# Windsor Board of Education Regular Meeting

Tuesday, February 12, 2013 7:00 PM
Regular Meeting, L.P. Wilson Community Center, Board Room, 601 Matianuck Avenue, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Recognitions/Acknowledgements**
   a. New BOE Student Representative--Jonathan Rush
3. **Audience to Visitors**
4. **Student Representative Report**
5. **Board of Education**
   a. President's Report
   b. Finance Committee's Recommendation regarding the 2013-2014 Financial Plan (Anticipated Action)
   c. Board of Education Self-Evaluation, 2nd Draft for Approval by Board
6. **Superintendent's Report**
7. **Committee Reports**
   a. Curriculum Committee
   b. Finance Committee
   c. Technology Committee
   d. Long Range Planning Committee
   e. Roger Wolcott Committee
8. **Consent Agenda**
   a. Financial Report
   b. Enrollment Report
   c. Food Services Report
   d. Human Resources Report
   e. Draft of 2014-2015 School Calendar
   f. WHS Quebec and Montreal Canada Field Trip, April 14-18, 2013, 2nd Reading
   g. WHS Spain Field Trip, April 12-20, 2013, 2nd Reading
9. **Approval of Minutes**
   a. January 9, 2013 BOE Curriculum Committee Minutes
   b. January 10, 2013 BOE Special Meeting Minutes
   c. January 15, 2013 BOE Regular Meeting Minutes
   d. January 17, 2013 BOE Special Meeting Minutes
   e. January 22, 2013 BOE Finance Committee Minutes
   f. January 24, 2013 BOE Technology Committee Minutes
   g. January 29, 2013 BOE Special Meeting Minutes
   h. January 30, 2013 BOE Roger Wolcott Committee Minutes
10. **Other Matters/Announcements/Regular BOE Meetings**
    a. BOE Roger Wolcott Committee Meeting, Tuesday, February 26, 2013 at 6:00 PM, LP Wilson Community Center, Room 17
    b. BOE Policy Committee Meeting, Monday, March 4, 2013 at 5:30 PM, LP Wilson Community Center, Room 17
    c. BOE Curriculum Committee Meeting, Wednesday, March 6, 2013 at 4:30 PM, LP Wilson Community Center, Room 17
    d. March Regular BOE Meeting, Tuesday, March 19, 2013 at 7:00 PM, Town Hall, Council Chambers
    e. BOE Technology Committee Meeting, Thursday, March 21, 2013 at 5:30 PM, LP Wilson Community Center, Room 17
    f. Presentation of BOE Budget to Town Council, Wednesday, April 3, 2013 at

6:30 PM, Town Hall, Council Chambers

11. **Audience to Visitors**
12. **Adjournment**

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: February 12, 2013

**PREPARED FOR:** Doreen Richardson **PRESENTED BY:** Doreen Richardson

**ATTACHED:** CABE's 2013 Legislative Agenda

**SUBJECT:** CABE 2013 Legislative Agenda

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**BACKGROUND:**

CABE advocates on behalf of boards of education at all legislative and regulatory arenas at the state and federal levels. The issues they follow have a direct impact on school district budgets, employer-employee relations and the governance authority of every school board in the state.

**STATUS:** N/A

**RECOMMENDATION**:

That the Board endorses CABE's 2013 Legislative Agenda

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**Recommended by the Superintendent:** JAV

**Agenda Item #** 5a

# THE 2013 WHOLE AGENDA



**The Connecticut Association of Boards of Education**
**81 Wolcott Hill Road**
**Wethersfield, CT 06109**
**800-317-0033 or 860-571-7446**
**www.cabe.org**

# Governance

## • PUBLIC EDUCATION AS A PUBLIC POLICY PRIORITY •

CABE believes that all citizens, including board members, the Governor, the Connecticut General Assembly, and the State Board of Education, must make public education a matter of the highest priority of public policy. The state must heed its constitutional mandate to provide a free and appropriate public education for all of Connecticut's children.

## • LOCAL GOVERNANCE OF PUBLIC EDUCA TION •

CABE believes that local governance of public education through locally elected or appointed community members strengthens the democratic process, provides accountability, and assures strong continuing public support for education.

CABE supports:

- a stronger linkage between local and regional boards of education, magnet schools and charter schools and the State Board of Education.
- greater state flexibility encouraging interdistrict cooperation and regionalism enabling local and regional boards of education to pursue current educational opportunities more expeditiously.

CABE believes that the state and federal governments must recognize the wide differences among America's public school districts, including those that are rural or small, by funding the development of school improvement programs that reflect local needs and characteristics and avoid the "one best model" design.

## • COMMON CORE STANDARDS •

CABE is committed to the successful implementation of the Common Core Standards, and strongly urges the state to provide the financial means for all 166 districts in Connecticut to properly integrate the standards in their curricula K-12, together with sufficient professional development resources to ensure success.

CABE supports rigorous standards as contained in the Common Core for all students. At the same time, the State needs to appreciate the magnitude of the task it has demanded of local districts. To update Connecticut's curriculum standards at the macro level is not the issue. To alter classroom practice K-12 in English Language Arts and mathematics across every Connecticut district and do it successfully within the proscribed time constraints is a huge task. Having ultimate success measured by the new CMT/CAPT on line replacement is problematic. To do so successfully using existing resources will, for many districts, be an impossible assignment.

## • EDUCATION AS THE FIRST PRIORITY FOR CHILDREN •

CABE believes that public policy must assist children and their families in maintaining education as the first priority for children amidst the mounting economic and social pressures of society.

CABE supports the maintenance of the state's traditional labor laws protections for children in order to preserve education as a child's first priority and therefore believes it is undesirable to expand legal employment for children of compulsory school age.

## • EDUCATOR EVALUATION AND SUPPORT •

In light of the substantial changes in the roles and responsibilities of educators created by the new evaluation and support system, CABE urges the Legislature and State Department of Education to provide sufficient time, fiscal and support resources to enable districts to implement this important initiative. CABE urges the Department to continue to review the guidelines based on the pilot district experience.

CABE also urges the State Department of Education and State Legislature to support a strong teacher induction and performance program to improve the retention of new teachers in Connecticut.

## • CREATING EDUCATIONAL EXCELLENCE THROUGH ECONOMIC, RACIAL AND ETHNIC INTEGRATION •

CABE believes that each child must have equal access to effective free, public education and to

the services of well-educated and skillful teachers.

CABE supports efforts by the State of Connecticut:

1. to address and solve the issues of social and economic isolation in the areas of housing, transportation, employment, access to health care and social services; and
2. to make the necessary funding available to urban, suburban and rural school districts across the state to develop and sustain integrated educational programs and exchanges that create educational excellence.

CABE urges urban, suburban and rural school districts:

1. to affirm that all children can learn and accept the challenge to educate each child to his/her fullest potential;
2. to enter into interdistrict partnerships which create integrated educational excellence and promote social, cultural, ethnic and racial exchange and interaction among diverse groups;
3. to continue their efforts to increase the recruitment of qualified individuals who reflect this state's diversity to the teaching profession and administration;
4. to make parents as well as the greater community full partners in the education of all children; and
5 to recognize their critical role in creating policies, providing training, and maintaining oversight to ensure that students, regardless of gender, race, creed, national origin, or sexual orientation have equal educational opportunities and are treated equitably in the classroom and in other school settings.

## • 21st CENTURY SKILLS •

CABE urges the state and federal government to support programs and research that focus on problem-solving, creativity, critical thinking, and other high-level 21st century skills that are important for success in a global workplace. As such, the state and federal government should support school district capacity to provide the technology and tools necessary to foster innovative learning practices and instructional methods that bridge school and real-world experiences, provide for greater individualization of education, and prepare students for college and/or career.

## • FEDERAL INVOLVEMENT IN LOCAL EDUCATION OPERATIONS •

CABE urges members of Congress and the executive branch to be mindful of the impact of their actions or lack of action upon local boards of education. Enactment of laws, reauthorizations, and regulation has immediate impact upon local operations. Delay or failure to act in response to valid requests for modification of laws or regulations causes material impact upon districts' ability to manage and cause unnecessary additional expense, a major concern in the current budget environment.

## • PUBLIC SCHOOL CHOICE •

CABE believes that all public schools should provide a quality education for each student. CABE believes that in meeting local educational needs, locally developed policies and program options which give parents the opportunity to select public schools or programs for their children should be considered among a variety of possible educational strategies. However, CABE opposes federal or state efforts to mandate choice, including efforts to divert or limit funding intended for existing federal and state programs.

Any program allowing parents to choose schools must assure that:

(A) the plan does not foster racial, social, or economic segregation or segregation of children with disabilities;
(B) financial and other administrative issues, such as transportation concerns, and the costs for special education and expelled students are addressed;
(C) the plan is not part of a federal or state voucher or tuition tax credit program to finance non-public education;
(D) students be required to make at least a one-year commitment to a school of choice to afford stability of school management;
(E) interdistrict transfers must have the consent of both school districts; and
(F) urban districts are encouraged to develop programs to attract suburban students.

## • COORDINATION OF SERVICES TO CHILDREN AND FAMILIES •

CABE urges the state, local, and federal government to support interagency partnerships to con-

nect children and families with comprehensive services.

CABE urges all Connecticut school boards to develop a process for structuring voluntary interagency partnerships. Interagency collaboration for services such as special education, counseling, health, nutrition, family support, juvenile delinquency and other comprehensive services must focus on the total needs of the child.

## • VIOLENCE, DRUG, TOBACCO AND ALCOHOL USE •

CABE supports efforts on the local, state and federal level to eliminate the inappropriate, unauthorized, illegal use of drugs, tobacco and alcohol and other substances among students, staff, and others in the school environment, and to reduce violence in our communities.

CABE urges all Connecticut school boards:

1. to address the issue of violence affecting children through school board policies, parent education programs, peer mediation, student assistance teams, and the school district curriculum;
2. to work cooperatively with public and private service agencies and law enforcement agencies to address the problems of alcohol, tobacco, substance abuse and violence;
3. to work cooperatively with public and private agencies to provide constructive extended school programs that enable students to be supervised and positively engaged during after-school hours.

CABE urges the State of Connecticut:

1. to vigorously enforce the laws concerning the sale, use and possession of illegal drugs and the sale of alcohol and tobacco to minors;
2. to commit adequate resources and create a functioning network of public and private agencies to address the problems of alcohol, tobacco, drug abuse and violence;
3. to allow more flexibility in the design and delivery of programs;
4. to gather baseline data on student drug use and;
5. to commit resources to support constructive extended day programs for appropriate grade levels.

CABE urges the federal government:

1. to aggressively enforce the law in order to halt the flow of illegal drugs into the United States; and
2. to commit adequate federal resources to state and local programs that address the problems of violence and drug, tobacco and alcohol abuse.

## • STUDENT ACHIEVEMENT AND ASSESSMENT •

CABE urges all Connecticut boards of education to provide strong leadership to raise student achievement, and to create a school climate that fosters academic and personal development.

CABE urges boards of education, the State Board of Education and the General Assembly to recognize the broad range of attributes that contribute to student success, including but not limited to academic achievement, critical thinking, community service and integrity.

CABE urges the state and federal government to provide resources to support high quality professional development for all certified staff.

CABE urges the state to create and fund a system designed to share successful curricula and/or programs enhancing student achievement among school districts using the State Department of Education and Regional Education Service Centers.

CABE urges the state and federal government to provide on-going funding resources and technical assistance to districts to evaluate assessment data and allow greater use of data-driven decision making in the adjustment of curriculum and instructional practice.

CABE supports efforts to improve student assessment programs that enhance individual student achievement and are part of a planned program for meeting educational objectives. CABE is opposed to a federal testing program.

CABE urges the State Department of Education to provide boards of education with explanatory and instructional materials one full year prior to implementing any new or revised statewide assessments.

CABE urges school boards to affirm their commitment to the improvement of student learning and to:

- Openly evaluate data on student achievement indicators;
- Discuss processes that affect the instructional program;
- Examine the impact of the district's course of study on learning;
- Review/revise district goals to focus on student progress;
- Strive to find methods to remove barriers to learning;
- Inform district staff, students, parents, and the community about student achievement in the schools:
- Promote an excitement for learning.

## • HIGH SCHOOL COMPLETION •

CABE urges local and regional boards of education:

1. to develop innovative curriculum which emphasizes the acquisition of essential skills for all elementary school students and
2. to develop and maintain creative secondary school programs, and performance standards for at risk students that develop lifelong learners. Such programs should emphasize essential skills combined with work related projects, work-study programs, school to career, apprenticeships and other alternative program approaches that stress essential skills and practical applications.

CABE urges state education policy makers to provide the funding and the flexibility necessary for local and regional school systems to address the needs of students such as with appropriate increases in funding for dropout prevention and student retention. CABE urges the retention of the right of school boards to deny programs for individuals pursuant to Connecticut General Statutes 10-233d(e). (Student Expulsion)

## • TECHNICAL HIGH SCHOOLS •

CABE supports a state technical high school system that

- ensures both student academic success, and trade/technology mastery;
- instills a desire for lifelong learning;
- prepares students for post-secondary education, apprenticeships, and immediate productive employment; and
- responds to employers' and industries' current and emerging and changing global workforce needs and expectations through business/school partnerships.

## • TRUANCY •

CABE urges the Governor's office, the State Board of Education and the Connecticut General Assembly to support, through technical assistance and funding, early intervention programs developed by local school districts that involve the interagency coordination of services to students who are habitual truants or at risk of becoming truants.

## • LEGISLATIVE MANDATES •

CABE urges members of the Legislature to exercise restraint when addressing education issues that impact local operations. Overly prescriptive law or regulation inhibits local capacity to innovate and best serve its public.

## • STUDENT DISCIPLINE •

CABE urges districts to establish comprehensive student discipline policies that integrate in school and out of school sanctions with an overall program of progressive student discipline.

## • PROGRAMS FOR STUDENTS WITH LIMITED ENGLISH SPEAKING PROFICIENCY •

CABE urges:

1. the State Department of Education to encourage locally initiated, innovative alternative approaches to educating limited English speaking students with the specific goal of attaining English proficiency as rapidly as possible; and
2. the state to appropriate adequate funding to assist school boards in providing the most effective programs which educate limited English proficient students.

## • MULTICULTURAL EDUCATION •

CABE urges all boards of education to facilitate culturally responsive teaching and supervision that promotes understanding of and respect for the many diverse cultures which strengthen our democratic society.

## • EDUCATION OF YOUNG CHILDREN •

CABE urges local and regional boards of education to review their kindergarten and readiness programs to assure that such programs are designed to provide each child with learning tasks appropriate to the child's developmental level.

CABE urges boards of education to encourage parents to take advantage of school services for young children.

## • EARLY CARE AND EDUCATION LINKING PARENTAL INVOLVEMENT •

CABE supports:

1. continued efforts by the General Assembly to appropriate sufficient funding to make early care and education programs available to all children in need;

2. joint efforts by the State Department of Education and other public and private child and family service agencies to promote and encourage a wide range of public and private provider preschool programs and services to co-exist and prosper statewide;

3. local school board flexibility to design, develop and implement early childhood education programs to increase the likelihood of children's school success and decrease special education costs;

4. state and federal incentive grants, including technical and financial assistance to districts that offer early childhood education programs, full or extended day kindergartens and programs providing for identification of preschool students with special needs; and

5. federal, state and municipal initiatives for private industry, non-profit organizations, public agencies, and school systems, to develop high-quality facilities to provide daytime child care, in addition to those that already exist.

CABE urges local districts to institute programs for parents which can increase their knowledge of children's social, physical, mental and psychological development, and ultimately increase the likelihood of children's school success. CABE urges the Connecticut General Assembly to provide incentive grants and on-going matching funding for this essential program.

CABE urges preschool providers to explore discipline alternatives to expulsion.

## • PARENT/FAMILY/SCHOOL INVOLVEMENT POLICY •

CABE urges all Connecticut school boards to develop Parent/Family/School Involvement Policy statements recognizing that a child's education is a responsibility shared by the school and the family. Such statements could include:

a. Establishing effective two-way communication with all parents, respecting the diversity and differing needs of families.
b. Developing strategies and programmatic structures at schools to enable parents to participate actively in their children's education.
c. Providing support and coordination for school staff and parents to implement and sustain appropriate parent involvement from K-12.
d. Utilizing schools to connect students and families with community resources that provide educational enrichment and support.

## • FAMILY LIFE EDUCATION •

CABE urges each local school district to develop a curriculum which deals with issues affecting family life, child care and human growth and development, and to involve the community in this process. AIDS awareness and other vital health and social issues should be integrated into existing academic subject areas.

## • LOCAL PROGRAM POLICY DECISIONS •

CABE supports the local development of specific subject area requirements, course content requirements, and staff and resource requirements that:

1. grow out of local goals and specific local learning objectives;
2. result from local policy decisions regarding program, staffing and resource priorities;
3. result from local policy decisions regarding effective and efficient practices including the use of appropriate technology; and
4. are based upon local student needs.

## • STUDENT TIME ON TASK •

CABE urges all Connecticut school boards to study

how available time is used and to explore a variety of options for increasing the amount of time that students are actively engaged in learning.

## • YEAR-ROUND USE OF FACILITIES •

CABE urges local districts to examine the advantages and disadvantages of year-round use of school facilities and restructuring of school calendars.

## • TEACHER TENURE •

CABE urges the state legislature to modify the teacher tenure law to provide for initial tenure after 50 months of teaching, to make tenure renewable on a five year basis, and to provide for the dismissal of teachers who fail to promote student achievement or fail to engage in activities to pursue professional growth and development.

CABE urges the legislature to repeal the portion of 10-151(c) of the General Statutes that entitles teachers who have not attained tenure to a hearing concerning non-renewal, except if the reason for such non-renewal is either elimination of position or loss of position to another teacher, and provides that the local or regional board of education shall rescind a non-renewal decision only if the board finds such decision to be arbitrary and capricious.

CABE urges the state legislature to amend the teacher tenure act to allow school boards the ability to address staff reduction forced by budgetary constraints through modified reduction in staffing. The modification to the present system of tenure would allow local school districts to reduce staffing levels not solely through the current seniority system exclusively, but through a blended reduction throughout the seniority system, such that staffing cuts do not fall entirely upon the most junior educators.

## • GOVERNMENT REGULATION AND DATA ACQUISITION •

CABE urges:

1. the state and federal governments to reduce the number and complexity of regulations directed at education, including the paperwork burden associated with implementing education laws;
2. the State Department of Education to continue existing efforts to simplify its data collection forms, eliminate duplication and unnecessary data collection and promote appropriate use of data and
3. the state and federal governments focus on data that is needed to improve student performance.

## • FREEDOM OF INFORMATION ACT •

CABE urges:

1. the establishment of a formalized process, including input from local public agencies, for proposing candidates for membership on the Freedom of Information Commission;
2. the modification of the Connecticut Freedom of Information law to more clearly define the individuals' reasonable expectation of privacy and its balance with the publics right to know.
3. that the Freedom of Information Commission act within the intent of the statutory provisions regarding their jurisdiction.
4. the legislature continue to support release of detailed student performance data to parents and guardians as part of the regular education process while it acts to protect against inappropriate disclosure to others.
5. the legislature act to protect against inappropriate use of content from student data bases.

## • CERTIFIED EDUCATOR SHORTAGES •

CABE urges school boards, higher education institutions, the State Department of Education and the state legislature to take action to expand the pool of qualified educators for Connecticut's public schools, particularly in areas where shortages have been identified. Among the actions to be considered should be expanding the alternate route to certification programs, enhancing professional development opportunities, expanding reciprocity between states, reducing bureaucracy for educators certified in other states, encouraging students at an early age to consider the teaching profession and actively recruiting underrepresented groups.

## • CONNECTICUT STATE TEACHERS' RETIREMENT •

CABE opposes further modifications of state statutes to restrict the definition of "salary" for purposes of calculating teachers' retirement benefits. CABE

urges the State of Connecticut to avoid adopting costly changes to the Teacher Retirement Act that shift the burden from the state to the local level and to maintain its responsibility for the Teacher Retirement System.

CABE urges the Teacher's Retirement Board to include performance based pay for purposes of teacher's retirement, in order to preserve more options in compensation systems.

## • PROFESSIONAL STANDARDS •

CABE supports maintenance of State Board of Education authority over teacher certification standards and teacher preparation program approval.

CABE supports continued action to assure that teacher preparation program standards are raised and that students in teacher preparation programs are required to complete a strong academic program, graduating with an academic major.

## • TEACHER SALARY SYSTEMS •

CABE supports the development by local and regional boards of education of teacher salary systems that are based upon performance skills and knowledge, competence, and levels of responsibility. CABE supports the maintenance of teacher salaries that are competitive with the salaries of persons of comparable skill, quality, educational background, and professional responsibility.

## • NON PARTISAN BOARDS OF EDUCATION •

CABE urges the General Assembly to adopt legislation allowing municipalities to create non partisan boards of education.

## • SCHOOL BOARD MEMBER PROFESSIONAL DEVELOPMENT •

CABE urges boards of education to develop a policy requiring professional development for new and experienced board members.

CABE encourages local school boards to provide for adequate professional development programs for all school board members and candidates, including participation by all members in area, state and national programs and orientation for new school board members. Professional development should include the roles and responsibilities of boards, and skills needed to resolve issues in a nonpartisan manner.

CABE urges boards of education to examine and discuss annually the roles of the board and the superintendent in order to maintain a strong and effective partnership in the educational process.

## • BOARD OF EDUCATION ETHICS •

CABE urges boards of education to incorporate codes of ethics and conflict of interest provisions in their Bylaws.

CABE urges the General Assembly to refrain from imposing financial disclosure provisions for volunteer elected officials.

## • BOARD OF EDUCATION SERVICE •

CABE urges local political parties to seek school board candidates who are committed to student achievement and representative of the entire community.

CABE urges employers to support the civic involvement of their employees who serve as school board members.

## • STATE DEPARTMENT OF EDUCATION GUIDELINES •

CABE urges the State Board of Education to formally adopt regulations when rules are needed to enforce the statutes and to refrain from applying guidelines as regulations or incorporating guidelines by reference into regulations.

CABE urges the Connecticut General Assembly to refrain from circumventing the regulatory development process through legislation requiring adherence to guidelines.

## • IMPACT OF LAWS AND REGULATIONS •

CABE supports a requirement that a local impact study be conducted before any education laws/policies are enacted by the legislature or regulations are adopted by the Connecticut Department of Education. The proposed laws/policies/regula-

tions shall be subject to a public hearing with the results of the impact study available to the public prior to the scheduled hearing. The local impact study shall include costs and benefits of such law/policy/regulation. Board of education members and school administrators shall have the opportunity to provide input, and such input should be documented.

### • PREVAILING WAGES FOR CONSTRUCTION PROJECTS •

CABE urges the legislature to raise the dollar threshold for projects subject to the prevailing wage mandate.

### • PERFORMANCE ACCOUNTABILITY OF CONTRACTORS WORKING ON PUBLIC CONSTRUCTION PROJECTS •

CABE urges the General Assembly to hold contractors accountable for their performance on publicly funded building projects by adopting the Department of Public Works recommendation that maximum retainage on a project be increased from 2.5% to 10% (as it used to be).

### • REGIONAL EDUCATIONAL SERVICE CENTER (RESC) DUTIES DIRECTED BY THE STATE •

CABE urges the Legislature to continue to utilize the RESCs for statewide programs but in so doing to fund them adequately and refrain from mandating additional duties for the Regional Education Service Centers which would compromise their governance structure, funding process, or compete with time and resources needed for programs expected by the local districts.

### • DISTRIBUTION OF INFORMATION CONCERNING REFERENDA •

CABE supports the amendment of Section 9-369 of the general statutes to clearly allow prior to a referendum:

- communications to employees or contractors concerning the effect of the proposal
- expenditures of public funds to communicate information to the community concerning the effect of the proposal.

In addition, if the court overturns a decision by the Elections Enforcement Commission in which a violation had been found by the Commission, the Commission shall pay all legal fees, costs and expenses of such person or persons.

## Finance

### • PUBLIC SUPPORT FOR PUBLIC EDUCATION •

In order to insure that public funds are used for public education and to improve public education, CABE urges all citizens and particularly all school board members to:

1. oppose the implementation of voucher systems as methods of financing non-public education with public funds; and
2. oppose tax credits for expenditures for tuition or living expenses at private elementary and secondary schools.

### • PUBLIC EDUCATION FUNDING •

CABE urges the Legislature to take necessary steps to ensure that the primary sources of local district funding are protected from erosion through the development of biennial state budgets which maintain grant funding at least at existing levels and avoid imposition of mandates or state tax shifting which might result in the transfer of state obligations to local property taxes.

### • FUNDING MANDATORY PROGRAMS •

CABE supports the concept of full state and federal funding on a current basis for any mandated programs. CABE supports the passage of legislation making state mandates on local boards of education unenforceable unless said mandates are fully funded year to year by the state legislature.

### • THE FEDERAL ROLE IN PUBLIC ELEMENTARY AND SECONDARY EDUCATION •

CABE urges the federal government to recognize education as a state and local function, while identifying, promoting and supporting the national interest in public education.

CABE supports a program of federal support for elementary and secondary public education that provides increased flexibility and funds that go directly to the local level.

## • THE SCHOOL FINANCE SYSTEM •

The increased burden of the cost of public education, largely as a result of mandates imposed on public school systems by state government, requires a more equitable sharing by state and local funding sources. Therefore, state legislation should recognize:

1. the responsibility of the state government to provide an equitable share of total local school expenses;
2. the need for the state to distribute funds on an equitable basis with the primary responsibility for local expenditure determination to remain with the local school board;
3. that local school districts should develop, with state assistance, procedures to ensure fiscal accountability and efficiency and the most effective use of tax dollars;
4. the need to restructure the state spending cap so all federal education funds flow to school districts;
5. the state responsibility to fund court-ordered programs; and
6. the need for financial incentives to foster interdistrict and/or regional interdistrict cooperation.

CABE supports:

1. use of the most current audited data in any school finance formula;
2. continued exploration of more accurate methods of measuring the wealth of each town, the cost of appropriately educating each child - including those children who are economically disadvantaged or have other special needs, the costs associated with participation in public school choice programs, magnet schools and charter schools, and the unique cost burdens borne by poor rural and poor urban school districts;
3. monitoring of the effectiveness of school finance programs to ensure that towns spend an appropriate amount for the education of each student in order to provide substantially equal advantages taking into account differences in local costs based on relevant economic and educational factors and on course offerings of special interest in diverse Connecticut communities;
4. state funding for education provided directly to local and regional boards of education;
5. the creation of a more consistent manner of reporting and calculating per pupil expenditure;
6. reducing the cost of special education to LEAs and requiring the State to pay its fair share of the costs directly to boards of education;
7. funding for gifted and talented programs;
8. the differential in the cost of operating a secondary only regional school district be factored into the ECS Formula and transportation formula;
9. full state funding for participation in regional vocational-agricultural programs, including transportation costs;
10. financial incentives for school districts operting full or extended day kindergarten programs, after school and summer remedial programs;
11. adequate support for adult vocational education programs;
12. establishment of grant programs to foster joint activities such as pooled healthcare, transportation, curriculum development, and central services.

## • BOARD OF EDUCATION BUDGETS •

CABE supports legislation to:

1. provide boards of education the authority to create “Special Revenue Funds” to account for the proceeds of specific revenue sources;
2. allow a board of education surplus of up to 1% of the budget to carry-over to the next fiscal year without requiring approval of the local financial authority.

## • TAX REFORM •

CABE supports comprehensive tax reform in Connecticut that:

1. is balanced and fair and will produce the revenues necessary to support quality public education and other needed public services;
2. reduces reliance on the local property tax, sales tax or other regressive forms of taxation; and
3. assures that distribution of the tax burden is based upon the ability to pay.

CABE opposes a state legislative cap on local property taxes.

### • MAGNET SCHOOL, CHOICE AND CHARTER FUNDING •

CABE urges the Connecticut legislature to take timely steps to:

- Identify adequate funding for receiving district participation. Choice has enjoyed its current success largely through the voluntary efforts of participating districts. To mandate participation through the mandate of the Commissioner of Education would have a severely corrosive and negative effect upon student achievement.
- Develop a charter school funding plan that does not compromise local district financing.
- Provide a comprehensive magnet school funding formula applicable statewide for both host and inter district schools, sending and receiving districts.
- Specifically exempt preschool from the requirement that boards of education pay tuition for non-special education students who choose to attend a magnet school.

### • ECS GRANTS FOR ALLIANCE DISTRICTS •

CABE urges the Legislature to restore full ECS funding to all districts including Alliance Districts, and create separate grants outside of ECS for Alliance District reform efforts.

### • UNIVERSAL PRESCHOOL •

CABE urges the state and federal government to recognize the importance of universal preschool and provide LEAs with the funding to provide all children ages 3-5 in Connecticut with access to a strong educational foundation.

### • FUNDING FOR CAPITAL IMPROVEMENTS •

CABE urges the Connecticut General Assembly to maintain support for school construction grants.

CABE supports updating the existing formula covering eligible overall square footage per student to take into consideration space needs such as for cafeterias/kitchens, media centers, reduced class sizes, teaching practices, technology.

### • SCHOOL CONSTRUCTION GRANTS •

CABE urges the Legislature to:

a. increase the school construction grant percentage for new construction equal to the current percentage for renovation as new; and
b. eliminate any space standard reduction percentage when factors beyond the control of the district cause lower than projected enrollment.

## Labor Relations

### • TEACHER AND ADMINISTRATOR EVALUATION •

CABE urges the Connecticut General Assembly to reestablish separate and categorical funding to support efforts to improve procedures for teacher evaluation and professional development and to develop career incentive programs for instructional personnel.

CABE supports the retention of the teacher evaluation process as a permissive subject of bargaining.

### • TEACHER NEGOTIATION ACT •

As long as compulsory binding arbitration remains as the dispute resolution process under the Teacher Negotiations Act, CABE supports additional modifications of the Act to allow boards of education to carry out their management responsibilities, including the following:

1. There shall be no presumption by arbitrators in favor of retaining contract provisions or continuing past employment practices.
2. Arbitrators shall give the highest priority to the educational interests of the state as such interests relate to the children of the school district.
3. Arbitrators shall give priority consideration to the public interest and the financial capability of the town or towns in the school district. The consideration of financial capability shall

include the town's capability as measured by its history of tax increases, personal income trends, declines in state and federal revenues, and the financial impact of state and federal mandates.

4. Establish a requirement that neutral arbitrators participate in training sessions.

CABE opposes granting teachers and administrators the opportunity to strike.

### • TEACHER TERMINATION HEARINGS •

CABE urges the state legislature to allow the suspension of tenured teachers without pay prior to the completion of the termination hearing process

### • IMPACT NEGOTIATION •

CABE supports the ability of local school boards to change job descriptions unilaterally without the necessity of negotiating the impact of the changes with individual unions.

### • UNEMPLOYMENT COMPENSATION •

CABE supports the repeal of federal legislation allowing states to grant unemployment compensation to school district employees during vacations and the summer months.

CABE urges the Connecticut General Assembly to refrain from extending such benefits to school district employees.

CABE supports modification of state statute to specifically provide that notice of intent to layoff at a future point in time, given in compliance with any legal or contractual mandate, shall not give rise to a right to collect unemployment benefits.

### • MANDATED BENEFITS •

CABE supports the repeal of statutorily mandated duty free lunch periods and sick leave. These issues should be negotiated at the local level.

## Special Education

### • CLARIFICATION AND SIMPLIFICATION OF THE STATE AND FEDERAL SPECIAL EDUCATION LAWS AND REGULATIONS •

CABE urges the simplification and clarification of state and federal special education laws and regulations in order to more efficiently and effectively deliver special education programs to those students who require them.

### • FEDERAL SPECIAL EDUCATION ISSUES •

CABE urges the federal government to revise and modify due process for students with disabilities. Specifically, CABE recognizes the need to improve on current due process proceedings to make them more effective and expeditious for the purpose of providing students with disabilities with an appropriate educational program.

CABE supports the following changes to special education law and regulations:

That the issue(s) in dispute at a due process hearing be limited to matters pertaining

(1) to a proposed IEP;
(2) to the existing IEP; or
(3) to any IEP from the current school year or the school year immediately preceding the current year.

That the hearing officer be authorized and/or required to append to his/her final decision and order a statement detailing the issue on which the respective parties have prevailed, in whole or in part, and summarizing the approximate amount of hearing time spent on each issue.

That the hearing officer should be granted the same powers the Federal Courts have to reduce attorney fees if the parent unreasonably protracted the final resolution of the controversy, if the award unreasonably exceeds the hourly rate prevailing in the community, if the time and legal services furnished were excessive considering the nature of the ac-

tion, or if the attorney representing the parent did not provide the school with a description of the problem relating to the proposed placement change and a proposed resolution. This should be done to insure a more equitable distribution of the financial responsibilities of the due process procedure.

That boards of education be granted more flexibility in the expulsion of special education students involved in criminal activities. Specifically, the federal government should not block states and local and regional boards of education from applying the same disciplinary standards to all students who commit the most serious offenses. If non-disabled students are expelled for certain actions, schools should be allowed to treat students with disabilities in the same manner.

That clarification of the relationship between Section 504 requirements and IDEA be provided.

That IDEA be amended to alleviate the burden placed on school districts with non resident private school students eligible for special education identification and services.

### • SPECIAL EDUCATION EQUITY, SERVICE AND PLACEMENT RESPONSIBILITY •

CABE urges the Connecticut General Assembly to:

1. lower the ceiling on local responsibility for special education costs to three times the district's average per pupil expenditure and fully fund this reimbursement grant;
2. limit the funding responsibility of local and regional boards of education for special education placements to the cost of instructional programs with health related service costs and costs exceeding the ceiling absorbed by the state;
3. allow payment of reimbursable special education expenses to pass directly to the school district and in the current year;
4. provide a funding adjustment in situations where special education children move mid-year.

### • LEAST RESTRICTIVE ENVIRONMENT •

CABE encourages the State Department of Education, Higher Education, the Connecticut General Assembly, and each local and regional board of education:

1. To consider the needs of the entire class of students when placement decisions are made.
2. To examine a variety of placement options to insure that each special education student is placed in the least restrictive environment.
3. To provide pre-service and in-service staff development and sufficient resources for all staff to enable them to provide appropriate support to special education students.

### • SPECIAL EDUCATION DUE PROCESS •

CABE urges the Legislature to:

1. Review the method for selection and qualification of due process hearing officers with a view toward increasing the level of professionalism and impartiality.
2. Increase available funding to attract qualified candidates and adequately compensate them for their service.
3. Provide for appellate review of due process decisions.
4. Provide that the burden of proof be on the party challenging the placement.

## Certification

### • PROFESSIONAL DEVELOPMENT •

The improvement of instruction relies heavily on the continued or increased competency of existing staff members, especially in periods of stable or declining enrollments. Therefore, CABE supports:

1. local and regional boards of education developing high quality professional development programs for school district staff, alone or in cooperation with other school boards, agencies, or institutions;
2. teacher preparation institutions and universities upgrading and expanding professional development programs and graduate programs for teachers and administrators; and
3. the maintenance of high quality, rigorous programs to improve professional practice by all professional development providers.

## • ALTERNATE ROUTES TO TEACHER AND ADMINISTRATOR CERTIFICATION •

CABE supports the alternate route to teacher and administrator certification, which increases flexibility in the manner in which academically able college graduates, including professionals seeking mid-career change, may enter the teaching force.

## • CERTIFICATION RECIPROCITY •

CABE urges the Commissioner of Education to establish a committee to review certification reciprocity from certified candidates possessing appropriate certification from other states.

*Since 1938, CABE has been the collective voice of more than 1,300 board of education members across the State. As CABE has grown, so has our prominence as leaders in shaping public education programs - helping Connecticut prepare for the increasingly competitive 21st century.*

*The following positions reflect the commitment of board of education members to promote public participation through local lay control of public education, to promote equal opportunity and a high quality education for all Connecticut's public school children and increase public awareness of education issues.*

*The distinctive line drawing of the Capitol building which appears on the cover was graciously donated to CABE by the late Richard Welling, a talented Hartford artist. The artwork is a particularly appropriate piece for our 2013 Whole Agenda. We are delighted to be able to feature a work by this very talented artist.*

# CREC Council Legislative Agenda

## 2013 Session of the Connecticut General Assembly

## Priority 1: Predictability for School Districts

Good decision making at the district level, particularly during challenging financial times, is dependent on predictable resources and on manageable timelines and expectations for major reforms. Predictability allows school districts to focus on serving the best interests of students. The CREC Council supports:

- A formula for the special education excess cost grant that offers predictable reimbursement to school districts;
- Allowing the payment of reimbursable special education expenses to pass directly to the school district, rather than going into the municipality's general fund;
- Predictable expectations for school districts regarding the Minimum Budget Requirement (MBR); and
- Revised timelines for the implementation of new initiatives, including Educator Evaluation, Common Core State Standards, and Secondary School Reform.

## Priority 2: Closing the Achievement Gap

Data show that children attending racially and economically integrated regional magnet schools and Hartford children attending suburban schools through the Hartford Region Open Choice Program are closing Connecticut's racial and socioeconomic achievement gaps. In order to continue this progress and advance a plan to reduce racial, social, and economic isolation statewide, the CREC Council supports:

- Providing sufficient funding to achieve the school integration benchmarks stipulated in the Sheff Settlement Agreement;
- Further investment in Open Choice as a more fiscally prudent and responsible way to invest Sheff funds;
- Increasing the per student tuition for districts accepting more than 3% Open Choice students; and
- Additional early childhood opportunities for students.

### CREC's Vision:

Every student can and shall learn at high levels and, therefore, must have access to all educational resources within the region through the system of public schools served by CREC.

### CREC's Mission:

To work with boards of education of the Capitol Region to improve the quality of public education for all learners.

CREC | Excellence in Education
Capitol Region Education Council
111 Charter Oak Avenue, Hartford, CT 06106
www.crec.org

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: February 12, 2013

**PREPARED BY:** Jeffrey A. Villar, Ph.D. **PRESENTED BY:** BOE Finance Committee

**ATTACHED:** Board of Education Finance Committee's Proposed Budget

**SUBJECT:** Finance Committee's Recommendation regarding the 2013-2014 Financial Plan

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**BACKGROUND:**

The Board of Education's Finance Committee held three separate meetings to review the budget in addition to holding one Public Forum. At its meeting on Tuesday, February 5th, the Finance Committee comprised of Kristin Ingram, Richard O'Reilly, and Cristina Santos voted 2-1 to reduce the budget by 1%, recommending a 1.49% budget for the 2013-2014 fiscal year.

**STATUS**: N/A

**RECOMMENDATION**: N/A

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**Recommended by the Superintendent:** JAV

**Agenda Item #** 5b

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: February 12, 2013

**PREPARED BY:** Doreen Richardson **PRESENTED BY:** Doreen Richardson

**SUBJECT:** Board of Education Self-Evaluation, 2nd Draft for Approval by Board

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**BACKGROUND:**

The Board of Education will review its performance annually. The self-evaluation shall be in writing and discuss the effectiveness of practices, methods of operation, and relationships that affect the ability of Board members and the Board as a whole to carry out their responsibilities.

**STATUS**: N/A

**RECOMMENDATION**:

Move that the Board of Education approved the 2nd draft of their of Self-Evaluation tool.

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**Recommended by the Superintendent:** JAV

**Agenda Item #** 5c.

# Windsor Board of Education

## Mission Statement

Develop the genius in every child and create life-long learners.

## Goals

To accomplish this mission, the Windsor Public Schools, in cooperation with families and the greater Windsor community, will ensure that all students acquire the following skills and behaviors:

1. All students will demonstrate exemplary academic skills throughout their careers in the Windsor Public Schools.
2. All students will demonstrate effective oral communication skills
3. All students will demonstrate the interpersonal skills necessary to work collaboratively with others.
4. All students will demonstrate the ability to think critically and to solve complex problems (analyze, creative, research, logic, innovative, integrated understanding, resilient).
5. All students will demonstrate a knowledge and understanding of the increasingly global nature of the world in which they live.
6. All students will demonstrate the behaviors associated with good citizenship.
7. All students will graduate from the Windsor Public Schools with a clear, achievable post-secondary plan.
8. All students will demonstrate exemplary skills in utilizing technology to maximize their educational experience.
9. All students will demonstrate an understanding of the importance of health and wellness.

**Bylaws of the Board - BL 9400**

**Board Self Evaluation**

The Board of Education will review its performance annually. The self-evaluation shall be in writing and discuss the effectiveness of practices, methods of operation, and relationships that affect the ability of Board members and the Board as a whole to carry out their responsibilities. Areas of evaluation shall include:

1. Board meetings
2. Policy development
3. Fiscal management
4. Board role in educational program development
5. Board member orientation/development
6. Relationships between the Board and Superintendent and staff
7. Board members' understanding of district programs and policies
8. Communication of Board members' needs to staff
9. Relationships and communications between the Board and community

The self-assessment shall be timed such that newly elected members will be able to meaningfully contribute constructive criticism. The self-assessment may be conducted in executive session to the extent that the performance of individual Board members with respect to the above-listed matters is discussed.
In tandem with its self-assessment, the Board shall establish goals for itself to recognize and continue its successes, and mitigate areas of concern. Those goals will then be evaluated during the following year's self-assessment.

The Board may designate a committee to plan and coordinate the evaluation and goal-setting process, develop surveys or other instruments, and engage an outside consultant as it deems proper to assist it. However, all Board members' opinions must be solicited and considered, and the resulting evaluation be discussed by the Board as a whole before adoption.

ByLaw Adopted: June 20, 2006

Other Relevant Policies:
P0200 - Goals for School District
P1000 - Community Relations
P2000.1 - Board Superintendent Relations
P2400 - Assessment of Superintendent of Schools
P3000 - Business - Guiding Principles
P9000 - Role of Board and Members (Powers, Purposes, Duties)

**General Board Objectives**

The Board self-assessment process will ensure the Board meets defined objectives:

- To assure that the Board is accountable for its own performance
- To allow each member of the Board to assess his/her individual performance as a member of the Board
- To improve communication among members of the Board and between the Board and the Superintendent
- To assure that the Board annually reviews the mission and goals towards continuous improvement
- To assure that individual concerns about the Board' s performance are known and understood by each member of the Board
- To assure that the decision-making process is effective and meets the expectations of the Board
- To assure that new members joining the Board understand the roles and responsibilities of the Board and Superintendent
- To assure continued improvement and effective leadership by the Board

**Board Self-Assessment Process**

- All Board members will participate in the evaluation process
- Each Board member will complete the evaluation independently
- The Board will meet to discuss the evaluation
- The Chair will prepare a report that summarizes the evaluation: the success of the Board and areas identified as needing improvement
- The Board will establish goals to address areas of improvement, define performance indicators to measure progress and timelines for reviewing, updating and amending goals as progress is realized

**Note:** This process may require two meetings. The Board may choose to use an external facilitator.

**Board Self-Assessment**

| Performance Expectation | Performance Criteria | Exemplary | Proficient | Developing | Below Standard |
|---|---|---|---|---|---|
| 1. Establish and promote district vision and values | a. The Board has formally adopted a mission, vision, and a set of core values for the school system that guides its work on behalf of children, including strategic planning, budget decisions, and policy matters | | | | |
| | b. The Board annually revisits its mission, vision, and core values to ensure constancy of purpose and to reaffirm its values with the community | | | | |
| | c. The Board's mission, vision and core values are the focus of reflection and deliberation as it strives for continuous improvement in its governance | | | | |
| Comments/Recommendations: | | | | | |
| 2. Develop and promote relevant governing policies | a. The Board operates as a policy-making body using its written policies as the framework for its decision-making concerning the instructional and business operations of the school district. | | | | |
| | b. The Board's policies reflect its core commitment to equity, excellence, and a culture of respect, as well as promote the highest expectations for its diverse student body and workforce. | | | | |
| | c. The Board develops policies that give the administration sufficient authority and latitude to manage the day-to-day instructional and business operations of the school system. | | | | |
| Comments/Recommendations: | | | | | |
| 3. Monitor expected student achievement results | a. The Board collaborates with the Superintendent to regularly monitor a mutually agreed upon set of meaningful indicators that are aligned with the district goals and that assess achievement and engagement for all students | | | | |
| | b. The Board monitors the effectiveness of instructional programs by measuring student achievement against State and local standards and | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | other pertinent data with particular attention to progress toward closing achievement gaps among students. | | | | |
| | c. The Board uses student achievement data to make decisions and establish district priorities | | | | |
| Comments/Recommendations: | | | | | |
| 4. Responsible management of resources | a. The Board regularly reviews the educational and administrative management of the school system to ensure that resource allocations and decisions support the strategic priorities of the school system. | | | | |
| | b. The Board' s fiscal and resource management is transparent to the community and provides assurance that resources are aligned and deployed to reflect the district' s priorities as stated by its goals. | | | | |
| | c. The Board regularly monitors financial data to ensure meaningful accountability and communicate to the community that educational dollars are spent in the most efficient and effective manner | | | | |
| Comments/Recommendations: | | | | | |
| 5. Community Engagement and Communication | a. The Board communicates clearly and regularly with a broad base of internal and external stakeholders about the Board' s work and to share its vision, mission and core values. | | | | |
| | b. The Board employs multiple strategies for reaching out to the community in an effort to directly engage in two-way communication and dialogue with diverse populations to solicit input on relevant decisions and to ensure that their perspectives inform its priorities. | | | | |
| | c. The Board is strategic in its advocacy to help mobilize and sustain community support for school system progress and work with elected officials to promote its needs. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Comments/Recommendations: | | | | | |
| 6. Board Operations | a. The Board' s agendas and work sessions are aligned with its core values, and it has effective and efficient processes for doing Board work to ensure that the Board' s time is used consistent with goals | | | | |
| | b. The Board conducts business only at properly called meetings | | | | |
| | c. The Board has effective meetings | | | | |
| | d. The Board conducts comprehensive orientation activities to familiarize new board members with their role on the team | | | | |
| | e. The Board conducts district business in accordance with established ethical standards | | | | |
| Comments/Recommendations: | | | | | |
| 7. Building and sustaining an effective relationship with the Superintendent | a. The Board works to build and sustain an effective working relationship with the Superintendent by engaging in two-way communication that articulates expectations on shared governance as well as performance goals for the system. | | | | |
| | b. The Board respects the management responsibilities and administrative prerogatives of the Superintendent and works collaboratively with the Superintendent in a spirit of mutual trust and confidence. | | | | |
| | c. The Board maintains open lines of communication by conducting regular dialogue on progress towards district goals and objectives, student achievement, and community/school issues and concerns. | | | | |
| | d. The Board evaluates the Superintendent performance based on clearly defined performance goals and expectations | | | | |
| | e. Directions to the Superintendent come from the Board as a whole; not individual Board members | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Comments/Recommendations: | | | | | |
| 8. Governance Structure - Committees | a. The Board has an effective committee structure which reflect its core work | | | | |
| | b. The Board has provided committees with a clear charge, parameters, and due diligence expectations. | | | | |
| | c. The Board receives presentations and updates on the work of its committees | | | | |
| | d. The Board effectively utilizes committees to streamline the work of the Board | | | | |
| Comments/Recommendations: | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 9. Interpersonal Relations | a. Members treat each other with mutual respect, trust, civility and regard for each other's respective roles and responsibilities | | | | |
| | b. Members respect the opinion of others and accept the principle of "majority rule" by supporting final Board decisions regardless of their own vote or opinion on the issue. | | | | |
| | c. Members maintain confidentiality of privileged and confidential information. | | | | |
| | d. Members deal with conflicts openly and honestly | | | | |
| Comments/Recommendations: | | | | | |
| Summary/Other Comments or Observations | | | | | |

**Performance indicators to consider given the criteria for each performance expectation:**

1. **Establish and Promote District Vision and Values**

a. I participate fully in the annual review of our goals, including the mission, vision, core values, and guiding tenets.
b. My decision-making is aligned with the district's vision, mission, core values, and system goals.
c. I regularly reflect on the Board's mission, vision and core values as I go about my work.

2. **Develop and Promote Relevant Governing Policies**

a. I am knowledgeable about the Board's policies and use Board policy as a basis for decision- making.
b. I recognize and respect the prerogative and authority of the Superintendent and administrative staff to implement the Board's policies.
c. In adopting new or reviewing existing Board policies, I look to ensure that they are consistent with our mission, vision and core values.

3. **Monitor Expected Student Achievement Results**

a. I am actively engaged in working with the Superintendent to develop appropriate performance indicators that align with the Board's goals.
b. I carefully review student achievement data presented by staff and use it as a basis for setting Board policy and budget priorities.
c. Improving achievement for all students drives my educational decision-making

4. **Responsible Management of Resources**

a. I understand the relationship between our budgets and our system's core values, and I advocate for our students' and schools' needs.
b. I carefully review all system resource audits and other financial data in order to better discharge my fiduciary obligations.
c. I understand and actively participate in our district's budgeting process

5. **Community Engagement and Communication**

a. I promote the interests of the system within the community and with elected officials.
b. I listen to, and carefully consider, broad-based community input while exercising my decision-making responsibility.
c. I participate actively in the Board's outreach efforts, including public forums and hearings.

6. **Board Operations**

a. I regularly engage in continuous improvement and professional development activities related to Board work and make every effort to attend all meetings having done my homework and prepared to contribute in a positive manner.
b. I maintain the confidentiality of Board proceedings and adhere to ethical standards in my role.
c. I am a productive member of the team, work well with my colleagues, work within the parameters of my authority as a Board member and honor Board decisions even when the vote is not unanimous.
d. I understand and follow the Board's policies, procedures, process and protocols that guide our work

7. **Building and Sustaining an Effective Relationship with the Superintendent**

a. I respect the management and administrative responsibilities of the Superintendent and work to ensure that the Board has conveyed clear expectations for his performance.
b. I communicate with the Superintendent when I have concerns involving the school district and work collaboratively on resolving problems.
c. I participate fully in the Superintendent evaluation process working collaboratively with fellow Board members and approaching the task of evaluation fairly and diligently
d. I reserve statements critical of the superintendent's actions, and evaluation of the superintendent for executive sessions.
e. I support the school administration before critical groups and individuals in the community.

8. **Governance structure -Use of Committees**

a. I understand the role and purpose of the committee on which I serve

b. I receive relevant, clear information that allows the committee to have meaningful meetings
c. The work of the committee is aligned with the Board's goals and priorities

**9. Interpersonal Relations**

a. I engage in open, honest, respectful dialogue with members of the Board as evident in my choice of words, tone and tenor
b. I openly support and respect the right of others to be heard, and abide by the majority decision of the Board even when I disagree
c. I keep the confidence of the Board's executive privilege, including matters pertaining to staff and students
d. I acknowledge and deal constructively with issues of conflict

# Windsor School District Technology Update

I. Items accomplished to date:

a. Wireless network

i. All 4 elementary schools now have a wireless network

ii. The wireless networks at WHS and Sage have been expanded

iii. The network at L.P. Wilson was upgraded.

b. Help Desk

i. A Help Desk system has been implemented to better track technology requests and assistance. Over 1300 tickets have been created since its inception on October 1, 2012.

c. Office 2010 (District had been using much older version of office)

i. Remote installation has been successful on over 800 computers. Installation is still ongoing.

ii. Home Use Program- Staff is eligible to download Office 2010 for home use for $9.95. Thirty four staff members have done this as of this date.

d. Webpage migration

i. We will be live with our new website towards the end of January. The educational technology teachers have been working hard to migrate all of the data over to the new site.

e. Interactive Boards

i. Interactive white boards have been purchased and installed in all classrooms 3-5

1. 6 mobile units for the libraries in district.

2. Interactive projectors have been installed in all science classes at the high school

f. Laptops

i. 93 laptops have been purchased to:

1. Add more laptops for training

2. Add 2 laptop carts to JFK and Clover

3. Replace outdated laptops

g. Desktops

i. 160 Desktop computers have been purchased to:

1. Replace existing desktop computers as needed

h. Document Cameras

i. 76 IPEVOs were purchased to enhance classroom instruction. This document camera provides teachers with the ability to display student work and other objects through the projector.

h. Printing Assessment
   i. We are in the middle of a free printing assessment to learn of ways we can lower our printing costs.

j. iPads
   i. ELL- 30 iPads were purchased through a grant for ELL students.
   ii. District Teacher of the Year has piloted 5 iPads with educational apps which have successfully been integrated into her 2nd grade class.
   iii. All of the administrators were issued iPads early in the year for ease of staff evaluations and other administrative functions. The early responses regarding the iPads have been positive.
   iv. Board members and cabinet members were issued iPads
      1. Implemented CABE meeting
      2. Placed district Policy online in searchable format
   v. A Mini-Mac was purchased to configure iPads

k. Data systems
   i. Mileposts- is a teacher-centered online data management solution. District has been working with developer to customize application to meet district needs
   ii. PowerSchool upgrades- successfully managed upgrades to system

l. Training
   i. Edline
   ii. Smartboard
      1. OnBoard academic software was purchased to give teachers ready-made lessons to use with Smartboards. Over 66 teachers were trained on the use of the Smartboard and how to incorporate it into classroom lessons.
   iii. Mileposts
   iv. PowerSchool
      1. Training was held for PowerSchool Scheduling with high school staff
   v. A select group of Administrators and teachers were trained in the use of MAP in August and October.

m. MAP

i. We successfully managed the fall round of grade K-8 MAP testing. We are currently administering the winter session of the MAP test.

n. Network Storage Space
    i. More network storage space was issued to Windsor for staff use.

o. Distribution lists
    i. Distribution lists for use with email are being developed

p. Discovery Education Streaming Video
    i. A subscription to this service was purchased this year. This service allows teachers to access over appropriate video content for classroom instruction.

q. Speakers
    i. 50 sets of speakers were purchased for classroom use.

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: February 12, 2013

**PREPARED BY**: Frank Williams **PRESENTED BY:** Frank Williams

**ATTACHMENTS:** January 31, 2013 Financial Report

**SUBJECT: Financial Report**

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**BACKGROUND:**

A report of operating expenditures is prepared monthly for the Board of Education. The report details monthly and year-to-date expenditures for each site within Windsor Public Schools.

**STATUS:**

The attached report is for the month of January 31, 2013. There are two reports: one with encumbrances and one without.

There were no inter-site transfers during the month.

**RECOMMENDATION:**

No action is necessary. The report is for information only.

The Secretary of the Board of Education should include the following in the minutes of this Board of Education meeting:

| | |
|---|---|
| Expenditures for January 2013 | $ 5,283,452 |
| Expenditures through January 31, 2013 | $27,882,419 |

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**Recommended by the Superintendent:** JAV

**Agenda Item #** 8a.

# Windsor Public Schools
## Financial Report
## January 31, 2013

| | 2012/2013 Budget | Expenditures YTD 01/31/13 | Encumbrances | Balance * @ 01/31/13 | % Balance |
|---|---|---|---|---|---|
| **Instructional Services** | | | | | |
| Elementary Schools** | 563,680 | $ 223,466 | $ 20,851 | $ 340,214 | 60% |
| Sage Park Middle School | 330,625 | 153,756 | 43,618 | 176,869 | 53% |
| Windsor High School | 500,512 | 251,490 | 72,747 | 249,022 | 50% |
| Windsor High School Interscholastic Sports | 158,425 | 57,985 | 45,026 | 100,440 | 63% |
| WHS Career & Technical Education | 62,000 | 28,548 | 8,789 | 33,452 | 54% |
| Continuing Education | 88,400 | 150,719 | 5,463 | (62,319) | -70% |
| Instructional Services Management | 435,905 | 79,461 | 21,090 | 356,444 | 82% |
| Curriculum Management & Development | 69,640 | 28,978 | 1,070 | 40,662 | 58% |
| Curriculum Mgt. & Dev. -Magnet School Tuition | 999,200 | 998,994 | 148,218 | 206 | 0% |
| Textbook Adoption | 97,500 | 8,876 | 11,990 | 88,624 | 91% |
| Technology | 461,055 | 242,865 | 55,546 | 218,190 | 47% |
| **Total Instructional Services** | $ 3,766,942 | $ 2,225,137 | $ 434,408 | $ 1,541,805 | 41% |
| **Education Support Services** | | | | | |
| Pupil Personnel Services | $ 196,575 | $ 121,721 | $ 72,403 | $ 74,854 | 38% |
| Special Education | 312,660 | 98,937 | 17,786 | 213,723 | 68% |
| Special Education Tuition | 3,867,000 | 1,032,372 | 2,548,329 | 2,834,628 | 73% |
| Policy & Planning | 147,350 | 59,990 | 3,249 | 87,361 | 59% |
| Employee Personnel Services | 115,100 | 38,599 | 2,706 | 76,501 | 66% |
| Financial Management | 161,200 | 34,464 | 26,060 | 126,736 | 79% |
| Financial Services | 37,000 | 9,171 | 1,581 | 27,829 | 75% |
| Pupil Transportation & Safety | 3,283,900 | 909,940 | 2,643,293 | 2,373,960 | 72% |
| Physical Plant Services | 2,642,747 | 1,035,116 | 1,280,316 | 1,607,631 | 61% |
| Major Maintenance | 278,000 | 263,573 | 12,954 | 14,427 | 5% |
| L.P. Wilson Center | 123,600 | 72,100 | 61,413 | 51,500 | 42% |
| Salaries & Benefits | 47,511,056 | 21,981,299 | 16,657,152 | 25,529,757 | 54% |
| **Total Education Support Services** | $ 58,676,188 | $ 25,657,282 | $ 23,327,242 | $ 33,018,906 | 56% |
| **Total All Sites** | **$ 62,443,130** | **$ 27,882,419** | **$ 23,761,650** | **$ 34,560,711** | **55%** |

***Note does not include encumbrances***

** Windsor Elementary Schools:Clover Street School, John F Kennedy School, Oliver Ellsworth School, Poquonock School

# Windsor Public Schools
## Financial Report with Encumberances
## January 31, 2013

| | 2012/2013 Budget | Expenditures YTD 01/31/13 | Encumbrances | Balance @ 01/31/13 | % Balance |
|---|---|---|---|---|---|
| **Instructional Services** | | | | | |
| Elementary Schools** | 563,680 | $ 223,466 | $ 20,851 | $ 319,363 | 57% |
| Sage Park Middle School | 330,625 | 153,756 | 43,618 | 133,251 | 40% |
| Windsor High School | 500,512 | 251,490 | 72,747 | 176,276 | 35% |
| Windsor High School Interscholastic Sports | 158,425 | 57,985 | 45,026 | 55,414 | 35% |
| WHS Career & Technical Education | 62,000 | 28,548 | 8,789 | 24,663 | 40% |
| Continuing Education | 88,400 | 150,719 | 5,463 | (67,782) | -77% |
| Instructional Services Management | 435,905 | 79,461 | 21,090 | 335,354 | 77% |
| Curriculum Management & Development | 69,640 | 28,978 | 1,070 | 39,591 | 57% |
| Curriculum Mgt. & Dev. -Magnet School Tuition | 999,200 | 998,994 | 148,218 | (148,012) | -15% |
| Textbook Adoption | 97,500 | 8,876 | 11,990 | 76,634 | 79% |
| Technology | 461,055 | 242,865 | 55,546 | 162,644 | 35% |
| **Total Instructional Services** | $ 3,766,942 | $ 2,225,137 | $ 434,408 | $ 1,107,397 | 29% |
| **Education Support Services** | | | | | |
| Pupil Personnel Services | $ 196,575 | $ 121,721 | $ 72,403 | $ 2,451 | 1% |
| Special Education | 312,660 | 98,937 | 17,786 | 195,937 | 63% |
| Special Education Tuition | 3,867,000 | 1,032,372 | 2,548,329 | 286,299 | 7% |
| Policy & Planning | 147,350 | 59,990 | 3,249 | 84,112 | 57% |
| Employee Personnel Services | 115,100 | 38,599 | 2,706 | 73,795 | 64% |
| Financial Management | 161,200 | 34,464 | 26,060 | 100,676 | 62% |
| Financial Services | 37,000 | 9,171 | 1,581 | 26,248 | 71% |
| Pupil Transportation & Safety | 3,283,900 | 909,940 | 2,643,293 | (269,333) | -8% |
| Physical Plant Services | 2,642,747 | 1,035,116 | 1,280,316 | 327,316 | 12% |
| Major Maintenance | 278,000 | 263,573 | 12,954 | 1,472 | 1% |
| L.P. Wilson Center | 123,600 | 72,100 | 61,413 | (9,913) | -8% |
| Salaries & Benefits | 47,511,056 | 21,981,299 | 16,657,152 | 8,872,604 | 19% |
| **Total Education Support Services** | $ 58,676,188 | $ 25,657,282 | $ 23,327,242 | $ 9,691,664 | 17% |
| **Total All Sites** | **$ 62,443,130** | **$ 27,882,419** | **$ 23,761,650** | **$ 10,799,061** | **17%** |

** Windsor Elementary Schools:Clover Street School, John F Kennedy School, Oliver Ellsworth School, Poquonock School

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of**: February 12, 2013

**Prepared by:** Jeanne Woodstock **Presented by:** Frank Williams

**Attachments:** Student Enrollment Summary

**Subject:** **Enrollment Summary – JANUARY 2013**

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Attached are the official enrollment figures as of February 1, 2013. Mr. Williams will answer any questions.

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**Recommended by the Superintendent:** JAV

**Agenda Item #** 8b.

# Windsor Public Schools
## Student Enrollment Report Recap
### February 1, 2013

| Enrollment in Windsor Public Schools | |
|---|---|
| Grades PreK-5 | 1,435 |
| Grades 6-8 | 757 |
| Grades 9-12 | 1,193 |
| **Total District Enrollment** | **3,385** |

| Windsor Students not in district schools | |
|---|---|
| Itinerant Speech / Outside Speech | 3 |
| Outside Placement/Private Placement(SPED) | 60 |
| Montessori Hartford CREC | 31 |
| Metropolitan Learning Center CREC | 156 |
| CREC Misc MAGNET SCHOOLS | 123 |
| Hartford Host Magnets | 172 |
| Misc Magnet Schools | 23 |
| Prince Tech | 21 |
| Cheny Tech | 9 |
| | **598** |
| **Total Windsor** | **3,983** |

**Windsor Public Schools**
**Student Enrollment Report**
**February 1, 2013**

| Grade | | Poquonock | Clover St | O Ellsworth | JF Kennedy | Totals |
|---|---|---|---|---|---|---|
| Pre K | | | | 48 | | 48 |
| K | | 88 | | 132 | | 220 |
| 1 | | 82 | | 128 | | 210 |
| 2 | | 84 | | 137 | | 221 |
| 3 | | | 87 | | 147 | 234 |
| 4 | | | 98 | | 137 | 235 |
| 5 | | | 114 | | 153 | 267 |
| Subtotal K-5 | | | | | | 1387 |
| **Total** | **0** | **254** | **299** | **445** | **437** | **1,435** |

| Grade | Sage Park MS |
|---|---|
| 6 | 230 |
| 7 | 250 |
| 8 | 277 |
| | |
| **Total** | **757** |

| Grade | Windsor High |
|---|---|
| 9 | 285 |
| 10 | 303 |
| 11 | 289 |
| 12 | 316 |
| **Total** | **1,193** |

| **Total District Enrollment** | **3,385** |
|---|---|

WINDSOR HIGH SCHOOL
Enrollment for
School Year 2012-2013

| | Projected | | 1-Sep | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| **Grade 9** | **319** | | 295 | 283 | 283 | 283 | 284 | 285 | | | | |
| | | | | | | | | | | | | |
| **Grade 10** | **274** | | 307 | 309 | 306 | 303 | 303 | 303 | | | | |
| | | | | | | | | | | | | |
| **Grade 11** | **286** | | 290 | 290 | 291 | 290 | 290 | 289 | | | | |
| | | | | | | | | | | | | |
| **Grade 12** | **296** | | 323 | 321 | 317 | 317 | 317 | 316 | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| **Windsor High Total** | **1175** | | **1215** | **1203** | **1197** | **1193** | **1194** | **1193** | **0** | **0** | **0** | **0** |

SAGE PARK MIDDLE SCHOOL

ENROLLMENT REPORT
2012-2013

| | | Projected | | 1-Sep | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun | # of Teachers | Average C. Size |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade 6** | | | | | | | | | | | | | | | |
| Team 1 | | | | **82** | 78 | 78 | 79 | 79 | 78 | | | | | 5 | 15.6 |
| Team 2 | | | | **71** | 69 | 69 | 69 | 69 | 68 | | | | | 4 | 17 |
| Team 3 | | | | **80** | 79 | 83 | 83 | 83 | 83 | | | | | 5 | 16.6 |
| | | | | | | | | | | | | | | | |
| | **Total** | **248** | | **233** | **226** | **230** | **231** | **231** | **229** | **0** | **0** | **0** | **0** | | |
| **Grade 7** | | | | | | | | | | | | | | | |
| Team 4 | | | | **81** | 81 | 80 | 81 | 81 | 82 | | | | | 5 | 16.4 |
| Team 5 | | | | **84** | 85 | 84 | 84 | 85 | 85 | | | | | 4 | 21.25 |
| Team 6 | | | | **79** | 77 | 80 | 81 | 81 | 80 | | | | | 5 | 16 |
| | | | | | | | | | | | | | | | |
| | **Total** | **250** | | **244** | **243** | **244** | **246** | **247** | **247** | **0** | **0** | **0** | **0** | | |
| **Grade 8** | | | | | | | | | | | | | | | |
| Team 7 | | | | **89** | 90 | 90 | 88 | 90 | 89 | | | | | 5 | 17.8 |
| Team 8 | | | | **89** | 90 | 92 | 90 | 90 | 90 | | | | | 5 | 18 |
| Team 9 | | | | **94** | 92 | 92 | 93 | 92 | 92 | | | | | 4 | 23 |
| | | | | | | | | | | | | | | | |
| | **Total** | 277 | | **272** | **272** | **274** | **271** | **272** | **271** | **0** | **0** | **0** | **0** | | |
| **SPARK** | | | | **8** | **9** | **7** | **9** | **10** | **10** | | | | | | |
| **Sage Park** | **Total** | **775** | | **757** | **750** | **755** | **757** | **760** | **757** | **0** | **0** | **0** | **0** | | |
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

**CLOVER STREET SCHOOL**
**ENROLLMENT REPORT**
**2012-2013**

| Room# | Teacher | | Projected | | 1-Sep | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | **Grade 3** | | | | | | | | | | | | |
| 8 | K Baker | | | | 23 | 22 | 22 | 22 | 22 | 21 | | | | |
| 9 | S Michalic | | | | 22 | 22 | 21 | 21 | 21 | 21 | | | | |
| 10 | J Murray | | | | 23 | 23 | 22 | 23 | 23 | 23 | | | | |
| 11 | J Darrell | | | | 23 | 23 | 23 | 22 | 22 | 22 | | | | |
| | | **Total** | **85** | | **91** | **90** | **88** | **88** | **88** | **87** | **0** | **0** | **0** | **0** |
| | | **Grade 4** | | | | | | | | | | | | |
| 14 | S Podgurski | | | | 19 | 19 | 19 | 19 | 19 | 19 | | | | |
| 15 | K Baker | | | | 19 | 20 | 20 | 20 | 18 | 19 | | | | |
| 16 | L Schoenwolff | | | | 19 | 20 | 20 | 20 | 20 | 20 | | | | |
| 17 | C Nowsch | | | | 20 | 20 | 20 | 20 | 20 | 20 | | | | |
| 18 | D Williams | | | | 20 | 19 | 20 | 20 | 20 | 20 | | | | |
| | | **Total** | **96** | | **97** | **98** | **99** | **99** | **97** | **98** | **0** | **0** | **0** | **0** |
| | | **Grade 5** | | | | | | | | | | | | |
| 12 | P Reale | | | | 21 | 21 | 21 | 21 | 21 | 20 | | | | |
| 13 | S Smith | | | | 19 | 17 | 19 | 19 | 19 | 20 | | | | |
| 24 | M O'Brien | | | | 18 | 18 | 19 | 19 | 19 | 19 | | | | |
| 25 | S Lewis | | | | 18 | 18 | 18 | 18 | 18 | 19 | | | | |
| 26 | C Lindsley | | | | 18 | 19 | 18 | 18 | 18 | 18 | | | | |
| 27 | E Chartier | | | | 19 | 18 | 18 | 18 | 18 | 18 | | | | |
| | | **Total** | **116** | | **113** | **111** | **113** | **113** | **113** | **114** | **0** | **0** | **0** | **0** |
| | | | | | | | | | | | | | | |
| | **CLOVER** | **TOTAL** | **297** | | **301** | **299** | **300** | **300** | **298** | **299** | **0** | **0** | **0** | **0** |

**OLIVER ELLSWORTH SCHOOL**

**ENROLLMENT REPORT**

**2012-2013**

| Room# | Teacher | Grade | Projected | | 1-Sep | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19 | G Drake | **Kindergarten** | | | 16 | 17 | 17 | 17 | 17 | 17 | | | | |
| 20 | L Butterick | | | | 17 | 18 | 18 | 18 | 18 | 17 | | | | |
| 21 | J Addie | | | | 17 | 16 | 16 | 16 | 16 | 18 | | | | |
| 22 | A Zawistowski | | | | 16 | 17 | 16 | 16 | 16 | 16 | | | | |
| 23 | L Rumrill | | | | 15 | 15 | 15 | 15 | 15 | 16 | | | | |
| 24 | A Bartholomew | | | | 15 | 15 | 15 | 15 | 15 | 16 | | | | |
| 25 | K Lehn | | | | 16 | 16 | 16 | 17 | 17 | 16 | | | | |
| 26 | S Marcello | | | | **16** | **17** | **16** | **16** | **16** | **17** | | | | |
| | | **Total** | **132** | | **128** | **131** | **129** | **130** | **130** | **133** | **0** | **0** | **0** | **0** |
| 11 | K Stoll | **Grade 1** | | | 20 | 20 | 20 | 21 | 21 | 21 | | | | |
| 12 | K Freeman | | | | 19 | 19 | 19 | 18 | 18 | 18 | | | | |
| 13 | B O'Rourke | | | | 19 | 18 | 18 | 18 | 18 | 18 | | | | |
| 14 | K Furie | | | | 20 | 20 | 20 | 20 | 20 | 20 | | | | |
| 15 | T Strickland | | | | 19 | 19 | 19 | 17 | 17 | 17 | | | | |
| 16 | J Roebelen | | | | 17 | 18 | 17 | 17 | 17 | 17 | | | | |
| 17 | S Paley | | | | 18 | 17 | 17 | 16 | 16 | 16 | | | | |
| | | **Total** | 141 | | 132 | 131 | 130 | 127 | 127 | 127 | 0 | 0 | 0 | 0 |
| | | **Grade 2** | | | | | | | | | | | | |
| 1 | V Golec | | | | 21 | 21 | 20 | 20 | 20 | 20 | | | | |
| 2 | R Brown | | | | 20 | 19 | **19** | **19** | **19** | **19** | | | | |
| 3 | M Baldyga | | | | 19 | 19 | **19** | **18** | **18** | **18** | | | | |
| 4 | D Ghanesh-May | | | | 20 | 20 | 19 | 20 | 19 | 20 | | | | |
| 6 | S Martinson | | | | 21 | 21 | 20 | 20 | 19 | 20 | | | | |
| 7 | L Neil | | | | 20 | 21 | 20 | 20 | 20 | 20 | | | | |
| 8 | D Jaworski | | | | 21 | 21 | 21 | 20 | 20 | 20 | | | | |
| | | **Total** | **134** | | **142** | **142** | **138** | **137** | **135** | **137** | **0** | **0** | **0** | **0** |
| | | | | | | | | | | | | | | |
| 5 & 10 | Pre K Sped | | | | | | | | | | | | | |
| | & Peer | | | | 41 | 41 | 44 | 47 | 47 | 48 | | | | |
| | | | | | | | | | | | | | | |
| | | **Total** | **54** | | **41** | **41** | **44** | **47** | **47** | **48** | | | | |
| | | | | | | | | | | | | | | |
| | **Ellsworth** | **Total** | **461** | | **443** | **445** | **441** | **441** | **439** | **445** | **0** | **0** | **0** | **0** |

JF KENNEDY SCHOOL

ENROLLMENT REPORT
2012-2013

| Room# | Teacher | Grade | Projecte | | 1-Sep | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Grade 3 | | | | | | | | | | | | |
| 2 | J Herner | | | | 21 | 21 | 21 | 21 | 21 | 21 | | | | |
| 3 | A Johnson | | | | 21 | 22 | 21 | 21 | 21 | 22 | | | | |
| 1 | K Mazur | | | | 22 | 21 | 21 | 21 | 21 | 21 | | | | |
| 4 | S Schreiber | | | | 21 | 21 | 21 | 21 | 20 | 20 | | | | |
| 5 | S Silliman | | | | 21 | 21 | 22 | 22 | 22 | 22 | | | | |
| 6 | M Johnston | | | | 21 | 21 | 21 | 21 | 21 | 21 | | | | |
| 8 | E Vazquez | | | | 20 | 21 | 21 | 21 | 20 | 20 | | | | |
| | | **Total** | **138** | | **147** | **148** | **148** | **148** | **146** | **147** | **0** | **0** | **0** | **0** |
| | | Grade 4 | | | | | | | | | | | | |
| 15 | N Donzella | | | | 23 | 24 | 24 | 24 | 24 | 24 | | | | |
| 12 | B Emerson | | | | 23 | 23 | 23 | 23 | 23 | 23 | | | | |
| 14 | M Murzak | | | | 25 | 22 | 22 | 22 | 22 | 22 | | | | |
| 7 | M Pettibone-Johnson | | | | 24 | 23 | 23 | 23 | 23 | 23 | | | | |
| 10 | C Romero | | | | 23 | 21 | 21 | 21 | 22 | 23 | | | | |
| 9 | R Tomkowit | | | | 24 | 24 | 23 | 23 | 22 | 22 | | | | |
| | | **Total** | **138** | | **142** | **137** | **136** | **136** | **136** | **137** | **0** | **0** | **0** | **0** |
| | | Grade 5 | | | | | | | | | | | | |
| 27 | B Belzer | | | | 21 | 21 | 21 | 22 | 22 | 22 | | | | |
| 16 | C Deacon | | | | 23 | 23 | 23 | 23 | 23 | 22 | | | | |
| 20 | M Herman | | | | 22 | 22 | 22 | 22 | 22 | 21 | | | | |
| 24 | V Hoerle | | | | 22 | 22 | 22 | 22 | 22 | 22 | | | | |
| 19 | S Fye | | | | 20 | 21 | 21 | 21 | 21 | 21 | | | | |
| 25 | D Mosher | | | | 23 | 23 | 23 | 23 | 23 | 23 | | | | |
| 28 | O Walker | | | | 23 | 22 | 22 | 22 | 22 | 22 | | | | |
| | | **Total** | **155** | | **154** | **154** | **154** | **155** | **155** | **153** | **0** | **0** | **0** | **0** |
| | **Kennedy** | **Total** | **431** | | **443** | **439** | **438** | **439** | **437** | **437** | **0** | **0** | **0** | **0** |

**POQUONOCK SCHOOL**

**ENROLLMENT REPORT**
**2012-2013**

| RM | Teacher | Grade | Project | | 1-Sep | 1-Oct | 1-Nov | 1-Dec | 1-Jan | 1-Feb | 1-Mar | 1-Apr | 1-May | 1-Jun |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | |
| | | **Kindergarten** | | | | | | | | | | | | |
| 1 | C McCann | | | | 17 | 18 | 18 | 18 | 18 | 18 | | | | |
| 2 | A Anzaldi | | | | 18 | 18 | 17 | 17 | 16 | 17 | | | | |
| 3 | M Scott | | | | 18 | 17 | 17 | 17 | 17 | 18 | | | | |
| 22 | I Hilbert | | | | 17 | 17 | 18 | 18 | 18 | 18 | | | | |
| 24 | J Delskey | | | | 17 | 17 | 17 | 17 | 17 | 17 | | | | |
| | | **Total** | **79** | | **87** | **87** | **87** | **87** | **86** | **88** | **0** | **0** | **0** | **0** |
| | | | | | | | | | | | | | | |
| | | **Grade 1** | | | | | | | | | | | | |
| 15 | M Lafayette | | | | 17 | 15 | 15 | 15 | 16 | 16 | | | | |
| 16 | L Bishop | | | | 16 | 16 | 16 | 15 | 16 | 16 | | | | |
| 17 | S Raupach | | | | 15 | 15 | 16 | 16 | 16 | 16 | | | | |
| 18 | M Macaluso | | | | 16 | 16 | 16 | 16 | 16 | 17 | | | | |
| 19 | K Blume | | | | 17 | 17 | 17 | 17 | 17 | 17 | | | | |
| | | **Total** | **93** | | **81** | **79** | **80** | **79** | **81** | **82** | **0** | **0** | **0** | **0** |
| | | | | | | | | | | | | | | |
| | | **Grade 2** | | | | | | | | | | | | |
| 8 | L King | | | | 19 | 18 | 17 | 17 | 17 | 17 | | | | |
| 9 | S Trummel | | | | 17 | 16 | 16 | 16 | 15 | 15 | | | | |
| 11 | D Diodato | | | | 19 | 18 | 18 | 18 | 18 | 18 | | | | |
| 12 | K Richards | | | | 19 | 18 | 18 | 18 | 18 | 18 | | | | |
| 13 | L Huntington | | | | 19 | 19 | 17 | 17 | 17 | 16 | | | | |
| | | **Total** | **99** | | **93** | **89** | **86** | **86** | **85** | **84** | **0** | | **0** | **0** |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | **Poquonock** | **Totals** | **271** | | **261** | **255** | **253** | **252** | **252** | **254** | **0** | **0** | **0** | **0** |

WINDSOR BOARD OF EDUCATION

**Agenda Item**

For Consideration by the Board of Education at the Meeting of: February 12, 2013

**Prepared by**: Dana Plant **Presented By:** Franklin Williams, III

**Attachments:** Food Service Financial Report

**SUBJECT:** Statement on Cafeteria Operations – January 2013

**BACKGROUND:** The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities and at St. Gabriel's, Trinity Christian School, CREC's Metropolitan Learning Center and Medical Professions and Teacher Preparation Academy. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School, Windsor High School, and the two CREC schools, Metropolitan Learning Center and Medical Professions and Teacher Preparation Academy. We operated our second year of the Seamless Summer Feeding program serving both breakfast and snacks at Metropolitan Learning Center in July 2012 and added the same service to Medical Professions Teacher Preparation Academy. Windsor School Food Service is complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in both the breakfast and lunch programs.

A monthly financial report is presented to the Board of Education. This report includes sales and financial information for the current period.

**STATUS:** Attached is a Financial Report for the month of January 2013.

**RECOMMENDATION:** Informational only.

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Recommended by the Superintendent: JAV

Agenda Item # 8c.

Windsor School Food Service
Program Participation
January 2013

## SALES

| | | Jan 12 | Jan 13 |
|---|---|---|---|
| **WHS** | | | |
| | # OF DAYS | 16 exam wk | 16 exam week |
| | SALES | $34,052.81 | $28,644.28 |
| | AVERAGE | $2,128.30 | $1,790.27 |

## REIMBURSABLE MEALS

| | | | |
|---|---|---|---|
| **ELEMENTARY** | 1,073 | 1035 | 20 days |
| **SPMS** | 620 | 539 | 20 days |
| **MPTP** | 162 | 180 | 19 days |
| **MLC** | 533 | 474 | 18 days |
| **WHS** | 567 | 569 | 16 days |

## REIMBURSABLE MEALS BREAKFAST

| | | |
|---|---|---|
| # OF DAYS | 20 | 20 |
| **ELEMENTARY** | 174 | 238 |
| **SPMS** | 58 | 67 |
| **MPTP** | 65 | 71 |
| **MLC** | 165 | 145 |
| **WHS** | 157 | 133 |

# Windsor School Food Service
# Financial Statement
# January 2013

| REVENUE | January 2012 | 7/1/11 - YTD | January 2013 | 7/1/12-YTD |
|---|---|---|---|---|
| SALES | $127,201.73 | $662,963.52 | $123,797.96 | $654,113.81 |
| REIMBURSEMENTS - STATE | | 55,808.00 | 37,549.00 | 79,862.00 |
| ACCOUNTS RECEIVEABLE | 85,467.23 | 435,992.47 | 91,113.55 | 462,284.12 |
| CLOC | 31,705.00 | 116,415.00 | 29,492.95 | 121,389.35 |
| INTEREST/Ret Ck Fees | 100.00 | 242.52 | 75.00 | 231.28 |
| MISC. (Rebates) | 673.29 | 3,343.59 | 844.79 | 3,499.92 |
| **REVENUE TOTALS** | **$245,147.25** | **$1,274,765.10** | **$282,873.25** | **$1,321,380.48** |

Jan Healthy
Food Payment

| EXPENSES | | | | |
|---|---|---|---|---|
| WAGES | $69,867.30 | $426,631.52 | $64,889.70 | $415,936.30 |
| PAYROLL TAXES | 5,103.71 | 31,770.85 | 4,771.42 | 31,214.74 |
| BENEFITS | 8,408.75 | 61,176.11 | 7,714.49 | 58,018.93 |
| FOOD/MILK | 143,339.93 | 735,928.06 | 143,654.40 | 724,683.45 |
| PAPER | 5,278.35 | 27,286.86 | 5,898.76 | 31,817.53 |
| SUPPLIES | | 1,384.16 | | 624.69 |
| EQUIPMENT | | 2,894.05 | | 5,932.50 |
| SERVICES | 205.03 | 6,839.26 | 300.83 | 7,887.27 |
| **EXPENSE TOTALS** | **$232,203.07** | **$1,293,910.87** | **$227,229.60** | **$1,276,115.41** |

| | | | | |
|---|---|---|---|---|
| **NET INCOME** | **$12,944.18** | **($19,145.77)** | **$55,643.65** | **$45,265.07** |
| **INVENTORY** | | **$25,000.00** | est | **$25,000.00** |
| **OPENING BALANCE 7/1** | | **($6,002.58)** | | **($25,858.48)** |
| **COMPUTED OPERATING POSITION** | | **($148.35)** | | **$44,406.59** |

**WINDSOR BOARD OF EDUCATION**

**AGENDA ITEM**

**For Consideration by the Board of Education at the Meeting of:** February 12, 2013

**PREPARED BY:** Craig Cooke, Ph.D.
Assistant Superintendent for Human Resources

**PRESENTED BY:** Craig Cooke, Ph.D.

**SUBJECT:** Human Resources Report – January 4, 2013 – January 29, 2013

**ATTACHMENTS:** None

---

## RESIGNATIONS/SEPARATIONS

| | | |
|---|---|---|
| Emily Vazquez | Elementary | Kennedy |

## RETIREMENTS

| | | |
|---|---|---|
| Barbara Belzer | Elementary | Kennedy (eff. 6/30/13) |

## TRANSFERS/REASSIGNMENTS

| | | |
|---|---|---|
| Kristen Murphy | From Special Education Paraprofessional | Ellsworth |
| | To Kindergarten Paraprofessional | Ellsworth |

## PERSONAL LEAVES

None

## HIRES

| | | |
|---|---|---|
| Melanie Chapman (LTS) | Special Education | Windsor High |
| James Graveline (LTS) | Technology Education | Sage Park |
| Joseph LaRosa | .10 Music | SPARK |
| Lauren Lazlo (LTS) | Mathematics | Sage Park |
| Amanda Racht | Special Education Paraprofessional | Ellsworth |
| Valerie Vaicunas | Grade 3 | Kennedy |

---

Reviewed by: _____ Recommended by the Superintendent: JAN

Agenda Item # 8d

# WINDSOR BOARD OF EDUCATION

## Agenda Item Summary

**For Consideration by the Board of Education at the Meeting of February 12, 2013**

**Prepared by:** Craig Cooke, Ph.D.
Assistant Superintendent for Human Resources

**Presenter:** Craig Cooke, Ph.D.

**SUBJECT:** Draft 2014-2015 School Calendar

**ATTACHMENTS:** Draft 2014-2015 School Calendar

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**BACKGROUND:** Each year the calendar for the next school year is brought to the Board of Education for approval. The administration has suggested that the Board consider adopting calendars two years in advance.

**STATUS:** A draft calendar for 2014–2015 is being provided to the Board for consideration. The teacher work year would begin on August 21st with opening day. The student school year would begin on August 26th. The last day of school would be tentatively scheduled for June 12th and would include 10 potential snow days. There would be a February and an April vacation.

The calendar includes 187 teacher work days and 183 instructional days. The calendar also includes seven student early release days for purposes of conducting teacher professional activities. The calendar also includes the traditional vacations and holidays.

School Districts in Connecticut are delaying adopting calendars for 2014-2015 due to uncertainty with the State's testing schedule for 2015.

**RECOMMENDATION:** That the Board of Education receive a Draft 2014-2015 calendar for informational purposes. As soon as a testing schedule is known, a recommended calendar will be shared with the PTOs, WSASA, and WEA and then brought before the Board of Education for a first reading.

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Reviewed by: _____ Recommended by Superintendent JAV

Agenda Item # 8e

# WINDSOR PUBLIC SCHOOLS
## 2014-2015
## SCHOOL CALENDAR

**AUGUST 2014**

| M | T | W | TH | F |
|---|---|---|---|---|
| | | | OD | PD |
| WD | 26 | 27 | 28 | 29 |

**SEPTEMBER 2014**

| M | T | W | TH | F |
|---|---|---|---|---|
| ▨ | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | ⬠16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

**OCTOBER 2014**

| M | T | W | TH | F |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| 6 | ⬠7 | 8 | 9 | 10 |
| ▨ | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

**NOVEMBER 2014**

| M | T | W | TH | F |
|---|---|---|---|---|
| 3 | PD | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | ▨ | ▨ |

**DECEMBER 2014**

| M | T | W | TH | F |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| 8 | ⬠9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | ▨ | ▨ | 26 |
| 29 | 30 | 31 | | |

**JANUARY 2015**

| M | T | W | TH | F |
|---|---|---|---|---|
| | | | ▨ | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| ▨ | 20 | 21 | 22 | ○23 |
| 26 | 27 | 28 | 29 | 30 |

### Special Dates

**August 26- School Opens for Students**
September 1 - Labor Day
September 16 - Early Dismissal
October 7 - Early Dismissal
October 13 - Columbus Day
November 4 - Professional Day
November 26-28 - Thanksgiving Recess
December 9 - Early Dismissal
December 24 - January 1 - Holiday Recess
January 19 - Martin Luther King Day
February 3 - Early Dismissal
February 16 - President's Day
February 16-20 - Winter Recess
March - Testing
April 3 - Good Friday
April 7 - Early Dismissal
April 20-24 - Spring Recess
May 5 - Early Dismissal
May 25 - Memorial Day
June 2 - Early Dismissal
June 12 - Tentative Last Day of School

### Codes

OD Opening Day for Staff
PD Professional Day
WD Staff Workday
☐ No School for Students
▨ All Offices Closed
⬠ Early Dismissal - All students
○ End of semester
* K-5 Parent Conferences (Early Dismissal)
s Sage Park Parent Conferences (Early Dismissal)
w Windsor High School Parent Conferences (Early Dismissal)
x High School examinations (Early Dismissal)

### School Delay and Closing

- On the web: www.windsorct.org
- Phone: 687-2000 x 180
- Local radio and television stations

### Important Information

1. School may be delayed due to inclement weather by either 90 minutes or two hours. Morning schedules would be adjusted accordingly and release time remains the same.

2. Calendar allots for ten (10) snow days beginning June 12th. If more are needed they will be deducted from the Spring Recess commencing Monday, April 20, 2015

3. High School Graduation date to be determined in April by the Board of Education

**FEBRUARY 2015**

| M | T | W | TH | F |
|---|---|---|---|---|
| 2 | ⬠3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| ▨ | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |

**MARCH 2015**

| M | T | W | TH | F |
|---|---|---|---|---|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

**APRIL 2015**

| M | T | W | TH | F |
|---|---|---|---|---|
| | | 1 | 2 | ▨ |
| 6 | ⬠7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

**MAY 2015**

| M | T | W | TH | F |
|---|---|---|---|---|
| | | | | 1 |
| 4 | ⬠5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| ▨ | 26 | 27 | 28 | 29 |

**JUNE 2014**

| M | T | W | TH | F |
|---|---|---|---|---|
| 1 | ⬠2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | ○12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |

**June 12** - Tentative Last Day of School: Early Dismissal
*High School Graduation date to be determined in April by the Board of Education*

# WINDSOR BOARD OF EDUCATION
# AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of:** February 12, 2013

**Prepared By:** Dawn Hunter **Presented By:** Russell Sills

**Attachments:** Pertinent Information Related to the Canada Trip

**Subject:** 2nd Reading Canada Overnight Field Trip- Quebec & Montreal – April 14-18, 2013

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**Background:**

Students at Windsor High School were provided the opportunity to travel to Canada in 2011 to experience firsthand French culture with myself as tour leader. I would like to provide students with another opportunity to travel to Canada in 2013.

**Status:**

A proposed field trip in April 2013 to Quebec & Montreal, Canada is proposed for students enrolled in all levels of French. The educational objectives of the trip, as well as the cost, itinerary, trip and cancellation insurance are included in the packet provided to the Windsor Board of Education. As part of the cost of the tour, I have included the price with the All Inclusive Insurance that each student will be required to purchase in the event that the Board determines that it is unsafe to travel at the time of the trip.

As of January, 2013, 20 students and one parent are signed up for the trip. Actual cost of the trip ($1,005 per participant) increased because of the lower than projected number of participants. A Yankee Candle fundraiser will be held in early February to offset the increased cost. All parents were made aware of any changes through a letter mailed home in December. There are two teacher/chaperones, Ms. Dawn Hunter and Mr. Gustave Afantchao.

**Recommendation:**

That the Windsor Board of Education approve the proposed trip to Canada reserving the right to cancel if it feels that the safety of the students is at risk.

---

**Recommended by the Superintendent:** JAV

**Agenda Item #** 8f.

Initiated and Requested by: Dawn Hunter School: WHS Grade(s): 9-12

Destination: Québec + Montréal Canada. Date(s) of trip: April 14 - 18, 2013

1. Educational Objectives/References:
To provide students with an authentic immersion experience and to practice what they have learned in class.

2. Organization Profile:
Jumpstreet Tours
Canadian corporation with 20+ years experience in student travel experiences + learning.

3. Itinerary:
see attached document.

*Telephone number for emergencies only
(cell phone, etc.) Dawn Hunter 860-534-0149 (cell)

4. Housing: Hotels provided by Jumpstreet

5. Transportation:

| Carrier(s) | Telephone No. |
|---|---|
| coach bus / TBA | |

6.

7. Insurance:
- umbrella policy of Windsor BOE

7. Medical considerations/504: To be considered once
Health records reviewed: students sign up, then verified with school nurse.
First aid kit arranged: _____

Nurse's signature: _____ date

8. Immigration regulations: (1) Picture ID (2) Valid US passport (reg'd for all adults) or (3) original or copy of birth cert. (for students)

9. Student participation criteria:
- must be enrolled in French 1-5
- must demonstrate responsibility
- must have good school attendance
- must be in good academic standing
- must have demonstrated the ability to behave appropriately in a variety of social + academic situations.
- must be in good enough health to withstand the stress of an 8hr bus ride to Quebec + 6 hrs back from Montréal.

10. Fund raising activities: TBD

11. Actual cost to students: * see tour proposal cost per paying students.
Scholarship available: _____ yes
X no

12. Number of students participating: maximum 40

Chaperones: Names / Qualifications

WHS French teachers:
- Dawn Hunter — Tour Leader of 2010 France trip, 2011 Canada trip; coordinator of LEC (Loisirs Culturels à L'étranger French travel/homestay organization
- Gustave Afantchao — Tour Leader for Washington DC trip, Philadelphia + Gettysburg

ACTION: Curriculum Leader/Liaison: Brenda Jarvis Date: 6/18/12

Principal: [signature] Date: 7/3/12

Superintendent: [signature] Date: 7/18/12

- International travel requests must be submitted for approval at least nine (9) months in advance of trip.
- Overnight travel requests must be submitted for approval at least six (6) months in advance of trip.

This request complies with BOE Policy #6153 regarding Field Trips.

Teacher's Signature: Dawn M. Hunter Date 6/18/12

AR 6153 International form 10/30/98

RECEIVED
JUL 05 2012
Superintendent's Office

Initiated and Requested by: Dawn Hunter School: WHS Grade(s): 9-12

Destination: Québec + Montréal Canada Date(s) of trip: april 14-18, 2013

1. Educational Objectives/References:

2. Organization Profile:

3. Itinerary:

*Telephone number for emergencies only

(cell phone, etc.)

4. Housing:

5. Transportation:

Carrier(s) Telephone No.

6.

7. Insurance:

7. Medical considerations/504:
Health records reviewed:

First aid kit arranged:

Nurse's signature: date

8. Immigration regulations:

9. Student participation criteria:

10. Fund raising activities:

11. Actual cost to students:

Scholarship available: yes

no

12. Number of students participating:

Chaperones: Names Qualifications

WHS teacher - Social Studies (3) Nancy Hammarstrom - Trip Leader for UNESCO (annual trip) at UCONN United Nations (annual trip), Newport Mansions chaperon Canada 2011 trip, head chaperon for Weaver High School Football/Bloomfield Public camp, Chester, CT.

WHS SPED teacher + Head Football Coach (4) Robert Fleeting

ACTION: Curriculum Leader/Liaison: Date:

Principal: Date:

Superintendent: Date:

- International travel requests must be submitted for approval at least nine (9) months in advance of trip.
- Overnight travel requests must be submitted for approval at least six (6) months in advance of trip.

This request complies with BOE Policy #6153 regarding Field Trips.

Teacher's Signature: Date

Updated Itinerary

JUMPSTREET

# Québec & Montréal

## Windsor HS

April 14 to 18, 2013

50 Sage Park Road, Windsor, Connecticut

### Sunday, April 14, 2013

8:00 AM Departure from your school aboard your locally chartered motorcoach. Time change

4:30 PM Arrive in Quebec City and meet your tour leader in front of Chateau Frontenac.

Orientation tour of Quebec City with your tour leader to see the old and the new en route to…

5:30 PM Have dinner in Old Quebec, at le Côtes à Côtes Resto Grill.

7:30 PM Learn graffiti techniques from a local expert during your Graffiti workshop! Bring your work home and show it to your friends and family!

9:30 PM Check in to the hotel for a well deserved night's rest. Hotel change

Hotel L'Oiselière St-Nicolas
555 Route 116 - Saint-Nicolas,QC
PH: (418) 831-1331
(Or equivalent pending availability upon receipt of deposit.)

### Monday, April 15, 2013

8:30 AM Breakfast and tour of le Village Huron, followed by storytelling and traditional dances and legends.

11:30 AM Strike a pose! Take a group photo in front of the Chateau Frontenac. Don't forget your camera!

12:00 PM Time for lunch and to explore in Old Quebec (individual expense).

2:30 PM Spend time exploring Old Quebec, perhaps bargain for a print with one of the many artists on Rue du Trésor or enjoy a busker's street performance. (individual expense.)

4:30 PM Return to the hotel to relax and unwind before dinner.

6:00 PM Dinner at Le Grand Café Québec, a delicious French restaurant with an explosive dessert!

8:30 PM Experience the daily military life of a British soldier in Quebec City as you become a soldat de la tour at the Martello Tower.

9:00 PM Stroll through the colourful murals in the underground tunnels of the Université Laval campus.

10:00 PM Return to the hotel for a well deserved night's rest.

### Tuesday, April 16, 2013

9:00 AM Enjoy breakfast at Le Parlementaire, a restaurant in the Assemblée Nationale, Quebec's parliament building! (Names and birthdates of all participants - students, adults, and chaperones - are required to confirm the reservation.)

10:30 AM Visit l'Assemblée Nationale, Quebec's provincial legislature.

12:00 PM Time for lunch in Place Royale and le Quartier du Petit Champlain (individual expense).

2:00 PM Observe beautiful mosaics and a replica of Michelangelo's Pieta during your visit of the Ste-Anne shrine.

3:00 PM French-Canadian legends and storytelling at l'Atelier Paré, the woodcarving shop.

4:00 PM Walk across the suspended bridge spanning the Montmorency Falls.

5:00 PM Return to the hotel to relax and unwind before dinner.

6:30 PM Arrive for a fun-filled evening at Érablière du Cap, an authentic Cabane à Sucre Québécoise. Partake in a 17th century meal, dancing, a taffy pull, make your own maple butter and more.

9:30 PM Return to the hotel to relax and unwind before dinner.

# Québec & Montréal

## Windsor HS

April 14 to 18, 2013

**Wednesday, April 17, 2013**

7:00 AM Breakfast and orientation at the hotel with your tour leader.

8:30 AM All aboard! Next stop, Montreal!

11:30 AM Time for lunch and to explore in Montreal's Underground City (individual expense).

3:00 PM Take in the sights and sounds of Le Marché Jean Talon, Montreal's busiest outdoor market, as you partake in our Grocery Scavenger Hunt.

4:00 PM Check in to the hotel to relax and unwind before dinner.

Holiday Inn Midtown
420 Sherbrooke Ouest, Montreal QC
PH: (514) 842-6111
(Or equivalent pending availability upon receipt of deposit.)

5:30 PM Dinner at l'Académie, a French restaurant on trendy Rue St-Denis.

7:00 PM Step up for a Hip Hop dance workshop with some of Montreal's R&B stars (bring running shoes and bendy clothes)!

9:30 PM Return to the hotel for a well deserved night's rest.

**Thursday, April 18, 2013**

8:00 AM Following your hotel check-out, enjoy a petit-déjeuner soleil Chez Cora.

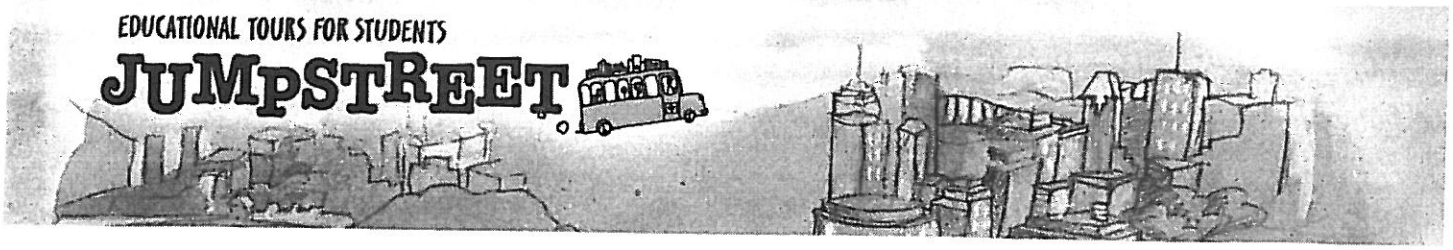
9:30 AM Sightseeing tour of Montreal with your tour leader, to include city views old and new, trendy neighborhoods, world class universities, urban
art, theatres, a visit to the Notre-Dame Basilica and much more...

11:00 AM Guided tour of CBC

12:30 PM Complete our Jumpstreet Fact Finding Mission in Old Montreal. Remember to grab lunch along the way (individual expense).

2:00 PM Hugs and handshakes as you bid farewell to your tour leader and head back home.

9:00 PM Approximate time of arrival back at your school.




## *What is included? We're glad you asked!*

- ***Roundtrip transportation*** via luxury motorcoach (es) unless alternate options agreed upon.
- ***Complimentary Chaperon*** at a rate of 1 per 10 students (negotiable).
- ***Hotel Accommodations*** as per your budget. Exact location confirmed upon receipt of a deposit.
- ***Breakfasts & dinners***, as per the itinerary. All meals en route are at individual expense.
- ***1 Tour leader*** per motorcoach, with the group 24 hours a day.
- ***Admission to all services*** as per the itinerary (includes tax and gratuities).
- Private group ***night time security*** in the hotel.
- *Les Tours Jumpstreet Tours* maintains ***25 million dollars*** general liability insurance and ***5 million dollars*** Errors and Omissions (professional) liability insurance.
- Transportation suppliers furnish their own liability insurance.
- ***24 hour access*** to Jumpstreet Headquarters while on tour.
- Jumpstreet ***baggage tags*** and ***emergency contact card.***
- Your own Jumpstreet Tours online ***planning and accounting software.***
- Permission to ***amend*** & ***customise*** your tour program at ***no extra cost***
- Your money is placed in a ***Bonded Trust account.***

All itinerary contents are ***subject to availability at time of initial deposit.***

***Optional:***

- Medical and/or Cancellation Insurance

# JUMPSTREET

Thursday, June 14, 2012

To whom this may concern,

I have put this package together to demonstrate that your deposits are safe with Jumpstreet Tours, so that you may have confidence in booking your educational tour with our company.

- First and foremost: **Jumpstreet Tours is a well run Canadian corporation which has never carried any outside debt during its twenty years of operation**. Our first principle is **that any promise or commitment we make must be honoured**. Every past customer and supplier will vouch for this. Jumpstreet's Curriculum Vitae will elaborate on this; however I do not expect you to be completely satisfied by such statements as you may not yet know us well.
- Second: the Québec Government Regulations Respecting Travel Agents **requires that we place your payments in a Bonded trust account**, and it sets conditions for any withdrawals from these accounts.
- Third: In order to have a Travel Agent's permit in Québec, **the Travel Agents Act requires that we maintain a bond to guarantee that we follow the rules and regulations of the Act, including reimbursement of any customer who has been prejudiced by our action or inaction**. A copy of our agent's permit and bond are attached; these are renewed each April.
- Fourth: Using a portion of Travel Agents permit fees, **the Québec Government has established a fund to reimburse customers for deposits lost due to the insolvency of any Québec travel agency**. These reimbursements apply to all customers, not only to residents of Québec.
- Fifth: **Jumpstreet Tours' liability coverage is $25,000,000**. This is to ensure that, regardless of any actions taken against us, the assets of the company will remain intact, allowing Jumpstreet to continue to meet all commitments.

If you have any questions, require other information, or would like further explanation of any of the attachments, please call me at our toll free number, below.

Sincerely,

Mark Clarke
President

780 Brewster Avenue, Suite 02-300, Montreal, QC H4C 2K1 Canada



Tel.: 1-800-663-4956

e-mail: yourteam@jumpstreet.com

www.jumpstreet.com

Fax: 1-800-710-9550

MARSH

**David Thraxton**
**Client Adviser**

Marsh Ltd
Victoria House
Queens Road
Norwich, NR1 3QQ
+44 (0) 1603 207496
Fax +44 (0) 20 7929 2705
david.thraxton@marsh.com
www.marsh.com

03 January 2013

To whom it may concern

Dear Sirs

**CONFIRMATION OF INSURANCE – TUI Travel PLC and Subsidiary and Associated and Affiliated companies including Jumpstreet Tours Inc**

As requested by the above client, we are writing to confirm that we act as Insurance Brokers to the client and that we have arranged insurance(s) on its behalf as detailed below:

**Public and Products Liability**

| | | |
|---|---|---|
| Primary Insurer: | XL Insurance Company Limited | |
| Excess Insurer: | Zurich Insurance plc UK Branch | |
| Primary Policy Number: | GB00020037LI12A | |
| Excess Policy Number: | 7056376 | |
| Period of Insurance: | 31 December 2012 to 30 December 2013 both dates inclusive | |
| Limit of Liability: Primary and Excess layers combined | Public Liability | CAD25,000,000 per event |
| | Products Liability | CAD25,000,000 per event and in the aggregate |
| Territorial Limits: | Worldwide | |
| Indemnity: | The Insurer will provide indemnity up to the Limit of Indemnity against legal liability for compensation in respect of<br>a) accidental Bodily Injury to any person<br>b) accidental loss of or damage to Property<br>c) accidental obstruction nuisance or trespass<br>occurring during the Period of Insurance in the Territorial Limits and caused in connection with the Business | |
| Insured: | Indemnity is provided to any director or partner of the Insured or Employee including voluntary workers | |

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This may be viewed on our website http://www.marsh.co.uk/aboutMarsh/principles.html

LEADERSHIP, KNOWLEDGE, SOLUTIONS . WORLDWIDE

MARSH & McLENNAN COMPANIES

MARSH



The original policy is placed in Great British Pounds. The policy limit above has been converted into CAD using an exchange rate at 03 January 2013 from www.ft.com. Any fluctuations in exchange rate will not affect the limits of the policy.

We have placed the insurance which is the subject of this letter after consultation with the client and based upon the client's instructions only. Terms of coverage, including limits and deductibles, are based upon information furnished to us by the client, which information we have not independently verified.

This letter is issued as a matter of information only and confers no right upon you other than those provided by the policy. This letter does not amend, extend or alter the coverage afforded by the policies described herein. Notwithstanding any requirement, term or condition of any contract or other document with respect to which this letter may be issued or pertain, the insurance afforded by the policy (policies) described herein is subject to all terms, conditions, limitations, exclusions and cancellation provisions and may also be subject to warranties. Limits shown may have been reduced by paid claims.

We express no view and assume no liability with respect to the solvency or future ability to pay of any of the insurance companies which have issued the insurance(s).

We assume no obligation to advise yourselves of any developments regarding the insurance(s) subsequent to the date hereof. This letter is given on the condition that you forever waive any liability against us based upon the placement of the insurance(s) and/or the statements made herein with the exception only of wilful default, recklessness or fraud.

This letter may not be reproduced by you or used for any other purpose without our prior written consent.

This letter shall be governed by and shall be construed in accordance with English law.

Yours faithfully,

MARSH LTD

Marsh Ltd

Registered in England Number: 1507274, Registered Office: 1 Tower Place West, Tower Place, London EC3R 5BU. Marsh Ltd is authorised and regulated by the Financial Services Authority for insurance mediation activities only. Marsh Ltd conducts its general insurance activities on terms that are set out in the document "Our Business Principles and Practices".
This may be viewed on our website http://www.marsh.co.uk/aboutMarsh/principles.html

LEADERSHIP, KNOWLEDGE, SOLUTIONS . WORLDWIDE.

MARSH & McLENNAN COMPANIES

20.06.2012

TUI
Aktiengesellschaft



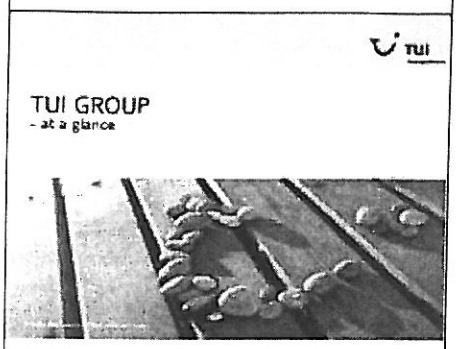
# Group profile

## Group overview

TUI AG is Europe's leading travel group. The three sectors TUI Travel (tour operating, online sales, high street outlets, airlines and incoming agencies), TUI Hotels & Resorts and the cruise ship business form the World of TUI. TUI AG holds, in addition, a financial investment in the container shipping company Hapag-Lloyd.

In financial year 2010/11 the TUI Group reported turnover of €17.5bn and operating earnings (underlying EBITA) of €600m. In the period under review reported Group EBITA amounted to €445m, Group profit for the year totaled €118m. The Group's headcount was approx. 73,700 employees.

**Further information**




Group presentation
pdf 1.2 MB (Status: January 2012)

Group profile for download

Facts and Figures
pdf 76 KB (Status: December 2011)

## Sectors

- **TUI Travel**
  TUI Travel was created in 2007 by the merger of TUI Group's retail section, tour operating business, airlines and incoming activities merged with the British company First Choice Holidays PLC. The new company is listed at the London Stock Exchange. TUI AG has a majority shareholding in the new company, which is represented in 27 source markets around the globe and handling more than 30 million customers. Its business is made up of the four sectors Mainstream, Specialist & Activity, Emerging Markets and Accommodation & Destinations. TUI Travel offers a wide range of leisure travel experience, from package tours to special niche products.

- **TUI Hotels & Resorts**
  TUI Hotels & Resorts, the largest holiday hotel company in Europe, is responsible for managing all of the World of TUI hotel subsidiaries. The TUI AG Group has 248 hotels and 157,000 beds in approx. 30 countries around the world and portfolio includes such famous hotel brands as Robinson, Riu, Grecotel, Grupotel, Iberotel and Dorfhotel. The hotels of the various brands are situated at premiumattractive holiday regions, and offer guests a diverse range of hotel concepts with the highest levels of service, quality and environmental standards.

- **Cruises**
  **Hapag-Lloyd Cruises** is the leading operator of expedition and luxury cruises in the German-speaking countries. The fleet includes the cruise liners MS Europa (5-star+*), MS Hanseatic (5-star*), MS Bremen (4-star+*) and MS Columbus 2. In 2013 the the MS Europa 2 will be added to the fleet.
  In the financial year 2008, the way for the entry into the German volume market for premium cruises was paved by the formation of the company **TUI Cruises**. This joint venture between Royal Caribbean Cruises Ltd and TUI AG began operations in spring 2009 with the liner "Mein Schiff" (which translates as "My Ship"). The second was commissioned in May 2011 and is named "Mein Schiff 2". So as to cope with the growing demand for ocean-going cruises, TUI Cruises has ordered a third ship. The new ship is being built by the Finnish shipyard STX and will be delivered in 2014.

** According to Berlitz Cruise Guide*
*Status for further numerical data: Financial Year 2010/2011 (1 October 2010 to 30 September 2011)*

## Management

Dr Michael Frenzel - Chairman
Horst Baier – Finance
Dr Peter Engelen – Human resources and legal affairs
Peter Long – Tourism

## Chairman of the Supervisory Board

Prof. Dr Klaus Mangold

## Contact

TUI AG
Karl-Wiechert-Allee 4
30625 Hannover
Germany

Telephone: +49 (0)511 566 00
Fax: +49 (0)511 566 1901

www.tui-group.com

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## LIABILITY INSURANCE

**Les Tours Jumpstreet Tours** maintains twenty-five million dollars insurance (general liability). All on tour are covered from the time they reach their tour destination up until the time they depart.
Transportation suppliers furnish their own liability insurance.

## BOOKING A TRIP WITH JUMPSTREET

**Tour Proposal.** The proposal indicates the details included in your trip price such as the type of transportation, the accommodation, the number of meals, the activities, etc. This means that all costs are established based on a minimum number of paying participants. Once the proposal is signed, Jumpstreet can take necessary actions needed to reserve and confirm your preferred dates. In addition, the proposal lists the prices based on various numbers of travelling participants. You must sign the proposal within 14 days of receiving it to maintain your dates.

**Invoice.** Once we receive your tour proposal, you will receive shortly afterwards a trip invoice. On this invoice, your initial deposit due date will be indicated on it. As soon as your first deposit is received, Jumpstreet will make all necessary reservations to ensure that your dates and itinerary details comply with your requests. **The invoice is your contract.** All invoice issued within 60 days of your trip departure must be paid immediately. This contract replaces all previous ones received, and every proposal received prior to this contract is therefore null and invalid.

## TRIP PRICE

The minimum number of participants: Your trip price is determined based on the minimum number of paying participants. Therefore, to ensure your price, you need to maintain that minimum number of participants. In the case where the minimum is not respected, no reimbursement will be issued. (Refer to cancellation policies below)

## CANCELLATION

**Les Tours Jumpstreet Tours** reserves the right to cancel a tour. This will not have any financial implications for you; you will get a full refund.

## TOUR CANCELLATION POLICY: GROUP CANCELLATION

Any tour cancellation of an entire group can have associated cancellation fees. If you cancel a tour for an entire group *without penalties*,* you must do so 61 days prior to the trip departure:

| | |
|---|---|
| 61 days or more before departure: | 100% reimbursed* |
| 60 to 43 days before departure: | Non-reimbursable deposit of $100* |
| 42 to 29 days before departure: | 75% reimbursed* |
| 28 to 15 days before departure. | 50% reimbursed* |
| 14 days before departure. | 0% reimbursed* |

***Exception: Jumpstreet reserves the right to invoice clients, in addition to the abovementioned cancellation fees, any non-reimbursable deposits to suppliers in the case of a cancellation.**

## TOUR CANCELLATION POLICY: INDIVIDUAL CANCELLATION

We **strongly recommend** that individual participants purchase cancellation insurance to avoid the loss of their payments in case an emergency forces them to cancel the trip; this also protects the school and the trip organizers as they will avoid having to deal with situations where parents are deceived after losing their payments. Please inform yourself of the various options offered for insurance.

Every trip cancellation may impact the trip price of all other participants. A cancellation must be made 61 days or more before trip departure:

| | |
|---|---|
| 61 days or more before departure: | Non-reimbursable deposit of $100* |
| 60 days or less before departure: | 0% reimbursed* |

***Exception: Jumpstreet reserves the right to invoice clients, in addition to the abovementioned cancellation fees, any non-reimbursable deposits to suppliers in the case of a cancellation.**

## NON-UTILIZED SERVICES

**Any portion of the trip that is non-utilized is not reimbursable.** When a client decides to cancel a portion of the trip, the client is not allowed any form of credit or reimbursement for the cancelled portion.

## MODIFICATIONS

Jumpstreet reserves the right to make necessary modifications to the itinerary depending on the situation and the changes required from our suppliers. This will be the case when a circumstance requires the change or when it is to the benefit of your group or the security of all participants. Depending on the situation, this can change the price of your trip.

## FINAL ITINERARY AND BUSES

The final itinerary you will receive is a legal document under the Act 430. This law aims to increase security while traveling by motor coach. Consequently, everyone involved is responsible, from the transportation company to the tour operator. For more information, please consult our annex of the hours of service and work for the bus drivers. Intermediary Number C.T.Q.: 9-M-30562-i.
The trip price is subject to change for fuel surcharges. You will be advised of any fuel surcharges and its impact on your tour price.

## ADJUSTMENT OF TRANSPORTATION FEES

Most of our carriers reserve the right to pass down the fuel surcharges in the case of a substantial increase between the time you book the trip and the departure date. We have put in place mechanisms to ensure that these increases are justified and accurate. If we receive such increases, we reserve the right to adjust the final price of your group.

## EXCHANGE RATES

Your trip price is subject to change due to foreign exchange rate fluctuations.

## PAYMENTS

Your deposit is due 30 days after booking and the balance of your trip is due 60 days prior to your tour departure. If you think that your payment will be received later than the due date, please contact us as soon as possible. Late payments are subject to fees and interest. Please sign and return the bottom stub of the invoice with your payment. Receipt of your payment represents acceptance by the organizer and by passengers of all of the conditions above.
Accepted payment methods include checks, registered checks, wire transfers, money orders issued from a financial institution as well as international postal money orders. If any of the above is issued from the United States, please ensure that it does not say "only negotiable in U.S".

## MEDICAL INSURANCE

We suggest that you check your insurance coverage, with the Quebec government or other private insurance, when you are travelling abroad. You can purchase an insurance policy for medical care protection. For travel outside of the country, we strongly suggest you purchase comprehensive travel insurance. It is the client the client's responsibility to purchase the insurance. Jumpstreet will not be held responsible for a Customer's decision to not purchase insurance.

## TRAVELLERS WITH CERTAIN INCAPACITIES

Anyone with a physical or mental disability that require special attention or treatment must submit a statement signed by a doctor indicating that he or she is fit to participate in the trip and can move without assistance. It is also specifically asked for any participant with allergies to take the necessary precautions. We cannot guarantee absence of allergenic substances during your trip.

## DOCUMENTS AND BORDERS

All travelers are responsible for acquiring and having all documentation required for border crossings (may include Visa, passport, and permission letter). For US and Canadian requirements, please visit the following website:
http://www.cbp.gov/xp/cgov/travel/vacation/ready_set_go/land_travel/docs/

## RESPONSIBILITY

As a tour operator, Jumpstreet and/or its representatives act as booking agents. They act as an intermediary between the participants and the carriers, the hotels, the restaurants, the activities and any other participating service providers. However, Jumpstreet and/or its representatives have no direct control over these organizations and cannot, under any circumstances, be held accountable for their errors, omissions and/or neglect. All reservations made through us are subject to the conditions of their respective suppliers.
Jumpstreet will not be liable to its participants or any other person for any claim, loss, damage, delay, early returns and/or other expenses arising from personal injuries, accidents, death, damages or losses of personal property, delays and / or misfortunes which may arise through the use of means of transport taken, or from any company or person whose services were retained by Jumpstreet. Any complaints regarding the trip must be submitted in writing within 14 days after the trips arrival.

## ACT OF GOD

Les Tours Jumpstreet Tours does not assume any responsibility for all claim, loss, damage, cost, fees, delay or loss of amenities of all sorts of the traveler or member of the group resulting from factors that are outside of Jumpstreet's control including: work conflict, strikes, social unrest, terrorism, war, blockade, quarantine, bad meteorological conditions, earthquake, flood, mechanical breakage, government actions or any other factors that are out of the control of Jumpstreet Tours and its suppliers.
**Jumpstreet Tours commits to do everything in its power to correct and/or work around any such situation. All fees related to any situation out of the control of Jumpstreet Tours, that forces a longer stay abroad or an early return home, will be charged to, and paid by the client.**

## ACCOMMODATION

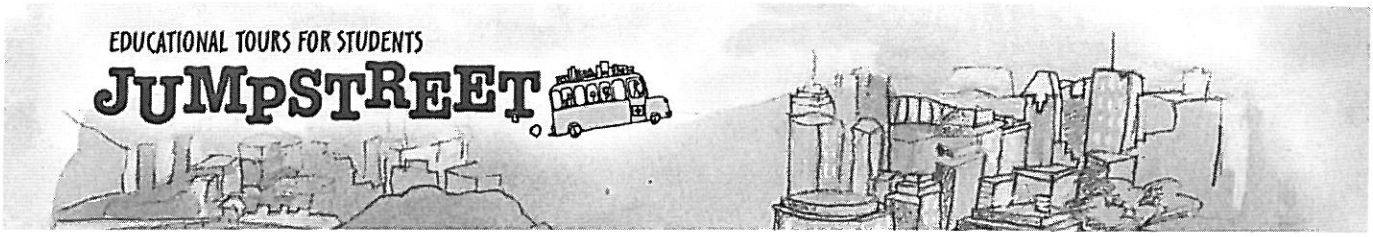
Accommodations for paying participants are quadruple (two beds) occupancy and complimentary teacher / chaperone accommodations are double occupancy (2 beds) unless otherwise stipulated.
A rooming list is due six weeks prior to departure

## PUBLICITY

Each participant consents that Jumpstreet Tours uses for advertisement and promotional purposes their name, picture or videographic image in any format using any medium, at perpetuity and without any compensation.

## INTERPRETATION AND JURISDICTION

This agreement shall be governed by and construed in accordance with Quebec law and each party agrees to submit to the exclusive jurisdiction of the courts of Quebec as regards any claim or matter arising under this agreement..




# Group
# Cancellation and Refund Policy for 2012-2013

Thank you for considering Jumpstreet Tours for your students' trip. To date more than 150,000 students have traveled with Jumpstreet to Montreal, Quebec City, Washington DC, New York City, Ottawa, Boston and other destinations.

Many schools and parents feel comfortable approving our trips because our deposit and group cancellation policy significantly reduces financial risk associated with approving school trips. ***We are very flexible with regard to deposit dates, and we aim to have the best cancellation policy in the business.*** As our contract explains (please refer to the back of your invoice for complete details), if your group cancels the trip the following will apply:

☑ ***If cancelled 61 days or more before departure date***:
- all money will be refunded less any non-refundable commitments made on your behalf to our suppliers (for example: theater and sports tickets are non-refundable after purchase, although they do belong to you).

☑ ***If cancelled between 60 and 43 days prior to departure date:***
- all money will be refunded less any non-refundable commitments made on your behalf to our suppliers and $100 per student to cover Jumpstreet Tours costs.

☑ ***If cancelled between 42 and 29 days prior to departure date:***
- 75% of all money will be refunded less any non-refundable commitments made on your behalf to our suppliers.

☑ ***If cancelled between 28 and 15 days prior to departure date:***
- 50% of all money will be refunded less any non-refundable commitments made on your behalf to our suppliers.

☑ ***If cancelled less than 15 days prior to departure date:***
- No reimbursement is possible less than 15 days before departure date.

Extenuating circumstances will be taken into consideration and all efforts will be made to reschedule your trip (if desired) and to minimize your costs in case you cancel your group's trip.

We have very strong relationships with our suppliers and they are all willing to work with us to minimize your costs in case of cancellation. Your reasons for canceling your trip, combined with the amount of time between the cancellation and the tours' scheduled start date, will be taken into consideration by our suppliers.

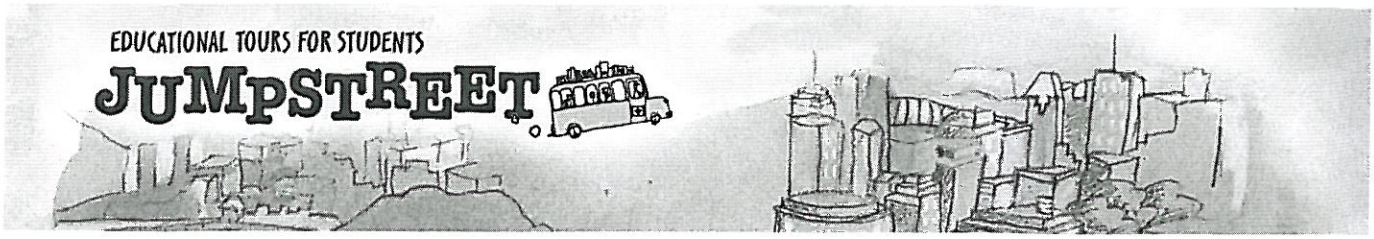
Please keep in mind that this policy covers cancellation of the trip by the entire group, but individuals may purchase cancellation insurance to cover their trip only. Jumpstreet also offers a refund guarantee program (RGP) that provides a full refund if a student cancels for any reason. Like cancellation insurance, there is a fee for this and it is sold to individual students, it is available for purchase at the time of initial deposit.

I hope that this helps your school to make a decision to plan a trip.

Sincerely,

Tom Clarke

Tom Clarke, Director of Finance




## WHY SHOULD YOU INCLUDE INSURANCE IN YOUR TOUR PACKAGE?

*And why do we offer it to you…*

There are many reasons why. A travel insurance policy costing less than a $100 is inexpensive compared to medical costs running into the thousands when traveling abroad. The trip of a lifetime can turn into a very challenging experience if you're not covered for events such as lost luggage, accidents and illness.

By law, we are required to inform you of the available insurance plans. Below, please find our two travel insurance plans and our comprehensive and exclusive refund guarantee program.

***PRODUCT A – MEDICAL ONLY***

**Cost : $4.00 per day, per insured person**

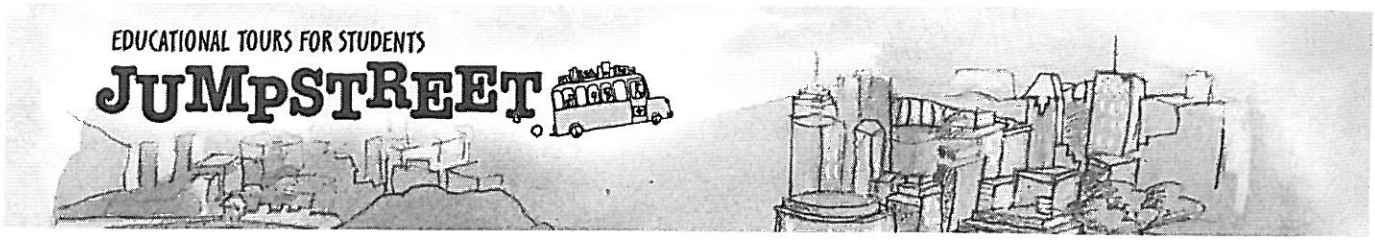
| | |
|---|---|
| Hospital and medical expenses | ($2 000 000) |
| Emergency evacuation and repatriation | (Unlimited) |
| Subsistence & Out-of-pocket expenses ( $100/day) | ($1200 max) |
| Expenses related to your Death | ($5000) |
| Bedside companion Travel Subsistence | (Unlimited) |
| Emergency Dental Treatment | ($1800) |
| Return of Children Under your care | (Unlimited) |

**PRODUCT B – COMPREHENSIVE PLAN**

This product includes a cancellation and medical coverage.

**Cost : Depending on value of the trip**

| | |
|---|---|
| Accidental death, in flight | ($100 000) |
| Accidental death, non flight | ($25 000) |
| Trip Cancellation | (Sum insured) |
| Trip Interruption | (Unlimited) |
| Next Occupancy | (Unlimited) |
| Missed connection | ($800) |
| Schedule change | ($800) |
| Flight delay ($50/12 hours) | ($200) |
| Return of vehicle | (Unlimited) |
| Baggage & Personal effects ($250/article) | ($2000) |
| Baggage delay ($50/24 hours) | ($500) |




**EXCLUSIVE PRODUCT - <u>RGP– Refund Guarantee Protection</u>**

This is not an insurance product. The RGP is EXCLUSIVE to Jumpstreet and offers complete trip cancellation for any reason, at any time for trips traveling to Canada and the United States!

The rule is simple; you can cancel when you want. Any reason is a good reason. One condition; the RGP must be purchased and paid for by the first deposit due date.

**<u>The RGP includes:</u>**

- Trip cancellation at any time, whatever the reason
- Medical insurance. The « medical insurance » portion is contracted through Travel Guard.

If you wish to cancel your tour, we need to receive a short note explaining why you wish to cancel and we will send you a cheque within 10 business days. We will reimburse all sums paid to Jumpstreet, minus the premium cost of the RPG.

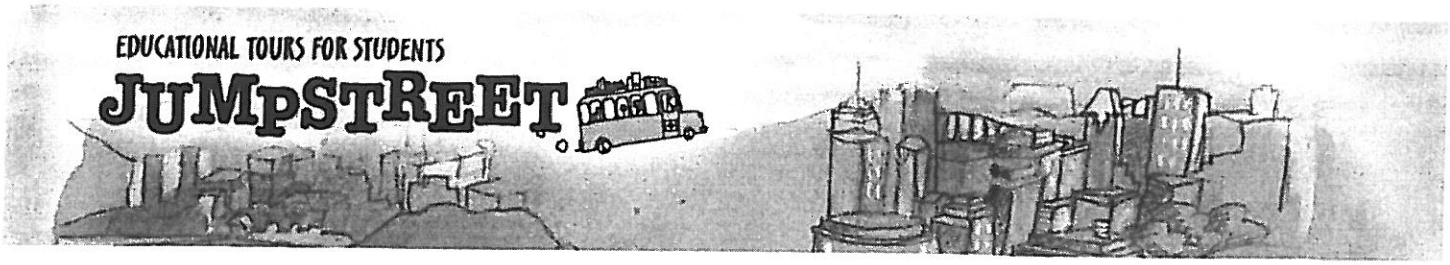
Cancelation based on these rules:

**Whatever the reason:**
100 % Trip value if cancelation up to 48 hours before the tour.
50% Trip value if cancellation less than 48 hours before the tour.
0% Trip value if cancellation after tour departure date (if Trip Interruption is a concern, please ask about the Comprehensive Plan).

**For medical reasons:**
100 % Trip value if cancelation anytime. Doctor's note requested to justify payment.

**<u>Cost</u> :**

| Trip cost, without airfare | RGP cost |
|---|---|
| 0-$250 | $30.00 |
| $251-$500 | $50.00 |
| $501-$750 | $70.00 |
| $751-$1000 | $90.00 |
| $1001-$1250 | $110.00 |
| $1251-$1500 | $130.00 |
| $1501-$1750 | $150.00 |
| $1751-$2000 | $175.00 |
| $2001-$2500 | $200.00 |




# TOURS TO CANADA, *REQUIRED DOCUMENTS*

U.S. citizens traveling to Canada, by land or sea, will be required to present one of the travel documents listed below.

**Groups of Children:**

**U.S. citizen children under age 19** arriving by land or sea from contiguous territory and **traveling with a school group**, religious group, social or cultural organization, or sports team, may also present his or her birth certificate (are accepted: original, photocopy or certified copy), a Consular Report of Birth Abroad, a Naturalization Certificate, or a Canadian Citizenship Card.

The group should be prepared to **present a letter on organizational letterhead** with the following information:

- The name of the group and supervising adult,
- A list of the children on the trip, and the primary address, phone number, date of birth, place of birth, and name of at least one parent or legal guardian for each child,
- A written and signed statement of the supervising adult certifying that he or she has obtained parental or legal guardian consent for each participating child.

**Adults, chaperones:**

- U.S. Passport
- U.S. Passport Card
- Enhanced Driver's License (EDL) – available only in some states
  - This is a driver's license that can also be used as a cross-border travel document to enter the U.S. by land and sea. It denotes both identity and citizenship, per the Western Hemisphere Travel Initiative
  - Please refer to WHTI website for list of states currently issuing the EDL
- Trusted Traveler Program Cards (NEXUS, FAST)

**When traveling by air** between the U.S. and Canada: **U.S. and Canadian citizen** are required to present a passport. This applies to everyone including newborns, infants and children.

## For more information, we invite you to visit these sites:

| | |
|---|---|
| Western Hemisphere Travel Initiative: | http://www.getyouhome.gov |
| Passport and passport card: | http://www.travel.state.gov |
| Nexus and Fast (trusted traveler program card): | http://www.cbp.gov |

**Document revised August 2011**

## TRAVELLING PAPERS/ CROSSING INTERNATIONAL BORDERS

If your tour brings you across the Canada-US border, **all students and chaperones must carry proof of citizenship AND identity**. Furthermore, all children under 18 years of age must have a **letter of permission from their parents stating they are allowed to travel without their legal guardians.**

- To **establish citizenship,** you will need a document that shows the following:
  - Full legal name
  - Date of birth
  - Gender
  - Nationality
- You will need a **photo ID** to **establish identity.**
  - A government-issued card, such as passport, driver's license, school ID or library card.
- **Foreign students may need a visa** which may take up to **8 weeks** to process and there will be a fee.
  - Their guardian must call the appropriate immigration office as soon as possible to determine which documentation is required and how to obtain a visa, if necessary. Please refer to links on our website for the Canadian or American Consulate nearest you.
  - **http://www.cic.gc.ca/english/visit/visas.asp** (visiting Canada)
  - **http://www.unitedstatesvisas.gov/visiting.html** (visiting the US)

Don't try to do it all yourself; the parent or guardian **must take ultimate responsibility for immigration issues.**

## FOR GROUPS CROSSING BORDERS BY LAND:

A valid passport is ideal for proving your citizenship and identity. However, **until May 31st, 2009, passports are not required for US/CANADIAN residents travelling by motorcoach.**

There are options if a participant does not have a passport:

- **Birth certificate** (original or a notarised/certified copy) **with photo ID** (US/Canada)
  (Photocopies of the birth certificate are not accepted)
- **Permanent Resident card** – also known as a Green card (original document) with a photo ID (US)
- **Certificate of Naturalisation** (original document) with photo ID (US/Canada)
- **Report of Birth abroad of a Citizen of the United States** (original document) with photo ID (US)
- **Certificate of Registration of birth abroad** (original document) with photo ID (Canada)
- **A valid foreign passport** and **supporting immigration documentation** (original documents)

✪ **IMPORTANT**: A driver's license or Social Security card is **NOT** valid proof of citizenship.

The US Department of Homeland Security has confirmed that as of **June 1, 2009**, travellers will be required to present a passport or other approved secure document denoting citizenship and identity for all land travel into the US. Special provisions will allow **school or other organised groups of children ages 18 and under** who are US or Canadian citizens to enter the US with proof of citizenship alone.
See the DHS website for more up-to-date information:

**http://www.dhs.gov/xtrvlsec/crossingborders/**

## FOR GROUPS CROSSING BORDERS BY AIR:

**A valid passport will be needed to prove your citizenship and identity**
(please confirm with the airlines the most up-to-date requirements).

# *Qualifications*

**Dawn Hunter**
**Windsor High School**

| | |
|---|---|
| **French Honor Society Advisor** | **2008-present** |
| **French Club Advisor** | **2008-present** |
| **Wonders of World Language Night Advisor** | **2009-2010** |
| **WHS Yearbook Advisor** | **2010-present** |

**Chaperone for the following WHS field trips:**

| | |
|---|---|
| **United Nations Trip** | **April 13, 2012** |
| **Canada-Québec & Montréal** | **April 17-20, 2011** |
| **La Broiche Bakery-Rockville, CT** | **February 20, 2011** |
| ***French pastry lessons for students*** | |
| **France- Paris & the Riviera** | **June 17-25, 2010** |
| **New York City- Statue of Liberty** | **May 18, 2010** |
| **Theater of Performing Arts- "French Reflections"** | **November 16, 2009** |

**LOISIRS CULTURELS A L'ETRANGER (LEC)**
East Freetown, MA & Paris, FRANCE

LEC is a French student travel organization and family homestay program with over 30 years of experience. Their goal is to promote international understanding and friendship. I began working with LEC in June 2006 as a coordinator. I have placed numerous exchange students in the homes of Windsor High French students and oversee their stay. Additionally, I have also hosted numerous exchange students in my own home from 3 weeks to 6 months.

**My LEC responsibilities include:**

- recruiting, screening and selecting American host families for French exchange students
- assisting with planning, organizing and supervising arrival, day trips and activities during visit along with the departure of students
- monitoring visits of exchange students and mediate when issues arise
- having coordinated and chaperoned large groups of exchange students on numerous occasions to New York City, Boston, Misquamicut Beach, R.I., Six Flags Amusement Park & Nomads Adventure Quest

## Educational Objectives Canada 2013

- To provide exploratory learning opportunities by immersing students in a culture which differs from their own
- To provide an opportunity for students to develop a sense of global citizenship
- To provide students with an opportunity to learn about cultural similarities and differences between French Canadian and American families
- To provide students with an opportunity to extend a functional command of the language
- To provide students with an opportunity to use the communication skills which they have learned in class
- To provide students with an opportunity to discover the cultural similarities and differences between Canadian and American high schools
- To develop and appreciation for art and architecture through visits to museums, cathedrals, and both, private and public buildings
- To develop each student's knowledge and appreciation of the history of Canada with the United States
- To provide an experience which is conducive to the development of positive attitudes toward both American and global citizenship
- To provide students with a multicultural experience
- To help each student recognize the need for a variety of continued educational and learning experiences throughout life
- To provide students with a opportunity to appreciate those of another cultural background and nationality
- To develop the students' ability to make sound decisions and judgments in solving problems on foreign soil
- To encourage the highest level of achievement in the foreign language by expecting students to use all of their previously learned skills
- To encourage the development of the individuality and creativity of each student

# JUMPSTREET

## TOUR PROPOSAL

## *How do you book your tour?*

- CALL US!!! Anytime, any day at : 1-800-663-4956
- **Send a $100.00 deposit per paying participant**
  (plus any optional cancellation insurance premiums)
- Send us your completed booking form
  (available in your tour planner book and online account)

**Deposit Deadline:** **Monday, October 15, 2012**

**Please don't hesitate to contact Jumpstreet if you need an extension**

## *How much does it cost?*

all inclusive Insurance

**Windsor HS, Connecticut**

| **Québec & Montréal** | From Sunday, April 14, 2013 | To Thursday, April 18, 2013 |
|---|---|---|
| Paying Students (Quadruple Occupancy) | Complimentary Chaperones (Double Occupancy) | Price per student (USD) (Taxes Included) |
| 40 | 4 | $779 +32 = 811 |
| 35 | 4 | $839 +32 = 871 |
| 30 | 3 | $899 +32 = 931 |
| **OPTIONS (Per Person)** | | |
| Double Room Supplement: | | $180 |
| Single Room Supplement: | | $359 |
| **The above prices may not be valid after the deposit deadline** | | |
| *Paying adults are subject to price supplements & activity adjustments supplements* | | |

**YES! I WISH TO BOOK THIS TOUR!**

This package is great and I would like to book my dates. I understand that Jumpstreet will start making official reservations only when they receive my initial deposit of $100 per paying participant.

_____ Date:_____

*Dawn Hunter*

*13-81941-JS : QUO-47453-297PJJ*

811 + 20 = 831
871 + 20 = 891
931 + 20 = 951

Tips for driver + tour guide per student $20.00 added

# WINDSOR BOARD OF EDUCATION
# AGENDA ITEM

**For Consideration by the Board of Education at the Meeting of:** February 12, 2013

**Prepared By:** Cesar de Diego/ Jonela Karaja **Presented By:** Russell Sills

**Attachments:** Itinerary

**Subject:** 2nd Reading; Field Trip to Spain April 12-20, 2013

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**BACKGROUND:**

This is week-long trip is aim to provide students with an authentic immersion experience to practice what they learn in the classroom.

**STATUS:**

A proposed field trip in April 2013 to Madrid, Seville and Costa del Sol, Spain is proposed for students enrolled in or who have completed Spanish 3, 3H or above. The educational objectives of the trip as well as the itinerary are included in the backup materials. 1st Reading accepted at BOE meeting on April 12, 2012.

**RECOMMENDATION:**

Board of Education accepts as a 2nd Reading.

---

**Recommended by the Superintendent:** JAV

**Agenda Item #** 8g

# Trip to Spain: Madrid & Andalucia

**GROUP INFORMATION**

**Tour Center ID:** deDiego-3322

**Departing From:** New York City

**Group Leader:** Cesar

Departing From: New York City

**Departing:** April 12, 2013

**Returning:** April 20, 2013

# TOUR ITINERARY

- **Day 1 Start Tour**
- **Day 2 Hola Madrid**

Meet your Tour Director and check into hotel

Madrid City Walk

Puerta del Sol, Plaza Mayor, Plaza de España

Prado visit

- **Day 3 Madrid Landmarks**

Madrid Guided Sightseeing Tour

Calle Mayor, Gran Via, Cibeles fountain, Alcala Gate, Columbus square, Royal Palace visit

*Optional Toledo Guided Excursion $60*

Cathedral, Church of Santo Tomé, St. Mary's Synagogue

Tapas dinner

Puerta del Sol Treasure Hunt

- **Day 4 Madrid--Seville**

Travel to Seville via Córdoba

Mezquita guided visit

**Day 5 Seville Landmarks**

Seville Guided Sightseeing Tour

Giralda Tower, Alcázar visit, Columbus' gravesite, Cathedral visit

Seville City Walk

Barrio de Santa Cruz

Flamenco evening

**Day 6 Seville--Granada**

Travel to Granada

Guided visit of Alhambra

**Day 7 Granada--Costa del Sol**

Travel to Costa del Sol

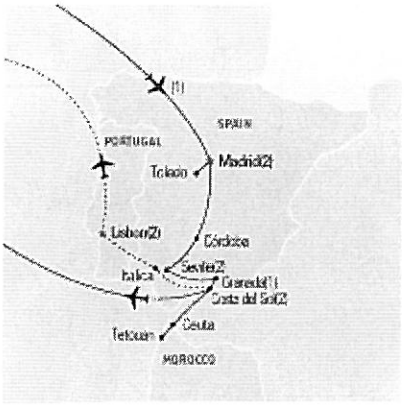
**Day 8 Costa del Sol Beach Time**

*Optional Morocco Guided Excursion $130*

Ferry to Ceuta, Panoramic view of Ceuta, Sightseeing tour of Tetuan, Authentic lunch included

**Day 9 End Tour**

Limited air service from Malaga may cause flight itinerary changes




**Total Fee:* $3,167.00**

# Tour Quote Breakdown

The following fees apply to your full-paying participants:

| | |
|---|---|
| Tour Fee* | $2,088.00 |
| Late Signup Fee | 125.00 |
| Airport fees, taxes, and airline fuel surcharges | 682.00 |
| Weekend Supplement (Departing) | 35.00 |
| Weekend Supplement (Returning) | 35.00 |
| Toledo Guided Excursion | 60.00 |
| Travel Protection Plan Plus | 162.00 |
| Tour Fee Adjustment* | $-20.00 |
| **Total Fee*** | **$3,167.00** |
| OR 1 monthly payments of | $2,906.00 |
| After initial payment of | $261.00 |

* Tour Fee increases on Mar 1, 2013

**Additional Adult Fees**

The following additional fees apply only to full-paying participants 23 and older and are not included in the total price listed above.

| | |
|---|---|
| Adult Supplement | $130.00 |
| Twin Room Upgrade | $245.00 |
| Additional Adult Fee | $375.00 |

**TOUR FEE INCLUDES:**

- Round-trip airfare
- 7 overnight stays (9 with extension) in hotels with private bathrooms
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional Tour Director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Tapas Dinner
- Flamenco Evening
- Tour Diary™
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided

# Windsor BOE Curriculum Committee
# Unapproved Minutes

January 9, 2013 4:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the January 9, 2013 Windsor BOE Curriculum Committee. Any additions or corrections will be made at a future meeting.

**Attendance Taken at 4:29 PM:**

Present Board Members:
Mrs. Kristin Ingram
Ms. Darleen Klase
Mrs. Doreen Richardson
Ms. Cristina Santos

**1. Call to Order, Pledge of Allegiance, Moment of Silence**

Discussion:
Cristina Santos, BOE Curriculum Committee Chairperson, called the meeting to order at 4:30 p.m. with the Pledge of Allegiance and a moment of silence. Also in attendance were Superintendent Jeffrey A. Villar, Ph.D., and Assistant Superintendent for Instructional Services, Mary Anne Butler.

**2. Grade 8 Mathematics curriculum**

Discussion:
Mary Anne Butler distributed copies to committee members and explained the curriculum framework.

Tom Baird, Mathematics Curriculum Supervisor, and Celeste Over, Mathematics teacher at Sage Park Middle School, provided detailed information about the 8th grade curriculum, which are aligned to the Common Core, except for the Pythagorean Theorem. All priority standards are the same as those developed by the State. A detailed explanation of the curriculum was presented using the Pythagorean Theorem as a model. Students have responded positively to the curriculum and benefit by working in groups which fosters sharing of ideas and promotes discussion.

**3. Adjournment**

**Motion Passed:** Darleen Klase made a motion to adjourn the meeting at 5:30 p.m. Kristin Ingram seconded the motion. This motion passed with a motion by Ms. Darleen Klase and a second by Mrs. Kristin Ingram.
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes

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Cristina Santos, Chairperson
BOE Curriculum Committee

# Special Meeting of the Windsor Board of Education
# Unapproved Minutes

January 10, 2013 7:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the January 10, 2013 Special Meeting of the Windsor Board of Education. Any additions or corrections will be made at a future meeting.

**Attendance Taken at 7:30 PM:**

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos

Absent Board Members:
Mr. Kenneth Williams
Updated Attendance:
Mr. Kenneth Williams was updated to present at: 8:00 PM

**1. Call to Order, Pledge of Allegiance, Moment of Silence**

Discussion:
Doreen Richardson called the meeting to order with the Pledge of Allegiance and a Moment of Silence. Also in attendance was Superintendent, Jeffrey A. Villar, Ph.D.

**2. Audience to Visitors**

Discussion:
None.

**3. Discussion and Adoption on Superintendent Evaluation Format (Action Anticipated)**

Discussion:
Darleen Klase stated the committee worked on the evaluation tool as distributed to Board of Education members along with a user guide and the Connecticut School Leadership Standards, from which parts of the rubric had been developed. The main difference between the two rubrics is one contains a comment section. The evaluation is an interactive process that may include accompanying documentation from Dr. Villar and an overall narrative written by the Board President. The Board will have an opportunity to comment on and make revisions to the narrative before it is presented as a final document.

**Motion Passed:** Leonard Lockhart made a motion to accept the document labeled 1_evaluation tool_1_10_13 as the Superintendent's evaluation tool. Doreen Richardson seconded the motion. This motion passed with a motion by Mr. Leonard Lockhart and a second by Mrs. Doreen Richardson.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes

Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Absent

**4. Discussion and Possible Action on BOE Self-Evaluation Instrument**

Discussion:
Doreen Richardson spoke about the Board's Self-Evaluation tool and the timing of when the assessment is completed. The sample template distributed to Board members is linked to CABE as well as other sources, and aligns with the traditional work and policies of the Board. The assessment utilizes the same rating scale as the Superintendent's evaluation for the purpose of consistency. It contains seven performance expectations and seven indicators, and is done in an Executive Session. Discussion centered on possible modifications and revisions to the template with a new draft to be distributed to the Board on or about January 17, 2013. It will be placed on a Committee Board of Education agenda after the budget process is complete.

**5. Announcements**

Discussion:
Doreen Richardson stated the Board has a full calendar for the next few weeks that include Finance, Technology and Long Range Committee meetings.

**6. Adjournment**

**Motion Passed:** Kristin Ingram made a motion to adjourn the meeting at 8:55 p.m. Richard O'Reilly seconded the motion. This motion passed with a motion by Mrs. Kristin Ingram and a second by Mr. Richard O'Reilly.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education

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# Windsor Board of Education Regular Meeting
# Unapproved Minutes

January 15, 2013 6:30 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the January 15, 2013 Windsor Board of Education Regular Meeting. Any additions or corrections will be made at a future meeting.

**Attendance Taken at 6:29 PM:**

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Mr. Kenneth Williams

Absent Board Members:
Ms. Cristina Santos

**1. Call to Order, Pledge to the Flag and Moment of Silence**

Discussion:
Doreen Richardson called the meeting to order at 6:32 p.m. with the Pledge of Allegiance. Also in attendance was Superintendent Jeffrey A. Villar, Ph.D., Assistant Superintendent for Human Resources, Craig Cooke, Ph.D., Jody Lefkowitz, Director of Pupil and Special Education Services and Frank Williams, Director of Business Services.

**2. Superintendent Presents 2013-2014 Budget Proposal**

Discussion:
Dr. Villar gave a PowerPoint presentation providing a brief overview of the proposed budget for the 2013-2014 school year. The budget represents an increase of 2.49% over the 2012-2013 fiscal year. As an identified member of the Alliance district, we are mandated to partner with the State Department of Education and must develop comprehensive district improvement plans aimed to address performance shortfalls. This proposed budget seeks to maximize the benefit of this strategic partnership and meet the BOE goals in a fiscally responsible manner.

Doreen Richardson reported the upcoming Finance Committee meeting dates and explained that the public is encouraged to attend and will have the opportunity to speak to the budget at those meetings.

**Motion Passed:** Leonard Lockhart made a motion to adjourn this portion of the meeting at 6:50 p.m. Paul Panos seconded the motion. This motion passed with a motion by Mr. Leonard Lockhart and a second by Mr. Paul Panos.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams Yes

**3. Public Forum on 2013-2014 Budget Proposal**

Discussion:
The Public Forum did not occur.

**4. THE REGULAR MEETING WILL CONTINUE IMMEDIATELY FOLLOWING THE PUBLIC FORUM**

Discussion:
Doreen Richardson called the regular meeting to order at 7:02 p.m. with the Pledge of Allegiance and a Moment of Silence.

**5. Recognitions/Acknowledgements**
**5.a. Recognition--Tyler Jennings Peczka, BOE Student Representative**

Discussion:
Dr. Villar acknowledged Tyler Jennings Peczka for her service to the Board.

**5.b. Recognition--Kalli Roebelen, CIAC Class M State Diving Champion**

Discussion:
Steve Risser, Windsor High School Athletic Director, introduced senior Kalli Roebelen and diving coach, Ericka Fanguillo. Kalli won the CIAC Class M State Diving Championship and Ms. Fanguillo presented her with her award.

**6. Audience to Visitors**

Discussion:
President Richardson asked if there was anyone present to speak about the budget that they please do so at this time.

Analiese Eleveld, 880 Palisado Avenue. Spoke about Team Paragon and thanked the Board for the use of space and asked for consideration in search of new permanent space for May 1. In conjunction with Ms. Eleveld, Peter Moore, Windsor High School physics teacher, showed a video which explained the Robotics' Team new game, Ultimate Ascent.

Rosemarie Miskavitch, 20 Coach Circle. Spoke about recent accident that occurred near L.P. Wilson and thanked first responders. Spoke about the Board policy regarding meeting agendas.

David Furie, 37 Lighthouse Hill Road. Spoke about the robotics team and how it aligned to the Superintendent's budget policy, and the need for a new space effective May 1.

Lisa Boccia, 800 Palisado Avenue. Spoke about Weekend Wheels, a program created by the Windsor Hunger Action Team piloted at Clover Street School and J. F. Kennedy School, to help supply nutritional food and snacks to students for the weekend.

**7. Student Representative Report**

Discussion:
Tyler Jennings Pezcka reported about recent activities at Windsor High School including the AP Art Show that was held at the Windsor Historical Society. Next week is exam week and there will be early release each day for the students. AP Information Night is January 17 and January 27 is FAFSA Night for parents. Tyler thanked the Board and Mr. Sills for the opportunity to serve as the Student Representative to the Board of Education.

**8. Board of Education**

**8.a. President's Report**

Discussion:
Doreen Richardson visited the high school to view the displays at the Seminar Program to see variety of talent the students possess. A memo was submitted to Board regarding agenda construction and how to get items on the agenda. In order to use resources effectively, the best use of time is considered when planning and deciding an agenda in order to achieve district goals. Requested items for the agenda can be discussed during other opportunities such as workshops or committees.

It was determined that the Policy Committee will discuss this item to review the structure and interpretation of the bylaw.

**8.b. Action--Proposed 2013-2014 School Calendar, 2nd Reading**

Discussion:
Craig Cooke, Assistant Superintendent for Human Resources, spoke about the proposed 2013-2014 School Calendar which remains the same as the calendar submitted for the 1st Reading.

**Motion Passed:** Darleen Klase made a motion to accept the proposed 2013-2014 School Calendar as submitted. Richard O'Reilly seconded the motion. This motion passed with a motion by Ms. Darleen Klase and a second by Mr. Richard O'Reilly.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram No
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos No
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams Yes

**9. Superintendent's Report**
**9.a. Fiscal Year 13' Estimated Budget Surplus**

Discussion:
Frank Williams, Director of Business Services, spoke about the document provided with the Board packet as a preliminary estimate of savings. The major expenditures are utilities, which depends on the remainder of the winter season and salary costs, which are dependent on employee illness. The actual number will be easier to predict towards the end of the year. Dr. Villar stated he recommends the surplus be put toward the Xerox program at the high school.

**9.b. Textbook Adoption, 2nd Reading: Algebra II, Part 2**

Discussion:
Tom Baird, spoke about the proposed text, "STATS: In Your World" for adoption for the Algebra II, Part 2 course at Windsor High School.

**Motion Passed:** Darleen Klase made a motion to accept a 2nd reading of the textbook adoption proposal for the Algebra II, Part 2, "STATS: In Your World". Kristin Ingram seconded the motion. This motion passed with a motion by Ms. Darleen Klase and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes

Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams Yes

**9.c. Student Participation and Performance in AP Courses, 2011-2012**

Discussion:
Russell Sills, Principal of Windsor High School and Chris Rau, Vice Principal of Windsor School gave a PowerPoint presentation about AP scores at the high school. A committee was formed in 2008 to look at student participation in AP courses and how to improve test scores. In 2009 the district became a member of POD, Project Opening Doors, but this is not the sole reason for the increase in numbers of participants and test scores and there is still work to do.

**9.d. Status Report on Windsor Evaluation Plan Pilot**

Discussion:
Craig Cooke gave a PowerPoint presentation to provide a brief overview of the work in the district regarding teacher evaluation. Windsor is one of 10 districts that is part of the teacher evaluation pilot developed by the State of Connecticut. This has been implemented at no cost to the district and training for administrators began in August 2012. A lot of training time has been designated to allow for PD necessary to be trained in SEED. In June, it is planned to have teacher and administrator representation speak about this process and their experiences.

**9.e. Review of Amended Alliance Grant**

Discussion:
Dr. Villar spoke about the request made to the State Department of Education in November to amend the Alliance Grant that had been submitted over the summer. Implementation of items on the grant had been delayed and at the same time the Board directed moving forward with the EER, Equity and Excellence Review. After hearing public comment about the expense of the review, Dr. Villar requested the expense of the equity review be incorporated into the Alliance Grant and the State approved the amendment. The expense will no longer be a part of this year or next year's budget.

**10. Committee Reports**
**10.a. Curriculum Committee**

Discussion:
Kristin Ingram, Curriculum Committee member, stated that this month the committee met to hear a presentation made by the Mathematics Curriculum Supervisor and changes made to the 8th grade curriculum. The committee was impressed with level of rigor introduced into problems and real-world connections it creates.

**10.b. Finance Committee**

Discussion:
Kristin Ingram, Finance Committee Chairperson, reported the Finance Committee will be meeting on January 22 to start deliberations on the budget. The list of meetings is on the district website and the public is urged to attend and be heard.

**10.c. Technology Committee**

Discussion:
Richard O'Reilly, Technology Committee Chairperson, reported the committee will meet on January 24 to review the Windsor Public Schools technology plan and the relationship to the proposed 2013-2014 budget.

**10.d. Superintendent Evaluation Development Committee**

Discussion:
Darleen Klase, Superintendent Evaluation Development Committee Chairperson, reported the committee met and approved an evaluation tool with an affirmative vote. Dr. Villar has submitted his written evaluation to the Board for the meeting this week.

**10.e. Long Range Planning Committee**

Discussion:
Leonard Lockhart said the committee will reconvene to look at current goals set and reaffirm charge given by the Chair to be certain they align with initiatives as outlined in the proposed budget. The meeting is Tuesday, January 29 at 5:30 p.m. to 7:00 p.m.

**10.f. Roger Wolcott Committee**

Discussion:
Leonard Lockhart stated the Roger Wolcott building has many ways to be put to use. It is a valuable asset and discussion needs to take place regarding the vision for short and long term use. The meeting will be on Wednesday, January 30, 2013 from 5:30 p.m. to 7:00 p.m.

**11. Consent Agenda**

**Motion Passed:** Darleen Klase made a motion to accept the Consent Agenda as submitted. Leonard Lockhart seconded the motion. This motion passed with a motion by Ms. Darleen Klase and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams Yes

**11.a. Financial Report**
**11.b. Enrollment Report**
**11.c. Food Services Report**
**11.d. Human Resources Report**

**12. Approval of Minutes**

**Motion Passed:** Richard O'Reilly made a motion to approve the minutes as submitted. Leonard Lockhart seconded the motion. This motion passed with a motion by Mr. Richard O'Reilly and a second by Mr. Leonard Lockhart.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams Yes

**12.a. December 6, 2012 BOE Special Meeting Minutes**
**12.b. December 18, 2012 BOE Regular Meeting Minutes**
**12.c. December 20, 2012 Superintendent Evaluation Development Committee Minutes**
**12.d. December 27, 2012 Superintendent Evaluation Development Committee Minutes**

**13. Other Matters/Announcements/Regular BOE Meetings**
**13.a. BOE Special Meeting, Thursday, January 17, 2013 at 7:00 PM, L.P. Wilson Community Center, Room 17**
**13.b. BOE Finance Committee Meeting, Tuesday, January 22, 2013 at 6:30 PM, L.P. Wilson Community Center, Board Room (Audience to Visitors before/after meeting)**
**13.c. BOE Technology Committee Meeting, Thursday, January 24, 2013 at 5:30 PM, L.P. Wilson Community Center, Room 17**
**13.d. BOE Long Range Planning Committee, Tuesday, January 29, 2013 at 5:30 PM, L.P. Wilson Community Center, Room 17**
**13.e. BOE Roger Wolcott Committee Meeting, Wednesday, January 30, 2013 at 5:30 PM, L.P. Wilson Community Center, Room 17**
**13.f. BOE Public Forum on 2013-2014 Proposed Budget, Saturday, February 2, 2013 at 10:00 AM, L.P. Wilson Community Center, Board Room. BOE Finance Committee Meeting immediately following (Audience to Visitors before/after meeting)**
**13.g. BOE Finance Committee Meeting, Tuesday, February 5, 2013 at 6:30 PM, L.P. Wilson Community Center, Room 17 (Audience to Visitors before/after meeting)**
**13.h. BOE Curriculum Committee Meeting, Wednesday, February 6, 2013 at 4:30 PM, L.P. Wilson Community Center, Room 17**
**13.i. BOE Finance Committee, Thursday, February 7, 2013 at 6:30 PM, L.P. Wilson Community Center, Room 17 (Audience to Visitors before/after meeting)**
**13.j. February Regular BOE Meeting, Tuesday, February 12, 2013 at 7:00 PM, *** Note Location Change to L.P. Wilson Community Center, Board Room**
**13.k. BOE Finance Committee Budget Meeting Calendar**

**14. Audience to Visitors**

Discussion:
None.

**15. Adjournment**

**Motion Passed:** Darleen Klase made a motion to adjourn the meeting at 9:23 p.m. Kenneth Williams seconded the motion. This motion passed with a motion by Ms. Darleen Klase and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Absent
Mr. Kenneth Williams Yes

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Richard T. O'Reilly, Secretary
Windsor Board of Education

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# Special Meeting of the Windsor Board of Education
# Unapproved Minutes

January 17, 2013 7:00 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the January 17, 2013 Special Meeting of the Windsor Board of Education. Any additions or corrections will be made at a future meeting.

**Attendance Taken at 7:15 PM:**

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mr. Paul Panos
Mrs. Doreen Richardson
Ms. Cristina Santos
Mr. Kenneth Williams

**1. Call to Order, Pledge of Allegiance, Moment of Silence**

Discussion:
The meeting was called to order at 7:15 PM.

**2. Audience to Visitors**

**Discussion: None**

**3. Superintendent's Evaluation--It is proposed that the Board of Education go into Executive Session for the purpose of discussions regarding the Superintendent's evaluation, before taking possible action in the public portion of the meeting.**

Discussion:
The Board began a discussion on the process for evaluating the Superintendent. A discussion ensued about the contractual agreement on the evaluation. Some members interpreted the contract to state that the Board of Education could not meet without the Superintendent.

**Motion Passed:** A motion was made to postpone the meeting to allow for the attendance of the Superintendent. The motion passed with a motion by Mrs. Kristin Ingram and a second by Ms. Cristina Santos.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase No
Mr. Leonard Lockhart Abstain
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson No
Ms. Cristina Santos Yes
Mr. Kenneth Williams No

**4. Announcements**

**5. Adjournment**

Discussion:
The meeting was adjourned at 8:00 PM

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Richard T. O'Reilly, Secretary
Windsor Board of Education

# Windsor BOE Finance Committee Meeting
# Unapproved Minutes

January 22, 2013 6:30 PM
Board Room, L.P. Wilson Community Center

The following are the unapproved minutes of the January 22, 2013 Windsor BOE Finance Committee Meeting. Any additions or corrections will be made at a future meeting.

**Attendance Taken at 6:31 PM:**

Present Board Members:
Mrs. Kristin Ingram
Mr. Richard O'Reilly
Mrs. Doreen Richardson
Ms. Cristina Santos

Also in attendance: Board Members, Darlene Klase, Paul Panos, Pam DiGiore, Leonard Lockhart, and Kenneth Williams. Also, Superintendent Jeffrey A. Villar, Ph.D., Assistant Superintendent for Instructional Services, Mary Anne Butler, Assistant Superintendent for Human Resources, Craig Cooke, Director of Business Services, Frank Williams, Director of Pupil and Special Education Services, Jody Lefkowitz.

**1. Call to Order, Pledge of Allegiance, Moment of Silence**

Discussion:
The meeting was called to order by Ms. Ingram at 6:34 p.m.

**2. Audience to Visitors**

Discussion:
None at this time.

**3. Discussion of the 2013-2014 Budget Proposal**

Discussion was held on the following:

External Sources of Revenue, Elementary and Secondary Sites, Sites 71, 41, 42, and 43.

The next meeting will start with discussion on Site 73.

**4. Audience to Visitors**

Discussion:
None at this time

**5. Adjournment**

**Motion Passed:** Motion to adjourn by Mr. O'Reilly at 8:31 p.m. passed with a motion by Mr. Richard O'Reilly and a second by Ms. Cristina Santos.
Mrs. Kristin Ingram Yes
Mr. Richard O'Reilly Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes

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Kristin Ingram, Chair
Board of Education Finance Committee
Windsor Public Schools

# Windsor BOE Technology Committee
# Unapproved Minutes

January 24, 2013 5:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the January 24, 2013 Windsor BOE Technology Committee . Any additions or corrections will be made at a future meeting.

**Attendance Taken at 5:30 PM:**

Present Board Members:
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mrs. Doreen Richardson
Mr. Kenneth Williams

**1. Call to Order, Pledge of Allegiance, Moment of Silence**

Discussion:
Meeting was called to order at 5:30 PM. Also in attendance was Board member, Cristina Santos, Superintendent Jeffrey A. Villar, Ph.D. and Doug Couture, Educational Technology Curriculum Supervisor.

**2. Review WPS Technology**

Discussion:
Discussion encompassed all agenda items including technology accomplishments in the district and the scheduling of the next technology committee meeting to begin to review Edline and Milepost.

**3. Achievements Year to Date**

**4. Strategic Plan**

**5. 2013-2014 Budget Plan**

**6. Adjournment**

Discussion:
Meeting was adjourned at 6:45 PM.

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Richard T. O'Reilly, Chair
BOE Technology Committee
Windsor Board of Education

# Special Meeting of the Windsor Board of Education
# Unapproved Minutes

January 29, 2013 6:00 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the January 29, 2013 Special Meeting of the Windsor Board of Education. Any additions or corrections will be made at a future meeting.

**Attendance Taken at 6:01 PM:**

Present Board Members:
Ms. Pam DiGiore
Mrs. Kristin Ingram
Ms. Darleen Klase
Mr. Leonard Lockhart
Mr. Richard O'Reilly
Mrs. Doreen Richardson
Ms. Cristina Santos
Mr. Kenneth Williams

Absent Board Members:
Mr. Paul Panos
Updated Attendance:
Mr. Paul Panos was updated to present at: 6:15 PM

**1. Call to Order, Pledge of Allegiance, Moment of Silence**

Discussion:
Doreen Richardson called the meeting to order at 6:05 p.m. with the Pledge of Allegiance and a Moment of Silence. Also in attendance were Superintendent Jeffrey A. Villar, Ph.D., and Attorney Gary Brochu, from Shipman & Goodwin.

**2. Audience to Visitors**

Discussion:
None.

**3. Review and discuss confidential attorney-client document (executive session anticipated)**

Discussion:
Doreen Richardson stated Attorney Gary Brochu was invited to the meeting because of differing views held by Board members regarding the process for Superintendent Villar's evaluation.

**Motion Passed:** Leonard Lockhart made a motion to move to Executive Session at 6:07 p.m. Kenneth Williams seconded the motion. This motion passed with a motion by Mr. Leonard Lockhart and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Absent
Mrs. Doreen Richardson Yes

Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

**4. Review and discuss BOE process for evaluation of Superintendent (possible action anticipated)**

Discussion:
Doreen Richardson stated the Board needs to be clear about policy and procedure regarding the Superintendent's evaluation process and asked if Board members had any questions. The process is to discuss, conduct the evaluation and allow the Superintendent an opportunity to respond. Some Board members feel a need to ask the Superintendent questions in order to proceed, and would like to see that added to the policy. Ms. Richardson stated this is the Board's evaluation, and once process is modified, then the Board must agree on changes made to the process.

**Motion Withdrawn:** Cristina Santos made a motion to accept the process as presented at this point. Paul Panos seconded the motion. This motion was withdrawn by Ms. Cristina Santos.

**Motion Passed:** Kristin Ingram made a motion to include comments from each Board member at a meeting with the Superintendent before the final written evaluation is issued. Kenneth Williams seconded the motion. This motion passed with a motion by Mrs. Kristin Ingram and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson No
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

**Motion Passed:** Kenneth Williams made a motion that questions put to the Superintendent at this meeting be limited to the self-evaluation, and be for informational purposes only. Kristin Ingram seconded this motion. This motion passed with a motion by Mr. Kenneth Williams and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

**Motion Passed:** Kenneth Williams made a motion to adopt the balance of the process as presented to the Board including the standards and norms. Kristin Ingram seconded the motion. This motion passed with a motion by Mr. Kenneth Williams and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes

Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

**5. BOE evaluation of Superintendent (executive session and possible action anticipated)**

**Motion Passed:** Leonard Lockhart made a motion to move to Executive Session at 7:31 p.m. Kristin Ingram seconded the motion. This motion passed with a motion by Mr. Leonard Lockhart and a second by Mrs. Kristin Ingram.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

**6. Announcements**

**7. Adjournment**

Discussion:
Meeting was adjourned at 10:15 PM.

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Richard T. O'Reilly, Secretary
Windsor Board of Education

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# Windsor BOE Roger Wolcott Committee Meeting
# Unapproved Minutes

January 30, 2013 5:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the January 30, 2013 Windsor BOE Roger Wolcott Committee Meeting. Any additions or corrections will be made at a future meeting.

**Attendance Taken at 5:30 PM:**

Present Board Members:
Ms. Pam DiGiore
Mr. Leonard Lockhart
Mrs. Doreen Richardson

Absent Board Members:
Mr. Kenneth Williams

**1. Call to Order, Pledge of Allegiance, Moment of Silence**

Discussion:
The meeting was called to order at 5:30 PM. Also in attendance was board member, Paul Panos, Superintendent Jeffrey A. Villar, Ph.D., Director for Pupil and Special Education Services, Jody Lefkowitz, and Director of Business Services, Frank Williams.

**2. Explanation of Charge**

Discussion:
The Superintendent presented concepts to the BOE.

**3. Superintendent's Recommendations to the Committee**

Discussion:
The Superintendent will expand upon the two models presented and communicate to the Town Manager, the BOE's intention to study the use of the facility.

Possible next meeting: Tuesday, February 26, 2013 from 6:00 to 7:30 PM

**4. Adjournment**

Discussion:
Meeting was adjourned at 7:15 PM.

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Leonard Lockhart, Chair
BOE Roger Wolcott Committee
Superintendent of Schools