Regular Meeting

Tuesday, January 15, 2019 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 2019-2020 Budget Proposal**
3. **Public Forum on 2019-2020 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. Jennifer Harrison, Poquonock School Special Education Teacher, a Winner in Crayola National "Thank A Teacher" Contest
b. Recognition--Adelisa Cecunjanin, 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. WHS Overnight Field Trip England/France April 2020, 2nd Reading
b. Budget Assumptions FY 20, 2nd Reading
c. School Calendar 2019-2020, 2nd Reading
d. Policy Adoption, 1st Reading

1. Revised AR 4120.5 Concussion Management and Training for Athletic Coaches
2. New AR 5141.32 Procedures for Concussion Management - Return to Learn
3. Revised P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973
4. Revised P/AR 5142.2 Restraint and Seclusion of Persons at Risk
5. Revised P 1110.1 Parent Involvement
6. New P 3520.13 Data-Based Information and Management Systems

e. Curriculum Development, 1st Reading

1. Grade 6-8 ELA Curriculum

10. **Committee Reports**

a. Task Force Committee Recommendations, External Committee (possible action)
b. Curriculum Committee
c. Policy Committee

11. **Consent Agenda**

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

12. **Approval of Minutes**

a. December 18, 2018 Special Meeting - Public Forum
b. December 18, 2018 Regular Meeting
13. **Other Matters/Announcements/Regular BOE Meetings**
a. BOE Public Forum with Finance Committee Immediately Following, Tuesday, January 22, 2019, 6:00 PM, LPW, Board Room
b. BOE Public Forum with Finance Committee Immediately Following, Saturday, January 26, 2019, 10:00 AM, LPW, Board Room
c. BOE Public Forum with Finance Committee Immediately Following, Tuesday, February 5, 2019, 6:00 PM, LPW, Board Room
d. BOE Finance Committee, Tuesday, February 12, 2019, 6:30 PM, LPW, Room 17, if needed
e. Next BOE Regular Meeting is Wednesday, February 20, 2019, 7:00 PM, Town Hall, Council Chambers
14. **Audience to Visitors**
15. **Adjournment**

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 15, 2019

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

Attachments:

Subject: Public Forum on 2019-2020 Budget

Background:

The Board of Education will provide an opportunity for the general public to provide comments on the Superintendent of Schools' 2019-2020 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 2019-2020 budget.
2. Each speaker is allowed 3 minutes. The Public Forum on Tuesday, January 15, 2019 and 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 22, 2019 at 6:00 PM, Saturday, January 26, 2019 at 10:00 AM, and Tuesday, February 5, 2019 at 6:00 PM as well as during the "Audience to Visitors" portion of each Finance Committee Meeting on January 22, 2019 following the Public Forum, January 26, 2019 following the Public Forum, February 5, 2019 following the Public Forum and on Tuesday, February 12, 2019 at 6:30 PM (if meeting is needed) in the L.P. Wilson Board Room.

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

Agenda Item # 3.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 15, 2019

Prepared By: Dawn Hunter **Presented By:** Craig Cooke

Attachments: Pertinent Information Related to the England/France Trip

Subject: England and France Overnight Field Trip-April break 2020 (Dates to be secured after BOE 2019-2020 school calendar approval in January 2019), 2nd Reading

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Background:

Students at Windsor High School were provided the opportunity to travel to France in 2017, 2010 and Canada in 2011, 2013, 2015, 2018 to experience firsthand French culture with myself as tour leader. I would like to provide students with another opportunity to travel to France in 2020 with the experience of an additional neighboring country, England. Art teacher, Marjorie Renno, and I have teamed up in collaboration to give Windsor High School's World Language and Art students the unique opportunity to participate in a trip that we have tailored to expose students to the two different cultures; languages, food, customs, and famous landmarks and works of art in world-renowned art galleries.

Status:

A proposed field trip in April 2020 to England and France is considered for students enrolled in all levels of World Language and Art (Preference will be given to former/present students who are enrolled in World Language or Art. If any other Windsor High School student shows interest in signing up for the trip, teacher recommendations will be required if the French/Art teachers are not acquainted with the interested student). The educational objectives of the trip, as well as the cost, itinerary, trip and cancellation insurance are included in the packet provided to the Windsor Board of Education. As part of the cost of the tour, I have included the price with the all-inclusive insurance that each student will be required to purchase in the event that the Board determines that it is unsafe to travel at the time of the trip.

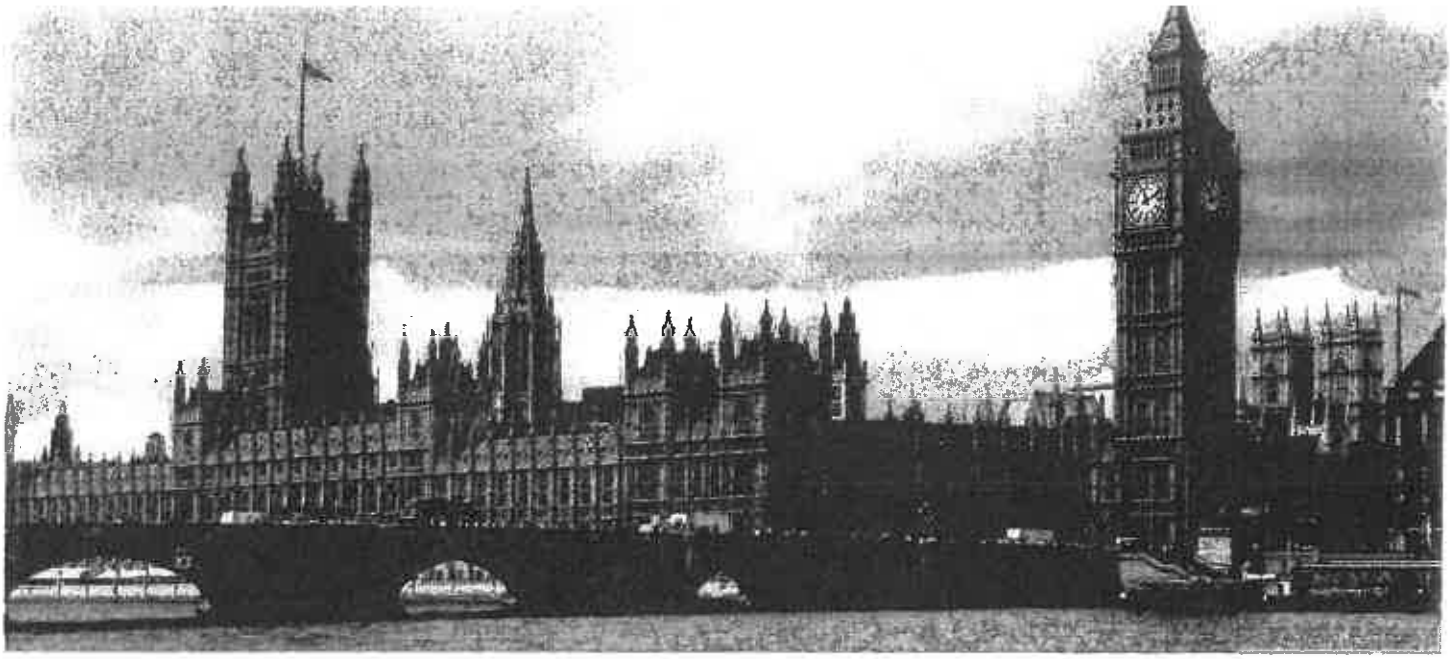
Recommendation:

Move the Board of Education approve the proposed trip to England and France as a 2nd reading reserving the right to cancel if it feels that the safety of the students is at risk.

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

Agenda Item # 9a.

EXPLORICA
travel. learn.



London & Paris

explorica.com/Hunter-5228
April 05 - April 12, 2020

Day 1 Start tour

Day 2 Hello London
Meet your tour director and check into hotel
London city walk: Thames River, Trafalgar Square, National Gallery visit, Piccadilly Circus, Covent Garden, Leicester Square, Soho
Classic fish & chips dinner

Day 3 London landmarks
London guided sightseeing tour: Buckingham Palace, Big Ben, Houses of Parliament, Westminster Abbey, Tower Bridge, Hyde Park, St. Paul's Cathedral
Tate Museum of Modern Art visit
Curry dinner

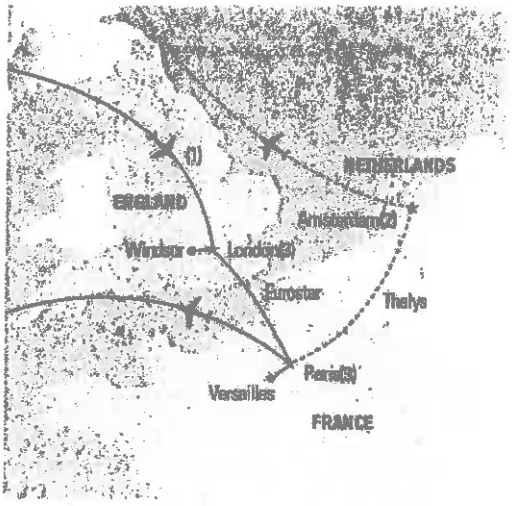
Day 4 Royal London
Tower of London visit
Hard Rock Cafe dinner
Warner Bros. Harry Potter Studio tour

Day 5 London--Paris
Eurostar Chunnel crossing
Paris city walk: Île de la Cité, Notre Dame Cathedral visit, Île St. Louis, Latin Quarter visit
Dinner in Latin Quarter

Day 6 Paris landmarks
Paris guided sightseeing tour: Arc de Triomphe, Champs-Élysées, Eiffel Tower, Champ de Mars, École Militaire, Les Invalides, Conciergerie, Tuileries Garden visit, Place Vendôme, Opera House
Crêperie dinner

Day 7 The art of Paris
Louvre visit
Montmartre tour director-led sightseeing
Eiffel Tower ascent
Seine River cruise

Day 8 End tour



Reserve your Spot!

SIGN UP FOR JUST $50

Tour Center ID: Hunter-5228
Registration deadline: December 20, 2018

What's included

We provide everything you need for a remarkable trip:

- Round-trip airfare
- 6 overnight stays (8 with extension) in hotels with private bathrooms
- Full European breakfast daily
- Dinner daily
- Full-time services of a professional Tour Director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- High-speed Eurostar Chunnel crossing
- High-speed Thalys train on extension
- Tour Diary™
- Note: On arrival day only dinner is provided; on departure day, only breakfast is provided
- Note: Tour cost does not include airline-imposed baggage fees, or fees for any required passport or visa. Please visit our Fees FAQ page for a full list of items that may not be included in the cost of your tour.

Tour investment

Students (travelers under the age of 23): $3,168
Adults (age 23 and over): $3,563

Price reflects savings of $200 scholarship. Sign up by 12/20/2018 and enter code 2020earlybird in order to take advantage of this limited-time offer!

Automatic monthly payment plan
Pay just $50 upon enrollment and the balance will be divided into equal monthly payments, charged automatically to your credit card or checking account. As of December 04, 2018, your monthly payment would be just $222.71.

Manual plan also available; learn more on explorica.com/paymentplans.

Travel protection

Most Explorica travelers protect their investment with one of our trusted plans, starting from just $12 per day. To learn more, visit explorica.com/cfar.

Enroll online,
by phone, or by mail



explorica.com/Hunter-5228



1.888.310.7121



Download and complete
a paper application on
explorica.com/resources

explorica
travel. learn.
145 Tremont Street
Boston, MA 02111

International Travel Request

Supervising Teacher(s): Dawn Hunter & Marjorie Renno
Date: April break 2020

Pertinent Information

1. Educational Objectives/References:

Educational Objectives **England & France 2020**

Cultural Objectives for All Students

To provide exploratory learning opportunities by immersing students in cultures which differ from their own in order to appreciate those of another cultural background and nationality

To provide an opportunity for students to develop a sense of global citizenship as they To use the verbal and visual communication skills which they have learned in their respective classes to move through international cities

To provide students with an opportunity to discuss cultural similarities and differences between British, French, and American families and educational experiences

To develop an appreciation for art and architecture through visits to museums, cathedrals, and both, private and public buildings

To expose students to a variety of international careers in the Arts & Humanities

To develop each student's knowledge and appreciation of the history of England & France with the United States

To help each student recognize the need for a variety of continued educational and learning experiences throughout life that go beyond a traditional classroom setting

French Class Specific Objectives

To provide students with an opportunity to extend a functional command of the French language

To develop the students' ability to make sound decisions and judgments in solving problems on foreign soil in a foreign language

To encourage the highest level of achievement in another language by expecting students to use all of their previously learned skills

Art Class Specific Objectives

To provide students with an opportunity to authentically apply critical analysis skills to famous works of art and architecture in person that they have otherwise only viewed on screens.

To expose students to the role of Art & Architecture as a record of social, cultural and political histories from an international point of view.

To provide students with a global perspective of the importance of visual design on how we encounter images in the world and how those images influence our view of the world.

To increase student individual and empathetic awareness through engagement with art and culture that will lead to a greater appreciation of self, others and the world around them.

2. Organization Profile: Explorica Travel (see attached School Board Packet for company profile on *page 3*.

3. Itinerary: Highlighted on *page 14* of School Board Packet.

4. Housing: Hotel information included in School Board Packet on *page 4*. Exact names and addresses are provided as the date of the tour approaches and will be shared with Dr. Cooke and WHS administration.

5. Transportation-List Carriers: Airline and land transportation will be shared with Dr. Cooke and WHS administration as the departure date approaches. Typically 60 days prior to departure. Requested airport for departure and return is Logan International Airport in Boston.

6. Insurance: Umbrella policy of Windsor BOE and Trip Mate; Explorica's third party travel protection plan provider (see School Board Packet, *page 9* for detailed information).

7. Medical Considerations: To be considered upon student interest and reviewed with parents and school nurses to make informed decisions regarding a student's ability to travel. Must meet criteria to travel internationally as established by WPS. Medications will be reviewed by school nurse and supervised by chaperons.

8. Immigration Regulations: Passport must be valid at least six months beyond the completion of our travel dates. If someone is not a USA citizen they must contact Explorica so they can see if other documents are necessary to travel.

9. Student Participation Criteria: Preference will be given to former/present students who are enrolled in World Language and Art. If any other Windsor High School student shows interest in signing up for the trip, teacher recommendations will be required if the French/Art teachers are not acquainted with the interested student.

Any students applying for permission to go on this trip will receive no more than a conditional acceptance. Final determination will include satisfactory student attendance, appropriate behavior and attitude, and physical and mental health. Conferences will be held with administrators, school counselors, other teachers, and nurses to

determine the level of maturity and responsibility of the students wishing to participate in this program.

10. Fundraising Activities: TBD

11. Cost to Student: $3163.00 Price quote is on *page 14* of School Board Packet.

12. Number of Students Participating: Group must be at least 13.

13. Chaperones (names, qualifications): Dawn Hunter & Marjorie Renno: List of qualifications attached.

ACTION:

Curriculum Leader: Bonnie Jaramillo

Date: 12/06/18

Principal: [signature]

Date: 12/5/18

Superintendent: _____

Date: _____

This request must be submitted for approval at least nine (9) months in advance of the trip.

Qualifications

Dawn Hunter
Windsor High School

Senior Class Advisor	2017-2018
Junior Class Advisor	2016-2017
Sophomore Class Advisor	2015-2016
WHS Yearbook Advisor	2010-present
National Honor Society Committee	2009-present
Wonders of World Language Night Advisor	2009-2010
French Honor Society Advisor	2008-present

Group Leader/Chaperone for the following WHS field trips:

Germany/Austria	April 8-18, 2019
Canada--Québec & Montréal	April 7-11, 2018
France-Paris & Loire Valley	April 8-16, 2017
Amsterdam- Explorica Group Leader Training	Dec. 28, 2016-Jan 1, 2017
Canada-Québec & Montréal	April 19-22, 2015
Canada-Québec & Montréal	April 14-18, 2013
United Nations Trip	April 13, 2012
Canada-Québec & Montréal	April 17-20, 2011
La Brioche Bakery-Rockville, CT	February 20, 2011
French pastry lessons for students	
France- Paris & the Riviera	June 17-25, 2010
New York City- Statue of Liberty	May 18, 2010
Theater of Performing Arts- "French Reflections"	November 16, 2009

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

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

My LEC responsibilities include:

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

Marjorie Renno

WPS Employment History

2004-Present Windsor High School ***Fine Arts Teacher grades 9-12***

2015-Present Art Department Liaison

November 2008 Finalist for 2009 State of Connecticut Teacher of the Year

One of Four Teachers recognized out of the 50,000 Public School Teachers in the State of CT

May 2008 Recipient of Windsor Public School District Teacher of the Year

Teacher Field Trip Coordinator - Partial List of Day Trips

November 2018	Veterans Memorial Art Installation (Art/SS/CTE)	Windsor, CT
October 2018	Maine College of Art & Local Galleries (Art)	Portland, ME
October 2018	Washington Park - Student Research Trip (Art)	Windsor, CT
April 2017	UCONN Printmaking Workshop (Art)	Storrs, CT
November 2017	Chelsea Galleries Tours (Art)	New York, NY
October 2017	Historic District Walking Tour -Student Research (Art)	Windsor, CT
November 2016	Museum of Art & Design Tour (Art)	New York, NY
October 2016	Historic District Walking Tour -Student Research (Art)	Windsor, CT
December 2015	Broadway Show Trip (Art)	New York, NY
October 2015	Historic District Walking Tour -Student Research (Art)	Windsor, CT
December 2013	Pelton Studio Tours (Art)	Windsor, CT
October 2013	Historic District Walking Tour -Student Research (Art)	Windsor, CT
May 2013	Brooklyn Museum (Art)	Brooklyn, NY
January 2013	Pelton Studio Tours (Art)	Windsor, CT
October 2012	Historic District Walking Tour -Student Research (Art)	Windsor, CT
October 2011	Historic District Walking Tour -Student Research (Art)	Windsor, CT
2010	Museum of Fine Arts (Art/WEF Grant)	Boston, MA
May 2009	Connecticut College (YWLC)	New London, CT
March 2009	In the Company of Women Luncheon (YWLC)	Hartford, CT
March 2009	Town Hall Student Installation of Art (Art)	Windsor, CT
April 2008	Guggenheim Museum & MoMA (Art)	New York, NY
April 2008	In the Company of Women Luncheon (YWLC)	Hartford, CT
December 2007	Benton Museum of Art @ UCONN (Art)	Storrs, CT

November 2007	Student-led Guide Tours for Caring Connection	Windsor Art Center
November 2007	Docent Training for Students	Windsor Art Center
November 2007	Boston College (YWLC)	Boston, MA
April 2007	Rhode Island College & URI (YWLC)	Rhode Island
December 2006	Museum of Fine Arts (Art)	Boston, MA
November 2006	MIT Tour (YWLC)	Boston, MA
May 2006	Regis College & Pine Manor College (YWLC)	Weston, MA
April 2006	Guggenheim & Metropolitan Museum of Art	New York, NY
March 2006	In the Company of Women Luncheon (YWLC)	Hartford, CT
June 2005	Museum of American Illustration & Guggenheim	New York, NY

Overnight Field Trips

Fall 2005-2007 Leader for Annual Confirmation Youth Retreats at Silver Lake Conference Center in Sharon, CT

- Working with 80-100 youth and their advisors from local United Church of Christ Churches across CT, diverse groups from across the state interact with one-another and are lead on a weekend of self-discovery and group building to help launch their confirmation classes for the year.

April 2005 & 2006 Asylum Hill Congregational Church Hurricane Relief Trip Chaperone (Florida)

- Served as a Youth Advisor on two trips sponsored by the Asylum Hill Congregational Church for youth members from the Hartford Area to rebuild hurricane devastated communities in Florida

Grant Funded Field Trips/Travel

2012 & 2011 Greater Hartford Arts Council – Windsor Walks: Building Bridges

- In partnership with the Windsor Historical Society, I designed a semester long project for my Pre-AP Studio Art students to be lead on walking tours through our historic district. Students took photographs and did sketches along these tours that were then used to develop works of art that addressed the question: How does perception influence interpretation? Students also met with local artists throughout the semester. The project culminates with a student designed exhibit that unifies the community through discussion of how we all experience our community. The project continues today as self-funded by generous donors who attended the original exhibits.

January 2011 Selected Member of American Artist Delegation to United Arab Emirates

- *Selected as part of the Inaugural Group of American Artists to exhibit at the Sharjah Art Museum in the United Arab Emirates. Served as part of the American delegation of artists who traveled to the Middle East to work with an international group of artists, curators and educators to participate in the 29th Annual Juried Exhibit of the Emirates Fine Arts Society.*

2010 Windsor Education foundation Grant – Art & Reading Initiative

- Working with other Art Department members, we developed a unit where art students visited the Museum of Fine Arts in Boston to view the Albert Durer Exhibit: Virtuoso. While there, students completed a written critical analysis of a chosen work of art. Upon return, they developed narratives employing the writing process to create a story inspired by that work in order to connect ideas between art and literature. High School students then presented these stories to middle school students and led the younger students in a printmaking project based on the presented narratives.

2008 ING Classroom Grant – Strategies for Critically Analyzing Art (on site at the Guggenheim, NYC)

- Organized ING grant funded student art trip to NYC for advanced art students to work with museum staff on critical analysis activities in conjunction with the Guggenheim's retrospective of Cai Guo-Qiang. Students were asked to consider materiality, concept and form as they developed their own visual investigations for their senior portfolios.

Art Department Community Connections Coordinator

2004 - Present Annual Student Exhibits within the Community

Organize the participation of WHS students in various art shows and competitions in order to promote the talents of our students to the

greater community. Examples include: The ING Grand Opening, The CT Federation of Women's Clubs Annual Competition, The Student Exhibition at Artworks Gallery, CAEA Scholastics Competition, Windsor K-12 Town Hall Exhibit.

2004 - Present Annual Juried Senior Art Show

Coordinate this annual event, including working with professionals from the Art Community to serve as judges for our show in order to promote the outstanding work of our students, provide our students with a more authentic experience as artists and bring greater awareness of our WHS programs to the wider community. Recent judges have included Accomplished Artists, Gallery Directors and Art School Deans.

2004 - Present Annual Fundraising Coordinator

Coordinate Art Department Fundraising to meet our annual goal of $4,000 for the Windsor High School Art Department Scholarship Fund: Providing students with art opportunities beyond the classroom. These opportunities include annual field trips to NYC Museums, visiting artists, job shadow days, pre-college summer programs and our annual department scholarship awarded at the juried exhibit.

WHS Student Advisor

2013-2014 Junior Class Advisor

2004-2009 Advisor to the Young Women's Leadership Corps at Windsor High School

YWLC is a youth leadership development after-school program for young women in grades 9-12, sponsored by the YWCA of the Hartford Region. YWLC strives to strengthen participant's leadership traits, effective decision-making and goal-setting skills, personal wellness and financial literacy. It equips program graduates to pursue leadership opportunities within their personal, academic and community lives. *YWLC includes college tours as opportunities for higher education and career exploration, with emphasis on financing options.* Some of those visits included: MIT (Boston), UMASS Amherst, Pine Manor College (Brookline, MA), Columbia University (NYC), Boston College, Providence College, URI, UCONN, Connecticut College, Smith College, Mount Holyoke College, NYU

2004-2009 Advisor to Windsor High School Art Club

2008-2009 Paws for a Cause

As part of a fundraiser for both WHS Art Dept scholarships and local educational grants, WHS Art Club designed and painted two fiberglass dogs for this local version of "Dogs on Parade".

2008-2009 Fabulous Fridays!

Served as Advisor to WHS Art Club as students developed and taught art lessons to local second graders.

2006-2007 WOW! WALLS of WINDSOR High School Murals Project

Served as Advisor to WHS Art Club as students researched, designed and painted the "Culinary Trip Around the World" murals in the Cafe for the ongoing WOW project at WHS.

2004-2008 Chamber of Commerce Nightmare on Broad Street Event

Served as Advisor to WHS Art Club as they worked to design a Haunted Bus Tour in 2006 & 2007 and a room in the Haunted House in 2004 & 2005 for the community event. Each year students meet with community members, write the original horror script, recruit actors, build props, make costumes and produce the event.

2005-2007 Art Club Community Mural at the former Fitch School

Served as Advisor to WHS Art Club as they worked with members of the Windsor Housing Authority to interview the community, design, paint and install a public mural that celebrates Windsor's rich history and bright future.

CERTIFICATE OF LIABILITY INSURANCE

9/30/2019 | DATE (MM/DD/YYYY) 12/3/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Lockton Companies 444 W. 47th Street, Suite 900 Kansas City MO 64112-1906 (816) 960-9000	CONTACT NAME: PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Steadfast Insurance Company	26387
INSURER B : Zurich American Insurance Company	16535
INSURER C : Crum and Forster Insurance Company	42471
INSURER D : Federal Insurance Company	20281
INSURER E :	
INSURER F :	

INSURED 1432062
EXPLORICA, INC.
DBA WORLDSTRIDES
218 W. WATER STREET, SUITE 400
CHARLOTTESVILLE VA 22901

COVERAGES **CERTIFICATE NUMBER:** 15759236 **REVISION NUMBER:** XXXXXXX

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	[X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR [X] HIRED AUTOS [X] NON-OWNED AUTOS GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC [ ] OTHER:	Y	N	EOL5329376	9/30/2018	9/30/2019	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG $	$ 10,000,000 $ 1,000,000 $ 10,000 $ 10,000,000 $ 10,000,000 $ 10,000,000 $
	AUTOMOBILE LIABILITY [ ] ANY AUTO [X] OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [ ] HIRED AUTOS ONLY [ ] NON-OWNED AUTOS ONLY	N	N	PRA1071630-01	9/30/2018	9/30/2019	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) $	$ 1,000,000 $ XXXXXXX $ XXXXXXX $ XXXXXXX $ XXXXXXX
C D	[ ] UMBRELLA LIAB [X] OCCUR [X] EXCESS LIAB [ ] CLAIMS-MADE [ ] DED [X] RETENTION $ 10,000	N	N	5821091334 (25M) 93635915 (15M XS 25M)	9/30/2018 9/30/2018	9/30/2019 9/30/2019	EACH OCCURRENCE AGGREGATE $	$ 40,000,000 $ 40,000,000 $ XXXXXXX
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N [N] If yes, describe under DESCRIPTION OF OPERATIONS below	N/A	N	WC1071628-01	9/30/2018	9/30/2019	[X] PER STATUTE [X] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000
A	PROFESSIONAL LIABILITY	N	N	EOL5329376	9/30/2018	9/30/2019	EACH CLAIM: $10,000,000 AGGREGATE: $10,000,000	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
RE: TRIP DATES: APRIL 5, 2020-APRIL 12, 2020 ; WINDSOR HIGH SCHOOL IS ADDITIONAL INSURED ON GENERAL LIABILITY COVERAGE, AS REQUIRED BY WRITTEN CONTRACT AND SUBJECT TO THE TERMS AND CONDITIONS OF THE POLICY.

CERTIFICATE HOLDER

15759236
WINDSOR HIGH SCHOOL
ATTN: DAWN HUNTER
50 SAGE PARK RD
WINDSOR CT 06095-3398

CANCELLATION See Attachment

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Joseph M Agnello

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Additional Insured — Automatic Status for Common Trip Sponsors, Venues and Clients

Policy No.	eff. Date of Pol.	Exp Date of Pol.
EOL5329376	9/30/2018	9/30/2019

Additional Insured and Address:
WINDSOR HIGH SCHOOL ATTN: DAWN HUNTER
50 SAGE PARK RD
WINDSOR CT 06095-3398

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY

This endorsement modifies insurance provided under the:

Travel Agents and Tour Operators Professional Liability Policy

A. Section **III. PERSONS INSURED** is amended to include as an **Insured:**
F. Any Common Trip Sponsor, Venue and Client the Named Insured is required to add as an additional Insured on this policy under a Standard Tour or Trip Contract.

B. The insurance provided to the additional Insured Common Trip Sponsor, Venue and Client applies only to Bodily Injury, Property Damage, Personal Injury, or negligent acts or negligent omissions covered under Section I. A. Coverages and the defense of Suits seeking Damages on account of such Bodily Injury, Property Damage, Personal Injury or any negligent act or negligent omission under Section I. B. Defense with respect to the Travel Agency Operations of the Named Insured.
However, regardless of the provisions of paragraphs A. above:
I. The Company will not extend any insurance coverage to any additional Insured Common Trip Sponsor, Venue and Client:
a, That is not provided to the Named Insured in this policy; or
b. That is broader coverage than the Named Insured is required to provide to the additional Insured Common Trip Sponsor, Venue and Client in the Standard Tour or Trip Contract.
2. The Company will not provide Limits of Insurance to any additional Insured Common Trip Sponsor, Venue and Client that exceeds the lower of:
a. The Limits of Insurance provided to the Named Insured in this policy; or
b. The Limits of Insurance the Named Insured is required to provide in the Standard Tour or Trip Contract.

C. The Insurance provided to the additional Insured Common Trip Sponsor, Venue and Client does not apply to Bodily Injury,
Property Damage, Personal Injury, or any negligent act or negligent omission that results solely from the negligence of the additional Insured.

D. The additional Insured must see to it that:

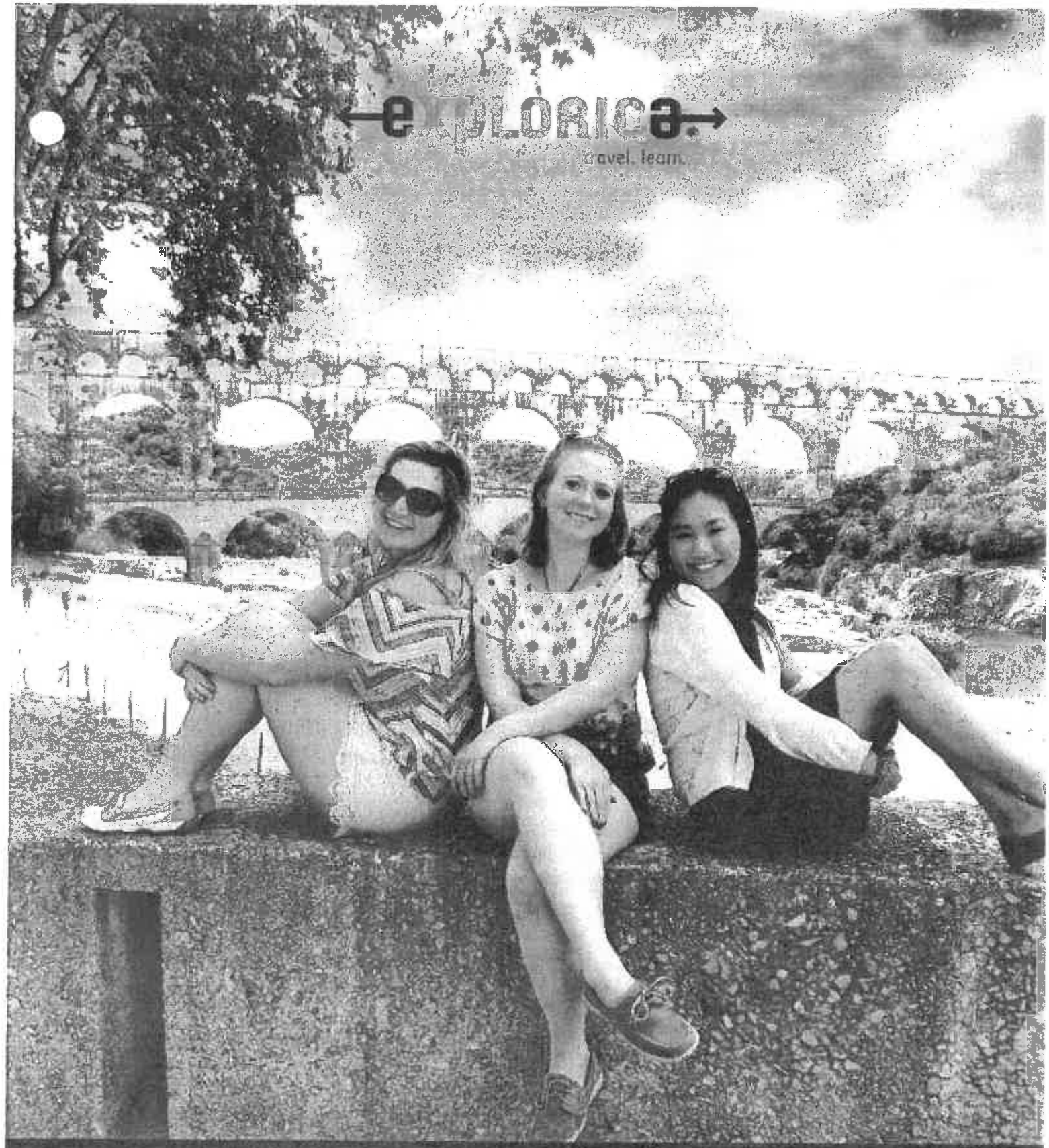
1. The Company is notified as soon as practicable of an Occurrence, a negligent act or negligent omission or an offense that may result in a Claim or Suit;
2. The Company receives written notice of a Claim or Suit as soon as practicable; and
3. A request for defense and indemnity of the Claim or Suit will promptly be brought against any policy issued by any other insurer under which the additional Insured may be an insured in any capacity.

E. For the purpose of this endorsement only, Standard Tour or Trip Contract means a written contract or written agreement between the Named Insured and a Common Trip Sponsor, Venue and Client under which:
1. The Named Insured has agreed to directly provide or arrange any travel or tour services; or
2. The Common Trip Sponsor, Venue and Client has allowed the Named Insured to use or occupy premises with respect to performing travel or tour services,

F. For the purposes of this endorsement only, Common Trip Sponsor, Venue and Client means any of the following groups and/or organizations: universities, schools and school districts, governmental entities or agencies, corporate clients, church groups, senior citizen groups, alumni associations, parks, museums, theaters, convention halls, bus depots and terminals, sponsoring trade groups, including the directors and employees of such.

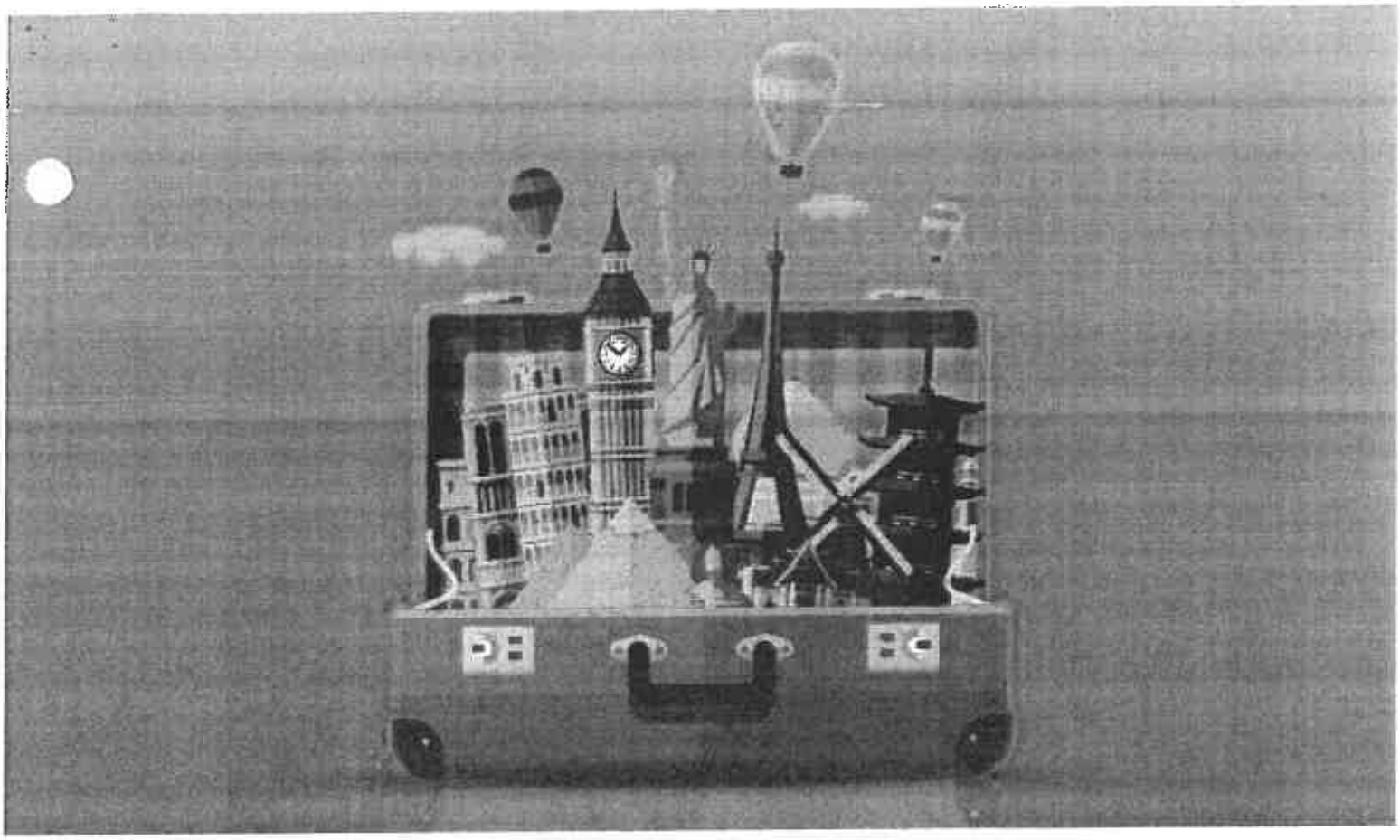
G. For the purpose of this endorsement only, Section II. EXCLUSIONS, paragraph X., item 1. does not apply to any individual or entity who would qualify as an additional insured under this endorsement with respect to Travel Agency Operations of the Named Insured.

All other terms, conditions, provisions and exclusions of this policy remain the same,



SCHOOL BOARD PRESENTATION

—2018—



SCHOOL BOARD PRESENTATION

London & Paris

April 5, 2020 - April 12, 2020

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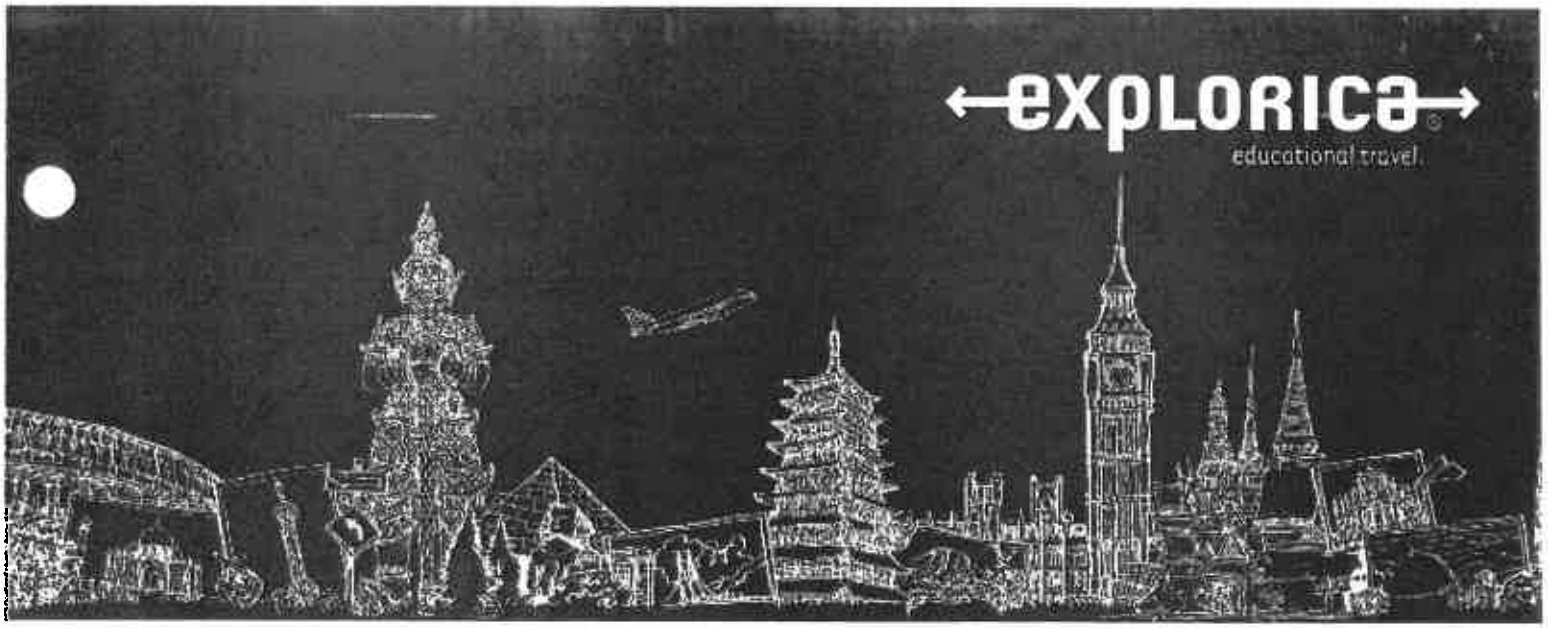


Welcome to Explorica and thank you for your interest in student travel!

As a licensed tour operator, Explorica is proud to be able to give your students the opportunity of a lifetime! When your school travels with Explorica, you'll bring your classroom lessons to life and offer your students valuable exposure to a city outside of their home town. It's an educational adventure for both you and your students.

Before we begin, here's a little more about us:

Founded in 2000, Explorica helps teachers create educational tours full of authentic, interactive learning experiences. We specialize in connecting teachers and students to new cultures, languages and people on educational tours across the globe.

We believe we can create a better world by enriching every student with a cultural experience through travel. We aim to be the product leader in educational travel, helping teachers and students discover the wonders of the world through safe and reliable tour experiences. And we do this with a passion for delighting customers and connecting travelers to the world.

Explorica's combination of exclusive online tools and personalized service enables us to create tours uniquely suited to provide both the best value and the most customized tours in the industry.

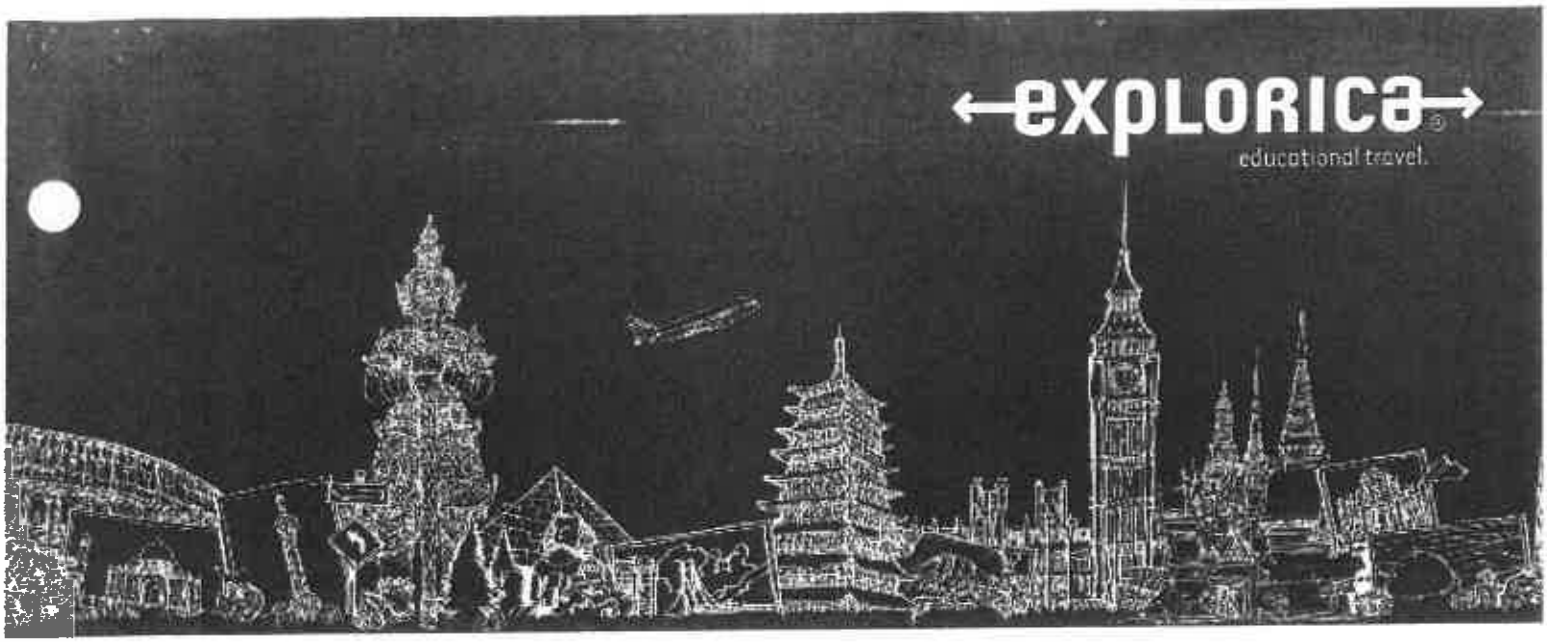
Every Explorica tour includes flights or bus transportation, accommodations, on-tour transportation, most meals and an expert, full-time Tour Director dedicated to your group. What's more, as a WorldStrides organization, we have a network of more than 45 offices around the globe. And with our veteran Program Consultants, Customer Care Representatives, and comprehensive, user-friendly website, we're always here to support you from the moment you contact us, to the minute you shout bon voyage!

Join more than one million teachers and students in experiencing the world on Explorica tours!

Happy travels!

Sincerely,

Matt Wertz
President & CEO



Hotel information

Even though you'll be far from home, your comfort won't be compromised. That's because when you travel with Explorica, you'll stay in clean, safe, attractive hotels that provide modern amenities and easy access to major attractions.

It is Explorica's policy to accommodate students in safe and clean hotels. We follow the three "C"s for our hotels – clean, comfortable and convenient. Upgraded hotels are available upon request.

The selection of our hotels is based on proximity to tour sights, comfort, quality and safety. Students are roomed in either triple or quad accommodations based on the hotel availability. Students have the option to upgrade to twin rooming for $45 per night. Paying adults (23 or older) are roomed in twin/double accommodations and a $45 per night double/twin rooming supplement is included in the adult total cost ($75 per night for cruises and ferries). Adults have the option to upgrade to a single room for an additional $40 per night.

HOTEL SAMPLE SPECIFIC TO LONDON, ENGLAND

Quality Hotel Wembley

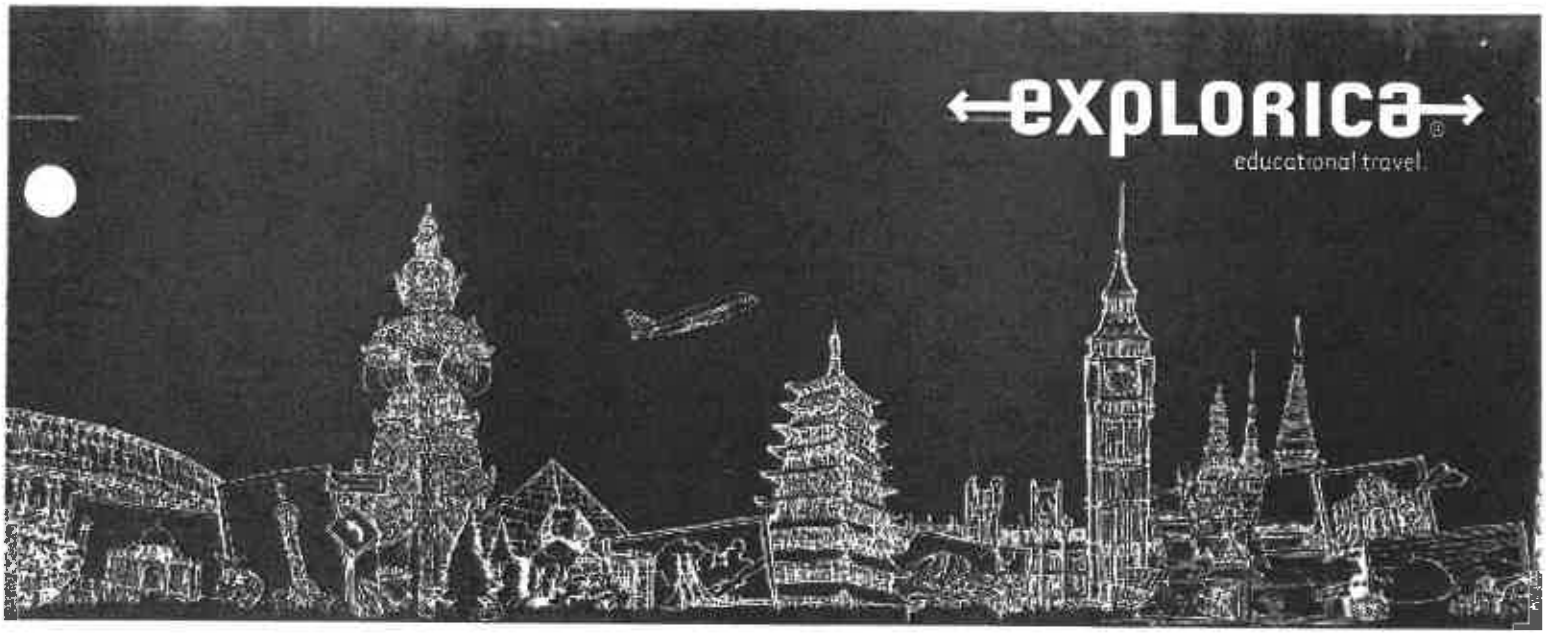
Standard Quality

Hotel Description

Quality Hotel Wembley is a 15-minute tube (subway) ride from central London, and just a 5-minute walk from Wembley Park Underground (subway) Station. Featuring free on-site parking, on a first-come, first-serve basis, it is a 5-minute walk from Wembley Stadium, Wembley Arena and The X Factor Studios. With easy access into central London by tube (subway), makes it an ideal location for business clients and for leisure visitors looking to explore London's attractions, theaters, shopping and nightlife. Just a 5-minute walk away, guests can visit the London Designer Outlet Shopping Center with a Cineworld multi-screen cinema.

Group Leader Evaluations

"The hotel was nice and had great common spaces for hanging out. Excellent breakfast and nice rooms."



Meal information

Explorica provides breakfast and dinner daily on all tours (unless otherwise indicated on your itinerary). Explorica makes sure all travelers have the opportunity to experience local cuisine with their meals, such as a tapas dinner in Spain, crêpes in France or wiener schnitzel in Germany.

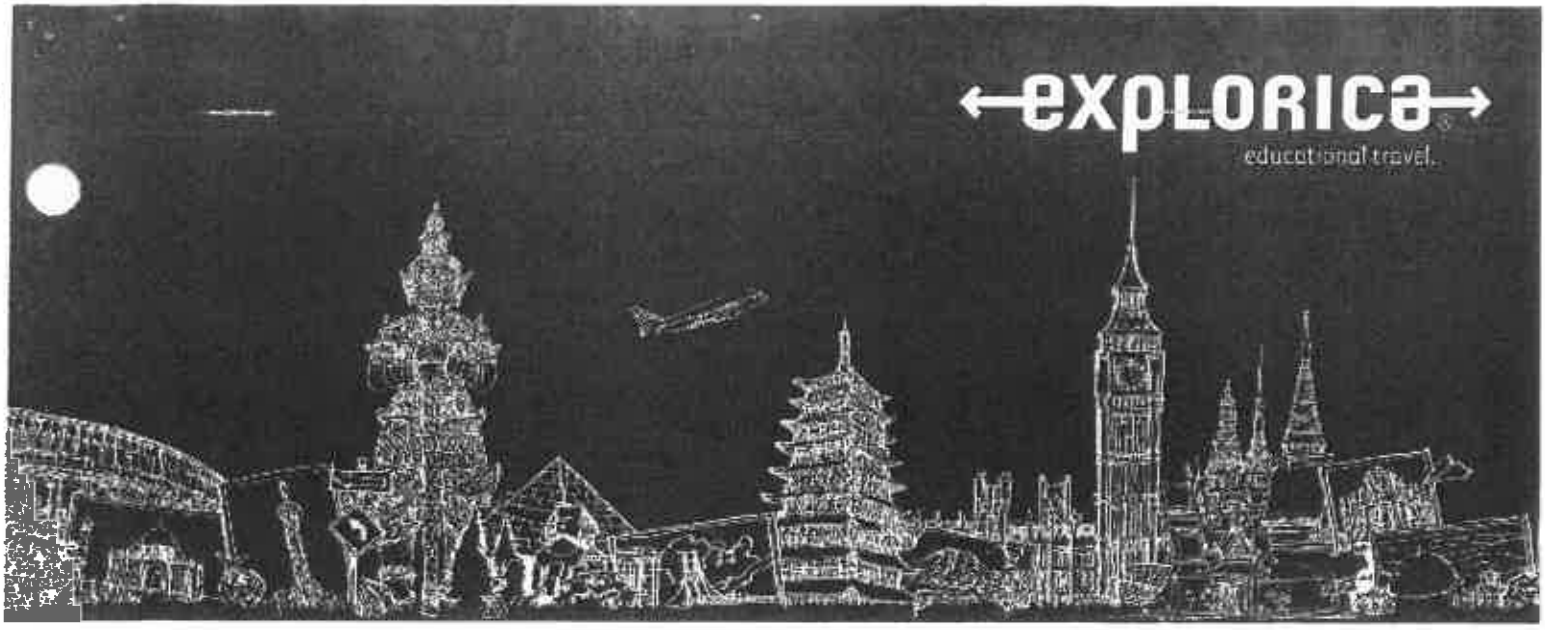
Tour director

Your tour director is responsible for organizing the overall logistics of the trip. He or she will be with you from the beginning of the tour until the end to oversee the arrangements for all transportation, meals, accommodations and sightseeing. The tour director can also provide a wealth of information and suggestions for your free time. Local guides are your resource for detailed destination information and help supplement the travel experience.

Communication on tour

Explorica provides a Tour Diary for each group that travels. We were the first company to develop the diary and have been providing this service for 10 successful years. Our online Tour Diary lets parents and friends see pictures of the group as they travel, so they know their children are safe, happy, learning and having fun. Here is an example of a posting for a group that traveled on our Galápagos Islands tour in February 2017:

"Day 2 - Hello everyone! Today was a wonderful first day! After breakfast we went to visit the highlights of Quito, museums, churches, plazas, government palace, and more. Then we had lunch in a traditional restaurant of the old town, after that we went to the equator line; there we had fun practicing some experiments and some of us got a certification as 'egg master.' We went back to the hotel and at night kids had dinner, and finally it was time to prepare everything to Galapagos! Tomorrow we leave early. We're having a great time!"



Safety and security

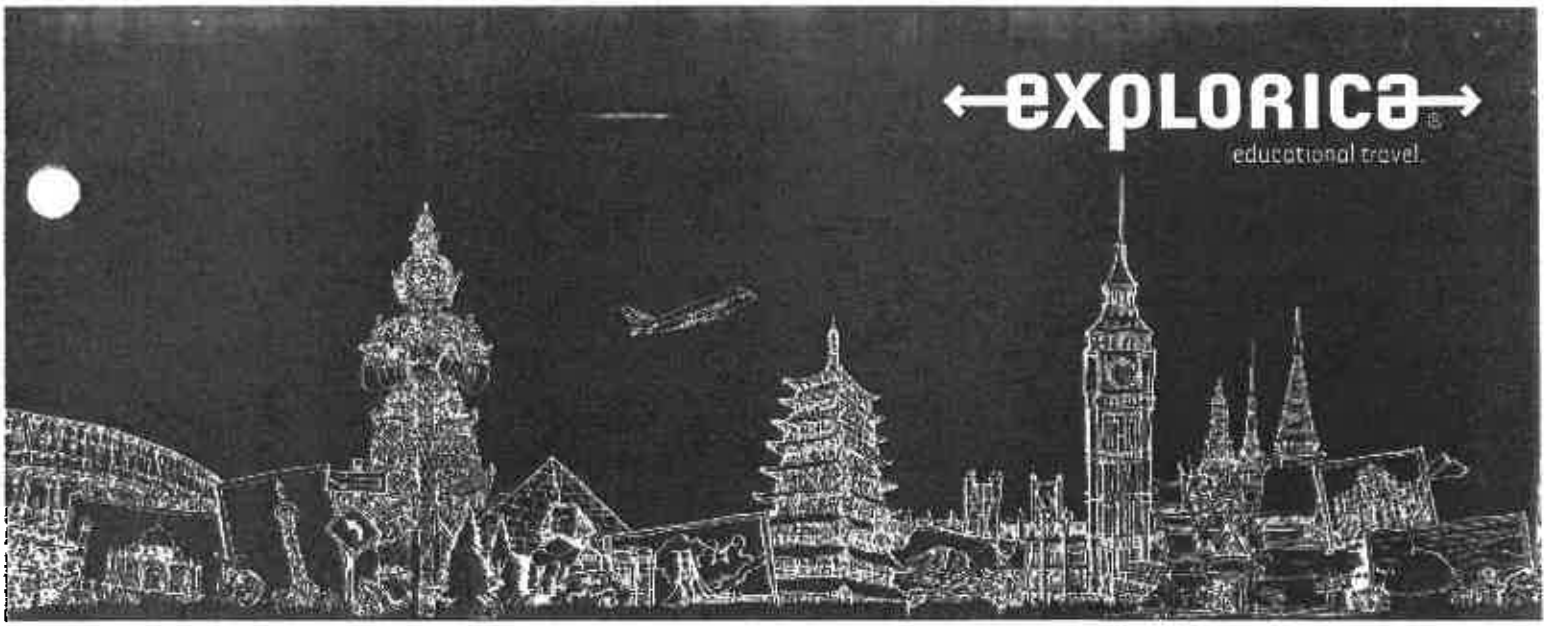
All tour directors come highly recommended with at least five years of experience in the industry. In addition to their safety expertise, we provide 24/7 emergency support, and have a global presence with over 45 offices around the world.

Explorica also offers each traveler the option to purchase the Travel Protection Plan at $12/day or $18/day for the Travel Protection Plan Plus.

Explorica has a $50 million Liability Insurance Policy (see below). We can have the school information printed on the certificate before traveling.

We are a member of USTOA: United States Tour Operators Association's $1 Million Travelers Assistance Program. As an Active Member of USTOA, Explorica, Inc. is required to post $1 million with USTOA to be used to reimburse, in accordance with the terms and conditions of the USTOA Travelers Assistance Program, the advance payments of Explorica, Inc. customers in the unlikely event of Explorica, Inc.' bankruptcy, insolvency or cessation of business. Further, the $1 million posted by Explorica, Inc. may be sufficient to provide only a partial recovery of the advance payments received by Explorica, Inc. Complete details of the USTOA Travelers Assistance Program may be obtained by writing to USTOA at 275 Madison Avenue, Suite 2014, New York, New York 10016, by email to information@ustoa.com or by visiting their website at www.USTOA.com.

In addition to the USTOA, Explorica is affiliated with the following notable organizations: Student Youth Travel Association (SYTA), National Tour Association (NTA), European Tour Operators Association (ETOA), Better Business Bureau (BBB), International Air Transportation Association (IATA), World Youth Student & Educational (WYSE) Travel Confederation, British Educational Travel Association (BETA). We also partner with iJET, a leading worldwide security and risk management organization, for additional assistance in evaluating global conditions.



Liability policy

To Whom It May Concern,

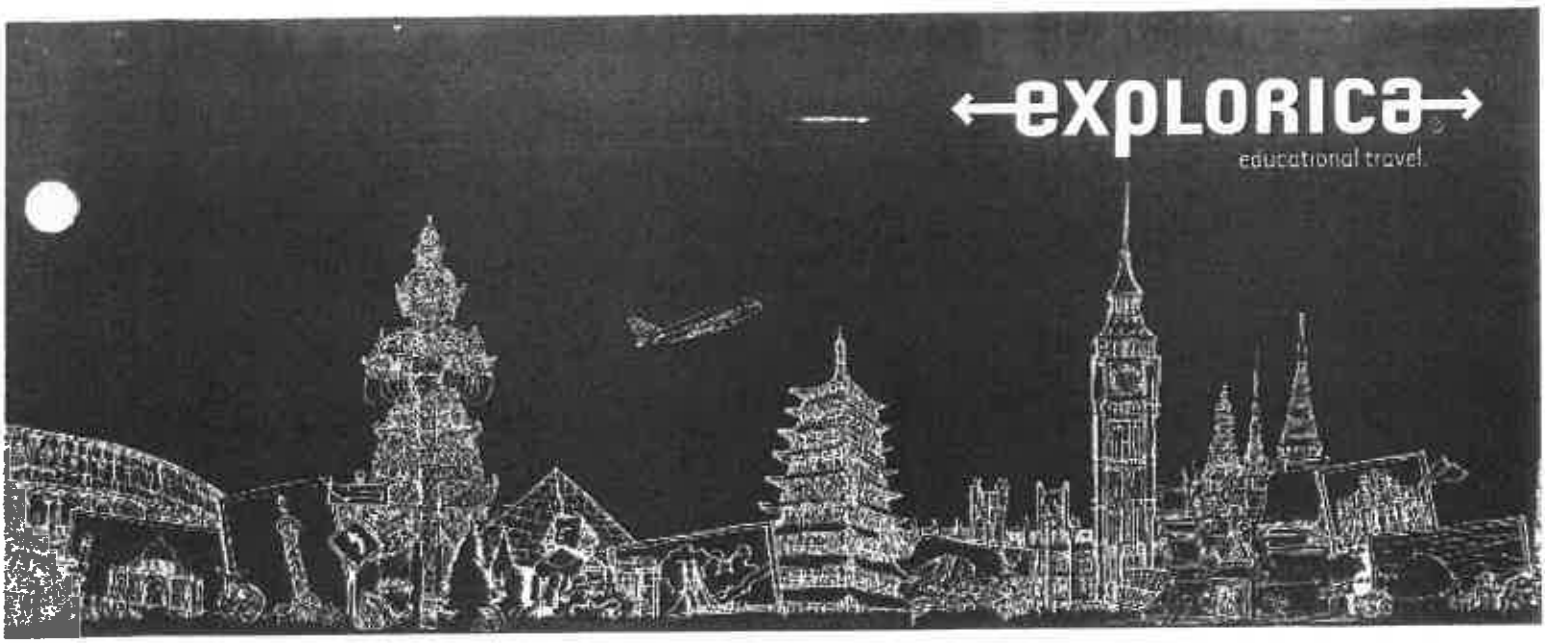
We understand that many school officials have expressed concern about allowing their students to travel. We want to assure you that the safety of the tour participants is Explorica's number one priority and that we have policies and procedures in place to protect the school, school district, teachers and participants involved with this tour.

Explorica's liability insurance is one of the largest in the industry at $50 million. This insurance coverage extends to cover certain individuals acting on behalf of Explorica as tour directors, program leaders, chaperones, and volunteer speakers. Your school can be named as additional insured, if desired.

We of course share your concern for the students' safety and peace of mind. Our optional Cancel for Any Reason travel protection plan provides medical, baggage and cancellation insurance coverage for our travelers. We also have a network of support staff in the United States as well as a 24-hour emergency service for groups and their families. We offer additional peace of mind for parents and friends of our travelers by providing an online Tour Diary that is updated with pictures and journal entries by the Tour Director throughout the trip.

If you would like to discuss this matter further, we would be happy to speak with you at any time. Please call us at 1.888.310.7120.

Sincerely,
Stephane Cosse
VP Operations



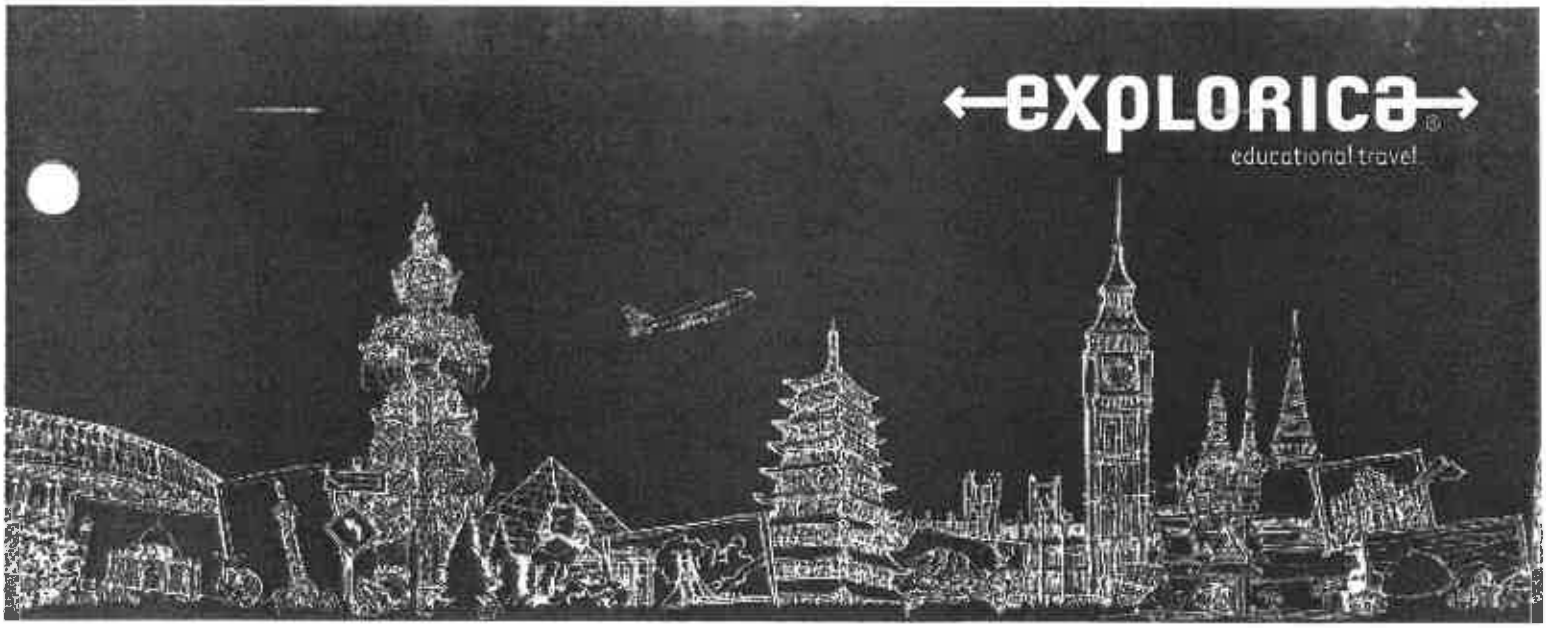
Payment options

FULL PAYMENT
Pay in full at time of enrollment.

MONTHLY AUTOMATED PLAN
Pay your $50 deposit plus any travel protection plan fees with a credit card or checking account upon enrollment, and the balance of your tour fee will be automatically charged to your card or debited from your account in equal monthly installments until 35 days prior to your departure date. Please note that you must make all payments by credit card, debit card or checking account. If two consecutive payments are returned NSF or declined, we will change your account to the 4-Step Manual Plan.

4-STEP MANUAL PLAN
Pay your $99 deposit upon enrollment, and then pay $500 toward your balance 30 days later. At 110 days prior to departure 75% of the balance is due. At 65 days prior to departure the remainder of the balance is due. You must make each payment manually.

GENERAL PAYMENT INFORMATION
We accept MasterCard, Visa, ACH checking account payments (and require a credit card or ACH payment for our monthly payment plan), money orders and personal checks. Please note personal checks are only accepted until 75 days prior to departure and ACH payments until 65 days prior to departure.
Each month we will automatically charge the credit cards or debit the checking accounts of participants who choose our monthly payment plan; we will send email reminders of payments due to all other participants approximately two weeks in advance of the payment due date. You will receive payment reminders only through email and not through the mail. Payments that are late are subject to a $50 late fee. The date of payments is determined by the date of receipt at Explorica. If you are not paid in full by 75 days prior to your departure or do not meet the conditions of your payment plan, then your tour reservation will be cancelled (subject to standard cancellation policy).
Payments rejected due to insufficient funds, disputed by your credit company, returned to us by the drawer's bank, or returned due to a stop-payment order are subject to a $35 non-refundable fee. We reserve the right to cancel reservations for any participant who does not meet his or her contractually obligated payment schedule. Any bounced checks are subject to a $35 non-refundable fee.



Insurance policy

EXPLORICA'S TRAVEL PROTECTION PLANS

Through Trip Mate, our third-party travel protection plan provider, four out of five Explorica travelers protect their tours with our travel protection plans. Explorica offers two great plans that help protect your educational travel investment.

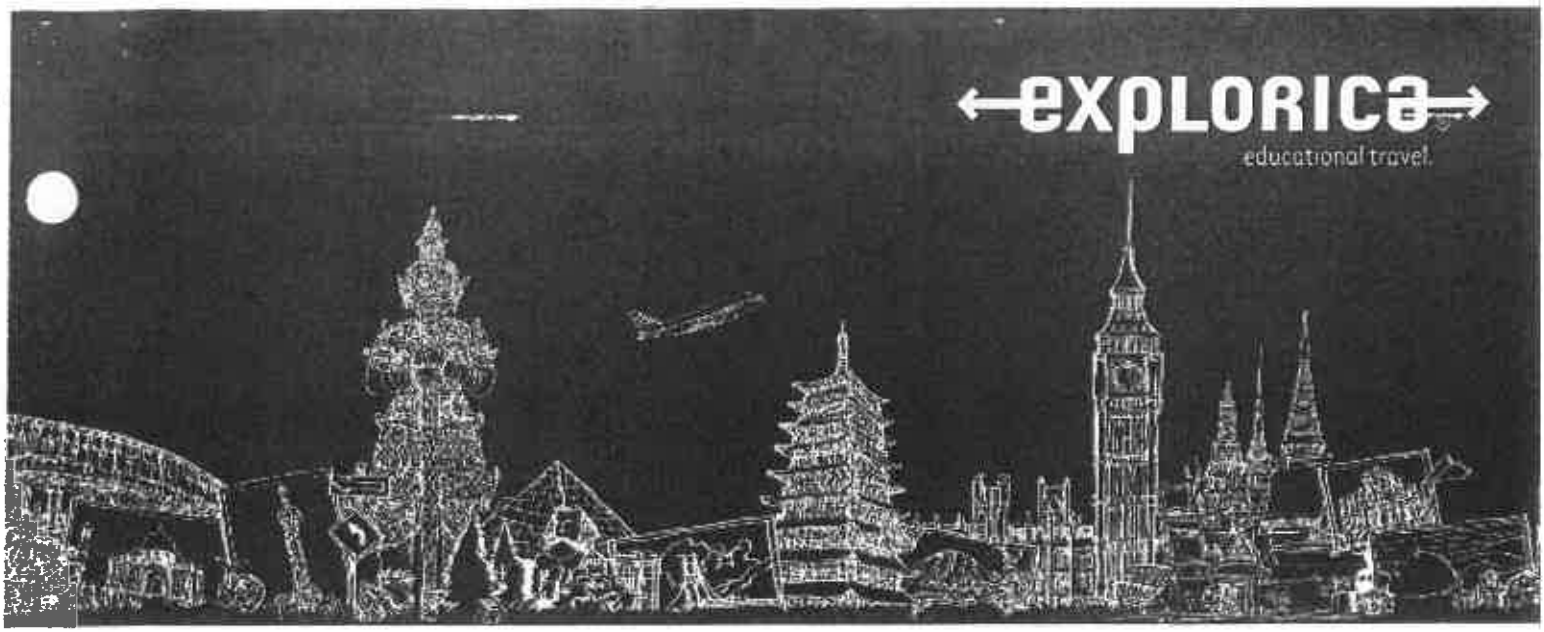
EXPLORICA'S TRAVEL PROTECTION PLAN

Our standard travel protection plan covers you for the following events:

›A traveler's injury, sickness, or death of a family member
›Theft of passport or visas
›Flight cancellations due to strike or bad weather
›Loss of luggage and personal effects
›Trip cancellation or trip interruption due to covered reasons such as a covered sickness, illness, injury or death
›Trip cancellation or trip interruption due to terrorist acts, as defined

EXPLORICA'S TRAVEL PROTECTION PLAN PLUS

Along with providing you the same benefits as our standard Travel Protection Plan, the Explorica Travel Protection Plan Plus also includes our exclusive Cancel For Any Reason Waiver Benefit. With our Cancel For Any Reason Waiver Benefit, if you cancel your trip for any reason not otherwise covered by this policy, we will reimburse you for 75% of the non-refundable cancellation fees which apply to your trip, provided:
1) Payment for this plan is received by Explorica within 14 days of your initial deposit/payment for your trip; and
2) You cancel your trip thirty (30) days or more before your scheduled trip departure date.
This Cancel For Any Reason Waiver Benefit does not cover: 1) penalties associated with any air or other travel arrangements not provided by Explorica; or 2) the failure of Explorica to provide the bargained-for travel arrangements due to cessation of operations for any reason.
The Cancel For Any Reason Waiver Benefit is provided by Explorica and is not an insurance benefit underwritten by United States Fire Insurance Company and must be purchased within 14 days of your initial payment for your trip.



Insurance policy cont.

TRAVEL PROTECTION PLAN BENEFITS

The following benefits apply to both of Explorica's high-quality Travel Protection Plans:

TRIP INTERRUPTION

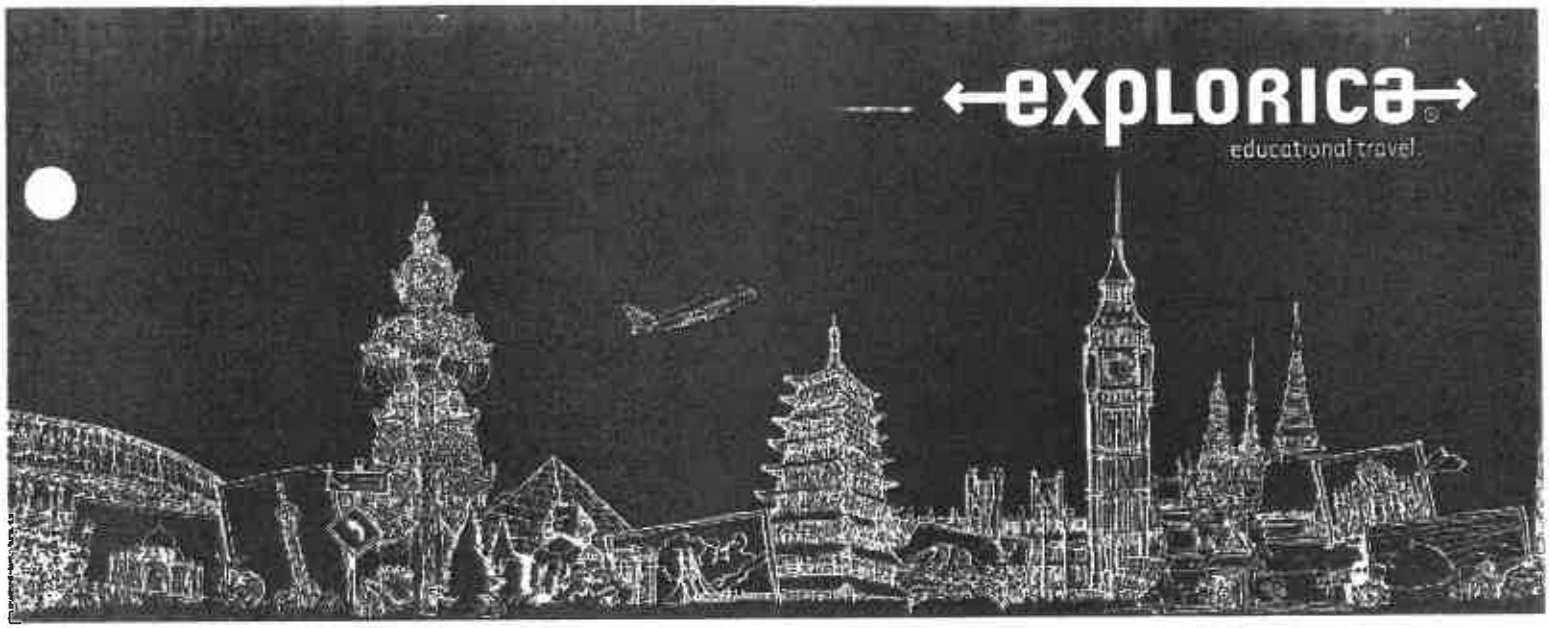
If you have to interrupt your Explorica trip after departure due to a covered injury, sickness or death (your own or that of a traveling companion or a family member) or for other covered reasons such as: cancellation of arrangements by an airline due to strike or bad weather; a documented theft of passports or visas; or a terrorist incident which occurs in a city which is listed on the itinerary of your trip and within 30 days prior to your scheduled departure date for your trip, as defined, you will be reimbursed up to the trip cost for the unused, non-refundable land or water arrangements and the additional transport charges paid to return home or to rejoin your trip (limited to economy one-way airfare, or first class if your original tickets were first class).

TRAVEL DELAY

Reimburses up to $100 per day (maximum of $500) for reasonable accommodation and traveling expenses until travel becomes possible if you are delayed for 12 hours or more due to a covered reason such as a common carrier delay; injury, sickness or death of you or your traveling companion; quarantine; loss of passport, travel documents or money; or natural disaster.

MEDICAL EXPENSE/EMERGENCY ASSISTANCE

Provides reimbursement up to $25,000 for reasonable and customary medical expenses incurred while on your trip; emergency dental treatment received during your trip, up to $750; the costs for emergency transport to home or an appropriate hospital, including escort expense (both, if deemed necessary by the attending physician), for a covered injury or sickness which occurs while on your trip; or the cost of homeward carriage if deceased, up to $50,000.



Insurance policy cont.

BAGGAGE & PERSONAL EFFECTS

Coverage up to $2,000 for direct physical loss or damage to your baggage, passports or visas while on your trip. A $600 maximum limit applies to jewelry, gems, watches, cameras and camera equipment, and furs; a $300 per article limit applies to all other items. If, while on your trip, your baggage is delayed for more than 24 hours, we will reimburse you up to $100 for the purchase of necessary additional clothing and personal articles.

PRE-EXISTING CONDITIONS WAIVER

The plan exclusion for pre-existing conditions is waived if you purchase the plan within 14 days of your initial deposit/payment for your trip.

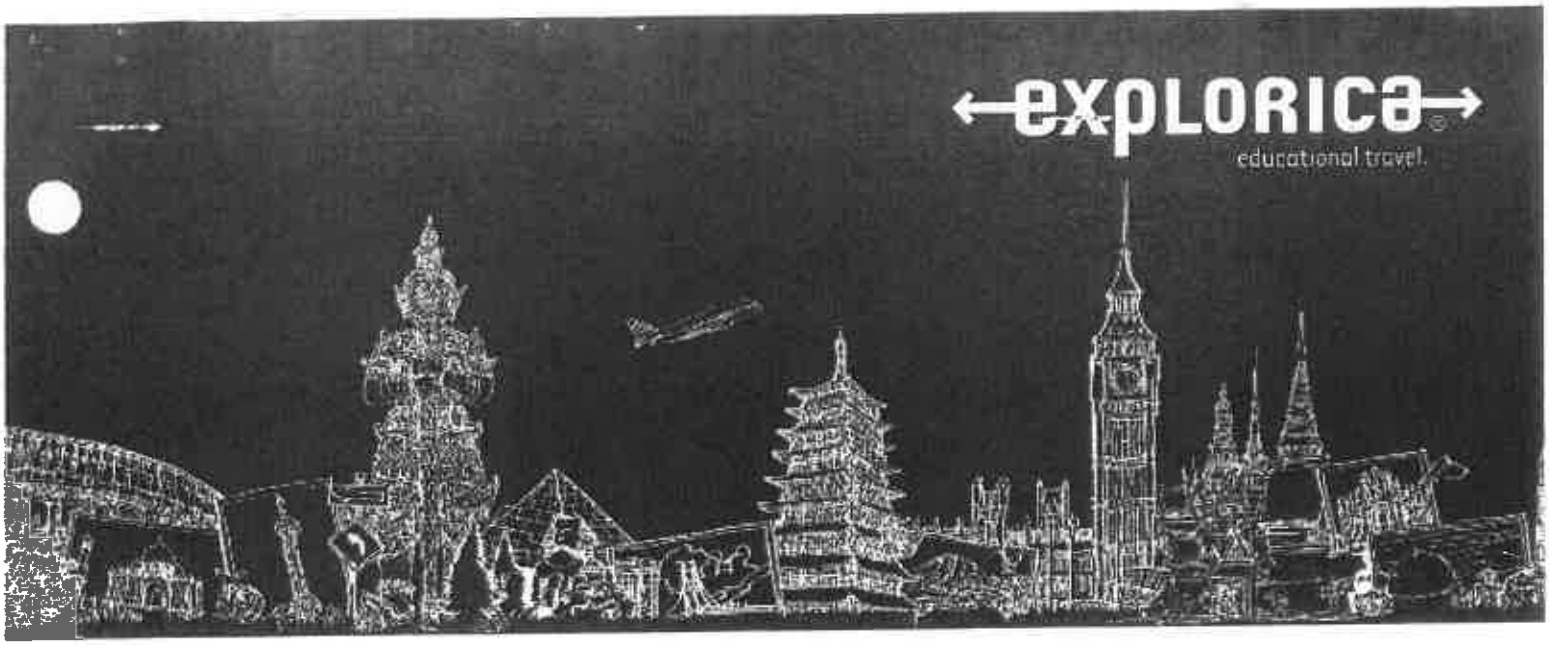
A "Certificate of Coverage" which provides complete details of the plan, including conditions, exclusions and limitations is available to you on our website under the Travel Protection Plan or at any time by request.

The Explorica Travel Protection Plan benefits are administered by: Trip Mate, Inc. (In CA, dba Trip Mate Insurance Agency), 9225 Ward Parkway, Suite 200, Kansas City, Missouri 64114; tel. 1.800.888.7292.

The Explorica Travel Protection Plan is underwritten by United States Fire Insurance Company, Morristown, NJ.

The cost for Explorica's Travel Protection Plan is $12 per day of your tour, maximum $180. This plan must be purchased at the time of enrollment, and cannot be refunded once selected.

The cost for Explorica's Travel Protection Plan Plus is $18 per day of your tour, maximum $270. This plan must be purchased at the time of enrollment, and cannot be refunded once selected.



Positive feedback

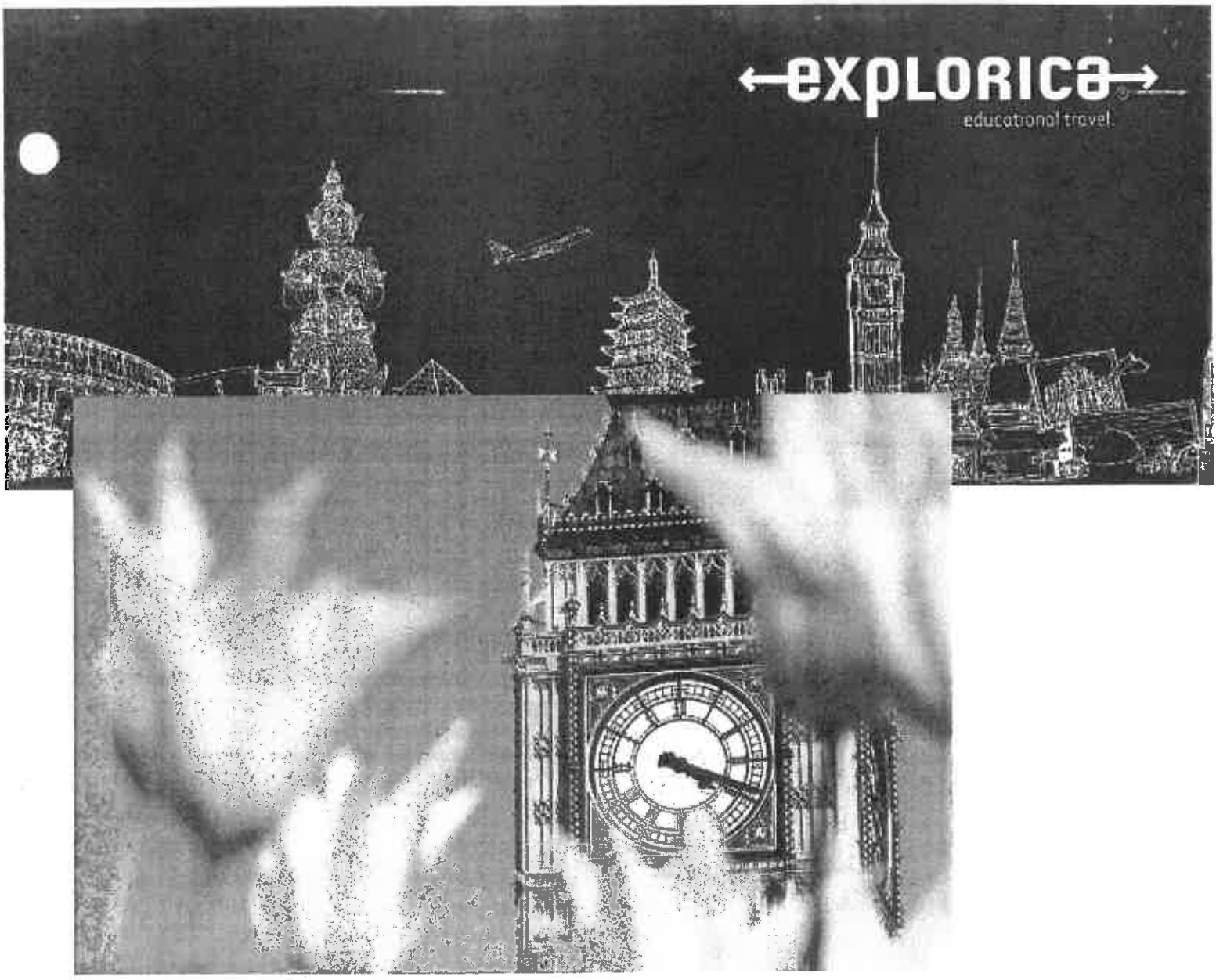
After every tour Explorica asks our program leaders to create an evaluation to judge our overall pre-tour, during tour, and post-tour performance as a company. Everything is judged and it is a great way to provide feedback for us to improve as a company. Oftentimes we are given such positive feedback that we want to share it with potential Explorica program leaders.

Linda L., English & German teacher, Bowdoin, ME
My students had the time of their lives on this trip. Our tour director was so knowledgeable and incredible that Berlin, Prague and Munich just came alive during these 10 days. What an experience!

Michelle D., Coburg, ON
Well-organized, educational and safe travel — I couldn't ask for more! I have students knocking on my door the first day back asking, "Where is the trip next year?"

Joe H., Spanish teacher, Chandler, AZ
I LOVE teaching, but I LOVE traveling more! What better experience can we bring to the lives of our students than actually living in the countries we study?!

Kathleen W., French teacher, Higganum, CT
A wonderful experience for the students, especially hitting Carnevale in Venice. Our tour director enlivened the whole trip with his wit, charm and depth of knowledge.



London & Paris

April 5, 2020 - April 12, 2020

Experience Europe's most popular capitals, explore London's lush Hyde Park and extravagant Buckingham Palace, and cross over to France on the high-speed Eurostar to Paris's glittering Eiffel Tower and opulent Opera House.

Tour specifics

TOUR ITINERARY:

Day 1 Start tour

Day 2 Hello London
- *Meet your tour director and check into hotel*
- *London city walk; Thames River, Trafalgar Square, National Gallery visit, Piccadilly Circus, Covent Garden, Leicester Square, Soho*
- *Classic fish & chips dinner*

Day 3 London landmarks
- *London guided sightseeing tour; Buckingham Palace, Big Ben, See the Houses of Parliament, Westminster Abbey, Tower Bridge, Hyde Park, See St. Paul's Cathedral*
- *Tate Museum of Modern Art visit*
- *Curry dinner*

Day 4 Royal London
- *Tower of London visit*
- *Hard Rock Cafe dinner*
- *Warner Bros. Harry Potter Studio tour*

Day 5 London--Paris
- *Eurostar Chunnel crossing*
- *Paris city walk; Île de la Cité, Notre Dame Cathedral visit, Île St. Louis, Latin Quarter visit*
- *Dinner in Latin Quarter*

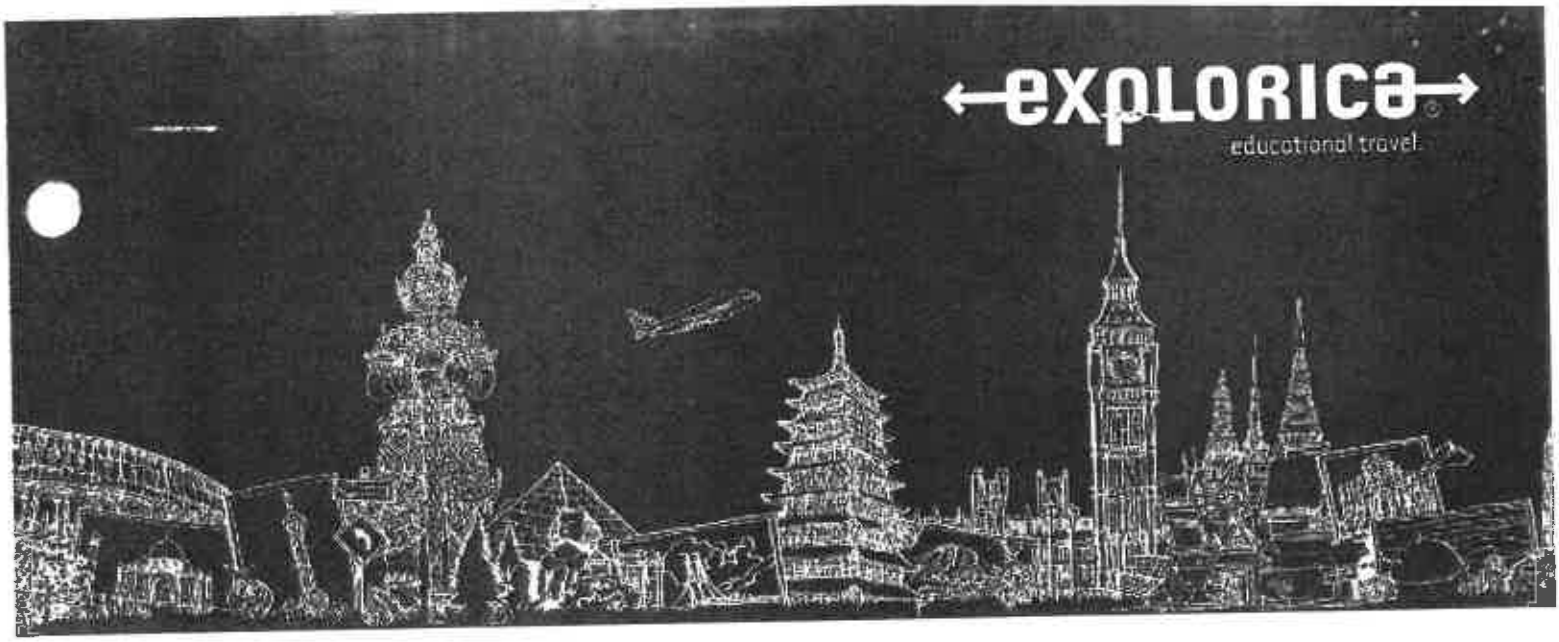
Day 6 Paris landmarks
- *Paris guided sightseeing tour; Arc de Triomphe, Champs-Élysées, Eiffel Tower, Champ de Mars, École Militaire, Les Invalides, Conciergerie, Tuileries Garden visit, Place Vendôme, Opera House*
- *Optional Versailles guided excursion $80; State Apartments, Hall of Mirrors, Gardens of Versailles*
- *Crêperie dinner*

Day 7 The Art of Paris
- *Louvre visit*
- *Montmartre tour director-led sightseeing*
- *Eiffel Tower ascent*
- *Seine River Cruise*

Day 8 End Tour

TOUR INVESTMENT:
Travelers under 23 years *$3,168.00**
Travelers 23 and above *$3,563.00**
Sign up by **12/20/18 and use voucher code **2020earlybird** to receive this discounted price!*

INCLUDED:
Round-trip airfare, on-tour tipping, all transportation, sightseeing tours and site visits, all hotels with private bathroom, breakfast and dinner daily, full-time multi-lingual tour director.



Supporting documents

This school board packet should be submitted with the following supporting documents:

- Official price quote
- Student application
- Student/parent agreement & release form
- Explorica's terms & conditions

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145 Tremont Street
Boston, MA 02111

591 Camino de la Reina, Ste. 1025
San Diego, CA 92108

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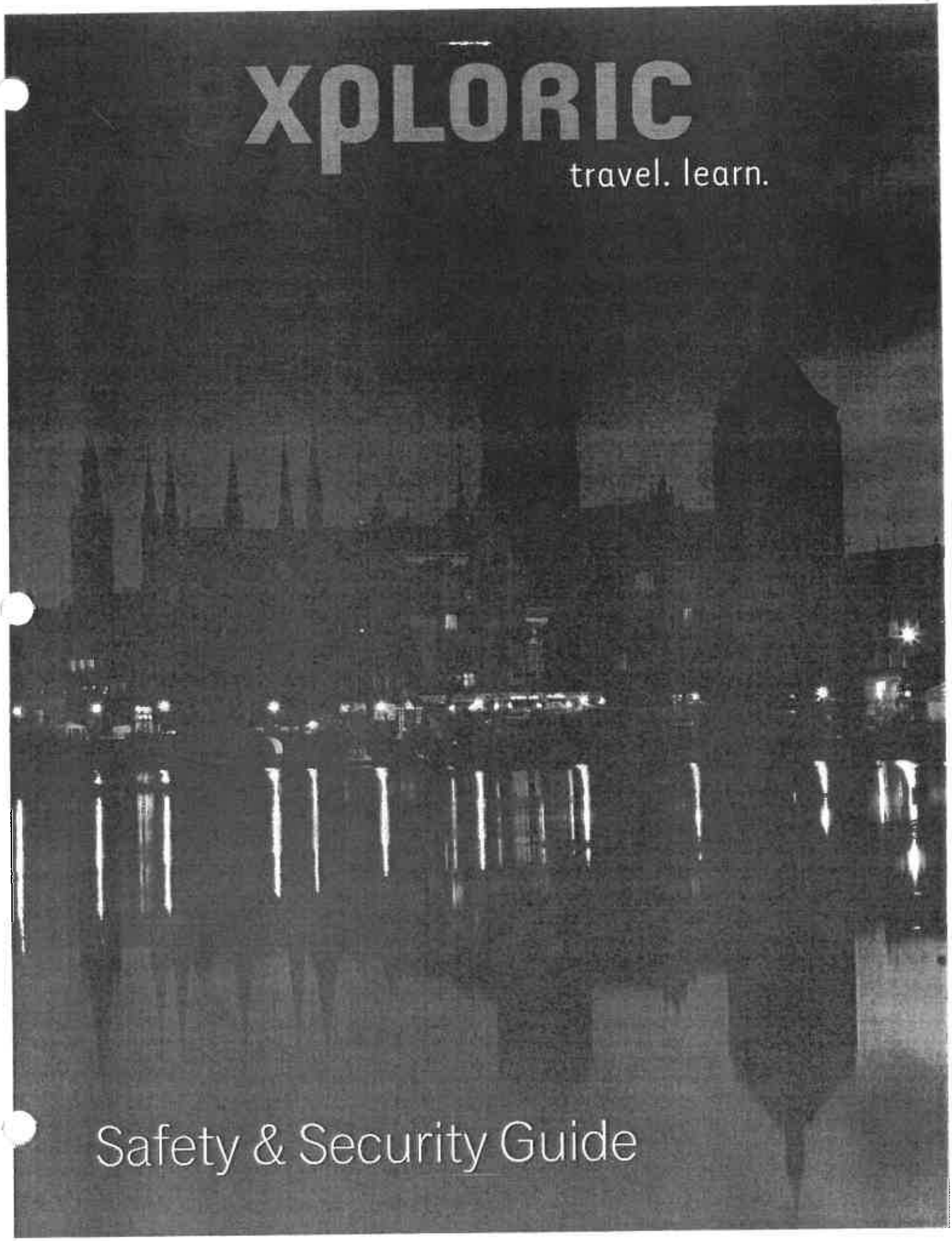
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Safety & Security Guide

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About Explorica

Founded in 2000, Explorica helps teachers create educational tours full of authentic, interactive learning experiences. We specialize in connecting teachers and students to new cultures, languages and people on educational tours across the globe. Explorica's combination of exclusive online tools and personalized service enables us to create tours uniquely suited to provide both the best value and the most customized tours in the industry.

Every Explorica tour includes flights or bus transportation, accommodations, on-tour transportation, most meals and an expert, full-time tour director dedicated to your group. And with our veteran program consultants, customer care representatives, and comprehensive, user-friendly website, we're always here to support you from the moment you contact us to the minute you shout *bon voyage!*

When it comes to safety, our record is flawless.

Rest assured that when you travel with Explorica, you're in good hands. With decades of combined experience in travel, we know exactly what precautions to take to keep students safe on tour. Protecting our travelers is our first priority, and we are committed to the task of training our staff in rigorous, safety-related procedures and holding our suppliers to the highest standards of quality and integrity. To do so, Explorica recruits talented staff and partners with reputable suppliers, working out every detail meticulously to exceed the expectations of our customers.

Please take some time to read through this guide and familiarize yourself with our company policies regarding safety and security. If you have any further questions or concerns, please call us at 1.888.310.7120.



Management team

Olle Olsson, *Founder & Chairman*
The visionary behind Explorica, Olle has nearly 40 years of experience in educational student travel. He has held a variety of roles in the industry, from program consultant to president of EF Educational Tours, an industry leader. He founded Explorica to combine the best of traditional student travel with top new technology, improving every aspect of your educational tour—from researching, planning and booking to actually taking the trip. Olle is currently on the USTOA Board of Directors and Chairman of the Board at Explorica.

Matt Wertz, *Chief Executive Officer*
Matt joined Explorica as an IT consultant in 2001, channeling his passion for Explorica's mission and eye for innovation to quickly rise through the ranks. Within a year, he signed on as the lead IT architect and manager, developing innovative technology solutions that would transform the entire educational travel industry. By 2006, he had become the Vice President of Technology. Due to his demonstration of leadership, innovative thinking and dedication, Matt was appointed Chief Executive Officer in 2012. As such, he continues to push Explorica to provide the most affordable, high-quality educational travel in the world.

Dan Kellerd, *Executive Vice President*
For over 20 years, Dan has covered every aspect of student travel for major North American and European student travel companies. Through roles in every facet of the industry, from resort management to tour directing throughout Europe, Dan has provided educational opportunities for over a million North American and European students and teachers. Dan uses his extensive industry knowledge to ensure that Explorica travelers get the best value and experience. Dan is currently an active member of the SYTA Board of Directors.

Richard Beekman, *VP of US Sales*
Rich joined Explorica in August of 2000 as one of our first Program Consultants, and has since enjoyed working with thousands of teachers and students. During his time at Explorica, Rich has held roles in Custom Tours, Product Development and Client Retention, and even helped to open Explorica's San Diego office. Rich has traveled on over 20 Explorica conventions and teacher trainings and is still actively managing clients he has had for over a decade, which gives him an in-depth understanding of what teachers are looking for in an educational travel partner.

Stephane Cosse, *VP of Operations*
Stephane has over 15 years of international experience in both consulting and airline operations. Prior to joining Explorica in 2002, he conducted process re-engineering and change management consulting for airline clients. At Explorica, he negotiates contracts, develops close working relationships with major suppliers, and supervises the management of operations for Explorica travelers.



Associations & partners

Associations

We're proud to be members in good standing with some of the top travel associations in the industry.

- United States Tour Operators Association (USTOA)
- Student Youth Travel Association (SYTA)
- National Tour Association (NTA)
- European Tour Operators Association (ETOA)
- The Better Business Bureau (BBB)
- International Air Transportation Association (IATA)
- World Youth Student & Educational Travel Confederation (WYSETC)
- British Educational Travel Association (BETA)
- Ontario Motor Coach Association (OMCA)

Partners

We work directly with the best suppliers in the business, communicating with them constantly to ensure that the accommodations, activities, transportation and meals for our student groups are second to none. We collaborate with United Airlines, Marriott, Hard Rock Cafe and more to bring you the highest quality meals, transportation and accommodations available.



Your Explorica tour

We work with you every step of the way to ensure every aspect of your tour goes your way, from the preliminary planning process to your students' safe arrival home. That's why our dedicated staff works around the clock, so that you can get back to doing what you do best: changing lives one student at a time.

Tour directors

With Explorica, you never work alone. Our professional tour directors provide 24/7 Explorica support for your group on tour, accompanying you every step of the way from arrival to departure. We perform detailed background checks on all our tour directors, who are fully trained in safety procedures and fluent in your destinations' languages.

Requirements for all Explorica tour directors:

- Regular criminal background checks
- Valid first aid certification
- Intensive annual trainings in safety & security
- References before hire

Tour director responsibilities:

- Advise students on safety practices, such as keeping hotel doors locked, securing valuables, locating emergency exits, and implementing the "buddy" system
- Liaise effectively with Explorica's operations and emergency departments

Tour director department support from Explorica:

- Designate a child protection officer to ensure the safety of all minors on tour
- Organize annual tour director conferences to communicate safety & security updates
- Organize on-tour support visits, sending senior tour directors to assist for quality control and emergency assistance purposes

Ground transportation

Explorica's emergency and land departments are available 24/7 and routinely deal with transportation issues. Itineraries can be rescheduled accordingly to make up for any missed activities where possible.

Public transportation

When traveling via public transit, students are organized into sub-groups with chaperones. Our 6:1 student-to-chaperone ratio supports safety when traveling in this fashion. Every group travels with a tour director familiar with cities visited and corresponding public transit systems.

Rail transportation

We only work with the best trains in Europe with the highest safety ratings, including Eurostar, AVE, TGV, and a number of other international rail transit lines.

Coach safety features and equipment

- All our motor coaches are equipped with standard safety features to protect passengers.
- Seat belts (when present in the coach) are present for the comfort and safety of passengers. Wearing them is compulsory in most European countries.
- Fire extinguishers are usually located at the front of the vehicle.
- Emergency exits include instructions for use in an emergency. Most coaches also have roof hatches that can be used as emergency exits.
- First aid kits are often located in the overhead compartment above the first row of seats. They should be in a container clearly marked with the Red Cross symbol.
- Adhere strictly to current driving hours legislation

Flights

Airline partners

We only work with the most reliable airlines to ensure that all of our tours arrive on time and safe in their destination. Our airline partners include most major airlines, such as Alitalia, KLM, Air France, American Airlines, British Airways, JetBlue, Lufthansa, Iberia, Virgin Atlantic and Delta Airlines.

Flight delays and cancellations

Explorica's emergency department is available 24/7. The Explorica Travel Protection Plan also provides generous coverage for any additional costs incurred due to delays and cancellations. Itineraries are often rescheduled accordingly to make up for any missed activities.

Activities

Water safety (swimming, kayaking, boating, canoeing, etc.)
Life jackets are provided for all water-based activities by the activity provider. Groups do not visit beaches without lifeguards.

Adventure activities
For adventure activities such as zip-lining, snorkeling, hiking, circus school or others, proper safety equipment (helmets, belays, snorkels, etc.) is required for all participants. The activity provider may require participants, or chaperones in the case of minors, to sign a waiver or release agreement. Participants are not required by Explorica to participate in this or in any activity, and may choose not to do so. Tour directors should advise their group leaders that if they have any students who are afraid of heights, water or uncomfortable doing an activity, then non-participation may be the best option.

Meals and accommodations

Food safety
All restaurants are inspected by Explorica staff and must pass safety inspection. All food allergies and requests are noted by the tour director and group leader, and all restaurants are notified of allergies in advance.

Hotel safety
All hotels are inspected by Explorica staff and must pass safety inspection. All hotels provided have security staff, and additional security or specific floor supervision can be provided upon request. Nighttime security is included in all our domestic tour packages. Teachers, chaperones and students will be placed on the same floors to ensure additional supervision when possible.



Communication on tour

We promise to keep our student travelers as safe as possible, but we understand that most parents want to check in for themselves. To ensure that student travelers can contact their families as much as possible, we make sure that there are a number of communication options available. This way students can share their adventures with those at home, and parents can personally verify that their children are safe and secure while on tour.

Emergency assistance

We believe it's important to be prepared for any emergencies that might arise while traveling. With Explorica's worldwide network, internationally located offices, and 24/7 emergency support, we can help you with any problem, at any time, in any country. If a problem or emergency occurs on your tour, we will respond swiftly and appropriately to minimize any disruption to your trip.

Explorica Customer Care

Our dedicated 24-hour emergency contact line is always staffed and ready to provide rapid response. If you have an emergency any time during your tour, please call 1.617.210.6194.

Worldwide network

While on tour, our international network of offices enables us to react immediately to any situation requiring immediate on-site assistance

Tour Diaries

Our exclusive online Tour Diaries enable parents to check in on their students' daily activities while on tour, without interrupting any of their adventures. Our tour directors publish photos and journal entries at the end of each day on tour, so that families at home can keep tabs of their travelers from across the country or across the world.

Calling home

While travelers should be careful about flaunting expensive smartphones, it can be a great safety asset to have a working phone while traveling. On international tours, consider using a prepaid international calling card or international cell phone to keep in touch with your group and your family at home. We recommend purchasing international calling cards in destination countries, as locally bought cards are the most effective.



Travel protection

Protect yourself, your belongings and your tour investment with the best insurance in educational travel. We suggest all travelers purchase one of our two travel protection plans, so they are covered for lost bags, misplaced tickets or passports, or illness during the tour.

Through Trip Mate, our third-party travel protection plan provider, four out of five Explorica travelers protect their tours with our travel protection plans. Explorica offers two great plans that help protect your educational travel investment.

Explorica Travel Protection Plan

Our standard protection plan covers you for the following events:

- A traveler's injury, sickness, or death of an immediate family member
- Theft of passport or visas
- Loss of luggage and personal effects
- Trip cancellation or trip interruption due to covered reasons such as a covered sickness, injury or death
- Trip cancellation or trip interruption due to terrorist acts, as defined.

Explorica Travel Protection Plan PLUS

For everything else, there's our Travel Protection Plan PLUS, which includes our exclusive Cancel For Any Reason waiver benefit in addition to our standard insurance. This means that no matter *what* your reason, if you cancel your trip at least 30 days prior to departure, you will be reimbursed for 75% of cancellation fees in *cash*, an option not available anywhere else.



The Explorica safety plan

Explorica's approach to safety and security is to be prepared. We always plan not to have a crisis, but we prepare for everything just in case. Explorica has a very comprehensive internal response plan (including a major incident response plan) regarding the many emergency situations that may occur while on tour. The following major incidents are considered in Explorica's plan:

- Flight, bus, train, cruise or ferry accident
- Fire
- Terrorism
- Natural disasters
- Injury or death of a tour participant
- Overnight hospitalization
- Criminal charges
- Lost student or adult
- Allegations by participants
- Pandemics

All levels of the company are involved in order to resolve any situation. This includes the direct involvement of the tour director, their communications to the tour director supervisors, the Emergency Department, the Operations Department and our Customer Care Department. There is a corresponding priority and escalation process, with senior executive involvement only a mobile phone call away, 24 hours per day.



Emergency management

Tour directors are trained on how to address emergency situations at the onset of every travel season. Explorica provides an emergency phone number to all participants, parents, chaperones, tour directors and anyone else associated with the trip. Explorica's emergency and operations staff conduct drills and trainings on an annual basis, to test all processes and procedures.

Minor incidents

Tour directors report any minor accident to our operations team at the onset of the incident. Depending on the situation, appropriate personnel are informed via an internal communication system, which alerts multiple departments of minor accidents, allowing them to work quickly and efficiently to resolve the issue. Incidents are not resolved until labeled as closed in the system.

Major incidents

Similar to a minor accident, all information regarding a major accident is reported via our internal communication system. In a major accident situation, our safety & security officer is contacted immediately to ensure the situation is communicated accordingly to all parties. Tour directors and ground representatives work with the group leader to ensure all parties are safe and taken care of for the remainder of the tour. We will contact the insurance provider when necessary.

Extreme weather or natural disasters

In the case of extreme weather or natural disasters, the tour director will report the situation via our internal communication system and notify our safety & security officer. Arrangements will be made to ensure the safety and satisfaction of the students on tour.

Allergies

Explorica advises the tour director and all relevant suppliers of allergies provided by the traveler online or by the group leader by completed allergy forms. The tour director will work with chaperones to ensure students' safety.

Prevention and action plan for missing students

Head counts are performed at each meeting point on tour, and each time the group boards a bus or other form of transportation. All students receive the hotel's name, address and phone numbers. In the event of a missing student, our emergency procedures would be activated and all parties on location would support efforts in finding the student. Teachers are also accountable for assisting in these efforts.

Lost or stolen passports

In the event of a lost or stolen passport, your group's tour director and the Explorica operations team will assist you in the proper procedures for obtaining a new one. Explorica is not liable for lost or stolen passports. For coverage in such an event, please purchase one of our travel protection plans.

Proactive security steps

Explorica's Safety & Security Guide is available to all group leaders before their tour, and we have emergency contingency plans in place on all travel programs. To ensure the highest level of safety for our travelers in every scenario:

- We have a global presence with over 45 offices around the world to monitor situations and assist in the event that safety issues arise.
- Our VP of Risk Management, supported by our 24/7 team of dedicated risk management professionals, continually assesses all travel destinations and situations.
- We partner with iJet, a leading worldwide security and risk management organization, for additional assistance in evaluating global conditions, and we actively monitor any security issues with them.
- Our tour directors live and work in the cities our students visit and are available at all times to support their groups. We are in regular contact with all of our staff on the ground to provide up-to-date information on local conditions.

If a terror event or natural disaster occurs in your city during travel (if group is together without the tour director):

- The tour director and group leader should determine whether to shelter in place, to return to the hotel, or to move to a safer location.

If a terror event or natural disaster occurs in your city during travel (if group is together with the tour director):

- If you are at a location/activity determine whether it is best to shelter in place, return to the hotel, or move to a safer location.
- If you are at a restaurant/other public location, you can consult with locals for their recommendations.
- Contact Explorica as soon as practical (as well as your school). Use the 24/7 number listed below.

If a terror event or natural disaster event occurs in your city during travel (if during free time):

- During free time, it is likely your group will be fragmented and in multiple locations. Your top priority as group leader is to determine the safety of your students.
- All group participants (students, chaperones) must understand that if there is an incident in the city at time of travel, they must either immediately return to the hotel for headcount, or contact you indicating they are safe but unable to safely return to the hotel at the time.
- You may choose to share a secondary meeting location if your hotel is unsafe for return.
- If participants assess that it is not safe for them to return to the hotel, they can shelter in place. They should then reach out to you via phone/text, email, or through social media posts. Students without phones may need to borrow one from local residents.
- Contact Explorica as soon as practical (as well as your school). Use the 24/7 number listed below.

How to reach Explorica in an emergency:

- Phone **+1.617.210.6194** (24/7 Emergency Contact Line)
- Please program the above number and your school's number into your phone prior to travel.

Explorica disclaimer: The purpose of this document is to serve as a preparatory guide for group leaders and Explorica team in-country in the event of a terror incident/natural disaster in the city in which a group is traveling. This document is not intended for distribution to students. It is based on the best knowledge and recommendations of the Explorica Risk Management team. Note that situations on the ground may dictate a different course of action, and participants should use their judgment about the safest course of action in an emergency.



Liability

We understand that many school officials are concerned about allowing their students to travel, but we assure you that safety is Explorica's number one priority. We have taken all precautions to protect students and other tour participants, and we have policies in place to protect the school, school board, teachers and participants involved with our tours.

Explorica has an exceptional safety record, but in the unlikely event of injuries or damages resulting from our negligence, we have a $50 million liability policy with Zurich Insurance Group that protects third parties such as the school and school board. For additional information on our liability insurance, or to receive proof of coverage, please contact your Explorica program consultant or call 1.888.310.7120.



Explorica's Code of Conduct

Educate yourself about the culture you're visiting. Before you jet off across the world, do a little research. How do they dress? What do they eat? How do they say "hello"? This will help you adjust to the new environment and keep you from looking like a tourist.

X marks the spot. Be where you need to be when you need to be there. Always come prepared with local maps, essential phone numbers, and a watch, so it's easy for you to get to designated meeting spots on time. Scheduled activities are mandatory. If you need to be excused from an activity for any reason, please ask your group leader for permission in advance.

Pay attention to your surroundings. In a new environment, there's a lot to take in, but you need to stay alert. Be mindful of your safety and belongings at all times, so that you can avoid any mishaps while traveling.

Listen to your group leader and tour director. Your group leader is responsible for your safety, and your Explorica tour director is an expert in every aspect of your destination. It is important that you listen to them and do what they say at all times. This means getting places on time, respecting curfew, and following all rules in place, so everyone can have a fun and safe experience.

Organize your free time responsibly. Throughout your trip you'll have periods of free time. During this time, you should always be with a small group, and never stray too far from your meeting place. Be sure to wear a watch, carry a map, and allot plenty of time to get to your meeting place early, so the rest of your group doesn't have to wait.

Respect the people and the culture. When you travel, think of yourself as a guest in someone else's home. Even if foods, clothes, or behaviors seem strange to you, be understanding and accepting of the culture.

Illegal activities will not be tolerated. The laws abroad may be very different from the laws back home, but no matter how strange they may seem to you, follow them! If not, you are subject to the legal consequences and immediate dismissal from the tour.

Consumption of hard alcohol will not be tolerated. We do not permit excessive drinking on our tours. The allowance of a glass of wine or beer at meals is up to the discretion of your group leader if you are over 18 and of legal drinking age in the country you are visiting.

Offer help and support to your peers, group leader and tour director. You're all in this together! Whether a friend needs a hand lifting a suitcase, your group leader needs to get everyone quiet to call roll, or your tour director needs help learning someone's name, lend a helping hand to whoever needs it.

Damages are your own personal responsibility. If you break it, you buy it. If you damage anything in your hotel or bus or incur any additional fees (e.g. phone calls, room service, etc.), you will be held responsible and required to pay for it. If you notice any damage upon arrival, notify your tour director immediately.

Experience the world and have fun! These rules are in place to keep your entire group safe, healthy, and happy on tour. Now it's your job to get out there and enjoy the experience of a lifetime. *Bon voyage!*



Contact information

Emergency information
Explorica emergency line: +1.617.210.6194

General information
Teachers or group leaders 1.888.310.7120

Participants & parents 1.888.310.7121

Trip Mate insurance:
U.S. & Canada 1.800.888 7292

Outside U.S. & Canada +1.603.894.4710

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 15, 2019

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

ATTACHMENTS: Budget Assumptions 2019 – 2020

SUBJECT: Budget Assumptions in Preparation for Developing the FY 2019 – 2020 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 estimated 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 2019 – 2020.

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

Agenda Item # 9b.

Budget Assumptions for 2019-2020

1. **Enrollment:** Each year the Windsor School District commissions the New England School Development Council (NESDEC) to conduct an enrollment projection study. NESDEC uses the cohort survival technique as well as current town-specific information in preparing Windsor's enrollment forecasts.

   District Wide enrollment has had a steady increase over the past few years. In 15/16 and 16/17, enrollment remained stable. The NESDEC projected enrollment for 17/18 and 18/19 showed a decrease of 36 students over 16/17 and then another decrease of 19 students over 17/18. Contrary to the study results, 17/18 enrollment increased to 3,238 and the final October 1st 2018 results have enrollment at 3,269 for 18/19. ***This is an increase of 83 students over the past two years***. The projected enrollment for 19/20 shows a continued increase.

2. **Staffing & Programs:** Based on the likelihood of a lean 19/20 budget, any requests for additional staffing will be highly scrutinized and may not survive the budget process. Decisions around staffing and program redesign will be driven by their potential impact on raising student achievement while honoring the commitment to be fiscally responsible.

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

4. **State & Federal Funding/Grants:** ECS & Excess Cost Funding for Windsor is expected to remain stable for 19/20. Changes at the state level change daily. The entitlement grants (Title and IDEA) have held flat. We're hopeful that those grants will not be cut in 19/20.

5. **ECS Alliance Grant:** Funding reliability of the Alliance Grant has varied over the past 6 years. 18/19 is year 6 of the grant. Funding for 19/20 is highly likely to remain consistent with 18/19.

6. **Energy:** All schools are now operating with natural gas and by Spring 2019, 5 of our 6 schools will have completed a total school LED upgraded. The energy efficiency upgrades that have been made, have allowed the district to lower energy costs over the past few years. Locking in a rate sooner rather than later is important in order to remain flat funded in this budget line item. Cost-saving measures within the facility and operations area are a must.

7. **Facilities:** All capital needs are presented to George Greco, Facilities Director. State and federal compliance issues must be addressed. The need to properly maintain our buildings is also a priority and we anticipate a request for increased major maintenance funding.

8. **Transportation:** The contractual increase for Dattco Transportation is 3.9% or $183,515 for 19/20. The % increase is due to lower % increases in prior years. Special education transportation for 19/20 is estimated to increase by $83,500 (4.3%) for 19/20. This increase is due to an increase of individualized transportation based on student needs.

9. **Diesel Fuel**: Diesel fuel has been at a low the past two years. We do not anticipate that moving forward. The lock in price in 17/18 was $1.81/gallon and in 18/19 it is $2.05. The projected rate for 19/20 is $2.50/gallon which is consistent with that Town of Windsor's projection. This is an increase of $42,182. This will be monitored in the coming months by the Town.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 15, 2019

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

Attachments: Draft 2019-2020 School Calendar

Subject: Proposed 2019-2020 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 2019-2020 is being recommended. The teacher work year would begin on August 26th with opening day. The student school year would begin on September 3rd. The last day of school would be tentatively scheduled for June 12th and would include 8 potential snow days. There would be no February vacation. There would be an April vacation, which would be the same week as CREC region schools.

The calendar includes 187 teacher work days and 181 instructional days. The calendar also includes 6 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 2019-2020 school calendar for a 2nd Reading.

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

Agenda Item # 9c.

WINDSOR PUBLIC SCHOOLS

School Calendar • 2019–2020

August 2019 – 0 days

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	(26)	(27)	(28)	(29)	(30)	31

September 2019 – 20 days

S	M	T	W	TH	F	S
1	■ 2	☆ 3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	(24)	25	26	27	28
29	30					

October 2019 – 22 days

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	■ 14	15	16	17w	18	19
20	21	⬠ 22	23	24	25	26
27	28	29	30	31		

November 2019 – 17 days

S	M	T	W	TH	F	S
					1	2
3	4	⬠ 5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	□ 27	■ 28	■ 29	30

December 2019 – 15 days

S	M	T	W	TH	F	S
1	2	3	4 *	5 *	6 *	7
8	9	10	11	12	13	14
15	16	17s	18s	19s	20	21
22	□ 23	■ 24	■ 25	□ 26	□ 27	28
29	□ 30	□ 31				

January 2020 – 21 days

S	M	T	W	TH	F	S
			■ 1	2	3	4
5	6	7	8	9	10	11
12	13	⬠ 14	15	16	17	18
19	■ 20	21 ⚡	22 ⚡	23 ⚡	24 ⚡	25
26	27	28	29	30	31	

February 2020 – 18 days

S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	⬠ 11	12	13	14	15
16	■ 17	□ 18	19	20	21	22
23	24	25	26	27	28	29

March 2020 – 22 days

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12w	13	14
15	16	17	18*	19*	20*	21
22	23	24	25 s	26	27	28
29	30	⬠ 31				

April 2020 – 16 days

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	■ 10	11
12	□ 13	□ 14	□ 15	□ 16	□ 17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020 – 20 days

S	M	T	W	TH	F	S
					1	2
3	4	⬠ 5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	■ 25	26	27	28	29	30
31						

June 2020 – 10 days

S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	8 ⚡	9 ⚡	10 ⚡	11 ⚡	☆ 12	13
14	15	16	17	18	19	20
21	22	23	24◆	25	26	27
28	29	30				

Important Dates

Aug. 19-23	New Teacher Orientation Week
Aug. 26	Opening Day for Staff
Aug. 27-29	Teacher Professional Days
Aug. 30	Teacher Work Day
Sept. 2	Labor Day, All Schools and Offices Closed
Sept. 3	First Day of School for Students
Oct. 14	Columbus Day, All Schools and Offices Closed
Nov. 5	Election Day, No school. Teacher Professional Day
Nov. 27-29	Thanksgiving Break
Dec. 23-Jan. 1	Winter Break
Jan. 20	Martin Luther King, Jr. Day
Feb. 17-18	Presidents' Day Break
April 10	Good Friday
April 13-17	Spring Break
May 25	Memorial Day
June 12	Tentative Last Day of School

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	8:40a-11:35a	8:40a-10:50a	No AM PreK
PreK PM	12:30p-3:25p	11:25a-1:30p	12:30p-3:25p

Key and Calendar Adjustments

- ☆ First or Last Day of School
- ■ All Schools and Offices Closed
- ⬠ Early Dismissal - All Students
- □ No School for students or teachers. Offices open.
- ○ No school for students. Teacher Professional Day
- * PK-5 Parent Conferences, Early Dismissal for Pk-5
- s Sage Park Parent Conferences, Early Dismissal for Middle School
- w Windsor High Parent Conferences, Early Dismissal for High School
- ⚡ High School Exams, Early Dismissal for High School
- ◆ Potential Last Day of School due to cancellations

School Delay and Closing Information
www.windsorct.org
860-687-2000, 1180
Local radio and television stations

- Calendar allots for eight (8) snow days beginning June 15. If more are needed, they will be deducted from the Spring Break commencing Monday, April 13.
- High School graduation date to be determined in April by Board of Education.

DRAFT 1/9/19

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 15, 2019

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

Attachments:
1. Revised AR 4120.5 Concussion Management and Training for Athletic Coaches
2. New AR 5141.32 Procedures for Concussion Management – Return to Learn
3. Revised P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973
4. Revised P 5142.2 Restraint and Seclusion of Persons at Risk (new AR)
5. Revised P 1110.1 Parent Involvement
6. New P 3520.13 Data-Based Information and Management Systems

Subject: Policy Adoption, 1st Reading

BACKGROUND:

The Board of Education Policy Committee reviewed the following policies at their meeting on January 10, 2019 and are bringing them to the full Board as a 1st reading.

STATUS:

1. AR 4120.5 Concussion Management and Training for Athletic Coaches is being revised to update legal references as well as current district practices.
2. AR 5141.32 Procedures for Concussion Management – Return to Learn is a newly created regulation which will align with the district's current best practice protocols concerning concussion management.
3. P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973 is being revised to include updated definitions of several terms based on new federal regulations.
4. P 5142.2 Restraint and Seclusion of Persons at Risk is being revised in accordance with Section 4 of PA 18-51, revising the definitions of "physical restraint" and "seclusion" adding a definition of "exclusionary time out". This policy will now have a corresponding regulation.
5. P 1110.1 Parent Involvement has been revised based on current district practices.
6. P 3520.13 Data-Based Information and Management Systems is a new policy which is in alignment with PA 16-198: An Act Concerning Student Privacy. Boards of Education are now required to enter into a written contract with a contractor any time it shares or provides access to student information, student records, or student-generated content.

RECOMMENDATION:

Move to approve the revisions made to P 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973, P 5142.2 Restraint and Seclusion of Persons at Risk, P 1110.1 Parent Involvement and new P 3520.13 Data-Based Information and Management Systems as a 1st reading.

Recommended by the Superintendent:

Agenda Item # 9d.

PROCEDURES FOR CONCUSSION MANAGEMENT – RETURN TO PLAY ~~AND TRAINING FOR ATHLETIC COACHES~~

For purposes of these administrative regulations concerning training regarding concussions and head injuries, the term "coach" means any person who holds or is issued a coaching permit by the Connecticut State Department of Education and who is hired by the Windsor Board of Education to coach intramural or interscholastic athletics.

Mandatory Training Concerning Concussions

1. Any coach of intramural or interscholastic athletics, who holds or is issued a coaching permit, must, before commencing his/her coaching assignment for the season, complete an initial training course concerning concussions, which are a type of brain injury. This training course must be approved by the State Department of Education.

2. Coaches must provide proof of initial course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.

3. One year after receiving an initial training, and every year thereafter, coaches must review current and relevant information regarding concussions prior to commencing their coaching assignments for the season. This current and relevant information shall be that approved by the State Department of Education. Coaches need not review this information in the year they are required to take a refresher course, as discussed below.

4. Coaches must complete a refresher course concerning concussions and head injuries not later than five (5) years after receiving their initial training course, and once every five (5) years thereafter. Coaches must provide proof of refresher course completion to the Athletic Director or his/her designee prior to commencing their coaching assignments for the season in which they coach.

5. The Board shall consider a coach as having successfully completed the initial training course regarding concussions and head injuries if such coach completes a course that is offered by the governing authority for intramural and interscholastic athletics and is substantially similar, as determined by the Department of Education, to the training course required by subsection 1 of these administrative regulations, provided such substantially similar course is completed on or after January 1, 2010, but prior to the date the State Board of Education approves the training course discussed in subsection 1 of these administrative regulations.

Concussion Management

1. Any coach of any intramural or interscholastic athletics shall immediately remove a student athlete from participating in any intramural or interscholastic athletic activity who:

a. is observed to exhibit signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body; or

b. is diagnosed with a concussion, regardless of when such concussion may have occurred.

2. Upon removal from participation, a school principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach shall notify the student athlete's parent or legal guardian that the student athlete has exhibited such, signs, symptoms or behaviors consistent with a concussion or has been diagnosed with a concussion. Such principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach shall provide such notification not later than twenty-four (24) hours after such removal and shall make a reasonable effort to provide such notification immediately after such removal.

3. The coach shall not permit such student athlete to participate in any supervised team activities involving physical exertion, including, but not limited to, practices, games or competitions, until such student athlete receives written clearance to participate in such supervised team activities involving physical exertion from a licensed health care professional trained in the evaluation and management of concussions.

4. Following receipt of clearance, the coach shall not permit such student athlete to participate in any full, unrestricted supervised team activities without limitations on contact or physical exertion, including, but not limited to, practices, games or competitions, until such student athlete:

a. no longer exhibits signs, symptoms or behaviors consistent with a concussion at rest or with exertion; and

b. receives written clearance to participate in such full, unrestricted supervised team activities from a licensed health care professional trained in the evaluation and management of concussions.

5. The Board shall prohibit a student athlete from participating in any intramural or interscholastic athletic activity unless the student athlete, and a parent or guardian of such athlete receives training regarding the concussion education plan developed or approved by the State Board of Education by:

a. reading written materials;

b. viewing online training videos; or

c. attending in-person training regarding the concussion education plan developed or approved by the State Board of Education.

6. The Board shall annually provide each participating student athlete's parent or legal guardian with a copy of an informed consent form approved by the State Board of Education and obtain the parent or guardian's signature, attesting to the fact that such parent or guardian has received a copy of such form and authorizes the student athlete to participate in the athletic activity.

Reporting Requirements

1. The school principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, or coach who informs a student athlete's parent or guardian of the possible occurrence of a concussion shall also report such incident to the nurse supervisor, or designee.

2. The nurse supervisor, or designee, shall follow-up on the incident with the student and/or the student's parent or guardian and maintain a record of all incidents of diagnosed concussions. Such record shall include, if know:

   a. The nature and extent of the concussion; and

   b. The circumstances in which the student sustained the concussion.

3. The nurse supervisor, or designee, shall annually provide such record to the State Board of Education.

Miscellaneous

1. For purposes of these administrative regulations, "licensed health care professional" means a physician licensed pursuant to Chapter 370 of the Connecticut General Statutes, a physician assistant licensed pursuant to Chapter 370 of the Connecticut General Statutes, an advanced practice registered nurse licensed pursuant to Chapter 378 of the Connecticut General Statutes, or an athletic trainer licensed pursuant to Chapter 375a of the Connecticut General Statutes.

2. Should a coach fail to adhere to the requirements of these administrative regulations, the coach may be subject to discipline up to and including termination, as well as permit revocation by the State Board of Education.

Legal References

Conn. Gen. Stat. § 10-149b. Training courses for coaches re concussions and head injuries.

Conn. Gen. Stat. § 10-149c. Student athletes and concussions. Removal from athletic activities.

Public Act 14-66, "An Act Concerning Youth Athletics And Concussions"

Administrative Regulation approved: November 30, 2015

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

Windsor Public Schools
Windsor, CT

PROCEDURES FOR CONCUSSION MANAGEMENT – RETURN TO LEARN

Purpose

1. To educate members of the school district and community regarding potential effects and complications of concussion, especially Second Impact Syndrome (potential for a second concussion within a 12 month period);
2. To promote early recognition of concussion in students and referral for medical assessment should a head injury occur in school;
3. To facilitate collaboration between school staff, students' physicians, and families; and
4. To ensure safe and consistent management of students who have sustained a concussion.

Concussion Management: Medical

1. Staff will immediately: (1) exclude from physical education and recess activities, as well as intramural sports, any student who sustains trauma to the head and/or symptoms of a concussion and (2) refer the student to the school nurse for assessment. If the trauma occurs after regular school hours, the coach or athletic trainer will notify the school nurse about the injury as soon thereafter as possible.

2. School staff members will notify the school nurse as soon as they become aware of a student who has sustained a head injury or concussion outside of school.

3. The school nurse will: obtain injury details; assess the student, utilize the SCAT II tool if indicated by a medical professional; notify the parent/guardian and provide the Acute Concussion Care Plan to take to his/her physician; refer for medical evaluation, as indicated; and exclude from further physical education, intramurals, interscholastic sports and recess any student who has sustained a head injury and is suspected of having a concussion until such time as the student is medically cleared to return to such activities.

4. The school nurse will return students to contact activities only with the written medical authorization of the student's physician verifying that it is safe for the student to return to full participation in physical education, intramural or interscholastic sports and recess activities.

5. The school nurse will consult with the student's counselor and administrator before processing a physician's authorization for return to all physical education, recess and intramural or interscholastic activities to ensure consistency between academic and athletic management of the student's follow up care.

6. If the school nurse questions whether it is safe for a student to return to participation in contact activities according to the medical authorization, the school nurse will consult with the nursing supervisor and school medical advisor, as appropriate, and action will be taken accordingly.

7. Staff will never, under any circumstance, override the decision of the school nurse regarding a student's participation in high risk activities during school, sports, or school related events.

Concussion Management: Educational (Pre-K through 12th grade)

1. Assessment results and recommendations for participation in educational and physical activities in school, including classes, related academic work, physical education, recess, extracurricular activities, and intramural or interscholastic sports will be provided to the school nurse by the family and/or student's physician.

2. Authorization for exchange of information will be provided to parents/guardians for signature when needed.

3. Physician notes requesting academic adjustments of any type related to the diagnosis of concussion will be shared with the school academic team which will review the adjustments and implement reasonable short term accommodations.

4. When a student requires educational adjustments beyond three weeks, the school nurse will advise the parents of the possibility of the school district's request for an assessment by a qualified neurologist or concussion specialist.

5. When the student is requiring educational adjustments beyond three weeks as determined by recommendations from the student's physician after a follow –up appointment and receipt of recommendations, a team meeting with the academic team will be convened to develop an Individual Health Care Plan (IHCP) to address appropriate health services/educational supports and accommodations and to review the 'return to learn' process.

6. As appropriate, the school nurse will obtain data from the academic team and report follow-up data including school attendance, academic performance and symptom assessment to the physician prior to the medical evaluation.

7. When a student is receiving adjustments beyond three weeks, medical updates including updated accommodations will be required at least monthly for review by the team.

8. Once a student has been medically cleared to return to sports, and other high risk activities the individualized health care plan and academic adjustments related to concussion will be terminated.

9. Only after a student has been cleared to fully participate in academics can the student be cleared to return to interscholastic and intramural sports. Accommodations may remain in place as necessary.

10. In the event that a student is unable to attend school and requirements for Home Bound instruction are met, procedures for initiating Home Bound instruction will be initiated.

11. In the event that a student's concussion symptoms are continuing over an extended period of time and a student is referred for consideration of a disability under Section 504, the Section 504 team will meet to determine if concussion-related accommodations are appropriate.

12. The Nursing Supervisor, School Medical Advisor and Director of Pupil and Special Education Services will be consulted by the school team as appropriate throughout the above process.

Regulation approved:

Acute Concussion Care Plan – Must be completed by student's physician

Student Name _____ **Birth Date** _____ **Today's Date**_____

Date of Injury _____ **Expected Date of Return to School** _____

Current Symptoms:

- ☐ Headache
- ☐ "Pressure in head"
- ☐ Neck Pain
- ☐ Nausea or vomiting
- ☐ Dizziness /Balance problems
- ☐ Blurred vision
- ☐ Noise sensitivity
- ☐ Light sensitivity
- ☐ Feeling mentally foggy
- ☐ Sleeping more less
- ☐ Difficulty concentrating
- ☐ Difficulty remembering
- ☐ Fatigue or low energy
- ☐ Irritability
- ☐ Sadness/emotionality
- ☐ Confusion

Suggested Academic Adjustments:

The above student will benefit from the following short term academic supports for proper concussion management in school (checked items apply):

- ☐ No school for _____ days
- ☐ No school until re-evaluated on _____
- ☐ No recess
- ☐ No Music/Band class
- ☐ No Computer
- ☐ Shortened day or modified schedule, as indicated
- ☐ Homebound tutoring as tolerated
- ☐ Extra time to complete coursework, assignments, tests, No more than one test per day every other day
- ☐ No significant classroom testing or standardized testing
- ☐ Pre-printed material/notes, if available
- ☐ Schedule periodic rest breaks as needed in health office during day
- ☐ Allow student to go to health office if symptoms worsen during the day
- ☐ Allow school concussion team to gradually modify accommodations if student remains symptom free
- ☐ Other recommendations: _____

Physical Exertion Accommodations

The above student should adhere to the following recommendations regarding physical education (PE) and athletic participation (checked items apply):

- ☐ **May not return** to PE or sports/athletics until further notice
- ☐ **Aerobic, non-contact PE** as tolerated (walk, run, jog)
- ☐ **Is medically cleared** to participate in full PE
- ☐ **May gradually return to school sports/athletics (for student athletes)** under the supervision of athletic trainer and coach. Return to play as per return-to-play guidelines

These recommendations will be reviewed and updated on _____. ***(Academic accommodations beyond three weeks may require assessment by a neurologist or concussion specialist).***

Care Plan completed by _____ MD APRN PA

Signature

Printed Name _____ Telephone _____

Health Services – 3/2018 Adapted from: Center for Disease control and Prevention, USDHHS. Heads up: Brain Injury In Your Practice toolkit, Acute Concussion Evaluation (ACE) Care Plan.

Revised

Students **P 5145**

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

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

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

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

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

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

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

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

Legal References:

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

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

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

Policy adopted: April 9, 2013
Policy revised:

Windsor Public Schools
Windsor, CT

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

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

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

I. Definitions

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

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

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

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

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

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

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

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

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

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

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

F. The complaint should contain the following information:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Drug/Alcohol Violations

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

A. Submission of Complaint to Section 504/ADA Coordinator

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

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

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

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

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

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

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

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

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

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

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

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

B. Review by Superintendent of Schools

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

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

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

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

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

C. Mediation Procedures:

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

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

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

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

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

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

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

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

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

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

D. Impartial Hearing Procedures:

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

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

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

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

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

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

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

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

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

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

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

V. Complaints to Federal Agencies

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

Regulation approved:

Craig A. Cooke, Ph.D.
Schools
Superintendent

Windsor Public

Windsor, CT

Current

P 5145

Students

POLICY REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

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

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

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

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

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

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

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

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

Policy Adopted: April 9, 2013

Students

ADMINISTRATIVE REGULATIONS REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Windsor Board of Education Section 504 Grievance Procedures

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

I. Definitions

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

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

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

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

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

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

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

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

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

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

F. The complaint should contain the following information:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regulation approved: April 9, 2013

Current policy

P 5142.2

Students

RESTRAINT AND SECLUSION OF PERSONS AT RISK

The Board of Education seeks to foster a safe and positive learning environment for all students. In compliance with law, Board of Education employees will avoid the use of physical restraint or seclusion of students. However, physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual.

The following sets forth the procedures for compliance with the relevant Connecticut General Statutes and Regulations concerning the physical restraint and seclusion of persons at risk in the Windsor Public Schools. The Board of Education mandates compliance with this regulation at all times. Violations of this regulation by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220, or to supersede the justifiable use of reasonable physical force permitted under Connecticut General Statutes § 53a-18(6).

I. Definitions:

Provider: A person who provides direct care, education or supervision of a person at risk.

Assistant Provider or Assistant: A person assigned to provide, or who may be called upon in an emergency to provide, assistance or security to a provider.

Person at Risk: A child who meets the eligibility criteria for special education services under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 *et seq.* ("IDEA"), and who is receiving special education from the Board of Education, or a child who is being evaluated for eligibility for special education pursuant to statute and awaiting a determination.

Life Threatening Physical Restraint: Any physical restraint or hold of a person that restricts the flow of air into a person's lungs, whether by chest compression or any other means.

Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head. **The term does not include**: (A) Briefly holding a person in order to calm or comfort the person; (B) restraint involving the minimum contact necessary to safely escort a person from one area to another; (C) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (D) helmets or other protective gear used to protect a person from injuries due to a fall; or (E) helmets, mitts and similar devices used to prevent self injury when the device is part of an Individualized Education Program ("IEP").

Seclusion: The confinement of a person in a room, whether alone or with supervision by a provider or assistant, in a manner that prevents the person from leaving that room. Seclusion **does not include** any confinement of a person at risk in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension and time-out.

Behavior Intervention: Supports and other strategies developed by the planning and placement team ("PPT") to address the behavior of a person at risk that impedes the learning of the person at risk or the learning of others.

Licensed Health Care Provider: (1) A legally qualified practitioner of medicine; (2) an advanced practice registered nurse; (3) a registered nurse licensed pursuant to Chapter 378 of the Connecticut General Statutes; or (4) a physician assistant licensed pursuant to Chapter 370 of the Connecticut General Statutes.

II. Procedures for Physical Restraint of Persons at Risk

A. Life-Threatening Physical Restraint: No provider or assistant shall under any circumstance use a life-threatening physical restraint on a person at risk.

B. No provider or assistant shall use involuntary physical restraint on a person at risk EXCEPT as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others.

C. Physical restraint of a person at risk shall never be used as a disciplinary measure or as a convenience.

D. Providers and assistants must explore all less restrictive alternatives prior to using physical restraint for a person at risk.

E. Providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of physical restraint with a person at risk.

F. Monitoring

1. A provider or an assistant must continually monitor any person at risk who is physically restrained. The monitoring must be conducted by direct observation of the person at risk.

2. A provider or an assistant must regularly evaluate the person being restrained for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person being restrained.

III. Procedures for Seclusion of Persons at Risk

A. No provider or assistant shall use involuntary seclusion on a person at risk EXCEPT as follows:

1. as an emergency intervention to prevent immediate or imminent injury to the person at risk or to others; OR

2. as specifically provided for in the IEP of the person at risk, if other less restrictive, positive behavior interventions appropriate to the behavior exhibited by the person at risk have been implemented but were ineffective.

B. Seclusion as a Behavior Intervention in an IEP

1. Prior to including seclusion in the IEP of a person at risk, the PPT must review the results of a functional behavioral assessment and other information determined to be relevant by the PPT. If, based on this information, the PPT determines that the use of seclusion is an appropriate behavior intervention for the person at risk, the PPT shall include the assessment data and other relevant information in the IEP of the person at risk as the basis upon which a decision was made to include the use of seclusion as a behavior intervention. The use of seclusion in the IEP must be reviewed at least annually by the PPT. The PPT must include the following information in the IEP of the person at risk:

a. the location of seclusion for the person at risk, which may be multiple locations within a school building;

b. the maximum length of any period of seclusion, in accordance with Section III(D) of this regulation;

c. the number of times during a single day that the person at risk may be placed in seclusion;

d. the frequency of monitoring required for the person at risk while in seclusion;

e. the timeframe and manner of notification of each incident of seclusion, as determined by the PPT and the parents of the person at risk; and

f. any other relevant information agreed-to by the PPT taking into consideration the age, disability and behaviors of the person at risk that might subject the person at risk to the use of seclusion.

2. When seclusion is included in the IEP of a person at risk and is used as a behavior intervention strategy more than two times in any school quarter, the PPT must convene to review the use of seclusion as a behavior intervention. At this PPT meeting, the team may consider whether additional evaluations or assessments are necessary to address the behavior of the person at risk and may revise the IEP as appropriate.

3. Prior to including seclusion in an IEP of a person at risk, the PPT must inquire as to whether there are any known medical or psychological conditions that would be directly and adversely impacted by the use of seclusion as a behavior intervention. A person at risk may not be placed in seclusion if such person is known to have any medical or psychological condition that a licensed health care provider has indicated will be directly and adversely impacted by the use of seclusion. The PPT may request a medical or psychological evaluation of the child for purposes of determining whether there is a medical or psychological condition that will be directly and adversely impacted by the use of seclusion as a behavior intervention. Any written statement from a licensed health care professional in this regard shall be included in the special education file of the person at risk.

C. Seclusion of a person at risk shall never be used as a disciplinary measure or as a convenience.

D. Any period of seclusion (1) shall be limited to that time necessary to allow the person at risk to compose him or herself and return to the educational environment and (2) shall not exceed one hour. The use of seclusion may be continued with written authorization from the building principal or designee to prevent immediate or imminent injury to the person at risk or

to others. Where transportation of the person at risk is necessary, the written authorization to continue the use of seclusion is not required if immediate or imminent injury to the person at risk or to others is a concern.

E. Providers and assistants must explore all less restrictive alternatives prior to using seclusion for a person at risk, unless seclusion is being used pursuant to the IEP of the person at risk.

F. Any room used for seclusion must:

1. be of a size that is appropriate to the chronological and developmental age, size and behavior of the person at risk;

2. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;

3. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;

4. be free of any object that poses a danger to the person at risk who is being placed in the seclusion room;

5. have a door with a lock only if that lock is equipped with a device that automatically disengages the lock in case of an emergency.[1] Any latching or securing of the door, whether by mechanical means or by a provider or assistant holding the door in place to prevent the person at risk from leaving the room, shall be able to be removed in the case of any emergency. An "emergency," for purposes of this subsection, includes but is not limited to the following:

a. the need to provide direct and immediate medical attention to the person at risk;

b. fire;

c. the need to remove the person at risk to a safe location during a building lockdown; or

d. other critical situations that may require immediate removal of the person at risk from seclusion to a safe location; and

[1] Not later than January 1, 2014, the locking mechanism of any room in a public school specifically designated for use as a seclusion room shall be a pressure sensitive plate.

6. have an unbreakable observation window located in a wall or door to permit frequent visual monitoring of the person at risk and any provider or assistant in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a person at risk.

G. Providers and assistants must comply with all regulations promulgated by the Connecticut State Board of Education in their use of seclusion for a person at risk.

H. Monitoring

1. If seclusion is included in the IEP of the person at risk, the IEP must describe the frequency of monitoring of the person at risk while in seclusion. The monitoring must be conducted by direct observation of the person at risk.

2. If a person at risk has been secluded as an emergency intervention to prevent immediate or imminent injury to the person at risk or others, a provider or an assistant must frequently monitor the person at risk. The monitoring must be conducted by direct observation of the person at risk.

3. A provider or an assistant must regularly evaluate the person at risk in seclusion for signs of physical distress. The provider or assistant must record each evaluation in the educational record of the person who is in seclusion.

IV. Training of Providers and Assistant Providers

A. The Board of Education shall provide physical management training for all Board of Education employees who engage in the physical restraint and seclusion of persons at risk pursuant to this regulation. Prior to engaging in physical restraint and/or seclusion practices pursuant to this regulation, Board of Education employees must successfully complete the Board of Education's physical management training program.

B. The Board shall provide training in physical management, physical restraint and seclusion procedures including, but not limited to, training to recognize health and safety issues for children placed in seclusion to ensure the safe use of seclusion as a behavior intervention.

C. The Board shall also provide training in verbal defusing or deescalation; prevention strategies; types of physical restraint; the differences between life-threatening physical restraint and other varying levels of physical

restraint; the differences between permissible physical restraint and pain compliance techniques; monitoring to prevent harm to a person physically restrained or in seclusion and recording and reporting procedures on the use of restraints and seclusion.

V. Documentation and Communication

A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a provider must complete the standardized incident report form developed by the Connecticut State Department of Education for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the person at risk who was physically restrained or secluded. The information documents on the form must include the following:

1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;

2. a detailed description of the nature of the restraint or seclusion;

3. the duration of the restraint or seclusion;

4. the effect of the restraint or seclusion on the person's established behavioral support or educational plan; AND

5. whether the seclusion of a person at risk was conducted pursuant to an IEP.

B. A provider must notify the parent or guardian of a person at risk of each incident that the person at risk is physically restrained or placed in seclusion.

1. An attempt shall be made to notify the parent or guardian of the person at risk on the day of, or within twenty-four (24) hours after, physical restraint or seclusion is used with the person at risk as an emergency intervention to prevent immediate or imminent injury to the person or others.

2. Notification may be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the person at risk.

3. The parent or guardian of a person at risk who has been physically restrained or placed in seclusion shall be sent a copy of the

completed standardized incident report of such action no later than two (2) business days after the emergency use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.

4. Where seclusion has been included in the IEP of a person at risk, notification shall be made in accordance with Section III(B)(1)(e) above.

C. The Director of Special Education [or other responsible administrator], or his or her designee, must, at each initial PPT meeting for a child, inform the child's parent, guardian, or surrogate parent, or the pupil if such pupil is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Board of Education relating to physical restraint and seclusion.

1. The Director of Special Education [or other responsible administrator], or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the pupil if such pupil is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the child's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.

2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the child's parent, guardian, or surrogate parent, or the pupil if such pupil is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the child's IEP.

E. The Director of Special Education [or other responsible administrator], or his or her designee, must be notified of the following:

1. each use of physical restraint or seclusion on a person at risk;

2. the nature of the emergency that necessitated its use;

3. whether the seclusion of a person at risk was conducted pursuant to an IEP; AND

3. if the physical restraint or seclusion resulted in physical injury to the person at risk.

VI. Responsibilities of the Director of Special Education [or other responsible administrator]

A. The Director of Special Education[or other responsible administrator], or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion and whether instances of seclusion were conduct pursuant to IEPs.

B. The Director of Special Education [or other responsible administrator], or his or her designee, must report to the Connecticut State Department of Education any instance of physical restraint or seclusion that resulted in physical injury to the person at risk.

Legal References:

Conn. Gen. Stat. §§ 46a-150 through 46a-154

Conn. Gen. Stat. § 10-76b

Conn. Gen. Stat. § 10-76d

Regs. Conn. State Agencies §§ 10-76b-5 through 10-76b-11

Other Reference:

Restraint and Seclusion: Resource Document, United States Department of Education, available at http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf.

Policy adopted: April 9, 2013

Revised

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

The Board of Education seeks to foster a safe and positive learning environment for all students. Board of Education employees will restrict the use of physical restraint and seclusion of students to emergency situations, in accordance with this policy and accompanying administrative regulations and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual. The Board also regulates the use of exclusionary time out in accordance with this Policy and accompanying regulations and applicable law.

The Board of Education mandates compliance with this Policy and the associated Administrative Regulations at all times. Violations of this Policy and/or associated Administrative Regulations by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the Board's responsibility to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220. Under no circumstances shall employees or individuals under the supervision of the Board use corporal punishment with students or physically manage students for purposes of discipline.

Legal References:

Public Act 18-51, An Act Implementing the Recommendations of the Department of Education
Conn. Gen. Stat. § 10-76b
Conn. Gen. Stat. § 10-76d
Conn. Gen. Stat. § 10-236b
Conn. Gen. Stat. §§ 53a-18 to 53a-22
Reg. Conn. State Agencies. §§ 10-76b-5 to 10-76b-11

Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf.

Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018).

Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education (Revised, July 2018).

APPROVED:
REVISED:

ADMINISTRATIVE REGULATIONS CONCERNING PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS AND USE OF EXCLUSIONARY TIME OUT

The Windsor Public Schools (the "District") seeks to foster a safe and positive learning environment for all students. District employees will restrict the use of physical restraint and seclusion of students to emergency situations, in accordance with these administrative regulations and the associated policy and applicable law. Physical restraint or seclusion of a student may be necessary in an emergency situation to maintain the safety of the student or another individual. District employees will restrict the use of exclusionary time out with students to those instances permitted by applicable law, as described in these administrative regulations and applicable law.

The following sets forth the procedures for compliance with the relevant state law and regulations concerning the physical restraint and seclusion of, and use of exclusionary time out with, students in the District. The Superintendent mandates compliance with these regulations at all times. Violations of these regulations by a Board of Education staff member or other individual working at the direction of, or under the supervision of, the Board of Education, may result in disciplinary action, up to and including possible termination of employment status and/or termination of contract for services.

Nothing within these regulations shall be construed to interfere with the responsibility of the District to maintain a safe school setting, in accordance with Connecticut General Statutes § 10-220.

I. Definitions:

A. Exclusionary Time Out: A temporary, continuously monitored separation of a student from an ongoing activity in a non-locked setting, for the purpose of calming such student or deescalating such student's behavior.

B. Life Threatening Physical Restraint: Any physical restraint or hold of a person that (1) restricts the flow of air into a person's lungs, whether by chest compression or any other means, or (2) immobilizes or reduces the free movement of a person's arms, legs or head while the person is in the prone position.

C. Psychopharmacological Agent: Any medication that affects the central nervous system, influencing thinking, emotion or behavior;

D. Physical Restraint: Any mechanical or personal restriction that immobilizes or reduces the free movement of a person's arms, legs or head, including, but not limited to, carrying or forcibly moving a person from one location to another. The term does not include: (1) Briefly holding a person in order to calm or comfort the person; (2) restraint involving the minimum contact necessary to safely escort a person from one area to another; (3) medical devices, including, but not limited to, supports prescribed by a health care provider to achieve proper body position or balance; (4) helmets or other protective gear used to protect a

person from injuries due to a fall; (5) helmets, mitts and similar devices used to prevent self-injury when the device is (i) part of a documented treatment plan or an Individualized Education Program ("IEP"); or (ii) prescribed or recommended by a medical professional, as defined in section 38a-976 of the Connecticut General Statutes, and is the least restrictive means available to prevent such injury; or (6) an exclusionary time out.

E. School Employee: (1) Any individual employed by the Windsor Public Schools who is a teacher, substitute teacher, administrator, superintendent, guidance counselor, psychologist, social worker, nurse, physician, paraprofessional, coach; and (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Windsor Public Schools pursuant to a contract with the Windsor Public Schools.

F. Seclusion: The confinement of a person in a room from which the student is physically prevented from leaving. Seclusion does not include the following: (i) an exclusionary time out; or (ii) any confinement of a student in which the person is physically able to leave the area of confinement including, but not limited to, in-school suspension.

G. Student: a child who is

1. Enrolled in grades kindergarten to twelve, inclusive, in a public school under the jurisdiction of a local or regional board of education;

2. Receiving special education and related services in an institution or facility operating under a contract with a local or regional board of education pursuant to subsection (d) of section 10-76d of the Connecticut General Statutes;

3. Enrolled in a program or school administered by a regional education service center established pursuant to section 10-66a of the Connecticut General Statutes; OR

4. Receiving special education and related services from an approved private special education program.

II. Life-Threatening Physical Restraint

A No school employee shall under any circumstance use a life-threatening physical restraint on a student.

B. Nothing in this section shall be construed as limiting any defense to criminal prosecution for the use of deadly physical force that may be available under sections 53a-18 to 53a-22, inclusive, of the Connecticut General Statutes.

III. Procedures for Physical Restraint and Seclusion of Students

A. No school employee shall use physical restraint or seclusion on a student EXCEPT as an emergency intervention to prevent immediate or imminent injury to the student or to others.

B. Seclusion shall not be used as a planned intervention in a student's behavioral intervention plan, individualized education program or plan pursuant to Section 504 of the Rehabilitation Act.

C. No school employee shall use physical restraint or seclusion on a student unless the school employee has received training in accordance with state law and/or the District's trainings plans as described in Section X below, upon implementation thereof.

D. Physical restraint and seclusion of a student shall never be used as a disciplinary measure or as a convenience.

E. School employees must explore ALL less restrictive alternatives prior to using physical restraint or seclusion for a student.

F. School employees must comply with all regulations promulgated by the Connecticut State Department of Education in their use of physical restraint and seclusion with a student.

G. Monitoring

1. Physical restraint: A school employee must continually monitor any student who is physically restrained. The monitoring must be conducted by either:

   a. direct observation of the student; or

   b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.

2. Seclusion: A school employee must frequently monitor any student who is placed in seclusion. The monitoring must be conducted by either:

   a. direct observation of the student; or

   b. observation by way of video monitoring within physical proximity sufficient to provide aid as may be needed.

G. Length

1. Any period of physical restraint or seclusion:

   a. shall be limited to that time necessary to allow the student to compose him or herself and return to the educational environment; and

   b. shall not exceed fifteen (15) minutes, except as provided below.

2. If any instance of physical restraint or seclusion of a student used as an emergency intervention exceeds fifteen (15) minutes, one of the following

individuals, who have received training in the use of physical restraint or seclusion, will determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others:

a. an administrator, or such administrator's designee;

b. a school health or mental health personnel; or

c. a board certified behavior analyst.

3. The individual identified under subsection 2 (a-c) shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

H. A school employee must regularly evaluate the student being physically restrained or secluded for signs of physical distress. The school employee must record each evaluation in the educational record of the person being physically restrained or secluded.

IV. Seclusion Room Requirements

Seclusion can happen in any location, although a district may designate an area or room for this purpose. Regardless of location, any room used for seclusion must:

A. be of a size that is appropriate to the chronological and developmental age, size and behavior of the student;

B. have a ceiling height that is comparable to the ceiling height of the other rooms in the building in which the seclusion room is located;

C. be equipped with heating, cooling, ventilation and lighting systems that are comparable to the systems that are used in the other rooms of the building in which the seclusion room is located;

D. be free of any object that poses a danger to the student who is being placed in the seclusion room;

E. conform to applicable building code requirements.

If the door or doors to a room used for seclusion are to be locked, latched or otherwise secured, a modification from the State Fire Marshal's office shall be secured prior to the installation of a locking mechanism. If a door locking mechanism is used, the student shall be constantly monitored notwithstanding any other provisions of the Connecticut General Statutes or Regulations to the contrary. The locking mechanism to be used shall be a device that shall be readily released by staff as soon as possible but in no case longer than within two minutes of the onset of an emergency and is connected to the fire alarm system so that the locking mechanism is released automatically when a fire alarm is sounded. An

"emergency," for purposes of this subsection, includes but is not limited to the following:

1. the need to provide direct and immediate medical attention to the student;

2. fire;

3. the need to remove the student to a safe location during a building lockdown; or

4. other critical situations that may require immediate removal of the student from seclusion to a safe location.

F. have an unbreakable observation window or fixture located in a wall or door, which allows the student a clear line of sight beyond the area of seclusion, to permit frequent visual monitoring of the student and any school employee in such room. The requirement for an unbreakable observation window does not apply if it is necessary to clear and use a classroom or other room in the school building as a seclusion room for a student.

V. Use of Psychopharmacologic Agent

A. No school employee may use a psychopharmacologic agent on a student without that student's consent and the consent of the student's parent/guardian, except:

1. as an emergency intervention to prevent immediate or imminent injury to the student or to others; or

2. as an integral part of the student's established medical or behavioral support or educational plan, or, if no such plan has been developed, as part of a licensed practitioner's initial orders.

B. The use of psychopharmacologic agents, alone or in combination, may be used only in doses that are therapeutically appropriate and not as a substitute for other appropriate treatment.

C. Any administration of a psychopharmacologic agent must ONLY be done in accordance with applicable federal and state law and the Board of Education's Administration of Medication Policy.

VI. Procedures for Exclusionary Time Out

A. No school employee may use exclusionary time out as a form of discipline for a student.

B. At least one school employee must remain with the student, or be immediately available to the student such that the student and the employee are able to communicate verbally, throughout the exclusionary time out.

C. The space used for an exclusionary time out must be clean, safe, sanitary and appropriate for the purpose of calming the student or deescalating the student's behavior.

D. The exclusionary time period must end as soon as possible.

E. Consistent with subsection D above, the exclusionary time out period may vary depending on the student's chronological and developmental age, individual needs and behavior.

VII. Required Meetings

A. Students not eligible for special education (and not being evaluated for eligibility for special education)

1. In the event that physical restraint or seclusion is used on a student **four (4) or more times within twenty (20) school days**, a team composed of an administrator, one or more of the student's teachers, a parent or guardian of the student, and, if any, a school mental health professional, shall convene to:

a. conduct or revise a behavioral assessment of the student;

b. create or revise any applicable behavior intervention plan; and

c. determine whether such student may require a referral for consideration for special education pursuant to federal and state law.

2. The requirement to convene this meeting shall not supersede the District's obligation to refer a student to a planning and placement team ("PPT") as may be required in accordance with federal and state law.

B. Students eligible for special education (and students being evaluated for eligibility for special education)

1. In the event that physical restraint or seclusion is used on a student **four (4) or more times within twenty (20) school days**, the student's PPT shall convene to:

a. conduct or revise a functional behavioral assessment ("FBA");

b. create or revise any applicable behavior intervention plan ("BIP"), including but not limited to, such student's individualized education program ("IEP"); and

c. review or revise the student's IEP, as appropriate.

2. In the event that the exclusionary time out process is unsuccessful in addressing a student's problematic behavior, the student's PPT shall

convene as soon as practicable to determine alternative interventions or strategies to address the student's behavior.

C. A District and/or school administrator(s) shall determine the school employee(s) responsible for reviewing the number of occurrences of the use of physical restraint or seclusion on a monthly basis to ensure that the appropriate meeting(s) has been convened following the fourth occurrence of physical restraint or seclusion in a twenty (20) day period.

VIII. Crisis Intervention Team

A. Each school year, each school in the District must identify a crisis intervention team consisting of any teacher, administrator, school paraprofessional or other school employee designated by the school principal (in coordination with other appropriate administrators), and who has direct contact with students.

B. Members of crisis intervention teams shall respond to any incident in which the use of physical restraint or seclusion may be necessary as an emergency intervention to prevent immediate or imminent injury to a student or others.

C. The District shall maintain a list of the members of the crisis intervention team for each school.

IX. Documentation and Communication

A. After each incident of physical restraint or seclusion, and no later than the school day following the incident, a school employee must complete the form provided by the Windsor Public Schools for reporting incidents of physical restraint and seclusion. The incident form must be included in the educational file of the student who was physically restrained or secluded. The information documented on the form must include the following:

1. in the case of an emergency use, the nature of the emergency and what other steps, including attempts at verbal de-escalation, were taken to prevent the emergency from arising if there were indications that such an emergency was likely to arise;

2. a detailed description of the nature of the restraint or seclusion;

3. the duration of the restraint or seclusion;

4. the effect of the restraint or seclusion on the student's established behavioral support or educational plan; AND

5. whether the seclusion of a student was conducted pursuant to an IEP.

B. A school employee must notify the parent or guardian of a student of each incident that the student is physically restrained or secluded.

1. A school employee must make a reasonable attempt to immediately notify a parent or guardian after a student is initially placed in physical restraint

or seclusion; in all circumstances, a school employee shall notify the parent or guardian within twenty-four (24) hours after a student is initially placed in physical restraint or seclusion.

2. Notification must be made by telephone, e-mail, or other method which may include, but is not limited to, sending a note home with the student.

3. The parent or guardian of a student who has been physically restrained or placed in seclusion shall be sent a copy of the completed incident report of such action no later than two (2) business days after the use of physical restraint or seclusion, regardless of whether the parent received the notification described in subsections 1 and 2 above.

4. The Director of Pupil and Special Education **[or other responsible administrator]** shall determine what school employees shall be permitted to ensure that required parent/guardian notifications are made.

C. The Director of Pupil and Special Education **[or other responsible administrator]**, or his or her designee, must, at each initial PPT meeting for a student, inform the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, of the laws relating to physical restraint and seclusion as expressed through this regulation, and of the laws and regulations adopted by the Connecticut State Department of Education relating to physical restraint and seclusion.

1. The Director of Pupil and Special Education **[or other responsible administrator]**, or his or her designee, shall provide to the child's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older, at the first PPT meeting following the student's referral to special education the plain language notice of rights regarding physical restraint and seclusion developed by the Connecticut State Department of Education.

2. The plain language notice developed by the Connecticut State Department of Education shall also be provided to the student's parent, guardian, or surrogate parent, or the student if such student is an emancipated minor or eighteen years of age or older at the first PPT meeting at which the use of seclusion as a behavior intervention is included in the student's IEP.

D. The Director of Pupil and Special Education **[or other responsible administrator]**, or his or her designee, must be notified of the following:

1. each use of physical restraint or seclusion on a student;

2. the nature of the emergency that necessitated its use;

3. whether the seclusion of a student was conducted pursuant to an IEP; AND

3. if the physical restraint or seclusion resulted in physical injury to the student.

X. Responsibilities of the Director of Pupil and Special Education **[or other responsible administrator]**

A. The Director of Pupil and Special Education **[or other responsible administrator]**, or his or her designee, must compile annually the instances of physical restraint and seclusion within the District, the nature of each instance of physical restraint and seclusion, and whether instances of seclusion were conduct pursuant to IEPs.

B. The Director of Pupil and Special Education **[or other responsible administrator]**, or his or her designee, must report to the Connecticut State Department of Education within two (2) business days any instance of physical restraint or seclusion that resulted in physical injury (serious and non-serious) to the student.

XI. Professional Development Plan and Training

A. The District shall provide training regarding the physical restraint and seclusion of students to the members of the crisis intervention team for each school in the District identified in Section VIII, above. The District may provide such training to any teacher, administrator, school paraprofessional or other school employee, designated by the school principal and who has direct contact with students. The District shall provide such training annually and the training shall include, but not be limited to:

1. Beginning with the school year commencing July 1, 2017, an annual overview of the relevant laws and regulations regarding the use of physical restraint and seclusion on students and the proper uses of physical restraint and seclusion. Such overview shall be provided by the Department of Education in a manner and form as prescribed by the Commissioner of Education.

2. The creation of a plan to provide training regarding the prevention of incidents requiring physical restraint or seclusion of students. This plan shall be implemented not later than July 1, 2018.

3. The creation of a plan to provide training regarding the proper means of physical restraint or seclusion of a student, including, but not limited to:

a. verbal defusing or de-escalation;

b. prevention strategies;

c. various types of physical restraint;

d. the differences between life-threatening physical restraint and other varying levels of physical restraint;

e. the differences between permissible physical restraint and pain compliance techniques;

f. monitoring methods to prevent harm to a student who is physically restrained or in seclusion; and

g. recording and reporting procedures on the use of physical restraint and seclusion.

This plan shall be implemented not later than July 1, 2018.

B. Each member of a crisis intervention team must be recertified in the use of physical restraint and seclusion pursuant to Section XI.A.3, above, on an annual basis.

XII. Review and Revision of Policies, Regulations and Procedures

A. The District shall make available policies and procedures regarding the physical restraint and seclusion of students and the use of exclusionary time out on the District's Internet web site and procedures manual.

B. The District shall update any policies, regulations and/or procedures regarding the physical restraint and seclusion of students and the use of exclusionary time out within sixty (60) days after the State Department of Education's adoption or revision of regulations regarding the same. Any and all such updates shall be made available in accordance with subsection A of this section.

Legal References:

Public Act 18-51, An Act Implementing the Recommendations of the Department of Education
Conn. Gen. Stat. § 10-76b
Conn. Gen. Stat. § 10-76d
Conn. Gen. Stat. § 10-236b
Conn. Gen. Stat. §§ 53a-18 to 53a-22
Conn. Agencies Reg. §§ 10-76b-5 to 10-76b-11

Other References:

Restraint and Seclusion: Resource Document, United States Department of Education, available at http://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf.

Understanding the Laws and Regulations Governing the Use of Restraint and Seclusion, Connecticut State Department of Education (July 2018).

Guidance Related to Recent Legislation Regarding Restraint and Seclusion, Connecticut State Department of Education (Revised, July 2018).

Regulation approved:

Current

Section: Community Relations

Subject: COMMUNICATIONS WITH THE PUBLIC P-1110.1

BOARD OF EDUCATION POLICY
WINDSOR PUBLIC SCHOOLS
WINDSOR, CT

Parent Involvement

The Board of Education believes that the education of children is a cooperative effort among parents, school and community. In this policy the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

Increased parent and community involvement improves student achievement. Parent and community involvement initiatives in the school system will be flexible and creative, promote effective two-way communication, and offer opportunities for all parents to participate. The implementation of this policy is the responsibility of all district staff.

Further, the Board of Education believes that the administration must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled and with the overall system.

Each school should:

A. Encourage strong home-based partnerships;

B. Provide for consistent and effective communication between parents and school officials;

C. Offer parents ways to assist and encourage their children to do their best;

D. Offer ways parents can support classroom learning activities;

E. Provide opportunities for parents to have a voice in planning and decision-making at both the school and district level; and

F. Include a parent and student/feedback mechanism.

Policy Adopted: July 13, 2005

Legal Reference: Connecticut General Statutes
10-221 Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290

Revised

Community Relations **P 1110.1**

FAMILY ENGAGMENT

The Board of Education believes strongly that students are most successful when educators, families, and community members work in full, equal, and equitable partnership. By creating an understanding that student learning and development is a shared responsibility, school, family, and community partnerships have proven to result in enhanced academic performance, improved social and emotional skills, and improved student attendance.

Recognizing that effective partnerships must be mutually developed and fully supported, the Board of Education is committed to providing the systemic resources necessary to foster meaningful family and community engagement and a culture of collaboration. To that end, at both the district and school level these resources will include, but not be limited to:

- Regular, meaningful, two way communication between schools and families that includes information related to student progress as well as strategies to support learning at home
- School environments that are both welcoming and governed by policies and procedures that take into account families' needs and cultural backgrounds
- Authentic opportunities for families and community members to participate actively in school and district planning, program development, and decision making
- Shared opportunities for school staff and families to build their capacity to partner effectively and to co-develop cultural competence
- Activities and initiatives that will promote leadership development and foster advocacy skills among families
- Mechanisms for eliciting student, family, and community feedback and monitoring school and district climates

Responsibility for providing these resources rests with Windsor Public School staff members at both district and school levels. Administrators, teachers, and support staff will be committed to establishing collaborative, trusting relationships with families and community and to developing full, equal partnerships that are focused on and linked to student learning.

DATA-BASED INFORMATION AND MANAGEMENT SYSTEMS

Student Data Protection and Privacy/Cloud=Based Issues

The Board of Education (Board) may, pursuant to this policy, enter into a contract with a third party for either or both of the following purposes:

1. To provide services, including Cloud-based services, for the digital storage, management, and retrieval of student records.

2. To provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records in accordance with the contractual provisions listed below.

The Board when entering into a contract with a contractor for purposes listed above, shall ensure the contract includes, but is not limited to the following:

1. A statement that student records, student information and student generated content continues to be the property of and under the control of the Board. (They are not the property of, or under the control of a software or electronic service contractor.)

2. A description of the means by which the Board may request the deletion of any student information, student records or student-generated content in the possession of the contractor that is not (a) otherwise prohibited from deletion or required to be retained under state or federal law, or (b) stored as a copy of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the contractor, provided the Board of Education may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate data following a disaster recovery.

3. A statement that the contractor will not use student information, student records, or student-generated content for any purposes except those the contract authorizes.

4. A description of the procedures by which a student, parent or legal guardian, of a student may review personally identifiable information (PII) contained in the student's record, student information or student-generated content and correct erroneous information, if any in such student material.

5. A statement that the contractor shall take actions designed to ensure the security and confidentiality of student records, student information, and student-generated content.

6. A description of the procedures that a contractor will follow for notifying the Board, in compliance with C.G.S. 10-234dd when there has been an unauthorized release, disclosure or acquisition of student information, student records or student-generated content.

7. A statement that a student's records, student information, or student-generated content shall not be retained or available to the contractor upon expiration of the contract between the contractor and the Board of Education except a student, parent or legal guardian of a student may choose to independently establish or maintain an electronic account with the contractor after the expiration of such contract for the purpose of storing student-generated content. (e.g., essays, research papers, portfolios, creative writing, music, audio files, or photographs, but not standardized assessment responses.)

8. A statement that the contractor and the Board shall ensure compliance with the federal Family Educational Rights and Privacy Act (FERPA), 20 USC 1232g.

9. A statement that Connecticut laws shall govern the rights and duties of all parties to the contract, (contractor and the Board).

10. A statement that if any provision of the contract or the application of the contract is held invalid by a court of competent jurisdiction, the invalidity does not affect other provisions of the contract which can be given effect without the invalid provision or application.

11. A prohibition against the contractor using personally identifiable information contained in student records to engage in advertising or for any other purposes other than those authorized pursuant to the contract.

The Board of Education may use the uniform student data privacy terms-of-service agreement addendum, developed by the Commission for Educational Technology (CET), in contracts entered into pursuant to C.G.S. 10-234bb. Such amendment shall conform to the requirements for a contract listed above.

Any provision of a contract or the terms-of-service agreement addendum entered into between a contractor and the Board on or after July 1, 2018, that conflicts with the provisions listed above shall be void. Moreover, a contract is void if it lacks any of the above provisions. The Board will give the contractor reasonable notice to amend the contract or the terms-of-service agreement addendum to include the missing provisions.

Any contract entered into on and after July 1, 2018, or the terms-of-service agreement addendum that does not include the provisions listed above shall be void, provided the Board has given reasonable notice to the contractor and the contractor has failed within a reasonable time to amend the contract or the terms-of-service agreement addendum to include the required provisions.

The Board of Education shall maintain and update, as necessary, a website with information relating to all contracts entered into pursuant to this policy. Not later than five business days after executing a contract pursuant to this policy the Board shall post notice of such contract on the Board's website. The notice shall include the contract and (1) state that the contract has been executed and the date that such contract was executed, (2) provide a brief description of the

contract and the purpose of the contract, and (3) state what student information, student records or student-generated content may be collected as a result of the contract.

On or before September 1st annually, the Board of Education shall electronically notify students and the parents/guardians of students of the address of the Internet website described in this policy.

The Board of Education and a contractor may include in any contract executed pursuant to this policy, the uniform student data privacy terms-of-service agreement addendum, previously described, to satisfy the requirements of this policy.

The Board of Education is not required to enter into a contract pursuant to this policy if the use of an Internet website, online service or mobile application operated by a consultant or an operator is unique and necessary to implement a child's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, and such Internet website, online service or mobile application is unable to comply with the provisions of this policy, provided (1) such Internet website, online service or mobile application complies with the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g, as amended from time to time, and the Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, as amended from time to time, (2) the Board of Education can provide evidence that it has made a reasonable effort to (A) enter into a contract with such consultant or operator to use such Internet website, online service or mobile application, and (B) find an equivalent Internet website, online service or mobile application operated by a consultant or an operator that complies with the provisions of this section, (3) the consultant or operator complies with the provisions of section 10-234cc, as amended for such use, and (4) the parent/legal guardian of such child, and, in the case of a child with an individualized education program, a member of the planning and placement team, sign an agreement that (A) acknowledges such parent/legal guardian is aware that such Internet website, online service or mobile application is unable to comply with the provisions of this policy, and (B) authorizes the use of such Internet website, online service or mobile application. The Board of Education shall, upon the request of a child's parent/legal guardian, provide the evidence described above to such parent/legal guardian.

The Board expects that an operator shall implement and maintain security procedures and practices that meet or exceed industry standards and that are designed to protect student information, student records, and student-generated content from unauthorized access, destruction use, modification and disclosure; and delete any student information, student records or student-generated content within a reasonable amount of time if a student, parent/guardian or Board requests deletion of such student information, student records or student generated content unless:

1. state or federal law prohibits such deletion or otherwise requires the retention of such student information, student records or student-generated content, or

2. a copy of such student information, student records or student-generated content is in the possession of the operator as part of a disaster recovery storage system and is inaccessible to the public and unable to be used in the normal course of business by the

operator, provided such student, parent/legal guardian of a student or the Board may request the deletion of any such student information, student records or student-generated content if such copy is used by the operator to repopulate accessible data following a disaster recovery

The Board will utilize the written guidance developed by the Department of Education in consultation with the Commission for Educational Technology concerning the implementation of FERPA and the laws relating to student data privacy. Such written guidance includes, a plain language explanation of how such student data privacy laws are to be implemented, information about the uniform student data privacy terms-of-service agreement addendum, and (3) how such addendum may be incorporated into contracts executed pursuant to section 10-234bb, as amended.

Notice of Breach of Security/Data Breaches

Upon notice of a breach of security by a contractor, the Board shall, not later than two business days after receipt of such notice, notify the students and the parents/legal guardians of the students whose student information, student records, or student-generated content was involved in such breach. The Board shall also, as required, post notice of the breach on its website.

Upon the discovery of a breach of security that results in the unauthorized release of student information, excluding directory information, the contract shall contain the provision that the contractor must notify the Board of such breach without unreasonable delay, and in no case later than thirty (30) days from the discovery of the breach.

Upon the discovery of a breach of security that results in the unauthorized release of directory information, student records, or student-generated content, the contract shall contain the provision that the contractor must notify the Board without unreasonable delay and in no case later than sixty (60) days from the discovery of the breach.

Note: The Board may desire to contract for more prompt notice of a breach of security.

Definitions

1. **"Contractor"** means an operator or consultant that is in possession of or has access to student information, student records or student-generated content as a result of a contract with a local or regional Board of Education.

2. **"Operator"** means the operator of an Internet website, online service, online application, (app) or mobile application with actual knowledge that such Internet website, service, or mobile application is used primarily for school purposes and was designed and marketed for school purposes and who collects, maintains or uses student information.

3. **"Consultant"** means a professional who provides non-instructional services, including administrative, planning, analytical, statistical, or research services to a board of education under a contract.

4. **"Student"** means a Connecticut resident enrolled in a preschool program participating in the state-wide public school information system, pursuant to section 10-10a of the general statutes, or enrolled in grades K to 12, inclusive, in a public school, or receiving special education and related services under an individualized education program, or otherwise the responsibility of the Board.

5. **"Deidentified information"** means any information that has been altered to prevent the identification of an individual student.

6. **"Eligible student"** means a student who has reached 18 years of age.

7. **"Student-generated content"** means materials created by a student, including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, or photographs. "Student-generated content" does not include student responses to a standardized assessment.

8. **"Student records"** means any information directly related to a student that is maintained by the school district, the State Board of Education or the Department of Education or any information acquired from a student through the use of educational software assigned to the student by a teacher or other district employee.

"Student records" does not mean any of the following:

a. Deidentified information, allowed under the contract to be used by the contractor to improve educational products for adaptive learning purposes and for customizing student learning.

b. Deidentified information, used to demonstrate the effectiveness of the contractor's products in the marketing of such products.

c. Deidentified information, used for the development and improvement of the contractor's products and services.

9. **"Online service"** includes Cloud computing services, which must comply with this policy if they otherwise meet the definition of an operator.

10. **"Student information"** is personally identifiable information regarding a student that in any media or format that is not publicly available that meets any of the following:

a. Is created or provided by a student, or the student's parent or legal guardian, by using an operators' website, online service, or mobile application (app) for school purposes.

b. Is created or provided by an employee or agent of the board of education, to an operator for school purposes.

c. Is gathered by an operator through the operation of the operator's Internet website, online service, or mobile application (app) and identifies a student including but not limited to information in the student's educational record or email account, first and last name, home address, telephone number, date of birth, email address, or other information that allows physical or online contact, discipline records, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security number, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, or behavioral assessments.

11. **"School purposes"** means purposes that customarily take place at the direction of a teacher, or a board of education or aid in the administration of school activities, including, but not limited to, instruction in the classroom, administrative activities, and collaboration among students, school personnel, or parents/legal guardians.

12. **"Targeted advertising"** means presenting an advertisement to a student where the selection of the advertisement is based on student information, student records or student-generated content or inferred from the usage of the operator's Internet website, online service or mobile application by such student. It does not include any advertising to a student on a website that the student accesses at the time or in response to a student's response or request for information or feedback.

The Board, through this policy, places restrictions on an "operator" as defined in this policy. An operator shall not knowingly engage in any of the following activities with respect to their internet website, online service or mobile application:

1. Engage in targeted advertising on the operator's site, service, or application, or on any other Internet website, online service or mobile application;

2. Use student information to create a profile of a student for purposes other than the furtherance of school purposes;

3. Sell student information, unless the sale is part of the purchase, merger, or acquisition of an operator by a successor operator and the operator and the successor operator continue to be subject to the provisions of this policy regarding student information; or

4. Disclose student information, unless the disclosure is made (a) in furtherance of school purposes of the Internet website, online service or mobile application, provided the recipient of the student information uses such student information to improve the operability and functionality of the Internet website, online service or mobile application and complies with this policy; (b) to ensure compliance with federal or state law; (c) in response to a judicial order; (d) to protect the safety of users or others, or the security of the Internet website, online service or mobile application; or (e) to an entity hired by the operator to provide services for the operator's Internet website, online service or mobile application, provided the operator contractually (i) prohibits the entity from using student

information for any purpose other than providing the contracted service to, or on behalf of, the operator, (ii) prohibits the entity from disclosing student information provided by the operator to subsequent third parties, and (iii) requires the entity to comply with this policy.

The Board recognizes that an operator may:

1. Use student information (1) to maintain, support, evaluate or diagnose the operator's Internet website, online service or mobile application (app), or (2) for adaptive learning purposes or customized student learning.

2. Use de-identified student information (1) to develop or improve the operator's Internet website, online service or mobile application (app), or other Internet websites, online services or mobile applications owned by the operator, or (2) to demonstrate or market the effectiveness of the operator's Internet website, online service or mobile application.

3. Share aggregated de-identified student information for the improvement and development of Internet websites, online services or mobile applications designed for school purposes.

Nothing in this policy shall be construed to:

1. limit the ability of a law enforcement agency to obtain student information from an operator as authorized by law or pursuant to a court order;

2. limit the ability of a student or the parent or legal guardian of a student to download, transfer or otherwise save or maintain student information;

3. impose a duty upon a provider of an interactive computer service, as defined in 47 USC 230, as amended from time to time, to ensure compliance with this section by third-party information content providers, as defined in 47 USC 230, as amended from time to time;

4. impose a duty upon a seller or provider of online services or mobile applications to ensure compliance with this policy with regard to such online services or mobile applications;

5. limit an Internet service provider from providing a student, parent or legal guardian of a student or local or regional Board of Education with the ability to connect to the Internet;

6. prohibit an operator from advertising other Internet websites, online services or mobile applications that are used for school purposes to parents or legal guardians of students, provided such advertising does not result from the operator's use of student information;

7. apply to Internet websites, online services or mobile applications that are designed and marketed for use by individuals generally, even if the account credentials created for an operator's Internet website, online service or mobile application may be used to access

Internet websites, online services or mobile applications that are designed and marketed for school purposes.

The Board, upon determination that a request for directory information is related to school purposes, may disclose directory information to any person requesting such directory information. If the Board determines that a request for directory information is not related to school purposes, the Board shall not disclose such directory information.

(cf. 3520.1 - Information Security Breach and Notification)

(cf. 3520.11 - Electronic Information Security)

(cf. 3520.12 - Data-Based Information Management System Confidentiality Policy)

(cf. 5125 - Student Records)

(cf. 5145.15 - Directory Information)

(cf. 6162.51 - Surveys of Students/Student Privacy)

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

7-109 Destruction of documents.

10-15b Access of parent or guardians to student's records.

10-209 Records not to be public.

10-234aa Definitions

10-234bb Contracts between boards of education and contractors re student data. Requirements. (as amended by PA 18-125)

10-234cc Requirements for operators re student data

10-234dd Duties re unauthorized release, disclosure or acquisition of student data (as amended by PA 18-125)

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56(e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

P.A. 16-189 An Act Concerning Student Privacy

PA 17-200 An Act Making Revisions to the Student Data Privacy Act of 2016

PA 18-125 An Act Concerning Revisions to the Student Data Privacy Act

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g).

Dept. of Education, 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. § 1232g (2014)

Children's Online Privacy Protection Act (COPPA) 15 U.S.C. §§6501 et seq. (2014)

Policy adopted:

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 15, 2019

Prepared By: Santosha Oliver

Presented By: A. Taylor
S. Oliver

Attachments:

Subject: Curriculum Development 1st Reading: Grade 6, Grade 7 and Grade 8 ELA

Background:

Grade 6, 7 and 8 ELA courses blend conceptual learning with skill-building. Personalized unit themes and enduring understandings drive teaching and learning, while students further develop reading, writing, and communicating competencies, as outlined in the Common Core State Standards and assessed in the Smarter Balanced assessment suite.

Grade 6 - The course is designed to help students transition smoothly from elementary school to middle school by allowing them to build the foundational skills necessary to access a wide array of literature and literary nonfiction to identify texts, genres, and/or authors of great personal interest.

Grade 7- The course is designed to engage the middle school student, so that (s)he builds the foundational skills necessary to access a wide array of literature and literary nonfiction to identify texts, genres, and/or authors of great personal interest.

Grade 8 - The course is designed to engage the middle school student, so that (s)he builds the foundational skills necessary to access a wide array of literature and literary nonfiction to identify texts, genres, and/or authors of great personal interest. It also places additional emphasis on encouraging students to consider their academic and personal pursuits, as they prepare to transition to high school.

Status:

Grade 6 ELA, Grade 7 ELA and Grade 8 ELA were presented at the BOE Curriculum Committee Meeting on January 10, 2019.

Recommendation:

The Board approves Grade 6 ELA, Grade 7 ELA, and Grade 8 ELA as a 1st Reading.

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

Agenda Item # 9e.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 15, 2019

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

Attachments: External Task Force Presentation from 12/4/18 Special meeting

Subject: Task Force Committee Recommendations, External Committee (possible action)

Background:

The BOE External Task Force Committee met starting in the spring 2018. The committee presented their recommendations to the Board of Education at its special meeting on 12/4/18. The committee will continue to meet and update the Board at the end of the 2018-2019 school year.

Status:

The BOE External Task Force Committee made the following recommendations:

Community

- Make a more connected community culture by including community sectors in district and school events.
- WPS video/slides continually playing at local restaurants, libraries, etc. to share what has occurred or will be occurring in WPS schools. Consider including invitation to events on the slides.
- Alliance with local pediatricians, dentists, social workers, daycares, athletic programs & other family support organizations.

District Level

- Ensure that Social Emotional Learning is a priority with long-term support for implementation (3-5 years).
- Promote District Slogan that is repeated & celebrated throughout a student's educational life in Windsor in all schools.

Recommendation:

Move the Board approve the Superintendent to move forward with the recommendations made by the External Task Force Committee at the community and district level

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

Agenda Item # 10a

December 4, 2018

BOE External Task Force Committee on School Climate

Presentation to the Board of Education

December 4, 2018

BOE External Task Force Committee

Charge of External Task Force Committee: *To advise and develop recommendations to the Board of Education regarding school climate.*



BOE External Task Force Committee

Committee Membership/Roles and Affiliation

Russell Sills, Administrator, Facilitator (end 6/30/18)
Tracie Peterson, Administrator, Co-Facilitator (start 9/26/18)
Mary Kay Ravenola, Administrator, Co-Facilitator (start 9/26/18)
Steve Carvalho, Administrator
LeighAnn Tyson, PSES
Kait Morgan, Parent
Haycha Gonzalez, Parent
Taisha Serrano, Parent, SP/Clover FRC
Cynthia Romero, Parent, Staff
Timothy & Samenthur Blake, Parents
Ayana Taylor, Parent (end 9/2018)
Shawna Tustin, Parent
Sarah Maffiolini, YSB
Sally Grossman, Parent (start 11/2018)
Maureen Bilotta, Notetaker

BOE External Task Force Committee

2018-2019 Meeting Dates



4/19/18 4/30/18 5/10/18

5/24/18 9/26/18 11/7/18

11/28/18 12/3/18

BOE External Task Force Committee

Major Focus Area: *The committee determined that Social-Emotional Learning was the key idea to develop and focus on in order to enhance school climate in the district.*



BOE External Task Force Committee

Major Focus Area: *The committee determined that Social-Emotional Learning was the key idea to develop and focus on in order to enhance school climate in the district.*



BOE External Task Force Committee

Looking Ahead/Recommendations

Community

- ***Make a more connected community culture by including community sectors in district & school events***
  - ➢ **12 Community Sectors** (seek one contact for each sector)

    Examples
    - *CT Kid Governor include Town Govt, WHS & Media*
    - *Red Ribbon Week include Law Enforcement, Media Medical Professionals*



BOE External Task Force Committee

Looking Ahead/Recommendations

Community

- ***WPS video/slides continually playing at local restaurants, libraries, etc. to share what has occurred or will be occurring in WPS schools. Consider including invitation to events on the slides.***
  - *Examples*
    - *Who Are We? (Monthly videos of Superintendent introducing staff, school clubs/groups to provide awareness of what WPS provides for students, community*

- ***Alliance with local pediatricians, dentists, social workers, daycares, athletic programs & other family support organizations***
  - *Display information & have brochures available about WPS 's efforts & offerings*

BOE External Task Force Committee

Looking Ahead/Recommendations

District Level

- ***Ensure that Social Emotional Learning is a priority with long-term support for implementation (3-5 years)***
  - ***Second Steps implemented weekly in all classrooms K-8; SEL for WHS???***
  - ***Provide professional development opportunities (In District & Out of District) for staff to develop knowledge of practices that create & support a healthy Social Emotional culture & climate in a school as well as classroom. (Eg. Responsive Classroom, Restorative Practices)***
  - ***Include Social Emotional Learning components in the development of the Windsor Graduate***
  - ***Create a more user friendly website & App for WPS***
    - ***Include features such as New to Windsor?; Link to Second Steps Curriculum, Videos***

BOE External Task Force Committee

Looking Ahead/Recommendations

District Level

- ***Promote District Slogan that is repeated & celebrated throughout a student's educational life in Windsor in all schools.***
  - ***Examples***
    - ***Keep the WIN in WINDSOR***
    - ***We are Windsor***

BOE External Task Force Committee

Looking Ahead/Recommendations

School Level

- ***Ensure that Social Emotional Learning is a priority with long-term support for implementation (3-5 years)***
  - ***Implement Second Steps Social Emotional Curriculum with fidelity for ALL students.***
  - ***Provide professional development opportunities (In District & Out of District) for staff to develop knowledge of practices that create & support a healthy Social Emotional culture & climate in a school as well as classroom.***
    - ***Eg. Responsive Classroom, Restorative Practices***
  - ***Administer School Climate Survey yearly & analyze results in order to ensure that schools are responding to needs of parents, students & staff***

BOE External Task Force Committee

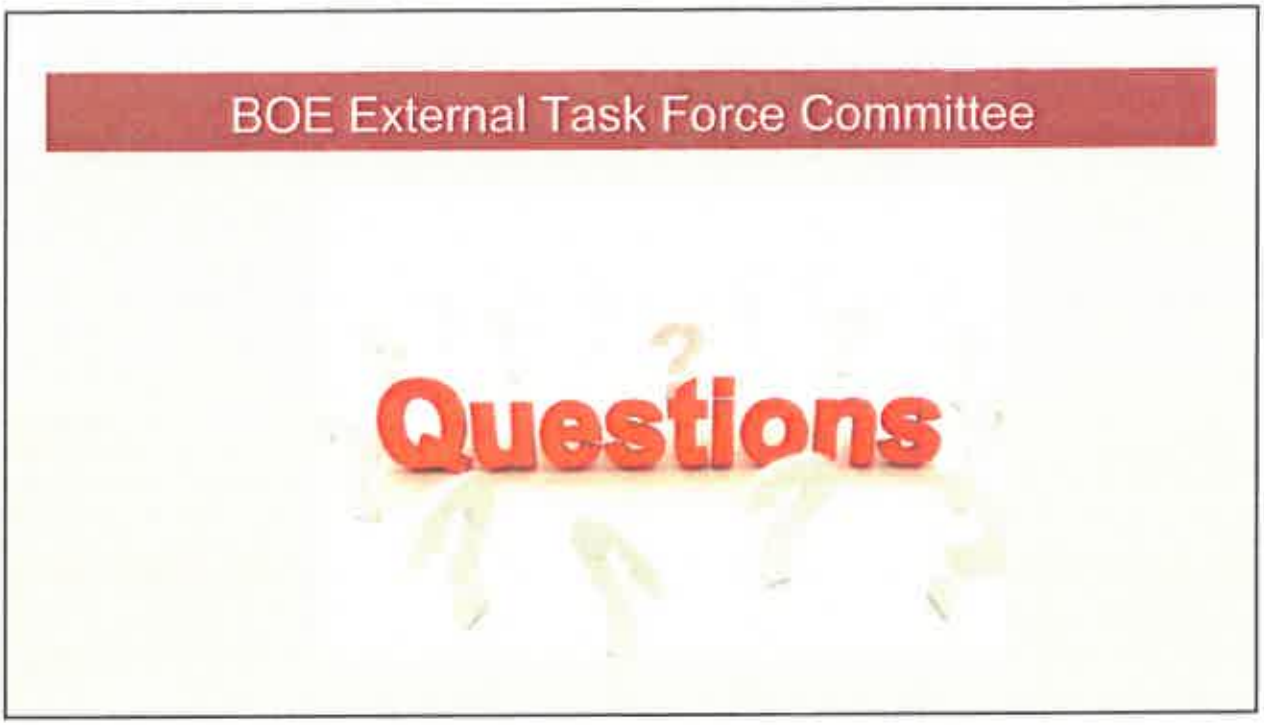
Looking Ahead/Recommendations

School Level

- ***Develop and/or expand student leadership groups to support positive school climate with strategies such as Buddy Bench.***

- ***Host new student/family orientations throughout the year to bring new students/families together & to learn about the culture of the school community as well as the Windsor Community.***

BOE External Task Force Committee



WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 15, 2019

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

ATTACHMENTS: December 31, 2018 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 2018.

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 31, 2018	$ 6,166,698
Expenditures through December 31, 2018	$28,231,732

Reviewed by: MB **Recommended by the Superintendent:**

Agenda Item # 11a.

Windsor Public Schools
Financial Report
December 31, 2018

	2018/2019 Budget	Expenditures YTD 12/31/2018	Encumbrance	Balance 12/31/2018	% Balance
Instructional Services					
Clover Street School	58,769	19,127	6,038	33,604	57%
John F. Kennedy School	82,405	31,556	7,054	43,795	53%
Oliver Ellsworth School	83,864	44,172	10,504	29,188	35%
Poquonock School	66,871	28,561	1,415	36,895	55%
Sage Park Middle School	205,220	84,551	18,728	101,941	50%
***Windsor High School	397,511	183,241	22,775	191,495	48%
Windsor High School Interscholastic Sports	202,000	95,385	38,232	68,383	34%
Athletic Coaches	254,000	114,211	0	139,789	55%
WHS Career & Technical Education	59,745	12,492	3,538	43,715	73%
Continuing Education	70,400	35,680	8,664	26,056	37%
*Instructional Mgt. & Curriculum Development	338,672	88,016	55,283	195,373	58%
Magnet School Tuition	1,500,600	103,707	6,750	1,390,143	93%
Technology	700,867	483,506	67,643	149,718	21%
Total Instructional Services	**4,020,924**	**1,324,205**	**246,624**	**2,450,095**	**61%**
Education Support Services					
Pupil Personnel Services	368,941	124,518	76,801	167,622	45%
Special Education	94,350	35,149	7,864	51,337	54%
Special Education Tuition	4,919,689	1,528,427	220,886	3,170,376	64%
Policy & Planning	142,350	94,006	2,139	46,205	32%
**Employee Personnel Services	129,000	49,478	11,122	68,400	53%
Financial Management	280,442	99,181	29,722	151,539	54%
Financial Services	38,500	28,821	505	9,174	24%
Pupil Transportation & Safety	2,761,845	320,797	552,574	1,888,474	68%
Special Education Transportation	1,943,680	647,874	331,370	964,436	50%
Physical Plant Services	1,971,850	837,773	1,107,208	26,869	1%
Major Maintenance	386,000	375,601	8,077	2,322	1%
L.P. Wilson Center	254,800	83,650	97,213	73,937	29%
Benefits	10,912,422	3,678,948	207,657	7,025,817	64%
Certified Salaries	30,788,451	14,171,326	0	16,617,125	54%
Non-Certified Salaries	8,845,337	4,253,526	0	4,591,811	52%
Regular Ed Tutor Salaries	252,700	83,425	0	169,275	67%
Special Ed Tutor Salaries	314,000	130,580	0	183,420	58%
Substitute Salaries	643,519	364,447	52,893	226,179	35%
Total Education Support Services	**65,047,876**	**26,907,527**	**2,706,031**	**35,434,318**	**54%**
Total All Sites	**$69,068,800**	**$28,231,732**	**$2,952,655**	**$37,884,413**	**55%**

* Site 42 Instructional Mgt. & Curriculum Development reflects a decrease of $40,000 compared to the Budget Book
** Site 44 Employee Personnel Services reflects an increase of $40,000 compared to the Budget Book.
Rationale for above asterisks: Tuition Reimbursement has been budgeted under Site 42, however, this line item is managed by the Assistant Superintendent of Human Resources and should be budgeted under Site 44.
*** Windsor High School budget was reduced by $27,545, per 10/16/18 BOE Meeting 18/19 Staffing Update

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 15, 2019

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

ATTACHMENTS: Student Enrollment Report & Recap

SUBJECT: Student Enrollment as of January 1, 2019

BACKGROUND:

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

STATUS:

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

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

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

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

RECOMMENDATION:

Informational

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

Agenda Item # 11b.

Windsor Public Schools
Student Enrollment Report
January 1, 2019

Enrollment in Windsor Public Schools

Grades PreK - 5	1,409
Grades 6-8	720
Grades 9-12	1,155
Total District Enrollment	**3,284**

Windsor Students not in District Schools

Out of District Placements (SPED)	47
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	27
CREC Montessori Hartford	13
CREC Metropolitan Learning Center (MLC)	83
CREC Miscellaneous Magnet Schools	230
Hartford Host Magnet Schools	185
Miscellaneous Magnet Schools	31
A.I. Prince Technical High School	7
Howard Cheney Technical High School	10
	633
Total Students	**3,917**

Windsor Public Schools
Student Enrollment Report
January 1, 2019

GRADE		Poquonock School	Clover Street School	Oliver Ellsworth School	John F. Kennedy School	Total
PreK		45		78		123
K		115		110		225
1		87		124		211
2		84		113		197
3			96		109	205
4			98		132	230
5			86		132	218
Subtotal K-5						1,286
Total		**331**	**280**	**425**	**373**	**1,409**

GRADE		Sage Park Middle School
6		240
7		224
8		256
Total		**720**

GRADE	Windsor High School
9	280
10	288
11	301
12	286
Total	**1,155**

District Wide Enrollment	**3,284**

ENROLLMENT REPORT 2018-2019
POQUONOCK SCHOOL

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

ENROLLMENT REPORT 2018-2019
OLIVER ELLSWORTH SCHOOL

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

ENROLLMENT REPORT 2018-2019
JF KENNEDY SCHOOL

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

ENROLLMENT REPORT 2018-2019
Clover Street School

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

ENROLLMENT REPORT 2018-2019
Sage Park Middle School

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

ENROLLMENT REPORT 2018-2019
Windsor High School

	Projected	1-Sept	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun
Grade 9	313	288	281	280	283	280					
Grade 10	278	289	292	287	287	288					
Grade 11	308	302	301	300	303	301					
Grade 12	261	287	282	283	283	286					
Windsor High Total	**1,160**	**1,166**	**1,156**	**1,150**	**1,156**	**1,155**					

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 15, 2019

Prepared By: Dana Plant

Presented By: Danielle Batchelder

Attachments: Food Service Financial Report

Subject: Cafeteria Operations – December 2018

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

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

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

Status: Financial Report for December 2018

Recommendation: Informational only.

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

Agenda Item # 11c.

Windsor School Food Service
Financial Statement
December 2018

REVENUE	December 2017	7/1/17 - YTD	December 2018	7/1/18 - YTD
SALES	$69,709.74	$387,809.97	$72,890.01	$371,462.10
REIMBURSEMENTS - STATE		32,594.00	27.00	32,791.00
ACCOUNTS RECEIVEABLE	77,650.29	424,391.76	79,258.89	438,699.37
CLOC		156,151.90		86,794.00
INTEREST/FEES				
MISC. (Rebates)	816.03	2,164.25		1,216.73
6 CENTS Certification	2,020.08	10,172.64	1,978.74	10,009.68
REVENUE TOTALS	**$150,196.14**	**$1,013,284.52**	**$154,154.64**	**$940,972.88**
EXPENSES				
WAGES	$69,311.27	$327,534.69	$75,112.17	$336,484.77
PAYROLL TAXES	5,302.31	25,056.40	5,746.08	25,741.09
BENEFITS	7,060.99	48,928.86	5,528.69	34,197.39
FOOD/MILK/ICE CREAM	85,547.98	509,500.53	84,679.40	504,680.03
PAPER	4,462.42	27,683.05	4,946.33	27,795.31
TRUCK	216.87	2,330.93	599.41	3,954.76
SUPPLIES	789.52	16,787.42	97.80	3,250.90
EQUIPMENT	2,997.20	36,912.85	5,955.84	6,727.64
SERVICES	827.93	5,428.07	60.19	47,830.23
EXPENSE TOTALS	**$176,516.49**	**$1,000,162.80**	**$182,725.91**	**$990,662.12**
NET INCOME	**-$26,320.35**	**$13,121.72**	**-$28,571.27**	**-$49,689.24**
INVENTORY		**$22,742.75**		**$34,703.15**
OPENING BALANCE 7/1		**$347,470.46**		**$333,317.93**
COMPUTED OPERATING POSITION		**$383,334.93**		**$318,331.84**

Windsor School Food Service
Program Participation
December 2018

SALES

		Dec 2017	Dec 2018
WHS			
	# OF DAYS	16	15
	SALES	$22,698.57	$25,021.39
	AVERAGE	$1,621.33	$1,668.09

Reimbursable Meals

ELEMENTARY	872	857
Academy of Aerospace & Engineering	410	355
SPMS	410	463
WHS	588	571

Reimbursable Meals — Average BREAKFAST per day

ELEMENTARY	381	385
Academy of Aerospace & Engineering	131	117
SPMS	81	95
WHS	164	164

Reimbursable Meals — Average SNACK per day

Treehouse Program	93	88

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: January 15, 2019

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

Attachments: None

Subject: Human Resources Report for December 1, 2018 – December 31, 2018

RESIGNATIONS/SEPARATIONS

Tara Jacques	Speech and Language Pathologist	Poquonock
Kristy Organ	Part-Time Clerical Assistant	Poquonock
Lestina Randolph	Special Education Tutor	LP Wilson
Brook Rooke	Lunchroom Monitor	Poquonock
Estefani Ruiz	Lunchroom Monitor	Kennedy
Angelina Woronecki	Lunchroom Monitor	Ellsworth

RETIREMENTS

Errol Young	Custodian II Evenings	LP Wilson

TRANSFERS/REASSIGNMENTS

N/A

HIRES

Aneisha Defreitas	Lunchroom Monitor	Poquonock
Ileana Garcia	Lunchroom Monitor	Poquonock
Jessica Gonzalez-Perez	Special Education Tutor	Ellsworth
Lyn Holzman	Spark Dean of Students	LP Wilson
George Jeffers Jr.	Lunchroom Monitor	Poquonock
Antwan Morris	Special Education Paraeducator	Ellsworth
Craig Pazdar	Special Education Paraeducator	LP Wilson

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

Agenda Item # 11d.

Windsor Board of Education
Special Meeting-Public Forum
Unapproved Minutes

Tuesday, December 18, 2018 6:30 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the December 18, 2018 Special Meeting-Public Forum. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

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

Absent Board Members:
Mr. Jeremy Halek
Mr. Leonard Lockhart

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

Discussion:
The meeting was called to order by Mr. Furie at 6:31 p.m. with the Pledge of Allegiance and a Moment of Silence.

2. Public Forum (concentration on 2019-2020 Budget Process) (limited to 7:00 PM)--The Board welcomes public participation and asks that speakers please limit their comments to 5 minutes.

Discussion:
No public comment.

3. Adjournment

Motion Passed: The meeting adjourned at 6:33 p.m. passed with a motion by Mr. Ronald Eleveld and a second by Mr. James Dobler.

7 Yeas - 0 Nays.

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

_____
Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Regular Meeting
Unapproved Minutes

Tuesday, December 18, 2018 7:00 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the December 18, 2018 Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 7:00 PM:

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

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

Discussion:
President Lockhart called the meeting to order at 7:01 PM with the Pledge to the Flag and Moment of Silence. Also in attendance: Superintendent Dr. Craig Cooke, Assistant Superintendent for Instructional Services Dr. Santosha Oliver, Director of Business Services Ms. Danielle Batchelder, Assistant Superintendent for Human Resources Dr. Terrell Hill, Director of Pupil and Special Education Services Mr. Steven Carvalho and Student Representative Adelisa Cecunjanin.

BOE Secretary Maryam Khan 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:
Paul Panos, 48 Brookview Road, addressed the Board regarding disciplinary issues.

4. Student Representative Report

Discussion:
Ms. Cecunjanin reported that December was a positive and productive month at WHS, with many students involved in giving back to the community. She also reported that there has been a jump in PSAT scores this year, and that Juniors and Seniors have questions about midterm and final exemptions; Dr. Cooke stated the issue has been brought to Dr. Oliver and himself, and they have asked staff to have discussions.

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

Discussion:
Mr. Lockhart reported on the Special Meeting held earlier in the month wherein the Board heard reports from the two Task Forces. Task Force recommendations will come to the Executive Committee in January, then move to the full Board hopefully at the January meeting. Mr. Lockhart also addressed discipline data and building safety.

5.b. School Liaison Reports
5.b.1. Windsor High School

Discussion:
Ms. Taylor reported that she and Mr. Furie had visited WHS the week prior and had the opportunity to see what a day in the life of a WHS student looks like.
Mr. Furie reported that he and Ms. Taylor attended the School Governance Council (SGC) meeting at the end of November; one of the things brought up was the possibility of a 9th grade course on how to be a WHS student, that would be a transition-type course that would teach study skills, time management, organizational skills, collaboration, etc. The SGC is trying to schedule a Study Circle for February and reviewed the Profile and Performance Reports.

5.b.2. Sage Park Middle School

Discussion:
Ms. Khan reported that the prior week SPMS held over 500 student-led conferences and that parents appreciated the new format. She attended the vendor fair, where she was happy to see some of the girls in the 7th grade Leadership Program who were raising money for student lunch accounts that were in debt and student library book debts. SPMS is hosting a grade 5 to 6 Transition Night on January 9 at 6:30 PM to introduce parents to the various programs and offerings.

Mr. Halek reported that SPMS students recently had their pajama day, where students were able to pay money to wear their pjs, as well as the teachers, and they were able to raise about $500, that money is going to support cancer research and blood disorders. There is an orchestra/band concert February 19 and the public is welcome to attend. The SPMS NHS held their toy drive and the students were able to raise $700 to purchase toys for children in Windsor.

5.b.3. Clover Street School

Discussion:
Mr. Eleveld reported that Clover Street will have their Student of the Month Assembly and Sing-A-Long on December 20, and they recently had their trip to the Science Center.

5.b.4. John F. Kennedy School

Discussion:
Mr. Bosch reported that the PTO broadcast their most recent meeting live on Facebook through their Facebook group, and the playback is available there. One of the things they spent time on was their library; they had a book sale, and they want to make sure books in the library have a multi-cultural appeal. The K-Kids club is collecting hats and mittens, and the monthly topic is decision making.

5.b.5. Oliver Ellsworth School

Discussion:
Mr. Dobler reported OE is looking to kick off the holiday vacation with a holiday Sing-a-Long on December 21 with presentations from each grade level and joined by the WHS Gospel Choir; also can still get your Yankee Candles through the school website.

5.b.6. Poquonock School

Discussion:
Ms. Fissel reported Poquonock is having their PJ day on Thursday, Sing-A-Long on Friday; January 3 there is a Multicultural Arts Night Planning meeting, January 4 is the kids New Years Dance Party. The January PTO meeting will be scheduled and you can visit their Facebook page to find out about meetings, fundraisers, and leave comments. There has been discussion about moving the playground, and there may be an upcoming fundraiser through the PTO for a new playground.

6. Superintendent's Report

Discussion:
Dr. Cooke reported he had attended the Windsor Chamber of Commerce holiday breakfast, where WHS strings students performed. He also reported a letter had recently been sent to the community about the new StopIt app that allows for anonymous reporting for students and families about concerns in schools, it will go live in early January. He expressed his thanks to students, families and staff for fundraising and various other efforts to give back to the community. He also wanted to make the Board aware that when we see something that happens like the West Hartford tragedy, we reach out to that district and offer our support and assistance; it's rarely accepted, but it's always met with a thank you and they know we're here.

Questions and comments from Board members ensued.

6.a. Legislative Update with Patrice McCarthy, Deputy Director and General Counsel, CT Association of Boards of Education

Discussion:
Patrice McCarthy, Deputy Director and General Counsel for the Connecticut Association of Boards of Education (CABE), presented an update on legislative issues.
Questions and comments from Board members ensued.

6.b. WHS Overnight Field Trip England/France April 2020, 1st Reading

Motion Passed: Motion that the Board of Education approve the proposed trip to England and France reserving the right to cancel if it feels that the safety of the students is at risk passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

9 Yeas - 0 Nays.

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

6.c. Technology Update

Discussion:
Mr. Dadona presented an update on District technology as it pertains to internet safety, monitoring of usage, student records, and the impact of the Connecticut Data Privacy Law on the District.

6.d. Budget Assumptions FY 20, 1st Reading

Discussion:
Ms. Fissel requested that the Board look at making an assumption related to fixed costs vs. discretionary spending as related to the six bargaining unit agreements. She understands it will not make this budget cycle but asks that it be considered for the next cycle of the budget.

Motion Passed: Motion that the Board accept for a 1st reading the Budget Assumptions for FY 2019-2020 passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

9 Yeas - 0 Nays.

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

6.e. School Calendar 2019-2020, 1st Reading

Discussion:
Ms. Fissel requested that Indigenous Peoples Day be added to the Calendar in place of Columbus Day.
Mr. Bosch recommended that it be taken to the Executive Committee between the first and second readings so that it may be changed for the calendar for next year. He also recommended moving the potential last day of school from June 24 to June 26.

These issues will go to the Executive Committee for discussion.

Motion Passed: Motion that the Board of Education accept the proposed 2019-2020 school calendar for a 1st reading passed with a motion by Mr. David Furie and a second by Mrs. Ayana Taylor.

9 Yeas - 0 Nays.

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

6.f. Policy Adoption, 2nd Reading

6.f.1. Revised P 4112.3 Employment Checks
6.f.2. Revised P 4600 Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder
6.f.3. Revised P/AR 5113 Student Attendance and Truancy
6.f.4. Revised P/AR 5131.6 Drugs and Alcohol
6.f.5. Revised P 5141.21 Administration of Student Medications in the Schools
6.f.6. Revised AR 5141.22 Communicable/Infectious Diseases
6.f.7. Revised P 5141.25 Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease
6.f.8. Review revised AR 5141.31 Immunizations

Motion Passed: Motion that the Board approve the revisions made to P4112.3 Employment Checks, P 4600 Reports of Suspected Abuse or Neglect of Adults with an Intellectual Disability or Autism Spectrum Disorder, P 5113 Student Attendance and Truancy, P5131.6 Drugs and Alcohol, P 5141.21 Administration of Student Medications in the School and P 5141.25 Management Plan and Guidelines for Students with Food Allergies and/or Glycogen Storage Disease for a 2nd reading passed with a motion by Ms. Maryam Khan and a second by Mr. Brian Bosch.

9 Yeas - 0 Nays.

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

6.g. Disciplinary Data - State Report

Discussion:
The Board received the state discipline data for the school years 2016-2017 and 2017-2018.Discussion and questions ensued. Mr. Eleveld requested that it come back on next month's agenda for a short conversation and explanation as to how the numbers relate.

7. Committee Reports

Discussion:
None.

8. Consent Agenda

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

9 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Michaela Fissel Yes
Ms. Maryam Khan Yes
Mr. Brian Bosch Yes
Mr. James Dobler Yes

Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Mrs. Ayana Taylor Yes

8.a. Financial Report

Discussion:
Expenditures for November 30, 2018: $7,040,956
Expenditures through November 30, 2018: $22,065,034

8.b. Enrollment Report
8.c. Food Service Report
8.d. Human Resources Report

9. Approval of Minutes

9.a. November 20, 2018 Regular Meeting
9.b. December 4, 2018 Special Meeting

Motion Passed: Motion to approve the minutes in 9.a November 20, 2018 Regular Meeting and 9.b December 4, 2018 Special Meeting passed with a motion by Ms. Maryam Khan and a second by Mr. James Dobler.

9 Yeas - 0 Nays.

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

10. Other Matters/Announcements/Regular BOE Meetings

Motion Passed: Motion to amend the agenda to move Audience to Visitors in front of Executive Session passed with a motion by Mr. David Furie and a second by Mr. Ronald Eleveld.

9 Yeas - 0 Nays.

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

Motion Passed: Motion to adjourn the meeting at 11:00 p.m. passed with a motion by Ms. Michaela Fissel and a second by Mr. Brian Bosch.

9 Yeas - 0 Nays.

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

10.a. BOE Curriculum Committee, Thursday, January 10, 2019, 4:30 PM, LPW, Room 17
10.b. BOE Policy Committee, Thursday, January 10, 2018, 6:30 PM, LPW, Room 17
10.c. Next BOE Regular Meeting is Tuesday, January 15, 2019, Superintendent Presents 2019-2020 Budget at 6:30 PM and Regular Meeting at 7:00 PM, Town Hall, Council Chambers

11. Executive Session

11.a. Discussion on school security
11.b. Discussion concerning information containing confidential student record

Motion Passed: Motion that the Board of Education move into Executive Session for the purpose of discussing Item 11.a School Security, inviting Dr. Cooke and Director of Business Services Danielle Batchelder to be part of the discussion and to discuss Item 11.b Information Containing Confidential Student Record, inviting Dr. Cooke to be part of this discussion passed with a motion by Mr. David Furie and a second by Mr. Ronald Eleveld.

9 Yeas - 0 Nays.

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

Discussion:
The meeting entered Executive Session at 10:21 p.m.
The meeting returned from Executive Session at 11:00 p.m.

12. Audience to Visitors

Discussion:
None.

13. Adjournment

Motion Passed: The meeting adjourned at 11:00 p.m. passed with a motion by Mr. Ronald Eleveld and a second by Mr. James Dobler.

9 Yeas - 0 Nays.

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

_____
Maryam F. Khan, Secretary
Windsor Board of Education