Windsor Board of Education Regular Meeting

Wednesday, November 14, 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. CT Association of Public School Superintendents (CAPSS) Student Awards for Sage Park Leadership: Amani Jorgensen; Academic Excellence: Ifteda Ahmed; Community Service: Gillian Klase
   b. CT Association of Public School Superintendents (CAPSS) Student Awards for Windsor High School Leadership: Jonathan Rush; Academic Excellence: Elizabeth Lauri; Community Service: Gwendolyn Peyton;
3. **Audience to Visitors**
4. **Student Representative Report**
5. **Board of Education**
   a. Discussion of Attorney/Client Privileged Communication in Response to Alleged BOE Policy Violations (Executive Session Anticipated)
   b. President's Report
6. **Superintendent's Report**
   a. Presentation--School Performance Index (SPI)
   b. Presentation -- MAP (Measures of Academic Progress) Test
   c. WHS Program of Studies 2013-2014: Proposed Changes (1st Reading)
   d. Capital Improvement Plan (1st Reading)
7. **Committee Reports**
   a. Curriculum Committee
   b. Finance Committee
   c. Technology Committee
8. **Consent Agenda**
   a. Financial Report
   b. Budget Assumptions (2nd Reading)
   c. Amendment to the Town of Windsor Pension Plan
   d. Enrollment Report
   e. Food Services Report
   f. Human Resources Report
   g. Childrearing Leave Request
   h. Immigrant Youth Grant
9. **Approval of Minutes**
   a. October 9, 2012 BOE Curriculum Committee
   b. October 16, 2012 Regular BOE Meeting
   c. October 25, 2012 Special BOE Meeting
10. **Other Matters/Announcements/Regular BOE Meetings**
    a. BOE Technology Committee Meeting, Thursday, November 29, 2012 at 5:30 PM, LP Wilson Community Center, Room 17
    b. BOE Curriculum Committee Meeting, Tuesday, December 4, 2012 at 4:30 PM, LP Wilson Community Center, Room 17
    c. December Regular BOE Meeting, Tuesday, December 18, 2012 at 7:00 PM, Town Hall Council Chambers
    d. CABE Convention November 16-17, Mystic Marriott
11. **Audience to Visitors**
12. **Adjournment**

Connecticut's Accountability Plan

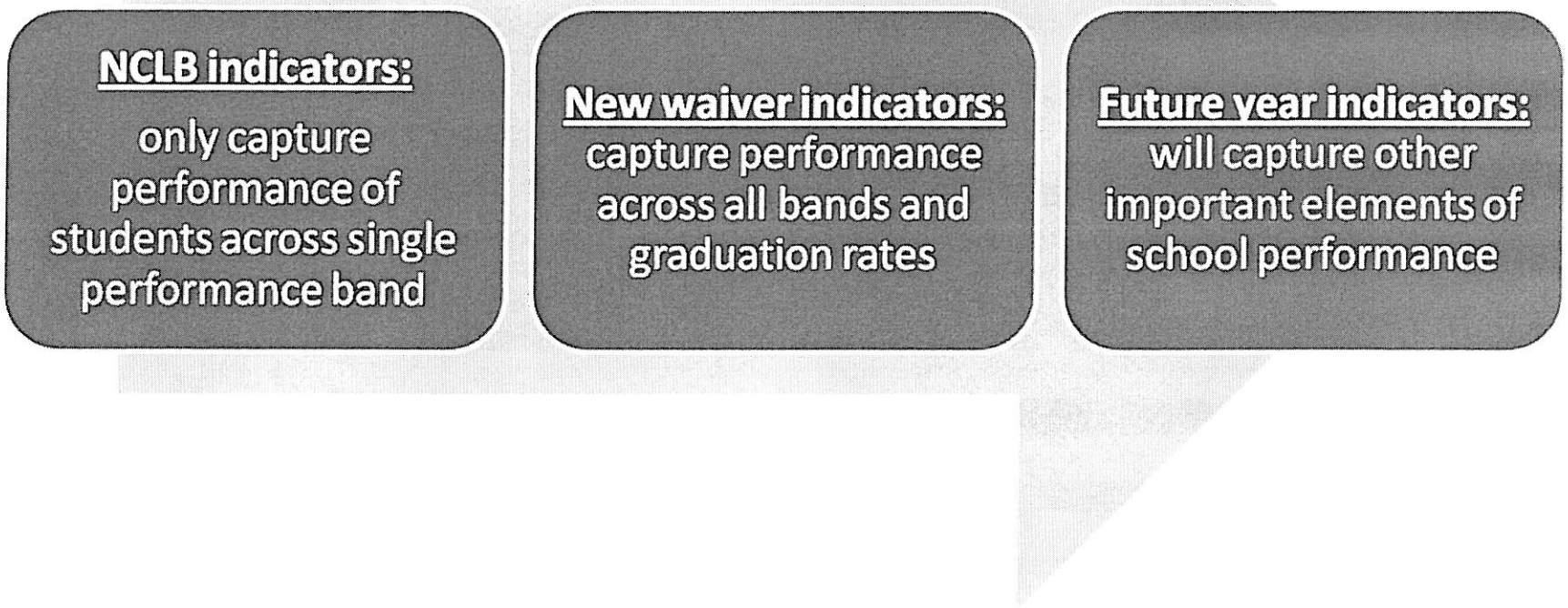
2012-2013

Why the Change and so What?

- NCLB and the AYP Waiver (approved, May 2012)
- Provides a realistic framework for growth for individual schools and districts
- Affords flexibility in Title 1 spending
- Moves away from sanctions

NCLB	CT's new indicators
Target is Proficient	**Target is – on average – at Goal**
Get to 100% by 2014	**Halfway to target by 2018**
Only math and reading count	**Math, reading, writing, and science count**
Only capture progress from Basic to Proficient	**Count progress between all levels**
School progress only measured by standardized test scores	**School progress also measured by high school graduation rates**
Accountable for subgroups of students, "n" size = 40	**Accountable for subgroups of students, "n" size = 20**

NCLB Waiver and School Accountability



Connecticut Performance Targets

- School, subject and subgroup performance indices= **88%**
- 4-year cohort graduation rate=**94%**
- Extended graduation rate=**96%**

Value Assigned to Performance Level

CMT/CAPT	Value assigned
Goal/Advanced	1.0
Proficient	0.67
Basic	0.33
Below Basic	0.0

MAS/Skills Checklist	Value assigned
Goal/Independent	1.0
Proficient	0.50
Basic	0.0

Individual Performance Index

IPI for each student is found by averaging the assigned performance values for each subtest the student takes divided by # subtests taken.

$$IPI = \frac{(\text{value test A} + \text{value test B} + \text{value test C})}{x^*}$$

x^* = number of subtests taken

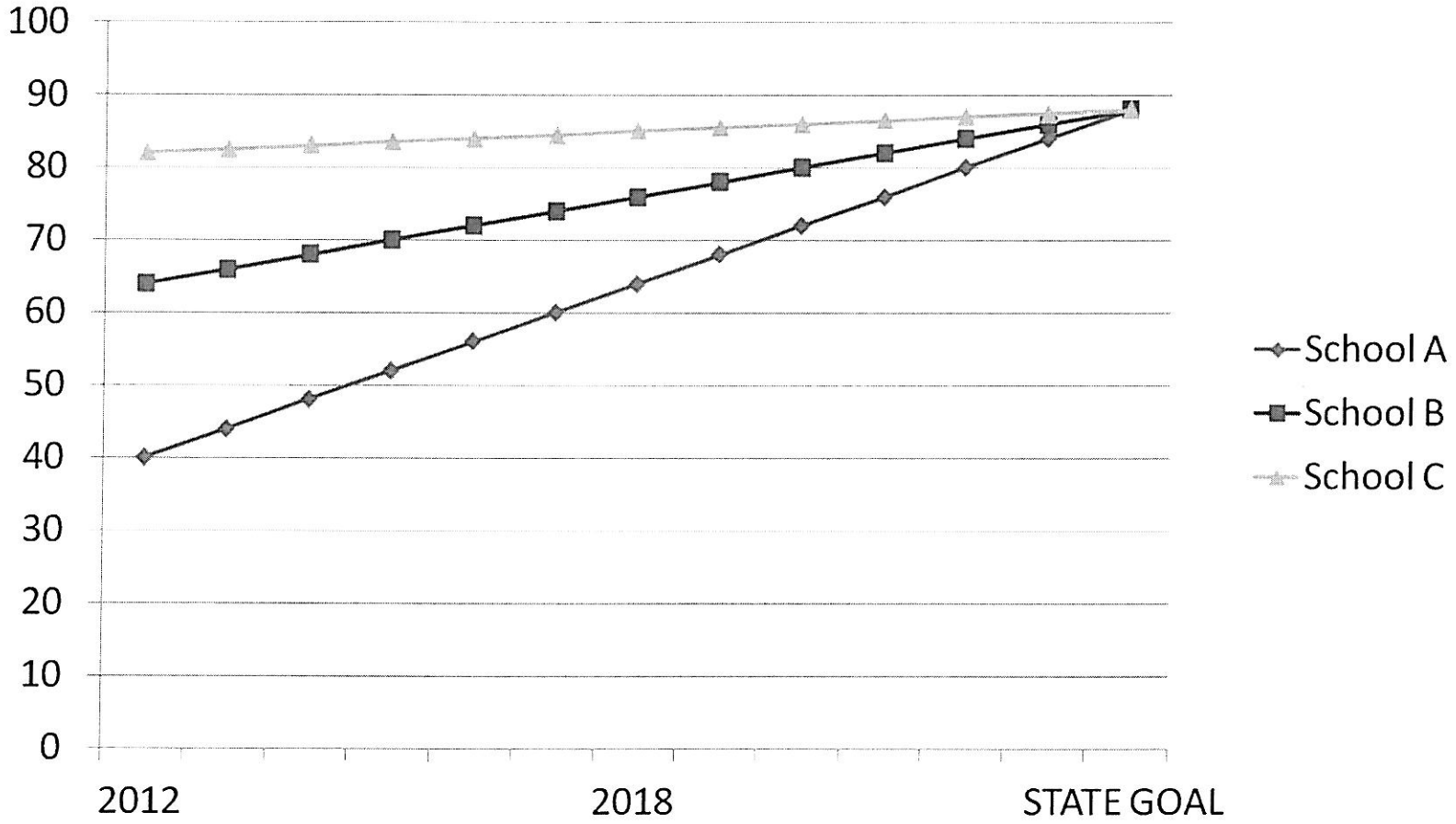
School Performance Index

- School Performance Index (SPI) is the average of all IPIs for students within the school
- Performance target for SPI=88

$$\frac{(IPI_1 + IPI_2 + IPI_3 \ldots\ldots IPI_n)}{n}$$

n= Number of students in the school taking at least 1 subtest

School Performance Targets



Subject Performance Index

Average the assigned performance values for each student who takes the subtest:

Performance target=88

$$\frac{\text{(value student 1 + value student 2 + value student n)}}{x^*}$$

x^* = number of students who take the subtest

Changes in Subgroup Status

- N= 20 students within a subgroup
- Subgroups
  - Students with disabilities
  - ELLs
  - Eligible for Free/Reduced Lunch
  - Black
  - Hispanic
  - Captured for two years after exiting the program ELLs/Sped

Subgroup Performance Index

IPI for each student in the subgroup by averaging the assigned performance values for each subtest the student takes

Performance target for a subgroup=88

$$IPI = \frac{(\text{value test A} + \text{value test B} + \text{value test C})}{x^*}$$

x^* = number of subtests taken

Subgroup Performance Index

The average of all IPIs for students in the subgroup

$$\frac{(IPI_1 + IPI_2 + IPI_3 \ldots\ldots IPI_n)}{n}$$

n= Number of students in the subgroup

Graduation Rates

Four year cohort-performance target=94%

$$\frac{\text{Students who graduated on time in 2011}}{\text{(\# of students entering Grade 9 in 2007-2008)- transfers out + transfers in}}$$

Extended Graduation Rate

Performance target=96%

100% -(% of students who dropped out)-(% students who transfer and did not re-enroll)

Subject Participation Rate

Subject area participation rate:

$$\frac{\text{\# students who take the subtest}}{\text{(students enrolled in tested grade)-(students enrolled < 10 mos.)-(exempt students)}}$$

School Participation Rate

$$\frac{\text{\# students who take at least one subtest}}{\text{(students enrolled in the tested grades)} - \text{(students enrolled} < 10 \text{ mos.)} - \text{(exempt students)}}$$

Subgroup Participation Rate

$$\frac{\text{\# students in subgroup who take at least one subtest}}{\text{(students in subgroup in tested area) - (subgroup students enrolled < 10 mos.)-(exempt subgroup students)}}$$

Baseline/Target Data

Academic baseline: average from academic years 2009- 2010, 2010-2011 and 2011-2012

Graduation/Extended baseline: average from academic years 2009-2010 and 2011-2012

Performance target formula:

$$\frac{\text{state target-baseline data}}{12} + \text{baseline value}$$

District, school, subject, subgroup annual performance targets

$$\frac{\text{CT target-Baseline value}}{12} + \text{Baseline value}$$

Annual performance targets are the increments necessary to be halfway toward state targets by 2018.

Implications of Reorganization

Baseline data established for:

- District
- Windsor High School
- Sage MS
- *Clover Street*
- *John F. Kennedy*
- *Poquonock*
- *Oliver Ellsworth*

Measures of Academic Progress

Windsor Public Schools

Fall 2012

What is MAP?

- Norm-referenced assessment
- Computer adaptive
- Administered 3 times a year: September, January and May
- Measures growth over time
- Reports at the district, school, grade, class and individual level

What are the Tested Areas?

- Mathematics in Grades K-8
- Reading in Grades K-8
- Language Usage in Grades 2-8



How are We Using It?

- Uncover instructional readiness of all students
- Group students in Tier I for appropriate instruction
- Measure student growth over time
- Assess the need for supplemental instruction in a particular area
- Some teachers may include MAP in their Student Learning Outcomes (SEED)

A Sampling of MAP Reports

Walkthrough:

- Class Report, Reading Survey with Goals-Grade 5
- Class Breakdown by Goal
- DesCartes Report-Literary Texts
- Student Progress Reports
  - Fall to spring
  - Fall to fall

District and School Profile Metrics – Explanatory Document

Each district will receive a **District Profile** and a **School Profile** for every school with 20 or more tested students during the 2011-12 school year. These profiles provide baseline data for Connecticut's new accountability system. The data should not be used to rank or classify schools; instead, the data are provided to districts and schools for planning and goal-setting purposes.

This document provides an abbreviated description of how each metric is calculated. A more complete description of the metrics and how they are calculated will be recorded in a computational manual, which will be posted on the CSDE website in the coming weeks.

Performance Indices

School Performance Index

- Captures student performance in all tested grade levels and in all tested content areas
- Calculated as follows:

Step 1: Assign each student one of the following values for each assessment the student takes:

CMT/CAPT

Performance Level	Value
Goal or Advanced	1.0
Proficient	0.67
Basic	0.33
Below Basic	0.0

MAS/Skills Checklist

Performance Level	Value
Goal or Independent	1.0
Proficient	0.50
Basic	0.0

Step 2: Calculate an Individual Performance Index (IPI) for each student by averaging the values:

$$IPI = \frac{(\text{Value for content area 1} + \text{Value for content area 2....} + \text{Value for content area x})}{x^*}$$

*where x = the number of state assessments the student takes

Step 3: Calculate the School Performance Index (SPI) by averaging the IPIs for all students in the school:

$$\frac{(IPI_1 + IPI_2 + ...IPI_n)}{n}$$

where n = number of students in the school who take at least one assessment

Subject Performance Index

- Calculated for all subjects tested in the school: Reading, Math, Writing, and Science
- Captures the performance of students in a particular content area in all tested grades in the school

<table>
<tr><td>Step 1:</td><td>Assign one of the following values for student who takes an assessment in the content area:

CMT/CAPT
<table><tr><td>Performance Level</td><td>Value</td></tr><tr><td>Goal or Advanced</td><td>1.0</td></tr><tr><td>Proficient</td><td>0.67</td></tr><tr><td>Basic</td><td>0.33</td></tr><tr><td>Below Basic</td><td>0.0</td></tr></table>
MAS/Skills Checklist
<table><tr><td>Performance Level</td><td>Value</td></tr><tr><td>Goal or Independent</td><td>1.0</td></tr><tr><td>Proficient</td><td>0.50</td></tr><tr><td>Basic</td><td>0.0</td></tr></table></td></tr>
<tr><td>Step 2:</td><td>Calculate the Subject Performance Index by averaging the values of all the students who take an assessment in the content area

$\frac{\text{(Value for student 1 + Value for student 2.... + Value for student n)}}{n}$
*where n = the number of students who take an assessment in the content area</td></tr>
</table>

Subgroup Performance Index

- Calculated for the following historically underperforming subgroups: students with disabilities, English language learners, students eligible for free or reduced price lunch (F/R lunch), Black students, and Hispanic students.
- If a subgroup includes fewer than 20 tested students, then the cell is left blank.
- Students who "exit" the students with disabilities subgroup or the English language learners subgroup are included in the calculations for those subgroups for two years after they exit. Their scores are included in the subgroup SPIs even though they are no longer identified. In doing so, the continued progress of these students counts toward the progress of the entire subgroups.
- Calculated in the same manner as the SPI, but only students who are members of the subgroup are included.
- The Subgroup Performance Index is calculated as follows:

<table>
<tr><td>Step 1:</td><td>For each student in the subgroup, assign one of the following values for each assessment the student takes:

CMT/CAPT
<table><tr><td>Performance Level</td><td>Value</td></tr><tr><td>Goal or Advanced</td><td>1.0</td></tr><tr><td>Proficient</td><td>0.67</td></tr><tr><td>Basic</td><td>0.33</td></tr><tr><td>Below Basic</td><td>0.0</td></tr></table>
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<tr><td>Step 2:</td><td>Calculate the Individual Performance Index (IPI) by averaging the values:

$IPI = \frac{(\text{Value for content area 1} + \text{Value for content area 2....} + \text{Value for content area x})}{x^*}$

*where x = the number of content area assessments the student takes</td></tr>
<tr><td>Step 3:</td><td>Calculate the Subgroup Performance Index by averaging the IPIs for all students in the subgroup:

$\frac{(IPI_1 + IPI_2 + \ldots\ldots IPI_n)}{n}$ where n = number of students in the subgroup</td></tr>
</table>

District and School Profile Metrics – Explanatory Document

Graduation Rates

Four-year Cohort Graduation Rate

- Provides the percentage of the cohort that graduates in 4 years or fewer.
- Calculated by tracking a cohort of students from 9th through 12th grade and then dividing the number of students who graduate within four years by the total number in the cohort.

4-year Cohort Graduation Rate	Example for 2011 cohort: students who graduated on time in 2011 [# of 1st time entering 9th graders in 2007–08] – transfers out + transfers in

Extended Graduation Rate

- Includes all students who stay enrolled in the school or district, regardless of whether they graduate within four years.

Extended Graduation Rate	100% – [% students who drop out] – [% students who transfer but do not re-enroll]

Participation Rates

Subject Participation Rate:

Subject Participation Rate	# of students who take the content area assessment [stud. enrolled in tested grade] – [stud. enrolled < 10 months] – [exempt students]

School Participation Rate:

School Participation Rate	# of students who take at least one content area assessment [stud. enrolled in tested grades] – [stud. enrolled < 10 months] – [exempt students]

Subgroup Participation Rate:

Subgroup Participation Rate	# of students in subgroup who take at least one content area assessment [stud. in subgrp. in tested grade] – [subgrp. stud. enrolled < 10 mo.] – [exempt stud.]

Performance Targets

Baseline Data:

- A 3-year average (2009-10, 2010-11, and 2011-12) is calculated to create the baseline value, which is used to set performance targets for all performance indices.
- A 2-year average (2009-10, 2011-12) is used to create the baseline value, which is used to set performance targets for graduation rates (both 4-year cohort and Extended)

Performance Targets:

Connecticut's state targets are as follows:

- School, subject, and subgroup performance Indices = 88
- 4-year cohort graduation rate = 94%
- Extended graduation rate = 96%

Annual performance targets are set in the following manner:

- Beginning with the baseline value, calculate the increment of progress necessary to ensure that the school will reach the halfway point between the baseline value and the state target within six years (by 2018).

Performance Target	$\frac{\text{State target} - \text{Baseline value}}{12} + \text{Baseline value}$

Note: District metrics use formulas similar to the school metrics described above.

Connecticut State Department of Education
CMT District Performance Targets for the 2012-2013 School Year

WINDSOR

Indicator	Participation Rate (2011-12)	DPI (2011-12)	Baseline DPI (3-year Avg.)	DPI Performance Target (2012-13)
District Performance Index (DPI)	100.0%	78.8	76.2	**77.2**
DPI: Students with Disabilities	100.0%	44.3	44.9	**47.9**
DPI: Eligible for Free or Reduced Price Lunch	100.0%	67.1	64.4	**66.3**
DPI: Black	100.0%	72.4	69.2	**70.7**
DPI: Hispanic	100.0%	76.2	72.8	**74.0**
DPI: English Language Learners	100.0%	69.0	60.0	**62.3**
DPI Subject: Reading	99.9%	76.6	73.8	**75.0**
DPI Subject: Mathematics	100.0%	81.8	80.0	**80.7**
DPI Subject: Writing	99.9%	80.4	76.8	**77.8**
DPI Subject: Science	99.8%	74.8	73.6	**74.8**

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011, and 2012 data (i.e. n<20), the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

At the time of this printing, the procedure to implement the caps on achievement at the Goal level on the Skills Checklist and the MAS (1% on Skills Checklist, 2% on MAS, or 3% combined between both tests) were being finalized. Implementing this procedure is unlikely to alter a baseline figure. Nevertheless, new district reports will be issued when the procedure for implementing it as part of this accountability system has been approved.

Connecticut State Department of Education
CMT School Performance Targets for the 2012-2013 School Year

11164

WINDSOR

CLOVER STREET SCH

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	73.9	69.3	70.9
SPI: Students with Disabilities	100.0%	36.8	35.6	38.6
SPI: Eligible for Free or Reduced Price Lunch	100.0%	59.0	54.9	57.6
SPI: Black	100.0%	70.3	64.6	66.5
SPI: Hispanic	100.0%	61.6	61.6	63.8
SPI: English Language Learners				
SPI Subject: Reading	100.0%	66.2	61.6	63.8
SPI Subject: Mathematics	100.0%	79.2	74.7	75.8
SPI Subject: Writing	100.0%	75.6	72.0	73.3
SPI Subject: Science	100.0%	72.0	64.9	66.9

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Connecticut State Department of Education
CMT School Performance Targets for the 2012-2013 School Year

11164

WINDSOR

POQUONOCK ELEM

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	81.5	78.5	79.3
SPI: Students with Disabilities	100.0%	44.4	47.5	50.5
SPI: Eligible for Free or Reduced Price Lunch	100.0%	63.4	60.6	62.9
SPI: Black	100.0%	70.6	66.2	68.0
SPI: Hispanic				
SPI: English Language Learners				
SPI Subject: Reading	100.0%	76.8	73.9	75.1
SPI Subject: Mathematics	100.0%	86.6	83.1	83.5
SPI Subject: Writing	100.0%	81.8	79.7	80.4
SPI Subject: Science	100.0%	79.3	77.6	78.5

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20), the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

Connecticut State Department of Education
CMT School Performance Targets for the 2012-2013 School Year

WINDSOR — JOHN F KENNEDY SCH

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	73.2	68.9	70.5
SPI: Students with Disabilities	100.0%	33.4	32.9	35.9
SPI: Eligible for Free or Reduced Price Lunch	100.0%	64.9	57.7	60.3
SPI: Black	100.0%	69.1	63.8	65.8
SPI: Hispanic	100.0%	71.8	70.1	71.6
SPI: English Language Learners				
SPI Subject: Reading	100.0%	66.9	62.6	64.7
SPI Subject: Mathematics	100.0%	78.5	74.1	75.3
SPI Subject: Writing	100.0%	74.5	70.4	71.8
SPI Subject: Science	100.0%	72.3	70.3	71.8

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20), the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

Connecticut State Department of Education

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CMT School Performance Targets for the 2012-2013 School Year

WINDSOR

OLIVER ELLSWORTH

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	77.0	79.5	80.2
SPI: Students with Disabilities	100.0%	47.7	58.2	60.7
SPI: Eligible for Free or Reduced Price Lunch	100.0%	61.5	67.1	68.9
SPI: Black	100.0%	65.9	70.4	71.8
SPI: Hispanic	100.0%	73.9	76.6	77.5
SPI: English Language Learners				
SPI Subject: Reading	100.0%	73.3	77.0	77.9
SPI Subject: Mathematics	100.0%	79.1	81.8	82.4
SPI Subject: Writing	100.0%	78.8	80.1	80.8
SPI Subject: Science	98.4%	81.2	82.6	83.0

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20), the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

Connecticut State Department of Education
CMT School Performance Targets for the 2012-2013 School Year

WINDSOR

SAGE PARK MS

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	82.8	79.1	**79.9**
SPI: Students with Disabilities	100.0%	52.2	48.9	**51.9**
SPI: Eligible for Free or Reduced Price Lunch	100.0%	73.2	68.8	**70.4**
SPI: Black	100.0%	76.8	72.7	**74.0**
SPI: Hispanic	100.0%	83.0	76.7	**77.6**
SPI: English Language Learners	100.0%	70.3	54.5	**57.3**
SPI Subject: Reading	99.9%	83.9	79.4	**80.1**
SPI Subject: Mathematics	100.0%	84.4	82.5	**83.0**
SPI Subject: Writing	99.9%	84.3	78.8	**79.6**
SPI Subject: Science	100.0%	75.1	73.5	**74.7**

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20), the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

Connecticut State Department of Education

11164

CAPT District Performance Targets for the 2012-2013 School Year

WINDSOR

Indicator	Participation Rate (2011-12)	DPI (2011-12)	Baseline DPI (3-year Avg.)	DPI Performance Target (2012-13)
District Performance Index (DPI)	100.0%	64.5	64.1	66.1
DPI: Students with Disabilities	100.0%	39.1	34.4	37.4
DPI: Eligible for Free or Reduced Price Lunch	100.0%	51.3	50.5	53.5
DPI: Black	100.0%	57.3	55.5	58.2
DPI: Hispanic	100.0%	57.4	57.8	60.3
DPI: English Language Learners				
DPI Subject: Reading	99.7%	59.4	61.6	63.8
DPI Subject: Mathematics	100.0%	64.1	66.0	67.8
DPI Subject: Writing	99.7%	74.4	72.6	73.9
DPI Subject: Science	99.7%	62.4	63.4	65.4

The Four-Year Graduation Rate is the percentage of students who received a standard diploma within four years. The "extended graduation rate" refers to any student not reported in the "other" category.	Graduation Rate (2010-11)	Baseline Graduation Rate (2-year Avg.)	Grad. Rate Performance Target (2012-13)
District 4-year Cohort Graduation Rate	83.0	80.9	81.9
District 4-year Cohort Graduation Rate: Students with Disab.	64.4	58.8	61.7
District 4-year Cohort Graduation Rate: Eligible for F/R Lunch	75.3	71.5	73.3
District 4-year Cohort Graduation Rate: Black	79.8	78.5	79.8
District 4-year Cohort Graduation Rate: Hispanic	75.0	72.0	73.8
District 4-year Cohort Graduation Rate: ELL			
District Extended Graduation Rate	90.9	89.7	90.2
District Extended Graduation Rate: Students with Disabilities	91.1	90.4	90.9
District Extended Graduation Rate: Eligible for F/R Lunch	86.6	84.1	85.0
District Extended Graduation Rate: Black	90.4	89.2	89.7
District Extended Graduation Rate: Hispanic	82.5	80.9	82.2
District Extended Graduation Rate: English Language Learners			

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20) or a two-year graduation rate using 2010 and 2011 data, the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

At the time of this printing, the procedure to implement the caps on achievement at the Goal level on the Skills Checklist and the MAS (1% on Skills Checklist, 2% on MAS, or 3% combined between both tests) were being finalized. Implementing this procedure is unlikely to alter a baseline figure. Nevertheless, new district reports will be issued when the procedure for implementing it as part of this accountability system has been approved.

Connecticut State Department of Education

11164

CAPT School Performance Targets for the 2012-2013 School Year

WINDSOR

WINDSOR HIGH SCHOOL

Indicator	Participation Rate (2011-12)	SPI (2011-12)	Baseline SPI (3-year Avg.)	SPI Performance Target (2012-13)
School Performance Index (SPI)	100.0%	65.3	65.2	67.1
SPI: Students with Disabilities	100.0%	41.8	37.2	40.2
SPI: Eligible for Free or Reduced Price Lunch	100.0%	51.3	50.9	53.9
SPI: Black	100.0%	57.9	56.4	59.1
SPI: Hispanic	100.0%	58.8	59.0	61.4
SPI: English Language Learners				
SPI Subject: Reading	99.7%	59.9	62.6	64.7
SPI Subject: Mathematics	100.0%	64.9	67.0	68.7
SPI Subject: Writing	99.7%	74.9	73.6	74.8
SPI Subject: Science	99.7%	63.3	64.5	66.5

The Four-Year Graduation Rate is the percentage of students who received a standard diploma within four years. The "extended graduation rate" refers to any student not reported in the "other" category.	Graduation Rate (2010-11)	Baseline Graduation Rate (2-year Avg.)	Grad. Rate Performance Target (2012-13)
District 4-year Cohort Graduation Rate	84.2	82.2	83.1
District 4-year Cohort Graduation Rate: Students with Disab.	72.5	65.8	68.2
District 4-year Cohort Graduation Rate: Eligible for F/R Lunch	76.8	72.2	74.0
District 4-year Cohort Graduation Rate: Black	81.1	79.5	80.7
District 4-year Cohort Graduation Rate: Hispanic	75.0	72.0	73.8
District 4-year Cohort Graduation Rate: ELL			
District Extended Graduation Rate	90.8	89.8	90.3
District Extended Graduation Rate: Students with Disabilities	90.0	89.3	89.9
District Extended Graduation Rate: Eligible for F/R Lunch	86.3	83.9	84.9
District Extended Graduation Rate: Black	90.3	89.0	89.6
District Extended Graduation Rate: Hispanic	82.5	80.9	82.2
District Extended Graduation Rate: English Language Learners			

Please note that these are the baseline data for Connecticut's new accountability system. Where sufficient data were unavailable to calculate a three-year achievement average using 2010, 2011 and 2012 data (i.e. n<20) or a two-year graduation rate using 2010 and 2011 data, the most recent data were used as the baseline value. These data should not be used to rank or classify schools. They are provided for use by districts and schools to support planning and goal-setting. More information about these indicators is available in the explanatory documents.

Class Report (by RIT Ranges)

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Class Report (by RIT Ranges)

Kotifani, Jenisha
5th Grade Homeroom

Term: Fall 2010
District: NWEA District 2
School: Three Sisters Elementary School
Small Group Display: No

Reading

Reading Survey w/ Goals 2-5 CO V3

1 Goal Performance
A. Literary Texts
B. Informative Texts
C. Word Meaning

ID	Name	Gr	2 Test Type	Test Date	Term	3 RIT	4 Std Err	5 RIT Range	6 %ile	%ile Range	7 Lexile® Range	A	B	C
SW07001428	Dugaw, Daytan N.	5	S/G	Aug 31	FA10	181	3.4	178-184	4	3-6	158-308	163-177	175-187	184-197
F09000030	Devany, Noni I.	5	S/G	Aug 31	FA10	188	3.3	185-191	10	7-13	288-438	185-196	185-196	177-189
F10000851	Scruggs, Ambrose E.	5	S/G	Aug 31	FA10	197	3.4	194-200	22	17-31	452-602	191-202	191-203	192-204
F10000849	Shalifoe, Dyanne E.	5	S/G	Aug 31	FA10	198	3.3	195-201	24	18-31	464-614	201-213	189-201	185-198
SF06000226	Haukebo-Bol, Zaiden N.	5	S/G	Aug 31	FA10	198	3.2	195-201	24	17-31	457-607	187-199	196-207	192-204
F08000104	Wolf, Tiphannie E.	5	S/G	Aug 31	FA10	201	3.4	198-204	31	22-39	513-663	189-201	194-206	201-214
F09000045	Vosburg, Mary M.	5	S/G	Aug 31	FA10	205	3.2	202-208	42	34-51	587-737	198-210	211-224	187-200
F09000167	Kucia, Javis S.	5	S/G	Aug 31	FA10	207	3.3	204-210	48	39-61	634-784	198-210	199-211	208-219
F09000031	Valkier, Romeo Moises S.	5	S/G	Aug 31	FA10	211	3.2	208-214	61	51-70	697-847	210-221	205-216	200-212
SF06000225	Alhamzawi, Drew W.	5	S/G	Aug 31	FA10	213	3.5	210-217	67	58-78	737-887	206-218	216-229	198-211
SF06000178	Dimalanta, Kaleigha S.	5	S/G	Aug 31	FA10	220	3.3	217-223	85	78-91	858-1008	217-228	210-222	215-226
Summary for: Reading Survey w/ Goals 2-5 CO V3					8 Mean RIT:	201.7								
					Median RIT:	201 9					Mean:	201.0	204.9	198.2
					10 Std Dev:	11.2					Median:	204	202	198
					Total students with valid growth test score:	11					Std Dev:	18.1	12.5	10.0

Class Breakdown by Goal Report

Class Breakdown By Goal Report

District: NWEA Sample District 2
Term: Fall 2010
School: Three Sisters Elementary School
Instructor: Kotifani, Jenisha
Class: 5th Grade Homeroom
Subject: Reading

Modify Options

< Back to Class Breakdown by RIT

You may select the student's name, <all students in the cell>, or the goal name to retrieve a list of DesCartes: A Continuum of Learning® statements or the Primary Grades Instructional Data statements that correspond to the students' goal RIT ranges or all RIT ranges for the goal.

Create a PDF version of this report | Legal 8½ x 14" | Create PDF

Reading Survey w/ Goals 2-5 CO V2.1

Goal	Goal Score (12)						
	<171	171-180	181-190	191-200	201-210	211-220	221 +
Informative Texts (13)			<all students in the cell> D. N. Dugaw (181) N. I. Devany (188)	<all students in the cell> A. E. Scruggs (197) D. E. Shalifoe (198) T. E. Wolf (201)	<all students in the cell> Z. N. Haukebo-Bol (198) J. S. Kucia (207)	<all students in the cell> M. M. Vosburg (205) R. Valkier (211) K. S. Dimalanta (220)	<all students in the cell> D. W. Alhamzawi (213)
Literary Texts	<all students in the cell> D. N. Dugaw (181)			<all students in the cell> N. I. Devany (188) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) T. E. Wolf (201)	<all students in the cell> D. E. Shalifoe (198) M. M. Vosburg (205) J. S. Kucia (207)	<all students in the cell> R. Valkier (211) D. W. Alhamzawi (213)	<all students in the cell> K. S. Dimalanta (220)
Word Meaning			<all students in the cell> N. I. Devany (188)	<all students in the cell> D. N. Dugaw (181) A. E. Scruggs (197) Z. N. Haukebo-Bol (198) D. E. Shalifoe (198) M. M. Vosburg (205)	<all students in the cell> T. E. Wolf (201) R. Valkier (211) D. W. Alhamzawi (213)	<all students in the cell> J. S. Kucia (207)	<all students in the cell> K. S. Dimalanta (220)

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DesCartes: A Continuum of Learning®

Reading

Goal: Reading Strategies, Comprehending Literary Texts

RIT Score Range: 201 – 210

Statements Last Updated: Aug 26, 2011

14

Skills and Concepts to Enhance 191 - 200	Skills and Concepts to Develop 201 - 210	Skills and Concepts to Introduce 211 - 220
Main Ideas, Central Themes, Important Details	**Main Ideas, Central Themes, Important Details**	**Main Ideas, Central Themes, Important Details**
• Locates information in literary passages containing long, complex, or incomplete sentences • Locates information in short literary passages (1 to 3 paragraphs, complex sentences) • Summarizes information using supporting details in literary text • Restates supporting details in literary text (1 to 3 paragraphs) • Analyzes literary text to identify a title representing the main idea of literary text • Analyzes short literary passages (1-5 sentences) containing complex sentences to determine the main idea (term not used, expressed as a short phrase) in literary text • Analyzes short literary passages (1-5 sentences) describing events and expresses the main idea in the form of a phrase* • Recognizes details that support the main idea in literary text* • Identifies which supporting detail does not belong in a literary paragraph* • Makes inferences based upon supporting details in literary text • Draws conclusions based on supporting details in literary text • Evaluates conclusions drawn from supporting details in literary text* • Analyzes literary passages (1-4 paragraphs) to determine the theme (term not used)* • Analyzes poems to identify the theme*	• Locates information in literary passages containing long, complex, or incomplete sentences • Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary • Restates supporting details in literary text (1 to 3 paragraphs) • Evaluates literary passages to select the best summary • Recognizes details that support the main idea in literary text* • Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences • Analyzes literary passages (1-4 paragraphs) to determine the theme (term not used)* • Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)* • Analyzes literary passages (5-15 paragraphs) to determine the theme	• Locates information in literary passages containing long, complex, or incomplete sentences with high level vocabulary • Summarizes information in literary text based on supporting details* • Recognizes details that support the main idea in passages containing long, complex, or incomplete literary sentences • Analyzes how detail is used in a literary text to set the scene* • Analyzes literary passages (5-15 paragraphs) to determine its theme (term not used)*

Explanatory Notes

* At the range mid-point, this is the probability students would correctly answer items measuring these concepts and skills. Both data from test items and review by NWEA curriculum specialists are used to place Learning Continuum statements into appropriate RIT ranges. Blank cells indicate data are limited or unavailable for this range or document version.

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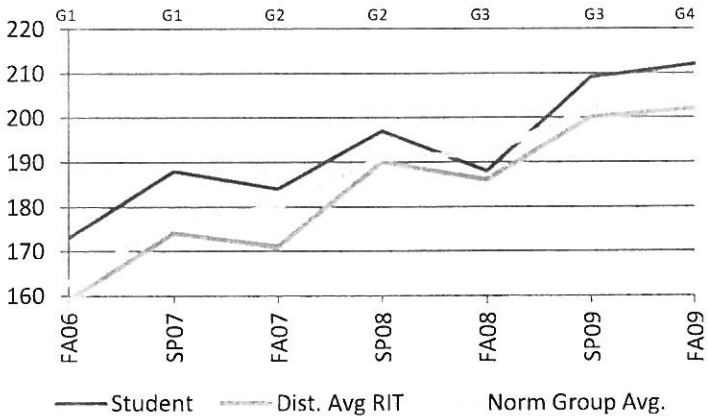
Student Progress Report

Aunspaugh, Darwin N.
Student ID: SF06000494

Term:	Fall 2009-2010
District:	NWEA Sample District 2
School:	St. Helens Elementary School
Growth Measured from:	Fall to Spring

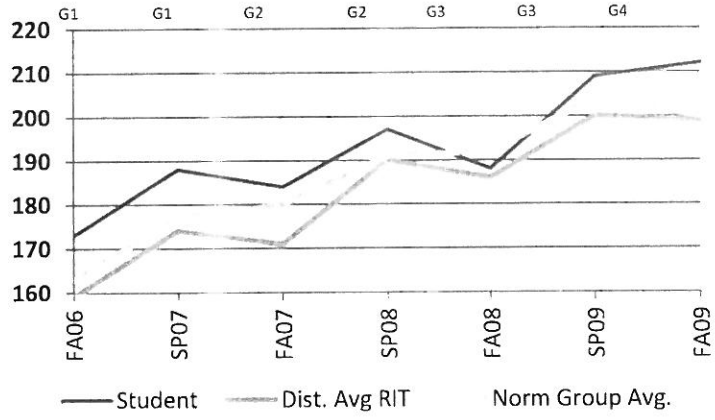
Mathematics



Mathematics Goals Performance – Fall 2009-2010

Number Sense	High
Algebraic Methods, Patterns, and Functions	High
Data analysis and Probability	High
Geometric Concepts, Properties, and Relationships	High
Measurement	High
Computation Concepts and Procedures	HiAvg

Reading



Reading Goals Performance – Fall 2009-2010

Students Read and Understand Variety of Material	High
Students Apply Thinking Skills to Their Reading	High
Students Locate, Select, and Use Information	High
Students Read and Recognize Literature	High

Lexile® Range: 699-849

Reports Annotation Key

1. **Goal Performance**: These columns summarize the students' performance in the goal strands tested in this subject. Data will display in these columns either by Goal Strand RIT Ranges or descriptors only if a student took a Survey with Goals test.
2. **Test Type**: S/G: Survey with Goals: SUR: Survey
3. **RIT Score**: The student's overall scale score on the test.
4. **Standard Error of Measurement**: An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate.
5. **RIT Range**: If a student took the test again relatively soon, the score would fall within this range about 68% of the time.
6. **Percentile**: The percentage of students in the national norms group for this grade that this student's score equaled or exceeded.
7. **Lexile® Range**: A score (displayed as a 150-point range) resulting from a correlation between the NWEA RIT score and the MetaMetrics® Lexile® scale that helps identify level-appropriate reading material for an individual student.
8. **Mean RIT**: Average score of students in this class for this content area.
9. **Median RIT**: Middle score of this class for this content area
10. **Standard Deviation**: Indicates the variability of scores within this group. A larger standard deviation generally reflects a wider range of scores.
11. **Subject**: Subject area of test taken. Click a subject to generate the *Class Breakdown by Goal Report.*
12. **Overall Score**: Columns are divided by ten-point RIT bands. Students' overall RIT scores for the test in that subject appear in parentheses.
13. **Goal Strands Tested**: Click a goal, student name, or <all students in cell> to view the DesCartes or Primary Grades Instructional Data (PGID) with cover sheet for a selected subject, goal area, and RIT range.
14. **DesCartes or Primary Grades Instructional Data Skills and Concepts**: **Enhance:** Student has a 73% probability of correctly answering questions that measure these concepts and skills. **Develop**: 50% probability. **Introduce**: 27% probability.
15. **Projected Proficiency Category**: Students are grouped in assessment proficiency categories based on the NWEA Alignment/Linking study and your state assessment.
16. **Columns and summary statistics** shown in gray are applicable only in *Achievement Status and Growth Summary Reports.*
17. **Growth Projection**: Mean growth that was observed in the latest NWEA norming study for students who had the same starting RIT score.
18. **Projected RIT**: The minimum RIT score the student would attain if their growth projection was met (starting RIT plus growth projection).
19. **Growth Standard Error**: Amount of measurement error associated with the term-to-term growth. If the student could be tested again over the same period with comparable tests, there would be about a 68% chance that term-to-term growth would fall within a range defined by the term-to-term growth, plus or minus the growth standard error.
20. **Growth Projection Met**: Indicates YES if the student's term-to-term growth was equal to or exceeded the growth projection. NO if the growth was less than the growth projection.
21. **Growth Index**: The RITs by which the student exceeded the projected RIT (plus values), fell short of the projected RIT (minus values), or exactly met the projected RIT (0).
22. **Count of Students Who Met or Exceeded Their Projected RIT**: The number of students with a growth index value greater than or equal to zero.
23. **Percentage of Students who Met or Exceeded Their Projected RIT**: The percentage of students with a growth index value greater than or equal to zero.
24. **Overall Percentage of Projected RIT Met or Exceeded**: The total student growth divided by the total projected RIT s expressed as a percentage. Shows the proportion of the overall RIT growth projections achieved by the students. Performance of 100% is considered average, meaning the student growth equaled the projections. Use in conjunction with the percentage of students who met or exceeded their projected RIT.
25. **RIT Growth**: The student's RIT point growth from the initial term to the final term. Student must have completed testing in the final term.
26. **Student Score Range**: The middle number is the student's RIT score. The numbers on either side define the RIT range (see #5).
27. **Goal Areas**: These columns show the students' average performance and standard deviation in the goal strands in each subject.
28. **Area of Relative Strength in Performance**: If a score is in **bold-underlined**, the score is three or more RIT points above a district's overall mean.
29. **Area of Relative Concern**: If a score is ***bold-italic***, it represents a score that is three or more RIT points below your district's overall mean.
30. **Optional Group**: Summary results may be disaggregated by gender, ethnicity, or special program.
31. **Growth Mean**: The average change in RIT scores from starting term to ending term
32. **Sampling Error**: Amount of measurement error associated with the term-to-term growth.
33. **Segmented Bar Graph**: The numbers represent the number of students who fell within each percentage range—low, middle, high.

GRADUATION REQUIREMENTS for Class of 2017

Requirement 1 - Course Credits:

Beginning in grade 9, a student must earn a minimum of twenty-five (25) credits to graduate from Windsor High School. The following core courses/credits must be included in these minimum requirement amounts:

Department	Required Courses	Total Credits
English	English 9, 10, 11, 12	4
Mathematics	Mathematics is required in grades 9, 10, 11, 12	4[1]
Social Studies	Grades 9, 10, 11, 12 Early Global Studies 1 Modern Global Studies 1 U. S. History 1 Civics .50	3.5
Science	Grades 9, 10, 11, 12 Integrated Science 1 1 Biology 1 Any combination of science courses or electives 1	3
World Languages	Two credits in any world language	2[2]
Physical Ed/Personal Dev.	PE/PD 9, 10 and one elective	1.50
Fine Arts	Any music or art course	.50
Technology Education	Any applied arts course	.50
Any	Electives	6
	Minimum for graduation	25[3]

Beginning with the Class of 2017 students must have 20 hours of verified community service. This community service will be monitored through our advisory program.[4]

Rationale for Changes

Connecticut's Plan for Secondary School Reform calls for a variety of changes in high school programs prior to the 2019 school year. We are phasing in implementation of four of those requirements for next year's Freshman (Class of 2017).

[1] Increase the number of math requirements from 3.0 to 4.0 credits
[2] Add the requirement that each student have 2.0 credits in any world language
[3] Increase the number of credits required for graduation from 23 to 25 units
[4] Add required community service to our graduation requirements (20 hours)

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 14, 2012

Prepared By: Lori Foote-Mitchell **Presented By:** Russell Sills/Lori Foote-Mitchell

Attachments: Draft Program of Studies 2013-2014

Subject: Program of Studies 2013-2014

Background:

The Windsor High School Program of Studies for 2013-2014 is presented for approval.

The draft Program of Studies includes the new/revised course(s) presented this evening to the Board of Education. If the course(s) has/have not been approved, it/they will be eliminated from the Program of Studies, including:

- Sculpture
- Advanced Jewelry Design
- Removal of Commercial Art and Printmaking
- Removal of Humanities: Literature and the Arts
- Yearbook
- African American Literature
- Science Fiction/Fantasy
- Young Adult Literature
- Change English 9 to 2 credits
- Removal of SAT Prep
- Removal of Communications
- Change Algebra I to 2 credits
- Linear Algebra
- Removal of Applied 1, Applied 2, General Algebra, Algebra 1 Part 1
- Removal of Algebra 1 Part 2 for 2014-2015
- Forensics
- Change Human Anatomy and Physiology to 1 credit
- Removal of Chemistry Seminar
- Military History: The American Military Experience Since 1890
- Change Economics to .5 credit
- Course description change for Human Rights
- Fashion Merchandising
- Computer Assisted Drawing/Computer Assisted Machining (CAD/CAM)
- Removal of Electronics/Computer Servicing
- Spanish Conversation and Culture
- French 4
- Virtual High School
- Change Resource Study to credit bearing
- Course description change to Applied Graphics

Status:

Recommendation:

That the Board of Education approve for a 1st Reading, the proposed changed to the WHS Program of Studies.

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

Agenda Item # 6c.

Requested Changes in Program of Study

Department: Art

Add Sculpture **Honors**

.5 credit Prerequisite: 3D Foundations

Ready to get your hands dirty? This advanced course picks up where 3D foundations leaves off. Using the concepts you learned to manipulate forms in space, you will now explore more advanced materials such as wire, plaster, foam, wood and metal. You will learn what inspires current artists as you develop technical skills in contemporary materials. This class is highly recommended for students who hope to develop a sculpture portfolio or pursue careers in Fine Arts, Engineering, Design or Architecture.

Add Advanced Jewelry Design **Honors**

.5 credit Prerequisite: Jewelry Design

Bling-Bling! This advanced course picks up where Intro to Jewelry Design leaves off. Students will learn more advanced techniques including, gem/stone setting, enameling and kiln-firing jewelry. Students will have the chance to work with precious metals as they bring their own jewelry forms to life. This course will focus on advancing technical skill and developing the individual student's artistic voice as they create a professional collection of their own jewelry pieces. This course is highly recommended for students interested in developing a jewelry portfolio or pursuing a career in Metals, Design, Fashion or Marketing.

Remove Commercial Art and Remove Printmaking (More contemporary versions of Printmaking and Commercial Art are taught in the Tech Ed Dept under Intro to Graphics and Applied Graphics)

Remove Humanities: Literature and the Arts (no interest, has not run since 2008**)**

Department: Elective

Add Yearbook **College**

1.0 credit Prerequisite: None

This course will provide students with experience publishing an authentic school publication. Students develop the book's organization, layout, and content using web based professional graphic design software. Units of study would include teamwork, responsibility, brainstorming, content, coverage, concept, reporting, writing, headlines, captions, editing, photography, typography, design, finances, yearbook campaigns, advertising, and distribution.

Department: English

Add African American Literature **College**

.5 credit Prerequisite: None

This course incorporates writers from the 18th century through the Harlem Renaissance and beyond, each of whom contributed greatly to the diverse body of American literature. Students will analyze major concepts within the literature that are associated with brotherhood, bias, identity, community, rebellion, and spiritual resistance. The course will emphasize how experiences with these issues impact all people. The students will evaluate the authors' works for their literary merit and will connect the literature with American history, society, and culture. Students will be encouraged to share personal perspectives, as related to the literature. This course is best suited for juniors, but is open to all students. It is a companion to English 11 and AP Language and Composition, both of which require critical reading of American literature. It also serves as a literary backing for the African American history course offered by the social studies department.

Add Science Fiction/ Fantasy **College**

.5 credit Prerequisite: None

Students will read various pieces of literature that explore the realm of science fiction and fantasy; these will include "classics" and modern works. Students will consider how these texts help define human experience and human potential. Students will question the characteristics of the genre and address concerns, themes, and motifs that arise from reading the texts. The class will ultimately answer the question, "How is science fiction and fantasy writing distinctive?" Students will also begin to understand how this type of writing encourages the reader to see familiar things in a new way. The literature will allow students to understand the appeal of this genre and to become better problem solvers by stretching the mind to new possibilities. By the end of the course, students will be encouraged to create a publishable work of science fiction or fantasy.

Add Young Adult Literature **College**

.5 credit Prerequisite: None

This multi-cultural, multi-genre course incorporates award-winning young adult literature into the framework of an appealing, but challenging English course. Course work will explore issues of adolescence, gender, ethnicity, and social justice with precise attention to literary technique. Students are expected to read independently and use the texts to identify themes that are relevant in "their world." Students will use the literature to answer, "What issues are important to me?" and "How does this book qualify as a literary text?" Young adult literature is becoming increasingly popular in pop culture and the adult world. Through evaluation of its features and quality, students will begin to understand its profound impact on the entire literary canon

Change English 9 **1031 College**

2.0 credits (1 English and 1 elective)

This is a standard first course in English 9 that meets everyday for a full block. This course introduces various genres of literature, including the short story, the novel, poetry and drama. It also covers nonfiction works. Students use the literature to develop expository compositions and to practice speaking and performing skills. Attentions is given to spelling, vocabulary development, conventional English usage, mechanics and grammar.

Remove SAT Prep (No student interest. Skills to improve SAT performance are being woven into other curriculum)

Remove Communications (Content is covered in other core courses.)

Department: Math

Change Algebra 1 **1213 College**

2.0 credits (1 math and 1 elective)

This is a standard first course in Algebra that meets everyday for a full block. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. The extended time is intended to increase students' understanding and comfort level with key algebraic concepts as well as review and enrich prerequisite skills. Students will earn one credit towards the mathematics graduation requirement and one additional elective credit.

Algebra 1 **1215 Honors**

1.0 credit, Prerequisite: Recommendation of 8th grade teacher

This rigorous first course in Algebra meets every other day with no extended time. Essential topics include: patterns, equations, linear functions, systems, exponential functions and quadratics functions. Integrated topics include: data analysis, geometry, and discrete mathematics. The use of real-life applications, graphing calculators, long-term investigations, problem solving strategies and mathematical modeling empowers students to think mathematically and prepares students for continued study in mathematics. Students are expected to make a major commitment in time and effort. Students who are successful in this course will be recommended for honors geometry.

Add Linear Algebra **High Honors**

1.0 credit, Prerequisite: 3 or better on the AP Calculus BC exam

This course presents the main concepts and terminology of linear algebra. It is a full introductory linear algebra course equivalent to a first-year college linear algebra course. Topics include: linear equations, matrix algebra, determinants, vector spaces, eigenvalues, orthogonality, least squares, symmetric matrices, and quadratic forms. As illustrated throughout the course, the topics presented play an essential role in areas such as computer science, engineering, environmental science, economics, statistics, business management, and the social sciences. This course provides an excellent foundation for Multivariable Calculus.

Remove Applied 1, Applied 2, General Algebra, Algebra 1 part 1 for 2013-2014
Remove Algebra 1 part 2 for 2014-2015

Additional Language for Math:

- Students who fail a course will continue to move on in the next course in the grade level sequence but will recover the credit for the failed course during that academic year as well.
- Students who earn a D in a course and do not meet the pre-requisite will also take the next course in the grade level sequence but will be required to participate in a structured math support until they demonstrate mastery of the content for that course as determined by the Math Teacher Leader.

Department: Science

Add Forensics **College**

.5 credit Prerequisite: Chemistry

This course focuses on various aspects of forensic science and modern criminal investigation analysis. Forensics will involve an analytical look at the study of crime scenes, where students will investigate engaging scenarios in which they will utilize sophisticated laboratory techniques to explore criminal evidence. Students will understand the science behind forensics investigations, the tools and techniques, of the field, and the statistical reliability of past and current DNA testing. This course is designed to integrate concepts in biology, chemistry, and physics and will include laboratory work

Change Human Anatomy and Physiology from .5 to 1.0 credit. Maintain Honors and College levels. (reflects demands of the content and supports our students who are pursuing medical careers).

Remove Chemistry Seminar (replaced by AP Chemistry)

Department: Social Studies

Add Military History: The American Military Experience Since 1890 **College**

.5 credit Prerequisite: Students in grades 10-12

The Course would examine the military heritage of the United States from the onset of the America's Imperial expansion to the present time. Through an in-depth analysis of literature, primary & secondary sources, maps, data, biographies and documentaries students will assess key individuals, military policies, organizations, strategies, campaigns, tactics and battles that have defined the military experience. Students will also investigate connections between America's military infrastructure the country's social and cultural framework.

Change Economics from 1.0 to .5 credits. **College**

(condenses curriculum to core issues while increasing student accessibility).

This course is an examination of the five factors of production (land, labor, capital, management and government). Topics include wealth in the American economy, government spending and taxing policies and international economics. This course is highly recommended for students pursuing careers in business.

Change Description for Human Rights **College**

The Human Rights course is an in depth semester elective designed to promote awareness and understanding of global human rights. Based on the original United Nations charter of the Universal Declaration of Human Rights, this course seeks to encourage students to investigate issues around the world where human rights are threatened or violated and to seek pro-active solutions in accordance to their findings. Topics include women's rights, human trafficking, child soldiering, genocide and fair trade. Critical thinking and problem solving skills will be strengthened through the use of outside readings, guest speakers, films, and projects.

Department: Technology Education and Family/Consumer Sciences

Add Fashion Merchandising **Honors**

1.0 credit Prerequisite: Fashion and Clothing I

This year-long course would focus on retailing aspects of the world of fashion. The offering would incorporate building an understanding of the textile field, provide an introduction to product development and manufacturing and give students an opportunity to practice retailing skills.

Add Computer Assisted Drawing/Computer Assisted Machining (CAD/CAM) **Honors**

1.0 credit Prerequisite: Intro to Manufacturing or Intro to Drafting

This innovative year-long course will give students the opportunity to experience the engineering process first hand. After designing parts utilizing industry-standard drafting software, students will fabricate their design using computer-aided machining equipment. The focus of student work will be to design and fabricate parts for the WHS battery-operated car that will be raced at the Electrathon competition.

Remove Electronics/Computer Servicing Course (not offered in 2012-13)

Department: World Languages

Add Spanish Conversation and Culture **College**

1.0 credit Prerequisite: Spanish I

This course is designed for students that want to learn about culture related to Spanish-speaking countries. Culture will be the main focus where students will do reading about different related topics in Spanish-speaking countries. Students will also learn basic conversation related to the culture topic in a specific Spanish-speaking country. Topics will include school, sports, food, entertainment, dances, music money and fashion.

Add French 4 **College**

1.0 credit Prerequisite: French 3

This course continues to refine the four basic skills of listening comprehension, speaking, reading and writing. Students and teachers will use French as much as possible and will emphasize greater use of French by the students. Knowledge of verb tenses in extended to include present, past, future and subjunctive. Students will be encouraged to express themselves in the target language in both oral and written work. The culture of French speaking countries will be studied through the use of the language itself, readings, videos, student reports, audio visuals and internet sites.

Online Courses

Add Virtual High School

The Virtual High School provide students with access to high quality online learning experiences and courses not offered at their school, while supporting educators with the professional development and services they need to provide an effective 21st century education to every student. VHS member schools have access to a range of collaborative core, elective, enrichment and AP® courses that inspire, ignite and deepen learning as well as enable students to develop digital literacies and independent learning skills, explore college majors and careers, try interesting electives, earn credits, participate in global classrooms and get the opportunity to take advanced courses not offered at their school. Courses are taught by active classroom teachers who are specially trained in online teaching best practices, highly qualified, and certified in their subject areas.

Omitted in Original Presentation Special Education

Change Resource Study

.5 credit Prerequisite: None **College**

(This course would be changed from a guided study hall assigned for special education students to a curriculum -based course aligned with IEP goals.)

This course supports student's efforts to master the areas identified in their IEP goals. Participants will receive individual and small group supports to promote their academic and career goals. Transition activities (resume, interviewing, job shadowing, etc.) are also a primary focus of this course.

Omitted in Original Presentation Tech Ed

Change Applied Graphics
1 credit Prerequisite: None **College**
(This change will only occur if the necessary equipment is purchased.)

This course emphasizes the graphic design process. The use of graphic arts in advertising, packaging, and business are explored along with techniques in computer-based design. In this course, students will utilize computer systems and software to work on projects which include the design of logos, trademarks, flyers, posters, brochures, advertisements, and product packaging. Students will engage in projects that start with the design stage and follow through to the finish product. In addition, students will be trained on the most up-to-date digital press, the DocuColor 700i. Students will engage in foundational learning related to how digital production printing technology works, where it fits in the marketplace, what applications can be produced using this technology, and how to set up, operate, maintain, and finish printed pieces from this output device within commercial, in-plant, and data center workflows.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 14, 2012

Prepared By: Frank Williams **Presented By:** Frank Williams

Attachments: Long-Term Capital Plan FY2014 – 2019 (1st Reading)

Subject: Long-Term Capital Plan

The Capital Improvement Plan (CIP) FY2014 – 2019 will be presented to the Board of Education.

Background

The proposed CIP has been developed in conjunction with Town and BOE staff.
The proposed timing of projects is based on need and the Town's ability to finance.

Mr. Williams will review the proposed plan and answer questions.

RECOMMENDATION:

That the Board of Education accept for a 1st Reading the Capital Improvement Plan FY2014 – 2019 which, when approved, will be submitted to the Town to be incorporated into the Town of Windsor Capital Plan.

Recommended by the Superintendent: JAU

Agenda Item # 6d.

WINDSOR PUBLIC SCHOOLS
Capital Improvement Plan Proposed
FY 2014- 2019

Project Title	FY 13	FY14	FY15	FY16	FY17	FY 18	FY 19	FY 13-18 Total
								$ -
Sage park Middle school HVAC project		2,209,170	1,607,760					$ -
								$ 3,816,930
Sage Park WHS Lighting Upgrade		200,000						$ -
								$ 200,000
Oliver Ellsworth - Roof Replacement Project	1,750,875							$ -
								$ 1,750,875
Clover School - Convert Steam Heating To								$ -
Hot Water / Media Center AC Design	95,000	1,646,736						$ -
								$ 1,741,736
Oliver Ellsworth School-Remodel Main	371,655							$ -
								$ 371,655
								$ -
Clover - Code Compliance (Design)		30,000						$ -
								$ 30,000
Oliver Ellsworth School- Abate Main								$ -
Gymnasium Floor Adhesive	126,672							$ -
								$ 126,672
Olliver Ellsworth School - Code Compliance			327,449					$ -
								$ 327,449
Poquonock School Phase III HVAC project			810,000					$ 810,000
L.P. Wilson Center Abate Asbestos Floor Tiles		307,624						$ -
								$ 307,624
								$ -
District - School Window Replacement		136,446	141,904		230,225	239,829		$ -
								$ 748,404
District - Mechanical Systems Energy Efficiencies				637,420		675,665		$ -
								$ 1,313,085
Boiler Replacement JFK, OE, Sage Park, Field House								$ -
							1,200,000	$ 1,200,000
								$ -
CAPITAL PLAN TOTAL	**$ 2,344,202**	**$ 4,529,976**	**$ 2,887,113**	**$ 637,420**	**$ 230,225**	**$ 915,494**	**$ 1,200,000**	**$ 12,744,430**

PROJECT DETAIL

Project Title: **BOE - Sage Park Middle School - Alternative Energy and Efficiencies**

Department: **Board of Education**

Description and Purpose:

A study of Sage Park Middle School's HVAC system and alternative energy and efficiency enhancements is planned for FY 14. In later years of the CIP, it is anticipated that recommendations from the plan would be implemented. The 2nd floor in particular gets excessively warm during the period of May - September. Air conditioning the 2nd floor would greatly improve comfort levels. Due to the size and scope of work anticipated design construction will be done in two phases. The planning and engineering would include options for alternative energy sources and state funding possibilities.

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RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Six Year Total
A. Planning and Engineering	2, 6	175,000	-	150,000	50,000	-	-	-	200,000
B. Land and Right of Way		-	-	-	-	-	-	-	-
C. Construction	2	2,600,000	-	1,665,000	1,270,000	-	-	-	2,935,000
D. Equipment		-	-	-	-	-	-	-	-
E. Administration		-	-	-	-	-	-	-	-
F. Other Costs		-	-	-	-	-	-	-	-
G. Bonding	2	50,000	-	31,170	23,760	-	-	-	54,930
H. Contingency	2	600,000	-	363,000	264,000	-	-	-	627,000
TOTAL		3,425,000	-	2,209,170	1,607,760	-	-	-	3,816,930
I. Annual Maintenance & Repair		-	-	-	-	-	-	-	-

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **Sage Park / Windsor High School Campus Lighting Upgrade**

Department:

Description and Purpose:

The exterior lighting at both schools is outdated, inefficient, and in some cases unrepairable due to obsolescence. This project would replace all existing mercury, metal halide, and HID fixtures with a combination of LED and Induction technologies for maximum energy savings and light output. This project would also considerably lower maintenance costs. At the time of construction, we will review eligibilty and utilize all rebates available from the utility company.

RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Six Year Total
A. Planning and Engineering									-
B. Land and Right of Way									-
C. Construction		200,000	200,000						200,000
D. Equipment									-
E. Administration									-
F. Other Costs									-
G. Bonding									-
H. Contingency									-
TOTAL		200,000	200,000	-	-	-	-	-	200,000
I. Annual Maintenance & Repair									

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **BOE - Oliver Ellsworth School - Roof Replacement Project**

Department: **Board of Education**

Description and Purpose:

The existing roof at Ellsworth School was installed in 1993. This roof is a built up roof and carries a 20-year warranty. Many leaks have developed and have been repaired. More extensive leaks are anticipated within the next several years due to unauthorized traffic on the roof. Recommended repairs to maintain the roof's integrity will be completed in the current fiscal year.

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RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Six Year Total
A. Planning and Engineering		-	-	-	-	-	-	-	-
B. Land and Right of Way		-	-	-	-	-	-	-	-
C. Construction	2, 5	1,500,000	1,500,000	-	-	-	-	-	1,500,000
D. Equipment		-	-	-	-	-	-	-	-
E. Administration		-	-	-	-	-	-	-	-
F. Other Costs		-	-	-	-	-	-	-	-
G. Bonding	2, 5	25,875	25,875	-	-	-	-	-	25,875
H. Contingency	2, 5	225,000	225,000	-	-	-	-	-	225,000
TOTAL		1,750,875	1,750,875	-	-	-	-	-	1,750,875
I. Annual Maintenance & Repair		-	-	-	-	-	-	-	-

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **BOE - Clover St. School - Convert Steam To Hot Water/Media Center AC Design**

Department: **Board of Education**

Description and Purpose:

Boilers #1 and #2 were installed in 1957 and recent, repairable leaks indicate that these boilers are approaching the end of their useful life. The entire facility is heated with steam directly from these boilers. Converting the heating system, including the replacement of the existing steam boilers, will: 1) improve heating efficiently which will reduce fuel oil consumption by an estimated 45% or an annual savings of $42,000 at current fuel costs; 2) provide more even and controllable temperature throughout the building; and 3) significantly reduce the maintenance costs of the heating system.

Design phase will include evaluating optional alternative energy sources.

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RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Six Year Total
A. Planning and Engineering	6	95,000	90,000	-	-	-	-	-	-
B. Land and Right of Way		-	-	-	-	-	-	-	-
C. Construction	2	1,250,000	-	1,352,000	-	-	-	-	1,352,000
D. Equipment		-	-	-	-	-	-	-	-
E. Administration		-	-	-	-	-	-	-	-
F. Other Costs		-	-	-	-	-	-	-	-
G. Bonding	2	22,785	-	24,336	-	-	-	-	24,336
H. Contingency	2, 6	269,000	5,000	270,400	-	-	-	-	275,400
TOTAL		1,636,785	95,000	1,646,736	-	-	-	-	1,651,736
I. Annual Maintenance & Repair		-	-	-	-	-	-	-	-

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **Oliver Ellsworth School - Remodel Main Office Area**

Department: **Board of Education**

Description and Purpose:

This project, involving approximately 1,800 square feet, will rearrange the main office and nurse's office space to permit observation of the main entrance, reduce congestion and provide for a separate entrance from the corridor to the nurse's office.

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RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Six Year Total
A. Planning and Engineering	6	31,408	32,664	-	-	-	-	-	32,664
B. Land and Right of Way		-	-	-	-	-	-	-	-
C. Construction	2	282,672	-	305,738	-	-	-	-	305,738
D. Equipment		-	-	-	-	-	-	-	-
E. Administration		-	-	-	-	-	-	-	-
F. Other Costs		-	-	-	-	-	-	-	-
G. Bonding	2	4,491	-	4,770	-	-	-	-	4,770
H. Contingency	2	62,816	-	61,148	-	-	-	-	61,148
TOTAL		**381,387**	**32,664**	**371,655**	**-**	**-**	**-**	**-**	**404,319**
I. Annual Maintenance & Repair		-	-	-	-	-	-	-	-

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **BOE - Clover St. School - Design And Specifications For Code Compliance Upgrade (Design)**

Department: **Board of Education**

Description and Purpose:

Clover Street School was constructed in 1957 and is not in compliance with all building, life safety, handicapped accessibility and OSHA codes and regulations. As part of a site improvement project in 2002, permanent wheelchair access ramps were installed at the main entrance/exit and most secondary entrances/exits of each building. Performance of this project will bring the facility into full compliance with all building life safety, handicapped accessibility and OSHA codes and regulations. With all the changing regulations and ongoing discussions of the future building use, this design phase will give us firm numbers for inclusion in future CIP projects.

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RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Six Year Total
A. Planning and Engineering	6	30,000		30,000	-	-	-	-	30,000
B. Land and Right of Way		-	-	-	-	-	-	-	-
C. Construction		-	-	-	-	-	-	-	-
D. Equipment		-	-	-	-	-	-	-	-
E. Administration		-	-	-	-	-	-	-	-
F. Other Costs		-	-	-	-	-	-	-	-
G. Bonding		-	-	-	-	-	-	-	-
H. Contingency		-	-	-	-	-	-	-	-
TOTAL		30,000	-	30,000	-	-	-	-	30,000
I. Annual Maintenance & Repair		-	-	-	-	-	-	-	-

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **BOE - Oliver Ellsworth School - Abate Gymnasium Floor Adhesive**

Department: **Board of Education**

Description and Purpose:

The gymnasium floor is a wooden floor and was installed in 1971. During periods of high humidity in recent years, the floor has buckled and then relaxed once ambient humidity levels declined. The floor has exceeded its anticipated life and experience has shown that this condition will only worsen with age. The new floor will be a modern, all-purpose, synthetic, rubberized surface.

In order to replace this gymnasium floor, the asbestos-containing adhesive, which attaches the maple flooring to the concrete slab below, will be abated by this state reimbursable project.



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RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Six Year Total
A. Planning and Engineering		-	-	-	-	-	-	-	-
B. Land and Right of Way		-	-	-	-	-	-	-	-
C. Construction	2	100,000	104,000	-	-	-	-	-	104,000
D. Equipment		-	-	-	-	-	-	-	-
E. Administration		-	-	-	-	-	-	-	-
F. Other Costs		-	-	-	-	-	-	-	-
G. Bonding	2	1,800	1,872	-	-	-	-	-	1,872
H. Contingency	2	20,000	20,800	-	-	-	-	-	20,800
TOTAL		121,800	126,672	-	-	-	-	-	126,672
I. Annual Maintenance & Repair		-	-	-	-	-	-	-	-

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **Olliver Ellsworth School - Code Compliance Upgrade**

Department: **Board of Education**

Description and Purpose:

Oliver Ellsworth School was constructed in 1971 and is not in compliance with all building, life safety, handicapped accessibility and OSHA codes and regulations. Performance of this project will bring the facility into full compliance with these regulations.

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RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Six Year Total
A. Planning and Engineering	2	30,000	-	-	34,800	-	-	-	34,800
B. Land and Right of Way		-	-	-	-	-	-	-	-
C. Construction	2	201,760	-	-	234,042	-	-	-	234,042
D. Equipment		-	-	-	-	-	-	-	-
E. Administration		-	-	-	-	-	-	-	-
F. Other Costs		-	-	-	-	-	-	-	-
G. Bonding	2	3,147	-	-	4,839	-	-	-	4,839
H. Contingency	2	40,352	-	-	53,768	-	-	-	53,768
TOTAL		275,259	-	-	327,449	-	-	-	327,449
I. Annual Maintenance & Repair		-	-	-	-	-	-	-	-

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **Poquonock School HVAC Phase III**

Department: **Board of Education & Public Works**

Description and Purpose:

Conversion of school HVAC Phase I & II were completed in 2010 and 2011. The Phase III effort would entail architectural and engineering design services for the installation of new piping, air handlers, energy recovery ventilators, heating coils, air conditioning media center and appurtenances to complete proposed ventilation systems bringing the school up to code.

RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Six Year Total
A. Planning and Engineering		25,000		25,000					25,000
B. Land and Right of Way									-
C. Construction		650,000		650,000					650,000
D. Equipment									-
E. Administration									-
F. Other Costs									-
G. Bonding									-
H. Contingency		135,000		135,000					135,000
TOTAL		810,000	-	810,000	-	-	-	-	810,000
I. Annual Maintenance & Repair									

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **BOE - L.P. Wilson Center - Abate Asbestos Floor Tile**

Department: **Board of Education**

Description and Purpose:

The original corridor flooring of asbestos-containing tile was installed in 1972. Numerous quantities of these asbestos containing floor tiles are failing rapidly resulting in potential tripping hazards. This project will remove the existing corridor floor tiles and install new vinyl composition tile in their place.



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RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Six Year Total
A. Planning and Engineering		-	-	-	-	-	-	-	-
B. Land and Right of Way		-	-	-	-	-	-	-	-
C. Construction	2	216,320	-	253,064	-	-	-	-	253,064
D. Equipment		-	-	-	-	-	-	-	-
E. Administration		-	-	-	-	-	-	-	-
F. Other Costs		-	-	-	-	-	-	-	-
G. Bonding	2	3,375	-	3,948	-	-	-	-	3,948
H. Contingency	2	43,264	-	50,613	-	-	-	-	50,613
TOTAL		262,959	-	307,624	-	-	-	-	307,624
I. Annual Maintenance & Repair		-	-	-	-	-	-	1	-

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **BOE - School Window Replacement**

Department: **Board of Education**

Description and Purpose:

The windows at many of the schools throughout the district are made of the old single pane, are not energy efficient and are at the end of their life expectancy. Replacing these windows would reduce energy costs overall and in some cases prevent water leakage.



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RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Six Year Total
A. Planning and Engineering		-	-	-	-	-	-	-	-
B. Land and Right of Way		-	-	-	-	-	-	-	-
C. Construction	2	350,000	-	112,486	116,986	-	189,798	197,390	419,270
D. Equipment		-	-	-	-	-	-	-	-
E. Administration		-	-	-	-	-	-	-	-
F. Other Costs		-	-	-	-	-	-	-	-
G. Bonding	2	5,460	-	1,462	1,521	-	2,467	2,961	5,451
H. Contingency	2	70,000	-	22,497	23,397	-	37,960	39,478	83,854
TOTAL		425,460	-	136,446	141,904	-	230,225	239,829	508,575
I. Annual Maintenance & Repair		-	-	-	-	-	-	-	-

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **BOE - Mechanical Systems Energy Efficiencies**

Department: **Board of Education**

Description and Purpose:

A comprehensive evaluation of the mechanical systems throughout the district will provide the town with a very accurate indication of the total energy efficiency of the present equipment and recommendations to lower our energy costs. This evaluation will also provide us with a schedule for recommended equipment replacement so as to maximize energy dollars spent. Along with this evaluation, alternative energy sources for HVAC equipment replacement will be entertained.



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RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Six Year Total
A. Planning and Engineering		-	-	-	-	-	-	-	-
B. Land and Right of Way		-	-	-	-	-	-	-	-
C. Construction	2	1,000,000	-	-	-	520,000		551,200	520,000
D. Equipment		-	-	-	-	-	-	-	-
E. Administration		-	-	-	-	-	-	-	-
F. Other Costs		-	-	-	-	-	-	-	-
G. Bonding	2	18,000	-	-	-	9,420	-	9,985	19,405
H. Contingency	2	200,000	-	-	-	108,000	-	114,480	222,480
TOTAL		1,218,000	-	-	-	637,420	-	675,665	761,885
I. Annual Maintenance & Repair		-	-	-	-	-	-	-	-

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

PROJECT DETAIL

Project Title: **Boiler Replacement / Natural Gas Conversion JFK, OE, Sage Park, Fieldhouse**

Department:

Description and Purpose:

The existing boilers at Kennedy School, Oliver Ellsworth, Sage Park, and the WHS Field House are all original to the buildings and average 44 years old. They are coming to their useful life expectancy along with incresed maintenance costs and unreliability. This project would replace exisitng boilers with new energy efficient models along with natural gas conversion for locations that are not presently gas fired.

RECOMMENDED FINANCING

	Source of Funds	Estimated Cost in Current Dollars	Estimated Expenditures by Fiscal Year						
			FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	Six Year Total
A. Planning and Engineering									-
B. Land and Right of Way									-
C. Construction		1,200,000						1,200,000	1,200,000
D. Equipment									-
E. Administration									-
F. Other Costs									-
G. Bonding									-
H. Contingency									-
TOTAL		1,200,000	-	-	-	-	-	1,200,000	1,200,000
I. Annual Maintenance & Repair									

(1) General Fund
(2) Municipal Bonds
(3) Private Funding
(4) Enterprise Funds
(5) State/Federal Aid
(6) Other Funding

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 14, 2012

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

ATTACHMENTS: October 31, 2012 Financial Report

SUBJECT: Financial Report

BACKGROUND:

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

STATUS:

The attached report is for the month of October 2012. There are two reports: one with encumbrances and one without.

There were no inter-site transfers during the month.

RECOMMENDATION:

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

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

Expenditures for October 2012	$ 5,096,000
Expenditures through October 31, 2012	$12,338,686

Recommended by the Superintendent: JAV

Agenda Item # 8a.

Windsor Public Schools
Financial Report
October 31, 2012

	2012/2013 Budget	Expenditures YTD 10/31/12	Balance * @ 10/31/12	% Balance
Instructional Services				
Elementary Schools**	$ 563,680	60,498	503,182	89%
Sage Park Middle School	330,625	71,547	259,078	78%
Windsor High School	500,512	134,395	366,117	73%
Windsor High School Interscholastic Sports	158,425	21,447	136,978	86%
WHS Career & Technical Education	62,000	8,570	53,430	86%
Continuing Education	88,400	7,105	81,295	92%
Instructional Services Management	435,905	55,337	380,568	87%
Curriculum Management & Development	69,640	9,457	60,183	86%
Curriculum Mgt. & Dev. -Magnet School Tuition	999,200		999,200	100%
Textbook Adoption	97,500	-	97,500	100%
Technology	461,055	118,997	342,058	74%
Total Instructional Services	$ 3,766,942	$ 487,353	$ 3,279,589	87%
Education Support Services				
Pupil Personnel Services	$ 196,575	$62,432	$134,143	68%
Special Education	312,660	28,289	284,371	91%
Special Education Tuition	3,867,000	437,075	3,429,925	89%
Policy & Planning	147,350	37,607	109,743	74%
Employee Personnel Services	115,100	20,441	94,659	82%
Financial Management	161,200	26,128	135,072	84%
Financial Services	37,000	1,140	35,860	97%
Pupil Transportation & Safety	3,283,900	50,785	3,233,115	98%
Physical Plant Services	2,642,747	544,889	2,097,858	79%
Major Maintenance	278,000	233,330	44,670	16%
L.P. Wilson Center	123,600	41,200	82,400	67%
Salaries & Benefits	47,511,056	10,368,019	37,143,037	78%
Total Education Support Services	$ 58,676,188	$ 11,851,333	$ 46,824,855	80%
Total All Sites	**$ 62,443,130**	**$ 12,338,686**	**$ 50,104,444**	**80%**

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

Windsor Public Schools
Financial Report with Encumberances
October 31, 2012

	2012/2013 Budget	Expenditures YTD 10/31/12	Encumbrances	Balance @ 10/31/12	% Balance
Instructional Services					
Elementary Schools**	$ 563,680	60,498	33,736	469,446	83%
Sage Park Middle School	330,625	71,547	35,069	224,009	68%
Windsor High School	500,512	134,395	59,071	307,046	61%
Windsor High School Interscholastic Sports	158,425	21,447	24,190	112,788	71%
WHS Career & Technical Education	62,000	8,570	16,482	36,949	60%
Continuing Education	88,400	7,105	-	81,295	92%
Instructional Services Management	435,905	55,337	20,517	360,051	83%
Curriculum Management & Development	69,640	9,457	18,518	41,664	60%
Curriculum Mgt. & Dev. -Magnet School Tuition	999,200		55,700	943,500	94%
Textbook Adoption	97,500	-	-	97,500	100%
Technology	461,055	118,997	90,702	251,355	55%
Total Instructional Services	$ 3,766,942	$ 487,353	$ 353,986	$ 2,925,604	78%
Education Support Services					
Pupil Personnel Services	$ 196,575	$62,432	$56,762	$77,381	39%
Special Education	312,660	28,289	13,004	271,367	87%
Special Education Tuition	3,867,000	437,075	1,930,130	1,499,794	39%
Policy & Planning	147,350	37,607	3,255	106,488	72%
Employee Personnel Services	115,100	20,441	6,713	87,946	76%
Financial Management	161,200	26,128	9,080	125,992	78%
Financial Services	37,000	1,140	4,971	30,890	83%
Pupil Transportation & Safety	3,283,900	50,785	46,805	3,186,310	97%
Physical Plant Services	2,642,747	544,889	1,606,450	491,408	19%
Major Maintenance	278,000	233,330	5,451	39,219	14%
L.P. Wilson Center	123,600	41,200	72,784	9,616	8%
Salaries & Benefits	47,511,056	10,368,019	27,157,525	9,985,512	21%
Total Education Support Services	$ 58,676,188	$ 11,851,333	$ 30,912,931	$ 15,911,924	27%
Total All Sites	**$ 62,443,130**	**$ 12,338,686**	**$ 31,266,917**	**$18,837,527**	**30%**

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

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 14, 2012

Prepared by: Dr. Jeffrey Villar **Presented by:** Dr. Villar, Frank Williams

Attachments: Budget Assumptions 2013 – 2014 – Second Reading

Subject: Budget Assumptions in Preparation for Developing the FY 2013 – 2014 Budget

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Background:

Each year a set of Budget Assumptions is adopted by the Board of Education. These assumptions include cost estimates for the next fiscal year's budget and priorities in the development of the budget. The Interim Superintendent is presenting proposed budget assumptions for consideration by the Board.

RECOMMENDATION: That the Board of Education accept for a 2nd Reading the Budget Assumptions for FY 2013 – 2014.

Recommended by the Superintendent: JAV

Agenda Item # 8b.

Budget Assumptions 2013 – 2014

The charge of the Board of Education is to develop a fiscally responsible budget that meets the needs of the Windsor Public School students.

1. Enrollment in 2013-2014 is projected to remain flat.
2. Decisions around staffing and program redesign or development will be driven by their potential impact on raising student achievement while honoring the commitment to be fiscally responsible.
3. The Board of Education will make every attempt to honor class size guidelines.
4. Salaries of certified staff will increase based on results of current negotiations.
5. Health insurance costs are estimated to rise by approximately 9-10%. Windsor is in year one of self funding for health insurance. On going evaluation of claim data will narrow this number.
6. Special Education out-of-district tuition costs will again increase by 10%. The district is currently engaged in an independent study of out-of-district tuition costs and the expansion of in-house programs. The goal is to reduce the increase in costs.
7. Utility costs (heat & electricity) will remain flat.
8. Transportation costs are estimated to rise by 4%.
9. Magnet school per-student tuitions will increase by 10%. The cost is dependent on number of students enrolled and tuition cost per student.
10. The budget will include a contingent expenditure in amount of $75,000 for anticipated reduction in Federal Grants IDEA and Title 1.
11. We will continue our commitment to finding efficiencies within the budget.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 14, 2012

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

ATTACHMENTS: Town of Windsor Town Council Agenda Item Summary &
Exhibit 1 – Fourth Amendment to the Town of Windsor, Connecticut Retirement Plan

SUBJECT: Town of Windsor Retirement Plan

BACKGROUND:

The Town of Windsor Retirement Plan covers town Employees and BOE employees who are not eligible for membership in the State Teachers' Retirement Board (TRB) plan.
As defined in the pension plan, the Employer means the Town of Windsor and the Board of Education. Amendments to the Town of Windsor, Connecticut Retirement Plan require approval of the Town Council and the Board of Education. The Attached agenda item summary includes the proposed amendments to the pension plan.

STATUS:

The Town Council approved the amendments at it meeting on Monday November 5th.

RECOMMENDATION: That the Board of Education approves the following motions:

"Resolved, that in accordance with Revenue Ruling 2006-43, the town shall pick up and pay the required contributions of each Public Safety Dispatchers Bargaining Unit employee, that are designated as Employee Contributions by Article III of the Town of Windsor, Connecticut Retirement Plan, effective November 1, 2012, so that such designated Employee Contributions are treated as employer contributions pursuant to Internal Revenue Code Section 414(h) (2)."

And

"RESOLVED, that Exhibit 1, entitled Fourth Amendment to the Town of Windsor, Connecticut Retirement Plan, is hereby adopted and approved and BE IT FURTHER RESOLVED that the Superintendent of Schools and President of the Windsor Board of Education are hereby authorized and directed to take any actions, and to execute such documents and instruments, as may be necessary or appropriate to carry out the intent of the foregoing resolutions."

Recommended by the Superintendent: JMV

Agenda Item # 8c.

Agenda Item Summary

Date:	November 5, 2012
To:	Honorable Mayor and Members of the Town Council
Prepared By:	Amelia Bliss, Director of Human Resources James Bourke, Assistant Finance Director
Reviewed By:	Peter Souza, Town Manager
Subject:	Amendment to the Town of Windsor Retirement Plan

Background

During the recent contract negotiations with the town's United Public Service Employees Union Local #424 Unit 10 (UPSEU-Public Safety Dispatchers Bargaining Unit), management took steps to reduce the town's cost for funding its share of the employees' defined benefit pension plan. To accomplish this, it was negotiated that the members of this bargaining unit would contribute an additional 1% to the pension plan beginning November 1, 2012 on a pre-income tax basis and an additional 0.75% on July 1, 2013. The new bargaining agreement was approved by the Town Council and signed by the parties in late October. In order to implement this course of action, the Town Council and Board of Education are requested to adopt the resolutions referenced below.

Discussion/Analysis

The Public Safety Dispatchers Bargaining Unit employees are scheduled to increase their pension contribution rate from 2.25% to 3.25% of payroll earnings effective November 1, 2012 and from 3.25% to 4.00% of payroll earnings effective July 1, 2013. In accordance with the bargaining unit agreement, the employees' contributions will be made on a pre-tax basis. This requires that the Town Council adopt a resolution per the Internal Revenue Code.

Also, the Council is asked to adopt a resolution that amends Article III of the town's retirement plan. This article sets forth the required employee contribution amounts.

Financial Impact

Based on the FY 2013 payroll estimates, it is estimated that the increase of 1% of employee contribution saves the general government portion of the budget approximately $2,640 for the remainder of FY 2012 and the cumulative increase will result in avoided costs of $7,260 in FY 2014.

Other Board Action

As defined in the pension plan, 'the Employer' means the 'Town of Windsor and the Board of Education.' Therefore, both the Town Council and the Board of Education need to adopt the appropriate resolutions to implement this change.

Recommendations

If the Town council is in agreement, the following motions are recommended for approval:

"RESOLVED, that in accordance with Revenue Ruling 2006-43, the town shall "pick up" and pay the required contributions of each Public Safety Dispatchers Bargaining Unit Employee, that are designated as Employee Contributions by Article III of the Town of Windsor, Connecticut Retirement Plan, effective November 1, 2012, so that such designated Employee Contributions are treated as employer contributions pursuant to Internal Revenue Code Section 414(h)(2)."

And

"RESOLVED, that Exhibit 1, entitled 'Fourth Amendment to the Town of Windsor, Connecticut Retirement Plan', is hereby adopted and approved and BE IT FURTHER RESOLVED that the Mayor and Town Manager are hereby authorized and directed to take any actions, and to execute such documents and instruments, as may be necessary or appropriate to carry out the intent of the foregoing resolutions."

Attachments

Exhibit I, Amendment to retirement plan

EXHIBIT 1

FOURTH AMENDMENT TO THE TOWN OF WINDSOR, CONNECTICUT RETIREMENT PLAN

Effective November 1, 2012, Article III of the Town of Windsor, Connecticut Retirement Plan (the "Plan") is hereby amended by adding the following paragraphs to the end thereof:

> "Effective November 1, 2012, any eligible Public Safety Dispatchers Bargaining Unit Employee shall, each month while he or she is included in this Plan, contribute through payroll deductions 3.25% of his or her monthly earnings as determined and reported by the Administrator. For these purposes, a "Public Safety Dispatcher Bargaining Unit Employee" means an Employee of the Town of Windsor as defined in Article I, paragraph 11, as amended, who is represented by the Public Safety Dispatchers Bargaining Unit per the Collective Bargaining Agreement between the Town of Windsor and the Public Safety Dispatchers Bargaining Unit Employees dated October 25, 2012 and effective July 1, 2011 through June 30, 2014.
>
> Pursuant to Section 414(h)(2) of the Internal Revenue Code, the Employer shall pick up and pay the contributions that would otherwise be payable by each eligible Public Safety Dispatchers Bargaining Unit Employee. The contributions so "picked up" shall be treated as Employer contributions for purposes of determining the amounts of federal income taxes to withhold from each eligible Public Safety Dispatchers Bargaining Unit Employee's earnings. Public Safety Dispatchers Bargaining Unit Employee contributions picked up by the Employer shall be paid from the same source of funds used for the payment of salaries to Employees. A deduction shall be made from each Public Safety Dispatchers Bargaining Unit Employee's earnings equal to the amount of the Employee contributions picked up by the Employer, provided that such deduction shall not reduce the Public Safety Dispatchers Bargaining Unit Employee's earnings for purposes of computing benefits under this Plan.
>
> Public Safety Dispatchers Bargaining Unit Employees do not have the option to receive the contributed amounts directly, and may not make a cash or deferred election with respect to such amounts.
>
> Public Safety Dispatchers Bargaining Unit Employee contributions picked up by the Employer for Public Safety Dispatchers Bargaining Unit Employees effective November 1, 2012 shall be credited to a separate account for each Public Safety Dispatchers Bargaining Unit Employee, so that Public Safety Dispatchers Bargaining Unit Employee contributions made prior to November

1, 2012 may be distinguished from Public Safety Dispatchers Bargaining Unit Employee contributions picked up by the Employer on and after November 1, 2012.

Effective July 1, 2013 the required payroll deduction for eligible Public Safety Dispatchers Bargaining Unit Employees shall increase from 3.25% to 4.00%."

Article II of the Plan is hereby amended to add the following paragraph at the end thereof:

"Notwithstanding the foregoing or any other provision of the Plan, Public Safety Dispatchers Bargaining Unit Employees of the Town of Windsor (as defined in Article II herein) hired on or after November 1, 2012 shall not be eligible to participate in the Plan."

Executed by the Town of Windsor, Connecticut, this 5th day of November, 2012, at Windsor, Connecticut.

TOWN OF WINDSOR, CONNECTICUT

By: _____
Town Manager

By: _____
Mayor

Executed by the Board of Education of the Town of Windsor, Connecticut, this 13th day of November, 2012, at Windsor, Connecticut.

BOARD OF EDUCATION OF THE TOWN OF WINDSOR, CONNECTICUT

By: _____
Superintendent of Schools

By: _____
President, Board of Education

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 14, 2012

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

Attachments: Student Enrollment Summary

Attached are the official enrollment figures as of November 1, 2012. Also attached is a comparison chart showing the NESDEC projections and the actual enrollment figures. Mr. Williams will answer any questions.

Recommended by the Superintendent: J.A.V.

Agenda Item # 8d.

Windsor Public Schools
Student Enrollment Report Recap
September 1, 2012

Enrollment in Windsor Public Schools	
Grades PreK-5	1,448
Grades 6-8	757
Grades 9-12	1,215
Total District Enrollment	**3,420**

Windsor Students not in district schools	
Itinerant Speech / Outside Speech	4
Outside Placement/Private Placement(SPED)	55
Montessori Hartford CREC	27
Metropolitan Learning Center CREC	161
CREC Misc MAGNET SCHOOLS	116
Hartford Host Magnets	158
Misc Magnet Schools	14
Prince Tech	20
Cheny Tech	10
	565
Total Windsor	**3,985**

Windsor Public Schools
Student Enrollment Report Recap
November 1, 2012

Enrollment in Windsor Public Schools	
Grades PreK-5	1,435
Grades 6-8	755
Grades 9-12	1,197
Total District Enrollment	**3,387**

Windsor Students not in district schools	
Itinerant Speech / Outside Speech	5
Outside Placement/Private Placement(SPED)	57
Montessori Hartford CREC	28
Metropolitan Learning Center CREC	160
CREC Misc MAGNET SCHOOLS	116
Hartford Host Magnets	176
Misc Magnet Schools	21
Prince Tech	23
Cheny Tech	10
	596
Total Windsor	**3,983**

Windsor Public Schools
Student Enrollment Report
November 1, 2012

Grade		Poquonock	Clover St	O Ellsworth	JF Kennedy	Totals
Pre K				44		44
K		87		129		216
1		80		131		211
2		86		139		225
3			88		148	236
4			99		136	235
5			114		154	268
Subtotal K-5						1391
Total	**0**	**253**	**301**	**443**	**438**	**1,435**

Grade	Sage Park MS
6	231
7	245
8	279
Total	**755**

Grade	Windsor High
9	283
10	306
11	291
12	317
Total	**1,197**

Total District Enrollment	**3,387**

WINDSOR HIGH SCHOOL
Enrollment for
School Year 2012-2013

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

SAGE PARK MIDDLE SCHOOL

ENROLLMENT REPORT
2012-2013

		Projected		1-Sep	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun	# of Teachers	Average C. Size
Grade 6															
Team 1				**82**	78	78								5	15.6
Team 2				**71**	69	69								4	17.25
Team 3				**80**	79	83								5	16.6
	Total	**248**		**233**	**226**	**230**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
Grade 7															
Team 4				**81**	81	80								5	16
Team 5				**84**	85	84								4	21
Team 6				**79**	77	80								5	16
	Total	**250**		**244**	**243**	**244**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
Grade 8															
Team 7				**89**	90	90								5	18
Team 8				**89**	90	92								5	18.4
Team 9				**94**	92	92								4	23
	Total	**277**		**272**	**272**	**274**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		
SPARK				**8**	**9**	7									
Sage Park	**Total**	**775**		**757**	**750**	**755**	**0**	**0**	**0**	**0**	**0**	**0**	**0**		

CLOVER STREET SCHOOL
ENROLLMENT REPORT
2012-2013

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

POQUONOCK SCHOOL

ENROLLMENT REPORT
2012-2013

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

OLIVER ELLSWORTH SCHOOL

ENROLLMENT REPORT

2012-2013

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

JF KENNEDY SCHOOL

ENROLLMENT REPORT
2012-2013

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

WINDSOR BOARD OF EDUCATION

Agenda Item

For Consideration by the Board of Education at the Meeting of: November 13, 2012

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

Attachments: Food Service Financial Report

SUBJECT: Statement on Cafeteria Operations – October 2012

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

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

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

STATUS: Attached is a Financial Report for the month of October 2012.

RECOMMENDATION: Informational only.

Recommended by the Superintendent: JAV

Agenda Item # 8e.

Windsor School Food Service
Program Participation
October 2012

SALES

		OCT 11	OCT 12
WHS			
	# OF DAYS	19	19
	SALES	$36,778.52	$32,766.23
	AVERAGE	$1,935.71	$1,724.54

REIMBURSABLE MEALS LUNCH

ELEMENTARY	1056	1044
MLC	553	468
MPTP	167	199
SPMS	614	548
WHS	701	561

REIMBURSABLE MEALS BREAKFAST

# OF DAYS	19	20
ELEMENTARY	178	250
MLC	170	157
MPTP	70	76
SPMS	65	73
WHS	143	131

Windsor School Food Service
Financial Statement
October 2012

REVENUE	October 2011	7/1/11 - YTD	October 2012	7/1/12 - YTD
SALES	$130,262.21	$330,209.75	$127,448.08	$332,129.86
REIMBURSEMENTS - STATE	18,197.00	18,197.00	18,313.00	18,313.00
ACCOUNTS RECEIVEABLE	83,247.38	187,032.11	98,170.15	216,328.07
CLOC	42,355.00	84,710.00		43,662.40
INTEREST/FEES	29.85	64.03	75.00	81.28
MISC. (Rebates)	96.39	2,051.38		1,934.10
REVENUE TOTALS	**$274,187.83**	**$622,264.27**	**$244,006.23**	**$612,448.71**
EXPENSES				
WAGES	$88,161.63	$157,298.50	$87,298.28	$156,724.35
PAYROLL TAXES	6,538.35	11,831.27	6,518.83	12,060.60
EMPLOYEE BENEFITS	8,408.75	35,949.86	7,714.49	34,875.46
FOOD/MILK	147,768.92	349,630.10	150,494.75	373,876.03
PAPER	5,193.81	14,407.89	6,304.05	16,588.75
SUPPLIES		835.91	80.00	320.00
EQUIPMENT	99.26	2,894.05		
SERVICES	629.38	3,409.76	2,502.50	6,394.64
EXPENSE TOTALS	**$256,800.10**	**$576,257.34**	**$260,912.90**	**$600,839.83**
NET INCOME	**$17,387.73**	**$46,006.93**	**-$16,906.67**	**$11,608.88**
INVENTORY		**$12,500.00**		**$20,000.00**
OPENING BALANCE 7/1		($6,002.58)		($25,858.48)
COMPUTED OPERATING POSITION		**$52,504.35**		**$5,750.40**

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 14, 2012

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

PRESENTED BY: Craig Cooke, Ph.D.

SUBJECT: Human Resources Report – October 3, 2012 – November 2, 2012

ATTACHMENTS: None

RESIGNATIONS/SEPARATIONS

Jillian Bergeron	Special Education Teacher	Kennedy School
Miriam Cummings	Food Service	MLC
Abby Mastriano	Special Education Paraprofessional	Windsor High
Maxine Trout	Lunchroom Monitor	Poquonock

RETIREMENTS

Donna Jacobs	Special Education Paraprofessional	Kennedy (Eff. 11/2/12)

TRANSFERS/REASSIGNMENTS

None

PERSONAL LEAVES

None

HIRES

Steven Carvalho	Elementary Special Education Supervisor	District
Timothy Oborski	Special Education Paraprofessional	Kennedy
Caroline Rom	Long Term Substitute Grade 7 Language Arts	Sage Park
Alexandra Semyanko	Special Education Paraprofessional	Kennedy
Randle Wiggins	Lunchroom Monitor	Poquonock
Christine Barillaro	Special Education Teacher	Kennedy
Andrea Korza	Special Education Paraprofessional	Poquonock

Reviewed by: Craig A. Cooke Recommended by the Superintendent: JAV

Agenda Item # 8f.

WINDSOR BOARD OF EDUCATION

Agenda Item Summary

For Consideration by the Board of Education at the Meeting of November 14, 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 #12-02 dated November 14, 2012.

Reviewed by: C. Cooke Recommended by Superintendent JAV

Agenda Item # 8g.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: November 14, 2012

Prepared By: Mary Anne Butler **Presented By:** Mary Anne Butler

Attachments: Immigrant Children and Youth Program Grant Application 2012-2013

Subject: Immigrant Children and Youth Program Grant Application

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Background:

Windsor is among the districts eligible to receive support from the State Department of Education for services for immigrant children and youth. We are eligible to apply for up to $ 58,743, which can be expended through June 30, 2014. We have submitted a grant application requesting funds to support a 1.0 FTE (Full Time Equivalency) TESOL certified coach/interventionist who will provide direct instruction with the targeted population of students having the greatest language acquisition needs.

Status:

The grant application has been submitted to the State Department of Education.

Recommendation:

Board approval of the grant application.

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

Agenda Item # 8h.

APPENDIX A

RFP 136
Rev. 9/2011
20 USC 6961 et seq., as amended by P.L. 107-110

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Teaching, Learning and Instructional Leadership
Hartford

Immigrant Children and Youth Program (ICYG) Grant Application for 2012-13

INSTRUCTIONS	**MAIL TO:**
Submit original and three copies by November 9, 2012	Carla Ghostlaw Connecticut State Department of Education Division of Teaching, Learning and Instructional Leadership P.O. Box 2219, Room 215 Hartford, CT 06145-2219

Name of School District: Windsor_____ **Town/District Code:**164_____

Contact Person's Name & Title: Mary Anne Butler, Assistant Superintendent for Instructional Services

Address: 600 Matianuck Avenue, Windsor, CT 06095

Phone: 860-687-2000 ext. 231 **Fax:** 860 687-2009 **E-mail:** mbutler@windsorct.org

Date of Local Board Acceptance: to be presented on November 16, 2012.

I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief.

Signature of Superintendent of Schools **Date** 11/2/12

PART I: STATISTICAL DATA:

TOTAL PUBLIC AND NONPUBLIC PK-12 SCHOOL ENROLLMENT		TOTAL PUBLIC AND NONPUBLIC SCHOOL ENROLLMENT OF ELIGIBLE IMMIGRANT STUDENTS *		AMOUNT OF GRANT FUNDS REQUESTED FOR PUBLIC AND NONPUBLIC SCHOOLS
PUBLIC	3,485	PUBLIC	105	
NONPUBLIC	585	NONPUBLIC	139	$ 58, 743
TOTAL: 4,070		TOTAL: 244		

* Please refer to your copy of the Immigrant Children and Youth Survey Form–ED 236 for 2011-12.

Immigrant Children and Youth Grant
FY 2012-13

PART II. PROJECT DESCRIPTION

Complete one page for each public and nonpublic project with a unique set of objectives.

[X] Public [ ] Nonpublic

Windsor 164
District Name and Code Number

Accelerating Learning for English Language Learners
A. PROJECT TITLE:

$ 58, 743
B. AMOUNT REQUESTED:

C. LIST SCHOOL(S) AND GRADE LEVEL(S) TO BE SERVED BY THIS PROJECT:

Schools	Grade Levels	No. of Students
Windsor High School	9-12	15
Sage Park Middle School	6-8	22
J. F. Kennedy Elementary	3-5	17
Clover Street Elementary	3-5	10
Oliver Ellsworth Elementary	PK-2	35

D. Are staff to be paid (salaries only) with ICYG funds? [X] Yes [ ] No

If yes, list the number of full time equivalent (FTE) positions by job classification, together with the amounts to be paid from ICYG funds.

Job Classification	Number of FTE	Amount
Administrators (non-clerical)		$
Teachers	1.0	$ 58,743
Teacher Aides		$
Staff Providing Support Services (non-clerical)		$
Clerical Staff		$
Other (specify)		$

E. PROJECT OBJECTIVES (What are the desired outcomes?)

1. Targeted students will acquire proficiency in English reading ,writing, listening and speaking
2. Targeted students will demonstrate an acceleration of learning in the core content areas.
3. Targeted students will demonstrate proficiency in social and academic language development
4. Improved skill set for ELL tutors to support targeted students.
5. Improved skill set for Tier 1 teachers to effectively support targeted students.

F. ACTIVITIES

a) How will objectives be accomplished? The creation of a district-wide ELL interventionist and coach will address targeted students in each building. A full-time TESOL certified coach/interventionist will provide direct instruction with the targeted population of students having the greatest language acquisition needs. As part of his/her work the coach will provide embedded professional development to the ELL tutors and manage the most effective deployment of these resources. In addition the coach will provide embedded professional development for classroom teachers in need of support with their ELL students.

The target population of students for this support would include:

- Students with less than 20 months in English-speaking schools
- Students scoring below a 3 (intermediate) on the LAS Links
- Students who are new to the country and not declared a second language but have weak reading/writing skills as evidenced by MAP, CMT, CAPT or independent reading evaluation.

The tutors and classroom teachers instructing the targeted population will also be provided technical assistance to accelerate learning for the ELLs.

b) Put a checkmark by the activity or activities that best describe how the LEA plans to use the funds. In general, an eligible entity receiving funds under Section 3114(d)(1) of the ESEA Reauthorization NCLB 2002 shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include:

	(A) family literacy, parent outreach and training activities designed to assist parents to become active participants in the education of their children;
X	(B) support for personnel, including teachers aides who have been specifically trained, or are being trained to provide services to immigrant children and youth;
	(C) provision of tutorials, mentoring and academic or career counseling for immigrant children and youth;
	(D) identification and acquisition of curricular educational software material and technologies to be used in the program award;
	(E) basic instructional services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation or such other costs as are directly attributable to such additional basic instructional services;
	(F) other instructional services that are designed to assist immigrant children and youth to achieve In the elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

	(G) activities coordinated with community-based organizations, institutions of higher education, private sector entities or other entities with expertise in working with immigrants to assist parents of immigrant children and youth by offering comprehensive community services.

G. EVALUATION (How will you know that the objectives have been accomplished?)

H.

1. Demonstrated growth in language acquisition as demonstrated by the LAS Links.
2. Continuous growth in reading, language usage and mathematics as demonstrated by MAP assessment administered 3 times a year.
3. Demonstrated success in the academic content areas.
4. Participation in school activities, clubs, sports as documented by classroom teachers, advisors, coaches, or administrators

APPENDIX B

ED114 Fiscal Year 2013 BUDGET FORM

VENDOR NAME: Windsor Public Schools VENDOR CODE: 164

GRANT TITLE: Immigrant and Youth Education Grant
PROJECT TITLE:
CORE-CT CLASSIFICATION: FUND: 12060 SPID: 20868 PROGRAM: 82076
BUDGET REFERENCE: 2013 CHARTFIELD1: 170002 CHARTFIELD2:
GRANT PERIOD: 7/01/2012 - 6/30/2014 AUTHORIZED AMOUNT: $ 58, 743

AUTHORIZED AMOUNT by SOURCE:
LOCAL BALANCE: $ CARRY-OVER DUE: $ CURRENT DUE: $

CODES	DESCRIPTIONS	PUBLIC	NON-PUBLIC	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES			
111B	TEACHERS	$58, 743		$58, 743
112A	EDUCATION AIDES			
112B	CLERICAL			
119	OTHER			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS			
322	IN SERVICE			
323	PUPIL SERVICES			
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	OTHER PROFESSIONAL TECHNICAL SERVICES			
400	PURCHASED PROPERTY SERVICES			
510	PUPIL TRANSPORTATION			
530	COMMUNICATIONS			
560	TUITION			
580	TRAVEL			
590	OTHER PURCHASED SERVICES			
611	INSTRUCTIONAL SUPPLIES			
641	TEXTBOOKS			
642	LIBRARY BOOKS			
690	OTHER SUPPLIES			
700	PROPERTY			
940	INDIRECT COSTS			
	TOTAL	$58, 743		$58,743

November 9, 2012 ORIGINAL REQUEST DATE _____

_____

STATE DEPARTMENT OF EDUCATION PROGRAM MANAGER AUTHORIZATION DATE OF APPROVAL

_____ REVISED REQUEST DATE

APPENDIX C

BUDGET AND BUDGET JUSTIFICATIONS

CODES	DESCRIPTIONS	NARRATIVE/JUSTIFICATION	TOTAL
111A	ADMINISTRATOR/ SUPERVISOR SALARIES		
111B	TEACHERS	1 full-time TESOL interventionist/coach to work district-wide instructing ELLs and coaching ELL tutors and general education staff. 2012-2013	$58,743
112A	EDUCATION AIDES		
112B	CLERICAL		
119	OTHER		
200	PERSONAL SERVICES-EMPLOYEE BENEFITS		
321	TUTORS		
322	IN SERVICE		
323	PUPIL SERVICES		
324	FIELD TRIPS		
325	PARENT ACTIVITIES		
330	OTHER PROFESSIONAL TECHNICAL SERVICES		
400	PURCHASED PROPERTY SERVICES		

510	PUPIL TRANSPORTATION		
530	COMMUNICATIONS		
560	TUITION		
580	TRAVEL		
590	OTHER PURCHASED SERVICES		
611	INSTRUCTIONAL SUPPLIES		
641	TEXTBOOKS		
642	LIBRARY BOOKS		
690	OTHER SUPPLIES		
700	PROPERTY		
940	INDIRECT COSTS		
	TOTAL		$58,743

Windsor BOE Curriculum Committee
Unapproved Minutes
October 9, 2012 6:30 PM
LPW, Room 17

The following are the unapproved minutes of the October 9, 2012 Windsor BOE Curriculum Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:27 PM:

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

Assistant Superintendent Mary Anne Butler was also in attendance.

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

Discussion:
Chairperson Cristina Santos called the meeting to order at 6:30 p.m.

2. Program of Studies--WHS

Discussion:
Russell Sills, Principal of Windsor High School, distributed the requested changes in the Program of Study to attendees. A survey was conducted of staff and students to determine interest in relevant topics that could potentially be offered at the high school.

Bonnie Fineman, English Department Chair at WHS, spoke about the content of the current offerings and felt a need to incorporate more reading and writing, be more engaging to the student, and be relevant and timely. The high school is looking to double-block ninth grade English with the same teacher as a way to improve CAPT scores. Goal is to have all ninth graders ready to take on tenth grade work on equal footing and the current curriculum will need work to achieve this. Parent overrides for a student to opt out of English 9 would need to be assessed to see if the student qualifies to opt out. In the spring, a writing lab is planned to begin at the high school.

Tom Baird, Math Curriculum Supervisor, said that more time is needed to complete the Algebra I course for some students. It was proposed that the 5 basic courses be eliminated and replaced with everyday Algebra. The Common Core will help to move 8th grade students further along to be ready for algebra in ninth grade and more algebraic skills will be reinforced. Upon completion of the Algebra I course, students will have completed the Grade 9 Common Core. This format will help in many ways, and it will not permit a return to the old format. The learning lab will always be available to provide additional help and assistance to focus support for students. We need to communicate to all students that failing the course does not mean they take the course again; they will still move forward the next year so to stay on grade level and take the remediation during the summer, if necessary. Budget concerns will need to be considered for offering summer classes for those that cannot afford remediation classes.

Mr. Sills stated two advanced art courses will be added due to a large number of survey responses. Yearbook received great interest and has rich curriculum incorporated into it. Economics will be changed to a half-year course to permit more students in to it. Fashion Merchandising has grown in popularity and we would like to add that and set up an e-commerce site for students to merchandise their wares. Spanish Conversation and Culture would be added.

Virtual High School is an online learning situation with a professor on the other of the computer and it offers a wide variety of choices that we could never offer in our high school and that expands our list of potential offerings. Special pricing would be made available if a teacher becomes trained in this method.
The graduation requirements beginning with the Class of 2017, which is next years' freshman class, would raise the minimum to 25 credits to graduate. A community service component will also be added to the graduation requirements, but the problem will be tracking the time students spend in service.

3. Professional Learning Communities

Discussion:
Mary Anne Butler, Assistant Superintendent for Instructional Services, spoke about Professional Learning Communities and data teams. We are now incorporating the data team process into PLCs as one protocol among others to improve teaching and learning. WHS is behind on this initiative because of the ongoing NEASC study, but by the second semester NEASC will wrap up. Curriculum supervisors will work with departments to use protocols and look at student work.

4. Windsor University/Professional Development Committee

Discussion:
Mary Anne Butler and Mike Greenwood, a teacher consultant, conducted two after-school sessions to initiate conversations regarding potential offerings for professional development; one at J. F. Kennedy with elementary staff, and one at Sage Park with secondary staff. These collaborative meetings were to learn more about how to run PD offerings and learn what staff would like to see offered, and if anyone would be interested in running the offerings. We want to have a PD Committee to keep us on track, search out presenters to facilitate the suggestions, and offer them to all staff and administrators. We also want to reach out to the community and elicit their participation. This project will take time to get off the ground but has met with enthusiasm so far. In time, we'd like to build an electronic library to have the resources available to people at all times. It is important to communicate these endeavors to the residents in order to gain their support and contributions.

5. Early Vocabulary Intervention Project

Discussion:
Mary Anne Butler spoke about a research program happening in the kindergarten classes, Early Vocabulary Instruction & Intervention in Kindergarten. The University of Connecticut is facilitating a 2-year research program with a Tier I program and Tier II intervention that is aligned with the Common Core. The timing works well with our new full-day kindergarten implementation. This program needs to be communicated to the parent so they can help to support the student's learning. Students will be screened three times a year.

6. Adjournment

Discussion:
Kristin Ingram made a motion to adjourn the meeting at 8:23 p.m. Motion was seconded by Cristina Santos.

_____
Cristina Santos, Chair
Curriculum Committee
Windsor Board of Education

Windsor Board of Education Regular Meeting
Unapproved Minutes

October 16, 2012 7:00 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the October 16, 2012 Windsor Board of Education Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:00 PM:

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

Absent Board Members:
Mrs. Kristin Ingram

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

2. Recognitions/Acknowledgements
2.a. Recognition--Donation of school supplies from Konica Minolta Colorful Tomorrow Foundation

Discussion:
Dr. Villar recognized Konica Minolta Colorful Tomorrow Foundation and expressed thanks for their generous donation of backpacks and supplies donated for needy students.

3. Audience to Visitors

Discussion:
Analiese Eleveld, 880 Palisado Avenue, spoke representing First Robotics, expressed the importance of the program and requested the Board of Education aid in locating space for the program as they have lost their lease in the Griffin Office Park.

Elyse Carroll, 45 Portman Street spoke in support of First Robotics and STEM, requesting that the Board of Education assist in providing space for the program.

George Petro, 40 Bradford Drive, spoke as parent/mentor of Team Paragon/Blazing Paranormals. He explained the build season for the robot starts in January and they are losing their work/build space; asked that the Board aid in finding space for the program.

David Furie, 37 Lighthouse Hill Road, a Parent/Mentor with First Robotics, spoke regarding the program and parent/community support of program, asking for help in finding space.

Ellen Santos, 236 Amato Drive, South Windsor, CT, a Mentor/Jaycees member spoke regarding the active community involvement of the students in the program, and encouraged support of the program and space for its home.

Ronald Eleveld, 880 Palisado Avenue, spoke for Team Paragon, requested Roger Wolcott be considered as space for Team Paragon at least through the build season, and hopefully permanently.

Rosemarie Miskavitch, 20 Coach Circle, addressed the Equity and Excellence Review Project and recommended the Board move and vote to table and defer the project to 2013-14 budget deliberations.

Debbie Samson addressed the September 12 Board of Education meeting presentation by Dr. James to the Board; asked that the vote be rescinded.

Lucille Browne, 75 Timber Lane, spoke in support of the Equity and Excellence Review.

Paul Chapman, 50 Somerset Drive, spoke in opposition to the Equity Audit; recommends seeking competitive proposals.

Stacy Samson, 604 Stone Road, spoke in opposition to the Equity Audit.

Bradshaw Smith, 22 Ludlow, spoke in opposition to the Equity Audit.

Mary Carol McGray, 157 Conestoga Street, spoke in opposition to the Equity Audit.

Jill Jenkins, 867 Delilah Drive, spoke in support of the Equity Audit and the Board's decision to address the achievement gap.

4. Student Representative Report

Discussion:
Student Representative Tyler Jennings Peczka reported on recent events at Windsor High School including Spirit Week, Homecoming and the Homecoming Dance. Upcoming events include the Annual College Fair on October 23 from 6-8pm and SATs on November 3.

Ms. Jennings Peczka stated that the element lacking in the discussion on the Equity Audit is the student's perspective; her perspective, representing the minority population, is that the achievement gap is prominent and any amount of money should be spent and any leap of faith taken to close it. She also stated she would like more information about years 2 and 3.

5. Board of Education
5.a. President's Report

Discussion:
Doreen Richardson reported that the focus of her time and energy has been the Equity Audit. The Board continues its work on goal setting; is in the middle of teacher negotiations and hopes to be in mediation by end of month. The budget process is beginning.

5.b. Disposition of Roger Wolcott School

Discussion:
Ms. Klase recommended that immediate use be looked at, especially the accommodation of Team Paragon and possibly Rec basketball. Also, the condition of the building is such that it should be addressed immediately.

Mr. Williams supports housing Team Paragon at Roger Wolcott, and suggests looking at the possibility of using it for currently outplaced special education students as an in-district location, as well as possibly making space available to surrounding communities at cost.

Ms. Richardson and Dr. Villar will coordinate to determine who on the Board wishes to serve on the subcommittee.

Motion Passed: Motion by Ms. Klase that the Board of Education form a subcommittee charged with studying the various proposals for alternate uses of the facility as recommended by Administration and making a recommendation to the Board in regards to the future disposition of the building. This motion passed with a motion by Ms. Darleen Klase and a second by Mr. Paul Panos.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

5.c. Discussion and possible action to revise BOE 2013 Meeting Schedule

Discussion:
Ms. Richardson reported that the meeting dates for 2013 had been approved as part of the September 12 consent agenda. Regular meetings are held on the third Tuesday of each month; however, due to space conflicts some had been changed. The recommendation is to change the following dates:

Monday February 11, 2013 to Tuesday, February 12
Thursday, April 11 to Tuesday, April 9
Wednesday, November 13 to Tuesday, November 12
The first meeting of 2014, Monday, January 13 to Tuesday, January 14

Meetings on these dates would be held at L.P. Wilson.

Ms. Santos asked whether meetings held at L.P. Wilson could be televised live or, if not, taped and/or made available for live streaming. Dr. Villar responded they could be taped; he will check on live access. Discussion regarding dates and locations ensued.

Motion Passed: Motion by Ms. Klase to move the previously adopted meeting dates for 2013 to the proposed dates and relocate the meetings to the Board Room at L.P. Wilson. This motion passed with a motion by Ms. Darleen Klase and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos No
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

5.d. Proposal by Dr. Marlon James for working with the district to address system equity (Anticipated Action)

Discussion:
Mr. Lockhart raised a point of order; stated Dr. James had been notified that contract was being entered into, thereby action had been taken.

Dr. Villar stated he had consulted with the Board's attorney and the attorney stated it would not put Windsor in the best light to rescind, however legally there is no signed contract so current motion could be acted upon.

Mr. Lockhart stated if motion were allowed to proceed he would move to appeal ruling of the Chair and ask that a role call of sitting members be held.

Ms. Richardson affirmed she would allow the motion to move forward.

Mr. Lockhart appealed the ruling of the Chair.

Mr. Panos asks point of clarity: is it simple majority or two-thirds vote to override the ruling of the Chair?

Mr. Lockhart responded a simple majority is required.

Discussion on the Appeal ensued.

Discussion on Motion to Rescind ensued.

Mr. Panos, spoke in favor of the motion.

Mr. O'Reilly spoke in support Dr. James and the decision of the Board to enter into Equity Audit.

Ms. DiGiore spoke in support of the motion to rescind.

Mr. Lockhart spoke in support of Dr. James and the Equity Audit.

Mrs. Santos spoke against the Equity Audit and disapproves of the process it follows, raising question of competitive bid process.

Ms. Klase addressed the use of data and the purchasing practice outlined in the Board of Education By-Laws; spoke in favor of the Equity Audit.

Mr. Williams discussed the lengthy informational process regarding Dr. James' proposal; spoke in favor of the project.

Ms. Richardson addressed issues raised by Board members as it regards ethics, purchasing practice and Dr. James' history with the Town of Windsor; spoke in favor of the Equity Audit.

Motion Failed: Mr. Panos moved to rescind the motion to authorize the Superintendent to enter into contract with Dr. James and Loyola University which was passed at the September 12, 2012 meeting. This motion failed with a motion by Mr. Paul Panos and a second by Ms. Cristina Santos.

Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Absent
Ms. Darleen Klase No
Mr. Leonard Lockhart No
Mr. Richard O'Reilly No
Mr. Paul Panos Yes
Mrs. Doreen Richardson No
Ms. Cristina Santos Yes
Mr. Kenneth Williams No

Motion Failed: Mr. Lockhart appeals the ruling of the Chair. Vote is on whether to overrule the ruling of the Chair. This motion failed with a motion by Mr. Leonard Lockhart and a second by Ms. Darleen Klase.

Ms. Pam DiGiore No
Mrs. Kristin Ingram Absent
Ms. Darleen Klase No
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly No
Mr. Paul Panos No
Mrs. Doreen Richardson No

Ms. Cristina Santos No
Mr. Kenneth Williams No

6. Superintendent's Report
6.a. Fiscal year 2012--Year End Financial Report

Discussion:
Mr. Williams presented the report on the fiscal year 2012 budget.

Ms. Santos questioned the reason for the overage in Financial Management. Mr. Williams responded that primarily is the result of the pre-purchasing of parent contact software that better interacts with PowerSchool. Ms. Santos questioned Major Maintenance. Mr. Williams responded those costs are primarily building renovation needs for the elementary reorganization and special needs rooms that were added at other schools.

Motion Passed: Motion by Ms. Klase to return $151,947 to the Town, the final amount being subject to completion of the audit. This motion passed with a motion by Ms. Darleen Klase and a second by Mr. Paul Panos.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

6.b. Budget Assumptions (1st Reading)

Discussion:
Mr. Williams presented the first reading of the Budget Assumptions for the fiscal year 2013-2014.

Ms. Klase questioned #9, magnet school tuition and does the district know what's happening with CREC schools regarding the increased number of slots. Dr. Villar stated it is likely to continue to rise as the State is seeking to meet targets established in Scheff v. O'Neill. Mr. Williams stated that this year the number of students in CREC schools increased 29% over last year, as a result of more schools and more slots.

Motion Passed: Motion by Ms. Klase that the Board of Education accept for the first reading of the Budget Assumptions for 2013-2014. This motion passed with a motion by Ms. Darleen Klase and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

6.c. Enrollment Report

Discussion:
Mr. Williams presented enrollment report as of October 1, 2012.

Discussion ensued regarding report format and date of data collection.

6.d. Presentation--School Performance Index (SPI)

Motion Passed: Motion by Ms. Klase to table presentation of the School Performance Index to the next meeting. This motion passed with a motion by Ms. Darleen Klase and a second by Mr. Paul Panos.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

7. Committee Reports
7.a. Curriculum Committee

Discussion:
Ms. Santos reported that Sage Park has had success with their reading/math program and Mr. Sills has proposed a similar program at the high school. The Committee is excited with the proposal coming forward of double math and reading on a daily basis. The Committee will be coming before the Board in November for the first reading of the Program of Studies. The Program of Studies must be voted on in December. There is a fabulous kindergarten program coming forward from NEAG on building kindergarten vocabulary; the curriculum is being rewritten on common core.

There is a typo in the agenda: the Curriculum Committee meeting will be Tuesday, November 6 at 4:30.

7.b. Finance Committee

Discussion:
In Ms. Ingram's absence Mr. O'Reilly reported the Committee had worked on the Budget Assumptions presented.

7.c. Technology Committee

Discussion:
Mr. O'Reilly reported that the Committee met with the consultant and Mr. Couture, who was hired to implement the technology vision to discuss strategies on how to get to one student/one computer.

Another meeting will be held toward the end of November, date to be determined.

8. Consent Agenda

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

8.a. Financial Report
8.b. Food Services Report
8.c. Human Resources Report

9. Approval of Minutes

Discussion:
Mr. O'Reilly reported there is one correction to the minutes. The second on the Motion to authorize the Superintendent to execute an agreement with Dr. Marlon James and Loyola University should be Mr. O'Reilly.

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

9.a. August 30, 2012 Executive Committee Meeting
9.b. August 30, 2012 Special Meeting
9.c. September 10, 2012 5:30 PM Special Meeting
9.d. September 10, 2012 6:00 PM Board Workshop
9.e. September 11, 2012 BOE Curriculum Committee
9.f. September 12, 2012 Regular BOE Meeting
9.g. September 20, 2012 BOE Technology Committee
9.h. September 25, 2012 Special Meeting
9.i. October 1, 2012 Executive Committee Meeting
9.j. October 2, 2012 BOE Finance Committee Meeting
9.k. October 2, 2012 Special Meeting

10. Other Matters/Announcements/Regular BOE Meetings

Discussion:
Curriculum Committee meeting date rescheduled to November 6 at 4:30 p.m.

Ms. Richardson reported the next regular Board of Education meeting will be held Wednesday, November 14, 2012.

Mr. Williams extended his thanks to Dr. Villar for the time and energy he spent to bring him up to speed as a new member of the Board. He recognized the dynamic efforts of the administration and staff of the Windsor Public Schools.

Mr. O'Reilly reported that tomorrow night is the National Junior Honor Society induction at Sage Park.

Mr. Lockhart extended support to Dr. Villar and his administration and all the staff in Windsor, and thanked parents and citizens who came out to the meeting.

Mr. Panos questioned staff performance and encouraged open communication between the Board and the Superintendent.

Ms. Klase stated she is excited about the curriculum changes and other changes taking place.

Ms. DiGiore spoke about the movie Gifted Hands, The Ben Carson Story and how it tied parental involvement and church to student success and overcoming adversity.

Ms. Santos stated the most exciting thing for her as an educator was the State Department of Education acknowledged and recognizes that NCLB is not all it's cracked up to be; that the SPI indicators are better than other scores, the one positive thing the community should hear about they didn't; if having excellence review it should be K-12.

Ms. Richardson expressed thanks to Dr. Villar for his leadership in issues small and large, looks forward to working with him on the initiatives.

10.a. BOE Curriculum Committee Meeting, Tuesday, November 13, 2012 at 6:30 PM, LP Wilson Community Center, Room 17—Changed to Tuesday, November 6 at 4:30 PM.
10.b. November Regular BOE Meeting, Wednesday, November 14, 2012 at 7:00 PM, Town Hall Council Chambers

11. Audience to Visitors

Discussion:
None.

12. Adjournment

Motion Passed: Motion to adjourn at 10:14 pm. This motion passed with a motion by Mr. Paul Panos and a second by Ms. Pam DiGiore.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Yes
Mr. Paul Panos Yes
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

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

Special Meeting of the Windsor Board of Education
Unapproved Minutes

October 25, 2012 7:00 PM
L.P. Wilson Community Center, Board Room

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

Attendance Taken at 7:12 PM:

Present Board Members:
Ms. Pam DiGiore
Ms. Darleen Klase
Mr. Leonard Lockhart
Mrs. Doreen Richardson
Ms. Cristina Santos
Mr. Kenneth Williams

Absent Board Members:
Mrs. Kristin Ingram
Mr. Richard O'Reilly
Mr. Paul Panos

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

Discussion:
The meeting was called to order by Ms. Richardson at: 7:15 pm

Also in attendance: Superintendent Dr. Jeffrey A. Villar, Frank Williams (Director of Business Services), and Jody Lefkowitz (Director of Pupil and Special Education Services).

Following a recommendation from Ms. Klase, the floor was opened to public comment.

Public Comment: George Slate, 74 Ethan Drive. Mr. Slate asked the Board to consider the following: that the Board should make every effort to engage the public at every opportunity; that the Board take into consideration in developing policy that the meaning of the term "achievement" differs amongst families; that the Board run the district as economically as possible. Mr. Slate addressed special education costs and opportunities to broaden the tax base, including hotel taxes and hosting a magnet school.

2. Discussion and possible action on the Board of Education goals with Mike Wasta

Discussion:
Mr. Wasta addressed the work the Board has done in establishing the draft of the Mission Statement and Goals to be reviewed; distributed sample Mission Statements from surrounding towns for comparison purposes. Mr. Wasta noted the Mission Statement is still in draft form, requiring a vote for adoption.

The Board entered into discussion on the goals.

Motion Passed: Ms. Klase moves that the Mission Statement be accepted as written. Motion passed with a motion by Ms. Darleen Klase and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Absent

Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Absent
Mr. Paul Panos Absent
Mrs. Doreen Richardson Yes
Ms. Cristina Santos No
Mr. Kenneth Williams Yes

Motion Passed: Motion by Ms. Klase that the Goals as presented be accepted with the following revisions: #4 and #5 be combined to one statement of "All students will demonstrate the ability to think critically and demonstrate the ability to solve complex problems (analyze, creative research, logic, innovative, integrated understanding, resilient)"; to include #9, to include #10 revised to read: "All students will demonstrate an understanding of the importance of health and wellness." Motion passed with a motion by Ms. Darleen Klase and a second by Mr. Kenneth Williams.
Ms. Pam DiGiore Yes
Mrs. Kristin Ingram Absent
Ms. Darleen Klase Yes
Mr. Leonard Lockhart Yes
Mr. Richard O'Reilly Absent
Mr. Paul Panos Absent
Mrs. Doreen Richardson Yes
Ms. Cristina Santos Yes
Mr. Kenneth Williams Yes

3. Adjournment

Discussion:
The meeting was adjourned at 8:02 pm.

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

OR

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