EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
Meeting of Wednesday, November 11, 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. COMMENDATIONS
Q1 Crystal Apple Recipients

VI. MINUTES
October 28, 2026 - Regular meeting minutes

VII. STUDENT REPRESENTATIVE REPORT

VIII. UPCOMING MEETINGS AND EVENTS
November 9, 2026 - EWHS Girls Volleyball at Ellis Tech at 5:15 PM
November 11, 2026 - Outstanding Student Ceremony at BBES at 6:30 PM
November 11, 2026 - BOE Regular Meeting at 7 PM
November 17, 2026 - Ad Hoc Committee on School Renovations Planning Community Forum at the East Windsor Community Center at 7 PM
November 18, 2026 - East Windsor Board of Finance Meeting at 7 PM
November 20 & 21 - CABE/CAPSS Convention
November 25-27 - Thanksgiving Break, no school for students
December 1, 2026 - EWHS Broad Brook Opera House Showcase Night at 5 PM

IX. SUPERINTENDENTS REPORT
Review Veteran's Day Activities

X. EAST WINDSOR HIGH SCHOOL REPORT

XI. NEW BUSINESS: DISCUSSION
First Reading:

Policy 4200: FMLA
Policy 4355: Use of Artificial Intelligence (Personnel)
Policy 5425: Use of Artificial Intelligence (Students)
Policy 5700: District Owned Musical Instrument Loan and Use

XII. NEW BUSINESS: VOTE

1) 2027 Board of Education Regular Meeting dates
2) Board of Education Goals
3) Appointment of BOE member to Ad Hoc Committee on School Renovation Planning
4) Job Descriptions
   Administrative Assistant to the Assistant Superintendent of Curriculum and Personnel
   Nurse Leader Back Up
   LEAP Program Home Visitor
   LEAP Program Building Coordinator
   LEAP Program District Coordinator

XIII. LIAISON'S AND SUBCOMMITTEE REPORTS

XIV. 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.

XV. MISCELLANEOUS

XVI. CORRESPONDENCE

Enrollment Report

XVII. EXECUTIVE SESSION

To discuss the appointment, employment, performance, evaluation, dismissal or the health of a public officer or employee, provided such individual may require that the discussion be held at an open meeting – Superintendent's Evaluation

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XVIII. ADJOURNMENT

EAST WINDSOR BOARD OF EDUCATION
EAST WINDSOR, CONNECTICUT
REGULAR MEETING MINUTES
Wednesday, October 28, 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 7:00 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, K. Betancourt (joined via Google Meet during the vote to accept the October 14, 2026 minutes), C. Starvish, E. LeBorious, G. Resto, Dr. P. Tudryn

Also in attendance: D. Rouillard, R. Galloway, L. Foxx, M. Ryan, and Student Representative N. Brown

IV. ADDED AGENDA ITEMS

On a motion by G. Resto, second by E. LeBorious to the discussion of a seven member board to Old Business: Discussion. PASSED with a unanimous vote by all members present.

V. MINUTES

October 14, 2026 - Regular meeting minutes: On a motion by C. Sevarino, second by N. Farmer, to approve the October 14, 2026 regular meeting minutes. PASSED with a unanimous vote by all members present.

VI. STUDENT REPRESENTATIVE REPORT

Student Representative N. Brown introduced herself to the Board and presented the student representative report. A copy of the report was provided to the Board.

VII. UPCOMING MEETINGS AND EVENTS

October 28, 2026 - Board Policy Review Meeting at 6 PM
October 28, 2026 - BOE Regular Meeting at 7 PM
November 2, 2026 - EWHS Booster club Meeting at EWHS Library at 6:30 PM
November 4, 2026 - Ad Hoc Committee on School Renovation Planning at EWHS at 7 PM
November 11, 2026 - Finance Subcommittee Meeting at 5:30 PM
November 11, 2026 - Outstanding Student Ceremony at 6:30 PM
November 11, 2026 - BOE Regular Meeting at 7 PM
November 18, 2026 - BBES Mileage Club Family Night at 5 PM
November 18, 2026 - NCCC Band/Choir Festival Concert at Stafford High School at 7 PM
November 18, 2026 - East Windsor Board of Finance Meeting at 7 PM
November 20 & 21, 2026 - CABE/CAPSS Conference
November 25-27, 2026 - No school for all students

DRAFT

VIII. BROAD BROOK ELEMENTARY SCHOOL REPORT

L. Foxx and M. Ryan presented the Broad Brook Elementary School report which focused on a grant that was recently received to support Family Literacy Night.

IX. FINANCIAL REPORT

R. Galloway presented the FY27 Budget Update. He updated the Board regarding the most recent natural gas cost update.

On a motion by C. Sevarino, second by N. Farmer, to approve the FY26 End of Year Transfer of $254,987.22 to the 2% fund balance. PASSED with a unanimous vote by all members present.

X. PERSONNEL REPORT

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

XI. SUPERINTENDENTS REPORT

Dr. P. Tudryn informed the Board that the EWPS team won first place at the recent Haunted Highway event. Additionally, Dr. P. Tudryn and Facilities Director K. MacDonald presented the district's Capitol Improvement requests to the Capital Improvement Planning Committee on October 20th. Lastly, he informed the Board about a broken sprinkler head in the high school gymnasium that caused significant flooding. Thanks to the quick response from facilities staff, the repair costs are minimal.

XII. OLD BUSINESS: DISCUSSION

The Board reviewed the draft Board of Education Goals document. Discussion ensued regarding the timing of revising the district's strategic plan. Based on Board feedback, the administrative team will recommend revisions for the short term. Dr. P. Tudryn will also consult with the Donovan Group for recommendations with the school renovations project in mind. The Board reviewed three draft goals, discussing revisions to emphasize preliminary strategic planning and research for Goal 1, broaden advocacy beyond facilities modernization for Goal 2, and enhance student participation opportunities for Goal 3. The revised goals will be brought to the November meeting for consideration.

N. Farmer provided an update on the need for at-large members on the Ad Hoc Committee on School Renovation Planning. Discussion ensued regarding potential at-large members. N. Farmer advised that A. O'Toole will be in attendance at the November Ad Hoc meeting to present financial information. Dr. P. Tudryn advised that E. Arum provided preliminary information that will be shared at the November meeting.

Discussion ensued regarding reducing the Board of Education from nine members to seven. Board consensus was to remain at nine members.

XIII. NEW BUSINESS: VOTE

Discussion ensued regarding the appointment of a Board of Education member to the Ad Hoc Committee on School Renovation Projects. The item will be added to the November Board of Education agenda.

DRAFT

XIV. LIAISON'S AND SUBCOMMITTEE REPORTS

N. Farmer informed the Board that the PTO had another successful pie fundraiser. Pie pickup is November 12th. The Athletic Council Subcommittee met and discussed fall sports participation. The Finance Subcommittee discussed the allocation of funds through capital improvement. The Curriculum Council met and discussed physical education report cards and how students are assessed. Data from math, reading, and science assessments was also reviewed. D. Rouillard will be inviting the council to a district-wide MTSS meeting.

D. Menard attended the town's capital improvement meeting. She informed the Board that the requested funds for roof repairs and laptops do not meet the requirements for capital improvement funds. The committee is reviewing the policy.

F. Neill advised that the Booster Club will be hosting purse bingo on November 15th at noon.

XV. PUBLIC PARTICIPATION

NONE

XVI. MISCELLANEOUS

N. Farmer attended the 12th Grade Movie Night fundraiser. N. Brown planned and coordinated the event. She advised it was posted on the class Instagram, morning announcements, and through A. Anderson's Five Quick Things.

XVII. CORRESPONDENCE

1) Enrollment report
2) i-Ready data
3) LEAP Grant
4) Amplify email re: EWHS workout equipment
5) BBES flower donation letter
6) Facilities letter re: BBES flag maintenance
7) Email re: EW Witness Stone Project

XVIII. ADJOURNMENT

On a motion by N. Farmer, second by C. Sevarino, the Board adjourned the meeting at 8:55 PM. PASSED with a unanimous vote by all members present.

Respectfully submitted,
Jessica Bergeron
Board Recording Secretary

DRAFT

The Student Representative Report
November 11, 2026 BOE Meeting

Broad Brook Elementary School Report

Broad Brook School held its first Math Wizards induction ceremony of the school year. Fourteen students in grades 2-4 received their orange Math Wizard hats in recognition of their hard work and success on Reflex math. Many more students received certificates acknowledging their progress on Reflex Math. These students showed that setting goals and staying with them leads to real growth.

On Monday, November 2, Broad Brook School hosted a Family Literacy Night. Twelve families joined staff for a pizza dinner then read *The Word Collector*, a story about the power and joy of words, together. Families also took part in activities built around "juicy words," the vivid, interesting words that make speaking and writing come alive. Parents and children learned side by side and left with a book, prizes and a lot of new vocabulary to share.

Middle School Report

Our 8th graders took the PSATs on October 27th and did an outstanding job! We are incredibly proud of their hard work, dedication, and effort.

On Monday, November 2nd, we held our October Monthly Incentive. Students in grades 5 and 6 enjoyed a pep rally, while students in grades 7 and 8 participated in a variety of fun fall activities. It was a great opportunity for students to celebrate their hard work and enjoy some well-deserved fun!

On Thursday, November 5th CT Kid Governor Tessa Hallinan and several of her Cabinet members came for a Pep Rally for our 5th graders for the Kid Governor election.

High School Report

On Friday, October 23rd, East Windsor High School proudly hosted our first **Portrait of the Graduate (POG) Breakfast** of the school year, celebrating 13 outstanding students alongside their families.

Students are nominated by teachers for consistently demonstrating one or more of our core POG competencies: being a **Life-Long Learner**, a **Self-Advocate**, or a **Responsible Citizen**.

This recognition isn't strictly reserved for academic top performers, though it certainly can be. Instead, it recognizes meaningful, everyday actions that sometimes go unnoticed: taking the extra time to help a classmate work through a difficult math problem, taking initiative to help plan a school event, or simply making sure a new student feels welcome at lunch.

These 13 students truly lead by example and show us every day what it means to **never hide their Panther Pride!**

Congratulations to our October POG Recipients:

- Urijah Antonelli
- Mikaela Diaz-Martinez
- Madison Griffin
- Kelly Lemus-Herrera
- Brayden Macsata
- Malik Moore
- Brooklyn Pouncey
- Sienna Rodriguez
- Karla Roman
- Roman Schiessl
- Emily Torres
- Lillie Wiggins
- Zahira Woodson

EWPS
East Windsor Public Schools
Our graduates go places!

East Windsor High School
Board of Education
November 11, 2026

Strategic Plan

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 outreach

EWPS Strategic Plan 2021-2026
Through leadership, increase awareness and understanding of school system accomplishments and challenges.

Student Pathways & Career Opportunities

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.

Pathways

- 6 Pathways
- Job Shadows
- More Opportunities

Business Management & Industry (Marketing & Sales)

Subject	Grade 9	Grade 10	Grade 11	Grade 12
Language Arts	English 9	English 10	English 11	English 12
Mathematics	Algebra I **or** Geometry	Geometry or Algebra II	Algebra II **or** Trig/Stats	
Science	ESS	Biology	Chemistry	
Social Studies	World History	Economics/Government	US History	
Other required courses	-Freshmen Seminar -PE -World Language	-PE/Health -World Language	-PE *-Pathway Specific Course*	-PE

Pathway Specific Class

Level One	Level Two	Level Three	Level Four
-Business Concepts I -Economics	-Business Concepts II -Public Speaking	-Intro to Marketing -Sports Marketing -Math Life -Advanced Culinary & Restaurant Management	-Intro to Marketing -Sports Marketing -Math Life -Advanced Culinary & Restaurant Management

Student Pathways & Career Opportunities

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.

- **Law & Public Safety**
- **Construction**
- **Hospitality & Tourism**
- **Supply Chain & Transportation**
- **Education**
- **Management & Entrepreneurship**

Student Pathways & Career Opportunities

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.

1. **Survey**
   What pathway they are interested in
2. **Freshmen Seminar**
   School counseling pushing in to explain options
3. **Program of Studies**
   Find the courses they need
4. **Schedule**
   Select and finalize student schedule
5. **IRC**
   Earn Industry Recognized Credentials

Student Pathways & Community Involvement

GOAL 4

Involving the Community – Improving communication and outreach

EWPS Strategic Plan 2021-2026

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



EWHS Showcase

December 1 • 6:00 PM

Broadbrook Opera House

Pathways in Action

Business & Marketing Pathways:
Planning, marketing, and designing event merchandise.

Hospitality & Tourism Pathway:
Crafting an exclusive appetizer and dessert menu.

Fine Arts Program:
Preparing live performances and artwork to share with the community.

Student Pathways & Community Involvement

GOAL 4
Involving the Community – Improving communication and outreach

EWPS Strategic Plan 2021-2026
Through leadership, increase awareness and understanding of school system accomplishments and challenges.

Teen Space & Art Showcase

Community Library Partnership

- High school student artwork showcased directly in the community library
- New art installations rotated quarterly
- Increases public awareness and appreciation of student creative accomplishments





EWHS BOE Presentation

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 outreach

EWPS Strategic Plan 2021-2026
Through leadership, increase awareness and understanding of school system accomplishments and challenges.



Questions?

East Windsor High School BOE Presentation

SERIES 4200: FAMILY AND MEDICAL LEAVE

FAMILY AND MEDICAL LEAVE

PURPOSE

The purpose of this policy is to apprise employees of their rights and establish guidelines for leaves taken by employees of the East Windsor Board of Education (the "Board"), under the federal Family and Medical Leave Act of 1993 ("Federal FMLA") and/or the Connecticut Family and Medical Leave Act ("CT FMLA") and applicable Connecticut state law. This policy is not intended to, and does not, recite every provision of applicable law and regulations.

ELIGIBILITY

An employee who has been employed by the Board for at least twelve (12) months, and who has worked at least 1,250 actual work hours during the twelve (12) months immediately preceding the start of a leave, is eligible for unpaid leave under the Federal FMLA. A full-time instructional employee meets the 1,250 hours of service requirement unless the Board can demonstrate that such employee did not meet the 1,250 hours of service requirement in the 12-month period prior to the start of leave.

An employee working for the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes (*i.e.,* a "noncertified employee") is eligible for unpaid leave under the CT FMLA if such employee has been employed by the Board for at least three (3) months in the twelve (12) months immediately preceding the start of such leave.

DEFINITIONS

Genetic information: For purposes of this policy, "genetic information" includes an individual's family medical history, an individual's or family member's genetic tests, and/or the fact that an individual or an individual's family member sought or received genetic services or participated in clinical research which includes genetic services. "Genetic information" includes genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member utilizing assistive reproductive technology.

Instructional employee: For purposes of this policy, an "instructional employee" is defined as a teacher or other employee of the Board who is employed principally in an instructional capacity and whose principal function is to teach and instruct students in a class, a small group, or an individual setting, and includes athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. The term does not include teacher assistants or aides who do not have as their principal function actual teaching or instructing, nor auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers, bus drivers, or other primarily non-instructional employees.

Noncertified employee: For purposes of this policy, "noncertified employee" means an employee employed by the Board in a position that does not require a professional certification under Chapter 166 of the Connecticut General Statutes.

REASONS FOR LEAVE

(a) Federal FMLA

Leaves under the Federal FMLA may be taken for the following reasons:

- incapacity due to pregnancy, prenatal medical care, or child birth;
- to care for the employee's newborn child;
- the placement of a child with the employee by adoption or for foster care;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- to care for the employee's own serious health condition that renders the employee unable to perform the functions of the employee's position;
- to care for a covered injured or ill servicemember (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of an employee's spouse, child, or parent's military service, including one or more of the following reasons (note – more detailed information on the following categories is available from the Human Resources office:
    - short-notice deployment;
    - military events and related activities;
    - childcare and school activities;
    - financial and legal arrangements;
    - counseling;
    - rest and recuperation;
    - post-deployment activities;
    - parental care leave for military member's parent who is incapable of self-care and care is necessitated by the military member's covered active duty; and/or
    - additional activities that arise out of the active duty or call to active duty status of a covered military member, provided that the Board and the employee agree that such leave qualifies as an exigency, and agree to both the timing and the duration of such leave.

(b) CT FMLA

Leaves under the CT FMLA may be taken for the following reasons:

- upon the birth of the employee's newborn child, and to care for the newborn child;
- upon the placement of a child with the employee for adoption or foster care, and to care for the newly placed child;
- to care for the employee's family member, if such family member has a serious health condition;
- because of the employee's own serious health condition, including any period of incapacity due to pregnancy or for prenatal care, that renders the employee unable to perform the functions of the employee's position;
- in order to serve as an organ or bone marrow donor;
- to care for an injured or ill servicemember who is the employee's spouse, parent, child or next of kin (see below – Length of Leave – for further information); or
- to address a qualifying exigency arising out of the fact that the spouse, child, or parent of the employee is on active duty, or has been notified of an impending call or order to active duty, in the armed forces.

For purposes of determining whether an employee has a qualifying reason for leave under the CT FMLA, "family member" is defined as a spouse, sibling, child, grandparent, grandchild or parent, or an individual related to the employee by blood or affinity whose close association the employee shows to be the equivalent of those family relationships.

LENGTH OF LEAVE

(a) Basic FMLA Leave Entitlement

(1) Leaves under the Federal FMLA: If a leave is requested for a Federal FMLA-qualifying reason, an employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period.

(2) Leaves under CT FMLA: If a leave is requested for a CT FMLA-qualifying reason, an eligible employee may take up to a total of twelve (12) weeks unpaid family or medical leave in the 12-month entitlement period, except that the employee may take up to two (2) additional workweeks of leave during such twelve (12)-month period for a serious health condition resulting in incapacitation that occurs during pregnancy. These additional two (2) weeks are only available during pregnancy.

The 12-month entitlement period for family or medical leave is measured on the basis of a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

An employee may be entitled to leave under the Federal FMLA and/or CT FMLA. To the extent an employee is eligible for and qualifies for leave under both laws, the employee's Federal FMLA and CT FMLA leave will run concurrently.

(b) Leave to Care for an Injured or Ill Servicemember

In addition to the reasons for leave listed above, an eligible employee may take up to twenty-six (26) workweeks of Federal FMLA and/or CT FMLA leave during a 12-month period to care for a covered servicemember and/or covered veteran who is the employee's spouse, parent, child or next of kin, and who incurred a serious injury or illness in the line of duty and while on active duty in the Armed Forces or had a preexisting injury or illness prior to beginning active duty that was aggravated by service in the line of duty in the Armed Forces.

When combined with any other type of Federal FMLA or CT FMLA-qualifying leave, total leave time may not exceed twenty-six (26) weeks in a single twelve (12) month period. Standard leave procedures described below apply to all requests for and designation of leave for this purpose. *However*, in the case of leave to care for a servicemember with a serious injury or illness, the 12-month period begins on the day such leave actually commences.

TYPES OF LEAVE AND CONDITIONS

(a) Full-Time, Intermittent and Reduced Schedule Leave

Full-time leave excuses the employee from work for a continuous period of time. Full-time unpaid leave may be taken for any of the reasons permitted by the Federal FMLA and/or CT FMLA.

Intermittent leave means leave taken due to a single qualifying reason in separate periods of time rather than for one continuous period of time. Examples of intermittent leave include: leave taken one day per week over a period of a few months or leave taken on an occasional/as-needed basis for medical appointments.

Reduced schedule leave is leave that reduces the employee's usual number of work hours per day for some period of time. For example, an employee may request half-time work for a number of weeks so the employee can assist in the care of a seriously ill parent.

Intermittent or reduced schedule Federal FMLA and/or CT FMLA leave may be taken (a) when medically necessary for an employee's or covered family member's serious health condition, or for a covered servicemember's serious illness or injury, and (b) the need for leave can be best accommodated through an intermittent or reduced schedule leave. In addition, Federal FMLA and/or CT FMLA leave may be taken intermittently or on a reduced schedule basis (1) due to a qualifying exigency, or (2) to effectuate the placement of a child for adoption or foster care before the placement of the child in the home.

If foreseeable intermittent or reduced schedule leave is medically required based upon planned medical treatment of the employee or a covered family member or a covered servicemember, including during a period of recovery from an employee's or covered family member's serious health condition or a serious injury or illness of a covered servicemember,

the Board may, in its sole discretion, temporarily transfer the employee to another job with equivalent pay and benefits that better accommodates the type of leave requested.

Under the Federal FMLA, special arrangements may be required of an instructional employee who needs to take intermittent or reduced-schedule leave which will involve absence for more than twenty (20) percent of the work days in the period over which the leave will extend (for example, more than five days over a five-week period), if the leave is to care for a covered family member with a serious health condition, to care for a covered servicemember with a serious injury or illness, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment. In such situations, the Board may require the instructional employee to transfer temporarily to another job or take leave for a particular duration, not to exceed the duration of the planned medical treatment.

(b) Both Spouses Working for the Same Employer

If both spouses are eligible employees of the Board and request Federal FMLA and/or CT FMLA leave for the birth, placement of a child by adoption or for foster care, or to care for a parent (or family member, for purposes of CT FMLA leave) with a serious health condition, they only will be entitled to a maximum combined total leave equal to twelve (12) weeks in the 12-month entitlement period. If either spouse (or both) uses a portion of the total 12-week entitlement for one of the purposes in the preceding sentence, each is entitled to the difference between the amount the employee has taken individually and the 12 weeks for Federal and/or CT FMLA leave for other qualifying reasons in the 12-month entitlement period.

(c) Leave Taken by Instructional Employees Near the End of an Academic Term

If Federal FMLA leave taken by an instructional employee for any reason begins more than five (5) weeks before the end of an academic term, the Board may require that instructional employee to continue the leave until the end of the term if the leave will last at least three (3) weeks and the instructional employee would return to work during the three-week period before the end of the term.

If the instructional employee begins Federal FMLA leave during the five-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than two (2) weeks and the instructional employee would return to work during the two-week period before the end of the term.

If the instructional employee begins Federal FMLA leave during the three-week period preceding the end of an academic term for a reason other than the instructional employee's own serious health condition, the Board may require the instructional employee to continue taking leave until the end of the term if the leave will last more than five (5) working days.

REQUESTS FOR LEAVE

(a) Foreseeable Leave

An employee must notify the Human Resources Department of the need for a family or medical leave at least thirty (30) days before the leave is to begin if the need for the leave is foreseeable based on the expected birth of the employee's child, placement of a child with the employee for adoption or foster care, planned medical treatment for the employee's or a covered family member's serious health condition, or the planned medical treatment for a serious injury or illness of a covered servicemember. If 30 days-notice is not practicable, then the employee must provide notice as soon as practicable under the circumstances, usually the same day or the next business day after the employee becomes aware of the need for Federal FMLA and/or CT FMLA leave.

(b) Unforeseeable Leave

When the employee's need for leave is not foreseeable, an employee must provide notice as practicable under the circumstances.

SCHEDULING PLANNED MEDICAL TREATMENT

When planning medical treatment for foreseeable Federal FMLA and/or CT FMLA leave, an employee must consult with the Human Resources Department and make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations, subject to the approval of the health care provider. Similarly, if an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, the employee must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations. Ordinarily, the employee should consult with the Human Resources Department prior to scheduling the treatment in order to work out a treatment schedule that best suits the needs of the Board and the employee. The Board and the employee shall attempt to work out a schedule for leave that meets the employee's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider as to any modification of the treatment schedule.

REQUIRED CERTIFICATIONS/DOCUMENTATION

For leaves taken for any Federal FMLA or CT FMLA-qualifying reason, an employee must submit completed certification form(s) supporting the need for leave. The appropriate form(s) will be provided to the employee. The employee must submit a complete and sufficient certification form(s) as required within fifteen (15) calendar days of receiving the request for the completed certification. If it is not practicable for the employee to provide the completed form by the due date despite the employee's diligent, good faith efforts, the employee must inform the Human Resources Department] of the reason(s) for delay and what efforts the employee undertook to obtain the required certification. Federal FMLA- and/or CT FMLA-protected leave may be delayed or denied, in accordance with applicable law, if the employee does not provide a complete and sufficient certification as required. Depending on the reason for leave, an employee may be required to submit medical certification from the employee's health care provider, and/or other documentation (e.g., to establish a family relationship, military active duty orders, etc.). In certain circumstances and under certain conditions, employees may also be required to obtain second or third medical opinions and/or recertifications, in accordance with applicable law.

If an employee takes leave for the employee's own serious health condition (except on an intermittent or reduced-schedule basis), prior to returning to work the employee must

provide a medical fitness-for-duty certification that the employee is able to resume work and the health condition that created the need for the leave no longer renders the employee unable to perform the essential functions of the job. This certification must be submitted to the Human Resources Department. If the employee is unable to perform one or more of the essential functions of the employee's position, the Board will determine whether the employee is eligible for additional Federal FMLA and/or CT FMLA leave (if the eligible for such leave and such leave has not been exhausted) or whether an accommodation is appropriate, in accordance with the Americans with Disabilities Act.

In connection with the Board's request for medical information, employees must be aware that the Genetic Information Nondiscrimination Act of 2008 ("GINA") prohibits employers and other entities covered by Title II of GINA from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, the Board requests that employees not provide any genetic information when responding to a request for medical information.

USE OF PAID LEAVE

Paid leave, which has been accrued in accordance with applicable law, the relevant collective bargaining agreement (if any), and/or Board policy ("PTO") will be substituted for any unpaid portions of family or medical leave taken for any reason that is also a qualifying reason for using such accrued paid leave. In such instance, the employee's accrued paid leave and Federal FMLA and/or CT FMLA-qualifying leave will run concurrently. The employee must satisfy any procedural requirements applicable to the use of paid leave, but only in connection with the receipt of such payment. An employee who is approved for CT FMLA leave may retain up to two weeks of their accrued paid time off that would otherwise be required to run concurrently with CT FMLA leave.

Where a noncertified employee's accrued paid leave is not substituted for the entire period of unpaid leave for a qualifying reason under the CT FMLA and/or Connecticut law regarding leave for victims of family violence and sexual assault, the employee may apply for and be provided with compensation through the Paid Family and Medical Leave Insurance Program ("CT Paid Leave") for all or part of any unpaid leave, provided the employee qualifies for payments under the program. Noncertified employees may apply to the Connecticut Paid Medical and Family Leave Insurance Authority ("Authority') for partial income replacement benefits when they need leave for (1) any of the reasons that qualify for CT FMLA; and/or (2) if an employee is a victim of family violence or sexual assault, to seek medical care or psychological or other counseling for physical or psychological injury or disability for the victim; to obtain services from a victim services organization on behalf of the victim; to relocate due to such family violence or sexual assault; or to participate in any civil or criminal proceeding related to or resulting from such family violence or sexual assault. Eligible employees shall apply directly to the Authority, which is responsible for determining an employee's eligibility for CT Paid Leave benefits and the amount of such benefit. The Board will provide the Authority with all requested information regarding an employee's application for CT Paid Leave, in accordance with applicable law.

The Board shall require employees to use applicable PTO concurrently with their CT FMLA leave, subject to their right to retain up to two weeks of accrued PTO. If, after exhausting other applicable PTO, an employee does not wish to retain two weeks of accrued PTO while on approved CT FMLA leave, the Board shall permit the employee to receive these

accrued PTO benefits concurrently with their CT Paid Leave benefits, if any, provided the total compensation of such covered employee during such period of leave shall not exceed such covered employee's regular rate of compensation.

In addition, in cases involving absences due to a Workers' Compensation injury that also qualifies as an FMLA serious health condition, and if the employee (and the employee's collective bargaining agent, if applicable) and the Board agree to do so, the Board will apply the employee's available accrued paid leave in increments as a supplement to the Workers' Compensation weekly benefit in an appropriate amount so that the employee can maintain the employee's regular weekly income level.

MEDICAL INSURANCE AND OTHER BENEFITS

During family or medical leaves approved in accordance with the Federal FMLA, the Board will continue to pay its portion of medical insurance premiums for the period of unpaid Federal FMLA. The employee must continue to pay the employee's share of the premium, and failure to do so may result in loss of coverage. If the employee does not return to work after expiration of the leave, the employee will be required to reimburse the Board for payment of medical insurance premiums during the family or medical leave, unless the employee does not return because of a serious health condition or circumstances beyond the employee's control.

During a Federal FMLA and/or CT FMLA leave, an employee shall not accrue list benefits, such as seniority, pension benefits, or sick or vacation leave, unless otherwise required by any applicable collective bargaining agreement or Board policy. However, unused employment benefits accrued by the employee up to the day on which the leave begins will not be lost upon return to work. Leave taken under this policy does not constitute an absence under the Board's attendance policy, if any.

REINSTATEMENT

Except for circumstances unrelated to the taking of a family or medical leave pursuant to this policy, and unless an exception applies, an employee who returns to work following the expiration of a family or medical leave is entitled to return to the job such employee held prior to the leave or to an equivalent position with equivalent pay and benefits.

COMPLAINTS

The Federal FMLA and CT FMLA prohibit employers from interfering with, restraining, or denying any rights provided by the respective laws. The Federal FMLA and CT FMLA also prohibit employers from terminating or discriminating against any individual for opposing any unlawful practice or being involved in any proceeding related to the Federal FMLA or CT FMLA, respectively. The CT FMLA also prohibits employers from interfering with, restraining, or denying any rights provided by CT Paid Leave and/or terminating or discriminating against an employee for applying for CT Paid Leave benefits.

An employee alleging a violation of the Federal FMLA may file a complaint with the U.S. Department of Labor, Wage and Hour Division. Such complaint should be filed within a reasonable time of when the employee discovers that the employee's Federal FMLA rights have been violated. In no event may a complaint be filed more than two (2) years after the action

which is alleged to be a violation of the Federal FMLA occurred, or three years in the case of a willful violation. An employee may also be able to bring a private civil action for violations.

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An employee alleging a violation of the CT FMLA may file a complaint with the Connecticut Department of Labor within one hundred eighty (180) calendar days of the employer action that prompted the complaint, unless good cause exists for the late filing. Upon receipt of any such complaint, the Connecticut Department of Labor Commissioner, or the Commissioner's designee, shall conduct an investigation and make a finding regarding jurisdiction and whether a violation of the CT FMLA has occurred. An employee alleging a violation of the CT FMLA may also bring a civil action in a court of competent jurisdiction against the employer within one hundred eighty (180) calendar days of the employer action alleged to be in violation of the CT FMLA. Such action may be brought by an employee without first filing an administrative complaint.

ADDITIONAL INFORMATION

Questions regarding family or medical leave may be directed to the Superintendent or designee or FMLA Administrator/Human Resources Department. Federal FMLA and CT FMLA do not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Legal References:
Conn. Gen. Stat. § 31-51kk et seq.
Conn. Gen. Stat. § 31-49e et seq.
Regs. Conn. State Agencies 31-51qq, et seq.
Public Act 25-174, "An Act Authorizing and Adjusting Bonds of the State and Concerning Grant Programs, State Grant Commitments for School Building Projects, Revisions to the School Building Projects Statutes and Various Provisions Revising and Implementing the Budget for the Biennium Ending June 30, 2027"
Family and Medical Leave Act of 1993, 29 U.S.C. Section 2601 et seq., as amended
29 CFR Part 825.100 et seq.
Title II of the Genetic Information Nondiscrimination Act of 2008, 42 USC 2000ff et seq.
29 CFR 1635.1 et seq.

ADOPTED:_____

REVISED:_____

SERIES 4355: USE OF ARTIFICIAL INTELLIGENCE (AI) - PERSONNEL

Use of Artificial Intelligence (AI) - Personnel

I. Purpose

The East Windsor Board of Education ("Board") recognizes that Artificial Intelligence (AI) technologies are rapidly transforming education, the workplace, and society. When used responsibly, AI can enhance teaching, learning, creativity, efficiency, accessibility, and problem solving. At the same time, AI presents important considerations related to academic integrity, privacy, equity, security, and ethical decision-making.

The purpose of this policy is to establish expectations for the responsible use of AI by staff while maintaining flexibility as AI technologies continue to evolve. AI is intended to enhance - not replace - human learning, critical thinking, professional judgment, creativity, and meaningful relationships between students and educators.

II. Scope

This policy applies to:

- All employees, volunteers, contractors, and consultants performing work on behalf of the District.
- Use of AI tools on district-owned devices, district networks, district accounts, or in connection with any school-related activity, whether on or off campus.

III. Staff Use of Artificial Intelligence

The Board recognizes that AI may enhance instructional planning, communication, operational efficiency, accessibility, and administrative effectiveness when used responsibly and professionally.
Staff members may utilize approved AI tools to support, but not replace, their professional expertise and judgment.

Appropriate uses include, but are not limited to:

Instruction

- Developing lesson plans and instructional materials
- Creating differentiated learning activities
- Brainstorming instructional strategies
- Generating sample questions or assessments
- Developing rubrics
- Creating parent communication drafts
- Translating non-confidential communications
- Supporting accessibility and universal design for learning

Administrative and Operational Support

- Drafting correspondence
- Summarizing lengthy documents
- Creating meeting agendas
- Developing presentations
- Assisting with project planning
- Brainstorming solutions to operational challenges
- Data organization and analysis using approved systems

Professional Learning

Staff are encouraged to explore emerging AI technologies to improve instruction and operations while maintaining professional responsibility and compliance with district expectations.

IV. Staff Responsibilities

Staff members remain solely responsible for all professional work products generated with AI assistance.

Employees shall:

- Exercise professional judgment before relying on AI-generated content.
- Review, edit, and verify AI-generated information for accuracy.
- Maintain confidentiality of student and personnel information.
- Protect all records governed by FERPA, HIPAA, Connecticut law, and Board policy.
- Use only District-approved AI applications when confidential information may be involved.
- Clearly communicate AI expectations to students when assigning work.

AI should assist professional decision-making, not replace educator expertise or supervisory responsibilities.

V. Prohibited Staff Uses

Employees shall not:

- Enter confidential student, employee, personnel, medical, legal, or financial information into non-approved AI systems.
- Use AI to complete confidential evaluations or disciplinary documents without substantial human review for verification of accuracy.
- Allow AI to make final educational, grading, personnel, or disciplinary decisions.
- Create deceptive or misleading communications.
- Generate discriminatory or biased content.
- Violate copyright, privacy, or intellectual property laws.
- Use AI in any manner inconsistent with Board policy or applicable law.

DISTRICT RESPONSIBILITIES

I. AI Literacy and Professional Learning

The District will promote responsible AI literacy through age-appropriate instruction and professional development.

Student instruction may include:

- Responsible AI use
- Digital citizenship
- Critical evaluation of AI-generated information
- Recognition of misinformation and bias
- Ethical decision-making
- Privacy and cybersecurity
- Appropriate prompting techniques

Professional learning for staff may include:

- Effective instructional uses of AI
- Privacy and security requirements
- Ethical considerations
- Assessment design in an AI-enabled environment
- Emerging technologies and best practices

II. Implementation

The Superintendent or designee shall develop administrative regulations necessary to implement this policy, including:

- Approved AI application lists
- Student and staff guidance documents
- Data privacy review procedures
- Professional development opportunities
- Expectations for disclosure of AI use
- Assessment guidance
- Incident response procedures
- Technology review processes

III. Policy Review

Because artificial intelligence technologies continue to evolve rapidly, this policy shall be reviewed periodically by the Superintendent or designee and revised as necessary to reflect changes in technology, educational practice, law, cybersecurity, and student data privacy requirements. The Board intends this policy to provide guiding principles while allowing sufficient flexibility for the District to responsibly adopt emerging AI technologies that enhance teaching, learning, and operational effectiveness.

Legal References:
Connecticut General Statutes §10-221(b)
Connecticut Student Data Privacy Act
Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g

Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§6501-6506
Children's Internet Protection Act (CIPA)
Board Policies on Academic Integrity, Acceptable Use of Technology, Student Conduct, Personnel Conduct, and Student Records

ADOPTED:_____

REVISED:_____

SERIES 5425: USE OF ARTIFICIAL INTELLIGENCE (AI) - STUDENTS

Use of Artificial Intelligence (AI) - Students

I. Purpose

The East Windsor Board of Education ("Board") recognizes that Artificial Intelligence (AI) technologies are rapidly transforming education, the workplace, and society. When used responsibly, AI can enhance teaching, learning, creativity, efficiency, accessibility, and problem-solving. At the same time, AI presents important considerations related to academic integrity, privacy, equity, security, and ethical decision-making.

The purpose of this policy is to establish expectations for the responsible use of AI by students while maintaining flexibility as AI technologies continue to evolve. AI is intended to enhance - not replace - human learning, critical thinking, professional judgment, creativity, and meaningful relationships between students and educators.

II. Scope

This policy applies to:

- All students enrolled in East Windsor Public Schools.
- Use of AI tools on district-owned devices, district networks, district accounts, or in connection with any school related activity, whether on or off campus.

III. Definitions

Artificial Intelligence (AI): Computer systems or software capable of performing tasks typically requiring human intelligence, including generating text, images, audio, video, code, recommendations, or other content.

Generative AI: AI systems that create original content based on user prompts.

District-Approved AI Tools: AI applications reviewed and approved by the Superintendent or designee that meet applicable educational, security, accessibility, and student data privacy requirements.

Personally Identifiable Information (PII): Information that can identify an individual, including but not limited to names, student identification numbers, addresses, birth dates, photographs, educational records, health information, or other confidential information protected under federal or state law.

STUDENT USE OF AI

I. Elementary Student Use

To preserve the development of foundational academic, literacy, writing, mathematics, communication, and critical thinking skills, **students in preschool through Grade 5 shall not independently use generative AI tools for instructional assignments or classroom activities.**

Elementary students may interact with AI only when:

- The AI tool is district approved;
- The activity is teacher directed and supervised;
- AI is embedded within an approved instructional program;
- The use supports accessibility or accommodations identified in an Individualized Education Program (IEP), Section 504 Plan, or other approved educational plan.

II. Secondary Student Use

Students in Grades 6-12 may use AI only when authorized by their teacher and in accordance with assignment expectations and district guidelines.

Permitted uses may include:

- Brainstorming ideas
- Developing outlines
- Research support
- Vocabulary and language assistance
- Tutoring or skill practice
- Draft revision and feedback
- Coding assistance
- Creative projects authorized by the teacher
- Accessibility supports identified in an IEP or Section 504 Plan

Teachers retain the authority to determine whether AI use is:

- Prohibited
- Limited
- Fully permitted with disclosure
- Required as part of instruction

III. Student Responsibilities

Students are expected to use AI ethically and responsibly.

Students shall:

- Complete assignments honestly and in accordance with teacher expectations.
- Clearly disclose AI use when required by the teacher.
- Cite AI assistance when directed.
- Verify the accuracy of AI-generated information.
- Exercise critical thinking and independent judgment.
- Protect confidential and personal information.

- Follow all district technology and acceptable use policies.

Students remain fully responsible for all work submitted, regardless of whether AI assisted in its creation.

IV. Prohibited Student Uses

Students shall not use AI to:

- Submit AI-generated work as their own when not authorized.
- Complete assignments or assessments in violation of teacher expectations.
- Commit plagiarism or academic dishonesty.
- Fabricate research, sources, citations, or data.
- Generate harmful, threatening, discriminatory, explicit, or illegal content.
- Create deepfakes or deceptive media.
- Harass, bully, impersonate, or intimidate others.
- Circumvent school security, monitoring systems, or internet filtering.
- Input personally identifiable information into non-approved AI systems.
- Violate any District policy or applicable law.

Unauthorized use of artificial intelligence (AI) tools during quizzes, examinations, or other assessments may constitute academic dishonesty and be subject to disciplinary action in accordance with the Cheating/Plagiarism (Academic Dishonesty) provisions outlined in the Student Handbook.

V. Student Privacy and Data Protection

Students shall never enter confidential or personally identifiable information into AI systems unless:

- The AI application has been approved by the District; and
- Appropriate student data privacy protections are in place.

The District reserves the right to monitor AI use on District-owned devices and networks consistent with Board policy and applicable law.

VI. Student Consequences

Violations of this policy may result in:

- Requiring assignments to be redone;
- Reduced or failing grades consistent with teacher expectations;
- Loss of technology privileges;
- Disciplinary action consistent with the Student Code of Conduct;
- Parent/guardian notification when appropriate.

Consequences shall be developmentally appropriate and progressively applied whenever feasible.

VII. Policy Review

Because artificial intelligence technologies continue to evolve rapidly, this policy shall be reviewed periodically by the Superintendent or designee and revised as necessary to reflect changes in technology, educational practice, law, cybersecurity, and student data privacy requirements. The Board intends this policy to provide guiding principles while allowing sufficient flexibility for the District to responsibly adopt emerging AI technologies that enhance teaching, learning, and operational effectiveness.

Legal References:
Connecticut General Statutes §10-221(b)
Connecticut Student Data Privacy Act
Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g
Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§6501-6506
Children's Internet Protection Act (CIPA)
Board Policies on Academic Integrity, Acceptable Use of Technology, Student Conduct, Personnel Conduct, and Student Records

ADOPTED:_____

REVISED:_____

SERIES 5700: DISTRICT OWNED MUSICAL INSTRUMENT LOAN AND USE

DISTRICT OWNED MUSICAL INSTRUMENT LOAN AND USE

The East Windsor Board of Education recognizes the importance of music education and is committed to ensuring that students have equitable access to the instruments necessary to participate fully in the District's instrumental music programs.

The Board also recognizes its responsibility to maintain District owned musical instruments in good working condition and to protect the District's investment in its musical instrument inventory. Accordingly, the Board authorizes the loan of District owned musical instruments to students and establishes an annual instrument use fee to assist with the routine maintenance, cleaning, and repair of those instruments.

Eligibility and Availability

District owned musical instruments may be loaned to students enrolled in an East Windsor Public Schools instrumental music program when an appropriate instrument is available.

The assignment of District owned instruments shall be determined by the instrumental music teacher or other designated school employee based upon program needs, instrument availability, student needs, and other relevant educational considerations.

District owned instruments remain the property of the East Windsor Board of Education at all times.

Annual Instrument Use Fee

A student who is assigned a District owned musical instrument for use during the school year shall be assessed an annual instrument use fee of $50 per instrument.

The fee shall apply uniformly regardless of the type, size, or value of the instrument assigned.

Revenue collected through the instrument use program shall be used, to the extent permitted by applicable law and District financial procedures, to support the maintenance, cleaning, repair, and preservation of the District's musical instrument inventory.

The Superintendent or designee shall establish appropriate procedures for the collection and accounting of instrument use fees.

Financial Hardship and Fee Waivers

The Board is committed to ensuring that financial circumstances do not prevent a student from participating in the District's instrumental music program.

A parent or guardian who is unable to pay the annual instrument use fee may request that the fee be reduced or waived. The Superintendent or designee shall establish a simple and confidential process for requesting such assistance.

No student shall be denied participation in an instrumental music course or program, denied access to an available District owned instrument, or otherwise penalized solely because the student's parent or guardian is unable to pay the instrument use fee.

Requests for fee waivers or reductions shall be handled confidentially and in a manner that protects the dignity of the student and family.

Student and Parent/Guardian Responsibilities

Before a District owned instrument is issued, the student and the student's parent or guardian shall acknowledge responsibility for the proper care and return of the instrument.

Students are expected to:

1. Use the instrument appropriately and only for its intended educational purpose;

2. Follow instructions provided by music staff regarding proper handling, storage, cleaning, transportation, and maintenance;

3. Keep the instrument in its assigned case when it is not being used;

4. Take reasonable precautions to prevent loss, theft, or damage;

5. Promptly report any damage, malfunction, or loss to the instrumental music teacher; and

6. Return the instrument, case, and all District-owned accessories in accordance with established District procedures.

Parents/guardians and students shall not attempt or authorize repairs to District-owned instruments without prior approval from the District or the instrumental music teacher.

Normal Wear and Routine Maintenance

The annual instrument use fee is intended to assist the District with routine maintenance, cleaning, and repairs resulting from normal use of District owned instruments.

Students and families shall not be charged separately for ordinary wear and tear or routine maintenance that occurs through appropriate use of an instrument. This includes, but is not limited to, small scratches or dings, pad replacement, key balancing and adjustments, and ultrasonic cleaning.

Determinations regarding normal wear and tear shall be made by the instrumental music teacher, appropriate administrator, and/or qualified instrument repair professional.

Damage, Loss, or Negligence

Students and their parents or guardians are responsible for exercising reasonable care over District owned instruments while the instruments are assigned to them.

When an instrument is damaged beyond normal wear and tear as a result of misuse, abuse, negligence, unauthorized repair, or failure to exercise reasonable care, the District may require the student's parent or guardian to reimburse the District for the reasonable cost of repair. This can include, but is not limited to, large dents, or any dent that impacts the playability or assembly of the instrument, chipped or lost mouthpiece, or clogged valves from consuming food or beverage other than water before playing.

In cases involving the loss, theft, destruction, or damage beyond reasonable repair of a District owned instrument, the District may seek reimbursement for the reasonable repair or replacement cost, taking into consideration the age and condition of the instrument and the circumstances surrounding the loss or damage.

The Superintendent or designee may reduce or waive charges associated with damage, loss, or replacement when circumstances warrant, including financial hardship or circumstances beyond the reasonable control of the student or family.

The District shall consider the individual circumstances of each incident before assessing repair or replacement costs.

Inspection and Condition Documentation

The District should maintain an inventory and condition record for District owned musical instruments. To the extent practicable, the condition of an instrument shall be documented before it is issued to a student and again when it is returned. Pre-existing damage or deficiencies shall not be attributed to the student receiving the instrument.

Students and parents/guardians are encouraged to report any apparent damage or mechanical concerns promptly after receiving an instrument.

Return of Instruments

District owned instruments shall be returned at the conclusion of the school year, upon withdrawal from the instrumental music program, upon transfer or withdrawal from East Windsor Public Schools, or upon request of the District.

The instrumental music teacher or designee shall inspect returned instruments and identify instruments requiring routine maintenance or repair.

The District may establish procedures permitting students to retain District owned instruments during the summer or for another approved period when continued use supports the student's music education.
Educational Access

Nothing in this policy shall be implemented in a manner that unnecessarily limits a student's access to the District's music curriculum.

The administration shall make reasonable efforts to ensure that students who wish to participate in instrumental music have access to an appropriate instrument regardless of their family's financial circumstances.

Administrative Procedures

The Superintendent or designee is authorized to develop administrative regulations, forms, and procedures necessary to implement this policy, including procedures concerning:

- instrument assignment and inventory;
- parent/guardian acknowledgment forms;
- fee collection and accounting;
- confidential fee waiver or reduction requests;
- instrument condition documentation;
- routine maintenance and repair;
- assessment of damage or replacement costs;
- payment arrangements when appropriate;
- return of instruments; and
- summer or extended instrument loans.

The Superintendent or designee may periodically review the annual instrument use fee and recommend adjustments to the Board based upon repair costs, instrument replacement costs, program needs, and the financial impact on families.

Legal Reference:
Connecticut General Statutes:
§10-220 Duties of boards of education.
§10-221 Boards of education to prescribe rules, policies and procedures.

ADOPTED:

REVISED:

EAST WINDSOR PUBLIC SCHOOLS
District Owned Musical Instrument Fee Waiver Request Form

East Windsor Public Schools is committed to ensuring that financial circumstances do not prevent a student from participating in the District's instrumental music program.

The annual fee for use of a District-owned musical instrument is **$50 per instrument**. Families who are unable to pay the fee may request that it be reduced or waived.

All information provided on this form will be treated confidentially. A student's participation in band or instrumental music will not be affected because a family requests financial assistance.

Student Information

Student Name: _____

School: _____ **Grade:** _____

Instrument: _____

Parent/Guardian Name: _____

Phone Number: _____ **Email Address:** _____

Waiver Request

Please select one:

- I am requesting a **full waiver** of the $50 instrument use fee.
- I am requesting a **reduced fee**.
- I am requesting a **payment arrangement**.

If requesting a reduced fee, please indicate the amount your family is able to pay: $_____

If requesting a payment arrangement, please briefly describe the arrangement that would be manageable for your family:

_____

_____

_____

Financial Hardship Certification

East Windsor Public Schools does not require families to submit detailed financial records with this request unless additional information is reasonably necessary to process the request.

Please check the statement that applies:

- ☐ Payment of the instrument use fee would create a financial hardship for my family.
- ☐ My family is currently experiencing circumstances that make payment of the fee difficult.
- ☐ I would like to discuss my family's circumstances privately with a school or district administrator.

Optional information you would like the District to consider:

_____

_____

_____

_____

Parent/Guardian Certification

I certify that the information provided on this form is accurate to the best of my knowledge. I understand that approval of this request applies to the annual District owned musical instrument use fee and does not automatically waive responsibility for loss or damage to District property resulting from misuse, abuse, negligence, or failure to exercise reasonable care.

Parent/Guardian Signature: _____ **Date:** _____

For School/District Use Only

Request Received By: _____ **Date Received:** _____

Determination:

- ☐ Full waiver approved
- ☐ Reduced fee approved
- ☐ Payment arrangement approved
- ☐ Additional information requested
- ☐ Other: _____

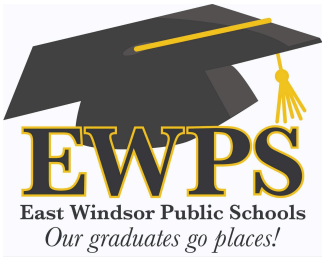
Approved Fee Amount, if applicable: $_____

Administrator/Designee: _____
Signature: _____ **Date:** _____

Confidentiality Notice

This form contains confidential student and family information and should be maintained and accessed in accordance with applicable District procedures and student privacy requirements.

No student shall be denied participation in the District's instrumental music program or access to an available District-owned instrument solely because a parent or guardian is unable to pay the instrument use fee.



The East Windsor Board of Education
70 South Main Street | East Windsor, CT 06088 | 860.623.3346

EAST WINDSOR BOARD OF EDUCATION
MEETING SCHEDULE
2027

January 13

January 27

February 10

February 24

March 10

March 24

April 28

May 12

May 26

June 9

June 23

August 25

September 8

September 22

October 13

October 27

November 10

December 8

Meetings are held at:
Broad Brook Elementary School, Room A5
14 Rye Street #9552
Broad Brook, CT 06016
at 7:00 PM

Proposed East Windsor Board of Education Goals

The East Windsor Board of Education worked collaboratively to review its accomplishments, assess its strengths, and identify opportunities for improvement. Grounded in mutual respect and a shared commitment to student learning, members recognized progress in financial organization and transparency, student achievement, and their working relationship with the Superintendent. They also identified the need for stronger communication, greater family and community engagement, and deeper review of student outcomes and district programs.

Through this process, the Board established three goals for the upcoming year:

- Initiate review, research, and preliminary planning for the district strategic plan, with an emphasis on improving student achievement.
- Strengthen advocacy with state and local representatives to secure resources for district needs.
- Improve communication and strengthen family and community engagement in Board priorities and decisions.

The Board will identify progress indicators for each goal and review the work three times per year during regular Board meetings. These reviews will provide opportunities to assess results, communicate progress, and adjust actions to support continued improvement.

An indepth look at the updated Board goals and objectives:

- **Initiate review, research, and preliminary planning for the district strategic plan, with an emphasis on improving student achievement.**

  Collaborate with the Superintendent to begin the strategic planning process by gathering information and establishing a preliminary plan and flexible timeline that aligns with budget and referendum schedules to guide district decisions and resource allocation.

  To advance this goal, the Board will:

  - Review student achievement data and district programs in greater depth to understand progress, identify areas for growth, and evaluate effectiveness.
  - Establish expectations for school presentations that address accomplishments, challenges, contributing factors, and planned improvements.
  - Use findings from these reviews to inform strategic priorities, clarify responsibilities, and monitor implementation.

- **Strengthen advocacy and secure support for district needs.**

  Develop and carry out a proactive advocacy plan that communicates district priorities to state and local representatives and builds support for the resources needed to improve school facilities and support student learning.

  To advance this goal, the Board will:

  - Work with the Superintendent to identify and prioritize facilities needs and establish a clear plan for modernization.
  - Communicate district needs, proposed improvements, and resource requirements consistently to state and local representatives and community stakeholders.
  - Pursue funding opportunities and partnerships that support district priorities.
  - Build on the Board's financial transparency by explaining how proposed investments address identified needs and reporting progress toward facilities improvements.

- **Improve communication and strengthen family and community engagement in Board priorities and decisions.**

  Establish consistent, accessible communication and meaningful opportunities for participation so the Board better understands stakeholder concerns and families and community members better understand the Board's work.

  To advance this goal, the Board will:

  - Develop a communication plan that identifies how and when the Board will share its priorities, decisions, accomplishments, and progress.
  - Use ParentSquare, Facebook, the District website and other district communication channels to share Board information, meeting agendas, and engaging school presentations.
  - Hold community meetings focused on specific topics and provide opportunities for students, staff, families, and other stakeholders to share their priorities and concerns.
  - Ensure stakeholder feedback directly informs updates and refinements to the district strategic plan.

Board Practices and Progress Monitoring

To support all three goals, the Board will:

- Maintain respectful collaboration with fellow members and the Superintendent, listen to understand, and use subcommittees efficiently to advance Board work.
- Strengthen members' understanding of their roles through CABE professional development, the East Windsor Board of Education handbook, mentoring, and shared member contact information.
- Conduct debriefs after contract negotiations and other significant Board work to identify lessons and improve future practices.
- Establish indicators, timelines, and responsible parties for each goal, using baseline information and measurable targets where appropriate.
- Review progress three times per year during regular Board meetings, share updates with the community, and adjust actions as needed.

EAST WINDSOR PUBLIC SCHOOLS
70 SOUTH MAIN ST, EAST WINDSOR CT 06088

JOB DESCRIPTION

Position Title: Administrative Assistant to the Assistant Superintendent of Curriculum & Personnel
Department: Central Office
Reports to: Assistant Superintendent of Curriculum and Personnel
Evaluator: Assistant Superintendent of Curriculum and Personnel
Prepared by: HR Manager
Original Board Approval Date:
Updated Approval Date:

Summary:

The **Administrative Assistant to the Assistant Superintendent of Curriculum and Personnel** provides highly responsible administrative, clerical, financial, and operational support to the Assistant Superintendent and the District's Central Office. This position serves as a key point of contact for families, staff, administrators, and community members and is responsible for coordinating districtwide student registration, preschool tuition collection, McKinney-Vento transportation arrangements, purchasing, budget encumbrances, and other administrative functions. The successful candidate must demonstrate exceptional organizational skills, attention to detail, professionalism, discretion, and the ability to manage multiple priorities in a fast-paced educational environment.

Essential Duties and Responsibilities:

- Provide comprehensive administrative support to the Assistant Superintendent of Curriculum and Personnel.
    - Manage calendars, schedule meetings, coordinate appointments, and prepare meeting materials.
    - Maintain organized electronic and paper filing systems.
    - Respond to inquiries from parents, employees, administrators, and outside agencies in a professional and timely manner.
    - Assist with the coordination of districtwide meetings, professional development activities, new teacher orientation, and special events.
    - Maintain confidential student, personnel, and administrative information in accordance with applicable laws and district policies.
    - Track deadlines, maintain records, and follow up on outstanding administrative tasks.
- Serve as the primary point of contact for families registering students in East Windsor Public Schools.
    - Coordinate and process student registrations, transfers, withdrawals, and enrollment documentation.
    - Assist families with registration procedures, required forms, and documentation.

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    - Verify residency and enrollment documentation in accordance with Connecticut law and district policies.
    - Maintain accurate student registration records and enter enrollment information into the District's student information system.
    - Coordinate with school offices, administrators, special education staff, and other departments to ensure timely and accurate enrollment.
    - Request and facilitate the transfer of student records between districts.
    - Maintain enrollment data and prepare registration reports as requested.
    - Ensure student registration practices comply with applicable state and federal requirements.
- Coordinate registration and enrollment procedures for the District's tuition-based preschool program.
    - Maintain accurate preschool enrollment and tuition records.
    - Prepare and distribute tuition invoices, payment reminders, and related correspondence.
    - Receive, record, and process preschool tuition payments in accordance with district financial procedures.
    - Monitor outstanding balances and communicate with families regarding payment obligations.
    - Coordinate with the Business Office to reconcile tuition collections, deposits, and financial records.
    - Maintain confidentiality of family financial information.
    - Assist with preschool enrollment updates, waitlists, and program-related communications.
- Assist the District's designated McKinney-Vento Liaison with transportation arrangements for eligible students experiencing homelessness.
    - Assist families experiencing housing instability or other enrollment challenges by referring them to appropriate district personnel.
    - Coordinate transportation requests with families, school administrators, transportation providers, and neighboring school districts.
    - Arrange and monitor transportation services to support school stability and continuity of education.
    - Communicate transportation schedules, changes, and service concerns to appropriate parties.
    - Maintain accurate transportation records, service documentation, and related correspondence.
    - Assist the district's designated McKinney-Vento Liaison with transportation arrangements for eligible students experiencing homelessness.
    - Coordinating transportation agreements and cost-sharing arrangements between school districts, as directed.
    - Review transportation invoices and maintain expenditure records for applicable services.
    - Protect the confidentiality and privacy of students and families.
    - Support compliance with the McKinney-Vento Homeless Assistance Act and applicable Connecticut requirements.
    - Arrange and monitor transportation services to support school stability and continuity of education.
    - Communicate transportation schedules, changes, and service concerns to appropriate parties.
    - Maintain accurate transportation records, service documentation, and related correspondence.

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- Prepare, enter, and process purchase requisitions and purchase orders for the Curriculum and Personnel Department.
    - Encumber funds within the District's financial management system to ensure accurate tracking of financial commitments.
    - Verify budget account codes, available funds, pricing, and purchasing documentation.
    - Monitor departmental budgets, expenditures, encumbrances, and available balances.
    - Coordinate with vendors to obtain quotes, place orders, and resolve purchasing or delivery issues.
    - Track orders and verify receipt of goods and services.
    - Review invoices for accuracy and coordinate with the Business Office to facilitate timely payment.
    - Maintain organized purchasing records, invoices, purchase orders, and financial documentation.
    - Assist with budget preparation, financial reporting, and year-end purchasing activities.
    - Follow district purchasing policies, internal controls, and applicable municipal and state requirements.
- Assist with administrative functions related to curriculum, instruction, professional development, and personnel operations.
    - Maintain records, schedules, and documentation related to curriculum initiatives and district programs.
    - Coordinate logistics for professional development sessions, workshops, and staff training.
    - Assist with preparing and distributing curriculum-related materials and communications.
    - Support personnel-related administrative processes as assigned, including maintaining records, preparing correspondence, and coordinating meetings.
    - Assist with collecting, organizing, and maintaining information needed for state and district reporting.
    - Coordinate with Human Resources, the Business Office, building administrators, and other departments to support efficient district operations.
    - Maintain confidentiality of sensitive employee and student information.
- Provide professional and courteous customer service to students, families, employees, and community members.
    - Answer telephone calls, monitor departmental email, and direct inquiries appropriately.
    - Maintain office supplies and coordinate purchasing of departmental materials.
    - Identify opportunities to improve administrative procedures, efficiency, and communication.
    - Provide backup administrative support to other Central Office personnel as needed.
- Perform other related duties as assigned by the Assistant Superintendent or Superintendent of Schools.

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Qualifications:

- High school diploma or equivalent required.
- Associate degree in business administration, office management, education administration, or a related field preferred.
- Minimum of three years of progressively responsible administrative or clerical experience preferred.
- Experience working in a Connecticut public school district or educational setting strongly preferred.
- Experience with purchasing, accounts receivable, financial records, or budget management preferred.
- Experience with student registration and student information systems preferred.

Physical Demands:*

- Must possess the ability to stand, sit, and walk unassisted.
- Must possess normal visual acuity, with or without corrective lenses, and depth perception.
- May be required to lift up to 20 pounds.

**The physical demands of this position are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this job.*

Work Environment:

- Work indoors, moving between offices.
- May be exposed to noise levels that are distracting.
- Work near others, often within a few feet.
- Work related tasks may be subject to deadlines and time constraints.

Work Days:

- 12 month position, Monday through Friday.

Work Scheduled:

- 37.5 hours per week, as determined by direct supervisor.

Compensation & Benefits:

- EWPS offers an exceptional benefits package, including paid time off, participation in the Town of East Windsor sponsored retirement plan, and a percentage cost share for premium health, vision and dental insurance plans (percentage amount may be based on current collective bargaining agreement).
- Hourly compensation based on experience, $27.06-$37.64 based on the wage table in the current collective bargaining agreement.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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EAST WINDSOR PUBLIC SCHOOLS
70 SOUTH MAIN ST, EAST WINDSOR CT 06088

JOB DESCRIPTION

Position Title: Nurse Leader Back Up
Department: Nursing
Reports to: Health Care Coordinator
Evaluator: Health Care Coordinator
Prepared by: HR Manager
Original Board Approval Date:
Updated Approval Date:

Summary:
The Backup School Nurse Leader functions as a senior clinical practitioner and administrative backup to the Lead School Nurse / School Nurse Supervisor. This role ensures seamless continuity of nursing leadership, regulatory compliance, and clinical supervision across all district schools. In the absence of the primary Nurse Leader, this individual assumes administrative oversight for school health personnel, emergency management, state reporting, and clinical health protocols in accordance with Connecticut General Statutes (CGS), State Department of Education (CSDE) regulations, and district policies.

Essential Duties and Responsibilities:

- Assume all primary duties of the Lead School Nurse / Supervisor of Health Services during planned or unexpected absences.
- Assist in coordinating daily nursing coverage, substitute nurse assignments, and emergency staffing relocations across district buildings.
- Serve as an expert clinical resource to school nurses regarding complex health conditions, chronic disease management, and specialized procedures.

Qualifications:

- Registered Nurse (RN): Current, unencumbered license to practice as a Registered Nurse in the State of Connecticut.
- Degree: Bachelor of Science in Nursing (BSN) required; Master's degree in Nursing (MSN), Public Health (MPH), or Educational Leadership preferred.
- Minimum of 3–5 years of successful practice as a School Nurse in a Connecticut public school setting.
- Demonstrated experience in leadership, staff coordination, or clinical supervision.
- Strong knowledge of Connecticut public school health laws, CSDE guidelines, OSHA standards, and HIPAA/FERPA privacy regulations.

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Physical Demands:*

- Must possess the ability to stand, sit, and walk unassisted.
- Must possess normal visual acuity, with or without corrective lenses, and depth perception.
- May be required to lift up to 20 pounds.

**The physical demands of this position are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this job.*

Work Environment:

- Often work indoors, moving between classrooms and other school areas.
- May be exposed to noise levels that are distracting.
- Work near others, often within a few feet.
- Work related tasks may be subject to deadlines and time constraints.

Work Days:

- School Year Calendar, Monday through Friday.

Work Scheduled:

- As needed coverage only.

Compensation & Benefits:

- Annual Stipend based on Current Collective Bargaining Agreement.
- Stipend paid Bi-Annually.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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EAST WINDSOR PUBLIC SCHOOLS
70 SOUTH MAIN ST, EAST WINDSOR CT 06088

JOB DESCRIPTION

Position Title: LEAP Home Visitor
Reports to: Building LEAP Coordinator; District LEAP Coordinator
Evaluator: School Climate and Equity Director
Prepared by: HR Manager
Original Board Approval Date:
Updated Approval Date:

Summary:

The LEAP (Learner Engagement and Attendance Program) Home Visitor is to act as a supportive liaison connecting households, schools, and local support systems to dismantle educational obstacles and re-energize student learning. Operating on a voluntary, non-punitive model instead of strict enforcement, visitors guide families through four key pillars:

- **Cultivating Trusting Relationships with Families**: Visitors establish genuine, ongoing connections in comfortable spaces chosen by the family, such as their home or local community spots.
- **Serving as a Resource & Support Navigator**: Visitors uncover the underlying reasons behind chronic absenteeism and disengagement and pair families with vital school-based and community-wide services.
- **Promoting an Inclusive School Climate**: By conveying constructive, non-confidential family perspectives back to school staff, visitors ensure diverse cultural backgrounds and family values inform the academic setting.
- **Driving Student Attendance and Engagement:** Through regular communication and joint goal-setting, visitors help families establish healthy daily routines and resolve practical obstacles to regular attendance.

Essential Duties and Responsibilities:

- Proactively reach out to families to schedule mutually agreeable meeting times.
- Conduct home visits at a minimum of 4 visits per family.
- Document each encounter in both district logs and the Connecticut State Department of Education (CSDE) required LEAP Home Visitation log.
- Review and adhere to LEAP and Board of Education home visitation policies (SERIES 5700: STAFF CONDUCTING HOME VISITS).
- Maintain ongoing communication by contacting families proactively outside of standard visits and immediate follow-up routines.

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- Support school building check-in/check-out processes with students to help strengthen student connections within the school.
- Complete required onboarding and training, including district orientation and LEAP 101 training modules.
- Participate in monthly check-in meetings with the assigned LEAP building coordinator.

Qualifications:

- Complete LEAP 101 Home Visitation Training.
- Complete district home visit training.
  Must be a member of EWPS staff.

Physical Demands:*

- Must possess the ability to stand, sit, and walk unassisted.
- Must possess normal visual acuity, with or without corrective lenses, and depth perception.

  May be required to lift up to 20 pounds.

**The physical demands of this position are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this job.*

Work Environment:

- Visits occur in the community - may vary depending on needs of families; could take place in homes, libraries, parks, or other public venues.
- Other tasks may take place within the school setting.
- May be exposed to noise levels that are distracting.
- Work near others, often within a few feet.
- Work related tasks may be subject to deadlines and time constraints.

Valid Driver's License and registered, insured vehicle.

Work Days:

Days will be scheduled in consultation with fellow home visitor, family, and building coordinator.

Work Scheduled:

Flexible hours outside of school day to accommodate family availability for home meetings.

Compensation & Benefits:

Stipend is $527.20 per family. Additionally, a yearly transportation stipend of $145 per family will also be provided to staff members conducting home visits. This is a single-year, grant-funded opportunity.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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EAST WINDSOR PUBLIC SCHOOLS
70 SOUTH MAIN ST, EAST WINDSOR CT 06088

JOB DESCRIPTION

Position Title: LEAP Building Coordinator
Reports to: District LEAP Coordinator
Evaluator: Safe School Climate and Equity Director
Prepared by: HR Manager
Original Board Approval Date:
Updated Approval Date:

Summary:

Stationed directly within assigned school sites, the **LEAP Building Coordinator** manages daily home-visiting operations and ensures district LEAP systems and compliance standards are consistently met. Serving as a crucial connector between building leaders, home visitors, families, and district leadership, this role oversees staff tracking, proactively drives program execution, and gathers candid family feedback. Through regular monthly touch points and cross-district collaboration, the Coordinator leverages localized attendance data to continuously refine practices and ensure high-need, chronically absent students receive targeted support.

Essential Duties and Responsibilities:

- **On-Site Operational Leadership & District Compliance:** Manage day-to-day operations directly within the school building to ensure district systems, policies, and quality standards relative to home visits are followed.
- **Building-Level Team Leadership:** Hold monthly touch-point meetings with building-based home visitors to provide guidance, maintain staff alignment, and support daily execution.
- **District-Wide Collaboration & Continuous Improvement:** Participate in monthly meetings with the District LEAP Coordinator and peer Building LEAP Coordinators to share field experiences, evaluate outcomes, and collaboratively improve systems and practices.
- **Training Management & Development:** Maintain accurate records of staff training and proactively inform the District LEAP Coordinator of building-level training needs to ensure staff are fully supported and equipped.
- **Staff Accountability & Visit Tracking:** Maintain accurate logs of home visitations and proactively communicate with staff to ensure scheduled home visits take place reliably.
- **Family Engagement & Quality Control:** Solicit candid feedback from participating families regarding their experiences with home visitors to assess program impact and elevate support quality.

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Qualifications:
Complete LEAP 101 Home Visitation Training.
Complete district home visit training.
Must be a member of EWPS Certified staff.

- **Physical Demands:***
  - Must possess the ability to stand, sit, and walk unassisted.
  - Must possess normal visual acuity, with or without corrective lenses, and depth perception.
  - May be required to lift up to 20 pounds.

**The physical demands of this position are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this job.*

Work Environment:
- Often work indoors, moving between classrooms and other school areas. May include virtual meetings / telephone conferences.
- May be exposed to noise levels that are distracting.
- Work near others, often within a few feet.
- Work related tasks may be subject to deadlines and time constraints.

Work Days:
Meetings will be held at least monthly at school location, with frequency varying based on need.
Meetings will be held outside school hours.

Work Schedule:
Schedule will vary based upon needs.

Compensation & Benefits:
Stipend is $2,108.80. This is a single-year, grant-funded opportunity.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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EAST WINDSOR PUBLIC SCHOOLS
70 SOUTH MAIN ST, EAST WINDSOR CT 06088

JOB DESCRIPTION

Position Title: LEAP District Coordinator
Reports to: District LEAP Coordinator
Evaluator: Assistant Superintendent
Prepared by: HR Manager
Original Board Approval Date:
Updated Approval Date:

Summary:

The LEAP District Coordinator provides centralized, strategic leadership to oversee and unify the Learner Engagement and Attendance Program across all participating district schools. This role is responsible for ensuring cross-building alignment, establishing cohesive data tracking systems, designing district-wide professional learning, and maintaining full compliance with Connecticut State Department of Education (CSDE) guidelines and state grant reporting. The District Coordinator leads work on district-level attendance goals, converting initiative-wide data into targeted strategies that improve student engagement, reduce chronic absenteeism, and foster sustainable family-school partnerships.

Essential Duties and Responsibilities:

Strategic Leadership & Cross-Building Alignment

- **Maintain Centralized Vision:** Establish and communicate a unified district strategy for student engagement and attendance, ensuring all participating schools operate with consistency and shared goals.
- **Drive Attendance Targets:** Monitor, analyze, and drive progress toward macro-level district attendance goals and chronic absenteeism reduction metrics.
- **Facilitate Inter-School Collaboration:** Lead regular cross-building coordinator and liaison meetings to share best practices, troubleshoot operational challenges, and align home visit protocols.
- **District Representation:** Serve as the primary liaison between district leadership, school administrators, community partners, and state-level stakeholders.

Data Systems & Analytics

- **Build Cohesive Data Frameworks:** Design, implement, and manage streamlined, district-wide data systems to track home visits, student attendance patterns, and family engagement metrics.

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- **Performance Monitoring:** Evaluate district-wide and building-level data routinely to identify systemic attendance trends, measure intervention efficacy, and reallocate resources as needed.
- **Actionable Reporting:** Translate complex data into clear, accessible reports and dashboards for school boards, district cabinet members, building leaders, and community partners.

Professional Learning & Staff Development

- **Design & Deliver PD:** Develop and facilitate ongoing, district-wide professional learning opportunities centered on relational home visits, trauma-informed practices, cultural responsiveness, and family engagement strategies.
- **Capacity Building:** Coach and support school-based LEAP teams, attendance liaison officers, and home visitors to elevate the quality and fidelity of student and family outreach.
- **Resource Development:** Curate and distribute standardized toolkits, guidance documents, and communication templates for building-level staff.

Compliance, Operations & Grant Management

- **State-Level Grant Reporting:** Oversee state LEAP grant administration, including budget oversight, program evaluation, quarterly state reporting, and fiscal compliance.
- **CSDE Compliance:** Ensure district-wide adherence to all CSDE-required events, training sessions, data uploads, and reporting schedules.
- **Audit Readiness:** Maintain comprehensive documentation of program activities, expenditures, home visit logs, and policy compliance to ensure seamless state-level audits.

Qualifications:

Master's Degree in Educational Leadership, Social Work, School Counseling, Public Administration, or a closely related field required.

State of Connecticut Educator/Administrator Certification (e.g., Intermediate Administration 092) or relevant professional license preferred.

Complete LEAP 101 Home Visitation Training.
Complete district home visit training.

Physical Demands:*

- Must possess the ability to stand, sit, and walk unassisted.
- Must possess normal visual acuity, with or without corrective lenses, and depth perception.
- May be required to lift up to 20 pounds.

**The physical demands of this position are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this job.*

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Work Environment:

- Often work indoors, moving between classrooms and other school areas.
- May be exposed to noise levels that are distracting.
- Work near others, often within a few feet.
- Work related tasks may be subject to deadlines and time constraints.

Work Days:

Meetings will be held at least monthly at school location, with frequency varying based on need. Meetings will be held outside school hours.

Work Scheduled:

Schedule will vary based upon needs.

Compensation & Benefits:

Stipend is $2,000. This is a one-time, grant funded position.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

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EAST WINDSOR PUBLIC SCHOOLS - ENROLLMENT 2026-2027									
	Oct. 1	Nov. 1	Dec. 1	Jan. 1	Feb. 1	Mar. 1	April 1	May 1	June 1
PreK	75	76							
K	78	76							
Grade 1	57	59							
Grade 2	60	60							
Grade 3	79	79							
Grade 4	73	74							
Total	**422**	**424**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Grade 5	72	75							
Grade 6	64	65							
Grade 7	77	78							
Grade 8	68	68							
Total	**281**	**286**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Grade 9	63	64							
Grade 10	65	65							
Grade 11	66	66							
Grade 12	64	64							
Transition Program	5	5							
Total	**263**	**264**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Grand Total	**966**	**974**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

There are 68 students enrolled in EWPS from the Choice Program as of October 1, 2026.

EAST WINDSOR PUBLIC SCHOOLS - ENROLLMENT 2025-2026									
	Oct. 1	Nov. 1	Dec. 1	Jan. 1	Feb. 1	Mar. 1	April 1	May 1	June 1
PreK	72	76	75	74	74	75	70	74	74
K	64	67	64	63	64	63	61	60	61
Grade 1	65	66	66	65	65	64	62	61	61
Grade 2	81	79	80	77	78	78	78	80	79
Grade 3	76	75	75	75	75	75	76	76	76
Grade 4	69	69	69	69	69	69	69	69	69
Total	**427**	**432**	**429**	**423**	**425**	**424**	**416**	**420**	**420**
Grade 5	74	74	73	73	75	75	74	74	74
Grade 6	77	77	77	74	76	76	76	76	75
Grade 7	70	69	70	69	70	69	69	68	68
Grade 8	76	78	78	76	75	76	77	77	77
Total	**297**	**298**	**298**	**292**	**296**	**296**	**296**	**295**	**294**
Grade 9	65	66	66	66	66	66	67	68	68
Grade 10	58	59	59	59	58	60	63	63	64
Grade 11	66	66	67	67	68	67	67	66	66
Grade 12	59	59	59	59	59	59	58	58	58
Transition Program	8	8	8	7	7	7	7	7	7
Total	**256**	**258**	**259**	**258**	**258**	**259**	**262**	**262**	**263**
Grand Total	**980**	**988**	**986**	**973**	**979**	**979**	**974**	**977**	**977**

There are 72 students enrolled in EWPS from the Choice Program as of October 1, 2025.