

WINDSOR LOCKS PUBLIC SCHOOLS



BOARD OF EDUCATION MEETING

Regular Meeting

May 9, 2019

6:00 p.m.

Windsor Locks High School

Library Media Center

58 South Elm Street

www.wlps.org

Windsor Locks Board of Education

Patricia King, Chairwoman

Margaret Byrne, Vice Chairwoman

Jim McGowan

Dennis Gragnolati

Joe Tria

Shawn Parkhurst

Superintendent of Schools

MISSION STATEMENT AND CORE BELIEFS

The WLPS will create and sustain a community of life-long learners where all students are engaged, empowered and expected to achieve at the highest levels and to become responsible, contributing citizens in an ever-changing, global society.

In order to achieve our mission our students will receive a world class education that:

- Challenges each student to meet and exceed high expectations through a stimulating, rigorous and challenging curriculum;
- Enables each student to think critically, work collaboratively, and display the confidence necessary to be successful in a diverse and complex society;
- Prepares each student to be an adaptable risk taker who is proud to invest in the future;
- Prepare each student to use all of the technological resources available to complete research, solve problems, and identify creative solutions;
- Develops individuals who are open-minded, respectful, and compassionate,
- Develops honest, interdependent, skilled future leaders and independent thinkers who will become the world's problem solvers;
- Enriches the skills and talents of each student to be inventive and ready to achieve a sustainable future;
- Invites the entire community to be involved in providing a well-rounded education; which
- Inspires each student to become an active member of our community, the nation, and the world.

Regular Meeting
May 9, 2019
WINDSOR LOCKS BOARD OF EDUCATION
Windsor Locks High School ~ Library Media Center
6:00p.m.
AGENDA

- I. CALL TO ORDER
- II. PLEDGE OF ALLEGIANCE
- III. ROLL CALL
- IV. BOARD AND ADMINISTRATIVE COMMUNICATIONS INCLUDING BOARD SUB-COMMITTEE REPORT
- V. STUDENT REPRESENTATIVE REPORT
- VI. PUBLIC AUDIENCE (Only On Agenda Items)
CONSENT AGENDA: **VOTE NEEDED**
- VII. A. Minutes: p. 1 EXHIBIT VII A
 - April 11, 2019 Regular MeetingB. Personnel Report: p. 6 EXHIBIT VII B
 - Resignations
- VIII. BUSINESS ITEMS BEFORE THE BOARD

Goal 1: Windsor Locks Public Schools will insure that all students are engaged in their learning and challenged to achieve at the highest level.

Goal 2: Windsor Locks Public Schools will use research-based leadership and best workplace practices to ensure high levels of achievement.

A. Budget Update p. 7 EXHIBIT VIII 2 A
B. Policy First Read: Graduation Requirements for the Class of 2023 p. 8 EXHIBIT VIII 2 B
C. State of Connecticut Performance and Profile Report p. 14 EXHIBIT VIII 2 C

Goal 3: Windsor Locks Public Schools will support every student through a diverse network of caring adults.

A. School Readiness Grant Application: **VOTE NEEDED** p. 23 EXHIBIT VIII 3 A
B. Community Survey Results p. 24 EXHIBIT VIII 3 B

Goal 4: Windsor Locks Public Schools will provide safe and healthy environments where students will learn how to sustain and promote healthy living.
- IX. BOARD AND SUPERINTENDENT COMMENT
- X. FUTURE BUSINESS
- XI. PUBLIC AUDIENCE (GENERAL)
- XII. ADJOURN

For the Chairperson of the Board of Education
Shawn Parkhurst
Superintendent of Schools
C: Town Clerk: PLEASE POST

EXHIBIT VII A

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: MAY 9, 2019
RE: APPROVAL OF MINUTES

- April 11, 2019 – Regular Meeting

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

**MINUTES OF THE REGULAR MEETING,
April 11, 2019 at 6:00 p.m.**

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

Members Present:	P. King, M. Byrne, J. McGowan, J. Tria and D. Gragnolati
Members Absent:	None
Administrators:	S. Parkhurst, S. Lee, J. Ferreira, C. Grado, C. Griswold, H. Early, J. Robinson, S. Mills and J. Lavorgna
Student Representatives:	D. Engin
Students:	C. Mackey, M. Scholefield, C. Faria, A. Most, I. McCarthy, S. Sorensen, B. Hickey, H. Koradia, S. Sylvester and C. Dealfi
Staff:	D. Bole, A. Nemeth and a few others
Others:	A. Mackey, R. King, R. Anderson, M. Engleman, S. Canon and many parents and grandparents
Press:	None

I. Call to Order

Chairwoman Patricia King called the Regular Meeting to Order at 6:06 p.m. in the Windsor Locks High School Library Media Center.

II. Board and Administrative Communications including Board Sub-Committee Report

Chairwoman Mrs. Patricia King commented since the last meeting, the Lions Road Race took place. She wanted to compliment Mr. Steve Mills, Facilities Manager and his staff for assisting the Lions Club, the runners and spectators. She noted there were 779 runners that participated and pictures of the event were in the Hartford Courant.

She commented about a meeting she attended with the Superintendent and Chairman of the Board of Finance to review the budget and the needs of the district. She praised Mr. Parkhurst and the administrators for going line by line through the budget, a total of 771 lines, to see where cuts could be made without affecting the important programs.

She wanted to congratulate all of the students and staff who participated in the Windsor Locks Theater Club's production of *Mary Poppins* last weekend. Great show!

Lastly, she commented about the focus group who recently met to discuss the report card. Parents had great input and another meeting will be scheduled for further discussions before the end of the school year.

Mr. Shawn Parkhurst, Superintendent of Schools, addressed the Board. He commented on a few items. He reminded everyone of the district survey that has gone out to all parents and is available on-line and hard copy cards have been distributed throughout the community. It is only a nine question survey about communication. He urged everyone to take the survey.

He was pleased to share that beginning with this meeting, the public will be able to access the entire Board of Education meeting agenda and packet through the website. This is another step toward increasing communication and transparency.

He thanked the members of the District Parent Advisory Committee for the lengthy meeting about the budget. It was a good give and take session, he felt the feedback has an impact on the Board of Finance and their budget decisions.

He wanted to recognize Mr. Paul Lepack, Physical Education teacher at South Elementary School who was one of 154 teachers from the State of Connecticut who were chosen to travel to Thailand to study yoga and bring his knowledge back to the district. The grant pool was 400 teachers. He worked endless hours doing research and writing the grant. Professional development at no cost! Congratulations to Mr. Lepack.

He briefly commented about the budget discussions that have taken place and noted he will discuss the budget later in the meeting. He also discussed the recent meeting of the focus group on the grade reporting and noted that there are three priority areas that will be addressed in upcoming meetings to make the grade reporting easier for staff, students and parents. Lastly, he praised the production of *Mary Poppins* and thanked everyone who were involved including the staff and parents for supporting the talent of Windsor Locks. He showed a video.

III. Student Representatives

Miss Derby Egyin, Student Representative read the mission statement. She wanted to thank everyone for coming out and supporting the Theater Club.

IV. Public Audience (Only on Agenda Items)

None.

IV. Consent Agenda

It was **MOVED** (Byrne) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education approves the Consent Agenda as presented.

V. Business Items Before The Board

1. Goal 1: Windsor Locks Public Schools will insure that all students are engaged in their learning and challenged to achieve at the highest level.

a. Student Recognition

Mr. Parkhurst indicated there were students from the North Street School and Windsor Locks Middle School who are being recognized for their hard work and accomplishments. Students and their teachers from North Street School were honored by the Connecticut Writing Project for their excellence in writing. A total of 34 pieces of writing were submitted with three pieces of artwork as part of the more than 1,800 entries. From the 37 pieces which were submitted, seven children received honorable mentions.

Miss Bridget Hickey and Mr. Het Koradia, students at Windsor Locks Middle School were selected to attend the Connecticut Association of Schools Scholar Leader Recognition Program. Those students will attend a reception at the Aqua Turf in Southington in June. They have distinguished themselves in scholarship and leadership in school and in the community.

Miss Skylar Sylvester and Mr. Cohen Dealfi, students at Windsor Locks Middle School will be recognized by the Connecticut Association of Board of Education to receive this year's CABA Award. They were selected for being exemplary leaders, innovative thinkers and positive citizens.

2. Goal 2: Windsor Locks Public Schools will use research-based leadership and best workplace practices to ensure high levels of achievement.

a. 2019 Graduation Date

Mr. Parkhurst indicated that Windsor Locks Public Schools has had three snow days which moves the last day of school, and therefore graduation, to Friday, June 14, 2019. Further, due to the extension of the school year caused by these snow days, he recommended the Board further revise the calendar that June 10, 2019 will be a PLC Early Release Day and June 13 and June 14, 2019, the last two days of school will be Early Release Days for all students.

It was **MOVED** (Byrne) and **SECONDED** (Tria) and **PASSED** (U) that the Board of Education approves the 2018-2019 school calendar as revised and presented and the graduation date scheduled for June 14, 2019.

b. FY 19/20 BOE Budget Update

Mr. Parkhurst addressed the Board. He gave a handout entitled "Windsor Locks Public Schools – FY 19/20 Proposed Budget Reductions" dated April 11, 2019, to all Board Members, which listed lines from the budget that had been reduced, for their review. He had a Power Point presentation he used to discuss the reductions that he was proposing. He recommended reductions which totaled \$984,797. He had a summary slide which showed exactly what lines/departments those reductions have been taken. He gave an explanation of each and every reduction. He noted that the Board of Finance has requested a reduction of \$1,077,840; therefore, there is still \$93,043 which either needs to be reduced or appealed to the Board of Finance to restore those funds to the request. A public hearing related to the budget will be held on Tuesday, April 23, 2019 at 7:00 pm at Town Hall. This is an opportunity for the public to speak regarding the budget. Mr. Parkhurst

indicated the reductions do not reduce any positions completely except for those retiring, not returning or unfilled.

A lengthy discussion was held.

It was **MOVED** (Byrne) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education approves the Superintendent's recommendation for reductions totaling \$987,797 and approve an appeal to the Board of Finance to restore \$93,043 to the Board of Education FY 19/20 Budget.

3. Goal 3: Windsor Locks Public Schools will support every student through a diverse network of caring adults.

This goal was not discussed at this meeting.

4. Goal 4: Windsor Locks Public Schools will provide safe and healthy environments where students will learn how to sustain and promote healthy living.

This goal was not discussed at this meeting.

VI. Board and Superintendent Comments

Mr. Parkhurst wanted to thank everyone during this budget process. He wishes everyone has a restful and relaxing Spring Break next week. Central offices will be open all week, except for Friday.

VII. Public Comment

None.

VIII. Adjournment

It was **MOVED** (Tria) and **SECONDED** (McGowan) and **PASSED** (U) that the Board of Education adjourns the Regular Meeting of April 11, 2019 at 6:58 p.m.

Respectfully submitted,

Denise M. Piotrowicz
Recording Secretary

EXHIBIT VII B

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHERI LEE, DIRECTOR OF HUMAN RESOURCES
DATE: MAY 9, 2019
RE: PERSONNEL REPORT

Resignations:

Timothy Percoski, a Physics Teacher at the High School has resigned effective June 30, 2019. At the time of his resignation, Mr. Percoski will have served the students of Windsor Locks for three (3) years.

Maryann Salvatore, a Math Teacher at the High School has resigned effective June 30, 2019. At the time of her resignation, Ms. Salvatore will have served the students of Windsor Locks for two (2) years.

Dr. Catherine Koehler, Ph.D., a Science Teacher at the Middle School has resigned effective June 30, 2019. At the time of her resignation, Dr. Koehler will have served the students of Windsor Locks for two (2) years.

Michelle Aguilar, a 5th Grade Teacher at South Elementary has resigned effective June 30, 2019. At the time of her resignation, Ms. Aguilar will have served the students of Windsor Locks for one (1) year.

BOARD MOTION:

“MOVE that the Board of Education accepts Mr. Percoski’s, Ms. Salvatore’s, Dr. Koehler’s and Ms. Aguilar’s, resignations effective June 30, 2019 and offer them our sincere appreciation for all of their efforts on behalf of the students of the Windsor Locks Public Schools.”

EXHIBIT VIII 2 A

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: MAY 9, 2019
RE: BUDGET UPDATE

The FY 19/20 budget was revised and unanimously approved by the Board of Finance at the recent Public Hearing. The FY 19/20 Board of Education budget is increased as per our request by \$93,043 for a total budget of \$31,380,043. The Board of Finance has approved this budget to be sent to the Town Budget Meeting and Vote scheduled for 7:00 pm on May 21, 2019 at Town Hall.

EXHIBIT VIII 2 B

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: MAY 9, 2019
RE: POLICY: FIRST READING – GRADUATION
REQUIREMENTS FOR THE CLASS OF 2023

A first reading of policy 6146A Graduation Requirements for the Class of 2023 and beyond is provided for your review. The changes in this policy include new graduation requirements set forth by the State Board of Education. Those changes are as follows:

Academic Requirements for Graduation:

- Humanities (which includes ELA) 9 credits including civics and the arts
- STEM – 9 credits
- Physical Education and Wellness – 1 credit
- Health and Safety Education – 1 credit
- World Languages – 1 credit
- Mastery-based assessment – 1 credit
 - *Culminating project that demonstrates mastery of cross curricular standards:*
 - Clear and effective communicator
 - Self-directed learner and collaborative worker
 - Creative and practical problem solver
 - Responsible citizen
 - Informed thinker
- Electives – 3 credits

Instruction

Graduation Requirements

To ensure that all students graduate from our schools with the knowledge, skills, and work habits they will need in adult life, the Windsor Locks Public Schools has adopted a mastery-based system of teaching, learning, promotion, and graduation. Beginning with the Windsor Locks High School Class of 2020, all students will need to demonstrate achievement of all cross-curricular and content-area graduation standards before receiving a high school diploma. These new graduation requirements will ensure that each student provides evidence that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and modern careers.

The District's standards-based diploma system also requires our schools and educators to provide the interventions, support systems, and personalized-learning pathways that each student needs to master the expected standards and graduate college, career and life ready.

Graduation from our public school implies (1) that they have satisfactorily demonstrated the District's performance standards, assessed in part by the statewide mastery examinations, and (2) that they have fulfilled the legally mandated number and distribution of credits.

Definitions

Mastery-Based Learning refers to approaches used in which students advance upon mastering skills and content according to an established set of rigorous standards. Students move ahead when they have demonstrated mastery of content, not when they have reached a certain birthday or completed required hours in a classroom.

A mastery-based learning environment consists of state standards and district-developed competencies that put the focus on students demonstrating what they know and are able to do through the compilation of a body of evidence. The competencies that students are expected to meet are clearly articulated.

Content Graduation Standards are the final outcomes expected of students upon graduation from high school. They focus instruction on the most foundational, enduring and leveraged concepts and skills within each content area.

A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, our schools, educators, and staff will clearly and consistently communicate prior to entering high school and throughout the student's educational career the graduation standards and diploma requirements that must be met to earn a high school diploma.

Instruction

Graduation Requirements/Definitions

A. Communicating Graduation Requirements (continued)

The Superintendent, through the high school principal or other designee, shall be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the district and high school websites. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students at the time of course selection. This policy will also be referenced in each edition of the high school student handbook and on the district and high school websites.

As soon as it is practical and feasible, the Board expects the Superintendent or designee to inform all students and their families of any modifications made to the District's graduation requirements, which extends to all applicable changes in relevant state law, rules, or regulations.

The Board has approved the following schedule of minimum requirements for graduation, which encompasses minimum graduation requirements specified by the state and described in relevant laws, rules, and regulations. The Board is aware that current law and regulations are subject to change.

B. Academic Requirements for Graduation

Commencing with the Windsor Locks High School graduating class of 2023, all students must master the following graduation requirements:

1. All students will demonstrate that they have achieved mastery in the content-area graduation standards based on Connecticut state requirements. As a transitional plan while the Connecticut State Legislature studies and ultimately makes a final decision about the use of the Carnegie Unit as the basis for earning "credits," students shall earn a minimum of 25 credits based on mastery of the graduation standards associated with the subject areas listed.
 - a. Humanities* (9 credits – including civics and the arts)
 - b. STEM (9 credits – science, technology, engineering, and mathematics)
 - c. Physical Education and Wellness (1 credit)
 - d. Health and Safety Education (1 credit)
 - e. World Languages (1 credit)
 - f. Mastery-based assessment (1 credit)
 - g. Electives/flexible pathway (3 credits)

* The humanities are fields of learning that help us understand and appreciate human history, culture, values, and beliefs. Philosophy, literature, religion, art, music, history, and language have become part of the subjects collectively categorized as the humanities.

Instruction

Graduation Requirements/Definitions

B. Academic Requirements for Graduation (continued)

The Windsor Locks Public School's administration, faculty, and staff will apply the set of standards and performance indicators that are aligned with the content-area standards of the State of Connecticut.

All students must satisfy graduation requirements utilizing personalized pathways through active engagement in mastery-based educational experiences in all the above content areas.

2. Windsor Locks High School graduates will demonstrate that they have achieved mastery in the cross-curricular standards:
 - a. A clear and effective communicator
 - b. A self-directed learner and collaborative worker
 - c. A creative and practical problem solver
 - d. A responsible citizen
 - e. An informed thinker
3. All students will design, document and defend a culminating project that demonstrates their mastery of content and cross curricular graduation standards - **this will be the mastery-based diploma assessment.**
4. All students will complete and submit at least one application to a postsecondary educational institution, training program, or other certified learning experience, such as the military, that will provide them with continued opportunities for academic, career, and personal growth.
5. While most students will satisfy graduation requirements over the course of a four-year academic program, students may also satisfy Windsor Locks High School's graduation requirements during a period of time that is either accelerated or lengthened, based on their distinct learning needs. This includes high school level coursework students may take at Windsor Locks Middle School, provided the same criteria is used to designate students' mastery of the standards required to earn the credit. Examples of these courses include but are not limited to Algebra 1, Spanish 1, Geometry, Algebra 2, etc. All students are expected to develop a Student Success Plan with assistance from counselors, teachers, and/or administrators that allows them to master expected standards at the pace and with the support they need.

Instruction

Graduation Requirements/Definitions (continued)

C. Multiple Pathways

Windsor Locks High School offers all students multiple learning options that allow students to demonstrate mastery of content and cross curricular standards, earn academic credit and satisfy graduation requirements. Windsor Locks High School also encourages its students to explore a broad range of personalized learning experiences.

To pursue personalized learning experiences, students must design a plan that documents and defends how the experience satisfies both graduation requirements and expected cross curricular and content area standards.

Learning options may include, but are not limited to, the following:

1. Academic courses offered by the school
2. Dual enrollment or early college courses
3. Career and technical education programming
4. Online or blended learning options
5. Alternative or at-risk programming
6. Extended learning opportunities, internships, field work, or exchange experiences
7. Independent studies or long-term projects

D. Transfer and Home-School Students

For students who transfer to Windsor Locks High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with Windsor Locks High School's cross curricular and content area graduation standards, the Principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Windsor Locks High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal. The Superintendent will ultimately determine whether these students are eligible to receive a diploma. Home-schooled students must have attended Windsor Locks High School for a minimum of two (2) years or four (4) semesters to be eligible for a diploma.

E. Students Receiving Special-Education Services

Students who successfully meet Windsor Locks High School's cross-curricular and content-area graduation standards, as specified in the goals and objectives of their Individualized Education Plans (IEP), will be awarded diplomas.

Instruction

Graduation Requirements/Definitions (continued)

F. Extended Study

Students are eligible for extended years of study to complete the school's graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

G. Participation in Graduation Ceremony

A student must complete all Board requirements for a high school diploma to participate in graduation exercises.

(cf. 5121 - Examination/Grading/Rating)

(cf. 6111 - School Calendar)

(cf. 6146.2 - Statewide Proficiency/Mastery Examinations)

(cf. 6172.6 - Virtual/On-line Courses)

Legal Reference:

Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

10-221a High school graduation requirements. (as amended by P.A. 00-124. An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111. An Act Concerning Education Reform in Connecticut, P.A. 135, An Act Concerning Implementation Dates for Secondary School Reform, P.A.13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill and P.A. 15-237 An Act Concerning High School Graduation.)

10-233(a) Promotion and graduation policies.

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools

P.A. 13-247 An Act Implementing Provisions of the State Budget

P.A. 15-237 An Act Concerning High School Graduation.

Policy adopted:

May 23, 2019

WINDSOR LOCKS PUBLIC SCHOOLS
Windsor Locks, Connecticut

EXHIBIT VIII 2 C

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: MAY 9, 2019
RE: STATE OF CONNECTICUT PERFORMANCE AND
PROFILE REPORT

Each year the State of Connecticut provides each school and district with a Performance and Profile Report. The 2017-2018 district profile and performance report is provided for your review.

Mr. Parkhurst will share highlights and items of note as part of the district profile report.

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



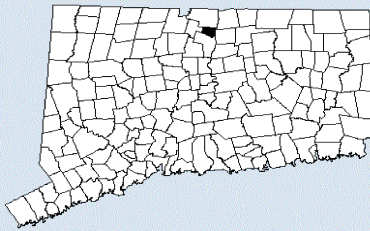
Windsor Locks School District

Mrs. Susan Bell, Superintendent • 860-292-5000 • www.wlps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	1,553
Per Pupil Expenditures ¹	\$19,366
Total Expenditures ¹	\$33,522,608

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.
 In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.
 State totals are not displayed as they are not comparable to district totals.
 Special Education tables reflect only students for whom the district is fiscally responsible.
 * When an asterisk is displayed, data have been suppressed to ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	784	50.5	48.4
Male	769	49.5	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	135	8.7	5.1
Black or African American	176	11.3	12.8
Hispanic or Latino	222	14.3	24.8
Pacific Islander	*	*	0.1
Two or More Races	*	*	3.3
White	949	61.1	53.6
English Learners	69	4.4	7.2
Eligible for Free or Reduced-Price Meals	655	42.2	36.7
Students with Disabilities ¹	235	15.1	14.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	89	12.1	31	3.9
Male	94	12.7	75	9.4
Black or African American	39	22.4	28	15.7
Hispanic or Latino	33	14.5	13	5.4
White	98	11.1	60	6.2
English Learners	11	13.8	*	*
Eligible for Free or Reduced-Price Meals	124	17.0	72	8.9
Students with Disabilities	50	20.5	35	12.5
District	183	12.4	106	6.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 70

Number of school-based arrests: 9

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2017-18

Windsor Locks School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	138.5
Paraprofessional Instructional Assistants	15.0
Special Education	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	37.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.5
School Level	7.5
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.9
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	15.0
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	97.9

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.5	1.1
Black or African American	8	4.0	3.7
Hispanic or Latino	4	2.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	189	93.6	91.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	10	*
White	38	52.8	74	80.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	24	43.6	43	74.1
Students with Disabilities	*	*	16	53.3
District	60	53.1	106	80.3
State		69.3		80.1

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	20	74.1
Emotional Disturbance	13	61.9
Intellectual Disability	*	*
Learning Disability	78	87.6
Other Health Impairment	33	80.5
Other Disabilities	*	*
Speech/Language Impairment	20	95.2
District	172	79.6
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Windsor Locks School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	31	2.0	1.8
Emotional Disturbance	21	1.3	1.1
Intellectual Disability	14	0.9	0.5
Learning Disability	89	5.6	5.2
Other Health Impairment	42	2.7	3.1
Other Disabilities	9	0.6	1.1
Speech/Language Impairment	23	1.5	1.8
All Disabilities	229	14.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	12	5.2	8.3
Private Schools or Other Settings	8	3.5	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	18,741,021	11,975	9,847
Instructional Supplies and Equipment	1,349,228	862	287
Improvement of Instruction and Educational Media Services	1,114,502	712	589
Student Support Services	2,190,201	1,399	1,120
Administration and Support Services	3,312,189	2,116	1,905
Plant Operation and Maintenance	3,711,602	2,372	1,648
Transportation	1,269,485	726	904
Costs of Students Tuitioned Out	1,302,910	N/A	N/A
Other	531,470	340	208
Total	33,522,608	19,366	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,402,154	896	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,235,680	49.5	33.8
Noncertified Personnel	1,197,320	18.3	14.5
Purchased Services	294,640	4.5	5.5
Tuition to Other Schools	734,089	11.2	23.4
Special Ed. Transportation	334,186	5.1	8.7
Other Expenditures	737,626	11.3	14.1
Total Expenditures	6,533,541	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	73.2	75.2
State	21.3	19.1
Federal	2.0	2.1
Tuition & Other	3.4	3.6

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2017-18

Windsor Locks School District

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	63	73.2	63	70.2
Black or African American	89	54.7	91	46.8
Hispanic or Latino	127	66.4	127	59.2
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	36	67.3	36	59.8
White	442	67.1	441	62.0
English Learners	51	58.5	51	54.5
Non-English Learners	708	66.7	709	60.7
Eligible for Free or Reduced-Price Meals	370	61.1	372	55.0
Not Eligible for Free or Reduced-Price Meals	389	70.9	388	65.4
Students with Disabilities	118	46.9	119	38.1
Students without Disabilities	641	69.7	641	64.4
High Needs	423	60.2	425	54.3
Non-High Needs	336	73.6	335	68.0
District	759	66.1	760	60.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	91.3	76.0	91.1	85.1	412	85.4
Curl Up	68.0	85.1	76.2	93.1	412	80.3
Push Up	42.7	44.6	64.4	81.6	412	56.8
Mile Run/PACER	87.4	74.4	74.3	54.0	412	73.3
All Tests - District	37.9	40.5	44.6	46.0	412	42.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Windsor Locks School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	16	*
Hispanic or Latino	8	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60	78.3
Students with Disabilities	22	40.9
District	120	82.5
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.6	45	37.8
Male	90.5	40	31.7
Black or African American	100.0	*	*
Hispanic or Latino	*	*	*
White	90.9	53	32.3
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	91.2	31	27.4
Students with Disabilities	63.6	*	*
District	93.5	85	34.7
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	55.0	81.4
Male	57.4	78.6
Black or African American	*	*
Hispanic or Latino	*	*
White	58.2	80.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.6	68.8
Students with Disabilities	*	*
District	56.5	80.0
State	70.9	88.3

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2017-18

Windsor Locks School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	66.1	75	44.1	50	88.2	67.6
	High Needs Students	60.2	75	40.1	50	80.2	57.5
Math Performance Index	All Students	60.3	75	40.2	50	80.4	62.7
	High Needs Students	54.3	75	36.2	50	72.3	52.0
ELA Academic Growth	All Students	61.9%	100%	61.9	100	61.9	60.7%
	High Needs Students	55.7%	100%	55.7	100	55.7	55.6%
Math Academic Growth	All Students	53.6%	100%	53.6	100	53.6	61.9%
	High Needs Students	51.3%	100%	51.3	100	51.3	55.4%
Chronic Absenteeism	All Students	12.4%	<=5%	35.2	50	70.4	10.7%
	High Needs Students	16.3%	<=5%	27.5	50	55.0	16.6%
Preparation for CCR	% Taking Courses	67.8%	75%	45.2	50	90.3	74.8%
	% Passing Exams	34.7%	75%	23.1	50	46.3	44.8%
On-track to High School Graduation		83.9%	94%	44.6	50	89.3	87.5%
4-year Graduation All Students (2017 Cohort)		82.5%	94%	87.8	100	87.8	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		90.6%	94%	96.4	100	96.4	81.8%
Postsecondary Entrance (Class of 2017)		56.5%	75%	75.3	100	75.3	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.4% 42.0%	75%	28.0	50	56.0	96.6% 50.1%
Arts Access		60.6%	60%	50.0	50	100.0	51.2%
Accountability Index				896.2	1250	71.7	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean	+1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?						N
ELA Performance Index Gap	73.6	60.2	13.4		15.9	
Math Performance Index Gap	68.0	54.3	13.8		18.2	
Science Performance Index Gap	.	N/A	.		.	
Graduation Rate Gap	94.0%	90.6%	3.4%		12.7%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	99.4
	High Needs Students	99.1
Math	All Students	99.1
	High Needs Students	98.9
Science	All Students	98.5
	High Needs Students	97.8

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2017-18

Windsor Locks School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The 2017-2018 school year saw a refinement in our Vision of the Graduate with a mission grounded in preparing all of our students to graduate from Windsor Locks Public Schools "prepared to make a difference" in their home, schools and communities. As such, teachers in each school made a commitment to reflect on their own ability to make a difference and to foster reflection in our students to answer the question, "What have you done to make a difference today"? Our district vision to build a mastery-based, student-centered educational system continues to guide our school improvement efforts as we become a school district of distinction. We continued to implement instructional shifts that support mastery based, student centered learning; Improve school climate through professional learning and implement restorative practices and trauma informed instruction. Teachers and administrators are committed to the belief that not only CAN all students learn, but that we CAN and WILL teach all students. They have worked tirelessly to establish structures and systems that allow them to support students in mastering rigorous academic and Habits of Scholarship (HOS), such as being conscientious and responsible citizens, creative and practical problem solvers, informed thinkers, clear and effective communicators, collaborative workers and self-directed learners. In Windsor Locks we keep the Habits of Scholarship - these soft skills - separate from an academic grade. Teacher and parents alike can evaluate academic performance as relates to mastery of standards against the life skills captured in the HOS that create conditions for academic success. We maintained our focus on school attendance in each of our buildings in order to support students and their families who struggled to attend school regularly. The focused attention of intervention teams including the Scientifically Researched Based Interventions Teams at each school, and committed classroom teachers focused on ensuring that each student has a strong connection to school, we have experienced a great deal of success in helping students establish stronger attendance patterns, especially in our earlier grades. We piloted satellite offices at our Middle and High Schools with Community Health Resources for students/families needing counseling services. With the support of Hartford Foundation for Public Giving we have been able to build stronger relationships with families. We continued student-led conferences where students guided their parents through their progression of mastery showing where they were, where they are and where they are going in each of their classes. This model takes the place of traditional parent-teacher conferences, with the student in the driver's seat, but engages their family as a partner in championing their success. We implemented a restructured organization Special Education and created case managers at each building to align the PPT process and ensure consistent access to all interventions, resources and supports across the district. These four individuals also made sure that there was consistency in the writing of our Individualized Education Plans and ongoing communication with our families. Our goal is that EVERY student is engaged, fulfilled and excited to learn at the highest levels to become self-directed, independent learners.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Hartford Foundation for Public Giving also supported reduction in racial, ethnic and economic isolation by supporting the development of our staff to understand implicit bias and its impact on the learning environment. This work was supported by Drs. Johnston and DeJesus from the University of Saint Joseph. In addition, they continued to work with staff and students around the concepts of identity, identity informed curriculum and facilitated a small group of dedicated teachers interested in spearheading this work. .2017-2018, 96 students from Hartford were enrolled in WLPS. We continue to support the Hartford Open Choice students in becoming more connected to the Windsor Locks Public Schools by dedicating an adult in each building whose purpose is to assist students in making the most out of their experience in Windsor Locks. These liaisons provide critical coordination for students and their families related to transportation for staying after school, scheduling students for different after school activities, and serving as mentors and advisors for the students. Through leadership opportunities, the students are engaged with their Windsor Locks peers in a number of activities designed to make better connections between Hartford and Windsor Locks students. Additionally, our coordinators work to ensure that our families make important connections to teachers and schools as well, providing transportation, hosting dinners, and helping them support their children in their learning. Each year the number of Hartford Open Choice students who participate in a host of respective school activities increases as does the number of parents who become actively engaged in our school community.

As a district that participates in the Open Choice Program, students from Windsor Locks are also offered choice in area Magnet Schools. During the 2017-2018 school year, 42 students attended Hartford Public Magnet Schools, 74 students attended Capital Region Education Council Magnet Schools (24 of those students attended CREC's Metropolitan Learning Center), and four (4) students attended other district Magnet Schools (LEARN and Bloomfield Public Schools).

District Profile and Performance Report for School Year 2017-18

Windsor Locks School District

Equitable Allocation of Resources among District Schools

Windsor Locks School District demonstrates Equitable Allocation of Resources among District Schools through the following equitable process. The process begins at the individual school level with input from teachers and other staff. The requests from each school are then gathered by the district and reviewed in relation to the needs of the district to ensure the fulfillment of our mission and vision for all students. Department heads at the district level advocate for their needs relative to the vision and mission, and we work together as a district-wide leadership team (including building leaders) to develop the best approach to budgeting within the guidelines provided by our Town's Board of Finance. The budget development is a very collaborative process that spans about two months.

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: MAY 9, 2019
RE: 2018-2019 SCHOOL READINESS GRANT

The School Readiness Grant provides Windsor Locks the opportunity to offer 48 three and four year old children a high quality, preschool experience. The grant enabled North Street to gain accreditation from the National Association for the Education of Young Children (NAEYC). This accreditation signifies that North Street School's PreK program has met or exceeded over 450 standards, placing in among the best in the state. We are entering our seventh year with this grant.

POSSIBLE MOTION: "Move that the Board of Education approve the 2019-2020 School Readiness Grant Proposal as presented."

EXHIBIT VIII 3 B

MEMORANDUM TO: MEMBERS OF THE BOARD OF EDUCATION
FROM: SHAWN PARKHURST, SUPERINTENDENT
DATE: MAY 9, 2019
RE: COMMUNITY SURVEY RESULTS

The district has concluded its month-long communication survey. Mr. Parkhurst will provide the board with an update on the results of the survey and the next steps in using the survey data to build a communication plan.

Windsor Locks Public Schools

www.wlps.org

EDUCATIONAL LEADERSHIP

Shawn Parkhurst
Superintendent of Schools 860-292-5000

Sharon Cournoyer
Assistant Superintendent of Schools 860-292-5750

Jeffrey Ferreira, Principal, Heather Earley, Assistant Principal
North Street School 860-292-5027

Monica Briggs, Principal, Heather Earley, Assistant Principal
South Elementary School 860-292-5021

David Prinstein, Principal, Christine Griswold, Assistant Principal
Windsor Locks Middle School 860-292-5012

Steven Swensen, Principal, Carrie Grado, Assistant Principal
Windsor Locks High School 860-292-5032

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