use of money	-	-	-	103	2,211	-	-	-	2,211
Other revenues	282,420	-	-	-	285,420	-	-	-	285,420
Total revenues	604,707	215,334	4,015	426,416	5,805,652	-	-	-	5,805,652
EXPENDITURES									
Current:									
General government	136,016	-	3,593	-	142,609	-	-	-	142,609
Public safety	75,793	191,565	-	-	300,307	-	-	-	300,307
Highways	198,858	-	-	-	268,402	-	-	-	268,402
Sanitation and waste removal	-	-	-	-	1,464,599	-	-	-	1,464,599
Education	164,464	-	-	372,532	2,427,575	-	-	-	2,427,575
Capital outlays	-	-	-	-	787,672	-	-	-	787,672
Total expenditures	575,131	191,565	3,593	372,532	5,391,164	-	-	-	5,391,164
Excess (deficiency) of revenues over expenditures	29,576	23,769	422	53,884	414,488	-	-	-	414,488
OTHER FINANCING SOURCES									
Transfers in	-	-	-	-	1,262,017	-	-	-	1,262,017
Transfers out	-	-	-	-	(811,913)	-	-	-	(811,913)
Total other financing sources	-	-	-	-	450,104	-	-	-	450,104
Net change in fund balances	29,576	23,769	422	53,884	864,592	-	-	-	864,592
Fund balances - beginning	63,169	117,828	10,027	-	1,673,041	4,898	4,923	9,821	1,682,862
Fund balances - ending	\$ 92,745	\$ 141,597	\$ 10,449	\$ 53,884	\$ 2,537,633	\$ 4,898	\$ 4,923	\$ 9,821	\$ 2,547,454

See accompanying Report of Certified Independent Accountants.

EXHIBIT 6

9:44 AM
12/03/13
Accrual Basis

East Windsor Birth to School Family Resource Center
Balance Sheet
As of June 30, 2012

	<u>Jun 30, 12</u>
ASSETS	
Current Assets	
Checking/Savings	
Reserve Account	17,600.00
Webster Checking	-24,925.45
Webster Savings	34,589.88
Total Checking/Savings	<u>27,264.43</u>
Accounts Receivable	
Accounts Receivable	<u>-6,728.24</u>
Total Accounts Receivable	<u>-6,728.24</u>
Other Current Assets	
Undeposited Funds	41,502.45
Total Other Current Assets	<u>41,502.45</u>
Total Current Assets	<u>62,038.64</u>
TOTAL ASSETS	<u><u>62,038.64</u></u>
LIABILITIES & EQUITY	
Equity	
Opening Bal Equity	48,485.92
Retained Earnings	21,332.56
Net Income	-7,779.84
Total Equity	<u>62,038.64</u>
TOTAL LIABILITIES & EQUITY	<u><u>62,038.64</u></u>

9:43 AM
12/03/13
Accrual Basis

East Windsor Birth to School Family Resource Center
Balance Sheet
As of June 30, 2013

	<u>Jun 30, 13</u>
ASSETS	
Current Assets	
Checking/Savings	
Reserve Account	17,600.00
Webster Checking	-20,719.36
Webster Savings	19,671.36
Total Checking/Savings	<u>16,552.00</u>
Accounts Receivable	
Accounts Receivable	<u>9,833.67</u>
Total Accounts Receivable	<u>9,833.67</u>
Other Current Assets	
Undeposited Funds	102.00
Total Other Current Assets	<u>102.00</u>
Total Current Assets	<u>26,487.67</u>
TOTAL ASSETS	<u><u>26,487.67</u></u>
LIABILITIES & EQUITY	
Equity	
Opening Bal Equity	48,485.92
Retained Earnings	13,552.72
Net Income	-35,550.97
Total Equity	<u>26,487.67</u>
TOTAL LIABILITIES & EQUITY	<u><u>26,487.67</u></u>

2025-2026 SUBCOMMITTEE ASSIGNMENTS

COMMITTEE	MEMBER SERVING ON COMMITTEE	TIME COMMITTEE MEETINGS TAKE PLACE	CALLER OF MEETING	BOARD POLICY
Board Policy Review Committee	1. E. LeBorious 2. F. Neill 3. G. Resto 4. C. Sevarino (Alternate)	Quarterly	Superintendent or designee	<p align="center">Bylaws of the Board Powers, duties, and limitations of the Board 9000-9010 (page 2 of 3) (F)</p> <p>2. All policies must be adopted by the board Amendments to the policies as well as new policies must be proposed in writing at a regular meeting and referred to the next regular meeting of the Board for action.</p> <p>4. A majority vote of the whole Board shall be necessary for adoption of policies.</p>
Finance Committee	1. N. Farmer (Chair) 2. D. Menard 3. F. Neill	2nd Wednesday monthly	Director of Finance	<p align="center">Business/Non-Instructional Operations Paying for Goods and Services 3326 (Page 1 of 1)</p> <p>5. In general, no financial obligations are paid until approved by the Board of Education Financial Committee.</p> <p>6. A report of these expenditures shall be made at the regular meetings of the Board.</p>
School Facilities Strategy Committee	1. D. Menard (Chair) 2. C. Sevarino 3. F. Neill	Quarterly	Superintendent or designee	<p align="center">Bylaws of the Board 9012 (Page 2 of 11)</p> <p>14. continuing study of the need for school facilities and of a long-term school building program and from time to time making recommendations to the town. 9012 page 4 of 11</p> <p>(i) annually to the Commission of Education on the condition of facilities and the action taken to implement the long-term school building program.</p>
Curriculum Council	1. K. Betancourt 2. E. LeBorious 3. G. Resto 4. C. Sevarino (Chair)	4th Wednesday monthly	Assistant Superintendent of Curriculum and Personnel	<p align="center">Instruction - 6140 Page 1 - 6141 page 1 Instruction</p> <p>The Board of Education favors providing opportunities for faculty to consult and assist in curriculum development through such devices as workshops, study groups, assistance from outside consultants, and an extended school year to allow teachers to devote summertime to the effort. The Board of Education reserves the responsibility for establishing curricula for the school district. Teachers shall teach within the approved curricula.</p> <p align="center">Board Approval</p> <p>1. Proposed new courses will be discussed by the Curriculum Council with the Superintendent who will submit such courses to the Board for formal approval prior to implementation.</p> <p>2. Curriculum Changes - All proposed changes, additions, or deletions to an existing curriculum, or a proposed new curriculum, will be submitted in writing, for review by the curriculum council. Once the curriculum has been endorsed by the council, it will be submitted to the Board of Education for formal approval prior to implementation.</p>

2025-2026 SUBCOMMITTEE ASSIGNMENTS

COMMITTEE	MEMBER SERVING ON COMMITTEE	TIME COMMITTEE MEETINGS TAKE PLACE	CALLER OF MEETING	BOARD POLICY
Athletic Council	1. K. Betancourt 2. N. Farmer (Chair) 3. C. Sevarino	Quarterly	TBD	
Board of Finance Liaison	1. N. Farmer 2. VACANCY	3rd Wednesday monthly	Committee Chair	
Board of Selectman Liaison	1. C. Sevarino 2. VACANCY	1st and 3rd Thursday monthly	First Selectman	
Capital Improvement Planning Liaison	D. Menard	September through October, June	Town Hall	
Capitol Region Education Council Liaison	1. E. LeBorious 2. VACANCY	3rd Wednesday of the month at CREC	CREC	
Wellness Committee Liaison		4 time per year	TBD	
Pension Board	F. Neill	Quarterly Wednesday	Town Hall	
Family Resource Center	TBD	3-4 times per year	FRC Director	
Vacancies for Negotiation Committees will be filled as needed				
Administrators Negotiations	1. VACANCY 2. VACANCY 3. VACANCY	Fall 2027	Superintendent or designee	Legal responsibilities of the Board 9012(i) (page 9 of 11) ah - Certified employee negotiations
Cafeteria Negotiations	1. VACANCY 2. VACANCY 3. VACANCY	Spring 2027	Superintendent or designee	Bylaws of the Board 9012 (page 7 of 11) #26 (d) Negotiations with non-certified (municipal) employees
Certified Negotiations	N/A	Fall 2028	Superintendent or designee	Legal responsibilities of the Board 9012(i) (page 9 of 11) ah - Certified employee negotiations
Classified Negotiations	N/A	Spring 2028	Superintendent or designee	Bylaws of the Board 9012 (page 7 of 11) #26 (d) Negotiations with non-certified (municipal) employees
Paraeducator Negotiations	N/A	Spring 2028	Superintendent or designee	Bylaws of the Board 9012 (page 7 of 11) #26 (d) Negotiations with non-certified (municipal) employees
Nurses Negotiations	1. VACANCY 2. VACANCY 3. VACANCY	Spring 2026	Superintendent or designee	

SERIES 5700: STAFF CONDUCTING HOME VISITS

STAFF CONDUCTING HOME VISITS

Home visits are an extension of school-based services and shall be conducted in a manner that ensures the safety of staff and families while maintaining student confidentiality and professionalism.

Home visits serve as a vital proactive intervention designed to bridge the gap between the classroom and the living room, fostering a foundation of mutual trust and respect. By meeting families in the comfort of their own environment, educators can alleviate the inherent power imbalances often felt in formal school settings, allowing parents and guardians to feel truly at ease and valued as experts on their own children. This personal engagement transforms the educator-family dynamic into a "true partnership," where both parties collaborate deeply to support the development of the child.

While primarily used to proactively build positive relationships with families, home visits are also essential in specialized circumstances, including, but not limited to, coordinating care for students with complex medical needs, addressing urgent welfare concerns, or providing targeted support for a student's mental health. Ultimately, whether routine or specialized, these visits ensure that the "whole child" is supported through a unified, compassionate network of care.

Authorization to Conduct Home Visits

Any certified or non-certified school personnel may conduct a home visit provided that:

1. The staff member has completed district approved home visitation training and protocols, facilitated or provided by the school district.
2. The home visit has received prior approval from the appropriate building administrator or district supervisor (e.g., Safe School Climate and Equity Director, Director of Special Education, or designee) for the specific date and time scheduled.
3. At least two trained school staff members are present at all times. Under no circumstances shall a staff member conduct a home visit alone.
4. The appropriateness of the home visit has been reviewed in advance by administration. If there is any identified or potential safety risk to staff, the home visit shall not be conducted.

The School Resource Officer or a representative from the Department of Children and Families may be asked to attend a home visit when deemed appropriate by administration.

Pre-Visit Procedures

Prior to conducting a home visit, the following procedures must be followed:

- Staff must review relevant student information and district home visit safety procedures with administration.
- Administrative approval must be secured for the visit, including the specific time and date.
- The family must be contacted in advance and informed of the purpose of the visit. All attempts at contact must be documented.

- If phone contact cannot be made, a certified letter must be sent informing the family of the district's request for a home visit.
- The purpose of the visit and anticipated questions must be shared with the family ahead of time whenever possible.
- Staff scheduling the visit must inquire in advance regarding:
 - Who will be present in the home during the visit;
 - Whether visitors are expected during the time of the visit;
 - Whether there are pets in the home or on the property.
- If pets are present, families must secure pets in a separate space that does not allow access to the meeting area during the home visit.
- Student files or other confidential documents shall not be brought into the home.
- Staff must inform their building administrator and office secretary of:
 - Time of departure and expected return;
 - Address of the visit;
 - Family contact information;
 - Contact information for at least one staff member conducting the visit.
- All staff must store relevant emergency contact information in their phone, including police, principal or school-based supervisor, and the school office.

Conduct During the Home Visit

- Home visits should occur during regular work hours and in daylight whenever possible.
- Proper school identification must be worn at all times.
- Park in a manner that allows for immediate departure if necessary.
- Lock all personal belongings in the trunk and lock the vehicle.
- Confirm permission to enter the home prior to entering, even if the visit is scheduled.
- Do not enter if the adult with whom the appointment is scheduled is not present.
- Remain in general living areas (e.g., living room or kitchen).
- Do not remove shoes. If cultural considerations require removal of footwear, discuss alternative arrangements.
- Do not accept food or drink. Avoid restroom use unless unavoidable.
- Sit in a hard-backed chair when possible and position yourself in a location that does not block access to an exit.
- Wear professional yet comfortable clothing that allows free movement.

Staff must immediately remove themselves from the situation if they feel unsafe. Without escalating the situation, staff may:

- Indicate they have another appointment; or
- State they are feeling ill and must reschedule.

Staff should leave immediately if any of the following concerns arise:

- Individuals under the influence of drugs or alcohol;
- Presence of drugs or drug paraphernalia;
- Fighting or escalating conflict in the home;
- Visible weapons;
- Aggressive or unrestrained animals;
- Abusive language or threats;
- Any behavior that compromises safety.

If asked to leave, staff must do so immediately without argument. The visit shall be documented to that point, including the request to terminate the meeting.

Post-Visit Procedures

Following the home visit:

- Staff must notify the building administrator and office secretary upon return.
- Staff must follow up the same day with the appropriate administrator (Safe School Climate and Equity Director, Director of Special Education, Principal, or designee).
- Staff shall document the visit objectively using the district Home Visit Form or, for Birth to Three transitions, the IEP direct contact log.
- Staff shall document any agreements made, follow-up actions required, or supports to be implemented.
- Any concerns regarding health or safety of individuals in the home must be reported immediately to a direct supervisor.
- Any injury sustained during a home visit must be reported immediately to a supervisor and district medical staff.
- Confidentiality must be maintained at all times. Staff shall not discuss the home, family circumstances, or visit with individuals who do not have a legitimate educational interest.
- A follow-up letter shall be sent to the parent/guardian thanking them for participating and outlining any agreed-upon next steps.

Legal Reference:

Connecticut General Statutes

10-184 Duties of parents.

10-186 Duties of local and regional boards of education re: school attendance. Hearings. Appeals to state board. Establishment of hearing board. Readmission. Transfers.

10-220 Duties of boards of education.

10-221 Boards of education to prescribe rules, policies and procedures.

10-222m School security and safety plans.

10-222n School security and safety committees.

17a-101 Protection of children from abuse. Mandated reporters.

17a-101a Report of abuse or neglect.

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection.
School personnel not liable for errors in making grants.

Federal Statutes

20 U.S.C. § 1232g Family Educational Rights and Privacy Act (FERPA).

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

ADOPTED:

REVISED:

EAST WINDSOR PUBLIC SCHOOLS

2025 - 2026 SCHOOL YEAR

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug. 20: Convocation & staff dev.
Aug. 21-22: Full day staff dev.

Aug. 26: 1st Day of School
Gr. K - 12*

FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Feb. 6: No school for **PreK**

Feb. 13-17: February Break
No school

Feb. 25: Prof. dev., shortened day

SEPTEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Sept. 1: Labor Day, no school

Sept. 2: 1st Day of School **PreK***

Sept. 17: Prof. Dev., shortened day

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March: 4-6: BBES, EWMS, EWHS
Parent conferences
Shortened days

March 6: No school for **PreK**

March 25: Prof. dev., shortened day

OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct. 3: No school for **PreK**

Oct. 13: Columbus Day, no school

Oct. 15-17: BBES, EWMS, EWHS
Parent conferences
Shortened day

Oct. 29: Prof. dev, shortened day

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 3: Good Friday, no school

April 10: No school for **PreK**

April 13-17: April Break
No school

NOVEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Nov. 4: Prof. dev., no school

Nov. 7: No school for **PreK**

Nov. 26-28: Thanksgiving Break
No school

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 1: No school for **PreK**

May 20: Prof. dev., shortened day
May 25: Memorial Day
No school

DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dec. 5: No school for **PreK**

Dec. 10: Prof. dev., shortened day

Dec. 22 - Jan. 2: Winter Break
No school

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 5-10: Shortened days

EWHS only
June 11: *Last day of school,
Shortened day
EWHS Graduation

JANUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Jan. 5: Schools reopen

Jan. 19: Martin Luther King, Jr. Day
No School

Jan. 20-23: Shortened days
EWHS only

Jan. 28: Prof. Dev. - No school

FIRST DAYS OF SCHOOL
Aug. 26: 1st Day Grades K-12
Sep. 2: 1st Day PreK

SHORTENED DAY DISMISSAL TIMES
EWHS: 11:55 AM
EWMS: 12:45 PM
BBES: 1:30 PM



STATE OF CONNECTICUT



March 18, 2026

Superintendent of Schools

Address

Address

RE: EAST WINDSOR FAMILY RESOURCE CENTER

14 RYE ST

BROAD BROOK, CT 06016-9552

A review of the Office of Early Childhood’s (OEC) records indicate that the above referenced program(s) does not hold a child care license. Connecticut General Statutes, Section 19a-77(b)(1)(A) provides that a program administered by a public school system is not required to be licensed to operate. “Administered by” has been interpreted by the OEC to mean that the public school system retains ultimate responsibility for the management and oversight of the program and for the program staff and the children served.

Please verify below with an “X” and your signature whether your public school system administers the above named child care program(s).

Yes, the Board of Education administers the above named program and therefore retains ultimate responsibility for the management and oversight of such program, for the staff employed at the program and the children attending the program. This arrangement is effective from (start date): _____ to (end date): _____.

No, the Board of Education does not administer the above named program.

If yes, please verify below with an “X” that...

Yes, pursuant to Public Act 16-100, the Board of Education shall inform the parents and legal guardians of the children participating in the above named program that such program is not licensed by the OEC to provide child care services.

_____, Superintendent of schools _____

Signature

Printed Name

for the _____ Board of Education at (_____) _____

City or Town

Phone Number

This completed form may be faxed to the Licensing Division of the OEC at (860) 326-0552. Thank you for your assistance in clarifying the status of this program.

Sincerely,

Karen Kellerman

Karen Kellerman, Child Care Licensing Specialist

Phone: (860) 500-4450 · Fax: (860) 326-0552
450 Columbus Boulevard, Suite 302
Hartford, Connecticut 06103
www.ct.gov/oec
Affirmative Action/Equal Opportunity Employer

Budget Update

1 message

Patrick Tudryn <ptudryn@ewct.org>

Mon, Mar 9, 2026 at 12:57 PM

To: ATM Staff <atm-staff@ewct.org>, Carla Pusztai <CPusztai@ewct.org>

Good afternoon,

In a conservative effort to support our budgetary needs for the FY27 budget, we will be implementing a temporary budget freeze this year on supply and equipment lines for nonessential items.

While our proposed budget is a reasonable request and remains below the increases being requested by many districts, the town is currently reporting a significant loss of revenue related to the grand list. As a result, there is concern that even a flat budget would represent roughly a 10% increase for taxpayers.

At this time, this measure is simply intended to help us take a more cautious approach as we continue planning for our needs moving forward. There is no cause for alarm at this time, and we will continue to prioritize essential items and services as needed.

Please feel free to reach out if you have any questions.

Thank you,

Patrick

Patrick Tudryn, Ed.D

Superintendent of Schools

East Windsor Public Schools

860-623-3347 ext. 7404

ptudryn@ewct.org

From: Edwards, Shondel <Shondel.Edwards@ct.gov>
 Date: Fri, Feb 13, 2026 at 10:35 AM
 Subject: 2025 Cohort Graduation Results for Review
 To: ptudryn@ewct.org <ptudryn@ewct.org>



STATE OF CONNECTICUT
 DEPARTMENT OF EDUCATION

Ajit Gopalakrishnan

TO: Superintendents Operating High Schools

FROM: Ajit Gopalakrishnan, Chief Performance Officer
 DATE: February 13, 2026
 SUBJECT: 2025 Cohort Graduation Results for Review

The Connecticut State Department of Education (CSDE) must report cohort graduation rates to the U.S. Department of Education. The cohort graduation rate is also a component of Connecticut's Next Generation Accountability System.

The cohort is defined as a group of high school students who entered high school for the first time in Grade 9. The cohort is expected to graduate with a regular high school diploma within four years. Most students graduate within four years, while some take over four years. During that journey, new students outside the LEA's or school's original cohort are added to the cohort. Conversely, students who leave the LEA's or the school's cohort for specific allowable reasons are removed from the cohort. The result of the cohort graduation method is the four-year adjusted cohort graduation rate (ACGR).

The ACGR is based on student-level data from the state's Public School Information System (PSIS) submitted by school districts and certified by Superintendents. High school principals have already reviewed the four-year ACGR for the 2025 cohort. The CSDE is now allowing superintendents to resolve any discrepancies with the four-year ACGR data for the 2024 cohort. Please ensure that all discrepancies are resolved by **March 20, 2026**.

The CSDE expects all June graduates and transfers in a school year to be reported by the PSIS Summer Roll-Up deadline of August 1 and any summer graduates to be reported by September 3. The Summer Roll-Up is the window for school districts to update their enrollment records in PSIS for the upcoming school year. As part of the many steps in updating the enrollment records (e.g., promoting students to the next grade), a school district must also exit its current graduates or transfers. By exiting its graduates and updating its district enrollment for the new school year, the district prepares its PSIS enrollment data for the upcoming PSIS October collection. Therefore, graduates reported after this September 3 deadline are included in the extended year graduation rates (i.e., five-year or six-year cohort graduation rates).

Please find the attached 2025 four-year graduation rate report for your district. **Please share this information with the staff responsible for managing student data, including those related to students identified as English learners or students with disabilities.**

To receive a list of students included in your district regarding the calculation, don't hesitate to contact Francis Apaloo at 860-713-6874 or via e-mail at francis.apaloo@ct.gov.

Thank you.

2025 District 4-Year Adjusted Cohort Graduation Rate (ACGR)
 District Name: **East Windsor School District**

Category	Number of Students	Number of Students Who Graduated in Four Years	Percentage of Students who Graduated in Four Years
----------	--------------------	--	--

	in the Cohort		
All Students	60	54	90.0
Gender			
Female	28	27	96.4
Male	32	27	84.4
Race/Ethnicity			
Hispanic	17	15	88.2
Black	5	5	100.0
White	35	32	91.4
Asian	3	2	66.7
Two or more race	0	0	0.0
Program Participation			
English Learner	5	4	80.0
Special Education	14	10	71.4
Free/Reduced Lunch	35	31	88.6
High Need	40	34	85.0

Source: Public School Information System

Note:

- A cell containing a zero may not necessarily represent an actual zero value but indicates that the data is not applicable.
- English learner, special education, and free/reduced lunch subgroups include all students reported in those groups at least once in high school. Students can be counted in more than one group.
- The High Need subgroup includes students categorized as any of the following during the cohort period: participating in the Free/Reduced Lunch, identified as English learner, identified as Special Education. There is also a scenario where a student could be part of all subgroups.
- Special education students enrolled in transition-only services who have met graduation requirements are included in the denominator, not the numerator. These students count against the district graduation rate.

From: **Laura Foxx** <lfoxx@ewct.org>
Date: Thu, Mar 12, 2026 at 10:22 PM
Subject: Re: Books for K-3 students
To: Betsy LeBorious <leboriousb@gmail.com>
Cc: Darryl Rouillard <drouillard@ewct.org>, Patrick Tudryn <ptudryn@ewct.org>

Dear Betsy,

On behalf of the BBS students and staff, I would like to extend my deepest gratitude for your incredibly generous donation of children's books.

It is always a joy to see new stories enter our halls, and your contribution has already made a significant impact. We carefully distributed the books to ensure they reach as many young readers as possible:

- **Classroom Libraries:** Several volumes have been gifted to our teachers, providing fresh material for daily reading and classroom engagement.
- **The School Library:** Our library collection has been enriched with several of your donated titles, where they will be enjoyed for years to come.
- **The Giraffe Bookcase:** Many books were placed in our "giraffe bookcase," where students can freely borrow books.

Your continued support of our school is appreciated. Thank you once again for your kindness and for always keeping our students' best interests at heart.

Sincerely,

Laura

From: **Cecere, Robin** <Robin.Cecere@ct.gov>
Date: Mon, Mar 23, 2026 at 2:17 PM
Subject: Communication to Hartford Public Schools Concerning Recruitment of Choice Students
To: Cecere, Robin <Robin.Cecere@ct.gov>

Good Afternoon,

Attached please find a communication from the Commissioner of Education to Hartford Public Schools (HPS) Superintendent concerning a recent action by the Hartford Board of Education to engage an outside entity, Caissa K-12, to support Hartford student enrollment in HPS-operated magnet and neighborhood schools. As indicated in the Commissioner's communication, the Connecticut State Department of Education (CSDE) supports HPS's engagement with Caissa K-12 to reengage chronically absent or otherwise disconnected students to HPS schools and/or support HPS's efforts to market to students who are not currently enrolled in a choice program. The Caissa K-12 engagement, however, raises concern to the extent it involves direct outreach to students who are already in choice programs (for example, magnets, Open Choice, and CTECS schools) with the purpose of recruiting such students to leave their current choice school. This position is communicated in the attached correspondence in reference to our shared obligations under the Comprehensive School Choice Plan.

It is our understanding that certain operators and other stakeholders have communicated with families and the media about HPS's engagement with Caissa K-12. We are sharing the attached correspondence for your information regarding the CSDE's position on this engagement.

Thank you for your continued support and partnership! Please feel free to contact me with any questions.
Robin



Robin Cecere
School Choice Division Director
CONNECTICUT Education
Phone: 860-713-6518
robin.cecere@ct.gov
RSCO Website: ChooseYourSchool.org





STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION



March 23, 2026

VIA ELECTRONIC MAIL

Dr. Andraé Townsel
Superintendent of Schools
Hartford Public Schools
330 Wethersfield Avenue
Hartford, Connecticut 06114
andrae.townsel@hartfordschools.org

Dear Superintendent Townsel:

I am writing on behalf of the Connecticut State Department of Education ["CSDE"] regarding the proposed contract with Caissa K12 that the Hartford Board of Education ["Board"] authorized at its meeting of February 17, 2026. The CSDE has serious concerns regarding the Board's retention of Caissa K12, as we believe that certain aspects of this engagement are at odds with the Board's obligations under the Comprehensive School Choice Plan ["CCP"], which is the operative agreement by which the parties – *including* the City of Hartford – resolved the long-running Sheff v. O'Neill litigation. As you may be aware, the Connecticut Superior Court entered a permanent injunction which incorporates the CCP, thereby retaining jurisdiction for a period of ten years in order to ensure that the parties continue to comply with and implement the CCP. More specifically, this injunction empowers the Sheff plaintiffs to reopen the litigation should they claim a material violation of the CCP.

As the Board did not provide the CSDE with prior notice of the Board's proposed contract with Caissa K12, the CSDE only became aware of it through media reports and, consequently, by reviewing the Board's discussion at its February 17 meeting as well as the Board's "Proposed Contract Summary" ["Contract Summary"]. Based on the materials presented to the Board, it is the CSDE's understanding that the proposed contract would authorize the contractor to implement a multi-pronged strategy to recruit Hartford-resident students back to the Hartford Public School District ["District"]. The subsequent discussion at the February 17 Board meeting appeared to at least suggest that the primary intent of the proposed contract was not to address chronic absenteeism or truancy but rather to increase enrollment and thereby realize additional per-pupil revenue and decrease tuition payments by recruiting non-Hartford-resident students to District magnet schools and by recruiting Hartford-resident students from choice programs -- including interdistrict magnet schools *not* operated by the District, the Open Choice program, technical high schools, and charter schools. This is underscored by the Board's Contract Summary, which expressly provides that payments would be funded through "increased per pupil revenue and *decreased tuition payments*," the latter of which could only refer to Hartford students who are currently participating in choice programs (emphasis added).

Under the proposed agreement, Caissa K12 and its agents would communicate directly with students and families in these groups, promoting the District and its offerings, conducting sustained follow-up with prospective returnees, and providing "on-the-ground support" in coordination with

District staff to encourage students and families to reenroll in District schools. The engagement is described as performance-based, with the District paying \$935 for each “new student recruited or no-show student who attends by the October 1 count date” up to an overall maximum of \$500,000. In turn, the Board’s Contract Summary identifies anticipated revenue sources for the District resulting from Caissa K12’s efforts, including the following:

- Approximately \$14,000 per student through the magnet operating grant for non-Hartford residents enrolling in District magnet schools;
- \$4,000 in general education tuition savings for Hartford students returning from CREC magnet schools (with no requirement to pay special education tuition);
- \$11,525 plus weighted funding for Hartford students returning from charter schools; and
- Fifty percent of the base ECS amount of \$11,525 (plus applicable weights) for Hartford students returning from Open Choice placements (also with no required special education tuition).

The CSDE considers these recruitment efforts to not only be antithetical to the State’s obligations under the CCP – to which, as noted, the City of Hartford is a signatory and thus subject to the court’s enforcement -- but to also undermine it. As you know, the State is required to ensure that Hartford-resident students have meaningful access to interdistrict choice options, including Sheff magnet schools and public-school opportunities available through the Open Choice program. This obligation is the direct outcome of the Connecticut Supreme Court’s 1996 decision that the Connecticut Constitution required the State of Connecticut to redress educational inequities resulting from racial isolation within the Hartford Public Schools. Consequently, efforts to recruit students away from these programs – which are integral to the State’s ability to meet the State’s constitutional obligations under Sheff – are inconsistent with, and run counter to, that responsibility

To be clear, the CSDE fully supports the District’s efforts to reengage students who are chronically absent or otherwise disconnected from school. Furthermore, it supports efforts to recruit to the District’s own magnet schools students who reside in surrounding towns and are not currently enrolled in a choice program. Such efforts would be extremely commendable and would align with shared District and State priorities. For the reasons discussed, then, the CSDE’s concerns pertain specifically to instances in which recruitment may target students currently participating in Sheff-related interdistrict programs.

In addition to the potential legal ramifications, however, the CSDE is concerned that the proposed strategy appears driven primarily by fiscal considerations. While the CSDE recognizes the significant financial pressures the District is facing, decisions about student recruitment should prioritize educational need and family choice. Families who select a Sheff magnet school, an Open Choice placement, or another interdistrict option do so because they believe it best meets their child’s individual needs. This is the consideration that should dictate the school their children attend. Given, however, that under this proposed arrangement, Caissa K12 would receive compensation for each child recruited, it is not unreasonable for the CSDE to be concerned that Caissa K12 might subordinate that consideration to its own financial incentives. At the very least, without specific information on the messaging strategy, the CSDE

has no way of knowing the nature or tenor of Caissa K12's "recruitment" efforts. In short, it is not appropriate to seek the termination of a student's current educational program based not on the best educational interests of the child, but rather on budget-driven objectives.

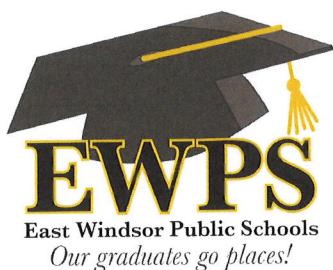
Fidelity to the CCP is not elective; rather, it is court-ordered. It is the culmination of the State's ongoing efforts to effectuate the constitutional imperative delineated by the Connecticut Supreme Court. As such, the CSDE's school-choice program is unquestionably an important educational interest of the State, over which the State Board of Education has "general supervision and control" pursuant to Section 10-4(a) of the Connecticut General Statutes and compliance with which the State Board of Education has the authority to enforce under Section 10-4b. Therefore, should the Board proceed with its engagement with Caissa K12, the CSDE expects that it will refrain from recruiting students who are currently enrolled in Sheff-related programs, including but not limited to magnet schools operated by other entities and Open Choice placements.

The CSDE appreciates the Board's partnership in the ongoing implementation of the CCP, and we remain committed to working collaboratively in support of Hartford's students and families. Thank you and please let me know if you or the Board has any questions or would otherwise like to discuss this matter.

Sincerely,


Michael P. McKeon
Director of Legal and Governmental Affairs

cc: Jonathan E. Harding, Corporation Counsel, City of Hartford (via electronic mail)



ADMINISTRATION

70 South Main Street
East Windsor, CT 06088
860.623.3346

Patrick Tudryn, Ed. D
Superintendent

Darryl Rouillard
*Asst. Superintendent of
Curriculum and Personnel*

Deirdre Osypuk, PhD
Director of Special Education

April 1, 2026

Steven Burndrett
Minnechaug Regional High School
621 Main Street
Wilbraham, MA 01095

RE: Donation to East Windsor Schools

Dear Mr. Burndrett,

On behalf of the East Windsor Board of Education, please accept this letter as our official acceptance of your generous donation of a Club Car golf cart with an approximate value \$3000 to the East Windsor Public Schools. We are extremely grateful for your support of our students.

Thank you once again for this valuable contribution to our schools.

Sincerely,

A handwritten signature in black ink that reads 'Patrick Tudryn'. The signature is written in a cursive, flowing style.

Patrick Tudryn, Ed.D

jlb

cc: D. Edwards, East Windsor High School
East Windsor Public Schools Business Office

From: **Belcher-Felton, Michelle** <Michelle.Belcher-Felton@ct.gov>
Date: Thu, Mar 19, 2026 at 12:11 PM
Subject: East Windsor - Educator and Leader Evaluation and Support Plan 2025-2026 Checklist Submission
To: ptudryn@ewct.org <ptudryn@ewct.org>, drouillard@ewct.org <drouillard@ewct.org>

Sent on behalf of Dr. Shuana K. Tucker, Chief Talent Officer, CSDE.

Dear Superintendent Tudryn:

Attached, please find correspondence from the Connecticut State Department of Education, Bureau of Educator Effectiveness and Professional Learning.

If you have any questions after reading the attached correspondence, please don't hesitate to contact your regional point-of-contact noted in the table below.

RESC Region	Consultant	E-mail	Phone
CES, EdAdvance, LEARN and APSEPs	Sharon Fuller	Sharon.Fuller@ct.gov	860-713-6814
ACES, CREC, EASTCONN	Jessica G. Ocasio, Ed.D.	Jessica.G.Ocasio@ct.gov	860-713-6717



Shuana K. Tucker, Ph.D.
Chief Talent Officer
CT State Department of Education
Phone: 860-713-6848
shuana.tucker@ct.gov

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STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Dr. Patrick Tudryn, Superintendent
East Windsor Public Schools

FROM: Dr. Shuana K. Tucker
Chief Talent Officer

DATE: March 19, 2026

SUBJECT: Confirmation of 2025-26 Evaluation and Support Plan (ESP) Checklist Submission

This serves to confirm submission of East Windsor Public Schools’ 2025-26 Leader and Educator Evaluation and Support Plan (ESP) Checklist indicating the continued use of the most recent CT State Department of Education (CSDE) approved ESP for the 2025-26 school year. Please confirm with your local Board of Education that the CSDE has approved your submission.

Thank you for your diligent efforts in working toward the shared goal of continuous support and development of school and district leaders and educators to improve outcomes for all students.

You may submit any questions via email to the CSDE consultant for your region listed below.

RESC Region	Consultant	E-mail	Phone
CES, EdAdvance, LEARN and APSEPs	Sharon Fuller	Sharon.Fuller@ct.gov	860-713-6814
ACES, CREC, EASTCONN	Jessica G. Ocasio, Ed.D.	Jessica.G.Ocasio@ct.gov	860-713-6717

SKT:jgo

cc: Sharon M. S. Fuller, Talent Office Consultant
Dr. Jessica G. Ocasio, Talent Office Consultant



ADMINISTRATION

70 South Main Street
East Windsor, CT 06088
860.623.3346

Patrick Tudryn, Ed. D
Superintendent

Darryl Rouillard
*Asst. Superintendent of
Curriculum and Personnel*

Deirdre Osypuk, PhD
Director of Special Education

TO: East Windsor Board of Education
FROM: Patrick Tudryn, Ed.D
DATE: April 2, 2026
SUBJECT: Feature Highlight: Educators Rising Program

I am pleased to share that East Windsor Middle School's Educators Rising club was recently featured in the Connecticut Chapter Educators Rising February newsletter.

Educators Rising is a national "Grow Your Own" initiative and Career and Technical Student Organization (CTSO) currently active at both our middle and high schools. The program is specifically designed to cultivate the next generation of highly skilled educators. While traditionally focused on high school students, we are part of a growing trend of districts expanding the program into middle schools to capture interest from students in this age group.

The program develops interest in teaching careers through several key pillars:

- **Career Exploration:** Introducing students to the field of education.
- **Skill Development:** Students engage in projects that build foundational professional skills, including:
 - **Public Speaking:** Participating in local and state speech or debate competitions.
 - **Peer Tutoring:** Gaining tangible leadership opportunities within their own school.
 - **Critical Thinking:** Engaging in "reflective practice" to understand the science of how people learn.
- **Building Community:** Connecting students with like-minded peers and mentors to foster professional purpose and a sense of belonging.

A copy of the newsletter is attached for your review.

Teacher Leader Newsletter

FEBRUARY 2026 EDITION

Kim Celotto
kcelotto@pdkintl.org
Jason Foster
jfoster@educatorsrising.org

Mark YOUR Calendar




Calendar of Events

Don't miss upcoming events designed to inspire you, build meaningful connections, and celebrate future educators! Click [here](#) for the calendar. Dates are subject to change.

updates

- See updates on our CT EdRising website [here](#)
- 2026 EdRising Scholarships are now OPEN. Click [here](#) for the application



Monthly PLCs

11:15am-12:15pm or
3:00-4:00pm

9/9		2/3
11/5		3/3
12/2		4/7
1/6		5/5

Zoom Link:

<https://us02web.zoom.us/j/3707174185?pwd=dnVYc1F3bi9WeDJ6bLNXTDR2RUhBUT09>

Competition Corner



- Prescoring ends Friday, February 6.
- Schedules have been shared with teacher leaders of competing students.
- The top 10 students from each competition will compete at the state conference at SCSU.
- 1st, 2nd and 3rd place winners will be announced at the conference.
- All students who move to States can compete at Nationals
- Students MUST compete at States to make It to Nationals

[click here to view competition guidelines.](#)



Teacher Leader Newsletter

FEBRUARY 2026
EDITION

Classroom Resources for Teacher Leaders

- ➔ Educators Rising Week Resources
- ➔ EdRising Program of Work Calendar
- ➔ Tips for Teacher Leaders
- ➔ Recruitment/Promotion

Chapter Highlights

New teacher leader Jay Brunt has his 16 EdRising students actively engaged in clinical experiences while launching Children's Literature Books focused on the transition from elementary to middle school, with plans to read them to upcoming students before year-end. Students also co-designed and taught a school-wide SEL lesson to various classes centered on this transition, earning excellent feedback, with 1-2 more lessons planned.

Upcoming activities include Read Across America at elementary schools, completing and distributing the book projects, and continuing SEL initiatives.




Idea to Steal: Have students create books or lessons that address key transitions—like moving from elementary to middle school—and share them with younger students to make the experience more meaningful.

Tips From Teacher Leaders

“Demonstrate compassion for all student differences; student mentees learn by example.”

- Tricia-East Haven High School



Did you Know?  Educators Rising extends beyond high school. Through its collegiate division, in partnership with Aspiring Educators, future educators in college gain access to valuable resources such as a digital subscription to Kappan magazine, national-level competitions, and more. For more information, contact Elizabeth Sked, CEA Education Issues Specialist, at elizabeths@cea.org.



Teacher Leader Newsletter

FEBRUARY 2026
EDITION



Membership

Reminder to **register** your students! Registration is required to participate in competitions, our state conference, and other student-led events. Let's get students involved and excited about these opportunities. Visit our website to join:

<https://members.pdkintl.org/>



National Conference 2026



The **2026 Educators Rising National Conference** will be held **June 20–23** in Portland, Oregon. With the theme **Teach with Purpose, Lead with Passion** the event features breakout sessions, nationwide networking, student competitions, and keynotes from national education leaders.

For detailed Information click [here](#).



Students Can Now Join the Educators Rising Rapid

Responders!

Students have an easy way to have their voices heard on issues in education. Students can sign up using a four-question form, and we'll text them when a survey is ready - up to eight (8) surveys a year. Each survey takes just a few minutes, but student responses can make an impact on educational policy. If students fill out four surveys over the course of the school year, they will receive a gift card for the Educators Rising store.

[Apply to join the Educator Rising Rapid Responder team.](#)



INPUT NEEDED! Calling all future educators!

Student Ambassadors Wanted!

Teachers — please confirm your district ambassadors with the Ed Rising CT Executive Board members who have sent you email to represent and share their voice for the CT Educators Rising Conference!

LEADER