Regular Meeting

Wednesday, January 17, 2018 6:30 PM
Town Hall, Council Chambers Please click the link below to join the webinar: https://us02web.zoom.us/j/85191945173 Or Telephone: +1 646 558 8656 or +1 301 715 8592 Webinar ID: 851 9194 5173 , 275 Broad Street, Windsor, CT 06095

1. **Call to Order, Pledge to the Flag and Moment of Silence**
2. **Superintendent Presents 2018-2019 Budget Proposal**
3. **Public Forum on 2018-2019 Budget (Limited to maximum of 30 minutes)**
4. **THE REGULAR MEETING WILL CONTINUE IMMEDIATELY FOLLOWING THE PUBLIC FORUM AND A 5 MINUTE RECESS**
5. **Recognitions/Acknowledgements**

a. Recognition--Zaviana Desarmes, BOE Student Representative

6. **Audience to Visitors**
7. **Student Representative Report**
8. **Board of Education**

a. President's Report
b. School Liaison Reports

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

9. **Superintendent's Report**

a. Legislative Update with Patrice McCarthy, Deputy Director and General Counsel, CT Association of Boards of Education
b. Finalize 2017/2018 Budget
c. Summer Learning
d. Budget Assumptions FY 19, 2nd Reading
e. School Calendar 2018-2019, 2nd Reading
f. Policy Adoption, 2nd Reading

1. New P 3523.11 Unmanned Aerial Systems (Drones)
2. Revised P 4112.3 Employment Checks
3. Revised P/AR 4118.11 Non-Discrimination (Personnel)
4. Revised P/AR 5113 Student Attendance and Truancy
5. Revised P/AR 5145.4 Non-Discrimination (Students)

g. Curriculum Development, 1st Reading

1. Consumer Math: Pre-Algebra
2. Grades 3-5 Humanities

10. **Committee Reports**

a. Curriculum Committee
b. Long Range Planning Committee

11. **Consent Agenda**

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

12. **Approval of Minutes**

a. December 12, 2017 Special Meeting
b. December 19, 2017 Special Meeting/Public Forum
c. December 19, 2017 Regular Meeting

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

a. BOE Public Forum with Finance Committee Immediately Following, Tuesday, January 23, 2018, 6:00 PM, LPW, Board Room

b. BOE Public Forum with Finance Committee Immediately Following, Saturday, January 27, 2018, 10:00 AM, LPW, Board Room

c. BOE Public Forum with Finance Committee Immediately Following, Tuesday, February 6, 2018, 6:00 PM, LPW, Board Room

d. BOE Finance Committee, Tuesday, February 13, 2018, 6:30 PM, LPW, Room 17, if needed

e. Next BOE Regular Meeting is Wednesday, February 21, 2018, 7:00 PM, Town Hall, Council Chambers

f. BOE Community Forum, Tuesday, February 27, 2018, 6:30 PM, LPW, Board Room

14. **Audience to Visitors**

15. **Adjournment**

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

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

Attachments:

Subject: Public Forum on 2018-2019 Budget

Background:

The Board of Education will provide an opportunity for the general public to provide comments on the Superintendent of Schools' 2018-2019 recommended education budget.

Status:

This Public Forum will be held immediately following the presentation of the Superintendent of Schools' recommendation.

Recommendation:

1. The purpose of the Public Forum is to provide the community the opportunity to provide comments to the Board prior to the adoption of the 2018-2019 budget.
2. Each speaker is allowed 3 minutes. The Public Forum on Wednesday, January 17, 2018 is limited to a total of 30 minutes.
3. Future opportunities for speakers to address this topic will be provided at Public Forums on Tuesday, January 23, 2018 at 6:00 PM, Saturday, January 27, 2018 at 10:00 AM, and Tuesday, February 6, 2018 at 6:00 PM as well as during the "Audience to Visitors" portion of each Finance Committee Meeting on January 23, 2018 following the Public Forum, January 27, 2018 following the Public Forum, February 6, 2018 following the Public Forum and on Tuesday, February 13, 2018 at 6:30 PM (if meeting is needed) at the L.P. Wilson Board Room.

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

Agenda Item # 3.1

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

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

Presented By: Leonard Lockhart
Patrice McCarthy

Attachments:

Subject: Legislative Update

Background:

Patrice McCarthy, Deputy Director and General Counsel for the Connecticut Association of Boards of Education (CABE) was asked to present an update on legislative issues this evening. Board members will have an opportunity to ask Ms. McCarthy questions and/or provide input.

Status:

N/A

Recommendation:

Presentation and discussion for information only.

Reviewed by:_____

Recommended by the Superintendent: _____

Agenda Item # 9a.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

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

Attachments: 1/12/18 Memo to Board Members; List of Reductions

Subject: Finalize 2017-2018 Budget

Background:

The Windsor Board of Education's budget was established at the December 18, 2017 Town Council meeting. The Board of Education's budget was set at a 0% increase. This means that the Board must reduce its proposed budget by 1.23% or $826,783.

Status:

The administration is recommending that the Board accept the attached list of reductions. The attached proposed reductions were shared with the Board of Education at its June 20, 2017 meeting and its October 17, 2017 meeting. Additionally, the list was presented to the Town Council at its October 16, 2017 meeting. The list has been updated twice, once in October and a second time for the January 2018 Board of Education meeting.

Recommendation:

Move the Board of Education accept the list of reductions, finalizing the 2017-2018 budget submitted to the Board by Dr. Cooke with a 0% increase over the 2016-2017 budget.

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

Agenda Item # 9b.

WINDSOR PUBLIC SCHOOLS

Craig A. Cooke, Ph.D.
Superintendent of Schools
601 Matianuck Avenue • Windsor, CT 06095

EMAIL | ccooke@windsorct.org TEL | 860-687-2000 EXT 236 FAX | 860-687-2009 WWW.WINDSORCT.ORG

MEMORANDUM

TO: Board of Education Members
FROM: Craig A. Cooke, Ph.D.
DATE: 1/12/18
RE: Budget Reductions 2017-2018

The Windsor Board of Education's budget was established at the December 18, 2017 Town Council meeting. The Board of Education's budget was set at a 0% increase. This means that the Board must reduce its proposed budget by 1.23% or $826,783.

The administration is recommending that the Board accept the attached list of reductions. The attached proposed reductions were shared with the Board of Education at its June 20, 2017 meeting and its October 17, 2017 meeting. Additionally, the list was presented to the Town Council at its October 16, 2017 meeting. The list has been updated twice, once in October and a second time for the January 2018 Board of Education meeting.

There are two changes made in January to the proposed reductions:

1. The maintenance position has been altered to a custodial position. The reduction is possible due to two unexpected retirements of custodians effective in January. One position will be filled while the other will be reduced. The position filled provides significant retirement savings as new custodians are hired at a lower payscale. This savings, a reduction of 1.0 custodian, along with the position remaining vacant for some time, allows the $70,000 saving to be achieved.
2. The clerical position has not been eliminated. We have achieved the savings through positions in both the certified and noncertified bargaining units that have remained open this year when vacated. For example, a school psychologist position was vacant for two months due to a resignation and the inability to fill the position. Additionally, benefit savings occured in addition to salary savings.

The above actions result in no layoffs for the current year.

The majority of the reductions carry into the 2018-2019 budget year, however, there are three items that will need to be addressed in the 2018-2019 budget proposal:

1. Summer school was reduced at a savings of $150,000. Summer school will be addressed through the Superintendent's budget proposal. I will propose a return to a lower amount of funding for regular education K-5 summer learning.
2. Tutors for expulsion program will also be recommended in the Superintendent's proposed budget. The state has altered the regulations and therefore the amount may be less than the originally proposed $30,000.
3. The clerical position must be re-addressed as not all of the savings identified for 2017-2018 budget will carry over into the new year.

The other remaining reductions, including the reduction of 6.6 positions, will carry-over into the 2018-2019 budget.

CAC/sb

Attachment

Superintendent's 17/18 Proposed Budget Reductions for 0% UPDATED January 5, 2018

Proposed Budget Reduction			Status of Reduction
Major Maintenance	$	(25,000)	Projects are on hold, will not progress.
Additional Retirement Savings	$	(100,000)	Savings achieved through hiring new staff. Two unexpected retirements occurred over the summer that contributed to the savings.
Summer School	$	(150,000)	Savings achieved, will need to address summer learning in 18/19 budget.
0.6 FTE Language Arts - Sage Park	$	(45,000)	Position is not filled at this time. Reading support reduced at Sage Park.
1.0 FTE Technology Ed Teacher (new)	$	(75,000)	Position is not filled at this time. 100 class slots of technology education was not available to WHS students.
1.0 FTE Science Teacher Elementary	$	(75,000)	Position is not filled at this time. Reduced Science support in grades 3-5.
2.0 FTE Paraprofessionals	$	(80,000)	Two positions were not filled. PPT decisions or student enrollment could require additional hiring.
1.0 FTE Assistive Technology Teacher (retirement)	$	(75,000)	Work is being dispersed throughout district at this time but will need to be addressed in the future.
Unfilled Certified/Non-Certified Positions	$	(60,000)	Positions have remained vacant due to resignations. Benefit savings due to open positions as well.
Print Service Contract - Centralize all Printing to Konica Copier Machines	$	(41,783)	Reduction in place at this time and printing contract has been discontinued. Savings achieved.
1.0 FTE Custodian Position/Retirement Savings	$	(70,000)	Two custodial retirements in January. One position eliminated. One position filled at a lower rate.
Tutors (increase to expulsion program)	$	(30,000)	Required-deferred for 17/18 year. Still awaiting final decision of State Board of Education on increased tutoring requirement that will need to be implemented for 18/19. Number of students expelled can fluxuate during the school year and is currently at a low number of students.
Balance	$	(826,783)	

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

Prepared By: Santosha Oliver

Presented By: B. Fineman
N. Abdel-Hady

Attachments:

Subject: Summer Learning

Background:

Our vision for the 2018 Windsor Public Schools' Summer Learning Program is to increase performance of targeted students and significantly reduce the District's financial commitment by facilitating an at-home summer learning program. New research suggests, time spent at home with families reading or talking about books seems to have more impact on academic growth than summer camps (Shafer, 2017).

We will facilitate an at-home summer learning program with students and families receiving frequent support from certified teachers who will guide students and families in the learning process with the goals of: (1) increasing students' access to resources, (2) personalizing student learning, and (3) providing ongoing student-teacher contact during the summer months. All summer learning students will be able to check out district-owned Chromebooks to access iReady, online digital books, and math learning tools.

Status:

Recommendation:

For informational purposes only.

Reviewed by: S. Olivier **Recommended by the Superintendent:**

Agenda Item # 9c.

2/28/15

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

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

ATTACHMENTS: Budget Assumptions 2018 – 2019

SUBJECT: Budget Assumptions in Preparation for Developing the FY 2018 – 2019 Budget 2nd Reading

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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 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 2018 – 2019.

Reviewed by: BOE **Recommended by the Superintendent:** C.C.

Agenda Item # 9d.

Budget Assumptions 2018 - 2019

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. We will continue our commitment to finding efficiencies within the budget.

2. **Enrollment:** District-wide enrollment has fluctuated slightly over the past five years. The 14/15 enrollment was 3,145 and then increased to 3,187 in 15/16. Enrollment remained flat for the following year (16/17) at 3,186. There was a jump in enrollment in 17/18 to 3,250 students and the projected enrollment for 18/19 is to remain relatively flat or increase slightly compared to 17/18.

3. **Staffing & Programs:** 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.

4. **Class Size:** The Board of Education will make every attempt to honor class size guidelines.

5. **Health Insurance:** If we continue to have low claim trends as we've been experiencing the past few years, and the transition to the High Deductible Health Savings plan, the cost for health care is projected to remain flat and possibly decrease slightly.

6. **Contractual Obligations**: Base salaries will increase approximately 2.09%.

7. **Special Education:** Out-of-district tuition costs are projected to increase by 2% ($98,000). The goal is to reduce the increase in costs.

8. **Utility costs (heat & electricity)**: Projected to remain relatively flat. Over the past few years, the district reduced the utility cost by over $400,000 due to better efficiencies in our buildings. Water is projected to increase 10% ($9,500) effective 1/1/18.

9. **Regular Ed Transportation:** The contractual increase is 3.2% or $135,731 for 18/19. An additional $30,000 needs to be added (total inc. = $165,731) from the DATTCO's "give-back" in the 17/18 contract.

10. **Special Education Transportation**: The special ed transportation has increased over the past few years due to the number of students we transport based on their needs. The increase for special education transportation for 18/19 is anticipated at $160,000 (1.54%).

11. **Diesel Fuel**: Diesel fuel was at a recent low for 16/17. We do not anticipate that moving forward. The lock in price in 16/17 was $1.49/gallon and in 17/18 it is $1.81. The projected rate for 18/19 is $2.35/gallon (increase of $58,500). This will be monitored in the coming months by the Town.

12. **Magnet School**: The tuition line item is projected to remain relatively flat. Enrollment is projected to remain flat or decrease, however, tuition rates are set by the magnet schools and not known until June.

13. **State & Federal Funding/Grants**: Educational Cost Share Funding (ECS) & Excess Cost Funding is expected to remain flat or slightly decrease for FY 18/19.

14. **Alliance Grant:** The "Alliance Grant" funds that the district received directly for the past 5 years is now included within the ECS funding which flows directly to the Town as revenue.

1.11.18

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

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

Attachments: Draft 2018-2019 School Calendar

Subject: Proposed 2018-2019 School Calendar, 2nd Reading

Background:

Each year the calendar for the next school year is brought to the Board of Education for approval. Input is sought from PTO Presidents, the Windsor Education Association (WEA) and administrators. Principals, Cabinet members and the Superintendent review the input and make appropriate changes.

Status:

The calendar for 2018-2019 is being recommended. The teacher work year would begin on August 27th with opening day. The student school year would begin on September 4th. The last day of school would be tentatively scheduled for June 13th and would include 8 potential snow days. There would be no February vacation. The April vacation coincides with CREC region schools.

The calendar includes 187 teacher work days and 181 instructional days. The calendar also includes 7 student early release days for the purpose of conducting teacher professional activities. The calendar also includes the traditional vacations and holidays.

Recommendation:

That the Board of Education accept the proposed 2018-2019 school calendar for a 2nd Reading.

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

Agenda Item # 9e.

WINDSOR PUBLIC SCHOOLS

School Calendar • 2018-2019

M	T	W	R	F
AUGUST 2018				(0)
20	21	22	23	24
OD	PD	PD	PD	WD
SEPTEMBER 2018				(19)
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
OCTOBER 2018				(22)
1	2	3	4	5
8	9	10	11	12
15	16	17	18 w	19
22	23	24	25	26
29	30	31		
NOVEMBER 2018				(18)
			1	2
5	PD	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
DECEMBER 2018				(15)
3	4	5 *	6 *	7 *
10	11 s	12 s	13 s	14
17	18	19	20	21
24	25	26	27	28
31				
JANUARY 2019				(21)
	1	2	3	4
7	8	9	10	11
14	15 X	16 X	17 X	18 X
21	22	23	24	25
28	29	30	31	

Important Dates

Sept. 3	Labor Day
Sept. 4	School Opens for Students
Oct. 8	Columbus Day
Nov. 6	Election Day/Professional Day
Nov. 21-23	Thanksgiving Break
Nov. 21	Offices open 1/2 day AM
Dec. 24-Jan. 1	Winter Break
Dec. 31	Offices open 1/2 day AM
Jan. 21	Martin Luther King, Jr Day
Feb. 18-19	Presidents' Day Break
Apr. 8-12	Spring Break
Apr. 19	Good Friday
May 27	Memorial Day
June 13	Tentative Last Day of School

Key

OD	Opening Day for staff
PD	Professional Day
WD	Staff Work day
◇	No school for students, but work day for teachers. Offices open.
○	First or last day of school
■	All schools and offices closed
⬠	Early Dismissal - All Students
▲	No school for students or teachers, but offices open.
*	PK-5 Parent Conferences Early Dismissal for Gr. PreK-5
s	Sage Park Parent Conferences Early Dismissal for Gr. 6-8
w	Windsor High Parent Conferences Early Dismissal for Gr. 9-12
X	High School Exams Early Dismissal for Gr. 9-12

School Hours

	Hours	Early Dismissal	2 Hour Delay
High School	7:35a-2:20p	7:35a-12:25p	9:35a-2:20p
Middle School	8:05a-2:50p	8:05a-12:55p	10:05a-2:50p
Elementary & full day PreK	8:40a-3:25p	8:40a-1:30p	10:40a-3:25p
PreK AM Session	8:40a-11:35a	8:40a-10:50a	No AM PreK
PreK PM Session	12:30p-3:25p	11:25a-1:30p	12:30p-3:25p

School Delay and Closing

On the web: www.windsorct.org
Phone: 860-687-2000 x180
Local radio and television stations

Important Information

1. School may be delayed due to inclement weather for two hours. Morning schedules would be adjusted accordingly and release time remains the same. AM PreK is cancelled on delayed openings.

2. Calendar allots for eight (8) snow days beginning June 14. If more are needed they will be deducted from the Spring Break commencing Monday, April 8, 2019.

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

M	T	W	R	F
FEBRUARY 2019				(18)
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	
MARCH 2019				(21)
				1
4	5	6	7	8
11	12	13 s	14 w	15
18	19	20 *	21 *	22 *
25	26	27	28	29
APRIL 2019				(16)
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
MAY 2019				(22)
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
JUNE 2019				(9)
3	4	5	6	7 X
10 X	11 X	12 X	13	14
17	18	19	20	21
24	25 P	26	27	28

June 13 Tentative Last Day of School: Early Dismissal

P Potential Last Day of School due to cancellations.

Draft 2 Spring Break April 8-12 - 1/8/18

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

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

Attachments:
1. New P 3523.11 Unmanned Aerial Systems (Drones)
2. Revised P 4112.3 Employment Checks
3. Revised P/AR 4118.11 Non-Discrimination (Personnel)
4. Revised P/AR 5113 Student Attendance and Truancy
5. Revised P/AR 5145.4 Non-Discrimination (Students)

Subject: Policy Adoption, 2nd Reading

BACKGROUND:

The Board of Education Policy Committee reviewed the following policies and administrative regulations and is recommending immediate adoption. The full Board of Education received these policies at their December 19, 2017 meeting as a 1st reading.

STATUS:

1. P 3523.11 Unmanned Aerial Systems (Drones) is being presented as a new policy.
2. P 4112.3 Employment Checks is being revised based on PA 17-68 and its requirement for applicants to report prior nonpublic school experience. PA 17-68 defines the term "former employer" and was updated to incorporate this new definition.
3. P 4118.11 Non-Discrimination (Personnel) is being revised based on PA 17-127 prohibiting discrimination by certain entities against an individual on the basis their status as a veteran.
4. P 5113 Student Attendance and Truancy is being revised based on PA 16-147 and PA 17-14 which removes the Family with Service Needs process and PA 17-14 which removes in-school suspensions that are greater than or equal to one-half of the school day for the purposes of calculating chronic absenteeism rates.
5. P 5145.4 Non-Discrimination (Students) is being revised based on PA 17-127 prohibiting discrimination by certain entities against an individual on the basis their status as a veteran.

RECOMMENDATION:

Move to approve the new P 3523.11 Unmanned Aerial Systems (Drones) and revisions made to P 4112.3 Employment Checks, P 4118.11 Non-Discrimination (Personnel), P 5113 Student Attendance and Truancy, P 5145.4 Non-Discrimination (Students) as a 2nd reading.

Recommended by the Superintendent: _____

Agenda Item # 9f.

Unmanned Aerial Systems (Drones)

In an effort to maintain the safety, security, and privacy of students, staff and visitors, the Windsor Public School District has determined that the operation of unmanned aerial vehicles (UAV), also commonly referred to as drones, is prohibited by any persons on or over District property, including all buildings and grounds, during school hours and at District sponsored events.

For the purposes of this policy, a UAV or drone is any aircraft without a human pilot aboard the device.

An exception to this policy may be made in specific cases where circumstances warrant, such as the filming of sporting practice or instructional purposes, but must be approved in advance by the Superintendent of Schools or his/her designee. In addition, staff or students operating any and all District aerial drones shall be in accordance with this policy and all applicable Federal Aviation Administration regulations such as FAA Advisory Circular 91-57A, and FAA registration requirements.

Legal References:

FAA Circular No. 91-57A

Public Law 112-95, The FAA Modernization and Reform Act of 2012

Title 49 U.S.C. §40101

FAA 14 CFR, Parts 1, 45, 47, 48, 91, 375

Policy adopted:

Windsor Public Schools
Windsor, CT

EMPLOYMENT CHECKS

As set forth below, each applicant for a position with the district shall be asked whether he/she has ever been convicted of a crime, whether there are any criminal charges pending against him/her and whether the applicant is included on the Abuse and Neglect Registry of the Connecticut Department of Children and Families ("DCF") (the "Registry"). ~~If the applicant's current or most recent employment occurred out of state, the applicant will also be asked whether he/she is included on an equivalent database and/or abuse/neglect registry maintained in that other state.~~ Applicants shall not be required to disclose any arrest, criminal charge or conviction that has been erased.

~~In addition, the district shall conduct an employment history check for each applicant for a position, as set forth below.~~
In addition, the district shall conduct an employment history check for each applicant for a position, as set forth below.

For the purposes of this policy:

"Sexual misconduct means" any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student.

"Abuse or neglect" means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).

"Former employer" means any person, firm, business, educational institution, nonprofit agency, corporation, limited liability company, the state, any political subdivision of the state, any governmental agency, or any other entity that such applicant was employed by during any of the previous twenty years prior to applying for a position with a local or regional board of education.

I. Employment History Check Procedures

A. The district shall not offer employment to an ~~application~~applicant for a position, including any position that is contracted for, if such applicant would have direct student contact, prior to the district:

1. Requiring the applicant:

a. to list the name, address, and telephone number of each current employer or former employer ~~of the applicant, if~~ (please note the definition of "former

employer" employer above, including the applicable twenty year reporting period) during any of the previous twenty years), if:

(i) such current or former employer is/was a local or regional board of education, council ~~or operator or if such employment otherwise~~of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, and/or

(ii) the applicant's employment with such current or former employer caused the applicant to have contact with children~~:~~.

such current or former employer was a local or regional board of education, council or operator or if such employment otherwise caused the applicant to have contact with children;

b. to submit a written authorization that

(i) consents to and authorizes disclosure by the employers listed under paragraph I.A.1.a of this policy of the information requested under paragraph I.A.2 of this policy and the release of related records by such employers,

(ii) consents to and authorizes disclosure by the Department of Education of the information requested under paragraph I.A.3 of this policy and the release of related records by the department, and

(iii) releases those employers and the Department of Education from liability that may arise from such disclosure or release of records pursuant to paragraphs I.A.2 or I.A.3 of this policy; and

c. to submit a written statement of whether the applicant

(i) has been the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated,

(ii) has ever been disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect was pending or under investigation by DCF, or an allegation of sexual misconduct was pending or under investigation or due to an allegation substantiated pursuant to Conn. Gen. Stat. § 17a-101g or abuse or neglect, or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct, or

(iii) has ever had a professional or occupational license or certificate suspended or revoked or has ever surrendered such a license or certificate while an allegation of abuse or neglect was pending or under investigation by DCF or an investigation of sexual misconduct was pending or under investigation, or due to an allegation substantiated by DCF of abuse or neglect or of sexual misconduct or a conviction for abuse or neglect or sexual misconduct;

2. Conducting a review of the employment history of the applicant by contacting those employers listed by the applicant under paragraph I.A.1.a of this policy. Such review shall be conducted using a form developed by the Department of Education, which shall request the following:

   a. the dates employment of the applicant, and

   b. a statement as to whether the employer has knowledge that the applicant:

      (i) was the subject of an allegation of abuse or neglect or sexual misconduct for which there is an investigation pending with any employer, state agency, or municipal police department or which has been substantiated;

      (ii) was disciplined or asked to resign from employment or resigned from or otherwise separated from any employment while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct; or

      (iii) has ever had a professional or occupational license, certificate, authorization or permit suspended or revoked or has ever surrendered such a license, certificate, authorization or permit while an allegation of abuse or neglect or sexual misconduct was pending or under investigation, or due to a substantiation of abuse or neglect or sexual misconduct. Such review may be conducted telephonically or through written communication. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, not later than five (5) business days after the district receives a request for such information about an employee or former employee, the district shall respond with such information. The district may request more information concerning any response made by a current or former employer for information about an applicant, and, notwithstanding subsection (f), such employer shall respond not later than five (5) business days after receiving such request.

3. Requesting information from the Department of Education concerning:

   a. the eligibility status for employment of any applicant for a position requiring a certificate, authorization or permit,

b. whether the Department of Education has knowledge that a finding has been substantiated by DCF pursuant to Conn. Gen. Stat. § 17a-101g of abuse or neglect or of sexual misconduct against the applicant and any information concerning such a finding, and

c. whether the Department of Education has received notification that the applicant has been convicted of a crime or of criminal charges pending against the applicant and any information concerning such charges.

B. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, if the district receives information that an applicant for a position with or an employee of the board has been disciplined for a finding of abuse or neglect or sexual misconduct, it shall notify the Department of Education of such information.

C. The district shall not employ an applicant for a position involving direct student contact who does not comply with the provisions of paragraph I.A.1 of this policy.

D. The district may employ or contract with an applicant on a temporary basis for a period not to exceed ninety (90) calendar days, pending the district's review of information received under this section, provided:

1. The applicant complied with paragraph I.A.1 of this policy;

2. The district has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment with the district; and

3. The applicant affirms that the applicant is not disqualified from employment with the district.

E. The district shall not enter into a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:

1. Has the effect of suppressing information relating to an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;

2. Affects the ability of the district to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or

3. Requires the district to expunge information about an allegation or a finding of suspected abuse or neglect or sexual misconduct from any documents maintained by the district, unless, after investigation, such allegation is dismissed or found to be false.

F. The district shall not offer employment to a person as a substitute teacher, unless such person and the district comply with the provisions of paragraph I.A.1 of this policy. The district shall determine which such persons are employable as substitute teachers and maintain a list of such persons. The district shall not hire any person as a substitute teacher who is not on such list.

Such person shall remain on such list as long as such person is continuously employed by the district as a substitute teacher as described in paragraph III.B.2 of this policy, provided the district does not have any knowledge of a reason that such person should be removed from such list.

G. In the case of an applicant who is a contractor, the contractor shall require any employee with such contractor who would be in a position involving direct student contact to supply to such contractor all the information required of an applicant under paragraphs I.A.1.a. and I.A.1.c of this policy and a written authorization under paragraph I.A.1.b. of this policy. Such contractor shall contact any current or former employer (please note the definition of "former employer" employer above, including the applicable twenty year reporting period) of such employee that was a local or regional board of education, council ~~or operator or if such~~ of a state or local charter school, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or if the employee's employment with such current or former employer~~, or operator or if such employment~~ caused the employee to have contact with children, and request, either telephonically or through written communication, any information concerning whether there was a finding of abuse or neglect or sexual misconduct against such employee. Notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, such employer shall report to the contractor any such finding, either telephonically or through written communication. If the contractor receives any information indicating such a finding or otherwise receives any information indicating such a finding or otherwise has knowledge of such a finding, the contractor shall, notwithstanding the provisions of subsection (f) of Conn. Gen. Stat. § 31-51i, immediately forward such information to the district, either telephonically or through written communication. If the district receives such information, it shall determine whether such employee may work in a position involving direct student contact at any school in the district. No determination by the district that any such employee shall not work under any such contract in any such position shall constitute a breach of such contract.

H. Any applicant who knowingly provides false information or knowingly fails to disclose information required in subdivision (1) of subsection (A) of this section shall be subject to discipline by the district that may include

1. denial of employment, or

2. termination of the contract of a certified employee, in accordance with the provisions of Conn. Gen. Stat. § 10-151.

I. If the district provides information in accordance with paragraph I.A.2. or I.G. of this policy, the district shall be immune from criminal and civil liability, provided the district did not knowingly supply false information.

J. Notwithstanding the provisions of Conn. Gen. Stat. § 10-151c and subsection (f) of Conn. Gen. Stat. § 31-51i, the district shall provide, upon request by another local or regional board of education, governing council of a state or local charter school or interdistrict magnet school operator, or supervisory agent of a nonpublic school for the purposes of an inquiry pursuant to paragraphs I.A.2 or I.G. of this policy or to the Commissioner of Education pursuant to

paragraph I.B. of this policy any information that the district has concerning a finding of abuse or neglect or sexual misconduct by a subject of any such inquiry.

K. ~~For the purposes of this policy:~~

~~1. "Sexual misconduct means" any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialog, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student~~

~~2. "Abuse or neglect" means abuse or neglect as described in Conn. Gen. Stat. § 46b-120, and includes any violation of Conn. Gen. Stat. §§ 53a-70 (sexual assault in the first degree), 53a-70a (aggravated sexual assault in the first degree), 53a-71 (sexual assault in the second degree), 53a-72a (sexual assault in the third degree), 53a-72b (sexual assault in the third degree with a firearm), or 53a-73a (sexual assault in the fourth degree).~~

Prior to offering employment to an applicant, the district shall make a documented good faith effort to contact each current and any former employer(please note the definition of "former employer" employer above, including the applicable twenty year reporting period) of the applicant that was a local or regional board of education, governing council of a state or local charter school ~~or~~, interdistrict magnet school operator , or supervisory agent of a nonpublic school, or if ~~such~~the applicant's employment ~~otherwise~~with such current or former employer caused the applicant to have contact with children in order to obtain information and recommendations that may be relevant to the applicant's fitness for employment. Such effort, however, shall not be construed to require more than three telephonic requests made on three separate days.

~~M~~L. The district shall not offer employment to any applicant who had any previous employment contract terminated by a local or regional board of education, ~~governing~~ council of a state or local charter school ~~or~~, interdistrict magnet school operator, or a supervisory agent of a nonpublic school, or who resigned from such employment, if the person has been convicted of a violation of Conn. Gen. Stat. § 17a-101a, when an allegation of abuse or neglect or sexual assault has been substantiated.

II. DCF Registry Checks

Prior to hiring any person for a position with the district, the district shall require such applicant to submit to a records check of information maintained on the Registry concerning the applicant.

For any applicant whose current or most recent employment occurred out of state, the district shall request that the applicant provide the district with authorization to access information maintained concerning the applicant by the equivalent state agency in the state of most recent employment, if such state maintains information about abuse and neglect and has a procedure by which such information can be obtained. Refusal to permit the district to access such information shall be considered grounds for rejecting any applicant for employment.

The district shall request information from the Registry or its out of state equivalent promptly, and in any case no later than thirty (30) calendar days from the date of employment. Registry checks will be processed according to the following procedure:

A. No later than ten (10) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to offer employment to the applicant, or as soon thereafter as practicable, the Superintendent or designee will either obtain the information from the Registry or, if the applicant's consent is required to access the information, will supply the applicant with the release form utilized by DCF, or its out of state equivalent when available, for obtaining information from the Registry.

B. If consent is required to access the Registry, no later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the form, the applicant must submit the signed form to DCF or its out of state equivalent, with a copy to the Superintendent or his/her designee. Failure of the applicant to submit the signed form to DCF or its out of state equivalent within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.

C. Upon receipt of Registry or out-of-state registry information indicating previously undisclosed information concerning abuse or neglect investigations concerning the successful job applicant/employee, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the Registry check and will provide an opportunity for the affected applicant/employee to respond to the results of the Registry check.

D. If notification is received by the Superintendent or designee that that the applicant is listed as a perpetrator of abuse or neglect on the Registry, the Superintendent or designee shall provide the applicant with an opportunity to be heard regarding the results of the Registry check. If warranted by the results of the Registry check and any additional information provided by the applicant, the Superintendent or designee shall revoke the offer of employment and/or terminate the applicant's employment if he or she has already commenced working for the district.

III. Criminal Records Check Procedure

A. Each person hired by the district shall be required to submit to state and national criminal record checks within thirty (30) calendar days from the date of employment. Each ~~worker~~person otherwise placed within a school under ~~a~~any public assistance employment program, employed by a provider of supplemental services pursuant to ~~the No Child Left Behind Act~~federal law or in a nonpaid, noncertified position completing preparation requirements for the issuance of an educator certificate, who performs a service involving direct student contact shall also be required to submit to state and national criminal record checks within thirty (30) calendar days from the date such worker begins to perform such service. Record checks will be processed according to the following procedure:*

1. No later than five (5) calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or his/her designee will provide the applicant with a packet containing all documents and materials necessary for the applicant to be

fingerprinted by Biometric ID Services. This packet shall also contain all documents and materials necessary for the police department to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks. The Superintendent or his/her designee will also provide each applicant with the following notifications before the applicant obtains his/her fingerprints: (1) Agency Privacy Requirements for Noncriminal Justice Applicants; (2) Noncriminal Justice Applicant's Privacy Rights; (3) and the Federal Bureau of Investigation, United States Department of Justice Privacy Act Statement.

2. No later than ten (10) calendar days after the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted by Biometric ID Services. Failure of the applicant to have his/her fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.

3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks.

4. Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal record check. The affected applicant/employee may notify the Superintendent or his/her designee in writing within five (5) calendar days that the affected/employee will challenge his/her criminal history record check. Upon written notification to the Superintendent or his/her designee of such a challenge, the affected applicant/employee shall have ten (10) calendar days to provide the Superintendent or his/her designee with necessary documentation regarding the affected applicant/employee's record challenge. The Superintendent or his/her designee may grant an extension to the preceding ten-day period during which the affected applicant/employee may provide such documentation for good cause shown.

5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.

6. Notwithstanding anything in paragraph III.A.5 of this Policy, above, no decision to deny employment or withdraw an offer of employment on the basis of an applicant/employee's criminal history record shall be made without affording the applicant/employee the opportunities set forth in paragraph III.A.4 of this Policy, above.

B. **Criminal Records Check for Substitute Teachers:**

A substitute teacher who is hired by the district must submit to state and national criminal history record checks according to the procedures outlined above, subject to the following:

1. If the state and national criminal history record checks for a substitute teacher have been completed within one year prior to the date the district hired the substitute teacher, and if the substitute teacher arranged for such prior criminal history record checks to be forwarded to the Superintendent, then the substitute teacher will not be required to submit to another criminal history record check at the time of such hire.

2. If a substitute teacher submitted to state and national criminal history record checks upon being hired by the district, then the substitute teacher will not be required to submit to another criminal history record check so long as the substitute teacher is continuously employed by the district, that is, employed for at least one day of each school year, by the district, provided a substitute teacher is subjected to such checks at least once every five years.

IV. Sex Offender Registry Checks

School district personnel shall cross-reference the Connecticut Department of Public Safety's sexual offender registry prior to hiring any new employee. Registration as a sexual offender constitutes grounds for denial of employment opportunities.

V. Credit Checks

The district may also ask a prospective employee for a credit report for employment for certain district positions, where the district's receipt of a credit report is substantially related to the employee's potential job. Substantially related is defined to mean "the information contained in the credit report is related to the position for which the employee or prospective employee who is the subject of the report is being evaluated." Prior to asking for a credit report, the district will determine whether the position falls within one of the categories as described in this paragraph. The position must: (1) be a managerial position which involves setting the direction or control of the district; (2) involve access to employees' personal or financial information; (3) involve a fiduciary responsibility to the district, including, but not limited to, the authority to issue payments, collect debts, transfer money or enter into contracts; (4) provide an expense account or district debit or credit card; or (5) involve access to the district's nonfinancial assets valued at two thousand five dollars or more.

When a credit report will be requested as part of the employment process, the district will provide written notification to prospective employee regarding the use of credit checks. That notification must be provided in a document separate from the employment application. The notification must state that the district may use the information in the consumer credit report to make decisions related to the individual's employment.

The district will obtain consent before performing the credit or other background checks. If the district intends to takes an action adverse to a potential employee based on the results of a credit report, the district must provide the prospective employee with a copy of the report on which the district relied in making the adverse decision, as well as a copy of "A Summary of Your Rights Under the Fair Credit Reporting Act," which should be provided by the company that provides the results of the credit check. The district will notify the prospective employee either orally, in writing or via electronic means that the adverse action was taken based on the information in the consumer report. That notice must include the name, address and phone number of the

consumer reporting company that supplied the credit report; a statement that the company that supplied the report did not make the decision to take the unfavorable action and cannot provide specific reasons for the district's actions; and a notice of the person's right to dispute the accuracy or completeness of any information the consumer reporting company furnished, and to get an additional free report from the company if the person asks for it within sixty (60) calendar days.

VI. Notice of Conviction

If, at any time, the Board of Education receives notice of a conviction of a crime by (1) a person holding a certificate, authorization or permit issued by the State Board of Education, or (2) a person employed by a provider of supplemental services, the Board shall send such notice to the State Board of Education.

VII. School Nurses

School nurses or nurse practitioners appointed by, or under contract with, the Board of Education shall also be required to submit to a criminal history records check in accordance with the procedures outlined above.

VIII. Personal Online Accounts

For purposes of these Administrative Regulations, "personal online account" means any online account that is used by an employee or applicant exclusively for personal purposes and unrelated to any business purpose of the Board, including, but not limited to, electronic mail, social media and retail-based Internet web sites. "Personal online account" does not include any account created, maintained, used or accessed by an employee or applicant for a business purpose of the Board.

A. During the course of an employment check, the Board may not:

1. request or require that an applicant provide the Board with a user name and password, password or any other authentication means for accessing a personal online account;

2. request or require that an applicant authenticate or access a personal online account in the presence of the Board; or

3. require that an applicant invite a supervisor employed by the Board or accept an invitation from a supervisor employed by the Board to join a group affiliated with any personal online account of the applicant.

B. The Board may request or require that an applicant provide the Board with a user name and password, password or any other authentication means for accessing:

1. any account or service provided by Board or by virtue of the applicant's employment relationship with the Board or that the applicant uses for the Board's business purposes, or

2. any electronic communications device supplied or paid for, in whole or in part, by the Board.

C. In accordance with applicable law, the Board maintains the right to require an applicant to allow the Board to access his or her personal online account, without disclosing the user name and password, password or other authentication means for accessing such personal online account, for the purpose of:

1. conducting an investigation for the purpose of ensuring compliance with applicable state or federal laws, regulatory requirements or prohibitions against work-related employee misconduct based on the receipt of specific information about activity on an applicant's personal online account; or

2. conducting an investigation based on the receipt of specific information about an applicant's unauthorized transfer of the Board's proprietary information, confidential information or financial data to or from a personal online account operated by an applicant or other source.

IX. Policy Inapplicable to Students Employed by the School District

A. This policy shall also not apply to a student employed by the local or regional school district in which the student attends school.

X. Falsification of Records.

Notwithstanding any other provisions of this policy, the falsification or omission of any information on a job application or in a job interview, including but not limited to information concerning abuse or neglect investigations or pending criminal applications, shall be grounds for disqualification from consideration for employment or discharge from employment.

Legal References: Conn. Gen. Stat. § 10-~~212.~~212

Conn. Gen. Stat. § 10-221d

Conn. Gen. Stat. § 10-222c

Conn. Gen. Stat. § 31-40x

Conn. Gen. Stat. § 31-51i

Conn. Gen. Stat. § 31-51tt

Public Act ~~16~~17-~~67. "An Act Concerning the Disclosure of Certain Education Personnel Records, Criminal Penalties for Threatening in Education Settings and the Exclusion of a Minor's Name from Summary Process Complaints."~~ 68, "An Act Concerning Various Revisions and Additions to the Education Statutes."

Public Act 17-220, "An Act Concerning Education Mandate Relief."

~~No Child Left Behind Act of 2001, Public Law 107-110~~Elementary and Secondary Education Act, reauthorized as the Every Student Succeeds Act, Pub. L. 114-95, codified at 20 U.S.C.§ 1001 *et seq.*

Fair Credit Reporting Act, 15 U.S.C. § 1681 *et seq*.

ADOPTED: 1/18/06
REVISED: 1/14/14
REVISED: 11/15/16

Windsor Public Schools
Windsor, CT

Agency Privacy Requirements for Noncriminal Justice Applicants

Authorized governmental and non-governmental agencies/officials that conduct a national fingerprint-based criminal history record check on an applicant for a noncriminal justice purpose (such as a job or license, immigration or naturalization matter, security clearance, or adoption) are obligated to ensure the applicant is provided certain notice and other information and that the results of the check are handled in a manner that protects the applicant's privacy.

- Officials must provide to the applicant written notice[1] that his/her fingerprints will be used to check the criminal history records of the FBI.
- Officials using the FBI criminal history record (if one exists) to make a determination of the applicant's suitability for the job, license, or other benefit must provide the applicant the opportunity to complete or challenge the accuracy of the information in the record.
- Officials must advise the applicant that procedures for obtaining a change, correction, or updating of an FBI criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.
- Officials should not deny the job, license, or other benefit based on information in the criminal history record until the applicant has been afforded a reasonable time to correct or complete the record or has declined to do so.
- Officials must use the criminal history record solely for the purpose requested and cannot disseminate the record outside the receiving department, related agency, or other authorized entity.[2]

The FBI has no objection to officials providing a copy of the applicant's FBI criminal history record to the applicant for review and possible challenge when the record was obtained based on positive fingerprint identification. If agency policy permits, this courtesy will save the applicant the time and additional FBI fee to obtain his/her record directly from the FBI by following the procedures found at 28 CFR 16.30 through 16.34. It will also allow the officials to make a more timely determination of the applicant's suitability.

Each agency should establish and document the process/procedures it utilizes for how/when it gives the applicant notice, what constitutes "a reasonable time" for the applicant to correct or complete the record, and any applicant appeal process that is afforded the applicant. Such documentation will assist State and/or FBI auditors during periodic compliance reviews on use of criminal history records for noncriminal justice purposes.

If you need additional information or assistance, contact:

Connecticut Records:	Out-of-State Records:
Department of Emergency Services and Public Protection **State Police Bureau of Identification (SPBI)** **1111 Country Club Road** **Middletown, CT 06457** **860-685-8480**	**Agency of Record** **OR** **FBI CJIS Division-Summary Request** **1000 Custer Hollow Road** **Clarksburg, West Virginia 26306**

[1] **Written notification includes electronic notification, but excludes oral notification.**

[2] **See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d), 50.12(b) and 906.2(d).**

Noncriminal Justice Applicant's Privacy Rights

As an applicant who is the subject of a national fingerprint-based criminal history record check for a noncriminal justice purpose (such as an application for a job or license, an immigration or naturalization matter, security clearance, or adoption), you have certain rights which are discussed below.

- You must be provided written notification[3] by Windsor Board of Education that your fingerprints will be used to check the criminal history records of the FBI.

- If you have a criminal history record, the officials making a determination of your suitability for the job, license, or other benefit must provide you the opportunity to complete or challenge the accuracy of the information in the record.

- The officials must advise you that the procedures for obtaining a change, correction, or updating of your criminal history record are set forth at Title 28, Code of Federal Regulations (CFR), Section 16.34.

- If you have a criminal history record, you should be afforded a reasonable amount of time to correct or complete the record (or decline to do so) before the officials deny you the job, license, or other benefit based on information in the criminal history record.[4]

- You have the right to expect that officials receiving the results of the criminal history record check will use it only for authorized purposes and will not retain or disseminate it in violation of federal statute, regulation or executive order, or rule, procedure or standard established by the National Crime Prevention and Privacy Compact Council.[5]

- If agency policy permits, the officials may provide you with a copy of your FBI criminal history record for review and possible challenge. If agency policy does not permit it to provide you a copy of the record, you may obtain a copy of the record by submitting fingerprints and a fee to the FBI. Information regarding this process may be obtained at http://www.fbi.gov/about-us/cjis/background-checks.

- If you decide to challenge the accuracy or completeness of your FBI criminal history record, you should send your challenge to the agency that contributed the questioned information to the FBI. Alternatively, you may send your challenge directly to the FBI at the same address as provided above. The FBI will then forward your challenge to the agency that contributed the questioned information and request the agency to verify or correct the challenged entry. Upon receipt of an official communication from that agency, the FBI will make any necessary changes/corrections to your record in accordance with the information supplied by that agency. (See 28 CFR 16.30 through 16.34.)

- If you need additional information or assistance, please contact:

Connecticut Records:	**Out-of-State Records:**
Department of Emergency Services and Public Protection	**Agency of Record**
State Police Bureau of Identification (SPBI)	**OR**
1111 Country Club Road	**FBI CJIS Division-Summary Request**
Middletown, CT 06457	**1000 Custer Hollow Road**
860-685-8480	**Clarksburg, West Virginia 26306**

[3] **Written notification includes electronic notification, but excludes oral notification.**

[4] **See 28 CFR 50.12(b).**

[5] **See 5 U.S.C. 552a(b); 28 U.S.C. 534(b); 42 U.S.C. 14616, Article IV(c); 28 CFR 20.21(c), 20.33(d) and 906.2(d).**

Federal Bureau of Investigation
United States Department of Justice
Privacy Act Statement

Authority: The FBI's acquisition, preservation, and exchange of fingerprints and associated information is generally authorized under 28 U.S.C. 534. Depending on the nature of your application, supplemental authorities include Federal statutes, State statutes pursuant to Pub. L. 92-544, Presidential Executive Orders, and federal. Providing your fingerprints and associated information is voluntary; however, failure to do so may affect completion or approval of your application.

Social Security Account Number (SSAN). Your SSAN is needed to keep records accurate because other people may have the same name and birth date. Pursuant to the Federal Privacy Act of 1974 (5 USC 552a), the requesting agency is responsible for informing you whether disclosure is mandatory or voluntary, by what statutory or other authority your SSAN is solicited, and what uses will be made of it. Executive Order 9397 also asks Federal agencies to use this number to help identify individuals in agency records.

Principal Purpose: Certain determinations, such as employment, licensing, and security clearances, may be predicated on fingerprint-based background checks. Your fingerprints and associated information/biometrics may be provided to the employing, investigating, or otherwise responsible agency, and/or the FBI for the purpose of comparing your fingerprints to other fingerprints in the FBI's Next Generation Identification (NGI) system or its successor systems (including civil, criminal, and latent fingerprint repositories) or other available records of the employing, investigating, or otherwise responsible agency. The FBI may retain your fingerprints and associated information/biometrics in NGI after the completion of this application and, while retained, your fingerprints may continue to be compared against other fingerprints submitted to or retained by NGI.

Routine Uses: During the processing of this application and for as long thereafter as your fingerprints and associated information/biometrics are retained in NGI, your information may be disclosed pursuant to your consent, and may be disclosed without your consent as permitted by the Privacy Act of 1974 and all applicable Routine Uses as may be published at any time in the Federal Register, including the Routine Uses for the NGI system and the FBI's Blanket Routine Uses. Routine uses include, but are not limited to, disclosures to: employing, governmental or authorized non-governmental agencies responsible for employment, contracting licensing, security clearances, and other suitability determinations; local, state, tribal, or federal law enforcement agencies; criminal justice agencies; and agencies responsible for national security or public safety.

Additional Information: The requesting agency and/or the agency conducting the application-investigation will provide you additional information pertinent to the specific circumstances of this application, which may include identification of other authorities, purposes, uses, and consequences of not providing requested information. In addition, any such agency in the Federal Executive Branch has also published notice in the Federal Register describing any systems(s) of records in which that agency may also maintain your records, including the authorities, purposes, and routine uses for the system(s).

NON-DISCRIMINATION (PERSONNEL)

The Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability **(including** pregnancy**)**, genetic information, veteran status or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, genetic information, veteran status or gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), veteran status or gender identity or expression.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individuals' family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity

or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Any employee wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination/Personnel. These regulations accompany Board Policy # 4118.11 and are available online at **www.windsorct.org** or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies Policy #4115.1 Sex Discrimination and Sexual Harassment in the Workplace; P#5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973.

Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

Employees may also file a complaint regarding employment discrimination with the Equal Employment Opportunity Commission:

Equal Employment Opportunity Commission, Boston Area Office
John F. Kennedy Federal Building
475 Government Center
Boston, MA 02203
(800-669-4000)

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

~~The following person has been designated to handle inquiries regarding the Board's non-~~ Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination ~~polices:~~ may contact:

Terrell Hill, Assistant Superintendent for Human Resources
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 x 233

~~The Board's Title IX Coordinator is:~~

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

Terrell Hill, Assistant Superintendent for Human Resources
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 x 233

~~The~~ Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Section 504/ADA Coordinator ~~is~~:

Steven Carvalho, Director of Pupil and Special Education Services
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 x 238

Legal References:

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*
Age Discrimination in Employment Act, 29 U.S.C. § 621
Americans with Disabilities Act, 42 U.S.C. § 12101
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42 USC 2000ff; 34 CFR 1635
Connecticut General Statutes § 10-153. Discrimination on basis of marital status
Connecticut Fair Employment Practices Act, Connecticut General Statutes § 46a-60
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation: Definitions
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.
Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans, Leaves of Absence for National Guard Members, Application for Certain Medicaid Programs, and Disclosure of Certain Records to Federal Military Law Enforcement.

ADOPTED: July 9, 2009
REVISED: June 18, 2013
REVISED: November 15, 2016

Windsor Public Schools
Windsor, CT

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (PERSONNEL)

It is the policy of the Windsor Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, veteran status or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of ~~students~~ all members of the school community.

It is the express policy of Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, veteran status or gender identity or expression. ~~In order to facilitate the timely resolution of such complaints and/or grievances, any employee who feels that he/she has been discriminated against on the basis of these protected characteristics should file a written complaint with:~~

~~**Office of the Superintendent of Schools**~~
~~**Craig A. Cooke, Ph.D.**~~
~~**601 Matianuck Avenue**~~
~~**Windsor, CT 06095**~~
~~**860-687-2000 ext. 236**~~
~~**ccooke@windsorct.org**~~

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other appropriate policies Policy #4115.1 Sex Discrimination and Sexual Harassment in the Workplace; P#5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973.
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Preferably, complaints should be filed within thirty (30) calendar days of the alleged occurrence. Timely reporting of complaints ~~and/or grievances~~ facilitates the investigation and resolution of such complaints ~~and/or grievances~~. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), genetic information, gender identity or expression, or veteran status he/she should make a written complaint to the Superintendent, or his/her designee. The individual and any respondent (if applicable) will be provided a copy of the Board's policy and regulation and made aware of his/her rights.

The complaint should state the:

A. Name of the complainant,

B. Date of the complaint,

C. Date(s) of the alleged harassment/discrimination,

D. Name(s) of the harasser(s) or discriminator(s),

E. Location where such harassment/discrimination occurred,

F. Names of any witness(es) to the harassment/discrimination,

G. Detailed statement of the circumstances constituting the alleged harassment/discrimination; and

H. Proposed remedy.

Any individual who makes an oral complaint of harassment or discrimination will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If an individual is unable to make a written complaint, the staff member receiving the oral complaint will either reduce the complaint to writing or assist the individual with completing the written complaint form.

~~Complaints and/or grievances will be investigated promptly and corrective action will be taken when allegations are verified.~~

All complaints received by staff members are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent or his/her designee shall promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have

relevant information, including the complainant, the alleged harasser/discriminator ("respondent") and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

~~Specifically, upon~~ Upon receipt of a written complaint of discrimination, ~~the Superintendent and/or his or her designee~~ investigator should:

1. offer to meet with the complainant and respondent (if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of ~~his/her complaint~~ the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;

2. provide the complainant and respondent (if applicable) with a copy of the Board's non-discrimination policy and accompanying regulations;

3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;

4. ~~conduct the investigation in a confidential manner, to the extent practicable, adhering to the requirements of state and federal law~~; an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;

5. ~~communicate the findings and/or results of any investigation to the complainant; and~~ maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;

6. ~~take appropriate corrective and disciplinary action, as deemed appropriate by the Superintendent and/or his or her designee~~. communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. The complainant and respondent (if any) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law.
7. if a complaint is made during summer recess, the complaint will be reviewed

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

8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;

9. if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with a designated investigator (if applicable), complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling a designated investigator's conclusions or findings (if applicable). The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

If ~~the~~ **a** complaint involves ~~an allegation~~ allegations of discrimination ~~based on on~~or harassment based on reasons such as gender/sex or ~~disability or sex, the complainant should be referred to the Board's policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and~~ such complaints will be handled under other appropriate policies Policy #4115.1 Sex Discrimination/~~Sexual Harassment (for claims of discrimination and/or harassment based on sex).~~ **and Sexual** Harassment in the Workplace; Policy # P 5145 Policy Regarding Section 504 of the Rehabilitation Act of 193.

~~For allegations pertaining to race, color or national origin discrimination, at any stage in this complaint procedure, the complainant has the right to file formal complaints regarding such matters with~~ Any employee also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

:

Office of Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921

~~Tel.~~ (617) 289-0111
~~ocr.boston@ed.gov~~

~~If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than one hundred eighty (180) days after the occurrence of the alleged discrimination.~~
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

~~A complainant~~ may also file a complaint regarding employment discrimination with ~~the Connecticut Commission on Human Rights and Opportunities, 25 Sigourney Street, Hartford, CT 06116 (TELEPHONE NUMBER 800-477-5737) and/or~~ the Equal Employment Opportunity Commission, Boston Area Office, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203 ~~(TELEPHONE NUMBER~~ (800-669-4000).

~~The Board's Title IX Coordinator is:~~

Employees may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about these regulations may contact:

Terrell Hill, Assistant Superintendent for Human Resources
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 x 233

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Title IX Coordinator:

Terrell Hill, Assistant Superintendent for Human Resources
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 x 233

~~The~~ Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the Board's Section 504/ADA Coordinator is:

Steven Carvalho, Director of Pupil and Special Education Services
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095

860-687-2000 x 238

Administrative Regulation Approved: October 3, 2016

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

Windsor Public Schools
Windsor, CT

F 4118.11

Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095

DISCRIMINATION COMPLAINT FORM

(For Complaints Based on race, color, religion, age, sex, marital status, sexual orientation, national origin, ancestry, disability (including pregnancy), genetic information, veteran status or gender identity or expression)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment. _____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

_____

Proposed remedy _____

STUDENT ATTENDANCE AND TRUANCY

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the Board of Education, through its Superintendent, will adopt and maintain procedures to implement this policy.

In addition, the Board of Education takes seriously the issue of chronic absenteeism. To address this issue, the Board of Education, through its Superintendent, will adopt and maintain procedures regarding chronic absenteeism in accordance with state law.

Legal References:

Public Act 17-14, An Act Implementing the Recommendations of the Department of Education

Public Act 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee

Connecticut General Statutes §10-220

Connecticut General Statutes §10-184

Connecticut General Statutes §10-186

Connecticut General Statutes §10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

Connecticut General Statutes § 10-198e

~~Public Act 15-225, "An Act Concerning Chronic Absenteeism"~~

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

~~Connecticut State Department of Education Circular Letter C-2, *Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs* (August 4, 2009)~~

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

~~Public Act 14-198, An Act Concerning Excused Absences from School for Children of Service Members~~

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Policy Revised: September 20, 2016
Policy Revised: March 17, 2015
Policy Revised: June 18, 2013
Policy Adopted: March 18, 2008

Windsor Public Schools
Windsor, CT

STUDENT ATTENDANCE, TRUANCY AND CHRONIC ABSENTEEISM

I. Attendance and Truancy

A. Definitions for Section I

1. "Absence" - any day during which a student is not considered "in attendance" at his/her assigned school, or on a school sponsored activity (e.g. field trip), for at least one half of the school day.

2. "Disciplinary absence" – Any absence as a result of school or district disciplinary action. Any student serving an out-of-school suspension or expulsion should be considered absent. Such absence is not considered excused or unexcused for attendance and truancy purposes.

3. "Educational evaluation" - for purposes of this policy, an educational evaluation is an assessment of a student's educational development, which, based upon the student's presenting characteristics, would assess (as appropriate) the following areas: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

4. "Excused absence" – a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) days of the student's return to school, or the child has been excluded from school in accordance with section 10-210 of the Connecticut General Statutes, and meets the following criteria:

    a. Any absence before the student's tenth absence, is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with this regulation.

    b. For the student's tenth absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:

        i. student illness (verified by an appropriately licensed medical professional);

        ii. religious holidays;

        iii. mandated court appearances (documentation required);

        iv. funeral or death in the family, or other emergency beyond the control of the student's family;

v. extraordinary educational opportunities pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this regulation;

vi. lack of transportation that is normally provided by a district other than the one the student attends.

c. A student, age five to eighteen, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to his or her return to school.

5. "In Attendance" - any day during which a student is not considered to be absent from his/her assigned school, or from an activity sponsored by the school (e.g. field trip), for at least one half of the school day.

6. "Student" - a student enrolled in the Windsor Public Schools.

7. "Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

8. "Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, unless the absence an excused absence as defined above or the absence is a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or his/her designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or his/her designee, whose decision shall be final.

B. Written Documentation Requirements for Absences

"Written Documentation" - includes a signed note from the student's parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate, that explains the nature of and the reason for the absence as well as the length of the absence.

C. Truancy Exceptions:

1. A student five (5) or six (6) years of age shall not be considered truant if the parent or person having control over such student has appeared personally at the school district office and exercised the option of not sending the child to school at five (5) or six (6) years of age.

2. A student seventeen (17) years of age shall not be considered truant if the parent or person having control over such student consents to such student's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form indicating such consent. Such withdrawal form must include an attestation from a guidance counselor or school administrator from the school that the district provided the parent (or person having control of the child) with information on the educational options available in the school system and community.

3. If a parent or guardian of an expelled student chooses not to enroll the student in an alternative program, the student shall not be considered to be "truant."

D. Readmission to School Following Voluntary Withdrawal

1. Except as noted in paragraph 2 below, if a student voluntarily withdraws from school (in accordance with Section ~~B~~C.2, above) and subsequently seeks readmission, the Board may deny school accommodations to the student for up to ninety (90) school days from the date of the student's withdrawal from school.

2. If a student who has voluntarily withdrawn from school (in accordance with Section C.2, above) seeks readmission within ten (10) school days of his/her withdrawal, the Board shall provide school accommodations to the student not later than three (3) school days after the student requests readmission.

E. Determinations of Whether a Student is "In Attendance":

1. A student serving an out of school suspension or expulsion shall be reported as absent unless he or she receives an alternative educational program for at least one half of the regular school day. In any event, the absence is considered a disciplinary absence, and will not be designated as excused or unexcused.

2. On early dismissal days and days shortened due to inclement weather, the regular school day for attendance purposes is considered to be the amount of instructional time offered to students on that day. For example, if school is open for four hours on a shortened day scheduled, a student must be present for a minimum of two hours in order to be considered "in attendance."

3. Students placed on homebound instruction due to illness or injury in accordance with applicable regulations and requirements are counted as being "in attendance" for every day that they receive instruction from an appropriately certified teacher for an amount of time deemed adequate by the administration

so as to ensure that the student is able to successfully return to the regular classroom setting.

F. Procedures for students in grades K-8*

1. Notification

a. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall notify the parent or other person having control of the student enrolled in grades K - 8 in writing of the obligations pursuant to Conn. Gen. Stat. §10-184 to assure that such a student attends school regularly or to show that the child is elsewhere receiving equivalent instruction in the studies taught in the Windsor Public Schools.

b. Annually at the beginning of the school year and upon the enrollment of any child during the school year, the administration shall obtain from the parent or other person having control of the student in grades K-8 a telephone number or other means of contacting such parent or other person during the school day.

2. Monitoring

Each school shall implement a system of monitoring individual unexcused absences of students in grades K-8. Whenever such a student fails to report to school on a regularly scheduled school day, school personnel under the direction of the building principal [or his/her designee] shall make a reasonable effort to notify the parent or other person having control of such student by telephone and by mail of the student's absence, unless school personnel have received an indication that the parent or other person is aware of the student's absence. [Reasonable efforts shall include two (2) attempts to reach the parent or other person at the telephone number provided by the parent or other person. Such attempts shall be recorded on a form provided by the Superintendent.] ~~Mailed notice of the student's absence shall include a warning that two unexcused absences from school in a month or five unexcused absences in a school year may result in a complaint filed with the Superior Court pursuant to section 46b-149 of the Connecticut General Statutes alleging the belief that the acts or omissions of the child are such that the child's family is a family with service needs.~~ Any person who, in good faith, gives or fails to give such notice shall be immune from liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

G. Procedures applicable to students ages five (5) to eighteen (18)

1. Intervention

a. When a student is truant, the building principal or his/her designee shall schedule a meeting with the parent (or other person having control of such student) and appropriate school personnel to review

and evaluate the reasons for the student's truancy. This meeting shall be held no later than ten (10) days after the student becomes truant. The district shall document the meeting, and if parent or other person declines to attend the meeting, or is otherwise is non responsive, that fact shall also be documented and the meeting shall proceed with school personnel in attendance.

b. When a student is truant, the Superintendent or his/her designee shall coordinate services with and referrals of students to community agencies providing child and family services, as appropriate. The district shall document efforts to contact and include families and to provide early intervention in truancy matters.

c. ~~If the parent or other person having control of a student who is truant fails to attend the meeting held pursuant to subsection a., above, or otherwise fails to cooperate with the school in attempting to solve the truancy problem, the Superintendent shall file, within fifteen calendar days of such failure to attend the meeting or other failure to cooperate with the school in attempting to solve the truancy problem, for such truant a written complaint with the Superior Court pursuant to Conn. Gen. Stat. § 46b - 149 alleging the belief that the acts or omissions of the truant are such that his/her family is a family with service needs.~~ On or before August 15, 2018, if the Commissioner of Education determines that any school under the jurisdiction of Windsor Board of Education has a disproportionately high rate of truancy, the district shall implement a truancy intervention model identified by the Department of Education pursuant to Conn. Gen. Stat. § 10-198e.

d. In addition to the procedures specified in subsections (a) through (c) above, a regular education student who is experiencing attendance problems should be referred to the building Child Study Team [or other appropriate school based team] to consider the need for additional interventions and/or assistance. The Team will also consider whether the student should be referred to a planning and placement team ("PPT") meeting to review the student's need and eligibility for special education. A special education student who is experiencing attendance problems should be referred to a PPT meeting for program review.

e. ~~If a family with service needs petition is filed and the court orders an educational evaluation of the student, the district shall conduct an appropriate educational evaluation if no such evaluation has been performed within the preceding year.~~

~~i. For a regular education student, the educational evaluation will be conducted or arranged for by appropriate school personnel and coordinated through the Child Study Team~~

~~[or other appropriate school based team]. Upon completion of the evaluation of a regular education student, the Child Study Team [or other appropriate school based team] shall review the evaluations and make appropriate recommendations for alternative procedures, programs or interventions. Such recommendations may include a referral of the student for further evaluation and/or consideration for special education eligibility.~~

~~ii. In the case of a student who requires or may require special education and related services, the district shall convene a PPT to determine what evaluations may be appropriate to assess any specific areas of concern. The PPT shall reconvene to review the evaluations and make appropriate recommendations regarding the student's need for special education services and the need, if any, to write and/or revise the student's individualized education program ("IEP").~~

H. Attendance Records

All attendance records developed by the Board shall include the individual student's state-assigned student identifier (SASID).

II. Chronic Absenteeism

A. Definitions for Section II

1. "Chronically absent child" - a child who is enrolled in a school under the jurisdiction of the Windsor Board of Education and whose total number of absences at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year;

2. "Absence" - ~~(a)~~ an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education pursuant to section 10-198b of the general statutes and these administrative regulations~~, or (b) an in-school suspension, as defined in section 10-233a of the general statutes, that is greater than or equal to one-half of a school day~~;

3. "District chronic absenteeism rate" - the total number of chronically absent children under the jurisdiction of the Windsor Board of Education in the previous school year divided by the total number of children under the jurisdiction of the Board of Education for such school year; and

4. "School chronic absenteeism rate" - the total number of chronically absent children for a school in the previous school year

divided by the total number of children enrolled in such school for such school year.

B. Establishment of Attendance Review Teams

If the Windsor Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher, it shall establish an attendance review team for the school district.

If a school under the jurisdiction of the Windsor Board of Education has a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for that school.

If the Windsor Board of Education has more than one school with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

If the Windsor Board of Education has a district chronic absenteeism rate of ten percent (10%) or higher and one or more schools with a school chronic absenteeism rate of fifteen percent (15%) or higher, it shall establish an attendance review team for the school district or at each such school.

C. Composition and Role of Attendance Review Teams

Any attendance review team established under these regulations may include school administrators, guidance counselors, school social workers, teachers, representatives from community-based programs who address issues related to student attendance by providing programs and services to truants, and chronically absent children and their parents or guardians.

Each attendance review team shall be responsible for reviewing the cases of truants and chronically absent children, discussing school interventions and community referrals for such truants and chronically absent children and making any additional recommendations for such truants and chronically absent children and their parents or guardians. Each attendance review team shall meet at least monthly.

D. State Chronic Absenteeism Prevention and Intervention Plan

The Windsor Board of Education and its attendance review teams, if any, will consider any chronic absenteeism prevention and intervention plan developed by the State Department of Education.

III. Reports to the State Regarding Truancy Data:

Annually, each local and regional board of education shall include information regarding the number of truants and chronically absent children in the strategic school profile report for each school under its jurisdiction and for the school district as a whole submitted to the Commissioner of Education. Measures of truancy include the type of data that is required to be collected by the Department of Education regarding attendance and

unexcused absences in order for the department to comply with federal reporting requirements and the actions taken by the board of education to reduce truancy in the school district.

Legal References:

Public Act 17-14, An Act Implementing the Recommendations of the Department of Education

Public Act 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee

Connecticut General Statutes § 10-220

Connecticut General Statutes § 10-184

Connecticut General Statutes § 10-186

Connecticut General Statutes § 10-198a

Connecticut General Statutes § 10-198b

Connecticut General Statutes § 10-198c

Connecticut General Statutes § 10-198d

~~Public Act 16-147, "An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee"~~
Connecticut General Statutes § 10-198e

Guidelines for Reporting Student Attendance in the Public School Information System (Connecticut State Department of Education, January 2008)

~~Connecticut State Department of Education Circular Letter C-2, *Utilizing Local Support Resources Prior to Referral of Students for Family with Service Needs* (August 4, 2009)~~

Connecticut State Board of Education Memorandum, *Definitions of Excused and Unexcused Absences* (June 27, 2012)

Connecticut State Department of Education, *Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention* (April 2013)

Connecticut State Department of Education, *Reducing Chronic Absence in Connecticut's Schools: A Prevention and Intervention Guide for Schools and Districts* (April 2017)

Regulation Revised: June 6, 2016
Regulation Revised: March 17, 2015
Regulation Approved: June 18, 2013

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

Windsor Public Schools
Windsor, CT

NON-DISCRIMINATION (STUDENTS)

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability (including pregnancy), veteran status, gender identity or expression, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), veteran status or gender identity or expression.

For the purposes of this policy, "veteran" means any person honorably discharged from, or released under honorable conditions from active service in, the United States Army, Navy, Marine Corps, Coast Guard and Air Force and any reserve component thereof, including the Connecticut National Guard.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy # 5145.4 **for Students/Non-Discrimination Policy** and are available online at **www.windsorct.org** or upon request from the main office of any district school.

If a complaint involves allegations of discrimination or harassment based on reasons such as gender/sex or disability, such complaints will be handled under other

appropriate policies **Policy #5145.5** Students/Sex Discrimination and Harassment; Policy# 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973.

Any student and/or parent/guardian also may file a complaint with the Office for Civil Rights, U.S. Department of Education ("OCR"):

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109- 3921
(617) 289-0111
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html

Any student and/or parent/guardian may also file a complaint with the Connecticut Commission on Human Rights and Opportunities:

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(800-477-5737)

Anyone who has questions or concerns about this policy, or would like a copy of the Board's complaint procedures or complaint forms related to claims of discrimination may contact:

Terrell Hill, Assistant Superintendent for Human Resources
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 x 233

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact **the Board's Title IX Coordinator:**

Terrell Hill, Assistant Superintendent for Human Resources
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 x 233

Anyone who has questions or concerns about the Board's policies regarding discrimination on the basis of gender/sex may contact the **Board's Section 504/ADA Coordinator:**

Steven Carvalho, Director of Pupil and Special Education Services
Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095

860-687-2000 x 238

Legal References:

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*
Americans with Disabilities Act, 42 U.S.C. § 12101, *et seq.*
Connecticut General Statutes § 10-15c , § 46a-58 and § 46a-81a, *et seq.* - ~~Discrimination on basis of sexual orientation~~
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq.*
Public Act 17-127, An Act Concerning Discriminatory Practices Against Veterans, Leaves of Absence for National Guard Members, Application for Certain Medicaid Programs, and Disclosure of Certain Records to Federal Military Law Enforcement.

ADOPTED: July 9, 2009
REVISED: June 18, 2013

ADMINISTRATIVE REGULATIONS REGARDING DISCRIMINATION COMPLAINTS (STUDENTS)

It is the policy of the Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), veteran status or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of ~~students~~all members of the school community.

It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), veteran status or gender identity or expression.

Any student and/or parent/guardian wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form which are included in the Board's Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy # 5145.4 **Non-Discrimination Policy** and are available online at **www.windsorct.org** or upon request from the main office of any district school.

If ~~the~~a complaint involves ~~an allegation~~allegations of discrimination or harassment based on reasons such as gender/sex or disability ~~or sex, the complainant should be referred to the Board's student policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (for claims of discrimination and/or harassment based on disability) and~~ , such complaints will be handled under other appropriate policies Policy # 5145.5 Students/Sex Discrimination~~/Sexual~~ and Harassment ~~(for claims of discrimination and/or harassment based on sex).~~ **[Insert ~~relevant cross references for non-discrimination, sex discrimination/sexual harassment~~Policy # 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973. ~~policies for students~~]**

All other complaints by a student or other individuals alleging discrimination on the basis of the protected characteristics listed herein should file a written complaint with:

Office of the Superintendent of Schools
Craig A. Cooke, Ph.D.
601 Matianuck Avenue
Windsor, CT 06095
860-687-2000 ext. 236
ccooke@windsorct.org

Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The

district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.

The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), veteran status or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

Complaint Procedure

As soon as an individual feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), veteran status or gender identity or expression, he/she should make a written complaint to Steven Carvalho, Director of Pupil and Special Education Services or to the building principal, or his/her designee. The student will be provided a copy of the Board's policy and regulation and made aware of his or her rights.

The complaint should state the:

A. Name of the complainant,

B. Date of the complaint,

C. Date(s) of the alleged harassment/discrimination,

D. Name(s) of the harasser(s) or discriminator(s),

E. Location where such harassment/discrimination occurred,

F. Names of any witness(es) to the harassment/discrimination, and

G. Detailed statement of the circumstances constituting the alleged harassment/discrimination.

H. Proposed remedy.

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible **as determined by the investigator.**

Upon receipt of a written complaint of discrimination, the investigator should:

1. offer to meet with the complainant ~~within ten (10) school days~~(and respondent, if applicable) within ten (10) business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;

2. provide the complainant (and respondent, if applicable) with a copy of the Board's anti-discrimination policy and accompanying regulations;

3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;

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

5. ~~conduct the investigation in a confidential manner~~, **maintain confidentiality** to the extent practicable, **through the investigative process, in accordance** ~~adhering to the requirements of~~ **with** state and federal law;

~~6. take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee;~~

~~5~~6. communicate the outcome of the investigation in writing to the complainant~~, and to any individual properly identified as a party to the complaint~~ (and respondent, if applicable) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) ~~school days~~business days (provided that such timeframe may be extended by fifteen (15) business days during periods of time when school is in session or reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) from the date the complaint was received by the Superintendent's office. ~~The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete~~

~~the investigation.~~ The complainant (and respondent, if applicable) shall be notified of ~~such~~any extension of the investigation timeline. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

7. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant (and respondent, if applicable) will receive notice and interim measures may be implemented as necessary (see sub-paragraph 6); ~~whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination.~~

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8. **whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination.** Corrective action should include steps to avoid continuing discrimination;

~~8. take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee;~~

9. if the complainant (and/or respondent, if applicable) is not satisfied with the findings and conclusions of the investigation, the complainant (and/or respondent, if applicable) may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the complainant (and/or respondent, if applicable), the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator and complainant (and/or respondent, if applicable), a meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator's conclusions or findings. The Superintendent shall provide written notice to the complainant (and respondent, if applicable) of the proposed actions within fifteen (15) ~~school days~~business days (provided that such timeframe may be reasonably extended based on the availability of necessary witnesses and/or participants during periods of time when school is not in session) following the receipt of the written request for review.

~~At any time, a complainant alleging race, color or national origin discrimination or harassment has the right to file a formal complaint with the Boston Office, Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (TELEPHONE NUMBER (617) 289-0111).~~

~~complainant~~Any student and/or parent/guardian also may ~~also~~ file a complaint with the ~~Connecticut Commission on Human~~Office for Civil Rights ~~and Opportunities, 25 Sigourney~~

~~Street, Hartford, CT 06106 (TELEPHONE NUMBER 800-477-5737).~~, U.S. Department of Education ("OCR"):

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U.S. Department of Education
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860-687-2000 x 233

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Regulation Revised: June 6, 2016
Regulation Approved: June 18, 2013

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

Windsor Public Schools
Windsor, CT

F 5145.4

Windsor Public Schools
601 Matianuck Avenue
Windsor, CT 06095

DISCRIMINATION COMPLAINT FORM
(For Complaints Based on Race, Color, Religion, Age, Sex, Marital Status, Sexual Orientation, National Origin, Ancestry, Disability, (including Pregnancy), or Veteran Status, Gender Identity or Expression)

Name of the complainant _____

Date of the complaint _____

Date of the alleged discrimination/harassment _____

Name or names of the discriminator(s) or harasser(s) _____

_____

Location where such discrimination/harassment occurred _____

_____

Name(s) of any witness(es) to the discrimination/harassment. _____

_____

Detailed statement of the circumstances constituting the alleged discrimination or harassment _____

_____

_____

_____

_____

_____

Proposed remedy _____

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

Prepared By: Santosha Oliver

Presented By: N. Black-Burke
S. Oliver

Attachments:

Subject: Curriculum Development 1st Reading – Consumer Math: Pre-Algebra, Grades 3-5 Humanities

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Background:

In July of 2010, the Connecticut State Department of Education released new content standards for English language arts and mathematics. In response to the new grade level expectations, the district launched a systematic effort to write and implement curriculum and shift pedagogy across all grade levels K-12 to realize the intended changes in the new English language arts and mathematics standards. Focus on the development of standards-based curriculum and instructional practice supporting deep learning of content (as opposed to rote memorization of facts) is an integral part of our District Strategic Operating Plan and essential to achieve desired outcomes for all students, i.e., college and career readiness.

An approved written curriculum is required for Consumer Math, a Grade 9 mathematics course supporting students with IEP math goals. As such, standards-based curriculum for Consumer Math (Pre-Algebra) was developed to prepare students to be successful in Algebra I.

The intermediate English language arts curricula were revised to incorporate social students with English language arts and merge reading and writing to emphasize creativity and authenticity. Civics and school climate are embedded within the revised units of study.

Status:

Consumer Math: Pre-Algebra and Grades 3-5 Humanities were presented at the BOE Committee Meeting on January 11, 2018.

Recommendation:

1. The Board approves course name change from Consumer Math to Pre-Algebra.
2. The Board approves Consumer Math (Pre-Algebra) and Grades 3-5 Humanities curricula as a 1st reading as presented.

Reviewed by: S. Oliver **Recommended by the Superintendent:**

Agenda Item # 9g

Consumer Math-Pre-Algebra (High School Special Education)

Curriculum Map	Unit 1- IEP Goal and Objectives/ Intervention	Unit 2- Review Place Value, Rounding, Fractions & Decimals	Unit 3: Algebraic Expressions & Integers	Unit 4- Understanding Word Problems	Unit 5 - Solving One Step Equations and Inequalities	Unit 6- Solving Multi-Step Equations and Inequalities	Unit 7 - Graphing	Unit 8- Ratios, Proportions & Percents	Unit 9- Probability
Number of Days	On going throughout the year (1 class period monthly at least)	6 weeks	4 weeks	3 weeks	5 weeks	5 weeks	4 weeks	4 weeks	3 weeks
Standards (Ex. CCSS, C3, NGSS, etc.)	Standards will vary based on students individual area of need.	CCSS.5.NF.1 CCSS.5.NF.B.3 CCSS.5.NBT.B.7 CCSS.6.NS.C.5 CCSS.4.NBT.3 CCSS.5.NBT.A.1 CCSS.4.NBTA.1 CCSS.4.NBT.A.2 CCSS.NBT.A.4	CCSS-7.N.S. A.3 CCSS-6.EE.A.2.C' CCSS-3.OA.B.5	CCSS.4.OA.A.2	CCSS.7.EE.A.1 CCSS.7.EE.B.3 CCSS.7.EE.B.4.A CCSS.6.EE.B.6	CCSS.7.EE.A.1 CCSS.7.EE.B.3 CCSS.7.EE.B.4.A CCSS.6.EE.B.5 CCSS.8.EE.C.7.B CCSS.8.EEC.8.C	CCSS- 4.G.A.1 CCSS 5.G.A.1	CCSS-6.RP.A.1 CCSS..6.RP.A.3 CCSS-6.RP.A.3c	CCSS-7.SP.5 CCSS-7.SP.6 CCSS-7.SP.7a,b CCSS-7.SP.8 a-c
Essential Questions	How can I improve my areas of weakness as they relate to mathematics?	How do I demonstrate the relationship between numbers, quantities and place value for whole numbers up to 1,000 and numbers as low as the thousandths place?	How do we apply and relate rational numbers to real world situations? How do we use order of operations and the distributive property to evaluate expressions?	How do we recognize which operation, or operations to use when solving word problems? How do we turn real world examples into mathematical equations and expressions?	What is variable and what does it represent in an equation/inequality? What is the difference between an equation and an inequality? How do inverse operations	How do I use what I know about one-step equations/inequalities to solve multi-step equations?	How do we use a coordinate plane to represent data?	How can numbers be compared and contrasted? When and why do I use proportional comparisons? How do we use percents in real world situations?	What makes a situation fair or unfair? When will the theoretical and experimental probabilities be the same? How can you represent a situation to find all possible

		What are the rules of rounding and how do I apply them? How do we add, subtract, multiply and divide fractions using different strategies? How do we add, subtract, multiply and divide decimals? What happens when you multiply and divide by fractions and decimals?			help me solve one -step equations and inequalities. How do I use a one-step equations/ inequalities to solve a real world problem?				outcomes? Does the probability of one event affect the probability of another? How?
Significant Task 1:	Small group/ individual direct instruction based on individual needs of students. -Group students based on common areas of need to provide instruction. -Provide independent work for each student based on IEP goals and objectives.	Whole group instruction and modeling of the different methods of modeling place value. (place value tiles, expanded form, place value chart)- guided notes/ examples. Students will rotate through stations practicing the different methods to build place value understanding.	Students will recall the integer rules as a whole class. Teacher will review through guided notes Integers with class with a focus on negative numbers. To refresh and practice the prior learning students will rotate through stations (each station is a different	Student learning walk to brainstorm all of the various terms that correlate with basic math operations. Whole group review of the terms associated with the different operations/ guided notes. Teach the students the BUCKS Method of	Exploration activity to assess students knowledge of variables. Individual practice on identifying variable. Working with a partner, identify the unknown in the problem and write it as a variable. Come together as a whole group to	Whole group review on how to solve one-step equations/Ine qualities using inverse operations. Individual practice Web resources such as IXL, Kahn Academy and Kahoots.	Exploration activity to assess students prior knowledge of graphing and ordered pairs. Whole group instruction/ review on graphing and ordered pairs -Identifying the two-axis in a coordinate plane -Identifying which portions of the graph are positive and which are negative	Conduct a class wide survey and record the results on the board to create real life ratios. Students will review prior knowledge of ratios by brainstorming: What is a ratio? How are ratios used in real life situations? In groups, students will each come up with a number	In small groups, student will play probability games. Students will develop the strategies of using an organized list, building tables and making tree diagrams to answer questions. They will use these models to determine theoretical probabilities and to make predictions

		The class will come back together to share about the different methods. Teacher can clear up misconceptions. -What worked best? What did each method show us? -What was confusing to them? -Independent practice answering place value questions. --What do different places values represent? --Comparing and contrasting different values. Teacher lead small group re-teaching for certain students.	operation with rational numbers and integers)	problem solving. Guided practice on critical reading strategies associate with reading word problems using the BUCKS method.. -What is the problem asking you to solve?/ How do you know? -Underline key words. Omit extraneous information. -How do know the information is extraneous? -Partner activity practicing analyzing and discussing word problems using the BUCKS method. Classwide sharing of partner work and what they learned.	discuss and review what they learned with their partners.		-What does each number in an ordered pair represent.	of real world ratios to share with the class. Individual practice/stations . Stations may include: Matching given situation with the correct ratio Given a statement, writing the correct ratio Web based programs such as Kahoot, IXL Whole class discussion- define a ratio in guided notes.	about future events. Full class discussion should focus on the various strategies used by the groups or pairs. Class discussions should include: -Describe likelihood of an event using fractions, decimals and percents. -Make predictions about future events based on data. -Brainstorm reasons for any differences between experimental and theoretical probability
Significant Task 2:		Whole group discussion and guided notes to review the rules of rounding and the number line method of	Students will review prior knowledge of order of operations through brainstorming.	In stations, students will read and analyze word problems and identify the real world math	In partners, students will be given sets of scenarios that are similar, but one represents an equation	Whole group instruction/modeling on how to solve multi-step equations/inequalities.	In adult led small groups, students will use whiteboards to practice graphing coordinate	In small groups students will explore the relationship between a ratio and a proportion.(a	Teacher will model different methods for solving and representing theoretical probability

		rounding. Individual practice rounding numbers to different place values.	Teacher will review order of operations with students (guided notes) In small groups, modeling will be provided on how to work through order of operation problems in a systematic manner. Independent practice performing order of operations through BINGO game.	associate with them. Stations may include: -Matching equations with word problems task cards -Writing word problems based on given equations -Sorting expressions with their operations -Kahoot or other web based programs to review terms associated with word problems	and one an inequality. The students will try to determine what the difference between the two scenarios is. Group discussion on what the students came up with in their partners . Direct instruction and guided notes the difference between an equation and an inequality.	In their guided notebooks, provided multiple teacher lead examples for multi-step highlighting what to do after the first step is complete. Individual practice using previously learned rules for solving equations/inequalities..	points as well as identifying the order pair associated with a point on a graph.	proportion is two ratios that are equal to each other) and practice solving different real world examples of proportions. As a class, the student will discuss what methods they used to solve the proportions.	event. (formula, tree diagram, area model) Class will meet as a whole to discuss results, share different methods and Brainstorm reasons for any differences between experimental and theoretical probability Students will use guided notes and understanding from the lessons to create their own probability game in pairs.
Significant Task 3:		Before we start performing operations a group review about what a fraction is and what are the different parts of fractions? Whole class instruction and guided notes on the rules of adding and subtracting fractions.	Review distributive property and how to properly apply it within an equations (guided notes). Independent practice applying the distributive property with equations.		Review what an inverse operation is. Have students practice independently writing inverser operations of numbers. Introduce the process of solving one-step equations and inequalities using the	Students will be able to use the information from a word problem/real life situation and create a multi-step equation. Working with a partner, students will read word problems/real life situations and create a	Whole group instruction on the equation of a line (y=mx+b). -What do m and b stand for in the equation. -What do x and y stand for in the equation. Independent practice identifying slope and	Review guided notes of ratios and how they relate to percents. Discussion on what is a percent? How do I convert a percent to a ratio, proportion and decimal? Where do I use percents in the real world?	

		Making sure to include how to simplify fractions on the TI-30 calculator. Practice skills as a whole class before moving into small group/ individual practice adding and subtracting fractions.			Inverse operation. In their guided notebooks, provided multiple teacher lead examples and reminders, such as: -What you do to one side of the equal sign you have to do to the other -Switch signs on inequalities when multiplying or dividing by a negative -What the four different inequality signs mean. Independent practice solving one step equations and inequalities,..	problem from the information given. Write examples in their notebooks on how to change a word problem into a multi-step equation.	y-intercept of an equation. Review independent work on identifying slope and y-intercept. Whole group instruction on graphing a line based on an equation, once you have identified slope and y-intercept. -teach- slope (rise over run, $\frac{y}{x}$) -Teach how to plot y-intercept -Recognize that y-intercept is an order pair Using stations, practice graphing lines given an equation.	Independent practice converting percents to ratios, and decimals.	
Significant Task 4		Whole class instruction and guided notes on the rules of multiplying and dividing fractions. Review simplifying fractions on a calculator. Practice skills as a whole			Review strategies of solving word problems and have students lead the review of the steps to solving one step equations and inequalities. Teacher modeling on how to turn a		Whole group instruction on how to identify slope and y-intercept from a line on a coordinate plane. -Identify that the y-intercept is the starting point Identify that the y-intercept is the point where the line	Students will investigate the uses of percent through several real-world contexts in small groups. Students will create an "order" from a restaurant	

		class before moving into small group/ individual practice adding and subtracting fractions. Have students find recipes (with fractions) and manipulate them to increase or decrease the size of the serving.			word problem into an equation or inequality with a special emphasis on how you know the difference/ how you determine the variable. Station work on turning real world scenarios into word problems. Stations may include: -Matching scenarios with equations -Writing scenarios based on given equations -Reading word problems and determine the equation. .		crosses the y-axis -Recognize that slope is how you move from one point to the next using rise over run. - Find slope given the line Small group practice on plugging the information found on the graph (slope/ y-intercept) into the equation y=mx+b Independent practice writing equations from a line on a coordinate plane.	menu and calculate tax, tip and discount. Full class discussion will focus on the comparison of different methods of calculating percents, and the reasoning behind each method.	
Significance Task 5		Exploration activity on what decimals represent. Group instruction/ Guided notes on addition, subtraction, multiplication and division of decimals. Practice in stations using a calculator to							

		perform the four operations using decimals.							

Grade Level Assessment Overview	Unit 1: EP Goal and Objectives/ Intervention	Unit 2-Review Fractions, Decimals, Place Value & Rounding	Unit 3- Algebraic Expressions & Integers	Unit 4 -Word Problems	Unit 5-Solving One Step Equations and Inequalities	Unit 6-Solving Multi-Step Equations and Inequalities	Unit 7- Graphing	Unit 8- Ratios, Proportions & Percents	Unit 9- Probability
Writing & Creating (Summary of Tasks)	Each teacher will create a method to supply students with supplementary work in relation to their personal areas of weakness (folders, binders, digitally).	Each teacher will create a method of guided notes.	guided notes.	Create stations based on word problems. (Include supplementary web based programs)	Guided notes	Guided notes	Guided notes	Guided notes	Create Probability games.
Unit Assessments	The progress students make on their individual goals will be monitored by the teacher and reflected in their quarterly IEP progress reports.	-Pre-unit assessment -Cumulative post unit assessment	-Pre-unit assessment -Cumulative post unit assessment	Pre-unit assessment -Cumulative post unit assessment	-Pre-unit assessment -Cumulative post unit assessment	-Pre-unit assessment -Cumulative post unit assessment	Pre-unit assessment -Cumulative post unit assessment	-Pre-unit assessment -Cumulative post unit assessment	-Cumulative post unit assessment
District	IEP progress	STAR MATH	STAR MATH	STAR MATH	STAR MATH	STAR MATH	STAR MATH	STAR MATH	STAR MATH

Assessments	updates								

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 1
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 1: IEP Goals and Objectives/ Intervention

Length of the Unit: On going throughout the year (at least one class period monthly)

Purpose of the Unit: In this unit students will work on personal IEP goals and objectives to fill in gaps in their own learning as they pertain to mathematics. They will receive direct instruction in small groups of on an individualized basis.

Standards Addressed In The Unit

- Standards in this unit will vary based on students personal IEP goals and objectives.

Big Ideas:

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Essential Questions:

- How can I improve my areas of weakness as they relate to mathematics?

Students will Know:

- How to read and interpret their IEP.

Students will be able to:

- Identify their own weakness in math
- Identify their own goals and objectives in math

Key Vocabulary in this unit:
IEP Goal IEP Objective

Significant Task 1

Description of Task: Students will receive direct individualized or small group instruction based on their own area of need as measured by their IEP goals and objectives.

Teacher Preparation:

- Create a method to supply students with supplementary work in relation to their personal areas of weakness (folders, binders, digitally)

Prior Student Knowledge:

- What is an IEP goal/ Objective?
- What are my weaknesses in math?

Possible Misconceptions:

- Having an IEP means that you can't learn as well as other students.

Materials Needed:

- Vary depending on lesson/ concept being taught.

ENGAGE: Opening Activity

- Students will read their IEP goals and objectives related to math and will be able to state what those areas of weakness are.

EXPLORE: Lesson Description

- Teacher provides direction instruction in small groups based on common IEP goals.
- Teacher will also provided individual practice for each student will work on independently.

ELABORATE:

- Students will be able to explain their own progress on their IEP goals and objectives based on the independent work they have complete.
- Students will state what strategies have been useful to them.

Timeline: Ongoing
Key vocabulary: IEP goal, IEP objective
Resources:

- Math IXL account

Common Assessments:

- STAR MATH ASSESSMENT
- IEP Progress Reports

Teacher Notes:

- Teacher will group students according to areas of weakness and do rotating min-lessons.
- Teacher will provide individual assistance and support while students work on math goals and objectives.

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra: Unit 2
Review Place Value ,Rounding,Fractions & Decimals

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 2: Review Fractions, Decimals, Place Value & Rounding

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Length of the Unit: 6 weeks

Purpose of the Unit: In this unit students will build upon previous knowledge and review the concepts surrounding fractions, decimals, place value and rounding.

Standards Addressed In The Unit:

- **CCSS.5.NF.A.1** - Fractions - add and subtract numbers with unlike denominators
- **CCSS.5.NF.B.3** - Interpret a fraction as the division of the numerator by the denominator
- **CCSS.5.NBT.B.7**- Add subtract, multiply and divide decimals to hundredths place
- **CCSS.6.NS.C.5** - Understand that positive and negative numbers are used to describe quantities with opposite values
- **CCSS.4.NBT.A.3**- Generalize place value knowledge for multi-digit numbers
- **CCSS.5.NBT.A.1**-Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
- **CCSS.4.NBT.A.2**-Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- **CCSS.NBT.A.4** - Use place value to round whole numbers and decimals to any place value.

Big Ideas:

- Identifying place value using strategies
- Rounding using different strategies
- Operations involving fractions
- Operations involving decimals

Essential Questions:

- How do I demonstrate the relationship between numbers, quantities and place value for

whole numbers up to 1,000 and numbers as low as the thousandths place?
- What are the rules of rounding and how do I apply them?
- How do we add, subtract, multiply and divide fractions using different strategies?
- How do we add, subtract, multiply and divide decimals?
- What happens when you multiply and divide by fractions and decimals?

Students will Know:
- The value of each place value through the thousands place and as low as the thousandths
- The rules of rounding and how to apply them
- Rules of multiplying,dividing, adding and subtracting fractions.
- How to add, subtract, multiply and divide decimals
- How to reduce fractions on a calculator

Students will be able to:
- Identify the values of numbers through the thousands place and as low as the thousandths place.
- Reduce a fraction on the calculator
- Apply the rules of rounding to round numbers through the thousandths place and as low as the thousandths.
- Add, subtract, multiply decimals and round to an identified place value.
- Apply the rules of adding and subtracting fractions to adding and subtract fractions and write the answer in simplest form.
- Apply the rules of multiplying and dividing fractions to adding and subtract fractions and write the answer in simplest form

Key Vocabulary in this unit:

- numerator
- denominator
- reciprocal
- place value
- ones
- tens
- hundreds
- thousands
- tenths
- hundredths
- thousandths
- greater than
- less than
- equal to

Significant Task 1:

Description of Task: Students will use different strategies to be able to identify place value of a number.
Lesson 1: Identifying Place Value

Teacher Preparation:
- Create stations on place value: place value tiles, expanded form, place value charts.
- Create independent work on place value strategies

Prior Student Knowledge:
- Understanding that different places in a number represent different values
- Understanding that decimals are a part of a whole.

Possible Misconceptions:
- Identifying incorrect place values

Materials Needed:
- Station work
- Independent practice activities

Opening Activity
- Give students a variety of decimals, asking them to identify the place value that is underlined and how much that value represents.
  Example: 7<u>2</u>1 <u>1</u>08 1.29 1.1<u>9</u>6

Lesson Description
- Teacher will model different strategies for modeling/ identifying place value.
- Students will break into small groups and rotate through the stations on the different methods of place value (place value chart, expanded form, place value tiles etc.) to build understanding of place value.
- Students share strategies and understanding of each method they worked on.
  - What worked best?
  - What did each method show us?
  - What was confusing?
- Whole class discussion on what each group learned and understood.

Independent Practice
- Students will work independently practicing all of the strategies learned and answering questions based on place value.
  - What do different places values represent?
  - Identify the underlined place value
  - Comparing and contrasting different values.
- At this time, teacher will take small groups of students to reteach or clarify any misconceptions.

Timeline: 2 days
Key vocabulary: Ones, tens, hundreds, thousands, tenths, hundredths, thousandths, greater than, less

than, equal to

Resources: Math IXL

Significant Task 2:

Description of Task: Rounding whole numbers and decimals to a given place value

Lesson 1: Understanding Rules of Rounding and Practice

Teacher Preparation:
- Preparation of guided notes/practice worksheets

Prior Student Knowledge:
- Understanding the place value of numbers

Possible Misconceptions:
- Students may round to the wrong place value
- Students may not use rules of rounding correctly and come up with an incorrect answers

Materials Needed:
- Place value charts
- Guided Notes
- Number lines

Opening Activity :
- Using a place value chart and a number line, ask students to correctly round numbers to the given place value (Using guided notes)
  Example - round to the nearest 10's, 100's, tenths, hundredths etc.

Lesson Description
- Teacher will model how to round using rules of rounding and using the number line
- In small groups,using their guided practice notes, students will practice how to round using rules of rounding and the number line
- As a whole group, students will share their understanding of how to round numbers and which strategies worked best for them:
  Which method of rounding worked best for you?
  Why was that method easier?
  What is still confusing about rounding?.
- Whole group review of rounding and what the students have learned.

Independent Practice
- Using their guided notes, students will independently round numbers to given place values.
  Why do you have to know place value in order to round numbers?
  How do I apply the rules of rounding?
  How can rounding help in real life situations?
- Teacher will reteach/clarify to any students still having difficulty with this topic.

Timeline: 3 days
Key vocabulary: place value, round up, estimate, digits
Supporting vocabulary: about, nearest reasonable
Resources: Math IXL, Kahn Academy

Significant Task 3

Description of Task: Students will learn how to add and subtract fractions independently with the use of a calculator.

Lesson 1: Adding and Subtracting Fractions

Teacher Preparation:

- Create guided notes for adding and subtracting fractions
- Whole class examples
- Examples for small groups/ individual practice

Prior Student Knowledge:

- Fractions are a part of a whole

Possible Misconceptions:

- Which is the numerator/ denominator?
-

Materials Needed:

- Guided notes on adding and subtracting fractions
- TI-30 Calculator (or comparable calculator that can simplify fractions)
- Whiteboards, markers & erasers

Opening Activity

- Group discussion on what a fraction is, what are its parts (numerator & denominator)
- What do the numerator and denominator represent?
- What are some places we use fractions in real life?

Lesson Description

- Whole group instruction and guided notes on the steps of adding and subtracting fractions using a calculator with multiple examples done by the teacher with student help and prompting.
- Specific practice and modeling on using the calculator:
    - How do we type fractions in the calculator?
    - How do we simplify fractions in the calculator?
    - What if when I simplify I get the same answer?
- Whole class practice adding and subtracting fractions using whiteboards and calculator to check each student's understanding.
- Independent practice/ re-teaching
    - Students that are ready to move on will practice independently on the skill while teacher pulls small groups for re-teaching or further assistance.

Timeline: 2 days
Key vocabulary: Fraction, numerator, denominator

Significant Task 4:

Description of Task: Students will learn how to independently multiply and divide fractions using the calculator and will apply this knowledge to real world situations.

Lesson 1:Multiplying and Dividing Fractions

Teacher Preparation:
- Guided notes/ examples on multiplying fractions
- Independent practice examples
- Guidelines for recipe project

Prior Student Knowledge:
- What are the parts of a fraction/ what do they represent?
- What is a reciprocal ?

Possible Misconceptions:
- Multiplying a fraction by a fraction makes the number bigger

Materials Needed:
- Whiteboards, markers, erasers

Lesson Description
- Whole group instruction and guided notes on the steps of multiplying and dividing fractions using a calculator with multiple examples done by the teacher with student help and prompting.
- Whole class practice multiplying and dividing fractions using whiteboards and calculator to check each student's understanding.
- Independent practice/ re-teaching
    - Students that are ready to move on will practice independently on the skill while teacher pulls small groups for re-teaching or further assistance.

Extension Activity: Recipe Project
- Students will be asked to find a recipe that includes fractions
- Students will be asked to manipulate the serving size to make it both larger and smaller and explain reasons they would need to manipulate a recipe to make it larger and smaller.
- Students will use their knowledge of multiplying and dividing fractions to accurately calculate the new amounts (student will not be asked to make conversions of units)

Timeline: 2 Days
Key vocabulary: reciprocal, numerator, denominator

Significant Task 5:

Description of Task:
Lesson 1: Addition, Subtraction, Multiplication and Division of Decimals

Teacher Preparation:
- Guided Notes/examples of the four operations involving decimals
- Independent practice sheets
- Station work

Prior Student Knowledge:
- How fractions relate to decimals and how fractions can be converted into decimals

Possible Misconceptions:
- Understanding decimals with values greater than one and values less than one

Materials Needed:
- Guided notes
- Whiteboards for practice
- Station work activities

Opening Activity
- **Group discussion on decimals and what do they mean**
- **How are fractions and decimals related**
- **How do you convert a fraction into a decimal**

Lesson Description
- Whole group discussion on rules for addition,subtraction, multiplication and division of decimals using guided notes.
- Whole group practice with whiteboards on the four operations using decimals.
- 4 rotating stations, one for each operation
- Independent practice/reteaching
  Those students who are doing well with the concepts can practice independently while teacher works with small groups of students who still need assistance

Timeline: 3 days
Key vocabulary: decimals,place value, ones, tens, hundreds, thousands, tenths, hundredths, thousandths, estimation , rounding

Common Assessments:
- Pre-unit assessment
- Cumulative post unit assessment

Teacher Notes:

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 3

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 3: Algebraic Expressions and Integers

Length of the Unit: 4 weeks

Purpose of the Unit: In this unit students will understand:

- How to apply and relate rational numbers to real world situations
- How to use order of operations and the distributive property to evaluate expressions

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Standards Addressed In The Unit:

- CCSS-7.NS.A.3 -Integers can be divided, provided divisor is not zero, and every quotient is a rational number
- CCSS-6.EE.A.2.C - Evaluate expression including variables using order of operations
- CCSS-3.OA.B.5 - Apply properties of operations as strategies to multiply and divide ie: Distributive property

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Big Ideas:

- Integer Rules
- Order of Operations
- Distributive Property

Essential Questions:

- How do we apply and relate rational numbers to real world situations?
- How do we use order of operations and the distributive property to evaluate expressions?

Students will Know:

- The rules of integers
- The rules of order of operations
- The distributive property

Students will be able to:

- Correctly apply order of operations and the distributive property to solve simple equations
- Apply the rules of integers to simple expressions

Key Vocabulary in this unit:

- integer
- positive
- negative
- order of operations (PEMDAS)
- distributive property

Significant Task 1:

Description of Task:. Students will use different strategies to understand the rules of integers (including the use of negative and positive numbers)

Lesson 1:

Teacher Preparation:

- Guided notes
- Station work
- Independent practice sheets

Prior Student Knowledge:

- Rules for applying four operations to negative numbers
- What an integer is
- placing integers on a number line

Possible Misconceptions:

- Not understanding that when two negative numbers are multiplied or divided the resulting answer is always positive
- When you add or subtract negative and positive numbers, you always keep the sign of the larger number
- All numbers have an opposite number Exp: 7 and -7

Materials Needed:

- White boards
- Number lines
- Notecards and colored pencils for stations
- independent practice sheets

Opening Activity:

- Students will brainstorm in pairs what they know about integers. Then one member from each pair will

share their ideas

What is an integer?

What do I need to know about negative numbers in order to solve problems involving integers?

Where in real life situations will I use integers?

How do integers relate to Algebra?

Lesson Description:

- Whole group instruction using guided notes on how to solve problems involving integers with a focus on use of negative numbers
- White board practice on solving integer problems with teacher input on correctness of answers
- Station Work:

Station 1- Using colored pencils, correctly place an integer and its opposite on a number line

Station 2 - Note cards will contain different scenarios. Translate the information on the notecard into an integer

Example - It is 12 degrees below zero

Station 3- Change an integer into a written statement

Example: -10 I withdrew $10 from my bank today

- Whole group round-up. what did you learn? What is still confusing
- Independent practice for those students ready to move on
- Small group instruction for those students still struggling with the concept

Timeline: 3 days
Key vocabulary: positive integer, negative integer, opposites
Supporting vocabulary: Order of operations, number lines
Resources: https://www.khanacademy.org/...integersss/.../adding-integers-with-..

Significant Task 2:

Description of Task: Students will learn the rules of order of operations and practice through small groups and a bingo game.

Lesson 1: Order of Operations

Teacher Preparation:

- Guided notes with examples on order of operations

Prior Student Knowledge:

- Integer rules

Possible Misconceptions:

- Students believe multiplication must come before division and adding before subtracting because of the way PEMDAS is written
- Distributing before simplifying inside the parenthesis.

Materials Needed:

- Practice problems for small group and independent practice
- Bingo cards

Opening Activity

- Students will brainstorm in small groups what they know about order of operations- groups will share out as a class.
    - When do you use it ?
    - What is it?
    - What does it help you do?
    - What is the saying that helps you remember it?/ What does the saying stand for?

Lesson Description

- Teacher will review what the students know about order of operations and through guided notes will fill in the rules around order of operations
    - Note: make sure to talk about the M/D and A/S and how the order between each pair is determined from left to right.
- Together as a class, teacher and students will complete example problems together- teacher will model how to write the problems out properly and students will have a guided example in their notes for future reference.
- BINGO - independently, students will participate in a class wide bingo game that is based on order of operations problems. Students must solve the expression and mark off the answer if it appears on their board. The student then must get 5 answers in a row, column or diagonal to win the game.

Timeline: 2 days
Key vocabulary: order of operations
Supporting vocabulary: diagonal, row, column
Resources: Order of Operations- BINGO card & directions

Significant Task 3

Description of Task: Students will understand how to apply the distributive property through guided practice.

Lesson 1: Distributive Property

Teacher Preparation:
- Guided notes
- Independent practice sheets
- Materials for stations

Prior Student Knowledge:
- Know what the distributive property is
- Prior practice using numbers only

Possible Misconceptions:
- The number being distributed only has to be applied to the first term within the parentheses.
- Simplify within the parentheses before applying the distributive property

Materials Needed:
- Notecards and colored pencils
- Whiteboards and markers
- Sheets for independent practice

Opening Activity
- In small groups brainstorm prior knowledge of the distributive property
  - What is the distributive property?
  - How is it used?
  - When is it used?
  - How is it useful?

Lesson Description
- In a whole group, using guided notes, teacher will review the distributive property, how and when it is used.
- Whole group whiteboard practice with simple teacher generated problems
- Stations
  1 - Using notecards and colored pencils, students will practice distributing drawing lines between the number being distributed to all the numbers it is distributed to
  2- Students choose 5 teacher generated problems to solve
- Students who are doing well this this concept will continue practice using web based IXL program.
- Teacher led small group instruction and assistance for students still struggling with this concept.

Timeline: 2 Days
Key vocabulary: distribute, apply, multiply, simplify
Supporting vocabulary: order of operations
Resources: Distributive Property

Common Assessments:
- Pre-unit assessment
- Cumulative post unit assessment

Teacher Notes:

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 4

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 4: Understanding Word Problems

Length of the Unit: 3 weeks

Purpose of the Unit: In this unit students will be taught the strategies that are involved with solving a word problems.

Standards Addressed In The Unit:

- CCSS-4.OA.A.2 - Multiply/Divide to solve word problems

Big Ideas:

- BUCKS Strategy for solving word problems

Essential Questions:

- How do we recognize which operation(s) to use when solving a word problem?
- How do we turn real world examples into mathematical expressions/ equations?

Students will Know:

- What terms and phrases mean add.
- What terms and phrases mean subtract.
- What terms and phrases mean multiply.
- What terms and phrases mean divide.
- How to apply the BUCKS strategy to solving word problems.

Students will be able to:

- Read a word problems and identify the correct operation operations to perform.
- Read a word problem and accurately apply the BUCKS strategy

Key Vocabulary in this unit:

- Add (and all associated terms and phrases)
- subtract (and all associated terms and phrases)
- multiply (and all associated terms and phrases)
- divide (and all associated terms and phrases)
- BUCKS
- expression
- eqaution

Significant Task 1:

Description of Task: Students will review terms associated with the four operations and will be introduced to the BUCKS method of solving word problems.

Lesson 1: BUCKS Method

Teacher Preparation:

- Set up learning walk, brainstorming activity
- Create guided notes for terms/phrases associated with the four operations and BUCKS method.
- Practice problems

Prior Student Knowledge:

-

Possible Misconceptions:

- Students often have trouble with the term "groups" and don't realize groups can be dividing or multiplying depending on the context or other phrases in the problem.

Materials Needed:

- Four areas of white board/ large chart paper with each of the four operations on top.
- Guided notes on terms/phrases associated with word problems and BUCKS method
- Different color markers/pencils/ crayons

Opening Activity:

- Students will take a learning walk in small groups to four stations (add, subtract, multiply and divide). The students will write down terms, phrases and examples for each phrase in rotating groups.

Lesson Description:

- Students will come back together as a class and review the work done during the learning walk.
- The teacher will go through each of the four areas and add terms that are missing or take away terms that don't belong.
    - Make special note of how "groups" can be used in different ways- put a few examples for each
- Students will take guided notes while the teacher is making corrections.
- Teacher will introduce the BUCKS method of solving word problems through guided notes and will included examples for students guided notes.

- Partner activity practicing the BUCKS method for analyzing word problems. Have students use different colors to show their understanding of the different parts of the BUCKS method.
- Class wide discussion of what the students learned in their partner work.
    - What was helpful?
    - What was the easiest part to find in the word problem?
    - What was the hardest part to find in the word problem?
    - How did you know the information was unnecessary?

Timeline: 2 days
Key vocabulary: Add (and all associated terms and phrases) ,subtract (and all associated terms and phrases), multiply (and all associated terms and phrases), divide (and all associated terms and phrases), BUCKS

Resources: BUCKS Method for Word Problems

Significant Task 2:

Description of Task:. Station work practicing analyzing word problems

Lesson 1: Word Problem Stations
Teacher Preparation:
- Create station work

Prior Student Knowledge:
- BUCKS Method
- Terms associated with all four operations

Possible Misconceptions:
- Students often have trouble with the term "groups" and don't realize groups can be dividing or multiplying depending on the context or other phrases in the problem.

Materials Needed:
- Materials for each station (varying based on station)

Opening Activity:
- Teacher will review guided notes from yesterday

Lesson Description:
- In stations, students will read and analyze word problems and identify the real world math associate with them. Stations may include:
    - Matching equations with word problems task cards
    - Writing word problems based on given equations
    - Sorting expressions with their operations
    - Kahoot or other web based programs to review terms associated with word problems

Timeline: 1 day
Key vocabulary: Add (and all associated terms and phrases) ,subtract (and all associated terms and phrases), multiply (and all associated terms and phrases), divide (and all associated terms and phrases),

BUCKS

Resources:

Common Learning Experiences

Common Assessments:

- Pre-unit assessment
- Cumulative post unit assessment

Teacher Notes:

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 5
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 5: Solving One Step Equations and Inequalities

Length of the Unit: 5 weeks

Purpose of the Unit: In this unit students will learn how to solve one step equations/inequalities through direct instruction and individual practice.

Standards Addressed In The Unit:

- CCSS.7.EE.A.1 - Apply properties of operations as strategies to expand linear expressions with rational coefficents
- CCSS.7.EE.B.3 - Solve real life and mathematical problems using numerical and algebraic expressions and equations
- CCSS.7.EE.B.4.A - Convert Arithmetic problems into expressions and equations
- CCSS.6.EE.B.6 - Use variables to represent numbers and write expressions/equations

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Big Ideas:

- Equations/inequalities can be used to represent a word problem
- Inverse operations are a critical skill when solving equations/inequalities
- Equations/inequalities can be applied to real life situations

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Essential Questions:

- What is a variable and what does it represent in an equation/inequality?
- How can you tell the difference between an equation and an inequality?
- How do inverse operations help me solve one step equations/inequalities?
- How do I use one step equations/inequalities to solve real world problems?

Students will Know:

- Strategies to solve one-step equations and inequalities
- Know what an inverse operation is
- What a variable represents
- The differences between equations and inequalities

Students will be able to:

- Use the strategies they have learned to solve one step-equations/inequalities
- Use inverse operations to solve one-step equations/inequalities
- Recognize that a variable represents an unknown number
- Understand that an equation contains an equal sign and an inequality is represented by greater than, less than etc.

Key Vocabulary in this unit:

- variable
- unknown
- represents
- expression
- coefficent
- inverse operations
- opposites
- greater than
- less than
- greater than or equal to
- less than or equal to
- equation
- balancing an equation
- add
- subtract
- multiply
- divide

Significant Task 1:

Description of Task:. Identification of variables and what they represent

Lesson 1:

Teacher Preparation:

- Guided Notes
- practice sheets
- Create stations for practice

Prior Student Knowledge:

- Rules of Integers
- Rules of negative and positive numbers
- Basic mathematical operations

Possible Misconceptions:

- A variable has a definite value

- A variable can stand alone without a coefficent

Materials Needed:

- Guided notes defining variables and how they are represented
- whiteboards and markers for practice
- Sticky notes
- Notecards

Opening Activity:

- Students will write down two ideas about what a variable is on a sticky note. They will then place the sticky notes around the room.

  What is a variable?
  How is it represented?
  Why do we use variables?
  Why don't we use s or o to represent variables?
- Students will shout out about their ideas about a variable is.

Lesson Description:

- Whole group instruction using guided notes, defining what a variable is, why and how it's used.
- Rotate through stations to practice working with variables.
  1- Using whiteboards, students will read different scenarios and write the expression, including a variable, on the whiteboard.
  Example: If Paul earns $50 a week, how much will he earn in an unknown number of weeks - 50x
  2- Using note cards, match scenario with the correct expression.
- Students will get back together as a whole group and discuss what students learned and what is still confusing,

Independent practice:

- Students who understand what a variable is will continue with independent practice.
- Teacher will work in small groups reteaching/assisting with concepts that are still confusing.

Timeline: 2 days
Key vocabulary: variable, expression,unknown
Supporting vocabulary: represents
Resources:

- **: webmath.com/gline.html, IXL web based practice**

Significant Task 2:

Description of Task:. In this lesson, students will learn what an equation and an inequality is and how they are different.

Lesson 1:

Teacher Preparation:

- Guided notes that define equations and inequalities and give examples of each
- Notecard scenarios
- Practice sheets

Prior Student Knowledge:

- Students have been exposed to the concept of equations and inequalities
- Students know about greater and less than and the symbols that represent each
- Understanding of the four mathematical operations

Possible Misconceptions:

- Inequalities and equations are the same things
- Confusion around meanings of inequality signs
- An inequality has an equal sign
- Use an equation when the problem states: makes at least but not more than

Materials Needed:

- Guided Notes
- White boards and markers
- Practice sheets
- Note cards with scenarios

Opening Activity:

- In partners, students will brainstorm on the meanings of equations and inequalities. How are they alike, how are they different?
  - What is an equation?
  - What is an inequality?
  - How are they alike?
  - How are they different?
  - How do you write inequality symbols?

Lesson Description:

- In small groups, students will be given different scenarios, some are equations and some are inequalities. As a group, students will decide what each scenario represents. Groups will the share their findings with the class.
- Direct instruction, using guided notes, on inequalities and equations

Independent practice:

- Individual practice writing equations and inequalities for those students who are doing well with the concept.
- Small group re-teaching and individual assistance for those students still struggling with the concepts

Timeline: 3 days
Key vocabulary: Inequality, equation, greater than, less than
Supporting vocabulary: variable, unknown
Resources: www.shmoop.com › Algebra › Equations and Inequalities, IXL web based practice

Significant Task 3

Description of Task: Use inverse operations to solve one-step equations and inequalities
Lesson 1:

Teacher Preparation:

- Teacher guided notes
- Note cards with practice problems
- Note cards with inequality signs and note cards with definitions

Prior Student Knowledge:

- Students will know that inverse means opposite
- Basic rules of integers
- Basic rules of negative and positive numbers
- Understanding of how to use different mathematical properties such as the distributive and associative properties

Possible Misconceptions:

- You only have to perform an operation on one side of an equation
- Leave the inequality the same when multiplying or dividing by a negative number
- That you don't need to do the opposite operation when moving a number or a variable to the other side of an equation or inequality

Materials Needed:

- Guided notes
- White boards and markers
- Practice sheets
- Note cards

Opening Activity:

- Small group discussions on inverse operations
  - What does inverse mean?
  - Why do you have to use inverse operations when solving an equation or inequality?
  - Why do you have to do the same operation to both sides of an equation or inequality?

Lesson Description:

- Using guided notes, the teacher will provide multiple examples and reminders such as: What you do to one side of an equation/inequality, you have to do to the other
  Switch signs in inequalities when multiplying/dividing by a negative number
  What the four different inequality signs mean
- In small groups, match the inequality sign with its correct definition. Groups will share with other groups why they matched the inequality signs the way they did.

Independent Practice:

- Individual practice using worksheets and with teacher support
- Small group reteaching and assistance for students who have not mastered these concepts

Timeline: 3 days
Key vocabulary: Inverse operations, opposites, balancing, switch signs
Supporting vocabulary: inequalities, greater than, less than
Resources: IXL web based program

Significant Task 4

Description of Task: Students will be able to turn word problems into one-step equations or inequalities using previously learned strategies.
Lesson 1:

Teacher Preparation:

- Guided notes

- Matching note card scenarios
- Practice sheets
- Problems to be done on white boards

Prior Student Knowledge:

- Rules that apply to negative numbers
- How to do inverse operations
- How to solve simple one-step equations and inequalities
- Any operation done to one side of an equation/inequality must be done to the other side to keep the equation/inequality balanced
- In inequalities, when multiplying or dividing by a negative number, the sign must be switched.

Possible Misconceptions:

- All information in a word problem must be used in an equation/inequality
- Word problems cannot be changed into equations/inequalities

Materials Needed:

- Guided notes on how to turn word problems into equations/inequalities, Review notes on how to solve word problems
- Note cards with matching scenarios
- White boards for practice
- Practice sheets

Opening Activity:

- In pairs, read word problems and discuss what information from the word problem is necessary and what parts of the problem could be turned into equations/inequalities
- As a whole group discuss the following topics:
  - How can information in a word problem be translated into an equation/inequality?
  - How do you identify what information is pertinent?
  - How do you recognize what the variable will be, the coefficent?

Lesson Description:

- Whole group instruction and teacher modeling on how to turn a word problem into an equation or inequality. Emphasis will be placed on how you recognize the variable and coefficent. Guided notes will be used to reinforce learning.
- Station work involving matching word problems scenarios to the appropriate equation/inequality.
- Whole group whiteboard practice involving writing equations/inequalities from the teacher

Independent Practice:

- Students will use teacher generated worksheets to practice turning word problems into equations/inequalities
- Small group instruction/reteaching for students still struggling with the concept

Timeline: 3 days

Key vocabulary: add, subtract, multiply, divide, variable, coefficent

Supporting vocabulary: balancing equation, balancing an equation

Resources: https://www.mathcounts.org/resources/ IXL web based resources

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Common Learning Experiences:

Common Assessments:

Teacher Notes:

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 6
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 6: Solving multi-step Equations and Inequalities

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Length of the Unit: 5 weeks

Purpose of the Unit:

- Students will learn strategies to solve multi-step equations and inequalities

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Standards Addressed In The Unit:

- CCSS.7.EE.A.1 - Apply properties of operations as strategies to add, subtract, multiply, divide and expand linear expressions
- CCSS.7.EE.B.3 - Solve real life and mathematical problems using numerical and algebraic expressions and equations
- CCSS.7.EE.B.4. - Solve word problems using equations
- CCSS.6.EE.B.5 - Understand solving an equation/inequality as the process of answering a question
- CCSS.8.EE.C.7.B- solve linear equations with rational number coefficents
- CCSS.8.EE.8.C - Solve real world and mathematical problems leading to two linear equations with two or more variables

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Big Ideas:

- An equation or inequality is the answer to a mathematical question
- Multi-step equations and inequalities can be applied to real life situations

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Essential Questions:

- How can I use what I know about one-step equations and inequalities to solve multi-step equations and inequalities

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Students will Know:

- An equation/inequality answers a question
- How to determine what information in a word problem is unnecessary
- How to solve multi step equations/inequalities using inverse operations
- Strategies they learned to solve one step equations/inequalities can be applied to solving mult-step equations/inequalities

Students will be able to:

- Use inverse operations to solve multi-step equations/inequalities
- Use strategies learned to solve one-step equations/inequalities to solve multi-step equations/inequalities
- Translate word problems into multi-step equations/inequalities

Key Vocabulary in this unit:

- variable
- unknown
- represents
- expression
- coefficent
- inverse operations
- opposites
- greater than
- less than
- greater than or equal to
- less than or equal to
- equation
- balancing an equation
- add
- subtract
- multiply
- divide

Significant Task 1:

Description of Task:. Develop strategies for solving multi-step equations/inequalities with emphasis on the use of inverse operations

Lesson 1:

Teacher Preparation:

- Guided notes on solving multi-step equations/inequalities
- White boards and markers
- IXL lessons
- Individual practice sheets

Prior Student Knowledge:

- Rules of negative numbers

- How to use inverse operations
- How to solve one-step equations/inequalities
- How to turn one-step equations/inequalities into word problems and how to turn equations/inequalities into word problems

Possible Misconceptions:

- The same rules that apply to solving one-step equations/inequalities don't relate to solving multi-step equations/inequalities
- It is difficult to turn a word problem into a multi-step equation/inequality

Materials Needed:

- Guided notes
- Chrome books

Opening Activity:

- Whole group brainstorming on solving one-step equations and inequalities
  - How do you use inverse operations to solve one-step equations/inequalities
  - What does balancing an equation mean?
  - How do you represent a variable, a coefficent?

Lesson Description:

- Students will individually review/practice solving one-step equations/inequalities using Web resources such as IXL and Kahn academy and Kahoots.
- Teacher assistance/reteaching as needed.

Timeline: 2 days
Key vocabulary: variable, coefficent, balancing an equation, inverse operations
Supporting vocabulary: unknown, represents, expression
Resources: IXL, Kahn Academy

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Significant Task 2:

Description of Task:. Using previously learned strategies, students will be able to solve multi-step equations/inequalities

Lesson 1:

Teacher Preparation:

- Guided notes
- Practice sheets

Prior Student Knowledge:

- Rules of negative and positive numbers
- How to use inverse operation
- How to solve one step equations/word problems
- how to translate word problems into one-step equation/inequalities

Possible Misconceptions:

- Using inverse operations is not necessary when solving mult-step equations/inequalities
- Solving multi-step equations is too hard
- Previous learned strategies will not be useful

Materials Needed:
- Guided notes
- IXL lesson
- Practice sheets

Opening Activity:
- Whole group sharing on what students know about solving two-step equations/inequalities
  - How is a multi-step equation like a one step equation/inequality?
  - What strategies I have previously learned can I use to solve two step equations/inequalities
  - How can I turn a word problem into a mult-step equation/inequality

Lesson Description:
- Using guided notes, teacher will give whole group instruction on how to solve multi-step equations/inequalities. Teacher will highlight the steps needed to solve problems. What comes first, what is next etc
- Individual practice using IXL programs and Kahn Academy

Independent practice:
- Students will continue to practice using worksheets and IXL programs
- Reteaching/Individual assistance as needed

Timeline: 3 days
- **Key vocabulary:** variable, unknown, balancing equations, inverse operations

Supporting vocabulary: equation, inequality
Resources: IXL and Kahn Academy

Significant Task 3

Description of Task: Using previously learned strategies, students will be able to turn word problems into multi-step equations/inequalities

Lesson 1:

Teacher Preparation:
- Guided notes
- Practice sheets
- IXL lessons

Prior Student Knowledge:
- How to use inverse operations
- How to solve one-step equations/inequalities
- How to solve one step equations/inequalities

Possible Misconceptions:
- Turning word problems into multi-step equations/inequalities is too difficult
- All information in word problems is necessary

Materials Needed:
- Chrome books
- Guided notes
- Practice sheets

- Note card scenarios

Opening Activity:

- In partners, brainstorm on how to turn word problems into equations/inequalities
- Whole class sharing on previous strategies learned
  - Identify important information
  - Get rid of extraneous information
  - What is the question being asked?
  - How do we identify variables, co-efficents

Lesson Description:

- In partners, read word problem scenarios and change them into multi-step equations/inequalities
- Come together as a group and discuss what went well, what didn't
- Discuss strategies that could be employed to make translating word problems into multi-step equations/inequalities easier
- Guided notes that give steps to follow and strategies to use

Independent Practice:

- IXL practice and worksheets to give further practice
- Reteaching/Individual assistance as needed.

Timeline: 3 days
Key vocabulary: word problems, equations, inequalities
Supporting vocabulary: balancing equations, variables, coefficents
Resources: IXL web based practice

Common Learning Experiences:

Common Assessments:

Teacher Notes:

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 7
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 1: Graphing

Length of the Unit: 4 weeks

Purpose of the Unit:

- Students

Standards Addressed In The Unit:

- CCSS-4.G.A.1 -draw points, lines, line segments, parallel and perpendicular lines on a coordinate plane
- CCSS.5.G.A.1 - Use the x and Y axes to define a coordinate plane and be able to plot an ordered pair on numbers on that coordinate plane

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Big Ideas:

- Use a coordinate plane to graph a point

Essential Questions:

- How do we use a coordinate plane to represent data?

Students will Know:

- The difference between the x and y axis and what they stand for
- How do identify the x and y value in an ordered pair and how to plot that point
- Recognize that the x axis is the independent variable and the y axis is the dependent variable

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Students will be able to:

- Independently plot a point (ordered pair) on a coordinate plane
- Independently plot a series of points from a data table

Key Vocabulary in this unit:

- x axis
- y axis
- unit
- variable
- independent variable
- dependent variable
- data
- data table
- ordered pair
- plot
- vertical axis
- horizontal axis
- equation of a line
- y=mx+b

Significant Task 1:

Description of Task:. Students will employ different strategies to understand what a coordinate plane is and what a point is

Lesson 1:

Teacher Preparation:

- Guided Notes with examples of graphing a point from an ordered pair and from a data table
- Practice sheets

Prior Student Knowledge:

- Working knowledge of integer number lines
- Be able to construct a coordinate plane
- Understand that a point is made up of an x and a y value
- Which parts of the coordinate plane are positive and negative

Possible Misconceptions:

- Confusion of the x and y axis
- Understanding that the x value is always plotted first
- Confusion between which axes is the independent variable and which is the dependent variable

Materials Needed:

- Graph paper
- Rulers
- Colored pencils
- notecards

- practice sheets

Opening Activity:

- In small groups, student will brainstorm on how to graph a point
  - Which axis is the horizontal axis, which axis is the vertical axis?
  - In an ordered pair, what are the x and y values?
  - How do you plot a point from an ordered pair?
  - If you have a point on a coordinate plane, what is its corresponding point?

Lesson Description:

- Whole group instruction, using guided notes, on understanding parts of the graph, understanding a point and its values, how to plot a point, which parts of the coordinate plane are positive and which are negative.
- Independent practice and reteaching to help with understanding

Timeline: 2 Days
Key vocabulary: x and y axis, ordered pair, point, horizontal, vertical, coordinate plane
Supporting vocabulary: Independent variable, Dependent variable
Resources:

- IXL web based practice
- https://www.khanacademy.org/.../coordinate.../graphing-points-exer...

Significant Task 2:

Description of Task:. Graphing of coordinate points as well as understanding the values associated with an ordered pair

Lesson 1:

Teacher Preparation:

- Guided Notes
- Graphs that are labeled with x and y axis

Prior Student Knowledge:

- Understanding that a graph consists of a coordinate plane with an x and y axis
- The first number in an ordered pair is the x value, the second number in an ordered pair is the y value

Possible Misconceptions:

- Confusion of the x and y axis
- Confusion over which value in an ordered pair is the x value, which is the y value

Materials Needed:

- whiteboards and markers
- practice sheets

Opening Activity:

- Teacher will model on the smartboard how to plot a coordinate point
- In partners, students will share what they know about plotting a point on a coordinate plane

Lesson Description:

- Whole group instruction, using guided notes on how to plot a point on a coordinate plane. Emphasis will be placed on identifying the x as the horizontal axis and the y as the vertical axis.
- Small group white board practice plotting points on a coordinate plane, including labeling the x and y axis, labeling the coordinate point as x and y and identifying which axis is the independent variable and which is the dependent variable
- Whole group recap of what the students learned
  - How do you identify the x and y axis and what is their relationship to independent and dependent variables
  - What are the x and y values in a coordinate point
  - How do you plot a coordinate point
  - What have you learned

Timeline: 2 days
Key vocabulary: coordinate point, plot, x and y axis
Supporting vocabulary: vertical axis, horizontal axis
Resources: Web based IXL practice

Significant Task 3

Description of Task: What is the equation of a line (y=mx+b) and what do the m and b stand for in this equation. Plotting the equation of a line (y=mx+b) on a coordinate plane.
Lesson 1:

Teacher Preparation:
- Teacher guided notes explaining what the equation of a line means and what the variables stand for
- Practice sheets
- Equations on notecards

Prior Student Knowledge:
- Understanding that a variable stands for an unknown quantity
- Basic knowledge of how to plot a point on a coordinate plane
- Understanding that slope is rise/run, the opposite order of a coordinate point

Possible Misconceptions:
- Not using the y intercept as the starting point when graphing an equation
- Understanding that when using slope, you go up or down on the y axis first
- Confusion between the x and the y axis

Materials Needed:
- graphs
- colored pencils
- practice sheets
- whiteboards

Opening Activity:
- Brainstorm on the meaning of the equation of a line
  - What is the purpose of an equation of a line?
  - What do the variables in y=mx+b stand for?
  - How can knowing what the variables in a line stand for help you plot that equation on a coordinate plane?

Lesson Description:

- Using guided notes and in a whole group, explain what the equation of a line means and identify the variables in the equation and what they mean. Recognize that the y intercept is the starting point in an equation and is an ordered pair.
- Stations:
  1- Use whiteboards to practice plotting a line from a given equation. Teacher assistance and support.
  2- Students will be given equations on notecards. They will plot these equations on graph paper labeling the x and the y axis.
- Independent practice on plotting the equation of a line for students who are doing well with the concept. Small group instruction/reteaching for students who need additional support.

Timeline: 2 Days
Key vocabulary: Equation of a line, slope, y intercept
Supporting vocabulary: coordinate point, x and y axis
Resources: webmath.com/gline.html, IXL web based practice

Significant Task 4:

Description of Task:. When given a line on a coordinate plane, students will be able to write the equation of the line in (y=mx+b format) and identify the slope and y intercept.

Lesson 1:
Teacher Preparation:

- Teacher guided notes explaining how to write the equation of a line from a line on a coordinate plane.
  Emphasis on how to find the y intercept (starting point) and how to count slope (rise/run).
- Practice sheets
- Graphs with a line

Prior Student Knowledge:

- Understanding that a variable stands for an unknown quantity
- Basic knowledge of how to plot a point on a coordinate plane
- Understanding that slope is rise/run, the opposite order of a coordinate point

Possible Misconceptions:

- Not recognizing that the y intercept is an ordered pair
- Counting slope beginning with the x axis instead of the y axis

Materials Needed:

- graphs
- colored pencils
- practice sheets
- whiteboards

Opening Activity:

- Brainstorm on how to write the equation of a line from a given line
  What do you look at first when you want to identify the equation of a line from a given line?
  Where do you start?
  How do you count slope?

Lesson Description:

- Using guided notes and in a whole group, identify the equation of a line by starting with the y intercept and counting slope from that point. Then transfer that information into an equation.

- Stations:
  1- Use whiteboards to practice writing the equation of a line from a line on a coordinate plane. Teacher assistance and support
  2- Students will be given lines on a coordinate plane.. They will identify the y intercept and slope from these lines and use that information to write the equation of a line in y=mx+b format.

- Independent practice on writing the equation of a line from a given line on a coordinate plane for those students who understand the concept. Small group instruction/reteaching for students who need additional support.

Timeline: 2 Days
Key vocabulary: y intercept, slope, rise/run, equation of a line
Supporting vocabulary: x and y axis, coordinate plane, ordered pair
Resources : webmath.com/gline.html, IXL web based practice

Common Learning Experiences:

Common Assessments:

- Pre-unit assessment
- Cumulative post unit assessment

Teacher Notes:

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 8
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 6: Ratios, Proportions and Percents

Length of the Unit: 4 weeks

Purpose of the Unit:

- Students will use ratios, proportions and percents to be able to compare and contrasts numbers in real world situations.

Standards Addressed In The Unit:

- CCSS-6.RP.A.1-Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- CCSS-6.RP.A.3- Use ratio and rate reasoning to solve real-world and mathematical problems
- CCSS-6.RP.A.3c-Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent

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Big Ideas:

- Comparing ratios, proportions and percents.

Essential Questions:

- How can numbers be compared and contrasted?
- When and why do I use proportional comparisons?
- How do we use percents in real world situations?

Students will Know:

- What a proportion is and when do you use them
- What a ratio is when do you use them
- What a percent is

Students will be able to:

- Create ratios

- Solve proportions.
- Convert percents to decimals and ratios.
- Calculate tax, tip & discount.

Key Vocabulary in this unit:
• Ratio • Proportion • Rate • Percent • Part • Whole • Tax • Tip • Discount

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Significant Task 1:

Description of Task: Students will explore what a ratio is through stations and real world examples.

Lesson 1: Ratios

Teacher Preparation:
- Create stations
- Create guided notes

Prior Student Knowledge:

Possible Misconceptions:
- Understanding how to properly label units

Materials Needed:
- chromebooks

Opening Activity:
- Conduct a class survey and record the information on the board:
  - Number of people with blue eyes compared to brown eyes in the class
  - Number of people with long sleeves and short sleeve
  - Number of students with glasses and without glasses
- Students will review prior knowledge of ratios by brainstorming:
  - What is a ratio?
  - What do ratios do?
  - How do we write a ratio?

Lesson Description:

- Individual practice/stations on ratios .Stations may include:
  - Matching given situation with the correct ratio
  - Given a statement, writing the correct ratio
  - Finding ratios in the real world (using chromebook)
  - Web based programs such as Kahoot, IXL
- Together student and teacher will come together and review group work.
- As a class, students will come up with a definition of a ratio for their notes. They will also include real world examples in their guided notes.

Timeline: 2 days
Key vocabulary: ratio, rate
Resources:

Significant Task 2:

Description of Tas: Students will explore the relationship between ratios and proportions to come to the conclusion that a proportion is two equal ratios. In small groups, students will figure out how to solve proportions using real-world examples.

Lesson 1: What is a proportion ?

Teacher Preparation:

- Create real world examples of proportions

Prior Student Knowledge:

- Ratio is a a comparison of two numbers

Possible Misconceptions:

-

Materials Needed:

Opening Activity:

- Use the same survey questions from the class from the significant task #1 to introduce proportions.
  - ex: blue eyes to brown eyes in the class- class of 15
  - What if we had 25 students in our class with the same ratio of blue to brown eyes, how many brown eyes would we expect in the class?
- Have students work to try and figure out how to solve the ratio as a class.

Lesson Description:

- Have students break into small groups and try to solve real world ration problems using any way they can
- Discuss different methods used by different groups as a class
- Whole group instruction and guided notes on the cross multiplying method of solving proportions making sure to include examples.
- Independent practice solving real world ratio problems.

Timeline: 1 day
Key vocabulary: proportion, ratio
Supporting vocabulary: cross multiply

Significant Task 3:

Description of Task: Student will explore what a percent is in relation to a ratio, they will be able to convert percents to decimals and ratios.

Lesson 1: How does a ratio relate to a percent?
Teacher Preparation:
- Independent practice activities

Prior Student Knowledge:
- A ratio is a comparison of two numbers

Possible Misconceptions:
- Ratios cannot be made into percents because they are not out of 100

Materials Needed:

Opening Activity:
- Review guided notes of ratios and how they relate to percents.
- Discussion on what is a percent? (Ratio that is out of 100)
    - How do I convert a percent to a ratio, proportion and decimal?
    - Where do I use percents in the real world?

Lesson Description:
- Guided notes and examples on converting converting percents to ratios, and decimals and calculating percents of a number.
- Independent practice calculating percents of numbers, converting ratios to percents and converting decimals to percents.

Timeline:
Key vocabulary:
Supporting vocabulary:
Resources:

Significant Task 4

Description of Task: Students will apply their understanding of percents to a real world menu activity.
Lesson 1: Menu Activity

Teacher Preparation:
- Create outline for menu activity

Prior Student Knowledge:
- Percents means per 100

Possible Misconceptions:

- Students often forget to convert a percent to a decimal when calculating percents of a number

Materials Needed:

- Restaurant menus or online access to restaurant menus

Activity:

- Students will investigate the uses of percent through several real-world contexts in small groups. Students will create an "order" from a restaurant menu and calculate tax, tip and discount.
- Full class discussion will focus on the comparison of different methods of calculating percents, and the reasoning behind each method.

Timeline: 1 day

Key vocabulary: tax, tip, discount

Common Learning Experiences:

- Menu Activity

Common Assessments:

- Pre-unit assessment
- Cumulative post unit assessment

Teacher Notes:

Resource: Ratio and Proportion Activities

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Windsor Public Schools
Curriculum Map
Consumer Math: Pre-Algebra Unit 9
BOE Approved Date:

Grade Level: 9-12 Special Education

Course Name: Consumer Math: Pre-Algebra

Name of Unit 9: Probability

Length of the Unit: 4 weeks

Purpose of the Unit:

- Students understand probability and explore the different methods to solve probability problems in real world situations.

Standards Addressed in The Unit:

- 7.SP.5: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
- 7.SP.7: Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
  a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
  b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. 7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
- 7.SP.6: Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability
- 7.SP.8: Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

Big Ideas:

- Find probabilities based on frequencies found in an experiment

- find probabilities based on a theoretical model
- Compare experimental and theoretical probabilities and explain possible sources of discrepancies between them
- Make predictions based on probabilities
- Represent sample space of simple and compound events using tree diagrams, organized lists, and area models

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Essential Questions:

- What makes a situation fair or unfair?
- When will the theoretical and experimental probabilities be the same?
- How can you represent a situation to find all possible outcomes?
- Does the probability of one event affect the probability of another? How?

Students will Know:

- Probability is a number between 0 and 1 and can be represented as a fraction, decimal, or percent
- The probability of an event describes how likely it is to occur
- All possible outcomes of an event should add to 1
- That the probability of a compound event is the product of the simple events that compose it
- As you perform more trials the experimental probability will converge with the theoretical probability

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Students will be able to:

Key Vocabulary in this unit:
• Probability • event • experimental • theoretical

Significant Task 1:

Description of Task: Students will play various games to explore probability.

Lesson 1: Exploring Probability

Teacher Preparation:

- Create probability games
- Create guided notes

Prior Student Knowledge:

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Possible Misconceptions:

- Students have trouble determining the total number of outcomes from a tree-diagram. They confuse the individual "branches" with the final outcomes.

Materials Needed:

- **Game materials (dice, coins etc.)**

Lesson Description:

- In small groups, student will play probability games.
- Students will develop the strategies of using an organized list, building tables and making tree diagrams to answer questions.
- They will use these models to determine theoretical probabilities and to make predictions about future events.
- Full class discussion should focus on the various strategies used by the groups or pairs.Class discussions should include:
    - Describe likelihood of an event using fractions, decimals and percents.
    - Make predictions about future events based on data.
    - Brainstorm reasons for any differences between experimental and theoretical probability
- Teacher guided notes including:
    - definition of probability
    - how we write it
    - examples of different methods to track (lists, tree, diagram, formula)
    - difference between experimental and theoretical probability.

Timeline: 3 days
Key vocabulary: Probability,event, experimental, theoretical
Supporting vocabulary: method, tree diagram

Significant Task 2:

Description of Task:.

Lesson 1:

Teacher Preparation:

- Create probability games
- Create outline for student created games

Prior Student Knowledge:

- Probability is the likelihood an event will happen
- Multiple methods to find probability.

Possible Misconceptions:

-

Materials Needed:

- Varies depending on probability games.

Lesson Description:

- Teacher will review different methods for solving and representing theoretical probability event. (formula, tree diagram, area model)
- Students will play more probability games in small groups, this time will focus on using all of the different methods to represent the data.
    - require students to use each method at least once
- Class will meet as a whole to discuss results:
    - Share different methods and brainstorm reasons for any differences between experimental and theoretical probability
    - What was their favorite method? Why?
    - What was their least favorite method? Why?
    - Do different methods work better in different situations?
- In small groups, students will create their own probability games
- Pair up with another group to play each other's probability game.

Timeline: 2 days
Key vocabulary: Probability,event, experimental, theoretical
Supporting vocabulary: method
Resources:

Common Learning Experiences:

- Students will create their own probability game.

Common Assessments:

- Cumulative post unit assessment

Teacher Notes:

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

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

ATTACHMENTS: December 31, 2017 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 December 2017.

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 December 2017	$ 8,340,600
Expenditures through December 30, 2017	$28,336,774

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

Agenda Item # 11a

Windsor Public Schools
Financial Report
December 2017

	2017/2018 *Budget	Expenditures YTD 12/31/2017	Encumbrance	Balance 12/31/2017	% Balance
Instructional Services					
Clover Street School	58,019	16,469	5,703	35,847	62%
John F. Kennedy School	79,823	28,939	11,607	39,277	49%
Oliver Ellsworth School	76,864	37,139	6,903	32,822	43%
Poquonock School	64,795	18,523	3,241	43,031	66%
Sage Park Middle School	214,220	99,067	17,068	98,085	46%
Windsor High School	389,056	233,830	23,028	132,198	34%
Windsor High School Interscholastic Sports	202,000	73,418	55,742	72,840	36%
Athletic Coaches	235,000	67,585	0	167,415	71%
WHS Career & Technical Education	59,745	22,426	4,039	33,280	56%
Continuing Education	70,400	30,165	476	39,759	56%
Instructional Mgt. & Curriculum Development	335,045	178,944	57,720	98,381	29%
Magnet School Tuition	1,500,600	1,390,285	47,950	62,365	4%
Technology	687,432	585,472	25,232	76,728	11%
Total Instructional Services	**3,972,999**	**2,782,262**	**258,709**	**932,028**	**23%**
Education Support Services					
Pupil Personnel Services	367,200	192,271	53,854	121,075	33%
Special Education	94,350	32,038	4,313	57,999	61%
Special Education Tuition	4,870,979	1,364,600	220,435	3,285,944	67%
Policy & Planning	142,350	53,005	6,273	83,072	58%
Employee Personnel Services	84,000	29,602	22,566	31,832	38%
Financial Management	280,442	145,620	65,931	68,891	25%
Financial Services	38,500	26,323	660	11,517	30%
Pupil Transportation & Safety	2,552,099	646,960	95,230	1,809,909	71%
Special Education Transportation	1,660,000	402,953	598,743	658,304	40%
Physical Plant Services	2,035,850	807,935	1,109,310	118,605	6%
Major Maintenance	386,000	283,520	59,687	42,793	11%
L.P. Wilson Center	254,800	86,230	101,547	67,023	26%
Benefits	11,188,075	4,565,034	198,324	6,424,717	57%
Certified Salaries	30,104,573	12,824,364	0	17,280,209	57%
Non-Certified Salaries	8,252,895	3,524,356	0	4,728,539	57%
Regular Ed Tutor Salaries	222,699	73,924	0	148,775	67%
Special Ed Tutor Salaries	320,000	146,383	0	173,617	54%
Substitute Salaries	643,519	349,394	16,683	277,442	43%
Total Education Support Services	**63,498,331**	**25,554,512**	**2,553,556**	**35,390,263**	**56%**
Total All Sites	**$67,471,330**	**$28,336,774**	**$2,812,265**	**$36,322,291**	**54%**

* The 2017/2018 budget numbers reflect the 2016/2017 budget numbers until the BOE approves the 2017/2018 Budget.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

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

ATTACHMENTS: Student Enrollment Report

SUBJECT: Student Enrollment as of January 2, 2018

BACKGROUND:

Attached are the official enrollment figures as of January 2, 2018. Mrs. Batchelder will answer any questions.

STATUS:

Category Definitions:

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

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

RECOMMENDATION:

Informational

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

Agenda Item # 11b.

Windsor Public Schools
Student Enrollment Report Recap
January 2, 2018

Enrollment in Windsor Public Schools	
Grades PreK-5	1,395
Grades 6-8	719
Grades 9-12	1,185
Total District Enrollment	**3,299**

Windsor Students not in district schools	
Out of District Placement (Special Education)	44
Private Schools' Placements (Special Education) (Examples: St. Gabriel, Trinity Christian, Madina Academy)	23
CREC Montessori Hartford	11
CREC Metropolitan Learning Center	97
CREC Miscellaneous Magnet Schools	235
Hartford Host Magnet Schools	219
Miscellaneous Magnet Schools	10
A.I. Prince Technical High School	9
Howard Cheney Technical High School	6
	654

Total Windsor	**3,953**

Windsor Public Schools
Student Enrollment Report
January 2, 2018

Grade		Poquonock	Clover St	O Ellsworth	JF Kennedy	Totals
Pre K		52		63		115
K		87		104		191
1		80		118		198
2		87		113		200
3			106		124	230
4			90		127	217
5			98		146	244
Subtotal K-5						1280
Total		**306**	**294**	**398**	**397**	**1,395**

Grade	Sage Park MS
6	220
7	260
8	239
Total	**719**

Grade	Windsor High
9	293
10	309
11	272
12	311
Total	**1,185**

Total District Enrollment	**3,299**

POQUONOCK SCHOOL

ENROLLMENT REPORT
2017-2018

Room #	Teacher	Grade	Projected		7-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Kindergarten												
1	C McCann					14	14	14	14					
2	R Brown					13	13	13	14					
3	M Scott					14	14	15	15					
22	L Roche					15	15	15	15					
23	R Elkey					15	15	15	15					
24	L Eskanazi					15	14	14	14					
		Total	**74**		**87**	**86**	**85**	**86**	**87**	**0**	**0**	**0**	**0**	**0**
		Grade 1												
8	E Lamb					15	15	15	15					
16	N Nabil					17	17	17	18					
17	K Stoll					17	17	17	17					
18	B Neals					14	13	13	13					
15	E Velez					17	17	17	17					
		Total	**74**		**81**	**80**	**79**	**79**	**80**	**0**	**0**	**0**	**0**	**0**
		Grade 2												
9	S Trummel-Cadieux					18	18	18	18					
11	J Delsky					19	19	19	19					
12	K Filmer					18	18	17	17					
13	E Hoogewerff					15	16	16	16					
14	S Couchon					16	16	17	17					
		Total	**88**		**89**	**86**	**87**	**87**	**87**	**0**	**0**	**0**	**0**	**0**
	PK Smart Start		30		30	29	30	30	30					
	Sped & Peer		19		19	19	19	21	22					
		Total	**49**		**49**	**48**	**49**	**51**	**52**	**0**	**0**	**0**	**0**	**0**
	Poquonock	**Totals**	**285**		**306**	**300**	**300**	**303**	**306**	**0**	**0**	**0**	**0**	**0**

CLOVER STREET SCHOOL
ENROLLMENT REPORT
2017 - 2018

Room#	Teacher		Projected		7-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
11	A Sanchez					22	22	23	22					
24	S Michalic					23	23	22	22					
10	J Murray					20	20	21	21					
25	J Darrell					20	20	21	21					
13	C Messenger					20	20	19	20					
		Total	**98**		**108**	**105**	**105**	**106**	**106**	**0**	**0**	**0**	**0**	**0**
		Grade 4												
14	J Su					22	22	23	23					
15	L Savage					22	22	23	24					
26	C Nowsch					23	23	22	22					
27	D Williams					22	21	21	21					
		Total	**77**		**90**	**89**	**88**	**89**	**90**	**0**	**0**	**0**	**0**	**0**
		Grade 5												
9	N Arroyo					19	19	20	19					
18	E Chartier					20	20	20	19					
19	S Lewis					19	19	19	20					
8	C Lindsley					17	18	18	19					
12	R Grimes					21	21	21	21					
		Total	**102**		**97**	**96**	**97**	**98**	**98**	**0**	**0**	**0**	**0**	**0**
	Clover	**TOTAL**	**277**		**295**	**290**	**290**	**293**	**294**	**0**	**0**	**0**	**0**	**0**

OLIVER ELLSWORTH SCHOOL

ENROLLMENT REPORT
2017-2018

Room#	Teacher	Grade	Projected		7-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
19	G Drake	Kindergarten				13	13	13	12					
20	L Butterick					12	13	11	11					
21	T Tedeschi					13	12	13	13					
22	A Bishop					12	14	12	12					
23	L Adamski					14	12	14	15					
24	A Bartholomew					11	12	12	13					
25	C Chapple					13	13	14	14					
26	S Marcella					14	14	14	14					
		Total	**107**		**103**	**102**	**103**	**103**	**104**	**0**	**0**	**0**	**0**	**0**
11	S Capizzi	**Grade 1**				21	20	20	19					
12	K Furie					20	21	21	21					
13	E Larson					18	18	19	19					
15	T Strickland					20	20	20	20					
16	L Miller					20	20	20	19					
17	K Strempfer					19	19	19	20					
		Total	**107**		**117**	**118**	**118**	**119**	**118**	**0**	**0**	**0**	**0**	**0**
		Grade 2												
1	B Mayo					17	18	18	20					
2	J Goicochea					19	18	19	19					
3	K Carlin					18	18	18	18					
6	E Heilman					18	18	19	19					
7	L Majors					20	20	20	20					
8	D Jaworski					16	17	18	17					
		Total	**102**		**108**	**108**	**109**	**112**	**113**	**0**	**0**	**0**	**0**	**0**
	PK Smart Start		30		30	30	29	30	30					
	PK Sped &		29		29	29	29	30	33					
		Total	**59**		**59**	**59**	**58**	**60**	**63**	**0**	**0**	**0**	**0**	**0**
	Ellsworth	**Total**	**434**		**387**	**387**	**388**	**394**	**398**	**0**	**0**	**0**	**0**	**0**

JF KENNEDY SCHOOL

ENROLLMENT REPORT
SCHOOL YEAR 2017-2018

Room#	Teacher	Grade	Projected		7-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
		Grade 3												
1	L Macaluso					21	20	20	21					
2	K Richards					21	20	20	21					
3	A Moyal					21	21	22	20					
4	D Ghanesh-May					22	21	21	20					
6	M Johnston					20	20	20	21					
8	V Vaicunas					20	21	21	21					
		Total	**111**		**124**	**125**	**123**	**124**	**124**	**0**	**0**	**0**	**0**	**0**
		Grade 4												
9	M Macaluso					19	19	18	18					
10	S Silliman					16	17	16	18					
12	L Bishop					18	18	18	18					
14	S Brown					17	18	17	18					
15	K Bowman					18	18	18	18					
16	D Taylor					17	17	18	18					
18	A Caselli					18	18	19	19					
		Total	**120**		**123**	**123**	**125**	**124**	**127**	**0**	**0**	**0**	**0**	**0**
		Grade 5												
19	J Somero					21	20	18	20					
20	S Paley					20	20	20	18					
24	J Freitas					21	20	21	21					
25	S Fye					21	22	22	22					
26	K Mazur					21	21	21	21					
27	N Donzella					21	20	22	22					
28	G Davies					22	23	24	22					
		Total	**136**		**148**	**147**	**146**	**148**	**146**	**0**	**0**	**0**	**0**	**0**
	Kennedy	**Total**	**367**		**395**	**395**	**394**	**396**	**397**	**0**	**0**	**0**	**0**	**0**

SAGE PARK MIDDLE SCHOOL

ENROLLMENT REPORT
SCHOOL YEAR 2017 - 2018

		Projected	8-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun	# of Teachers	Average C. Size
Grade 6														
Team 1				74	74	75	77						4	19.25
Team 2				68	69	70	70						5	14
Team 3				70	71	72	72						5	14.4
	Total	**214**	**218**	**212**	**214**	**217**	**219**	**0**	**0**	**0**	**0**	**0**		
Grade 7														
Team 4				85	86	86	87						4	21.75
Team 5				81	80	81	86						4	21.5
Team 6				83	83	84	84						5	16.8
	Total	**245**	**253**	**249**	**249**	**251**	**257**	**0**	**0**	**0**	**0**	**0**		
Grade 8														
Team 7				80	78	81	82						4	20.5
Team 8				78	79	77	78						5	15.6
Team 9				76	77	77	77						5	15.4
	Total	**219**	**236**	**234**	**234**	**235**	**237**	**0**	**0**	**0**	**0**	**0**		
SPARK				**6**	**6**	**6**	**6**							
Sage Park	**Total**	**678**	**707**	**701**	**703**	**709**	**719**	**0**	**0**	**0**	**0**	**0**		

WINDSOR HIGH SCHOOL
Enrollment for
School Year 2017 - 2018

	Projected		7-Sep	1-Oct	1-Nov	1-Dec	2-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	**224**		309	300	296	293	293					
Grade 10	**300**		303	299	306	306	309					
Grade 11	**281**		285	273	272	271	272					
Grade 12	**307**		312	305	308	314	311					
Windsor High Total	**1112**		**1209**	**1177**	**1182**	**1184**	**1185**	**0**	**0**	**0**	**0**	**0**

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

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

Attachments: Food Service Financial Report

Subject: Cafeteria Operations – December 2017

Background: The Windsor School Food Service participates in the National School Lunch Program at each of our school facilities, at St. Gabriel's and CREC's Academy of Aerospace and Engineering. We also participate in the National School Breakfast Program at our four elementary schools, Sage Park Middle School, Windsor High School and CREC AAE. We operate the After School Snack Program for our Treehouse Program in Windsor. We operated our Summer Food Service Program of lunch and snack at Deerfield Apartment Complex, Goslee Pool, Wilson Library, the Performing Arts Academy in Windsor and added Poquonock Elementary School location during summer break. We are complying with the Healthy Food Certification again this year to send a consistent message to our students in keeping with our wellness policies.

Our annual goal is to operate with a small reserve account to offset unanticipated needs and to increase participation from students and staff in all our programs.

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

Status: Financial Report for December 2017

Recommendation: Informational only.

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

Agenda Item # 11c.

Windsor School Food Service
Program Participation
December 2017

SALES

		Dec 2016	Dec 2017
WHS			
	# OF DAYS	17	16
	SALES	$28,047.87	$22,698.57
	AVERAGE	$1,649.87	$1,621.33

Reimbursable Meals	Average LUNCH per day	
ELEMENTARY	830	872
Academy of Aerospace & Engineering	387	410
SPMS	400	410
WHS	587	588

Reimbursable Meals	Average BREAKFAST per day	
ELEMENTARY	322	381
Academy of Aerospace & Engineering	107	131
SPMS	89	81
WHS	184	164

Reimbursable Meals	Average SNACK per day	
Treehouse Program	100	93

Windsor School Food Service
Financial Statement
December 2017

REVENUE	December 2016	7/1/16 - YTD	December 2017	7/1/17 - YTD
SALES	$99,635.35	$524,127.38	$69,709.74	$387,809.97
REIMBURSEMENTS - STATE	18,558.00	48,103.00		32,594.00
ACCOUNTS RECEIVEABLE	105,265.80	550,056.87	77,650.29	424,391.76
CLOC	34,173.68	85,971.68		156,151.90
INTEREST/FEES				
MISC. (Rebates)		162.37	816.03	2,164.25
6 CENTS Certification	2,707.08	13,055.64	2,020.08	10,172.64
REVENUE TOTALS	**$260,339.91**	**$1,221,476.94**	**$150,196.14**	**$1,013,284.52**
EXPENSES				
WAGES	$75,947.78	$362,250.03	$69,311.27	$327,534.69
PAYROLL TAXES	5,810.01	25,129.57	5,302.31	25,056.40
BENEFITS	7,650.50	52,755.37	7,060.99	48,928.86
FOOD/MILK/ICE CREAM	111,392.37	638,589.45	85,547.98	509,500.53
PAPER	8,293.98	34,575.00	4,462.42	27,683.05
TRUCK	1,704.00	3,417.41	216.87	2,330.93
SUPPLIES	197.51	6,847.19	789.52	16,787.42
EQUIPMENT		12,242.42	2,997.20	36,912.85
SERVICES	404.18	3,711.37	827.93	5,428.07
EXPENSE TOTALS	**$211,400.33**	**$1,139,517.81**	**$176,516.49**	**$1,000,162.80**
NET INCOME	**$48,939.58**	**$81,959.13**	**-$26,320.35**	**$13,121.72**
INVENTORY		**$28,342.64**		**$22,742.75**
OPENING BALANCE 7/1		**$166,304.74**		**$347,470.46**
COMPUTED OPERATING POSITION		**$276,606.51**		**$383,334.93**

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 17, 2018

Prepared By: Terrell M. Hill, Assistant Superintendent for Human Resources
Presented By: Terrell M. Hill
Attachments: None
Subject: Human Resources Report for December 1, 2017 – December 31, 2017

RESIGNATIONS/SEPARATIONS

Jessica Bilotta	Family Resource Center Leader	Clover
Zoraida Fuentes	Lunch Room Monitor	Kennedy
Tammy Rhodes	Food Service Secondary Cook	AAE
Mariann Simeone	Regular Education Tutor	Clover
Abigail Sullivan	Special Education Tutor	Ellsworth

RETIREMENTS

Charlene Oswecki	Custodian	Sage Park

TRANSFERS/REASSIGNMENTS

N/A

HIRES

Rochelle Bawuah	Special Education Tutor	Windsor High
Aleandra DeHart	Special Education Paraeducator	Kennedy
Samantha Hannagan	Long Term Substitute Grade 5 Teacher	Clover
Catherine Sasportas	Part-time Special Education PreK Paraeducator	Ellsworth

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

Agenda Item # 11d.

Windsor Board of Education
Special Meeting - Community Forum
Unapproved Minutes

Tuesday, December 12, 2017 6:30 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the December 12, 2017 Special Meeting - Community Forum. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

Present Board Members:
Ms. Nuchette Black-Burke
Mr. Brian Bosch
Ms. Michaela Fissel
Mr. Leonard Lockhart
Mr. James Dobler
Mr. Ronald Eleveld
Mr. David Furie
Mr. Jeremy Halek
Ms. Maryam Khan

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

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

2. Presentation on District's Safety and Security Initiatives
Discussion:
Mr. Lockhart explained the format for the evening. Dr. Cooke presented an overview of the documents available to the public which included responses to questions posed at the November 21, 2017 Board meeting and draft "Family Help Guides" being developed for each school by the Office of Family & Community Partnership.

3. Community Forum (limited to 8:45 PM)--The Board welcomes public participation and asks that speakers please limit their comments to 5 minutes.

Discussion:
The Community Forum opened at 6:47 p.m. Comments were received from the following:
Andrea Kay, Co-President of the W.E.A.
Darleen Klase, 318 Hitching Post Lane
Kait Morgan, 18 Apple Tree Lane
Shavonne Sanders, 8 Kennedy Road
John Cassarino, 48 Arrowbrook Road
Haycha Gonzalez, 25 Laurel Avenue
Maria Koistinen, 103 Lighthouse Hill Road
Leighann Tyson, 141 Giddings Avenue
Robin Ross, 113 Preston Street

Stephanie Famiano, 223 Mountain Road
Chris Louisa, 21 Stacy Drive
Dr. Miriam Klein, Co-President of W.E.A
Jill Michaud

Public comment ended at 8:27 p.m.

Mr. Lockhart reported that the following are action items as a result of the meeting:

- Parent Task Force, give some specifics on what they need to do
- Teacher Task Force, give some specifics, and allow both groups to make recommendations to the Board of Education about moving forward
- Investigate the creation of some type of help line or something on line where a parent or child can go for reporting purposes.
- Draft of flow charts on line for public comment until final release
- Discussion on cell phone ban at Policy Committee level
- Work on constant messaging about what is being done in schools and what supports are available

He noted that people are experiencing difficulties with the procedures for reporting incidents and that component will be referred to Dr. Cooke and the administrative team to handle with a report back to Board.

4. Adjournment

Motion Passed: The meeting adjourned at 8:47 p.m. with a motion by Mr. Ronald Eleveld and a second by Ms. Nuchette Black-Burke.

9 Yeas - 0 Nays.

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

_____

Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting - Public Forum
Unapproved Minutes

Tuesday, December 19, 2017 6:30 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the December 19, 2017 Special Meeting - Public Forum. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

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

Absent Board Members:
Ms. Nuchette Black-Burke

Updated Attendance:
Mr. Brian Bosch was updated to present at: 6:31 PM

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

Discussion:
The meeting was called to order by Mr. Lockhart at 6:30 p.m. Also in attendance: Superintendent Dr. Craig A. Cooke, Assistant Superintendent for Instructional Services Santosha Oliver, Assistant Superintendent for Human Resources Terrell Hill, Director of Business Services Danielle Batchelder and Director of Pupil and Special Education Services Steve Carvalho.

2. Public Forum (concentration on 2018-2019 Budget Process) (limited to 7:00 PM)--The Board welcomes public participation and asks that speakers please limit their comments to 5 minutes.

Discussion:
Mr. John Cassarino, 48 Arrowbrook Road, commented on the teachers' pension plan, outsourcing custodian positions and overtime pay.

3. Adjournment

Motion Passed: Move to adjourn the meeting at 6:36 PM passed with a motion by Mr. Ronald Eleveld and a second by Mr. James Dobler.

8 Yeas - 0 Nays.

Ms. Nuchette Black-Burke Absent
Mr. Brian Bosch Yes

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

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Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Regular Meeting
Unapproved Minutes
Tuesday, December 19, 2017 7:00 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the December 19, 2017 Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:00 PM:

Present Board Members:
Ms. Nuchette Black-Burke
Mr. Brian Bosch
Ms. Michaela Fissel
Mr. Leonard Lockhart
Mr. James Dobler
Mr. Ronald Eleveld
Mr. David Furie
Mr. Jeremy Halek
Ms. Maryam Khan

Updated Attendance:
Ms. Nuchette Black-Burke was updated to present at: 8:17 PM

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

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

Ms. Maryam Khan, Secretary, welcomed members of the audience and viewers at home. She reviewed the Board's mission statement and goals and gave an overview of the protocols for Board meetings.

2. Recognitions/Acknowledgements

Discussion:
None

3. Audience to Visitors

Discussion:
Ms. Jardy Casales, 103 Dudley Town Road. She is a new resident in town and has two children at Windsor High School. She would like to suggest a group on how things operate within the community. She also suggested her children could benefit from more information about the community.

4. Student Representative Report

Discussion:
None

5. Board of Education

5.a. President's Report

Discussion:
Mr. Lockhart reported that it was a busy month and wished everyone a good evening. He asked everyone to reflect back on the "why" from the last meeting and would like to see everyone working together. He said he is disappointed with the 0% increase placed upon the district by the Town Council last evening and said the board needs creative ways to support literacy, math and science. He said he is going to lobby the board for their full support and have a candid discussion with the Executive Committee and Superintendent about asking for 1%. He would like to see the board review what money has been returned to the town each year.

He said he visited every school this past week and is encouraging each board liaison to work with the schools and students. He thanked those board members who attended the CABE New Board Leadership Conference. He felt the Community Forum was a great success. When visiting the schools, he said he asked staff about how things are going in the schools, about the budget and he also looked at the school from a safety aspect. He discussed that the budget process is coming up in January and that there is much work ahead and would like the support of the board.
He also wished Happy Holidays to the Superintendent and everyone in the school district.

5.b. School Liaison Reports

5.b.1. Windsor High School

Discussion:
Mr. Furie reported that he was able to tour the school with Mr. Osunde and Mrs. Nuchette Black-Burke and it was good meeting with him. He reported that the environment of the hallways was very quiet during class time.

Mr. Osunde welcomes the community to come in for a tour. Please call his office if you would like to do so.

Mr. Furie attended the choral concert and the band/orchestra concert during the past two weeks and he was very impressed. Fall sports are done and the football team had a great season. He hopes that community members and families review the Warrior Weekly which can be found on the school website. This coming week, the Alumni Panel will be held where school alum speak to seniors to help ease the transition to post-secondary plans. Also the debate team went to Yale and looked and discussed issues around immigration.

5.b.2. Sage Park Middle School

Discussion:
Ms. Maryam Khan reported that the grade 6,7,8 band concert will be held tomorrow evening. On 12/21, the Fall Enrichment Expo will be held from 5:30-7:30 PM. The grade 5 to 6 transition visit to Sage is on 1/3/18. The grade 6 choir will perform on 1/10 from 7:00-8:00 PM in the auditorium and the STAR assessment will be given on 1/17 and 1/18.

Mr. Jeremy Halek reported he had an opportunity to meet with Principal Cavaliere and have a tour of the school building and meet teachers and staff and visit classrooms. He was able to interact with students on a lesson plan and was impressed with the VIP Program which helps to enhance the school climate.

5.b.3. Clover Street School

Discussion:
No report

5.b.4. John F. Kennedy School

Discussion:
Mr. Brian Bosch reported he received a tour of the school with the principal and was able to see everything that was happening that day. He suggested community members check the JFK school link and view the calendar. A string concert was held yesterday. There is a focus on kindness in the school which is evidenced by the bulletin boards. He said they are teaching students to be "upstanders" rather than "bystanders".

5.b.5. Oliver Ellsworth School

Discussion:
Mr. Jim Dobler met with Principal Hoerle about the school and discussed how they will work together. He also spent time in the Pre-K classrooms and was able to talk with some parents who are very thankful that the district offers Pre-K. On 12/21, there is a holiday singalong, on 1/4 String Parents Lesson Night is at 6:15 PM. On 1/11/, PTO will meet from 6:00-7:00 PM.

5.b.6. Poquonock School

Discussion:
Ms. Michaela Fissel reported that she had not yet had an opportunity to visit the school but is working on scheduling that with the principal, Tracie Peterson. She said she attended school there and is eager to see the school. The winter singalong is on 12/22 at 9:30 AM. On 1/4, String Parents Lesson Night will be held at 6:15 PM. Conferences were a success. The Family Engagement Committee meetings will be held on 1/4 from 8:00-8:30 AM and the activities are impressive.

David Furie wanted to mention that the Robotics Team will be at Poquonock School for a "show and tell" type of event on 1/15 at 6:00 PM to help promote the team. The public is invited to attend.

6. Superintendent's Report

Discussion:
Dr. Cooke thanked Jamie Selig and Sharran Selig Bennett for their donation of furniture for the new Sage Park Family Resource Center. The district has been awarded a $45,000 for the ASCEND Partnership coordinated through the Office of Family and Community Partnership from the William Caspar Graustein Memorial Fund Grant. These monies will be used to support the Study Circle programming. Dr. Cooke announced the Martin Luther King Jr Day Celebration will be held on Monday, January 15th from 2:00 to 3:30 PM in the Windsor Town Hall Council Chambers. This event is sponsored by the Archer Memorial AME Zion Church and the program is free and refreshments will be served. The Wilson Fire House donated $1,000 to Poquonock School for the book fair.

Dr. Cooke wished Happy Holidays to the staff, families and the Board of Education.

Dr. Cooke reported that finally the 2017-2018 budget was set last night by the Town Council. WPS will receive a 0% increase. As the Board is aware, the district identified the $826K savings in June. The administration is now working on finalizing a recommendation to the Board on how to arrive at a 0% increase.

6.a. Budget Assumptions FY 19, 1st Reading

Discussion:
Ms. Batchelder presented the budget assumptions for a first reading which were then discussed by the board. Questions were directed to and answered by Dr. Cooke and Ms. Batchelder.

Motion Passed: Move that the Board of Education accept for a 1st Reading the Budget Assumptions for the fiscal year 2018-2019 passed with a motion by Mr. David Furie and a second by Mr. Ronald Eleveld.

8 Yeas - 0 Nays.

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

6.b. School Calendar 2018-2019, 1st Reading

Discussion:
Mr. Hill presented the proposed 2018-2019 school calendar for the 1st reading. Mr. Bosch inquired about early dismissal days and the impact on families' schedules and Mr. Eleveld commented on how he likes the start of school is after Labor Day and that it is helpful to have the potential last day of school listed. Questions and discussion ensued.

Motion Passed: Motion that the Board of Education accept the proposed 2018-2019 school calendar for a 1st reading passed with a motion by Mr. David Furie and a second by Mr. Ronald Eleveld.

8 Yeas - 0 Nays.

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

6.c. Policy Adoption, 1st Reading

6.c.1. New P 3523.11 Unmanned Aerial Systems (Drones)
6.c.2. Revised P 4112.3 Employment Checks
6.c.3. Revised P 4118.11 Non-Discrimination (Personnel)
6.c.4. Revised P 5113 Student Attendance and Truancy
6.c.5. Revised P 5145.4 Non-Discrimination (Students)

Discussion:
The board discussed the policies presented for a 1st reading. Mr. Dobler questioned if there is an issue with drones in the district and Dr. Cooke responded that other districts have had some difficulties but that was not the case in WPS. Mr. Furie asked about administrative regulations which will be brought forward with the second reading. Mr. Eleveld asked for clarity on the veteran status in P 4118.11 and P5145.4.

Motion Passed: Move to approve the new P 3523.11 Unmanned Aerial Systems (Drones) and revisions made to P 4112.3 Employment Checks, P 4118.11 Non-Discrimination (Personnel), P 5113 Student Attendance and Truancy, P 5145.4 Non-Discrimination (Students) as a 1st reading passed with a motion by Ms. Maryam Khan and a second by Mr. Brian Bosch.

8 Yeas - 0 Nays.

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

7. Committee Reports

7.a. Long Range Planning Committee

Discussion:
Mr. Dobler, Chair of LRP Committee, reported the committee is looking to have their initial meeting on 1/11 at 6:30 PM. One of the tasks that the committee will address is to create tangent strategic goals. He asked all the board

members and Dr. Cooke to think about their vision for the district for 5 years from now. The job of the committee would be to take all of the input and attempt to find a common theme. Ms. Fissel feels the board chair should be included in any communication and for Mr. Dobler to forward his comments to Mr. Lockhart who will forward the ideas along to the other board members.

7.b. Policy Committee

Discussion:
Ms. Khan said the Policy Committee met on December 4th to review the policies presented for a first reading this evening. The next Policy Committee meeting will be held on Monday, March 5 at 6:00 PM.

8. Consent Agenda

8.a. Financial Report

Discussion:
Expenditures for November 2017 $5,194,089
Expenditures through November 30, 2017 $19,996,174

8.b. Enrollment Report
8.c. Food Service Report
8.d. Human Resources Report

Motion Passed: Move the Board accept Consent Agenda items 8a. Financial Report, 8b. Enrollment Report, 8c. Food Service Report, 8d. Human Resources Report passed with a motion by Ms. Maryam Khan and a second by Mr. Brian Bosch.

8 Yeas - 0 Nays.

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

8.e. Appointment of Representatives to Town of Windsor Insurance Commission

Discussion:
Ms. Batchelder presented Item 8.e. Appointment of Representatives to Town of Windsor Insurance Commission. Questions and discussion ensued.

Ms. Nuchette Black-Burke was now present at the meeting at 8:17 PM.

Motion Passed: Move the Board accept Consent Agenda item 8e. Appointment of Representatives to Town of Windsor Insurance Commission passed with a motion by Ms. Maryam Khan and a second by Mr. David Furie.

8 Yeas - 0 Nays - 1 Abstained.

Ms. Nuchette Black-Burke Yes
Mr. Brian Bosch Yes
Ms. Michaela Fissel Abstain
Mr. Leonard Lockhart Yes
Mr. James Dobler Yes
Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes

Ms. Maryam Khan Yes

9. Approval of Minutes

9.a. November 21, 2017 Regular Meeting
9.b. December 4, 2017 Policy Committee
9.c. December 5, 2017 Special Meeting

Motion Passed: Move the Board approve the minutes in 9a. November 21, 2017 Regular Meeting, 9b. December 4, 2017 Policy Committee and 9c. December 5, 2017 Special Meeting passed with a motion by Ms. Maryam Khan and a second by Mr. Jeremy Halek.

9 Yeas - 0 Nays.

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

10. Other Matters/Announcements/Regular BOE Meetings

10.a. BOE Curriculum Committee, Thursday, January 4, 2018, 4:30 PM, LPW, Room 17
10.b. Next BOE Regular Meeting is Wednesday, January 17, 2018, with Superintendent's Presentation of 2018-2019 Budget beginning at 6:30 PM followed by Public Forum and Regular Meeting, Town Hall, Council Chambers
10.c. BOE Community Forum, Tuesday, February 27, 2018, 6:30 PM, LPW, Board Room

Discussion:
Each board member took the opportunity to wish the families and staff of WPS and the Windsor community members Happy Holidays and a safe new year. Ms. Fissel said she is teaching a course on Mindfulness on 1/31 at 8:30 AM through CREC.

Motion Passed: Move to suspend the rules and go to Item 12. Audience to Visitors passed with a motion by Mr. Ronald Eleveld and a second by Ms. Nuchette Black-Burke.

9 Yeas - 0 Nays.

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

11. Executive Session - It is proposed that the Board of Education go into Executive Session for the purpose of discussions in Items 11a. and 11b. before taking possible action in the public portion of the meeting.

Discussion:
Entered executive session at 8:26 PM.
Returned to public session at 10:15 PM

Motion Passed: Move that the Board of Education move into executive session for the purpose of discussing Item 11a., the collective bargaining agreement between the Board of Education and the UPSEU Local 424 - Unit 59 (Paraeducators) inviting Dr. Cooke, Terrell Hill and Danielle Batchelder to be part of the discussion and to discuss Item 11b., the Superintendent's compensation inviting Dr. Cooke to be part of this discussion passed with a motion by Mr. David Furie and a second by Mr. James Dobler.

9 Yeas - 0 Nays.

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

11.a. Discussion and possible action regarding ratification of collective bargaining agreement between UPSEU Local 424 - Unit 59 (Paraeducators) and the Windsor Board of Education (Executive Session Anticipated)

Motion Passed: Move that the Board of Education vote to ratify the Agreement between the Windsor Board of Education and the UPSEU Local 424 - Unit 59 (Paraeducators) covering July 1, 2017 through June 30, 2019 passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

9 Yeas - 0 Nays.

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

11.b. Discussion and possible action regarding Superintendent's Compensation

Discussion:
Ms. Fissel thanked the board for working together as a full board.

Motion Passed: Move to authorize the Board of Education President to increase the salary of the Superintendent by 1.5 % effective and retroactive to 7/1/17 passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

9 Yeas - 0 Nays.

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

12. Audience to Visitors

Discussion:
None

13. Adjournment

Motion Passed: Move to adjourn the meeting at 10:17 PM passed with a motion by Mr. David Furie and a second by Mr. Ronald Eleveld.

9 Yeas - 0 Nays.

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

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Maryam F. Khan, Secretary
Windsor Board of Education