Regular Meeting of the Windsor Board of Education

Wednesday, September 12, 2012 7:00 PM
Regular Meeting, Town Hall, Council Chambers, 275 Broad Street, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Recognitions/Acknowledgements**
   a. Introduction of New Administrators
   b. Building Educators and Staff Members of the Year
   c. Introduction of Windsor Teacher of the Year
   d. Introduction of New Student Representative--Tyler Jennings Peczka
   e. America Achieves Fellow--Cay Freeman, Math Support Teacher, Sage Park Middle School
   f. Recognition--Donation of backpacks and school supplies from Philips Remote-Cardiac Services in Windsor
3. **Audience to Visitors**
4. **Board of Education**
   a. President's Report
   b. BOE Goals
   c. Proposal by Dr. Marlon James for working with the district to address system equity. Anticipated action
5. **Superintendent's Report**
   a. School Opening Comments
   b. Update on Staffing Update for Opening of the 2012-2013 School Year
   c. Action-Alliance Grant
   d. Action-Quebec and Montreal, Canada Field trip, April 14-18, 2013, 1st Reading
   e. Action--Appointment of Principal of John F. Kennedy School
6. **Committee Reports**
   a. Curriculum Committee
   b. Finance Committee
   c. Technology Committee
7. **Consent Agenda**
   a. Human Resources Report
   b. Childrearing Leave Request
   c. Approval of BOE Regular Meetings for 2013 Calendar Year
8. **Approval of Minutes**
   a. June 12, 2012 Curriculum Committee
   b. June 14, 2012 BOE Special Meeting
   c. June 19, 2012 BOE Regular Meeting
   d. June 25, 2012 BOE Special Meeting
   e. August 21, 2012 BOE Special Meeting
   f. August 25, 2012 BOE Special Meeting
9. **Other Matters/Announcements/Regular BOE Meetings**
   a. Next Regular Board Meeting is Tuesday, October 16, 2012 at 7:00 PM in the Town Hall Council Chambers
   b. Windsor Public Schools' Service Awards Reception will be held on Wednesday, October 10, 2012 at 6:00 PM at the Windsor High School Library Media Center.
10. **Audience to Visitors**
11. **Adjournment**

New Administrators 2012-2013

Thomas Baird – Math Curriculum Supervisor

Thomas joins Windsor from Simsbury CT Public Schools where he served as Math Department Supervisor at the Middle School. Tom also performed the duties of Department Supervisor at the High School in the absence of a Supervisor. Tom has extensive curriculum background serving on the Math Curriculum Committee and leading a summer curriculum institute. Prior to joining Simsbury, Tom filled the role of Acting Assistant Principal for a year in Easthampton MA. Tom worked in Easthampton for two years serving as the Math Department Team Leader as well. He began his teaching career in Keene NH at the High School.

Tom received his Bachelor's degree from Keene State in Mathematics and his Master's degree in Curriculum and Instruction from Keene State. He received his School Administration 6th Level degree from Westfield State.

Douglas Couture – Educational Technology Curriculum Supervisor

Douglas comes to Windsor from Montville CT Public Schools where he served as a Technology Education Teacher. Doug led many technology initiatives for Montville Public Schools and has incredible experience in the training of teachers. Doug was a member of Montville's Technology Planning Committee and has received numerous technology grants during his teaching career. Doug was Montville's Teacher of the Year for 2011 and a Connecticut Semi-Finalist.

Doug received his Bachelor's degree from UConn and his Master's in teaching from Quinnipiac University. He received his Educational Leadership 6th Level degree from Sacred Heart University.

Bonnie Fineman – English Department Chair, Windsor High School

Bonnie joins Windsor from East Hartford CT Public Schools where she served as an English teacher. During her time in East Hartford, Bonnie coordinated Advance Placement (AP) for the High School while teaching AP herself. Bonnie served as NEASC Curriculum Committee co-chairperson and has been a curriculum writer for many years. She also led the data team for 9th and 10th grade English. Bonnie was an extremely successful volleyball coach receiving coach of the year honors several times.

Bonnie received her Bachelor's degree from Rutgers University in Political Science and her Master's degree from Southern Connecticut State University in English. Bonnie went on to receive her 6th Year degree in Educational Leadership from UConn. Bonnie completed her internship for her UConn program at Windsor High under Russell Sills.

Christopher Rau – Vice Principal, Windsor High School

Chris Rau has been appointed vice principal at Windsor High School. Chris has taught in Windsor for 15 years and during that time has received many accolades. Chris was Windsor Teacher of the Year for 2009/10 and Windsor High School Teacher of the Year for 2007/08. Chris has performed tremendously in leadership positions such as Social Studies Liaison and Social Studies Teacher Leader. Chris has also been a big part of the AP success at WHS. In addition, Chris has been the boys and girls cross country coach since 2006.

Chris received his Bachelor's degree from Trinity College and his Master's in Education from Springfield College. Chris is completing his 6Th year degree in Educational Leadership from Sacred Heart University.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM SUMMARY

For Consideration by the Board of Education at the Meeting of: September 12, 2012

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

PRESENTED BY: Craig Cooke, Ph.D.

SUBJECT: Educators and Staff Members of the Year

ATTACHMENTS: None

BACKGROUND: Each year a committee from each of our schools requests nominations from staff and then chooses one educator of the year and one non-certified staff member of the year.

STATUS: The following are the 2011-2012 educators and staff members of the year from each school.

School/Site	Educator	Staff Person
Clover Street	Mary Ellen Briga	Julie Figueroa
J.F. Kennedy	Cynthia Romero	Celeste Guinazu
Poquonock	Lindsey Atkins	Lorraine Marci
Oliver Ellsworth	Erin Lynch	Erin Quast
Sage Park Middle	William Fisher	Diane Cardone
Windsor High	Carla Brigandi	Linda Nelligan
Wolcott	Christine Donatone & Dana Shoop	Lisa Hazzard & Marina Cusano
Central Office	Michael Greenwood	Terry Ryan

RECOMMENDATION: This is for information only

Reviewed by:_____ Recommended by the Superintendent: JAV

Agenda Item # 2b

LESLEY KING NAMED WINDSOR PUBLIC SCHOOLS' "TEACHER OF THE YEAR"

WINDSOR, CONN., June 7, 2012 – Lesley King, a Second Grade teacher at Poquonock Elementary School in Windsor, Conn., has been named the Windsor Public Schools' "Teacher of the Year."

King, who has taught elementary school children for a decade, was nominated and selected by her peers for this honor. As part of the process, she wrote an essay about her personal approach to teaching, was interviewed by a panel of judges, and was observed while teaching her students. She will be formally honored at the school district's Opening Day Meeting in August as well as at the September Board of Education meeting. In addition, she will pursue the application process for Connecticut Teacher of the Year.

"We congratulate Lesley King on her selection as Windsor's Teacher of the year," stated Windsor Public Schools Superintendent Dr. Jeffrey A. Villar. "She is totally committed to developing innovative teaching strategies for every one of her students, always seeking the best way to encourage them to learn and succeed. We are very fortunate to have her on our team."

King is completing her fourth year of teaching second graders at Poquonock Elementary School. In her classroom, she promotes the essential qualities that students require to become lifelong learners. She was recognized as "Poquonock School's Teacher of the Year" in 2011. King came to Windsor in 2008 from Barnard Brown Elementary School in Hartford, Conn. where she was the school's *Reading First* Literacy Internal Facilitator for three years, responsible for coordinating the Kindergarten through Grade 2 literacy instruction, tutoring and on site professional development. Prior to that job, she was a second and third grade teacher at Barnard Brown for several years.

"I believe that one of the most significant responsibilities of being a teacher is to awaken a love for learning in my students," explained Lesley King. "I focus on the effect that motivation has on the students I teach. I use goal setting as a means to accelerate student progress, connect classroom learning to the world that the students live in on a regular basis, and incorporate student interests as often as possible."

King graduated cum laude from Assumption College in Worcester, Mass. with a Bachelors degree in Spanish and a concentration in Elementary Education. She received her Masters degree in Elementary Reading and Literacy – Kindergarten through Grade 6 – from Marygrove College in Detroit, Mich. King lives in South Windsor, Conn. with her husband, Mike, and their son, Tyler.



Cay Freeman Chosen as an *America Achieves Fellow*

Cay Freeman, math support teacher at Sage Park Middle School, has been chosen as one of the ***America Achieves Fellows.***

America Achieves is a non-profit organization that will shine a spotlight on successful educators and programs, distill lessons learned and the evidence base, and support promising state and local efforts that drive large-scale improvements in education and outcomes for young people. This work will help America become a global leader in educational excellence and equity and prepare all young people for success in careers, college, and citizenship. The Fellowship leverages the voice of a diverse group of the nation's most effective principals and teachers to improve national education policy and increase the practical tools available to educators nationwide. The group was formed to identify transformative educators, learn from their successes and bring their voices into the public discourse on education.

This appointment follows her nomination by the CT State Department of Education in May, her written application (including submission of her students' data), submission of a video of her teaching, and finally an hour long phone interview with two interviewers earlier this summer.

Cay says on her appointment, “This is very exciting for me; it will be a terrific opportunity to both learn and to contribute to the ongoing discussion of how to best educate our students now and in the future, to insure the success for all students. I am thrilled to think of the impact that I can have with this group as they advise policy makers on matters of education. I feel honored to have been chosen and I look forward to the work!”

WINDSOR PUBLIC SCHOOLS

Phone: (860) 687-2000 ext. 236
Fax: (860) 687-2009
E-Mail: jvillar@windsorct.org

Jeffrey A. Villar, Ph.D.
Superintendent of Schools
601 Matianuck Avenue
Windsor, Connecticut 06095

August 30, 2012

Ms. Sarah Rembisz
Philips Remote – Cardiac Services
7 Waterside Crossing
Windsor, CT 06095

Dear Ms. Rembisz:

Please accept the thanks of the Windsor Public Schools and the Board of Education for the generous donation of backpacks and school supplies. Often times, students are sent to school without the necessary supplies to help them succeed in school. Many of our students will benefit from your donation. The Board of Education will publicly acknowledge your gift at its meeting on Wednesday, September 12, 2012.

Thank you again for your donation and efforts on behalf of our community's children.

Sincerely yours,

Jeffrey A. Villar, Ph.D.
Superintendent of Schools

JAV/sb

cc: Board of Education
F. Williams

WINDSOR BOARD OF EDUCATION

Agenda Item Summary

For Consideration by the Board of Education at the Meeting of September 12, 2012.

Prepared by: Jeffrey A. Villar, Ph.D. **Presenter:** Doreen Richardson

Attachments: Equity and Excellence Phases of Integration by Dr. Marlon James

SUBJECT: Proposal to work with WPS to address system equity

BACKGROUND:

Dr. James provided the Board of Education with an overview and rational for his work on developing equity and excellence. Attached is a proposal to engage in a strategic partnership with Loyola University and Dr. James along with a budget estimate. Dr. James will be present to respond to Board member questions.

STATUS: Board action is necessary to continue this work.

RECOMMENDATION: A motion to authorize the superintendent to execute an agreement with Dr. Marlon James and Loyola University.

Reviewed by:_____ Recommended by Superintendent JAV

Agenda Item # 4c

Equity & Excellence
Phases of Integration

Dr. Marlon C. James
MCJ Educational Consultants



Phases of Integration

Year 1 Capacity Building, 2012-2013

1. Equity & Excellence Review (Week long Community and School Analysis to uncover capacity shortfalls and potential resources and community partnerships with a focus on student, parent and teacher voice. (2012-2013)
2. School Board Community Engagement Initiative. (Fall, 2013)
3. Funds of Knowledge Analysis to understand how parents teach, learn and socialize children in community settings. (Spring, 2014)
4. Integrated Equity & Responsiveness Analysis of mission, vision, & curricula for School & district leaders. (Spring, 2014)

Year 2 Resource & Knowledge Integration, 2013-2014

1. Community Partnerships (Mentoring, tutoring, enrichment, internships, summer supports, & college readiness.
2. Culturally Responsive leadership, curriculum development and teaching.
3. Funds of Knowledge in teaching.
4. Grant Search to support community partnerships.

Year 3 Systematic Support Structures, 2014-2015

1. Leaders for Social Justice workshop.
2. Grant Submissions to support community partnerships
3. Restructure district practices, policies, and procedures. (Hiring, promotion, tenure and leveling)
4. Development and implementation of quality controls for CRT curricula.

LOYOLA
UNIVERSITY CHICAGO
AD • MAJOREM • DEI • GLORIAM 1870

School of Education
820 N. Michigan Avenue
Chicago, Illinois 60611
phone: (312) 915-6852 (O)
email address: mjames7@luc.edu

Preparing people to lead extraordinary lives

Excellence and Equity: Windsor Public Schools
Budget FY 2012-2017
Associated AU# Pending
Proposed Version

		FY 2012-13	FY 2014-15	FY 2016-17
	Salaries:			
5020	Marlon C. James, PI	$ 11,000	$ 11,000	$ 11,000
5800	Faculty Benefits	$ 2,887	$ 2,887	$ 2,887
5310	Graduate Student Support	$ 13,000	$ 13,000	$ 13,000
5120	Lisa Lewis, Clerical Support	$ 10,000	$ 10,000	$ 10,000
5803	Staff Benefits	$ 2,830	$ 2,830	$ 2,830
	Total Salaries & Fringes	**$ 39,717**	**$ 39,717**	**$ 39,717**
MCJC	Professional Consultation (*Board, Leadership, Community & Teachers*)	$ 25,000	$ 25,000	$ 25,000
	Telecommunications - Go to meeting	$ 3,000	$ 3,000	$ 3,000
	Supplies and Online Resources	$ 1,500	$ 1,500	$ 1,500
	Research	$ 20,000	$ 20,000	$ 20,000
	Travel (*professors, clerical, and students*)	$ 20,105	$ 20,105	$ 20,105
	Total Direct Cost	**$ 69,605**	**69,605**	**69,605**
Total Cost per Year		**$109,322**	**$109,322**	**$109,322**
Grand Total for 3 Years:		**$327,966**		

WINDSOR BOARD OF EDUCATION

Agenda Item Summary

For Consideration by the Board of Education at the Meeting of September 12, 2012

Prepared by: Craig Cooke **Presenter:** Craig Cooke

Attachments: Human Resources Staffing Update for Opening of the 2012-2013 School Year

SUBJECT: Update on Staffing at Start of the 2012-2013 School Year

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BACKGROUND: For the September Board of Education meeting, information is provided on all of the personnel actions that have taken place since the June Board of Education meeting. The report includes information on all new teachers and administrators.

Recruitment Fairs

As has been the district's practice, Human Resources actively recruited new teachers and administrators at recruitment fairs. It is our belief that one of the most effective ways to recruit is to talk to people *face to face.* To that end, Windsor Public Schools administrators have actively recruited at the following teacher/administrator job fairs: University of Connecticut, Central CT State University, CREC Minority Teacher Recruitment Fair, Suburban Hartford Area Recruitment Consortium Fair, and the Massachusetts Education Recruitment Consortium (Boston). We also participated in the National Minority Careers in Education Online Expo and Job Fair.

Administrators accompany the Assistant Superintendent for Human Resources to fairs. Not only do the fairs provide us with the opportunity to spend time talking with each person and receive a copy of each person's resume, but we also can do mini-interviews on the spot. As a result of Windsor's recruitment efforts, resumes and applications were received from over 1,500 candidates. For our Elementary positions alone, we received over 400 applications. Of note, the on-line application system has facilitated not only the application process for the candidate but also the tracking and review of applications. With the requirement to keep application materials for three years, if we had not moved to on-line applications, we would be beyond our storage capacity.

Advertisements

We advertise our teacher/administrator openings in the *Hartford Courant, Northeast Minority News,* CT REAP (State of CT website open to anyone in the U.S.), Connecticut Education Association, and the Windsor Public Schools Website. Depending on the position (usually administration), we may also advertise in the *Boston Globe, New Haven Register*, *Waterbury Republican*, *Springfield Republican, Education Week (*nationally distributed), *La Voz Hispana*, and the *Journal Inquirer.*

Hiring Process

The following is a few comments on the hiring process. The hiring process for Windsor is extremely comprehensive. Candidates participate in multiple rounds of interviews which typically include representation from teachers, curriculum supervisors, building administrators and central office administrators. We also conduct a writing sample for all positions and an authentic assessment (such as teaching a lesson) whenever possible. The authentic assessment portion is another tool for the district to

differentiate candidates. All interview processes end with an interview with the Assistant Superintendent for Human Resources.

Another important piece of the process is the reference check. Administrators complete a district reference check form by personally contacting at least three (3) of the candidates' references. A detailed conversation ensues focusing on areas that are important to Windsor in its new hires.

New Teacher Orientation

All new teachers, including those hired during last school year, took part in a comprehensive two day new teacher orientation held on August 20th and 21st. The orientation focused heavily on instructional strategies that the teachers new to Windsor could put into use immediately. The orientation included a lunch put on by the Windsor Chamber of Commerce and completion of Module 5 of the State of Connecticut's new TEAM program. TEAM stands for Teacher Education and Mentoring Program and is a five module program for new teachers. Completion of Module 5 prior to the start of the school year puts Windsor's teachers ahead of schedule for this program.

Statistics

As of August 27, 2012, there are 31 new certified employees in the district. This number includes teachers and administrators. Of the "newly hired", 6 employees actually began contracted employment during the 2011-2012 school year. Approximately 40 percent of the teacher openings were due to teacher retirements.

For all newly hired certified employees, the division between male and female is approximately 37% male and 63% female. Of the newly hired teachers and administrators approximately 23% of them are people of color.

Of the newly hired teachers:

- 71% have taught previously in another school district
- 29% are teachers new to the profession.

RECOMMENDATION: N/A

Reviewed by: _____ Recommended by Superintendent JAV

Agenda Item # 5b.

WINDSOR PUBLIC SCHOOLS
HUMAN RESOURCES
Windsor, CT

To: Members of the Board of Education
From: Craig Cooke, Assistant Superintendent for Human Resources
RE: Personnel Staffing Update for Opening 2012-2013 School Year
Date: August 29, 2012

CERTIFIED NEW HIRES

NAME	SCHOOL	POSITION	SALARY
1. Baird, Thomas	District/WHS	Math Curriculum Supervisor	ADM4
2. Bishop, Lisa	Poquonock	Grade 1	MA4
3. Butler, Mary Anne	District/LP Wilson	Assistant Superintendent For Instructional Services	
4. Butterick, Lori	Ellsworth	Kindergarten	MA6
5. Clarke, Kathleen	Windsor High	Alternative Ed. Facilitator	MA8
6. Couture, Douglas	District/LP Wilson	Educational Technology Curriculum Supervisor	ADM1
7. Desrochers, Michelle	Windsor High	Biology	MA6
8. Eustace, Robert	LP Wilson	SpEd Teacher Leader Expulsion	6th YR12
9. Fineman, Bonnie	Windsor High	.6 English Dept. Chair/.4 English	ADM3/6th Yr9
10. Fye, Shane	Kennedy	Grade 5	BA2
11. Gottier, Nicole	Windsor High	Mathematics	MA3
12. Grace, Andrea	Clover/Poq	Special Education	BA2
13. Johnson, Marquis	Sage	Science	MA2
14. Karamanites, Kathia	OE/Poq	Spanish K-2	BA6

CERTIFIED NEW HIRES (Cont'd)

15. Knox, Trudell	Windsor High	Math Alternative Education	BA6
16. Lehn, Kimberly	Ellsworth	Kindergarten	BA5
17. Lenihan, Michelle	OE/Poq	Speech/Language Clinician	MA14
18. Loescher, Scott	Windsor High	Science (Limited)	BA1
19. Martin, Lakiesha	LP Wilson	Special Education (SPARK)	MA8
20. Mayes-Boyle, Sheena	Windsor High	English	MA1
21. Panos, Gregory	Windsor High	English	MA2
22. Plaza, Sandra	Windsor High	Spanish	MA1
23. Rau, Christopher	Windsor High	Vice Principal (10 month)	ADM1
24. Reynolds, Nathan	Sage Park	Science	MA4
25. Saraceno, Nicole	Clover	Special Education	BA2
26. Schrandt, Sarah	Clover	Literacy Coach	6th YR7
27. Smith, Marguerite	Kennedy	Reading Consultant	6th YR14
28. Tatelman, Matthew	Windsor High	Guidance Counselor	MA2
29. Vaughn-Marcella, Stacy	Ellsworth	Kindergarten	MA13
30. Yocius, Mark	Sage Park	.6 FTE Health	BA1

CERTIFIED STAFF APPOINTMENTS WITH PRIOR WINDSOR EXPERIENCE

NAME	ASSIGNMENT	SCHOOL
Anzaldi, Amy	Kindergarten	Poquonock
Weston, John Paul	.6 Gifted	Sage Park
Yeterian, Joanne	.6 Language Arts	Sage Park

CERTIFIED NEW HIRES

See list attached to the Update on Staffing at start of the 2012-2013 School Year

CERTIFIED LEAVES

NAME	ASSIGNMENT	REASON FOR LEAVE
Petzko, Christina	Elementary	Personal Leave

CERTIFIED RETIREMENTS (FROM JUNE)

NAME	ASSIGNMENT/SCHOOL	YEARS IN WINDSOR
Greenwood, Michael	Teacher on Special Assignment – District	37
Johnson, David	Alternative Education – Sage Park	18
Mello, Carol	Elementary –Kennedy	11

CERTIFIED RESIGNATIONS (FROM JUNE)

NAME	SCHOOL	ASSIGNMENT	REASON	YRS IN WIND.
Alleva, Anne	Poq/Ellsworth	Music	Teach in another district	26
Butler, Carrie	Windsor High	English	Moved out of State	4
Drezek, Jamie-Lyn	Kennedy	Elementary	Teacher in another district	1
Ehrenwerth, Angela	Windsor High	Special Education Supervisor	Administration in another district	11
Mirando, Greg	Sage Park	Science	Return to college	2
O'Connor, Siobhan	Windsor High	Dean of Students	Administration in another district	6
Phelan, Patricia	Kennedy	Principal	Administration in another district	6
Strauss, Alan	Windsor High	Vice Principal	Administration in another district	6

CERTIFIED TRANSFERS/REASSIGNMENTS

NAME	FROM	TO	FTE
Biela, Stephanie	Sage Park SPARK	Sage Park Grade 8 Special Education	1.0
Brigandi, Carla	Windsor High Seminar (1.0)	Windsor High Seminar	0.8
Fischer, Kristy	Return from leave	Sage Park Grade 6 Language Arts	0.6
Fisher, William	Sage Park Vice Principal (.5)	Sage Park Vice Principal .5, PBIS Admin. .5	1.0
Gentile, Erin	Return from leave	Windsor High School Guidance	1.0
Gonzalez, Marissa	Windsor High Special Education	LP Wilson SPARK	1.0
Holzman, Lyn	Windsor High 10 month Vice Prin.	Windsor High 12 month Vice Prin.	1.0
Lepak, Christopher	Health/PE Sage Park	Sage Park Grade 8 Alternative Education	1.0
Panos, Denise	Sage Park Speech .6	Sage Park Speech	0.5
Pascale, Caryn	Sage Park Special Education Grade 6	Sage Park Special Education Grade 7	1.0
Tringali, Lindsay	Windsor High Biology Teacher	Windsor High Dean of Students	1.0
Whittaker, Kelley	Return from leave	Kennedy Psychologist	1.0
Wieckowski, Kristina	Sage Park Special Education Grade 7	Sage Park Special Education Grade 8	1.0
Zeugner, John	Sage Park Special Education Grade 8	Sage Park Special Education	1.0

WINDSOR BOARD OF EDUCATION

Agenda Item Summary

For Consideration by the Board of Education at the Meeting of September 12, 2012.

Prepared by: Jeffrey A. Villar, Ph.D. **Presenter: Jeffrey A. Villar, Ph.D.**

Attachments: Alliance Grant

SUBJECT: Alliance Grant

BACKGROUND: The Alliance District program is intended to help districts raise student performance and close the achievement gap. Each district's receipt of its designated allocation is conditioned upon district submission, and CSDE approval, of an Alliance District Plan for the expenditure of this new increment of conditional funds in the context of the district's overall strategy to improve academic achievement. The District Administration has worked closely with representatives of the SDE to develop and revise the grant application.

STATUS: Modifications made on initial Alliance Grant were resubmitted to State Department of Education on 8/31/12.

RECOMMENDATION: A proposed motion to accept the Alliance District Grant as written.

Reviewed by:_____ Recommended by Superintendent JAV

Agenda Item # 5c

CONNECTICUT STATE DEPARTMENT OF EDUCATION

BUREAU OF ACCOUNTABILITY AND IMPROVEMENT

ALLIANCE DISTRICT APPLICATION FOR STATE EDUCATION COST SHARING FUNDS 2012-13

Purpose: To provide state grants to eligible districts pursuant to Public Act 12-116

Application is due no later than 4:00 p.m. on August 15, 2012

Submission of applications by the early deadline of July 13, 2012 is encouraged

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STEFAN PRYOR
COMMISSIONER OF EDUCATION

Nondiscrimination Statement

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to:

Levy Gillespie
Equal Employment Opportunity Director
Title IX /ADA/Section 504 Coordinator
State of Connecticut Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-807-2071

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER.

Part I: Submission Instructions

A. Application Completion

1. Review and follow all directions carefully when completing this application.

2. Clearly label all attachments as specified in the application.

B. Application Deadline

Applications, irrespective of postmark or email date, must be received by 4:00 p.m. on or before Wednesday, August 15, 2012. All submissions must include one original and three (3) additional paper copies. An electronic copy should also and be emailed to Lol Fearon.

Applications will be considered on a rolling basis and feedback will be provided through an iterative process. Districts are encouraged to submit applications in by the early submission deadline of July 13, 2012 to allow time for feedback and potential resubmission.

PLEASE NOTE: All applications become the property of the Connecticut State Department of Education (CSDE) and are subject to the rules of the Freedom of Information Act.

C. Mailing and Delivery Information

Please email electronic versions in .pdf format to Lol Fearon: lol.fearon@ct.gov.

Mailing Address:	Overnight Mailing and Hand Delivery Address:
Connecticut State Department of Education Bureau of Accountability and Improvement P.O. Box 2219, Room 227 Hartford, CT 06145-2219 Attention: Lol Fearon, Bureau Chief	Connecticut State Department of Education Bureau of Accountability and Improvement 165 Capitol Avenue, Room 227 Hartford, CT 06106 Attention: Lol Fearon, Bureau Chief

D. Timeline

Process	Date
Information about Alliance Districts sent to LEAs	May 25, 2012
Connecticut State Board of Education approval of guidelines	June 6, 2012
Informational meeting with eligible districts	June 11, 2012
Submission of applications; feedback and approvals provided to applicants on rolling basis	June – August, 2012
Early submission deadline; preliminary submissions encouraged	July 13, 2012
Application final due date	August 15, 2012
Projected date for awarding funding - conditional upon approval of plans	September 2012
CSDE monitoring of plan implementation and preparation of year 2 applications	September 2012 – August 2013

E. Application Approval Notice

Approvals will be granted through the summer, with a goal of districts receiving approval by August 31, 2012, if feasible. The iterative process may require more time for some districts.

F. Questions

All questions regarding the Alliance application process should be directed to:

Lol Fearon
Bureau Chief
Bureau of Accountability and Improvement
Connecticut State Department of Education
Telephone: (860) 713-6705
Email: lol.fearon@ct.gov

Part II: Alliance District Overview

A. Introduction

Public Act 12-116 establishes a process for identifying 30 Alliance Districts – the districts with the lowest district performance index scores statewide – and allocates to these districts $39.5 million in increased Education Cost Sharing (ECS) funding in the upcoming fiscal year. The Alliance District program is intended to help districts raise student performance and close the achievement gap. Each district's receipt of its designated allocation is conditioned upon district submission, and CSDE approval, of an Alliance District Plan for the expenditure of this new increment of conditional funds in the context of the district's overall strategy to improve academic achievement.

Alliance District Plans are locally conceived, evidence-based reform plans that propose detailed initiatives for improving student achievement. Plans must propose reform activity over the entire five-year period of the Alliance District designation and include specific, multi-year objectives and performance targets. The State Department of Education will review each Plan on an annual basis, and approve plans that align with the goals of the program. Approval of plans in years two through five will be predicated upon progress towards the described performance targets, among other factors.

Proposals for the use of Alliance District funding will be considered in the context of the quality of the overall strategy for reform proposed in the Plan, as well as the degree of alignment between the proposed use of funds and the overall strategy.

B. Eligibility Requirements

Only districts listed in Appendix A are eligible to apply for Alliance District Education Cost Sharing funds.

C. Responsibilities of Approved Applicants

Each approved applicant must:

1. work cooperatively with the CSDE team;

2. provide any information that the CSDE requests in a timely manner; and

3. cooperate with the fiscal and programmatic compliance reviews that the CSDE will conduct.

D. Review of Applications

The Department will issue approvals using an iterative process and will provide technical assistance to districts whose plans are not immediately approved.

E. Application Procedure

The materials in this section provide a summary of the components of an Alliance District Plan and provide guidance regarding the overarching concepts introduced in the Alliance District application process. The application begins in Part III. The application is divided into three sections; all three sections are required.

Section I: Overall District Improvement Strategy

This section requires Alliance Districts to describe a long-term, district-wide strategy. Districts must also describe key individual reform initiatives in the context of their overall approach to improving student performance and narrowing the achievement gap.

Section II: Differentiated School Interventions

This section requires Alliance Districts to articulate a tiered approach to school intervention based upon relative school performance and needs, and to address obligations to intervene in low performing schools created by Connecticut's approved NCLB waiver.

Section III: Budget

This section requires districts to show that they have aligned Alliance District and other funding sources to the reform initiatives outlined in the above two sections. Districts should also describe how efficiencies identified by the District, and funds from other sources, are leveraged to maximize the impact of Alliance District dollars. Detailed budgetary information is required for year one initiatives. In addition, districts must show planned expenditures for Alliance District funds for each year of Alliance District designation. Forms have been included in a separate Excel document.

F. Use of Evidence and Data

Alliance District Plans must document student performance areas of greatest concern and include an evidence-based explanation of how the use of Alliance District funds will lead to improved student performance. Acceptable applications will demonstrate a strong connection between the actions proposed in the plan and improved student performance in identified areas of concern.

G. Substantial Majority Requirement

Alliance District funding is intended to initiate new reforms and expand existing programs of reform.

Districts must reserve the substantial majority of conditional funding for new reform efforts, or the expansion of existing reform efforts, that are directly linked to improving student achievement.

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this point.

H. Menu of District Reform Initiatives

Below is a menu of options that is intended to guide the selection of reform programs:

- Ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten through grade three with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and professional development for teachers;
- Additional learning time, including extended school day or school year programming administered by school personnel or external partners;
- A talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, and adopted by each local or regional board of education. Such talent strategy will include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness;
- Training for school leaders and other staff on new teacher evaluation models;
- Provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program;
- Provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models;
- Any other programs of reform, subject to approval by the Commissioner.

In addition to the plan components listed above, the Department encourages school districts to think creatively to combine conditional Alliance District funding with other resources, to leverage Alliance District dollars to identify and leverage efficiencies, to seek additional resources, and to find innovative ways to use the conditional funding to design their school reform programs.

I. Competitive Opportunities

Certain reform initiatives offer the opportunity for a district to partner with external institutions, which will facilitate the planning and implementation process with additional guidance and, in some cases, additional funding. Districts may choose to engage in a competitive process for participation in these external partnerships. Competitive opportunities operate on an expedited timeline. For guidance on these opportunities, see the supplementary materials or contact the Bureau of Accountability and Improvement to obtain materials.

COVER SHEET

Name of District:	Windsor Public Schools	
Name of Grant Contact:	Mary Anne Butler	
Phone: 860-687-2000	Fax:860-687-2009	Email:mbulter@windsorct.org
Address of Grant Contact:	601 Matianuck Ave Windsor, CT 06095	
Name of Superintendent:	Jeffrey A. Villar, Ph.D.	
Signature of Superintendent:		
Name of Board Chair: Date: 7-18-2012	Doreen Richardson	
Signature of Board Chair: Date:		
Please indicate if plan approved by local board of education: NO Date of Approval: _____ If not, please indicate date at which plan will be presented to local board of education: September 2012 Note: Due to the iterative process by which Alliance District Plans will be submitted, reviewed, returned, and re-submitted, seeking local board of education approval may be most appropriate toward the conclusion of the application process. Districts must obtain board approval, but should submit completed plans regardless of whether approval has been obtained.		

Part III: Application

Section I: Overall District Improvement Strategy

Districts are required to articulate a multi-year, district-wide strategy for improvement, the ultimate goal of which should be to improve student performance and to narrow the achievement gap.

A. Overall Strategy and Key Reform Initiatives: Narrative Questions
Please respond in brief narrative form to the following questions regarding your district's overall strategy and key reform initiatives.

1. What is your district's overall approach toward improving student performance and closing the achievement gap?

The Windsor Public Schools is implementing a Holistic Accountability Framework based upon the work of Douglas Reeves and Mike Wasta. We have contracted directly with the Leadership and Learning Center to provide the Board of Education and the district leadership team with the training necessary to successfully implement this framework.

Building upon the Holistic Accountability Framework, the district is focused on improving several foundational aspects of education with a systemic focus upon the successful implementation of research-based improvement strategies which have been determined to have the greatest potential to yield the greatest results (Wasta, 2011). Specifically, our work is focused upon: writing, revising and establishing a guaranteed and viable curriculum aligned with new Common Core Standards (Marzano, 2003) ; providing teachers with meaningful student assessment data in a timely fashion fueling professional collaborative action (McNulty & Besser, 2010); establishing a positive, culturally-relevant learning environment; and providing access to core curriculum through inclusive practices for all learners (Marzano, 2003) .

Windsor is establishing a new educational paradigm which seeks to redefine what instruction looks like within our classrooms. We can no longer view reforms as new initiatives but rather must clearly define our expectations of what instruction looks like in the 21st Century.

Establishing a guaranteed and viable curriculum implemented with a high degree of fidelity will:

- Identify best teaching practices on how things are taught
- Require that all students have access to specific learning experiences (significant tasks or shared experiences)
- Differentiate instruction
- Ensure instruction is aligned with State Standards, National Standards and Grade Level Expectations (GLEs)
- Eliminate independent contractors (e.g. teachers closing their door and teaching their own personal curriculum)

Providing teachers meaningful assessment data in a timely manner will:

- Provide teachers with valuable information regarding student learning to inform their practice
- Provide district-meaningful information on performance of the system
- Provide data necessary for a robust SRBI model
- Fuel teacher collaboration (Data Team/Professional Learning Communities)

Establishing a positive, cultural-relevant learning environment and providing inclusive practices for all learners will:

- Require quality co-teaching to provide access to content for all students
- Require an improved SRBI model
- Require improved cultural competence among educators to enhance learning for all students
- Require complete sustainable implementation of PBIS district-wide

References

Marzano, R. (2003). *What Works in Schools*. Alexandria, VA: ASCD

McNulty, B. & Besser, L. (2010). *Leaders Make It Happen!*. Englewood, Colorado: The Leadership and Learning Center

Wasta, M. (2011). *The District Data Team.* Englewood, Colorado: The Leadership and Learning Center

2. Describe the rationale for the selection of the district's prioritized reform initiatives, including how such selection reflects data on identified student needs and the use of evidence-based initiatives.

A review of district systems, staffing and budget, and academic results suggests that Windsor is a significantly under-performing school district. The large gaps in student achievement, especially among Black/African American, Hispanic and White students in all assessed content areas (See highlighted assessment results below for 2011 Reading and Mathematics (these results will be updated with 2012 results soon)), demonstrates a need for systemic reform. Further evidence of this need can be found when one examines our demographic data which reveals that nearly 70% of our students are represented in under-performing subgroups. These results are troubling because the social-economic profile of Windsor does not lend itself to traditional explanations of the achievement gap which have relied on the connection between poverty and poor school performance. Windsor is a suburban community with less than 30% of its students qualifying for free and reduced lunch. Moreover, it is one of the most affluent centers of Black and African American culture within the United States.

Review of the SPI metric recently introduced by the State Department of Education (see below) also reveals performance below expectations along with substantial gaps in performance among subgroups. We believe establishing a Holistic Accountability Framework will provide the structure necessary for the application of a systemic approach to eliminating the achievement gaps that exist within Windsor. The success of this strategy hinges upon our ability to make substantial changes to the core of the Windsor Public Schools. To do so, foundational work must be accomplished to improve our overall accountability, data management, leadership, curriculum and instruction, climate, and services for at-risk students.

School	SPI	# Tested Stud.	F/R SPI	Hisp SPI	Bl. SPI	SWD SPI	ELL SPI	4 Yr Grad
John F. Kennedy	68	212	54	69	62	35		
Clover St	70	180	56		64	41		
Windsor High	71	329	57	67	63	47		80
Poquonock	79	184	62		65	57		
Oliver Ellsworth	80	237	68	75	71	65		
Sage Park	81	807	73	81	74	57	63	

Mastery Test Results----------

			2011 CMT Reading				
		State Average			Windsor		
Group	Grade	Number Tested	% At/Above Proficiency	% At/Above Goal	Number Tested	% At/Above Proficiency	% At/Above Goal
State	3	37904	73.9	58.3	252	64.7	46.8
Black or African Am	3	4795	53.9	33.7	112	56.3	36.6
Hisp/Lat or any race	3	6973	53.1	33.7	50	64	48
White	3	23381	83.5	69.8	68	82.4	66.2
Asian	3	1948	83	70.3	-	-	-
Am Ind or AK Native	3	106	69.8	39.6	-	-	-
Nat of HI or Pac Isl	3	-	-	-	-	-	-
Two or more races	3	683	74.7	60.8	-	-	-
State	4	38449	74.7	62.5	258	72.9	60.9
Black or African Am	4	4689	52.1	36.3	115	64.3	46.1
Hisp/Lat or any race	4	6812	52.1	36.3	30	56.7	50
White	4	24230	84.9	74.2	81	86.4	80.2
Asian	4	1745	85	75	-	-	-
Am Ind or AK Native	4	146	61	45.9	-	-	-
Nat of HI or Pac Isl	4	21	81	71.4	-	-	-
Two or more races	4	806	70.8	60.7	-	-	-
State	5	38972	75.1	61.4	264	74.6	61
Black or African Am	5	4863	49.4	31.8	121	61.2	44.6
Hisp/Lat or any race	5	6767	51.6	34.5	39	71.8	59
White	5	24664	86	73.7	87	89.7	79.3
Asian	5	1859	85.4	75.3	-	-	-
Am Ind or AK Native	5	124	66.1	49.2	-	-	-
Nat of HI or Pac Isl	5	27	63	44.4	-	-	-
Two or more races	5	668	72.9	58.7	-	-	-
State	6	39272	86.5	76	235	88.9	72.8
Black or	6	4960	72.7	54.9	106	84.9	66

African Am							
Hisp/Lat or any race	6	6736	70	52.4	34	88.2	61.8
White	6	25178	93.2	85.6	73	95.9	87.7
Asian	6	1681	94.6	89.1	-	-	-
Am Ind or AK Native	6	131	86.3	72.5	-	-	-
Nat of HI or Pac Isl	6	22	54.5	50	-	-	-
Two or more races	6	564	87.9	76.8	-	-	-
State	7	40189	85.7	77.8	242	81	71.1
Black or African Am	7	5047	70.3	56.4	124	72.6	61.3
Hisp/Lat or any race	7	7076	67.8	55.3	42	85.7	69
White	7	25689	93.3	87.6	59	89.8	84.7
Asian	7	1666	92.3	88.3	-	-	-
Am Ind or AK Native	7	145	75.2	70.3	-	-	-
Nat of HI or Pac Isl	7	31	80.6	71	-	-	-
Two or more races	7	535	84.9	77.6	-	-	-
State	8	39992	83.4	74.7	270	83.3	70
Black or African Am	8	5130	66.2	51.4	130	71.5	53.8
Hisp/Lat or any race	8	6583	63.6	49.9	25	88	76
White	8	25986	91.3	84.9	92	96.7	85.9
Asian	8	1628	91.8	86.7	-	-	-
Am Ind or AK Native	8	120	81.7	65.8	-	-	-
Nat of HI or Pac Isl	8	-	-	-	-	-	-
Two or more races	8	535	83	74.2	-	-	-

			Mathematics				
		STATE			**Windsor**		
Group	Grade	Number Tested	% At/Above Proficiency	% At/Above Goal	Number Tested	% At/Above Proficiency	% At/Above Goal
ALL	3	38316	84.3	63.2	252	78.6	52.8
Black or African Am	3	4854	66.5	36.4	112	65.2	37.5
Hisp/Lat or any race	3	7090	69.6	41.1	51	84.3	54.9
White	3	23610	91.5	73.8	67	92.5	76.1
Asian	3	1951	95	82.4	-	-	-
Am Ind or AK Native	3	106	80.2	55.7	-	-	-
Nat of HI or Pac Isl	3	-	-	-	-	-	-
Two or more races	3	687	84.1	65.8	-	-	-
ALL	4	38961	85.1	67.2	255	85.5	60.8
Black or African Am	4	4768	65.1	37.7	110	78.2	44.5
Hisp/Lat or any race	4	6954	70.9	44.9	31	74.2	48.4
White	4	24493	92.5	78.4	82	95.1	81.7
Asian	4	1769	94.6	83.8	-	-	-
Am Ind or AK Native	4	144	79.9	54.9	-	-	-
Nat of HI or Pac Isl	4	21	85.7	66.7			
Two or more races	4	812	82.5	62.6			
State	5	39298	87.6	72.7	264	85.6	67.4
Black or African Am	5	4902	71.3	46.3	119	77.3	50.4
Hisp/Lat or any race	5	6880	73.4	50.4	38	84.2	65.8
White	5	24814	94.2	83.1	89	96.6	88.8
Asian	5	1871	96.5	89	-	-	-
Am Ind or AK Native	5	130	79.2	59.2	-	-	-
Nat of HI or Pac Isl	5	28	67.9	50			
Two or more races	5	673	85.4	67.8			
State	6	39591	88.5	71.6	239	92.5	66.9
Black or African Am	6	5003	73	45.2	107	89.7	57.9

Hisp/Lat or any race	6	6832	74.6	48.4	34	91.2	55.9
White	6	25338	94.8	82	74	97.3	86.5
Asian	6	1690	97.3	88.7	-	-	-
Am Ind or AK Native	6	133	82.7	68.4	-	-	-
Nat of HI or Pac Isl	6	21	66.7	52.4	-	-	-
Two or more races	6	574	88.3	67.9			
State	7	40374	87.2	68.7	249	89.6	63.5
Black or African Am	7	5090	70.3	40.9	128	84.4	49.2
Hisp/Lat or any race	7	7131	71.2	42.9	42	90.5	64.3
White	7	25771	94.5	80.2	62	96.8	83.9
Asian	7	1671	96.1	87	-	-	-
Am Ind or AK Native	7	147	80.3	54.4	-	-	-
Nat of HI or Pac Isl	7	30	76.7	50			
Two or more races	7	534	86.9	67.2			
State	8	40096	86	66.8	271	88.6	57.6
Black or African Am	8	5136	67.7	37	134	82.1	41
Hisp/Lat or any race	8	6612	67.7	39.2	25	80	52
White	8	26047	93.7	78.8	89	97.8	76.4
Asian	8	1633	95.6	85.3	-	-	-
Am Ind or AK Native	8	121	86.8	55.4	-	-	-
Nat of HI or Pac Isl	8	-	-	-			
Two or more races	8	537	87	61.6			

3. List the multi-year, measurable performance targets that will be used to gauge student success. What metrics, including ways to monitor student outcomes and indicators of district and school personnel activity, will be put in place to track progress towards performance targets?

Past improvement efforts have used the metric of improvement as measured by the CMT and CAPT tests. These assessments occur too infrequently and their results are produced too late to have a meaningful impact on district reform as the instructional year progresses. These data points are useful only as measures of trends and indicators of systemic improvement as measured over a long period of time. Therefore, the district will use the CMT and CAPT tests to provide a longitudinal view of progress combined with indicators of success as determined through the implementation of a Holistic Accountability Framework. This fall, Windsor will implement the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments. It is intended that these assessments

will provide a more granular level of data which will provide teachers and administrators with the information necessary to make significant changes to instruction thus better meeting the needs of our students. The first year of MAP implementation will provide the district with a clearer picture of the impact of instruction on individual student improvement. What is missing which is a critical component to our overall success, is the development of metrics which measure the extent to which adult behaviors are changing and the impact that such changes are having upon student learning.

In addition to academic data collected through standardized tests, the district will gather data on a monthly basis and report our progress to the Board of Education in the form of a district progress report /report card. The District Data Team will select metrics that it believes will best track the changes in adult behaviors necessary for reforms to occur as well as the corresponding impact these changes will have on student performance. Some key data points under consideration are: numbers of teacher performance observations, amount of curricula revised, and results of data team observations. Proposed student data may be the number of students in secondary schools with averages below 70, the number of students for whom attendance is a problem, suspension rates, and the number of students participating in after school extended-learning opportunities.
The implementation of a Holistic Accountability Framework demands such metrics are developed and fine-tuned as we progress in our work. Wherever possible, we have attempted to develop these metrics now and have described them within the action plans associated with each initiative described within this application.

Preliminary SPI targets based on 2011 data (Table reflects goal of improving 3 SPI points annually):

School	SPI	Target SPI for 2012-13	# Tested Stud.	F/R SPI	Target F/R SPI 2012-13	Hisp SPI	Target Hisp SPI 2012-13	Bl. SPI	Target Bl SPI 2012-13	SWD SPI	Target SPI SWD 2012-13	ELL SPI	Target ELL SPI 2012-13	4 Yr Grad	Target 4 Yr grad 2012-13
John F. Kennedy	68	72	212	54	57	69	72	62	65	35	38				
Clover St	70	73	180	56	59			64	67	41	44				
Windsor High	71	74	329	57	60	67	70	63	66	47	50			80	83
Poquonock *															
Oliver Ellsworth*															
Sage Park	81	84	807	73		81	84	74	77	57	60	63	66		

* These schools have been reconfigured to become K-2 schools for 2012-2013.

Projected SPI Targets for next four years

John F. Kennedy	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Whole School SPI	68	72	75	78	81
F/R Lunch SPI	54	57	60	63	66
Hispanic SPI	69	72	75	78	81
Black SPI	62	65	68	71	74
SWD SPI	35	38	41	44	47
Clover St	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Whole School SPI	70	73	76	79	82
F/R Lunch SPI	56	59	62	65	68
Hispanic SPI	n/a				
Black SPI	64	67	70	73	76
SWD SPI	41	44	47	50	53
Sage Park	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Whole School SPI	81	84	87	90	93
F/R Lunch SPI	73	76	79	82	85
Hispanic SPI	81	84	87	90	93
Black SPI	77	80	83	86	89
SWD SPI	57	60	63	66	69
ELL SPI	63	66	69	72	75

Windsor High School	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Whole School SPI	71	74	77	80	83
F/R Lunch SPI	57	60	63	66	69
Hispanic SPI	67	70	73	76	79
Black SPI	63	66	69	72	75
SWD SPI	47	50	53	56	59
ELL SPI	n/a				
4 year grad	80	83	86	89	92

Preliminary District Performance Index Targets

District Performance Index (DPI)					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
District Performance Index (DPI)	78.8	81.8	84.8	87.8	90.8
Students w Disabilities	44.3	47.3	50.3	53.3	56.3
Free and Reduced Lunch	67.1	70.1	73.1	76.1	79.1
Black	72.4	75.2	78.2	81.2	84.2
Hispanic	76.2	79.2	82.2	85.2	88.2
English Language Learners	69	72	75	78	81
Reading	76.6	79.6	82.6	85.6	88.6
Mat	81.8	84.8	87.8	90.8	93.8
Writing	80.4	83.4	86.4	89.4	92.4
Science	74.8	77.8	80.8	83.8	86.8

4. How will reform initiatives interact/coordinate with other resources (e.g., Title I, Part A; Title II, Part A Teacher Quality; Title III, Part A English Language Acquisition funds; Priority School District funds; Summer School funds; philanthropic funds)?

The district is working to provide a unified, coordinated and focused approach to reform. The initiatives described within this grant form the core of the work the district will undertake over the next five years. To sustain this work, it is essential that all available resources including Title funds, Alliance funds and local dollars are focused to support these efforts. Historically the district has committed Title I funding to support the various literacy needs of the elementary schools. Given these resources are tied directly to literacy coaches, reading teachers and other support staff, we will continue to use this funding in the same manner. The Title I funding has also been used to support initiatives such as the implementation of PBIS which remains an important component of our district improvement plan. The District has used Title II funds to support new teacher induction and will expand its use to include the implementation of a Leadership Academy for our administrators and teacher leaders. Title III funds continue to support the needs of English Language Learners accessing district curricula. The Holistic Accountability Framework will allow the district to improve the coordination of literacy instruction across grade levels and will provide a highly-focused professional development plan which meets the needs of individual teachers and administrators.

5. Please indicate how the District consulted with relevant stakeholders regarding the development of the Alliance District Plan by including a list of all stakeholders with which you have consulted and a brief description of the input received from each group.

District leadership has met for the past four months to review and to discuss previous efforts regarding district improvement. The district improvement plan, developed collaboratively with relevant stakeholders (e.g. Windsor Education Association, Windsor School Administrator and Supervisor Association, Windsor Board of Education and community members) and the technical assistance of the Connecticut State Department of Education, and ultimately approved by the Connecticut State Board of Education, has served as a foundation for the new work proposed within this grant application.

The implementation of a Holistic Accountability Framework, in connection with a remodeling of our existing school-level data teams, will improve overall alignment of district effort, improve utilization of resources, and incorporate the fusion of thoughts, ideas and suggestions for important stakeholders within our teacher and administrative associations as each are required to have membership on the district and school-level teams.

B. Key District Initiatives

Using the following chart, please provide a description of each key individual reform initiative – both existing programs and those planned through the Alliance District process and other planning processes – that the district will undertake in the next five years in service of its overall strategy. Districts should include a separate chart for each key initiative.

- **Overview**: Please describe the initiative briefly, including the purpose of the planned activities and their underlying rationale. Please indicate whether the initiative is drawn from the menu of reform options provided in this application.

  If proposing to expand an existing reform and the existing reform has, in the past, led to increases in student performance, please describe the extent to which the reform has improved student performance and include supporting data.

  If proposing to expand an existing reform and the existing reform has not led to increases in student achievement, please describe how the current proposal differs from previous reform efforts, and why it is likely to succeed where the previous effort did not.

- **Five Year Strategies and Implementation Steps**: List the steps the district will take over the next five years to implement the initiative.

- **Year One Implementation Steps Description**: Describe in greater detail the implementation steps that will occur in the 2012-13 school year.

- **Years of Implementation**: Indicate the anticipated length of the proposed initiative.

Key District Initiative: Implement Holistic Accountability Framework
Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? **x New** **Existing**

Overview:

The Holistic Accountability Framework will allow the district to successfully implement its district improvement plan while ensuring improvement efforts are aligned across the district and provide for the strategic decision-making authority at the appropriate levels, thus providing a positive impact on student learning. While Windsor has worked with Data Teams in the past, the district has not fully embraced the Accountability Framework as described in the work of Douglas Reeves and Mike Wasta. For example, previously developed District and School Improvement Plans have failed to gather data that reflects the level to which adult actions take place. They also have failed to gather meaningful data that demonstrate the degree to which any given strategy has been fully implementing. Evidence of this can be found in the report presented to the Board of Education in the Spring. The extent to which the district and its schools have been successful gathering data represents the intersection of implementation/adult actions data and student learning data is reflected on student performance on standardized assessments.

The District Data Team membership is also undergoing realignment. The previous District Data Team, while representative of many different stakeholders, failed to include important district employees who wield the positional authority necessary to require and promote change. For example, each building principal will be assigned to the newly reconstituted District Data Team whereas in the previous iteration only a select few participated.

The Windsor Board of Education and administration is committed to establishing a strategic vision and goals that will provide the necessary direction for the school system and to systematically improve learning outcomes for all of our students. This initiative does not come directly from the Menu of District Reform Initiatives listed in the grant application, but it does address the accountability for development and implementation of other initiatives listed on the menu that Windsor plans to pursue under the Alliance District Plan.

Five Year Strategies and Implementation Steps:

Year 1
BOE/Task Force will meet to determine achievement goals for all students by clearly defining excellence and success.

- Use data to describe status of current system
- Identify strengths and weaknesses
- Identify system goals and student outcome indicators
- Decide on priority actions
- Write an action plan for each adult action
- Create results indicators

- Monitor results and adult actions

Years 2 -5

- Review District Data Team performance and impact
- Modify improvement plan based on data analysis
- Develop training/retraining as determined by data analysis
- Revisit Board of Education goals based upon data analysis

Year 1 Implementation Steps Description:

- Establish collaborative relationship with Leadership and Learning Center
- Provide Board of Education and administration with broad overview of Holistic Accountability Framework
- Schedule Board of Education goal-setting workshops
- Communicate Board of Education approved goals to district and community
- Reconfigure District Data Team to ensure complete alignment and consideration of positional authority
- Provide District Data Team with specific training on process and provide ongoing support
- Develop tools to measure effectiveness of District and school-level Data Teams
- Incorporate District Data Team effectiveness metric into district improvement plan and district report card

Years of Implementation:

- **Year 2**
- **Year 3**
- **Year 4**
- **Year 5**

Holistic Accountability Framework Action Plan

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicator(s)
Contact Leadership Learning Center contract consultant	Jeffrey A. Villar	April 2012		Contract
BOE overview presentation	Jeffrey A. Villar, Mike Wasta, Leadership and Learning Center	June 5, 2012	$2200 District Budget	Meeting minutes
BOE goal-setting workshops	Jeffrey A. Villar, Doreen Richardson, President BOE	August 21 & 25, and TBA	$3000 District Budget	Meeting minutes
Post BOE goals on district website	Jeffrey A. Villar	October, 2012	N/A	Website
Send out press release on district goals	Jeffrey A. Villar	October, 2012	N/A	Website will reflect press release
Develop schedule for 2012-2013 District Data Team meetings	MaryAnne Butler	July, 2012	N/A	Posting of schedule
Establish membership of revised District Data Team meeting	Jeffrey A. Villar, MaryAnne Butler	August , 2012	N/A	Post DDT membership list
Provide initial training /retraining for District Data Team and ongoing technical support	Jeffrey A. Villar, Mike Wasta, Leadership and Learning Center	September 2012, November 2012	$15000 District Budget	Meeting minutes existence of support documents

		January 2013		
Develop District / School Data Team reflection protocols as means to measure effectiveness	Jeffrey A. Villar, Mary Anne Butler, Members of DDT	October 2012	$500 District Budget	Development of Tool
Develop District report card report for BOE	Jeffrey A. Villar, Mary Anne Butler, Members of DDT	October 2012	$500 District Budget	Monthly reports to the BOE
Collect data regarding effective functioning of District Data Team for incorporation into District report card	Jeffrey A. Villar, Mike Wasta, Leadership and Learning Center	December 2012 February 2013 May 2013	N/A	Annual report will include data on effective functioning of District Data Team

Key District Initiative: Develop Robust Data Systems to Inform Practice

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? **X New** ● **Existing**

Overview: Holistic Accountability Framework demands immediate access to instructional and implementation data. Moreover, efforts to close the achievement gap require meeting the needs of each individual student which also necessitates extensive information management systems. The district currently has underutilized data systems which include products such as Powerschool, Inform, IEP Direct, and Munis Financial Systems. The district will work to develop a synergy amongst the information management systems in place and implement systems that provide timely, meaningful data to teachers and administrators. This initiative links to the first option on the Menu of District Reform Initiatives enhancing the timeliness and usefulness of data provided to teachers to accelerate student learning at all grade levels and in all subject areas.

Five Year Strategies and Implementation Steps:

Year One

- Establish administrative position to coordinate district data systems
- Review current data management systems and develop a plan for improving overall integration
- Identify quality assessments and implement revised district assessment calendar
- Make necessary changes in hardware and software to ensure usability and timely access to data and reports
- Establish clear training and professional development for end users to ensure consistent access to instructional information
- Establish training for teachers and administrators in the evaluation and use of instructional data to improve teaching and learning
- Develop annual survey to capture data on teacher feedback with district data systems

Year Two

- Provide teachers with extensive professional development in understanding and interpreting data and reports produced by MAP and other district assessments
- Incorporate data systems training into annual teacher training cycle
- Implement use of online collaborative platforms such as Google DOCs with faculty and students
- Provide teachers with training on use of Edline Learning Management System

Year Three

- Identify reporting methods using instructional data gathered through assessments such as the MAP which best impact the work of teachers
- Identify and develop assessments that provide meaningful instructional data at the high school level and incorporate this data into weekly teacher meetings (PLC)
- Survey teachers on the impact and usability of district data management systems

- Incorporate data systems training into annual teacher training cycle

Year Four

- Provide teachers with mobile devices to enhance use of data systems
- Provide access to clear reports which explain district progress on established Board of Education goals to members of Board of Education and public
- Survey teachers on the impact and usability of district data management systems
- Incorporate data systems training into annual teacher training cycle

Year Five

- Assess impact of district data collection and management systems
- Survey teachers on the impact and usability of district data management systems
- Incorporate data systems training into annual teacher training cycle

Year 1 Implementation Steps Description:

- Create administrative position to assist in evaluating and coordinating district data systems
- Evaluate district assessment calendar
- Implement NWEA MAP assessments
- Implement teacher-friendly, student-data reporting and management system (Milepost) that will track student achievement data, 504 plans, SRBI interventions and progress monitoring and behavior intervention plans
- Implement Edline Learning Management System that allows teachers to communicate with parents via the world wide web (Year 1 will focus on establishing simple web presence. Year 2 will focus on utility of software for teachers)
- Survey teachers annually regarding impact and functionality of data management systems

Years of Implementation:

- **Year 2**
- **Year 3**
- **Year 4**
- **Year 5**

Develop Robust Data Systems to Inform Practice Action Plan

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicator(s)
Create administrative position to coordinate district data systems	Jeffrey A. Villar Craig Cooke	June 2012	Approximately $110,000 District Budget (another position was cut)	N/A
Review current data management systems and develop plan for improving overall integration.	Doug Couture District Technology Coordinator	Oct 1, 2012	N/A	Existence of a plan for district data systems integration
Implement NWEA MAP assessments	Mary Anne Butler and Doug Couture District Technology Coordinator	September – Nov 2012	$30,000 Alliance Grant 10,000 District Budget	Development of implementation plan with timelines
Implement Milepost software	Jeffrey A. Villar, Doug Couture District Technology Coordinator	Initial data setup August Administrator training November Lead Teacher Training Jan 2013 Teacher Training May 2013	$27,000 Alliance Grant 13,000 District Budget	Development of implementation plan with timelines; existence of product accessible online for all staff members; monitor percentage of staff regularly accessing software by building
Implementation of Edline Learning Management System	Mary Anne Butler, Doug Couture, Katrina Palazzolo, and Dan Phelon	Sept 2012 –establish district website January 2013 begin planning for full teacher implementation.	$14,000 District Budget	Development of implementation plan with timelines; existence of product accessible online for all staff members; monitor percent of staff members who regularly access the resource post go live date

Key District Initiative: Establish Windsor Leadership Development Academy
Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? **X New** **● Existing**

Overview: Provide district leadership, including potential leaders and members of the Board of Education, with focused professional development and real-time coaching opportunities developing overall district capacity in teaching and learning. This initiative addresses the talent strategy option listed in the Menu of District Reform Initiatives. It will bolster the performance of teachers and administrators through the new performance evaluation system. The initiative also provides mentoring and personalized professional growth plans within the Leadership Development Academy to develop teachers and administrators for future leadership positions. Administrators will receive ongoing professional development in the use of protocols to guide conversations about student work, teaching practices and strategic decision-making using data. Additional professional development will be provided to enhance administrators' use of technology especially to collaborate with all stakeholders in the community as well as to evaluate teachers. The administrators will complete readings on research-based practices to improve student learning with a focus on students of poverty to learn behaviors and interventions that influence student achievement within the subgroup. The research will then be disseminated with staff to implement the strategies in the classroom setting. The Leadership Development Academy will also provide personalized professional development experiences to participants. Mentors will be matched with participants to fit their professional goals, be it a building-based leadership goal or a Central Office leadership position. The mentor will collaborate with the Academy, participate to identify projects, experiences, and professional development opportunities to support growth towards the identified career goal. Funds will be made available to participants to offset the cost of college course work or the cost of out of district professional development aligned to their professional goals. The plan for individual participants will span a period of two years and the professional pathways of participants will be tracked.

Five Year Strategies and Implementation Steps:

1. Develop professional development activities for district administrators and district teachers that provide training in each of the performance expectations as identified in the Connecticut Standards for School Leaders (vision, mission and goals, teaching and learning, organizational systems and safety, family and stakeholders, ethics and integrity, and the educational system)
2. Establish principal executive coaching program
3. Seek opportunities to provide leadership with access to online in-service resources
4. Provide administrators with training in the PEAC process
5. Provide teachers with training in performance expectations of school leaders
6. Develop personalized plans for principals and teacher leaders
7. Monitor programs through surveys of participants and placement of teachers into administrator positions

Year 1 of Implementation

- Develop professional development calendar which provides clear learning opportunities in each of the performance categories identified for school leaders

- Create a mechanism to identify potential future leaders and develop an application process
- Create personalized professional development plans for district administrators
- Identify executive coaches who are willing to work with principals over time
- Establish Teacher Leadership Academy
- Identify in-house mentors for current administrators and future potential leaders
- Identify online resources for leadership training
- Develop professional development calendar for the Board of Education
- Seek professional development opportunities for Board of Education members to expend their collective understanding of governance and policy setting structures
- Develop professional development calendar for teacher training
- Identify trainers both in and outside the district for Teacher Leadership Academy
- Identify teachers to participate in the academy which will be based on a two-year model

Year 2

- Continue year 2 of the Leadership Academy with the original cohort
- Collect feedback on the value and effectiveness of the academy from all participants
- Adjust Leadership Academy application/model for the upcoming cohort based upon feedback
- Disseminate application for the upcoming year 3 cohort
- Develop professional development calendar for teacher training
- Continue personalized professional development opportunities for administrators
- Establish a professional development calendar for the Board of Education

Year 3

- Identify a second cohort of Leadership Academy candidates
- Identify trainers both in and outside the district for Teacher Leadership Academy
- Design a two-year program for participants and identify the appropriate mentor for each candidate
- Survey to follow up on the first cohort changes in leadership appointments
- Develop professional development calendar for teacher training
- Continue personalized professional development opportunities for administrators
- Establish a professional development calendar for the Board of Education

Year 4

- Continue year 2 of the Leadership Academy with the second cohort
- Collect feedback on the value and effectiveness of the academy from all participants
- Adjust Leadership Academy application/model for the upcoming cohort based upon feedback
- Develop professional development calendar for teacher training
- Disseminate application for the upcoming year 5 cohort
- Continue personalized professional development opportunities for administrators
- Establish a professional development calendar for the Board of Education

Year 5

- Identify a third cohort of Leadership Academy candidates
- Identify trainers both in and outside the district for teacher academy
- Design a two-year program for participants and identify the appropriate mentor for each candidate
- Survey to follow up on the first and second cohort changes in leadership appointments

- Develop professional development calendar for teacher training
- Continue personalized professional development opportunities for administrators
- Establish a professional development calendar for the Board of Education

Establish Windsor Leadership Development Academy Action Plan

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicators
Conduct needs assessment of district administrators	Craig Cooke Mary Anne Butler	October 2012	N/A	Post Results
Implementation of Leadership and Learning Center Contract	Jeffrey A. Villar	June 2012	$17,000 year one District Budget	Contract
Develop training program agenda for administrators and teachers	Craig Cooke Mary Anne Butler	October 2012	N/A	Post agenda and calendar of administrative PD dates
Identify teachers/administrators to participate in Leadership Academy	Craig Cooke Mary Anne Butler	October 2012	N/A	Post results and develop survey to evaluate program
Contract with consultants to provide job embedded professional development/coaching to building principals and teachers	Craig Cooke Mary Anne Butler	schedule approximately 30 of days throughout school year	$50,000 Alliance Grant	Principals will complete survey and self-reflection of impact of support
Contract with higher education institutes for professional development for administrators to support implementation of new evaluation model	Craig Cooke Mary Anne Butler	2012/13 school year	Year one of PEAC training is free of charge due to district participation in Pilot	Survey feedback
Develop program which grants teachers reimbursement for professional development programs and/or courses	Craig Cooke Mary Anne Butler	All five years	$24,000 Alliance Grant	Course completion presentation/sharing of results by teachers. Increased number of teachers with 092

Key District Initiative: Systemic Improvement of School Climate

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? **New** **X Existing**

Overview:

The district began to implement PBIS (Positive Behavioral and Intervention Supports) in the 2010-11 school year. We have been working with CREC consultants to provide the training. PBIS is a framework for implementing evidence-based practices that result in behavioral and academic achievement for all students and is highly effective in improving school climate. PBIS uses data to determine the effectiveness of practices that are implemented. The data is used for decision making to determine if outcomes are being effectively achieved.

Sage Park Middle School is moving into year 3 of a four-year implementation plan. Windsor High School, Clover Street and JFK began initial training during the 2011-12 school year. The district has decided to accelerate the process of implementation so that all schools will have full implementation of PBIS by the end of the 2013-14 school year. In addition to training and implementation of Tier 1, 2 and 3 strategies, each school will be utilizing SWIS (School Wide Information System). Annually, each school will utilize the SET(School Evaluation Tool) to monitor PBIS implementation. We have already seen a significant reduction in student disciplinary referrals at Sage Park this past school year. We will begin to implement the Check in and Check out model (CICO) and will train all schools in Tier 3 interventions this coming year. In addition to PBIS, the district administered the Comprehensive School Climate Inventory (CSCI) this past spring. The survey was provided to parents, students (grades 3 and above), and staff. The CSCI was developed by the National School Climate Center (NSCC). We will utilize the results of the survey to provide base line information by school across the school climate domains employing tool measures (safety, relationships, teaching and learning, and environment). The results of the survey and yearly re-administration will assist the district as a whole, and by school, in assessing and improving school climate.

A critical component of the whole process is the role of the District Climate Committee. This group formed two years ago to provide oversight to the PSIS implementation and roll out throughout the school district. This past spring the committee expanded and assumed the role of the District Climate Committee, in conjunction with the implementation of a District School Climate Plan. That committee will continue to interface with each school and oversee the PBIS and other work to systematically improve school climate throughout the district.

Although this initiative is not specifically mentioned on the Menu of District Reform Initiatives it is foundational to all teaching and learning improvement efforts as academic success hinges on the establishment of a positive school climate.

Five Year Strategies and Implementation Step

1) Full implementation of PBIS district-wide
2) Staff training in Tier 1, 2 and 3 strategies
3) Data collection and analysis of trends using School Wide Information system (SWIS)
4) Implementation of Check in and Check out (CICO)
5) Specific training to school social workers and school psychologists to maximize use and effectiveness of functional behavior assessments (FBA) and Behavior Intervention Plans (BIP) for tier 3 interventions
6) Conduct school wide review annually of PBIS using the School Evaluation Tool (SET)
7) Conduct school climate survey annually to parents, staff, and students in grades 3 and above, using

the Comprehensive School Climate Inventory (CSCI)
8) Analyze results of school climate survey by school and across the district
9) Review and revise District and School Improvement Plans with respect to school climate based on findings
10) Work with National School Climate Center (NSCC) to ensure that district has access to best practices to improve school climate, based on national trend data provided by the NSCC
11) Utilize individual school and the District Climate Committee to oversee practices and to help promote and support successful practices across the district
12) Use relevant information from PBIS and School Climate data to improve parental involvement in the Windsor Public Schools

Year 1:

- Establishment of School Climate Committee at each school
- Year 1 PBIS training to the PBIS teams at Oliver Ellsworth and Poquonock Schools
- SWIS training to Oliver Ellsworth and Poquonock Schools
- Year 2 PBIS training to the PBIS teams at Clover Street, JFK, and Windsor High School
- Year 3 PBIS training to the designed Pupil Services staff and PBIS coaches at all schools in the district
- Check in Check out training to all schools
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year
- Review results of school climate surveys with District and School Climate Committees
- Review and revise school and district improvement plans specific to school culture based on the survey results
- Analysis monthly at each school of SWIS data
- Provision of classroom lessons to teach specific pro-social behaviors based on review of disciplinary referrals
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year
- Administer the CSCI in the spring at each school
- Review results of school climate surveys with District and School Climate Committees
- Review and revise school and district improvement plans specific to school culture based on the survey results

Year 2:

- District and School Climate Committees continue to meet
- Year 2 PBIS training to the PBIS teams at Oliver Ellsworth and Poquonock Schools
- Continued implementation of PBIS at all schools
- Develop internal capacity to provide SET analysis
- Establish coaches meetings in district for school PBIS coaches share data and inform effective practices across the district
- Monthly analysis of SWIS data at each school
- Provision of classroom lessons to teach specific pro-social behaviors based on review of disciplinary referrals
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year

- Administer the CSCI in the spring at each school
- Review results of school climate surveys with District and School Climate Committees
- Review and revise school improvement plans specific to school culture based on the survey results

Year 3:

- District and School Climate Committees continue to meet
- PBIS coaches continue to meet
- Continued implementation of PBIS at each school
- Monthly analysis of SWIS data at each school
- Provision of classroom lessons to teach specific pro-social behaviors based on review of disciplinary referrals
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year
- Administer the CSCI in the spring at each school
- Review results of school climate surveys with District and School Climate Committees
- Review and revise school improvement plans specific to school culture based on the survey results

Year 4:

- District and School Climate Committees continue to meet
- PBIS coaches continue to meet
- Continued implementation of PBIS at each school
- Monthly analysis of SWIS data at each school
- Provision of classroom lessons to teach specific pro-social behaviors based on review of disciplinary referrals
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year
- Administer the CSCI in the spring at each school
- Review results of school climate surveys with District and School Climate Committees
- Review and revise School Improvement Plans specific to school culture based on the survey results

Year 5:

- District and School Climate Committees continue to meet
- PBIS coaches continue to meet
- Continued implementation of PBIS at each school
- Monthly analysis of SWIS data at each school
- Provision of classroom lessons to teach specific pro-social behaviors based on review of disciplinary referrals
- SET completed in late spring at each school and results used to inform PBIS practices for the next school year
- Administer the CSCI in the spring at each school
- Review results of school climate surveys with District and School Climate Committees
- Review and revise School Improvement Plans specific to school culture based on the survey results

School Climate Action Plan

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicators
District Climate Committee meets with school climate leaders	Jody Lefkowitz, Bill Fisher	September, January, May (three times per year)	N/A	Meeting minutes
Designated staff from Oliver Ellsworth and Poquonock to attend PBIS Year 1 training	Jody Lefkowitz, Bill Fisher, building principals	October 2012 January 2014 April 2013	$14,000 Alliance Funds	Team per school trained to implement Year 1 PBIS strategies; SET (school evaluation tool) completed.
Creation of School Climate Committee at each school	Building principals	September 2012	N/A	List of committee members by school
School climate committee at each school reviews data from national climate survey and develops school climate action plan	Jody Lefkowitz, Bill Fisher, school climate leader at each school.	Annually	N/A	Action steps and results indicators developed by school climate committee at each school.
Designated staff from Clover Street, JFK, and Windsor High School attend PBIS Year 2 training	Jody Lefkowitz,; Bill Fisher, respective school climate leaders	September 2012 November 2012 March 2013	$14,000 Title I	Team per school train to implement year 2 PBIS strategies; analysis of SWIS data and SET completed.
Designated school staff from all schools attend PBIS year 3 training	Jody Lefkowitz, Bill Fisher, building principals	December 2012 May 2013	$14,000 Alliance Funds	Implementation of Tier 3 strategies at every school
Designated staff from Poquonock and Oliver Ellsworth attend PBIS year 2 training	Jody Lefkowitz, Bill Fisher, building principals	2013-2014 school year	$6,000 Alliance funds	Implementation of Tier2 strategies at all schools
Administer the NSCI by school to all parents, staff, and students (grades 3 and above)	Jody Lefkowitz, Bill Fisher, building principals, Katrina Palazzolo, Dan Phelon	April- May annually	$3,000 District Budget	90% response to survey by all groups

Key District Initiative : Community Collaboration Addressing Needs of At Risk Students

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? **X New** **Existing**

Overview:

The district will establish collaborative relationships with community-based organizations with the focused purpose of coordinating programs and funding sources to provide students grades K-12 who may be at-risk for high school failure and dropout with focused wraparound interventions. A coordinator of these efforts will be selected to fill a newly-created position as School and Community Resource Coordinator. The individual will be charged with coordinating efforts within the Windsor Public Schools and greater Windsor community to identify and coordinate resources to assist students who are at risk for school drop out and further adjudication. The cooperation and coordination of local governmental agencies and community programs will be employed to provide those students most at risk with wraparound services as described on the Menu of District Reform Initiatives.

Examples of proposed intervention programs for Windsor High School:

Students of particular concern typically do not have a career focus and are often without family support to sustain their interest, motivation and focus in attending school. We have developed a system for the next school year for one of the high school counselors to focus their work on a smaller group of students (approximately 50 students in contrast to an average counselor caseload of 220 students) to provide more individual time and attention to this targeted group. These students have been identified by their respective counselors from this past school year who had poor grades and attendance issues.

Develop a student engagement and at-risk intervention program at Windsor High School that will identify and focus on approximately 20 students from Windsor High School, who are at high risk of dropping out. These would be students who: have repeatedly failed courses; have had negative interaction with the law; talk about dropping out of school; have significant attendance issues. The focus of the program would be to supplement school course work with a focus on school to career. Some of the areas of activity would include:

- Individual transition assessment
- Creation of a career/ post secondary portfolio
- Job shadowing and internship experiences
- Field trips to technical and community colleges
- Meeting regularly with student and family and/or family support network
- Scheduled academic check ins
- Homework help and/or tutoring
- Assistance in finding jobs
- Individual mentoring
- Provide youth development activities
- Community outreach

Develop and implement an After School Academic Support Center which:

- Meets three times a week after school

- Provides students with transportation home
- Has identified certified teachers and peer tutors to participate in program
- Has identified a homework facilitator responsible for recruitment of students and staff and program evaluation

Five Year Strategies and Implementation Steps:

1. Development of oversight position and program descriptions
2. Implementation of high school program and After School Academic Support Center
3. Identify students for programs
4. Assessment of individual student needs
5. Develop job internship sites and job shadowing opportunities
6. Conduct annual review of program based on student success indicators
7. Expansion of programs that are established to have a positive impact upon participants based upon program evaluation

Year 1:

- Develop job description and recruit for appropriate candidate for School and Community Resource Coordinator
- Establish After School Academic Support Center
- Develop model for implementation of career plans for each student identified for the program
- Develop referral process to be used by school counselors, social workers and principals to recommend students
- Develop model for program evaluation
- Establish relationships with community resources such as: Windsor police, Windsor Probation officer, Windsor businesses, Windsor Youth Service Bureau, Windsor Youth Commission, local churches, etc.
- Identify students and assess individual needs
- Create internship and job shadowing experiences based on student interests and career aspirations
- Hire job coaches
- Meet with students and family or family support network on a regular basis
- Organize and meet with inter-agency work group
- Define and create additional youth development activities in consort with identified community resources
- Create and provide individual student mentorships
- Set up field trips visits to technical and community colleges
- Conduct program evaluation

Year 2:

- Adjust program model and offerings based on results of program evaluation
- Identify students for program and conduct individual student assessments
- Continue to meet community resources and inter-agency work group
- Continue to develop job internships and job shadowing experiences based on the needs of of students in the program
- Conduct program evaluation

Year 3:

- Adjust program model and offerings based on results of program evaluation
- Identify students for program and conduct individual student assessments

- Continue to meet community resources and inter-agency work group
- Continue to develop job internships and job shadowing experiences based on the needs of of students in the program.
- Conduct program evaluation

Year 4:

- Adjust program model and offerings based on results of program evaluation
- Identify students for program and conduct individual student assessments
- Continue to meet community resources and inter-agency work group
- Continue to develop job internships and job shadowing experiences based on the needs of of students in the program.
- Conduct program evaluation

Year 5:

- Adjust program model and offerings based on results of program evaluation
- Identify students for program and conduct individual student assessments
- Continue to meet community resources and inter-agency work group
- Continue to develop job internships and job shadowing experiences based on the needs of of students in the program.
- Conduct program evaluation

At Risk program: Action Plan

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicators
Write job description for program leader	Jody Lefkowitz, Lori Foote-Mitchell, Russell Sills, Craig Cooke	August 2012	N/A	Job description/ Posting
Recruit and hire program leader	Jody Lefkowitz, Lori Foote-Mitchell, Russell Sills, Deb Maccarone	September 2012	$50,000 for Program Coordinator Alliance Funds (annually)	Candidate hired
Establish After School Academic Support Center Continue program	Russell Sills and Program Coordinator	August/Sept 2012	$17,000 (Alliance Funds) Alliance Funds	Evaluation of impact of program upon involved students based upon improved academic performance and attendance
Establish Plan to begin community out reach and coordination	TBA - Program Coordinator	October 2012	$1,000 marketing and coordination efforts annually	Development of materials
Develop grant process to support community efforts to assist at-risk students working collaboratively with schools	Program Coordinator	October -Nov 2012	$25,000 annually will be available for seed monies to establish self-sustaining programs that can demonstrate positive impact (Alliance Funds)	Description of Grant Application Annual report on program results
Identify students for high school program	Lori Foote-Mitchell, Russell Sills	September 2012 and annually thereafter	N/A	List of students
Individual student assessed	Program Coordinator	October 2012 and September in subsequent years	N/A	Individual student portfolio developed
Plan internships and job shadow experiences for high school students	Program Coordinator	October 2012-June 2013; ongoing	Job coaches $3000 (Alliance Funds) annually	Schedule of internships and job shadows
Meeting with high school student and significant others	Program Coordinator; school counselors	Ongoing	N/A	Log of meetings
Visits to colleges	Program Coordinator	Ongoing	N/A	Log of visits
Provide youth development activities	Program Coordinator; community resources	Ongoing	Transportation $5000 (Alliance Funds) annually	Activity log
Evaluate program	Program Coordinator and administrators	May-June annually	N/A	Portfolio completion including record of student activities; student evaluation

Key District Initiative: Conduct Curriculum Audit/Revision

Please copy/paste template on the following pages for each additional reform initiative.

New or Existing Reform? **x New** **● Existing**

Overview:

The Windsor Public School will audit our existing curriculum to determine if it meets the following criteria:

- Provides specific guidance to teachers for the use of instructional time to address content and pace instruction appropriately
- Structures content so that teachers know what is most important to teach and outlines best practices for how to teach important content while allowing for the use of teacher creativity in the development of lessons
- Aligned to both Common Core Standards and Assessments
- Contain curriculum-embedded assessments that inform teachers and the district on student learning
- Contain common shared learning tasks that are complex and significant in nature which include common assessments
- Embed the continued development of 21st Century skills within instruction and assessment
- Identify mechanisms to improve the quantity and quality of individualized instruction in Tier 1 (for example: flipping classrooms, implementing non-traditional programs such as Virtual Reality Education Pathfinder)

This initiative will strengthen the foundational programs, including reading, as described on the Menu of District Reform Initiatives by enhancing the core program and the supporting professional development to ensure its implementation.

Five Year Strategies and Implementation Steps:

- Review the utility of current curriculum mapping/storage solution and determine if it meets needs of district, reconfigure if necessary
- Develop schedule for review and revision of all district curriculum in accordance with newly established curricular expectations
- Establish calendar for curriculum development work and editing that maximizes the involvement of a broad representative group of faculty members ensuring that most talented staff are involved in authoring and revising curriculum placing emphasis on providing time prior to implementation and after implementation
- Develop calendar that provides for consistent ongoing conversations among teachers regarding curriculum, its implementation and revision requirements.
- Align professional development to support implementation of curriculum and instructional

strategies associated with it
- Develop forum in which teacher feedback on curriculum development and implementation can be collected and used to help inform ongoing revision
- Identify resources needed to enhance instruction and assessment at all grade levels and tiers of instruction

Year 1 Implementation Steps Description:

- Identify and contract consultants to provide professional development to the curriculum team to support ongoing quality curriculum development
- Develop a new framework for curriculum development
- Expand the use of electronic format of curriculum storage, access and revision
- Develop or identify tools (e.g. walkthroughs, observation protocols, procedures for examining student work, etc.) to monitor the fidelity of implementation of new curriculum.
- Revise the composition of district assessments and assessment calendar at the elementary and secondary levels
- Train building level teams in the administration of the Measures of Academic Progress (MAP) assessment and interpretation of reports (Elementary and middle school)
- Plan for building teacher capacity in administration of MAP and interpretation of results to adjust instruction in a strategic manner
- Establish expectations and a schedule for building administrators, department chairpersons, curriculum supervisors including the assistant superintendent to visit classrooms and provide meaningful feedback and follow up to classroom teachers specific to implementation of the district curriculum
- Establish district revision plan which will prioritize the curriculum work done annually and develop accountability for the amount of curriculum revision that occurs each year
- Develop and deliver ongoing professional development to teachers and paraprofessionals to support the implementation of Tier 1 instruction
- Identify a schedule for when teachers and content supervisors can collaborate regularly regarding implementation of curriculum
- Partner with the University of Connecticut, NEAG School of Education, to strengthen early elementary vocabulary development via the Early Instruction and Intervention Project (EVI)
- Evaluate the effectiveness of district assessments in tracking student growth and informing curricular and instructional decisions
- Modify the assessment calendar as needed at the end of the academic year

Year 2

- Continue work to revise the district curriculum
- Continue active monitoring of the implementation of the curriculum
- Continue to offer professional development opportunities to enhance the quality and fidelity of Tier I instruction
- Expand personalized learning opportunities for students
- Expand the use of technology to enhance Tier I instruction and assessment
- Grow the partnership in research and professional development service with the University of Connecticut
- Expand the grade levels for administration of MAP to include Grade 9

- Modify the assessment calendar as needed at the end of the academic year

Year 3

- Continue work to revise the district curriculum
- Continue active monitoring of the implementation of the curriculum
- Continue to offer professional development opportunities to enhance the quality and fidelity of Tier I instruction
- Expand personalized learning opportunities for students
- Expand the use of technology to enhance Tier I instruction and assessment
- Grow the partnership in research and professional development service with the University of Connecticut
- Modify the assessment calendar as needed at the end of the academic year

Year 4

- Continue work to revise the district curriculum
- Continue active monitoring of the implementation of the curriculum
- Continue to offer professional development opportunities to enhance the quality and fidelity of Tier I instruction
- Expand personalized learning opportunities for students
- Expand the use of technology to enhance Tier I instruction and assessment
- Continue the partnership in research and professional development service with the University of Connecticut
- Modify the assessment calendar as needed at the end of the academic year

Year 5

- Prioritize the content areas for the next 5 year cycle of revision
- Revisit the appropriateness of the curriculum model and revise if necessary
- Continue work to revise the district curriculum
- Continue active monitoring of the implementation of the curriculum
- Continue to offer professional development opportunities to enhance the quality and fidelity of Tier I instruction
- Expand personalized learning opportunities for students
- Expand the use of technology to enhance Tier I instruction and assessment
- Continue the partnership in research and professional development service with the University of Connecticut
- Modify the assessment calendar as needed at the end of the academic year

Action Plan for Curriculum Development

Action	Person Responsible	Timeline	Cost/ Funding Source	Results Indicators
Develop a new framework for curriculum development	Mary Anne Butler and the Curriculum Supervisors	August, 2012	N/A	Completion and use of the new framework for curriculum writing
Contract consultants to support curriculum development	Mary Anne Butler	August, 2012	$10,000 Alliance Grant	Completion of training by curriculum team members
Assessment of the mechanism to store and access curriculum documents	Mary Anne Butler, Doug Couture and the Curriculum Supervisors	September., 2012	N/A	Identification and use of a common mechanism to store and access curriculum documents
Identify common tools and procedures for monitoring the implementation of curriculum	Mary Anne Butler, Jody Lefkowitz, Principals and the Curriculum/Special Education Supervisors	October, 2012	N/A	Use of common tools and procedures to assess the implementation of the curriculum
Provide professional development for curriculum supervisors, administrators and writing teams on the new curriculum framework	Mary Anne Butler Curriculum Supervisors	September, 2012 ongoing for writing teams	N/A	Curriculum documents produced using the new framework Attendance sheets from professional development sessions
Development of a curriculum writing calendar	Mary Anne Butler Curriculum Supervisors	September, 2012	N/A	Posting of calendar
Identification of key talent to write curriculum	Mary Anne Butler Jody Lefkowitz Building Principals Curriculum Supervisors	Beginning August, 2012 and continuing	N/A	Rosters of writing teams
Begin curriculum development process	Mary Anne Butler, Curriculum Supervisors	August, 2012 and continuing	$14,000 Alliance Grant	BOE approval of curriculum documents
Development of a calendar for ongoing, embedded curriculum revisions	Mary Anne Butler and Curriculum Supervisors	September, 2012	N/A	Posting of calendar and revision cycle
Develop schedule of implementation monitoring visits	Principals, Curriculum Supervisors and Mary Anne Butler	November, 2012	N/A	Written feedback from monitoring visits and evidence of improved practice
Development of a forum where all teachers can provide continued feedback on implementation strengths, challenges and improvements	Curriculum Supervisors Mary Anne Butler, Doug Couture	December, 2012	N/A	Collection of teacher feedback via an electronic mechanism
Modify district assessment calendar to inform instructional decisions	Principals, Curriculum Supervisors, Mary Anne Butler, Jeffrey Villar	July, 2012	N/A	Posting of district assessment calendars (elementary/secondary)
Train teams to administer MAP and interpret reports	Mary Anne Butler, Doug Couture and Terry Ryan	August 17, 2012	$11,000 District	Completed training

to inform instruction and modify curriculum			Budget	
Plan and roll out teacher training in MAP	Mary Anne Butler, Principals	October, 2012	$1,500 substitute costs District Budget	Completed training
Provide ongoing workshops to support Tier I implementation	Mary Anne Butler, Curriculum Supervisors, Principals	Ongoing	Alliance Funds- $ 5,000/Title IIA Funds $10,000	Completed training
Participate in EIV through UConn Neag School of Education	Mary Anne Butler Ronda Lezberg. R.J. Sullivan, Kindergarten teachers, Tracie Peterson	July 2012 - June 2013	N/A	Research data

Section II: Differentiated School Interventions

Connecticut's Approved NCLB Waiver and Requirement of Tiered Approach to School Achievement

Connecticut's recently approved application for a waiver from certain provisions of No Child Left Behind (NCLB) created a modified set of obligations for school districts to intervene in their schools on a tiered, differentiated basis.

To facilitate Alliance Districts' ability to create a strategy consistent with their obligations under both Connecticut's NCLB waiver and the Alliance District conditional funding process, the CSDE is providing information in this subsection on the specific obligations created by the waiver.

Alliance District Plans must propose differentiated interventions for schools. Districts have the option of funding these interventions using their allocations of Alliance District funds, but it is not required that Alliance District funding be used for this purpose.

Districts must tier their schools and explain overall strategies for improving student achievement within each tier.

Districts must also provide specific reform plans for low performing schools in three phases as described below.

1. **Phase I: Interventions in Focus Schools – 2012-13**
   As a condition of Connecticut's NCLB waiver, districts are required to develop and implement interventions in certain low performing schools. Pursuant to the waiver, schools with certain low performing subgroups will be identified as Focus Schools. District-specific lists of Focus Schools have been provided in a separate document. Plans must be in place and operational at Focus Schools in the 2012-13 school year. For a list of recommended initiatives, see Part II, Subsection H. Districts must provide evidence that they have engaged in a process of strategic redesign and targeted intervention, and that they will monitor student progress and revise their plans on the basis of data gathered from the monitoring process for the duration of the Alliance District designation.

2. **Phase II and III: Low Performing Schools – 2013-14 and 2014-15**
   Low performing schools that are not Focus Schools or Turnaround Schools must receive targeted interventions in the 2013-14 and 2014-15 school years. District-specific lists of these low performing schools have been provided in a separate document. Districts must select a subset of these schools (at least half) to begin interventions in 2013-14. If, in the judgment of the district, interventions can feasibly be implemented in all low performing schools in 2013-14, then districts may intervene in all low-performing schools in 2013-14. Any remaining low performing schools must receive interventions in 2014-15. In this part of the application, districts must provide an explanation of the process they will engage in during the 2012-13 school year to support these Phase II schools as they diagnose and plan for the interventions that will be implemented in the following year. This section of the application does not require

a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

3. **Differentiated School Intervention Timeline**

Stages of School Improvement	**Date**
Phase I Interventions: Focus Schools (2012-13)	
Districts create redesign plans for interventions in Focus Schools	June –Aug. 2012
Districts begin to implement interventions/redesigns in Focus Schools	Sept. 2012
Phase II Interventions: Other low performing schools (2013-14)	
Districts conduct needs assessments in at least half of other low performing schools	Sept. – Dec. 2012
Districts create redesign plans for interventions in at least half of other low performing schools	Jan. – June 2013
Districts implement interventions in at least half of other low performing schools	Sept. 2013
Phase III Interventions: Other low performing schools (2014-15)	
Districts conduct needs assessments/ analyses in other low performing schools	Sept. – Dec. 2013
Districts create redesign plans for interventions in remaining low performing schools	Jan. – June 2014
Districts implement interventions in other low performing schools	Sept. 2014

Districts may consult with the Bureau of Accountability and Improvement for additional guidance on this process.

A. **Tiered Approach to School Improvement**

Please address how your district has designed a tiered intervention system for schools based on their needs. This section relates to all schools in the district, and asks you to think strategically about how to best meet the needs of schools performing at different levels. This may involve removing requirements that place an undue burden on schools that are performing well or showing substantial progress. This section does not require an individualized description of your interventions in specific schools, but instead asks for your overall strategy to improve performance for students in different tiers of schools. In the space below, describe the process used to tier schools and the approach that your district will take to support each tier of schools.

If the CSDE identified any of the district's schools as Turnaround, Focus, or Review, these schools must be included in the "Schools that require most significant support and oversight" category. The district is, however, welcome to include more schools in this tier. If the CSDE did not identify any of the district's schools as Turnaround, Focus, or Review, then the district may use its own judgment to determine whether any schools should be classified in this tier.

Even if a district's schools have similar performance as measured by the SPI, we encourage the district to use other factors – potentially including graduation rates, growth, progress over time, and subgroup performance – to tier schools and develop differentiated strategies for support and intervention.

Tier	**List of Schools in Tier**	**Classification Criteria for schools in Tier**	**District Approach to Supporting Schools in Tier**
Schools that require the least support and oversight/should be given the most freedom: These schools should be identified because of their high performance and/or progress over time.	None	Schools that have an SPI of >85.	Leadership: Instruction/Teaching: Effective Use of Time: Curriculum: Use of Data: School Environment: Family and Community:
Schools that require	Clover	Schools that SPI are 65-85 will be	Leadership:

moderate support and oversight: These schools should be identified because they are not yet high performing but do not require interventions as intensive as lower tier schools.	Street Elementary School John F. Kennedy Elementary School Oliver Ellsworth Elementary Poquonock Elementary Sage Park Middle School Windsor High School	considered schools in need of moderate support and oversight. All schools in Windsor fall within this category. District improvement efforts are accordingly focused upon improving core services. As we progress in our implementation of a Holistic Accountability Framework it is anticipated that school needs will become increasingly individualized as the data analysis becomes more granular. Each school will be required to examine the district goals and the performance data related to their specific student body and develop a school-level improvement plan which demonstrates the specific interventions and strategies that will be employed to impact student learning. Each school plan will need to clearly articulate how adult actions and the implementation of initiatives will be measured. Schools will be required to examine the intersect of this data with student performance data to justify continued investment in initiative as well as to demonstrate a positive impact upon student learning.	Leadership Academy, Principal Coaching model Instruction/Teaching: Curricular Development, Leadership Academy, Coaching Effective Use of Time: N/A Curriculum: Curriculum revision and alignment Use of Data: Development and implementation of data systems School Environment: PBIS and School Culture Family and Community: Community outreach and wrap around services
Schools that require most significant support and oversight: If your district contains Focus, Turnaround, or Review schools, these schools have been provided		Schools with SPI lower than 64.	Leadership: Instruction/Teaching: Effective Use of Time:

to you by the CSDE (as measured by the School Performance Index and 4-year graduation rates).			Curriculum: Use of Data: School Environment: Family and Community: Districts with Focus and/or other Category Four or Five schools please disregard this cell. Instead, fill out Phase I and Phase II specific forms below.

B. **Interventions in Low Performing Schools**

1. **Phase I – Focus Schools (2012-13 School Year)**

For each Focus School in your district, create a school redesign plan using the template below. For any additional Focus Schools, please copy/paste this template in the following pages.

Focus School:	**Grades Served:**	**# of Students:**
Diagnosis		
a. What are the areas of greatest need in the school? (subjects, grade levels, subgroups of students) *Please note that this should be informed by assessment data and qualitative assessments.*	N/A	N/A
b. What are the reasons for low performance in this school? (Please provide evidence)		

Performance Targets[1]		
a. How will the district measure the success of the intervention?	N/A	N/A
b. How will the district monitor school progress?		
Areas of School Redesign		
What actions will the district and school take to ensure: a. That strong school leadership, including an effective principal, and a system that positions school leaders for success, is in place?		
b. That teachers are effective and able to deliver high-quality instruction?		
c. That time is being used effectively, and, if not, that a plan will be implemented to redesign the school day, week, or year to include additional time for student learning and teacher collaboration?		
d. That a strong instructional program is in place, one which is based on student needs and ensures that the instructional program is research-based, rigorous, and aligned with Common Core State Standards?		
e. That data is used to inform instruction and for continuous improvement, and that time is provided for collaboration on the use of data?		
f. That a school environment exists which addresses school safety and discipline and also addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs?		
g. That ongoing mechanisms are in place which provide for family and		

[1] Note that, in August 2012, the CSDE will provide each school with individualized performance targets for student achievement and graduation rates for the "all students" group and each subgroup. In this section, you should describe other measurable indicators of success – these may include attendance, discipline incidences, assessments other than the state assessment, or any other intermediate metrics that demonstrate success.

community engagement?		
Funding		
a. How much funding will be made available for the interventions in this school?		
b. What sources of funding will you use for this purpose (funding sources may include, but are not limited to, Alliance District funding, Title I funds that were previously reserved for Supplemental Education Services (SES) or Public School Choice, Priority School District funds)?		

2. **Phase II: Subset of other low performing schools (2013-14 School Year)**

Please provide an explanation of the process your district will engage in during the 2012-13 school year to support schools as they diagnose and plan for the interventions that will be implemented in the following year. This section does not require a plan for the school-specific interventions themselves, as these will be developed over the course of the next year.

Selection of Schools
• Please list the subset of low performing schools that will be part of the Phase II cohort.
Data Examination
• How will your district support Phase II schools as they examine data to select areas of focus for improvement?
Diagnosis
• What assessment tool will your district use to conduct needs assessments that address the following areas: quality of leadership, quality of instruction, curriculum, use of data, use of time, school climate, and partnerships with parents and the community? (Please attach tool to this application or describe the process the district will take to provide such tool over the course of the year.)
• Which person(s) will be responsible for conducting the needs assessments?
Goal Setting
• How will you provide support for schools in the goal-setting process?
Intervention Selection
• What are the criteria you will use to select appropriate interventions for low performing schools?
• How will you ensure that schools select appropriate interventions that are likely to lead to increased student performance?
Planning for Implementation
• How will you support schools in the development of comprehensive implementation plans?
Monitoring
• How will you monitor schools to ensure that interventions are implemented?
• How will you monitor schools to ensure that interventions lead to increases in student achievement?
Timeline

- Please provide a timeline that ensures that all Phase 2 schools have complete School Redesign Plans by June 2013.

Section III: Budget (See accompanying budget materials)

1. **Key Initiative Budget Summary:** Please use the table attached in additional materials to provide a high-level budget that summarizes the funding the district will allocate to each key initiative described in Section B. For each initiative, provide the existing resources and, if applicable, the Alliance District funding that will be allocated to the initiative.

2. **Key Initiative Budgets for Alliance District Funding (for new key initiatives and the expansion of existing key initiatives):** For each key initiative that will be launched or expanded with Alliance District funding, please provide a line-by-line budget that details the uses of the Alliance District funding for 2012-2013, as well as the use of other funds and the leveraging of efficiencies. Also indicate the total Alliance District funding the district anticipates allocating to the initiative in years two through five. Provide a separate budget for each initiative. Note that the total of the key initiative budgets should, in total, equal a substantial majority of the Alliance District Funding allocated to the district.

3. **Budget for Alliance District Funding for Other Purposes**
   - **a.** If you propose using any Alliance District funds for purposes other than for initiating or expanding reform initiatives, please provide a line by line budget for 2012-2013.

   - **b.** In the event that your budget proposes using any Alliance District funds for purposes other than new reforms, or the expansion of existing reforms, please attach operating budget for 2012-2013. Also provide a one page summary explaining the need for such expenditures. Please note that any expenditure of Alliance District funds not allocated for the initiation or expansion of reform initiatives must be justified in this summary. (*Districts may submit operating budget for 2012-13 in electronic format only*)

Note: The total of the budgets provided in Parts 2 and 3 should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

4. **Total Alliance District Funding Budget:** Provide an ED114 budget that includes all Alliance District funding expenditures. The total of this ED114 budget should equal the sum of the budgets provided in Parts 2 and 3 and should, in sum, equal the total Alliance District funding allocated to the district (see Appendix A for this amount).

List of Appendices:

Appendix A – List of Eligible Districts and Amount of ECS Funds

Appendix B – Legislation

Appendix C – Statement of Assurances

Appendix A: List of Alliance Districts and 2012-13 Alliance District Funding

Ansonia	539,715
Bloomfield	204,550
Bridgeport	4,404,227
Bristol	1,390,182
Danbury	1,696,559
Derby	280,532
East Hartford	1,714,744
East Haven	489,867
East Windsor	168,335
Hamden	882,986
Hartford	4,808,111
Killingly	380,134
Manchester	1,343,579
Meriden	1,777,411
Middletown	796,637
Naugatuck	635,149
New Britain	2,654,335
New Haven	3,841,903
New London	809,001
Norwalk	577,476
Norwich	1,024,982
Putnam	179,863
Stamford	920,233
Vernon	671,611
Waterbury	4,395,509
West Haven	1,381,848
Winchester	207,371
Windham	763,857
Windsor	306,985
Windsor Locks	252,306

Appendix B: Alliance District statutory references from PA 12-116 An Act Concerning Educational Reform

Sec. 34. (NEW) (Effective July 1, 2012) (a) As used in this section and section 10-262i of the general statutes, as amended by this act:

(1) "Alliance district" means a school district that is in a town that is among the towns with the lowest district performance indices.

(2) "District performance index" means the sum of the district subject performance indices for mathematics, reading, writing and science.

(3) "District subject performance index for mathematics" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for mathematics weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(4) "District subject performance index for reading" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for reading weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(5) "District subject performance index for writing" means thirty per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for writing weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(6) "District subject performance index for science" means ten per cent multiplied by the sum of the mastery test data of record, as defined in section 10-262f of the general statutes, for a district for science weighted as follows: (A) Zero for the percentage of students scoring below basic, (B) twenty-five per cent for the percentage of students scoring at basic, (C) fifty per cent for the percentage of students scoring at proficient, (D) seventy-five per cent for the percentage of students scoring at goal, and (E) one hundred per cent for the percentage of students scoring at advanced.

(7) "Educational reform district" means a school district that is in a town that is among the ten lowest district performance indices when all towns are ranked highest to lowest in district performance indices scores.

(b) For the fiscal year ending June 30, 2013, the Commissioner of Education shall designate thirty school districts as alliance districts. Any school district designated as an alliance district shall be so designated for a period of five years. On or before June 30, 2016, the Department of Education shall determine if there are any additional alliance districts.

(c) (1) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the Comptroller shall withhold from a town designated as an alliance district any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. The Comptroller shall transfer such funds to the Commissioner of Education.

(2) Upon receipt of an application pursuant to subsection (d) of this section, the Commissioner of Education may award such funds to the local or regional board of education for an alliance district on the condition that such funds shall be expended in accordance with the plan described in subsection (d) of this section and any

guidelines developed by the State Board of Education for such funds. Such funds shall be used to improve student achievement in such alliance district and to offset any other local education costs approved by the commissioner.

(d) The local or regional board of education for a town designated as an alliance district may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to receive any increase in funds received over the amount the town received for the prior fiscal year pursuant to section 10-262h of the general statutes, as amended by this act. Applications pursuant to this subsection shall include objectives and performance targets and a plan that may include, but not be limited to, the following: (1) A tiered system of interventions for the schools under the jurisdiction of such board based on the needs of such schools, (2) ways to strengthen the foundational programs in reading to ensure reading mastery in kindergarten to grade three, inclusive, with a focus on standards and instruction, proper use of data, intervention strategies, current information for teachers, parental engagement, and teacher professional development, (3) additional learning time, including extended school day or school year programming administered by school personnel or external partners, (4) a talent strategy that includes, but is not limited to, teacher and school leader recruitment and assignment, career ladder policies that draw upon guidelines for a model teacher evaluation program adopted by the State Board of Education, pursuant to section 10-151b of the general statutes, as amended by this act, and adopted by each local or regional board of education. Such talent strategy may include provisions that demonstrate increased ability to attract, retain, promote and bolster the performance of staff in accordance with performance evaluation findings and, in the case of new personnel, other indicators of effectiveness, (5) training for school leaders and other staff on new teacher evaluation models, (6) provisions for the cooperation and coordination with early childhood education providers to ensure alignment with district expectations for student entry into kindergarten, including funding for an existing local Head Start program, (7) provisions for the cooperation and coordination with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, and (8) any additional categories or goals as determined by the commissioner. Such plan shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of achieving efficiencies and the alignment of intent and practice of current programs with conditional programs identified in this subsection. The commissioner may require changes in any plan submitted by a local or regional board of education before the commissioner approves an application under this subsection.

(e) The State Board of Education may develop guidelines and criteria for the administration of such funds under this section.

(f) The commissioner may withhold such funds if the local or regional board of education fails to comply with the provisions of this section. The commissioner may renew such funding if the local or regional board of education provides evidence that the school district of such board is achieving the objectives and performance targets approved by the commissioner stated in the plan submitted under this section.

(g) Any local or regional board of education receiving funding under this section shall submit an annual expenditure report to the commissioner on such form and in such manner as requested by the commissioner. The commissioner shall determine if (A) the local or regional board of education shall repay any funds not expended in accordance with the approved application, or (B) such funding should be reduced in a subsequent fiscal year up to an amount equal to the amount that the commissioner determines is out of compliance with the provisions of this subsection.

(h) Any balance remaining for each local or regional board of education at the end of any fiscal year shall be carried forward for such local or regional board of education for the next fiscal year.

STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE:	Alliance Grant	
THE APPLICANT:	Windsor Public Schools, Jeffrey A. Villar, Ph.D. Superintendent	HEREBY ASSURES THAT:
	Windsor Public Schools	

A. The applicant has the necessary legal authority to apply for and receive the proposed grant;

A. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;

A. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;

A. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;

A. Grant funds shall not be used to supplant funds normally budgeted by the agency;

A. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;

A. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;

A. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;

A. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

A. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

A. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

B. REQUIRED LANGUAGE (NON-DISCRIMINATION)
1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

A. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

A. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature:
Name: Jeffrey A. Villar, Ph.D.
Title: Superintendent of Schools
Date: 8/2/2012

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 12, 2012

Prepared By: Dawn Hunter **Presented By:** Dawn Hunter

Attachments: Pertinent Information Related to the Canada Trip

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

Background:

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

Status:

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

Recommendation:

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

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

Agenda Item # 5d.

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

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

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

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

3. Itinerary:
see attached document.

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

4. Housing: Hotels provided by Jumpstreet

5. Transportation:

Carrier(s)	Telephone No.
coachbus / TBA	

6.

7. Insurance:
- umbrella policy of windsor BOE

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

Nurse's signature: _____ date

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

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

10. Fund raising activities: TBD

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

12. Number of students participating: maximum 40

Chaperones: Names — Qualifications

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

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

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

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

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

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

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

AR 6153 International form 10/30/98

RECEIVED
JUL 05 2012
Superintendent's Office

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

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

1. Educational Objectives/References:

2. Organization Profile:

3. Itinerary:

*Telephone number for emergencies only

(cell phone, etc.)_____

4. Housing: _____

5. Transportation:

Carrier(s) Telephone No.

6.

7. Insurance:

7. Medical considerations/504:
Health records reviewed: _____

First aid kit arranged: _____

Nurse's signature: _____
date

8. Immigration regulations:

9. Student participation criteria:

10. Fund raising activities:

11. Actual cost to students: _____

Scholarship available: _____yes

_____no

12. Number of students participating: _____

WHS teacher - Chaperones: Names Qualifications

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

WHS SPED teacher + head Football coach (4) Robert Fleeting

ACTION: Curriculum Leader/Liaison: _____ Date: _____

Principal: _____ Date: _____

Superintendent: _____ Date: _____

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

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

Teacher's Signature: _____ Date_____

Québec & Montréal

Windsor HS

April 14 to 18, 2013

50 Sage Park Rd, Windsor, Connecticut

Sunday, April 14, 2013

7:00 AM Departure from your school aboard your locally chartered motorcoach.

3:30 PM Arrive in Quebec City, meet your tour leader and check in to the hotel before your evening activities.

4:30 PM Orientation tour of Quebec City with your tour leader to see the old and the new en route to...

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

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

9:30 PM Return to the hotel for a well deserved night's rest (transfer by local school bus).

Hotel Plaza
3031, Boul. Laurier, Ste-Foy, QC
(418) 658-2727
(Or equivalent pending availability upon receipt of deposit.)

Monday, April 15, 2013

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

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

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

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

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

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

7:30 PM Experience the daily military life of a British soldier in Quebec City as you become a soldat de la tour at the Martello Tower.

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

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

Tuesday, April 16, 2013

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

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

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

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

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

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

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

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

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

Québec & Montréal

Windsor HS

April 14 to 18, 2013

Wednesday, April 17, 2013

7:00 AM Breakfast and orientation at the hotel with your tour leader, followed by check-out.

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

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

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

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

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

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

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

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

Thursday, April 18, 2013

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

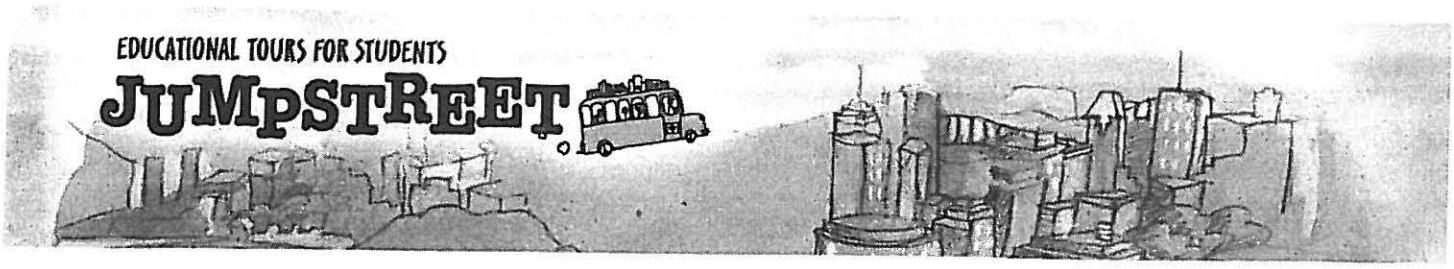
9:30 AM Sightseeing tour of Montreal, to include city views old and new, trendy neighborhoods, world class universities, urban art, theatres, a visit to the Notre-Dame Basilica and much more...

11:00 AM Guided tour of CBC

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

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

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



What is included? We're glad you asked!

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

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

Optional:

- Medical and/or Cancellation Insurance

JUMPSTREET

Thursday, June 14, 2012

To whom this may concern,

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

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

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

Sincerely,



Mark Clarke
President

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



Tel.: 1-800-663-4956

e-mail: yourteam@jumpstreet.com www.jumpstreet.com Fax: 1-800-710-9550

Marsh Ltd
Tower Place
London
EC3R 5BU
Tel: +44 (0) 20 7357 1000
Fax: +44 (0) 20 7929 2705
www.marsh.com

04 January 2012

To Whom It May Concern

Dear Sirs

CONFIRMATION OF INSURANCE – TUI Travel PLC and subsidiary and Associated and Affiliated companies including Les Tours Jumpstreet doing business as Educatours

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

Public and Products Liability

Insurer:	Primary XL Insurance Company Limited	
	Excess Zurich Global Corporate UK	
Policy Number:	Primary GB00020037LI11A	
	Excess 7056376171210	* will send new policy in Jan. 2013 when renewed.
Period Of Insurance:	31 December 2011 to 30 December 2012 both dates inclusive	
Sum Insured:	Primary Layer	
	Public Liability	USD20,699,000 per Event
	Products Liability	USD20,699,000 per Event and in the aggregate
	Excess Layer	
	Public Liability	USD4,301,000 per Event
	Products Liability	USD4,301,000 per Event and in the aggregate

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

Territorial Limits:	Worldwide
Risk:	The Insurer will provide indemnity up to the Limit of Indemnity against legal liability for compensation in respect of a) accidental Bodily Injury to any person b) accidental loss of or damage to Property c) accidental obstruction nuisance or trespass occurring during the Period of Insurance in the Territorial Limits and caused in connection with the Business

The original policy is placed in Great British Pounds. The policy limit above has been converted into USD using an exchange rate date 04/01/2012 from www.ft.com. Any fluctuations in exchange rate will not affect the limits of the policy.

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

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

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

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

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

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

Yours faithfully,

E. Reynolds

Marsh Ltd

20.06.2012

TUI
Aktiengesellschaft

About us > **Group profile**

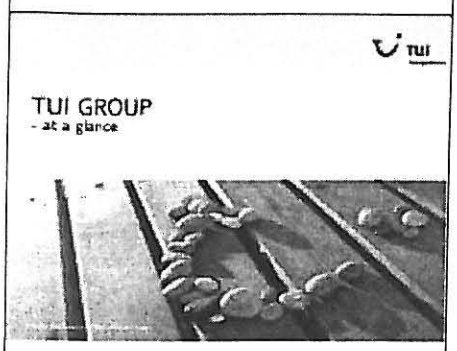
Group profile

Group overview

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

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

Further information



Group presentation
pdf 1.2 MB (Status: January 2012)

Group profile for download

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

Sectors

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

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

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

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

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

Chairman of the Supervisory Board
Prof. Dr Klaus Mangold

Contact
TUI AG
Karl-Wiechert-Allee 4
30625 Hannover
Germany

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

www.tui-group.com

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LIABILITY INSURANCE

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

Transportation suppliers furnish their own liability insurance

BOOKING A TRIP WITH JUMPSTREET

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

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

TRIP PRICE

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

CANCELLATION

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

TOUR CANCELLATION POLICY: GROUP CANCELLATION

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

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

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

TOUR CANCELLATION POLICY: INDIVIDUAL CANCELLATION

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

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

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

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

NON-UTILIZED SERVICES

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

MODIFICATIONS

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

FINAL ITINERARY AND BUSES

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

The trip price is subject to change for fuel surcharges. You will be advised of any fuel surcharges and its impact on your tour price.

ADJUSTMENT OF TRANSPORTATION FEES

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

EXCHANGE RATES

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

PAYMENTS

Your deposit is due 30 days after booking and the balance of your trip is due 60 days prior to your tour departure. If you think that your payment will be received later than the due date, please contact us as soon as possible. Late payments are subject to fees and interest. Please sign and return the bottom stub of the invoice with your payment. Receipt of your payment represents acceptance by the organizer and by passengers of all of the conditions above.

Accepted payment methods include checks, registered checks, wire transfers, money orders issued from a financial institution as well as international postal money orders. If any of the above is issued from the United States, please ensure that it does not say "only negotiable in U.S".

MEDICAL INSURANCE

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

TRAVELLERS WITH CERTAIN INCAPACITIES

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

DOCUMENTS AND BORDERS

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

RESPONSIBILITY

As a tour operator, Jumpstreet and/or its representatives act as booking agents. They act as an intermediary between the participants and the carriers, the hotels, the restaurants, the activities and any other participating service providers. However, Jumpstreet and/or its representatives have no direct control over these organizations and cannot, under any circumstances, be held accountable for their errors, omissions and/or neglect. All reservations made through us are subject to the conditions of their respective suppliers.

Jumpstreet will not be liable to its participants or any other person for any claim, loss, damage, delay, early returns and/or other expenses arising from personal injuries, accidents, death, damages or losses of personal property, delays and / or misfortunes which may arise through the use of means of transport taken, or from any company or person whose services were retained by Jumpstreet. Any complaints regarding the trip must be submitted in writing within 14 days after the trips arrival.

ACT OF GOD

Les Tours Jumpstreet Tours does not assume any responsibility for all claim, loss, damage, cost, fees, delay or loss of amenities of all sorts of the traveler or member of the group resulting from factors that are outside of Jumpstreet's control including: work conflict, strikes, social unrest, terrorism, war, blockade, quarantine, bad meteorological conditions, earthquake, flood, mechanical breakage, government actions or any other factors that are out of the control of Jumpstreet Tours and its suppliers.

Jumpstreet Tours commits to do everything in its power to correct and/or work around any such situation. All fees related to any situation out of the control of Jumpstreet Tours, that forces a longer stay abroad or an early return home, will be charged to, and paid by the client.

ACCOMMODATION

Accommodations for paying participants are quadruple (two beds) occupancy and complimentary teacher / chaperone accommodations are double occupancy (2 beds) unless otherwise stipulated.

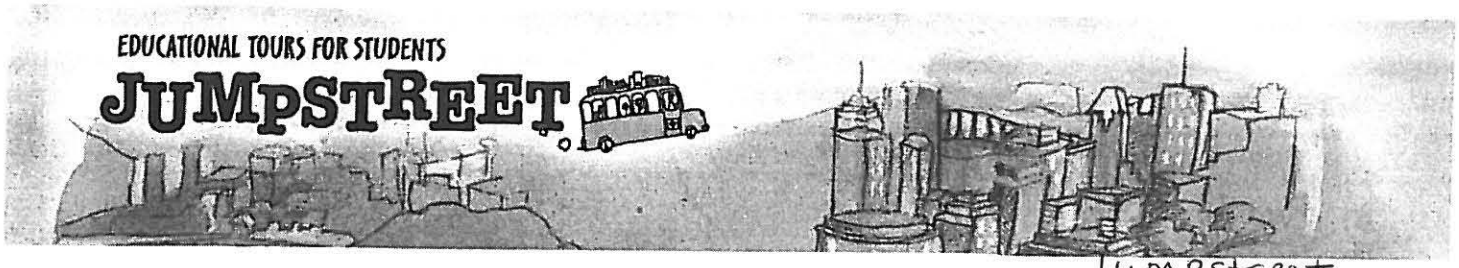
A rooming list is due six weeks prior to departure

PUBLICITY

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

INTERPRETATION AND JURISDICTION

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



Jumpstreet will send with 2012-2013 date in the fall

Group Cancellation and Refund Policy for 2011-2012

Thank you for considering Jumpstreet Tours for your students' trip. To date more than 100,000 students have traveled with Jumpstreet to Montreal, Quebec City, Washington DC, New York City, Ottawa, Boston and other destinations.

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

- ☑ ***If cancelled between 90 and 41 days prior to the trip start date,***
  - all money will be refunded less non-refundable commitments made on your behalf to our suppliers (for example: theater and sports tickets are usually not refundable after purchase, although they do belong to you) and $50 per student to cover Jumpstreet Tours costs

- ☑ ***If cancelled between 42 and 21 days prior to the trip start date***
  - all money will be refunded less non-refundable commitments made on your behalf to our suppliers and $75 per student to cover Jumpstreet Tours costs

- ☑ ***If cancelled less than 22 days prior to the trip start date***
  - all money will be refunded less non-refundable commitments made on your behalf to our suppliers and $100 per student to cover Jumpstreet Tours costs and fees.

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

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

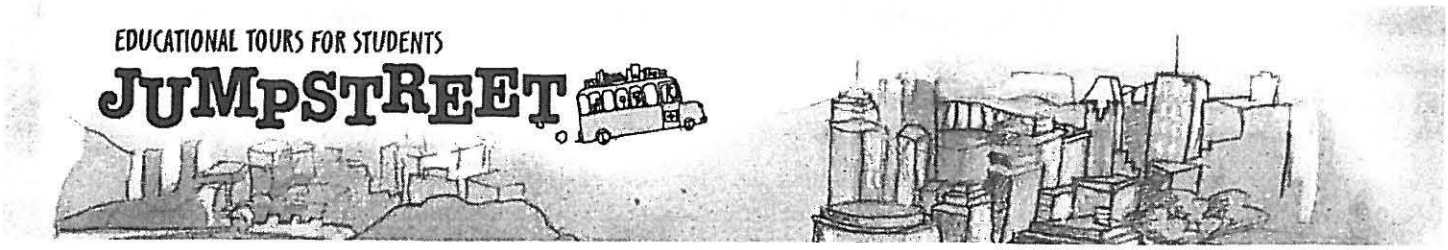
Please keep in mind that this policy covers cancellation of the trip by the entire group, but individuals may purchase cancellation insurance to cover their trip only. Jumpstreet also offers a refund guarantee program (RGP) that provides a full refund if a student cancels for any reason. Like cancellation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

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

Sincerely,

Tom Clarke

Tom Clarke, Director of Finance



WHY SHOULD YOU INCLUDE INSURANCE IN YOUR TOUR PACKAGE?

And why do we offer it to you...

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

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

PRODUCT A – MEDICAL ONLY

Cost : $4.00 per day, per insured person

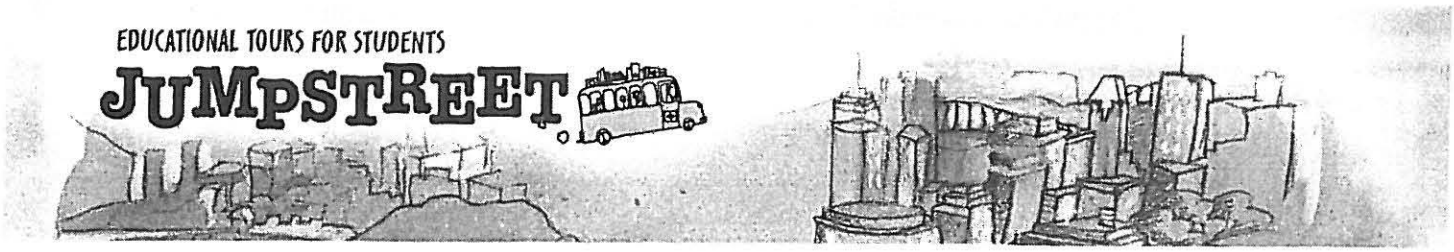
Hospital and medical expenses	($50 000)
Emergency evacuation and repatriation	(Unlimited)
Subsistence & Out-of-pocket expenses	($1200 - $100/day)
Expenses related to your Death	($5000)
Bedside companion Travel Subsistence	(Unlimited)
Emergency Dental Treatment	($1800)
Return of Children Under your care	(Unlimited)

PRODUCT B – COMPREHENSIVE PLAN

This product includes a cancellation and medical coverage.

Cost : Depending on value of the trip

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



EXCLUSIVE PRODUCT - RGP– Refund Guarantee Protection

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

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

The RGP includes:

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

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

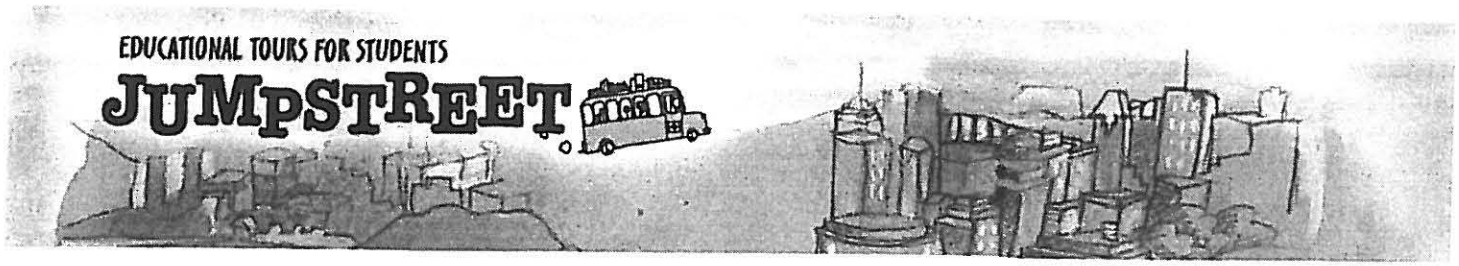
Cancelation based on these rules:

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

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

Cost :

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



TOURS TO CANADA, *REQUIRED DOCUMENTS*

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

Groups of Children:

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

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

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

Adults, chaperones:

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

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

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

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

Document revised August 2011

TRAVELLING PAPERS/ CROSSING INTERNATIONAL BORDERS

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

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

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

FOR GROUPS CROSSING BORDERS BY LAND:

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

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

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

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

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

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

FOR GROUPS CROSSING BORDERS BY AIR:

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

Qualifications

Dawn Hunter
Windsor High School

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

Chaperone for the following WHS field trips:

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

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

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

My LEC responsibilities include:

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

Educational Objectives Canada 2013

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

JUMPSTREET

TOUR PROPOSAL

How do you book your tour?

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

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

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

How much does it cost?

all inclusive Insurance

Windsor HS, Connecticut

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

811
871
931

YES! I WISH TO BOOK THIS TOUR!

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

_____ Date:_____

Dawn Hunter

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

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

Tips for driver + tour guide per student $20.00 added

II. NON-CERTIFIED STAFF

NON-CERTIFIED NEW HIRES

NAME	ASSIGNMENT	SCHOOL
Bianchi, Mary K.	Special Education Paraprofessional	Windsor High
Bramucci, Caitlin	Special Education Paraprofessional	Clover Street
Burke, Karen	Food Service	Metropolitan Learning Center
Caffyn, Tammy	Food Service	Poquonock
Duthrie, Lindsey	Special Education Paraprofessional	Clover Street
Fitzsimmons, Kelsey	Kindergarten Paraprofessional	Ellsworth
Jerome-Patton, Christine	Food Service	Med. Prof. & Teacher Prep. Acad.
Jones, Bridget	Clerical Assistant/PPT Scheduler	Windsor High
Lepak, Melissa	Special Education Paraprofessional	Ellsworth
Mason, Rebecca	Food Service	Windsor High
Mazur, Marc	Food Service Driver	District

NON-CERTIFIED APPOINTMENTS WITH PRIOR WINDSOR EXPERIENCE

NAME	ASSIGNMENT	SCHOOL
Hazzard, Lisa	Kindergarten Paraprofessional	Ellsworth
Zielinski, Sandra	Special Education Paraprofessional	Sage Park

NON-CERTIFIEDTRANSFERS/REASSIGNMENTS

NAME	FROM	TO
Brownlie, Bob	Windsor High Custodian II	LP Wilson Custodian II
Cusano, Marina	Wolcott Administrative Support Clerk	Kennedy Administrative Support Clerk
Howard, Pam	Wolcott Secretary	Poquonock Secretary
Manning, Roy	LP Wilson Custodian II	Windsor High Custodian II
Marci, Lorraine	Poquonock Interim Secretary	Poquonock Administrative Support Clerk
Rettig, Susan	Sage Park Regular Education Paraprofessional	Windsor High Regular Education Paraprofessional

RESIGNATIONS/RETIREMENTS/LEAVES
(FROM JUNE)

NAME	ASSIGNMENT	SCHOOL
Carroll Paula	Food Service	Poquonock
Danawala, Nimrah	Special Education Paraprofessional	Wolcott
Dube, Stacy	Food Service	Med. Prof. & Teacher Prep. Academy
Evans, Gail	Food Service	Windsor High
Hayden, Susan	Special Education Paraprofessional	Sage Park
Hurrle, Garrett	Food Service Driver	District
Lukacs, Stephanie	Clerical Assistant	Kennedy
Moran, Karri	Special Education Paraprofessional	Wolcott
Socha, Gail	Regular Education Paraprofessional	Windsor High
Van Bourgondien, Jean	Special Education Paraprofessional	Windsor High

WINDSOR BOARD OF EDUCATION

AGENDA ITEM SUMMARY

For Consideration by the Board of Education at the Meeting of: September 12, 2012.

PREPARED BY: Craig Cooke, Ph.D.
Director of Human Resources

PRESENTED BY: Craig Cooke, Ph.D.

SUBJECT: Human Resources Report – June 19, 2012 to August 24, 2012

See Attached Report

Reviewed by:_____ Recommended by the Superintendent: JAV

Agenda Item # 7a

WINDSOR BOARD OF EDUCATION

Agenda Item Summary

For Consideration by the Board of Education at the Meeting of September 12, 2012.

Prepared by: Craig Cooke
Assistant Superintendent for Human Resources

Presenter: Craig Cooke

Attachments: None

SUBJECT: Childrearing Leave

BACKGROUND: The Agreement with the Windsor Education Association provides that unit members may request childrearing leave for one or two years to commence at the conclusion of their childbearing leave.

STATUS: We have one request for childrearing leave.

RECOMMENDATION: A proposed motion to grant the childrearing leave follows: Move that childrearing leave be approved for the individual mentioned in the Superintendent's Confidential Memorandum #12-01` dated September 12, 2012.

Reviewed by: _____ Recommended by Superintendent JAV

Agenda Item # 7b

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: September 12, 2012

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

ATTACHMENTS:

SUBJECT: Board of Education Regular Meetings for 2013 Calendar Year

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BACKGROUND:

In accordance with the Freedom of Information Act, the Board of Education must establish a schedule for its regular meetings for the 2013 calendar year and submit it to the Town Clerk.

The meetings are held on the third Tuesday of the month, with the exception of July and August, unless there is a holiday or special event at Town Hall in Council Chambers. In that case, an alternative available date has been chosen. The last approved Regular Meetings in the current year are:

Tuesday, October 16
Wednesday, November 14
Tuesday, December 18

STATUS:

The following dates have been held by the Town Manager's office for the 2013 calendar year:

	Reason for Change
Tuesday, January 15, 2013	
Monday, February 11, 2013	**TPZ on 12th; School Vacation on 19th**
Tuesday, March 19, 2013	
Thursday, April 11, 2013	**TPZ on 9th; School Vacation on 16th**
Tuesday, May 21, 2013	
Tuesday, June 18, 2013	
Tuesday, September 17, 2013	
Tuesday, October 15, 2013	
Wednesday, November 13, 2013	**TPZ on 12th**
Tuesday, December 17, 2013	
First meeting of 2014 – Monday, January 13, 2014	**TPZ on 14th**

RECOMMENDATION:

Move the Board of Education approve the regular meeting schedule for the 2013 calendar year.

Recommended by the Superintendent: JAV

Agenda Item # 7c

UNAPPROVED
Board of Education
Curriculum Committee Meeting Minutes
Tuesday, June 12, 2012
4:30 p.m.

Members present were Chairperson Cristina Santos, Paul Panos (4:35 p.m.), Doreen Richardson (4:37 p.m.), Darleen Klase (4:43 p.m.). Administration was represented by Assistant Superintendent for Instructional Services Robin Sorensen and Superintendent Dr. Jeffrey A. Villar.

1. The meeting was called to order by Chairperson Cristina Santos at 4:30 p.m. with the Pledge of Allegiance and a moment of silence.

2. Chris Rau, Windsor High School Social Studies Teacher, gave an update on the African American History and Culture course. The 2012-2013 school year will have two sections of this course; one honors level in the fall and one college level in the spring. Two Windsor High School teachers have spent considerable time with teachers currently teaching this class at Conard High School to gain insight to best instructional methods. Mr. Rau distributed a list of resources to be used as a guide and indicated the media center is well equipped to accommodate their needs. No text is used for this class with no immediate plans to incorporate one. More feedback will be gathered to determine the future direction of this course.

3. Robin Sorensen, Assistant Superintendent for Instruction Services, distributed the Kindergarten Curriculum At A Glance 2012, intended to inform parents of the curriculum for kindergarten. The brochure provides new information reflecting some of the Common Core Standards. The curriculum outlined incorporates an overlap between the content standards in the subjects of science, mathematics and language arts.

4. Christine Tedisky, Science Curriculum Supervisor, presented a detailed explanation of the science curriculum that will use 4 major standards. Science is taught predominantly with handouts and inquiry labs.

5. Joyce Hamilton, Mathematics Curriculum Supervisor, stated there are nine units of study for mathematics. The biggest changes for the 2012-2013 school year will be 60 minutes of instruction per day and students are expected to know facts to 5.

6. Tracie Peterson, K-8 Literacy Supervisor, reported there are 8 units of study in English Language Arts. Students enter kindergarten as readers and the units help students expand and grow their language skills with listening, speaking and comprehension.

7. The next meeting of the Curriculum Committee has not been established at this time.

Chairperson Santos adjourned the meeting at 5:15 p.m.

Respectfully Submitted,

_____

Cristina Santos
Curriculum Committee Chairperson
Windsor Board of Education
mb

UNAPPROVED MINUTES OF A SPECIAL MEETING OF THE WINDSOR BOARD OF EDUCATION JUNE 14, 2012

THE FOLLOWING ARE THE UNAPPROVED MINUTES OF THE THURSDAY, JUNE 14, 2012 SPECIAL MEETING OF THE WINDSOR BOARD OF EDUCATION. ANY ADDITIONS OR CORRECTIONS WILL BE MADE AT A FUTURE MEETING.

12-101 Call to Order, Pledge of Allegiance, Moment of Silence

A Special Meeting of the Windsor Board of Education was held on Thursday, June 14, 2012 at L.P. Wilson in Room 17. President Richardson called the meeting to order at 7:00 pm.

Present were: President Doreen Richardson, Vice President Darleen Klase, Secretary Richard O'Reilly, Minority Leader Paul Panos (7:35 p.m.), Cristina Santos, Kristin Ingram, Leonard Lockhart, and Superintendent Dr. Jeffrey A. Villar.

Pam DiGiore was absent.

12-202 Board of Education

a. Acceptance of Letter of Resignation from Mr. Watts

Darleen Klase made a motion to accept the Letter of Resignation from Mr. Watts dated May 29, 2012. Kristin Ingram seconded the motion.

Motion Passed 6-0-0

b. Discussion of Suspension of BOE BL 9222

Darleen Klase made a motion to suspend Bylaw 9222 for the sole purpose of eliminating the 21-day waiting period so that it may move to immediately fill the vacant seat held by Mr. Watts. The suspension of Bylaw 9222 would be in effect until June 19, 2012. Kristin Ingram seconded the motion.

Motion Passed 6-1-0

b. Discussion of BOE Goals, Best Practices, and BOE Member Handbook

Attorney Gary Brochu, of Shipman and Goodwin, LLP, lead an interactive discussion with the Board of Education about best practices and board governance. Attorney Brochu stressed the Board work toward a shared understanding and work as a collective unit.He distributed a member handbook and copies of a Power Point presentation from the NSBA Convention in April, 2012.

12-71 **Adjournment**

Leonard Lockhart made a motion to adjourn at 9:40 p.m. Kristin Ingram seconded motion.

Respectfully Submitted,

_____

Richard O'Reilly, Secretary
Windsor Board of Education

UNAPPROVED MINUTES OF A REGULAR MEETING OF
THE WINDSOR BOARD OF EDUCATION
JUNE 19, 2012

THE FOLLOWING ARE THE UNAPPROVED MINUTES OF THE TUESDAY, JUNE 19, 2012 REGULAR MEETING OF THE WINDSOR BOARD OF EDUCATION. ANY ADDITIONS OR CORRECTIONS WILL BE MADE AT A FUTURE MEETING.

12-104 Call to Order, Pledge to the Flag and Moment of Silence

A Regular Meeting of the Windsor Board of Education was held on Tuesday, June 19, 2012, in the Town Hall Council Chambers. President Doreen Richardson called the meeting to order at 7:00 p.m.

Present were President Doreen Richardson, Vice President Darleen Klase, Cristina Santos, Secretary Richard O'Reilly, Pam DiGiore, Leonard Lockhart, Minority Leader Paul Panos, Kristin Ingram and Superintendent Dr. Jeffrey A. Villar.

President Richardson request a moment of silence to honor the memory of DaJon Walcott, a sophomore at Windsor High School who recently passed away.

12-105 Recognition/Acknowledgement

a. Recognition – Sage Park Middle School Boys' Track and Field Team

Dr. Villar, Steve Risser, Windsor High School Athletic Director, and Paul Cavaliere, Principal of Sage Park Middle School, acknowledged the Boys' Track Team receiving the State Championship at the 5th Annual Middle School Track and Field State Championships held on June 2 at Manchester High School.

b. Recognition – WHS Boys' and Girls' Outdoor Track and Field Teams, 2012 CIAC Class L Outdoor Track State Champions

Dr. Villar, Steve Risser, and Russell Sills, Principal of Windsor High School, recognized student athletes from the Girls' Outdoor Track Team that were CCC North Champions in May, 2012 and followed that up with Class L Championship. The Boys' Track Team was recognized for their achievements winning the CCC North Champions in May, 2012 and the CIAC Class L Outdoor Track State Championship.

c. Recognition - Windsor High School Juried Art Show *Board of Education Purchase Prize,* "Metamorphosis"

Dr. Villar and Doreen Richardson spent a considerable amount of time determining the award winners from the many wonderful works of art at the Windsor High School Juried Art Show. The selected artwork will travel throughout the district for display during the upcoming school year. Jevon Chambers was honored for his artwork selected by Doreen Richardson. Jevon plans to attend Central Connecticut State University in the fall.

d. Recognition – Windsor High School Juried Art Show *Superintendent's Choice Purchase Prize,* "A War"

Dr. Villar and Doreen Richardson presented Vineisha Harrison with the award for her artwork chosen by Dr. Villar. Vineisha plans to attend Montserrat College of Art in the fall.

e. Announcement – Teacher of the Year

Dr. Craig Cooke, Assistant Superintendent of Human Resources, discussed the comprehensive process used to determine the Windsor Public Schools' Teacher of the Year, which included an interview by a panel of peers and administrators, a written essay, and a classroom visit. This year's selection for Teacher of the Year is Lesley King, a second grade teacher at Poquonock School. Lesley has worked in the district six years and has been nominated for this award by her peers multiple times.

f. Recognition – Retirement of Assistant Superintendent

Dr. Villar presented Robin Sorensen, Assistant Superintendent for Instructional Services, with a gift on behalf of the entire Board of Education and thanked her for her 8 years of hard work and dedication to the students and staff at Windsor Public Schools.

Vice President Darleen Klase suggested a 5-minute break to allow for pictures and congratulations of recognized students and families. There was no objection.

12-106 Audience to Visitors

None.

12-107 Board of Education

a. Action—Appointment of Board of Education Member

Darleen Klase made a motion that the Board elect Kenneth Williams to serve the remaining term left vacant by Mr. Watts or until the next general town election for members of the Board of Education. Leonard Lockhart seconded the motion.

Motion Passed 8-0-0

Agnes Pier, Windsor Town Clerk, presided at the official swearing in of Kenneth Williams as the newest Democratic member of the Board of Education.

b. President's Report

President Doreen Richardson stated it had been a very busy year filled with many changes including a new Superintendent and a new Board member. The 2012 Windsor High School graduation ceremony served as a great example to the point of the Board's mission, which is to produce high-achieving students. There were many conferences throughout the year such as CABE, NSBA and local conferences to help in the efforts to have members become a learning Board. Ms. Richardson recently attended two CABE-sponsored professional development seminars. The first seminar pertained to collective bargaining that built upon an in-house seminar by Board attorneys. The second seminar was a meeting for chairs of member districts for the newly formed Alliance District created by the Commissioner of the State

Department of Education for the 30 lowest performing districts. CABE's mission was to determine the needs of the districts to have rapid turnaround in a short amount of time. The Board still needs to meet to set concrete, specific goals and a date in August is targeted.

12-108 Superintendent's Report

a. Report – NEASC Survey Results

Russell Sills, Principal of Windsor High School, reported on results of the New England Association of Schools and Colleges survey. Mr. Sills discussed a sample of the findings and stated that overall that there is much work to do concerning curriculum and school climate.

b. Policy Adoption with Anticipated Action, 1st Reading

Dr. Villar reported three policies had recently gone before the Policy Subcommittee for review. Dr. Villar requested the Board to waive the 2nd Readings of the policies in the interest of time. Due to changes in Connecticut State law, Policy 5141.4 mandates the changes to this policy, and Policy 5125 and Policy 4112.5 also need to be changed to remain compliant with Connecticut State law. Dr. Villar requested the Board adopt the policies that have been reviewed by the Policy Committee.

1. Policy 5141.4 Reporting Incidents of Child Abuse and Neglect

Paul Panos made a motion to accept the updated Policy 5141.4 Reporting Incidents of Child Abuse and Neglect and also moved to waive the 2nd Reading. Leonard Lockhart seconded the motion.

Motion Passed 9-0-0

2. Policy 5125 Student Records: Confidentiality

Paul Panos stated the change to this policy provides more flexibility to provide information to special organizations about parents and students.

Paul Panos made a motion to accept the updated Policy 5125 Student Records: Confidentiality and also moved to waive the 2nd Reading. Leonard Lockhart seconded the motion.

Motion Passed 9-0-0

3. Policy 4112.5 Security Check/Fingerprinting

Paul Panos made a motion to accept the updated Policy 4112.5 Security Check/Fingerprinting and also moved to waive the 2nd Reading. Leonard Lockhart seconded the motion.

Motion Passed 9-0-0

Darleen Klase made a motion to move Agenda Item 12-110 Consent Agent ahead of Agenda Item 12-109 Committee Reports. Paul Panos seconded the motion.

Motion Passed 9-0-0

12-110 Consent Agenda

a. Financial Report – Budget Transfers
b. Enrollment Report
c. Food Services Report
d. Human Resources' Report

Vice President Darleen Klase made a motion to accept b, c and d of the Consent Agenda. Cristina Santos seconded the motion.

Motion Passed 9-0-0

Frank Williams, Business Director, stated that the overall anticipated expenditures will not exceed the budget of $61 million appropriated at the beginning of the school year. Overages occurred in the areas of curriculum management based on magnet school tuition, special education out-placement tuitions and pupil transportation based on fuel costs and unexpected special education needs. These line item overages will be made up for in salaries and benefits.

Darleen Klase made a motion to approve the protected line item transfers in accordance with Board of Education Policy 3150 and a final financial report will be made at the September 2012 Board of Education meeting. Richard O'Reilly seconded the motion.

12-109 Committee Reports

a. Curriculum Committee

Chairperson Cristina Santos reported on the June 15, 2012 meeting where a status report was given about the African American History course and its implementation in full. The enrollment numbers are positive and there will be two offerings for the 2012-2013 school year. Curriculum supervisors gave an overview of the curriculum planned for full-day kindergarten. There is an increase in both rigor and content and provides in-depth instruction in math and science.

b. Finance Committee

Kristin Ingram, Finance Committee Chairperson, stated the Finance Committee discussed some of anticipated end-of-year surplus to be applied to upgrades in technology and general maintenance. Typically, any surplus is returned to the town for the rainy-day fund, but this year, after discussions with Dr. Villar, Frank Williams and the town finance side, the monies will go into our self-insurance reserve fund, which may permit an increase in the limits on our liability. The Town Council approved funds for self-insurance and set aside $230,000 to convert the heating systems at L.P. Wilson and J.F. Kennedy School to natural gas with an expected savings of $187,000 a year for the town.

c. Technology Committee

Richard O'Reilly, Technology Committee Chairperson, reported the first meeting was held May 29, 2012. The committee discussed the process and goals based in part on the Windsor Public Schools Information Technology Needs Analysis and Recommendation Study. A timeline for next year's schedule of monthly meetings has been put in place. A request was made to have the report be put on the district website.

Darleen Klase made a motion to accept the Committee Reports as presented to the Board. Leonard Lockhart seconded the motion.

Motion Passed 9-0-0

12-111 Approval of Minutes

a. May 15, 2012 BOE Curriculum Committee
b. May 17, 2012 Special Meeting 6:00 PM
c. May 17, 2012 Special Meeting 7:00 PM
d. May 22, 2012 Special Meeting
e. May 22, 2012 Regular BOE Meeting
f. May 29, 2012 Technology Committee Meeting
g. June 4, 2012 Executive Committee Meeting
h. June 5, 2012 Policy Committee Meeting
i. June 5, 2012 Special Meeting

Richard O'Reilly made a motion to accept the minutes of May 15, May 17, May 22, May 29, June 4 and June 5. Leonard Lockhart seconded the motion.

Motion Passed 9-0-0

12-112 Other Matters/Announcements
Regular BOE Meetings

Next Regular Board Meeting is Wednesday, September 12, 2012, 7:00 PM at Town Hall
Last Day of School for K – Grade 11 is Wednesday, June 20, 2012
Cancelled – Technology Committee Meeting, Monday, June 25, 2012 at 5:00 PM, Room 17 at L.P. Wilson.
Special Board of Education Workshop with Dr. Marlon James on Social Justice and Diversity, Monday, June 25, 2012, 7:00 PM at L.P. Wilson, Room 17.

12-113 Audience to Visitors

None.

12-114 Adjournment

Vice President Darleen Klase made a motion to adjourn at 9:50 p.m. Leonard Lockhart seconded the motion.

Motion Passed 9-0-0

Respectfully Submitted,

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

UNAPPROVED MINUTES OF A SPECIAL MEETING WORKSHOP OF THE WINDSOR BOARD OF EDUCATION
JUNE 25, 2012

THE FOLLOWING ARE THE UNAPPROVED MINUTES OF THE MONDAY, JUNE 25, 2012 SPECIAL MEETING WORKSHOP OF THE WINDSOR BOARD OF EDUCATION. ANY ADDITIONS OR CORRECTIONS WILL BE MADE AT A FUTURE MEETING.

12-115 Call to Order, Pledge of Allegiance, Moment of Silence

A Special Meeting Workshop of the Windsor Board of Education was held on Monday, June 25, 2012 at L.P. Wilson in Room 17. President Richardson called the meeting to order at 7:00 pm.

Present were: President Doreen Richardson, Vice President Darleen Klase, Secretary Richard O'Reilly, Minority Leader Paul Panos, Pam DiGiore, Kristin Ingram, Cristina Santos, Kenneth Williams, and Superintendent Dr. Jeffrey A. Villar.

Also in attendance were Dr. Craig Cooke, Assistant Superintendent for Human Resources, Jody Lefkowitz, Director of Pupil and Special Education Services, Frank Williams, Director of Business Services and Dr. Marlon James.

Leonard Lockhart was absent.

12-116

Board of Education Workshop on equity. Dr. Marlon James presented.

12-117 Adjournment

Kristin Ingram made a motion to adjourn at 9:50 p.m. Darleen Klase seconded motion.

Respectfully Submitted,

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Jeffrey A. Villar, Ph.D.
Superintendent

Special Meeting of the Windsor Board of Education
August 21, 2012 06:00PM
LP Wilson Community Center, Room 17

The following are the unapproved minutes of the August 21, 2012 Special Meeting of the Windsor Board of Education. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:00 PM:

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

Absent Board Members:
Mr. Paul Panos

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

Motion Passed: President Doreen Richardson called the meeting to order and it passed with a motion by Ms. Darleen Klase and a second by Mr. Richard O'Reilly.
Ms. Pam DiGiore Yes
Ms. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Absent
Ms. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

2. Audience to Visitors

Discussion:
None

3. Discussion and possible action on the role of the Board of Education

Discussion:
Presentation on Macromanagement presented by Mary Broderick and Jack Reynolds.

4. Adjournment

Motion Passed: Move to adjourn the meeting at 8:45 PM which passed with a motion by Mr. Leonard Lockhart and a second by Ms. Darleen Klase.
Ms. Pam DiGiore Yes
Ms. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes

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

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Jeffrey A. Villar, Ph.D.
Superintendent

OR

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

Special Meeting of the Windsor Board of Education
August 25, 2012 09:00AM
LP Wilson Community Center, Room 17

The following are the unapproved minutes of the August 25, 2012 Special Meeting of the Windsor Board of Education. Any additions or corrections will be made at a future meeting.

Attendance Taken at 9:00 AM:

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

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

Discussion:
The meeting was called to order at 9:00 AM

2. Audience to Visitors

Discussion:
None

3. Discussion and possible action on the role of the Board of Education

Discussion:
Consensus was to move forward with goal-setting process

4. Adjournment

Motion Passed: Approval to adjourn the meeting at 1:02 PM passed with a motion by Mr. Leonard Lockhart and a second by Ms. Kristin Ingram.
Ms. Pam DiGiore Yes
Ms. Kristin Ingram Yes
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Ms. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

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Jeffrey A. Villar, Ph.D.
Superintendent

OR

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