

# WINDSOR LOCKS PUBLIC SCHOOLS



## BOARD OF EDUCATION MEETING

**Special Meeting**

**May 14, 2024**

**6:00 p.m.**

**Windsor Locks High School - Library Media Center**

**In Person Attendance Open to All**

**Optional Public Attendance via Microsoft Teams**

**[Click Here for Teams Link](#)**

**Windsor Locks Board of Education**

**Kylee Christianson, Chairwoman**

**Dennis Gragnolati, Vice Chairman**

**Lindsay Cutler**

**Alba Osorio**

**Greg Guyette**

**Superintendent of Schools**

**Shawn Parkhurst**

### **DISTRICT 2022-2025 (3) THREE YEAR VISION**

*All students will meet or exceed grade level standards because we want all students to feel a sense of accomplishment to pursue their passion.*

**Board of Education**  
**Town of Windsor Locks**  
**Special Meeting - Agenda**  
**May 14, 2024 - 6:00 pm**  
**Windsor Locks High School - Library Media Center**  
**In Person Attendance Open**  
**Optional Public Attendance via Microsoft Teams - [Click Here for Teams Link](#)**

- I. Call to Order
  - A. Roll Call
  - B. Pledge of Allegiance
- II. Student Board Representatives Report
- III. Board of Education and Superintendent Communications
- IV. Approval of Minutes: **Vote Needed** p. 4 Exhibit I
  - April 15, 2024 Special Meeting
  - April 22, 2024 Special Meeting
- V. Personnel Report
  - A. Resignations: **Vote Needed** p. 14 Exhibit II A
  - B. Job Description Revision: **Vote Possible** p. 15 Exhibit II B
- VI. Business Office Report:
  - A. Review of FY24 Expenditures Year to Date p. 26 Exhibit III A
- VII. Policy Priority List p. 29 Exhibit IV
- VIII. Policy Review p. 30 Exhibit V
  - A. **Second Read/Approval: Vote Possible**
    - 3541.5 Reporting of Transportation Safety Complaints - *NEW* p. 31
    - 3542.22 Food Services Personnel Code of Conduct - *NEW* p. 32
    - 3542.41 Food Services Personnel Professional Standards - *NEW* p. 36
    - 3542.43 Charging Policy Food Services - *NEW* p. 38
    - 4111.3 Increasing Educator Diversity - *NEW* p. 44
    - 6115.2 School Ceremonies and Observances  
(Pledge of Allegiance) - *NEW* p. 46
    - 6142.104 Play Based Learning - *NEW* p. 48
    - 6171.2 Preschool Students with Disabilities - *NEW* p. 50
    - 6172 Title I Parent Involvement - *REVISE: New Policy #* p. 53
    - 6172 Alternative Education Programs (PMA) - *NEW* p. 55
  - B. **First Read/Review:**
    - 0200 Statement of Education Goals & Student Objectives *New* p. 57
    - 1105 Advertising on School Grounds *Revise* p. 60
    - 1110.1 Parent Involvement *New* p. 65
    - 4112/4212 Appointment (of staff) *Revise 4112/New 4212* p. 66
- IX. FY25 Budget: **Vote Possible** p. 67 Exhibit VI

- X. Board and Superintendent Comment
- XI. Public Audience (only on Agenda Items)
  - A. *In Accordance with BOE Policy 1100 - The Windsor Locks Board of Education (Board) Chairperson shall recognize speakers, request proper identification and maintain proper order. The Board shall hear only concerns, views and opinions on topics within the jurisdiction of the Board. The appropriateness of the subject being presented, the suitability of the time for such presentation, the number of speakers, and the time to be allowed for public comment will be determined by the Chairperson. The public is advised that any discussion of specific employees will not be allowed at meetings and should be addressed to the employee's immediate supervisor or the Superintendent.*
- XII. Executive Session: To adjourn the meeting to Executive Session as permitted by Connecticut General Statutes Section 1-225(a) for the following purposes as allowed by Section 1-200(6), that is:
  - A. Discussion of United Public Service Employees Union (UPSEU) Local 424 - Unit 119 Custodial/Maintenance Employees Bargaining Unit NegotiationsThat attendance in the Executive Session shall be limited to:
  - Members of the Board of Education
  - Superintendent
  - Director of Human Resources

XIII. Adjourn Meeting

For the Chairperson of the Board of Education  
Shawn L. Parkhurst - Superintendent of Schools

Copy: Town Clerk - Please Post

**EXHIBIT I**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: SHAWN L. PARKHURST, SUPERINTENDENT  
DATE: MAY 14, 2024  
RE: APPROVAL OF MINUTES

- April 15, 2024 Special Meeting
- April 22, 2024 Special Meeting

**Windsor Locks Board of Education  
58 South Elm Street  
Windsor Locks, CT 06096**

**These minutes are not official until approved at a subsequent meeting.**

MINUTE S OF THE SPECIAL MEETING  
April 15, 2024 at 4:30 p.m.

Members Present: D. Gragnolati, L. Cutler, and A. Osorio  
Members Absent: K. Christianson and G. Guyette  
Administrators: S. Parkhurst, J. Robinson, and R. March  
Staff: None  
Students: None  
Others: None

I. Call to Order

Vice-Chairman Mr. Dennis Gragnolati called the Special Meeting to Order at 4:41 p.m., in the Windsor Locks Public School Professional Development Room.

II. Roll Call

Board Members Mr. Dennis Gragnolati, Ms. Lindsay Cutler, and Ms. Alba. Osorio were present.

III. Pledge of Allegiance

Everyone present stood and pledged allegiance to the flag.

IV. Executive Session

It was MOVED (Osorio) and SECONDED (Cutler) and PASSED (U), that the Board of Education enters into Executive Session to conduct a student expulsion hearing and to preserve the confidentiality of student records, and that the following be invited to attend the executive session to offer testimony:  
Superintendent of Schools, High School Administration, witnesses to testify for the administration, student and parents, witnesses for student and parents, legal counsel for the Board of Education and the administration, and the student, if present.

Vice-Chairman Mr. Gragnolati asked all persons in attendance to identify themselves for the record:

Board of Education Members:

Ms. Alba Osorio

Mr. Dennis Gragnolati  
Ms. Lindsay Cutler

Others:

Mr. Shawn Parkhurst, Superintendent of Windsor Locks Public School  
Mr. Joshua Robinson, Director of Pupil Services  
Ms. Rachel March, Coordinator of Alternative Services  
Mrs. Denise Piotrowicz, Recording Secretary, Windsor Locks Board of Education

Witnesses were sworn in by Vice-Chairman Mr. Gragnolati.

V. Action Regarding Expulsion

Testimony regarding the offense and penalty phase was given by Mr. Joshua Robinson and Ms. Rachel March followed by questions from the Board of Education Members.

Board Recessed at 4:52 p.m.

Board Reconvened at 4:59 p.m.

Board entered into public session at 4:59 p.m.

It was MOVED (Gragnolati) and SECONDED (Osorio) and PASSED (U) that the finds that Student E did engage in conduct that violated Board Policy and seriously disruptive to the educational process. The student has therefore committed an expellable offense.

It was MOVED (Osorio) and SECONDED (Cutler) and PASSED (U) that the Board of Education reconvenes in Executive Session to conduct a student expulsion hearing and to protect the confidential student records and that the same persons who were previously invited to attend the Executive Session are invited to attend at 5:00 p.m.

VI. Action Regarding Expulsion

Testimony regarding the penalty phase of the expulsion was given by Mr. Joshua Robinson and Ms. Rachel March followed by questions from the Board of Education Members.

Board Recessed at 5:16 p.m.

Board Reconvened at 5:52 p.m.

Board reconvened into public session at 5:53 p.m.

It was MOVED (Culter) and SECONDED (Osorio) and PASSED (U) that the Windsor Locks Board of Education (1) accepts and adopts the findings and facts discussed and presented in executive session; and find that Student E is hereby

expelled from the Windsor Locks Public Schools, including all school-related activities, curricular or otherwise, for a period of one calendar year and (2) that as a consequence of said conduct, Student E shall be expelled in accordance with the terms and conditions of the administrations recommendations dated April 15, 2024, as amended.

VII. Adjournment

It was MOVED (Osorio) and SECONDED (Cutler) and PASSED (U) that the Board of Education adjourns the April 15, 2024 Special Meeting at 5:54 p.m.

Respectfully Submitted,

Denise M. Piotrowicz  
Recording Secretary

**Windsor Locks Board of Education**

**58 South Elm Street**

**Windsor Locks, CT 06096**

**MINUTES OF THE SPECIAL MEETING**

**April 22, 2024 at 6:00 p.m.**

These minutes are not official until approved at a subsequent meeting.

Members Present: K. Christianson, D. Gagnolati, L. Cutler, A. Osorio, and G. Guyette

Members Absent: None

Administrators: S. Parkhurst, R. Stacy, A. Pierce, R. Bissonnette, M. Warner,  
M. Briggs, G. Testani, J. Robinson, A. Goodwin, and R. March,

Student Representatives: N. Gooden

Students: None

Staff: D. Bole, P. Sibila and B. Demming

Others: A few others and some participating on Zoom

Press: None

**I. Call to Order**

Chairperson Ms. Kylee Christianson called the Special Meeting to Order at 6:00 p.m. held at the Windsor Locks High School Media Center and via Zoom.

**A. Roll Call for Quorum**

All Board Members were present.

**B. Pledge of Allegiance**

All stood up and pledged allegiance to the flag.

**II. Student Board of Representatives Report**

Mr. Nicardo Gooden, Student Representative, addressed the Board. He also spoke about the Robotics Team attending their championship competition in Houston. The team did well, but did not win. They lost during the semi-final round. The Windsor Locks High School Track Team is doing well. They had a strong meet last Saturday and look forward to the next one this Saturday. The Shattered Dreams program will be held at the high school on Thursday and Friday of this week. Finally, he noted that on Wednesday of this week, Student Lead Conferences will be held.

**III. Board of Education and Superintendent Communications**



Chairperson Ms. Christianson remarked that she has been in contact with Board Member Ms. Osorio and they have conflicts with upcoming meeting dates of May 2, 2024 and May 23, 2024. She would like to change the dates of those meetings to be accommodating to all Board Members. Mr. Parkhurst noted the upcoming budget dates for the appeal to the Board of Finance is April 23, 2024, Public Hearing is May 1, 2024 and Town Vote is May 21, 2024. He will be meeting and working with the Leadership Team after the appeal meeting later in the week to discuss the budget. He suggested to reschedule meetings to May 14, 2024 and May 22, 2024, both at 6:00 p.m. It was the consensus of the Board to reschedule those meetings.

Board Member Ms. Lindsey Cutler commented she took a tour through South Elementary School with Mr. Tim Jones and met teachers. Some she already knew, others were new faces.

Board Member Mr. Greg Guyette mentioned he is looking forward to touring the middle school with Mr. Brian Deming.

Mr. Parkhurst commented that he was extremely proud to announce that the SAT results were above the State average, which is an indication of all of the work that has been done in the district. Well done! He mentioned the Robotics Team on their run to the championship in Houston. Unfortunately, their run was stopped and were eliminated in the semi-final round. They still done a great job this year. This week at the high school the program Shattered Dreams will be presented. The first day is the mock car accident and the repercussions of the accident and on Friday an assembly will be held at the high school with guest speakers discussing the dangers of using substances, texting and driving a vehicle. Windsor Locks Little League Opening Day and Parade was held last Saturday, but due to weather games were postponed. He mentioned upcoming events this week including the Induction to National Honor Society Ceremony on Wednesday along with celebrating Administrative Assistant Day and on Monday of next week the South School Talent Show.

#### **IV. Approval of Minutes**

- **March 25, 2024 Special Meeting**
- **March 25, 2024 Special Meeting**

An error was noted in the minutes of March 25, 2024, Section IV., Paragraph 4, Line 3 as follows:

“...Read Across American that took...”  
to  
“...Read Across America that took...”

An error was noted in the minutes of March 25, 2024, Section IV., Paragraph 4, Line 7 as follows:

“...performance of Mean Girls. Lastly, he...”

to  
“...performance of *Mean Girls*. Lastly, he...”

An error was noted in the minutes of March 25, 2024, Section IX., Paragraph 1, Line 1 as follows:

“Ms. Kirsten Krupa, Assistant Principal...”  
to  
“Ms. Kristen Krupa, Assistant Principal...”

An error was noted in the minutes of March 25, 2024, Section IX., Paragraph 1, Line 3 as follows:

“...and April 26, 2024 event.”  
to  
“...and April 26, 2024.”

It was **MOVED** (Cutler) and **SECONDED** (Guyette) and **PASSED** (U) that the Board of Education approves the March 25, 2024 Special Meeting, as presented and March 25, 2024 Special Meeting, as amended.

## **V. Personnel Report**

### **A. Job Description Updates**

Mr. Robert Stacy, Director of Human Resources, addressed the Board. He commented that over the course of the next few months, he will be updating job descriptions of the non-union staff members. He presented two of descriptions for a second read, which were: Director of Information Technology and School Nurse.

A brief discussion was held.

It was **MOVED** (Guyette) and **SECONDED** (Osorio) and **PASSED** (U) that the Board of Education approves the revised job descriptions.

## **VI. Increasing Educator Diversity Plan Submission**

Mr. Parkhurst explained a letter from the State of Connecticut Department of Education, a copy was given to the Board Members for their review, details the requirement that the district has to submit the district's initial Increasing Educator Diversity Plan to the State Department of Education by April 23rd. As such, the initial plan requires Board approval at this meeting. Plans were originally due in February 2024, but due to the delay in consulting support and the development of the submission format, extensions were granted. The State Department of Education will either approve the plan by May 10, 2024, or provide feedback regarding necessary

plan revisions. A copy of the District Plan was given to the Board Members for their review.

A brief discussion was held.

It was **MOVED** (Cutler) and **SECONDED** (Gragnotati) and **PASSED** (U) that the Board of Education approves the District's initial Increasing Educator Diversity Plan for submission to the State Department of Education, and delegates authority for any revisions to the Superintendent of Schools

## **VII. Business Office Report**

### **A. Review of Expenditures Year to Date**

Ms. Alison Pierce, Director of Operations and Finance addressed the Board. She gave an update of the March financials, which included March encumbrances of \$ 3,314,846.17; year to date \$24,073,971.19; remaining encumbrances for 2024 \$7,559,014.73, which leaves a budget balance of \$1,392,852.08 or 4.22% of the FY 24 budget remaining. Ms. Pierce gave an update on Quarter 3 financials, which included January, February and March encumbrances of \$10,200,850.74; year to date – March 31, 2024 \$24,073,971.19; remaining encumbrances for 2024 \$7,559,014.73, which leaves a budget balance of \$1,392,852.08 or 4.22% of the FY 24

## **VIII. Policy Priority List**

A list of priority list of policies to be reviewed was given to the Board Members for their reviews.

## **IX. Policy Review**

### **A. Resubmitted as First Read/Review**

- **3541.5 Reporting of Transportation Safety Complaints – NEW**
- **3542.22 Food Services Personnel Code of Conduct - NEW**
- **3542.41 Food Services Personnel Professional Standards - NEW**
- **3542.43 Charging Policy Food Services – NEW**

### **B. First Read/Review**

- **4111.3 Increasing Educator Diversity - NEW**
- **6115.2 School Ceremonies and Observances (Pledge of Allegiance) - NEW**
- **6142.104 Play Based Learning - NEW**
- **6171.2 Preschool Students with Disabilities - NEW**
- **6172 Title I Parent Involvement - REVISE: New Policy #**

## **6172 Alternative Education Programs (PMA) - NEW**

Mr. Robert Stacy noted he was resubmitting as a first read/review of four new policies. He gave a brief description of the policies. He also gave six new policies along with one revised policy as first read to be reviewed and brought to the next meeting as a second read and possible approval.

A brief discussion was held.

### **X. FY 25 Budget Appeal**

Mr. Parkhurst commented the Board of Finance has temporarily approved the FY25 budget at \$33,025,838 which represents a 0% increase over the FY24 budget. The Board of Finance will fund \$2,500,000 from the Board of Education medical insurance line and \$63,800 from the technology line in the FY25 operating budget for student issued devices in the CIAC budget. This represents a deficit of the FY25 operating budget of \$2,846,021.

Mr. Parkhurst gave a sheet entitled "FY25 Board of Education Requested Budget" to the Board to review. The document was color coded as to line items which could be reduced and have no impact or little impact (highlighted in green). The other line items which may have drastic impacts to the district if reduced (highlighted in red) included medical line funding by Board of Finance, technology reduction, staffing/salary reductions/eliminations, staffing reductions/elimination of benefits, and school consolidation. Mr. Parkhurst requested a discussion and determination to appeal to the Board of Finance and what amount the FY25 budget to be appealed.

A lengthy discussion was held.

It was **MOVED** (Gragnolati) and **SECONDED** (Guyette) and **PASSED** (U) that the Board of Education agrees to reduce the proposed budget in the amount of \$267,883 as presented on the sheet in green by Mr. Parkhurst.

### **XI. Board and Superintendent Comment**

Board Member Mr. Guyette announced the Windsor Locks Middle School Basketball Team won their game! Mr. Parkhurst reminded everyone of the Board of Finance meeting on April 23, 2024 at 6:30 p.m. in the Town Hall.

### **XII. Public Audience (only on Agenda Items)**

None.

### **XIV. Adjournment**

It was **MOVED** (Gragnotati) and **SECONDED** (Osorio) and **PASSED** (U) that the Board of Education adjourn the Special Meeting of April 22, 2024 at 7:27 p.m.

Respectfully submitted,

Denise M. Piotrowicz  
Recording Secretary

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES  
DATE: MAY 14, 2024  
RE: PERSONNEL REPORT - RESIGNATIONS

Resignations:

Keith Burns, an Arts teacher at North Street School, will resign effective June 30, 2024. Keith has served the students of Windsor Locks for 1 year.

Jennifer Hofmann, a Social Studies teacher at Windsor Locks Middle School, will resign effective June 30, 2024. Jennifer has served the students of Windsor Locks for 17 years.

Bridget Kayan, a Language Arts teacher at Windsor Locks Middle School, will resign effective June 30, 2024. Bridget has served the students of Windsor Locks for 3 years.

Rachel Kohl, a Language Arts teacher at Windsor Locks Middle School, will resign effective June 30, 2024. Rachel has served the students of Windsor Locks for 1 year.

Sara St. Germain, an Elementary teacher at North Street School, will resign effective June 30, 2024. Sara has served the students of Windsor Locks for 8 years.

Justin Waterman, an English teacher at Windsor Locks High School, will resign effective June 30, 2024. Justin has served the students of Windsor Locks for 8 years.

**BOARD MOTION:**

**“MOVE** that the Board of Education accepts the resignations on the dates noted and offer our appreciation for their service to the Windsor Locks Public Schools.”

**EXHIBIT II B**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: ROBERT A. STACY, DIRECTOR OF HUMAN RESOURCES  
DATE: MAY 14, 2024  
RE: PERSONNEL REPORT - JOB DESCRIPTION REVISION

The job description attached is presented for Board approval.

- Director of Special Services

NOTE: ~~Strike through indicates language to be deleted.~~  
Underline means language to be added.

**POSSIBLE BOARD MOTION:**

**“MOVE** that the Board of Education approve the revised job description.”

# WINDSOR LOCKS PUBLIC SCHOOLS

## *POSITION DESCRIPTION*

Position Title: Director of ~~Special~~ Pupil Services

Department: ~~Special~~ Pupil Services

Reports to: Superintendent of Schools

Revised: ~~June 2006~~ May 14, 2024

### **1. BROAD FUNCTIONS:**

The Director of ~~Special~~ Pupil Services is directly responsible to the Superintendent of Schools. ~~He/she~~ They will administer and supervise programs and services in accordance with state and federal laws, and Windsor Locks Board of Education policies and regulations. ~~He/she~~ The Director is responsible for maintaining quality special services designed to meet the needs of students with disabilities and will also oversee nursing services in the district. The Director will act as the resource person throughout the district to enable the staff to include the students with disabilities within the general education classroom to the maximum extent appropriate.

### **2. ESSENTIAL DUTIES AND PERFORMANCE RESPONSIBILITIES:**

#### **Special Education Supervision**

- ~~Provides leadership in special services in determining departmental policy and practice consistent with federal and state regulations. Recommend development of and/or revisions to policies, regulations, and procedures in compliance with federal and state regulations.~~
- Oversees all aspects of the district's implementation of the Individuals with Disabilities Education Act (IDEA) and other federal and state laws.
- Monitors compliance with all applicable state and federal statutes regarding the provision of services to students with disabilities.
- Reports to state and federal agencies regarding special education and pupil services as required by the agencies.
- Oversees the collection and maintenance of data on students and services for such reporting.



- Makes suggestions to the Superintendent and other administrators regarding changes in practices, policies, and procedures regarding special education or pupil services matters as required.
- Chairs Planning and Placement Team meetings in matters requiring central office decision-making or problem-solving.
- Negotiates solutions to issues that may arise between parents/guardians and schools regarding the provision of special education or pupil services.
- As the district administrator responsible for decisions regarding out-of-district placements for those students whose needs cannot be met within the , secures appropriate placements in state-approved public or private special education schools outside of the district.
- Represents the district in all matters of due process for the resolution of disagreements between parents/guardians and the schools in matters regarding special education
- Serves as liaison to local, state, and federal agencies
- Works with the Board's attorney regarding matters concerning due process and the provision of special education services.
- Keeps informed of all current state and federal programs, legislation, regulations, policies, and procedures applicable to special education, pupil services, and Section 504 of the Vocational Rehabilitation Act of 1973.
- Keeps informed of trends and best practices in special education and pupil services, including the uses of technology as related to the management of the special education process, the provision of services, or the use by students for adaptive or assistive needs.
- ~~Interprets the policies, rules, regulations, and objectives of special education and related services programs for the public.~~
- Coordinates referrals to and from outside agencies and professionals
- ~~Keeps abreast of all federal/state regulations, trends, research, and developments in the field of special education and recommends changes to comply with applicable laws~~

and best practices in educating students with disabilities to the Superintendent, building administrators, and staff.

- ~~Initiates, evaluates, and recommends appropriate alternatives to programs for students with disabilities. Serves as chairperson of PPT meetings of students attending out-of-district special education and nonpublic school programs.~~
- ~~Attends PPT meetings as requested to provide administrative support and leadership in complex student cases.~~
- ~~Is responsible for overseeing the school system's Planning and Placement Team Process in accordance with state/federal regulations.~~
- ~~Provides leadership, support, and supervision to staff in understanding and interpreting multidisciplinary evaluations and developing Individualized Education Programs that are consistent with student needs.~~
- Works cooperatively with the Director of Curriculum and participates in district-wide curriculum planning and instruction development.
- Works collaboratively with administrators and special education teachers to increase and support the achievement of students with disabilities.
- Conducts department-level and district-wide meetings with special education, related services staff, and pupil services staff.
- Organizes and supervises programs and services for students with disabilities enrolled in extended school year (summer) programs.
- Encourages the use of community resources to enrich the special education and pupil services programs.
- ~~Maintains effective working relationships with appropriate community agencies~~
- ~~Prepares material and serves as a witness in hearings and appeals to local Board of Education and State Department of Education~~
- Collaborates with building principals and ~~special~~ Pupil Services staff to educate and place students with disabilities in the least restrictive environment.
- Recommends short- and long-range plans for improvement of special education and all special services.
- Is responsible for determining identification procedures and program planning for students identified as gifted and talented according to state regulations.
- Assists in coordinating special education services and regular general education programs, including providing resources to accommodate and modify curriculum to meet students' needs. ~~professional development.~~

- Visits and evaluates all out-of-district placements; makes program and PPT recommendations.
- Acts as custodian of pupil records: develops and maintains complete and cumulative individual records of all pupils receiving special services.
- Arranges and oversees district testing programs for the identification, referral, and evaluation of students with disabilities; develops and initiates programs for the identification of students with disabilities.
- Serves as liaison and representative of the school in all service agency referrals, such as DCF (Department of Children and Families).
- Arranges for transportation of special needs children ~~placed outside of the district or in the district for those~~ requiring special transportation.
- Completes, maintains, and files all reports, records, and data legally required or administratively useful on local, state, and federal levels.
- Direct and monitor other general student service programs, including those for homeless youth, shared housing, religious exemptions, foster care, truancy, non-resident attendance waivers, re-enrollment of incarcerated youth, and placement of students transitioning from alternative schools/settings.
- Articulates the special services department's goals to the community, parents, special services staff, and ~~regular~~ general education staff.
- ~~Works cooperatively with parents, administrators, and staff. Ensures timely and effective communications with students, parents, school staff, administrators, the school board, and community groups/agencies in alignment with the district's Vision.~~
- Establishes the district's collaborative efforts in working with parent groups and coordinates parent training activities
- Serves as the district transition coordinator.
- Collaborate with students, families, teachers, and related service providers to develop and implement Individualized Education Program (IEP) transition goals aligned with each student's unique needs and aspirations.
- Organize and lead workshops and training sessions for students, families, and staff on topics related to transition planning, self-advocacy, and navigating post-secondary options.

## Budget

- Plans and monitors financial resource allocation through the annual budget to ensure adequate funding for therapies and evaluations, consultation services, professional development and training needs, tutorial services, out-of-district placements, and

in-district special education and related services personnel, services, supplies, and equipment.

- Is responsible for budgeting students to attend out-of-district magnet programs such as CREC-Metropolitan Learning Center and Suffield VoAg.
- ~~Prepares the district special education budget; administers and monitors the approved budget.~~
- Plans, allocates and monitors the use of funds derived from federal, state, or other grants, including the Individuals with Disabilities Education Act federal entitlement grants.
- ~~Develops and submits proposals and reports for special education grants on state and federal levels.~~
- Is responsible for such reports and out-of-district contracts as are appropriate to the Special Services Pupil Services Department.

### **Health Services**

- Support and evaluate a district-wide health services program that aligns with state and national health standards.
- Consult regularly with the nurse supervisor and/or school medical advisor to evaluate the performance of nursing staff and plan for professional development opportunities.
- Work with community partners, such as public health departments and mental health providers, to secure additional resources and support services for students.
- Collaborate with the nursing supervisor to manage the health services budget.

### **Professional Development**

- ~~Provides leadership for in-service activities and orientation programs for parents, staff, and community.~~
- Provides leadership in the identification of professional development and training needs of special education teachers, related services staff, ancillary special education staff, and pupil services staff.
- Conducts training and professional development workshops for administration as necessary.
- Identifies the professional development needs of regular education staff regarding special education and pupil services and the implementation of federal and state laws.
- Coordinates with school principals and the Professional Development and Evaluation Committee (PDEC) to arrange for training.

## Behavioral Supports

- Serves as supervisor of Safety Care and supports Crisis Intervention Teams system district-wide.
- Review and monitor expulsions, suspensions, and in-school suspensions to maintain accurate records to report to the Department of Education.
- Provides leadership to administrative staff in matters concerning the provision of special education and the discipline of students with disabilities.
- Maintains record of Risk Assessments, Unusual Incident reports, and DCF reports.

## Alternative Services / Tutoring Center / Homebound Services

- Supervises homebound instruction programs district-wide. ~~including assisting parents with curriculum.~~
- Develops, coordinates, and implements pupil services for ~~including teaching English to foreign language students, tutorials,~~ tutoring services, and homebound students.
- Serve as the School Principal of Pine Meadow Academy, overseeing the Coordinator of Alternative Services:
  - Provide instructional and administrative leadership at Pine Meadow Academy, fostering a culture of high expectations, collaboration, and student success.
  - Oversee the development and implementation of a comprehensive curriculum that encourages an individualized approach focused on career interests and real-world learning experiences that are aligned with state standards.
  - Recruit, hire, develop, and retain a team of highly qualified and passionate teachers and staff dedicated to alternative education.
  - Supervise and evaluate staff performance. Support and empower teachers and advisors by providing ongoing professional development opportunities focused on Big Picture Learning best practices.
  - Build and cultivate strong relationships with community partners such as businesses, non-profit organizations, and higher education institutions to create internship and project-based learning opportunities for students.
  - Collaborate with district administrators, central office staff, and other school principals to ensure alignment with district goals and initiatives.
  - Develop and manage the PMA budget, ensuring efficient use of resources.
  - Work with students, families, and community partners to create a strong support system that promotes student engagement and achievement.

- Maintain a safe and positive learning environment that fosters respect, inclusion, and social-emotional well-being.
- Foster a positive and inclusive school culture that values student voice, collaboration, and social-emotional well-being.
- Analyze student data to identify areas for improvement and develop strategies to increase graduation rates, student attendance, and student success.
- Stay up-to-date on best practices in alternative education, curriculum development, and educational technology.
- Serve as the School Principal of RISE Transition Academy, overseeing the Coordinator of Alternative Services:
  - Provide instructional and administrative leadership for the 18-22 Special Education Transition Program, ensuring alignment with state and federal guidelines.
  - Oversee the development and implementation of a comprehensive curriculum focused on independent living skills, career exploration, vocational training, social-emotional learning, and self-advocacy.
  - Recruit, hire, develop, and retain a team of highly qualified and dedicated special education teachers, ~~social worker/school psychologist-related service providers,~~ and job coaches specializing in transition planning.
  - Supervise and evaluate the performance of staff, providing ongoing professional development opportunities focused on best practices in transition services.
  - Collaborate with families, community partners, adult service providers, and employers to develop individualized transition plans for each student, ensuring their goals and aspirations are met.
  - Work with State and local agencies to coordinate services for students after graduation.
  - Develop and manage the program budget, ensuring efficient use of resources.
  - Maintain a safe, inclusive, and positive learning environment that fosters student growth, independence, and self-determination.
  - Collect and analyze data to track student progress and program effectiveness, implementing continuous improvement strategies.

## 504 Compliance

- ~~Assures compliance with Section 504.~~

- Oversee the implementation of students' 504 plans district-wide, ensuring compliance with federal regulations and state guidelines.
- Maintain a system for identifying, evaluating, and determining eligibility of students for 504 plans.
- Maintain accurate and up-to-date records of all 504 plans and ensure they are reviewed and updated as needed.
- Provide training and support to staff on Section 504 requirements, eligibility criteria, and effective accommodation strategies.
- Investigate and respond to concerns or complaints related to 504 eligibility or implementation.

### **Birth to three / Pre-K**

- Supervise the Birth to Three transition process. Collaborates with the North Street School principal to supervise the Preschool Special Needs program, including student placement and ongoing training of staff members.

### **Other Duties**

- Performs other duties as appropriate and required by the Superintendent of Schools.
- Serve as the Title IX Coordinator for students.

### **3. SUPERVISORY RESPONSIBILITIES:**

~~In collaboration with the building principal, special services teachers, nurses, health aides, occupational therapists, physical therapists, tutors, and other related services.~~

- Collaborates with principals in the supervision and evaluation of special education staff and programs.
- Leads and supervises the work of the district Coordinators of Special Education, Speech and Language Pathologists, School Counselors, School Psychologists, School Social Workers, and School Health Services.
- ~~Assists in~~ Responsible for the recruitment, screening, hiring, training, and assigning of special education personnel; supervises and evaluates special education staff members.
- Secures, coordinates, supervises, and evaluates the services of independent consultants and evaluators either hired or contracted by the district.
- Determines the allocation of paraprofessionals to specific school buildings

### **4. QUALIFICATION REQUIREMENTS:**

To perform this job successfully, an individual must be able to satisfactorily perform each essential duty. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Connecticut Special Education Certificate or Related Services Certification; and Connecticut Intermediate Administration or Supervision Certificate

**5. EDUCATION AND/OR EXPERIENCE:**

A master's degree and/or higher. At least five years of successful teaching in special education or related service.

**6. LANGUAGE SKILLS:**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

**7. MATHEMATICAL SKILLS:**

Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply basic algebra and geometry concepts.

**8. REASONING ABILITY:**

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables. Ability to understand the integrity and confidentiality of certain matters pertaining to the district work of the system.

**9. OTHER SKILLS AND ABILITIES:**

Must be able to transport between school buildings, districts, and cities. Ability to apply knowledge of current research and theory in the specific field. Demonstrated leadership ability and general knowledge of issues and problems in all disability areas of special education. Ability to establish and maintain effective working relationships with students, staff, and the community. Ability to communicate clearly and concisely both in oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

**10. PHYSICAL DEMANDS:**

The physical demands described here are representative of those that an employee must meet to successfully perform the essential functions of this job. Reasonable



accommodations may be made to enable individuals with disabilities to perform these functions.

While performing the duties of this job, the employee is frequently required to sit and occasionally walk or stand. The employee is occasionally required to talk and hear. Specific vision abilities required by this job include close vision and the ability to adjust focus. The position requires meeting deadlines with severe time constraints, interacting with the public and staff, and irregular or extended work hours. The employee is responsible for the safety, well-being, and work output of others.

#### **11. WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The noise level in the work environment is usually quiet, but it varies in this position. When visiting a building, the noise level may be loud in the office, quiet at meetings, or moderate.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.*

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: VALERIE BREDA

DATE: MAY 14, 2024

RE: BUSINESS OFFICE REPORT - REVIEW OF FY 24 EXPENDITURES TO DATE

**FY24 FINANCIALS**

FY24 GL BUDGET	\$33,025,838.00
Range to Date (April 2024)	\$ 3,573,980.11
YTD through April 2024	\$27,647,017.54
FY24 Encumbrances	\$ 4,348,421.64
FY24 Budget Balance	\$ 1,030,398.82
FY24 % of Budget Remaining	3.12%

**BUSINESS OFFICE NEWS**

Medical, Dental, & Vision Insurance open enrollment is from Thursday, May 2, 2024 – Friday, May 31, 2024. All eligible staff should submit forms on/before Friday, May 31, 2024, to the Business Office. Forms and instructions were emailed to staff on Thursday, May 2, 2024. Forms are also available on the district’s website under District Departments – Finance & Accounting – Business Office Forms.

## Windsor Locks Public Schools

### BOE GF by Acct Area

Fiscal Year: 2023-2024

From Date: 4/1/2024

To Date: 4/30/2024

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
010.00.100.0000.000.000	Balance Sheet Account Area: Student Activity - 100	\$503,939.00 \$503,939.00	\$18,513.18 \$18,513.18	\$269,642.50 \$269,642.50	\$234,296.50 \$234,296.50	\$97,343.42 \$97,343.42	\$136,953.08 \$136,953.08	27.18% 27.18%
010.00.110.0000.000.000	Balance Sheet Account Area: Central Administration - 110	\$1,416,473.63 \$1,416,473.63	\$100,119.71 \$100,119.71	\$1,075,749.87 \$1,075,749.87	\$340,723.76 \$340,723.76	\$250,843.81 \$250,843.81	\$89,879.95 \$89,879.95	6.35% 6.35%
010.00.120.0000.000.000	Balance Sheet Account Area: Capital Improv & Equip - 120	\$1,000.00 \$1,000.00	\$61.86 \$61.86	\$4,758.86 \$4,758.86	(\$3,758.86) (\$3,758.86)	\$338.14 \$338.14	(\$4,097.00) (\$4,097.00)	-409.70% -409.70%
010.00.130.0000.000.000	Balance Sheet Account Area: Administrative Expenses - 130	\$224,984.15 \$224,984.15	\$8,264.46 \$8,264.46	\$162,819.98 \$162,819.98	\$62,164.17 \$62,164.17	\$67,167.17 \$67,167.17	(\$5,003.00) (\$5,003.00)	-2.22% -2.22%
010.00.140.0000.000.000	Balance Sheet Account Area: Tuition & Special Services - 140	\$2,409,354.00 \$2,409,354.00	\$858,398.61 \$858,398.61	\$2,767,582.88 \$2,767,582.88	(\$358,228.88) (\$358,228.88)	\$85,132.89 \$85,132.89	(\$443,361.77) (\$443,361.77)	-18.40% -18.40%
010.00.211.0000.000.000	Balance Sheet Account Area: Principals - 211	\$1,074,718.01 \$1,074,718.01	\$87,325.29 \$87,325.29	\$850,232.18 \$850,232.18	\$224,485.83 \$224,485.83	\$231,724.51 \$231,724.51	(\$7,238.68) (\$7,238.68)	-0.67% -0.67%
010.00.213.0000.000.000	Balance Sheet Account Area: Instructional Staff - 213	\$14,942,693.10 \$14,942,693.10	\$1,286,027.54 \$1,286,027.54	\$11,028,791.54 \$11,028,791.54	\$3,913,901.56 \$3,913,901.56	\$3,385,106.05 \$3,385,106.05	\$528,795.51 \$528,795.51	3.54% 3.54%
010.00.214.0000.000.000	Balance Sheet Account Area: Support Staff - 214	\$2,521,531.16 \$2,521,531.16	\$171,221.45 \$171,221.45	\$1,767,863.32 \$1,767,863.32	\$753,667.84 \$753,667.84	\$643,154.90 \$643,154.90	\$110,512.94 \$110,512.94	4.38% 4.38%
010.00.215.0000.000.000	Balance Sheet Account Area: Secretarial Staff - 215	\$367,096.00 \$367,096.00	\$26,954.16 \$26,954.16	\$291,463.63 \$291,463.63	\$75,632.37 \$75,632.37	\$72,290.49 \$72,290.49	\$3,341.88 \$3,341.88	0.91% 0.91%
010.00.220.0000.000.000	Balance Sheet Account Area: Textbooks - 220	\$2,500.00 \$2,500.00	\$504.58 \$504.58	\$1,502.29 \$1,502.29	\$997.71 \$997.71	\$0.00 \$0.00	\$997.71 \$997.71	39.91% 39.91%
010.00.230.0000.000.000	Balance Sheet Account Area: Library - 230	\$25,833.97 \$25,833.97	\$8,805.47 \$8,805.47	\$23,077.30 \$23,077.30	\$2,756.67 \$2,756.67	\$2,495.31 \$2,495.31	\$261.36 \$261.36	1.01% 1.01%
010.00.231.0000.000.000	Balance Sheet Account Area: Technology - 231	\$222,125.00 \$222,125.00	\$3,491.54 \$3,491.54	\$201,581.67 \$201,581.67	\$20,543.33 \$20,543.33	\$6,824.02 \$6,824.02	\$13,719.31 \$13,719.31	6.18% 6.18%
010.00.240.0000.000.000	Balance Sheet Account Area: Teaching Supplies - 240	\$185,675.00 \$185,675.00	\$20,711.82 \$20,711.82	\$127,717.52 \$127,717.52	\$57,957.48 \$57,957.48	\$34,439.48 \$34,439.48	\$23,518.00 \$23,518.00	12.67% 12.67%
010.00.250.0000.000.000	Balance Sheet Account Area: Instructional Support - 250	\$61,646.43 \$61,646.43	\$3,758.87 \$3,758.87	\$29,952.59 \$29,952.59	\$31,693.84 \$31,693.84	\$1,016.31 \$1,016.31	\$30,677.53 \$30,677.53	49.76% 49.76%
010.00.300.0000.000.000	Balance Sheet Account Area: Health Care - 300	\$339,236.00 \$339,236.00	\$27,804.09 \$27,804.09	\$246,700.20 \$246,700.20	\$92,535.80 \$92,535.80	\$62,392.44 \$62,392.44	\$30,143.36 \$30,143.36	8.89% 8.89%
010.00.520.0000.000.000	Balance Sheet Account Area: Transportation - 520	\$1,881,834.14 \$1,881,834.14	\$188,997.20 \$188,997.20	\$1,258,963.77 \$1,258,963.77	\$622,870.37 \$622,870.37	\$595,696.11 \$595,696.11	\$27,174.26 \$27,174.26	1.44% 1.44%
010.00.610.0000.000.000	Balance Sheet Account Area: Custodial Staff - 610	\$1,394,591.91 \$1,394,591.91	\$100,044.85 \$100,044.85	\$1,135,180.03 \$1,135,180.03	\$259,411.88 \$259,411.88	\$300,357.49 \$300,357.49	(\$40,945.61) (\$40,945.61)	-2.94% -2.94%
010.00.620.0000.000.000	Balance Sheet	\$401,552.00	\$19,737.42	\$233,505.37	\$168,046.63	\$35,663.27	\$132,383.36	32.97%

## Windsor Locks Public Schools

### BOE GF by Acct Area

Fiscal Year: 2023-2024

From Date: 4/1/2024

To Date: 4/30/2024

- Subtotal by Collapse Mask   
  Include pre encumbrance   
  Print accounts with zero balance   
  Filter Encumbrance Detail by Date Range  
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
	Account Area: Contracted Service/Plant Op - 620	\$401,552.00	\$19,737.42	\$233,505.37	\$168,046.63	\$35,663.27	\$132,363.36	32.97%
010.00.640.0000.000.000	Balance Sheet	\$993,445.00	\$80,647.17	\$690,769.66	\$302,675.34	\$216,086.42	\$86,588.92	8.72%
	Account Area: Utilities - 640	\$993,445.00	\$80,647.17	\$690,769.66	\$302,675.34	\$216,086.42	\$86,588.92	8.72%
010.00.650.0000.000.000	Balance Sheet	\$130,000.00	\$12,023.01	\$73,554.37	\$56,445.63	\$519.92	\$55,925.71	43.02%
	Account Area: Custodial Supplies - 650	\$130,000.00	\$12,023.01	\$73,554.37	\$56,445.63	\$519.92	\$55,925.71	43.02%
010.00.720.0000.000.000	Balance Sheet	\$164,462.50	\$15,117.10	\$101,530.96	\$62,931.54	\$12,104.41	\$50,827.13	30.90%
	Account Area: Building & Grounds Repairs - 720	\$164,462.50	\$15,117.10	\$101,530.96	\$62,931.54	\$12,104.41	\$50,827.13	30.90%
010.00.721.0000.000.000	Balance Sheet	\$137,991.00	\$2,147.00	\$101,544.27	\$36,446.73	\$31,185.93	\$5,260.80	3.81%
	Account Area: Equip Repair & Rental - 721	\$137,991.00	\$2,147.00	\$101,544.27	\$36,446.73	\$31,185.93	\$5,260.80	3.81%
010.00.729.0000.000.000	Balance Sheet	\$0.00	\$12,720.50	\$69,592.25	(\$69,592.25)	(\$67,739.75)	(\$1,852.50)	0.00%
	Account Area: Lease/Rental - 729	\$0.00	\$12,720.50	\$69,592.25	(\$69,592.25)	(\$67,739.75)	(\$1,852.50)	0.00%
010.00.810.0000.000.000	Balance Sheet	\$1,558,983.00	\$106,690.10	\$1,147,824.99	\$411,158.01	\$62,041.74	\$349,116.27	22.39%
	Account Area: Retire/Social Security - 810	\$1,558,983.00	\$106,690.10	\$1,147,824.99	\$411,158.01	\$62,041.74	\$349,116.27	22.39%
010.00.820.0000.000.000	Balance Sheet	\$2,064,173.00	\$413,893.13	\$3,985,115.54	(\$1,920,942.54)	(\$1,777,762.84)	(\$143,179.70)	-6.94%
	Account Area: Insurance - 820	\$2,064,173.00	\$413,893.13	\$3,985,115.54	(\$1,920,942.54)	(\$1,777,762.84)	(\$143,179.70)	-6.94%
	<b>Grand Total:</b>	<b>\$33,025,838.00</b>	<b>\$3,573,980.11</b>	<b>\$27,647,017.54</b>	<b>\$5,378,820.46</b>	<b>\$4,348,421.64</b>	<b>\$1,030,398.82</b>	<b>3.12%</b>

End of Report

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION  
FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES  
DATE: MAY 14, 2024  
RE: POLICY PRIORITY LIST

May 14, 2024 BOE Meeting

Second Reading

- 3541.5 Reporting of Transportation Safety Complaints *New*
- 3542.22 Food Services Personnel Code of Conduct *New*
- 3542.41 Food Services Personnel Professional Standards *New*
- 3542.43 Charging Policy Food Services *New*
- 4111.3 Increasing Educator Diversity *Replacement*
- 6115.2 School Ceremonies and Observances (Pledge of Allegiance) *New*
- 6142.104 Play Based Learning *New*
- 6171.2 Preschool Students with Disabilities *New*
- 6172 Alternative Education Programs (PMA) *New*
- 6172.4 Title I Parent Involvement *# change only*

First Reading

- 0200 Statement of Education Goals & Student Objectives *New*
- 1105 Advertising on School Grounds (Administrative Assistant Union request)
- 1110.1 Parent Involvement *New*
- 4112/4212 Appointment (of staff) *Revise 4112/New 4212*

May 23, 2024

- 4000 (look at mandated policies for the series and present any needed after review)
- 5121.3 Academic Dishonesty/Plagiarism
- 5131.911 School Climate
- 5142.4 School Resource Officer
- 6141.3273 Generative AI (Artificial Intelligence)

Review any policies from CAGE monthly recommended policy packet

June 13, 2024

- 4115 Educator and Leader Evaluation and Support *New*
- 6148 FAFSA Completion Program

Review any policies from CAGE monthly recommended policy packet

**EXHIBIT V**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: ROBERT STACY, DIRECTOR OF HUMAN RESOURCES

DATE: MAY 14, 2024

RE: POLICY REVIEW

The following policies are being presented to the Board as a **second read/approval**:

- 3541.5 Reporting of Transportation Safety Complaints - *NEW*
- 3542.22 Food Services Personnel Code of Conduct - *NEW*
- 3542.41 Food Services Personnel Professional Standards - *NEW*
- 3542.43 Charging Policy Food Services - *NEW*
- 4111.3 Increasing Educator Diversity - *REVISE*
- 6115.2 School Ceremonies and Observances (Pledge of Allegiance) - *NEW*
- 6142.104 Play Based Learning - *NEW*
- 6171.2 Preschool Students with Disabilities - *NEW*
- 6172 Title I Parent Involvement - *REVISE Policy # to 6172.4*
- 6172 Alternative Education Programs (PMA) - *NEW*

The following policies are being presented for a first read/review:

- 0200 Statement of Education Goals & Student Objectives *New*
- 1105 Advertising on School Grounds (Administrative Assistant Union request)
- 1110.1 Parent Involvement *New*
- 4112/4212 Appointment (of staff) *Revise 4112/New 4212*

## **Business and Non Instructional Operations**

### **Safety Complaints/Records and Reports**

#### **Transportation Complaints**

All complaints concerning school transportation safety will be made to the ~~Transportation Coordinator~~ Director of Finance and Operations. The ~~Coordinator~~ Director will maintain a written record of all such complaints and will conduct appropriate investigations of the allegations.

The Superintendent of Schools ~~of each local or regional school district and the supervisory agent of each nonpublic school~~ shall make a written report of the circumstances of any accident within his jurisdiction and knowledge, involving a motor vehicle and any pedestrian who is a student, which occurs at a designated school bus stop or in the immediate vicinity thereof, to the Commissioner of Motor Vehicles within ten days thereafter on a form prescribed by the Commissioner.

The Superintendent will provide the Commissioner of Motor Vehicles with a copy of the written record of complaints within thirty (30) days of the end of the school year.

Legal Reference: Connecticut General Statutes

[10](#) 221c Development of policy for reporting complaints re school transportation safety. Reporting of accidents at school bus stops.

#### **Policy Adopted:**

## **Business and Non Instructional Operations**

### **Food Services**

#### **Food Service Personnel - Code of Conduct**

The following conduct is expected of all persons who are engaged in the award and administration of contracts supported by the Child Nutrition Program (CNP) funds. These programs include the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program.

No employee, officer or agent of the Windsor Locks School District shall participate in selection or in the award or administration of a contract supported by program funds if a conflict of interest, real or apparent, would be involved.

To ensure objective contractor performance and eliminate unfair competitive advantage, a person that develops or drafts specifications, requirements, statements of work, invitations, for bids, requests for proposals, contract terms and conditions of other documents for use by the child nutrition program in conducting procurement shall be excluded from competing for such procurements. Such persons are ineligible for such procurements regardless of the procurement method used.

Conflicts of interest arise when a school district employee:

1. Has a financial or other interest in the firm selected for the award;
2. Is an employee, officer, or agent of the firm selected for the award;
3. Has a member of the immediate family who is an employee, officer or agent of the firm selected for the award;
4. Is about to be employed by the firm selected for the award; or
5. Has a member of the immediate family who is about to be employed by the firm selected for the award.

The Windsor Locks School District employees, officers or agents shall neither solicit nor accept gratuities, favors, or anything of material monetary value from contractors, potential contractors or parties to sub-agreements.

~~The purchase during the school day of any food or service from a contractor for individual use is prohibited.~~

Windsor Locks Board of Education employees, officers and agents shall be governed by the following rules:

1. The purchase during the school day of any food or service from a contractor for individual use is prohibited.



2. The removal of any food, supplies, equipment or school property, such as official records, recipe books, and the like is prohibited unless express permission of the Food Service Coordinator/Business Manager/Cafeteria Supervisor has been granted.
3. The outside sale of such items as used oil, empty cans and the like will be sold by contract between the Windsor Locks School District and the outside agency.
4. Individual sales by any school person to an outside agency or other school person are prohibited.

Failure of any employee to abide by this Code of Conduct could result in a fine, suspension or dismissal.

### **Resolution of Controversies**

Any actual or proposed supplier who is aggrieved in connection with a proposed purchase may protest to the Superintendent or his/her designee.

1. The protest shall be in writing.
2. The protest shall be delivered within 10 days of the action which is being aggrieved.
3. A hearing will be scheduled within 15 days of receipt of protest.
4. The proposed purchase will be delayed until the protest is resolved unless the delay will result in disruption of meal service to children. In the event it is determined that the purchase is necessary, an emergency shall be declared by the Superintendent/Assistant Superintendent for Business/purchasing agent and emergency purchase procedures will be followed until protest resolution.
5. The decision of the hearing officer shall be in writing and shall be delivered to the aggrieved supplier with proof of delivery required.
6. The aggrieved supplier shall be notified that an appeal of the hearing officer's decision is possible. The appeal request should be written and addressed to the Board of Education.

### **Public Access to Procurement Information**

1. Procurement information shall be a public record to the extent provided in Connecticut's Freedom of Information law.
2. All bid/offers shall be taken under advisement. Between the time an IFB/RFP is opened and awarded it may be viewed by any company or individual who entered a response, to the proposed intent to purchase.
  - a. Any supplier providing information, as a part of a proposal or offer shall stamp each page or sealed envelope, which they consider proprietary information, "not for public release."
  - b. Should the school district receive a request to release this marked information the supplier shall be notified within 24 hours and given 10 working days to obtain a court order to stop release.
  - c. In 10 working days the party requesting the information shall be provided a copy of the court order or instructions on when the information may be reviewed.

3. After acceptance, procurement information is available to the general public except as noted above.

(cf. [3320](#) - Purchasing Procedures)

(cf. [3323](#) - Soliciting Prices, Bids)

(cf. [3326](#) - Ordering Goods and Services, Paying for Goods and Services)

(cf. [3542](#) - School Lunch Service)

(cf. [3542.31](#) - Participation in the Nutritional School Lunch Program)

(cf. [3542.33](#) - Food Sales Other Than National School Lunch Program)

(cf. [3542.34](#) - Nutrition Program)

(cf. [4118.13/4218.13](#) - Conflict of Interest)

(cf. [6142.101](#) - Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees.

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

[10-216](#) Payment of expenses.

State Board of Education Regulations

[10-215b-1](#) School lunch and nutrition programs.

[10-215b-11](#) Requirement for meals.

[10-215b-12](#) Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7 CFR Part 210 and 220).

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C.  
1751

7 CFR Parts 210 & 220 - Nutrition Standards in the National School Lunch &  
School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities

Title 7 Chapter 11 of the Code of Federal Regulation Federal Management  
Circular A- 102, Attachment 0 FNS Instruction 796-1 Revision 2.

2 CFR 200.318 General Procurement Standards

Policy adopted:

## **Business/Non-Instructional Operations**

### **Food Service**

#### **School Lunch Service**

#### **Professional Standards for Food Service Personnel**

The Board of Education (Board) recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. Therefore the Board provides a food service program for 181 school breakfasts; 181 school lunches that meet the dietary specifications in accordance with the Healthy Hunger-Free Kids Act of 2010, as periodically amended, and applicable state laws and regulations.

This service shall be ~~under the supervision of~~ managed by the Food Services Director who shall be responsible to the ~~(-) Superintendent (-) Business Manager/~~Director of Finance and Operations (-) Assistant Superintendent. The Food Services Director shall be hired under specific job specifications and approved by the Board.

The Board shall comply with the minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs which are contained in the regulations to the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), Public Law 111-296. These regulations, effective July 1, 2015, as amended, effective April 30, 2019, establish hiring standards for the selection of State and local school nutrition program directors, and requires all personnel in the school nutrition programs to complete annual continuing education/training.

The Board believes that the fulfillment of these professional standards for food service personnel will result in consistent, national professional standards that strengthen the ability of school nutrition professionals and staff to perform their duties effectively and efficiently. Requiring proper qualifications to serve in the District's Child Nutrition Programs is expected to improve the quality of school meals, reduce errors, and enhance Program integrity.

Flexibility for districts with 2,499 students or less, subject to the prior approval of the Connecticut State Department of Education (CSDE), allows such districts to accept food service experience as a substitute for school nutrition experience when hiring new school nutrition program directors. This shall include volunteer or unpaid work as relevant food service experience.

~~The Superintendent is directed to develop administrative regulations which detail the required hiring standards and continuing education training for all District food service personnel.~~

(cf. [3542.31](#) - Participation in the Nutritional School Lunch Program)

(cf. [3542.33](#) - Food Sales Other Than National School Lunch Program)

(cf. [3542.34](#) - Nutrition Program)

(cf. [3542.43](#) - Charging Policy)

(cf. [6142.101](#) - Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees.

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

[10-216](#) Payment of expenses.

[10-217](#) State Board of Education Regulations.

[10-215b-1](#) School lunch and nutrition programs.

[10-215b-11](#) Requirement for meals.

[10-215b-12](#) Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7CFR Part 210 and 220).

Federal Register (80 Fed No 40) Professional Standards for State and Local Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, as amended effective 4/30/19.

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751.

7 CFR Parts 210 & 220 - Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001).

U.S. Department of Agriculture (USDA) Final Rule 84 FR6953

**Policy adopted:**

## Business and Non-Instructional Operations

### Food Service

#### Charging Policy

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's food services program, that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

***Alternate language to consider:** Connecticut's school Child Nutrition Programs consist of the National School Lunch, School Breakfast, Special Milk, After School Snack and Fresh Fruit and Vegetable Programs. It is a local decision as to in which programs the District selects to participate. These programs are federally funded and are administered by the United States Department of Agriculture's Food and Nutrition Service. At the State level, the school Child Nutrition Programs are administered by the Connecticut State Department of Education, which operates the program through agreements with the local school food authorities.*

*The school nutrition program is an extension of the school's educational programs and it is the District's vision to have a partnership among students, staff, school family and the community in offering access to and providing nutritious meals, which are attractively presented at an affordable price.*

The Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

***Note** At the discretion of the school food authority, schools participating in the National School Lunch Program and School Breakfast Program may offer meals at no cost to children who would otherwise qualify for reduced price benefits. This is a strategy to consider to prevent children eligible for reduced price meals from accruing unpaid meal charges.*

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

The Board prohibits the public identification or shaming of a child/student for any unpaid charges, including, but not limited to, the following:

- ~~Delaying or refusing to serve a meal to such student,~~
- ~~Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.~~

~~A student needing to charge a meal will be informed of his/her right to purchase a meal, which may exclude a la carte items, for any school breakfast, lunch or other feeding.~~

~~In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.~~

~~Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Food Services Manager/Director and/or the applicable school Principal for assistance. The Board encourages all families who may have a child eligible for free or reduced price lunch to apply.~~

## Definitions

**"Delinquent Debt"** are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

**"Bad Debt"** are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food service account, but must be restored using nonfederal funds.

## Elementary Students (*Options to consider/choose*)

1. The District shall maintain a "no charging policy." The ~~charge/no charge~~ policy will be strictly enforced to eliminate unnecessary debt within the School Food Service Program.
2. ~~The District uses \_\_\_\_\_, an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals up to an amount not to exceed the cost of thirty (30) meals. Negative balance status can be avoided by making a payment in the form of cash, check, or by credit card to the \_\_\_\_\_ website.~~
3. ~~Students shall be allowed up to thirty (30) reimbursable meal charges. All other a la carte items shall not be charged. After thirty charges, the parents/guardians of such child will be referred to the District's homeless education liaison. The alternate meal shall consist of one or more of the examples listed above. When a charge is occurred, a written notification shall be sent home to parents. All credited meals must be repaid.~~

~~Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.~~

~~4. No elementary or middle school student shall be deprived a reimbursable meal due to forgotten or lost meal money. The school Principal will be responsible for maintaining a fund of money to loan to students without meal money. The pool of money may be established from school or PTA/PTO funds. The Principal or his/her designee is responsible for collecting money that has been loaned to students. Students will be responsible for repaying all loaned money within an established timeframe. A note shall be given to the student to take home or mailed to the student's home to inform parents of the loan obligation. In situations in which a student is consistently without meal money, the Principal or his/her designee should encourage the parent/guardian to apply for free or reduced price meals.~~

~~Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.~~

~~The Board will accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.~~

~~5. The District strongly discourages meal charges, but understands that an occasional emergency makes it necessary at the elementary level. The District/school policy is as follows:~~

~~a. All charges must be paid in 10 days.~~

~~b. Students may not charge more than 5 reimbursable meals.~~

~~c. Parents will be notified and asked for prompt payment after 3 charges.~~

~~d. Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.~~

~~6. Students shall be allowed to charge up to thirty meals. The student will be given the same reimbursable meal that other children are provided. Parents of students who charge shall be notified by phone, after their child has received the meal. If a pattern of charging continues, attempts will be made to discuss the issue with the parents/guardians and encourage them to complete a free and reduced meal application. Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.~~

### **Secondary Students *(Options to consider/choose)***

1. A student shall not be allowed to purchase any reimbursable meal on credit.

2. The District uses \_\_\_\_\_, an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals up to a negative balance of \$6.00. No snacks or a la carte items may be charged. *(A source of funding needs to be established based upon the fact that the cost of this meal cannot come out of the school food service account.)* If a student with a



~~negative balance attempts to purchase a-la-carte items with cash, the money must first be applied to the negative balance.~~

~~3. Students may charge up to \_\_\_\_\_ meals at the middle school level and 2 meals at the high school level. (A source of funding needs to be established based upon the fact that the cost of this meal cannot come out of the school food service account.)~~

~~4. Students shall be allowed to charge up to two meals. The student will be given the same reimbursable meal that other children are provided. Parents of students who charge shall be notified by phone, after their child has received the meal. After charging four meals, the parents shall receive written notification. If a pattern of charging continues, attempts will be made to discuss the issue with the parents/guardians and encourage them to complete a free and reduced meal application.~~

### **District-Wide (*Options to consider/choose*)**

1. Parents are responsible for providing meals or meal money for their student(s). Borrowing or charging is for one meal only in an emergency. Repayment is expected without delay. Snack and a-la-carte purchases are cash only.

~~2. Although not required by law, because of the District's participation in the school Child Nutrition Programs, the Board of Education approves the establishment of a system to allow a student to charge a meal. The Board authorizes the Superintendent to develop rules which address:~~

~~a. What can be charged;~~

~~b. The limit on the number of charges per student;~~

~~c. The system used for identifying and recording charged meals;~~

~~d. The system used for collection of repayments; and~~

~~e. Ongoing communication of the policy to parents/guardians and students.~~

### **Delinquent Debt and Bad Debt**

The District's efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The school food authority is encouraged to consider whether the benefits of potential collections outweigh the costs which would be incurred to achieve those collections.

Money owed because of unpaid meal charges shall be considered "delinquent debt," as defined, as long as it is considered collectable and reasonable efforts are being made to collect it. Such debt must be paid by June 30, effective with the 2024-2025 ~~2017-2018~~ school year.

After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts are useless or too costly, the debt must be reclassified as "bad debt." Such debt shall be written off as an operating loss not to be absorbed by the nonprofit school food service account but must be restored using non-federal funds.

### **Dissemination of Policy**

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the school or school district during the school year.

This policy shall be included in student/parent handbooks, on online portals that households use to access student accounts, placed on the District's website, on the website of each school, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals and again to the household the first time the policy is applied to a specific child.

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

(cf. [3542](#) - Food Service)

(cf. [3542.31](#) - Free or Reduced Price Lunch Program)

Legal Reference: Connecticut General Statutes

[10-215](#) Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)

[10-215a](#) Nonpublic school and nonprofit agency participation in feeding programs.

[10-215b](#) Duties of State Board of Education re feeding programs.

State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to Non-paying Full and Reduced Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"

- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

**Policy adopted:**

## Personnel — Certified

### **4111.3 - Minority Recruitment Plan Increasing Educator Diversity**

The Windsor Locks Public Schools Board of Education recognizes the importance of diversity among its educators. It is committed to ensuring effective strategies are implemented to recruit and retain a diverse pool of highly qualified and effective educators who reflect the demographics of our student population and those diverse communities extending beyond our schools' walls.

In accordance with Public Act 23-167, Section 10, the Board directs the Superintendent to develop and submit an Increasing Educator Diversity Plan (the Plan) to the Connecticut State Department of Education (CSDE) on or before April 23, 2024, and comply with all CSDE procedures related to the Public Act. Upon completion of the Plan and prior to its submission, the Board shall approve it. The day, month, and year on which the Plan receives Board approval is required to complete the application.

The Board recognizes the complexity of sustaining the critical efforts to increase educator diversity. To that end, the Board will work within its authority to support planning and implementation tasks, including but not limited to planning team responsibilities, administrator and staff training, recruitment efforts, and data collection.

~~The Board directs the Superintendent to draft regulations referencing resources available on CSDE's Talent Office Homepage.~~

~~The Board of Education (Board) recognizes that the increasing diversity of individuals and cultures is a growing characteristic of our state and nation which should have a significant bearing on the activities of the school district. Further, the State of Connecticut has determined that the educational interests of the state require efforts by each school district to provide educational opportunities for its students to interact with teachers from other racial, ethnic and economic backgrounds in order to reduce racial, ethnic and economic isolation.~~

~~To this end, the Board believes that the importance of diversity of individuals and cultures should be recognized in the recruitment and assignment of personnel in order to help promote an intellectually and culturally dynamic environment that enables all students to gain an increased awareness and appreciation of the diverse world in which all are connected.~~

~~Accordingly, the Superintendent of Schools shall develop and maintain a written plan for minority staff recruitment as approved by the Board and shall report to the Board annually on implementation of the plan. Consistent with the Board's policies on Affirmative Action (4111.1) and Nondiscrimination (4118.11), said plan for minority staff recruitment shall provide for an energetic effort to attract talented minority educators and other minority personnel to serve in available positions within the District with the long range goal of achieving staffing of the school district and of each school which is broadly representative of the populations of the regional and state communities of which the District is a part.~~

(cf. [4111](#) - Recruitment and Selection)  
(cf. [4111.1/4211.1](#) - Affirmative Action: Equal Employment Opportunity)

Legal Reference: Connecticut General Statutes

[10-4a](#) (3) Educational interests of state identified.

[10-151](#) Employment of teachers. Notice and hearing on termination of contract.

[10-153](#) Discrimination on account of marital status.

[10-220\(a\)](#) Duties of Boards of Education. (as amended by PA 18-34)

[46a-60](#) Discriminatory employment practices prohibited.

PA 16-41 An Act Concerning the Recommendations of the Minority Teacher Recruitment Task Force.

PA 18-34 An Act Concerning Minority Teacher Recruitment and Retention.

PA 19-74 An Act Concerning Minority Teacher Recruitment and Retention.

PA 21-2 June Special Session, Sections 378 & 379.

PA 23-27 An Act Concerning Transparency in Education, Section 10

Policy adopted: March 1999

Revised: November 2001, October 2018

## **Instruction**

### **Ceremonies and Observances**

The Board of Education supports the following activities as they adhere to relevant Court rulings and legislation. The following types of school activities are permitted so long as they do not take on the character of religious devotions:

1. Writing or analyzing literature on religious subjects
2. Playing, singing and presentation of music which is religious in its inspiration or origin
3. Performance of drama which deals with religious history or which is religious in its content
4. Production or exhibition of art work dealing with religious themes
5. Recognition of significant religious holidays by declaring school vacations or by sponsoring activities which acknowledge the importance of these holidays in our cultural life
6. Comparative studies of religion
7. Analyses of the Bible, and other religious books, as part of the study of religions
8. Studies of the contribution made by religion to civilization
9. Study of the Bible for its historic significance
10. Study of the Bible for its literary importance
11. Recitations or study of historical documents that contain references to God
12. Singing of official anthems which contain references to God

The Superintendent will ensure that the staff, parents/guardians and students are made aware of the parameters of acceptable religious speech and actions. The Superintendent will also distribute guidelines to each school concerning religion in the schools, after such guidelines/regulations have been approved by the Board attorney and reviewed by the Board.

### **United States Flag**

The Flag of the United States of America shall be raised above each schoolhouse and at other appropriate places during all school sessions, weather permitting, and on the inside of the schoolhouse on other school days. The Flag shall be raised before the opening of school and taken down at its close every day.

The United States Flag shall be displayed in each schoolroom each day school is in session.

### **Holidays and Special Events**

Holidays and special events may be recognized in our schools so long as such recognition respects the rights and feelings of minorities and is consistent with law.

Songs and customs from the various ethnic and racial segments of our population may be used to broaden the awareness of our students to the contributions which each such segment has made to American culture.

No public funds may be used in any way to benefit sectarianism in our public schools.

Legal Reference: Connecticut General Statutes

[10-16a](#) Silent meditation.

[10-29a](#) Certain days to be proclaimed by governor. Distribution and number of proclamations

[10-230](#) Flags for schoolrooms and schools

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Policy Adopted:

## **Instruction**

### **Play-Based Learning**

Play is a fundamental aspect of childhood and a powerful tool for learning, development, and well-being. The Windsor Locks Board of Education recognizes the importance of play in the educational process and is committed to supporting and promoting play as an integral component for engaging students in all areas of the district's curricula. Strategically aligning play-based learning with curriculum standards can help meet the Board's goal to realize increased academic gains while improving executive function or self-regulation among all students.

Along with supporting the Board's recognition of the educational value of play-based learning, the purpose of this policy is to ensure compliance with a law passed in 2023 requiring schools to provide play-based learning for kindergarten and preschool students and to permit a teacher to utilize play-based learning for grades one to five.

Teachers are permitted to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five. The teacher's role in play-based learning is to create an appropriate learning environment, ask questions, set up investigations and challenges, offer ideas, and provide feedback. While children engage in play-based learning, teachers are expected to observe, document, assess learning, and plan for the next day's experience.

Beginning in the 2024-25 school year, play-based learning must be incorporated into annual professional development programming for pre-K through grade five teachers.

### **Definitions**

**"Play-Based Learning"** means a pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards. "Play-based learning" does not mean time spent in recess or as part of a physical education course or instruction.

**"Free Play"** means unstructured, voluntary, child-initiated activities that are performed by a child for self-amusement and have behavioral, social and psychomotor rewards except "free play" may be structured to promote activities that are child-directed, joyful and spontaneous.

**"Guided Play"** means learning experiences that combine the child-directed nature of free play with a focus on learning outcomes and adult guidance.

**"Recess"** means the time during the regular school day for each student enrolled in elementary school that is devoted to physical exercise or not less than twenty minutes in total pursuant to section 10-221o of the general statutes.

**"Mobile Electronic Device"** has the same meaning as provided in section 10-222d of the general statutes.

**"Instructional Time"** means the time of actual school work during a regular school day.



## **Instruction**

### **Play-Based Learning** (continued)

#### **Guidance for Pre-K and Kindergarten**

Play-based learning during the instructional time of each regular school day for all students in kindergarten and any preschool program offered by the board *shall be provided*. Such play-based learning must be incorporated and integrated into daily practice, allow for the needs of such students to be met through free play, guided play and games, and be predominantly free of the use of mobile electronics.

#### **Guidance for Grades 1-5**

*Teachers are permitted* to utilize play-based learning during the instructional time of a regular school day for all students in grades one to five, inclusive. Such play-based learning may be incorporated and integrated into daily practice, shall allow for the needs of such students to be met through free play, guided play and games, and shall be predominantly free of the use of mobile electronic devices.

Any play-based learning utilized under this policy must comply with the individualized educational program (IEP) or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for any student.

A school employee may only prevent or otherwise restrict a student's participation in play-based learning if such prevention or restriction is in accordance with this policy pursuant to section 10-221 of the general statutes.

Legal Reference:      Public Act 23-101 (An Act Concerning the Mental, Physical, and Emotional Wellness of Children), § 20  
                                 Public Act 23-159 (An Act Concerning Teachers and Paraeducators), §§ 4-5

Policy adopted:

## **Instruction**

### **Special Education**

#### **Pre-School Special Education**

The Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the "Birth to Age Three" screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District's program shall be based upon the inclusion model which maintains a significant number of non-disabled (regular education) students who serve as role models for the students with identified special needs. The Pre-K Coordinator under the direction of the Director of Pupil Services is responsible to coordinate and evaluate the program annually in order to make recommendation to the Superintendent of Schools or his/her designee.

The Board authorizes the Superintendent of Schools to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Pre-K Coordinator under the direction of the Director of Pupil Services;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students enrolled in the program;
6. Maintaining lists as required by the State Education Department pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served; and
7. Reporting as required to the State Education Department; and
8. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of

appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent or guardian preference, placement may be appealed by a parent or guardian through the procedures outlined in IDEA.

If the PPT determines that a child is ineligible for participation in a preschool special education program, a screening for developmental and social-emotional delays using validated assessment tools, such as the Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire, or their equivalents, shall take place for such child. Additionally, each child will be rescreened every six months. The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

Legal Reference: Connecticut General Statutes

[10 76a](#) Definitions.

[10 76b](#) State supervision of special education programs and services.

[10 76c](#) Receipt and use of money and personal property.

[10 76d](#) Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)

[10 76e](#) School construction grant for cooperative regional special education facilities.

[10 76f](#) Definition of terms used in formula for state aid for special education.

[10 76g](#) State aid for special education.

[10 76h](#) Special education hearing and review procedure. Mediation of disputes.

[10 76i](#) Advisory council for special education.

[10 76j](#) Five year plan for special education.

[10 76k](#) Development of experimental educational programs.

State Board of Education Regulations.

[10 76m](#) Auditing claims for special education assistance.

[10 76a 1 et seq.](#) Definitions.

[10 76b 1 through 10 76b 4](#) Supervision and administration.

[10 76d 1 through 10 76d 19](#) Conditions of instruction.

[10 76h 1 through 10 76h 2](#) Due process.

[10](#) 761 1 Program Evaluation.

[10](#) 145a 24 through [10](#) 145a 31 Special Education (re teacher certification).

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Act, 42 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

**Policy Adopted:**

## **Instruction**

### **Title 1 Parent Involvement - District**

The Windsor Locks Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent concerns, if they are dissatisfied with the school’s Title I program to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and child care costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child’s progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a “School-Parent Compact” outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The “School-Parent Compact” shall:

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the Connecticut’s academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child’s education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Legal Reference: Improving America’s Schools Act, P.L. No. 103-382, Sec. 1112 Local Education Agency Plans.

Improving America’s Schools Act (IASA), P.L. 103-382.

PL 107-110, “No Child Left Behind Act Of 2001,” title I-Improving the Academic Achievement of the Disadvantaged, Sec. 1118.

**Policy Adopted: December 10, 2003**

## **Instruction**

### **Alternative Education Programs**

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized there will be students in the District whose needs and interests are best served by participation in an alternative education program.

"Alternative education" means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral, and academic needs of such students.

The Board may provide alternative education to students in accordance with the guidelines established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education.

In providing alternative education to students, the Board may use space in an existing school or establish a new school. Students enrolled in alternative education benefit from the same academic standards for all students in Connecticut within a different or unique setting, which addresses barriers found in traditional settings. Alternative education settings may be responsive to student needs by providing unique programming, nontraditional hours, or hybrid experiences for students. (Guidelines for Alternative Education Settings, CSDE; page 6) Such programs must comply with state laws pertaining to the number of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board, as required, will post on its website information about any alternative education offered, including purpose, location, contact information, staff directory and enrollment criteria. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

Alternative education programs implemented by the District are to maintain learning options that are flexible with regard to environment, structure and pedagogy. Such programs include, but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities, and supervised independent study.

Students, upon parent request, may be placed in an alternative education program within available financial resources if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards.

(cf. 6172.11 - Relations with Charter Schools)

(cf. 6172.12 - Magnet Schools)

(cf. 6172.41 - Title I Program)

(cf. [6172.6](#) - Virtual/Online Courses)

Legal Reference Connecticut General Statutes

[10-4p\(b\)](#) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

[10-15](#) Towns to maintain schools.

[10-16](#) Length of school year.

[10-158a](#) Cooperative arrangements among towns. School building projects. Student transportation.

[10-220](#) Duties of boards of education (as amended by PA 15-133)

[10-223h\(c\)](#) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)

PA 15-133 An Act Concerning Alternative Education

**Policy Adopted:**



## Mission Goals Objectives

### Goals for the Public Schools

#### Introduction

The terms "goal", "objective", and "performance objective" parallel those originally published by the American Association of School Administrators.

**Goal:** "A goal statement is one step more precise than a mission statement. Many goal statements may come out of a mission declaration. Each describes a desired terminal point to be reached sometime in the future to fulfill the mission, and general directions to pursue the mission. A goal statement, likewise, remains too broad to be useful in identifying specific operational activities. A goal is seen by some as a "broad objective". It must be broken down further if its declarations and outcomes are to serve as guides to action."

**Objective:** "An objective is an outcome statement that is consistent with and grows out of a related goal statement. It is a more specific expression of a position, behavior, process, or product to be achieved by a major operational division of an organization over a shorter time period. It is a desired outcome that is capable of being measured with specificity."

**Performance Objective:** "Performance objectives are more sharply focused on specific objectives. Usually they describe outcomes that are measurable and achievable relatively quickly. They are likely to be set primarily for categories, departments, or units within an organization for specific administrators."

These goals are presented with the full realization that the school is only one of several social institutions or influences affecting the child. Its contribution is modified by the intellectual, social, emotional, and affective potentialities that each child brings to the school environment. Our intent is that the school should contribute as fully as possible to the development of each child in the directions indicated by the goals stated.

It is the responsibility of the School Administration and Staff to delineate and update those educational objectives and performance objectives which at each school level will best achieve the goals as stated, together with the means to evaluate periodically the attainment of such objectives. Only then will these goals have full meaning.

#### **To implement the Philosophy of the Public Schools, we accept this charge:**

1. to enable students to grow academically, socially, and emotionally by encouraging them to accept responsibility and to understand the consequences of their decisions;
2. to provide students with opportunities to master basic skills essential to competent functioning in society, including the ability to read, write, listen, and speak and view proficiently; to manipulate basic mathematical concepts; and to acquire a general knowledge of the sciences;

3. to enable students to apply knowledge, problem solving techniques, creativity, and current technology from the various disciplines to the challenges presented by our changing society and physical environment;
4. to enable students to pursue independent thought and research through both assigned and self initiated projects;
5. to enable students to explore the world's cultural heritage through experiences which help to broaden social awareness;
6. to provide curricular and co curricular activities which will give students the opportunity to grow aesthetically, emotionally, intellectually, physically, and socially through interaction with others;
7. to provide appropriate programs and services for students with special intellectual, physical, and emotional needs;
8. to enable students to develop aesthetic appreciation through integral experiences in art, music, science, literature, and languages;
9. to enable students to acquire the skills necessary for intellectual growth using Educational Information Services and programs, and instruction in the use of appropriate resources to support their learning;
10. to enable students to develop as healthy individuals by providing life skills through health and physical education programs and health services;
11. to enable students to develop personal and vocational skills through appropriate grade level experiences in foreign language, practical., and technical arts;
12. to enable students to meet their academic, personal, social, emotional, and vocational needs through guidance, counseling, and special services;
13. to enable students to learn the responsibilities of citizenship in a democracy, emphasizing participation in global, national, and community affairs through practical curricula and co curricular activities in the social sciences;
14. to enhance the capabilities of the staff by setting expectations and by providing opportunities for growth through professional development and other experiences;
15. to foster greater community understanding and support by encouraging citizen involvement in school activities and programs;
16. to provide a safe and orderly environment conducive to the learning process.
17. to integrate the principles and practices of social-emotional into the District's required professional development program pursuant to C.G.S. 10-148a.

(cf. [0100](#) Mission Statement)

Legal Reference: Connecticut General Statutes

[10-4\(c\)](#) Duties of board. Reports. Comprehensive plan for elementary, secondary, vocational, career and adult education.

10-220(b) Duties of boards of education (as amended by P.A. 21-46, Section 13)

P.A. 21-46 An Act Concerning Social Equity and the Health, Safety, and Education of Children

**Policy adopted:**

## **Community Relations**

### **1105 – Advertising and Distribution and Promotion of Products, Services and Informational Materials**

The Board of Education (Board) recognizes its responsibility to protect students and their families from exploitation through outside advertising and promotion of products and services for profit.

The Board directs the Superintendent of Schools to adopt regulations containing guidelines for the advertising or promotion of products or services to students, staff, or parents in the schools by the school, staff, or affiliated organizations and outside entities. These guidelines shall be in accordance with state and federal law and applicable Board policies.

Signs of a commercial or political nature are not permitted to be posted on school grounds. Additionally, the use of loudspeakers for commercial or political purposes shall not be permitted on school grounds.

Any permitted advertising and/or promotion shall be in accordance with Board policy, regulations or guidelines as well as state and federal law and will be subject to advance approval by the Superintendent or his/her designee, school principal or the Board.

#### **General Restrictions on Advertising or Promotion**

Permitted advertising or promotion shall not:

1. Promote hostility, disorder or violence.
2. Attack, discriminate, demean, harass or ridicule ethnic, racial or religious groups or any other legally protected group or members thereof, including, but not limited to, any person or group of persons on the basis of disability, sex, gender, gender identity or expression or sexual orientation.
3. Be libelous or slanderous.
4. Inhibit the functioning of the school or school district.
5. Override the school district identity.
6. Promote, favor or oppose the candidacy of any candidate for election, adoption of any bond/budget issues or any public questions submitted at any general or municipal election.
7. Be vulgar, obscene or pornographic or in opposition to the mission of the Windsor Locks Public Schools.
8. Promote any religious or political organization.
9. Promote the use of drugs, alcohol, tobacco or tobacco products, firearms or the use or possession of other products or substances deemed unsafe and/or prohibited by Board policy.
10. Appropriately use any District or school logo without prior approval of the Superintendent nor appropriate the likeness of any student or staff member, school or school district property for use in an advertisement or promotion without the prior

knowledge and approval of the Superintendent of Schools or Board as well as the prior written permission of the individual(s) whose image(s) or likeness(es) are to be used.

**Disclaimer**

The inclusion of advertisements in school district publications, on school grounds or on school district property or in school facilities should not be construed to constitute explicit endorsement or approval by the Board or District of the advertised product, service, organization, business, entity or activity

Legal References:

Policy adopted: June 1973

Revised: November 1984, June 2019

## **R-1105**

### **Advertising and Distribution and Promotion of Products, Services and Informational Materials - Advertising on School Grounds**

The purpose of this regulation is to establish guidelines for the advertising, distribution and/or promotion of products, services and informational materials in the Windsor Locks Public Schools to District students and their parents. The goal in creating such guidelines is to protect District students and their parents from potential exploitation by private interests, including, but not limited to, commercial, cultural, economic, environmental, organizational and political exploitation and to protect student privacy.

The Board also believes that the schools have a responsibility to provide instruction pertaining to the critical reading and thought processes necessary to protect students' from such exploitation.

For the purposes of this policy and its regulations, "advertising" means allowing access to students, staff and/or parents in exchange for money, services, materials, or other tangibles.

The following are guidelines for advertising and promotion in the Windsor Locks Public Schools:

1. Permission to post notices and/or distribute materials for one specific school may be granted by that school's principal. The principal shall consult with the Superintendent in instances where the advisability of posting or distributing a particular notice or materials is questionable for any variety of reasons.
2. Materials that will be posted at and/or distributed to more than one school require the specific approval of the Superintendent or his/her designee. Approved materials shall not be directly distributed to schools, but must be distributed to schools through the Superintendent's Office. The Superintendent's Office shall direct a distribution format for such notices/materials.
3. Only the following will be considered for approval by either the school principal or the Superintendent or his/her designees for posting or distribution:
  - a. Advertising and promotion related to school sponsored programs and activities;
  - b. Notices of materials advertising events, programs or services provided by school-affiliated groups (e.g. PTA, Booster Club, etc.);
  - c. Notice of Materials advertising events, programs, or services provided by the Town of Windsor Locks (e.g. Department of Parks and Recreation);
  - d. Notices or materials advertising events, programs or services provided by a non-profit organization. Schools may cooperate in the furthering of the work of any non-profit

- community-wide social services agency, provided that such cooperation does not restrict or impair the educational program of the schools. Any non-profit event or program in conflict with district events or programs will not be approved for posting/and or distribution.
- e. Notices or materials advertising events, programs or services provided by service groups where funds are donated back to the District (e.g, Rotary Club) or are for student scholarships or learning opportunities.
  - f. Acknowledgment of sponsorship in the form of a banner, placard, or other items displaying identification of sponsor without promotional advertisement.
4. This policy and its Regulations should not be construed as preventing a teacher or other certified staff member from using instructional or informational materials even though the materials might include reference to a brand, a product or a service.
  5. A company or outside organization that wishes to supply the District with items of goods, services, or advertisements displaying the company's name or logo must have its proposal submitted to, and accepted by, the benefitting school, Department, or organization, who will submit the propose to the Superintendent for his/her approval.
  6. Recognizing a company or outside organization for its support of the District, a school, or a school activity is appropriate; however, advertising a company or outside organization for the purpose of promoting a specific purpose or product is not allowed.

*Windsor Locks Public Schools*

**REQUEST FOR PERMISSION TO  
DISPLAY OR DISTRIBUTE MATERIALS**

In an effort to maintain a healthy and effective learning environment for our students, Windsor Locks Public Schools reserves the right to regulate all forms of announcements and advertisement made in the schools. Before making application, please refer to Board of Education Policy #1105 on the reverse side of this page.

---

Date of Application \_\_\_\_\_

Name \_\_\_\_\_ Phone \_\_\_\_\_

Organization Represented \_\_\_\_\_

Address \_\_\_\_\_

Permission is requested to (please check all that apply):

Post

Distribute

Announce

Dates: From \_\_\_\_\_ To \_\_\_\_\_

Location(s) North Street School

South Elementary School

Windsor Locks Middle School

Windsor Locks High School

Signature \_\_\_\_\_

**ATTACH a copy of the flyer, poster, letter, announcement text, etc.  
EXACTLY as it shall appear, if request is granted.**

---

(FOR SCHOOL USE ONLY):

Date Received \_\_\_\_\_

Permission Granted

Permission Denied

Comments or Restrictions \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date



## Community Relations

### Communication with the Public

#### Parent Involvement

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the Board of Education believes that the professional staff 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. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school should be regular, two-way and meaningful. (Such communication may include monthly newsletters, electronic communications, required regular contact with all parents, parent-teacher conferences for each school year, drop in hours for parents, and use of technology.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parent input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.

The Superintendent will report annually to the Board of Education on parent involvement activities.

Legal Reference: Connecticut General Statutes

[10-221\(f\)](#) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290, P.A. 10-111, and P.A. 21-46, An Act Concerning Social Equity and the Health, Safety, and Education of Children.

#### Policy adopted:

## Personnel - Certified

### 4112/4212 - Appointment

The Superintendent of Schools is authorized to hire administrators and teachers, including substitute teachers, for positions authorized by the Board of Education and report such hires to the Board.

Within guidelines of any existing provisions in negotiated collective bargaining agreements, the Superintendent shall be responsible for placement of appointed employees on the salary schedule. The Superintendent shall award credit for years of professional experience and any other negotiated factors at his/her discretion.

The Superintendent also has the authority to hire non-certified support staff.

The Superintendent shall insure that all ~~certified~~ personnel employed meet state certification requirements for the position, including required fingerprinting and other criminal records and Department of Children and Families checks.

The Board will not discriminate in the amount of compensation paid to any employee on the basis of sex/gender.

Legal Reference: Connecticut General Statutes

10-1440 through 10-145f re teacher certification

10-151 Employment of teachers. Definitions. Notice and hearing on failure to renew or termination of contract. Appeal.

10-153 Discrimination on account of marital status.

10-155f Residency requirement prohibited.

31-40z Penalizing employees for discussion or disclosure of wage information prohibited. Enforcement. (as amended by P.A. 21-30)

31-75 Discrimination on the basis of sex. Prohibited practice. Employer demonstration. (as amended by P.A. 21-30)

46a-60 Discriminatory employment practices prohibited.

P.A. 21-30 An Act Concerning the Disclosure of Salary Range for a Vacant Position.

Title VII, Civil Rights Act as amended by Title IX, Equal Employment Opportunity.

**Policy adopted:** August 1975 (old policy #4115)

**Revised:** November 1983 (old policy #4115)

October 2018

**EXHIBIT VI**

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION

FROM: SHAWN L. PARKHURST, SUPERINTENDENT

DATE: MAY 14, 2024

RE: FY 25 BUDGET

This evening the FY25 Budget, temporarily approved by the Board of Finance in the amount of \$34,051,186, will be reviewed to include the recommended reductions to reach the temporarily approved Board of Finance budget.

The document below is a consensus leadership recommendation to the Board of Education on the recommended reductions in the FY25 budget. This allows us to continue to move forward in our district despite the following summary of positions reduced:

- 11 Teaching Positions
  - 3 Teaching Layoffs
- 3.5 Requested New Positions
- 1 Administrative Assistant Position
  - 1 Administrative Layoff

	<b>Department</b>	<b>Line Item Narrative</b>	<b>FY25 Reduction</b>
1	District	Medical Line Reductions (15% to 10%)	\$125,000
2	District	Medical Line Funding by BOF	\$2,500,000
3	District	Supplies & Uniforms	\$77,151
4	District	NEW .5 Business Office Clerical	\$21,294
5	District	NEW - Assistant Superintendent	\$190,000
6	District	Vacant Director of Curriculum	\$149,587
7	District	NEW Technology Specialist	\$44,000
8	Facilities	Vacant - Reduction of 5.0 Seasonal Housekeepers	\$16,475

9	High School	1.0 World Language Teacher	\$70,591
10	High School	1.0 PE Teacher	\$54,463
11	High School	Art Replacement Savings	\$29,767
12	High School	1.0 English Replacement Savings	\$5,990
13	High School	Shifting Funding Source for ECE and AP Programs	\$18,727
14	Middle	2.0 ELA Interventionists	\$147,233
15	Middle	1.0 Math Interventionist	\$95,812
17	Middle	1.0 Social Studies Replacement Savings	\$39,601
18	North/South	1.0 Librarian (NSS/SES Share)	\$95,812
19	North/South	1.0 Art Teacher (NSS/SES Share)	\$95,812
20	North/South	Reduction of 1.0 SRO (NSS/SES Share)	\$97,334
21	North	1.0 Flex General Ed Teacher	\$81,888
22	South	1.0 Flex General Ed Teacher	\$61,404
23	Sped	1.0 Job Coach at RISE	\$38,196
24	Sped	1.0 Tutor Pine Meadow	\$34,971
25	Sped	Reduce Contracted Services	\$103,000
26	Sped	1.0 Administrative Assistant in Special Services	\$63,843
27	Sped	504 Services - Reallocation of Funding Source	\$12,000
28	Technology	Student Issued Technology funded by BOF Capital	\$63,800
29	Technology	Technology Reductions	\$51,221

**Windsor Locks Public Schools**

[www.wlps.org](http://www.wlps.org)

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\*\*\*\*\*

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\*\*\*\*\*

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