Regular Meeting

Tuesday, May 21, 2019 7:00 PM
Town Hall, Council Chambers Please click the link below to join the webinar: https://us02web.zoom.us/j/85191945173 Or Telephone: +1 646 558 8656 or +1 301 715 8592 Webinar ID: 851 9194 5173 , 275 Broad Street, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Recognitions/Acknowledgements**

a. Recognition--BOE Student Representative--Izaiah McNeil
b. Recognition--CABE Student Leadership Awards: WHS Maryam Kabal, Saarah Kabal; SPMS--Kruti Dharsandiya, Ryan Stillman

3. **Audience to Visitors**
4. **Student Representative Report**
5. **Board of Education**

a. President's Report
b. School Liaison Reports

1. Windsor High School
2. Sage Park Middle School
3. Clover Street School
4. John F. Kennedy School
5. Oliver Ellsworth School
6. Poquonock School

6. **Superintendent's Report**

a. Profile of a Graduate (POG) Update
b. Policy Adoption, 1st Reading

1. Revised AR 5123.1 Windsor High School Graduation Requirements
2. Revise P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973
3. Revised AR 6155 Class Examinations

7. **Committee Reports**

a. Policy Committee

8. **Consent Agenda**

a. Financial Report
b. Enrollment Report
c. Food Service Report
d. Human Resources Report

9. **Approval of Minutes**

a. April 16, 2019 Regular Meeting
b. April 23, 2019 Policy Committee
c. April 23, 2019 Special Meeting
d. May 7, 2019 Special Meeting

10. **Other Matters/Announcements/Regular BOE Meetings**

a. Next BOE Regular Meeting is Tuesday, June 18, 2019, 7:00 PM, Town Hall, Council Chambers
b. BOE Special Meeting, Monday, June 10, 2019, 6:00 PM, LPW, Room 17
c. BOE Special Meeting, Tuesday, June 11, 2019, 6:30 PM, LPW, Room 17

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

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2019

Prepared By: Craig A. Cooke, Ph.D. **Presented By:** Craig A. Cooke, Ph.D.

Attachments:

Subject: Profile of a Graduate (POG) Update

Background:

The Profile of a Graduate emphasizes a holistic view of expectations for students, including the transferable skills, content, understandings, and disposition that students should have by the time they graduate (including a method of assessing a student's progress toward that profile).

This presentation will update the Board on the status of this work in Windsor and next steps.

Recommendation:

Presentation for information only.

Reviewed by:_____ **Recommended by the Superintendent:** _____

Agenda Item # 6a.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2019

Prepared By: Craig A. Cooke **Presented By:** Maryam Khan/Craig A. Cooke

Attachments:
1. Revised AR 5123.1 Windsor High School Graduation Requirements
2. Revised P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973
3. Revised AR 6155 Class Examinations

Subject: Policy Adoption, 1st Reading

BACKGROUND:

The Board of Education Policy Committee reviewed the following policies and regulations at their meeting on April 23, 2019. The committee is bringing the policy to the full Board as a 1st reading and the regulations for notification.

STATUS:

1. AR 5123.1 Windsor High School Graduation Requirements is being updated based on Public Act 17-42 which has made revisions to the new graduation requirements and provides districts with additional flexibility in determining how to award students credit. PA 17-42 delayed the implementation of new high school graduation requirements. The new requirements are effective with the graduating class of 2023.
3. P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973 is being revised to include updated definitions of several terms based on new federal regulations.
4. AR 6155 Class Examinations is being updated to bring final exams for ½ year courses (January) in line with finals for full year courses (June).

RECOMMENDATION:

AR 5123.1 Windsor High School Graduation Requirements and AR 6155 Class Examinations are listed for notification only.

Move to approve the revisions made to P 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973 as a 1st reading.

Recommended by the Superintendent: _____

Agenda Item # 6b.

PROMOTION / RETENTION
Windsor High School Graduation Requirements

I. Introduction

To graduate from Windsor High School, a student must earn a minimum of 23 credits (25 credits effective with the Class of 2017), and must meet the credit distribution requirement listed below and must complete 20 hours of verified community service beginning with the Class of 2017. Students must also meet performance standards in reading/writing, mathematics and science.

II. Credit Distribution Requirement

English	4 credits (English 9, 10, 11 and 12)
Science	3 credits (Integrated Science 1, Biology, and 1 additional credit in any combination of other science courses)
Mathematics	3 credits
Social Studies	3.5 credits (Early Global Studies, Modern Global Studies, US History and Civics)
Fine Arts	.5 credits (any music or art elective) (1.0 credits with Class of 2020)
Vocational/Applied Ed.	.5 credits (business, human and personal services, or technology education) (1.0 credits with the Class of 2020)
Physical Education	1.5 credits (PE/Health 9, PE/Health 10 and one other elective)

III. Promotion and Retention

The promotion and retention of students is based on earned academic credits. Promotion from grade 9 to grade 12 is determined by the following credit standards:

Grade 9 to 10	6.0 credits
Grade 10 to 11	12.0 credits
Grade 11 to 12	18.5 credits

IV. Performance Standards: Reading, Writing, Mathematics and Science

Windsor High School students must have basic skills in reading/writing, mathematics and science before graduation. To demonstrate their competency in these areas students must meet the district's performance standards.

All students, as part of the mandated State testing program, must take the Science CAPT in grade 10 and the SAT in grade 11.

Step 1: Standardized Assessments

Students meet the district performance standard if they have met any of the following requirements in the area specified:

Reading/Writing

A. Achieve a score on the SAT I in Evidence Based Reading and Writing which meets the "Proficient" or similar designation as determined by the State of Connecticut.
B. Achieve a minimum composite score of 20 on the ACT.

Mathematics

A. Achieve a score on the SAT I in Mathematics which meets the "Proficient" or similar designation as determined by the State of Connecticut.
B. Achieve a minimum composite score of 20 on the ACT.

Science

A. Achieve proficiency (score of 3 or higher) on the Connecticut Academic Performance Test (CAPT) in Science.

Step 2: District Performance Assessments

Students who do not achieve qualifying scores in one or more areas on the standardized measures discussed in Step 1 must demonstrate mastery on the district performance assessments:

1. **Reading/Writing and Mathematics**

    a. The District Performance Assessment in Reading/Writing will be administered quarterly during a student's senior year. Students who score at least a 70% have met the reading and writing graduation requirement.

    b. The District Performance Assessment in Mathematics will be administered quarterly during a student's senior year. Students who score at least 70% have met the mathematics graduation requirement.

2. **Science**

    a. The District Performance Assessment in Science will be administered quarterly beginning in a student's junior year to those students who did not meet the district standard on Grade 10 Science CAPT. Students who score at least 70% have met the science graduation requirement.

Notification: The counseling department will notify students and parents/guardians in writing at the beginning of their junior year (science only) and senior year (reading/writing, mathematics, science) if they have not yet met the graduation requirement.

Transfers: If a student transfers into Windsor High School after completing at least three years in a high school in another district, s/he must have met the goal on the test from the sending district or state in order to be exempt from Windsor's performance standard requirement for graduation.

Special Needs: The performance standard requirement for graduation for a student with special needs may be modified if so indicated on the student's Individual Education Plan (IEP).

V. Options If Requirements Are Not Met

A. Seniors who have earned the necessary 23 credits (25 credits effective with the Class of 2017) to graduate but have not met the district performance standard on one or more of the reading/writing, mathematics, and science performance assessments must:

1. Enroll in summer school courses that, if successfully completed, would meet the standard,

OR

2. Sit for a retake of the district performance assessment during the summer, the date of administration to be determined by the school system.

B. Seniors who are short .5 to 2.0 credits for graduation must:

1. Enroll in summer school and pass the courses needed to graduate.

2. If the student does not meet all necessary credit requirements for graduation through summer school, s/he can return to WHS in September but only to make-up those courses needed to graduate. [The student may not carry a full load of courses, and will be permitted on campus only during the time s/he is in class.]

OR

3. Attend night school or community college to earn the necessary credits for graduation.

C. Seniors who are short 2.5 or more credits toward graduation may return to Windsor High and carry a full load of courses.

Note: Any seniors returning for another year of school must meet the graduation standard of the students' original graduating class which is based on the year they entered high school.

VI. Residency Requirement:

To receive a Windsor High School diploma, students must have earned a minimum of 5.50 credits while attending Windsor High School. Of the 5.50 credits earned at Windsor High School, 2.50 credits must be earned during the senior year. Students transferring to Windsor High School and planning to graduate in June of the school year in which they transferred, must be enrolled at the school no later than February 1st of that same school year to receive a Windsor High School diploma.

Reference:

P-0200 – Goals for Students
P-6146.1 – Reporting to Parents
AR-6146.1 – Reporting to Parents, Marking System
P-6146 – Graduation Requirements, Standards of Proficiency

Legal Reference – Connecticut General Statutes:

PA 99-288 An Act of Concerning Education Accountability
10-221 (a) Board of Education to prescribe rules
PA 01-166: An Act Concerning High School Graduation and the Connecticut Academic Performance Test

Regulation Revised: June 6, 2016
Regulation Approved: November 16, 2010

Craig A. Cooke, Ph. D.
Superintendent of Schools

Windsor Public Schools
Windsor, CT

Revised

AR5123.1

Students

PROMOTION / RETENTION

Windsor High School Graduation Requirements

I. Introduction

To graduate from Windsor High School, a student must earn a minimum of 25 credits and must meet the credit distribution requirement listed below and must complete 20 hours of verified community service. Students must also meet performance standards in reading/writing, mathematics and science.

II. Credit Distribution Requirement

9 Credits in Humanities Including:		
English	4 credits	English 1 (Required) English 2 (Required) English 3 (Required) English 4 (Required)
Social Studies	3.5 credits	Early Global Studies (Required) Modern Global Studies (Required) U.S. History (Required) Civics (Required)
Fine Arts	1 credit	Electives such as music, visual arts, dance or drama.
Humanities Elective	.5 credits	
9 Credits in Science, Technology, Engineering and Mathematics Including:		
Math	3 credits	Algebra 1 Geometry (Suggested) Algebra 2 (Suggested)
Science	3 credits	Integrated Science* (required for Grade 9 students) Biology (Required) Chemistry (Suggested)

Science, Technology, Engineering and Mathematics Elective	3 credits	Science, Technology, Engineering and Mathematics elective
6 Credits in Career and Life Skills Including:		
Physical Education	1 credit	
Health and Safety	1 credit	
Career and Technical Education	1.5 credits	Electives such as business education, family consumer science or technology.
Personal Finance	.5 credits	
SAT Preparation	.5 credits	
World Language	1 credit	
Mastery Based Assessment	1 credit	Senior Mastery Based Assessment or its equivalent, as approved by the State Board of Education.
Any Elective	1 credit	Any additional coursework taken as an elective credit or listed as an elective credit
Grand Total of Credits	***25 credits***	
Citizenship		
Community Service	20 hours	Students will evidence the ability to be a contributing member of the school and local community, and demonstrate knowledge and skills in career activities by satisfactory completion of 20 learning through service hours over 4 years.

High school graduation credit will be granted to students for Algebra I and World Language courses successfully completed in Grades six, seven or eight. Class grades in six, seven and eight do not count towards high school GPA.

High school graduation credit will be granted to students for coursework completed during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one credit for purposes of this policy.

III. Promotion and Retention

The promotion and retention of students is based on earned academic credits. Promotion from grade 9 to grade 12 is determined by the following credit standards:

Grade 9 to 10	6.0 credits
Grade 10 to 11	12.0 credits
Grade 11 to 12	18.5 credits

IV. Performance Standards: Reading, Writing, Mathematics and Science

Windsor High School students must have basic skills in reading/writing, mathematics and science before graduation. To demonstrate their competency in these areas students must meet the district's performance standards.

All students, as part of the mandated State testing program, must take the Next Generation Science Standards (NGSS) Assessment and the SAT in Grade 11.

Step 1: <u>Standardized Assessments</u>

Students meet the district performance standard if they have met any of the following requirements in the area specified:

Reading/Writing

A. Achieve a score on the SAT I in Evidence Based Reading and Writing which meets the "Proficient" or similar designation as determined by the State of Connecticut, e.g. Grade 11 College and Career Benchmark Score

B. Achieve a minimum composite score of 20 on the ACT.

Mathematics

A. Achieve a score on the SAT I in Mathematics which meets the "Proficient" or similar designation as determined by the State of Connecticut, e.g. Grade 11 College and Career Benchmark Score

B. Achieve a minimum composite score of 20 on the ACT.

Science

A. Achieve proficiency (or higher) on the Connecticut NGSS Assessment.

Step 2: District Performance Assessments

1. **Reading/Writing** The District Performance Assessment in Reading/Writing will be administered quarterly during a student's senior year to those students who did not meet the district standard on the SAT I in Evidence Based Reading and Writing. Students who score at least a 70% have met the reading and writing graduation requirement.

2. **Mathematics**

   The District Performance Assessment in Mathematics will be administered quarterly during a student's senior year to those students who did not meet the district standard on the SAT I in mathematics. Students who score at least 70% have met the mathematics graduation requirement.

3. **Science**

   The District Performance Assessment in Science will be administered quarterly beginning in a student's junior year to those students who did not meet the district standard on Grade 11 NGSS Science Assessment. Students who score at least 70% have met the science graduation requirement.

Notification: The counseling department will notify students and parents/guardians in writing at the beginning of senior year if they have not yet met the reading/writing, mathematics or science graduation requirement.

Transfers: If a student transfers into Windsor High School after completing at least three years in a high school in another district, s/he must have met the goal on the test from the sending district or state in order to be exempt from Windsor's performance standard requirement for graduation.

Special Needs: The performance standard requirement for graduation for a student with special needs may be modified if so indicated on the student's Individual Education Plan (IEP).

V. Options If Requirements Are Not Met

A. Seniors who have earned the necessary 25 credits to graduate but have not met the district performance standard on one or more of the reading/writing, mathematics, and science performance assessments must:

1. Enroll in summer school courses that, if successfully completed, would meet the standard,

OR

2. Sit for a retake of the district performance assessment during the summer, the date of administration to be determined by the school system.

3. Achieve a standard score of 88 or higher on the Accuplacer Assessment.

B. Seniors who are short .5 to 2.0 credits for graduation must:

1. Enroll in summer school and pass the courses needed to graduate.

OR

2. If the student does not meet all necessary credit requirements for graduation through summer school, s/he can return to WHS in September but only to make-up those courses needed to graduate. [The student may not carry a full load of courses, and will be permitted on campus only during the time s/he is in class.]

OR

3. Attend Adult Education or community college to earn the necessary credits for graduation.

C. Seniors who are short 2.5 or more credits toward graduation may return to Windsor High and carry a full load of courses.

Note: Any seniors returning for another year of school must meet the graduation standard of the students' original graduating class which is based on the year they entered high school.

VI. Residency Requirement:

To receive a Windsor High School diploma, students must have earned a minimum of 5.50 credits while attending Windsor High School. Of the 5.50 credits earned at Windsor High School, 2.50 credits must be earned during the senior year. Students transferring to Windsor High School and planning to graduate in June of the school year in which they transferred, must be enrolled at the school no later than February 1st of that same school year to receive a Windsor High School diploma.

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Craig A. Cooke, Ph.D.

Superintendent of Schools

Windsor Public Schools

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Students

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PA 01-166: An Act Concerning High School Graduation and the Connecticut Academic Performance Test

Regulation Revised: June 6, 2016

Regulation Approved: November 16, 2010

Craig A. Cooke, Ph.D.

Superintendent of Schools

Windsor Public Schools

Windsor, CT

Revised

Students **P 5145**

POLICY REGARDING STUDENTS AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance. Similarly, Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") prohibits discrimination against individuals with a disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA"), an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

In order to fulfill its obligation under Section 504/ADA, the Windsor Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents/guardians and members of the public who participate in school sponsored programs. In this regard, the Windsor Public Schools prohibit discrimination against any person with a disability in any of the services, programs or activities of the school system.

The school district has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing access to a free appropriate public education ("FAPE") for students determined to be eligible under Section 504/ADA. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

If the parent/guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of his/her child, the parent/guardian has a right to request an impartial due process hearing.

In addition, a student or parent/guardian of a student may also file an internal grievance/complaint on these issues or any other type of discrimination on the basis of disability by or within the district by utilizing the grievance/complaint procedures outlined in the Board's Administrative Regulations Regarding Students and Section 504 of Rehabilitation Act of 1973 and Title II of Americans with Disabilities Act, and/or may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111

Anyone who wishes to file a grievance/complaint with the district, or who has questions or concerns about this policy, should contact **Steven Carvalho, Director of Pupil and Special Education Services, the Section 504/ADA Coordinator for the Windsor Public Schools, at phone number 860-687-2000 x 1238.**

The Windsor Public Schools prohibits retaliation against any person who makes a good faith report or complaint of disability-based discrimination or who participates or cooperates in the investigation of such complaint.

Legal References:

29 U.S.C. §§ 705, 794
34 C.F.R. Part 104
42 U.S.C. § 12101 et seq.
28 C.F.R. Part 35

Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, Office for Civil Rights (March 17, 2011), available at http://www.ed.gov/about/offices/list/ocr/504faq.html

Dear Colleague Letter, United States Department of Education, Office for Civil Rights (January 19, 2012)

Policy approved: April 9, 2013
Policy revised:

Windsor Public Schools
Windsor, CT

ADMINISTRATIVE REGULATIONS REGARDING STUDENTS AND SECTION 504 OF THE REHABILITATION ACT OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

Windsor Board of Education Section 504/ADA Grievance/Complaint Procedures Regarding Discrimination Against Students on the Basis of Disability

Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act of 1990 ("Title II" or "ADA") (collectively, "Section 504/ADA") prohibit discrimination on the basis of disability. For the purposes of Section 504/ADA, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Free appropriate public education (FAPE): for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, such as the functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive systems. The operation of a major bodily function includes the operation of an individual organ within a body system.

Mitigating Measures: include, but are not limited to, (a) medication, medical supplies, equipment, appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies; (b) use of assistive technology; (c) reasonable modifications or auxiliary aids or services; (d) learned behavioral or adaptive neurological modifications; or (e) psychotherapy, behavioral therapy, or physical therapy.

Physical or Mental Impairment: (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems, such as: neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic, lymphatic, skin, and endocrine or (b) any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. Physical or mental impairment includes, but is not limited to, contagious and noncontagious diseases and conditions such as the following: orthopedic, visual, speech, and hearing impairments, and cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder, Human Immunodeficiency Virus infection (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

II. Procedures for Grievances/Complaints Alleging Discrimination on the Basis of Disability

A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's designated Section 504/ADA Coordinator within thirty (30) school days of the alleged occurrence. Timely reporting of complaints facilitates the prompt investigation and resolution of such complaints. If the complaint is made verbally, the individual taking the complaint will reduce it to writing.

B. At any time, when a complaint involves discrimination that is directly related to a claim regarding the identification, evaluation or educational placement of a student under Section 504, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer and request a hearing in accordance with Section III.D. Complaints regarding a student's rights with respect to his/her identification, evaluation or educational placement shall be addressed in accordance with the procedures set forth below in Section III.

C. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting or complaint of disability-based discrimination or as a result of an individual's participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

D. If the Section 504/ADA Coordinator is the subject of the complaint, the complaint should be submitted directly to the Superintendent who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures.

E. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating

circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

F. The complaint should contain the following information:

1. The name of the complainant;
2. The date of the complaint;
3. The date(s) of the alleged discrimination;
4. The names of any witnesses or individuals relevant the complaint;
5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
6. The remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

G. Upon receipt of the complaint, the individual investigating the complaint shall:

1. Provide a copy of the written complaint to the Superintendent of Schools;

2. Meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes have relevant information, and obtain any relevant documents the complainant may have;

3. Provide the complainant with a copy of the applicable Board Section 504/ADA Policy and these administrative regulations;

4. Conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;

5. Maintain confidentiality to the extent practicable throughout the investigative process in accordance with state and federal law;

6. Communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator or Superintendent. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the district will remedy any identified violations of Section 504/ADA;

7. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, complainant will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that measures to remedy the effects of the discrimination are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination.

9. In the event the investigator concludes that there is no violation of Section 504/ADA, the district may attempt to resolve the complainant's ongoing concerns, if possible.

H. If the complainant is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for the complainant to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting the complaint and written outcome for review, the complainant must explain why he/she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of his/her decision within ten (10) school days following the receipt of the written request for review.

III. Grievance/Complaint Resolution Procedures for Complaints Involving a Student's Identification, Evaluation or Educational Placement

Complaints regarding a student's identification, evaluation or educational placement shall generally be handled using the procedures described below. **However, at any time, the complainant may request that the Section 504/ADA Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the provisions of subsection D (below).**

Drug/Alcohol Violations

If a student with a disability violates the Board's policies relative to the use or possession of illegal drugs or alcohol, the Board may take disciplinary action against such student for his/her illegal use or possession of drugs or alcohol to the same extent that the Board would take disciplinary action against nondisabled students. Such disciplinary action is not subject to the complaint or due process procedures outlined below.

A. Submission of Complaint to Section 504/ADA Coordinator

1. In order to facilitate the prompt investigation of complaints, any complaint regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the district's Section 504/ADA Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation and/or education placement arose. Timely reporting of complaints facilitates the resolution of potential educational disputes.

2. The complaint concerning a student's identification, evaluation or educational placement should contain the following information:

   a. Full name of the student, age, and grade level;
   b. Name of parent(s);
   c. Address and relevant contact information for parent/complainant;
   d. Date of complaint;
   e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
   f. Remedy requested.

   However, all complaints will be investigated to the extent possible even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

3. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances.

4. Upon receipt of the complaint, the Section 504/ADA Coordinator shall:

   a. Forward a copy of the complaint to the Superintendent of Schools;

   b. Meet with the complainant within ten (10) school days to discuss the nature of his/her concerns and determine if an appropriate resolution can be reached. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly

as possible given the availability of staff and other individuals who may have information relevant to the complaint;

c. If, following such a meeting, further investigation is deemed necessary, the Section 504/ADA Coordinator shall promptly investigate the factual basis for the complaint, consulting with any individuals reasonably believed to have relevant information, including the student and/or complainant; and

d. Communicate the results of his/her investigation in writing to the complainant and any persons named as parties to the complaint (to the extent permitted by state and federal confidentiality requirements) within fifteen (15) school days from the date the complaint was received by the Section 504/ADA Coordinator.

e. In the event that that the Section 504/ADA Coordinator has a conflict of interest that prevents him/her from serving in this role, the complaint shall be forwarded to the Superintendent who shall appoint an investigator who does not have a conflict of interest.

B. Review by Superintendent of Schools

1. If the complainant is not satisfied with the findings and/or resolution offered as a result of the Section 504/ADA Coordinator's review, the complainant may present the complaint and the written statement of findings to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for complainants to bring information to the Superintendent's attention that would change the outcome of the investigation. In submitting the complaint and written outcome for review, the complainant must explain why he/she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this information would change the investigator's determination in the case. Failure to provide all such information may result in the denial of the review.

2. The Superintendent shall review the complaint and any relevant documents maintained by the Section 504/ADA Coordinator or other investigator and shall consult with the Section 504/ADA Coordinator or other investigator regarding attempts to resolve the complaint. The Superintendent also shall consult with the complainant. The Superintendent may attempt to resolve the complainant's concerns alone, or with another appropriate administrator.

3. Following the Superintendent's review, he or she shall communicate his/her findings to the complainant within ten (10) school days following his/her receipt of the written request for review.

4. If the complainant is not satisfied with the Superintendent's

decision or proposed resolution, he/she may request that the Superintendent submit the matter to a neutral mediator or to an impartial hearing officer. This request for mediation or a hearing should be made within fifteen (15) school days of the Superintendent's decision. Mediation shall only occur by mutual agreement of the parties.

C. Mediation Procedures:

A parent/guardian or student aged 18 or older may request mediation with a neutral mediator to attempt to resolve a disagreement with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of the student.

1. A request for mediation regarding a student's identification, evaluation or educational placement under Section 504 should be forwarded to the district's Section 504/ADA Coordinator within thirty (30) school days of the alleged date that the dispute regarding the student's identification, evaluation, and/or education placement arose or within fifteen (15) school days of the Superintendent's decision in reviewing a complaint handled through the grievance/complaint procedure described in Section III.B, above.

2. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:

   a. Full name of the student, age, and grade level;
   b. Name of parent(s);
   c. Address and relevant contact information for parent/complainant;
   d. Date of complaint;
   e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
   f. Remedy requested.

3. Upon receipt of a request for mediation, the Section 504/ADA Coordinator shall:

   i. Forward a copy of the request for mediation to the Superintendent of Schools;
   ii. Retain a neutral mediator who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").

4. The mediator shall inform all parties involved of the date, time and place of the mediation and of the right to have legal counsel or other representation at the complainant's own expense, if desired.

5. The mediator shall meet with the parties jointly, or separately, as determined by the mediator, and shall facilitate a voluntary settlement of the dispute between the parties, if possible.

6. All statements, offers, or discussions and/or information shared during the mediation process, but not available from other means, shall be confidential, and may not be used in a subsequent hearing or other administrative or judicial proceeding related to the disagreement that is the subject of the mediation.

7. If the parties are not able to reach a voluntary settlement of the dispute, the complainant may request an impartial hearing, as described below.

D. Impartial Hearing Procedures:

An impartial due process hearing is available to a parent/guardian of a student, or a student aged 18 years of age or older who disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation or educational placement of the student, or otherwise makes a claim of discrimination relating to the identification, evaluation or educational placement of the student.

1. The request for mediation concerning a disagreement relating to a student's identification, evaluation or educational placement should contain the following information:

   a. Full name of the student, age, and grade level;
   b. Name of parent(s);
   c. Address and relevant contact information for parent/complainant;
   d. Date of complaint;
   e. Specific areas of disagreement relating to the student's identification, evaluation and/or placement; and
   f. Remedy requested.

2. Upon receipt of a request for an impartial due process hearing, the Board shall retain an impartial hearing officer. The impartial hearing officer must be someone who is knowledgeable about the requirements of Section 504/ADA and has an understanding of a free appropriate public education ("FAPE") under Section 504 and the distinctions between and among Section 504, the ADA and the Individuals with Disabilities Education Act ("IDEA").

3. The impartial hearing officer shall schedule a pre-hearing conference with the District and the parent(s) or student aged 18 years of age or older (or legal counsel for the student) to identify the issue(s) for hearing, set the hearing schedule and address other administrative matters related to the hearing, including the option for mediation.

4. The impartial hearing officer shall inform all parties involved of the date, time and place of the hearing and of the right to present witnesses, other evidence and to be represented by legal counsel at each party's own expense, if desired.

5. The impartial hearing officer shall hear all aspects of the complainant's complaint concerning the identification, evaluation or educational placement of the student and shall reach a decision within forty-five (45) school days of receipt of the request for hearing. The decision shall be presented in writing to the complainant and to the Section 504/ADA Coordinator.

6. An impartial hearing officer under Section 504 does not have jurisdiction to hear claims alleging discrimination, harassment or retaliation based on an individual's disability unless such a claim is ***directly related*** to a claim regarding the identification, evaluation, or educational placement of a student under Section 504.

7. The time limits noted herein may be extended for good cause shown for reasons including, but not limited to, permitting more time for thorough review of the record, presentation of evidence or opportunity for resolution.

IV. The Section 504/ADA Coordinator for this district is:

Steven Carvalho
Director of Pupil and Special Education Services
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 x 1238

V. Complaints to Federal Agencies

At any time, the complainant has the right to file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111); http://www2.ed.gov/about/offices/list/ocr/docs/howto.html.

Regulation approved:

Craig A. Cooke, Ph.D.
Superintendent

Windsor Public Schools
Windsor, CT

Current

P 5145

Students

POLICY REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 ("Section 504") prohibits discrimination against individuals with a disability in any program receiving Federal financial assistance be protected from discrimination under Section 504 an individual must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

The school district has specific responsibilities under Section 504 to identify, evaluate and provide an educational placement for students who have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing a free appropriate public education ("FAPE") for students determined to be eligible under Section 504. Under Section 504, FAPE is defined as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

In order to fulfill its obligation under Section 504, the Windsor Public Schools also recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel, students, parents and members of the public who participate in school sponsored programs. In this regard, the Windsor Public Schools prohibits discrimination against any person with a disability in any of the programs operated by the school system.

If the parent or guardian of a student disagrees with the decisions made by the professional staff of the school district with respect to the identification, evaluation, or educational placement of his/her child, a parent/guardian has a right request an impartial due process hearing. The parent or guardian may also file an internal grievance on these issues or any other type of discrimination on the basis of disability and/or may file a complaint with the Office of Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111; TELEPHONE NUMBER (617) 289-0111.

Anyone who wishes to file a complaint, or who has questions or concerns about this policy, should contact Jody Lefkowitz, the Section 504 Coordinator for the Windsor Public Schools, at phone number (860) 687-2000 ext. 238.

Legal References:
29 U.S.C. § 794
34 C.F.R. § 104 et seq.
42 U.S.C. 12101 et seq.
ADA Amendments of 2008, Public Law 110-325

Protecting Students with Disabilities, Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, Office for Civil Rights (March 17, 2011), available at http://www.ed.gov/about/offices/list/ocr/504faq.html

Dear Colleague Letter, United States Department of Education, Office for Civil Rights (January 19, 2012).

Policy Adopted: April 9, 2013

Students

ADMINISTRATIVE REGULATIONS REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Windsor Board of Education Section 504 Grievance Procedures

Section 504 prohibits discrimination on the basis of disability. For the purposes of Section 504, the term "disability" with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

I. Definitions

Free appropriate public education (FAPE): for purposes of Section 504, refers to the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, that are provided without cost (except for fees imposed on nondisabled students/parents), and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Major life activities: include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Mitigating Measures: include, but are not limited to, medication, medical supplies, equipment, appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics, hearing aids, cochlear implants, mobility devices, oxygen therapy, use of assistive technology, reasonable accommodations or auxiliary aids or services or learned behavioral or adaptive neurological modifications.

Physical or Mental Impairment: a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine or b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

II. Procedures for Grievances Alleging Discrimination on the Basis of Disability

A. Any eligible person, including any student, parent/guardian, staff member or other employee who feels that he/she has been discriminated against on the basis of disability may submit a written complaint to the district's designated Section 504 Coordinator within ninety (90) school days of the alleged occurrence. Complainants are encouraged to file complainants as soon as possible, as timely reporting of complaints facilitates the prompt and equitable investigation and resolution of such complaints. If the complaint is made verbally, the individual taking the complaint will reduce it to writing.

B. At any time, when complaints involve discrimination that is directly related to a claim regarding the identification, evaluation, or educational placement of a student under Section 504, the complainant may request that the Section 504 Coordinator submit the complaint directly to an impartial hearing officer, and request a hearing in accordance with the Administrative Regulations for Due Process Complaint Procedures.

C. Retaliation against any individual who complains pursuant to the Board's policy and regulations listed herein is strictly prohibited. The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting or complaint-of disability-based discrimination, or as a result of an individual's participation or cooperating in the investigation of a complaint. The district will take necessary actions to prevent retaliation as a result of filing a complaint or the participation in an investigation of a complaint.

D. If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted to the Section 504 Coordinator, with a copy to the Superintendent, who may conduct the investigation or appoint a designee to conduct the investigation in accordance with these procedures.

E. Complaints will be investigated promptly within timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible.

F. The complaint should contain the following information:

1. The name of the complainant;
2. The date of the complaint;
3. The date(s) of the alleged discrimination;
4. The names of any witness(es) or individuals relevant to the complaint;
5. A detailed statement describing the circumstances in which the alleged discrimination occurred; and
6. Remedy requested.

However, all complaints will be investigated to the extent possible, even if such information is not included in the complaint. In such circumstances, additional information may be requested by the investigator as part of the investigation process.

G. Upon receipt of the complaint, the individual investigating the complaint shall:

1. Provide a copy of the written complaint to the Superintendent of Schools;

2. Meet with the complainant within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes have relevant information, and obtain any relevant documents the complainant may have;

3. Provide the complainant with a copy of the Board's Section 504 Policy, this procedure, and any other applicable administrative regulations;

4. Conduct an investigation that is adequate, reliable and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;

5. Maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;

6. Communicate the outcome of the investigation in writing to the complainant, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within fifteen (15) school days from the date the complaint was received by the Section 504 Coordinator or Superintendent. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. (The complainant shall be notified of such extension). The written notice shall include a finding whether the complaint was substantiated and if so, shall identify how the district will remedy any identified violations of Section 504;

7 If a complaint is made during summer recess, as many steps of the investigation that can be completed must be given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, complainant will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6);

8. Ensure that appropriate corrective action is taken whenever allegations are verified. When allegations are verified, ensure that compensatory services and or other measures to remedy the effects of the discrimination are appropriately considered, and offered, when appropriate. Corrective action should include steps to avoid continuing discrimination.

9. In the event the investigator concludes that there is no violation of Section 504, the District may attempt to resolve the complainant's ongoing concerns, if possible.

H. If the complainant is not satisfied with the findings of the investigation, upon conclusion of the investigation, the complainant may present the complaint and written outcome to the Superintendent for review and reconsideration within thirty (30) calendar days of receiving the findings. This process provides an opportunity for complainants to bring information to the Superintendent's attention that would change outcome of the investigation. In submitting the complaint and written outcome for review, the complainant must explain why he or she believes the factual information was incomplete, the analysis of the facts was incorrect, and/or the appropriate legal standard was not applied, *and* how this would change the investigator's determination in the case. Failure to do so may result in the denial of the review.

Upon review of a written request from the complainant, the Superintendent shall review the investigative results of the Section 504 Coordinator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant, a meeting with appropriate individuals to attempt to resolve the complaint or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant of his/her decision within ten (10) school days following the receipt of the written request for review.

Regulation approved: April 9, 2013

CLASS EXAMINATIONS

Examinations: High School

1. Examinations are to be administered in all classes at the end of each semester. A special examination schedule will be developed to afford all students ample opportunity to do well. Exams are to be weighted as 20% of the final grade for semester courses and the semester grade for year-long courses.

2. Students who have an excused absence during the scheduled exam period must make specific arrangements with the teacher to complete the exam upon the student's return to school.

3. Students who miss an exam without a legitimate reason will be unexcused for the examination and not entitled to make up the exam. These students will receive a grade of zero (0) for the exam.

4. During the exam schedule days, students are required to attend school only when they are scheduled for an exam. If students attend school when not scheduled for an exam, they will be required to report to a designated area. Loitering in the building or on school grounds is not be permitted.

5. ~~During the spring semester ONLY, s~~Seniors will be exempt from final exams in any class where they have at least an A- (90%) combined average. ~~for quarters 3 and 4.~~ This applies to ½ year courses for January exams and full and ½ year courses for June exams. Seniors will not be exempt from school designated Capstone Projects. There are NO exemptions for freshmen, sophomores and juniors.

Regulation Revised: June 6, 2016
Regulation Approved: Oct. 19, 1992

Craig A. Cooke, Ph.D.
Superintendent of Schools

Windsor Public Schools
Windsor, CT

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2019

PREPARED BY: Danielle Batchelder **PRESENTED BY:** Danielle Batchelder

ATTACHMENTS: April 30, 2019 Financial Report

SUBJECT: Financial Report

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 April 2019.

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 April 30, 2019	$ 5,606,822
Expenditures through April 30, 2019	$56,071,943

Reviewed by: NOB **Recommended by the Superintendent:**

Agenda Item # 8a.

Windsor Public Schools
Financial Report
April 30, 2019

	2018/2019 Budget	Expenditures YTD 4/30/2019	Encumbrance	Balance 4/30/2019	% Balance
Instructional Services					
Clover Street School	58,769	34,556	14,322	9,891	17%
John F. Kennedy School	82,405	63,296	17,208	1,901	2%
Oliver Ellsworth School	83,864	65,507	13,843	4,514	5%
Poquonock School	66,871	37,860	12,785	16,226	24%
Sage Park Middle School	205,220	136,021	15,491	53,708	26%
***Windsor High School	397,511	255,031	48,042	94,438	24%
Windsor High School Interscholastic Sports	202,000	162,496	29,801	9,703	5%
Athletic Coaches	254,000	190,627	0	63,373	25%
WHS Career & Technical Education	59,745	37,545	21,800	400	1%
Continuing Education	70,400	63,522	1,655	5,223	7%
*Instructional Mgt. & Curriculum Development	338,672	197,086	98,057	43,529	13%
Magnet School Tuition	1,500,600	1,521,357	0	(20,757)	-1%
Technology	700,867	601,497	83,540	15,830	2%
Total Instructional Services	**4,020,924**	**3,366,401**	**356,544**	**297,979**	**7%**
Education Support Services					
Pupil Personnel Services	368,941	245,982	74,588	48,371	13%
Special Education	94,350	55,286	7,739	31,325	33%
Special Education Tuition	4,919,689	3,647,498	325,608	946,583	19%
Policy & Planning	142,350	129,091	3,887	9,372	7%
**Employee Personnel Services	129,000	81,181	34,444	13,375	10%
Financial Management	280,442	202,048	2,402	75,992	27%
Financial Services	38,500	37,590	0	910	2%
Pupil Transportation & Safety	2,761,845	1,731,139	275,392	755,314	27%
Special Education Transportation	1,943,680	1,366,897	624,976	(48,193)	-2%
Physical Plant Services	1,971,850	1,567,576	422,232	(17,958)	-1%
Major Maintenance	386,000	382,560	3,880	(440)	0%
L.P. Wilson Center	254,800	206,650	31,036	17,114	7%
Benefits	10,912,422	7,357,643	98,745	3,456,034	32%
Certified Salaries	30,788,451	24,949,220	0	5,839,231	19%
Non-Certified Salaries	8,845,337	7,265,991	0	1,579,346	18%
Regular Ed Tutor Salaries	252,700	184,751	0	67,949	27%
Special Ed Tutor Salaries	314,000	258,982	0	55,018	18%
Substitute Salaries	643,519	738,451	35,533	(130,465)	-20%
Total Education Support Services	**65,047,876**	**50,408,536**	**1,940,462**	**12,698,878**	**20%**
Total All Sites	**$69,068,800**	**$53,774,937**	**$2,297,006**	**$12,996,857**	**19%**

* Site 42 Instructional Mgt. & Curriculum Development reflects a decrease of $40,000 compared to the Budget Book

** Site 44 Employee Personnel Services reflects an increase of $40,000 compared to the Budget Book.

Rationale for above asterisks: Tuition Reimbursement has been budgeted under Site 42, however, this line item is managed by the Assistant Superintendent of Human Resources and should be budgeted under Site 44.

*** Windsor High School budget was reduced by $27,545, per 10/16/18 BOE Meeting 18/19 Staffing Update

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2019

PREPARED BY: Danielle Batchelder **PRESENTED BY:** Danielle Batchelder

ATTACHMENTS: Student Enrollment Report & Recap

SUBJECT: Student Enrollment as of May 1, 2019

BACKGROUND:

Attached are the enrollment figures as of May 1, 2019. Mrs. Batchelder will answer any questions.

STATUS:

In prior BOE enrollment reports, the enrollment report grouped all students into one category labeled "Outside Placement/Private Placement (SPED)". Beginning in September 2016, the Out Placement/Private Placement (SPED) line was separated into two categories:

1. *Out of District Placement-Special Education students*
2. *Private Placement Special Education students*

Out of District - Special Education: Those students who are placed at a Connecticut State Department of Education (CSDE) approved private special education program as recommended by a planning and placement team (PPT) as part of a student's individualized education program (IEP). Additionally, this category may include a family who moves into Windsor with a child who has a disability who has already been placed in a private special education program and/or children who are placed in Windsor foster home(s) by the Department of Children and Families (DCF) and are already enrolled in a private special education program.

Private Placement - Special Education: Those students who have been identified special education through the planning and placement team (PPT) process that have been parentally placed at a non-public school located in Windsor (i.e., St. Gabriel, Trinity Christian, Madina Academy, Praise Power & Prayer, etc.).

RECOMMENDATION:

Informational

Reviewed by: NOB **Recommended by the Superintendent:**

Agenda Item # 8b

Windsor Public Schools
Student Enrollment Report
May 1, 2019

Enrollment in Windsor Public Schools

Grades PreK - 5	1,430
Grades 6-8	726
Grades 9-12	1,143
Total District Enrollment	**3,299**

Windsor Students not in District Schools

Out of District Placements (SPED)	52
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	28
CREC Montessori Hartford	12
CREC Metropolitan Learning Center (MLC)	89
CREC Miscellaneous Magnet Schools	230
Hartford Host Magnet Schools	186
Miscellaneous Magnet Schools	33
A.I. Prince Technical High School	8
Howard Cheney Technical High School	10
	648
Total Students	**3,947**

Windsor Public Schools
Student Enrollment Report
May 1, 2019

GRADE		Poquonock School	Clover Street School	Oliver Ellsworth School	John F. Kennedy School	Total
PreK		49		88		137
K		114		111		225
1		87		121		208
2		83		113		196
3			99		111	210
4			97		134	231
5			91		132	223
Subtotal K-5						1,293
Total		**333**	**287**	**433**	**377**	**1,430**

GRADE		Sage Park Middle School
6		238
7		230
8		258
Total		**726**

GRADE	Windsor High School
9	255
10	291
11	296
12	301
Total	**1,143**

District Wide Enrollment	**3,299**

ENROLLMENT REPORT 2018-2019
POQUONOCK SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten											
1	McCann				15	15	14	14	14	14	14	14	
2	Brown				14	14	14	14	14	14	14	14	
3	Scott				15	15	15	15	14	14	15	15	
22	Roche				15	15	15	16	15	15	15	15	
23	Filmer				14	14	14	13	12	12	12	12	
24	Eskanazi				15	15	15	15	15	15	14	14	
25	Hernandez				14	14	14	14	14	14	14	15	
26	Scerra				14	14	14	14	14	14	14	15	
		Total	**88**	**117**	**116**	**116**	**115**	**115**	**112**	**112**	**112**	**114**	
		Grade 1											
8	Coburn				18	18	18	18	17	17	17	17	
12	Elkey				19	19	19	18	18	18	18	18	
15	Velez				18	16	18	17	17	17	17	17	
16	Reynolds				17	18	17	17	18	18	18	18	
18	Neals				16	18	14	17	16	16	16	17	
		Total	**86**	**92**	**88**	**89**	**86**	**87**	**86**	**86**	**86**	**87**	
		Grade 2											
9	Trummel				17	16	17	17	17	17	17	17	
11	Delskey				16	16	16	16	15	15	15	15	
13	Hoogewerff				16	17	17	17	17	17	17	17	
17	Stoll				18	19	17	17	17	17	17	17	
14	Couchon				17	17	17	17	17	17	17	17	
		Total	**79**	**85**	**84**	**85**	**84**	**84**	**83**	**83**	**83**	**83**	
	PK Smart Start		30		30	30	29	29	29	29	30	29	
	Sped & Peer		15		15	15	16	16	16	18	20	20	
		Total	**45**	**43**	**45**	**45**	**45**	**45**	**45**	**47**	**50**	**49**	
	Poqunonock	**Totals**	**298**	**337**	**333**	**335**	**330**	**331**	**326**	**328**	**331**	**333**	

ENROLLMENT REPORT 2018-2019
OLIVER ELLSWORTH SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten											
19	Drake				13	13	13	13	13	14	14	14	
20	Butterick				14	14	13	13	13	13	13	13	
21	Tedeschi				14	14	14	14	14	14	14	14	
22	Bishop				13	13	13	14	14	14	14	14	
23	Adamski				13	13	13	14	14	14	14	14	
24	Bartholomew				13	12	13	14	14	14	14	14	
25	Chapple				14	14	14	14	14	14	14	14	
26	Marcella				14	14	14	14	13	14	14	14	
		Total	**106**	**109**	**108**	**107**	**107**	**110**	**109**	**111**	**111**	**111**	
		Grade 1											
11	Capizzi				20	20	20	20	21	21	21	21	
12	Furie				19	20	20	20	19	19	19	19	
13	Cornell				21	21	21	21	21	21	21	20	
15	Strickland				21	21	21	21	21	21	19	20	
16	Miller				19	21	21	21	21	21	21	21	
17	Strempfer				20	20	21	21	20	20	20	20	
		Total	**103**	**122**	**120**	**123**	**124**	**124**	**123**	**123**	**121**	**121**	
		Grade 2											
1	Mayo				19	19	19	18	18	18	18	17	
2	Goicohea				18	18	18	18	19	19	18	18	
3	Majors				18	18	19	18	18	18	18	18	
6	Heilman				20	21	21	21	21	20	20	21	
7	Carlin				18	18	18	18	18	19	19	19	
8	Jaworski				21	20	20	20	20	20	20	20	
		Total	**119**	**113**	**114**	**114**	**115**	**113**	**114**	**114**	**113**	**113**	
	PK Smart Start		30		30	29	29	30	31	29	31	31	
	Sped & Peers		30		40	41	43	48	50	55	54	57	
		Total	**69**	**69**	**70**	**70**	**72**	**78**	**81**	**84**	**85**	**88**	
Oliver Ellsworth		**Totals**	**397**	**413**	**412**	**414**	**418**	**425**	**427**	**432**	**430**	**433**	

ENROLLMENT REPORT 2018-2019
JF KENNEDY SCHOOL

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3											
1	L. Macaluso				20	20	20	19	19	19	19	20	
2	Richards				19	19	19	19	19	20	20	19	
3	Moyal				18	18	17	17	18	18	18	18	
4	Ghanesh-May				17	17	17	18	18	18	18	17	
6	Johnston				18	18	18	18	19	19	19	19	
8	Vaicunas				18	18	18	18	18	19	18	18	
		Total	**112**	**111**	**110**	**110**	**109**	**109**	**111**	**113**	**112**	**111**	
		Grade 4											
9	M.Macaluso				18	18	19	19	19	19	19	19	
10	Silliman				18	18	19	20	20	20	20	20	
12	Bishop				18	18	18	18	18	19	19	19	
14	Atkins				18	18	19	18	19	19	19	19	
15	Brown				19	19	19	19	19	19	19	19	
16	Taylor				18	17	19	19	19	19	19	19	
18	Caselli				19	19	19	19	19	19	19	19	
		Total	**124**	**130**	**128**	**127**	**132**	**132**	**133**	**134**	**134**	**134**	
		Grade 5											
19	Bowman				19	19	18	19	19	19	19	19	
20	Paley				19	19	20	20	20	20	19	19	
24	Freitas				18	18	19	19	20	20	20	20	
25	Fye				18	18	19	19	18	19	19	20	
26	Mazur				18	18	18	19	18	18	19	18	
27	Donzella				19	18	18	18	18	18	18	18	
28	Davies				18	18	18	18	18	18	18	18	
		Total	**124**	**132**	**129**	**128**	**130**	**132**	**131**	**132**	**132**	**132**	
John F. Kennedy		**Totals**	**360**	**373**	**367**	**365**	**371**	**373**	**375**	**379**	**378**	**377**	

ENROLLMENT REPORT 2018-2019
Clover Street School

Room #	Teacher	Grade	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3											
8	Lindsley				19	19	19	19	19	19	19	20	
10	Murray				19	20	20	20	20	20	19	19	
11	Sanchez				19	17	17	16	17	18	17	18	
24	Michalic				21	21	21	21	21	21	21	22	
25	Darrell				19	19	19	20	20	20	20	20	
		Total	**87**	**97**	**97**	**96**	**96**	**96**	**97**	**98**	**96**	**99**	
		Grade 4											
14	Su				18	18	18	18	17	17	16	16	
15	Savage				16	16	16	16	15	15	15	15	
16	Mendola				15	15	15	16	16	16	16	16	
17	Nowsch				17	17	17	17	18	18	18	18	
26	Keach-Longo				16	15	15	15	15	15	15	15	
27	Williams				16	16	16	16	16	16	17	17	
		Total	**106**	**102**	**98**	**97**	**97**	**98**	**97**	**97**	**97**	**97**	
		Grade 5											
12	Grimes				21	22	22	21	22	22	22	22	
13	Carlson				21	22	22	23	23	22	22	22	
18	Chartier				23	23	23	19	20	22	22	23	
19	Lewis				23	23	23	23	24	24	24	24	
		Total	**89**	**92**	**88**	**90**	**90**	**86**	**89**	**90**	**90**	**91**	
	Clover	**Totals**	**282**	**291**	**283**	**283**	**283**	**280**	**283**	**285**	**283**	**287**	

ENROLLMENT REPORT 2018-2019
Sage Park Middle School

		Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 6												
Team 1				77	80	76	77	75	75	74	73	
Team 2				83	81	83	83	85	85	85	84	
Team 3				79	80	81	80	81	82	81	81	
	Total	**238**	**242**	**239**	**241**	**240**	**240**	**241**	**242**	**240**	**238**	
Grade 7												
Team 4				75	76	75	75	77	77	77	75	
Team 5				74	74	74	74	75	75	75	78	
Team 6				76	75	77	75	75	76	76	77	
	Total	**223**	**222**	**225**	**225**	**226**	**224**	**227**	**228**	**228**	**230**	
Grade 8												
Team 7				81	79	80	80	81	81	82	82	
Team 8				85	87	88	88	88	88	88	88	
Team 9				88	89	88	88	88	88	88	88	
	Total	**266**	**255**	**254**	**255**	**256**	**256**	**257**	**257**	**258**	**258**	
Sage Park	**Totals**	**727**	**719**	**718**	**721**	**722**	**720**	**725**	**727**	**726**	**726**	

ENROLLMENT REPORT 2018-2019
Windsor High School

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	313	288	281	280	283	280	259	258	258	255	
Grade 10	278	289	292	287	287	288	296	297	297	291	
Grade 11	308	302	301	300	303	301	296	295	297	296	
Grade 12	261	287	282	283	283	286	298	299	301	301	
Windsor High Total	**1,160**	**1,166**	**1,156**	**1,150**	**1,156**	**1,155**	**1,149**	**1,149**	**1,153**	**1,143**	

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2019

Prepared By: Dana Plant **Presented By:** Danielle Batchelder

Attachments: Food Service Financial Report

Subject: Cafeteria Operations – April 2019

Background: The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities, at St. Gabriel's and CREC's Academy of Aerospace and Engineering. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School, Windsor High School and CREC AAE. We operate the After School Snack Program for our Treehouse Program in Windsor. We operated our Summer Food Service Program of lunch and snack at Deerfield Apartment Complex, Goslee Pool, Wilson Library, and added Poquonock Elementary School location during summer break. We are 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 all our programs.

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

Status: Financial Report for April 2019

Recommendation: Informational only.

Reviewed by: NOB **Recommended by the Superintendent:**

Agenda Item # 8c.

Windsor School Food Service
Financial Statement
April 2019

REVENUE	April 2018	7/1/17- YTD	April 2019	7/1/18- YTD
SALES	$70,027.73	$686,049.80	$70,944.02	$687,449.90
REIMBURSEMENTS - STATE		59,756.00	3,699.00	60,862.00
ACCOUNTS RECEIVEABLE	86,047.68	767,632.36	90,323.86	834,973.23
CLOC		185,977.90	25,294.95	118,315.95
MISC. (Rebates)		2,542.25		3,796.68
6 Cents Certification	2,114.58	19,000.80	2,153.70	19,655.40
REVENUE TOTALS	**$158,189.99**	**$1,720,959.11**	**$192,415.53**	**$1,725,053.16**
EXPENSES				
WAGES	$56,372.93	$585,290.90	$62,396.40	$641,908.38
PAYROLL TAXES	4,312.55	44,774.77	4,773.33	49,106.01
BENEFITS	7,944.27	80,426.15	6,072.94	57,359.74
FOOD/MILK	95,298.05	896,181.57	93,697.37	878,177.29
PAPER	4,944.78	50,328.57	4,031.17	48,829.35
TRUCK	1,721.45	5,102.55	103.27	4,418.96
SUPPLIES	507.82	17,839.61	290.80	4,682.62
EQUIPMENT	7,892.96	49,384.50	120.08	33,231.45
SERVICES	1,015.09	7,611.26	169.77	48,743.63
EXPENSE TOTALS	**$180,009.90**	**$1,736,939.88**	**$171,655.13**	**$1,766,457.43**
NET INCOME	**($21,819.91)**	**($15,980.77)**	**$20,760.40**	**($41,404.27)**
INVENTORY		**$21,420.46**		**$29,533.28**
OPENING BALANCE 7/1		**$347,470.46**		**$333,317.93**
COMPUTED OPERATING POSITION		**$352,910.15**		**$321,446.94**

Windsor School Food Service
Program Participation April 2019

WHS	April 2018	April 2019
DAYS	16	16
SALES	$22,322.46	$23,584.13
AVERAGE	$1,395.15	$1,474.01

Reimbursable Meals	Average LUNCH per day	
ELEMENTARY	887	859
Academy of Aerospace & Engineering	420	422
SPMS	387	447
WHS	570	543

Reimbursable Meals	Average BREAKFAST per day	
ELEMENTARY	371	412
Academy of Aerospace & Engineering	128	127
SPMS	78	98
WHS	155	177

Reimbursable Meals	Average SNACK per day	
Treehouse Program	93	94

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: May 21, 2019

Prepared By: Terrell M. Hill, PhD **Presented By:** Terrell M. Hill, PhD
Assistant Superintendent for Human Resources

Attachments: None

Subject: Human Resources Report for April 1, 2019 – April 30, 2019

RESIGNATIONS/SEPARATIONS

Gina Davies	Grade 5 Teacher (6/30/19)	Kennedy
Andrew Folsom	Social Studies Teacher (6/30/19)	Windsor High
Christine Forand	Special Education Teacher (6/30/19)	Sage Park
Rachel Forte	Grade 7 Social Studies Teacher (6/30/19)	Sage Park
Jenna Herrick	Communications & Website Specialist	LP Wilson
Shelby Isbell	Special Education Paraeducator	Windsor High
Dominique Shabazz	School Social Worker	Clover
Kellie Wagner	Grade 8 Language Arts Teacher (6/30/19)	Sage Park

RETIREMENTS

Miriam Klein	Literacy Intervention Specialist K-5 (6/30/19)	Kennedy/Clover

TRANSFERS/REASSIGNMENTS

Lisa McCarthy	From: Regular Education Tutor	Ellsworth
	To: Special Education Paraeducator – Limited (New Position)	Ellsworth

HIRES

William Caffyn	Custodian II Days/Courier	LP Wilson
Allan Gowdy, JR.	Custodian II Evenings	Windsor High
Yovana Palacio Herrera	Long Term Substitute Spanish Teacher	Windsor High
Robin Taylor	Long Term Substitute School Social Worker	Clover
Brandon Wilson	Special Education Paraeducator - Limited (New Position)	Poquonock

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Reviewed by: _____ **Recommended by the Superintendent:** _____

Agenda Item # 8d.

Windsor Board of Education
Regular Meeting
Unapproved Minutes
Tuesday, April 16, 2019 7:00 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the April 16, 2019 Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:00 PM:

Present Board Members:
Mr. James Dobler
Mr. Leonard Lockhart
Mr. Jeremy Halek
Mr. Brian Bosch
Mr. Ronald Eleveld
Ms. Michaela Fissel
Mr. David Furie
Ms. Maryam Khan
Mrs. Ayana Taylor

Updated Attendance:
Ms. Michaela Fissel was updated to present at: 8:23 PM

1. Call to Order, Pledge to the Flag and Moment of Silence
Discussion:
The meeting was called to order at 7:00 p.m. by Mr. Lockhart with the Pledge of Allegiance and a Moment of Silence. Also in attendance: Superintendent of Schools Dr. Craig A. Cooke, Director of Pupil and Special Education Services Steven Carvalho, Assistant Superintendent for Human Resources Dr. Terrell Hill, Director of Business Services Danielle Batchelder and Assistant Superintendent for Instructional Services Dr. Santosha Oliver. BOE Student Representative Izaiah McNeil was also in attendance.

2. Recognitions/Acknowledgements
2.a. Presentation--CABE Bonnie B. Carney Award of Excellence for to Windsor Public Schools by Lydia Tedone, CABE's Board of Directors
Discussion:
Lydia Tedone, representing CABE's Board of Directors, presented The CABE Bonnie B. Carney Award for Excellence in the area of communication to Windsor Public Schools.

2.b. Proclamation--Teacher Appreciation Week, May 6-10
Discussion:
Mr. Lockhart presented the Proclamation commemorating Teacher Appreciation Week, May 6-10, to Dr. Miriam Klein and Teacher of the Year Jennifer Delsky, who accepted on behalf of Windsor teachers/WEA.

3. Audience to Visitors
Discussion:
Paul Panos, 48 Brookview Road, addressed the Board regarding the literature in the curriculum in response to student information presented at the prior meeting.

4. Student Representative Report
Discussion:
Mr. McNeil reported on the start of 4th quarter, senior activities/academics, AP review sessions and pre-registration for next year's classes.

5. Board of Education
5.a. President's Report
Discussion:
Mr. Lockhart reported on the joint PTO meeting scheduled for April 24 from 6-8 pm at Sage Park, and he and Mr. Furie reported on the CABE Leadership Academy they attended. Mr. Lockhart thanked the public for their feedback in the budget process, and thanked the teachers for all they do on a daily basis.

5.b. School Liaison Reports
5.b.1. Windsor High School
Discussion:
Ms. Taylor reported on the School Governance Committee meeting of March 25 and the group's action plan for 2019-2021. Mr. Furie reported on upcoming events at WHS.

5.b.2. Sage Park Middle School
Discussion:
Ms. Khan reported on activities at SPMS, reported the 2019 yearbook will be purchased online, and that the Community Garden was founded last year and they are in need of a variety of items, including volunteers. Mr. Halek reported on the Community Garden, no school on Friday (Good Friday), along with other SPMS activities.

5.b.3. Clover Street School
Discussion:
Mr. Eleveld reported on activities at Clover St. School, including Spring picture day and the spring Strings school assembly.

5.b.4. John F. Kennedy School
Discussion:
Mr. Bosch reported on activities at JFK including field trips to Northwest Park and game night. He also asked parents and take the opportunity to give feedback via the school climate survey.and encouraged families to get involved with the PTO.

5.b.5. Oliver Ellsworth School
Discussion:
Mr. Dobler spoke about the field trips to Northwest Park and the Historical Society. He encouraged families to attend the upcoming joint PTO/Community budget information meeting, and to fill out the school climate survey.

5.b.6. Poquonock School
Discussion:
No report.

6. Superintendent's Report
Discussion:
Dr. Cooke reported on Teacher Appreciation breakfasts at the schools, the Senior Citizen Breakfast on May 10 at WHS, the joint PTO budget information meeting, Profile of a Graduate, and the recent visit by a group of superintendents and the Connecticut Center for School Change to WHS.

6.a. Curriculum Development, 2nd Reading
6.a.1. Geometry - College
6.a.2. Integrated Science

Motion Passed: Motion that the Board approves Geometry College and Integrated Science as a 2nd Reading passed with a motion by Mr. David Furie and a second by Mrs. Ayana Taylor.

8 Yeas - 0 Nays.

Mr. James Dobler Yes
Mr. Leonard Lockhart Yes
Mr. Jeremy Halek Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Absent
Mr. David Furie Yes
Ms. Maryam Khan Yes
Mrs. Ayana Taylor Yes

6.b. Manufacturing Articulation
Discussion:
Mr. Dadona and Craig Drezek, Assistant Superintendent of Magnet Schools at Goodwin College, presented information regarding the proposed Manufacturing Articulation Agreement with Goodwin College.

7. Committee Reports
Discussion:
None.

8. Consent Agenda
8.a. Financial Report
Discussion:
Expenditures for March 31, 2019: $6,066,768
Expenditures through March 31, 2019: $50,465,121

8.b. Enrollment Report
8.c. Food Service Report
8.d. Human Resources Report
8.e. Healthy Food Certification

Motion Passed: Motion to approve Consent Agenda items 8a. Financial Report, 8b. Food Service Report, 8c. Enrollment Report, 9d. Human Resources Report and 8e. Healthy Food Certification passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

9 Yeas - 0 Nays.

Mr. James Dobler Yes
Mr. Leonard Lockhart Yes
Mr. Jeremy Halek Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Mr. David Furie Yes
Ms. Maryam Khan Yes
Mrs. Ayana Taylor Yes

9. Approval of Minutes
9.a. March 19, 2019 Regular Meeting
9.b. April 2, 2019 Special Meeting

Motion Passed: Motion to approve the minutes of the March 19, 2019 Regular Meeting and April 2, 2019 Special Meeting passed with a motion by Ms. Maryam Khan and a second by Ms. Michaela Fissel.

9 Yeas - 0 Nays.

Mr. James Dobler Yes
Mr. Leonard Lockhart Yes
Mr. Jeremy Halek Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Mr. David Furie Yes
Ms. Maryam Khan Yes
Mrs. Ayana Taylor Yes

10. Other Matters/Announcements/Regular BOE Meetings
10.a. Next BOE Regular Meeting is Tuesday, May 21, 2019, 7:00 PM, Town Hall, Council Chambers
10.b. BOE Special Meeting, Tuesday, April 23, 2019, 6:30 PM, LPW, Board Room
10.c. BOE Special Meeting, Tuesday, May 7, 2019, 6:30 PM, LPW, Board Room

Motion Passed: Motion to move Audience to Visitors before Executive Session passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

9 Yeas - 0 Nays.

Mr. James Dobler Yes
Mr. Leonard Lockhart Yes
Mr. Jeremy Halek Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Mr. David Furie Yes
Ms. Maryam Khan Yes
Mrs. Ayana Taylor Yes

11. Executive Session on Employee Personnel Matter--It is proposed the Board move into executive session to discuss contract non-renewals before taking possible action in the regular meeting.

Motion Passed: Motion to go into Executive Session to discuss the performance and employment of employees listed on the agenda addendum before taking possible action in the Regular Meeting, inviting Dr. Cooke and Dr. Hill into Executive Session passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

9 Yeas - 0 Nays.

Mr. James Dobler Yes
Mr. Leonard Lockhart Yes
Mr. Jeremy Halek Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Mr. David Furie Yes
Ms. Maryam Khan Yes

Mrs. Ayana Taylor Yes

Discussion:
The meeting recessed into Executive Session at 8:42 p.m.
The meeting returned from Executive Session at 8:50 p.m.

Motion Passed: Motion that the contract of employment of employees listed in the Superintendent's Human Resources Report - Addendum not be renewed for the following year upon its expiration at the end of the 2018-2019 school year, and that the Superintendent of Schools is directed to advise such persons in writing of this action passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

9 Yeas - 0 Nays.

Mr. James Dobler Yes
Mr. Leonard Lockhart Yes
Mr. Jeremy Halek Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Mr. David Furie Yes
Ms. Maryam Khan Yes
Mrs. Ayana Taylor Yes

12. Audience to Visitors
Discussion:
Lydia Tedone, CABE Board of Directors member, reported to the Board that she was pleased to be able to stay for the meeting and see the presentation this evening, and recognized the Windsor Food Service Program for growing organic greens.

13. Adjournment

Motion Passed: The meeting adjourned at 8:55 p.m. with a motion by Mrs. Ayana Taylor and a second by Mr. Ronald Eleveld.

9 Yeas - 0 Nays.

Mr. James Dobler Yes
Mr. Leonard Lockhart Yes
Mr. Jeremy Halek Yes
Mr. Brian Bosch Yes
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Mr. David Furie Yes
Ms. Maryam Khan Yes
Mrs. Ayana Taylor Yes

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Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Policy Committee
Unapproved Minutes

Tuesday, April 23, 2019 5:00 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the April 23, 2019 Policy Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 5:00 PM:

Present Board Members:
Mr. Leonard Lockhart
Ms. Maryam Khan
Mr. David Furie

Absent Board Members:
Mr. Brian Bosch

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

Discussion:
The meeting was called to order by Chair Maryam Khan at 5:00 PM. Superintendent Dr. Craig Cooke, Assistant Superintendent for Instructional Services Dr. Santosha Oliver and Assistant Superintendent for Human Resources Dr. Terrell Hill were also in attendance.

2. Audience to Visitors

Discussion:
None

3. Revised AR 5123.1 Windsor High School Graduation Requirements

Discussion:
The committee reviewed revised AR 5123.1 Windsor High School Graduation Requirements and will bring it forward to the full board for information only.

4. Revised P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973

Discussion:
The committee discussed revised P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973 and will move it forward to the full board at their regular meeting.

5. Revised AR 6155 Class Examinations

Discussion:
The committee reviewed revised AR 6155 Class Examinations and it will be sent to the board and issued after the May meeting.

6. Revised P/AR 6145.2 Athletics and Extra Curricular Activity Eligibility

Discussion:
Revised P/AR 6145.2 Athletics and Extra Curricular Activity Eligibility will be considered at another meeting in order to have the athletic director present.

7. Adjournment

Discussion:
The meeting was adjourned at 5:37 PM.

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Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting
Unapproved Minutes
Tuesday, April 23, 2019 6:30 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the April 23, 2019 Special Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:
Mr. Leonard Lockhart
Ms. Maryam Khan
Mr. David Furie
Mr. Ronald Eleveld
Ms. Michaela Fissel
Mr. Jeremy Halek
Mrs. Ayana Taylor

Absent Board Members:
Mr. Brian Bosch
Mr. James Dobler

Updated Attendance:
Mr. Jeremy Halek was updated to present at: 6:32 PM

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

Discussion:
The meeting was called to order by President Lockhart at 6:30 PM with the Pledge to the Flag and Moment of Silence. Also in attendance: Superintendent Dr. Craig A. Cooke, Assistant Superintendent for Instructional Services Dr. Santosha Oliver, Assistant Superintendent for Human Resources Dr. Terrell Hill, Director of Business Services Danielle Batchelder and Director of Pupil and Special Education Services Steven Carvalho.

2. Audience to Visitors

Discussion:
None

3. Clover Street School Partial Roof Replacement

Discussion:
Ms. Batchelder explained the specifics for the Clover Street School Partial roof replacement project. Questions and discussion ensued.

Motion Passed: Move that a project for the partial roof replacement at the Clover Street Elementary School be approved by the Board of Education, as well as the Educational specifications for such project. Further, that completion of this project and authorization for the code compliance grant be implemented passed with a motion by Mr. David Furies and a second by Ms. Michaela Fissel.

7 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Maryam Khan Yes
Mr. Brian Bosch Absent
Mr. David Furie Yes
Mr. James Dobler Absent
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Mr. Jeremy Halek Yes
Mrs. Ayana Taylor Yes

4. Special Education Presentation

Discussion:
Mr. Carvalho, Dr. Chaka Felder-McEntire, Director of School Counseling, Angela Ehrenwerth, Elementary Special Education Supervisor and Kristina Wieckowski, Secondary Special Education Supervisor gave a presentation on special education. Questions and discussion ensued.

5. Announcements

Discussion:
Each of the board members took a moment to thank Mr. Carvalho and the presenters for the information they received this evening.

Dr. Cooke thanked the principals and support staff for attending the meeting this evening.

Ms. Fissel announced the 4th Annual Dismantling Systemic Racism Conference on Race, Education & Success, Friday, April 26, 2019 at the Connecticut Convention Center in Hartford. There are still spots available and enrollment is online.

6. Executive Session - Discussion concerning information containing confidential student record

Discussion:
Entered into executive session at 7:58 PM
Returned to open session at 8:47 PM

Motion Passed: Move the Board of Education enter into executive session for the purpose of discussing information containing confidential student record. They will invite Superintendent Dr. Craig Cooke to be part of the discussion. passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

7 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Maryam Khan Yes
Mr. Brian Bosch Absent
Mr. David Furie Yes
Mr. James Dobler Absent
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Mr. Jeremy Halek Yes
Mrs. Ayana Taylor Yes

7. Adjournment

Discussion:
The meeting was adjourned at 8:47 PM.

Motion Passed: Move to adjourn the meeting passed with a motion by Mr. David Furie and a second by Mrs. Ayana Taylor.

7 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Maryam Khan Yes
Mr. Brian Bosch Absent
Mr. David Furie Yes
Mr. James Dobler Absent
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Yes
Mr. Jeremy Halek Yes
Mrs. Ayana Taylor Yes

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Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting
Unapproved Minutes
Tuesday, May 7, 2019 6:30 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the May 7, 2019 Special Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:
Mr. Leonard Lockhart
Mr. Brian Bosch
Mr. David Furie
Mr. James Dobler
Mr. Ronald Eleveld
Mr. Jeremy Halek
Mrs. Ayana Taylor

Absent Board Members:
Ms. Maryam Khan
Ms. Michaela Fissel

Updated Attendance:
Ms. Maryam Khan was updated to absent at: 7:30 PM

1. Call to Order, Pledge to the Flag and Moment of Silence
Discussion:
The meeting was called to order by Mr. Lockhart at 6:30 p.m. with the Pledge to the Flag and a Moment of Silence. Also in attendance was Superintendent of Schools Dr. Craig A. Cooke.

2. Audience to Visitors
Discussion:
None.

3. School Climate Update
Discussion:
Building administrators collaborated to present a School Climate Update to the Board, including 1. Overview of Accomplishments 2. Positive School Climate Framework, and 3. Moving Forward.

The following administrators presented:

Uyi Osunde, Windsor High School
Liana Jorgensen, Sage Park Middle School
Dr. Chaka Felder-Mcentire, Director of School Counseling 6-12
Michelle Williams, Clover Street School
Mary Kay Ravenola, John F. Kennedy School
Virginia Hoerle, Oliver Ellsworth School
Tracie Peterson, Poquonock School

Questions and comments from Board members ensued.

4. Announcements

Discussion:
Board members encouraged voters to educate themselves on the budget and budget process, and to go to the polls and vote.

5. Adjournment

Motion Passed: The meeting adjourned at 8:11 p.m. passed with a motion by Mr. Ronald Eleveld and a second by Mr. Brian Bosch.

7 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Maryam Khan Absent
Mr. Brian Bosch Yes
Mr. David Furie Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Ms. Michaela Fissel Absent
Mr. Jeremy Halek Yes
Mrs. Ayana Taylor Yes

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Maryam F. Khan, Secretary
Windsor Board of Education