Regular Meeting

Wednesday, February 20, 2019 7:00 PM
Town Hall, Council Chambers Please click the link below to join the webinar: https://us02web.zoom.us/j/85191945173 Or Telephone: +1 646 558 8656 or +1 301 715 8592 Webinar ID: 851 9194 5173 , 275 Broad Street, Windsor, CT 06095

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

a. Recognition--New BOE Student Representative-Izaiah McNeil

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

a. President's Report
b. School Liaison Reports

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

c. Finance Committee's Recommendation regarding the 2019-2020 Financial Plan and Adoption of the 2019-2020 Financial Plan (Anticipated Action)

6. **Superintendent's Report**

a. Policy Adoption, 2nd Reading

1. Revised P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973
2. Revised P/AR 5142.2 Restraint and Seclusion of Persons at Risk
3. Revised P 1110.1 Parent Involvement
4. New P 3520.13 Data-Based Information and Management Systems

b. Curriculum Development, 2nd Reading

1. Grade 6-8 ELA Curriculum

7. **Committee Reports**

a. Finance Committee

8. **Consent Agenda**

a. Financial Report
b. Enrollment Report
c. Food Service Report
d. Human Resources Report
e. Childrearing Leave Request

9. **Approval of Minutes**

a. January 10, 2019 Curriculum Committee
b. January 10, 2019 Policy Committee
c. January 15, 2019 Regular Meeting
d. January 22, 2019 Public Forum with Finance Committee
e. January 26, 2019 Public Forum with Finance Committee
f. February 5, 2019 Public Forum with Finance Committee

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

a. Next BOE Regular Meeting is Tuesday, March 19, 2019, 7:00 PM, Town Hall, Council Chambers
b. BOE Curriculum Committee, Thursday, March 7, 2019, 4:30 PM, LPW, Room 17
c. BOE Long Range Planning Committee, Thursday, March 7, 2019, 6:30 PM,

LPW, Room 17

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

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 20, 2019

Prepared By: Craig A. Cooke **Presented By:** David Furie

Attachments:

Subject: Finance Committee's Recommendation Regarding the 2019-2020 Financial Plan and Adoption of the 2019-2020 Financial Plan (Anticipated Action)

BACKGROUND:

The Board of Education held one public forum on the budget process in December 2018 and three public forums on the proposed budget in January 2019 and one public forum in February 2019. The Board of Education's Finance Committee held four separate meetings to review the budget in addition to holding public forums before three of those committee meetings.

STATUS:

N/A

RECOMMENDATION:

Move the Board of Education accept the proposed 2019-2020 budget submitted to the Board by Dr. Cooke with a 2.67% increase over the current year's budget.

Recommended by the Superintendent: _____

Agenda Item # 5c.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 20, 2019

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

Attachments:
1. Revised P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973
2. Revised P 5142.2 Restraint and Seclusion of Persons at Risk (new AR)
3. Revised P 1110.1 Parent Involvement
4. New P 3520.13 Data-Based Information and Management Systems

Subject: Policy Adoption, 2nd Reading

BACKGROUND:

The Board of Education Policy Committee reviewed the following policy and administrative regulation and is recommending immediate adoption. The full Board of Education received these policies at their January 15, 2019 meeting as a 1st reading.

STATUS:

1. 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.
2. 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.
3. P 1110.1 Parent Involvement has been revised based on current district practices.
4. 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.

Recommended by the Superintendent:

Agenda Item # 6a.

Revised

Students **P 5145**

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

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

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

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

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

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

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

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

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

Legal References:

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

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

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

Policy approved: April 9, 2013
Policy revised:

Windsor Public Schools
Windsor, CT

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

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

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

I. Definitions

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

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

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

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

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

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

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

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

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

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

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

F. The complaint should contain the following information:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Drug/Alcohol Violations

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

A. Submission of Complaint to Section 504/ADA Coordinator

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

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

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

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

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

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

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

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

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

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

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

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

B. Review by Superintendent of Schools

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

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

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

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

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

C. Mediation Procedures:

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

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

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

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

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

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

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

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

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

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

D. Impartial Hearing Procedures:

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

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

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

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

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

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

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

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

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

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

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

V. Complaints to Federal Agencies

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

Regulation approved:

Craig A. Cooke, Ph.D.
Superintendent

Windsor Public Schools
Windsor, CT

Current

P 5145

Students

POLICY REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

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

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

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

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

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

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

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

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

Policy Adopted: April 9, 2013

Students

ADMINISTRATIVE REGULATIONS REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Windsor Board of Education Section 504 Grievance Procedures

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

I. Definitions

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

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

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

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

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

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

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

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

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

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

F. The complaint should contain the following information:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regulation approved: April 9, 2013

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

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: February 20, 2019

Prepared By: Santosha Oliver

Presented By: A. Taylor
S. Oliver

Attachments:

Subject: Curriculum Development 2nd 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 Regular Meeting on January 15, 2019, as a 1st Reading.

Recommendation:

The Board approves Grade 6 ELA, Grade 7 ELA, and Grade 8 ELA as a 2nd Reading.

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

Agenda Item # 6b.

WINDSOR BOARD OF EDUCATION

AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 20, 2019

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

ATTACHMENTS: January 31, 2019 Financial Report

SUBJECT: Financial Report

BACKGROUND:

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

STATUS:

The attached report is for the month of January 2019.

There were no inter-site transfers during the month.

RECOMMENDATION:

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

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

Expenditures for January 31, 2019	$ 6,837,998
Expenditures through January 31, 2019	$35,069,730

Reviewed by: 10B **Recommended by the Superintendent:**

Agenda Item # 8a.

Windsor Public Schools
Financial Report
January 31, 2019

	2018/2019 Budget	Expenditures YTD 1/31/2019	Encumbrance	Balance 1/31/2019	% Balance
Instructional Services					
Clover Street School	58,769	22,776	6,542	29,451	50%
John F. Kennedy School	82,405	39,645	16,491	26,269	32%
Oliver Ellsworth School	83,864	56,059	9,421	18,384	22%
Poquonock School	66,871	30,253	3,549	33,069	49%
Sage Park Middle School	205,220	96,491	28,653	80,076	39%
***Windsor High School	397,511	203,948	28,353	165,210	42%
Windsor High School Interscholastic Sports	202,000	111,223	26,629	64,148	32%
Athletic Coaches	254,000	114,211	0	139,789	55%
WHS Career & Technical Education	59,745	16,782	17,118	25,845	43%
Continuing Education	70,400	37,860	15,632	16,908	24%
*Instructional Mgt. & Curriculum Development	338,672	130,499	49,343	158,830	47%
Magnet School Tuition	1,500,600	110,457	0	1,390,143	93%
Technology	700,867	513,538	67,217	120,112	17%
Total Instructional Services	**4,020,924**	**1,483,742**	**268,948**	**2,268,234**	**56%**
Education Support Services					
Pupil Personnel Services	368,941	171,809	55,006	142,126	39%
Special Education	94,350	42,650	5,817	45,883	49%
Special Education Tuition	4,919,689	2,189,700	74,873	2,655,116	54%
Policy & Planning	142,350	99,121	6,861	36,368	26%
**Employee Personnel Services	129,000	72,718	4,541	51,741	40%
Financial Management	280,442	122,486	67,844	90,112	32%
Financial Services	38,500	37,545	0	955	2%
Pupil Transportation & Safety	2,761,845	917,410	1,605	1,842,830	67%
Special Education Transportation	1,943,680	837,949	142,935	962,796	50%
Physical Plant Services	1,971,850	1,079,469	888,864	3,517	0%
Major Maintenance	386,000	375,601	8,077	2,322	1%
L.P. Wilson Center	254,800	134,347	75,855	44,598	18%
Benefits	10,912,422	4,872,845	166,487	5,873,090	54%
Certified Salaries	30,788,451	17,215,742	0	13,572,709	44%
Non-Certified Salaries	8,845,337	4,671,617	0	4,173,720	47%
Regular Ed Tutor Salaries	252,700	106,075	0	146,625	58%
Special Ed Tutor Salaries	314,000	155,503	0	158,497	50%
Substitute Salaries	643,519	483,401	30,939	129,179	20%
Total Education Support Services	**65,047,876**	**33,585,988**	**1,529,704**	**29,932,184**	**46%**
Total All Sites	**$69,068,800**	**$35,069,730**	**$1,798,652**	**$32,200,418**	**47%**

* 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: February 20, 2019

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

ATTACHMENTS: Student Enrollment Report & Recap

SUBJECT: Student Enrollment as of February 1, 2019

BACKGROUND:

Attached are the enrollment figures as of February 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 # 8b.

Windsor Public Schools
Student Enrollment Report
February 1, 2019

Enrollment in Windsor Public Schools

Grades PreK - 5	1,411
Grades 6-8	725
Grades 9-12	1,149
Total District Enrollment	**3,285**

Windsor Students not in District Schools

Out of District Placements (SPED)	53
Private Schools (St.Gabriels, Trinity Christian, Medina Academy; Praise, Power&Prayer)	27
CREC Montessori Hartford	12
CREC Metropolitan Learning Center (MLC)	84
CREC Miscellaneous Magnet Schools	231
Hartford Host Magnet Schools	185
Miscellaneous Magnet Schools	31
A.I. Prince Technical High School	7
Howard Cheney Technical High School	9
	639
Total Students	**3,924**

Windsor Public Schools
Student Enrollment Report
February 1, 2019

GRADE		Poquonock School	Clover Street School	Oliver Ellsworth School	John F. Kennedy School	Total
PreK		45		81		126
K		112		109		221
1		86		123		209
2		83		114		197
3			97		111	208
4			97		133	230
5			89		131	220
Subtotal K-5						1,285
Total		**326**	**283**	**427**	**375**	**1,411**

GRADE		Sage Park Middle School
6		241
7		227
8		257
Total		**725**

GRADE	Windsor High School
9	259
10	296
11	296
12	298
Total	**1,149**

District Wide Enrollment	**3,285**

ENROLLMENT REPORT 2018-2019
POQUONOCK SCHOOL

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

ENROLLMENT REPORT 2018-2019
OLIVER ELLSWORTH SCHOOL

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

ENROLLMENT REPORT 2018-2019
JF KENNEDY SCHOOL

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

ENROLLMENT REPORT 2018-2019
Clover Street School

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

ENROLLMENT REPORT 2018-2019
Sage Park Middle School

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

ENROLLMENT REPORT 2018-2019
Windsor High School

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

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 20, 2019

Prepared By: Dana Plant

Presented By: Danielle Batchelder

Attachments: Food Service Financial Report

Subject: Cafeteria Operations – January 2019

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

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

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

Status: Financial Report for January 2019

Recommendation: Informational only.

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

Agenda Item # 8c.

Windsor School Food Service
Financial Statement
January 2019

REVENUE	January 2018	7/1/17 - YTD	January 2019	7/1/18-YTD
SALES	$72,940.76	$460,750.73	$78,709.05	$450,171.15
REIMBURSEMENTS - STATE		32,594.00	20,673.00	53,464.00
ACCOUNTS RECEIVEABLE	87,276.06	511,667.82	106,779.32	545,478.69
CLOC	29,826.00	185,977.90		86,794.00
MISC. (Rebates)		2,164.25	143.85	1,360.58
6 CENTS Certification	2,307.60	12,480.24	2,654.82	12,664.50
REVENUE TOTALS	**$192,350.42**	**$1,205,634.94**	**$208,960.04**	**1,149,932.92**
EXPENSES				
WAGES	$50,973.94	$378,508.63	$63,083.18	$399,567.95
PAYROLL TAXES	3,899.50	28,955.90	4,825.87	30,566.96
BENEFITS	8,202.58	57,131.44	5,489.20	39,686.59
FOOD/MILK/ICE CREAM	105,558.45	615,058.98	110,315.29	614,995.32
PAPER	6,766.26	34,449.31	6,140.02	33,935.33
TRUCK	300.55	2,631.48	142.79	4,097.55
SUPPLIES	115.00	16,902.42	302.62	3,553.52
EQUIPMENT		36,912.85	25,470.95	32,198.59
SERVICES	130.22	5,558.29	153.29	47,983.52
EXPENSE TOTALS	**$175,946.50**	**$1,176,109.30**	**$215,923.21**	**$1,206,585.33**
NET INCOME	**$16,403.92**	**$29,525.64**	**($6,963.17)**	**($56,652.41)**
INVENTORY		**$28,685.14**		**$26,125.80**
OPENING BALANCE 7/1		**$347,470.46**		**$333,317.93**
COMPUTED OPERATING POSITION		**$405,681.24**		**$302,791.32**

Windsor School Food Service
Program Participation
January 2019

WHS	Jan 2018	Jan 2019
DAYS	14 exam week	16 exam week
SALES	$21,918.03	$24,030.01
AVERAGE	$1,565.57	$1,501.88

Reimbursable Meals	Average LUNCH per day	
ELEMENTARY	868	849
Academy of Aerospace & Engineering	418	425
SPMS	406	457
WHS	602	520

Reimbursable Meals	Average BREAKFAST per day	
ELEMENTARY	330	354
Academy of Aerospace & Engineering	130	113
SPMS	75	92
WHS	147	139

Reimbursable Meals	Average SNACK per day	
Treehouse Program	94	89

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 20, 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 January 1, 2019 – January 31, 2019

RESIGNATIONS/SEPARATIONS

Deborah Althen	Special Education Teacher	Windsor High
Tracey McFall	Special Education Paraeducator	Poquonock

RETIREMENTS

Joan Simone	Special Education Teacher (6/30/18)	Poquonock

TRANSFERS/REASSIGNMENTS

Tomaro Cooper	From: Part-time Food Service Cashier	Windsor High
	To: Full-time Elementary Cook/Secondary Salad	Windsor High

HIRES

Elizabeth Allen-Waterhouse	Lunchroom Monitor	Kennedy
James Emerich	Spanish Teacher (Limited)	Windsor High
Patricia Hackett	Special Education Teacher (Limited)	Windsor High
Raymond Sciarretta	Long Term Substitute Reading Teacher	Kennedy

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

Agenda Item # 8d.

WINDSOR BOARD OF EDUCATION
AGENDA ITEM

For Consideration by the Board of Education at the Meeting of: February 20, 2019

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

Presented By: Terrell M. Hill, PhD

Attachments: None

Subject: Childrearing Leave

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

Status:
We have two requests for childrearing leave for the 2019-2020 school year.

Recommendation:
A proposed motion to grant the childrearing leave follows: Move that childrearing leave be approved for the individuals mentioned in the Superintendent's Confidential Memorandum #19-01.

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

Agenda Item # 8e.

Windsor Board of Education
Curriculum Committee
Unapproved Minutes

Thursday, January 10, 2019 4:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the January 10, 2019 Curriculum Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 4:30 PM:

Present Board Members:
Mr. Leonard Lockhart
Ms. Michaela Fissel
Ms. Maryam Khan
Mrs. Ayana Taylor

Updated Attendance:
Mrs. Ayana Taylor was updated to absent at: 5:40 PM

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

Discussion:
The meeting was called to order by Chair Ayana Taylor at 4:30 PM with the Pledge to the Flag and Moment of Silence. Superintendent Dr. Craig A. Cooke and Assistant Superintendent Dr. Santosha Oliver were also in attendance.

2. Audience to Visitors

Discussion:
None

3. Second Step Presentation

Discussion:
The committee received a presentation on the Second Step Program.

4. Grade 6-8 ELA Curriculum

Discussion:
The committee reviewed the Grade 6-8 ELA Curriculum. Ms. Fissel and Ms. Khan suggested that the detailed curriculum units not be provided going forward. Superintendent will discuss with Committee Chair.

5. Health Curriculum Update

Discussion:
The committee received a presentation on the health curriculum.

6. Adjournment

Discussion:
The meeting was adjourned at 6:32 PM.

_____
Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Policy Committee
Unapproved Minutes

Thursday, January 10, 2019 6:30 PM
L.P. Wilson Community Center, Room 17

The following are the unapproved minutes of the January 10, 2019 Policy Committee. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:35 PM:

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

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

Discussion:
The meeting was called to order by Chair Maryam Khan at 6:35 PM with the Pledge to the Flag and a Moment of Silence. Superintendent Dr. Craig A. Cooke, Assistant Superintendent for Instructional Services Dr. Santosha Oliver and Assistant Superintendent for Human Resources Dr. Terrell Hill were also in attendance.

2. Audience to Visitors

Discussion:
None

3. Revised AR 4120.5 Concussion Management and Training for Athletic Coaches

Discussion:
AR 4120.5 Concussion Management and Training for Athletic Coaches was approved for distribution.

4. New AR 5141.32 Procedures for Concussion Management - Return to Learn

Discussion:
AR 5141.32 Procedures for Concussion Management - Return to Learn was approved for distribution.

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

Discussion:
Revised P/AR 5145 Policy Regarding Section 504 of the Rehabilitation Act of 1973 was approved to move forward to the full board.

6. Revised P 5142.2 Restraint and Seclusion of Persons at Risk (new AR)

Discussion:
Revised P 5145 Restraint and Seclusion of Persons at Risk and its new AR was approved to move forward to the full board.

7. Revised AR 5123.1 Windsor High School Graduation Requirements

Discussion:
Revised AR 5123.1 Windsor High School Graduation Requirements will be brought back to the policy committee at its next meeting. Committee will also review P 5123 at that time.

8. Revised P 1110.1 Parent Involvement

Discussion:
Revised P 1110.1 Parent Involvement was approved to move forward to the full board.

9. New P 3520.13 Data-Based Information and Management Systems

Discussion:
New P 3520.13 Data-Based Information and Management Systems was approved to move forward to the full board.

10. Revised AR 6155 Class Examinations

Discussion:
Revised AR 6155 Class Examinations will be brought back to the policy committee at its next meeting.

11. Adjournment

Discussion:
The meeting was adjourned at 8:46 PM.

_____
Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Regular Meeting
Unapproved Minutes
Tuesday, January 15, 2019 6:30 PM
Town Hall, Council Chambers

The following are the unapproved minutes of the January 15, 2019 Regular Meeting. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:30 PM:

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

Absent Board Members:
Mr. James Dobler

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

Discussion:
The meeting was called to order at 6:31 PM by President Lockhart with the Pledge to the Flag and Moment of Silence. Also in attendance: Superintendent Dr. Craig A. Cooke, Director of Business Services Danielle Batchelder, Assistant Superintendent for Human Resources Dr. Terrell Hill, Assistant Superintendent for Instructional Services Dr. Santosha Oliver and Director of Pupil and Special Education Services Steven Carvalho. BOE Student Representative Adelisa Cecujanin was also in attendance.

2. Superintendent Presents 2019-2020 Budget Proposal

Discussion:
Dr. Cooke gave a presentation on the Superintendent's budget for 2019-2020. The proposed budget is 2.67% over the 2018-2019 budget or an increase of $1,844,561. Total proposed budget is $70,913,361.

At the completion of Dr. Cooke's presentation, comments were offered by some board members. Mr. Lockhart called a five minute recess at 7:06 PM.

3. Public Forum on 2019-2020 Budget (Limited to maximum of 30 minutes)

Discussion:
Mr. Lockhart opened the Public Forum at 7:11 PM. There were no public comments. The Public Forum was closed at 7:12 PM.

4. THE REGULAR MEETING WILL CONTINUE IMMEDIATELY FOLLOWING THE PUBLIC FORUM AND A 5 MINUTE RECESS

5. Recognitions/Acknowledgements

Discussion:

Mr. Lockhart introduced Ms. Khan, Secretary of the Board who 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.

5.a. Jennifer Harrison, Poquonock School Special Education Teacher, a Winner in Crayola National "Thank A Teacher" Contest

Discussion:
Ms. Tracie Peterson, Principal of Poquonock School introduced Jennifer Harrison, Special Education Teacher. Ms. Harrison was named a winner in the Crayola National "Thank A Teacher" Contest.

5.b. Recognition--Adelisa Cecunjanin, BOE Student Representative

Discussion:
Mr. Lockhart, Ms. Khan and Dr. Cooke recognized Adelisa Cecunjanin, the BOE Student Representative for the first semester of the school year. They thanked Adelisa for her service to the Board and wished her well in her future endeavors.

6. Audience to Visitors

Discussion:
Paul Panos, 48 Brookview Road, continued his comments from last month's meeting regarding discipline in the schools.

Mrs. Elise Carroll, Lead Mentor, and Linnea Carroll, Referee, both of 95 Portman Street, along with two students from the Blazing Spirits asked the board and community members to attend the competition on Saturday, January 26 from 9:00 AM to 5:00 PM at Windsor High School.

7. Student Representative Report

Discussion:
Ms. Cecujanin wished everyone a Happy New Year and reported students had made a smooth transition to school after break. Mid-terms begin next week and students are reviewing for their exams. She said she was grateful to be chosen to serve as the Board of Education Student Representative and thanked everyone for the opportunity.

8. Board of Education

8. a. President's Report

Discussion:
President Lockhart wished Happy New Year and welcomed everyone back. He announced that former BOE member Nuchette Black-Burke and current member, Ayana Taylor, were recognized on January 10th for the Windsor Bridge Builder Awards.

He also announced Dr. Cooke as the recipient of the UCONN Neag Outstanding Superintendent Award for 2019. There will be an awards celebration on March 16, 2019. Board members are invited to attend to support the Superintendent.

Mr. Lockhart discussed the Board work being done on concussion protocols and that there is now an administrative regulation on Return to Learn (after a concussion). He reported the district is ahead of many other districts in the state on policies and protocols regarding concussions. He thanked the policy committee for their work, it was a slow process but they wanted to get it right.
Mr. Lockhart discussed the regulation on class examinations and it will require further discussions by Board members. It is anticipated to have a revised regulation in place for the 2019-2020 school year.

With the Superintendent's budget presentation this evening, the members are just beginning the budget cycle. Any questions should be emailed to the Superintendent and Mr. Furie and cc Sally Brown. He asked community members to get involved in the budget process and to engage the Board members in a candid discussion and to do what is best for the children.

8.b. School Liaison Reports

8.b.1. Windsor High School

Discussion:
Mr. Furie reported on the robotic competition on Saturday, January 26 from 9:00 AM - 5:00 PM. The Blazing Spirits 130 at WHS build medium size robots. There will be 26-30 teams. This is the first time this competition is being held at WHS.

Boys and Girls Basketball teams are off to a great start. Exams are starting after MLK Day. Advisories are planned for Grades 9, 10, and 11 on how to prepare for the semester. Seniors will receive information on budgeting.

Mrs. Taylor reported that the WHS School Governance Council will meet on January 28 at WHS.

8.b.2. Sage Park Middle School

Discussion:
Ms. Khan reported she attended the grade level and school-wide Geography Bees. She said she helped her daughter prepare for the competition and felt the questions were challenging. She wanted to recognize all the students who participated. The first place winner will try for the state level competition. She also reported on Second Step and the TSA Robotic Competition.

Mr. Halek reported that STAR testing will be January 22 through January 25. The Sage Park PTO is collecting Geissler's receipts. Sage Park receives a percentage of each receipt. Any questions can be directed to the PTO.

8.b.3. Clover Street School

Discussion:
Mr. Eleveld reported that the following day is School Spirit Day and there is an assembly on robotics on January 18 from 1:00 to 3:00 PM. He also reported on Hoot and Holler Program at NWP on January 24 and 25 and the 4th grade field trip to the Air Museum on January 29. More information can be found on the school's website.

8.b.4. John F. Kennedy School

Discussion:
Mr. Bosch reported that the PTO meetings are now online. Parents can go to the Facebook page and see the meeting in whole. There are concerts at JFK on January 24 from 6:00-7:00 PM and February 4 from 6:30-7:30 PM. February 22 is Family Game Night which is a huge fundraiser. A school dance will be held on March 29. There is no charge to attend.

8.b.5. Oliver Ellsworth School

Discussion:
No report from Mr. Dobler this evening. Mrs. Taylor reported the Husky Action Team will meet on January 17 at 6:00 PM in the Family Resource Center.

8.b.6. Poquonock School

Discussion:
A string concert will be held on January 28 from 6:30-7:30 PM. Fun Family Partners will be held on February 1 from 6:00-7:30 PM. The PTO meeting scheduled for January 14 was moved to February 4 from 6:00-7:00 PM in the library. There is an early dismissal on February 5. She announced there is a great video featuring Principal Peterson talking about the school on the website. She encouraged everyone to view it.

At the conclusion of the Poquonock School report, the time was 7:59 PM.

9. Superintendent's Report

Discussion:
Dr. Cooke thanked Adelisa for her participation on the Board of Education. He congratulated Board member Ayana Taylor for being selected for a Bridge Builder Award as well as to Ms. Nuchette Black-Burke, former Board member.

He announced the Hartford Foundation for Public Giving grant has been approved for the 2019 calendar year in the amount of $338,069 and is excited to continue this important partnership.

He also announced The Blazing Spirits, Windsor's FIRST TECH Challenge team, with students from Sage Park and WHS, who will host a robotics competition on Saturday, January 26th from 9-5pm at Windsor High School. The public is welcome and admission is free. He thanked David Furie and everyone helping to bring the event to WHS. He will join the event after the board meeting on that Saturday.

9.a. WHS Overnight Field Trip England/France April 2020, 2nd Reading

Motion Passed: 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 passed with a motion by Mr. David Furie and a second by Ms. Maryam Khan.

8 Yeas - 0 Nays.

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

9.b. Budget Assumptions FY 20, 2nd Reading

Motion Passed: Move the Board accept for a 2nd Reading, the Budget Assumptions for FY 2019-2020 passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

8 Yeas - 0 Nays.

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

9.c. School Calendar 2019-2020, 2nd Reading

Discussion:
Ms. Fissel asked about changing the Columbus Day holiday to Indigenous People's Day. There was discussion about discussing the name change with the town and see if they are willing to take up the initiative as a collective effort. Dr. Hill reported he did some research and there are some states across the country that have changed the name of the holiday.

Mr. Bosch asked about the April vacation week and if it is consistent with CREC and other districts. Dr. Hill confirmed that he reviewed the CREC academic calendar as well as the West Hartford and South Windsor districts to make sure our calendar aligned with other districts.

Motion Passed: Move the Board of Education accept the proposed 2019-2020 school calendar for a 2nd Reading passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

8 Yeas - 0 Nays.

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

9.d. Policy Adoption, 1st Reading

Discussion:
Ms. Khan read the rationale for the new and revised policies and regulations. The Board has two administrative regulations regarding concussion protocols moving forward. Mr. Eleveld thanked the committee and the parent who worked to have the changes made to these regulations. Ms. Khan recognized Athletic Director Steve Risser, Nurse Julii DeNegris and the medical advisor for their assistance with the concussion protocols. Mr. Furie asked about the next steps for implementing the regulations. Dr. Cooke announced that the information will be shared with the district and will go on the website. A pamphlet will be created for distribution to families and he will share it with the Board as soon as there is a draft. Ms. Fissel inquired about the Family Help Guides created the previous year and how to make sure they are available to everyone. Discussion ensued.

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

Motion Passed: 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 passed with a motion by Ms. Maryam Khan and a second by Mr. Brian Bosch.

8 Yeas - 0 Nays.

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

9.e. Curriculum Development, 1st Reading

9.e.1. Grade 6-8 ELA Curriculum

Motion Passed: Move the Board approve Grade 6 ELA, Grade 7 ELA and Grade 8 ELA as a 1st Reading passed with a motion by Mrs. Ayana Taylor and a second by Ms. Michaela Fissel.

8 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Michaela Fissel Yes
Ms. Maryam Khan Yes
Mr. Brian Bosch Yes
Mr. James Dobler Absent

Mr. Ronald Eleveld Yes
Mr. David Furie Yes
Mr. Jeremy Halek Yes
Mrs. Ayana Taylor Yes

10. Committee Reports

10.a. Task Force Committee Recommendations, External Committee (possible action)

Discussion:
The Board discussed the recommendations of the External Task Force Committee. Mr. Furie thanked the committee and questioned what the process would be to put forth their recommendations. Dr. Cooke responded that the initiatives should not conflict with the remaining recommendations which could be reported out with the Board.

Ms. Fissel would like to see the task force move forward with the work. Mr. Bosch is in favor of the recommendations and feels that they are good but feels there is a piece not addressed in regards to the internal task force recommendations. Dr. Hill responded that the committees are still in the process of meeting and will bring recommendations to the Board in June.

Ms. Fissel agreed with Mr. Bosch and would like to see how the work of the two committees fit together and, if possible, have a single document with all the parts working together. She would like to have an update at the next meeting, possibly under the President's report. Mr. Lockhart said it will be brought to the executive committee first before moving forward to the full Board.

Motion Passed: 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 passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

8 Yeas - 0 Nays.

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

10.b. Curriculum Committee

Discussion:
Mrs. Taylor referred the committee update to Ms. Fissel as she had to leave the meeting early to attend Bridge Builders. The committee received a presentation on SEL by a representative at each school and how it is being implemented at the school. The committee also received a presentation on the health curriculum and how it is being integrated and meeting state mandates.

10.c. Policy Committee

Discussion:
Ms. Khan reported on the Policy Committee meeting held on January 10th. The committee reviewed the policies and regulations brought forward this evening. There was a good discussion on the regulation on class examinations which was asked to be reviewed by several students. The committee would like to bring it to the Curriculum Committee for review and send it back to the Policy Committee and they are possibly looking to make the revision for the 2019-2020 school year. She thanked the students that brought the recommendation for the changed forward to the Board. The executive committee will discuss the possibility of bringing the regulation to Curriculum Committee for discussion. Mr. Bosch asked if there were any curriculum impacts if the regulation on class examinations is brought forward. Dr.

Cooke explained that the regulation for WHS graduation requirements is based off of state requirements and is still under discussion.

11. Consent Agenda

11.a. Financial Report

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

11.b. Enrollment Report
11.c. Food Service Report
11.d. Human Resources Report

Motion Passed: Move to approve consent agenda items 11a. Financial Report, 11b. Food Service Report, 11c. Enrollment Report, and 11d. Human Resources Report passed with a motion by Mr. David Furie and a second by Ms. Michaela Fissel.

8 Yeas - 0 Nays.

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

12. Approval of Minutes

12.a. December 18, 2018 Special Meeting - Public Forum
12.b. December 18, 2018 Regular Meeting

Motion Passed: Move to approve the minutes in 12a. December 18, 2018 Special Meeting - Public Forum and 12b. December 18, 2018 Regular Meeting passed with a motion by Ms. Maryam Khan and a second by Mrs. Ayana Taylor.

8 Yeas - 0 Nays.

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

13. Other Matters/Announcements/Regular BOE Meetings

Discussion:
Mr. Lockhart announced the upcoming Board meetings.

Mr. Eleveld announced a blood drive on January 26, breakfast will be served.

Mrs. Taylor announced that today was Martin Luther King's birthday and that he will be honored on Monday. She asked everyone to do something kind to keep his dream alive.

Ms. Khan announced the MLK Program on Monday, 1/21 from 2:30 to 3:30 PM in the Town Hall Council Chambers. She is planning to attend.

Mr. Bosch announced that on Sunday, 1/27 at 1:30 PM, there will be the opening ceremony of the sugar house at Northwest Park. Everyone is welcome.

Mr. Furie announced the robotics competition on 1/26. He thanked central office staff and WHS for their support. He said the TSA from Sage Park will attend the competition as well as the 1st Lego League from JFK which will start this year.

Ms. Fissel announced the Childhood Conversations Conference will be held on March 29 and 30. The conference will focus on SEL. She will be presenting on the topic discovering the untold story of childhood trauma.

Mr. Lockhart thanked everyone and Happy Birthday to Dr. King.

13.a. BOE Public Forum with Finance Committee Immediately Following, Tuesday, January 22, 2019, 6:00 PM, LPW, Board Room
13.b. BOE Public Forum with Finance Committee Immediately Following, Saturday, January 26, 2019, 10:00 AM, LPW, Board Room
13.c. BOE Public Forum with Finance Committee Immediately Following, Tuesday, February 5, 2019, 6:00 PM, LPW, Board Room
13.d. BOE Finance Committee, Tuesday, February 12, 2019, 6:30 PM, LPW, Room 17, if needed
13.e. Next BOE Regular Meeting is Wednesday, February 20, 2019, 7:00 PM, Town Hall, Council Chambers

14. Audience to Visitors

Discussion:
None

15. Adjournment

Discussion:
Meeting was adjourned at 9:08 PM.

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

8 Yeas - 0 Nays.

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

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Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting/Public Forum with Finance Committee Immediately Following
Unapproved Minutes

Tuesday, January 22, 2019 6:00 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the January 22, 2019 Special Meeting/Public Forum with Finance Committee Immediately Following. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:00 PM:

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

Absent Board Members:
Mr. James Dobler
Mr. Jeremy Halek

Updated Attendance:
Mr. Brian Bosch was updated to present at: 6:02 PM
Mr. James Dobler was updated to absent at: 8:07 PM
Mr. Ronald Eleveld was updated to present at: 6:02 PM
Ms. Michaela Fissel was updated to present at: 6:02 PM

1. Call to Order

Discussion:
The Public Forum was called to order at 6:00 PM by President Lockhart. Also in attendance: Superintendent Dr. Craig A. Cooke, Assistant Superintendent for Instructional Services Dr. Santosha Oliver, Director of Business Services Danielle Batchelder, and Director of Pupil and Special Education Services Steven Carvalho.

2. Public Forum on Superintendent of School's Proposed 2019-2020 Budget (limited to 30 minutes)

Discussion:
There were no speakers at the Public Forum.

3. Adjournment

Discussion:
The Public Forum adjourned at 6:01 PM.

Motion Passed: Move to adjourn the meeting passed with a motion by Mr. David Furie and a second by Mr. James Dobler.

5 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Michaela Fissel Absent

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

4. A MEETING OF THE BOE FINANCE COMMITTEE WILL IMMEDIATELY FOLLOW THE ADJOURNMENT OF THE PUBLIC FORUM

5. Finance Committee Meeting

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

Discussion:
The meeting was called to order at 6:01 PM by Finance Committee Chair David Furie with the Pledge of Allegiance and Moment of Silence. Also in attendance: Superintendent Dr. Craig A. Cooke, Assistant Superintendent for Instructional Services Dr. Santosha Oliver, Assistant Superintendent Dr. Terrell Hill (arrived at 6:33 PM, left at 7:12 PM), Director of Business Services Danielle Batchelder, and Director of Pupil and Special Education Services Steven Carvalho.

The principals of each school were also in attendance: Uyi Osunde, Windsor High School, Liana Jorgensen, Sage Park Middle School, Michelle Williams, Clover Street School, Mary Kay Ravenola, John F. Kennedy School, Virginia Hoerle, Oliver Ellsworth School and Tracie Peterson, Poquonock School.

7. Audience to Visitors

Discussion:
None

8. Discussion of the 2019-2020 Budget Proposal

Discussion:
The meeting began with Dr. Cooke giving a summary of the process used to review the budget book. Questions and discussion ensued.

The principals for each grade level and by site were asked questions about their respective schools. The following site budget proposals were reviewed and discussed:

Windsor Elementary Schools (Oliver Ellsworth School, Poquonock School, John F. Kennedy School and Clover Street School)
Site 53 Sage Park Middle School
Site 61 Windsor High School

The committee will continue their review of the budget book on Saturday, January 26, 2019.

9. Adjournment

Discussion:
The meeting was adjourned at 8:40 PM.

Motion Passed: Move to adjourn the meeting passed with a motion by Mr. Leonard Lockhart and a second by Mr. Ronald Eleveld.

7 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Michaela Fissel Yes
Ms. Maryam Khan Yes
Mr. Brian Bosch Yes

Mr. James Dobler	Absent
Mr. Ronald Eleveld	Yes
Mr. David Furie	Yes
Mr. Jeremy Halek	Absent
Mrs. Ayana Taylor	Yes

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Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting/Public Forum with Finance Committee Immediately Following
Unapproved Minutes

Saturday, January 26, 2019 10:00 AM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the January 26, 2019 Special Meeting/Public Forum with Finance Committee Immediately Following. Any additions or corrections will be made at a future meeting.

Attendance Taken at 10:00 AM:

Present Board Members:
Mr. Leonard Lockhart
Ms. Maryam Khan
Mr. Brian Bosch
Mr. James Dobler
Mr. Ronald Eleveld
Mrs. Ayana Taylor

Absent Board Members:
Mr. David Furie
Mr. Jeremy Halek
Ms. Michaela Fissel

Updated Attendance:
Mr. Brian Bosch was updated to present at: 10:01 AM
Mr. James Dobler was updated to present at: 10:09 AM
Mr. Ronald Eleveld was updated to present at: 10:09 AM

1. Call to Order

Discussion:
The Public Forum was called to order at 10:00 AM by President Lockhart. Also in attendance: Superintendent Dr. Craig A. Cooke, Assistant Superintendent for Human Resources Dr. Terrell Hill, Director of Business Services Danielle Batchelder, and Director of Pupil and Special Education Services Steven Carvalho.

2. Public Forum on Superintendent of School's Proposed 2019-2020 Budget (limited to 30 minutes)

Discussion:
There were no speakers at the Public Forum.

3. Adjournment

Discussion:
The Public Forum adjourned at 10:01.

Motion Passed: Move to adjourn the meeting passed with a motion by Ms. Maryam Khan and a second by Mrs. Ayana Taylor.

3 Yeas - 0 Nays.

Mr. Leonard Lockhart Yes
Ms. Michaela Fissel Absent
Ms. Maryam Khan Yes

Mr. Brian Bosch Absent
Mr. James Dobler Absent
Mr. Ronald Eleveld Absent
Mr. David Furie Absent
Mr. Jeremy Halek Absent
Mrs. Ayana Taylor Yes

4. A MEETING OF THE BOE FINANCE COMMITTEE WILL IMMEDIATELY FOLLOW THE ADJOURNMENT OF THE PUBLIC FORUM

5. Finance Committee Meeting

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

Discussion:
The meeting was called to order at 10:01 AM by President Lockhart with the Pledge of Allegiance and Moment of Silence. Also in attendance: Superintendent Dr. Craig A. Cooke, Assistant Superintendent Dr. Terrell Hill, Director of Business Services Danielle Batchelder, and Director of Pupil and Special Education Services Steven Carvalho.

7. Audience to Visitors

Discussion:
None

8. Discussion of the 2019-2020 Budget Proposal

Discussion:
Dr. Cooke began the meeting by reviewing the questions from the board members from the January 22, 2019 committee meeting.

The committee reviewed and discussed the following items:

Introductory pages
Site 62 WPS Interscholastic Athletics

The committee briefly discussed Site 76 Technology and will continue the discussion on February 5, 2019 when Mr. Dadona, Director of Information, Technology and CTE is present. They continued with the following sites:

Site 71 Continuing Education
Site 73 Pupil Services
Site 74 Special Education
Site 40 District Policy and Planning
Site 44 Employee Personnel Services
Site 77 Financial Management
Site 80 Transportation
Appendix M Windsor Food Service

A five minute recess was called at 11:39 AM.
The meeting was back in session at 11:44 AM.

The committee continued with the following sites:

Site 82 Physical Plant Services
Site 83 L.P. Wilson Center

The committee will continue their review of the budget book on Tuesday, February 5, 2019.

9. Adjournment

Discussion:
The meeting was adjourned at 11:55 AM.

Motion Passed: Move to adjourn the meeting passed with a motion by Mr. Brian Bosch and a second by Mr. Ronald Eleveld.

6 Yeas - 0 Nays.

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

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Maryam F. Khan, Secretary
Windsor Board of Education

Windsor Board of Education
Special Meeting/Public Forum with Finance Committee Immediately Following
Unapproved Minutes

Tuesday, February 5, 2019 6:00 PM
L.P. Wilson Community Center, Board Room

The following are the unapproved minutes of the February 5, 2019 Special Meeting/Public Forum with Finance Committee Immediately Following. Any additions or corrections will be made at a future meeting.

Attendance Taken at 6:00 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
Discussion:
The Public Forum was called to order at 6:00 p.m. by Mr. Lockhart.

2. Public Forum on Superintendent of School's Proposed 2019-2020 Budget (limited to 30 minutes)
Discussion:
Adrienne Chee Hing, 199 Eastview Drive, spoke to the Board regarding Robotics, thanking them for their support and encouraging additional financial support for robotics in Windsor.

Elyse Carroll, 45 Portman Street, spoke to the Board regarding Robotics, thanking them for their support and requesting the Board consider additional financial support for the robotics teams.

3. Adjournment

Motion Passed: The meeting adjourned at 6:12 p.m. passed with a motion by Mr. James Dobler 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

4. A MEETING OF THE BOE FINANCE COMMITTEE WILL IMMEDIATELY FOLLOW THE ADJOURNMENT OF THE PUBLIC FORUM
5. Finance Committee Meeting

6. Call to Order, Pledge of Allegiance, Moment of Silence
Discussion:
Mr. Furie called the meeting to order at 6:13 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, Assistant Superintendent for Human Resources Dr. Terrell Hill, and Director of Information, Technology, Career and Technology Education Matthew Dadona.

7. Audience to Visitors
Discussion:
None.

8. Discussion of the 2019-2020 Budget Proposal
Discussion:
There were no outstanding questions from the prior meeting. The Committee reviewed and discussed the following sites:
Site 76 Technology
Site 63 WHS Career & Technical Education
Site 41, 42 and 43 Instructional Services; Curriculum Mgmt & Textbook Adoption
Site 90 Salaries
Site 91 Employee Benefits
Appendices

The Committee will continue their review at their next meeting on Tuesday, February 12, 2019 at 6:30 p.m., discussing new funding, questions regarding positions, and any new questions.

9. Adjournment

Motion Passed: The meeting adjourned at 8:34 p.m. passed with a motion by Mr. Leonard Lockhart 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

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Maryam F. Khan, Secretary
Windsor Board of Education